

Flying stories

Grammar

Relative clauses and pronouns [who, which, where, whose];
third conditional; phrasal verbs



Discuss

1 Discuss these questions with a partner.

a Have you ever travelled anywhere by plane?

If your answer is Yes ...

- 1 Where did you fly to?
- 2 How long was the flight?
- 3 Did you enjoy the experience?
- 4 What were the best and the worst things about your flight?

If your answer is No ...

- 1 Would you like to travel in a plane?
- 2 Where would you like to go?
- 3 What do you most look forward to about flying?
- 4 Does anything worry you about flying?

b Would you like to learn to be a pilot?

c Make a list of the advantages and disadvantages of working as a pilot.

----- a to become a pilot

----- b (Students' own answers)

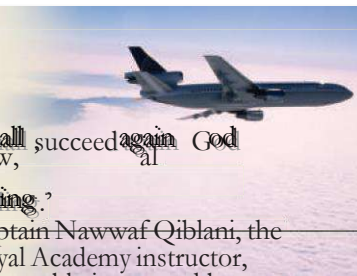
Read

2 You are going to read a short biography about a young woman who became a pilot. As you read, answer these questions.

a What was Munirah's childhood dream?

b What is unusual about the story? Have you heard any similar stories before?

A woman of distinction



1 This unusually young woman: This is the story of an

Munirah Mohamed Buruki. At the age of 19, Munirah has become Kuwait's first female pilot and one of the world's youngest captains. So how did this unusual story begin? From a young age, Munirah was fascinated by planes, and told her father she wanted to become a pilot. If Munirah's father had told her to go out and play with her friends, she wouldn't have been able to achieve her aim. Instead, he took her seriously and arranged for Munirah to go to the best gliding school in the region. Munirah's childhood fantasies soon turned into adult ambitions, however, when Munirah was travelling with her family, and passed through Kuwait International Airport. As soon as she saw the fantastic planes there, she knew she wanted to fly commercial planes.

30 Munirah had to work intensely. And that is what she did:

and forget her private life to make her childhood dream a reality. She studied flight physics, learned how to use aviation computers, improved her English, serviced aircraft engines and spent time flying. And the young woman had to do all this away from home and her parents.

Munirah's efforts certainly paid off. Following her training on single engine and other planes, Munirah graduated first in her class at the Jordanian Royal Academy, five months earlier than the rest of her class. After qualifying for her private pilot's licence, Munirah immediately began courses in commercial aviation. Now she is well on her way to becoming a commercial aviation pilot too. She told her local Kuwaiti newspaper, 'During my first solo flight my heart was in my mouth, especially when I took off. But

60 I shall succeed again. God willing.'

Captain Nawwaf Qiblan, the Royal Academy instructor, was notably impressed by Munirah's commitment and determination throughout her training. He said Munirah was an exemplary representation of what Kuwaiti women can achieve.

This unusual story certainly proves that. As a young girl, Munirah did not let her gender stand in her way. Now, Munirah's accomplishments are a victory and testimony to all Kuwaiti women, and also coincide with the appointment of the country's first female minister, Dr Massouma Al-Mubarak. Both of the hard-working women should be role models to the younger generation of Kuwaiti girls, whether they decide to have a career as a professional or in the home.

Check your understanding

3 Read the article again. Are these statements True (T) or False (F)? Justify your answer.

- a Munirah was the youngest Kuwaiti to become a pilot.
False: She was Kuwait's first female pilot.
- b Munirah's father took his daughter's idea seriously.
True: He arranged for her to go to a gliding school.
- c Munirah only trained on a single-engined plane.
False: She trained on single-engined planes and other planes too.
- d It took Munirah five months more than the rest of her class to get her private pilot's licence.
False: Munirah got her private pilot's licence five months earlier than the rest of her class.
- e Munirah did not live with her parents while she was training.
True: She lived in Jordan so she could study.

Think and speak (comparing achievements)

4 Discuss these questions.

- a Do you appreciate Munirah's achievements?
b Would you like to do what she did?
c What qualities and skills do you need to achieve your goals?

Words to remember
aviation, coincide with
exemplary, gliding,
instructor, intensely,
notably

• Relative clauses and pronouns [*who, which, where, whose*] Grammar reference page 136

Note

1 The underlined parts of sentences 1-3 are relative clauses. *Who, which* and *where* are relative pronouns.

- a What do the words *who, which* and *where* refer to? For example, in sentence 1 *who* refers to Captain Nawwaf Qiblani.
 - 1 Captain Nawwaf Qiblani *who* was her instructor, was impressed by her determination.
 - 2 The gliding school *which* was in the region, provided Munirah with her first training.
 - 3 At the Jordan Royal Academy *where* she studied, Munirah came top of her class.

- b Relative clauses give extra information about people, things or places. In 1-3, which relative pronouns refer to:
 - 1 people? Who / whose
 - 2 things? Which
 - 3 places? where



2 Complete the joke below with these relative pronouns.

where which who whose

The wrong seat

An acclaimed film director, (1) who is wearing an expensive suit, gets on a plane. He sits in the first class area, (2) which is at the front of the plane. A flight attendant, (3) who knows the film director does not have a first class ticket, asks him courteously to move to the economy area. The film director, (4) whose expression suddenly becomes very stern, replies, 'I'm an important film director and

I have won many important awards. I'm sitting here until we get to Kuwait City, (5) where I have a very important meeting.' The attendant, (6) who doesn't want to be confrontational, doesn't know what to do. The flight, (7) which is already 15 minutes late, cannot get underway until everyone is in their seat. Eventually the attendant calls the pilot, (8) who is waiting to take off. The pilot leaves his

cabin, walks up to the film director and mumbles something in his ear. The director stands up and goes to his seat, (9) which is at the back of the plane. The attendant, (10) who is completely stunned, asks the pilot what he said. The pilot, (11) whose face is now relaxed and smiling, says, 'I told him that his latest film is only being shown in the rear half of the plane.'

3 Write a short paragraph about your friends or members of your family. Use the four relative pronouns: *who, which, whose* and *where*.

• Third conditional Grammar reference page 136

- 4 a Find a sentence in the article on page 91 that uses the third conditional.
- b Did Munirah achieve her aim according to this sentence?
- c Write a sentence using the third conditional about one of your own achievements.

Vocabulary Phrasal verbs with take

1 Match phrasal verbs 1–6 with their meanings a–f. You may use the dictionary or the glossary at the end of the book.

- | | | |
|-----------------------|---|--|
| 1 take after someone | d | a start flying / leave the ground |
| 2 take something back | e | b start a new activity |
| 3 take off | a | c go somewhere with someone socially |
| 4 take someone out | c | d be or look like / resemble |
| 5 take something over | f | e return something to where it is from |
| 6 take something up | b | f get control of something (e.g. a business) |

2 Complete sentences a–d with the correct part of a phrasal verb with take.

- a When I have more time, I'm going to take up tennis.
 b Mohammed takes after his father. They're both very good at maths.
 c A big corporation is trying to take over our family business.
 d Our plane couldn't take off on time because of strong winds.

Body idioms

3 In the article, Munirah Mohammed Buruki says *My heart was in my mouth*. This means she was nervous and frightened.

Match the sentence beginnings a–e with the endings 1–5, which give a definition of the body idioms.

- | | |
|--|---|
| a If you pull someone's leg, | 5 |
| b If you twist someone round your little finger, | 4 |
| c If something makes your hair stand on end, | 1 |
| d If someone is a pain in the neck, | 3 |
| e If you can't keep a straight face, | 2 |
- 1 ... it frightens you.
 2 ... it's impossible to stop yourself from smiling or laughing.
 3 ... they are very annoying.
 4 ... you make them do everything you want.
 5 ... you laugh at them or make fun of them.

Words to remember
 acclaimed, attendant, cabin, confrontational, corporation, courteously, expression, mumble, resemble, stern, stunned

Pronunciation ed endings

4 (12.1) Listen and repeat these pairs of verbs. In each case the first word is the present simple and the second is the past simple of the verb. How many syllables does each word have? a 2,2 b 1,2 c 1,1 d 1,2 e 1,2 f 1,1

- | | | |
|--------------------|-------------------|--------------------|
| a arrive / arrived | c learn / learned | e want / wanted |
| b start / started | d land / landed | f change / changed |

5 (12.2) Now listen and repeat the past tense verbs in sentences.

Quote "The strongest principle of growth lies in human choice."
 George Eliot

Speaking Describing what happened

Listen

- 1 (12.3) You are going to hear an eyewitness account of a night-time incident. Listen to the speaker and put these events in the correct order.

Note

An eyewitness is someone who sees something happen (an accident or a crime), but is not involved.

- a The bright light stopped above the speaker. **b**.....
- b There was a buzzing noise. **e**.....
- c The light came towards the speaker. **c**.....
- d The light followed the speaker. **f**.....
- e The bright light was in front of the speaker. **a**.....
- f The light vanished. **d**.....

- 2 Can you remember any words the speaker used to describe how they felt during their experience?

I was shocked..., I was too interested..., ... made me feel quite safe.

Prepare for speaking

- 3 Think of an event that you were an eyewitness to. Your story does not have to be connected with planes or air travel. Follow these steps.

- a Choose an event that you saw.
- b Make a note of any useful background information. For example, the time of day; what you were doing; what other people were doing; weather conditions.
- c What order did things happen in? Note the sequence of events like this:

1	2	3	4	5
going to school	saw a mother pushing a baby carriage	heard a loud crash	car knocked the baby carriage in the road	baby carriage was full of shopping

Speak

- 4 Work in pairs.
- a Tell your eyewitness account to a partner, using your notes and any expressions from the *Useful Language* box below.
 - b When you are listening to your partner's story, interrupt to ask questions.
 - c Change roles: the student who has just told their story is now the listener.

USEFUL LANGUAGE

**Background information:
setting the scene for a
narrative**

It was last Thursday night.

I was walking home from work.

Sequencing information

Suddenly, ... / All of a sudden,
... / Without warning, ...

Next, ... / Then ... /

**Asking an eyewitness for
information**

What (exactly) happened?

What happened next?

Writing A news story

67 516

You are going to write a news story based on a headline.

Read and analyse

1 Look at the headline, then think of two questions you would like to ask the pilot.

2 a Read the story. Can you find the answers to your questions? **Students' own answers**



Blind pilot will fly round Britain

A British man, who lost his sight at the age of 12, took off in a small plane from an airport in southern England yesterday. He is endeavouring to become the first blind pilot to fly around Britain. His journey will take five days.

Steve Cunningham, who is 41, is flying a plane with custom-built computer equipment which calculates his altitude, his velocity and is equipped with a voice-activated radar to locate his position. This technology allows Steve to aviate without the assistance of eyesight.

Vince Coultan, who is Steve's co-pilot, will not pilot the controls during the flight. Steve Cunningham says, 'Vince is coming to watch out for other planes in the sky. Pilots who can see normally often have to fly 'blind' at night, or in fog. What I'm doing is not very different.'

- b Make a note of all the facts in the story.
Steve Cunningham has been blind since the age of 12.
- c What other information is in the story? Find sentences which give explanations or reasons, or make a comparison.
- d Which paragraphs contain the most important information?

b) Facts: Steve Cunningham is 41; he's been blind since 12; he took off from southern England yesterday; it will take 5 days; his plane has special equipment; Vince Coultan is going with him but won't touch any controls.

c) Other information:

He is trying to become the first blind pilot to fly round Britain; Vince is coming to watch out for other planes in the sky; what Steve is doing is not very different from what sighted pilots do when they fly at night.

d) Paragraphs 1 and 2

emergency landing on beach

back after bird flies into engine

wins gold medal

- b Plan an outline story and decide on facts to include in each paragraph.
- c Give explanations or reasons for any of the facts in your story.
- d Write your story in 150-170 words using your plan.

Check

- 4 a Check spelling, grammar, punctuation and style.
- b Exchange stories with another student. Read their story and suggest one improvement.

Words to remember

altitude, aviate, baby carriage, buzzing, control, co-pilot, custom-built, endeavour, eyewitness, fog, headline, incident, radar, velocity, voice-activated