

## READING An unexpected journey

- 1 Look at the headline and pictures in the newspaper article. What do you think the story is about? Discuss your ideas with a partner.

# A free flight to Dubai

A twenty-three-year-old Dutch student has enjoyed a short but unexpected holiday in Dubai. Mr Frank Vreede, a business student, had taken a part-time job at Schiphol Airport to help pay for his studies. He worked as a **baggage handler** and was responsible for loading the suitcases into the **hold** of passenger planes.

Last Friday night, after an exhausting day in the university library preparing for his final exams, Frank was loading a plane at the airport. He was waiting for the next baggage truck to arrive and he felt tired. He decided to have a quick rest, so he sat down in the hold of the plane and shut his eyes – just for a moment.

However, while he was sleeping, the plane **took off**. An hour later, Frank woke up and was **horrified** to discover that the plane was in the air. There was a terrible noise from the engines, and he tried not to panic. It was dark, uncomfortable and very, very cold. Frank knew the flight would be long because it was an airline from the Middle East. He also knew he could not survive the freezing temperatures. It was an impossible situation.

He decided to make as much noise as possible. He **banged** on the ceiling of the baggage hold and shouted at the top of his voice. Luckily, a passenger heard the noise and called a flight attendant, who immediately informed the pilot. Once the captain understood what was happening, he ordered hot air to be pumped into the hold.

When the plane arrived at Dubai International Airport, an ambulance was waiting to take a very cold and frightened Mr Vreede to hospital. Doctors examined him, but he was **unhurt** and was allowed to leave after a few hours. News spread quickly about this 'stowaway'. The Managing Director of one of Dubai's top hotels offered him a free room for the weekend. 'He must have wanted to come to Dubai very much if he was prepared to travel in the hold!' joked the MD.

'Everyone's been so kind,' said Mr Vreede. 'I'm really enjoying my stay in Dubai and I'm getting a lot of rest, so I won't fall asleep on the job again!'

When Frank returned to Schiphol Airport on Monday, his friends and **relatives** were overjoyed to see him. 'When he didn't come home after his evening **shift** on Friday, I called the airport – but nobody had seen him for hours,' his mother said to reporters. Frank explained that he was very lucky because it is possible to die of cold in the hold of an aircraft. He **apologized** to his boss for sleeping at work instead of working, and promised it would not happen again. 'During the flight I was **petrified**. I thought I was going to die!' said Mr Vreede. 'I wouldn't want to do it again. Next time, I'll catch a regular flight!'



- 2 **Read Study Skill** Make questions about the article. Use the question words in the box.

Why ... ?   Where ... ?   Who ... ?   When ... ?   What ... ?   How ... ?

Why was it a free flight?

### STUDY SKILL Predicting content

Predicting the content of a text prepares you for what you are about to read. Being well-prepared helps comprehension.

Before you read a text:

- look at the title
- look at any pictures

Use these to get an idea of what the text is about. Ask some questions (*Who? Where? Why?* etc.) to help you predict the content and to focus on the information you need.

- 3 Skim the text to get a general idea of the story. Were your ideas right? Does the text answer your questions?

- 4 Read the article more slowly and answer the questions.

- 1 **Who** is the article about?
- 2 **What** other people are mentioned in the article?
- 3 **Where** did the events happen?
- 4 **When** did the events happen?
- 5 **What** was the problem?
- 6 **How** was the problem solved?

Compare your answers with a partner.

- 5 **Read Study Skill** Copy the table. Guess the meaning of the words in bold in the article *A Free Flight to Dubai*. Use the part of speech and the context to help.

### STUDY SKILL Meaning from context

Texts often contain words we don't know. Looking up every word takes time and slows down your reading.

To help you guess the meaning from the context:

- look at the words and sentences around the unknown word.
- identify the part of speech.
- use your knowledge of the world (what you already know about the situation).
- think about whether the word has a generally negative or positive meaning.
- replace the unknown word with another word with a similar meaning and check that it makes sense in the sentence.

| word                   | part of speech | context                                                                          | guess                                  |
|------------------------|----------------|----------------------------------------------------------------------------------|----------------------------------------|
| <i>baggage handler</i> | <i>noun</i>    | <i>job or duty / airport responsible for loading suitcases/ passenger planes</i> | <i>person who puts bags on a plane</i> |

- 6 Compare your guesses with a partner. Check meanings in a dictionary.
- 7 Underline other new words in the article. Make guesses about them. Check your guesses in a dictionary.

Why ... ?  
Where ... ?  
Who ... ?   When ... ?  
What ... ?   How ... ?

## WRITING Mistaken identity

- 1 Look at paragraph 1 of the newspaper article *A Case of Mistaken Identity* on page 19. Separate it into six sentences. Punctuate the sentences correctly.

**Read Study Skill**

### STUDY SKILL Sentences

- write short, clear sentences.
- join ideas and sentences using linking words, for example, *however*, *after*, etc. (see page 13).
- punctuate correctly using capital letters, full stops, question marks, and exclamation marks.

- 2 Complete paragraph 2 of the article using the words in the box.

after    and    unfortunately    but    because    so

- 3 Read the beginnings of paragraphs 3 and 4 of the article. Choose which sentences, a or b, from 1–5 belong to each paragraph. Write the paragraphs.

- a Then the car stopped in front of a large conference centre. **Paragraph 3**
  - b He told John that everything was ready for him. **Paragraph 4**
- a Mr Taylor jumped out of the car with his briefcase and rushed into the centre.
  - b 'Follow me, please,' he said.
- a John Taylor got up, checked his tie was straight, and picked up his briefcase.
  - b There, to his relief, he was greeted in English by the conference organizer.
- a He followed the organizer out of the room.
  - b 'Welcome to Paris, Mr Taylor,' said the smartly-dressed organizer and he led John Taylor down a long corridor and into a small room.
- a After giving Mr Taylor a coffee, the organizer went off to make sure everything was ready.
  - b The organizer opened a door and led John Taylor into a large hall full of ... schoolchildren!

- 4 Look at the next two paragraphs. Which is paragraph 5? Which is paragraph 6? **Read Study Skill**

### STUDY SKILL Paragraphs

To help your writing flow:

- group ideas on the same topic together in a paragraph.
- make sure there is a clear link between the content of one paragraph and the next.

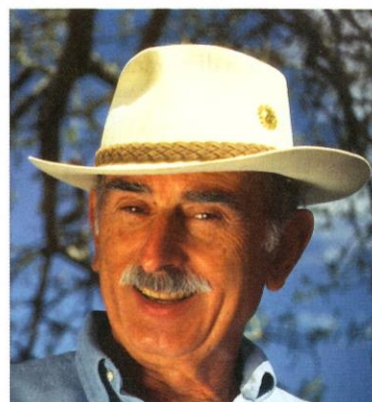
- 5 Read paragraph 1 of the article again. Find an example of the: Present Perfect, Past Simple, Past Continuous, and Past Perfect. **Read Study Skill**

### STUDY SKILL Varying the structure

Interesting writing often contains a variety of tenses.

For example:

- Past Simple – *It was a comfortable flight.*
- Past Continuous – *He was loading a plane at the airport.*
- Present Perfect – *He has been to France before.*
- Past Perfect – *He had taken a part-time job at the airport.*



## A case of mistaken identity

**1** have you ever been mistaken for someone else last week Mr John Taylor, an Australian businessman, went to Paris for an important meeting he was sent by the Australian government to give a speech to French businessmen and women it was to encourage more trade it was, therefore, a very important speech and Mr Taylor had prepared it carefully at the same time a Mr Paul Taylor was also travelling on the same flight to Paris

**2** It was a comfortable flight <sup>1</sup> \_\_\_\_\_ his plane arrived on time. John Taylor was expecting a driver to pick him up from the airport. <sup>2</sup> \_\_\_\_\_ going through customs and immigration control, he went to find the driver. He saw a man who was holding a sign saying 'Mr Taylor', <sup>3</sup> \_\_\_\_\_ he introduced himself. The driver replied in French. <sup>4</sup> \_\_\_\_\_, Mr Taylor did not speak French, <sup>5</sup> \_\_\_\_\_ he did understand the words 'hotel' and 'seminar'. <sup>6</sup> \_\_\_\_\_ the meeting was early that morning, John Taylor decided to go straight to the seminar. He nodded his head at the driver and repeated 'seminar'.

**3** While the car was speeding through Paris, Mr Taylor went through his notes one more time.

4 The organizer returned a few minutes later.

### Paragraph

This case of mistaken identity was quickly noticed and put right. Both Mr Taylors, Paul and John, were put into taxis and driven at great speed to their correct meetings.

Fortunately, both presentations were hugely successful, as they discovered when they were seated next to each other on the flight back to Australia!

### Paragraph

John Taylor looked around in horror at the children. Then he heard the organizer asking them to welcome Mr Paul Taylor. He was going to tell them about kangaroo farming in Australia! Meanwhile, on the other side of the city, Mr Paul Taylor was also in a large hall full of people. Paul, dressed in blue jeans and cowboy boots, was staring in horror at 200 smartly-suited businessmen and women.

## VOCABULARY DEVELOPMENT Word-building (1)

- 1 Put the adjectives from this unit with the correct prefix in the table. Use a dictionary to help you. **Read Study Skill**

~~expected~~ regular comfortable possible hurt important

|            |                   |       |
|------------|-------------------|-------|
| <b>un-</b> | <u>unexpected</u> | _____ |
|            | _____             | _____ |
| <b>in-</b> | _____             | _____ |
|            | _____             | _____ |
| <b>il-</b> | _____             | _____ |
|            | _____             | _____ |
| <b>im-</b> | _____             | _____ |
|            | _____             | _____ |
| <b>ir-</b> | _____             | _____ |
|            | _____             | _____ |

- 2 Use a dictionary to identify the correct prefixes for the adjectives in the box. Add them to the table in exercise 1.

appropriate direct experienced patient relevant mature  
legal responsible logical legible mobile personal

- 3 Look back at the table in exercise 1. Can you see any general rules about when to use *il-*, *im-*, and *ir-*? Complete the rules.

### RULES *il-*, *im-*, *ir-*

*il-* is used with words beginning with \_\_\_\_\_.  
*im-* is often used with words beginning with \_\_\_\_\_ and \_\_\_\_\_.  
*ir-* is used with words beginning with \_\_\_\_\_.

- 4 Match words 1–7 with antonyms a–g.

- |                                      |                    |
|--------------------------------------|--------------------|
| 1 <input type="checkbox"/> different | a low              |
| 2 <input type="checkbox"/> easy      | b maximum          |
| 3 <input type="checkbox"/> high      | c small            |
| 4 <input type="checkbox"/> large     | d public           |
| 5 <input type="checkbox"/> late      | e early            |
| 6 <input type="checkbox"/> minimum   | f difficult / hard |
| 7 <input type="checkbox"/> private   | g the same         |

## STUDY SKILL Antonyms from prefixes

The antonyms of some words can be made by adding a prefix such as *un-*, *in-*, *im-*, for example, *successful* / *unsuccessful*.

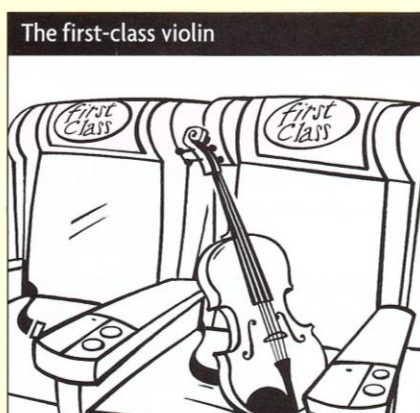
In other cases, the antonym is a completely different word, for example, *good* / *bad*.

When you look up a new word in the dictionary, make a note of its antonym.

*un-*  
*in-*  
*il-* *im-* *ir-*

## REVIEW

- 1 Look at the titles of these newspaper articles. What do you think each article is about? Work with a partner and write five questions about each article.



- 2 Read the beginning of John Taylor's talk. The words in bold are different parts of speech of the nonsense word **naman**. What part of speech are they? Choose from the box.

verb x (2)    noun x (3)    adjective x (2)

Good <sup>1</sup>**naman**, everyone. I am sorry for <sup>2</sup>**namaning** late, but thank you for being so patient. As you know, I am here to <sup>3</sup>**naman** about the possibilities for increased commerce between our two <sup>4</sup>**namanies** and I hope that this talk will lead to a fruitful discussion. Our two countries have had very good relations for many <sup>5</sup>**namanies**, in fact since 1872! Last year, many of our <sup>6</sup>**namanical** students came here to study your farming systems. It was a very <sup>7</sup>**namaning** visit and they learnt a lot. In the future, ...

- 3 Guess their meaning from the context and replace them with an appropriate real word.

Good <sup>1</sup>**naman**, everyone. = Good morning/afternoon, everyone.

- 4 Make notes about each of the pictures. Write a paragraph of 20–40 words for each one in the past tense. Give your complete article a title.

