



# Target English

Grade 9

## Student's Book

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**Egyptian International Publishing Company – Longman,**  
10a Hussein Wassef Street,  
Messaha Square,  
Dokki,  
Cairo,  
Arab Republic of Egypt

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First printed in 2008  
Reprinted 2010  
ISBN: 977-16-1176-3  
Deposit no. 13144/2008

*Acknowledgement:*

The publisher wishes to thank the Evaluation  
Committee of Kuwait Ministry of Education:

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## Scope and sequence

	Language	Skills
<b>Module 1 Stories</b>		
<b>Unit 1</b> World stories (page 12)	<p><b>Grammar</b> present and past tenses in the correct contexts; <i>used to</i>; <i>didn't use to</i>; <i>would</i>; second conditional; past simple and past continuous; present simple (active and passive) for general truths</p> <p><b>Functions</b> suggesting; expressing opinion; giving reasons; comparing and contrasting; expressing opinion (for and against); expressing opinion (comparing and contrasting)</p> <p><b>Vocabulary</b> waterfall, chatter, rumour, seep into, spectacle, thrilling, cascade, nerves, concentrate, tense, torrent, dramatically, acrobat, folktale, convey, pass down, slave, latter, moan, groan, flee, thorn, bind up, fawn upon, pursue, generation, sentence, folklore, numerous, lore, wisdom, folk, lullaby, joke, poetry, riddle, proverb, myth, quilt, ritual</p>	<p><b>Reading</b> a short story; a folktale; a factual article</p> <p><b>Listening</b> a short story; a folktale; a biographical account; a factual article</p> <p><b>Speaking</b> discuss and plan an event; discuss activities; talk about an imaginary event; discuss the moral of a story; discuss how to implement proverbial wisdom in daily life</p> <p><b>Writing</b> an account of an imaginary event; paragraphs to compare and contrast folktales; take notes; a paragraph</p>
<b>Unit 2</b> Storytelling (page 18)	<p><b>Grammar</b> <i>can / could</i>; <i>wh</i>- questions; present simple tense for generalities; sequence connectors</p> <p><b>Functions</b> giving opinions; comparing and contrasting; asking and giving information; obligation; ability; possibility; advice; giving and receiving advice; suggestion</p> <p><b>Vocabulary</b> loudly, whisper, expressive, capture, mood, script, active, inventive, sympathy, conflict, patience, professional, revise, document, tip, neighbourhood, associate, saying, research, background, label, oral historian, basic, setting, plot, perhaps, quality, personality, appearance</p>	<p><b>Reading</b> a factual article; instructions; a text giving advice about writing</p> <p><b>Listening</b> a factual article; proverbs; instructions; questions; a radio programme</p> <p><b>Speaking</b> talk about storytelling; talk about proverbs; conduct an interview; talk about ways that stories are transmitted; talk about a story or a film</p> <p><b>Writing</b> a short story; a paragraph based on an interview; definitions; character sketches for a film; notes</p> <p><b>Project</b> A traditional folktale</p>

	Language	Skills
<b>Module 2</b> Around the world		
<b>Unit 3</b> <b>Countries</b> <b>(page 26)</b>	<p><b>Grammar</b> present and past simple tenses; present and past continuous tenses; direct and reported speech</p> <p><b>Functions</b> expressing opinion; guessing; ability; likes; expressing opinions and preferences; intention; making plans; describing places</p> <p><b>Vocabulary</b> royal, recruit, pilot, runway, bright, chase away, windshield, blow, mark, derive, range, solemn, joyous, surround, satisfaction, relax, feasting, fusion, indigenous, mineral, economy, custom, rarely, pluralist, monsoonal, massive, ornately, habitat, recreate, species, nursery, breeding, rich in</p>	<p><b>Reading</b> biographical story; a factual article; a tourist brochure</p> <p><b>Listening</b> a biographical story; people's plans; descriptions of countries</p> <p><b>Speaking</b> talk about weather and climate; talk about holiday plans; talk about Malaysia</p> <p><b>Writing</b> answers to questions; a description of a place or building</p>
<b>Unit 4</b> <b>Cities</b> <b>(page 32)</b>	<p><b>Grammar</b> quantity; countable and uncountable nouns; articles <i>a</i> and <i>the</i>; modal verb <i>would like</i></p> <p><b>Functions</b> talking about quantity; giving reasons; advice; preference; describing; comparing and contrasting information; expressing likes and dislikes</p> <p><b>Vocabulary</b> pavement, road sign, pedestrian crossing, horn, moped, motorbike, dangerously, improve, power, commerce, specialise, settlement, inhabit, enormous, rise up, tramway, alleyway, obey, Cantonese, dialect, dense, dweller, contrast, paved, conquer, host, lime</p>	<p><b>Reading</b> a newspaper article; a factual text; an article</p> <p><b>Listening</b> an article; a discussion</p> <p><b>Speaking</b> Talk about traffic problems; ask and answer questions; contribute to a discussion; explain why one city is preferable to another</p> <p><b>Writing</b> sentences; questions; a paragraph describing another person's opinions</p> <p><b>Project</b> Welcome to my town or city</p>

	Language	Skills
<b>Module 3 Health</b>		
<b>Unit 5</b> <b>Get well</b> <b>(page 40)</b>	<p><b>Grammar:</b> present perfect / past simple; time expressions; negation; modal verb <i>should</i></p> <p><b>Functions:</b> giving reasons; expressing beliefs; describing recent events; expressing opinion; describing illnesses and symptoms; giving advice; giving information; describing sequences of events; describing processes</p> <p><b>Vocabulary:</b> blind, canoeist, canoe, raise, achievement, incredible, expedition, neglect, disability, inclusive, illness, headache, sprained ankle, stomachache, shatter, sore throat, cough, awkwardly, shivery, itchy, bloated, surgeon, symptom, accurate, allergy, injury, hygiene, anatomy, medicine, treat, manual, oath, observation</p>	<p><b>Reading</b> a factual article; a text and a dialogue about illnesses and symptoms; short biographical texts about ancient doctors</p> <p><b>Listening</b> a factual article; a text and a dialogue about illnesses and symptoms; information about medical discoveries</p> <p><b>Speaking</b> talk about recent events; talk about illnesses and give advice; talk about which medical discovery is the most important</p> <p><b>Writing</b> summaries; a paragraph; definitions; notes</p>
<b>Unit 6</b> <b>Hygiene</b> <b>(page 46)</b>	<p><b>Grammar:</b> past perfect; simple past; relative clauses; non-defining relative clauses; <i>Do you ... ?</i>; <i>going to</i></p> <p><b>Functions:</b> giving explanations; giving reasons; talking about habitual behaviour; giving advice; talking about future plans</p> <p><b>Vocabulary:</b> essential, install, various, disease, attend, enthusiastic, suffer, cholera, transform, empty, collect, completely, include, fetch, sanitation, average, pregnant, industrialised, domestic, drinkable, get access, lifestyle, find out, serving, cereals, mostly, wholegrain, fizzy, rest, seldom</p>	<p><b>Reading</b> a factual article; a quiz about health; a short text giving advice about health</p> <p><b>Listening</b> a partner making guesses; listen to a short text giving advice about health</p> <p><b>Speaking</b> give explanations; reply to a partner making guesses; talk about health resolutions</p> <p><b>Writing</b> true versions of false sentences; answer questions; join short sentences; a health diary</p> <p><b>Project</b> The power of humanity</p>

	Language	Skills
<b>Module 4 Critical thinking</b>		
<b>Unit 7</b> <b>Finding answers</b> <b>(page 54)</b>	<p><b>Grammar</b> <i>I'll ...; Shall I ...; be going to; first conditional; imperatives; connectors; adverbs of time; why and how questions</i></p> <p><b>Functions</b> Asking for advice; talking about future plans; giving reasons; making suggestions; agreeing and disagreeing; describing processes; offering help; predicting; expressing possibility / opinion</p> <p><b>Vocabulary:</b> survival equipment, signal flare, signal mirror, priority, oars, first-aid kit, emergency blanket, survive, whistle, sea-sickness tablet, survival manual, induce, experience, effort, situation, systematically, alternative, effective, evaluate, generate, routines, breeze, antiseptic, relatively, decongestant, alleviate, gadget, probably, extract, fingerprint, enzyme</p>	<p><b>Reading</b> a problem to solve; definitions; an article about problem solving; factual questions and answers</p> <p><b>Listening</b> a dialogue; alternative explanations</p> <p><b>Speaking</b> discuss solving a problem in a group; compare ideas; ask and answer questions</p> <p><b>Writing</b> answers to questions; a paragraph; make a list; arrange ideas in sequence; questions and answers; makes notes</p>
<b>Unit 8</b> <b>Solving problems</b> <b>(page 60)</b>	<p><b>Grammar</b> second conditional; <i>why don't you ...; you should ...</i>; connectors of addition and contrast</p> <p><b>Functions</b> analysing problems; asking and giving advice; expressing preference; describing processes; giving reasons; expressing contrast / opinion; giving warning; agreeing and disagreeing; predictions; making plans; making suggestions</p> <p><b>Vocabulary:</b> determined, inspire, disability, engage, strict, rigid, specialised, devise, trial and error, influential, theory, approach, look down upon, belittle, counsellor, promise, common, apologise, lonely, keep in touch, take up, brainteaser, challenge, criteria, traffic jam, escalator, stuck, marble, portrait, logic</p>	<p><b>Reading</b> a story; letters and replies; puzzles and brainteasers</p> <p><b>Listening</b> a story; advice; instructions</p> <p><b>Speaking</b> give a presentation; ask for / give advice; discuss how to categorise items</p> <p><b>Writing</b> notes; a paragraph; advice; an explanation</p> <p><b>Project</b> Questions and answers</p>



	Language	Skills
<b>Module 5 Challenges &amp; exploration</b>		
<b>Unit 9</b> <b>Emergency &amp; rescue</b> <b>(page 68)</b>	<p><b>Grammar</b> present simple and continuous passive; past simple passive; passive with <i>can</i></p> <p><b>Functions</b> describing natural events; describing processes; describing utility; describing the past; expressing opinions; giving reasons; expressing possibility; giving information; asking for permission</p> <p><b>Vocabulary</b> emergency, rescue, volcano, hurricane, earthquake, tsunami, avalanche, push out, powerfully, erupt, plate, predict, resist, simply, coastguard, stranded, luckily, lift, halt, lightning, realise, authority, alert, paramedic, risky, salvage, breed, challenging, isolated, deliver, wilderness, smoke jumper, sanctuary, rust, affect, extremely, restore</p>	<p><b>Reading</b> a factual article; a factual article about dangerous jobs</p> <p><b>Listening</b> descriptions of natural events; ideas of others; people talking about their jobs</p> <p><b>Speaking</b> talk about natural events; talk about the use of text messages; talk about what is important in a job</p> <p><b>Writing</b> notes; a paragraph</p>
<b>Unit 10</b> <b>Journeys</b> <b>(page 74)</b>	<p><b>Grammar</b> present perfect continuous; question tags</p> <p><b>Functions</b> describing processes; describing events; talking about the recent past; giving opinion / reason; checking information; describing processes; describing objects</p> <p><b>Vocabulary</b> whirlpool, terror, overboard, recover, barrel, tie, exhausted, float, horizon, escape, terrified, pick up, break down, rally, yearly, importantly, set off, spare, ahead, mechanical, wonder, silk, region, trade, exchange, caravan, decline, track, route</p>	<p><b>Reading</b> a short story; a factual text; a dialogue; a historical text</p> <p><b>Listening</b> a short story; a factual text; a dialogue; a historical text</p> <p><b>Speaking</b> talk about films set at sea; talk about the recent past; talk about habitual activities; describe familiar objects without naming them</p> <p><b>Writing</b> an imaginary historical diary</p> <p><b>Project</b> A famous explorer</p>



	Language	Skills
<b>Module 6 People</b>		
<b>Unit 11</b> <b>About our lives</b> <b>(page 82)</b>	<p><b>Grammar</b> reported speech; reported questions; noun suffixes</p> <p><b>Functions</b> giving reasons; describing processes; giving opinions; discussing imaginary situations; making comparisons; asking for information; describing feelings; giving advice</p> <p><b>Vocabulary</b> wealthy, butler, modest, dusty, affluent, residence, genuine, grimy, pleased, trap, content, humble, fashion, kimono, chopstick, bullet train, raw, sushi, sumo wrestling, happiness, identify, spiritual, reasonable, serotonin, genetic, identical, twins, flow, community</p>	<p><b>Reading</b> a story; emails; an explanatory text</p> <p><b>Listening</b> a story; advice</p> <p><b>Speaking</b> talk about how to achieve happiness; compare life in Kuwait with life in Japan; talk about what makes them happy</p> <p><b>Writing</b> a paragraph; a report of a conversation</p>
<b>Unit 12</b> <b>Wishes &amp; regrets</b> <b>(page 88)</b>	<p><b>Grammar</b> third conditional: <i>If it had been me ... I would have ...</i>; <i>I wish ...</i> + past perfect</p> <p><b>Functions</b> expressing wishes and regrets; expressing feelings (regret); expressing opinions; describing someone</p> <p><b>Vocabulary</b> upset, mend, knock, wish, regret, organise, complain, train, luckily, mess, pleasure, arrange, enjoy, enough, give up, tidy up, friendship, loyalty, honest, respect, clever, cheerful, trustworthy, appreciate, secret, share</p>	<p><b>Reading</b> short narrative texts; an interview about regrets; an article</p> <p><b>Listening</b> a dialogue about friendship</p> <p><b>Speaking</b> talk about an imagined past; talk about regrets; talk about friendship</p> <p><b>Writing</b> a description of a friend</p> <p><b>Project</b> Personal profile</p>

## MODULE 1

# Stories

Read the story:  
*The tightrope walker*

Folktales: What is a folktale?

Focus on storytelling:  
What can we learn from traditional stories?

Focus on folklore:  
What do you know about folklore?

Project  
A traditional folktale

Project	Outcome
What is the beginning?	
What is the middle?	
What is the end?	
What is the character?	
What is the problem?	
What is the solution?	
What is the moral?	

**OUTCOMES**  
You will be able to:

- talk about the past
- interview people
- write a story
- make suggestions

# 1

## World stories

### Grammar

present and past tenses; second conditional; *used to*; *didn't use to*; *would*

### The tightrope walker

Martin's village was a small, quiet community. Nothing ever happened there. The only sound that filled the village was the roar of the great Randall Waterfall a few kilometres away. Martin and his school friends spent the long, hot afternoons sitting in the village square, playing games and dreaming of a more exciting life. 'If I could cross the waterfall, I would go to the circus in the city,' he told his friends. 'If we went to the city we could see the acrobats and tightrope walkers doing unimaginable things.' But Martin and his friends knew this was just a dream. They sat in silence, looking up at the hot summer sky and listening to the sound of the waterfall beyond.



One day, the sound of excited chattering filled the village. A rumour had seeped into the community. The Great Giovanni, a famous Italian tightrope walker, was going to walk across the Randall Waterfall! To make the spectacle greater, the Great Giovanni was going to walk across the rope carrying a large wooden barrel, filled with heavy clay bricks! None of the villagers could believe it. Nothing this exciting had ever happened in their village. 'I didn't use to think anything thrilling would happen here,' Martin said, 'but the Great Giovanni is coming!'

The day came. The Great Giovanni stood at the end of the rope as the water cascaded below him. The acrobat didn't let his nerves show. He knew that if he concentrated fully, he would succeed.

He balanced himself on the rope and began, with the heavy barrel of bricks in his arms, to walk slowly over the thundering waterfall. The villagers were tense and silent. They knew that if he lost his footing, he would fall into the torrent below.



The Great Giovanni, the master acrobat, succeeded! He stood at the other edge of the waterfall and bowed dramatically. The crowd cheered and shouted. 'We used to have a boring life,' Martin exclaimed to his friends, 'but the memory of the Great Giovanni will keep us happy for ever!'

### Comprehension

- 1 **BEFORE YOU READ** Work in pairs. Discuss what you do to make your life interesting. Do you have hobbies?  
Are you a member of any clubs in school? Have you joined a sports club outside school?  
Talk about why you like doing these things, and what other activities you would like to do to make your life interesting.

- 2 **1.1** Listen and read the story. Answer these questions.  
1. Why did nothing exciting ever happen in Martin's village?

2. Who were Martin and his friends thinking about in the village square?
3. Why did the Great Giovanni decide to carry a barrel of bricks across the rope?
4. How did the Great Giovanni succeed in crossing the waterfall?
5. What did the villagers know as the acrobat walked across the waterfall?

3 Answer the following questions.

1. Find another word in the text that means 'exciting'.
2. Find three adjectives in the text that describe what Martin's village is like.
3. Find the adjective in the text that describes the extraordinary nature of what an acrobat does.
4. Find four words that describe the sound and movement of the waterfall.

**Grammar in context** past and present; second conditional

4 Write whether the following sentences are true (T) or false (F). Correct the false sentences in the same tense as they appear below.

1. The Great Giovanni is a Spanish magician.
2. Martin and his friends dream of going to the circus in the city.
3. The villagers shouted and screamed as the acrobat crossed the waterfall.
4. The Randall Waterfall flows gently and silently.
5. The Great Giovanni ran across the rope.

5 Complete the sentences with the correct tense of the verb in brackets. Then, write three sentences about you or people you know using the second conditional.

1. If the Great Giovanni \_\_\_\_\_ (fall) from the rope, no one \_\_\_\_\_ (be) able to help him.
2. If the villagers \_\_\_\_\_ (talk) to each other more, they \_\_\_\_\_ (enjoy) life more.
3. If Martin \_\_\_\_\_ (join) the circus, he \_\_\_\_\_ (be) an acrobat.

**Speaking**

- 6 Work in groups. Invent and plan a spectacle for the area where you live. Use the local and natural environment to create an event that would bring your local community together. Present your ideas to the class.

**Writing**

- 7 Write an imaginary account of the spectacle you produced in exercise 6. What did you do? Was it successful? What were the problems in staging it? How did people in your community respond to it?





## Folktales

Grammar  
past and past continuous  
use to; didn't use to

### What are folktales?

Folktales are just one example of folklore; they are popular or traditional stories. A folktale can be a story about animals that act like humans, and that live in a world of wonder and magic. Most of these stories convey a message or moral to the reader, or explain something in a creative way. Folktales are often passed down and retold from generation to generation. A folktale is passed on among many different kinds of groups, such as family members, friends, classmates or people you work and play with.


### Comprehension

- 1 Here is a folktale, but the paragraphs are in the wrong order. Read through them and find the correct sequence. Number the paragraphs 1 to 5.



#### Androcles

- ☐ (A) Then the Lion took Androcles to his cave, and every day he used to bring him meat from which to live on. But shortly afterwards both Androcles and the Lion were captured and the slave was sentenced to be thrown to the Lion, after the latter had been kept without food for several days.
- ☐ (B) A slave named Androcles once escaped from his master and fled to the forest. As he was wandering about there he came upon a Lion lying down moaning and groaning. At first he turned to flee, but finding that the Lion did not pursue him, he turned back and went up to him.
- ☐ (C) As he came near, the Lion put out his paw, which was all swollen and bleeding, and Androcles found that a huge thorn had got into it, causing all the pain. He pulled out the thorn and bound up the paw of the Lion, who was soon able to rise and lick the hand of Androcles like a dog.
- ☐ (D) But as soon as he came near to Androcles he recognised his friend, fawned upon him, and licked his hands like a friendly dog. The Emperor was surprised at this, he summoned Androcles to him, who told him the whole story. The slave was pardoned and freed, and the Lion was let loose to his native forest.
- ☐ (E) The Emperor and all his Court came to see the spectacle, and Androcles was led out into the middle of the arena. Soon the Lion was let loose from his den, and he rushed bounding and roaring towards his victim.

2  1.2 Listen and read the folktale in the correct sequence and answer these questions.

- Who are the main characters in the folktale? .....
- Why do you think the folktale carries the title 'Androcles'?
- Does the Lion in the story represent a real lion? Explain. ....
- What is the role of each of:
  - the Emperor? .....
  - the slave? .....
- What is the moral the reader can learn from the folktale? .....

### Speaking

3 **OVER TO YOU** In pairs, discuss how the folktale shows that 'gratitude is the sign of noble souls.'

### Listening

4  1.3 Listen and fill in the table about Vladimir Propp.



Vladimir Propp  
1928



Date of birth	
Year of death	
Occupation	
Nationality	
Year of publication of most famous book	

### Writing

5 Folktales from the Middle and Far East provide a great wealth of material. Work in pairs. Search for information about each and compare and contrast them.

Here is a website among many that you could try:

- [www.eslstation.net/theREALWF/Folktale%20Links.htm](http://www.eslstation.net/theREALWF/Folktale%20Links.htm)



## **Folklore**

**Grammar**  
present simple: active and passive  
for general truths

### **What is folklore?**

You have probably heard the word 'folklore' numerous times. But have you thought of its meaning? Well, the word 'folk' means any group of people who share at least one common factor. 'Lore' is knowledge or wisdom; it can also refer to a tradition or an experience. Every person, at a given time in life, is part of not one but many groups. Folklore is so much a part of our everyday life that we don't always stop to think about it. Family tradition, holidays, special sayings and foods – all these are part of folklore.

Today, folklore is often defined as knowledge or forms of expression – folk arts – that are passed on from one person to the next by word of mouth, or what is called the oral tradition. These include songs, rhymes, folktales, myths, jokes and proverbs.

### **What are the types of folklore?**

There are many different categories of folk expressions. Here are some of them. Use the categories to help you think about the folklore you might find in your school, family or community:

**Oral:** These are songs, lullabies, dance games, poetry, jokes, folktales, riddles, proverbs, myths and special sayings.

**Material:** These are objects such as special kinds of jewellery, home decorations, puppets, quilts, clothing or musical instruments. Material culture may also include types of food and special family recipes.

**Behavioural:** These are special customs and rituals, such as throwing rice at a wedding for 'good luck'. These include family and local (community) customs and celebrations. Behavioural folklore also includes the way you might use folklore in your own thoughts.

### **Where do we find folklore?**

Folklore can be found all around us. There are three categories that define places and groups:

**Children's lore,** such as chants and games.

**Family lore,** such as family celebrations, naming rituals, and special ways of cooking.

**Community lore,** such as community celebrations, feasts and holidays.



a coloured piriata



Morris dancers



Kuwaiti folklore

## Vocabulary

- ① Work in pairs. Use a dictionary or the glossary at the end of your Student's Book to look up the meaning of the words you do not know in the list. Then – in table form – think of a way you can group them under four titles. There are many ways of doing this.

knowledge, wisdom, tradition, experience, expression, rhymes, myths

proverbs, lullabies, poetry, jokes, riddles, jewellery, home

decorations, puppets, quilts, chants, ritual, customs, celebrations


## Comprehension

## ② BEFORE YOU READ

1. Read the first subheading in the text. What do you think of when you hear or read the word *folklore*?
2. Read the other two subheadings. Try to answer the questions.

## Listening

- ③ 1.4 Listen and read the text on page 16 and answer the following questions.

1. Define the word *folklore* in your own words.
2. Where do we encounter *folklore*?
3. What are the differences between the categories of folk expressions?
4. How are the places and groups of folklore categorised?
5. In pairs, compare your answers in this exercise to your answers in exercise 2 above.

## Speaking

- ④ OVER TO YOU In groups, discuss the following.

'A friend in need is a friend indeed.' We often hear or remember proverbs like this. How does this proverb help you take action in your daily life?

## Writing

- ⑤ Can you think of different kinds of folklore in Kuwait? Work in groups and write a paragraph about one.



## Did you know?

The word *folklore* was first invented in 1846 by British scholar William Thomas, who wanted to give a new name to the study of ancient customs and traditions.



# 2

## Storytelling

### Storytelling

Grammar  
sequence connectors

Telling stories is an ancient art but telling a story aloud and writing a story require different sets of skills. People began to tell one another stories long before they had learned how to read and write. What does it take to be a good storyteller? If you want to tell a story aloud, you need a voice that is varied and sounds interesting. You need to know when to speak loudly and when to whisper. You need an expressive face that can capture different moods and feelings. You need to be able to use your voice, your face and your body to bring the story alive. In short, you need to be an actor! A good sense of timing is another requirement – you need to know when to pause, when to speed up and when to slow down. If you are telling the story without using a written script, you also need a good memory!



What about writing a story? What do you need to do to write a good story? First, you need an active and inventive imagination. Next, you need a sense of sympathy, so that you can feel what your characters are experiencing. You also need to use your senses, to show what can be seen and heard, smelled, tasted and

touched by the characters in your story. In addition, you need to be organised: your story needs to have a beginning, a middle and an end. After setting the scene, your story needs to have some kind of conflict, or tension, or question, or problem. The ending of the story then shows how the problem is solved, or how the question is answered. Many stories, though not all, also have a moral or a message. There's something else the writer of a story needs – plenty of patience! Professional writers revise, rewrite and edit their work up to 10 or even 20 times before they are satisfied that the story is finished.

### Comprehension

1 **BEFORE YOU READ** Work in pairs. Give your opinions.

1. What skills are needed to tell a story aloud?
2. Put the storytelling skills on your list in order of importance.
3. What skills does a good writer of stories need? Make a list.
4. Put the story-writing skills on your list in order of importance.

2.1 Listen and read the article on page 18.

Then complete the table with information from the text.

Qualities needed	
To be a good storyteller	To write a good story

### Vocabulary

3 Find words in the article on page 18 that match these meanings.

1. emotions; feelings of happiness or sadness, for example \_\_\_\_\_
2. stop for a moment before continuing \_\_\_\_\_
3. a feeling of concern for another person \_\_\_\_\_
4. very old \_\_\_\_\_
5. stress or worry \_\_\_\_\_
6. of many different kinds \_\_\_\_\_
7. a written text \_\_\_\_\_
8. care and attention \_\_\_\_\_



### Listening

4 2.2 Listen to the proverbs and complete them.

1. An empty \_\_\_\_\_ makes a loud noise. (Arabic)
2. I complained that I had no shoes until I \_\_\_\_\_ a man with no feet. (Indian)
3. It takes a \_\_\_\_\_ to raise a child. (African)
4. Even a broken clock is \_\_\_\_\_ twice a day. (Polish)
5. Talk does not cook \_\_\_\_\_ (Chinese)

### Speaking

5 OVER TO YOU

1. In pairs, discuss what you think the proverbs in exercise 4 mean. Choose one proverb and discuss how you could make it the theme of a short story.
2. With your partner, look again at your answers to exercise 1 and compare them to your answers to exercise 2. Using both sets of information, make a list of the five most important qualities of either a storyteller or the writer of a story.

### Writing

6 Read the beginning of a short story. Write the rest of the story. If possible, use at least three of the five senses. Introduce a conflict or problem that has to be solved at the end. Give your story a title.

A man needed a new pair of shoes. He drew a detailed picture of his feet on a large, rough piece of paper. He also measured his feet carefully and wrote down all the dimensions. Then he started to walk to the shoe shop in the middle of town.

# Oral history

Grammar  
*can / could, Wh- questions*

When you write about a family or neighbourhood tradition you can help other people to understand a little more about the world you live in. You can also help yourself to become more creative. You are recording and documenting exciting and real-life stories from your own history that would otherwise be lost!

Your folklore can take many forms. You can collect games, recipes, proverbs, songs or stories and document where and how you found them, and what they mean.

## Tips for Getting Started

Take a walk around your school, home or neighbourhood. When you see or hear anything that looks like folklore, write it down. You might be surprised at what you're able to learn!

### Make a map

You could make a map of your neighbourhood. Note on it any examples of folklore you see.

### Hold an interview

Talk to family members, family friends, classmates or teachers. Tell them that you are working on writing, researching and recording neighbourhood folklore and family stories. Here are some questions you could ask. You may try interviewing yourself with these same questions!

- When and where were you born? Where did you grow up?
- What games did you play as a child? Do you remember the details and rules of the games?
- What were special family or community celebrations you remember? Were there any games, recipes, proverbs, songs or stories associated with those celebrations?
- What are some favourite family recipes that may be associated with a holiday or family tradition? Who passed them down?
- Did anyone ever sing songs or lullabies when you were little? Do you remember the words to the song and who sang it to you? Are there any family traditions associated with it?
- Are there sayings or proverbs that you remember hearing while you were growing up or that you still use? Who told you about them?

### Do research

You'll be able to collect more background information or find out about a town if you need to by doing research on your own!



*Finally, label your folklore according to the list of folklore types. Now you have managed to become an 'oral historian'!*



### Comprehension

- 1 BEFORE YOU READ** Work in pairs. Discuss these questions.
1. What do you think 'oral history' is?
  2. What is an oral historian?
  3. Where do we find oral historians nowadays?

### Listening and speaking

-   2.3 Listen and check your answers.

**Pronunciation** intonation of *wh*- questions

- 2.4 Listen and answer the questions.** Does the voice start high or low at the beginning of *wh*-questions?
1. What is your favourite story?
  2. Why do you like it so much?
  3. Where does it take place?
  4. Who are the main characters?
  5. How does the story end?
- Words to remember**  
document, tip, neighbourhood, associate, saying, research, background.

### Writing

- 4 Use the questions on page 20 to conduct an interview with someone you know. Write notes to record their answers.
- 5 Use your notes from exercise 4 to write a paragraph about what the person you interviewed remembers. Start by filling in the gaps, then continue on your own.

\_\_\_\_\_ (name) was born in \_\_\_\_\_ (place) in \_\_\_\_\_ (month and year). As a child, he / she played \_\_\_\_\_ (games). \_\_\_\_\_ (name) remembers \_\_\_\_\_





## Skills: Focus on storytelling

Grammar  
present simple for generalities,  
connectors

### Tips for writing a successful story

We hear stories, read stories and watch stories every day. And every time we tell someone what happened to us at school or on holiday, we tell stories, too. But when we write them down, there are some basic things we have to think about first. A good story is like a delicious cake. It must have all the right ingredients! So before you start writing, here are the ingredients you need.

#### Setting

Where does your story take place? Is it in a city, in the country, by the sea? When is it set – in the past, the present or the future?

#### Characters

What are their likes and dislikes? What do they look like? What words can describe their personalities? Make notes about them.

#### Plot

Does your story have a beginning, a middle and an end? Does your main character have a problem to solve? It could be something small, such as finishing homework on time, or it could be large, such as saving a friend's life. The thing that makes your story interesting is how people deal with difficulties. For example, perhaps your character can't get help because his mobile phone isn't working.

#### The ending

Think carefully about the ending. In the best stories, the hero solves the problem on his own or with the help of others. How does your main character finally solve his problem? Which of his qualities allows him to do it? Is your main character changed by the events? And now you have all your ingredients, you are ready to write!

### Reading Comprehension

- 1 **BEFORE YOU READ** Work in pairs. Think of all the different ways you can read or hear stories.  
talking with friends, on the TV, ...
- 2 Read *Tips for writing a successful story* and write definitions of these words.  
1. Setting 2. The ending 3. Plot 4. Character  
1. The setting is when and where the story takes place.

- 3 Read the advice and answer these questions.

1. The writer says a good story is like a cake. Why?
2. What two things do you have to decide for the setting?
3. What does the main character have to do in successful stories?
4. Why do you think difficulties can make a story more interesting?
5. According to the writer, how do the best stories end?

**Pronunciation** *read, word*

- 4 2.5 Listen and repeat these words.
1. read write story problem describe
  2. word first before hear personality

**Did you Know?**

The story *Gilgamesh* is probably the world's oldest story. The earliest copies on stone date from about 2000 BC.

**Listening**

- 5 2.6 Listen to the radio programme and complete the tips below.

**Writing Workshop**

**Tips**

- 1 You \_\_\_\_\_ the whole of your story before you stop to check it.
- 2 You \_\_\_\_\_ always \_\_\_\_\_ about things you \_\_\_\_\_.
- 3 You \_\_\_\_\_ the story and make \_\_\_\_\_.
- 4 Give your story to \_\_\_\_\_ to read.
- 5 You \_\_\_\_\_ !

- 6 Work in pairs. Discuss the advice in the article and the tips. Which ones do you do already? Which ones are new to you?

**Speaking**

- 7 a Think of a story or film you like. Complete this table.

Name of film/story	
Setting	
Main characters	
The plot	
The ending	
My overall opinion	

- b **OVER TO YOU** Work in pairs. Tell your partner about your film or story.

**Writing**

- 8 Imagine you are going to write the story for an adventure film. Make notes about your hero and his enemy. Give them names and include the following information:
- \* name and age
  - \* family
  - \* appearance
  - \* likes and dislikes
  - \* personality



## Project: A traditional folktale

• Work in pairs. Think of a short traditional folktale or a fable. Make a note of its title, main characters and events. Here are some words to help you.

horse camel goat donkey figs dates lamp  
fisherman weaver woodcutter merchant tailor blacksmith  
saddlemaker carpenter king prince sultan guest neighbour  
wife husband widow daughter son thief poor man rich man  
tent kingdom city palace market camp garden marriage

• Most folktales around the world contain similar elements. Does your story have some of the elements in the table below? Complete the table for your story.

Elements of a traditional folktale	
special beginning	
good character	
evil character	
stupid or weak character	
noble or rich character	
problem to be solved	
lesson to be learned	

Here are two websites that may help you:

- <http://teacher.scholastic.com/writewit/storyteller/index.htm>
- <http://teacher.scholastic.com/writewit/mff/mythmachine.htm>

Now you try!

- Write your tale in English – begin *Once upon a time ...*
- Find out all the words you need before you start.
- Write a plan of the paragraphs in the story.
- Keep your story short; don't worry about all the details.

# Around the world

## MODULE 2

Read the story: Roald Dahl *Going Solo*.

What are your plans for your holidays?

Focus on a country  
What is this place?

Focus on two cities  
What are these two places?

**Project**

Welcome to my town or city

### OUTCOMES

- You will be able to
- talk about holidays
  - report what people said
  - discuss what people should do
  - talk about quantity



## 3

## Countries

## Grammar

reported speech; present simple, present continuous;  
past continuous, past simple

## Roald Dahl Going Solo



In November 1939, the Royal Air Force (RAF) was recruiting pilots. I was living in Dar-es-Salaam in East Africa. I drove 1000 kilometres to Nairobi in Kenya. The weather was hot and humid. The sky was clear and sunny, but as I was approaching Nairobi, clouds gathered and I drove through a terrible storm.

I was lucky. The RAF accepted me. They said they wanted me for training.

Sixteen of us were learning to fly. We told one another stories and became friends. Nairobi Airport only had one runway. Every morning in the bright sunshine we would all run out and chase the zebras away!

If you are flying a small plane, you sit on your parachute. This makes you 20 centimetres taller! I am very tall. The first time I sat on my parachute, my whole head stuck out above the windshield into the open air!

'Why are you laughing?' my instructor asked. I was laughing so much that I wasn't able to reply.

The instructor told me I was too tall. He asked if I really wanted to learn to fly this small plane. I told him I did. On my first flight, the wind was blowing in my face, freezing cold, and very dry and fast. I couldn't breathe! For the second flight, I tied a scarf over my nose and mouth, and I was able to breathe better.



I had eight hours training with my instructor. Then I began to fly alone. This is called *going solo*. I was flying every day. I flew very low, only 20 or 30 metres above the ground. I watched the wild animals on the African plain. There were huge herds of buffalo and wildebeest. When I flew above them, they would run in all directions. I also saw giraffes, rhinos and elephants. Later, I flew all the way around the snowy summit of Mount Kenya.

## Comprehension

- 1 **BEFORE YOU READ** Work in pairs and describe the weather and climate in your country.

*It never snows here.*

snow	rain	storm	wind	cloudy	fog	freezing
cool	warm	hot	boiling	humid	dry	cold

- 2 **3.1** Listen and read the story on page 26. Then answer these questions.

1. When did Roald Dahl travel from Dar-es-Salaam to Nairobi?

2. Why did he make the journey?

3. What was the weather like on the way?

4. How many people were learning to become pilots?

5. Did Nairobi have a big airport?

6. What made Roald Dahl 20 centimetres taller?

7. How many kinds of animals did he see?

8. Why did the herds of animals run away?

- 3 **OVER TO YOU** Work with your partner.

1. What problem did Roald Dahl have on his first flight? How did he solve this problem on his second flight?

2. Roald Dahl was a famous writer. He wrote many books, for children, for adults and for everyone. Find out about his life. Also find out the titles of some of his books. When was he born? When did he die?

3. The country 'East Africa' no longer exists. In which modern African country is Dar-es-Salaam?

## Grammar in context reported speech: present simple; past simple

- 4 Here is an example of reported speech: *He said he was hungry.*

Here are the same words in direct speech: *'I'm hungry,' he said.*

This is reported speech:

The instructor told me I was too tall.

He asked if I really wanted to learn to fly this small plane. I told him I did.

Rewrite these sentences as direct speech.

Change the verb tenses and the pronouns. Remember to add quotation marks.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- 5 **Acronyms**

An acronym uses the first letters of words instead of the whole words.

'RAF' is an acronym used in the story on page 26. Write out 'RAF' in full.

Do you know what 'UAE' stands for? Do you know any other acronyms?



## Did you Know

Mount Kenya is the second tallest mountain in Africa. The tallest is Mount Kilimanjaro. The country of Kenya is named after Mount Kenya.

# Holidays

## What is a holiday?

A holiday is a special day marking a special event. The word *holiday* derives from the two words *holy* and *day*, and means a day to offer prayers or celebrate a religious event. There are many types of holidays, such as religious or national and personal vacations.

People can celebrate holidays in different ways. These can range from solemn fasting and praying to joyous feasting and noisy marching. People may choose to send a card or flowers, or make a phone call. Or they may decide to offer an original or expensive gift.

People choose how to spend their holiday to suit their liking, preferences and ambitions. Some people like to visit busy cities or historical sites; others prefer the peaceful countryside. Some choose a summer vacation to relax on the beach, others a winter one to be surrounded by snow. Some like to go on holiday alone, although most people prefer to go on holiday with friends or with family members.

Holidays are often remembered with joy and satisfaction. So, take time and plan your favourite holiday.



## Comprehension

- 1 **BEFORE YOU READ** Work in pairs. Ask and answer questions. Make notes.  
 How would you define a holiday? Where does your family go on holiday?  
 What do you do on holiday?
- 2 Read the article and answer the questions.  
 1. What is the original meaning of the word *holiday*? \_\_\_\_\_  
 2. What are the types of holidays? \_\_\_\_\_  
 3. How do people celebrate their holidays? \_\_\_\_\_  
 4. Which way of celebration is your favourite? Why? \_\_\_\_\_
- 3 **OVER TO YOU** Work in pairs. Ask each other. How do you plan your holiday? Where do you like to go? With whom do you like to be? Which type of holiday do you prefer?

## Grammar in context reported speech

- 4 Write down your partners' answers to exercise 3, first as direct speech, then as reported speech.  
 Hamad said: 'I like to go to old cities.' He said that he liked to go to old cities.

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- 5 3.2 Listen to the people talking about their plans. Make notes, then write reporting sentences.



1. Ibrahim said he was going to the science museum tomorrow.
- 6 **Reporting** Work in new pairs. Report to your partner what you discussed in exercises 1 and 3.  
 My partner told me she rarely stayed at home during the holidays. She said that she usually went swimming every day with her friends.







**Links-Explore**

### Malaysia



**A.** Malaysia is one of the most pleasant countries to visit in southeast Asia. Its area is 329,847 km<sup>2</sup>. Its capital city is Kuala Lumpur. Malaysia borders Thailand, Indonesia, Singapore, Brunei and the Philippines. It has moved towards a pluralist culture and includes an interesting fusion of Malay (62%), Chinese (24%), Indian (8%) and indigenous cultures and customs.

**B.** It's hot and humid all year long in Malaysia with temperatures rarely dropping below 20°C (68°F), and usually rising above 30°C (86°F) during the day. The region has a monsoonal climate, but only the east coast of peninsular Malaysia has a real rainy season. The wettest season on the west coast of the peninsula is between September and December and on the east coast between October and February. Even at the height of the rainy season, it rarely rains all day.

**C.** Malaysia is rich in natural resources in areas such as agriculture, forestry and minerals. Malaysia is one of the top producers of natural products such as rubber, palm oil, cocoa, pepper, pineapple and tobacco. Tin and petroleum are the two main mineral resources that are of major significance in the Malaysian economy.

**D.** Malaysia has a wonderful butterfly park. It houses some 6,000 butterflies of over 120 species. The park is an imitation of the butterfly's natural habitat. It includes more than 15,000 plants from 100 species that have been used to recreate a Malaysian rainforest atmosphere. There is a nursery and breeding area for the butterflies. Visiting hours are from 9 a.m. to 5 p.m. on weekdays.

**E.** The major Islamic events are connected with Ramadan, the ninth month of the Muslim calendar. The major Malaysian festival is Hari Raya Puasa, which marks the end of Ramadan, with three days of joyful celebrations. Chinese New Year, in January or February, is welcomed in with dances, parades and much good cheer. The Kota Belud Tamu Besar is a huge tribal gathering held in May at Kota Belud in Sabah. It includes a massive market, traditional ceremonies, ornately decorated horsemen, medicine men and tribal handicrafts. The Rainforest World Music Festival is held in Kuching in July or August, and Malaysia's National Day is on 31 August; in 2007 the country celebrated its 50th anniversary of independence.



## Comprehension

- ① **BEFORE YOU READ** Work in groups. Ask and answer questions. What do you know about Malaysia? Where does it lie? What is its capital? What is it famous for?

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## Speaking

- ② Read the article. Match the headings with the five sections.

1. Economy \_\_\_\_\_
2. Tourist attraction \_\_\_\_\_
3. Overview \_\_\_\_\_
4. Celebrations \_\_\_\_\_
5. The weather \_\_\_\_\_



## Vocabulary geography

- ③ a Check that you understand these words.

hills peninsular landscape mountains Strait lane Sea plains

- b Use the words to complete the sentences below.

The two distinct parts of Malaysia, West and East Malaysia, are separated from each other by the South China \_\_\_\_\_. They share a similar \_\_\_\_\_ of coastal \_\_\_\_\_, rising to forested \_\_\_\_\_ and \_\_\_\_\_. The \_\_\_\_\_ of Malacca, lying between Sumatra and \_\_\_\_\_ Malaysia, is the most important shipping \_\_\_\_\_ in the world.

## Listening

- ④ 3.3 Listen and guess the three countries being described. Choose from:

India China Mexico Japan the USA Australia

## Pronunciation word stress

- ⑤ 3.4 Listen to these words. Underline the stressed syllables.

history historical spectacular archaeological colourful  
mosaic Malaysia experience ecological caravan Malaysian adventurous



## Writing

- ⑥ Choose one tourist sight in your town or city and write a paragraph about it.

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# 4

## Cities

### Vocabulary on the road

#### Comprehension



**BEFORE YOU READ** Use these words to describe the traffic in your town.

horn truck moped pavement van road sign pedestrian crossing motorbike



Read the article and decide if these sentences are true (T) or false (F). Correct the false sentences.

1. The newspaper is studying the problem of noise in the town.

2. The people they interviewed are happy about the traffic in the town.

3. Mr Martin believes noise is a problem.

4. Mr Wood thinks it's difficult for pedestrians to walk in the city.

5. The newspaper believes that the biggest problem is dirty air.

6. The paper believes that their readers can do nothing to help.

#### Grammar

quantity; countable and uncountable nouns; too many / too much / enough / a / the / some / any / all / many; would like; more; too few; too + adjective

### Planning for a better city

Our newspaper is studying problems with traffic in our town. Every day when we travel to work or school, we experience too much traffic and noise. We sit in traffic jams getting stressed or we can't hear people speak because of car horns and traffic noise.

One problem is that there are too many cars and lorries in the town centre. The streets are too crowded, and the air is too dirty because of all the traffic.

Mr Martin, a shopkeeper, said, 'There is too much noise.

I can't hear myself think!' Mr Wood, a policeman, said, 'There are also too many parked vehicles. It's difficult to walk along the streets.' He added, 'And there are also too many accidents.'

But the biggest problem is that there is too much air pollution – some pollutants are at dangerously high levels.

There is something you can do. Please write in and make suggestions on how to improve the quality of life in our town centre. We will publish your ideas next week.

**Grammar in context** *too much, too many, more, enough, too + adjective*

3 Read the article again. Complete these notes with *too much, too many* or *too + adjective*.

*Problems in the city centre*

1. There is \_\_\_\_\_ air pollution.
2. There are \_\_\_\_\_ lorries.
3. There is \_\_\_\_\_ noise.
4. There are \_\_\_\_\_ cars.
5. There are \_\_\_\_\_ parked vehicles.
6. The streets are \_\_\_\_\_ crowded.



4 Complete Edward and Gary's email to the newspaper. Use the words in the box.

too much   too many   enough   more

**New Message**

To: \_\_\_\_\_

Subject: \_\_\_\_\_

We're writing to tell you the results of our study of traffic in our town. We have found that there is 1 \_\_\_\_\_ traffic on our roads and there are 2 \_\_\_\_\_ lorries. There aren't 3 \_\_\_\_\_ buses, so people drive their cars everywhere instead. Pedestrians find it difficult to walk because the pavements aren't wide 4 \_\_\_\_\_. And there aren't 5 \_\_\_\_\_ pedestrian crossings. There isn't 6 \_\_\_\_\_ parking, so cars are parked badly and block the streets.

Another problem is that there aren't 7 \_\_\_\_\_ trees to help clean the air. And the city isn't peaceful 8 \_\_\_\_\_ because it is so noisy. 9 \_\_\_\_\_ noise is bad for people's health. In particular, the motorbikes and lorries make 10 \_\_\_\_\_ noise.

So, to conclude, there should be 11 \_\_\_\_\_ buses and not as many cars, motorbikes and lorries. We recommend that some buses are replaced with quieter electric ones. We also suggest that buses go 12 \_\_\_\_\_ often so people can leave their cars at home. Finally, we think pavements should be made wider to make walking 13 \_\_\_\_\_ comfortable, and 14 \_\_\_\_\_ trees should be planted.

5 Complete these lists with words from the email.

countable: roads, \_\_\_\_\_

uncountable: traffic, \_\_\_\_\_

6 **Talking about quantity** Work in pairs. Talk about the traffic in your town or city.

\_\_\_\_\_

\_\_\_\_\_



# The story of cities

## About cities

What is a city? Traffic, noise and pollution? Or power, commerce and culture? In fact, cities have always had these two sides, even in ancient times.

### Why cities developed

Thousands of years ago, cities developed when farming communities produced more than they needed. Some people stopped being farmers and specialised in areas such as manufacturing, building and commerce. These people started to live together in larger groups, and some of these places became cities – centres of power.



### Where cities developed

Many cities have built up around holy places and contain important religious buildings. Cities were also built in safe places that were easy to defend, such as hills and plains. Cities must have a water supply, and they are often built along rivers. Some cities, like London and Paris, have developed around the narrowest crossing place of a river. Others, like Amsterdam, were built by the sea, benefiting from trade.



### The Arab world

Some of the oldest cities are in the Arab world – Jericho is perhaps the oldest settlement in the world, dating back to 9000 BC. The world's oldest capital city is Damascus, which has been inhabited for about 4,500 years. Babylon dates back to over 3000 BC and was destroyed and rebuilt several times. Many Islamic cities were built around palaces, mosques, public buildings and markets.



### The design of cities

To ancient travellers, arriving at a city was an incredible experience. They would see enormous walls rising up. People came and went through gates – in times of war, the gates were closed. The architecture of cities reflects the climate. Streets were built so they were cooled by winds, or protected people from sun and rain. All cities have a network of streets, so people, goods, water and information can flow easily. Modern cities have wide roads, fast tramways and underground trains. But ancient cities had narrow streets and alleyways, some of which were only as wide as a man.



### How cities are organised

Without laws and rules, many cities would become dangerous and difficult to control. In ancient cities, a ruler controlled many aspects of life. All citizens had to obey the rules of the city. Modern cities have police, courts and prisons to control criminals, but even early cities made laws about how people should live.

## Vocabulary towns and cities

## Comprehension

- 1 **BEFORE YOU READ** Work in pairs. Are any of these places near your school or home? Describe where they are.

factory library hospital sports centre  
supermarket shopping centre museum  
office blocks petrol station bank  
university theatre mosque town hall  
train station car park



- 2 **4.1** Listen and read the article. Then complete this summary, using the words in the box. Afterwards, listen again, and check.

developing oldest plains rivers rules safe specialise streets walls

Cities started 1 \_\_\_\_\_ when some farming people found time to 2 \_\_\_\_\_. They grew up in 3 \_\_\_\_\_, suitable places, such as by 4 \_\_\_\_\_ or the sea, or on hills and 5 \_\_\_\_\_. The Arab world has some of the 6 \_\_\_\_\_ cities in the world - Jericho was first built 11,000 years ago. Ancient cities had 7 \_\_\_\_\_ and gates to protect them, and all cities have 8 \_\_\_\_\_ to allow for movement. There have to be 9 \_\_\_\_\_ in cities or there would be no order.

- 3 **OVER TO YOU** Write three questions about the article. Then work in pairs and ask your partner your questions.

Grammar in context *some, all, many*

- 4 Complete these sentences from the article.
- \_\_\_\_\_ people stopped being farmers.
  - \_\_\_\_\_ of these places became cities.
  - \_\_\_\_\_ cities have built up around holy places.
  - \_\_\_\_\_ Islamic cities were built around palaces.
  - \_\_\_\_\_ cities have networks of streets.
  - \_\_\_\_\_ of which were only as wide as a man.
  - Without laws and rules, \_\_\_\_\_ cities would become dangerous.
  - A ruler controlled \_\_\_\_\_ aspects of life.
- 5 Find these words and expressions (1-5) in the article, then match them with their use (a-e).
- |                                     |  |
|-------------------------------------|--|
| 1. the Arab world _____             | a. use the plural for talking in general, without <i>the</i> |
| 2. a gate _____                     | b. use <i>a</i> for one of many possible examples            |
| 3. cities, farmers, streets _____   | c. use <i>the</i> for regions, such as <i>the north</i>      |
| 4. a river, a city, a network _____ | d. use <i>the</i> the second time you mention something      |
| 5. the gates _____                  | e. use <i>a</i> the first time you mention something         |
- 6 **Having a discussion** Work in groups. Discuss the city or town you live in.

## Did you know?

The city with the largest population in the world is Tokyo, Japan. Including its suburbs, Tokyo is home to over 30 million people, according to estimates of April 2008.



## Skills: Focus on two cities

### Hong Kong Island

#### Hong Kong

Hong Kong is a group of about 260 rocky islands surrounding a mainland area. The main island is Hong Kong where the capital, Victoria, lies. The majority of its people are Chinese. The official languages are English and the Cantonese dialect of Chinese.

Because of the dense population and small living space, some of the people live on small boats in Hong Kong Harbour. These boat dwellers have their own floating schools, markets and restaurants.

Hong Kong is known for its contrasts where you can experience both western culture and traditional Chinese practices. You see wide, well-paved streets and modern buildings as well as poor neighbourhoods and crowded old houses.

#### FACT

More than 5 million people live in a total land area of only 1045 km<sup>2</sup>.

#### FACT

Several Hollywood performers originate from Hong Kong cinema, such as Bruce Lee and Jackie Chan.

#### Mexico City

Mexico City is one of the largest cities in the world, with a population of 18 million. It is situated on a plain in the centre of Mexico. It was originally an Aztec city and was conquered by the Spanish in 1521. People still speak Spanish in Mexico today.

Mexico City is an important cultural and financial centre, with skyscrapers and many historic areas. Each year, 10 million tourists visit sights such as its ancient Aztec ruins. There are also many museums such as The National Museum of Anthropology and History, one of the greatest museums in the world.

Football is Mexico's favourite sport, especially in Mexico City. The city hosted the Olympic Games in 1968 and the World Cup Final in 1970.

The city's subway (underground railway) system is one of the busiest in the world, used by more than 4 million people every day. Unfortunately, Mexico City is also one of the most polluted cities in the world – it has over 3 million cars!

#### FACT

The taxis in Mexico City are lime green and white.

#### FACT

In 1985, there was an earthquake in the city which killed 9,000 people.





## Reading

## Comprehension

- ① **BEFORE YOU READ** Work in pairs. What do you know about Hong Kong? What do you know about Mexico City? Take notes. Also write down what you would like to find out about these cities.
- ② **a** Read the articles and complete the tables.

	Hong Kong		Mexico City
area		population	
geography		number of tourists per year	
population		places of interest	
capital		transportation system	
people			
languages			

- b** Check your notes from exercise 1.

## Listening

- ③ **a** 4.2 Listen to the tapescript. Write notes. Name things Hong Kong and Mexico City are famous for.

- b** Refer to the article on page 36 and check your answer.

## Did you know?

Mexico City is sinking about 5 centimetres a year, because it was built on an ancient lake.

## Speaking

- ④ **OVER TO YOU** Work in pairs. Ask and answer questions. Why would you like to visit Hong Kong/Mexico City? Why wouldn't you like to visit Hong Kong/Mexico City? Make notes according to what your partner says.

Pronunciation *day, star*

- ⑤ 4.3 **READING ALOUD** Listen and repeat this poem. Practise reading aloud.

## The morning walk

I walk through the city at the break of day  
And hear a bird singing in the sun's first rays.  
The streets are calm, the buildings are dark,  
The air is fresh and clean in the silent park.  
Then as the first cars drive noisily by,  
I watch the last stars fade into the sky.



## Writing

- ⑥ Use your notes from exercise 4 to write two paragraphs giving reasons why your partner would like to visit one place but not the other.

## Project: Welcome to my town or city

Write a website page for tourists about a town/city you have visited or would like to visit.

history  
population  
sights and famous buildings  
museums and galleries  
shopping  
entertainment  
transport  
things to do

### Adjectives

international / exciting / old / new / famous / large / important / cultural / financial / historical / colourful / polluted / lively / busy / cosmopolitan / superb / fascinating / unique / one of the greatest / most famous / busiest / biggest in the world

### Now you try!

- Find out from local guide books, reference books and the Internet. Here are two websites you could try:
- [www.whenwegothere.com](http://www.whenwegothere.com)
- [chiff.com/travel/guides/Mid-East.htm](http://chiff.com/travel/guides/Mid-East.htm)
- Make your notes under the headings.
- Download or scan photos, or take them yourself.
- Plan what you are going to write, using some of the adjectives.
- Write your guide and illustrate it.
- Don't forget to check your facts and information.

Hassan II Mosque, Morocco



Jeita Grotto, Lebanon



Burj Al-Arab, Dubai



Al Hashimi dhow, Kuwait



## MODULE 3

# Health

**Health**  
Do you have a healthy lifestyle?  
Do the quiz and find out.



Read the story:  
*Feel Good*



**Focus on the makers of modern medicine**  
Who are these men, and why are they important?



**Focus on clean water**  
What percentage of the world's water is drinkable?



**Project**  
The power of humanity

### OUTCOMES

You will be able to

- describe recent events
- describe illnesses
- write a health diary
- give explanations



## Feel Good

### Blind Canoeist

Steve MacDonald, 24, is the first blind man to canoe around Britain. Steve comes from near Liverpool but now he lives in London. Last year, Steve finished a degree in psychology at the University of London.



Yesterday, Steve and Peter Bray, an ex-soldier, arrived at the Tower of London after their six-month trip. They were tired but happy. Their trip raised more than £50,000 for a charity that does medical research for children.

'The trip has been everything I expected, and we have met lots of people,' Steve said. 'However, it has been very hard work. The weather was bad and there were a lot of sharks and dolphins!'

Steve's proud parents, Terry and Sheila MacDonald, were in London to meet their son. 'The weather was terrible all the time,' said Mrs MacDonald. 'Steve's achievement is incredible,' said Mr MacDonald. 'He's a real star.'

The trip was over but Steve did not stay at home. 'I am an explorer who has been blind since birth. I have already organised and led many such expeditions. I have just decided to set up Ability Explorations (AbEx). AbEx is a national charity that aims to give disabled people opportunities to take part in adventurous, cultural and creative expeditions.' Steve says, 'they may gain greater confidence, new skills and lasting memories that influence their everyday life. People have often neglected others with learning difficulties when it comes to inclusive expeditions. They have not yet understood their capabilities.' Steve adds, 'remember, everyone is an individual. The person with the disability is so often the expert on their own needs. If you have the courage to ask questions, the process of inclusion will be so much easier.'

## Comprehension

## 1 BEFORE YOU READ

1. Look at the photo. Describe it.
2. Read the two titles on the previous page. What do you think the story is about?

## 2 5.1 Listen and read the story. Answer these questions.

1. What is Steve MacDonald known for? \_\_\_\_\_
2. Why did Steve go on the trip? \_\_\_\_\_
3. How was the trip? Describe it. \_\_\_\_\_
4. How did Steve's parents feel? \_\_\_\_\_
5. What did Steve do after the trip? \_\_\_\_\_
6. What do you think is Steve's main concern in life? \_\_\_\_\_

## 3 OVER TO YOU Work in pairs. Think of two good ways of raising money for charity at your school.

I think that an art exhibition ... I believe that a sponsored walk ...

## Grammar in context present perfect / past simple

4 Read the story again. Complete the sentences. Note the use of *yesterday*, *last year* and *all the time*.

\_\_\_\_\_, Steve \_\_\_\_\_ a degree in psychology at the University of London.  
 \_\_\_\_\_, Steve and Peter Bray, an ex-soldier, \_\_\_\_\_ at the Tower of London after their six-month trip. The weather \_\_\_\_\_ terrible \_\_\_\_\_.

5 Describing recent events Work in pairs. Read the situations and say what you *haven't done yet* / *have just done*.

Student A: I **haven't had lunch yet**.

Student B: I've **just eaten an ice cream**.

Student A	Student B
I'm waiting for lunch.	I ate an ice cream ten minutes ago.
I received an email from my uncle ten minutes ago.	I'm reading the last pages of my book.
I'm on the bus. I'm not at home.	I drank a glass of water five minutes ago.
I'm doing my homework.	I finished my project five minutes ago.
I finished helping my parents ten minutes ago.	I'm playing a computer game.

6 Describing recent events Work in pairs. Amani's cousins are coming round. Look at her list and discuss what she has done. Use *already* and *yet*.

invite friends ✓

Amani has **already invited her friends**.

tidy the books and magazines away ✓

prepare salads X

lay the table ✓

put snacks in bowls X



# Illnesses

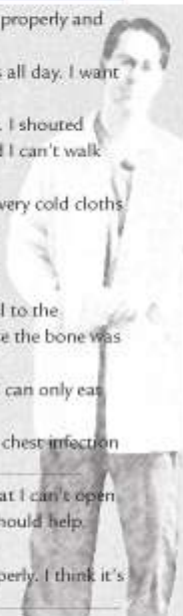
Grammar  
present perfect; past simple;  
should

## Vocabulary illnesses

- 1 Listen to the accounts and match them with the illnesses. Use the glossary at the end of your Student's Book to help you with any new words.

toothache sore throat cough sprained ankle broken leg temperature earache  
stomachache cold headache

- I've had this for about a week now. It's very frustrating. I can't speak properly and find it painful to swallow my food. **sore throat**
- My nose is running constantly and I have been wearing three jumpers all day. I want to get better!
- I was walking down some stairs when I put my foot down awkwardly. I shouted because it was so painful. There is a large swelling above my foot and I can't walk on it properly.
- I have to lie in bed for at least three days. I keep sweating and I have very cold cloths on my forehead to help cool me down.
- Every time I chew my food there is a shooting pain through my jaw.
- I was climbing a tree with my brother when I lost my footing and I fell to the ground. I have to keep this plaster on for at least two months because the bone was shattered in two places.
- It's so painful and I feel very bloated! I'm taking some medicine but I can only eat very light food, like soup.
- My throat is very itchy and dry. The doctor said it is because I have a chest infection but it should clear up with the medicine she's given me.
- I have taken some painkillers but it just won't go away. It's so bad that I can't open my eyes fully. My sister has been massaging my temples. She said it should help.
- The throbbing pain in the side of my head is so bad. I can't hear properly. I think it's because I listened to loud music in my bedroom yesterday.



- 2 Work in pairs. Talk about when you were last ill. How did you feel?  
I had a headache last week.

## Comprehension

- 3 BEFORE YOU LISTEN Look at the cartoon. What do you think the matter is with Saleh?



5.3 Listen and read the dialogue. Write the missing words.

antibiotics bed prescription problem Saturday sore throat temperature week

Doctor: Hello, Saleh. Please sit down. What's the 1 \_\_\_\_\_?  
 Saleh: Well, doctor, I've got this terrible 2 \_\_\_\_\_.  
 Doctor: How long have you had it?  
 Saleh: For a 3 \_\_\_\_\_. It started last 4 \_\_\_\_\_.  
 Doctor: Have you got a 5 \_\_\_\_\_?  
 Saleh: Yes, I have. And I feel shivery.  
 Doctor: Let me have a look. Yes, I think you've got an infection. I'll give you some 6 \_\_\_\_\_. And I think you should stay in 7 \_\_\_\_\_ for a few days.  
 Here's the 8 \_\_\_\_\_.  
 Saleh: Thank you, doctor.

5.4 Listen to the people at the doctor's. Complete this table.

number	name	illness	when it started / how long for	advice
1	Nadra	stomachache		
2	Mubarak		yesterday	
3	Salwa			take a cough medicine three times a day, after meals

b Work in pairs. Talk about the people.

Nadra has got stomachache. She's had it for three days. She shouldn't eat for two days, just drink lots of water.

Grammar in context present perfect or past simple; *should*

5 Talking about present problems Work in pairs. Discuss these invented problems.

got a broken leg

A: What's the matter?  
 B: I've got a broken leg.  
 A: When did you break it?  
 B: I broke it last week in football.  
 A: How long have you had it?  
 B: I've had it now for four days.  
 A: You should rest your leg.

computer stopped working

lost your mobile phone

have a headache

feel hungry

have toothache

got a broken tennis racket



Did you know?

To avoid catching a cold, wash your hands regularly, and keep away from people with colds.





## Skills: Focus on famous doctors

### The makers of modern medicine

Doctors know all about bodies and illnesses. But where did their knowledge come from? You may be surprised to learn that the study of medicine started over 2,000 years ago!



**Al Razi, doctor, philosopher and scholar**

**Born 865 AD, Rayy**

He made many important medical discoveries and wrote over 50 books and articles. He travelled to many lands and worked for princes and rulers; he was the director of two hospitals and was very kind to his patients. He based his studies on accurate observation of illnesses, and was the first doctor to describe allergies. He believed doctors should keep up with new knowledge. He even wrote a medical manual for the ordinary person.



**Galen, Ancient Greek doctor**

**Born 131 AD, Pergamum (now Bergama in Turkey)**

He studied medicine at a famous medical school in Alexandria in Egypt. He worked as a surgeon in a gladiator school and learned about injuries. He also did eye operations, which weren't done again until modern times. He did a lot of experiments, including on animals. He studied how blood moves round the body. He wrote many books, including a 17-volume book on medicine and anatomy. Doctors continued studying Galen until the 16<sup>th</sup> century.



**Hippocrates, Ancient Greek doctor**

**Born 460 BC, island of Cos, Greece**

He is known as the 'father of medicine'. He based his work on observation, the description of symptoms, the study of the human body and talking to patients. He treated the body as a whole, and believed in the importance of rest, a good diet, fresh air and hygiene. He was the first doctor to say that thoughts and feelings came from the brain. Medical students today take the Hippocratic oath and teach medicine to the next generation.

## Vocabulary medicine Comprehension

Get well

5

### 1 BEFORE YOU READ Match the words with the definitions.

- |                   |  |
|-------------------|--|
| 1. injury _____   | a. a drug or remedy used for treating illness  |
| 2. allergy _____  | b. signs of illness, such as a temperature   |
| 3. anatomy _____  | c. the branch of science concerned with the bodily structure of humans, animals and other living organisms |
| 4. medicine _____ | d. hurt, such as a cut, to the body  |
| 5. symptoms _____ | e. the rules for keeping you and your surroundings clean   |
| 6. hygiene _____  | f. when you have contact with something that makes you ill, such as an animal or flowers                   |

### Reading

#### 2 Read the article and make notes in this table.

	Hippocrates	Galen	Al Razi
date of birth			
place of birth			
one achievement			

### Pronunciation word stress

#### 3 5.5 Listen to these words. Underline the stress.

##### The most important medical discoveries

1 blood groups 2 X-rays 3 aspirin 4 vitamins

5 vaccination 6 anaesthetic 7 antiseptic

8 antibiotics 9 DNA



### Vocabulary medical discoveries

#### 4 Work in pairs to write the definitions of the discoveries in exercise 3. Then check your answers with the class.

### Listening

#### 5 a 5.6 Listen and write the four medical discoveries students mention.

#### b 5.6 Listen again and note the reasons why the discoveries are important.

### Speaking

#### 6 OVER TO YOU Work in groups. Decide which is the most important discovery from the list.

### Writing

#### 7 Using the information in exercise 2, write a summary of each doctor's work.

#### 8 Write a paragraph about a medical discovery. Give your reasons why you think it is important.

#### Did you know?

Al Razi was one of the greatest thinkers of the Islamic world, and had enormous influence on European science and medicine.



## 6

## Hygiene

Grammar  
past perfect; non-defining relative  
clauses; do you...? going to

### Clean water, fresh hopes

A special report by Peter Hudson

Clean water is essential for healthy living, but millions of people around the world don't have water for their basic needs. Wateraid is a charity that helps people all over the world get safe, clean water, dig wells, install pumps and learn about hygiene.

Before I visited the village of Kasoso in Uganda, I had only seen life in the big African cities. In villages, the biggest problem is water. In Kasoso, I met Mukasa and his family. They showed me how Wateraid had changed their lives. The charity had helped the community to dig a well, and now they had a supply of drinking water. Mukasa said, 'Rainfall is very low here, so having a well is important.'



His 14-year-old daughter is called Almazzi (her name means 'water'). She was carrying two buckets of water. She had got it from the well. Because the well is only 300 metres from her home, she now has time to collect the water with her brothers and sisters and attend school, too.

I talked to Mukasa's nine-year-old son, Akello, outside the village school after he had finished a lesson on hygiene. He was very enthusiastic. He said, 'It's very important to use soap and wash your hands.'

I also met Mukasa's wife, Nembe. She was emptying a bucket of water on the vegetables in the garden. She had just cleaned the house. Mukasa explained that before the well, the villagers had suffered from various diseases, including cholera. Now they had clean water for cooking, washing and cleaning. Their lives were completely transformed!



## Comprehension

- 1 **BEFORE YOU READ** Work in pairs. What do we use water for? List as many things as you can.

drinking.

- 2 Read the article quickly on page 46 and see if it includes any of your ideas.

- 3 Read the article again and decide if these sentences are true (T) or false (F). Correct the false sentences.

1. Poor people pay Wateraid so they can get clean water. \_\_\_\_\_
2. Wateraid only helps people in Africa. \_\_\_\_\_
3. The new well isn't far from Mukasa's home. \_\_\_\_\_
4. Almazzi doesn't have time to go to school. \_\_\_\_\_
5. Nembe would like to have clean water for her basic needs. \_\_\_\_\_
6. The well has made the villagers healthier. \_\_\_\_\_

## Vocabulary water

- 4 Find words in the text that mean the following.

1. a container with a handle for holding water \_\_\_\_\_
2. a deep hole in the ground from which you can take water or oil \_\_\_\_\_
3. the quantity of rain that falls \_\_\_\_\_
4. a machine for moving liquid or gas \_\_\_\_\_

## Grammar in context past perfect

- 5 a Read the sentences and circle the actions that happened first in the text.

1. A. Peter Hudson saw Kasoso.  
B. Peter Hudson saw big African cities.
2. A. Wateraid helped the community dig a well.  
B. Peter met Mukasa's family.
3. A. Peter met Almazzi.  
B. Almazzi got water from the well.
4. A. Peter met Akello.  
B. Akello learnt about hygiene.
5. A. Nembe cleaned the house.  
B. She emptied a bucket of water.



- b Rewrite the sentences using the past perfect.

Peter Hudson had seen big African cities before he saw Kasoso.

- 6 **Giving explanations** Invent explanations for these situations.

1. People were leaving the football stadium.  
1. The football match had ended. / There had been a fire alarm.
2. Eman bought a new watch. \_\_\_\_\_
3. Khalifa was very tired. \_\_\_\_\_
4. There was a fire in the kitchen. \_\_\_\_\_
5. The school was empty. \_\_\_\_\_

# All about water

Grammar  
non-defining relative clauses

## Water for life

You turn on the tap and water comes out. It's easy, isn't it? But imagine walking miles in the hot sun to fetch your water. And imagine if that water was dangerous and full of bacteria. Water isn't only necessary for drinking, but also for cooking, personal hygiene, washing and sanitation, care of babies and the sick, growing crops, making things and caring for domestic animals.

A shocking 18% of the world's population don't have safe drinking water, and 42% are without basic sanitation. So 2005 to 2015 is the United Nations Water for Life Decade, and it aims to help more people get access to clean, safe water and basic sanitation.

There's a lot of water in the world, but unfortunately 97.5% is sea water, which isn't drinkable. Most fresh water is in the ice caps, so we have to look after the remaining 1% of water carefully.

People in industrialised countries, who use over 250 litres per person a day, will have to use less. Even 20–40 litres a day per person, which is just enough for basic human needs, can be difficult to find in many places.

In poor countries, women and girls, who are usually responsible for water, waste time and energy fetching water, instead of working to improve their lives. On average, they walk a distance of six kilometres each day, which takes three hours, and they carry 20 litres of water home. If water is nearer to their homes, girls have time to go to school. Women also suffer, because it is essential to have clean water when they are pregnant or are looking after young babies. Unsafe water kills up to ten million children a year, who die of diseases in the water, and puts mothers and their unborn children at risk.



## Comprehension

- 1 **BEFORE YOU READ** The article on page 48 is about water. Match these numbers to the things you think they refer to.

- |                     |  |
|---------------------|--|
| 1. 18 _____         | a. the percentage of sea water in the world  |
| 2. 10,000,000 _____ | b. the number of litres of water used daily per person in the industrialised world |
| 3. 97.5 _____       | c. the number of children who die every year from unsafe water                     |
| 4. 250 _____        | d. the percentage of the world's population without safe water                     |
| 5. 20-40 _____      | e. the number of litres of water a day per person required for basic needs         |

- 2 Read the article and check your answers to exercise 1.

- 3 Read the article again and answer these questions.

- What does the article say we use water for? \_\_\_\_\_
- What is the UN doing from 2005 to 2015? \_\_\_\_\_
- Why do we have to look after the world's supply of fresh water? \_\_\_\_\_
- Why is it important to have water near the places where people live? \_\_\_\_\_
- Why is clean water important for women? \_\_\_\_\_
- In your opinion, how can a person help in saving water? \_\_\_\_\_

Grammar in context non-defining relative clauses; *who*, *which*

- 4 Complete the clauses from the article with *who* or *which*.

- Unfortunately, 97.5% is sea water, \_\_\_\_\_ isn't drinkable.
- People in industrialised countries, \_\_\_\_\_ use over 250 litres per person a day, will have to use less.
- Even 20-40 litres a day per person, \_\_\_\_\_ is just enough for basic human needs, can be difficult to find.
- They walk a distance of six kilometres, \_\_\_\_\_ takes three hours.
- Unsafe water kills up to ten million children a year, \_\_\_\_\_ die of diseases in the water.

- 5 Join these sentences with *who* or *which*.

- Mr Yaser is our doctor. He has a lot of experience.  
Mr Yaser, who has a lot of experience, is our doctor.
- The museum is in the city centre. It is very interesting.  
\_\_\_\_\_
- My brother has sent me some very interesting emails. He is working in France.  
\_\_\_\_\_
- The Liberation Tower is the most distinguished touristic landmark in Kuwait. It is the highest tower in Kuwait.  
\_\_\_\_\_
- Our new school has a computer room. The school was opened last year.  
\_\_\_\_\_
- Samia's uncle and aunt are going to visit us next week. They live in the UAE.  
\_\_\_\_\_







## Skills: Focus on a healthy lifestyle

Feeling good, living well...  
Do you have a healthy lifestyle?  
Or should you make some changes?  
Do the quiz and find out!



1. Do you do a physical activity?
  - a. rarely or never
  - b. about 30 minutes, three or four times a week
  - c. about 30 minutes, five days a week
2. Do you eat fruit and vegetables?
  - a. fewer than three servings of fruit and vegetables a day
  - b. three or four servings a day
  - c. more than four servings a day



3. Do you eat bread and cereals?
  - a. mostly white bread and biscuits
  - b. some white bread and biscuits, but some wholegrain
  - c. mostly wholegrain foods



4. Do you...?
  - a. drink a lot of fizzy drinks and eat sweets
  - b. sometimes drink fizzy drinks and eat sweets
  - c. prefer fruit juice or water



5. Do you...?
  - a. usually get fewer than seven hours sleep a night, often feel tired
  - b. usually get about seven hours sleep a night, feel

tired some days  
c. get about eight or nine hours sleep a night, seldom feel tired

6. Do you feel happy?
  - a. rarely
  - b. sometimes
  - c. usually

7. Do you share problems with your family and friends?
  - a. rarely
  - b. often
  - c. always

### Score

**Mostly a** Oh dear! It's time to make some changes to your life. Remember, it's never too late.

**Mostly b** Not bad. But you could improve your lifestyle and feel healthier.



**Mostly c** Well done! You have a very healthy lifestyle. Do you know why?

Listen to our Kuwaiti radio programme to find out more.


## Reading Comprehension

- 1 **BEFORE YOU READ** Work in pairs. Discuss what you do to keep healthy, relaxed and fit.
- 2 Work in pairs. Do the quiz together and work out your scores.

## Listening

- 3  **6.1** Listen and complete this advice.
  1. Doing physical \_\_\_\_\_ is essential for your health. It keeps you \_\_\_\_\_ and it's good for your \_\_\_\_\_.
  2. You \_\_\_\_\_ eat lots of fruit and vegetables and avoid sugary drinks. This will give you more \_\_\_\_\_ and it will help you to fight \_\_\_\_\_.
  3. Getting enough \_\_\_\_\_ is important, too. You need to give your \_\_\_\_\_ and \_\_\_\_\_ time to rest. If you don't rest, you'll feel \_\_\_\_\_, and you may get ill.
  4. Your \_\_\_\_\_ have an impact on your health. People who are \_\_\_\_\_ and generally satisfied with life tend to live \_\_\_\_\_.
  5. Being with your \_\_\_\_\_ and \_\_\_\_\_ is good for your health. It's very important to \_\_\_\_\_ and share your problems.
- 4  **6.1** Listen again and answer these questions.
  1. What does the presenter do that is good for his health? \_\_\_\_\_
  2. What does he do that is bad for his health? \_\_\_\_\_

## Pronunciation consonants

- 5  **6.2** Listen and underline the sounds that are made of two or more consonants next to each other.
 

vegetable seldom angry breakfast lifestyle  
problem always earthquake explain treatment

## Speaking

- 6 **OVER TO YOU** Work in groups. Decide on a list of resolutions to help you lead a healthy life.

 **Our health resolutions**  
We are going to drink fewer sugary drinks.

## Writing

- 7 Write a health diary for a week.
 

**Tuesday**  
Today I swam 200 metres in the swimming pool. I didn't eat any sweets, but I had a sugary drink.

\_\_\_\_\_

\_\_\_\_\_





## Project: The power of humanity

### The Red Crescent

#### Aims

- To protect human life and health
- To encourage respect for human beings
- To prevent and reduce human problems
- To treat people the same, whatever their nationality, race, religion or politics

#### What they do

- Respond quickly to disasters
- Help countries to prepare for disasters
- Promote respect for human beings
- Promote health

#### Fact file: Kuwait Red Crescent Society

- It is a voluntary society providing help to people all over the world.
- It was established in December 1964 in The State of Kuwait.
- Its work covers all the governorates of Kuwait with the right to open branches in any of them.
- The society was founded on 10 January 1966.
- It joined the International Union of Red Cross and Red Crescent Societies in June of 1968.
- The Society is the only organisation in Kuwait that represents the Red Cross Red Crescent Movement.
- The Society has helped people in Bangladesh, Iran, Turkey and all over the world.
- The Red Crescent is the symbol used in Muslim countries.
- The symbol is red on white so it can be seen easily in wars and disasters.



#### Now you try!

- Think of a charity (either local or international) you know, or look for charities on the Internet.
- Do your research in books, brochures or on the Internet.
- Here are two websites you could try:
  - [www.worldforworld.org](http://www.worldforworld.org)
  - [www.seva.org](http://www.seva.org)
- Download and print some pictures.
- Make notes under these headings:

Aims

What they do

Factfile

- Write your project. You may not need to write paragraphs. See the example above.

# Critical thinking

## MODULE 4

How do you find solutions to your problems?



Read the story:  
*Mona Morisson*



Focus on interesting facts:  
Would a firework work on the Moon?



Focus on problems and puzzles:  
Improve your thinking by doing these brain teasers.



Project

Questions and answers

### OUTCOMES:

- You will be able to
- make decisions
  - talk about conditions
  - solve problems
  - give advice
  - write explanations

# 7

## Finding answers

### Grammar

*I'll ... / Shall I ... ?*, *be going to*, *(we) take ...*  
first conditional

### Vocabulary survival equipment

#### Comprehension

- 1 **BEFORE YOU READ** Write the words for the following definitions. You may refer to the glossary at the end of your Student's Book.
- a special bag or box containing bandages and medicines to treat people who are injured or who become ill suddenly: \_\_\_\_\_
  - two long poles with a wide, flat blade at one end of each, used for rowing a boat: \_\_\_\_\_
  - a large sheet of thick, or sometimes metallic, material that is used to cover someone who has been injured, in order to keep them warm: \_\_\_\_\_
  - a small object that is placed in the mouth and that produces a loud sound when air is blown into it: \_\_\_\_\_
  - a piece of equipment that produces a bright flame, used outdoors as a signal: \_\_\_\_\_
  - a small piece of metal, bent into a curve with a sharp point at one end, that is fastened to the end of a long string in order to catch fish: \_\_\_\_\_
  - a thing that is regarded or treated as more important than another: \_\_\_\_\_
  - a small, round hard piece of medicine which you swallow to treat the illness induced by the swaying movement of a boat on water: \_\_\_\_\_
  - a flat, shiny surface that can reflect sunlight to draw attention to your position: \_\_\_\_\_
- 2 Work in pairs. Read the situation. Which of these do you think is the most important priority?
- \* providing food and drink
  - \* keeping people safe
  - \* surviving the weather
  - \* keeping the boat safe
  - \* signalling where you are

### Lost at sea

You are on a ship in the South Pacific. It is sinking, and you have to decide what to take in your life raft. You have oars large enough for you and your crew. You are 1609 kilometres from the nearest land. These are the items that you could take off the ship. Unfortunately, you can only take ten of them on your raft:



- \* a torch and batteries
- \* emergency blankets
- \* matches
- \* rope
- \* a fishing line and hooks
- \* a map of the ocean
- \* life belts
- \* a knife
- \* signal flares
- \* a mobile phone
- \* water
- \* a bucket
- \* food
- \* a signal mirror
- \* a whistle
- \* sun cream
- \* sea-sickness tablets
- \* a survival manual
- \* a compass
- \* a first-aid kit
- \* shark repellent
- \* a radio
- \* chocolate


**Grammar in context** I'll ... , Shall I ... ? ,  
be going to, If we take ...

**Finding answers**

**7**

- 3 Read the situation in exercise 2 again. Decide on 5 items to take with you and write sentences using *I'll*, *Shall I?*, *be going to* or *If we take ...* in order to justify your choice.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

- 4  **7.1** Listen to Yousef, Abdulmohsen and Badr deciding on the ten items to take, and complete the dialogues using the words in the box.

agree	cross	disagree	don't think	going to	I'll
if	Let's	Shall	take	we're	Why
				we'll	won't

**A.**

**Badr:** 1 \_\_\_\_\_ take the emergency blankets.

**Abdulmohsen:** I 2 \_\_\_\_\_ . They aren't the most important thing.

**Yousef:** If we 3 \_\_\_\_\_ them, 4 \_\_\_\_\_ be warm at night.

**Abdulmohsen:** Yes, that's true. I 5 \_\_\_\_\_ .

**Badr:** OK. So we're 6 \_\_\_\_\_ take the emergency blankets. 7 \_\_\_\_\_ I write it down?

**B.**

**Abdulmohsen:** I 8 \_\_\_\_\_ the matches are necessary.

**Yousef:** 9 \_\_\_\_\_ not?

**Abdulmohsen:** Because 10 \_\_\_\_\_ we take the torch and batteries, we 11 \_\_\_\_\_ need matches.

**Badr:** That's true. I'll 12 \_\_\_\_\_ them off our list. So 13 \_\_\_\_\_ going to take the torch and batteries. 14 \_\_\_\_\_ write them on the list.

- 5 Read the dialogues in exercise 4 and answer these questions.

1. Who suggests the emergency blankets? \_\_\_\_\_
2. Who does Yousef persuade? \_\_\_\_\_
3. Who suggests the torch and batteries? \_\_\_\_\_
4. What is the argument against the matches? \_\_\_\_\_

- 6 **a Making decisions** Work in a group. Decide on the ten items to take. You must all agree.

**b** Report your decisions to the class. Give reasons.

We are going to take signal flares because it is important to be able to let rescuers know where we are. We aren't going to take the mirror because there are other more important items, such as food and drink.





## Problem solving in the real world

**Grammar**  
imperative; connectors (*but, and...*); first conditional; adverbs of time

### What is a problem?

We all experience problems and we spend a lot of time and effort trying to solve them, but what is a problem? In everyday life, we think of a problem in a negative way, as a difficulty or an unpleasant situation. In education, a problem is something rather different. We might compare a maths problem to a puzzle. In a history lesson, an interesting question for us to discuss might be described as a problem. In the study of design, a problem is defined in a very positive way. It is any situation where you have an opportunity to make a difference or an improvement. According to this meaning, problem solving is changing a real present situation into a better future situation.



### What are some of the features of problem solving?

- We look at problems systematically.
- We try to go beyond what is obvious to discover alternative effective solutions.
- We need to be confident, critical, constructive and creative.
- We use creative thinking to generate ideas and critical thinking to evaluate ideas.

### Thinking outside the box

Our brains make patterns and routines. To think of new ideas, we need to break the patterns, but breaking patterns and routines is not a natural activity. Often, someone is unable to find a solution to a problem because they are not exploring enough possibilities. 'Thinking outside the box' means thinking beyond the limits of our habits and routines.

Here is an example of 'thinking outside the box'. (Don't worry if you don't solve this problem immediately. Some professors and doctors haven't managed it, while plenty of students have!) It's not a test – it's just an example!

Below are nine dots: three rows of three, in the shape of a square.



- Join all the dots.
- Use exactly four straight lines.
- Do not lift your pencil from the paper.

Can you find the solution?

## Comprehension

- 1 **BEFORE YOU READ** Read the title and the three subheadings on page 56.

1. With your partner, write down a definition of the word *problem*.
2. What are some features of problem solving? Discuss your ideas with your partner.
3. Look at the phrase 'Thinking outside the box'. What do you think it means?  
Discuss your ideas with your partner.

- 2 Read the article on page 56 and answer the questions.

1. In the first paragraph, the word *problem* is described in three different ways. In your own words, explain these three different descriptions.
2. How do you think of problems? Which of the three descriptions is most relevant to your own life?
3. Do you agree that the listed features of problem solving are important? Why / why not? If you can think of any, add other features to the list.
4. Rewrite your list of problem solving features in order of importance.
5. Did you guess the correct meaning of the expression, 'Thinking outside the box'? Now try to solve the puzzle!

## Speaking

- 3 In groups, compare your answers to questions 3 and 4 of exercise 2 above. Try to agree on a revised list in order of importance.

## Writing problem solving

- 4 Here is a list of steps in problem solving, but they are in the wrong order. With your partner, rearrange them in the correct order.

- A. List the advantages and disadvantages of each solution. \_\_\_\_
- B. If necessary, try a different solution. \_\_\_\_
- C. Think systematically about the problem. \_\_\_\_
- D. Identify the problem. \_\_\_\_
- E. Choose what seems to be the best solution. \_\_\_\_
- F. Think back and evaluate how well you have solved the problem. \_\_\_\_
- G. Define the problem. \_\_\_\_
- H. Test out the solution. \_\_\_\_
- I. Think as widely as you can about possible solutions. \_\_\_\_



- 5 Read the paragraph below. Then write a paragraph about your decision.

You are on your way to school in the morning. Suddenly you notice that you have left your English homework behind. If you return home to collect your homework, you will be late for school. Do you go home to collect your homework, or go on to school without it?

What decision do you make? Why? What is the consequence of your decision?





**Why is sea air good for you?**

Sea breezes are full of minerals such as iodine and sodium from the salty water. These are antiseptics. Sea air is also relatively unpolluted and can act as a decongestant, helping to alleviate the symptoms of the common cold.



**Would a firework work on the Moon?**

Yes, it probably would. As you know, fire needs oxygen. So you would think it couldn't work on the Moon. But many fireworks have a chemical mix that contains a source of oxygen, so they could still work. And with the Moon's low gravity, a firework could fly up several kilometres!

**Questions  
you always  
**WANTED**  
to ask**

**Where will my electronic gadgets end up when they don't work any more?**

Mobile phones and other electronic gadgets contain gold, silver and copper. Millions of them are broken up so the metal can be extracted. Many countries have special collection bins for people to recycle their old phones. So don't throw your old phone away. Recycle it!



**Are fingerprints unique?**

The chances of finding someone with exactly the same fingerprints as you are one in 64 billion - so the answer is almost certainly yes. Even identical twins don't have the same fingerprints. Fingerprints are formed while the unborn baby is developing. They help us to grip and handle objects. So they aren't only useful for the police!



**Why do text messages get through when there is no signal for voice calls?**

Text messages use a very small amount of data compared to voice calls. They also only need a very short connection time. When there is a weak signal, it may be long enough for a text, but not for a voice call. Also, if you send a message that is out of range, the network resends it later.



**How do they get the soft centre in chocolates?**

First, the manufacturers make hard centres of sugar and water. These are easy to cover in chocolate. The hard centres contain an enzyme (a substance that causes a chemical reaction). The chocolates are heated to a temperature which doesn't melt the chocolate, but makes the enzyme partly dissolve the centre.

## Reading Comprehension

- 1 **BEFORE YOU READ** Work in pairs. Read the questions in the article on page 58, but don't read the answers. Note your ideas.

I think sea air is good for you because the air isn't polluted.

- 2 Read the whole article. How many of the answers did you guess?

- 3 Read the article again and answer these questions.

- What are the two main benefits of sea air? \_\_\_\_\_
- The writer says that a firework could fly up a long way on the Moon. Why? \_\_\_\_\_
- Why shouldn't you throw away mobile phones? \_\_\_\_\_
- Could another person theoretically have the same fingerprints as you? \_\_\_\_\_
- Why do text messages only need a short time to send? \_\_\_\_\_
- How do manufacturers get the soft centre in chocolate? \_\_\_\_\_
- Which fact did you find most interesting? Why? \_\_\_\_\_

## Listening

- 4 Read these two questions and choose the best explanation.

- Why doesn't a car windscreen break into sharp pieces?
  - A windscreen is made of two pieces of glass and a layer of plastic. The plastic holds the pieces of broken glass together.
  - The windscreen is covered by a thin layer of glue. This holds the broken glass together.
- Why do clock hands go round clockwise (the direction the hands of a clock move)?
  - Clocks used to be very difficult to make. It was easier to make the hands turn clockwise than the other way.
  - The clock makers copied the movement of shadows. In the north, the shadow on a sundial turns clockwise.

- b 7.2 Listen and check. Can you add any more information?

## Pronunciation word linking

- 5 7.3 Listen to these questions. Link sounds that are linked together.

- Why is the sky blue?
- How does temperature change the taste of food and drink?
- What happens to your memory when you grow old?
- Why do your eyes water when you slice onions?
- Is there a connection between being cold and catching a cold?

only to remember  
breeze, antiseptic, relatively,  
decongestant, alleviate, gadget,  
probably, extract, fingerprint,  
enzyme

## Speaking

- 6 Work in groups. Answer the questions in exercise 5. Make guesses if you do not know.

## Writing

- 7 Work in pairs. Think of four facts you know that you think other students may not know. Then ask and answer questions.

Why do floor tiles feel cold? When did people first use money?

## 8

## Solving problems

Grammar  
second conditional

### Maria Montessori

Upon graduating from the University of Rome in 1896, Maria Montessori became Italy's first woman doctor. At the time, if women succeeded in male professions, they were looked down upon and belittled. She was, therefore, unable to find work at any of Rome's hospitals. But Montessori was determined to use her abilities for the good of society, so she turned her attention to the education of children with disabilities and learning difficulties.

Education in Italy at the turn of the twentieth century was a strict and rigid system. It did little to inspire or engage children in the world around them. The situation was worse for children with learning difficulties and disabilities; if children had any difficulty in learning, they were ignored by Italian society. The Italian education system believed that these students were unable to learn, so they had no hope of a better future.

One day, Montessori saw a young girl playing with a wooden toy. Piece by piece, and by a process of trial and error, the girl placed the shaped blocks into the correct holes. When she completed the puzzle, the girl smiled to herself, pleased with her achievement. The little girl inspired Montessori. "If children with disabilities were given specialised education, maybe they would learn just as well as other children," she thought.

Montessori believed that children learned best when they were happy and devised theories that allowed them to learn at their own pace. She invented special equipment that helped children learn by using their senses. Her system was a huge success – children with disabilities learned how to read, paint, sing and dance. When Montessori's students took exams, they did just as well as other students. Later, she opened a school called 'The Children's House' that gave children freedom to learn in an engaging and lively way.

If Montessori had not changed society's view of disabled children, they would never have been allowed the opportunity to become full members of society. Her ideas have been influential across the world and her theories have provided a creative and successful approach to the education of children.



## Comprehension

- 1 **BEFORE YOU READ** 8.1 Look at the pictures and answer the questions. Then, listen and read the story.

1. Why is the girl putting blocks into the box? What pleasure does she gain from it?
2. Explain the expression 'children with learning difficulties and disabilities' in your own words.

## Vocabulary antonyms (opposites)

- 2 Write the antonym for each of the following words from the text.

- |                         |                                 |
|-------------------------|---------------------------------|
| 1. lazy # _____         | 4. unhappy / displeased # _____ |
| 2. disabilities # _____ | 5. despair # _____              |
| 3. lenient # _____      | 6. failure # _____              |
|                         | 7. captivity # _____            |

- 3 **8.1** Listen and read the story again. Then, answer the following questions in your own words.

1. How did Italian society treat children with disabilities at the turn of the twentieth century?
2. Why do you think Dr. Montessori identified herself with these children?
3. In Montessori's opinion, what circumstances contributed to the success of children at school?
4. By reading the text and looking at the portrait of Maria Montessori, how can you characterise this woman?

## Speaking

- 4 Work in pairs. Write short notes on someone from your own country who approached a difficult situation and solved it. Give a short presentation on this person.

## Grammar in context the second conditional

- 5 Read the text again and complete the following sentences, using the second conditional.

1. If I \_\_\_\_\_ (be) Maria Montessori, I \_\_\_\_\_ (start) a union for female doctors.
2. If Ahmed \_\_\_\_\_ (play) basketball, he \_\_\_\_\_ (be) fitter.
3. If I \_\_\_\_\_ (give) students motivation and encouragement, they \_\_\_\_\_ (learn) more.

## Did you know?

Maria Montessori was nominated three times for the Nobel Peace Prize. The last time was in 1952, the year of her death. However, it was never awarded to her.

## Words to remember

determined, inspire, disability, engage, strict, rigid, specialised, devise, trial and error, influential, theory, approach, look down upon, belittle



# Problem page

Grammar

second conditional; Why don't you; you should

## Problems

Dear counsellor

*It's the summer holiday, and I'm bored and lonely. I have nothing to do on my own at home, and I don't have any friends.*

*Hugo, Australia*

Dear counsellor

*I'm worried because I'm going on a field trip with students from another school, and I won't know anyone. What would you do?*

*Asma, UAE*

Dear counsellor

*I had an argument with my best friend. I really want to be her friend, but I'm scared that I will look stupid if I say I am sorry. What should I do?*

*Isabel, Mexico*

Dear counsellor

*I think I am spending too much time on the computer. I prefer surfing the Net and playing computer games to seeing my friends. What do you suggest?*

*Carlos, Spain*

## Match the answers with the problems:

A. Dear .....

Don't worry, this is a very common problem nowadays. Why don't you make a timetable and allow yourself a limited amount of time on the computer per day? Ask your parents to help you. And if I were you, I would play games with my friends so I could meet them face to face!

B. Dear .....

It's natural to worry when you start something new. But don't forget that the other students will be new, too. You'll soon make friends if you smile and talk to people. And don't forget to keep in touch with your old friends - you'll have lots to tell them.

C. Dear .....

Why don't you see what is going on in your town? There are usually special summer schools with really interesting activities. You could learn a new sport, such as canoeing, or a new hobby, such as drama. You're sure to make new friends.

D. Dear .....

If I were you, I would apologise as soon as possible. It's always difficult to say you're sorry, but you won't look silly, I promise. You should explain to your friend that you didn't mean to upset her, and that you would like to be friends again.

Problem? ... Ask the counsellor



### Comprehension

1 **BEFORE YOU READ** Match and write the expressions.

- |            |          |                  |       |
|------------|----------|------------------|-------|
| 1. keep    | <u>b</u> | a. friends       | _____ |
| 2. say     | _____    | b. in touch      | _____ |
| 3. start   | _____    | c. sorry         | _____ |
| 4. take up | _____    | d. to people     | _____ |
| 5. talk    | _____    | e. something new | _____ |
| 6. make    | _____    | f. a hobby       | _____ |

2 Read the problems on page 62. Match them with the titles below.

- No time for friends \_\_\_\_\_
- Friends disagree \_\_\_\_\_
- New experience \_\_\_\_\_
- Nothing to do \_\_\_\_\_

3 Who does the counsellor advise to do the following?

- learn a new sport \_\_\_\_\_
- say sorry \_\_\_\_\_
- play games with friends \_\_\_\_\_
- smile and talk to people \_\_\_\_\_
- make a timetable \_\_\_\_\_
- find a summer school \_\_\_\_\_



4 **OVER TO YOU** Work in pairs. What advice would you give these people with problems?  
Hugo should go and visit one of his friends.

### Grammar in context Second conditional

5 What expressions does the counsellor use to give advice?  
Why don't you ...?

6 **Giving advice** Read these problems. Work in pairs and write advice. Use *If I were you*, *Why don't you ...?* or *You should ...*

I'm not very fit. I would like to be able to run a kilometre and swim 200 metres.  
**Nabeel**

I would like to do something to help the environment.  
**Hind**

I am on a diet, and I find it really difficult when we eat in a restaurant.  
**Hamad**



## Skills: Focus on problems and puzzles

### Brainteasers

Improve your thinking skills with these challenges!

#### Problem-solving strategies

- 1 **Understand:** Before you can solve a problem, you must first understand it. Read and reread it carefully.
- 2 **Plan:** Once you understand a question, decide on what method you are going to use to solve it.
- 3 **Try:** Use your plan to help you find the answer.
- 4 **Check:** If you think you've found the answer, read the question again. Have you really answered the question? Or have you missed something?

#### Try these!

##### A. THE PORTRAIT

A visitor to a house sees a portrait and asks who it is. His host replies with a puzzle:  
'Brothers and sisters, I have none,  
But that man's father is my father's son.'  
Who is the portrait of?

##### B. TWO LINES

There are two lines of people. One person leaves the shorter line. Eight move from the longer to the shorter line. There are now 10 people in each line. How many started in each line?

##### C. ANIMALS IN THE FARM

Lama has some ducks and rabbits. She counts 16 heads and 42 legs on the farm. How many of each animal does she have?



##### D. MISSING SYMBOL

Draw the missing symbol in this table.

Hint: Look down.

●	●	■	●
■	▲	●	■
▲	●	●	■
▲		▼	●

##### E. TRAFFIC JAM

A lorry is stuck under a low bridge. The police can't think what to do. It just won't move. A policeman has an idea. He does something and waits a few minutes. Suddenly the lorry can be driven away. What was the policeman's idea?



##### F. THE ESCALATOR

Huda is walking up a down escalator. For every 6 steps she walks up, the escalator moves down 2 steps. If there are 28 steps between floors, how many steps will Huda climb to reach the next floor?



##### G. MARBLES

Divide 470 marbles between three boys, Omar, Jaber and Ali. Omar must get 120 more than Jaber, and Jaber must get 70 more than Ali. How many will each boy receive?



## Reading

## Comprehension

- 1 **a BEFORE YOU READ** We all use different ways of thinking and learning. Which ones do you prefer? Write them in order of preference.  
 pictures and images   words and language   logic and numbers   movement  
 music   working with other people   working on your own

**b** Compare and talk about your list with your partner.

- 2 Work in pairs. Read the strategies for solving problems and then use them to try the puzzles on p.64.

- 3 **OVER TO YOU** Tell the class how you solved the puzzles.



## Listening

- 4 **8.2** Listen to James Dee, a mathematician, and follow his instructions carefully.

- 5 **a 8.3** Listen to another Maths puzzle. Complete the instructions.  
 I want you to think of 1 \_\_\_\_\_ numbers between one and nine. Now write them down, with the largest number first and the 2 \_\_\_\_\_ number last. Now write the numbers again, but this time write the smallest number first and the 3 \_\_\_\_\_ number last. Subtract the smaller three-digit number from the larger three-digit number.  
 4 \_\_\_\_\_ up the three digits in your answer.

**b** Now follow the instructions and compare your answers with those of the rest of the class.

## Speaking

- 6 Work in groups. You must put the items in each category in order, according to a criterion. For example, if you choose 'difficult', you must put the school subjects in order according to how difficult you think they are.

## THINKING SKILLS

## Rating activity

- **School subjects:** Science, Art, Maths, English, Social Studies, Technology  
**Criteria:** difficult, interesting, creative, useful, motivating
- **Food:** chicken, tomatoes, cake, yoghurt, fish, bread, burger, pizza, fries, kebab  
**Criteria:** healthy, cheap, fattening, full of vitamins, natural, sweet, vegetarian, macro-biotic, exotic, sweet and sour

## Writing

- 7 Write explanations for the list you made in exercise 6.  
 We organised school subjects according to how difficult they are. We put Science first, because you have to understand theories and remember them.

## Project: Questions and answers

Choose one of the topics below. Choose three or four questions.  
Do research to find the answers.

### The environment

What is pollution?  
What is global warming?  
What are 'holes in the ozone layer'?  
What is made from recycled materials?  
Why do people cut down rainforests?  
What are we doing to protect animals?  
What can we do every day to save the planet?  
What are national and world leaders doing?

### The solar system

What are the major planets in the solar system called?  
Which one recently lost its status as a planet?  
How hot is the Sun?  
What is an eclipse of the Sun?  
Is the Sun moving?  
Can the Sun's rays be harmful?  
Why is Mars red?  
What are Saturn's rings made of?  
What are shooting stars?

### Seas and oceans

How many oceans are there?  
Which is the smallest/  
coldest/warmest/saltiest?  
How big are they?  
What makes waves?  
What is the bottom of the ocean like?  
What are tides?  
What is the sea made of?  
Why is the sea blue?



### Now you try!

#### How to prepare your project

- Use the Internet, but be careful – make sure you check your facts. Here are two websites you could try:
  - [www.mysite.wanadoo-members.cuk/pollution](http://www.mysite.wanadoo-members.cuk/pollution)
  - [www.solarviews.com](http://www.solarviews.com)
- Use books and encyclopaedias.
- Explain in your own words – try not to just copy.
- Don't write too much. Each answer should be about 50 words.
- At the bottom of the project, write a list of the sources you used.
- Use photos and drawings to illustrate your project.



## MODULE 5

# Challenges & exploration

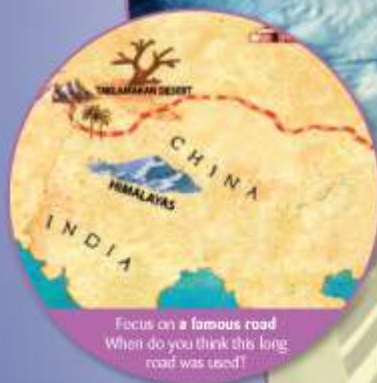
Read the story: *Whirlpool*



Focus on **dangerous jobs**  
What jobs are these men doing?



What are the greatest  
natural forces?



Focus on a **famous road**  
When do you think this long  
road was used?



Project

A famous explorer

### OUTCOMES

- You will be able to:
- describe how things work
  - talk about the recent past
  - check information
  - write about a job
  - discuss ideas



## 9

## Emergency &amp; rescue

FORCES  
OF  
NATURE

## Grammar

present simple passive,  
present continuous passive,  
passive with can, past simple  
passive

## Volcano

**Stromboli - erupting almost continuously for the past 2000 years!**

A volcano is a hole in the Earth's surface which pushes out hot, liquid rock. There are about 800 active volcanoes in the world. A volcanic eruption is very powerful, as hot ash and gases are blown into the air. The liquid rock flows out of the volcano towards towns and villages. The gas and ash can blow all over the globe, causing changes to the weather. After a volcano erupts, sunlight can be reduced and crops can die. Volcanic eruptions can be predicted by scientists, which helps save lives.



Stromboli volcano  
erupting, Italy

Kilauea volcano  
erupting, Hawaii

## Hurricane

**Damage caused by Hurricane Katrina, USA, 2005**

Hurricanes are storms. Air rises over warm, tropical seas, such as the Pacific, and starts going round in circles. It then blows over the Philippines, China, Japan, Australia and the USA. A hurricane can reach 500 kilometres across. The centre of the storm is called the 'eye' - fast winds go round the eye at speeds of over 120 kilometres per hour. They are very dangerous - trees and buildings are destroyed, and towns are flooded by the rainfall. Hurricanes can be tracked by satellites, and warnings can be sent to people.



Hurricane  
seen from  
above

Hurricane  
damage

## Earthquake

**Damage caused by the 1995 Kobe earthquake, Japan**

Earthquakes happen when two massive earth 'plates' move past each other. When the plates stick, pressure builds up, and the ground is shaken powerfully. Buildings, streets and bridges are destroyed by earthquakes, and many people die. The strength of an earthquake is measured using the Richter scale. (If the measurement is over six, damage is caused to large areas.) Earthquakes can be predicted, so people can be prepared. Buildings can also be built to resist earth movements.



Earthquake  
damage

## Tsunami

**Damage caused by the 2004 tsunami, Phuket\***

Tsunamis are huge killer waves, often in the Pacific and Indian Oceans. They are caused by an earthquake or volcanic action at sea. A large amount of water races across the sea for thousands of miles at the speed of a jet plane (800 kilometres an hour). When it meets a coastline, it stops suddenly, and the land is hit by a huge wave. Tsunami waves are usually between 2 and 30 metres high, but the highest ever recorded was 518 metres high. In 2004, a terrible tsunami in the Indian Ocean hit 11 countries. It killed more than 150,000 people and made millions homeless. Better international warning systems are being developed. They tell people about tsunamis, so they can move to higher ground.



Tsunami  
damage

\* an island in Thailand

## Vocabulary natural events

## Comprehension

- 1 **BEFORE YOU READ** Work in pairs. What do you know about these natural events?  
 earthquake flood hurricane drought tsunami volcano avalanche
- 2 Read the article. Then read these phrases and decide if they describe a volcano, hurricane, earthquake or tsunami.
- |   |                                 |
|---|---------------------------------|
| 1. a revolving storm <b>a hurricane</b> | 5. travels at 800km an hour     |
| 2. causes the earth to shake            | 6. can change the world weather |
| 3. a giant wall of water                | 7. can be 500km across          |
| 4. produces liquid rock                 | 8. starts over tropical seas    |

## Listening

- 3 **a** 9.1 Listen to three people and decide which natural event each one is describing.  
 1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_
- b** 9.1 Listen again and decide if these sentences are true (T) or false (F). Correct the false sentences.
- Anne was in an office building at the end of the day \_\_\_\_\_
  - They used the lifts to get out of the building \_\_\_\_\_
  - Jack saw cars and trees lying in the road \_\_\_\_\_
  - The buildings were badly damaged \_\_\_\_\_
  - Karl said that some people were hurt by the molten rock \_\_\_\_\_

**Grammar in context** present simple passive, present continuous passive, passive with *can*

- 4 Read the article again and answer these questions.
- What can be reduced after a volcanic eruption? \_\_\_\_\_
  - What is destroyed by a hurricane? \_\_\_\_\_
  - What is shaken by an earthquake? \_\_\_\_\_
  - What can be done to resist earth movements? \_\_\_\_\_
  - What are tsunamis caused by? \_\_\_\_\_
  - What is being developed to help people know about tsunamis? \_\_\_\_\_
- 5 **Describing how things work** Complete this description.

## How tsunami warning systems work

- An earthquake \_\_\_\_\_ (detect) by special stations in the region. Data \_\_\_\_\_ (send) to the Pacific Tsunami Warning Centre in Hawaii.
- If the earthquake is in the Pacific Basin and above 7.5 on the Richter scale, the first tsunami warning \_\_\_\_\_ (send) out.
- Messages from stations on the sea bed near the earthquake's centre \_\_\_\_\_ (check) for signs of a tsunami.



## Life-saving technology



Do you know you can save someone's life by simply sending a text message? Well, this may seem simple. Let us read about people's experiences.

### French text message saves man

Two French tourists saved a young man's life through a text message. They were on holiday in Scotland. They were walking near a lake when they heard a man shouting. They looked around and saw a man in a sinking boat. He was waving and crying for help. The tourists sent a text message to a friend in France. He, in return, passed the message to Scottish coastguards. Boats were sent out onto the lake, and the man was rescued.

### Climbers rescued by text message

Two mountain climbers were climbing in Switzerland when they got stranded in a terrible snowstorm. At 3,000 metres up, they had to halt. They couldn't see their route. They were also worried their metal equipment could be hit by lightning. The Canadian climbers realised that their only way to survive was to contact friends. So, at 1.30 a.m., the climbers sent a text message to five people. One of them alerted the police. But, the weather was so bad that helicopters couldn't be used by the Swiss rescue team. Two hours later, the weather improved and luckily, the climbers were seen and lifted from the mountain.



### Text travels across the world and back

A group of Indonesian sailors and tourists got into trouble during a storm not far from the shore. One tourist sent a text message to his family in England. The message said 'Call coastguards, we need help - (Save Our Souls) SOS.' It was passed to coastguards in Australia and then it was sent to the Indonesian authorities. But they couldn't be rescued because the sea was too dangerous. Luckily, just as the boat was breaking up, the storm stopped, and they managed to get to the shore.

So, do you think you can save someone by a text message?

### Vocabulary rescue

#### Comprehension



**BEFORE YOU READ** Complete these sentences using the words in the box.

found got lost saved searched sinking stranded

- 1 The boat was \_\_\_\_\_ fast, but a rescue team \_\_\_\_\_ the people.
- 2 The flood victims were \_\_\_\_\_ on a rooftop.
- 3 The explorers \_\_\_\_\_ in the Antarctic snow.
- 4 A rescue team \_\_\_\_\_ for and \_\_\_\_\_ the missing child.

- 1 Read the newspaper stories and decide if these sentences are true (T) or false (F). Correct the false sentences.
1. The French tourists sent a text message when they saw a boat in trouble \_\_\_\_\_.
  2. Scottish coastguards rescued two French tourists \_\_\_\_\_.
  3. The Canadian climbers were stranded because of the weather \_\_\_\_\_.
  4. Their Canadian friend came and rescued them \_\_\_\_\_.
  5. The sea was too dangerous for the Indonesian coastguards to rescue the sailors and tourists \_\_\_\_\_.
  6. The police in England passed the SOS text message straight to Indonesia \_\_\_\_\_.

- 3 **OVER TO YOU** Discuss what other useful purposes there are for text messages.  
Warning about traffic, ...

### Grammar in context simple past passive

- 4 Read the article again and answer these questions. Try to use the passive.

1. How was the young man on the lake rescued?  
The young man was seen by two French tourists. A text message was sent by them to a friend in France. The message was passed on to the Scottish coastguards. Boats were sent out, and he was rescued.
2. How were the climbers rescued?  
\_\_\_\_\_

3. How were the Indonesian sailors and tourists rescued?  
\_\_\_\_\_

- 5 **Describing the past** Rewrite these headlines as sentences.

1. Over 20 road deaths last month

Over 20 people were killed last month on the road.

2. Kuwaiti won tennis title yesterday

\_\_\_\_\_

3. Theft of valuable statue from national museum

\_\_\_\_\_

4. Police can't find missing boy

5. Blackout closed schools

\_\_\_\_\_

### Did you Know?

In the future, we may get siren messages on our mobile phones to warn us of danger.

6. Fisherman catches ten-metre shark

\_\_\_\_\_







## DANGEROUS JOBS

### Paramedic

I am a paramedic; we work in pairs or groups of three. I drive an ambulance and help people who have been in accidents or who become extremely ill very suddenly. The ambulance is like a mini-hospital – it has medicines, syringes, oxygen tanks and other equipment. We wear bright green and yellow uniforms so we are easy to see. We have to keep extremely calm when we are called to the scene of an accident. It can be risky; we drive very quickly and sometimes we are called to dangerous places, like rocky mountainsides, to help people. It is rewarding when we save someone's life.



### KUWAIT DIVING TEAM

I love my job because it is very challenging. I work in a big team of professional divers and marine scientists. We wear diving suits, as well as heavy oxygen tanks on our backs, so we can breathe underwater. I am responsible for monitoring the fish sanctuaries where different varieties of fish breed, and for bringing the underwater ecosystem back to life. I also help with salvage operations, where we lift sunken ships from the seabed. This can be dangerous work. Sometimes the ships break when we lift them, because the seawater has rusted them. I find my job extremely rewarding because I am helping to restore Kuwait's natural beauty.



### Alaskan pilot

An Alaskan pilot's job is very dangerous because I have to fly over mountains in extreme weather. Why do I do it? Well, it's a very useful job, as I fly to isolated villages delivering mail, medicine, food and goods – I enjoy being of service. I love Alaska – it's incredibly beautiful up in the sky above the Alaskan wilderness. Alaska is a dangerous place to live in for anyone, as you can be killed by bears or get lost in the mountains. But I don't mind the risks.



### Smoke jumper

I am parachuted into areas where there are forest fires. Once I am there, I have to cut trees down and clear plants to stop the fire spreading. It is risky, because fire and smoke can kill you, but we wear special protective clothes to stop the heat and smoke affecting us. Our clothes have special pockets that hold our equipment. If we do our job well, we have the satisfaction of saving people's lives and protecting forests. I actually like the danger and enjoy the physical work.





## Vocabulary jobs

- ① Work in pairs. Discuss which you think are the five most dangerous jobs in this list.  
 mechanic computer programmer electrician soldier dentist journalist cashier  
 police officer shop assistant nurse factory worker fisherman pilot lorry driver

## Reading

## Comprehension

- ② **BEFORE YOU READ** Look at the photos and the job titles on page 72. Discuss what you know about these people's jobs.
- ③ Read the article and complete this table.

	Job description	Risks	Clothes and equipment	Rewards
Paramedic	saves people's lives			
Kuwait Diving Team		rusty ships breaking during lifting	diving suit, oxygen tanks	
Alaskan pilot	flies to villages in Alaska delivering mail, etc.			useful job, enjoys being of service
Smoke jumper		being killed by fire and smoke		

## Listening

- ④ a 9.2 Listen to three people talking about their jobs and guess what they do.  
 1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

- b 9.2 Listen again and make notes about:  
 • what they like about their jobs • what they aren't so keen on

## Pronunciation intonation in yes/no questions

- ⑤ 9.3 Listen to these sentences. Does the voice go up or down at the end of yes/no questions?
1. Is your job dangerous? \_\_\_\_\_
  2. Are you ever frightened? \_\_\_\_\_
  3. Have you ever had an accident? \_\_\_\_\_
  4. Do you need qualifications? \_\_\_\_\_

## Speaking

- ⑥ Work in pairs. Discuss what is most important to you in a job.  
 working outdoors earning a lot of money helping people doing something creative  
 doing something physical taking risks working in an office wearing a uniform teaching  
 something doing different things having a routine using a computer doing research

## Writing

- ⑦ Write a paragraph about a dangerous job you might like to do. Include:  
 • a short job description • skills and qualities you need • dangers



## Whirlpool

### Grammar

present perfect continuous  
question tags

About three years ago, something terrible happened to me. Since then, those six hours of terror have been breaking my body and soul. You think I am a very old man, but I am not. My hair changed from black to white in one day. My two brothers and I were coming back from the islands, our boat full of fish. All at once, the horizon was covered with a cloud and in less than a minute, we were in a terrible storm. An enormous wave covered our boat and my younger brother fell overboard. Our boat survived, and I was trying to recover when my elder brother screamed out the horrifying word "Whirlpool!"



It may seem strange, but at that moment, when we were on the edge of the whirlpool, I felt calmer than when we were moving towards it. I thought to myself, 'We have been going round and round, nearer to the horrible edge of the whirlpool. Nothing can save us!'

Suddenly, we went over the edge. I said a prayer; I thought my life was over. 'The boat is on the inside of the enormous whirlpool and we have been going round in circles at great speed.' But moment after moment passed, and I was still safe.

I saw clearly that there were other objects in the whirlpool - trees and barrels. The heavier objects have been falling down more quickly than the smaller, lighter ones.' So I tied myself to a barrel to help me float. I tried to make my brother understand, but he was terrified and stayed in the heavy boat. Without waiting, I dived into the sea to try to escape.



As you can see, I did escape. I will bring my story quickly to a conclusion. Some time after I left the boat, with my brother in it, it sank into the bottom of the whirlpool. Soon afterwards, the whirlpool became violent. I was thrown out of the whirlpool and onto the surface, where the sky was clear, the wind calmer and the moon was shining. I was still tied to the barrel and the waves soon carried me to an area where the other fishermen were. In the end, a boat picked me up. I was exhausted. The fishermen were my old companions, but they did not recognise me. When I told them my story, they did not believe it. Now I have told you, you'll believe me, won't you?

## Comprehension

- 1 **BEFORE YOU READ** Work in pairs. Ask and answer if you have seen any films in which the sea is important, such as *Titanic*, *Flipper*, or *Treasure Island*.
- 2 Look at the pictures on page 74. Describe what is happening. Look at the title of the story. Which picture corresponds to the title?
- 3 **10.1** The story is adapted from 'A Descent into the Maelstrom' by Edgar Allan Poe. Listen and read it to answer these questions.
1. What is the terrible incident that the narrator is talking about?
  2. How did the narrator's feelings change during the story?
  3. How did the narrator try to save himself?
  4. How did the story end?
  5. Why did his old companions not recognise him?

**Words to remember**

whirlpool, terror, overboard, recover, barrel, lie, exhausted, float, horizon, escape, terrified, pick up

- 4 **OVER TO YOU** Work in groups. Discuss these questions. Do you think the story is true? Why or why not?

## Grammar in context present perfect continuous

- 5 Read the following sentence from the story. Note the underlined words. Then complete the other sentences.

Those six hours of terror have been breaking my body and soul.

1. We \_\_\_\_\_ round and round nearer to the horrible edge of the whirlpool.
2. The boat was on the inside of the enormous whirlpool and we \_\_\_\_\_ round in circles at great speed.
3. The heavier objects \_\_\_\_\_ down more quickly than the smaller, lighter ones.

## Speaking

- 6 **Talking about the recent past** Look at the pictures and say what has been happening.



It's been raining.



He's \_\_\_\_\_.



He's \_\_\_\_\_.



She's \_\_\_\_\_.



Samira's \_\_\_\_\_.



Zaid's \_\_\_\_\_.

## Did you know?

Ibn Battuta is best known as an extensive traveller or explorer, whose account documents his travels and side-excursions over a period of almost 30 years, covering some 73,000 miles.

# A car rally



## THE PLYMOUTH TO BANJUL RALLY

Grammar  
question tags

In 2002, Julian Nowill thought of an adventure. He wondered if it was possible to drive from Plymouth, England to Gambia, Africa – about 3,700 miles – in a car that cost 100 pounds. It sounded crazy – but not everyone thought so. Forty-two teams set off in early 2003. The cars broke down many times, especially in the desert. However, most of them still made it to Banjul!

After this, the Plymouth-Banjul Rally became a yearly event. Although it is called a rally, it is not really a race. The adventurers also want to enjoy the journey! Also, although there is no official help if you break down on the way, teams usually help each other, if they can. But most importantly, everyone wants to raise money for charity. In 2007, the rally raised £108,888 to help people in Gambia and Mali.

1.

Andrew: Hi, we're ready to set off, (1).....?

Clive: I think so.

Andrew: The car is twenty years old. It can make it, (2).....?

Clive: Let's hope so!

Andrew: I'm sure it'll be fine.

Clive: If anything goes wrong, you have some mechanical skills, (3).....?

Andrew: I do – but I don't know where we'll find spare parts in the desert.

Clive: We can't bring much equipment with us, (4).....?

Andrew: No. Let's hope we only break down in towns!

Clive: Only? Let's hope we never break down!

2.

Clive: Andrew? You do know where we are, (5).....?

Andrew: Yes, of course. We're in Morocco.

Clive: Er, where in Morocco?

Andrew: Well, I'm not sure... But those are other rally cars ahead of us, (6).....?

Clive: Well, yes.

Andrew: So we're on the right road, (7).....?

3.

Andrew: We can stop for a rest soon, (8).....?

Clive: No! We're almost there!

Andrew: But we've been driving for twelve hours today, (9).....?

Clive: We did stop for a sandwich an hour ago.


Andrew: It was two hours ago, (10).....?

Clive: Let's stop for just ten minutes. Then we'll get to Banjul faster.





## Comprehension

- 1 **BEFORE YOU READ** Look at the photos. What do you think is happening?
- 2 Work in pairs. Read the introduction and discuss why and how you think the Plymouth - Banjul Rally became a yearly event.
- 3  10.2 Listen and complete the dialogues on page 76.

## Grammar in context question tags

- 4 Find the questions that mean the same as these sentences.
  1. Andrew believes that they are ready. **We're ready to set off, aren't we?**
  2. Andrew believes that they've been driving for twelve hours.
  3. Clive believes that they won't bring much equipment.
  4. Clive wants Andrew to confirm that he knows where they are.
  5. Andrew expects that they will stop for a rest soon.

- 5 Complete these questions with appropriate question tags.

1. You've got the map, \_\_\_\_\_?
2. We're stopping in this town, \_\_\_\_\_?
3. They can't contact us, \_\_\_\_\_?
4. She isn't at home, \_\_\_\_\_?
5. He's been talking for hours, \_\_\_\_\_?
6. We saw amazing things, \_\_\_\_\_?

- 6 **Checking information**

a Work in pairs. Ask your partner what he does and what he doesn't do. Take notes. Then check if they are true.

Omar goes fishing with his father.

Omar doesn't play tennis.

b Then, write questions to check if they are true.

Omar goes fishing with his father, doesn't he?

Omar doesn't play tennis, does he?

**Did you know?**

There is a famous rally called the Paris-Dakar rally. Very expensive cars are driven, and they have support from mechanics, satellite navigation, etc.







## Skills: Focus on a famous road

### The Silk Road

Imagine going on a dangerous 7,000-kilometre journey on foot, leading your camels loaded with goods. You will experience cold, heat, hunger and thirst, pass through deserts and climb mountain ranges. When you get to your destination, you will trade your goods. Then you will be ready for the long journey home again.



The Silk Road was an ancient route which connected the continents of Asia and Europe. The route linked China, Central Asia, Northern India and then the Persian and Roman Empires. It was used between about 500 and 1300 AD.

It is incredible that people used these routes, because they went into dangerous places such as the Taklamakan Desert and the Himalayan mountain ranges. Why did they do it?

Well, at that time only China produced silk. And it was the demand for silk that created this link between East and West. Merchants of the Chinese Empire traded their silk and spices with India, Europe and the Middle East. They exchanged them for silver, precious stones, gold and horses.

The journeys took many months. Merchants had to go into the boiling desert, and in the mountains they faced freezing temperatures. They used anything between 100 and 1,000 camels to carry the goods – each one could carry about 200 kilos. It was safer to travel in a group called a 'caravan' because there were thieves. Caravanserais (early hotels) were built 30–40 kilometres from each other, which was about eight or ten hours on foot. They provided food and a bed, and fed the animals free for three days.



Around 1300 AD, as the old empires declined, the Silk Road was used less. Travel by sea became less dangerous than a long land route. And Europeans were making their own silk. Soon, the old towns and monuments along the route were buried under the sand. But nowadays there are paved roads and train tracks that follow the Silk Road.



## Vocabulary places

## Comprehension

- 1 **BEFORE YOU READ** Look at the map and find:

1. the capital of Syria
2. the old name for Istanbul
3. a desert
4. an inland sea
5. a mountain range

## Reading

- 2 Read the article and answer these questions.

1. How long is the Silk Road?
2. What regions did the Silk Road cross?
3. What were the dangers of the Silk Road?
4. Why did people start using the Silk Road?
5. What goods were exchanged?
6. What was a caravan like?

## Listening

- 3 10.3 Listen and complete this text.

## The year 700 AD

It's the year 700. The Roman Empire has 1 **fallen**, and Italy, Spain and northern Europe are 2 \_\_\_\_\_ by Germanic tribes. London and Paris are still small towns. Ancient Rome is full of ruins.

In the 3 \_\_\_\_\_ Mediterranean, the Byzantine Empire rules. Its capital is Constantinople (now Istanbul). The Islamic world is 4 \_\_\_\_\_. Islam has spread, and now 5 \_\_\_\_\_ Armenia, Persia and much of North Africa.

On the other side of the 6 \_\_\_\_\_, the Tang Dynasty rules 7 \_\_\_\_\_. It is powerful and controls many lands. It is very cultured and its 8 \_\_\_\_\_, Chang'an, is the 9 \_\_\_\_\_ city in the world. People from all over the world travel along the Silk Road to trade there.

## Pronunciation

- 4 10.4 Listen to the words. Underline the stressed syllables.

dangerous experience destination connected precious  
temperatures provided declined monuments nowadays



## Speaking

- 5 Work in pairs. Imagine you are time travellers from the year 700 AD. You find yourself in the 21st century. Describe everyday objects to your partner without naming them. What are they?

## Writing

- 6 You are a merchant in the year 1000 AD going from your home town to China on the Silk Road. Write a diary for a day on your journey.

## Project: A famous explorer

**Name:** Roald Amundsen  
**Born:** 1872  
**Died:** 1928  
**Birthplace:** Norway



Roald Amundsen was a very brave explorer. He was the first person to reach the South Pole in 1911 when no other explorer got there first.

On the 14th January 1911, he created a camp in the Bay of Whales. After careful preparations, he set off for the South Pole on the 20th October with his team of five people. They used skis as well as sledges. It was incredibly cold, and they didn't have much food: biscuits, some tinned meat, some chocolate and some milk powder each day. But they arrived at the South Pole on the 14th December 1911. Amundsen wanted to be a polar explorer even when he was young. He slept with the windows open on winter nights to prepare himself. He died when his plane crashed into the Arctic Ocean. He was trying to rescue a friend who had crashed in fog.



Amundsen was important because he has helped us learn about the polar regions and is an example of what people can do if they are determined.



### Now you try!

- Research famous explorers.
- Research famous explorers from any age, e.g. Zhang Qian, Ibn Battuta, Marco Polo, Ibn Majid, Christopher Columbus, Pedro Alvarez Cabral, James Cook, Hannu, Ferdinand Magellan.
- Look in books and use the Internet for information. Here are two websites you could try:
  - [www.elizabethan-era.org.uk/famous-explorers.htm](http://www.elizabethan-era.org.uk/famous-explorers.htm)
  - [www.famousexplorers.net](http://www.famousexplorers.net)
- Find pictures and draw maps.

Use this model to help you write your project:

**Datefile** (name, born, died, birthplace)

**Para 1:** Introduction: achievements

**Para 2:** Aim

**Para 3:** A short account of what happened

**Para 4:** Interesting fact(s) (challenged conditions, what he did next, etc.)

**Para 5:** Conclusion: Why you think he was important

## MODULE 6

# People

**Kenji writes about his life**  
Where do you think this food is from?



**Read the story:**  
*A Different Lifestyle*



**Focus on friendship**  
What are the most important qualities for a friend?



**Focus on happiness**  
What makes people happy?

*This is my*  
**Samira**

**My family**  
I am Samira, a fifteen-year-old girl living in a happy family which is composed of seven persons. My father is a software engineer, he works very hard but his poor quality time with me. My mother used to be a teacher in an office, but now she works from home. She likes to take care of me. I have an older brother who goes to the school every day. They are my family.

**Project**

Personal profile

### OUTCOMES

- You will be able to:
- report what people say
  - talk about an imagined past
  - write a description of someone
  - express regret
  - make comparisons



## A Different Lifestyle

Until a few years ago, Mahmoud was a very wealthy businessman. He owned four companies, two villas, a private plane and six cars. He had a driver, a butler, a mass of servants in each villa and over 50 million dinars in the bank. Today, he lives alone in a modest one-bedroom house which has only humble second-hand furniture. He has a small dusty garden where he grows a few vegetables. It's difficult to imagine that he was once rich!

But Mahmoud has neither lost his money in an unlucky business deal nor suffered a tragedy. It was his idea to give up his affluent lifestyle. He felt bad about his wealth, when there were so many poor people in the world. 'Why do I have everything, when others have nothing?' Mahmoud thought. 'I'm going to offer assistance to them.'



He made the choice to give all his residences, his plane and cars, and his money away. He gave everything to charity organisations to help the poor and hungry people in the world. This act of kindness brought him genuine happiness. When he had only 10,000 dinars left, he went to the poor area in the city, stood on the corner of the main grimy street and gave away 20 dinar notes to the crowd who happened to be there. People started calling to each other. Everyone there was pleased. Mahmoud shouted: 'I'm going to be a different person.'



'Most people think that money will make you free, but it doesn't,' said Mahmoud. 'It traps you and makes you worry more. Real happiness is something different.' 'Do you miss your big homes and fast cars?' he was asked. He said, 'No, I know what is important now. I feel more content now than when I was rich. I'm not going to give this up for anything in the world. I never want to be rich again!'



## Comprehension

- 1 **BEFORE YOU READ** Work in pairs. Look at the pictures on page 82.

1. Read the title of the story. What could the story be about?
2. Look at the pictures. What happened to the man?

- 2 **11.1** Listen and read the story. Answer these questions.

1. Why did the rich man Mahmoud give up his money? Was it for a good cause?
2. How did the people in the poor area feel after they received assistance? Do you think their lives have changed?
3. What is important to Mahmoud now?
4. What is the moral we learn from the story?

## Vocabulary

- 3 Find words in the story that mean:

- |       |       |
|-------|-------|
| rich  | _____ |
| aid   | _____ |
| dirty | _____ |
| true  | _____ |
| poor  | _____ |
| happy | _____ |
| group | _____ |



- 4 **OVER TO YOU** Work in pairs. Mahmoud was content to give up his money to help the poor. Is it necessary to give up what you have to gain happiness?

## Grammar in context reported speech

- 5 Complete these sentences.

1. Mahmoud wondered why he \_\_\_\_\_ everything, when others \_\_\_\_\_ nothing. He said he \_\_\_\_\_ to offer assistance to them.
2. Mahmoud shouted that he \_\_\_\_\_ to be a different person.
3. Mahmoud said that most people \_\_\_\_\_ that money \_\_\_\_\_ free. But it \_\_\_\_\_, it \_\_\_\_\_ and \_\_\_\_\_ worry more.
4. He was asked if he \_\_\_\_\_ big homes and fast cars.
5. He said he \_\_\_\_\_ what \_\_\_\_\_ important. He \_\_\_\_\_ content now than when \_\_\_\_\_ rich. He \_\_\_\_\_ to give \_\_\_\_\_ up for anything in the world. \_\_\_\_\_ never \_\_\_\_\_ to be rich again.

- 6 **Reporting** Work in pairs. Ask your partner: What would you give up for a good cause? How would it benefit other people? Would it make you happy? Write down your partner's answers in a paragraph.

# Links

**New Message** Grammar  
reporting questions; noun suffixes

Send Chat Attach Address Fonts Colors Save As Draft

To: Kenji  
Subject: Questions

Dear Kenji  
Hello! I'm writing this email to you to ask some questions about life in Japan. We're doing a project on people from different countries. I have decided to write an essay about your country, Japan. Would you be able to answer my questions? Thanks!  
All the best  
Ahmed

 **New Message**

Attach Address Fonts Colors Save As Draft

To: Ahmed  
Subject: Re: Questions

Dear Ahmed  
I've written my answers under your questions. I hope you write an interesting essay. Bye!  
Kenji

1. What do people wear in Japan?  
Fashion is important in Japan. Kimonos are traditional long robes that you tie around your stomach. In the past, traditional Japanese women wore silk kimonos and chopsticks in their hair. Now people wear them on special occasions, or at home.

2. What transport do you use?  
We have cars, taxis and motorbikes in Japan, but I like trains. There are special trains called 'Shinkansen'. They are fast and go from Tokyo to the mountains very quickly. The fastest train travels at 300 km per hour. They are never late and always on time. They are also called 'bullet trains' because they travel as fast as a bullet!

3. What is your traditional food?  
Sushi is very popular in Japan. It is a small ball of raw fish, vegetables, rice and seaweed. We don't eat it with a knife or fork - we use chopsticks instead! You can eat sushi at lunch, at dinner or as a snack. I like to eat it with a green sauce called 'wasabi'. It is very spicy!

4. What sports do you play in Japan?  
We play football and baseball, and do judo and karate too. Sumo wrestling is a traditional sport. It is 1000 years old! Two wrestlers fight in a ring called a 'dohyo'. They wear special clothes and tie their hair like ancient warriors. Sumo wrestlers are very big, and you have to be 100-200 kilograms to take part!


## Comprehension

- 1 **BEFORE YOU READ** Look at the photos and headings on page 84 and answer these questions.

1. How old do you think Kenji is? \_\_\_\_\_
2. Where does he live? \_\_\_\_\_
3. What do Japanese women wear? \_\_\_\_\_
4. What sports are popular? \_\_\_\_\_
5. What do people eat? \_\_\_\_\_

- 2 Read the emails and rewrite this summary, correcting the facts.

Kenji is a boy who lives in Japan. He likes to travel in fast cars called "Shinkansen." They are very fast but always late. The slowest train travels at 300 km per hour. Sushi is a popular food in Japan. You eat it with a knife and fork, and it is made from raw meat, fruit, rice and seaweed. Japanese people like to play football, baseball and tennis. Sumo wrestling is a traditional sport, but you have to be very small to play it. It is 100 years old. Fashion is important in Japan. Kimonos are not traditional. Everybody wears silk kimonos tied around their head.

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- 3 **OVER TO YOU** Work in pairs. Compare your traditional clothes, means of transportation, food and sports with Japan's.

## Grammar in context reported questions

- 4 Match these reported questions from Ahmed's essay to the questions in the email.

- a. I asked what people wore in Japan.
- b. I asked what their traditional food was.
- c. I asked what transport they used.
- d. I asked what sports Japanese people played.

## Writing

- 5 **a Reporting** Write five questions you would like to ask your partner.

What did you do yesterday evening?

- b** Work in pairs. Ask your partner the questions and make a note of the answers.

- 6 Write a report of your conversation using the notes from exercise 5.

I asked Eman what she did yesterday evening. She replied that she stayed at home and watched TV with her family.

## Did-you-know?

Most Japanese people don't sleep on beds. They use special mattresses called futons that they roll up each morning.





### Don't worry – be happy!

Some psychologists have identified three elements to happiness – experiencing pleasures in life, using your strengths in a positive way and having a spiritual life. Happiness is good for your health. Experiments prove that it gives you a strong immune system, and you recover from surgery more quickly.

You don't need to have a lot of money to be happy, although living in poverty makes life difficult. But once you reach a reasonable level of income, more money doesn't make you any happier. The material things that make modern life easier don't make us happier. The World Database of Happiness has found that people in the West have not got happier in the past 50 years, despite massive improvements in their standards of living.



A chemical called serotonin in our brain contributes to the feeling of happiness. Positive feelings are linked to more electrical activity on the left side of the brain, and negative feelings to the right side. Happy, smiling people have more brain activity on the left. However, there is a genetic element to happiness. Research on identical twins separated at birth shows that they will share a similar outlook on life, even if they had different family backgrounds.

Have you noticed that when you are busy working or doing a hobby or a sport, you don't notice your surroundings any more and time passes quickly? This experience is known as 'flow'. You don't feel pleasure at the time, but afterwards you have a strong sense of satisfaction and happiness.



The main sources of happiness are family, friends, enough money, work, a social life, faith and health. Married people are happier than single people, and the happiest people spend the least time alone and don't care about buying possessions.

Being happy is good for you and society. Research has shown that if we feel happy, we also become more sociable, keen to help others and physically healthy. Then we can contribute more to the community.



### Vocabulary life Comprehension

- ① **BEFORE YOU READ** Work in pairs. Discuss which of these make you happy.

family money games friends work possessions school  
computers health community helping people books

### Reading

- ② Read the article and decide if these sentences are true (T) or false (F). Correct the false sentences.

1. If you feel happy, you will probably be healthier and stronger.
2. Rich people are happier than poor people.
3. People in the West are happier now than they used to be.
4. Serotonin is a chemical in the brain that helps you feel happy.
5. Your genetic background has an impact on your level of happiness.

- ③ **OVER TO YOU** Discuss the information in the article. Which facts surprise you? Interest you? Which ones make you want to ask more questions?

### Listening

- ④ 11.2 Listen and complete this advice.

### Happiness tips

- First eat regular, 1 **healthy** meals. Your body needs the correct balance of iron, calcium and 2 \_\_\_\_\_ before you can feel happy.
- Eat lots of 3 \_\_\_\_\_, 4 \_\_\_\_\_ and avocados. They increase levels of serotonin in the 5 \_\_\_\_\_.
- Socialise, meet up with your 6 \_\_\_\_\_ and do things with them.
- A smile actually makes you feel 7 \_\_\_\_\_, so make sure you smile at people.
- Do some 8 \_\_\_\_\_. Go for a walk, go swimming or do a 9 \_\_\_\_\_. You'll feel better as serotonin flows into your brain.
- Be grateful and try to 10 \_\_\_\_\_ other people. Say 11 \_\_\_\_\_, try to forget bad things and if you do something wrong, say 12 \_\_\_\_\_.
- Do something to help the 13 \_\_\_\_\_. Give to charities and help 14 \_\_\_\_\_ who need your support.
- Make sure you 15 \_\_\_\_\_ to your family and friends. Communicating with people makes you feel 16 \_\_\_\_\_.

### Speaking

- ⑤ Work in pairs. Discuss the things that make you feel happy.  
I feel happy when I see a beautiful flower.

### Writing

- ⑥ Write a paragraph about what makes you feel happy.



## 12

## Wishes &amp; regrets

## Grammar

third conditional: *If it had been me, I would have ... I wish ...*

### THIS WEEK WE ASK... WHAT WOULD YOU HAVE DONE IN THESE SITUATIONS?

1. *When I was going to school, I saw some smoke coming from a house. I thought the house might be on fire! I had to go to school, but if it had been my house, I would have wanted someone to check. I knocked on the door. After a few minutes, an old man opened it. Luckily, there was no fire yet. But there could have been. The man had put a pan on the stove and forgotten about it.*



Jack

2. *Yesterday we went to Kuwait City. In the evening we had a lovely meal. At the table next to us, a man started to complain about his food. He was very upset and shouted at the waiter. If it had been me, I would have spoken quietly and politely. Then the waiter began to argue with the customer. If it had been my problem, I would have gone to ask the advice of the chef or the manager. And if it had been my restaurant, I would have trained the waiter better!*



Ahmed

3. *I had a mathematics exam at school last week. But the day before, my brother fell off his bike and we had to take him to hospital. I tried to study in the hospital, but the chair was very comfortable and I fell asleep! Finally the doctor mended my brother's foot, and we all went home. Luckily I did well in the test, as I had listened well in class. I could have done better though. And my brother still can't walk well.*



Nada!

4. *My best friend's family went on a trip to a faraway country. They hired a car and drove off on their holiday, but they soon got lost in the desert. They didn't have a map or a compass. If I had been organising the trip, I would have made sure I had a map. Then they realised they didn't have any water, either. If it had been me planning the journey, I would have packed a supply of drinking water, food and a first-aid kit. If it had been my holiday, I would have made proper plans!*



Steve

### Comprehension

- 1 **BEFORE YOU READ** Look at the pictures on page 88. What do you think they are about?
- 2 Read the article on page 88 and check your answer to exercise 1.
- 3 **OVER TO YOU** Work in pairs. Read Situation 1 again and decide what you would have done.

**Grammar in context** third conditional: *If it had been me, I would have ...*

- 4 Read the situations and match the beginnings and endings of the sentences.

1. If Jack hadn't knocked at the man's door,
2. If it had been Ahmed's restaurant,
3. If Nada's brother hadn't fallen off his bike,
4. If Nada hadn't fallen asleep in the hospital,
5. If Steve had been organising the trip,


- a. he wouldn't have hurt his knee.
- b. there might have been a big fire.
- c. he would have made sure he had a map.
- d. he would have trained the waiter better.
- e. she would have done better in the test.



- 5 Complete these sentences.
  1. If Steve \_\_\_\_\_ (speak) Arabic, he \_\_\_\_\_ (apply) for the job in the UAE.
  2. Kevin \_\_\_\_\_ (not have) an accident if he \_\_\_\_\_ (see) the oil on the road.
  3. If the sea \_\_\_\_\_ (not be) so rough, the boat \_\_\_\_\_ (not sink).
  4. If the exam \_\_\_\_\_ (be) easier, I \_\_\_\_\_ (get) a better mark.
  5. If she \_\_\_\_\_ (not forget) the pan on the cooker, there \_\_\_\_\_ (not be) a fire.
- 6 **Talking about an imagined past** Work in pairs and discuss Situations 3 and 4. Say what you would/wouldn't have done.
 

A: What would you have done in Situation 3?  
B: I would have asked my parents for advice.

## Regrets

### Grammar

*I wish ...; past perfect*

We interviewed Katy, a university student, and asked her if she had any regrets. This is what she said.

- Interviewer:** Good morning. Thank you for talking to us.  
**Katy:** Hello. It's a pleasure. But sorry about the mess! A bird got in this morning while I was out. I wish we had arranged to meet this afternoon!
- Interviewer:** Oh. I'll help you tidy up after the interview.  
**Katy:** Thank you!
- Interviewer:** That's okay. Shall we start? Please, could you tell us about your biggest regret?  
**Katy:** I wish I had studied harder at school! I only got into university because I worked all the time in the final two years. But then I never saw any of my friends!
- Interviewer:** What else do you regret?  
**Katy:** I wish I hadn't given up art. I really enjoyed it, but didn't have time. Now, when I want to relax, sometimes I wish I could paint well.
- Interviewer:** It looks like you paint!  
**Katy:** Oh, simple things. But they are not very good! I wish I had learned to paint more difficult pictures.
- Interviewer:** So what else do you do to relax?  
**Katy:** Well, sometimes I like to go somewhere beautiful and take photos. But I wish I had bought a better camera.
- Interviewer:** Why didn't you?  
**Katy:** Oh, I didn't have enough money! I also wish I had worked in the summer holidays when I was at school.
- Interviewer:** Ok. One more question. What are you studying now?  
**Katy:** I'm studying history. I don't regret that at all - I love it!





## Comprehension

- 1 **BEFORE YOU READ** What is happening in the picture on page 90?  
Two people are talking. There is a broken glass on the floor.
- 2 Read the interview and decide if these sentences are true or false. Correct the false sentences.
  1. Katy wishes she had studied harder at school. \_\_\_\_\_
  2. Katy's biggest regret is going to university. \_\_\_\_\_
  3. Katy paints in her free time. \_\_\_\_\_
  4. Katy wishes she could take photos. \_\_\_\_\_
  5. Katy never had any holiday jobs. \_\_\_\_\_
  6. Katy wishes she didn't study history. \_\_\_\_\_

## Grammar in context *I wish ... + had*

- 3 Look at this example:  
I wish we had arranged to meet this afternoon.  
Look at page 90 again and underline all the examples of *wish* and *had* or *hadn't*. How many things does Katy wish she had done? How many things does she wish she hadn't done?
- 4 Complete these sentences using words from the box. Change them as necessary. Use positive or negative forms of the verbs.  
remember touch wake up bring leave study
  1. There's no one home. I wish I \_\_\_\_\_ my keys.
  2. Oh no! It's broken. I wish I \_\_\_\_\_ it.
  3. I'm late for school. I wish I \_\_\_\_\_ earlier.
  4. It's raining now. I wish we \_\_\_\_\_ an umbrella.
  5. Your coat looks warm. I wish I \_\_\_\_\_ mine at home.
  6. I have a low grade in my English exam. I wish I \_\_\_\_\_ more.
- 5 Look at the picture on page 90 again. What do you think Katy said when she came back to the house?  
I wish we hadn't left the door open.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- 6 **Expressing regret** Make a note of any regrets you have. Then tell your partner.  
I wish I hadn't bought this new computer game. It isn't very good.





## Skills: Focus on friendship

### Speaking

- ① Work in pairs. Answer these questions.
- What makes a friend?
  - What sort of things do you do with your friends?
  - How do you tell the difference between true friends and false friends?
  - What is the difference between popularity and friendship?

### Vocabulary personal qualities

### Comprehension

- ② **BEFORE YOU READ** Decide on the five most important qualities in a friend.
- loyal honest fun to be with cheerful caring easy to talk to a good listener  
trustworthy respects you has your interests does activities with you clever

### Reading

- ③ a Read this text about friendship.

#### Tips on being a friend

Friends are very special. As long as people have lived, they have found friendships with each other.

Respect, loyalty, trust and lots of fun can be used to describe the true meaning of friendship.

It is important that you share likes and dislikes, hobbies and secrets, but it is more important that you like each other! A friend is someone who understands you, knows the real you and appreciates the person you are. It is also someone trustworthy.

Even when you are upset, a true friend will care for you. You share good times and bad times, and are always good listeners to each other.

Never treat your friend badly. If you have an argument or disagree, it is important to apologise to each other.

Don't forget – a true friend is someone who knows you but loves you anyway!



- b Decide if these sentences are true (T) or false (F). Correct the false sentences.

- a. The most important thing is that you share the same interests with friends.  
b. You should care for your friends when they are upset and when they are happy.  
c. When you disagree with your friends you should wait for them to apologise to you.

4 Replace one word in each sentence to correct these quotations.

1. Treat others as you wouldn't have them treat you.
2. Friendship is what gets you through the good times, and helps you enjoy the good times.
3. My best friend is the one who brings out the worst in me.
4. True friends are always apart, in heart.

friendship quotes



### Listening

5 12.1 Listen to Abdulhameed, Amina and Yousef talking about the meaning of friendship. Match the opinions with the speakers.

1. I think a true friend is the one I have the most fun with.
2. I think a good friend should always listen to my problems.
3. Is a best friend the one who shares everything with you?



### Speaking

6 Work in pairs. Answer these questions.

- Which quotation in exercise 4 or 5 did you like best? \_\_\_\_\_
- Which do you think is the most important quality in friendship? Why? \_\_\_\_\_

### Writing

7 Write a description of a friend of yours. Include:

- looks
- personality
- things you do together
- why you like each other

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## This is my life

### Samira

#### My family

I am Samira, a fifteen-year-old girl living happily with my big family of seven persons. My father is a petroleum engineer; he works very hard but tries to spend some quality time with us. My mother used to be a bank clerk working in an office, but now she works from home instead. She likes to take care of us. My eldest sister is a teacher. She works at the local girls' school. I also have an elder brother who goes to university every day. He has his own car. My younger twin sisters are in the same school as me. So, every day Mum drives us there and back home again.

#### My home

We live in a beautiful quiet neighbourhood on the outskirts of Kuwait City. Our villa is spacious; we have four bedrooms. The largest is for my parents. My elder brother and sister each have their own bedroom. My younger sisters also have their own bedroom and study area. I have a lovely bedroom of my own. The villa is surrounded by a delightful garden.

#### My interests

I have many interests and hobbies. I love art, so I read a lot of books about painting and art crafts. I started taking some lessons, but I can't paint very well yet. I also love sports. I play basketball and am the head of the girls' team at school. I also enjoy computer games, though most girls don't!

#### My achievements

I have received two medals as the head of the basketball team for winning against other schools. I was also awarded an honour's plate for a writing competition at school last year.

#### Ambitions

I want to get good school results and excel in my exams so I can go to university. I plan to be a computer programmer. I believe my country needs people who can work in information technology. I also dream of holding an art exhibition of my best paintings, but only after I finish my studies.



#### Now you try!

- Write notes under the same headings as above.
- Find photos or draw pictures.
- Write your project out carefully.
- Check your spelling and grammar.

• [genealogy.about.com/library/authors/uchishop2a.htm](http://genealogy.about.com/library/authors/uchishop2a.htm)

• [ghs.gresham.k12.or.us/english/ramsted/seniors/autobiows.html](http://ghs.gresham.k12.or.us/english/ramsted/seniors/autobiows.html)



# Literature time!



# Literature time!

## Around the World in Eighty Days

By Jules Verne

### Episode 1

In the year 1872, Mr Phileas Fogg was living at 7 Saville Row, London. He was a strange man, who was about 40 years old. He was rich, but no one knew where his money came from. He did not seem to have a job. He was a member of the Gentlemen's Club, and that was all that was known about him.

Phileas Fogg lived alone. He had no family and few friends. He was a man of regular habits, who lived his life according to a strict routine. He got up at exactly the same time every day, and also ate his lunch and dinner at the Gentlemen's Club at exactly the same time every day. He timed his life with his pocket watch and followed a timetable in everything he did.

One day Phileas Fogg employed a new servant, Passepartout, a young Frenchman. Mr Fogg took out his watch and said, 'From this moment, twenty-nine minutes past eleven, on the morning of Wednesday, October 2<sup>nd</sup>, 1872, you are in my service.' Then he put his watch away and went to the Gentlemen's Club.

Mr Fogg sat and talked to his few friends as usual. They were excited. They had read in the newspaper about a robbery at the Bank of England. Someone had stolen £55,000.

'They will never catch the robber,' said one of Mr Fogg's friends. 'The world is a big enough place to hide in.'

'Perhaps no longer,' said another friend. 'Why, nowadays you can go around the world in three months!'

'Eighty days,' said Fogg, quietly.

'In theory, you are right,' said the first man. 'There is the Suez Canal and a new railway across India. But in practice, there are always delays. I'm sure you couldn't go around the world in eighty days, Fogg!'

'I'm sure I could,' Phileas Fogg replied. The man's remark was intended as a joke, but Fogg interpreted it as a challenge. 'In fact, I will travel around the world, and I will prove you wrong. I will be back here on the twenty-first of December at eight forty-five.'

When Mr Fogg returned home, he said to Passepartout, 'We leave for Dover in ten minutes. We are going to travel around the world.'

'Around the world?' repeated Passepartout, amazed.

'In eighty days,' replied Fogg. 'Pack an overnight bag. We will buy clothes on the way.'

Mr Fogg handed Passepartout a black leather briefcase. 'Take good care of this,' he said.

'It contains a lot of money in Bank of England notes. We will need it on our journey.'

Ten minutes later, Passepartout was ready. Fogg was pleased. Then they took a horse-drawn



carriage to Charing Cross Station, where Mr Fogg's friends were waiting to wish him well. 'Gentlemen,' said Fogg, 'I will have my passport stamped in every country I visit to prove to you that I have travelled around the world in eighty days.' Then the Dover train pulled slowly out of the station.



## Episode 2

Seven days later, Fogg and Passepartout arrived in Suez. Passepartout took Fogg's passport to the British Embassy to get it stamped. They planned to board the steamship *Mongolia* to travel to Bombay.

A man was watching Passepartout. He was a detective from London called Fix. He was looking for the Bank of England robber. Phileas Fogg looked something like the man in the



description. Fix met Passepartout outside the embassy. Passepartout told Fix that he and Fogg were travelling around the world.

'Mr Fogg must be a rich man,' said Fix.





'Oh, yes,' replied Passepartout. 'He has a briefcase full of Bank of England notes.'

After this conversation, Fix felt sure that Fogg was the Bank of England robber. He decided to follow Phileas Fogg.

Fix sent a telegram to the London police. He asked them to send a warrant for the arrest of Phileas Fogg to Bombay. He would collect it when the *Mongolia* arrived there.

The voyage from Suez to Bombay took eleven days. On the 20th of October, the *Mongolia* landed in Bombay - two days ahead of schedule. Fix immediately called at the police station, but the warrant had not yet arrived.

Phileas Fogg was leaving by train for Calcutta that same evening. He went to the railway station and ordered dinner.

On the train, Phileas Fogg was discussing his schedule with Passepartout and another passenger. As they were talking, the train stopped. The conductor of the train called out. 'All passengers must get out here!'

The railway did not go all the way to Calcutta. There was a gap of seventy miles in the railway line from a small town called Satna to the next station at Allahabad. How were they to get there?

Passepartout suggested that they buy an elephant to take them to Allahabad. After some bargaining, Phileas Fogg bought an elephant for £2,000 and hired a guide to take them.

Chairs were fitted onto the elephant's back for the men and the guide led them through the jungle. It was not a very comfortable ride and Passepartout wished that he was back on the train. They travelled twenty-five miles the first day and spent the night in an old house. They covered forty miles on the second day. They stopped in a village overnight. They eventually reached the railway station at Allahabad at ten o'clock







the next morning the 24th October.

Passepartout wondered what Phileas Fogg would do with the elephant, now that they no longer needed it. He was pleased when Phileas Fogg gave it to the Indian guide.

'You are giving me a great gift, sir,' the guide said.

'Take him, guide. I am very grateful for your help,' said Phileas Fogg.

The overnight train from Allahabad arrived in Calcutta on time. Mr Fogg's attention was now focused on his next destination, Hong Kong.

At exactly ten minutes to twelve, Phileas Fogg's carriage stopped at the docks, where the steamer *Rangoon* was waiting.

They climbed down the steps to a small boat, which took them to the ship. They boarded the *Rangoon* with just two minutes to spare! Fogg noted that the voyage to Hong Kong should take twelve days.

## Episode 3

Meanwhile, Fix had also managed to join the *Rangoon*. He hoped to arrest Phileas Fogg in Hong Kong. His warrant was only good in countries ruled by Britain. Hong Kong was the last of these countries.

Passepartout was surprised to meet Fix again on the *Rangoon*. They talked in a friendly way, but Passepartout was puzzled. Fix seemed to be following them. But why? At last Passepartout guessed the answer: Fix was a member of the Gentlemen's Club who wanted to make sure that Phileas Fogg was really travelling around the whole world, and was not cheating!

'Are you in a great hurry to reach Hong Kong?' Fix asked Passepartout one day.

'A very great hurry,' Passepartout replied. 'We must catch the *Carnatic* for Yokohama. If we miss it, we will not complete our journey around the world in eighty days.'

'I don't believe in Mr Fogg's journey around the world,' said Fix.

'Don't you?' smiled Passepartout. 'You're a clever fellow!'



Fix was worried by this conversation. Did Passepartout know that he was a detective? Would he tell his master? When Passepartout asked him if he was going to stay in Hong Kong or go on with them to Yokohama, Fix didn't know what to say.

During the last few days of their voyage to Hong Kong, the weather was bad. There were storms and high winds. The *Rangoon* made slow progress. The ship was going to be a day late arriving in Hong Kong. There wouldn't be another ship for several days.

They arrived in Hong Kong on 6th November. Phileas Fogg immediately asked the captain when the next ship for Yokohama was due to leave.

'The *Carnatic* sails for Yokohama tomorrow morning,' the captain said. 'She should have left yesterday. But there were problems with her engines, and she was delayed'.

So Phileas Fogg was only one day behind his schedule.

Fix the detective was very worried. The warrant for the arrest of Phileas Fogg had not arrived in Hong Kong. If Phileas Fogg left British territory now, Fix's warrant would be useless. He would never be able to arrest the man he thought was a bank robber. He was desperate, so he decided to tell Passepartout everything and ask for his help.

Fix took Passepartout to the hotel where he was staying. He told Fogg's servant that he was a detective and that he believed Fogg was a bank robber. Fix showed Passepartout papers to prove that he was speaking the truth.

'Your master robbed the Bank of England of £55,000. If I catch him, I will get a reward of two thousand pounds. I will share it with you if you help me.'

'Never!' cried Passepartout. 'My master is a good, kind man, and I will never betray him.'

'Don't shout!' replied Fix. 'You're attracting too much attention. Let's go and talk in my room.'



Fix led the way. He opened the door and moved aside to let Passepartout into the room first.

As soon as Passepartout entered, Fix quickly stepped back from the doorway and locked the door, trapping Passepartout inside.

Fix had found out that the *Carnatic* was going to leave Hong Kong twelve hours early. But, of course, Phileas Fogg did not know this. When he arrived at the dock next morning, he found that the *Carnatic* had sailed the night before.

Just then Fix approached Phileas Fogg. He asked to speak to Passepartout. Phileas Fogg explained that he was not there.

'Perhaps he left on the *Carnatic* last night,' Fix said. 'There is not another boat to Yokohama until next week.'

'There are other ships,' said Phileas Fogg calmly.

Phileas Fogg soon found the captain of a fast boat. He offered the captain £200 to take him to Yokohama in time to catch the steamer to San Francisco.

'My boat is not big enough to sail to Yokohama,' replied the captain. 'But I can take

you to Shanghai. The ship for Yokohama and San Francisco starts from there.'

Phileas Fogg agreed to this plan, and invited Fix to join them. The detective had no choice but to accept.

## Episode 4

There was a big storm between Hong Kong and Shanghai and the little boat was delayed. They reached the mouth of the Shanghai River at six thirty. The steamer to Yokohama was due to leave Shanghai at six o'clock. Just then they saw a big ship coming towards them. It was the Yokohama steamer, the *General Grant*. The captain of Fogg's boat was angry because they were too late, but Phileas Fogg was calm.

'Signal her,' he said. 'Fire your gun and lower your flag.'

Phileas Fogg knew that the Yokohama steamer would stop when it saw the signal.

The captain of Fogg's boat did just what Fogg had said, and fired his gun and lowered his flag. The *General Grant* changed course and came alongside the small boat. Fogg, as



he has always done, kept his promise and paid the captain his money. He then boarded the big steamer with Fix. The journey from Shanghai to Yokohama took three days.

We left Passepartout locked in Fix's hotel room in Hong Kong. What had happened to him?

He banged on the door to attract attention, but nobody came to release him. In despair, and filled with exhaustion, he fell asleep on the bed. Eventually, a member of the hotel staff knocked on the door. Passepartout awoke immediately. He thanked the man, told him that he had been locked in the room by accident and hurriedly left the hotel. The name *Carnatic* filled his mind. He ran across Hong Kong towards the harbour and found the ship.

He reached it just in time. As the *Carnatic* sailed gracefully out of Hong Kong, Passepartout searched the vessel for any sign of Phileas Fogg, but he was nowhere to be seen.

Passepartout had his own ticket, but he had no money and he did not know what to do.

When the *Carnatic* arrived in Yokohama on November 13<sup>th</sup>, he walked the streets. Somehow he had to get food and money.

The next day he saw an advertisement for a circus and asked the owner if he would give him a job.





Passepartout's first job was to climb on top of a human pyramid, where men balanced on each other's shoulders. Passepartout was to be the man on the top of the pyramid. He climbed up and stood on the top of the human pyramid. The audience clapped, then they cried out in surprise. For Passepartout had jumped from the top of the pyramid and into the audience!

'My master! my master!' Passepartout cried, for he had seen Phileas Fogg in the audience.

Phileas Fogg showed no surprise. 'Is it you, Passepartout?' he asked.

'Myself.'

'Then let us go to the steamer, young man.'

They returned to the *General Grant* and they set sail for San Francisco that same evening.

Fix was also on the ship. His warrant had arrived in Yokohama, but it was no use to him there. So Fix decided to follow Phileas Fogg to America and back to England.

One day he met Passepartout on deck.

Passepartout was very angry with Fix, because the detective had locked him in the hotel room in Hong Kong. He shouted at Fix for a full five minutes.

When Passepartout had finished, Fix asked to speak to him about his master. At first Passepartout did not want to listen to the detective, but after a few minutes he calmed down.

'If your master is going back to England, I will help him,' said Fix. Then we will both know if he is an honest man. But in the meantime, you must say nothing to your master.'

Passepartout agreed to the detective's plan. On the 3<sup>rd</sup> of December, the *General Grant* sailed into San Francisco Bay. Phileas Fogg was again exactly on schedule.

In San Francisco, Phileas Fogg met Fix in the street. The detective seemed surprised. They agreed to continue their journey together across America. As they were walking through the city, they saw a great crowd of people. There were so many people pressed together that it became difficult for Fogg, Fix and Passepartout to make their way. A short man with a black beard and a big stomach approached.

'Excuse me,' said Phileas Fogg.

'Get out of my way!' said the man.

'Certainly, if you show some politeness,' said Mr Fogg.

'Get out of my way,' the man repeated, pushing Phileas Fogg aside.

'Englishman!' he said. 'We will meet again.'

'Certainly,' said Fogg calmly. 'What is your name?'

'Colonel Stamp Proctor. And yours?'

'Phileas Fogg.'

'I will come back to America to find Colonel Proctor,' said Fogg. 'An Englishman cannot be insulted in that way.'





## Episode 5

They boarded the train with Passepartout on 4th December. In seven days' time they would be in New York to catch the steamer to Liverpool on 11th December.

As they passed through the great Rocky Mountains, the views from the train were magnificent. Passepartout had never seen anything so beautiful.

The next day Passepartout saw Colonel Stamp Proctor on the train. He was afraid that Colonel Proctor and Phileas Fogg would argue if they met. Passepartout told Fix about his worries. They knew they must prevent Fogg and Colonel Proctor from meeting. Fix suggested to Phileas Fogg that they play a game of *dama*. He agreed and soon Fogg and Fix were playing *dama* all day.

Suddenly the train stopped. There were no stations nearby and at first no one knew why the train had stopped.

'It's the bridge at Medicine Bow a mile up the track,' the train driver said. 'It's not strong enough to take this train.'

The passengers would have to walk to Medicine Bow. There would be a six-hour delay. The passengers complained.

At last the engine driver decided to try to cross the bridge. If he drove it as fast as possible, they would have a good chance of crossing the bridge safely.

The passengers were very excited and they all decided to take the risk. Passepartout was amazed. He suggested that the passengers should get off the train before it tried to cross the bridge, but no one listened to the logical Frenchman.

The train got up top speed and raced over the bridge. When they crossed it safely, there was a great cheer from the passengers. When they looked back, they saw the bridge falling into the river behind them.

Next morning, Phileas Fogg and Fix were playing *dama* again. Fogg heard a voice behind him.

'I would make a different move.'

Fogg looked up into the face of Colonel Stamp Proctor.

'You know nothing of this game,' Proctor said rudely.

'You have insulted me again, sir,' said Phileas Fogg, standing up. 'I demand an apology.' Proctor said nothing. He simply smiled in a most unfriendly manner and turned and walked away.

The weather changed as the train travelled north-eastwards and into the centre of America. It began to get very cold. Snow began to fall, gently and lightly at first, then more heavily.





The train arrived at a station in a small town called Hastings. The stationmaster informed the driver that the railway line ahead was covered in snow. The train could not go any further. The passengers would have to wait on the train until the snow melted. People from the town helped. They brought hot food and warm blankets.

'How long will it be until the snow melts?' Phileas Fogg asked the stationmaster.

'Nobody knows,' he replied. 'It may be two days, it may be ten. You can never tell at this time of year.'

Mr Fogg began to think he could not succeed. He was stuck in snow in the middle of America on a train that could not move. But all was not lost!

Fix had an idea. They could travel to Omaha on a sledge with a sail on it. This sail-sledge could travel over the snow at great speed. The land was very flat here and they could travel the two hundred miles in five hours.

Phileas Fogg agreed with Fix's plan. They set off early the next morning. It was very cold, but the strong wind blew the sail-sledge along quickly.

They arrived in Omaha in the afternoon of the 7th December. There was a train waiting to take them to Chicago. The next day they arrived in the city, then immediately boarded a train for New York. At eleven o'clock on the evening of the 11th of December, Phileas Fogg and his friends arrived in New York. There they discovered that the steamer *China* had left for Liverpool three-quarters of an hour before!



It now seemed impossible for Phileas Fogg to reach London by 21<sup>st</sup> December. There were no steamers going directly to Liverpool for several days. Phileas Fogg had already spent a good deal of money on the journey. But Phileas Fogg remained calm. 'We will think about our journey tomorrow,' he said. 'Now we must get some sleep.'

## Episode 6

The next day Phileas Fogg went around the New York docks, looking for a ship to take them to Europe. He saw a steamer, the *Henrietta*, which was ready to sail. But the captain told him he was going to Bordeaux in France. Phileas Fogg tried to persuade the captain to take them to Liverpool, but he failed.

'Very well then,' said Fogg. 'Take me to Bordeaux.'

'I don't take passengers,' the captain replied rudely.

'I will pay you \$2,000 for each of the three passengers,' said Fogg.

The captain immediately changed his mind. 'The *Henrietta* leaves at nine o'clock,' he said.

'We will be on board at nine,' said Phileas Fogg.

The *Henrietta* left on time and was soon sailing out of New York and into the Atlantic Ocean.

Fogg talked to the captain again. Fogg offered to pay \$20,000 to the captain if he would take the ship to Liverpool instead of Bordeaux. At last, the captain agreed.

The next morning, a man came on deck and took the wheel of the *Henrietta*. But it was not the ship's captain – it was Phileas Fogg!

But where was the captain? He had been taken ill during the night. Mr Fogg went to see him and suggested that he should take charge of the ship himself. The captain was too ill to do anything but accept Mr Fogg's proposal.

Phileas Fogg soon showed himself to be a clever seaman and the ship made good time. There was a storm, but Phileas Fogg sailed the ship through it safely. They had travelled half the distance to Liverpool when the ship's engineer told Phileas Fogg that they were short of coal.

'In that case,' said Phileas Fogg calmly, 'we must burn some of the wooden parts of the ship.'

The captain was angry when he heard this, but Fogg said he would buy his ship for \$60,000. The captain agreed.

The *Henrietta* arrived in Cork in Ireland on the evening of 20<sup>th</sup> December. Phileas Fogg and his friends immediately took the train to Dublin. The next day, they caught the steamer to Liverpool. At twenty minutes to twelve on 21<sup>st</sup> December Phileas Fogg finally arrived back in England, exactly eighty days after he had left London.

The detective then showed Fogg the warrant for his arrest.

'Phileas Fogg,' he said. 'I arrest you in the Queen's name!'

Passepartout was amazed. Phileas Fogg was taken away to prison.





Passepartout blamed himself for his master's arrest. If only he had told Phileas Fogg that Fix was a detective, he could have escaped.

Passepartout wept tears of anger. It was all his fault!

Meanwhile, Fogg was, as usual, perfectly calm. He sat in his prison cell. He showed no sign of disappointment. What was he thinking? He still had nine hours to get to London. Did Phileas Fogg still have hopes of arriving there on time? It was impossible to say. But he took his watch out of his pocket and put it on the table of his cell. He took out his diary, opened it, and wrote these words on it: December 21st, Saturday, Liverpool: 80th day, 11:40 a.m.



He sat and waited. At thirty three minutes past two, he heard a noise outside. He heard Passepartout's voice and then Fix's voice. The door of the cell opened and Fix rushed in, followed by Passepartout. Fix was out of breath. He could hardly speak.

'Sir,' he said, 'sir - forgive me - terrible mistake - bank robber arrested three days ago - you - are - free!'

Phileas Fogg said nothing. He stood up, walked up to the detective, and looked him straight in the eye. 'I am not impressed by your professional abilities, Detective Fix,' he said.

Fix could not bear to look at Fogg. He stared down at his shoes for a moment, then he turned and walked away.

Phileas Fogg and Passepartout left the prison immediately and took a carriage to the railway station. The fast train for London had just left, so Phileas Fogg ordered a special train to take him to London. He now had five and a half hours to get to London, but there were delays on the railway line and the train did not reach London until ten minutes to nine. Phileas Fogg had travelled around the world, but he was five minutes late. He had lost!

Phileas Fogg had spent almost all of the £20,000 he had started with. He returned to his house in Saville Row. That night perhaps even Phileas Fogg found it difficult to sleep. Next morning he was busy with his business affairs.

Passepartout could not understand how his master could be so calm. He blamed himself for his master's failure.

'Why do you not blame me, sir?' he cried. 'It was my fault that -'

Phileas Fogg interrupted him. 'I blame no one,' he said.

At the Gentlemen's Club, Phileas Fogg's friends waited for him. It was twenty past eight. One of his friends spoke.

'Gentlemen,' he said, 'in twenty-five minutes the time agreed will be up. Unless Fogg returns by a quarter to nine, he will fail.'

They waited and watched the clock. The minutes passed. Only seconds remained. Then there was a great cheer from the street outside.

At a quarter to nine exactly, Phileas Fogg walked into the Gentlemen's Club. 'Here I am, gentlemen,' he said calmly.

It was Saturday, not Sunday. By travelling around the world from west to east, Phileas Fogg had gained a day. So he had completed his journey in just over seventy-nine days and had proved it could be done.



## Glossary

### A

**accurate** *adjective* p.45  
precise or free from errors

**achievement** *noun* p.41  
a thing done successfully, typically by effort, courage or skill

**acrobat** *noun* p.13  
someone who entertains people by doing difficult physical actions such as walking on their hands and balancing on a high rope, especially at a circus

**active** *adjective* p.19  
always busy doing things

**affect** *verb* p.73  
to have an effect on somebody or something

**affluent** *adjective* p.83  
having a great deal of money

**ahead** *adverb* p.77  
further forward

**alert** *verb* p.71  
to make somebody aware of possible dangers or difficulties

**allergy** *noun* p.45  
a damaging immune response by the body to a substance, esp. pollen, fur, a particular food or dust, to which it has become hypersensitive

**alleviate** *verb* p.59  
make (suffering, deficiency or

a problem) less severe

**alleyway** *noun* p.35  
a narrow passageway between or behind buildings

**alternative** *adjective* p.57  
another possibility

**anatomy** *noun* p.45  
the branch of science concerned with the bodily structure of humans, animals, and other living organisms, esp. as revealed by dissection and the separation of parts

**antiseptic** *noun* p.59  
substances that prevent the growth of disease-causing microorganisms

**apologise** *verb* p.63  
express regret for something that one has done wrong

**appearance** *noun* p.23  
the way that someone or something looks

**appreciate** *verb* p.93  
to recognise and like the qualities in somebody or something

**approach** *noun* p.61  
a method of doing something or dealing with a problem

**arrange** *verb* p.91  
bring about by agreement or planning

**aside** *adverb* p.100

out of the way

**associate** *verb* p.21  
to connect with something else

**attend** *verb* p.47  
to go regularly to an institution such as a school

**authority** *noun* p.71  
somebody or something with official power

**avalanche** *noun* p.69  
a mass of snow, ice and rocks falling rapidly down a mountainside

**average** *noun* p.49  
based on a calculation about how many times something usually happens, how much money someone usually gets, how often people usually do something

**awkwardly** *adverb* p.43  
in a way that is not smooth or graceful

### B

**background** *adjective* p.21  
supporting or adding to the main idea or theme

**bang** *verb* p.101  
to hit something hard, making a loud noise

**barrel** *noun* p.75  
a cylindrical container bulging out in the middle, traditionally

## Glossary

made of wooden staves with metal hoops around them

**basic** *adjective* p.23  
fundamental

**belittle** *verb* p.61  
to make someone or something seem small or unimportant

**betray** *verb* p.100  
to be disloyal to someone who trusts you so that they are harmed or upset

**bind up** *phrasal verb* p.15  
to protect a wound or support an injured body part by applying a bandage or a piece of cloth

**blind** *adjective* p.41  
unable to see

**bloated** *adjective* p.43  
(of part of the body) swollen with fluid or gas

**blow** *verb* p.27  
if the wind or a current of air blows, it moves

**brainteaser** *noun* p.65  
puzzle, problem or riddle

**break down** *phrasal verb* p.77  
to stop working properly, effectively or usefully

**breed** *verb* p.73  
(of animals) to produce offspring

**breeding** *noun* p.31  
the production of offspring by animals

**breeze** *noun* p.59  
a gentle wind

**bright** *adjective* p.27  
shining strongly, or with plenty of light

**bullet train** *noun* p.85

a high-speed passenger train

**butler** *noun* p.83  
the chief manservant of a house

### C

**canoe** *verb* p.41  
to travel in or paddle a narrow, keelless boat with pointed ends

**canoeist** *noun* p.41  
somebody who canoes, especially as a hobby or a sport

**Cantonese** *adjective* p.37  
of or relating to Canton (Guangzhou), its inhabitants, their dialect or their cuisine

**capture** *verb* p.19  
to hold somebody's attention

**caravan** *noun* p.79  
a group of people, esp. traders or pilgrims, travelling together across a desert

**carriage** *noun* p.97  
a four-wheeled passenger vehicle pulled by two or more horses

**cascade** *verb* p.13  
to flow, fall or hang down in large quantities

**cereals** *noun* p.51  
a grain used for food, such as wheat, oats or corn

**challenge** *noun* p.65  
a task or situation that tests someone's abilities

**challenging** *adjective* p.73  
demanding physical or psychological effort of a stimulating kind

**chase away** *phrasal verb* p.27  
to quickly follow someone or

something in order to drive them away

**chatter** *noun* p.13  
informal talk, especially about things that are not serious or important

**cheer** *noun* p.103  
a shout of happiness, approval or encouragement

**cheerful** *adjective* p.93  
in a happy and optimistic mood or causing people to feel cheerful

**cholera** *noun* p.47  
an infectious and often fatal bacterial disease of the small intestine, typically contracted from infected water supplies and causing severe vomiting and diarrhoea

**chopstick** *noun* p.85  
one of a pair of small, thin tapered sticks of wood, ivory or plastic held together in one hand and used as eating utensils

**clever** *adjective* p.93  
having sharp mental abilities

**coastguard** *noun* p.71  
a person who keeps watch on the sea near a coast in order to assist people or ships in danger and to prevent smuggling

**collect** *verb* p.47  
to gather things and bring them together

**commerce** *noun* p.35  
the activity of buying and selling, esp. on a large scale

**common** *adjective* p.63  
occurring, found or done often, prevalent

**community** *noun* p.87

## Glossary

all the people living in a particular area or place

**complain** *verb* p.89  
express dissatisfaction or annoyance about a state of affairs or an event

**completely** *adverb* p.47  
totally, utterly

**concentrate** *verb* p.13  
to focus all of your thoughts or mental activity on one subject or activity, usually in silence

**conductor** *noun* p.98  
a person in charge of a train, streetcar or other public conveyance, who collects fares and sells tickets

**conflict** *noun* p.19  
a serious disagreement or argument

**conquer** *verb* p.37  
overcome and take control of (a place or people) by use of military force

**content** *adjective* p.83  
happy

**contrast** *noun* p.37  
a difference between people, ideas, situations, things etc that are being compared

**convey** *verb* p.15  
to communicate a message or information

**cough** *noun* p.43  
an illness that makes you expel air from the lungs with a sudden sharp sound

**counsellor** *noun* p.63  
a person trained to give guidance on personal, social or psychological problems

**criteria** *noun* p.65

a principle or standard by which something may be judged or decided

**custom** *noun* p.31  
a traditional and widely accepted way of behaving or doing something that is specific to a particular society, place or time

### D

**dangerously** *adverb* p.33  
full of the possibility of danger

**decline** *verb* p.79  
become smaller, fewer or less, decrease

**decongestant** *noun* p.59  
(chiefly of a medicine) used to relieve nasal congestion

**delay** *noun* p.96  
a period of time by which something is late or postponed

**delay** *verb* p.100  
to make someone or something late

**deliver** *verb* p.73  
bring and hand over (a letter, parcel or ordered goods) to the proper recipient or address

**dense** *adjective* p.37  
crowded

**derive** *verb* p.29  
to develop or come from something else

**desperate** *adjective* p.100  
overwhelmed with urgency and anxiety, to the point of losing hope

**detective** *noun* p.97  
a person, esp. a police officer, whose occupation is to investigate and solve crimes

**determined** *adjective* p.61  
having a strong desire to do something, so that you will not let anyone stop you

**devise** *verb* p.61  
to plan or invent a new way of doing something

**dialect** *noun* p.37  
form of a language that is particular to a specific region or social group

**disability** *noun* p.41  
a physical or mental condition that limits a person's movements, senses or activities

**disappointment** *noun* p.106  
a feeling of unhappiness because something is not as good as you expected, or has not happened in the way you hoped

**disease** *noun* p.47  
a condition that results in medically significant symptoms in a human

**dock** *noun* p.99  
a place in a port where ships are loaded, unloaded or repaired

**document** *verb* p.21  
record (something) in written, photographic or other form

**domestic** *adjective* p.49  
(of an animal) tame and kept by humans

**dramatically** *adverb* p.13  
in a way that grabs the attention and causes an excited, shocked or startled reaction

**drinkable** *adjective* p.49  
safe for humans or animals to drink

**dusty** *adjective* p.83

## Glossary

covered with, full of or resembling dust

**dweller** *noun* p.37

a person or animal that lives in a particular place

### E

**earthquake** *noun* p.69

a sudden and violent shaking of the ground, sometimes causing great destruction, as a result of movements within the earth's crust or volcanic action

**economy** *noun* p.31

the system by which a country's money and goods are produced and used

**effective** *adjective* p.57

successful in producing a desired or intended result

**effort** *noun* p.57

a determined attempt

**embassy** *noun* p.97

the official residence or offices of an ambassador

**emergency** *noun* p.69

a serious, unexpected and often dangerous situation requiring immediate action

**emergency blanket** *noun*

p.55  
a large piece of woollen or similar material used to keep warm during a serious, unexpected and often dangerous situation

**empty** *verb* p.47

remove all the contents of (a container)

**engage** *verb* p.61

to become involved in an activity

**enjoy** *verb* p.91

to have a pleasurable experience

**enormous** *adjective* p.35

very large in size, quantity or extent

**enough** *adverb* p.91

to an extent that is as much as is needed

**enthusiastic** *adjective* p.47

having or showing intense and eager enjoyment, interest or approval

**enzyme** *noun* p.59

a substance produced by a living organism that acts as a catalyst to bring about a specific biochemical reaction

**erupt** *verb* p.69

(of a volcano) become active and eject lava, ash and gases

**escalator** *noun* p.65

a moving staircase consisting of an endlessly circulating belt of steps driven by a motor, conveying people between the floors of a public building

**escape** *verb* p.75

to break free from danger, harm or an unpleasant situation

**essential** *adjective* p.47

absolutely necessary, extremely important

**evaluate** *verb* p.57

to judge how good, useful or successful something is

**eventually** *adverb* p.98

in the end, esp. after a long delay, dispute or series of problems

**exactly** *adverb* p.96

in exact terms

**exchange** *verb* p.79

give or receive one thing in place of another

**exhausted** *adjective* p.75

very tired

**exhaustion** *noun* p.101

extreme tiredness

**expedition** *noun* p.41

a journey or voyage undertaken by a group of people with a particular purpose, esp. that of exploration or scientific research

**experience** *verb* p.57

encounter or undergo

**expressive** *adjective* p.19

effectively conveying thought or feeling

**extract** *verb* p.59

remove or take out, esp. by effort or force

**extremely** *adverb* p.73

to a very high degree

### F

**fashion** *noun* p.85

a popular trend, esp. in styles of dress

**fawn upon** *phrasal verb* p.15

(of an animal) show affection, esp. by rubbing against someone

**feasting** *noun* p.29

a large meal, typically one in celebration of something

**fetch** *verb* p.49

to go after and bring back somebody or something

**find out** *phrasal verb* p.51

to get to know something,



## Glossary

especially by asking somebody or searching in an appropriate source, or just by chance

**fingerprint** *noun* p.59  
an impression or mark made on a surface by a person's fingertip, esp. as used for identifying individuals from the unique pattern of whorls and lines

**first-aid kit** *noun* p.55  
a special bag or box containing bandages and medicines to treat people who are injured or become ill suddenly

**fizzy** *adjective* p.51  
(of a beverage) containing bubbles of gas

**flee** *verb* p.15  
run away from a place or situation of danger

**float** *verb* p.75  
to move or rest on the surface of a liquid without sinking

**flow** *noun* p.87  
an experience of not noticing your surroundings and time passing, whilst engaged in work etc, which later causes a feeling of satisfaction

**folk** *noun* p.17  
any group of people who share at least one common factor

**folklore** *noun* p.17  
the traditional beliefs, customs and stories of a community, passed through the generations by word of mouth

**folktale** *noun* p.15  
a story or legend forming part of an oral tradition

**friendship** *noun* p.93  
a relationship between two or

more people who are friends  
**fusion** *noun* p.31  
the process or result of joining two or more things together to form a single entity

### G

**gadget** *noun* p.59  
a small mechanical device or tool, esp. an ingenious or novel one

**generate** *verb* p.57  
cause (something, esp. an emotion or situation) to arise or come about

**generation** *noun* p.15  
all of the people born and living at about the same time, regarded collectively

**genetic** *adjective* p.87  
involving, resulting from or relating to genes

**genuine** *adjective* p.83  
sincere

**get access** *verb* p.49  
gain the right or opportunity to use or benefit from (something)

**give up** *phrasal verb* p.91  
to stop trying or doing something

**grimy** *adjective* p.83  
heavily soiled

**groan** *verb* p.15  
make a deep inarticulate sound in response to pain or despair

### H

**habitat** *noun* p.31  
the natural home or

environment of an animal, plant or other organism

**halt** *verb* p.71  
bring or come to an abrupt stop

**happiness** *noun* p.87  
a feeling of calm satisfaction

**headache** *noun* p.43  
a continuous pain in the head

**honest** *adjective* p.93  
never cheating, lying or deceiving

**horizon** *noun* p.75  
the line at which the earth's surface and the sky appear to meet

**horn** *noun* p.33  
an instrument sounding a warning or other signal

**host** *verb* p.37  
to provide the place and everything that is needed for an organised event

**humble** *adjective* p.83  
inexpensive

**hurricane** *noun* p.69  
a storm with a violent wind, in particular a tropical cyclone

**hygiene** *noun* p.45  
conditions or practices conducive to maintaining health and preventing disease, esp. through cleanliness

### I

**identical** *adjective* p.87  
exactly alike

**identify** *verb* p.87  
recognise or distinguish

**illness** *noun* p.43  
a disease or period of sickness

## Glossary

affecting the body or mind

**importantly** *adverb* p.77  
used to emphasise a significant point or matter

**impress** *verb* p.106  
make someone feel admiration and respect

**improve** *verb* p.33  
make or become better

**include** *verb* p.47  
if one thing includes another, the second thing is part of the first

**inclusive** *adjective* p.41  
including or covering all the services, facilities or items normally expected or required

**incredible** *adjective* p.41  
difficult to believe, extraordinary

**indigenous** *adjective* p.31  
originating or occurring naturally in a particular place

**induce** *verb* p.55  
to cause a particular physical condition

**industrialised** *adjective* p.49  
an industrialised country or place has a lot of factories, mines etc.

**influential** *adjective* p.61  
having a lot of influence and therefore changing the way people think and behave

**inhabit** *verb* p.35  
live in

**injury** *noun* p.45  
physical damage to the body or a part of the body

**inspire** *verb* p.61  
to encourage someone by making them feel confident

and eager to do something

**install** *verb* p.47  
place or fix (equipment or machinery) in position ready for use

**insult** *verb* p.102  
to offend someone by saying or doing something they think is rude

**interpret** *verb* p.96  
understand (an action, mood or way of behaving) as having a particular meaning or significance

**inventive** *adjective* p.19  
creative

**isolated** *adjective* p.73  
far away from other places, buildings or people, remote

**itchy** *adjective* p.43  
having or causing an itch

## J

**joke** *noun* p.17  
a thing that someone says to cause amusement or laughter

**joyous** *adjective* p.29  
very happy or likely to make people very happy

## K

**keep in touch** *phrasal verb* p.63  
stay in contact

**kimono** *noun* p.85  
a long loose robe with wide sleeves and tied with a sash, originally worn as a formal garment in Japan and now also used elsewhere as a robe

**knock** *verb* p.89

to strike loudly against something such as a door in order to attract attention

## L

**label** *verb* p.21  
write information on something

**latter** *adjective* p.15  
the second of two people or things just mentioned

**lifestyle** *noun* p.51  
the way in which a person or group lives

**lift** *verb* p.71  
raise to a higher position or level

**lightning** *noun* p.71  
the occurrence of a natural electrical discharge of very short duration and high voltage between a cloud and the ground or within a cloud, accompanied by a bright flash and typically also thunder

**lime** *adjective* p.37  
a bright light green colour

**logic** *noun* p.65  
a formal method of reasoning in which ideas are based on previous ideas

**lonely** *adjective* p.63  
unhappy because you are alone or do not have anyone to talk to

**look down upon** *phrasal verb* p.61  
to behave as if you think that someone or something is not good enough for you

**lore** *noun* p.17

## Glossary

a body of traditions and knowledge on a subject or held by a particular group, typically passed from person to person by word of mouth

**loudly** *adverb* p.19  
easily audible

**loyalty** *noun* p.93  
the quality of giving or showing firm and constant support or allegiance to a person or institution

**luckily** *adverb* p.71  
used to say that it is good that something happened or was done because if it had not, the situation would be unpleasant or difficult

**lullaby** *noun* p.17  
a quiet, gentle song sung to send a child to sleep

### M

**manual** *noun* p.45  
a book that contains information and instructions about the operation of a machine or how to do something

**marble** *noun* p.65  
a small ball of coloured glass or similar material used as a toy

**mark** *verb* p.29  
to celebrate an important event

**massive** *adjective* p.31  
exceptionally large

**mechanical** *adjective* p.77  
of or relating to mechanics

**medicine** *noun* p.45  
a drug or remedy used for treating illness

**mend** *verb* p.89  
to heal or return to a healthy state after illness or injury

**mess** *noun* p.91  
a chaotic, confused or troublesome state or situation

**mineral** *noun* p.31  
a solid inorganic substance of natural occurrence.

**moan** *verb* p.15  
make a long, low sound expressing physical or mental suffering

**modest** *adjective* p.83  
relatively moderate, limited or small

**monsoonal** *adjective* p.31  
a period of heavy rainfall, especially during the summer over Southeast Asia and India

**mood** *noun* p.19  
a temporary state of mind or feeling

**moped** *noun* p.33  
a lightweight pedalled motorcycle with an engine of less than 50 cc

**mostly** *adverb* p.51  
for the most part

**motorbike** *noun* p.33  
a small fast two-wheeled vehicle with an engine

**myth** *noun* p.17  
a traditional story, esp. one concerning the early history of a people or explaining some natural or social phenomenon

### N

**neglect** *verb* p.41  
fail to care for properly

**neighbourhood** *noun* p.21  
the area surrounding a particular place, person or object

**nerves** *noun* p.13  
a state of emotional agitation (informal)

**numerous** *adjective* p.17  
great in number, many

**nursery** *noun* p.31  
a place or natural habitat that breeds or supports animals

### O

**oars** *noun* p.55  
a pole with a flat blade used to row or steer a boat through the water

**oath** *noun* p.45  
a solemn promise, often invoking a divine witness, regarding one's future action or behaviour

**obey** *verb* p.35  
submit to the authority of

**observation** *noun* p.45  
the action or process of observing something or someone carefully or in order to gain information

**oral historian** *noun* p.21  
a person who collects and studies historical information using sound recordings of interviews with people having personal knowledge of past events

**organise** *verb* p.89  
make arrangements or preparations for (an event or activity)

## Glossary

**ornately** *adverb* p.31  
decorated with complex patterns

**overboard** *adverb* p.75  
from a ship into the water

**overnight** *adjective* p.96  
for the duration of a night

### P

**paramedic** *noun* p.73  
a person who is trained to do medical work, esp. emergency first-aid, but is not usually a fully qualified physician

**pass down** *phrasal verb* p.15  
to give or teach something to people who are younger than you or live after you

**patience** *noun* p.19  
the capacity to accept or tolerate delay, trouble or suffering without getting angry or upset

**paved** *adjective* p.37  
covered with concrete, asphalt, stones or bricks

**pavement** *noun* p.33  
the hard surface of a road or street for people to walk on

**pedestrian crossing** *noun* p.33  
a marked part of a road where pedestrians have right of way to cross

**perhaps** *adverb* p.23  
used to express uncertainty or possibility

**personality** *noun* p.23  
the combination of characteristics or qualities that form an individual's distinctive character

**pick up** *phrasal verb* p.75  
to lift someone or something up

**pilot** *noun* p.27  
someone who operates the controls of an aircraft or spacecraft

**plate** *noun* p.69  
one of the very large sheets of rock that form the surface of the Earth

**pleased** *adjective* p.83  
feeling or showing pleasure and satisfaction

**pleasure** *noun* p.91  
a feeling of happiness, delight or satisfaction

**plot** *noun* p.23  
the main events of a play, novel, movie or similar work, devised and presented by the writer as an interrelated sequence

**pluralist** *adjective* p.31  
a form of society in which the members of minority groups maintain their independent cultural traditions

**poetry** *noun* p.17  
kind of literature that expresses feelings

**portrait** *noun* p.65  
a painting, photograph or drawing of somebody, somebody's face or a related group

**power** *noun* p.35  
the ability to do something or act in a particular way, esp. as a faculty or quality

**powerfully** *adverb* p.69  
having great power or strength

**predict** *verb* p.69

to say what is going to happen in the future, often on the basis of present indications or past experience

**pregnant** *adjective* p.49  
(of a woman or female animal) having a child or young developing in the uterus

**prevent** *verb* p.103  
to stop something from happening, or stop someone from doing something

**priority** *noun* p.55  
a thing that is regarded as more important than another

**probably** *adverb* p.59  
almost certainly as far as one knows or can tell

**professional** *adjective* p.19  
engaged in a specified activity as one's main paid occupation rather than as a pastime

**promise** *verb* p.63  
assure someone that one will definitely do, give or arrange something; undertake or declare that something will happen

**prove** *verb* p.96  
demonstrate the truth or existence of (something) by evidence or argument

**proverb** *noun* p.17  
a short saying that states a general truth or piece of advice

**pursue** *verb* p.15  
follow (someone or something) in order to catch or attack them

**push out** *phrasal verb* p.69  
force or throw (something) out, typically in a violent or sudden way



## Glossary

**puzzled** *adjective* p.99  
confused and unable to understand something

### Q

**quality** *noun* p.23  
a distinctive attribute or characteristic possessed by someone or something

**quilt** *noun* p.17  
a knitted or fabric bedspread with decorative stitching

### R

**railway** *noun* p.96  
a track or set of tracks made of steel rails along which passenger and freight trains run

**raise** *verb* p.41  
collect, levy or bring together (money or resources)

**rally** *noun* p.77  
a competition for motor vehicles in which they are driven a long distance over public roads or rough terrain, typically in stages and through checkpoints

**range** *verb* p.29  
to include a variety of different things or people

**rarely** *adverb* p.31  
not often, seldom

**raw** *adjective* p.85  
(of food) uncooked

**realise** *verb* p.71  
to become aware or conscious of something

**reasonable** *adjective* p.87  
as much as is appropriate or

fair, moderate

**recover** *verb* p.75  
return to a normal state of health, mind or strength

**recreate** *verb* p.31  
the action or process of creating something again

**recruit** *verb* p.27  
to find new people to work in a company, join an organisation, do a job etc.

**region** *noun* p.79  
area of a city or country

**regret** *noun* p.89  
a feeling of sadness, repentance or disappointment over something that has happened or been done

**relatively** *adverb* p.59  
in relation, comparison or proportion to something else

**relax** *verb* p.29  
spend time resting or doing things for pleasure

**release** *verb* p.101  
when someone is officially allowed to go free, after being kept somewhere

**rescue** *noun* p.69  
when someone or something is rescued from danger

**research** *noun* p.21  
the systematic investigation into and study of materials and sources in order to establish facts and reach new conclusions

**residence** *noun* p.83  
a house or other building or place in which somebody lives

**resist** *verb* p.69  
to remain unchanged by the damaging effect of something

**respect** *noun* p.93  
when you admire someone, especially because of their personal qualities, knowledge or skills

**rest** *verb* p.51  
cease work or movement in order to relax, refresh oneself or recover strength

**restore** *verb* p.73  
to bring something back to an earlier and better condition

**revise** *verb* p.19  
to amend a text in order to correct, update or improve it

**rich in** *adjective* p.31  
plentiful, abundant

**riddle** *noun* p.17  
a question or statement intentionally phrased so as to require ingenuity in ascertaining its answer or meaning, typically presented as a game

**ride** *noun* p.98  
a journey made on horseback, on a bicycle or motorcycle or in a vehicle

**rigid** *adjective* p.61  
very strict and difficult to change

**rise up** *phrasal verb* p.35  
to increase in number, amount or value

**risky** *adjective* p.73  
full of the possibility of danger, failure or loss

**ritual** *noun* p.17  
a series of actions or habitual behaviour

**road sign** *noun* p.33  
a sign giving information or instructions to road users

## Glossary

**robber** *noun* p.96  
a thief

**robbery** *noun* p.96  
the action of robbing a person or place

**route** *noun* p.79  
a way or course taken in getting from a starting point to a destination

**routines** *noun* p.57  
a sequence of actions regularly followed, a fixed program

**royal** *adjective* p.27  
used in the names of organisations that serve or are supported by a king or queen

**rumour** *noun* p.13  
information or story that is passed from one person to another and which may or may not be true

**runway** *noun* p.27  
a long wide level roadway or other strip of land on which aircraft land and take off

**rush** *verb* p.106  
to move with urgent haste

**rust** *verb* p.73  
to become covered with rust (a reddish- or yellowish-brown substance that forms on iron or steel when it becomes wet)

### S

**salvage** *noun* p.73  
the rescue of a wrecked or disabled ship or its cargo from loss at sea

**sanctuary** *noun* p.73  
a nature reserve

**sanitation** *noun* p.49  
conditions relating to public

health, esp. the provision of clean drinking water and adequate sewage disposal

**satisfaction** *noun* p.29  
a feeling of happiness or pleasure because you have achieved something or got what you wanted

**saying** *noun* p.21  
a well-known statement that expresses an idea most people believe is true and wise

**schedule** *noun* p.98  
a plan for carrying out a process or procedure

**script** *noun* p.19  
the written text of a play or movie

**sea-sickness tablet** *noun* p.55  
medicine that you take when you are suffering from sickness or nausea caused by the motion of a ship at sea

**secret** *noun* p.93  
known by only a few people and intentionally withheld from general knowledge

**seep into** *verb* p.13  
to release confidential information unofficially or covertly

**seldom** *adverb* p.51  
very rarely or almost never

**sentence** *verb* p.15  
to allocate a particular punishment to somebody convicted of a crime, usually stating its nature and its duration

**serotonin** *noun* p.87  
a compound present in blood platelets and serum that

constricts the blood vessels and acts as a neurotransmitter

**serving** *noun* p.51  
a quantity of food suitable for or served to one person

**set off** *phrasal verb* p.77  
to start out on a journey

**setting** *noun* p.23  
the place or type of surroundings where something is positioned or where an event takes place

**settlement** *noun* p.35  
a place, typically one that has been uninhabited, where people establish a community

**share** *verb* p.93  
use, occupy, or enjoy (something) jointly with another or others

**shatter** *verb* p.43  
to break suddenly into very small pieces

**shivery** *adjective* p.43  
trembling from cold, fear or illness

**signal** *verb* p.101  
to make a sound or action in order to give information or tell someone to do something

**signal flare** *noun* p.55  
a piece of equipment that produces a bright flame or light, used to show other people where you are

**signal mirror** *noun* p.55  
a mirror used to direct reflected sunlight to show other people where you are

**silk** *noun* p.79  
a fine, strong, soft lustrous fiber produced by silkworms in making cocoons and collected

## Glossary

to make thread and fabric

**simply** *adverb* p.71  
merely, just

**situation** *noun* p.57  
a set of circumstances in which one finds oneself, a state of affairs

**slave** *noun* p.15  
someone who is owned by another person and works for them for no money

**smoke jumper** *noun* p.73  
a firefighter who parachutes in to the site of a forest fire

**solemn** *adjective* p.29  
performed in a very serious way

**sore throat** *noun* p.43  
pain in the throat

**spare** *adjective* p.77  
an item not being used so it is available if the one usually used breaks, gets lost etc

**specialise** *verb* p.35  
concentrate on and become expert in a particular subject or skill

**specialised** *adjective* p.61  
trained, designed or developed for a particular purpose, type of work or place

**species** *noun* p.31  
a group of living organisms consisting of similar individuals capable of exchanging genes or interbreeding

**spectacle** *noun* p.13  
an impressive performance or display, especially something staged as a form of entertainment

**spiritual** *adjective* p.87  
of, relating to or affecting the human spirit or soul as opposed to material or physical things

**sprained ankle** *noun* p.43  
a wrench or twist in the ligaments of an ankle which causes pain and swelling but not dislocation

**stamp** *verb* p.97  
impress a pattern or mark, esp. an official one, on (a surface, object, or document) using an engraved or inked block or die or other instrument

**steamer** *noun* p.99  
a large ship that uses steam to produce power

**steamship** *noun* p.97  
a ship that is propelled by a steam engine

**stomachache** *noun* p.43  
a pain in a person's belly

**stranded** *adjective* p.71  
a person or vehicle that is stranded is unable to move from the place where they are

**strict** *adjective* p.61  
expecting people to obey rules or to do what you say

**stuck** *verb* p.65  
be fixed in a particular position or unable to move or be moved

**suffer** *verb* p.47  
experience or be subjected to (something bad or unpleasant)

**sumo wrestling** *noun* p.85  
a Japanese form of heavyweight wrestling, in which a wrestler wins by forcing his opponent outside a marked circle or by making

him touch the ground with any part of his body except the soles of his feet

**surgeon** *noun* p.45  
a medical practitioner qualified to practise surgery

**surround** *verb* p.29  
to be all around someone or something

**survival equipment** *noun* p.55  
the necessary items for surviving

**survival manual** *noun* p.55  
a book of instructions necessary for surviving

**survive** *verb* p.55  
continue to live or exist, esp. in spite of danger or hardship

**sushi** *noun* p.85  
a Japanese dish consisting of small balls or rolls of vinegar-flavoured cold cooked rice served with a garnish of raw fish, vegetables or egg

**sympathy** *noun* p.19  
understanding between people; common feeling

**symptom** *noun* p.45  
a physical or mental feature that is regarded as indicating a condition of disease, particularly such a feature that is apparent to the patient

**systematically** *adverb* p.57  
done or acting according to a fixed plan or system

## T

**take up** *phrasal verb* p.63  
to become interested in a new activity and to spend some time doing it

## Glossary

- telegram** *noun* p.98  
a message sent by telegraph and then delivered in written or printed form
- tense** *adjective* p.13  
feeling worried, uncomfortable and unable to relax
- terrified** *adjective* p.75  
very frightened
- territory** *noun* p.100  
land that is owned or controlled by a particular country, ruler or military force
- terror** *noun* p.75  
a feeling of extreme fear
- theory** *noun* p.61  
an idea or set of ideas that is intended to explain something about life or the world
- thorn** *noun* p.15  
a stiff, sharp-pointed, straight or curved woody projection on the stem or other part of a plant
- thrilling** *adjective* p.13  
interesting and exciting
- tidy up** *phrasal verb* p.91  
to arrange neatly and in order
- tie** *verb* p.75  
attach or fasten (someone or something) with string or similar cord
- time** *noun* p.96  
the particular minute, hour, day etc, measured using clocks
- tip** *noun* p.21  
a useful suggestion or idea for doing something
- toothache** *noun* p.43  
a pain in a tooth or teeth
- torrent** *noun* p.13  
a fast and powerful rush of liquid, especially water
- track** *noun* p.79  
a continuous line of rails on a railway
- trade** *verb* p.79  
buy and sell goods and services
- traffic jam** *noun* p.65  
road traffic
- train** *verb* p.89  
teach (a person or animal) a particular skill or type of behaviour through practice and instruction over a period of time
- tramway** *noun* p.35  
a set of rails that forms the route for a streetcar
- transform** *verb* p.47  
make a thorough or dramatic change in the form, appearance or character of
- trap** *verb* p.83  
to prevent someone from escaping from something, especially a bad situation
- treat** *verb* p.45  
to give medical aid to somebody or apply medical techniques to a disease or symptom in order to provide a cure
- trial and error** *expression* p.61  
if you do something by trial and error, you test many different methods of doing something in order to find the best
- trustworthy** *adjective* p.93  
able to be relied on as honest or truthful
- tsunami** *noun* p.69  
a long high sea wave caused by an earthquake, submarine landslide or other disturbance
- twins** *noun* p.87  
two children or animals born at the same birth
- ### U
- upset** *adjective* p.89  
unhappy and worried because something unpleasant or disappointing has happened
- useless** *adjective* p.100  
not useful or effective in any way
- ### V
- various** *adjective* p.47  
different from one another, of different kinds or sorts
- vessel** *noun* p.101  
a ship or large boat
- volcano** *noun* p.69  
a mountain or hill, typically conical, having a crater or vent through which lava, rock fragments, hot vapour and gas are or have been erupted from the earth's crust
- ### W
- warrant** *noun* p.98  
a document issued by a legal or government official authorising the police or some other body to make an arrest, search premises or carry out some other action relating to the administration of justice
- waterfall** *noun* p.13  
a vertical stream of water that occurs where a river or stream falls over the edge of a steep place



## Glossary

**wealthy** *adjective* p.83  
rich

**weep** *verb* p.106  
to cry, especially because you feel very sad

**whirlpool** *noun* p.75  
a rapidly rotating mass of water in a river or sea into which objects may be drawn, typically caused by the meeting of conflicting currents

**whisper** *verb* p.19  
speak very softly

**whistle** *noun* p.55  
an instrument used to produce a clear high-pitched sound made by forcing breath

**wholegrain** *adjective* p.51  
made with or containing whole unprocessed grain

**wilderness** *noun* p.73  
a large area of land that has never been developed or farmed

**windshield** *noun* p.27  
a piece of glass or clear plastic fixed at the front of a motor vehicle that protects the rider from wind

**wisdom** *noun* p.17  
the quality of having experience, knowledge and good judgment

**wish** *noun* p.89

a desire or hope for something to happen

**wish** *verb* p.89  
if you wish to do something or you wish to have it done for you, you want to do it or want to have it done

**wonder** *verb* p.77  
to speculate or be curious to know about something

## Y

**yearly** *adverb* p.77  
happening or produced once a year or every year

## Glossary

### List of websites to use through the course:

- [www.eslstation.net/theREALWF/Folktale%20Links.htm](http://www.eslstation.net/theREALWF/Folktale%20Links.htm)
- <http://teacher.scholastic.com/writewit/storyteller/index.htm>
- <http://teacher.scholastic.com/writewit/mff/mythmachine.htm>
- [www.whenwegetthere.com](http://www.whenwegetthere.com)
- [chiff.com/travel/guides/Mid-East.htm](http://chiff.com/travel/guides/Mid-East.htm)
- [www.worldforworld.org](http://www.worldforworld.org)
- [www.seva.org](http://www.seva.org)
- [www.mysite.wanadoo-members.cuk/pollution](http://www.mysite.wanadoo-members.cuk/pollution)
- [www.solarviews.com](http://www.solarviews.com)
- [www.elizabethan-era.org.uk/famous-explorers.htm](http://www.elizabethan-era.org.uk/famous-explorers.htm)
- [www.famousexplorers.net](http://www.famousexplorers.net)
- [genealogy.about.com/library/authors/ucbishop2a.htm](http://genealogy.about.com/library/authors/ucbishop2a.htm)
- [ghs.gresham.k12.or.us/english/ramsted/seniors/autobiows.html](http://ghs.gresham.k12.or.us/english/ramsted/seniors/autobiows.html)

## Glossary

### List of websites to use through the course:

- [www.pantheon.org/areas/folklore/folktales/](http://www.pantheon.org/areas/folklore/folktales/)
- [www.eslstation.net/theREALWF/Folktales%20Links.htm](http://www.eslstation.net/theREALWF/Folktales%20Links.htm)
- <http://teacher.scholastic.com/writewit/storyteller/index.htm>
- <http://teacher.scholastic.com/writewit/mff/mythmachine.htm>
- [www.whenwegetthere.com](http://www.whenwegetthere.com)
- [chiff.com/travel/guides/Mid-East.htm](http://chiff.com/travel/guides/Mid-East.htm)
- [www.worldforworld.org](http://www.worldforworld.org)
- [www.seva.org](http://www.seva.org)
- [www.mysite.wanadoo-members.cuk/pollution](http://www.mysite.wanadoo-members.cuk/pollution)
- [www.solarviews.com](http://www.solarviews.com)
- [www.elizabethan-era.org.uk/famous-explorers.htm](http://www.elizabethan-era.org.uk/famous-explorers.htm)
- [www.famousexplorers.net](http://www.famousexplorers.net)
- [genealogy.about.com/library/authors/ucbishop2a.htm](http://genealogy.about.com/library/authors/ucbishop2a.htm)
- [ghs.gresham.k12.or.us/english/ramsted/seniors/autobiows.html](http://ghs.gresham.k12.or.us/english/ramsted/seniors/autobiows.html)

## Target English

**Target English Grade 9** is part of the English for Kuwait series, a carefully graded course in English specifically written and designed for the Kuwait school system for primary, intermediate and secondary grades.

**Target English** teaches English through cross-curricular topics, using prose, stories, listening tasks, games, puzzles and other varied activities.

**Target English** encourages learners to practise communicating in English at every available opportunity.

**Target English** adopts an integrated approach to language teaching.

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**At each level, the course consists of:**

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- a **Workbook** which utilises a variety of activities to practise the language presented in the Student's Book,
- the **Teacher's Guide** with clear, step-by-step lesson plans, as well as a full explanation of the teaching methodology,
- the **Cassette** with all the listening activities.

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