

**Discuss**

- 1 a What different types of stories are there in the Holy Qur'an?
- b How do you think they benefit us? **Students' own answers**
- c What do you know about Luqman and his wisdom? **Students' own answers**
- d

**Read**

2 Read the text on page 79 and answer these questions.

- a What are the pieces of advice Luqman gives to his son?
- b Luqman lists many virtues. Find the verse that expresses each of t

Modesty    Respectfulness    Gratefulness    Patience    Self-restraint

2)b) Modesty: Verse 18: "And swell not thy cheek [for pride] at men, Nor walk in insolence through the earth: For Allah loveth not an arrogant boaster." Re

Verse 13: "... do not associate anything with Allah. If association [with Him] is injustice."

Gratefulness: Verse 14: "Be grateful to Me and your parents: Verily Me is the [final] destination."

Patience: Verse 17: "And be patient constancy whatever betide thee ..."

Self-restraint: Verse 19: "And be moderate in thy pace, and lower thy voice."

1 was granted enormous wisdom by Allah. The following are some of the instructions given in the Holy Qur'an. They are given as instructions to his son.

**Verse 13**

"Behold, Luqman said To his son admonishing him  
"O my son!  
Join not in worship (Others) with Allah: for False worship is indeed The highest wrong-doing."

**Verse 14**

"And We have enjoined on man (To be good) to his parents: In travail upon travail Did his mother bear him. And in years twain Was his weaning: (hear The command), "Show gratitude To Me and to thy parents: To Me is (thy final) Goal."

**Verse 17**

"And be patient constancy whatever betide thee; for this is firmness (of purpose) In (the conduct of) affairs."

**Verse 18**

"And swell not thy cheek (For pride) at men. Nor walk in insolence Through the earth: For Allah loveth not Any arrogant boaster."

**Verse 19**

"And be moderate In thy pace, and lower Thy voice; for the harshest Of sounds without doubt Is the braying of the ass."

**Check your understanding**

3 Fill in the table using Luqman’s advice.

You should...	You shouldn’t...
be grateful to your parents- keep praying regularly	associate anything with Allah
enjoin what is just- forbid what is wrong;	be proud and insolent- be an arrogant boaster
tolerate whatever happens to you with patience and constancy - lower your voice	be moderate in your pace - lower your voice

4 Use the table to write a short paragraph containing Luqman’s advice.

Luqman advises his son in Verse 13 not to associate anything with Allah because association to Allah is unjust. Then, in Verse 14, he advises him to be grateful to his parents. In Verse 17, Luqman tells his son to keep praying regularly, to do what is just, and forbid what is wrong; he should tolerate whatever happens to him with patience and constancy. In Verse 18, he advises his son not to be proud and insolent because Allah doesn’t like arrogant people. Finally, in Verse 19, Luqman asks his son to be moderate in his pace and to lower his voice.

**Think and speak (giving advice)**

- 5 What pieces of advice do your mother and father give you?
- 6 Work in groups. Find words of wisdom from the words of Luqman. Choose one of the virtues from exercise 2b and give advice from a parent to their son or daughter.

**Words to remember**

composure, constancy, enjoin, gratefulness, injustice, insolence, self-restraint

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

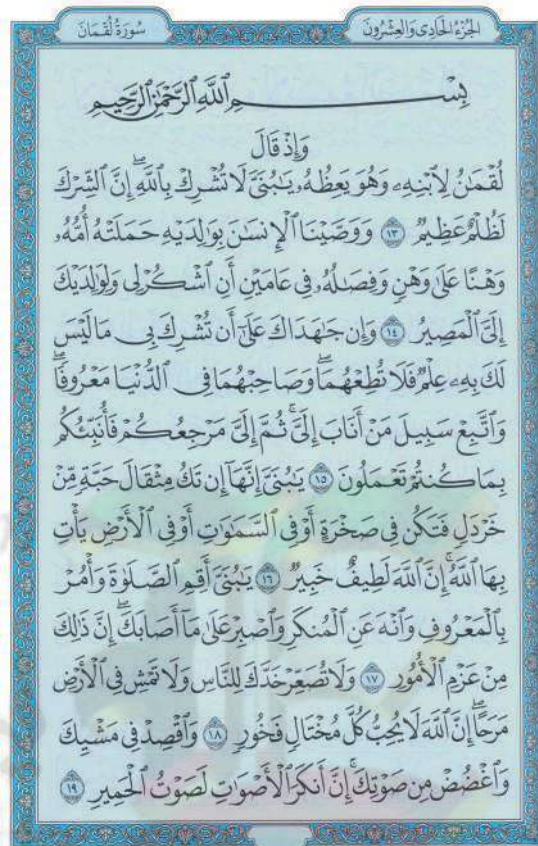
.....

.....

.....

.....

.....



• **Adverbs of manner** Grammar reference page 135

1 Adverbs of manner are words which tell us how someone does something.

**Note**

- Most adverbs are formed by adding **-ly** to an adjective.  
Adjective: He's a **dangerous / careless** driver.  
Adverb: He drives **dangerously / carelessly**.
- Some adverbs of manner are the same as adjectives.  
Adjective: He's a **fast / hard** worker.  
Adverb: He works **fast / hard**.

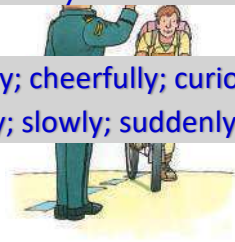
a Can you think of any more adverbs of manner? Which are not formed by adding **-ly** to an adjective? **hard; cheerfully; angrily; honestly; loudly; wisely; easily**

b Where do we usually put adverbs of manner in sentences? **Adverbs are usually at the end / after the verb.**

2 You are going to add adverbs to a story to make it more interesting.

a Make adverbs from each of these adjectives. **angrily; calmly; carefully; cheerfully; curiously; politely; quickly; rudely; secretly; slowly; suddenly; suspiciously**

<i>angry</i>	<i>calm</i>	<i>careful</i>	<i>cheerful</i>	<i>curious</i>	<i>polite</i>
<i>quick</i>	<i>rude</i>	<i>secret</i>	<i>slow</i>	<i>sudden</i>	<i>suspicious</i>



b Now complete gaps 1–9 in this story with some of the adverbs. Sometimes more than one answer is possible.

**Crossing the border**

A man was hurrying across the US-Mexican border on his bicycle when (1) **suddenly** he was stopped by a guard. The guard pointed to two bags on the man's back, and asked (2) **suspiciously** 'What's in the bags?'

'Sand,' said the cyclist (3) **politely**.

'Get them off – we'll have a look,' said the guard (4) **rudely**. The cyclist took the bags off his back (5) **calmly** and emptied them to show that they held only sand. Then he re-loaded the bags (6) **carefully**, put them on his shoulders and continued to cycle across the border.

The next week, the same thing happened. Again the guard demanded to see the two bags, which again contained nothing but sand. This went on every week for six months, until one day the cyclist did not appear.

A few days later, the guard happened to meet the cyclist in the town. 'Say friend, can you tell me something?' asked the guard (7) **curiously**. 'We knew you were (8) **secretly** smuggling something across the border, but we didn't know what. What were you smuggling?'

'Bicycles!' replied the man (9) **cheerfully**.

• **use to / used to** Grammar reference page 135

3 a Read the following sentences. Explain the difference between *use to* and *used to*.

- Did you use to be in my geography class?
- I didn't use to take the bus.
- We used to go to school together every morning.

b Complete the sentences.

- 1 Did Ahmed..... live in Qatar?
- 2 The airport staff didn't..... wear a uniform.
- 3 We..... own a black sports car.



**Vocabulary** Travel

**Ways of travelling**



**1 a** Work in pairs. Discuss which of the words in the list can be used with these verbs.

*train car bicycle motorbike bus plane taxi boat*

- |                       |                                   |                  |
|-----------------------|-----------------------------------|------------------|
| <b>1</b> to go by     | <b>4</b> to catch                 | <b>7</b> to      |
| <b>2</b> to ride      | <b>5</b> to get on / get off      | <b>8</b> to miss |
| <b>3</b> to travel on | <b>6</b> to get into / get out of |                  |

**b** Which of the words has a driver / a pilot? **a driver: train, car, bus, taxi, a pilot: plane**

**c** What are the words for people who go by bicycle and by motorbike?

**bicycle: cyclist / motorbike: a motorcyclist**

**2** How do you think these people usually travel?

**a** A king or president visiting another country **by limousine; by private plane**

**b** A businessman visiting an office on the other side of the city **by car; by taxi**

**c** A student travelling to school every day **by car; by bus; by bicycle**



**Phrasal verbs connected with travel**

**3** Read this description of somebody's journey.

**a** Replace the phrasal verbs in **1–7** with the correct form of one of these words or phrases.

**1 left 2 registered 3 left the ground 4 landed 5 arrived 6 stopped to collect 7 let (us) get out**

*land leave leave (the ground) let (someone) get out register stop to collect arrive*

**Words to remember**  
border, drop off, pick up, register, re-load, set off, smuggle, sudden, touch down, turn up

**1 left 2 registered 3 left the ground 4 landed 5 arrived 6 stopped to collect 7 let (us) get out**

We (1) **set off** for the airport at 7.30 a.m. in the morning. As soon as we got to the airport, we (2) **checked in**. Forty-five minutes later our plane (3) **took off**. We (4) **touched down** on time. Unfortunately nobody had (5) **turned up** to meet us at Madrid Airport, so we called a taxi. Ten minutes later the taxi (6) **picked us up**, drove us into the city and (7) **dropped us off** right outside our hotel.

**b** Now replace each verb in bold in sentences **1–4** with one of the phrasal verbs in question **a**.

- |  |                     |
|--|---------------------|
| <b>1</b> Do you know when our plane <b>leaves</b> ?                        | <b>takes off</b>    |
| <b>2</b> My father <b>collected</b> me from the station.                   | <b>picked me up</b> |
| <b>3</b> The taxi driver said: 'Where shall I <b>let</b> you <b>out</b> ?' | <b>drop you off</b> |
| <b>4</b> When have we got to <b>register</b> at the airport?               | <b>check in</b>     |

**Think and speak (stating advantages and disadvantages)**

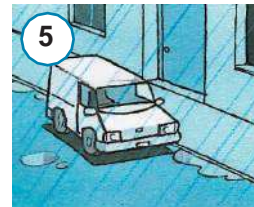
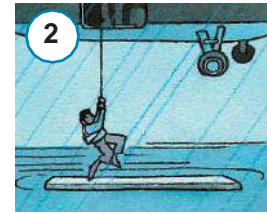
**4** Work in groups. Discuss the advantages and disadvantages of travelling by plane, train, car, taxi and bicycle.

**Quote** "Life isn't about finding yourself. Life is about creating yourself."  
**George Bernard Shaw**

## Speaking Taking part in an interview

### What's the story?

- 1 a Put these pictures into the correct order to make a story with a happy ending.  
 -----  
 b Compare your order with a partner.



### Listen

- 2 (10.1) Listen to a radio news report and check the order. **5, 1, 3, 4, 6, 2**

### Interview

- 3 Work in pairs. A news reporter is going to interview the van driver.
- a Choose one of these roles:  
**A** – the van driver  
**B** – a news reporter
- b Prepare for the interview.  
**A** Look at the pictures again to remind yourself what happened.  
 What questions could the reporter ask you?  
 How could you describe your feelings? Worried? Terrified?
- B** Write **five** questions to ask the driver.
- c Do the interview.  
 d Change roles. Repeat the interview with different questions.  
 e Which role uses more emotive language? Why?

### Pronunciation Word stress

- 4 (10.2) Underline the stressed part of the words you hear.

- a motorbike      c historical      e helicopter  
 b bicycle      d traditional      f reportner

- 5 (10.3) Listen to the words in sentences and check your answers.

- 6 Now work with a partner. Read these sentences aloud to each other. Remember to stress the right part of the long words.

- a He was on a black **mo**torbike.  
 b I've got a silver **bi**cycle.  
 c It's a traditional story.

## Writing An informal letter

٥٧ ٥١٦

You are going to write a letter to a friend, telling him / her about a recent event.

### Read and analyse

1 This is a letter which a friend from an English-speaking country has written to you.

- a As you read the letter, match these summaries with the five paragraphs.
- ▶ The situation now **4**...
  - ▶ A final request **5**...
  - ▶ A description of the accident **2**...
  - ▶ A greeting, an apology and an excuse **1**...
  - ▶ The result of the accident **3**...

Hi ...

- 1 How are you? Sorry I didn't reply to your letter - I've been crazily busy. This week, I've got stacks of time. Why? Because I'm in hospital with a broken leg. I'll tell you what happened.
- 2 I was going to school as usual last Wednesday - on my bike. The traffic was dreadful. The bus I was behind stopped at a bus stop and people got off. I started to overtake the bus, but suddenly it pulled out. You can guess what happened next. The bus knocked me off my bike and into the middle of the road. Thank goodness I was wearing a helmet!
- 3 Unfortunately a car was coming in the other direction. It couldn't stop in time and it crushed my leg. The next thing I remember is waking up in hospital with my leg in plaster. I may be smiling, but it's still very painful.
- 4 The doctor says I have to rest and recuperate for another week. It's so monotonous - the daytime TV programmes are terrible, so I'm writing letters to all my friends.
- 5 Please write soon and tell me your news. Hope you haven't been as unlucky as me.

Bye

Marcus

- b What shows you that this is an informal letter? Think about:
- ▶ verb forms
  - ▶ missing words
  - ▶ particular words or phrases
  - ▶ punctuation

b) The verbs are active - the passive is more often associated with formal English; Contractions are used; Some pronouns are omitted (e.g. *Sorry... Hope you haven't...*); Direct questions; Phrasal verbs are often associated with less formal style; Punctuation - use of exclamation marks; Informal words and expressions: *Thank goodness / You can guess... / It's so monotonous... / terrible...*

### Make a paragraph plan

2 Decide what to tell your friend in your letter.

- a Choose something that happened to you or somebody else, or make up a story.
- b Plan what you are going to write in each paragraph. Make sure your story has a beginning, a middle and an end.

### Write and check

- 3 a Now, write the letter using your notes. Make sure you use an appropriate beginning and ending.
- b Now check your letter. Exchange letters with another student and ask questions to find out more about the story.

**Words to remember**  
crazily, dreadful, emotive, knock off, monotonous, overtake, recuperate, stacks of

## USEFUL LANGUAGE

### Beginning a letter

Hi ... (informal)

Dear ... (more formal)

### Ending a letter

That's all for now. Write back soon.

Bye / Love (informal)

Best wishes / Regards / Yours sincerely (more formal)