



State of Palestine
Ministry of Education

NEW
EDITION

English for Palestine

PUPIL'S BOOK **11**

Blended Learning /Module 2

English for Palestine 11th Grade

BLENDING LEARNING MODULE (2) / LEARNING OUTCOMES

Unit	Learning outcomes	Page
1 Take Care	Learning about : • Safety in the home • Different ways of talking about obligation and permission: have to, be allowed to. • Fixed preposition + noun phrase. • Writing information from graphs and charts	3
2 Going places	• Being a tour Guide. • Expressing preferences using prefer and would rather. • Writing a job application form.	10
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Unit	Learning outcomes	Page
3 Tourism: mixed feelings. (Literary stream only)	Learning about: • Different attitudes to travel and tourism. • Advantages and disadvantages of tourism. • Writing a composition on the advantages and disadvantages of tourism for Palestine	19

1 Read Text A and Text B quickly to find the answers to these questions.

- | | | |
|--|---|---|
| 1 Which text is from a price comparison website? | A | B |
| 2 Which text gives advice for different situations? | A | B |
| 3 Which text has information for employees? | A | B |
| 4 Which text offers a way to avoid worrying about what might happen? | A | B |

TEXT A

Accident prevention in the Home

Your home is the place where accidents are most likely to happen.
Being aware of the dangers helps you prevent them from happening.

Fire safety

Fires may start suddenly and spread quickly. Here are a few tips to prevent them from starting.

- 5 Don't place portable heaters and candles near furniture or curtains.
Don't dry clothes near a fire or cooker.
Keep matches and lighters out of reach of children.
Fit smoke alarms on each floor.

(a) _____

10 Cooking

The kitchen is where some of the most serious home accidents happen.
Sharpen knives regularly. Blunt knives are more dangerous.

(b) _____

If there are young children around, take extra care with hot water and hot drinks.

15 (c) _____

When cooking on the oven top, keep handles of pans turned inward.

DIY* and garden safety

One of the biggest causes of DIY accidents is being too ambitious.

Don't do a job yourself unless you know what you're doing, especially gas and electrical work. Ask a professional.

20 Never use a tool that has an electrical fault.

Pre-planning is important. You're more likely to have an accident if you are unprepared or in a hurry.

(d) _____

(e) _____

Keep all products in their original containers.

* DIY (Do It Yourself) = doing jobs yourself instead of paying a professional to do them



2 Here are five pieces of advice. Read Text A in more detail and put each one into the correct section of Text A, (a) to (e).

- Keep tools, paint and chemicals out of reach of children.
- Never leave a pan unwatched when deep fat frying.
- Plan your escape route so that you can get out quickly if necessary.
- Unplug electrical tools before cleaning or working on them.
- Make sure electric things like kettles and food mixers don't get wet.

Insurance made clear

Contents insurance is for accidental damage to things in your home like TVs and computers. If you add up the cost of repairing or replacing all the technology we have nowadays, you may be surprised. Taking out an insurance policy can be quite cheap and will give you peace of mind. You can usually add
5 items that you often take out of the house, like mobile phones, cameras and watches.



Personal accident insurance provides you with a tax-free monthly income if you are unable to work due to accidental injury, usually for up to a year. This type of policy is a good choice if you are worried that you wouldn't be able to manage if you lost your regular income because of injury.



10 Choosing the right insurance policy can take time but if you don't want to waste money, it's important to compare what's on offer. We make the process as easy as possible by listing the best policies from leading insurance companies on one site.

3 Read Text A and Text B (pages 24–25) more carefully. Then complete the tasks below.

1 Find opposites of these words in the texts. (The words are in the same order as in the texts.)

- 1 fixed (Text A) _____
- 2 sharp (Text A) _____
- 3 outward (Text A) _____
- 4 limited (in what you try to do) (Text A) _____
- 5 someone doing something that isn't their job (Text A) _____
- 6 outgoings / spending (Text B) _____

2 Use the opposite words you have found to complete the sentences below.

- 1 He took an extra part-time job to increase his _____.
- 2 I stood at the front door, facing _____, so I couldn't see who was behind me.
- 3 He believes he can succeed in anything he tries. He's very _____.
- 4 She bought a _____ CD player so that she could listen to music while travelling.
- 5 These scissors are _____. They won't cut anything.
- 6 I'm not sure why it's not working. You'd better ask a _____.

3 Answer the questions.

- 1 How can people stop accidents from happening?
- 2 Why are fires especially dangerous?
- 3 Why is preparation important when doing jobs in the house?
- 4 What could happen if you don't keep products in their original containers?
- 5 Why is it a good idea to insure computers, etc against accidental damage?

Examples

In my country, all drivers **have to** wear seat belts.

After 1983, cyclists **had to** wear helmets.

You **don't have/need to** do this if you don't want to.

When cars were first invented, you **didn't have/need to** get a licence to drive them.

Children **are not allowed to** play near the river.

When I was young, I **wasn't allowed to** play in the street.



EXPRESSION/STRUCTURE	MEANING
1 not be allowed to	a There is an obligation to do this.
2 have to	b There is no obligation to do this.
3 don't have/need to	c There is an obligation not to do this.



2 Complete the sentences by adding **have/had to**, **don't/didn't have/need to** or **(not) be allowed to**.

- When do we _____ finish this homework?
- We arrived late and we _____ go into the theatre after the performance started, so we _____ wait till the break.
- My old school had few restrictions on clothes, so pupils _____ wear a uniform.
- I think you _____ arrange for a meeting tomorrow because the boss has already done it.
- _____ we _____ use dictionaries during the test?

3 Look at the information about wearing cycle helmets. Then complete the sentences on page 29 with **have/had to**, **don't/didn't have/need to** or **(not) be allowed to**.

Country	Date of law	Notes
Australia	1989	Compulsory
Austria	2011	Compulsory under 12 years of age
Chile	2009	Compulsory in towns and cities
Czech Republic		Compulsory under 15 years of age (changed to under 18 from July 2006)
Finland	2003	Not enforced (no fine)
Germany		No law
Japan	2008	Compulsory under 13 years age
New Zealand	1993	Compulsory



- 1 In Australia and New Zealand, all cyclists _____ wear helmets.
- 2 In Austria, before 2011, children under 12 _____ wear helmets.
- 3 In Germany, cyclists _____ wear helmets.
- 4 In Australia, you _____ ride a bike without a helmet.
- 5 Until 2006, young Czechs between 15 and 18 _____ ride bikes without wearing helmets.
- 6 In Finland, you _____ wear a helmet in theory, but you _____ pay a fine if you don't wear one.
- 7 In Chile, cyclists only _____ wear helmets in towns and cities.
- 8 In Japan, anyone over 13 _____ wear a helmet.

4 Write three sentences about yourself and your life, using *have to*, *don't have/need to* and *(not) be allowed to*. Then, in pairs, tell each other your answers.

- 1 At home, I _____.
- 2 In my school, we _____.
- 3 In my country, people _____.

Period 3 /

1 Match each preposition with a noun to make fixed phrases. Then use the fixed phrases in the sentences.

PREPOSITION	NOUN
1 by	a theory
2 in (x3)	b offer
3 out of (x2)	c the law
4 on	d practice (x2)
5 against	e reach
6 under	f pressure
	g law
	h a hurry

- 1 Sorry, I can't talk now, I'm _____.
- 2 Driving without a licence is _____.
- 3 I haven't driven for several months, so I'm _____.
- 4 Giving false information is forbidden _____.
- 5 I'm not sure which one to buy. I'll see what's _____.
- 6 I agree with your idea _____.
- 7 However, I don't think your idea will work _____.
- 8 He didn't want to do it but finally agreed _____.
- 9 Make sure the container is high enough to be _____.

6

Examples

You **mustn't** leave that medicine where children can reach it.

I **mustn't** forget to post that letter.

You **don't have to** call him today, Tomorrow is fine.

In my school we **don't have to** wear a uniform.

The teacher said we **had to** finish the work before we went home.

She **had to** wear glasses when she was young.



Complete the grammar rules

- 1 We use _____ to say that there is an obligation not to do something.
- 2 We use _____ to say that there is no obligation to do something.
- 3 When expressing obligation, the past form of both *must* and *have to* is _____.

3 Circle the correct option to complete the sentences.

- 1 You **mustn't** / **don't have to** buy bread. We've already got some.
- 2 She **has to** / **mustn't** wear her glasses when she's reading.
- 3 Before they changed the law, nobody **must** / **had to** wear a seat belt when driving.
- 4 I'd already read the book, so I **had to** / **didn't have to** read it again.

4 Complete the sentences with *mustn't*, *don't* / *didn't have to* or *had to*.

- 1 'You _____ ride your bike without a helmet,' his father told him.
- 2 In the UK people _____ carry an identification card, so many people don't carry one with them.
- 3 She missed the last bus and _____ walk home.
- 4 He got home on time yesterday because he _____ work late.
- 5 I _____ eat all of that cake or I'll feel ill.

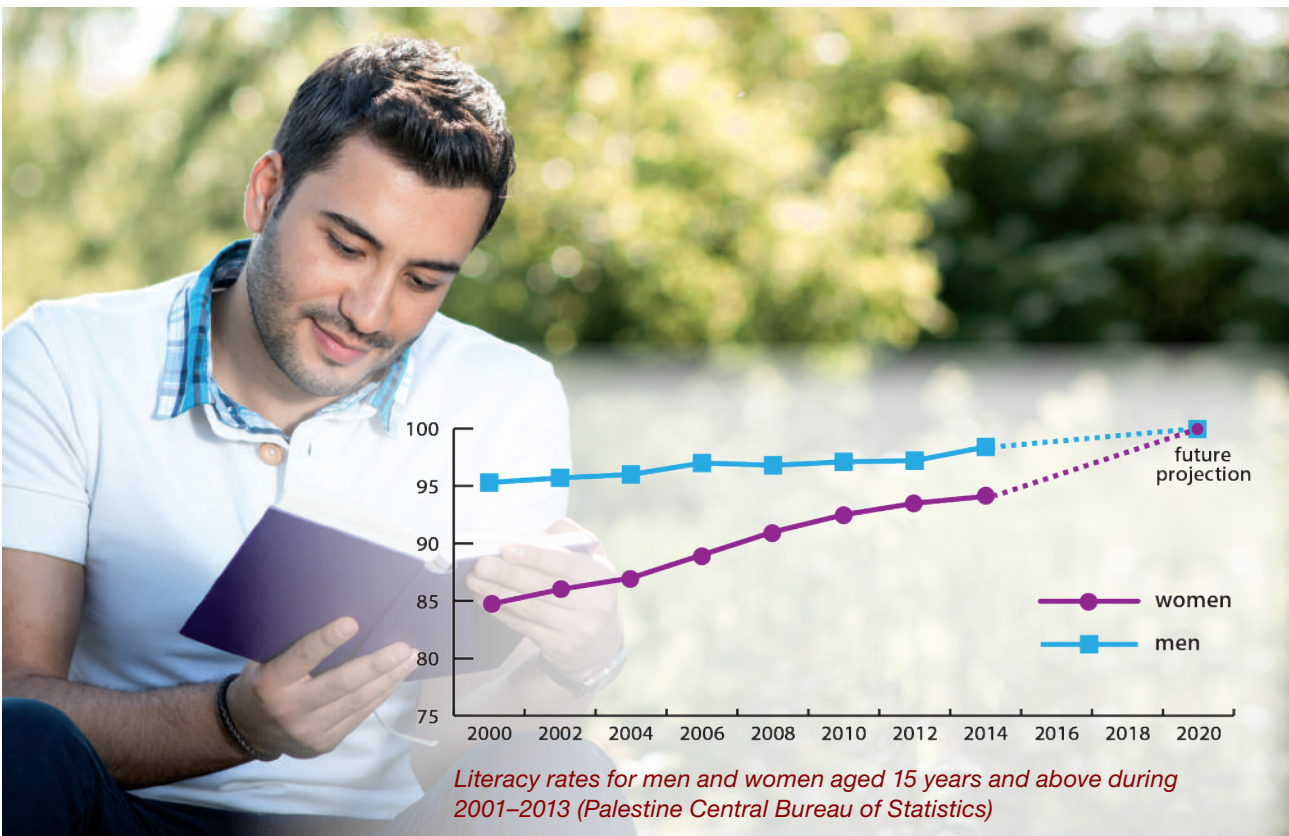
5 Work with a partner. Tell each other what you had to do when you were younger but don't have to do now.



When I lived with my parents, I had to have meals at the same time as them. Now I have my own flat, I don't have to eat at fixed times.

Pronunciation reminder

Mustn't sounds like *mussnt*.



Summary of literacy rates in Palestine (2001–2013)

In 2001, the gap between _____. Men's literacy was _____, while women's was _____. After that, the literacy rate for men _____ every year. Over the same period, _____ more quickly. By 2013, the rate for men was _____, compared with _____ for women. This means that, despite the progress in women's literacy rates, there is still a _____ just over 4% in favour of men. However, if literacy continues to rise, it is expected that all men and women _____ before 2020.

3 In pairs or small groups, compare your answers to Activity 2. Then discuss the questions below.

- ▶ Is the paragraph clear and correct?

- ▶ Is there any information not included?

- ▶ What does the information tell us about the situation in Palestine?

UNIT ONE / REVISION WORKSHEET

1- Circle the correct options to complete the sentences

- 1- Seat belts are compulsory here. Every driver (**has to / is allowed**) to wear them.
- 2- In some schools, students(**don't have to / aren't allowed to**) write in their textbooks.
- 3 -You can come with me if you like but you **are allowed to / don't need to**.
- 4- That phone was expensive. You **mustn't / don't have to** lose it.
- 5 - Twenty years ago the family **must / had to** move to another country

2- Circle the correct options to complete the sentences

- 1- In 1954, this country passed a new law saying that you **had to / don't have to / mustn't** pass a test before you could drive a car.
- 2-This is very important: you **don't have to / must / mustn't** check your CV for mistakes before you send it.
- 3- It's a holiday tomorrow, so we **mustn't / aren't allowed to / don't have to** go to school.
- 4- At my last school, we **had to / didn't have to / were allowed to** wear what we wanted but at this one we **had to / are allowed to / have to** wear a school uniform.
- 5- It's not fair. My brother **is allowed to / doesn't need to / must** stay out late but I **have to / am allowed to / mustn't** be home before eight o'clock.

3- Complete the sentences with :

mustn't - don't / didn't have to - had to

- 1- Yougive me back my book. I don't need it now.
- 2- My mother is sleeping. Youshout.
- 3- The light was red, so I stop.

GOOD LUCK

1 Discuss these questions in pairs or small groups.

- 1 Would you like to work as a tourist guide?
- 2 What are the advantages and disadvantages of this job?
- 3 What do you think tourists want when they visit a country or city?

2 Read the text. Then complete the tasks below and on page 39.

The step-on tour guides

For many young people, being a tour guide seems to be the perfect job, almost like a paid holiday with no expenses. In reality, of course, it can be tiring and stressful having to solve all the problems that arise and deal with the constant demands of the people who have paid money for your services.

And it seems that tourists are becoming more demanding, partly due to the internet. They already know a lot of the basic information that guides used to tell them. What they want is something different and special. It's no longer enough to take them round the famous buildings, monuments and tourist sites and tell them a few dates and interesting stories. In fact, tourists nowadays don't like to be labelled as tourists at all. Today's well-informed 'traveller' prefers culture, getting under the surface of things, seeing something of the real life of the place they're visiting.

This need has led to an increase in the popularity of 'step-on guides'. These are people who live in the area and have local knowledge. They take over the tour temporarily and provide the kind of information that the usual tour guide can't offer. 'It's a great way to meet people and give them an introduction to your town or city,' says Moustafa, a step-on guide in Istanbul, Turkey.

Being a successful step-on guide depends on getting to know what travellers really want. This is something that Moustafa has picked up from experience: 'I treat my customers more like students than tourists. But I never lecture them. I don't want them just to take in whatever I say. I think they'd rather interact with places and people.'



- 1 Look again at the questions you discussed. What does the text say that is similar to and different from your ideas?

- 2 Replace the underlined words and phrases in these sentences with words and phrases from the text. (The words and phrases are in the same order as in the text.)
- 1 As well as the hotel bill, there were a few other extra things to pay for.

 - 2 My job is dealing with the public. There are a lot of things that people want from you.

 - 3 His success as a tour guide is because of his local knowledge.

 - 4 This city has a lot of statues and buildings that celebrate famous people or events.

 - 5 I'm only doing this job for a short time until I find something better.

 - 6 Nobody taught me how to play the piano. I just learnt it without having lessons.

 - 7 She hates it if any of her friends talk to her like a teacher.

 - 8 What I like about my teacher is his ability to have a two-way relationship with his students.

- 3 The words in the table change in the same ways. Complete the table. (Note that there is no adjective from *provide*.)

VERB	NOUN	ADJECTIVE
1 demand	demand	demanding
2 challenge	_____	challenging
3 surprise	_____	_____
4 conclude	conclusion	concluding
5 decide	_____	deciding
6 provide	_____	

- 4 Now use words from the table to complete these sentences.
- 1 This situation is very _____. There are a lot of problems we need to solve.
 - 2 I don't want to argue about it. This is my final _____.
 - 3 I find it _____ that he doesn't enjoy working as a guide.
 - 4 The _____ part of the essay summarised the main points.
 - 5 Young children can be very _____. They always seem to want something.
 - 6 This organisation has responsibility for the _____ of basic food to those who need it.
 - 7 Each team has won twice, so this is the last and _____ match.
 - 8 In this period of hot dry weather, the _____ for bottled water has increased.

1 Look at the examples. Then complete the grammar rules.

Examples

Many tourists today **prefer** culture **to** beach holidays.

They prefer **studying** to **sightseeing**.

I'd **rather** travel by train **than** fly by plane.

My friends **would rather** stay at home **than** go out.

Complete the grammar rules

- 1 When talking about preferences (liking one thing better than another), we can use _____ + a noun or the *-ing* form of a verb, or *would rather* + the _____ form of the verb (without *to*).
- 2 After *prefer*, we put the word _____ between the two choices.
- 3 After *would rather*, we put the word _____ between the two choices.



2 Complete the sentences using *prefer* or *would rather*, as shown in brackets.
(For sentences 3–5, you will need to add a verb.)

- 1 I _____ go on a history tour _____ visit an art gallery. (*would rather*)
- 2 She _____ healthy food _____ fast food. (*prefer*)
- 3 They _____ football _____ basketball. (*would rather*)
- 4 I _____ my homework now _____ later. (*would rather*)
- 5 Their son _____ computer games _____ football outside. (*prefer*)

3 Look back at the notes you made about the two eco-tours in Period 2. Write a sentence saying which of the two tours you would rather go on and add a reason using *prefer*.

I'd rather go on _____ than _____ because I prefer
_____ to _____.

1 Look at the examples. Then complete the grammar rules.

Examples

Today's **well-informed** 'traveller' prefers culture.

They're normally very **well educated**.

Complete the grammar rules

- 1 We often use phrases with the adverb *well* + the _____ participle of the verb.
- 2 We normally use a hyphen (-) between the two words when it comes _____ a noun.

2 Make phrases using **well** + the past participles of the verbs in the box. Then decide which you would use to describe the people or things below.

inform behave educate make dress know pay write

- 1 someone who has a Master's degree _____
- 2 a famous person _____
- 3 a person who wears good clothes _____
- 4 a child who never causes trouble _____
- 5 a strong piece of furniture _____
- 6 someone who knows a lot _____
- 7 a book with a good style _____
- 8 someone who makes a lot of money in their job (or a job that pays a lot of money) _____

3 Now complete these sentences using the phrases you formed in Activity 2.

- 1 Although he's _____, he still finds it hard to get a _____ job.
- 2 Salma is sure to know the answer. She's very _____.
- 3 It's a _____ book by a _____ writer, but I must say I didn't enjoy it.
- 4 It's important to look good when you go for an interview, so make sure you're _____.
- 5 This chair is very _____. It will never break.
- 6 The children can come too as long as they're _____.

Are you a friendly person who enjoys meeting new people?

Would you like to tell people about your area?

Can you speak any other languages?

If so, why not become a tour guide? For more details, go to www.myguide.com. You can download the application form, then send it with a covering letter* saying why you would like to do the job.

Dear Sir/Madam

I enclose my application form for the position of Tour Guide. If you need any further information, please contact me.

I look forward to hearing from you.

Yours faithfully,

* a covering letter is a letter that you send with an application form

APPLICATION FOR THE POSITION OF TOUR GUIDE

Name: _____ Age: _____

Address and contact details: _____

Education: _____

Languages: _____

Please write a short paragraph below saying why you would be a good person to do this job.

1- Complete the adjective phrases in these sentences by adding the past participle of a verb from the box.

Know dress pay write inform

1 This is a well-job, so I can't afford to lose it.

2 She spends a lot on clothes, so she's always well..... .

3 Perhaps you've never heard of him but in my country he's a very well-singer.

4 He always reads the newspapers, so he's very wellabout what's happening in the world.

5 I agree that it's a well-book but it isn't very exciting, is it?

2- Complete the sentences using **would rather or prefer**:

1- I..... go out for dinner.....stay at home. I'm hungry!

2- My mother..... tea to coffee.

3- Heplay footballgo hiking.

4- I spend time on the beachvisit an art gallery.

5- I learn a new languagestudy math.

6- We going by train flying.

GOOD LUCK

Reading :

(5points)

1- Read the text. Then complete the tasks below.

The Playing Place When you first see it, it looks like a field full of rubbish, with pieces of wood, old carpets and broken bikes lying around. Then you see the sign reading 'The Playing Place' and notice the children climbing trees, cutting wood, having water fights and doing other frightening things. Three over in the corner are even making a fire. Do their parents know about all this? In fact, the idea for The Playing Place came from a parent and was developed by parents. 'I saw a play area like this when I was working in Sweden,' says Derek Burns, 'and decided to make something similar when I got home. I had a feeling that children these days aren't allowed to play in the way I used to when I was young. There are so many regulations that restrict them and adults who lecture them and stop them from doing things because they're too dangerous.' At first, most other parents were unsure about Derek's ideas, but most of them gradually began to see what he was trying to do. They agreed to help and allow their own children to join the growing numbers who used the area. There are always two adults present, but they are there to help if there is a problem, not as teachers or police. 'The whole idea,' says Derek 'is to allow the children to have fun and take responsibility for their own risks. And they're very good at it. They don't usually do things that might harm them, just as adults don't. We need to learn to trust them.' There have been problems. They needed money to buy the land, and had to get an insurance policy, which of course was difficult (and expensive). There were also some negative stories in the press. But the numbers keep growing, and next year they want to extend The Playing Place into a larger area.

1- Replace the underlined parts of the sentences below with words from the text. (The words are in the same order as in the text.)

- 1 We need rules to stop people doing dangerous things.
- 2 His parents decided to put limits on the time he spent watching TV.
- 3 It's been a cold winter but slowly, day by day it's getting warmer.
- 4 You shouldn't believe everything you read in the newspapers.
- 5 If the number of students keeps growing, we'll have to make the classroom bigger.

2 Decide if these sentences are TRUE or FALSE, according to the text.

- | | |
|--|----------------------|
| 1 The field is a place where people leave their rubbish. | TRUE FALSE |
| 2 The writer is surprised to see children doing things that look dangerous. | TRUE FALSE |
| 3 Derek Burns got the idea from another country. | TRUE FALSE |
| 4 Burns thinks children's lives today are more dangerous than they used to be. | TRUE FALSE |
| 5 According to Burns, it's natural for children to take a lot of risks. | TRUE FALSE |
| 6 The Playing Place is becoming more and more popular. | TRUE FALSE |

1- Complete with the correct form of the words in brackets:

- 1- This has been atime for us all. (challenge)
- 2- Close your eyes . I've got afor you. (surprise)
- 3- I have to make a difficult (decide)
- 4- This bookletuseful information about local services. (provide)
- 5- Make sure to summarise your points in yourparagraph. (conclude)

2- Complete the sentences with prepositions from the box

against by on under of

- 1- A lot of people can't work pressure.
- 2- Becoming more awareyour personal needs can help you take the right decision.
- 3- In Australia , all cyclists have to wear helmetslaw.
- 4- My father's doctor advised himsmoking
- 5-I'm not sure which one to buy. I'll see what'soffer

3- Match words from the box with their opposites below:

outward outgoing\ spending fixed sharp

- 1- portable2- inward3- blunt.....4- income

1- Circle the correct options to complete the sentences.

- 1- In Palestine , students **are allowed to** / **have to** wear a uniform.
- 2- Children **mustn't** / **don't have to** eat lots of sugar.
- 3- It's not fair . My brother **doesn't need to** / **is allowed to** stay out late but I have to / **mustn't** be home before nine o'clock.
- 4- I **was allowed to** / **had to** go to bed at 8 o'clock when I was young.
- 5- You **don't have to** /**aren't allowed** to call him today. Tomorrow is fine.

2- Complete the sentences using prefer or would rather:

- 1- I..... sit in the garden watch TV.
- 2- Young people cycling walking.

3- Iman.....use a keyboard write with a pen.

4- Their daughterculturebeach holidays

5- Hestudy in his country Study abroad.

WRITING

(5 POINTS)

Read the job advertisement below. Then fill in the application form

Are you an organised person? A great leader with solid business skills?

Do you have experience in the hotel sector?

Can you speak any other languages?

If so, why not become a hotel manager? For more details, go to www.myguide.com. You can download the application form, then send it with a covering letter* saying why you would like to do the job

* a covering letter is a letter that

you send with an application form

APPLICATION FOR THE POSITION OF: Hotel Manager

Name: _____ Age: _____

Address and contact details: _____

Education: _____

Languages: _____

Please write a short paragraph below saying why you would be a good person to do this job.

GOOD LUCK

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?

Period 2 / Vocabulary and reading skills

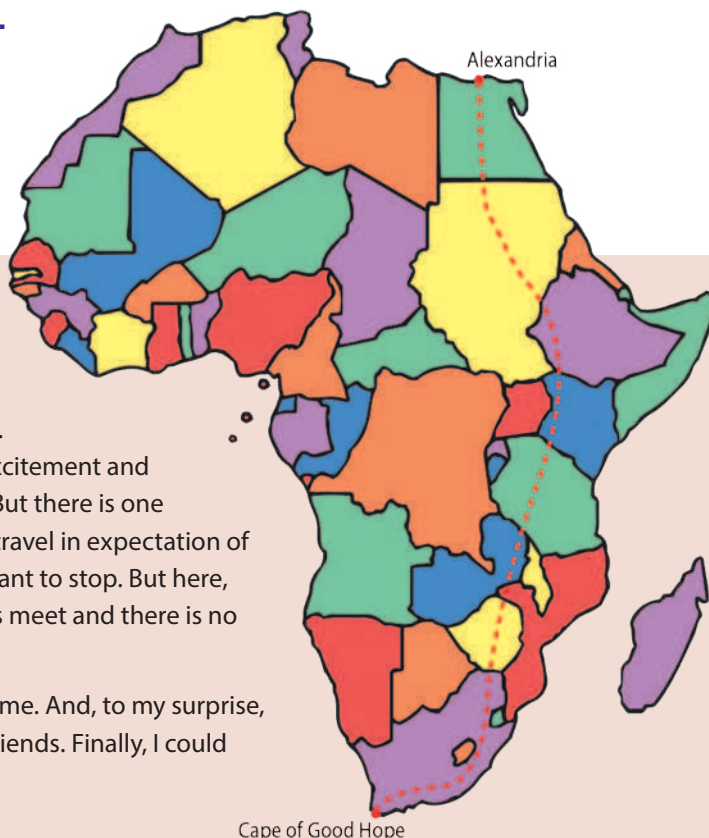
1 **The author travelled south across Africa.
Look at the map.**

- 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.

- What does the author like about the Cape of Good Hope? What doesn't he like about it?
- How does the author feel at the end of his journey?
- 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?
- 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*.
- 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 ...
- 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.



I think he's adventurous because he ...

I think he's a bit selfish because he ...



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
- ▶ Employment
- ▶ Environment
- ▶ Construction
- ▶ Services
- ▶ 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?

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?

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

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 rushed¹ 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 desperately². 'The police are following me! Oh, the scandal³ 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 charge⁴ 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 fierce⁵ 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 lungs⁶ 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.

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

'Your case sounds interesting,' said Holmes, looking very pleased. 'Watson,

**MYSTERIOUS CRIME COMMITTED IN NORWOOD!
A WELL-KNOWN BUILDER IS MISSING. THE
POLICE THINK THAT HE HAS BEEN MURDERED
AND THEY ARE SEARCHING⁷ FOR A SUSPECT.⁸**

please read the newspaper article.'

I read what was in front of me.

'I'm surprised that you haven't been arrested already, Mr McFarlane,' said

Mr Jonas Oldacre, from the district⁹ 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 firm¹⁰ there. Recently he seems to have stopped working as a builder and he rarely meets anyone. Mr Oldacre lives alone except for¹¹ 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 store¹³ 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 safe¹⁴ 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 marks¹⁵ 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 flesh¹⁶ 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.

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.'

He stopped for a moment, then he added, 'Please help me, Mr Holmes. I need to protect¹⁷ my mother from a scandal.'

At that moment there was more noise on the stairs outside and our sitting room

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

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

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 evidence¹⁸ against him is very strong. He'll soon be on trial¹⁹ 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 will²⁰ for him. He took from his pocket some pieces of paper on which he had written a draft²¹ 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 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 clerks²² in my office was the witness²³ and signed it too. He then asked me to visit him at his house in Norwood. He told me 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 proof²⁴ 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.

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

main London stations. So, the draft was written on an express train²⁶ 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!

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 _____ 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 _____ (3 words)

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

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.

Part C

1 Complete the sentences with words from the box.

sensation trek sight treatment encounter

- 1- The writer'sthrough Africa was full of excitement and exhaustion.
- 2- Theof the flowers in the garden was very beautiful
- 3- The cost of hospitalcan be very high.
- 4 - I still remember the first time I went kitesurfing. It was a wonderful..... .
- 5- Some people travel in expectation of the next ,view or experience .
- 5 I hope there will be some **performance that people enjoy** at the children's party.

Part D

1 Complete the following about 'The Norwood Builder'.

When Holmes saw McFarlane for the first time , he noticed that he :	How did he know?
was unmarried	
was a lawyer	
had an illness of the lungs	

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 Why did Oldacre want to leave all his wealth to McFarlane ?

A - He had no family

B - He knew McFarlane’s parents and so he wanted to please them

C - A & B

5 Where was the draft of the will written?

A - In the stations where the train wasn’t moving. **B** - On the train in different situations .

C - In McFarlane’s office.

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

.....
.....

Part E

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.

GOOD LUCK