State of Palestine
Ministry of Education

NEW
EDITION

English for Palestine

PUPIL'S BOOK 11 Reading Plus

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UNIT 1

The road to learning

1 Discuss these questions in pairs or small groups.

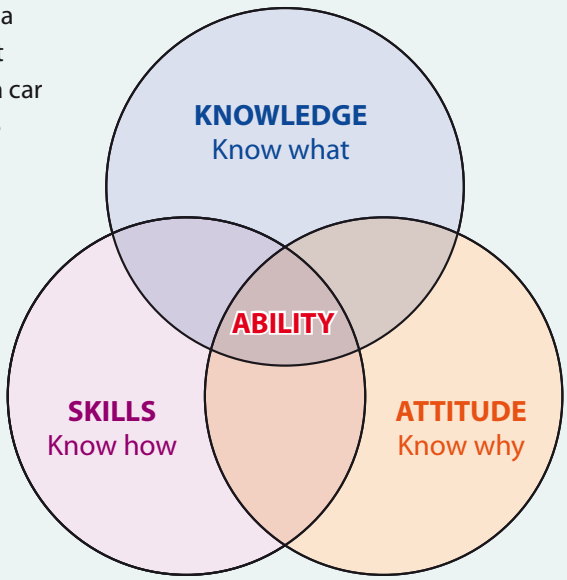
Imagine you want to learn to drive and pass your driving test.

- What things do you need to know about (knowledge)?
- What do you need to know how to do (skills)?
- What makes a good driver (ability)?

2 What is the difference between knowledge, skills, attitude and ability? Read the text below to find out.

Learning to drive and the road to learning

Knowledge is what we know. It is the practical understanding of a subject. We gain knowledge by learning. For example, we can get knowledge of how to drive a car by learning how all the parts of a car work and learning the rules of the road. However, this knowledge alone does not give us the ability to drive a car.



Skills are actions we learn with practice. They are about *doing* something, rather than *knowing about* something. The skills we need to drive a car are how to control the car (how to use the steering wheel to turn the car, how to use the brakes to stop the car, etc).

Attitude is the way in which we consider and deal with situations. A positive learning attitude is one in which we want to learn and work hard to learn. To learn to drive well, we need to not only want to learn but also understand the dangers of driving badly and have respect for other road-users.

Ability is the quality of being able to do something. If we learn the necessary knowledge, develop the required skills and combine them with a positive attitude to the subject, then we can gain the ability to drive well, or anything else.

3 Read the text again. Complete the table with the examples used in each section.

	EXAMPLE: LEARNING TO DRIVE
KNOWLEDGE	1 *how the parts of the car work*
	2
SKILLS	1
ATTITUDE	1
	2
	3
ABILITY	1 *able to drive well*

4 Match to complete the sentences.

1	Knowledge	**a**	is being able to do something.
2	Skills	**b**	is how we think or feel about something.
3	Attitude	**c**	are learned by practising activities.
4	Ability	**d**	is gained by learning facts and information.

5 Read the statements. Are they talking about knowledge (K), skills (S), attitude (At) or ability (Ab)?

1 I can hold a conversation in English. *Ab*

2 I know how to use commas when I'm writing in English. _____

3 I enjoy learning about different cultures. _____

4 I know how to find the meaning of new words using a dictionary. _____

5 I am quite good at the pronunciation of English words. _____

6 I know the difference between the past simple and present perfect tenses. _____

7 I can read long stories in English. _____

8 I love coming across new words and learning their meaning. _____

6 Now think about your English learning this year. Complete the learning plan.

*One **ability** I want to achieve this year:* _____

_____

_____

To achieve the ability: _____

*The **knowledge** I need to learn:* _____

_____

*The **skills** I need to practise:* _____

_____

*The **attitudes** I need to develop:* _____

_____

1 Think back to Period 1. Answer these three questions about the reading text 'Learning to drive and the road to learning'.

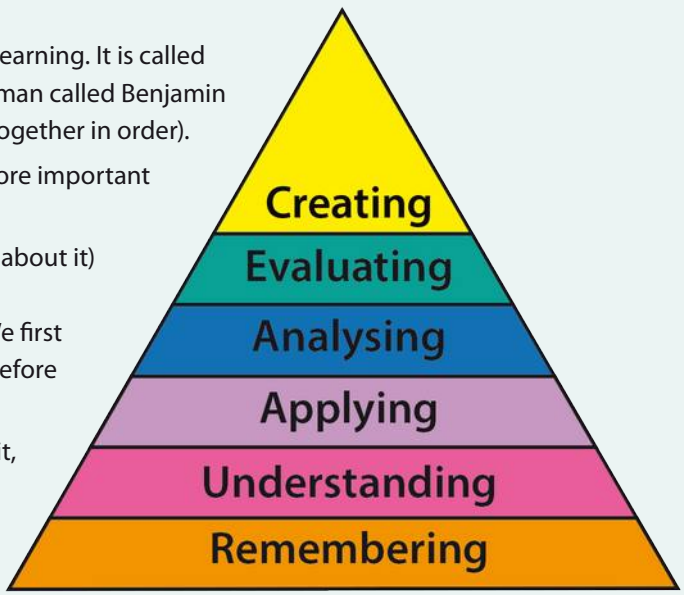
1 What are the three things you require to gain a good ability in a subject?
2 How will what you learnt from the text help you in your future learning?
3 Do you think that *attitude* is as important as *knowledge* and *skills* for developing *ability*?

2 The text in this Period is about the way we learn. Before you read, look at the six words below (from the pyramid in the reading text). Match them with their meanings.

WORDS FROM THE TEXT	MEANINGS
1 remembering	a using something
2 understanding	b knowing the meaning of something
3 applying	c bringing something into your mind that you forgot
4 analysing	d making something new
5 evaluating	e looking at all the parts of something to understand it better
6 creating	f thinking carefully about something to make decisions about it

3 Now read the text to learn about Bloom's Taxonomy of Learning.

Levels of learning



The pyramid on the right shows six different levels of learning. It is called Bloom's Taxonomy because it was made famous by a man called Benjamin Bloom (a 'taxonomy' is a way to show how things go together in order).

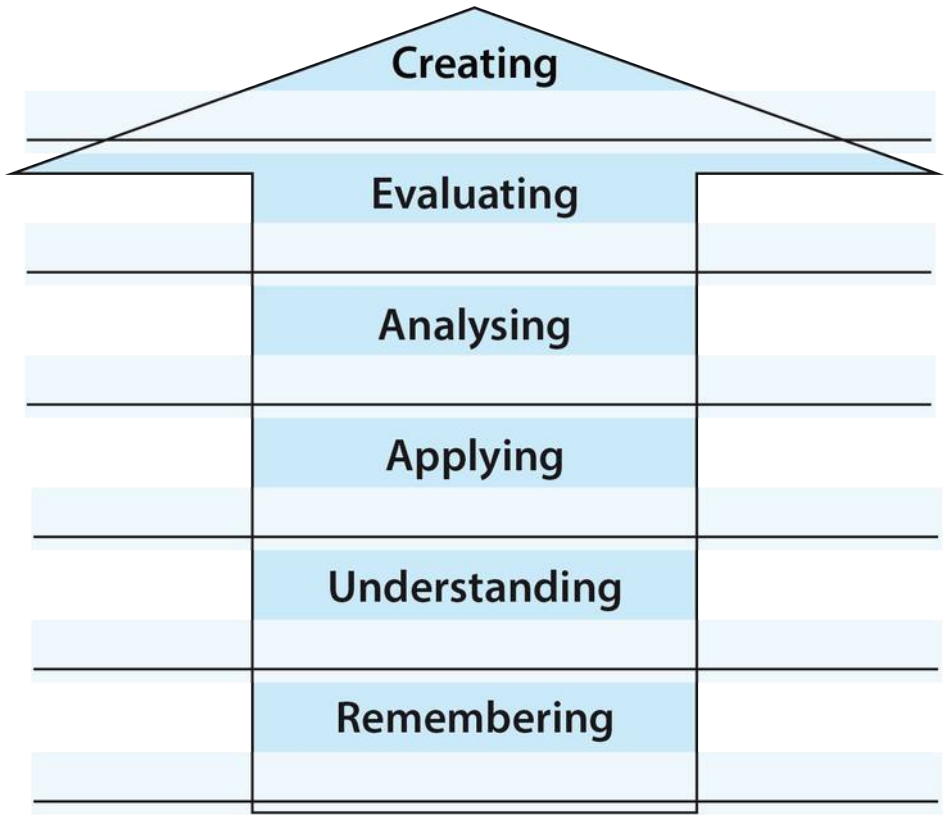
The pyramid shape does not mean that one level is more important than another, rather that they are built on each other.

- We have to **remember** an idea (or have knowledge about it) before we can **understand** it.
  Example: Imagine we read a text about pollution. We first need to know and remember the facts in the text before we can understand what pollution is.
- We have to **understand** an idea before we can use it, or **apply** it, to our lives.
  Example: We need to understand what pollution is to know that it will make our lives worse in the future.
- We have to be able to **apply** the idea before we can look at all the parts to **analyse** it.
  Example: Once we understand that pollution will make our lives more difficult, we can look at what causes it and what we can do to avoid it.
- We have to **analyse** an idea before we can make decisions about it, or **evaluate** it.
  Example: When we know what causes pollution we can consider the different ways to stop it.
- We have to be able to do all of these with the idea before we can **create** something new with it.
  Example: Once we have fully understood pollution, we can come up with a plan of our own to help with the problem.

As you go up the levels in the pyramid, you have to think more carefully and deeply. This is true of all learning, in any subject, in any language.

4 Think about a story in English you have read. Look at the questions and activities below. Then write them in the correct place in the diagram.

- Think about what the characters did. Do you think they behaved well?
- Do you like the ending of the story? How could it end differently?
- What is the story about?
- Who are the main characters (people) in the story?
- Write a different ending for the story.
- Write three questions you would like to ask one of the characters.



1 Answer the a) questions below. Then, for b), choose the correct level from Bloom's Taxonomy.

1 a List the six levels of learning from the lowest to the highest.
b Is the task you have completed in a)
Remembering? ☐ Understanding? ☐

2 a What is the main difference between Understanding and Applying?
b Is the task you have completed in a)
Understanding? ☐ Applying? ☐

3 a How do the examples about pollution help the reader understand the taxonomy?
b Is the task you have completed in a)
Analysing? ☐ Creating? ☐

2 Choose the correct word to complete the sentences.

1 She loves to write and paint. She's a very _____ person.
(create / creative / creation)

2 It is a difficult situation. We need to _____ it carefully.
(evaluate / evaluating / evaluation)

3 The scientists have finished their _____ of the problem now.
(analyse / analytical / analysis)

4 I know the successful _____ for the new job. She is very good.
(apply / applicant / application)

5 Our great leaders will always be _____.
(remember / remembering / remembered)

3 The text in Period 2 is in four parts. Put these descriptions in order.

____ an explanation of the main information, with examples

____ the main information about the taxonomy (using a diagram)

____ a summary of the meaning of the main information

____ an introduction to the taxonomy

4 The text in Period 2 includes a diagram of a pyramid. The text in Period 1 also has a diagram. Why do you think the diagrams have been used?

_____

_____

_____

5 Imagine you are doing a project on road accidents. You have six learning activities to complete. Match the learning activities with the stages of the taxonomy.

ACTIVITIES		MEANINGS
1 Creating		*a* Give your ideas about how important it is to know about road safety and the rules of the road to prevent car accidents.
2 Evaluating		*b* Explain how people, roads or vehicles can cause accidents.
3 Analysing		*c* Design a plan to improve safety on the roads in your community.
4 Applying		*d* List the most common causes of car accidents.
5 Understanding		*e* Apply what you know about the cause of car accidents to suggest three ways that we can prevent accidents.
6 Remembering		*f* Analyse carefully the ways in which drivers can help to prevent car accidents.

1 Can you think of any fables you have heard or read?

A fable is a kind of story which is
- usually short with just two or three characters
- often has talking animals
- always has a lesson.

2 Read this fable. What is the lesson of the story?



There was once a farmer who lived on a small farm with a horse and a goat. One day the horse was sick so the farmer called the vet.

The vet examined the horse and said to the farmer, 'Well, it's serious and I can't promise the horse will survive. Give it this medicine every day and in three days I'll return. If it doesn't improve, then we'll have to put your horse down.'

The next day the farmer gave the horse the medicine and went about his work.

The goat, who had listened carefully to what the vet had said, spoke to his friend, 'Come on,' said the goat. 'You've got to get better quickly or they'll kill you. Try to get up.'

The horse tried to lift himself, but there was no strength in his legs.

Do you think the horse will get better?

The following day, much the same thing happened. The farmer gave the medicine and left. The goat encouraged his friend to raise himself off the floor. 'Come on, you must be strong. Let me help you.'

They tried together but the horse was too sick.

The day after that, the vet came back and examined the horse again. He shook his head and said, 'Sadly, the horse hasn't recovered. Unless we put it down soon, the sickness may spread to infect other animals. We will have to shoot it tomorrow.'

What do you think will happen next?

After the two men had left, the goat rushed to his friend. 'Now listen,' he urged, 'you've got to get up. It's now or never!'

With the goat's help, the horse slowly climbed to his feet. Little by little, he started walking around the field with the goat at his side.

How will the story end?

Just then, the farmer returned. He threw his hands in the air and shouted, 'It's wonderful. My horse is cured. We must have a party to celebrate. Let's kill the goat and eat it!'

So that was the end of the goat. Without his friend to help, the horse soon fell ill again and died. The farmer lost both his animals because he didn't think carefully about why the horse got better, or understand what good the goat had done.

3 Read the fable again. Then answer these questions.

1 Was the vet sure the horse would get better? Give the words from the story that tell you the answer.

2 Why do you think the goat tried so hard to help the horse?

3 Why did the vet want to shoot the horse?

4 Why do you think the horse finally got to his feet?

5 Why do you think the horse fell ill again and died?

1 There are some new words in the fable on page 9. Work out their meaning by finding them in the story, reading the sentences around them and answering these questions. Circle A, B or C.

1 'One day the horse was sick so the farmer called the **vet**.' Who do you call when an animal is sick?
A a butcher **B** an animal doctor **C** the animal's owner

2 'The vet **examined** the horse and said to the farmer …'. What does a vet do with a sick animal?
A looks at it carefully to find the problem
B asks it what the problem is
C makes it suffer from illness

3 'If it doesn't improve, then we'll have to **put** your horse **down**.' What do vets do with animals that do not get better?
A make them lie down **B** take them to hospital **C** kill them

4 'The horse tried to **lift** himself, but there was no strength in his legs.' What does the verb *lift* mean?
A move up **B** move down **C** move away

5 'The goat **encouraged** his friend to raise himself off the floor.' What does the verb *encourage* mean?
A to try to get someone to do something to help with a problem
B to be nice to someone who has a problem
C to do something for someone who has a problem

6 '… the sickness may spread to **infect** other animals.' What does the verb *infect* mean?
A to help someone get over a sickness or disease
B to pass on a sickness or disease to someone
C to give animals food or water

7 'Now listen,' he **urged**, 'you've got to get up. It's now or never!' What does the verb *urge* mean?
A to ask someone to do something
B to suggest to someone what to do
C to tell someone strongly what to do

8 'My horse is **cured**.' We say people or animals are *cured* when
A medicine makes them well after a sickness
B they start taking medicine
C they start to walk again

9 'Without his friend to help, the horse soon fell **ill** again and died.' What does *ill* mean here?
A healthy **B** sick **C** medicine

2 Complete these activities.

REMEMBERING

1 What did the vet give to the farmer?

UNDERSTANDING

2 What didn't the farmer understand?

APPLYING

3 Write a short email to the farmer to explain what he did wrong and why.

Useful phrases

You should have … *You shouldn't have …* *You could have …*

Example:
You should have *thought more carefully.*

To: _____

From: _____

Subject: _____

ANALYSING

4 Give the fable a title.

EVALUATING

5 Did the end of the story surprise you? Did you like the ending? How could it end differently?

CREATING

6 Write a new ending for the story.

1 **Analyse the fable from Period 4 by completing this story plan with short notes.**

Characters *Who is in the story?*	
Setting *Where does it happen?*	
Plot *What happens?*	DAY 1: DAY 2: DAY 3: DAY 4:
Meaning *What is the lesson?*	*Think carefully and try to understand the reasons for something. Take notice of the good work people do.*

2 **Make a list of the phrases in the story that tell you when things happened, for example**

'One day …

3 **Make a list of other similar phrases (not from the story).**

4 **Think of a time when you worked hard, or did something good, and nobody noticed. Work in groups. Describe what happened and how you felt.**

5 **Plan your own story with the same lesson as the fable above.**

- Work in pairs.
- Use the story plan form below. (You can change the lesson of the story if you like.)

Characters *Who is in the story?*	
Setting *Where does it happen?*	
Plot *What happens?*	BEGINNING MIDDLE END
Meaning *What is the lesson?*	*Think carefully and try to understand the reasons for something. Take notice of the good work people do.*

6 **Work in groups. Use your plan to tell your story to the rest of the group.**

1 Write the first draft of the story you told in Period 6.

- In a first draft, aim to get down all your ideas and to make it as interesting as possible.
- You can write quite fast because you will have the chance to improve it later.
- Use the time phrases you listed in Period 6 to help show the order of events in your story.
- Give your story a title.

2 Revise your story and look for ways to improve it. Use this checklist to help you.

Ask yourself, have I …

… introduced the characters and setting clearly at the beginning?

… used time phrases to help show when things happened?

… included some speech? (It makes a story more interesting to include some words that the characters say.)

… punctuated the speech correctly? (Look at the story in Period 4 if you are unsure how to do this.)

… used other punctuation correctly, e.g. full stops, commas and capital letters?

… used verb tenses correctly? (Ask your teacher for help, if necessary.)

… used correct spelling? (Use a dictionary to check!)

… shown what the lesson of the story is at the end?

… given my story an interesting title?

3 Work in pairs. Read each other's stories.

- Say what you like about your partner's story.
- Suggest ways it can be made more interesting.

4 Write the final draft of your story.

In this Unit you have learnt about:

- knowledge, skills, attitude and ability
- levels of learning and different learning activities
- the structure of 'explaining' texts and the use of diagrams
- fables
- character, setting, plot and meaning in stories
- how to show the sequence of events in a story
- all the stages to write a short story

Exercises on 'The Norwood Builder' by Sir Arthur Conan Doyle

1 Read the introduction to the writer below. Then match the years and notes.

1859	wrote a story in which Sherlock Holmes died
1882	wrote first Sherlock Holmes story
1887	became a doctor
1894	died
1905	last Sherlock Holmes stories published
1927	born
1930	wrote a story in which Holmes is alive again

A short introduction to the writer

Arthur Conan Doyle was born in Scotland in 1859. He studied medicine and became a doctor in England when he was 23 years old. He wrote a number of stories before he invented his famous character, Sherlock Holmes, in 1887. The Sherlock Holmes stories, in which Holmes solves crimes[1] with his friend Dr Watson, were hugely successful. Conan Doyle continued to write these stories until he became bored with the character so, in 1894, he published a story in which Holmes was killed. Conan Doyle's readers were very unhappy about this and encouraged him to write more. He began to do this and in 1905 wrote one explaining that Holmes hadn't really been killed! The last Holmes stories were published in 1927 three years before Conan Doyle died.

[1] **solve crime** to find out what happened and who was responsible for an action that is against the law, e.g. stealing or killing

2 Read 'Dr Watson's introduction' below. Then say if these sentences are TRUE (T) or FALSE (F).

1 John Watson lives in London. T / F
2 Sherlock Holmes is very clever. T / F
3 Sherlock Holmes works for the police. T / F
4 John Watson is as clever as Sherlock Holmes. T / F
5 John Watson helps Sherlock Holmes. T / F
6 Sherlock Holmes writes about the investigations. T / F

Dr Watson's introduction

My name is John Watson and I am a doctor. For many years I was a doctor in the British Army, but one day I was shot in the shoulder and badly hurt. After that, I left the army. It was then that I met a man named Mr Sherlock Holmes. Holmes and I quickly became friends and for several years we shared a flat in Baker Street, near Regent's Park in London.

Holmes is an extraordinary man. He has a very logical mind[2]. And this mind is like a great book of knowledge – an encyclopaedia. Holmes knows about hundreds of different things. He is a scientist – he has published many articles about science. He is also a musician – he plays the violin well and he has published articles on music too. But above all, he knows about crime and criminals. Holmes is a consulting[3] detective and all kinds of people consult him. Sometimes the cases he investigates[4] are crimes. Sometimes they are personal problems. Holmes is an independent detective – he does not work for the police. Sometimes

[2] **He has a very logical mind** He connects ideas and reasons in a very clear and sensible way.

[3] **consulting** providing professional help and advice about a particular subject

[4] **investigates** tries to find out the facts about something to learn the truth about it

the detectives at Scotland Yard – the London police headquarters – consult him themselves, and then he works with them. But sometimes he works for people the police have arrested[5]. Then he works against the police.

Holmes investigates any case that he finds really interesting. The more difficult the puzzle[6], the more Holmes enjoys it. As I said, Holmes is an extraordinary man, and for a number of years I have been this extraordinary man's assistant. I will not say that my mind is like Holmes's mind, but I always try to understand his methods. I have worked with him on many cases, and I have always written about these cases when we have finished our investigations. From time to time, I publish these records, and this story is one of them.

[5] **arrested** to arrest someone. If the police arrest someone, they take that person to a police station because they believe he or she has committed a crime

[6] **puzzle** something that is very difficult to understand

3 Match the words with their meanings. (They are all words in 'Dr Watson's introduction' and 'The Norwood Builder'.)

crime criminal solve detective investigate
case arrest prison murder

WORDS FROM THE TEXTS	MEANINGS
1 crime	***a*** to find the reason for something, or explain something
2 solve	***b*** the crime of killing someone
3 detective	***c*** to take someone because the police (or others) think he/she committed a crime
4 investigate	***d*** a special policeman or woman who studies a crime to find out who did it
5 arrest	***e*** to try to find out all the facts about something in order to learn the truth about it
6 prison	***f*** a place where people are kept because they committed a crime
7 murder	***g*** an action that is against the law, e.g. stealing or killing

4 Read the first six paragraphs of Chapter 1 of 'The Norwood Builder' on page 40. Then answer the questions below.

1 Where does the story start? _____

2 Who is in the room at the start? _____

3 Who arrives? _____

5 Read Chapters 1 and 2 of 'The Norwood Builder' on pages 40–44.

You do not need to understand every word to understand the story. Read to find out

- what has happened to McFarlane
- why he is 'a most unhappy man'
- what happens when the police arrive
- what McFarlane tells Sherlock Holmes and the police

UNIT 2

Taking risks

1 **Look at the headings and the pictures in the text below. Then discuss these questions in pairs or small groups.**

- What sports are the people doing?
- Do you think they are safe?
- Would you like to try them?

2 **Read the text to find out more about the sports.**

Adventure and extreme sports

Adventure sports are all about excitement and skill in the outdoors. They usually do not involve teams and there are very few rules. Some of these adventure sports can be dangerous and an accident could result in serious injury or death. These are called extreme sports.

Here are three extreme sports that are popular around the world.



Kitesurfing

This extreme water sport involves holding on to a large kite while standing on a board. With a good wind it is possible to skim across the sea at speeds of over 100 kilometres per hour! It is also possible to jump several metres in the air and stay up for 20 seconds.



Skydiving

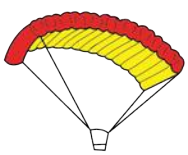
Skydiving is the name for jumping from a plane and diving through the air before opening a parachute at the last moment to land safely on the ground. During the fall, skydivers enjoy the sensation of speed and the sight of the world rushing up to meet them.



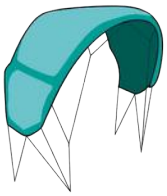
White-water rafting

This is done on small boats (called rafts) in rapidly-moving rivers. Where the water rushes over rocks it becomes white, which gives the sport its name. This is one adventure sport that is not done alone. Everyone in the raft must work together as a team.

3 Which equipment is used for which sport?

1 
parachute

2 
raft

3 
kite

4 
paddle

5 
plane

6 
board

kitesurfing: _____, _____

skydiving: _____, _____

white-water rafting: _____, _____

4 Find words in the text which mean the same as the following. (The words are in the same order as in the text.)

1 include as an important part _____

2 different, exciting and dangerous _____

3 go fast along the top of something _____

4 feeling _____

5 view (what you see) _____

5 Discuss these questions in groups.

- What are the risks of the three extreme sports in the text?
- Which of the three is the most dangerous?
- How do you think you can control the risks of extreme sports to stay safe?
- What other adventure or extreme sports do you know?

6 Work in pairs to complete the introduction to windsurfing. Use the phrases in the box but make any changes needed to the phrases.

move the sail in the wind	boards in the air
an Olympic sport	~~stand on a board~~
the waves at over 50 kilometres per hour	hold a sail


Windsurfing

Windsurfing

This sport involves *standing on a board* and _____. The windsurfer turns the board by _____. Experienced windsurfers skim across _____. Some also jump and turn their _____. Unlike with many adventure sports, windsurfers enter competitions. In fact, windsurfing is _____.

1 Look at the pictures in the text below. Then discuss these questions in pairs.

- Can you name the sport? What do you know about it?
- What is he wearing? Why do you think he is wearing protective clothing?

2 Before you read the text, look at these sub-headings. What sort of information do you think you will find under each sub-heading?

Sub-headings

What equipment is needed?

Where can it be done?

What is skateboarding?

3 Read the text below. Then write the sub-headings from Activity 2 in the correct place.



Skateboarding: an international adventure sport

Skateboarding is perhaps the most popular of all adventure sports. There are at least 11 million skateboarders worldwide (some say it is as many as 20 million). The majority are aged under 18.

(1) _____

It involves riding on a board with wheels doing tricks (jumping in the air, sliding down stairs, etc). The most important trick is the 'ollie' because it is the one all the others are built on. It is a jump in which the board sticks to the feet as the skateboarder flies through the air.

(2) _____

The most important requirement is a skateboard, but good trainers are also needed. There is a risk of accidents so safety equipment is required. A helmet should be worn because any blow to the head is dangerous. A fall at speed can cause injury so protection for the knees, elbows and wrists is needed.



3) _____

Skateboarding started in the USA in the 1950s and became well-known in the 1970s. It used to be done in the street and in playgrounds, but in 1976 the first skate park was built. Skate parks have steep slopes so the skateboarder can gain speed easily. They are the best place to start because there are always other skaters to watch and learn from.

The first skate parks opened in Palestine in 2014. SkateJAM, an international sports organisation, has opened a park in Gaza and the British group SkatePAL has built one in Zababdeh. There are plans to open more skate parks in Ramallah and Nabi Saleh.

4 Match these words from the text with their meanings. To do this, find the words in the text and read the sentences around them.

WORDS FROM THE TEXT	MEANINGS
1 worldwide	a a skilful act for fun
2 majority	b something that is needed
3 trick	c a hard hit
4 requirement	d most of them
5 helmet	e a piece of land with one end higher than the other
6 blow	f a hard hat for protection
7 slope	g around the world

5 Read the text again. Decide if these sentences are TRUE (T), FALSE (F) or the text DOESN'T SAY (DS).

1 All skateboarders are young. T / F / DS

2 A skateboard skims on water. T / F / DS

3 Tricks are an important part of skateboarding. T / F / DS

4 Helmets can stop accidents. T / F / DS

5 The first skate park was in the USA. T / F / DS

6 There are more than two skate parks in Palestine now. T / F / DS

6 Discuss this question in pairs or small groups.

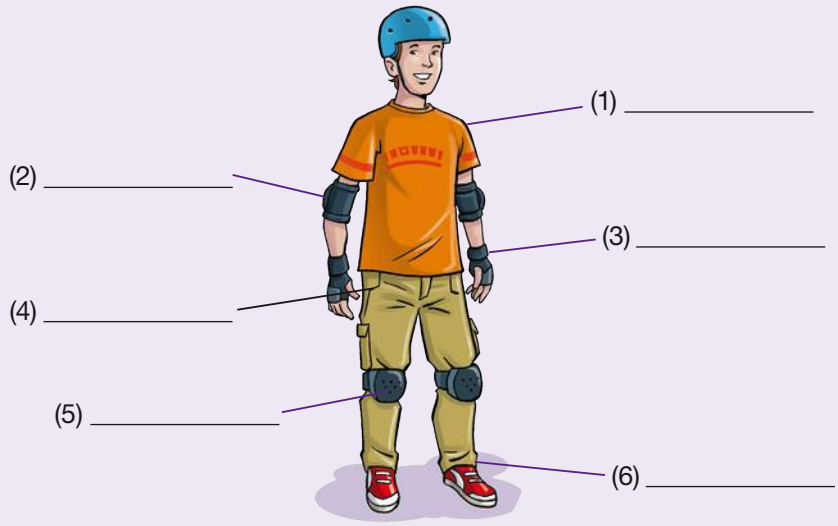
- Would you like to skateboard? Why? / Why not?

1 Read the information below. Then make a summary of the skateboarding text from Period 2 by writing the questions and brief notes (not full sentences) to answer the questions.

Look again at the text in Period 2. It introduces skateboarding. It does it by asking three important questions about the topic. Then it answers the questions. This organisation of a text is common in websites, magazines and textbooks when introducing or explaining something.

QUESTIONS	ANSWERS
1	
2	
3	

2 Read the short text about the joints of the body. Then label the diagram.



Joints in the body are where bones join together. Here are the most important.

- **Wrists** are where hands join to arms.
- **Ankles** are where feet join to legs.
- **Elbows** are where the top and bottom of arms join.
- **Knees** are where the top and bottom of legs join.
- **Shoulders** are where arms join to the body.
- **Hips** are where the legs join to the body.

3 Look at these sentences from the text in Period 2.

- 'The most important trick is the "ollie" ***because*** it is the one all the others are built on.'
- 'There is a risk of accidents ***so*** safety equipment is required.'
- 'Skate parks have steep slopes ***so*** the skateboarder can gain speed easily.'
- 'They are the best place to start ***because*** there are always other skaters to watch and learn from.'

Now complete this email from Ali to SkatePAL with *because* or *so*.

SEND

To: Skatepal@liveweb.co.uk
From: AliKh96@outview.co.pal
Subject: New skate park

Dear SkatePAL manager

I am writing to you (1) _____ I have read about your new skate park. Skateboarding looks very exciting (2) _____ I want to try it. It's the kind of sport I like (3) _____ I love adventure! Unfortunately I live far from Zababdeh (4) _____ cannot come to skateboard there.

Will you come and open a skate park in Ramallah? It would be very successful (5) _____ I know all of my friends would come with me to skate. We could help you find a good place to build the skate park (6) _____ we know the city well.

Please reply soon (7) _____ we can start making plans!

Best wishes

Ali

4 Work in pairs to write a short email to SkateJAM. Use *because* and *so*.

Ask them to start another sport or cultural activity near to where you live. Tell them why you want to do it, who will use it, etc.

1 Look quickly at the text below. Discuss these questions in pairs.

- Where do you think it comes from? (e.g. a story book, a science textbook, a newspaper, a magazine, etc)
- It is about another extreme sport: bungee jumping. Look at the photo and diagram to see what bungee jumpers do. Would you like to try?

2 The first paragraph says 'Erin Langworthy … got more of an adventure than she wanted'.

Read the text to find out

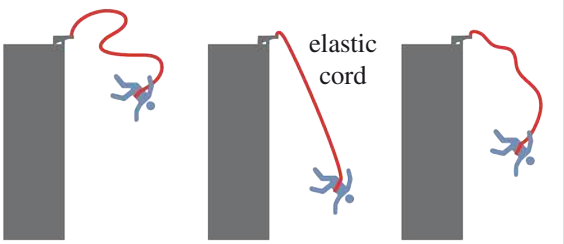
1 what adventure Erin wanted. **2** what adventure she got.

DAILY NEWS 4 January 20... 5

An adventure too far!

JIM HOLDING





Erin Langworthy, a 22-year-old Australian on holiday in Africa, got more of an adventure than she wanted when she did a bungee jump off the 111-metre-high Victoria Falls Bridge.

Bungee jumping is an extreme sport that involves jumping off high buildings or bridges while attached to a large elastic cord. The jumper dives almost to the bottom before the cord pulls them back up again … only not for Erin!

'Before my turn, 104 others had jumped safely,' she said. 'All my friends had been down and come back so I wasn't too worried.'

The cord didn't last the 105th jump. It stopped her fall but then broke, letting her drop the final 40 metres into the Zambezi River below, which is the home to man-eating crocodiles!

The river is fast moving and her legs were still tied to the cord so it was difficult for her to swim.

'It was quite scary because a couple of times the cord got caught on some rocks,' she explained. 'I had to swim down to pull the bungee cord free.'

Eventually she reached some rocks at the side and held on until she was rescued. She was in the water for 40 minutes. Later she was taken to hospital in South Africa where she had to spend a week but made a full recovery. And she has a great story to tell all her friends!

The hospital treatment cost $50,000, but she was lucky because she had travel insurance which paid for the treatment. In fact, she now helps the Australian government encourage young tourists to buy travel insurance before they go abroad.

3 Read the newspaper report again. Then answer the questions.

1 Why wasn't Erin too worried when she jumped?

2 What words in the report tell us that she didn't fall straight into the river?

3 Why couldn't she swim quickly to the side of the river?

4 The report says 'she was lucky because she had travel insurance'. In what ways do you think she was lucky and unlucky on that day?

4 Choose the best answer to the questions. Circle A, B or C.

1 The headline is 'An adventure too far'. Does this mean
A more of an adventure than expected? **B** an adventure a long way from home?
C an adventure too far down in the river?

2 'The cord didn't **last** the 105th jump.' The word *last* here is a verb. Does it mean
A come at the end of? **B** survive? **C** continue?

3 Erin says, '… I wasn't too worried.' Does this mean she was
A very worried? **B** a little worried? **C** not worried?

4 '… letting her **drop** the final 40 metres into the Zambezi River below.' Which of these verbs is closest in meaning to *drop* here?
A fall **B** dive **C** jump

5 The river is home to '**man-eating crocodiles**'. Does this mean that the river is
A the home of men who eat crocodiles? **B** the home of crocodiles which eat men?
C the home of both men and crocodiles?

6 '**Eventually** she reached some rocks …'. Why does the writer use the word *eventually*?
A To suggest she was in the water for only a short time.
B To suggest that she was in the water for a long time.
C Because the writer doesn't know how long she was in the water.

7 'The hospital treatment cost $50,000, but she was lucky because she had travel insurance **which** paid for the treatment.' The pronoun *which* here refers to the
A $50,000. **B** hospital. **C** travel insurance.

8 The topic of the last paragraph is the cost of treatment and travel insurance. Why does the writer start the second sentence 'In fact, …'?
A To give more information about the topic. **B** To introduce a new topic.
C To give an example of the topic.

1 Read what another bungee jumper says about doing a jump. Put the sentences in order.

a With a scream, you jump off. As you dive through the air, the sensation of speed is fantastic! _____

b Finally you are slowly pulled back up to the bridge. _____

c You then have to carefully attach an elastic cord to your body. _____

d The first thing you have to do is to climb to the top of the bridge. From there you get a breath-taking view of the river. _____

e When the cord is tight, it stops you falling any more. You are pulled up and then you just hang there and enjoy the view. _____

f Then you stand on the edge and prepare to jump. That is the moment when you ask yourself, 'What am I doing?'. _____

2 Answer these questions to learn about compound adjectives.

1 Find the phrase ‘breath-taking view’ in Activity 1. What does it mean?

2 Find the phrase ‘rapidly-moving rivers’ in the text about white-water rafting in Period 1. What does it mean?

3 Find the phrase ‘111-metre-high Victoria Falls Bridge’ in the text in Period 4. What does it mean?

4 Compare the two phrases below. What is the difference in meaning? What is the difference in punctuation?



a man-eating crocodile



a man eating crocodile

3 Complete these sentences with compound adjectives from the box.

40-minute 111-metre 22-year-old $50,000-hospital
life-changing fast-moving week-long

1 The Zambezi is a very _____ river.

2 Erin Langworthy was a _____ tourist from Australia.

3 She had a _____ fall into the river.

4 She reached a rock but she had a _____ wait before she was rescued.

5 She then had a _____ stay in hospital before she could go home.

6 Her travel insurance had to pay for the _____ treatment.

7 She will remember that bungee jump for the rest of her life. It was a _____ experience.

4 Make eight common compound adjectives using words from the two boxes. Then complete the sentences with them.

well world last second
good old ice part

time famous looking hand
minute known cold fashioned

1 We bought a _____ car because we couldn’t afford a new one.

2 It’s a _____ car because it still looks like new.

3 People from many countries visit Egypt to see the _____ pyramids.

4 The team won the match with a _____ goal.

5 It’s so hot today! I’d like an _____ drink.

6 My grandfather is very _____. He doesn’t like fashion or any modern ideas.

7 I have a _____ job. I work in the evenings after school.

8 Last week we met a TV actor who is _____ in Egypt.

1 Complete the accident report about Erin's bungee jump. Write the information from the box in the correct place.

Erin Langworthy Australian Victoria Falls Bridge, Zambia
Bungee jump – broken cord Unknown – treated in hospital 31/12/2011
On the 105th jump of the day the cord stopped the fall of the jumper but then broke. She fell about 40 metres into the river. Her legs were tied by the cord but she eventually reached the side and held on to rocks. She was rescued after 40 minutes.

ACCIDENT REPORT

PLACE: _____ DATE: _____

TYPE OF ACCIDENT: _____

NAME OF VICTIM: _____ NATIONALITY: _____

INJURIES: _____

DETAILS: _____

_____

_____

_____

_____

_____

_____

2 Compare the newspaper report (NR) on page 21 and accident report (AR) above. Which one has …

1 … short paragraphs? _____
2 … notes and details on a form? _____
3 … facts only? _____
4 … a mixture of facts and human interest? _____
5 … the name of the report writer? _____
6 … the date of the accident? _____
7 … pictures? _____

3 Work in pairs. Look at the pictures. Discuss what happened in the accident.






4 Complete an accident report for the accident above. Make up the extra information for the accident and add as many details as you like. Use the same form as in Activity 1.

1 Work in groups. Think of all the reasons you can for and against extreme sports.

Extreme sports are exciting, but are they safe?

FOR	AGAINST
_____	_____
_____	_____
_____	_____
_____	_____

2 Work in pairs. Student A will argue for extreme sports, Student B will argue against them.

- Use the arguments you listed above.
- Use some of the phrases from the box below.

Giving opinions

In my opinion, … *I think …* *I believe …* *I am sure that …*

Disagreeing politely

I understand what you are saying, but … *I'm sorry but I can't agree with you. I think …*
I'm afraid I don't agree, I believe … *On the other hand, …*

- When you have finished, repeat the discussion with Student B supporting extreme sports, and Student A against.

3 Write a composition presenting the arguments for and against extreme sports.

INTRODUCTION	In one sentence say what your composition is about. *I am going to consider the arguments for and against …*
PART 1	Give the arguments for extreme sports. *The most important argument in support is …* *Another point is …* *I can also say that …*
PART 2	Give the arguments against extreme sports. *There are good arguments against these sports, most importantly …*
CONCLUSION	Give your own opinion in one or two sentences. *After considering all the arguments, in my opinion …*

In this Unit you have learnt about:

- different adventure and extreme sports and their related vocabulary
- the question and answer structure of 'explanation' texts and the organisation of newspaper and accident reports
- the vocabulary of body joints
- the form and use of compound adjectives
- how to write an accident report and a composition presenting an argument for and against

Exercises on 'The Norwood Builder' by Sir Arthur Conan Doyle

These questions are about Chapters 1 and 2 of 'The Norwood Builder'.

1 Discuss the answers to these questions in pairs or small groups.

1 What do Sherlock Holmes and Inspector Lestrade look like? Find the descriptions and compare them.

2 What facts did Holmes know about McFarlane when he first came into the room? How did Holmes know?

3 According to the newspaper article, why did the police think that Jonas Oldacre was killed by McFarlane?

4 Why did the police not arrest McFarlane before he went to see Holmes?

5 What fact did Holmes learn by reading the draft will? How did he know this?

2 In Chapter 2, McFarlane gives his account of what happened. Put the events in the correct order. Number them from 1 to 9 (the first is done for you).

____ Oldacre gave McFarlane an untidy draft of a will to write.

____ At 9.30, McFarlane went to Oldacre's house in Norwood.

____ Oldacre's housekeeper let McFarlane in.

____ Oldacre and McFarlane ate, discussed documents and sealed envelopes.

1 Jonas Oldacre arrived in McFarlane's office at 3 o'clock.

____ McFarlane read the draft and found that he was to receive Oldacre's money.

____ McFarlane left (without his stick) and went to a hotel.

____ The next morning, McFarlane heard what had happened and went to see Holmes.

____ McFarlane wrote the will and Oldacre signed it.

3 Look at the picture.



1 Who are they?

2 What is the young man doing?

4 Work in pairs or small groups to predict what you think will happen in the rest of the story. Think about these questions:

- Did someone kill Oldacre? If not, where is he?
- If someone killed Oldacre, was it McFarlane? If so, why?
- If someone else killed Oldacre, who?
- Does Holmes think McFarlane killed Oldacre?
- What do you think Holmes will do?

5 Read Chapters 3 and 4 of 'The Norwood Builder' on pages 45–49.

You do not need to understand every word to understand the story. Read to find out what happened. Were your predictions correct?

UNIT 3

Tourism: mixed feelings

1 **Discuss these questions in pairs or small groups.**

- Why do you think people choose to travel around the world?
- Do you think there is a difference between tourism and travel?

2 **Read what some writers say about travel. Do you agree with any of the quotations?**

1 **I love to travel, but hate to arrive.**

Albert Einstein

2 **A man travels the world over in search of what he needs and returns home to find it.**

George A. Moore

3 **The traveller sees what he sees, the tourist sees what he has come to see.**

Gilbert K. Chesterton

4 **I dislike feeling at home when I am abroad.**

G. B. Shaw

bigotry = strongly disliking people or their ideas without a good reason (because of the colour of their skin, their religion, etc.)

5 **Perhaps travel cannot prevent bigotry, but by demonstrating that all peoples cry, laugh, eat, worry and die, it can introduce the idea that if we try and understand each other we may even become friends.**

Maya Angelou

6 **I travel not to go anywhere, but to go. I travel for travel's sake.**

Robert Louis Stevenson (A)

7 **We shall not cease from exploration, and the end of all our exploring will be to arrive where we started and know the place for the first time.**

T. S. Eliot

8 **Tourists don't know where they've been. Travellers don't know where they're going.**

Paul Theroux

9 **There are no foreign lands. It is the traveller only who is foreign.**

Robert Louis Stevenson (B)

10 **To awaken quite alone in a strange town is one of the pleasantest sensations in the world.**

Freya Stark

3 Match the words and phrases from the quotations with their meanings. To do this, find the words in the text and read the quotations again.

WORDS IN THE TEXT	MEANINGS
1 in search of	*a* showing
2 demonstrating	*b* looking for
3 foreign	*c* stop
4 awaken	*d* for the love of travel and no other reason
5 pleasantest	*e* nicest
6 cease	*f* wake up
7 for travel's sake	*g* from another country

4 Read the quotations again. Then choose the best answer to these questions. Circle A, B or C.

1 Read what Albert Einstein says. Which writer says something very similar?
A George A. Moore **B** Robert Louis Stevenson (A) **C** Paul Theroux

2 Read what George A. Moore says. Which writer says something similar?
A Gilbert K. Chesterton **B** Maya Angelou **C** T. S. Eliot

3 Which two writers are talking about the difference between travel and tourism?
A Gilbert K. Chesterton and Paul Theroux
B G. B. Shaw and Freya Stark
C George A. Moore and Robert Louis Stevenson (B)

4 What do you think G. B. Shaw means?
A He doesn't enjoy life at home so he travels.
B He enjoys the feeling of being somewhere different.
C He doesn't like to be comfortable at home.

5 Do you think Freya Stark would agree with G. B. Shaw?
A Yes, she would.
B No, she wouldn't.

6 Which writer thinks that travel can make the world better?
A Robert Louis Stevenson (B)
B T. S. Eliot
C Maya Angelou

5 Discuss these questions in groups.

- Which of the quotations do you like the most? Tell the group why.
- Which of the quotations do you disagree with? Tell the group why.
- Would you like to travel? Tell the group where you would go and what you would do.



1 Discuss these questions in pairs or small groups.

- Would you like to travel in a country where you do not speak the language or understand the culture? Why? / Why not?
- What might happen?

2 Read the text to find out why the author wants to travel.

This is the beginning of a travel book. It describes a journey through Africa.

1 One day it got too much – too much and too many. Too much routine, too much predictability, too much boredom: too many responsibilities, too many duties, too many demands. I needed to escape from the life I had made for myself.

2 I told everyone I was going travelling. 'Why?' they asked. I struggled to find an answer they would understand. I had a good job, a comfortable home, a loving family and fun friends. I had it all. But it wasn't what I wanted!

3 What did I want? To be rid of certainty – of always knowing what I would be doing, when and where. I wanted to be out of my comfort zone. I wanted to be lost in another language, another culture, another life. To be alone and scared, and then befriended by someone who I would remember for the rest of my life. I wanted to be homeless, worried about where to lay my head at night and then be rescued by the kindness of strangers. I wanted to be exhausted and then be energised by some incredible sight: the Blue Mosque, the Grand Canyon at sunrise, Ayers Rock at sunset, a rainbow over Victoria Falls. I wanted to travel in foreign lands.

3 Find words and phrases in the text to answer these questions.

One way to understand new words in a text is to think about words in the same word family. They will have a related meaning.

1 In this text there are a lot of nouns formed from verbs or adjectives you know. Find and write the nouns.

a predict (verb) _____ (noun) (paragraph 1)

b bored (adjective) _____ (noun) (paragraph 1)

c responsible (adjective) _____ (noun) (paragraph 1)

d certain (adjective) _____ (noun) (paragraph 3)

e kind (adjective) _____ (noun) (paragraph 3)

2 Find a phrase that means 'a place and time in which you are comfortable'. _____

3 Find a verb that means 'made friends with someone'. _____

4 Find a verb that means 'given energy'. _____

4 Find words in the text which mean the same as the following. (The words are in the same order as in the text.)

1 a time when you travel from one place to another (usually a long distance) _____

2 your usual way of doing things _____

3 tried hard to do something that is difficult _____

4 people who you do not know _____

5 amazing; surprising _____

6 a curved line of colours in the sky _____

5 Complete these sentences with the words from Activity 4.

1 I went to a party but I didn't know anyone. The house was full of _____.

2 The sun came out while it was still raining, making a beautiful _____.

3 We will soon get back into our old _____ when we get home.

4 We _____ for three days to climb Mount Kilimanjaro.

5 He's just returned from a long _____ to Istanbul.

6 When we reached the top, the view was _____. You could see so far!

6 Work in a group to discuss these questions.

1 In the first sentence the author says '**it** got too much'. Based on the first two paragraphs, what is *it*? Circle A, B or C.

A his work **B** his friends and family **C** his life

2 The author uses *too much* and *too many* a lot in the first paragraph.

a When do we use *too much* and when *too many*?

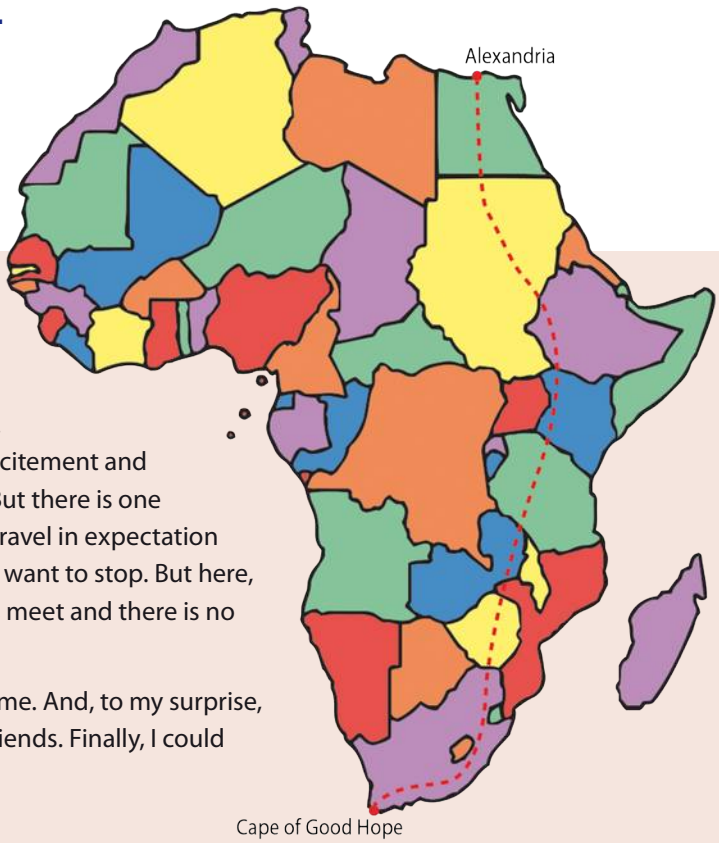
b What effect does the repetition have?

3 The author uses *I wanted …* a lot in the third paragraph. What effect does this have?

4 Look again at the quotations in Period 1. Which of them do you think the author would agree with?

1 The author travelled south across Africa. Look at the map.

- Where does Africa end in the south?



2 Read the text below to find out what happened at the end of the journey.

The southern cape of Africa is, in many ways, a paradise. Rich green grasslands house wildlife, rocky cliffs fall away to golden beaches washed by ocean waves, and the cool air is filled with birdsong. I could relax and breathe freely again after all the excitement and exhaustion of my long trek through the continent. But there is one serious drawback for the traveller here. It ends! We travel in expectation of the next view, experience or encounter. We don't want to stop. But here, at the furthest point, the Atlantic and Indian Oceans meet and there is no more land.

So there was no choice but to turn back towards home. And, to my surprise, I realised I was ready for it. I missed my family and friends. Finally, I could welcome the comforting routines of home.

3 Match the words from the text with their meanings.

When you read literature you will often find words and phrases that you don't know. It is not necessary to look up every one in the dictionary and learn them. That would make reading too slow and boring. Look at the sentences around the new words (the *context*) and try to work out the general meaning of the words.

WORDS FROM THE TEXT		MEANINGS
1 paradise		*a* meeting
2 cliff		*b* a long and difficult journey
3 trek		*c* the steep side of an area of high land
4 drawback		*d* a perfect place
5 encounter		*e* part of something which makes it not as useful or good as it could be

4 The word *drawback* is a compound noun (it is made up of two smaller words). Find three other compound nouns in the text. What do they mean?

Compound noun	Meaning
1 _____	_____
2 _____	_____
3 _____	_____

5 Work in a group to discuss these questions.

1 What does the author like about the Cape of Good Hope? What doesn't he like about it?

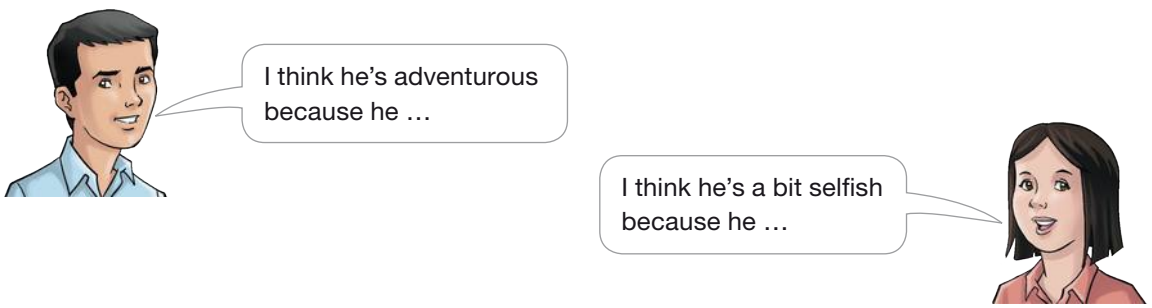
2 How does the author feel at the end of his journey?

3 In the final paragraph, the author says 'I missed my family and friends.' Look back at the text in Period 2 and find what he said about family and friends. What has changed after the journey?

4 In the final words, the author refers to the 'comforting routines of home'.
- What does this phrase mean?
- Give some examples of your own *comforting routines*.

5 Look back to the text in Period 2 and find where the author uses the words *routine* and *comfort*.
- Compare the uses of the words at the beginning and end of the journey.
  At the beginning, the author …

6 What kind of person do you think the author is? Agree on three adjectives (e.g. adventurous, selfish, interesting, changeable) to describe him, and be ready to explain to the class your choice.



1 Discuss this question in a group.

- What advantages do you think tourism can bring to a place?

2 The text on this page is about the advantages and disadvantages of tourism. It considers six different topics. The headings for the topics are in the box below. What do you think the text will say about each topic?

Culture Money Employment Services Environment Construction

3 Read the text. Then write the headings in the correct place. One has been done for you.

Tourism: good or bad?

Tourism offers employment to millions of people around the world and brings huge advantages to many countries. But it also has its disadvantages.

ADVANTAGES	DISADVANTAGES
1 _____	
It brings in money. This income can be used to develop local health, education and other services.	Many hotels and tour operators are owned by foreigners. They take their profits out of the country.
2 *Construction* _____	
The building of hotels, roads, airports, etc for the tourists creates jobs and develops new skills for local people.	The tourism companies buy lots of land which pushes up the price. This can make it too expensive for local people to buy houses or farm the land.
3 _____	
Many local people are employed in the hotels, restaurants, transport companies, etc. Other jobs are created to support the tourism industry, e.g. workers on farms, in shops, in the police.	Most of the jobs for local people are poorly paid, e.g. cleaners, waiters, drivers. Foreign companies may bring in their own senior managers. Local jobs are often also seasonal (tourists often only visit during one season, e.g. summer) so the work is only temporary.
4 _____	
The local people can use the new roads, buses and trains, hospitals, better water supply, etc built for the tourists.	Governments may focus on developing the services for the tourism areas, so that other communities suffer. This can result in some areas getting richer and some poorer.
5 _____	
Tourists want to see beautiful beaches, old buildings, wildlife, etc so it encourages the government and communities to take care of the environment.	Too many tourists can harm the environment. They pollute the beaches, damage old buildings, frighten the wildlife, etc.
6 _____	
It encourages the protection of local customs and traditions as tourists will want to see these.	It can turn local people and customs into entertainment for the tourists. Not all tourists respect local culture and may behave badly.

4 Find words in the text to complete the dictionary entries below.

1 _____ *noun* work that you are paid to do

2 _____ *verb* to have something, usually because you have bought it

3 _____ *noun* money that you get for selling something for a price higher than what it cost to make it ≠ loss

4 _____ *noun* an organisation that sells services or products

5 _____ *adjective* existing, done or used for a short time ≠ permanent

6 _____ *noun* performance that people enjoy (e.g. a TV programme, a film, a music concert)

5 Complete the sentences with words from the dictionary entries in Activity 4.

1 Let me tell you about my uncle's hotel. It was built by a foreign _____ about 20 years ago.

2 My uncle bought it from them about five years ago so he _____ it now.

3 My uncle organises _____ in the evening for the tourists. He employs some musicians and a singer.

4 He doesn't make much _____ as he has to pay his employees every month and there are not many tourists at the moment. In some months he makes a _____.

5 Most of his employees are _____ as he can't afford to employ them for the whole year. There are only six workers who are _____ and get paid for all 12 months of the year.

1 Find the words and phrases in the text in Period 4 to answer the questions. Circle A, B or C where required.

1 'It brings in money. **This income** can be used to develop local health, education and other services.' What does *This income* refer to?
A the money workers earn **B** the money from tourism
C the money for local health, education and other services

2 'Many hotels and tour operators are owned by foreigners. **They** take their profits out of the country.' What does *They* refer to?
A hotels **B** tour operators **C** foreigners

3 'The tourism companies buy lots of land which pushes up the price. **This** can make it too expensive for local people to buy houses or farm the land.' What does *This* refer to?
A the high price of land **B** the land **C** tourism companies

4 'Local jobs are often also **seasonal** (tourists often only visit during one season, e.g. summer) ….' What jobs do you know that are *seasonal*?

5 'This can result in some areas getting richer and some poorer.' Which areas get richer, and which get poorer?

6 'Tourists want to see beautiful beaches, old buildings, wildlife, etc so **it** encourages the government and communities to take care of the environment.' What does *it* refer to?
A tourists **B** beaches, buildings, wildlife, etc **C** tourism

7 'Tourists want to see beautiful beaches, old buildings, wildlife, etc **so** it encourages the government and communities to take care of the environment.' Which word could replace *so* without changing the meaning?
A and **B** because **C** therefore

8 'It encourages the protection of local customs and traditions **as** tourists will want to see these.' Which word could replace *as* without changing the meaning?
A and **B** because **C** so

9 'It can turn local people and customs into entertainment for the tourists.' Can you think of some examples of local customs that can be used as entertainment for tourists?

2 Read and complete the advantages and disadvantages of tourism. Use information from the text in Period 4 but you can change some of the words.

The text in Period 4 presents the advantages and disadvantages of tourism using a table. We can do it without a table by using linking words and phrases (in *italic* below).

Money
One of the *advantages* of tourism is that it brings in money for the community.

One of the *disadvantages* is that foreign companies _____.

Construction
On the one hand, construction creates jobs and develops skills for local people.

On the other hand, the companies buy up the land _____.

Employment
Although tourism creates many jobs, most of the jobs are _____.

Services
Local people can use services built for tourists. *However*, governments may focus on _____

_____.

Environment
Tourism encourages governments and communities to take care of the environment *but* tourists

_____.

Culture
Even though tourism helps to protect local customs and traditions, it _____

_____.

3 Work in pairs. Write six sentences about tourism or travel.

- Use the linking words and phrases from Activity 2.
- You can use ideas from any of the texts in this unit, or use your own ideas.

Although he enjoyed travelling, he missed his family and friends.

1 **Work in groups of five. You are going to have a meeting about a new tourism project. Read the instructions below.**

1 Read the situation together.
2 Choose one of the roles A–E each. Read only your role card, not the others.
3 Prepare what you want to say at the meeting.

The situation

You live in a small community on the coast. The only employment is fishing but this does not support the whole community. There are many unemployed people and the community is poor. There is a beautiful beach and the tourists who visit love it. However, there are very few tourists because the roads are poor and there are no hotels.

A foreign tourism company plans a tourist development. It wants to build new roads, a big hotel with several restaurants and a sports centre.

Some environmentalists are against the plan and the community will not be able to use the beach for fishing because it will be used for tourists only.

The government has organised a meeting to discuss the advantages and disadvantages of the plan.

Role A: You work for the government

You will be chairperson and must make sure everyone has a chance to speak and give their opinions.

Role B: You are a community leader

You support the development because it will create jobs.

Role C: You are an environmentalist

You do not want the development because the land where the hotel will be built is the home to some plants and birds.

Role D: You are a fisherman

You do not want the development because you will lose your job and you don't want to work in a hotel.

Role E: You are the hotel developer

You want the development to go ahead because you will make a lot of money from it.

2 **Hold your meeting. Try to make the others agree with you.**

3 **Write a short report about the meeting from your point of view.**

- Say who you are (fisherman, hotel developer, etc).
- Give your arguments.
- Report what others say and then disagree with them.
  Some people say …, however … *Although …,*
- Conclude your argument in one sentence.

1 Discuss in a group.

- Would you like to see more tourism in Palestine? Why? / Why not?

2 Work in pairs. Consider the advantages and disadvantages of a larger tourism industry in Palestine. Make notes in the table below.

Think about some of these topics:

- Money
- Construction
- Employment
- Services
- Environment
- Culture

ADVANTAGES	DISADVANTAGES

3 Write a composition with this title:

What are the advantages and disadvantages of tourism for Palestine?

- Start with a short paragraph introducing the composition. Do not give your opinion.
- Present a balanced argument on four or five of the topics above, giving both advantages and disadvantages (not your opinions).
- Use some of the linking words and phrases from Period 5.
- Finish with a short final paragraph to give your opinion.

4 Revise your composition and look for ways to improve it. Use this checklist to help you.

Ask yourself, have I …

… introduced at least four or five advantages and disadvantages?
… used linking words and phrases to balance the advantages and disadvantages?
… used verb tenses correctly? (Ask your teacher for help, if necessary.)
… used correct spelling? (Use a dictionary to check!)
… used punctuation correctly, e.g. full stops, commas and capital letters?

In this Unit you have learnt about:

- different attitudes to travel and tourism
- working out meaning from context when reading a piece of literature
- the use of repetition in literature
- the advantages and disadvantages of tourism
- the use of pronouns and other words to refer back to other words in a text
- some useful linking words and phrases for writing about arguments
- presenting arguments in a meeting and writing a report of the meeting
- writing a composition on the advantages and disadvantages of a topic

Exercises on 'The Norwood Builder' by Sir Arthur Conan Doyle

These questions are about Chapters 3 and 4 of 'The Norwood Builder'.

1 Discuss the answers to these questions in pairs or small groups.

1 Why did Holmes go to Blackheath before he went to Norwood?

2 After his visit to Blackheath, why did Holmes think that perhaps Lestrade was correct about McFarlane?

3 What did Holmes find out on his first visit to Norwood?

4 Why did Holmes go to Norwood a second time?

2 Put the events after Holmes arrives at Norwood for the second time in the correct order. Number them from 1 to 8.

____ They all shouted 'Fire!'

____ Holmes went upstairs and walked up and down the corridor.

____ Lestrade arrested Oldacre.

____ Watson lit a fire with the straw.

____ Holmes walked up and down in the garden with Watson.

____ Lestrade showed Holmes and Watson a fingerprint.

____ A door in the wall opened and Oldacre ran out.

____ Holmes asked for some straw and water.

3 Work in pairs. Discuss the questions and then write answers of a few sentences.

1 Why did Oldacre do what he did?

2 How did Holmes work out what had happened?

3 From this story, what have you learnt about

1 Sherlock Holmes?

2 Dr Watson?

3 Inspector Lestrade?

4 Write three questions you would like to ask Sherlock Holmes about the case.

5 Discuss in a group and write your notes.

1 Did the ending surprise you? How did you think it would end?

2 Did you like the story? Why? / Why not?

3 What other stories do you know like this (on TV and film as well as in books)?



LITERATURE A

THE NORWOOD BUILDER

[1] **rushed** to rush. To hurry in order to get somewhere very quickly

[2] **desperately** in a very worried or angry way

[3] **scandal** talk or reports in the newspapers about shocking events involving important people

[4] **charge** to charge someone (with something). To accuse someone officially of committing a crime. If you commit a crime, you do something legally wrong

[5] **fierce** very angry, or ready to attack

[6] **lung** one of the two organs in your chest that fill with air when you breathe

1
The Most Unhappy Man

The case which I call 'The Norwood Builder' began for us in a very dramatic way. Holmes and I had just finished a late breakfast one morning, and we were talking in our sitting room in Baker Street. Holmes was about to open his morning newspaper, when we heard a lot of noise outside. A moment later, someone was knocking at the door, very hard. Then the door opened and a young man rushed[1] in. His face was pale and his fair hair and his clothes were untidy. His blue eyes were frightened. He had obviously been running, and he was breathing heavily.

'You've got to help me, Mr Holmes,' he said desperately[2]. 'The police are following me! Oh, the scandal[3] will break my poor mother's heart.'

'Sit down, please,' Holmes said. 'This is my friend and helper, Dr Watson. Please tell us who *you* are.'

'I'm that most unhappy man, John Hector McFarlane,' he replied. He obviously thought that we would recognise the name, but we did not.

'Mr Holmes, if the police arrive, please make them wait,' the young man went on. 'Don't let them arrest me until I've told you my story.'

'Why do they want to arrest you?' asked Holmes in surprise. 'What crime will they charge[4] you with?'

'They'll charge me with murder, Mr Holmes, but I haven't killed anyone,' he replied. 'But I will be happy to go to prison if I know that Sherlock Holmes is investigating my case!'

Holmes is a tall, thin man with long fingers and a long neck. His eyes are like a fierce[5] bird's eyes. Now he looked very carefully at our visitor.

'I know that you're not married and that you're a lawyer,' said Holmes. 'I know that your lungs[6] are not good. But I know nothing else about you, and I do *not* recognise your name.'

I knew my friend's methods, and I could understand what he was thinking. The man's clothes were untidy, so he was probably unmarried. We could see that there were legal papers in his pockets, so he was certainly a lawyer. We could hear his heavy breathing, so it was obvious that he had an illness of the lungs. Everything that Holmes had said was obvious, but the young man seemed surprised.

'That's amazing,' he said. 'But if you'd opened your newspaper this morning, you would have recognised my name.'

The man opened the newspaper which Holmes had put on the table and pointed dramatically to a headline. Then he held the paper up so we could both see it.

MYSTERIOUS CRIME COMMITTED IN NORWOOD! A WELL-KNOWN BUILDER IS MISSING. THE POLICE THINK THAT HE HAS BEEN MURDERED AND THEY ARE SEARCHING[7] FOR A SUSPECT.[8]

'And I *am* the suspect,' our visitor said.

'Your case sounds interesting,' said Holmes, looking very pleased. 'Watson, please read the newspaper article.'

I read what was in front of me.

Mr Jonas Oldacre, from the district[9] of Norwood, has disappeared. The police suspect that he has been murdered. Mr Oldacre is a man in his fifties who has lived in Norwood, on the southern edge of London, for many years. He owns a building firm[10] there. Recently he seems to have stopped working as a builder and he rarely meets anyone. Mr Oldacre lives alone except for[11] an elderly woman who is his housekeeper.[12] Yesterday evening, he was visited at home by Mr John Hector McFarlane, a lawyer who works in central London. Then, very early this morning, a fire was discovered in a timber store[13] behind Mr Oldacre's house. All the wood in the store was burnt. But when the firemen had put out the flames, no one could find Mr Oldacre. He had not slept in his bed, and a safe[14] which he kept in his bedroom had been opened. The police found some blood in the bedroom and they also found a heavy walking stick, which belongs to Mr McFarlane. There was some blood on the walking stick too.

A door leading from Mr Oldacre's bedroom to the garden was open. There were some marks[15] on the ground outside it which led towards the timber store. The police think that something heavy was pulled across the garden towards the store. This morning, some strange pieces of burnt flesh[16] were found among the burnt wood. The police do not know if the flesh is human, but they fear the worst. They are searching for Mr McFarlane. They believe that he killed Mr Oldacre and started the fire to burn his body. Inspector Lestrade of Scotland Yard is the policeman investigating the case.

'I'm surprised that you haven't been arrested already, Mr McFarlane,' said Holmes, when I had finished reading.

'I haven't been to my office this morning,' our visitor replied. 'And I haven't been to my home. It was very late when I left Mr Oldacre last night. I live in Blackheath, on the eastern edge of London, with my parents. I wasn't able to get back there, so I stayed at a hotel in Norwood. This morning, I saw the newspaper and I read about Mr Oldacre's disappearance. And I read that the police were searching for me. I decided to come straight here to consult you. I think that the police were following me when I turned into Baker Street.'

[7] **searching** to search for someone or something. To try to find something or someone by looking carefully

[8] **suspect** someone who the police believe may have committed a crime. If someone suspects someone of something, they believe that someone has done something, usually something bad.

[9] **district** one of the areas into which a town or country is divided for official purposes

[10] **firm** a business or company

[11] **except for** used for introducing the only person, thing or fact that is not included in your main statement

[12] **housekeeper** someone whose job is to clean someone else's house and sometimes cook their meals

[13] **timber store** a store is a place where a supply of something is kept until it is needed. Timber is wood used for building houses or making furniture.

[14] **safe** a strong metal box with a special lock, used for storing valuable things

[15] **mark** a damaged or dirty area on the surface of something

[16] **flesh** the soft part of people's or animals' bodies that consists mostly of muscle and fat

He stopped for a moment, then he added, 'Please help me, Mr Holmes. I need to protect[17] my mother from a scandal.'

At that moment there was more noise on the stairs outside and our sitting room door was thrown open. Inspector Lestrade rushed into the room. There were two more policemen behind him.

'Mr John Hector McFarlane, I arrest you for the murder of Mr Jonas Oldacre,' Lestrade said.

2
John McFarlane's Story

Holmes does not think that Lestrade is a very good detective but he is always polite to him. He has often helped Lestrade with cases which have puzzled the Scotland Yard detective.

'Lestrade, will you be kind enough to let Mr McFarlane finish his story before you take him away?' Holmes asked. 'Half an hour is all we ask.'

'Well, you've helped me in the past, Mr Holmes,' the policeman replied. 'I'd like to help you now. I'll give you half an hour. But it won't help Mr McFarlane, you know. The evidence[18] against him is very strong. He'll soon be on trial[19] for murder. And you know what happens to murderers, Mr Holmes. They are executed!'

Lestrade always reminded me of a bulldog. He was short and ugly and he was always ready for a fight. But now, he sat down. He had decided to listen to the young lawyer's story.

'Yesterday afternoon, I had a visitor at my office near London Bridge Station,' McFarlane began. 'The man arrived at about three o'clock. I'd never seen him before. He told me that his name was Jonas Oldacre and that he wanted me to write his will[20] for him. He took from his pocket some pieces of paper on which he had written a draft[21] of the will. He simply wanted me to write it out again in the correct legal way.

'I read through his draft – it wasn't easy because his writing was very hard to read,' the young man went on. 'But when I'd finished reading, I was very surprised. Mr Oldacre wanted to leave all his money and everything he owned to me! Of course, I asked him why he wanted to do that. He didn't know me and I didn't know him. He told me that he knew my parents many years ago, and although he no longer saw them, he wanted to please them. He'd asked people who knew me if I was an honest man. He'd heard good things about me, and he had no family of his own, so he thought that I should have his money after his death.'

'What an interesting story,' said Holmes. 'Did you agree to write the will?'

'There was no reason for me to refuse,' McFarlane replied. 'I thought that I was a very lucky man. Mr Oldacre asked me to write the will straight away. He signed it and one of the clerks[22] in my office was the witness[23] and signed it too. He then asked me to visit him at his house in Norwood. He told me

[17] **protect** to protect someone or something. To keep someone or something safe from harm, injury, damage or loss

[18] **evidence** facts, statements or objects that help to prove whether or not someone has committed a crime

[19] **trial** the process of examining a case in a court of law and deciding whether someone is guilty or innocent

[20] **will** a legal document that explains what you want to happen to your money and possessions after you die

[21] **draft** something such as a plan, letter or drawing that may have changes made to it before it is finished

[22] **clerk** someone whose job is to look after the documents in an office, court, etc

[23] **witness** someone who watches you sign an official document and then signs it to state that they have watched you

that he needed to show me some documents and he asked me to come after nine o'clock last night. He also asked me not to tell my parents about the will yet. He wanted it to be a surprise for them.'

'Have you got any proof[24] of your story, Mr McFarlane?' Holmes asked.

'The signed will is at my office, but I'll show you Mr Oldacre's draft,' McFarlane said. He took some pieces of paper from his pocket and gave them to Holmes. Holmes read them quickly and gave them to Lestrade.

'I agree with you about the writing – it is difficult to read,' Holmes told the young lawyer. 'The draft was obviously written on a train. In two places, the writing is clear. I'd guess that those parts were written in stations, when the train wasn't moving. Then there are places where the writing is worse. Those parts were written when the train was moving. And there are places where

[24] **proof** information or evidence that shows that something is definitely true or definitely exists. If you provide information or evidence that something is true, you prove it.



[25] **points** a place on a railway line where the tracks on which trains travel can be moved so that a train can change from one track to another

[26] **express train** a train that makes a particular journey more quickly than an ordinary train, usually because it stops at fewer stations

the writing is even worse – it's very bad indeed. Those parts were written when the train was crossing lots of points[25] which were close together.'

Then Holmes turned to the inspector. 'Well, what can we say about this draft, Lestrade?' he went on. 'It was obviously written on a train which only stopped twice during the writer's journey. And you only find lots of points close together near the main London stations. So, the draft was written on an express train[26] between Norwood and London Bridge Station, which is near this young man's office. So we can say that Mr Oldacre didn't think about his will until he was travelling to Mr McFarlane's office.'

'That's very clever, Mr Holmes,' Lestrade said. 'But it doesn't change the evidence against Mr McFarlane.'

'Well, please continue, Mr McFarlane,' said Holmes.

'When Mr Oldacre had left my office,' the young man said, 'I sent a telegram to my parents in Blackheath. I told them that I was going to meet a client and that I was going to get home very late. I didn't tell them who my client was. Then in the evening, I went to Norwood and I arrived at Mr Oldacre's house at about half-past nine.

'The old housekeeper opened the door to me,' he went on. 'Mr Oldacre greeted me and he gave me some food. Then he took me into his bedroom because he wanted to talk about some business documents. They were in his safe, which was open. We talked about the documents for a long time and I helped my client seal some of them into envelopes with wax seals. After our meeting, I couldn't find my walking stick, but Mr Oldacre said, "You'll soon be here again, my young friend. I'll find it and keep it for you." When I left the house, he was alive and well. It was nearly midnight by then. It was too late for me to get to Blackheath, so I stayed in a hotel in Norwood. This morning, I saw the newspapers and read about the disappearance. As I told you, Mr Holmes, I came straight here.'

'And now you must come with us, Mr McFarlane,' said Lestrade. 'My men will take you to Scotland Yard. I shall return to Norwood and continue my investigation. But we already know what happened, don't we? You found out that Mr Oldacre was going to leave you his money and you couldn't wait for him to die. You killed him and tried to burn his body.'

'You're wrong,' said the young man, 'and Mr Holmes will prove it!'

When McFarlane had left the house with Lestrade's two policemen, Holmes spoke to the inspector.

'I shall probably come to Norwood myself later in the day,' he said. 'But I think I shall go to Blackheath first.'

'Will you? Well, you must do what you want to do, Mr Holmes,' Lestrade said. 'But I think that you're wasting your time on this case. McFarlane is guilty. It's obvious.'

He sounded sure about it, but I could tell that he wanted to know what was in Holmes's mind. And Holmes was not going to tell him!

3
Holmes Investigates

Will you go to Norwood yourself, Holmes?' I asked, when Lestrade had gone.

'Yes, Watson,' he replied. 'But as I told Lestrade, I shall first go to Blackheath. This is a very strange case. Why would someone do something really important – something like drafting a will – when he was sitting on a moving train? We have to ask ourselves that question. Why wasn't Oldacre more careful about drafting his will? Is it because he didn't expect Mr McFarlane ever to get his money? It's a puzzle, isn't it?'

And soon after that, he went out.

It was evening when Holmes returned. I could see at once that he was not happy.

'Perhaps Lestrade is right after all, Watson,' he said. 'I went to Blackheath and I talked to McFarlane's mother. She told me that she'd known Jonas Oldacre long ago. "He was a terrible man and I'm pleased that he's dead," she said. She told me that Oldacre had wanted to marry her when she was a young woman. She didn't know him well, but he was a rich man and she agreed to marry him – they became engaged. But then she found out that he was wicked. She broke off the engagement and told him that she never wanted to see him again. "After that, I married John's father. He was a poorer man but he was a better man," she told me. She showed me a photograph of herself which she'd given Oldacre when they were engaged. It had knife-cuts all over it. Oldacre had sent it back to her on the day she married Mr McFarlane's father. He'd told her that he'd hate her forever.

'Mrs McFarlane is quite sure that her son is not guilty of the murder,' said Holmes. 'But she certainly hated Mr Oldacre. Perhaps her son hated him too.'

'So you think that Mr McFarlane killed Oldacre because he'd behaved badly to his mother,' I said. 'Is that the truth of the case, Holmes?'

'I'm sure that Lestrade will decide that it's the truth when he's talked to Mrs McFarlane,' Holmes replied. 'The evidence says that it might be the truth, but I can't believe it. I feel sure that someone else must have killed Oldacre. At the moment, I can't prove it. And Lestrade wants that young man to be executed.

'But I have discovered something strange,' he went on. 'I went to Norwood after I'd been to Blackheath. I saw McFarlane's walking stick with the blood on it, and the blood in the bedroom. I saw the marks which led to the timber store. It was all as the newspaper article said. But I also saw Oldacre's bank records in the house. For the last year he's been paying a large amount of money every month to someone called Mr Cornelius. I wonder who he is? I also talked to Oldacre's housekeeper. I'm sure that she knows more about the case than she has told the police. And I'm sure that she lied to me.'

[27] **bloodstain** a stain is a mark left accidentally on clothes or surfaces. A bloodstain is a mark made accidentally by blood.

[28] **fingerprint** a mark that you leave on something when you touch it, showing the pattern of lines on the skin of your fingers

[29] **paced** to pace (up and down). To walk with regular steps, because you are measuring something or because you are worried or impatient

Holmes played his violin for hours that evening. It helped him to think. He was trying to find answers to all the questions that he had about the case. But I could see that he was worried and unhappy. And he was even more worried the next morning when a telegram arrived:

DON'T WASTE ANY MORE TIME ON THE MCFARLANE CASE.
NEW EVIDENCE SHOWS THAT HE MUST BE GUILTY. LESTRADE.

'We must go to Norwood at once, Watson,' said Holmes.

When we arrived at Norwood, Lestrade was there with two other policemen. He was obviously feeling pleased with himself. 'I told you that you were wasting your time on this case, Mr Holmes,' he said. 'Now I can prove it. Come with me.'

He took us to a corridor which led from the sitting room to the kitchen. There, high on the wall, he showed us a red mark – a bloodstain[27]. It was a fingerprint,[28] a very clear fingerprint.

'Well, Mr Holmes, you can't always be right,' Lestrade said. 'This time I was right and you were wrong. You know all about fingerprints and you know that every person has different fingerprints. I will prove that that is McFarlane's fingerprint.'

'I'm sure that you will,' Holmes replied calmly.

For a moment, Lestrade looked surprised. 'Well, McFarlane had Mr Oldacre's blood on his hand when he left this print,' he continued. 'The case is finished, Mr Holmes.'

'Is it? I wonder why your men didn't find the fingerprint yesterday, Lestrade,' Holmes said.

'They didn't search this corridor,' Lestrade replied. 'It didn't seem important then.'

Holmes, who had looked serious and unhappy all morning, laughed suddenly. 'It's certainly important now,' he said. 'Watson and I are going to walk in the garden for a few minutes. And then we'll look carefully at the upper floor of the house. We'll see you later, Inspector.'

When we were walking in the garden I asked why Holmes was suddenly feeling happier.

'Lestrade's men didn't search that corridor yesterday,' he told me as he paced[29] up and down. 'But I searched it. I searched it very carefully. The fingerprint wasn't there yesterday. It arrived during the night, while Mr McFarlane was in prison! I think that I understand what has happened now. Poor Lestrade will be angry.'

4
A Wicked Crime

We left the garden and we went into the house. We went upstairs, where Holmes again paced up and down. But he was still looking cheerful.

'Well it's time to finish this case, Watson,' he said after a few minutes. Holmes called down to Lestrade. 'There is some straw[30] in a shed[31] in the garden,' he told him. 'I want one of your policemen to bring some of it up here, and ask the other one to bring a bucket[32] of water up here too. And please come up yourself.'

A few moments later, the five of us were standing in the upstairs corridor. There was a pile of straw on the floor. Next to it was a bucket of water.

'What are you going to do?' Lestrade asked. He was obviously puzzled.

'Watson is going to start a small fire, Lestrade,' Holmes answered.

[30] **straw** the yellow stems of dried crops such as wheat

[31] **shed** a small building, usually made of wood, in which you store things

[32] **bucket** a round open container with a handle, used for carrying liquid and substances such as sand or soil



[33] **clue** an object or fact that someone discovers that helps them solve a crime or mystery

'Is this your idea of a joke, Mr Holmes?' the inspector said angrily.

'This is not a joke, Lestrade, this is very serious,' Holmes replied. 'There has been a wicked crime and a man could be executed for murder. Now, when I tell you to shout, you must all shout "Fire!" Do you understand?'

I took some matches from my pocket and lit one, then I threw the burning match into the pile of straw. A few moments later it was alight and the smell of burning straw was everywhere.

'Now!' said Holmes.

'Fire!' we all shouted.

'Again!' said Holmes.

'Fire!' we all shouted again.

'Once again!' said Holmes.

'Fire!' we all shouted once more.

At first nothing at all happened. But then, something very surprising happened. A door opened in the wall at the end of the corridor. No one could have guessed that there was a door there. It had no handle or lock on the outside and just looked like part of the wall. A moment later, a frightened old man ran out of the door towards us. He looked like a rabbit running from its hole. Holmes caught him as he tried to run past us.

'Throw the water on the straw now, Watson,' Holmes said. 'Inspector Lestrade, this is Mr Jonas Oldacre. I think that you want to talk to him. He's been hiding in the little room behind that door all the time that you've been in the house.'

The old man had an unpleasant face, grey eyes and white hair. He looked worried, but he tried to laugh. 'It was a joke,' he said. 'It was just a joke. Don't be so serious about it.'

'An innocent man was almost executed because of your joke,' Lestrade replied. He told the two policemen to take the old man downstairs. 'I'll talk to him later,' the inspector said.

'Well, Mr Holmes,' Lestrade said, when they had gone. 'You've saved the life of an innocent man. It's the best thing you've done yet! What was the clue[33] that told you that the old builder was still alive? And where did the bloodstains come from?'

'I searched the downstairs corridor yesterday,' Holmes said. 'The fingerprint wasn't there then. Someone put it there in the night. I guessed that Oldacre himself had done it. Obviously, the housekeeper was part of Oldacre's plan. She must have helped him. The small amount of blood in the bedroom is Oldacre's own blood, I think. He must have cut his finger. The housekeeper must have hidden Mr McFarlane's walking stick when he came here, so that he had to leave without it. Later, they put some blood on that too.

[34] **measured** to measure something. To find the exact size, amount, speed, etc of something, usually using a special tool or special equipment but here with your footsteps

'Do you remember that Mr McFarlane told us he helped Oldacre to seal some envelopes?' Holmes went on.

'I think that the old man made sure that McFarlane pressed his finger into the hot wax. Then Oldacre made an impression of the impression with more wax, if you understand me. Last night, he used that impression and his own blood to make that fingerprint on the wall. It was a perfect copy of one of McFarlane's fingerprints. Mr Jonas Oldacre is a very clever and very wicked old man, Lestrade.'

'And how did you know about the hidden room?' Lestrade asked quietly.

'I knew that Jonas Oldacre must be hiding in the house,' Holmes replied. 'So first, I measured[34] the outside of the house. I measured it when I was pacing in the garden with Watson. Then I measured the upstairs corridor in the same way. It was shorter than it should have been, so I guessed that there was a hidden room at the end of it. It was an easy thing for a builder like Oldacre to make.'

A few minutes later we were all downstairs again. Oldacre was still trying to tell us that he had only wanted to play a joke on young Mr McFarlane.

'Oh no, it wasn't a joke, Mr Oldacre,' Holmes said to him. 'Your building firm has done badly in the last few years. You owe money to a lot of people – your creditors. You wanted to disappear and escape from them. This year, you've paid a lot of money to someone called Cornelius. I'm sure that you are really Cornelius yourself. You planned to disappear and start your life again as Mr Cornelius, in a different part of England. Your housekeeper was planning to go with you. And, of course, you've hated Mrs McFarlane for thirty years, because she refused to marry you. So you decided to take revenge on her. You wanted her son to be executed. That is a serious crime, not a joke.'

'I'll take revenge on you for this, Sherlock Holmes,' Oldacre shouted.

'That will be difficult when you're in prison,' Holmes replied. 'I'm glad to have helped you, Lestrade,' he added, turning to the inspector. 'Come on, Watson. We must leave now.'

As we left the house, I asked Holmes about the remains in the burnt timber store – the pieces of burnt flesh.

'I expect they were rabbits, Watson,' Holmes said. 'We can never prove it. But when you write about this case, you can say that they were rabbits!'

PROGRESS TEST 1 (UNITS 1–3)

Part A

1 Read the text below. Then write the sub-headings in the correct place.

Know yourself | Watch the weather | Protect yourself | Safety in numbers

Extreme sports and your safety

Taking part in any sport requires attention to safety, but with extreme sports the risks are much greater so even more care must be taken. Knowing the best ways to avoid fun turning into danger will help keep you safe.

(1) _____

Most extreme sports are done on your own (rather than as part of a team) but this does not mean that you should be alone. You need to be in a group and watch out for each other. If there is an accident, it will be much easier to get help if there are plenty of people around. Another advantage of keeping together is that you can learn from each other. Watch carefully how the most experienced approach the sport, and don't be afraid to ask them for tips.

(2) _____

Many extreme sports take place in challenging environments, e.g. on the sea, in the air, in the mountains or in very cold weather. These challenges become much more risky if the weather changes for the worse as strong winds and heavy rain storms can soon turn a pleasant day's activity into a struggle for survival. Check the weather forecast before you start and keep an eye on the sky throughout the day. And watch the time too. You don't want to be caught out at sea or up a mountain after dark.

(3) _____

It takes time to learn any new skill so don't try to do more than you can manage. Remember that those tricks you see on television are done by people with years of practice. One of the most common reasons for accidents is people trying to do what they are not ready for.

(4) _____

The easiest safety measure is to wear the correct protective clothing. Helmets are necessary for most extreme sports, and very often each sport has its own type of helmet. Make sure it is in good condition. Once a helmet has received a heavy blow, it needs to be replaced. This, and all the other protective clothing you will need, can be expensive, but remember it's your life it is protecting!

2 Complete the sentences with phrases from the text.

1 It is safer to do extreme sports when there are plenty of people around, in other words there is _____. (3 words)

2 The sea, sky, mountains, etc are all _____ for people to practise extreme sports in. (2 words)

3 Up in the mountains the weather _____ very quickly. It can go from a sunny and calm day to dark and stormy in a few minutes. (4 words)

4 When people are caught at sea in a small boat they are in a _____. (3 words)

5 When you decide to do a risky trick you should not try to _____ _____. (6 words)

3 Choose the correct answer to the questions. Circle A, B or C.

1 In section 1, the author suggests people do extreme sports in groups so that
- **A** they can do the sport in teams.
- **B** they can help each other when needed.
- **C** they can teach each other.

2 In section 2, the author points out that extreme sportspeople need to watch
- **A** the weather and the time.
- **B** the weather.
- **C** the time.

3 In section 3, the author says that
- **A** the sportspeople on TV often have accidents.
- **B** the sportspeople on TV cause accidents.
- **C** when people copy the sportspeople on TV they have accidents.

4 In section 4, read the final sentence 'This, and all the other protective clothing you will need, can be expensive …'. What does *This* refer to?
- **A** all the protective clothing
- **B** the need to buy helmets
- **C** the condition of your helmet

5 In section 4, read the final sentence '… but remember it's your life it is protecting!' What does *it* refer to?
- **A** a helmet
- **B** different types of helmets
- **C** protective clothing

6 Why did the author write this text?
- **A** To explain that extreme sports can be dangerous.
- **B** To warn people not to do extreme sports because they are dangerous.
- **C** To suggest ways to make extreme sports safer.

15 marks

Part B

1 Read the text. Then choose the correct answer to the questions below. Circle A, B or C.

When you visit Dubai, don't miss the Dubai Aquarium and Underwater Zoo, which is home to 33,000 sea creatures. Begin by following a 48-metre glass walkway with water all around you. It is a complete fish-eye view so you will be amazed to see the fish swimming by your side and above your head! Living in the 10 million litres of water there are 70 different types of fish and sea animals, which include a crocodile and many sharks.

Various adventures are possible, starting with a trip in a glass-bottom boat to see the fish below. If you are really brave, you can dive down to swim with the sharks. These Sand Tiger sharks weigh up to 350 kilograms and have 300 teeth each so when you meet one face-to-face for the first time, it is an experience you will never forget!

1 The text is about the Dubai Aquarium. What is an aquarium?
- **A** a zoo for fish and sea animals
- **B** a place to catch fish
- **C** a place for adventures in the water

2 Why did the writer write the text?
- **A** to inform you about Sand Tiger sharks
- **B** to tell you some facts about the aquarium
- **C** to encourage you to visit the aquarium

3 Where would you find the text?
- **A** in a newspaper
- **B** in a tourism magazine about Dubai
- **C** in a travel story

4 The text has a number of compound adjectives and nouns.

1 Find a compound adjective that tells us how long something is. _____

2 Find a compound noun that is a place where you can walk. _____

3 Find a compound adjective that describes how we see something. _____

4 Find a compound adjective that describes what something is made of. _____

5 Find a compound adjective that describes a meeting. _____

2 What does 'fish-eye view' mean?

A seeing a lot of fish in the water
B seeing all around in the water like a fish
C seeing a lot of water like a fish

3 Complete this sentence with one word so that it means the same as the last sentence of the text.

When you meet one face-to-face for the first time, it is an experience you will never forget _____ these Sand Tiger sharks weigh up to 350 kilograms and have 300 teeth each.

10 marks

Part C

1 Complete the sentences with words from the box.

encouraged	foreign	gain	majority	treatment

1 We _____ knowledge by learning.

2 The boy _____ his sister to try again, and helped her until she was successful.

3 The _____ of skateboarders are under the age of 18.

4 The cost of hospital _____ can be very high.

5 It can be very difficult to live in a _____ country at first.

2 Find words from the box to replace the underlined phrases.

entertainment	examined	involves	profit	employment

1 The child was taken to hospital and <u>looked at carefully</u> by a doctor but he found nothing wrong.
_____

2 Skateboarding <u>includes as an important part</u> riding on a board while doing tricks.
_____

3 I have a temporary job for three months but I hope to get permanent <u>work that you are paid to do</u> after that. _____

4 You can make a good <u>money for selling something for a higher price than what it cost to buy it</u> by buying traditional crafts and selling them to tourists. _____

5 I hope there will be some <u>performance that people enjoy</u> at the children's party.
_____

10 marks

Part A

1 Complete these sentences about 'The Norwood Builder'.

1 In the Conan Doyle story 'The Norwood Builder', Sherlock Holmes, Inspector Lestrade, John Hector McFarlane and Jonas Oldacre are the _____.

2 The first part of the story takes place in the sitting room of Holmes and Watson's flat in Baker Street and the second part takes place in Norwood. We call these two places the _____ of the story.

2 Choose the correct answer to these questions about 'The Norwood Builder'. Circle A, B or C.

1 Chapter 1 is called 'The Most Unhappy Man'. Who was the 'most unhappy man'?
A Holmes **B** McFarlane **C** Lestrade

2 What did Oldacre ask McFarlane to do for him?
A write a will **B** read his will **C** take some money

3 What did Lestrade find that made him sure McFarlane had killed Oldacre?
A a walking stick **B** a fingerprint **C** the bank records

4 When did Holmes know that Oldacre wasn't dead?
A When he met McFarlane's mother. **B** When he saw the fingerprint.
C When Oldacre ran out of the burning room.

5 Why did Oldacre do what he did?
A for money **B** for revenge on McFarlane's mother
C for money and for revenge on McFarlane's mother

3 'Holmes does not think that Lestrade is a very good detective …'. Give three pieces of evidence from the story to support Holmes' opinion. Write your answer in your notebooks.

4 Write a short description of Sherlock Holmes. Include what he looks like and how he behaves.

15 marks

Part B

1 Write a composition with the title:

What are the advantages and disadvantages of sending Grade 11 students to study abroad for a year?

- Think about some of these topics:
  Culture Language Study Future employment Money Travel
- Start with a short paragraph introducing the composition.
- Present a balanced argument giving both advantages and disadvantages (not your opinions).
- Finish with a short final paragraph to give your opinion.

10 marks

UNIT 4

The web of life



1 **Work in pairs. Can you work out the meaning of the word *web* from these two clues?**

Look at the picture. It is a spider building a **web**.

You use the internet to get onto the world wide **web** (www).

Web means: _____

2 **You are going to read a poem called 'Web of life'. What do you think it will be about?**

3 **Read the poem silently.**

Web of life

An invisible web,
as fragile as dreams,
links mountains to forests
and rivers to streams.

Through woodlands and forests;
where seas flow and ebb,
over ice caps and deserts,
life weaves a great web.

From plankton to whales,
all life great and small
depends on each other.
Life's web links us all.

And we must take care
of each gossamer thread,
for we are all part of
this great world wide web.

Jane Clarke

woodlands = woods

flow and ebb = the movement of the sea as it rises and falls

ice cap = areas of thick ice at the north and south poles

plankton = very small creatures that live in the sea

gossamer thread = something very thin and light as in a spider's web

4 **Match these words from the poem with their meanings. (The words are in the same order as in the poem.)**

WORDS FROM THE POEM		MEANINGS
1 invisible		*a* connect; join to something else
2 fragile		*b* impossible to see
3 link		*c* needs someone or something to be able to continue
4 weave		*d* easily broken or damaged
5 depends on		*e* create something by bringing things together

5 Complete the sentences with words from Activity 4.

1 A new bus route will _____ Ramallah to Hebron.

2 The glass was so _____ that it broke when I picked it up.

3 The green bird was _____ against the tree.

4 The success of the experiment _____ there being lots of insects for the birds to feed on.

5 She used all her experience and skills as a storyteller to _____ a wonderful tale.

6 A simile is a comparison between two things using *like* or *as … as*. Read the examples. Then find a simile in the poem and explain what it means.

_____

_____

Examples

The sky was as black as coal.
(The clouds in the sky were very dark and stormy.)

She can swim like a fish.
(She can swim very well.)

7 Complete these similes using things in nature to make comparisons. (The words are all in the poem.)

1 My mouth feels as dry as a _____.

2 The little children run to their teacher like a _____ to a river.

3 It was so dark it felt like being lost in a thick _____.

4 Some of the buildings in Dubai are as high as a _____.

5 Her ideas are as deep and wonderful as the _____.

6 Trying to understand what he says is like following a long _____ through the mountains down to the sea.

7 I've eaten so much that I feel like a _____.

8 My life is now so difficult, and I have so many problems that I feel like I'm caught in a spider's _____.

8 Read 'Web of life' aloud. Which words rhyme?

_____ _____

9 Work in a small group. Discuss these questions.

- What does the poet want people to do?
- Why does she want us to do it?
- What things in nature do you most care about?

1 Work in pairs. Read the information. Then answer the question below.

- A **prefix** adds meaning to a word. The prefix *tele-* means 'over a distance': you use a *telephone* to talk over a distance, a *telescope* to see over a distance, a *television* to see pictures over a distance.
- The prefix *bio-* means 'to do with life or living things'. *Biology* is the study of living things. A *biography* is a book about someone's life.
- *Diversity* means 'many and different'.

▸ What do you think *biodiversity* means?

2 Read the text to find out about biodiversity.

▸ What are the sub-headings in the text? What is interesting about them?

biodiversity

www.curious-scientist.com/biointro

BIODIVERSITY: an introduction

1 Biodiversity: the meaning

When you have many different plants and animals in one place, you have *biodiversity*. It is the variety of life.

2 Biodiversity: the facts

Take a walk in the countryside. Find yourself a small piece of ground to look at carefully. Sit down and count all the different kinds of plants you can see. Then count all the different insects that walk across. Now stand up quietly and look around. What else can you see and hear? Grass? Trees? Birds? Animals? How many different kinds of living things (called species) did you count?

Does it surprise you how much variety there is in one small area? How many different species must there be in the whole of Palestine? In the whole of the world?

The answer to that is that nobody knows! Scientists have found and named 1.7 million different species but they estimate that there are between 3 and 30 million.

3 Biodiversity: its importance



- It provides us with many different foods. Without a variety of animals and plants, our supermarkets would have a lot less produce.
- Most medicines were made following research into plant and animal biology.
- Biodiversity helps to service the Earth. For example, wetland areas clean the water and plants provide the oxygen for the air we need to breathe.
- It makes the world beautiful and interesting!

4 Biodiversity: the threats

- The human population of the world is increasing. We are using more land and resources. We destroy as we build.
- This leads to a loss of areas where plants, insects, birds and animals can live and feed.
- When we overuse the land or sea, they become exhausted. In some places there are few fish left; in some areas the land has turned to desert.
- People cause pollution, which endangers nature and wildlife.
- Pollution also contributes to climate change. As the world gets warmer, the environment changes and some plants and animals will die out.

All these threats to biodiversity are a serious challenge to life on Earth.

3 Find words in the text which mean the same as the following.

1 consists of many different things _____
2 a plant or animal group _____
3 guess (using the information you have) _____
4 be one of the causes of something _____
5 someone or something that could cause harm _____
6 puts someone or something in danger _____

4 Complete the sentences with words from Activity 3. (You may have to change the form.)

1 Over 470 _____ of birds have been recorded in Palestine.
2 It is _____ that this number will increase.
3 Scientists study animals for a _____ of reasons.
4 We can all _____ to making this world a better place to live.
5 There are many _____ to the future of the Earth.
6 Some animals have become _____ by pollution.

5 Look closely at the text. Then answer the questions. Circle A, B or C where required.

1 Where do you think this text is from?
A a newspaper **B** a biology textbook **C** the internet
2 Who is it written for? **A** scientists **B** students **C** teachers
3 What is the purpose of the text?
A to introduce readers to important but difficult ideas **B** to entertain readers with new ideas
C to encourage readers to do more to help the environment
4 The last two sections use bullet points. Why do you think the writer used them?

1 Find the sentences in the text in Period 2. Then circle the best answer.

'***It*** provides ***us*** with many different foods.' (Section 3)

1 What does *It* refer to? **A** species **B** biodiversity **C** different foods
2 Who does *us* refer to? **A** the writer and the reader **B** the people of the world

'***This*** leads to a loss of areas where plants, insects, birds and animals can live and feed.' (Section 4)

3 What does *This* refer to?
A the information in the bullet point before **B** the information in the next bullet point

'People cause pollution, ***which*** endangers nature and wildlife.' (Section 4)

4 What does *which* refer to? **A** people **B** nature and wildlife **C** pollution

2 Read and answer in pairs.

1 Find the noun *wildlife* in the text in Period 2. What does it mean?
2 Find the noun *climate change* in the text in Period 2. What does it mean?
3 Can you find any other compound nouns in the text?

In Unit 2 we looked at compound adjectives (adjectives made up of more than one word). In this text there are a number of **compound nouns** (nouns made up of more than one word). Sometimes they stay as two words, sometimes they are one word, and sometimes they have a hyphen.

climate change *wildlife* *mini-bus*

3 Read and complete the sentences with compound nouns.

We use a lot of compound nouns and more are invented all the time, particularly in science and technology, e.g. *laptop*. It is not difficult to work out the meaning of many. A *notebook* is a book we can make notes in. A *notebook computer* is a computer the size of a notebook.

Example: Lands which are usually wet are often called *wetlands*.

1 The produce that is local (not imported from other areas) is called _____.
2 A scientist who does research is a _____.
3 A student who studies technology is a _____.
4 If there is pollution in the air, we call it _____.
5 The science which is the study of life is sometimes called _____.
6 When we study the use of land, we say we are looking at _____.

4 Complete these sentences with compound pronouns. (There is more than one possible answer for some.)

We can also make **compound pronouns**. You already know most of these.
*The answer to that is that **nobody** knows!*
The compound pronouns with *-body* and *-one* have the same meaning, i.e. *somebody = someone*.

1 I don't know what species that bird is but _____ must know.
2 Do you know _____ about biodiversity?
3 No, _____ at the moment. I'm going to read about it.
4 Is there _____ I can do to help you?
5 I've tried _____ to make this computer work but I don't think it is possible.
6 Listen to me _____! I need you all to work together with me today.

5 Discuss in a small group.

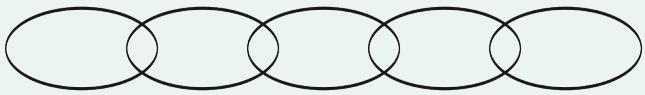
- What do you think the threats to biodiversity in Palestine are? Make a list.
- For each threat, suggest ways to deal with it.

1 What do you think the *web of life* is? Read the text below to find out.

The web of life

1 The species of the living world are connected, which means they cannot live alone. For example, if there are many plants in an area, there will be plenty for insects to eat. The insects will do well and increase in numbers. The birds will notice this and arrive to eat the insects. The birds will do well and get fat. Some of the birds will be caught and eaten by small animals. The small animals are then eaten by bigger animals.

2 This is called a 'food chain' because each species is linked to others, like a chain. However, it is more than a chain because even the largest animals will die at some time. Insects and other animals will then feed off their dead bodies. Eventually, what is left will go into the soil and encourage plants to grow. It is more like a circle than a chain so is sometimes called the 'circle of life'.



3 In fact, it is more complex than this because living things depend on each other in many ways. Insects, birds and animals live in plants or trees. Some insects live on the bodies of animals and birds. Plants need insects, birds and animals to spread their seeds so that they can make new plants. So species are connected in many ways, and that is why it is called the 'web of life'.

4 When the web is broken by humans, it has consequences that nobody can predict. The cane toads of Australia are a good example.

Case Study: Cane toads



Species: Cane toads are from South America. There they eat almost anything, dead or alive. They are eaten by snakes and caiman (small crocodiles).

Background: In Australia, sugar cane farmers had a problem with insects eating the cane. In 1935 they released 3000 toads to eat the insects.

Consequences:

- The toads did not eat many insects on the sugar cane because they did not like sugar cane fields. They chose to live elsewhere.
- No animals in Australia eat cane toads.
- Cane toads lay thousands of eggs at a time and produce many young.

Outcome: 200 million large, healthy cane toads eating the food which other animals need and spreading across the country. The future of other toads and small animals is at risk.

2 Discuss in pairs.

- What are the three expressions used in the text to explain connections between living things?
- Which one do you think is the best to describe connections in nature? Why?

3 Find words in the first part of the text on page 59 to complete the dictionary entries.

1 _____ *noun* a series of rings that are linked to each other

2 _____ *adjective* no longer alive

3 _____ *noun* what things grow in on the surface of the Earth (usually brown)

4 _____ *adjective* with lots of small parts and details, so difficult to understand

5 _____ *phrasal verb* need someone or something to be able to continue

6 _____ *noun* result of something (often negative)

4 Complete the sentences with words from Activity 3. (You may need to change the form of some words, e.g. *connect – connected*.)

1 The rules of this game are _____ so not many people can play it.

2 I'm afraid the old tree is _____ and needs to be cut down.

3 The prisoners were kept in _____.

4 The river dried up as a _____ of everyone taking so much water.

5 She pulled the old tomato plant out of the _____, and then planted a new one.

6 Children _____ their parents for help and support.

1 Read and answer.

The first sentence of a paragraph often gives the main information, or topic, of the paragraph. We call it the *topic sentence*. The rest of the paragraph often gives supporting information.

Look at the four paragraphs in the first part of the text in Period 4.

1 Which two paragraphs start with a topic sentence and then give examples to support the topic sentence? (Look for the word *example* to help you.)

_____

2 Which paragraph starts with a topic sentence but then gives more and different information to develop the idea in the topic sentence? (The word *however* shows you that some different information is going to be added.)

_____

3 Which paragraph starts with a topic sentence and then explains in more detail what it means?

_____

2 Match the topic sentences with the rest of the paragraph.

TOPIC SENTENCES	REST OF PARAGRAPH
1 Biodiversity refers to the variety of species of plants and animals on the Earth.	**a** … For example, 44 different birds of prey (birds that kill to eat) have been seen. The largest group of species are the songbirds, of which 192 have been sighted. In total, 470 species are known to live in, or pass through Palestine.
2 The word *biodiversity* is made up of a prefix and a main word.	**b** … The prefix *bio-* relates to the study of life. Diversity means *many* and *different*. So biodiversity is the study of the variety of life.
3 There are a huge number of bird species in Palestine.	**c** … It is thought that there may be as many as 30 million of these different species. However, at the moment scientists have only identified fewer than two million.

3 Read the second part of the text in Period 4 again. Match these words with their meanings.

WORDS FROM THE TEXT	MEANINGS
1 case study	**a** information and details that let you understand a situation
2 background	**b** result of something (formal)
3 release	**c** to let something go from where it was held before
4 outcome	**d** a piece of research that looks at how a situation develops over time

4 Work in pairs. Read and answer.

The words *consequence* and *outcome* have a similar meaning to *result*. They are both used in the text in Period 4.

1 Which one suggests a negative, or bad result?

2 Which one is often used in formal texts?

3 Which one is best used in these sentences?

1 One of the _____ of the over-use of the land is that the soil becomes exhausted.

2 Scientific study has shown that the protection of plant and animal species in an area has a positive _____. It improves food production.

5 Look again at the case study in Period 4. Then use the information below to write your own case study with the headings *Species*, *Background* and *Consequences*.

Starlings



- small birds that eat insects and seeds
- from Europe, Asia and North Africa
- named in the plays of William Shakespeare so Eugene Schieffelin wanted to have them in North America
- 100 birds released in New York in 1890
- starlings have many babies each year
- millions of starlings now found all over the USA
- cause harm to crops; carry some disease; often fly in large numbers near airports which is a danger for planes

In earlier units you learned how to write balanced arguments about a topic. You gave arguments for and against extreme sports, and argued the advantages and disadvantages of tourism.

In this unit you will write a composition to give one opinion only. In this kind of composition, the argument does not need to be balanced.

1 Work in pairs to discuss ideas for a composition on this topic:

We should let nature take care of itself. There is a complex variety of life so there may be serious consequences if humans try to make changes.

- Make notes of arguments to support this opinion. You can use the ideas from the texts in this unit but also your own ideas.

Arguments for:
_____
_____
_____
_____

- Make a note of one argument people might use against the opinion. Then think why they are wrong.

Arguments against	Why this argument is wrong
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

2 Work in the same pairs to write the composition together. Follow these instructions.

1 Choose your three best arguments. For each one, write a topic sentence.
Example: *Many people in Australia regret the introduction of cane toads to the country.*

2 Write supporting sentences for each topic sentence.
- You can give examples to support your topic sentence.
- You can explain in detail what your topic sentence means.
- You can add extra information to develop your topic sentence.

3 Write a paragraph to give one argument against the topic and say why it is wrong.

However …	Some people say …
In fact …	This is not true because …

4 Write a brief conclusion to your composition to make your opinion quite clear.

3 Read over your composition together. Look for ways to improve it.

1 Plan and write a composition to support the following opinion:

We need to protect endangered species. If we don't, they will become extinct and the web of life will be at risk.

1 Start by collecting ideas. You can look back to the text in Unit 8 Period 2 of the main Grade 11 *English for Palestine* textbook. You can also use your own ideas and do your own research.

2 Use the plan below to create a first draft of your composition.

Organisation of the composition

Paragraph 1	A short introduction to state the topic and your opinion.
Paragraphs 2/3	Give the reasons for your opinion. Each paragraph should have a topic sentence giving an opinion, and supporting sentences.
Paragraph 4	Give one opinion that other people may have, and then explain why it is wrong.
Paragraph 5	Conclude by clearly stating your opinion again.

3 When you have finished, look over your composition and find ways to improve it. Use this checklist to help you:

Ask yourself, have I …

… divided up the composition into five paragraphs, including a short introduction and conclusion?
… given at least three arguments to support the opinion?
… given one argument against the opinion, and then shown why it is wrong?
… used a topic sentence and supporting sentences in each paragraph?
… used verb tenses correctly? (Ask your teacher for help, if necessary.)
… used correct spelling? (Use a dictionary to check!)
… used punctuation correctly, e.g. full stops, commas and capital letters?

4 Work in pairs. Read each other's compositions and give suggestions to help each other.

5 Write a final draft of your composition.

In this Unit you have learnt about:

- rhyme, repetition and imagery in a poem
- biodiversity and its related vocabulary
- compound nouns and pronouns
- the web of life and its related vocabulary
- topic sentences and supporting information
- writing a simple case study
- how to write an opinion-based composition

Exercises on 'The Call of the Wild' by Jack London

These questions are about Part 1 of 'The Call of the Wild' on pages 90–92.

1 Choose the best way to complete these sentences about the first part of 'The Call of the Wild'. Circle A, B or C.

1 At the big house in Santa Clara Valley, Buck
- **A** was a house dog.
- **B** was a working dog.
- **C** had complete freedom.

2 Buck was happy to go with Manuel because
- **A** he liked Manuel.
- **B** he wanted to go for a walk.
- **C** he wanted to leave Santa Clara Valley.

3 Manuel took Buck to the station
- **A** to sell him.
- **B** to give him away.
- **C** to tie him up with a rope.

4 Buck felt embarrassed when he arrived in the Northland because
- **A** he was cold and frightened by the snow.
- **B** he stood in snow for the first time.
- **C** people laughed at him when he played with snow.

5 Curly was killed by
- **A** Spitz.
- **B** a group of huskies.
- **C** three men with clubs.

6 Buck found that the best place to sleep was
- **A** in a hole in the snow.
- **B** in a tent with the men.
- **C** under a tree.

2 Sometimes the text will help with the meaning of new words. Find these words and their meanings.

1 servants *people who worked for Judge Miller*

2 kennels _____

3 deck _____

4 trapped _____

5 ancestors _____

3 Discuss the questions in pairs. Then write short answers.

1 What does Buck look like? (He is not described in the text but there are some clues to what he looks like. Find the clues and describe him.)

2 Why did Buck trust people?

3 What was the first lesson that Buck learnt?

4 What was the second lesson that Buck learnt?

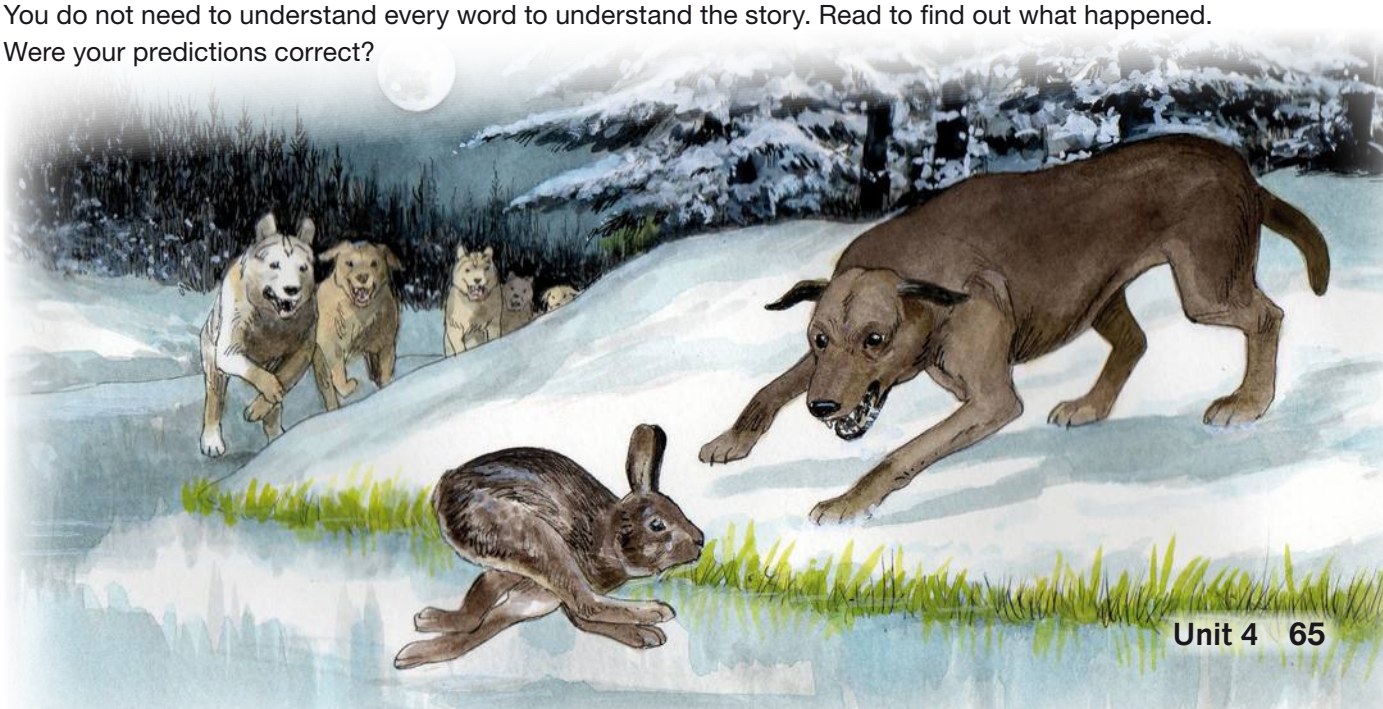
5 Why was Buck frightened when he woke up in the snow?

4 Work in pairs or small groups to discuss these questions. Predict what you think will happen in the rest of the story.

- What do you think the men will do with Buck?
- What difficulties do you think Buck will face in the Northland?
- Look at the final paragraph of this part of the story. How has Buck changed from how he was in Santa Clara Valley?
- How do you think he will change in the rest of the story?

5 Read Part 2 of 'The Call of the Wild' on pages 92–94.

You do not need to understand every word to understand the story. Read to find out what happened. Were your predictions correct?



UNIT 5

A good read

1 Read the information. Discuss the questions in pairs or small groups.

There are two forms of writing: **fiction** and **non-fiction**.

Fiction is writing about imaginary people and events. It includes short stories and long stories (called novels), poems and plays.

Non-fiction is writing about real people, events and things. It gives information with facts. It includes newspaper articles, school textbooks, cookery books and travel writing.

- Do you prefer to read fiction or non-fiction?
- What types of fiction do you like to read (something that is exciting, funny, frightening, etc)?



2 Different types of fiction are called *genres*. Read these descriptions of some popular genres and choose your three favourite.

Genre	Features
adventure	Involves a lot of action, often fights (sometimes wars), chases, crashes and plenty of bravery and excitement.
humour	Strange characters doing funny things to cause laughter and entertainment.
traditional	Stories that were passed down orally, including folktales, fairy tales and fables from different cultures.
crime / mystery	Involves a crime or mystery. The reader tries to solve the mystery at the same time as the lead character.
science fiction	Set in the future using science and technology (e.g. robots, spaceships or time travel).
fantasy	A story in an imaginary world with strange settings and characters, often includes amazing creatures.
historical fiction	Fictional stories set in history, bringing famous people and places to life.



3 What genre of story do you think these people are talking about?

1 It's set on a huge spaceship that flies around keeping the peace on other planets.

_____

2 I like those kinds of stories, particularly the one with animals, because they teach important ideas in simple ways.

_____

3 Set in Ancient Egypt, it tells the story of the people who built the pyramids.

_____

4 I just couldn't stop laughing. It was so funny.

_____

5 I didn't know who the killer was until the last page. I was reading late into the night to find out.

_____

6 It was so exciting, particularly the car chase through the streets of Baghdad.

_____

7 It's about a group of strange creatures on a journey to find a special ring that can save the world.

_____

4 Match these words from the text on page 66 with their meanings. (The words are in the same order as in the text.)

WORDS FROM THE TEXT		MEANINGS
1 passed down		*a* an action that is against the law, e.g. stealing or killing
2 orally		*b* most important
3 crime		*c* find a solution to something
4 solve		*d* taught by parents to their children
5 lead		*e* by speaking (not writing)

5 Work in pairs. Find answers to the questions.

1 Look back to the story in Unit 1 Period 4. What genre does that belong to? What other stories do you know that belong to the same genre?

2 What genre does 'The Norwood Builder' belong to?

3 What stories have you read from other genres?

1 **You are going to read the first three paragraphs of a short story. Look at the picture and decide which of the genres from Period 1 the story belongs to.**

2 **Read the story and find out if you were correct.**



'What's that?' Veep asked his sister.

'It's a book Granny Lina gave me. She used it for schooling when she was little.'

'What? A book can't do anything! The words are printed on paper so they stay still! It has no moving pictures! No sound! How can a book be used for schooling?'

Zilla was irritated. Her little brother asked so many questions but never paused to think. 'It was at least fifty years ago and things were different then. Kids from a neighbourhood all went to a school together and read the same book to learn the same things.'

If Zilla thought that would be the end of the conversation, she was to be disappointed. 'School? I know what schooling is but what's "a school"?'

'Haven't you learnt anything from your history programs?' asked Zilla in a superior way. 'Schools were buildings with classrooms where kids went to learn. That's where the word 'schooling' comes from.'

'Classrooms in buildings! Classrooms were real rooms! I only know my virtual classroom.'

'Listen carefully, Veep. Children all went together at the same time to the same school. Kids of the same age all sat together in the same classroom and learnt the same lesson. Got it?'

'How did that work? How could the instructor understand what all the kids knew and didn't know? How could it teach them all at the same time?'

'Oh, that's the other thing. Teachers weren't digital instructors but real people like Mum and Dad. Learning wasn't done online but face-to-face. The teachers decided what the kids needed to learn and taught it themselves. I know it's strange but it was a long time ago.'

Veep considered this before he said thoughtfully, 'It wasn't so bad for the kids, was it? They met up with others of their own age; they could chat and play together. They had friends.'

'Well, you have plenty of friends in your learning teams, don't you?' asked Zilla, surprised by her brother's change of heart.

'Yes, but they're not real friends and they're not real teams. I've never met them. We can't meet up; we can't go to the park; we can't run and chase each other. Maybe schooling was more fun in the past.'

3 **Work out the meaning of the new words in the story by using your knowledge of similar words and by reading the sentences around them. Answer these questions. Circle A, B or C.**

1 Zilla says that the word *schooling* comes from the word *school*. Look at all the uses of the word *schooling* and decide its meaning in the story.

A going to school **B** working at school **C** learning

2 'The words are **printed** on paper so they stay still!' What do you think the verb *print* means?

A made of paper **B** read on paper **C** put on paper using a machine

3 'Zilla was **irritated**.' Zilla wanted to look at the book and she was not happy that her brother kept asking questions. What does the adjective *irritated* mean?
A sad about something **B** a little angry about something
C very angry about something

4 Veep asked a lot of questions but never '**paused** to think'. What does the verb *pause* mean?
A stop doing something for a short time **B** stop doing something completely
C continue to do something

5 'Kids from a **neighbourhood** all went to a school together ...' The word *neighbour* means a person who lives in the next house. What does the noun *neighbourhood* mean?
A the area around a house **B** the people in the neighbour's house
C the whole town a house is in

6 Zilla asked one question 'in a **superior** way'. Zilla is older and knows more than Veep, so what does *superior* mean?
A better than someone else **B** equal with someone else
C not as good as someone else

7 Veep didn't know that a classroom was a real room. He only knew his '… **virtual** classroom'. What does the adjective *virtual* mean?
A imaginary **B** in pictures only **C** created by computers

8 Find the word *instructor* in the story. What does it mean?
A a type of instruction **B** someone or something that gives instructions
C someone or something that follows instructions

9 Read the paragraph containing the sentence 'Learning wasn't done online but **face-to-face**.' What does *face-to-face* mean?
A with two (or more) people in the same place **B** with the telephone
C with pictures of faces

10 Zilla was surprised because at first Veep thought schooling in the past was strange but then he began to think that some things were better. What does *change of heart* mean?
A change of clothes **B** change of health **C** change of opinion

4 Discuss in pairs or small groups.

Give the story a title. Prepare to explain your title to the rest of the class.

1 Read the story on page 68 and discuss these questions in pairs or small groups.

1 What words or phrases in the story show us that Zilla thinks she is better than Veep?

2 At the end, Veep thinks about how the kids lived in the past. Does he think their school life was better or worse than his? Why does he think that?

2 In the story, Zilla and Veep talk about education in our time. By reading carefully, you can get an idea of what education is like for them in the future. Make notes on the following:

- where they study
- how they study
- their teachers

3 Write a paragraph to describe education in the time of Zilla and Veep.

Start with: *In the future schools will be very different …*

4 Write a second paragraph to give your opinion of the two types of school.

Before you write, think about these questions and make notes:

- Do you agree with Veep that the schools we have now are more fun than those of the future?
- Do you think that using a computer to learn from at home has any advantages over going to school?

5 Discuss the following topic in groups.

How do you think science and technology will change lives 200 years from today? Think about developments in telecommunications, health, leisure, etc.

Make notes in this table.

THE MOST IMPORTANT DEVELOPMENTS	HOW THEY WILL CHANGE LIVES

6 Work in pairs to write a paragraph looking back from the future.

Imagine it is 200 years from now. The developments and changes you discussed above have all happened. Write your thoughts about how life was before.

- Was it more fun then, or now?
- Was life easier then, or now?
- Was life more interesting then, or now?

1 Discuss these questions in pairs or small groups.

- Why do people read?
- Do you enjoy reading?

2 Read only the topic sentences in the following text to answer these questions:

- When and where does the author read?
- Why does the author read?

A very good read

Each and every night I climb into bed, open up a book and dive into a world unknown to me. I experience what the characters in the book experience. I journey with them into different worlds; I share their lives. This is what reading is all about: escaping from my world and letting the imagination take over. Books are everywhere, and more now than ever as they have taken on electronic form as well as traditional paper and print. So make a choice, pick up a book (or switch on an e-book reader) and read. The places you can go with your imagination are limitless.

When you start reading, it opens up new and exciting possibilities. You can explore foreign countries, travel back, or even forward, in time. You can solve a crime, fight a war, sail a ship, pilot a spaceship, save the world or fall in love. Reading opens up your imagination in countless directions and allows you to go on amazing journeys. And will return you to yourself as a better person!

Reading allows your mind to relax so that your imagination can take off. This provides the perfect opportunity for you to rest from the stress of your daily life. When school, home or life get too much for you, take a break and jump into a fantasy world, or dream of a science-fiction future. This always helps me recover and prepare for the next day. Which is why I do most of my reading in bed. I feel it slowly taking away the cares of my day and settling my mind. It's the perfect preparation for sleep.

Beyond this calming effect, reading can enrich our knowledge of history, politics, culture … of the whole of life. There is no limit on what we can learn and how long we can go on learning. For me, even when I take to my bed for the final time, I hope it will still be with a book in hand, a dream in my head and hope in my heart.

3 Read the text and tick all the reasons the author gives for reading. (Be careful. There are some other reasons not in the text.)

1 to experience other worlds ☐
2 to encourage the imagination ☑
3 to learn new words ☐
4 to improve him as a person ☐
5 to relax from everyday life ☐
6 to prepare him for sleep ☐
7 to improve his own writing ☐
8 to learn about the world ☐

4 Find words or phrases in the text which mean the same as the following. (The words are in the same order as in the text.)

1 using electricity and very small parts (e.g. a computer) _____
2 a small electronic machine to read books _____
3 fly a plane or other flying machine _____
4 the part of you that thinks, knows and remembers _____
5 as good as possible (with no faults) _____

6 have a rest and a change _____

7 making calm, comfortable and relaxed _____

8 the ideas and activities used in government _____

5 Complete these sentences with words or phrases from Activity 4. (You will need to change the form of some of the words.)

1 I can't keep my _____ on work when I am hungry.

2 My brother is very involved in local _____.

3 I am so tired of driving. I need to _____ or I will have an accident.

4 This recipe for *mansaf* always gives _____ results.

5 Amelia Earhart first _____ a plane in 1921.

6 All the information is held in _____ form on my computer memory.

7 He sat down and _____ in his favourite chair before turning on his _____.

Period 5 / Vocabulary and reading skills

1 Work in pairs to list all the reasons the writer of the text in Period 4 gives for reading.

2 Find the words and phrases in the text in Period 4 and answer the questions. Circle A, B or C where required.

1 Look at the first sentence of the text. Both *each night* and *every night* are correct, so why do you think the author has used the phrase '**Each** and **every** night'?

A To make his point more strongly. **B** Because he is not sure which one is better.
C To help readers who don't understand English very well.

2 When *un-* is added to the beginning of a word it changes the meaning of a word: 'I climb into bed, open up a book and dive into a world **unknown** to me.'

1 What does *unknown* mean? ***2*** How does *un-* change the meaning of a word?
3 What other words do you know with *un-*?

3 When *-less* is added to the end of a word it changes the meaning.

> The places you can go with your imagination are **limitless**.

> Reading opens up your imagination in **countless** directions …

1 A *limit* is the outer line of something which you cannot go across. What do you think *limitless* means?
2 What does *countless* mean in the text?
3 What meaning does *-less* add?
A more than **B** less than **C** without or not able to
4 What other words do you know with *-less*?

4 Look at *so that* in this sentence:

> Reading allows your mind to relax **so that** your imagination can take off.

Which of these sentences has the same meaning?

A Reading allows your mind to relax but your imagination can take off.
B Reading allows your mind to relax because your imagination can take off.
C Your imagination can take off because reading allows your mind to relax.

5 'Which is why I do most of my reading in bed. I feel **it** slowly taking away the cares of my day …'
What does the word *it* refer to?

A reading **B** bed **C** the cares of my day

6 Look at the use of the word *enrich* in this sentence:

> … reading can **enrich** our knowledge of history …

When *en-* is added to an adjective, it becomes a

A noun **B** verb **C** adverb?

7 Look at the use of the word *beyond* in this sentence:

> **Beyond** this calming effect, reading can enrich our knowledge of history …

What does *beyond* mean here?

A because of **B** despite **C** on top of

3 Find these two-word verbs with *take* in the text in Period 4 and match them with their meanings (as used in the text).

WORDS FROM THE TEXT		MEANINGS
1 take over (paragraph 1)		*a* get rid of
2 take on (paragraph 1)		*b* go off on a journey (like a plane)
3 take off (paragraph 3)		*c* go to
4 take away (paragraph 3)		*d* take control of something
5 take to (paragraph 4)		*e* develop a different look

There are many two-word verbs with *take* and some of them have more than one meaning, e.g. *take off* can have the meaning in the text or the action of undressing (*take off clothes*).

4 Complete the sentences with a particle from the two-word verbs in Activity 3.

1 Please take _____ all that rubbish. We don't want it here.

2 If you work hard in this job, your career will take _____ and you can soon be very successful.

3 The new teacher has taken _____ the running of the school football team.

4 They took _____ the woods to hide from the men chasing them.

5 The magazine is getting more modern. It is taking _____ a new look.

5 Discuss these questions in groups. Then write a summary of your reading habits.

- The text in Period 4 gives the author's reasons for reading. Can you think of any other reasons for reading?
- Why do you read? (For school? Enjoyment? Relaxation?)
- What do you read? (Magazines? Books? Fiction or non-fiction? What genres?)
- Where do you read? (In the classroom? In front of the television? In bed?)
- How do you read? (Traditional paper and print? Computer screens? E-book readers?)

1 Read the two summaries of the story in Unit 1 Period 4. Make notes of their similarities and differences.

Summary A

- A farmer calls a vet for his sick horse.
- The vet supplies medicine and says he will return in three days.
- Each day a goat tries to help the horse to get up.
- On the third day the vet and farmer decide to put down the horse.
- The goat helps the horse to get to his feet.
- The farmer is happy so he kills the goat to cook for a party.
- The horse falls ill again and dies.

Summary B

When a farmer calls a vet for his sick horse, it is not certain that the horse can recover despite the help of the horse's best friend, a goat. After three days the vet returns and decides to put the horse down. The goat encourages his friend to try one more time and the horse finally manages to walk. The farmer is surprised and delighted but fails to consider what the goat has done. He plans a party to celebrate the horse's recovery and kills the goat to feed his guests. Without his friend, the horse sickens and dies, leaving the farmer with nothing.

2 Discuss these questions in groups.

- In what ways are the two summaries similar?
- In what ways are they different?

We write summaries for different reasons. Often we just want to record the key facts with as little extra information as possible. It is often a good idea to number the facts, or use bullet points (as in Summary A) to separate the main points. Sometimes, for example when we write a book report, we need the summary to be interesting as well as to include the main points.

3 Complete these two summaries of the story in Period 2.

Summary A

- In the future, two children look at a school book from their past.
- _____
- _____
- _____
- _____

Summary B

Sometime in the future, Zilla and her younger brother Veep discuss an old school book.

_____

_____

_____

_____

1 Discuss in groups and make notes below. How will transport be different in about 200 years from now?

Think about:

- road and rail transport
- water transport
- air transport
- space transport

NOW	200 YEARS FROM NOW

2 Complete these sentences using information from your notes.

1 The best form of transport will be _____

2 In air transport, the biggest change will be _____

3 Instead of the cars we have today, _____

4 In place of _____, there will be _____

5 In the future, there will no longer be _____

3 Write a composition comparing transport now and in the future.

Start with: *In 200 years, transport will be very different from what we know today.*

4 Check your composition to find ways to improve it.

1 Use the notes on page 107 of this book to help you.

2 Work in pairs. Read each other's compositions and give suggestions to help each other.

3 Write a final draft of your composition.

In this Unit you have learnt about:

- different genres of fiction
- working out meaning of words from the context
- finding meaning in a story by reading between the lines (inferring)
- how technological development can affect people's lives
- various reasons for reading
- some two-word verbs using *take*
- writing a summary
- writing a comparison essay

Exercises on 'The Call of the Wild' by Jack London

These questions are about Part 2 of 'The Call of the Wild' on pages 92–94.

1 Read these statements about Part 2 of 'The Call of the Wild'. Are they TRUE (T) or FALSE (F)?

1 Perrault knew his job well. T / F
2 The men and dogs worked long hours. T / F
3 Buck learned to steal meat when he lived in Santa Clara Valley. T / F
4 Buck learned to live well in his new environment. T / F
5 Buck chased and killed the rabbit. T / F
6 Buck won the fight because he was cleverer than Spitz. T / F
7 Buck didn't enjoy fighting and killing Spitz. T / F
8 François was sad to leave Buck. T / F

2 Discuss the questions in pairs. Then write short answers.

1 How did Buck learn to steal?

_____

_____

2 What is 'the rule of club and teeth'?

_____

_____

3 How did life on the trail change Buck?

_____

_____

4 Why did Buck sometimes howl like a wolf?

_____

_____

5 Why did Spitz want to fight Buck?

_____

_____

6 Why did Buck enjoy chasing the rabbit?

_____

_____

3 Put the sentences in order to describe the fight with Spitz.

____ He then broke Spitz's other front leg.

____ Spitz killed the rabbit.

____ The other dogs finished off Spitz.

____ Buck ran at Spitz to start the fight.

____ Finally he pushed Spitz down.

1 All the dogs chased a rabbit.

____ In the fight Buck got tired and fell down but got back up.

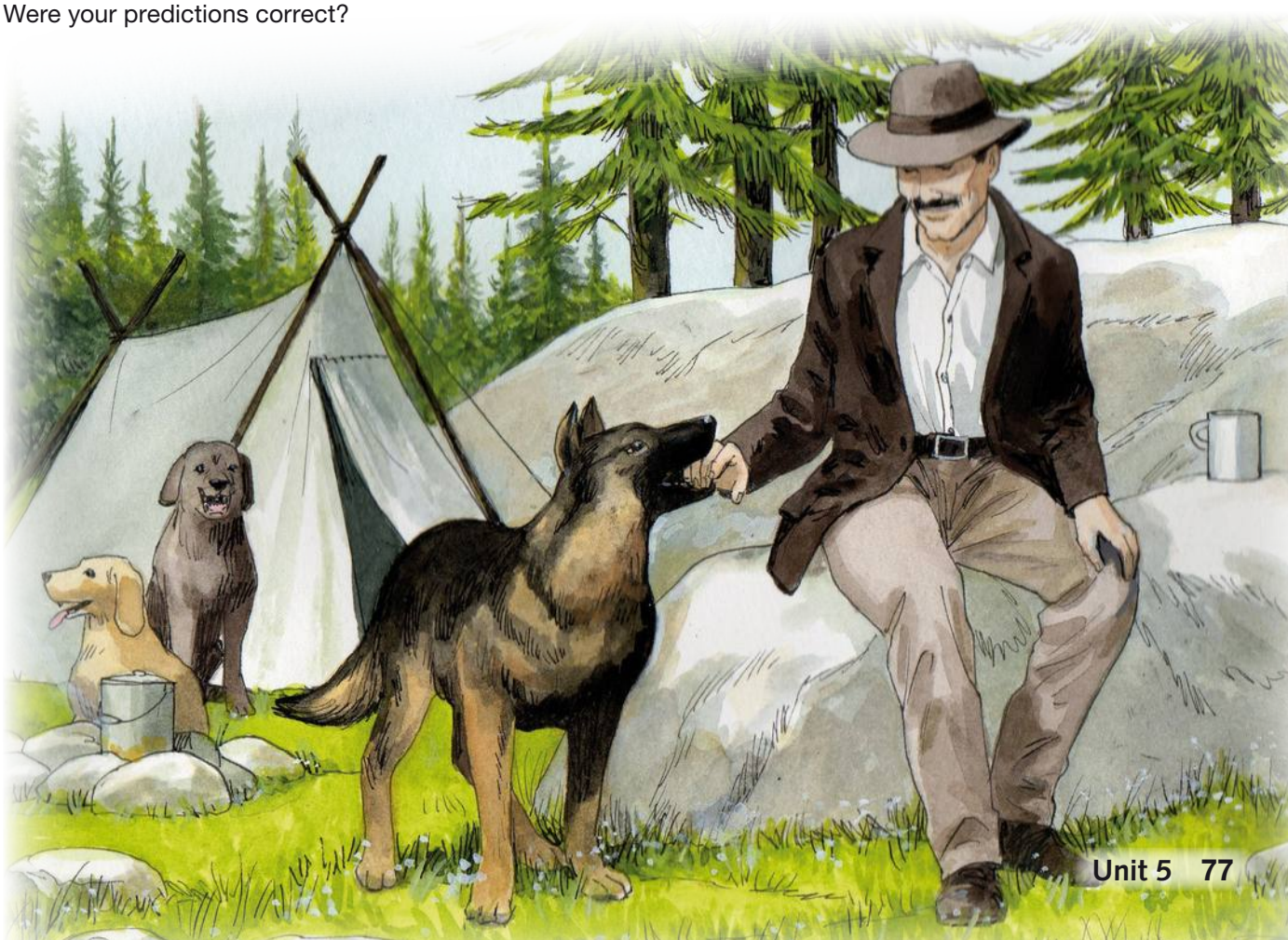
____ Buck dived low and broke Spitz's front left leg.

4 Work in small groups to discuss these questions. Predict what you think will happen in the rest of the story.

- How do you think Buck feels now that Perrault and François have gone?
- What will happen to Buck now that they have gone?
- '… the wild animal inside him was growing and growing …' Think about how Buck has changed since he left Santa Clara Valley. How do you think he will change in the future?
- How do you think the story will end?

5 Read Part 3 of 'The Call of the Wild' on pages 94–97.

You do not need to understand every word to understand the story. Read to find out what happened. Were your predictions correct?



UNIT 6

Taking the lead

1 **Discuss these questions in a group.**

- What is a leader?
- Name some people you think are great leaders.
- What makes a leader great?

2 **Read and answer this questionnaire to find out if you are a leader.**

Leadership questionnaire

Circle the number that you believe to be true about you. Be honest!

		Strongly disagree				Strongly agree
1	I am good at communicating with others.	1	2	3	4	5
2	I enjoy working in a team.	1	2	3	4	5
3	I like to take charge in a group.	1	2	3	4	5
4	I am a good listener.	1	2	3	4	5
5	I enjoy working hard.	1	2	3	4	5
6	I am good at planning.	1	2	3	4	5
7	I am good at solving problems.	1	2	3	4	5
8	I am good at delegating work.	1	2	3	4	5
9	I don't mind telling other people what to do.	1	2	3	4	5
10	If I make a mistake, I am happy to admit it and correct it.	1	2	3	4	5
11	I enjoy change.	1	2	3	4	5
12	I like to be with other people as much as possible.	1	2	3	4	5
13	I like meeting new people.	1	2	3	4	5
14	I don't mind giving a talk to the whole class.	1	2	3	4	5
15	I am ambitious.	1	2	3	4	5
16	I listen to corrections from teachers and ask questions.	1	2	3	4	5
17	I am honest and fair.	1	2	3	4	5
18	I am organised.	1	2	3	4	5
19	I am good at making decisions.	1	2	3	4	5
20	I am considerate to other people.	1	2	3	4	5

delegating: giving some of your work to someone else

SCORE

Score the questionnaire by adding together all the numbers that you circled: _____

A score of 50 or higher shows the ability or wish to become a leader.

A score of less than 50 shows a general dislike of wanting to become a leader, or little ability to become a leader.

However, whatever your score is, a determination to be a leader is the most important quality required to become one.

3 Choose the best way to complete the sentences. Circle A, B or C.

1 Someone who is good at communicating with others is
A communicative. **B** community. **C** common.

2 Someone who enjoys working hard is
A hardy. **B** work hardy. **C** hard-working.

3 Someone who is good at solving problems is a
A solution. **B** solve-problem. **C** problem-solver.

4 Someone who is ambitious wants to
A have a quiet, comfortable life.
B become successful, rich or famous.
C be happy and liked by many people.

5 Someone who is good at making decisions is
A decided. **B** decisive. **C** decorated.

6 Someone who is considerate
A thinks about the needs and feelings of others.
B thinks about their own needs and feelings.
C gets things done without worrying about people's needs and feelings.

4 Discuss the following in pairs.

- Which of the adjectives in the box below do you think describe a good leader?
- Choose the five adjectives that you think are the most important for a good leader.
- Look up any word you are not sure about in a dictionary.

hard-working communicative furious organised ambitious social
solitary honest decisive anxious considerate fair

5 In groups of four, compare your lists of five adjectives. Discuss and choose the five most important for a good leader.

6 Write a short description of what you think makes a good leader.

_____

_____

_____

_____

1 **Discuss these questions in pairs.**

- Do you know Pixar and Apple?
- What do the companies do?
- Do you know what links the two companies? (If not, you can read the text below to find out.)

2 **Read the text below to find out about one successful business leader.**

Profile of a business leader: Steve Jobs

Steve Jobs was the American businessman who introduced good quality computer technology to the world. As head of Apple Inc., his name will always be linked with Apple products such as the iMac, iPod, iPhone, iTunes and iPad. He also played an important role in the development of digital film making, as CEO of Pixar.

CEO = Chief Executive Officer, the most senior manager in a company

Jobs was born on 24 February 1955 in California, USA. He did not get on well at school. All the tests showed that he was clever but he didn't settle down to work. However, at home his father introduced him to electronics and he learnt how to take apart and rebuild radios and TV from a very young age. After school he went to college but left after a few months and travelled to India.

In 1976 an old school friend, Steve Wozniak, invented the Apple 1 computer. Jobs joined him and they started the Apple company from the garage of Jobs' home. Together they developed the AppleMac computer, which was the first small computer that was easy to use for ordinary people. Jobs had a passion not only to make things work well, but also to look good. Quality with style became the unique feature of Apple products.



Steve Jobs with an early Apple computer

In the 1980s, the company went through a bad time and in 1985 Jobs was pushed out of Apple. He started a new computer company, and then, in 1986, he bought Pixar Animation Studios. In 1995, they produced the first film made completely on a computer, *Toy Story*. That film and those that followed it (including the other *Toy Story* films, *A Bug's Life*, *Monsters Inc.* and *Finding Nemo*) were hugely successful around the world and made enormous amounts of money.

Jobs was asked to return to Apple at the end of 1996. Over the next 15 years, he led the company to be one of the most successful and well-known companies in the world. In 2011 Apple was the wealthiest company in the USA. Jobs resigned as CEO that same year and died on 5 October 2011. He was 56 years old.

3 **Match the five paragraphs of the text with their topic.**

PARAGRAPHS	TOPICS
1	***a*** Early life
2	***b*** Success at Apple
3	***c*** Work outside of Apple: Pixar
4	***d*** Introduction to the man and his achievements
5	***e*** The start of Apple

4 Find words in the text to complete these dictionary entries. (The words are in the same order as in the text.)

1 _____ *noun* the part played by a person in a particular situation

2 _____ *adjective* storing sound or pictures as numbers (as in computers)

3 _____ *verb (two words)* put something that is complete into all its parts

4 _____ *noun* a building to keep a car in

5 _____ *noun* a powerful feeling such as love or anger

6 _____ *noun* a quantity of something

7 _____ *noun* leave a job

5 Complete these sentences with words from Activity 4. (You may need to change the form of some words.)

1 We only need a small _____ of money to be able to finish building the house.

2 My father is in the _____. He is _____ the car to see what is wrong with it.

3 He spoke with great _____ about his invention.

4 My mother _____ as a school teacher because she wanted to spend more time at home.

5 All modern technology is now _____. All the information is stored as a 0 or 1.

6 The _____ of the teacher is very important in education.

1 Read the text in Period 2 again and decide if these sentences about Steve Jobs are TRUE (T) or FALSE (F). If there is not enough information to decide, choose DOESN'T SAY (DS).

1 Jobs was a successful school and college student. T / F / DS

2 Jobs worked with an old friend in the early days of Apple Inc. T / F / DS

3 The Apple 1 was the first computer to have both quality and style. T / F / DS

4 Jobs left Apple in 1985 because he was bored with developing computers. T / F / DS

5 Jobs started Pixar Animation Studios in 1986. T / F / DS

6 Jobs left Apple in 2011 because he was ill. T / F / DS

2 **Work in pairs. Compare sentence 1 from the text with sentence 2, and then choose the correct answer. Circle A, B or C.**

1 Jobs had a passion *not only* to make things work well, *but also* to look good.
2 Jobs had a passion to make things work well *and* to look good.

A Sentences 1 and 2 are exactly the same.
B Sentences 1 and 2 have the same meaning but 'not only … but also' is stronger than 'and'. Sentence 1 makes the point in a more interesting way.
C Sentences 1 and 2 have a different meaning. Sentence 1 tells us that Jobs wanted things to look good more than he wanted them to work well.

3 **Complete the form below to make a summary of Steve Jobs' life.**

Name: *Steve Jobs* Nationality: _____

Born: _____ Died: _____

Early life: _____

Key events:

1976 _____

1985 _____

1986 _____

1995 _____

1996 _____

2011 _____

Achievements: _____

_____

A summary like this should include only the main points and use notes (not full sentences).

4 **Work in pairs or small groups. Read some of the things that Steve Jobs said. Then discuss these questions.**

- Which of them are talking about products?
- Which of them are talking about his ideas?
- Which is your favourite quotation? Why?

Design is not just what it looks like and feels like. Design is how it works.

Things don't have to change the world to be important.

Your work is going to fill a large part of your life, and the only way to be truly satisfied is to do what you believe is great work. And the only way to do great work is to love what you do.

Let's go invent tomorrow instead of worrying about what happened yesterday.

Being the richest man in the cemetery doesn't matter to me. Going to bed at night saying we've done something wonderful, that's what matters to me.

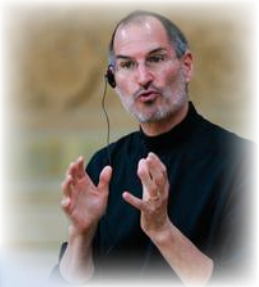
cemetery = a place where dead people are put in the ground

1 Discuss these questions in groups.

- Apart from Steve Jobs, what business leaders do you know?
- What makes a successful leader in business?



Bill Gates



Steve Jobs



Talal Abu-Ghazaleh

2 Before you read the text about business entrepreneurs, look at these sub-headings. What sort of information do you think you will find under each sub-heading?

Sub-headings

What makes a successful entrepreneur?
What do entrepreneurs do?
What is an entrepreneur?
Who are the entrepreneurs?

3 Now read the text. Write the sub-headings in the correct place.

Entrepreneur

www.howtobeanentrepreneur.com/advice

So you want to be an entrepreneur …

1 _____

You can work in business, or you can start and run your own business. The people who have the ideas and then set up a business to market those ideas are called entrepreneurs.

2 _____

If you do a web search for *entrepreneur*, you will immediately come up with the computer giants Bill Gates of Microsoft and Steve Jobs of Apple, or maybe the Palestinian international businessman Talal Abu-Ghazaleh. In fact, there are hundreds of thousands of entrepreneurs running businesses of all sizes around the world.

3 _____

Entrepreneurs bring a new product, service or idea to the market. In a village, an entrepreneur might identify a shortage of transport so buy a few bikes and then rent them out. In the city, an entrepreneur might invent a new computer game and look for ways to market it to the world. Whatever the idea, whatever the business, the right sort of person is required to make it work.

4 _____

There seem to be a few qualities that successful entrepreneurs share (in no particular order):

1. Creativity

You have to have ideas and the vision to see how to put the ideas into practice.

2. Organisation

Success does not depend only on brilliant ideas and great leadership. You must also have a plan to get your idea to the market. Someone once said, 'If you fail to plan, then you plan to fail.'

3. Passion

You can only succeed if you really love what you are doing. There will be many difficulties along the way so if you are not passionate about your business, then you will probably give up.

4. Self-belief

You must believe in yourself because others will not believe in you. They will tell you that what you are doing can't be done. You have to be able to say 'Yes, it can. I will show you,' even when things are not going well.

5. Strength of character

Things will go wrong. You may lose money. Almost every successful entrepreneur has failed at some time. Do you have the determination to start again?

4 Find words in the text which mean the same as the following. (The words are in the same order as in the text.)

1 A verb which means to use advertising and other ways to persuade people to buy something. (Section 1)
2 A verb which means to see something and understand exactly what it is. (Section 3)
3 A noun which means not enough of something you need or want. (Section 3)
4 A verb which means to take money from someone to let them use something that belongs to you. (Section 3)
5 A noun which means the ability to think about and plan for the future. (Section 4)
6 An adjective which means very clever. (Section 4)

5 Complete the sentences with words from Activity 4.

1 Steve Jobs was a _____ entrepreneur and successful CEO of several companies.
2 There is a _____ of coffee in the world market at the moment so it is very expensive.
3 I think you have the _____ to develop new ideas and become a successful entrepreneur.
4 We need to _____ our products throughout the Middle East.
5 I think we can all _____ the problems with this old product.
6 We are going to _____ our house while we are away.

6 Discuss this task in pairs or small groups.

- Put the five qualities for a successful entrepreneur in order of importance.

1 Read the text in Period 4 again carefully and circle the correct answer.

1 In Section 2 (Who are the entrepreneurs?), Bill Gates and Steve Jobs are described as 'computer giants'. Does this mean
A they were both very tall men?
B they built big computers?
C they were important in the computer world?

2 In Section 2 (Who are the entrepreneurs?), the second sentence starts with 'In fact, …'. What is the *fact* that the writer wants to make clear?
A A web search for *entrepreneur* will not be correct because it will only give you the names of famous entrepreneurs.
B Although a web search will only show the famous entrepreneurs, there are hundreds of thousands of others.
C Only the people who run businesses all over the world are entrepreneurs.

3 In Section 3 (What do entrepreneurs do?), the first sentences refers to 'a new product, service or idea …'. Match the examples with product, service and idea.

		EXAMPLES
1 product		*a* computer program to summarise texts
2 service		*b* a computer game
3 idea		*c* home repair of computers

4 In Section 3 (What do entrepreneurs do?), there are two examples of businesses that entrepreneurs might run. Suggest ways the entrepreneur could market these businesses.
1 renting bicycles *2* computer game

5 'Whatever the idea, whatever the business, the right sort of person is required to make **it** work.' What does *it* refer to?
A the idea or business **B** the right sort of person **C** the work

6 'If you fail to plan, then you plan to fail.' What does this mean?
A Planning to fail is as important as planning to succeed.
B Planning is very important if you want to succeed.
C Planning is very important if you want to fail.

2 Match the words using *self-* with their meanings.

WORDS WITH *-SELF*	MEANINGS
1 self-belief (noun)	*a* having learnt a skill by yourself (not taught by anyone else)
2 self-control (noun)	*b* working for yourself (not for an employer)
3 self-defence (noun)	*c* believing in yourself to be able to achieve things
4 self-employed (adjective)	*d* the ability to control yourself and not show strong feelings
5 self-help (noun)	*e* a supermarket, restaurant, etc in which you have to help yourself
6 self-respect (noun)	*f* things you do to protect yourself
7 self-service (adjective)	*g* feeling that you are as important or as good as other people
8 self-taught (adjective)	*h* things you do to solve your own problems

One of the qualities of a successful entrepreneur is *self-belief*. This means 'believing in yourself'. The prefix *self-* means 'to do with yourself'.

3 Complete the sentences with words from Activity 2 using the prefix *self-*.

1 It's a _____ restaurant, which means you take what you want and then pay at the desk.

2 She's a brilliant painter and she's completely _____. She didn't go to art school.

3 It is important to have _____. If you don't, then other people will never treat you with respect.

4 I don't want to ask anyone for anything. I prefer _____ to asking others.

5 The policeman said he was acting in _____ when he shot the man.

6 He is always getting angry and starts screaming and shouting at everybody. He needs to learn some _____.

7 My father used to be a computer operator for a company but he didn't like working for them so now he is _____.

8 The team is doing very well. They have a huge amount of _____ now and expect to beat every other team.

4 Work in pairs. List the *self-* words that apply to entrepreneurs.

1 **Imagine you are going to start a business. What area would you like to work in? Look through the list and choose three areas that interest you.**

arts building children clothes communication computers cooking
crafts education entertainment environment farming health
jewellery languages nature and wildlife sport television and film tourism

2 **Work in a small group and follow the points below. You are going to start a new business.**

1 Discuss the areas of interest you chose above. Choose ONE that everyone in the group is interested in.
2 Think of one idea for a new business, e.g. make jewellery, guide tourists on tours, cook food for parties.
3 Name your business.
4 Make a list of the equipment and other things you will need to start your business.
5 Decide how you will market your business.
6 Work out how much money you will need to buy the equipment, start and market your business.
7 Decide how much you will sell your products or services for.
8 Work out how much profit you will make.

3 **Write a business plan. Follow the guide below.**

Section 1: Overview

1.1 Name of business

1.2 Type of business (in one or two words)

1.3 Name of people running the business (that's you)

Section 2: The business

2.1 Description (one or two sentences on what you will do)

2.2 Product/service (details of what you will sell or do for people)

2.3 Who you will sell to, or service

Section 3: Marketing

3.1 Marketing plans (how you are going to market your business)

Section 4: Money

4.1 Start-up (how much money you need to start your business)

4.2 Pricing (how much you will sell the products or services for)

4.3 Profit (how much money you expect to make)

4 **Present your business plans to the class. As you listen to the others, make notes using the headings below. At the end, decide which group has the best business plan.**

	Name of business	Description of business	Marketing plans	Profit	Comments
Group 1					
Group 2					

1 Read the business letter. Then match the letters (a) to (g) on the letter with the notes below.

Victory Pizzas
22 Hebron Street **a**
Ramallah
10 March 2016 **b**

The Manager
United Bank
114 Main Street
Ramallah

c Dear Sir or Madam,

d Request for a business loan: Victory Pizzas

We are writing to request a bank loan for a new business.

e We are a group of Grade 11 students who intend to start a pizza delivery service. We wish to borrow 500 dollars in order to finance our business. We need 400 dollars to start the business and the rest to pay our costs for the first month. We expect to start paying back the money at 100 dollars a month starting one month after the business opens.

We are attaching our business plan to this letter. If you need further information, please contact us at the address above.

f Yours faithfully,

g *Suhail Al Masri* *Othman Jabir* *Imad Murtaja*
Suhail Al Masri Othman Jabir Imad Murtaja

A business, or formal, letter is different in some important ways from an informal letter to a friend.

1 When you don't know the name of the person you are writing to use 'Dear Sir or Madam'. If you know the name of the person, use their title and name, e.g. 'Mrs Dajani', 'Dr Rammal'. ____

2 The date below your address. ____

3 Sign your letter and write your name clearly below the signature. ____

4 Use 'Yours faithfully' if you don't know the name of the person you are writing to. If you do know their name, use 'Yours sincerely'. ____

5 Give your letter a heading to show its purpose. ____

6 Your own address at the top right. Use the company name. ____

7 Come straight to the point with a business letter. Don't ask after the person's family, etc. Use formal language. Don't use short forms (*I'm*, *we've*) or informal language (*cool*, *that's great!*). ____

2 Write a business letter to ask a bank for money to start your business.

- When you have finished, check it by looking at the notes above.
- Attach a neat copy of your business plan to the letter.

In this Unit you have learnt about:

- what makes a good leader and how good a leader you are
- one successful business leader by reading his profile
- summarising a profile by completing a biographical form
- using *not only … but also*
- being an entrepreneur, and the related vocabulary
- using words with the prefix *self-*
- how to develop and write a business plan
- writing a business letter

Exercises on 'The Call of the Wild' by Jack London

These questions are about Part 3 of 'The Call of the Wild' on pages 94–97.

1 Put the sentences in order to summarise the plot of this section of the story.

____ However, he left the wolf and returned to camp.

____ Buck answered the call of the wild and went to live with the wolves.

____ Buck killed and chased away some of the Yeehats who had killed John Thornton.

____ Buck could not fight the call of the wild so spent four days in the forest but could not find his friend the wolf again.

____ He began to go into the forest more and more.

____ One day he made friends with a grey wolf in the forest.

1 Buck learned to love John Thornton.

____ Buck fought a pack of wolves that arrived at the camp until he saw his friend, the grey wolf.

____ When he returned, John Thornton and the other dogs were dead.

2 Find four phrases in this section of the story that show ways in which Buck is different now from when he lived in Santa Clara Valley.

1 _____

2 _____

3 _____

4 _____

3 Discuss the questions in pairs. Then write short answers.

1 What is the lesson Buck has learnt from being in the Northland?

_____

2 Why did Buck keep going into the forest?

_____

3 Why did he keep returning from the forest to the camp?

_____

4 Why do you think Buck didn't want to fight the wolf he met in the forest?

_____

5 How did Buck know where John Thornton's dead body was?

_____

6 How did Buck feel when he walked around the empty camp?

_____

4 Discuss in small groups.

- Did you like the ending of the story? Did it surprise you?
- Imagine that John Thornton was not killed. Would Buck have stayed with him or gone to live in the wild? How would the story have ended?
- Imagine that instead of a pack of wolves, Judge Miller walked into the camp to find Buck. What would Buck have done? How would the story have ended?

5 Write a new ending for the story.

- Choose one of the different endings you discussed in Activity 4 above, or make up another one.
- Write one or two paragraphs to finish the story and say what Buck did.



LITERATURE

B

The Call of the Wild by Jack London

[1] **fall** autumn

[2] **sled** a vehicle that rests on long pieces of metal that is used to travel over snow

The Call of the Wild is set in the time of the 'gold rush', when people went in search of gold.

The story is about a dog called Buck who is taken to live in the Northland – the far northwest of Canada. In the Northland, there are mountains, rivers, lakes and forests.

Part 1

Judge Miller's place was a big house in the sunny Santa Clara Valley with wide grass lawns at the front and trees all around. At the back, there were stables for the horses and small houses for the servants – the people who worked there. There were long walks where grapes grew, orchards full of fruit trees, and fields for the horses. There was also a small swimming pool where Judge Miller's boys swam on hot afternoons.

Buck was different from the other dogs at Judge Miller's place. Some of the dogs, like Toots and Ysabel, were house dogs who stayed inside nearly all the time. Others lived outside in kennels – small houses for dogs. But Buck was not a house dog or a kennel dog. He could go where he wanted. He swam in the swimming pool and went for walks with Judge Miller's daughters. Judge Miller's grandchildren rode on his back and played on the grass with him. On cold nights, Buck lay next to Judge Miller's feet in front of the fire. Buck was king of Judge Miller's place, and he was not afraid of anyone or anything.

Buck did not know in the fall[1] of 1897 that life had now become very dangerous for every strong, thick-coated dog in America. Men had found gold in the north, and now thousands of them were going there to look for more. These men needed strong, thick-coated dogs that could pull their sleds[2] in the cold. Because he knew nothing about this, Buck was not worried when Manuel, one of Judge Miller's gardeners, took him out across the orchard one evening. Buck thought they were going for a walk. Judge Miller was not at home that evening, and no one from the house saw Buck leave with the gardener.

Manuel took Buck to the railroad station, where a man was waiting for them. The man talked with Manuel for a moment, and gave him some money. Then Manuel put a thick rope around Buck's neck. No one had ever put a rope around Buck's neck before, but Buck had learned to trust the people he knew. They had always been kind to him, and no one had ever hurt him.

[The man takes Buck away and sells him to two men called Perrault and François. They take him on a boat going north with some other dogs, including Curly, Spitz and Billee.]

Day and night the boat moved on through the ocean. Every day was the same. But Buck could feel that it was getting colder, and one morning, the boat stopped moving. Everything seemed different and exciting. Buck could feel that something had changed. François took the dogs up onto the boat's deck – the open top part – and when Buck put his feet down, they went into something cold, soft and white. He jumped back, frightened. There was more of the white stuff falling through the air. Buck opened his mouth and caught some. It was like fire on his tongue[3] for a moment, and then, suddenly, it had gone. Buck could not understand it. He tried again, and everyone laughed at him. Buck felt embarrassed[4], but he did not know why. He had arrived in the Northland, and it was his first snow.

Buck's first day in Canada, on Dyea Beach, was terrible. Everything here was very different from his quiet life in the sunny Santa Clara Valley, and Buck felt that he was back at the beginning of time. The dogs and men here were not town dogs and men. They were wild, and their only rule was the rule of club[5] and teeth. The dogs did what they were told so that their masters did not hit them, and they fought to stay alive. Buck had never seen dogs fight like these ones.

That first day, Buck learned a lesson that he never forgot. Curly, who was always very friendly, moved toward a husky[6] dog, but the dog jumped at her, biting. In a moment her face was cut open from her eye to her mouth, and a big group of huskies ran up to Curly and stood watching. Buck saw them, mouths open and eyes shining, but he did not understand what they wanted at first. Curly jumped back at the husky who had hurt her, but he pushed her back. She fell to the ground, and suddenly, the other huskies moved forward. This was what they had wanted. They jumped onto Curly, growling[7] and barking, and Buck could no longer see her. He could only hear her terrible cries.

It happened so suddenly that Buck could not believe it. François jumped into the circle of blood-hungry dogs, hitting them with his axe[8]. Three other men with clubs helped to send them away. But it was too late. Curly was already dead. Her body lay covered with blood in the snow. Buck saw Spitz watching. Spitz opened his mouth and made a laughing sound, and from that moment, Buck hated him.

After that, Buck often woke up in the night and saw poor Curly's broken body in his head. But he had learned that once you fall to the ground, you are finished. Well, Buck would make sure that never happened to him.

That first night, Buck had problems sleeping. At first, he went into the tent, which looked warm and well lit, but he was soon sent away by Perrault and François. Buck lay down on the snow outside, but there was an icy wind and he could not sleep. Where were the other dogs from the sled team? Buck knew that they were not in the tent. Had they found somewhere warm? He went to look for them, but could not find them anywhere. Cold and tired, he walked around the tent until suddenly, his feet went through the snow and he felt something warm. He jumped back, frightened, but then he heard a friendly little bark. There, in a hole under the snow, lay Billee.

[3] **tongue** the part of the body inside your mouth that you use for tasting, speaking, etc

[4] **embarrassed** feeling slightly ashamed and worried about what people will think of you

[5] **club** a thick heavy stick used as a weapon

[6] **husky** a large dog that is used for pulling sleds over snow

[7] **to growl** if an animal *growls*, it makes a frightening low noise

[8] **axe** a tool used for cutting wood with a long wooden part for holding and a metal blade for cutting

[9] **fear** the feeling you have when you are afraid

[10] **trail** a path through the countryside

So that was how they did it! Buck had learned another lesson. He found a place for himself, and not without a few problems, made himself a hole. He climbed in, and his body soon made the hole warm. It had been a long, difficult day, and in a few moments he was asleep.

Buck did not wake up the next morning until he heard people moving in the camp. At first he did not know where he was. It had snowed in the night, and his body was now completely covered, so for a moment he felt very frightened. He had never before been trapped – caught in a place that he could not get out of. But all wild animals are frightened of traps. Buck's ancestors – the grandparents of his grandparents – had probably lived in the wild many years before. They had probably fallen into traps and felt terrible fear[9].

Suddenly, Buck could feel that fear in his blood. He growled fiercely and jumped up out of his hole, sending up a white cloud of snow. When he saw the white camp, he knew immediately where he was. He remembered everything that had happened, from his walk with Manuel to digging the hole the night before.

Part 2

Perrault had to take some things to Dawson, hundreds of kilometres away. It was a long, difficult journey, and this was just the beginning of it. Day after day, Buck worked hard pulling the sled. Perrault, François and their team always left camp in the dark, and when the sun came up, they were already several kilometres up the trail[10]. Perrault went first, pushing down the snow so it was easier for the dogs. He knew the ice well, which was important, because the ice in the fall was very thin and very dangerous.

It was always dark in the evening when the team camped. The dogs ate their fish and then went away to sleep in the snow. Buck was always hungry. He had quickly learned that he had to eat as fast as the other dogs, or they would try to take his food. All the time, he watched and learned.

If you did not change and learn, you would die. One day one of the huskies took some of the men's meat when Perrault was not looking. So the next day, Buck did the same thing. He had never taken anything from anyone in the Santa Clara Valley, but he had already learned that here everything was different. The only rule here was the rule of club and teeth.

Buck soon became very strong. He ate anything he could find, and his body used every piece of food to become stronger. Buck could see and smell better than ever before. At night he heard the smallest sounds, and he always knew immediately whether they were the sounds of dangerous things or good things. Buck learned to bite the ice out of his feet with his teeth, and to break the ice on a water hole with his front legs. He always seemed to know where the wind would come from, and he always found the warmest place to sleep.

Buck learned these things by watching, but they also came to him from his ancestors. Buck's ancestors had run wild with other dogs in the forests, and had caught and killed their own meat. Sometimes, on cold nights, Buck put his nose up to the sky and howled[11] like a wolf. Buck's ancestors had howled like this before him, and it was like an old song coming through him from them.

Life on the trail, pulling the sled, was hard. Buck was becoming a good sled-dog, but he was also changing, and the wild animal inside him was growing and growing. Because he was still busy learning, he tried to stay away from fights. He was careful not to show his anger toward Spitz, but Spitz was always trying to start a fight with him. He was worried that Buck would take his place as leader of the sled team. The fight would come one day, and because both dogs were so strong and proud, it could only end with the death of one of them.

Near the River Tahkeena one night, Dub dug up a rabbit, but the rabbit got away. Immediately the team was after the rabbit, barking and howling, and fifty police dogs who were camped nearby soon joined the chase. The rabbit ran for its life down the river, with the dogs close behind. Buck was at the front, growling hungrily as he ran. He was driven forward by that need from old times to kill with his own teeth, to wash his nose in warm blood. He felt the life running through his body as he flew along under the stars.

Suddenly Spitz ran away from the other dogs. As they followed the river around a long bend, he went across the land and came to the river again ahead of them. The rabbit saw Spitz's large, white shape ahead, but it could not turn back. As Spitz's white teeth broke its back, it gave a terrible, loud cry. Hearing this sound of dying life, the other dogs barked and howled hungrily, but Buck did not make a sound. He ran straight at Spitz. He hit him shoulder to shoulder, and the two dogs rolled over and over in the snow.

Spitz, back on his feet, bit Buck on the shoulder and jumped away. Buck knew that this was it. The time had come for their fight to the death. He and Spitz moved around each other in circles, growling, their ears back, and Buck suddenly seemed to remember this from another time. From deep inside him, he remembered the white woods, and the moonlight, and the excitement of the fight. In the whiteness, everything was quiet. Nothing moved, only the breaths of the other dogs rising in the cold air as they watched, eyes shining.

Spitz was a good fighter. He had fought and won against all kinds of dogs across the Northland. Now, every time Buck tried to bite his neck, Spitz bit back. Again and again, Buck tried to bite Spitz's snow-white neck, and every time Spitz bit back and jumped away. Buck tried running at him, but Spitz jumped lightly away each time, biting Buck's shoulder.

Spitz was untouched, but Buck was covered with blood and was breathing hard. All the time the silent circle of dogs stood watching, waiting to finish off[12] the dog that went down first.

As Buck became tired, Spitz began jumping at him, and once Buck fell over. The circle of nearly sixty dogs all got up, ready to move in, but Buck got back on his feet. The fight was not over yet.

[11] **to howl** if a dog or other animal *howls*, it makes a long loud sound

[12] **to finish off** to kill someone or something that is almost dead

[13] **record** more, better, faster, etc than ever before

[14] **Irish setter** a type of dog

[15] **jealous** angry and upset because someone you love is giving attention to someone else

Buck had something that could bring greatness – he had a head full of ideas. He fought well with his body, but he could fight with his head too. He ran at Spitz, going toward his shoulder, but at the last moment he jumped low and bit Spitz's left front leg. There was the sound of breaking bone, and suddenly the white dog was on three legs. Three times Buck tried to jump at Spitz, then he ran in and broke the dog's right front leg too. In terrible pain, Spitz tried to stay standing. He saw the silent circle, eyes shining, tongues out, moving toward him. He had seen it many times before, when he had fought and won against other dogs. But this time it was him who had lost the fight.

Buck could feel the breaths of the other dogs on his back. He jumped in and out, and this time he pushed Spitz down. Buck looked on as the circle closed until he could see Spitz no more. He had made his kill and it felt good.

[*Buck becomes the leader of the sled team. He helps Perrault and François to break the record*[13] *for the time to travel from Dawson to Skagway.]*

It was a record trip, and for three days everyone in Skagway wanted to talk to Perrault and François, and see their team. But then Perrault and François were sent away to work in another place. François called Buck to him, put his arms around him and cried over him. Then he and Perrault were gone from Buck's life, like all the other men before them.

Part 3

[Buck works for different people who all treat him badly. One day he refuses to carry on pulling the sled for some people who do not know what they are doing. One of the men tries to kill Buck but he is rescued by a man called John Thornton. Buck and John Thornton become good friends. Buck is finally allowed to rest.]

The long rest felt very good after travelling nearly five thousand kilometres. John Thornton had two other dogs, Nig, a big black dog with eyes that laughed, and Skeet, a little Irish setter[14]. Skeet made friends with Buck at the beginning, when he was too weak to fight her away. She washed and cleaned his cuts every day like a mother cat washing her kittens. Slowly the cuts got better, and Buck's body began to grow healthy and strong again.

Buck was surprised to find that Skeet and Nig did not seem to be jealous[15] of him. As he got stronger, they made him play all sorts of games, which Thornton joined in with too. Suddenly Buck found that he had a new life. He felt love – real love – for the first time. For Judge Miller, in the Santa Clara Valley, he had felt friendship, but for John Thornton he felt wild, burning love.

This man had saved his life, but he was also the perfect master. His dogs were like children to him, and he never forgot a kind word for them. He loved to sit down with them for a long talk. But what Buck loved more than anything was when John Thornton put Buck's head between his hands, with his own head on top, and moved their heads from side to side.

Sometimes, when Thornton did this, Buck felt so happy he thought his heart would fall out of his body. Then, when it was finished, he would jump to his feet, his mouth laughing. And John Thornton would look at him and say, 'Well! You can almost speak!'

But Buck's great love for Thornton did not make him soft. He was an animal of the wild that had come in to sit next to Thornton's fire, not a soft Southland dog. He would not steal things from John Thornton, but he would take things from any other man in any other camp. Skeet and Nig were too good tempered to fight, but Buck still fought as fiercely as ever with any new dog. He gave no mercy – he never stopped once he had started a fight to the death. He had learned his lesson well: kill or be killed, eat or be eaten.

Buck still felt the past living in him, and when he sat by John Thornton's fire at night he felt every kind of dog behind him. Half-wolves and wild wolves were all there like shadows[16] in the dark, tasting the meat he ate, thirsty for the water he drank. They smelled the wind with him, lay down to sleep with him and dreamed with him.

These shadows seemed to pull him away, and often in his mind he heard a call from deep in the forest. Then he left the fire and ran into the trees. He did not know where he was going or why. But he ran on, deep into the forest, until his love for John Thornton pulled him back to the fire again.

[Buck saves Thornton when he falls in the river. They travel together until Thornton finds gold. They set up camp in the wild.]

Sometimes when he was lying in the camp, Buck suddenly lifted his head and put his ears up, listening. Then, he jumped up and ran through the forest for hours. He loved to run down dried-up rivers and watch the birds in the woods, but more than anything, he loved to run in the soft light of the summer midnights. He ran listening to the sounds of the forest, and looking for whatever it was that called to him.

One night, Buck woke up suddenly, his hair standing up on the back of his neck. From the forest he could hear the call, more clearly this time than ever before. It was a long howl, like the noise made by a husky dog, but different too. It was like a sound that he had heard before, and he felt that he knew it. He jumped through the sleeping camp and ran silently through the woods. As he came closer to the cry, he went more slowly until he came to an open place among the trees. There, looking out, he saw a wolf sitting back with its nose pointed to the sky.

Buck had made no noise, but the wolf stopped howling and started to smell the air. Buck moved forward slowly, his body low on the ground. He was showing with every move that he was ready to be friendly or to fight. But when the wolf saw Buck he ran away at once. Buck followed, jumping wildly, wanting to stay with him. He followed him along a river bed until they came to a place where trees had fallen, and the wolf was trapped. He turned around, biting and growling, but Buck did not fight. He moved around the wolf in circles, making friendly moves toward him. The wolf was afraid,

[16] **shadow** an area of darkness created when something blocks light

[17] **tribe of Native Americans** a group of people who lived in America before Europeans arrived

and ran away once more. But Buck followed him again and again, moving around him each time until he was trapped.

At last, Buck got what he wanted. Seeing that Buck did not want to hurt him, the wolf finally put his nose against Buck's. Then, they became friendly and played, and after some time the wolf began running again. This time he showed Buck that he wanted him to come with him. They ran side by side in the soft light up the river, into the gorge from where it came, and on through a flat land with great forests and many streams. For hour after hour they ran by the side of these small, cool rivers, as the sun rose higher and the day became warmer. Buck was wildly happy. He knew that at last he was answering the call, running with his wild brother to the place from where the call must surely come. He had done this before, he knew, somewhere in that other world. Now he was doing it again, running free with the soft earth underfoot and the wide sky above.

They stopped by a stream to drink, and Buck remembered John Thornton. He sat down. The wolf started moving forward again, then came back to him, wanting Buck to follow. But Buck turned around and started going slowly back. For nearly an hour, the wolf ran by his side, crying softly. Then he sat down, pointed his nose up and howled. It was a sad howl, and Buck heard it grow quieter and quieter as he travelled back to the camp.

John Thornton was eating dinner when Buck returned. Buck jumped on him, wild with love, pushing him to the ground and pressing his hand with his teeth. For the next two days and nights, Buck never left camp, and followed Thornton everywhere. He followed him while he worked. He watched him while he ate. He saw him get into his blankets at night and out of them in the morning. But after two days, the call from the forest began to pull him away more than ever. Buck could not forget running with his wild brother through the great forests up above the river. He began to go into the woods once more, but the wild brother did not come back.

Buck's hunger for the taste of blood was stronger now than ever before. He was a killer, living by eating the animals that he caught. Buck was living life at its best in a hard world where only the strongest could stay alive. He was intelligent and clever at getting what he wanted, and he had learned many difficult lessons during his hard life in the Northland. All these things made him as great and strong as any wild animal. His body was working perfectly. When he saw or heard something, he could jump toward it or away from it twice as fast as any husky dog. His muscles were as strong as iron, and every part of him was full of life.

[One day Buck stays in the woods for four days. When he returns he finds some men have attacked the camp.]

The Yeehats, a tribe of Native Americans[17], were dancing around the broken-down cabin when they heard a terrible roar. In a moment, they saw an animal like none they had ever seen before running toward them. Buck jumped at the first man he saw, tearing his throat open, then with another jump he quickly did the same to a second. There was nothing the Yeehats

could do. Buck jumped around among them, biting, cutting and tearing. He moved so fast that their arrows went past him and they shot each other. Finally, in terrible fear, they ran into the woods, with Buck still roaring at their feet and pulling them down as they ran.

When the Yeehats had gone, never to come back, Buck returned to the empty camp. The smell of every moment of Thornton's terrible fight took Buck to the edge of a deep pool. There, her head in the water, lay Skeet, who had stayed with her master to the end. The pool was dirty, and Buck could see nothing in it, but he knew that John Thornton lay there. He knew this because he had followed Thornton's smell into the water, and no smell came away from it.

All day Buck stayed by the pool or walked around the camp. He already understood what death was, and he knew that John Thornton was dead. It left a feeling of emptiness inside him, a hunger that no food could take away. But at times, when he looked at the bodies of the Yeehats, he forgot his pain and felt great pride. He had killed men, and it had been easier than killing a husky dog. He would not be afraid of men now, unless they had arrows or clubs.

Night came, and as the moon rose high above the trees into the sky, Buck could feel that there was more new life in the forest. He stood up, listening and smelling. From far away, he heard barking, coming closer and louder. It was something he had heard in that other world. It was the call, pulling him away more strongly than ever. And as never before, he was ready to go. John Thornton was dead. There was nothing stopping him now.

A pack – or group – of wolves had come down from the land of forests and streams into Buck's valley to hunt for meat. As they came into the open space where the camp had been, Buck was waiting for them. They were afraid when they saw him, so big and still. One of them jumped at him, but Buck broke its neck, and fought away three more wolves. The pack moved toward him together now, but standing on his back legs, biting and cutting, he was everywhere at once. He moved so quickly that the wolves could not jump onto him, and at last they moved away a little, afraid.

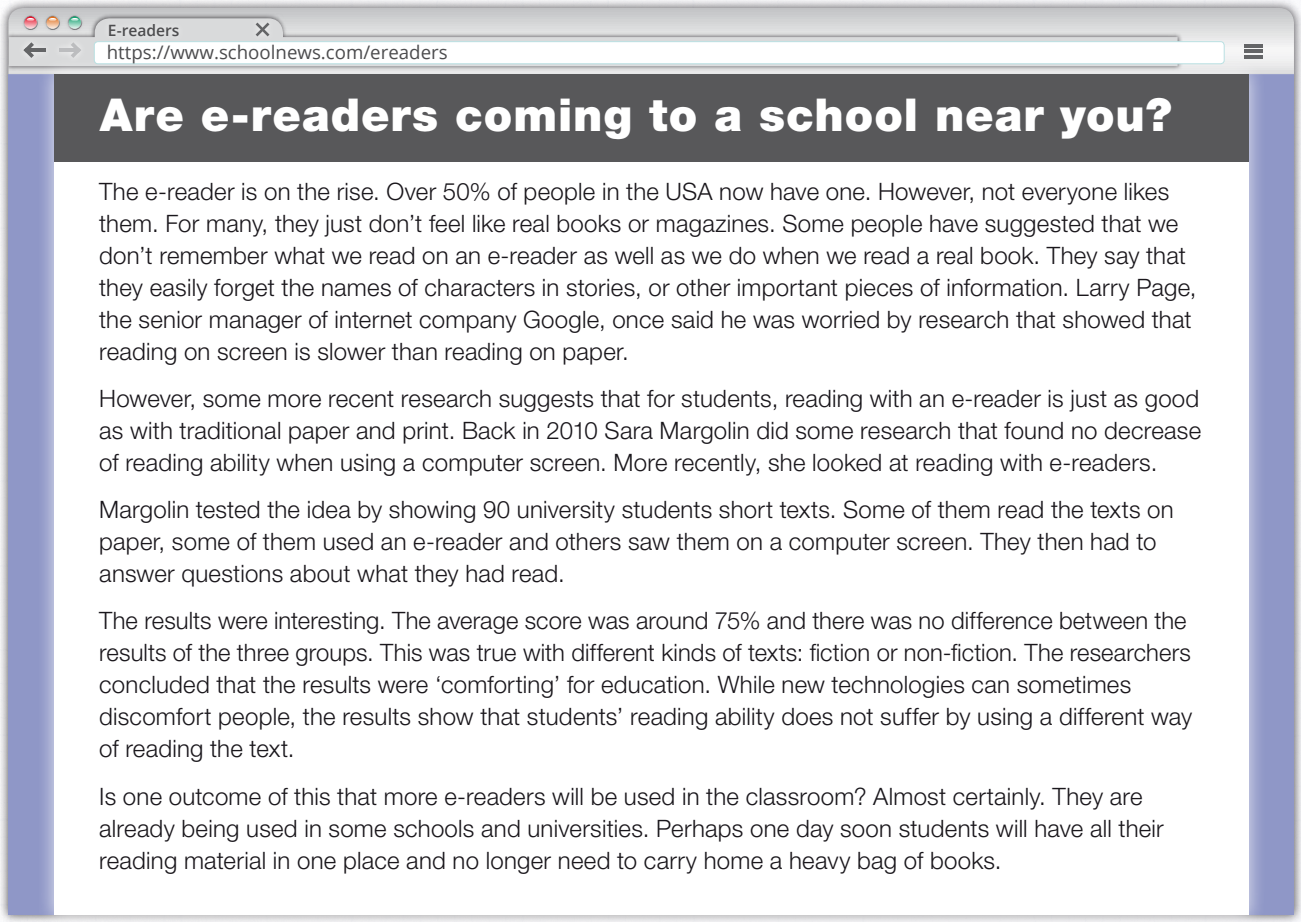
Then one wolf, long and grey, came forward carefully, in a friendly way. It was the wild brother that Buck had run with for a night and a day. He was making soft noises, and as Buck made a sound in return, they touched noses.

An old wolf came forward now and Buck smelled his nose. Then the old wolf sat down, pointed his nose at the moon and howled a long wolf howl. The others howled too, and now Buck knew that this was the call. He too sat down and howled. Then, as the wolves jumped away into the woods, he ran with them, side by side with the wild brother, barking as he ran.

PROGRESS TEST 2 (UNITS 4–6)

Part A

1 Read the text and then choose the correct answer to the questions. Circle A, B or C.



1 In the first paragraph, the writer reports some criticisms of e-readers. Tick the topics of the criticisms made.
cost ☐ feel ☐ size ☐ remembering ☐ speed ☐ design ☐

2 In the second paragraph, the writer introduces some research. When did Sara Margolin do her research into reading with e-readers?
A before 2010 **B** in 2010 **C** after 2010

3 Sara Margolin's research suggests that
A e-readers and computers help people to read better.
B it doesn't matter what people read on, the results will be the same.
C e-readers make readers feel more comfortable.

4 The writer's opinion is that
A e-readers will be used more in classrooms in the future.
B e-readers should be used in classrooms in the future.
C e-readers should not be used in classrooms in the future.

5 Where do you think this text comes from?
A internet article **B** science textbook **C** newspaper report

6 Why do you think this text was written?
A to sell e-readers **B** to give interesting information **C** to report scientific research

2 Find words in the text that mean the following. (The words are in the same order as in the text.)

1 the detailed study of something in order to discover new facts _____

2 books and texts about facts and real things _____

3 decided that something is true after studying it _____

4 make people feel uncomfortable _____

5 become worse or less successful _____

6 result of something _____

12 marks

Part B

1 Read the text and answer the questions below. Circle A, B or C where required.

Zoos: good or bad?

Children and adults enjoy a trip to the zoo to see animals from different parts of the world. But are they really a good thing?

The critics tell us that zoos may be fun for us but they are bad for the animals. Even the biggest zoos cannot give the animals the space they would have in the wild. Elephants, for example, will walk up to 48 kilometres in a day when they are free. This shortage of space is stressful for the animals and can result in illness. This is made worse when animals are made to do tricks to entertain people, such as dolphins which are made to jump out of the water. Also, when animals are captured in the wild, family groups are broken up which can cause problems for those staying behind as well as those taken to zoos. Many zoo animals live shorter lives than they would in the wild. Some animals have even tried to kill themselves.

On the other hand, zoos do have a positive role to play in protecting animal species. They give a safe home to animals that are forced out of their natural habitat by people. Most modern zoos have projects to increase the numbers of these endangered species and then release them back into the wild when conditions are better. Visitors to the zoos learn about these projects as well as the animals and the importance of biodiversity.

Another point in favour of zoos is the research that scientists can do with the animals. This not only helps the health of animals but can result in new medicines for humans.

So, all in all, zoos are probably a good thing for people. But what about the animals?

1 What does the word *they* refer to in the following sentence?

> Children and adults enjoy a trip to the zoo to see animals from different parts of the world. But are **they** really a good thing?

A children and adults **B** zoos **C** animals

2 What does the word *us* refer to in the following sentence?

> The critics tell **us** that zoos may be fun for **us** but they are bad for the animals.

A the critics **B** the animals **C** the readers

3 Complete the sentence below with words from the same word families as the two words in bold.

> This shortage of space is **stressful** for the animals and can result in **illness**.

This shortage of space can cause _____ for the animals and may make them _____.

4 Why does the author use this example in the text?

> Elephants, for example, will walk up to 48 kilometres in a day when they are free.

A To show that elephants walk a long way in a day.
B To show that zoos cannot give elephants enough space.
C To show that elephants should only live in big zoos.

5 Complete the sentence below with words from the same word family as the word in bold.

> Most modern zoos have projects to increase the numbers of these **endangered** species …

Some species are in _____ so most modern zoos have projects to increase their numbers …

6 What does the word *This* refer to in the following paragraph?

> Another point in favour of zoos is the research that scientists can do with the animals. **This** not only helps the health of animals but can result in new medicines for humans.

A the research **B** the scientists **C** the animals

7 The author of this text
A thinks that zoos are good. **B** thinks that zoos are bad. **C** doesn't give an opinion.

8 marks

Part C

1 Complete the sentences with words from the box.

contribute	electronic	perfect	take apart	variety

1 If you look carefully around you, you will see a huge _____ of insect life.
2 We all have to _____ to society to make it better.
3 Most modern technology (as in computers, smart phones, e-readers, etc) is _____.
4 Reading a book quietly in bed is the _____ preparation for sleep.
5 I'm going to _____ this old computer to see how it is made.

2 Choose a word from the box to replace the underlined phrases.

crime depend on identify solve vision

1 All living things need someone or something to be able to continue each other in many ways. _____

2 Stealing from shops is a serious action that is against the law. _____

3 I think we should ask our teacher to help us find a solution this maths problem. _____

4 We need to see and understand the problem so that we can find a solution. _____

5 You need great ability to think about and plan for the future to see how a business will develop. _____

10 marks

Part A

1 Circle the correct way to complete these sentences about 'The Call of the Wild'.

1 At Judge Miller's place in Santa Clara Valley Buck had _____ life.
A a quiet and boring **B** an easy and happy **C** a hard and tiring

2 When people laughed at Buck when he caught snow in his mouth, Buck felt _____.
A fear **B** jealous **C** embarrassed

3 Buck killed _____ in a fight.
A Curly **B** Spitz **C** Skeet

4 By the end of the story, Buck _____.
A liked to hunt and kill **B** didn't like to hunt and kill **C** was tired of hunting and killing

5 When John Thornton was dead, Buck was free _____.
A to join his ancestors **B** to become a wolf **C** to answer the call of the wild

2 Imagine you are Buck and can write. Write a letter from Buck to Judge Miller to tell him what happened. Start the letter as shown below.

- Tell the Judge about how you left Santa Clara Valley.
- Explain how it changed you.
- Tell him of some of the main events.
- Tell him how you live now and how you feel.

Dear Judge Miller

I hope you and your family are well. I wanted to tell you about how I left you, what has happened to me and where I am now.

It was Manuel who took me away. He …

15 marks

Part B

1 There is a plan to use e-readers in your school. The students have been asked to give their opinions. Write a letter to your school headteacher.

- Use the layout of a formal letter.
- Present your opinion with reasons.

10 marks

Wordlist

Note: *the words from each unit are in alphabetical order, not the order that they appear in the unit.*

Unit 1

analyse
attitude
character
cure
encourage
evaluate
examine
gain
ill
infect
knowledge
lift
plot
put down (= kill)
setting
urge
vet

Unit 2

ankle
blow
board
bungee jumping
cord
crocodile
drop (verb)
elbow
eventually
extreme
helmet
hip
involve
kitesurfing
knee
last (verb)
majority
paddle
parachute
raft
requirement
sensation
sight
skateboarding
skim
sky
skydiving
slope
treatment
trick
white-water rafting
windsurfing
worldwide
wrist

Unit 3

awake
company
demonstrate
entertainment
environment / environmentalist
employ / employment
foreign
incredible
journey
loss
own
permanent
pleasant
profit
rainbow
routine
search
stranger
struggle
temporary

Unit 4

background
case study
chain
complex
consequence
contribute
dead
depend on
endangered
estimate

link
nobody
outcome
oxygen
release
soil
species
threat
variety
web

Unit 5

change of heart
disappointed
e-book reader
electronic
enrich (verb)
face-to-face
fiction
genre
irritated
lead (adj)
limit
mind
neighbourhood
non-fiction
novel
orally
passed down
pause
perfect
person
pilot (verb)
politics
print
recommendation
settle
superior
take away
take on
take to
virtual

Unit 6

amount
brilliant
considerate
decisive
digital
entrepreneur
garage
identify
market (verb)
passion
rent
resign
role
self-belief
self-control
self-defence
self-employed
self-help
self-respect
self-service
self-taught
shortage
take apart
vision

Writing samples

Unit 1 Narrative: writing a story

Genres

In Unit 1 you wrote a fable but there are many other types of story. These are listed in Unit 5:

GENRE	FEATURES
adventure	Involves a lot of action, often fights (sometimes wars), chases, crashes and plenty of bravery and excitement.
humour	Strange characters doing funny things to cause laughter and entertainment.
traditional	Stories that were passed down orally, including folktales, fairy tales and fables from different cultures.
crime / mystery	Involves a crime or mystery. The reader tries to solve the mystery at the same time as the lead character.
science fiction	Set in the future using science and technology (e.g. robots, spaceships or time travel).
fantasy	A story in an imaginary world with strange settings and characters, often includes amazing creatures.
historical fiction	Fictional stories set in history, bringing famous people and places to life.

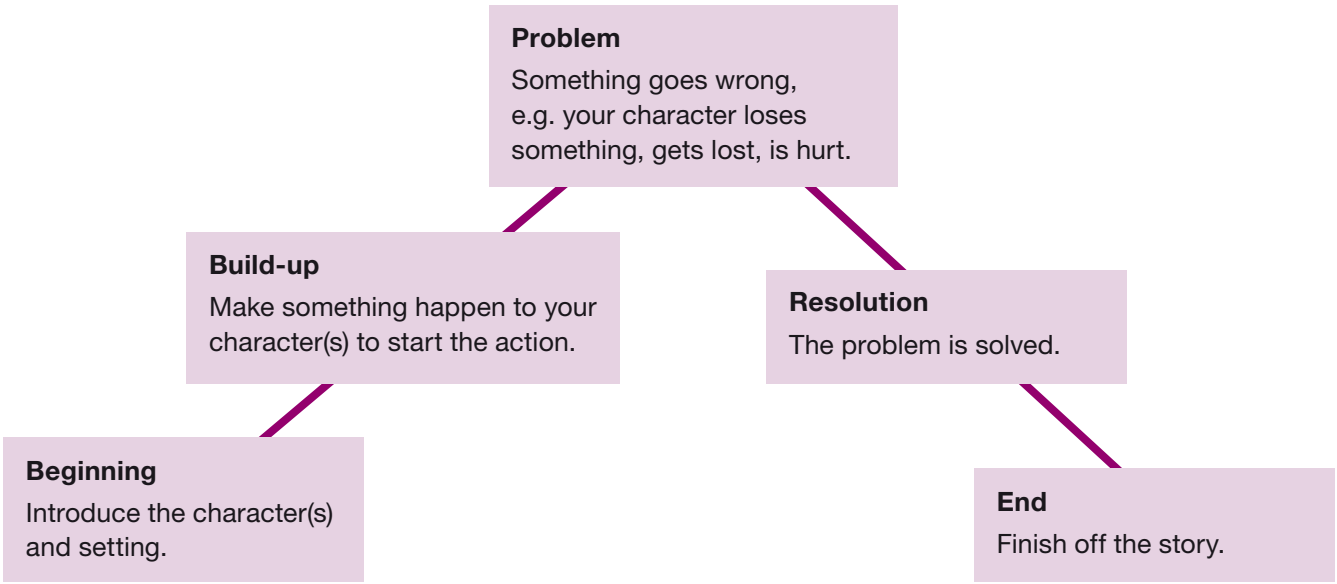
Story planning

When planning a story, think about the main elements.

characters	Who is in the story?	*Usually people, but sometimes animals.*
setting	Where does it happen? When does it happen?	*In the street / On a spaceship / At home* *Now / Once upon a time / In 2520*
plot	What happens?	*Beginning / Middle / End* [see below]
theme	What is it about?	*Friendship / Life in the future / Greed*
narrator	Who tells the story?	*First person 'I' / Third person '(S)he'*
meaning	What is the lesson or moral of the story?	*Think before you act / Respect others*

Plan the plot carefully. All stories have a beginning, middle and an end.

beginning	Introduce the character(s) and setting. *Once upon a time, a farmer's son …* *Theo shouted when his spaceship turned sharply …*
middle	Develop the story. Something needs to happen to start the action. The character(s) need to face a problem or have some difficulties. They then find a solution to the problem.
end	The various parts of the story are tied up and concluded. *He went home knowing he had learnt an important lesson.* *She had what she wanted and she wouldn't let it go again.*



Story beginnings

Start your story strongly. Make your first sentence interesting to encourage the reader to keep reading.

a) One way to do it is to start in the middle of the action. Which sentence is more interesting?

- *There was a loud noise. The walls shook. Musa threw himself to the floor.*
- *Musa threw himself to the floor as the walls shook.*

b) Another way is to start with dialogue. Which sentence is more interesting?

- '*Be careful! Don't stand on that!' shouted Fatima.*
- *I was walking across the old floor when Fatima told me not to.*

Unit 2 Newspaper report

When writing a newspaper report, include

- a headline
- the date of the report and name of the reporter (the writer)
- short paragraphs
- a mixture of the facts (what happened) and human interest (what the skydiver thought and felt)
- some words spoken by people involved in the story.

See the newspaper report on page 21.

When writing an accident report, include

- place and date
- type of accident
- name of the victim and nationality
- injuries
- details 'facts only'

Units 2, 3 and 4 Argument compositions

There are a number of types of argument compositions. Some require you to give balanced arguments, i.e. you present both sides of an argument. In others, you argue one side against another, or you can present your own opinions and disagree with other people's opinions.

For and against (see Unit 2)

In this, you must present both sides of the argument in a balanced way. You can give your opinion briefly at the end.

INTRODUCTION	Paragraph 1: say what your composition is about (without giving your opinion). *I am going to consider the arguments for and against …*
PART 1	Paragraph 2: give the arguments for the topic (without giving your opinion). *The most important argument in support is …* *Another point is …* *I can also say that …*
PART 2	Paragraph 3: give the arguments against the topic (without giving your opinion). *There are good arguments against … , most importantly …* *Also …* *Furthermore …*
CONCLUSION	Final paragraph: give your own opinion in one or two sentences. *After considering all the arguments, in my opinion …* *I believe …* *I am sure that …*

Advantages and disadvantages (see Unit 3)

This is similar to a 'For and against' composition. You must give a balanced argument. Only give your opinions at the end.

INTRODUCTION	Paragraph 1: say what your composition is about (without giving your opinion). *I am going to consider the advantages and disadvantages of …*
PART 1	Paragraph 2: give the advantages (without giving your opinion). *The most important advantage is …* *Another advantage is …* *I can also say that …*
PART 2	Paragraph 3: give the disadvantages (without giving your opinion). *There are disadvantages, most importantly …* *Also …* *Furthermore …*
CONCLUSION	Final paragraph: give your own opinion in one or two sentences. *After considering the advantages and disadvantages, I have come to the conclusion that …*

Opinion-based argument (see Unit 4)

In this kind of composition, the argument does not need to be balanced. You can write what you think, but with reasons to support your opinion.

INTRODUCTION	Paragraph 1: say what your composition is about and give your opinion on the topic. *I am going to explain why it is better to …* *I believe that …, and I will explain why.*
PART 1	Paragraphs 2 and 3: give the reasons for your opinion. Each paragraph should have a topic sentence giving an argument, and supporting sentences. *The most important argument for my viewpoint is …* *This is because …* *As well as this, …*
PART 2	Paragraph 4: give one opinion that other people may have, and then explain why it is wrong. *Some people say …* *However, …* *Although some people argue that …, this is incorrect because …*
CONCLUSION	Final paragraph: conclude by clearly stating your opinion again. *In conclusion …* *Therefore …*

Solutions to problems

In this kind of composition, you consider a problem and suggest a solution. For example, 'Your school grounds are dirty and untidy (long grass, rubbish, etc). Write a composition explaining what can be done to improve the situation. Or 'Many children are growing up without understanding traditional Palestinian culture. What should be done about this?

INTRODUCTION	Paragraph 1: say what the problem is and what causes it. *It is a fact that today …* *This is a result of …*
MAIN PART	Paragraphs 2 and 3: suggest your solutions to the problem, and what the result will be. *The best solution for this is to …* *We could also …* *Furthermore …* *This will result in …* *As a result …*
CONCLUSION	Final paragraph: summarise your opinion. *In conclusion …* *To sum up, …* *Therefore …*

Unit 5 Summarising

A summary is a short version of a longer piece of writing. It should include all the main ideas of the original without any additional information. It should leave out minor details and examples. It should also be clear.

You can follow these steps when you write a summary:

1 Read carefully the text you want to summarise.
2 Identify the main ideas.
3 Identify the supporting points.
4 Identify key words.
5 Use your own words to write about the main ideas using the key words.
6 Check your sentences against the original writing to make sure you have included all the main ideas.
7 Check your sentences to make sure you haven't added any new information.
8 Rewrite your sentences using appropriate ways to link one idea to another.

We summarise for different reasons. Sometimes we want to record the key facts with as little extra information as possible. It is often a good idea to number the facts, or use bullet points to separate the main points. Sometimes, for example when we write a book report, we need the summary to be interesting as well as to include the main points. In this case, it is better to write using sentences and paragraphs.

See page 74 for summaries of the fable from Unit 1.

Unit 5 Comparing the present with the future

When writing a composition comparing the present with what will happen in the future, use

- a topic sentence for each paragraph to make it clear to the reader what you are writing about, e.g. 'One way life will change in the future is in how we will shop.'
- *will (not)* + verb to make predictions about the future, e.g. 'There won't be any shops, cars will not need a driver.'
- phrases to link ideas from the present and future, such as *instead of, in place of, no longer*, e.g. 'People will no longer visit shops. Instead of going out they will order everything on their smart phones or computers.'
- the correct form of comparative adjectives (*rich – richer – the richest, expensive – more expensive – the most expensive*), e.g. 'Life will be more expensive but people will be richer.'

Unit 6 Business letters

When you write a business letter, use the following guidelines:

1 Put your own address at the top right.
2 Write the date below your address.
3 Write the name and address of the people you are writing to on the left and lower than the date.
4 Give your letter a heading to show its purpose.
5 When you don't know the name of the person you are writing to use *Dear Sir or Madam*. If you know the name of the person, use their title and name, e.g. *Mrs Dajani*, *Dr Rammal*.
6 Come straight to the point with a business letter. **Don't** ask after the person's family, etc. Keep it short and to the point.
7 Use formal language. **Don't** use short forms (*I'm*, *we've*) or informal language (*cool*, *that's great!*).
8 You can leave a space on the first line of each paragraph OR begin on the left-side (with no space) and leave a line between each paragraph. Keep to one style in your letter.
9 Use *Yours faithfully* if you don't know the name of the person you are writing to. If you do know their name, use *Yours sincerely*.
10 Sign your letter and write your name clearly below the signature.

See page 87 for an example business letter.

Correcting and improving your writing

Everyone makes mistakes when they write, and everything can be made better. So it is important to read over what you write and make improvements. When you finish any piece of writing, read it over.

Ask yourself, have I …

… written a topic sentence to introduce each main paragraph followed by supporting sentences, where appropriate?
… used linking words and phrases to make longer and more interesting sentences, where appropriate?
… used verb tenses and other grammar correctly? (Ask your teacher for help, if necessary.)
… used punctuation correctly, e.g. full stops, commas and capital letters?
… used correct spelling? (Use a dictionary to check!)

Unit 6 Business plans

When you write a business plan, use the following guidelines:

Section 1: Overview

1.1 Name of business
1.2 Type of business (in one or two words)
1.3 Name of people running the business (that's you)

Section 2: The business

2.1 Description (one or two sentences on what you will do)
2.2 Product/service (details of what you will sell or do for people)
2.3 Who you will sell to, or service

Section 3: Marketing

3.1 Marketing plans (how you are going to market your business)

Section 4: Money

4.1 Start-up (how much money you need to start your business)
4.2 Pricing (how much you will sell the products or services for)
4.3 Profit (how much money you expect to make)

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