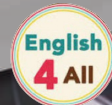




State of Kuwait
Ministry of Education

OVER TO YOU



WORKBOOK

Grade

11



PEARSON
Longman

SIMON HAINES



H. H. Sheikh Sabah Al-Ahmad Al-Jaber Al-Sabah
Amir of the State of Kuwait



H. H. Sheikh Nawaf Al-Ahmad Al-Jaber Al-Sabah
Crown Prince of the State of Kuwait

Broadcasting

Key words

adversely, dedication, deterrent, glorify, innumerable, remote

Reading

1 Answer the following questions and then read the article about the power of the media.

- a What do you think are the advantages and disadvantages of the media ?

Students' own answers

- b Give a real life example that affirms the freedom of the press in Kuwait.

Students' own answers

The power of the media

The media, known as the fourth pillar of democracy, has a huge impact on society. The effects are, of course, positive as well as negative. It is up to individuals to decide whether they think the overall influence of the media on our lives is positive or negative.

Looking on the bright side, the media results in information on the latest events reaching people, even in the remotest corners of the country, in just a matter of minutes. The easy and swift availability of any given information makes the media one of the most reliable sources for forming public opinion and becoming a channel of communication. Furthermore, the media brings into the open the innumerable achievements that are going on in the country. It can make heroes out of ordinary men and women. It acts as a deterrent to corrupt practices. The media has significantly promoted social causes like literacy, health management, AIDS awareness, etc.

However, the media can adversely affect the thinking capability of individuals

and encourage negative or destructive thinking patterns in the society as a whole. As already stated, the media has the power to form and alter opinions.

This means the media can portray an ordinary event so negatively that it may force people to think or act in quite an inappropriate way. Moreover, the media can sometimes go out of its way to advertise or glorify certain issues. Usually, a detrimental message is packaged in a positive way and is made available to the public.

Kuwait has one of the most vocal and transparent media in the Arab world. As a primary regulator of the media, the 1991 Kuwaiti constitution guarantees freedom of press, but only

within the limits of the law. Its dedication to the concept of freedom of speech is fundamental to democracy and Kuwait's ties with the West. In 2007, Kuwait was ranked second in the Middle East in the Freedom of Press Index.



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

a People cannot control the power of the media and its effects upon their lives.

False. People can decide in what ways they want to be involved in the area of the media.

b The media is always a reliable source for forming public opinion.

False. The media cannot always be reliable.

c The media can be a positive influence upon social causes.

True

d The media forces people to think and act in ways which oppose their true beliefs.

True

e Kuwait has given the press absolute freedom which makes its media very transparent.

False. Kuwait has given the press freedom within the limits of the law.

f Kuwait was ranked second in the world in the Freedom of Press Index.

False. Kuwait was ranked second in the Middle East in the Freedom of the Press Index.

3 Complete these lists with nouns or verbs from the article.

- | Noun | Verb |
|----------------------|------------------|
| a <u>effect</u> | affect |
| b <u>information</u> | inform |
| c <u>achievement</u> | achieve |
| d promotion | <u>promote</u> |
| e encouragement | <u>encourage</u> |
| f <u>regulation</u> | regulate |
| g advertisement | <u>advertise</u> |

4 Complete the following chart with the good and bad effects of the media on people's lives which are mentioned in the article and then add some of your own.

| Good effects | |
|--------------|------------------------------|
| 1 | Students' own answers |
| 2 | |
| 3 | |
| 4 | |
| 5 | |

| Bad effects | |
|-------------|--|
| 1 | |
| 2 | |
| 3 | |
| 4 | |
| 5 | |

5 Match these definitions with a word taken from the key words box on page 48.

- a more than can be counted innumerable
- b not easily reached; far away; distant remote
- c to describe or represent something as admirable glorify
- d a thing intended to discourage others from doing something deterrent

Over to you

6 Why do you think the media has to be as truthful as possible? How can this be achieved?

.....

.....

.....

.....

.....

.....

Language practice

1 Complete the sentences a-e with words from the box, adding the correct prefix from list A to the words in List B.

A fore anti tele dis self-

B sufficient working viral runner agreement

- a Ahmed's parents are very proud of him because he's an independent, **self-sufficient** young man.
- b The black and white television was a **forerunner** of today's colour television.
- c If you do your job at home and communicate with your office by computer or phone, then you are **teleworking**.
- d The meeting unfortunately ended in **disagreement**.
- e This medicine is an **antiviral** treatment; it will definitely make you feel better.

2 Answer these questions with a compound noun from the list below. You do not need to use all the words.

| | |
|-------------------|----------------|
| colour television | news programme |
| portable radio | radio signal |
| short distance | video recorder |

- a You are going to the beach and you want to listen to an important news broadcast. What could you take with you? **portable radio**
- b There is a TV programme you want to watch, but you have to go out. What could you use? **video recorder**
- c The first TV programmes were all in black and white. What did people have to buy to watch programmes that were not in black and white? **colour television**
- d You want to find out what is happening in your country and the world. What do you have to watch on TV? **news programme**

Grammar assistant

Relative Pronouns

- Use **which** / **that**, **who** / **whom** or **where** to say exactly what or who you are talking about:
*The lady (**whom** / **that**) I was talking to, is my teacher.*
*Students **who** want to succeed need to study a lot every day.*
- To give extra information about something or someone, use **which** for things and **who** for people. Separate the extra information from the rest of the sentence with commas.
*My friend, **who** is wearing white, is a very nice person.*
*I prefer having a dog, **which** is a faithful pet.*
- You cannot use **that** in sentences that include extra information.
- You cannot leave out **who** or **which**.

3 Complete this story with the appropriate relative pronoun.

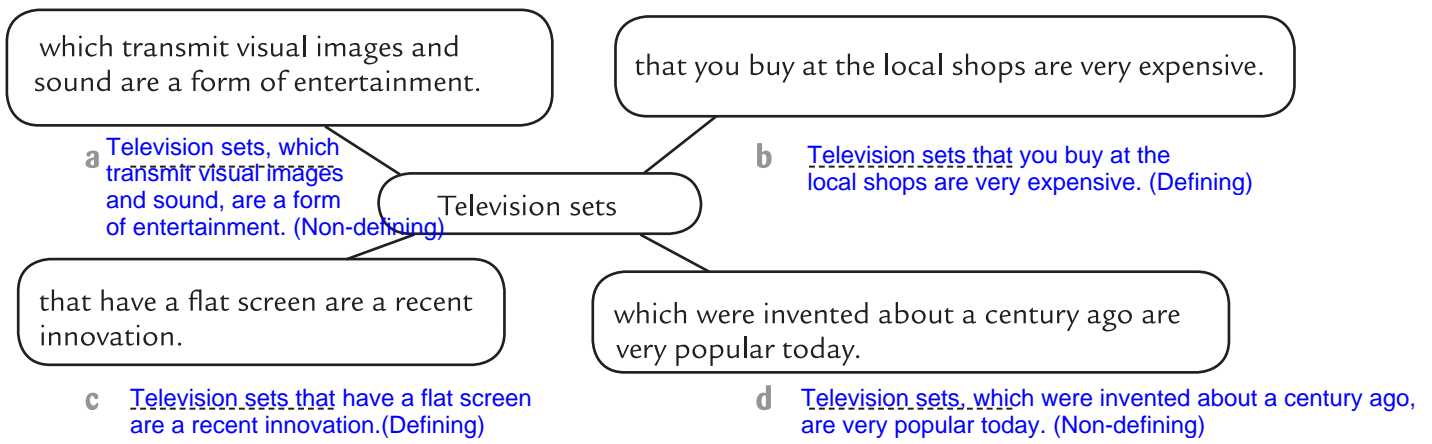
I had problems from the beginning with the DVD player (1) **which** I bought recently. The assistant (2) **who** sold it to me couldn't show me how to use it. He told me to read the handbook (3) **where** I could find all the instructions. When I got home, I put the DVD player on to a shelf under the television. I turned the DVD player on with the remote control, (4) **which** was with the DVD player. Nothing happened. Then I saw that its batteries were the wrong way round. I changed the batteries, but the DVD player still did not work. My brother, (5) **who** is an electrical engineer, told me to return it to the place (6) **where** I bought it. So I went to the shop (7) **where** I asked to speak to the assistant from (8) **whom** I had bought the DVD player. The person to (9) **whom** I spoke said that the assistant had lost his job because he had been very rude and unhelpful to customers. This is something (10) **which** did not surprise me.

4 Combine these pairs of sentences to make one sentence using the appropriate relative pronouns.



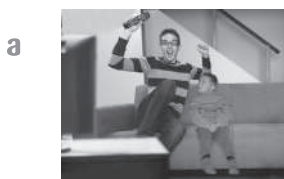
- a Guglielmo Marconi made great contributions to wireless telegraphy. We owe a debt of gratitude to Guglielmo Marconi.
Guglielmo Marconi, to whom we owe a debt of gratitude, made great contributions to wireless telegraphy.
- b Marconi invented the first radio system. He was born in Italy in 1874.
Marconi, who was born in Italy in 1874, invented the first radio system.
- c In his first experiments, Marconi sent radio signals a short distance. Marconi did his first experiments at his family's home.
In his first experiments, which he did at his family's home, Marconi sent radio signals a short distance.
- d In 1896 Marconi took his ideas to England. He gained the interest and support of important physicists in England.
In 1896 Marconi took his ideas to England, where he gained the interest and support of important physicists.
- e The first transatlantic radio transmission originated in the United States. It took place on 18 January 1903.
The first transatlantic radio transmission, which took place on 18 January 1903, originated in the United States.

5 In the chart below, identify which relative clauses are defining and which are non-defining. Punctuate the non-defining clauses correctly. Then, write two new sentences about television sets, one with a defining relative clause and one with a non-defining relative clause.



Sentences: (Students' own answers)

6 Look at the following illustrations and predict what expressions convey the message drawn.

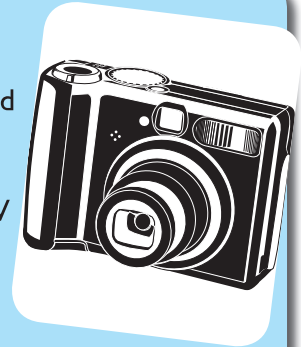


- a boy: Can you change the channel, Dad?
- b shop assistant: The features of this TV meet all your requirements.
- c student: I think TV is more important than the radio because you can not only hear it, but also watch it.

Writing Describing objects

1 Read the description of a digital camera and answer the questions.

- This digital camera is an advanced invention that keeps your good memories fresh and your best moments alive. It captures high-resolution pictures with all their details. It also allows you to record two-minute video clips.
- You can see the pictures and videos on an LCD screen while recording, and you can also view them on a computer screen or TV monitor. The camera has a rechargeable battery which takes about 2 hours to recharge. Once full the battery can last for about 8 hours.
- The zoom lens makes sure you catch every detail, and face recognition technology detects the subject's face and automatically adjusts the auto focus to ensure better image quality. It even produces better images and takes detailed photos for printing up to poster size.
- This digital camera provides various scene modes such as Night, Portrait, Children, Landscape, Macro, Text, Sunset and Dawn.
- Fast ASR (Advanced Shake Reduction) technology reduces the effects of image blur in poor light conditions. You can even take well-exposed, sharper pictures in dull conditions without using a flash at all, which guarantees brighter and more natural pictures.
- The bigger the memory card, the more pictures and video clips can be stored.
- Digital cameras vary in price but generally they are all affordable.



a What are the main parts of a digital camera?

LCD screen; rechargeable battery; zoom lens; memory card

b What is a digital camera used for?

to take pictures and record video clips

c What properties does a digital camera have?

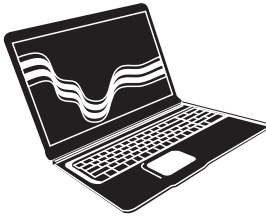
It captures high-resolution pictures; it can record two-minute video clips; it has face recognition technology; it provides various scene modes; it has ASR technology

d In what situations would you use a digital camera?

Students' own answers

2 You are going to write a description of the electronic device illustrated below. Complete the chart with the necessary information, then develop your ideas in 170-200 words. In your description use some of these words and phrases:

- This is one of the (smallest) ...
 - You can (choose...) ... by *-ing* ...
 - The size of (this device) is ...
 - It weighs ... grammes.
 - It is useful for ...
 - It is easy to (carry) ...
- Students' own ideas**



| | |
|---------------------------|--|
| The device's name | |
| What are its major parts? | |
| What are its functions? | |
| What are its properties? | |
| Who is it useful for? | |

8

MODULE 3: The media

Television watching habits

Key words

accuracy, core programming, fractional, on average, primarily, prime time, staggering, teaching aid, visualise

Reading

- 1 Read this article about educational television programmes written by a 17-year-old student and answer the following questions.

Educational television programmes

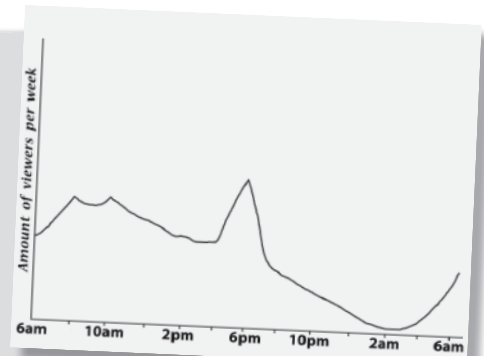
Recent data indicates that, on average, children spend approximately three hours a day watching television. Although this figure may seem staggering at first, after a quick survey amongst my fellow classmates I realised the accuracy of this statistic.

In view of this, I believe that broadcast television stations have a responsibility to serve the educational needs of children when scheduling their core programming, including specifically designed programmes that can be viewed both in and outside the classroom.

On average, we watch television programmes two or three times a week at my school. Television can be a valuable teaching aid, especially when we are studying other cultures or languages. For example, a geography lesson on Sri Lanka can be greatly enhanced by viewing a documentary about the country and its customs. Every week in one of our French lessons, we watch a programme about a family who lives in Paris. Primarily, this helps us practise listening to spoken French. However, I also feel it helps me relate to my studies more, and improves my concentration.

Pre-recorded programmes are also commonly used in maths and science lessons. The teachers themselves record them late at night, as educational programmes are rarely shown at prime time. The teacher makes sure the maths and science shows do not contain any new lessons, and are instead used as a revision tool. This helps us visualise what we have been learning; for example, I found it much easier to understand fractional distillation after I had seen the process on video.

I definitely feel that the programmes we are shown at school have a greater educational value than most children's programmes. Although they are fun, we don't learn much from them. Public broadcasters should be injecting more education into children's entertainment, especially during after-school hours, when the majority of viewers are students.



2 Read the article again and answer the questions.

- a What does the student describe as 'staggering'? Why?
The student describes the figure as 'staggering' because it is astonishing.
- b Why is television described as a 'teaching aid'?
because it helps the students to learn more, especially about other cultures or languages
- c Why do you think educational programmes are used as a revision tool in maths and science lessons?
because they help the students visualise what they had been learning
- d From the student's point of view, what is wrong with children's TV programmes?
We don't learn much from them.
- e What is the moral message of this text?
Suggested answer: we should make use of television as it can be an educational tool helping us to learn more effectively.

3 Refer to the article to answer the following questions.

- a Which of the following words are not used as an adjective?
1 educational 2 television 3 primary 4 after-school
- b Which of the following words are not used as a verb?
1 inject 2 visualise 3 core 4 relate
- c What does the writer mean when he uses the word 'figure'?
1 an amount of money
2 a numerical symbol
3 a number that gives statistical information
- d What does the writer mean by 'prime time'?
1 the time at which television audiences are the largest
2 the time when commercials are usually shown
3 the time when broadcasters discuss their programming

4 Fill in the table below with the writer's attitude towards each of the television programmes.

| Programme | Writer's Attitude |
|---|--|
| Geography programmes | Good at giving students information and ideas about different cultures |
| Maths and science programmes | They revise things the teacher has already taught in normal lessons |
| A programme about a family who lives in Paris | Helpful to practise the language |
| Educational programmes | Can teach you things in a different way from books |
| Children's programmes | One doesn't learn much from them |

Over to you

5 Study the chart on page 54. Discuss. Then write a paragraph summarising the extent to which it shows the importance of educational programmes on television.

Students' own answers

.....

.....

.....

Language practice

1 Complete sentences a–f with one of these phrasal verbs.

get behind with get down to get on
get over get through get up

- a I think there's something wrong with my phone. People say they've tried to phone me but couldn't get through.
- b If you don't do your homework, you will get behind with your work.
- c All the students in my class get on very well.
- d It takes old people a long time to get over colds and flu.
- e We enjoyed a relaxing holiday, but now it's time to get down to work again.
- f I don't need much sleep, so it's easy for me to get up early.

Grammar assistant

Reported Speech

To report what someone said:

- When you want to tell, ask, advise ... etc. someone to do something, use one of these verbs (*advise, like, prefer, tell* or *want*) with a noun / pronoun + *to* + base form of the verb.
I asked him to get the groceries.

2 Put the following sentences into indirect speech using the verbs in parentheses.

- a 'Can you change the channel, please?' (ask)
He asked him to change the channel.
- b 'Can you please turn up the volume for me?' (ask)
He asked him to turn up the volume for him.
- c 'Rewind the video for me.' (tell)
He told him to rewind the video for him.

- d 'Hani! Watch this film with me; it's really good!' (ask)
He asked Hani to watch that film with him.
- e 'Can you look for the remote control?' (want)
He wanted him to look for the remote control.



3 Make sentences using the words in parentheses.

- a 'Watch more educational programmes.' (Teachers / advise / their students)
Teachers advised their students to watch more educational programmes.
- b 'Don't watch television for more than two hours a day.' (Parents / tell / their children)
Parents told their children not to watch television for more than two hours a day.
- c 'Ask me if you don't understand something.' (The teacher / tell / the students)
The teacher told the students to ask him if they don't understand something.
- d 'Show me your homework.' (Parents / ask / their children)
Parents asked their children to show them their homework.
- e 'Tell the class what you learned from the TV programme.' (Teachers / ask / students)
Teachers asked the students to tell the class what they learned from the TV programme.
- f 'Make notes while you are watching this programme.' (The teacher / advise / his students)
The teacher advised his students to make notes while they are watching that programme.
- g Rewrite your notes at home so they're easier to revise from. (Student / advise / another student)
One student advised another student to rewrite his notes at home so they were easier to revise from.

4 What were the speakers' words?

- a Faisal's father advised him to play sports instead of watching it on TV.
"You should play sports instead of watching it on TV."
- b The teacher told the class to watch TV programmes about the environment.
Watch TV programmes about the environment.
- c Dalia asked her brother to record the programme for her.
Please, record the programme for me.
- d The doctor advised me not to watch television in the dark.
You shouldn't watch television in the dark.
- e Scientists asked parents to make sure they know what programmes their children are watching.
Make sure you know what programmes your children are watching.
- f Scientists told parents to sit and watch programmes with very young children.
Sit and watch programmes with very young children.
- g An Internet article advised us to plan our TV viewing in advance.
Plan your TV viewing in advance.
- h Samira's grandmother asked her to turn on the subtitles because she has poor hearing.
Turn on the subtitles because I have poor hearing.

5 Match these statements with their responses.

- a Do you have the remote control?...6....
- b Anything good on?...5.....
- c Could you mute the volume for a second?...3.....
- d Are there any subtitles?...1.....
- e Is this a repeat?...7.....
- f I want to watch the news in half an hour?...2.....
- g Have you seen this advert?...4.....

- 1 There are in English, but not in Arabic.
- 2 Ok, but it clashes with the end of this show.
- 3 Hang on, I'm just watching this advert.
- 4 Yes, I think it's really clever.
- 5 There's a decent film starting soon.
- 6 No, Dad does.
- 7 No, it's a new series.

6 Complete the conversation with the correct word.

- Ahmed** Has (1) anybody / somebody seen the remote control for the television? I've looked in this room, but I can't find it
- (2) anywhere / somewhere.
- Omar** And I've looked (3) anywhere / everywhere else for it.
- Bader** Maybe (4) anybody / somebody else has borrowed it and hasn't brought it back. Did you lend it to (5) anybody / anything?
- Ahmed** No, I'm sure I didn't.
- Omar** Has (6) anybody / somebody else been in this room today?
- Ahmed** No, (7) anybody / nobody else has been in today.
- Omar** Did you go (8) anywhere / somewhere else?
- Ahmed** No, I've been here all the time.

Self-assessment



Writing Reviewing a TV programme

- 1 Read these brief reviews of television programmes which students wrote for a school magazine and fill in the table. Give reasons for your answers. **Students' own answers**

News World



News World is on for twenty minutes every day at four o'clock in the afternoon. It reports on current news stories from all over the world. The main reason I enjoy the programme is that the news stories are more interesting for young people than the stories on the main news programmes. The reporters describe what is happening very clearly and explain the background to the stories of the day. At the end of the programme, there is always five minutes of sports news which shows highlights of all the important national and international events.

Kuwait's Gardeners



Kuwait's Gardeners is my favourite programme because it gives tips about growing and looking after all kinds of plants, from garden flowers to indoor plants and even trees. It's on every Saturday evening at eight o'clock and is filmed mainly in parks and people's gardens and houses. People talk about their favourite plants and ask a group of experts for help if they have any problems. It's really a programme for adults, but I find it very interesting.

Good Morning!



Good Morning! is definitely my favourite entertainment programme on television at the moment. It's on once a week, at 7 a.m. on Friday mornings. It is a live programme that travels to local events and festivals across Kuwait. It also interviews artists from different regions across the country and it broadcasts national events, too. It's different from other entertainment programmes because it's educational as well as entertaining. That's why I like it so much.

| Name of programme | When is it on? | What is it about? | What do I like about it? |
|-------------------|----------------|-------------------|--------------------------|
| 1 | | | |
| 2 | | | |
| 3 | | | |

2 Plan your own review of one of your favourite TV programmes. Make notes including this information: **Students' own answers**

- the name of the programme and when you can watch it
.....
- the reason you like the programme
.....
- examples of the kinds of things that happen in a typical programme
.....

3 Write your review in 170–200 words. Use some of these words and phrases: **Students' own answers**

X is my favourite TV programme because ...
The (main) reason I enjoy the programme is that ...
It's on every (Saturday morning) at (10 o'clock).
It's about (an ordinary family).
In the latest episode ...

.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....

Uses of cameras

Key words

anticipation, cast, everyone's a critic, soundtrack, up to scratch

Reading

1 Read this article about film reviews and answer these questions. **Students' own answers**

a How has film reviewing changed since the rise of information technology?

.....

b What qualities do you think make a good film critic?

.....

The next generation of critics

Since the beginning of the film industry, film reviews have been an essential way of advising us which films we should see, and which we should avoid. With the increasing rise of Internet journalism, it could be argued that 'everyone's a critic' nowadays. Whether you're writing for an online magazine, newspaper, fan forum, or even your own blog, it's never been easier to share your opinions.

5 However, it's the quality that counts, not the quantity, and film reviews should always be well-written. Remember, you are judging somebody else's creativity, so your own should be up to scratch too! Here is some advice for young writers who think they have some opinions to share:

A

10 Whilst you are watching your chosen film, keep a notepad and pen handy so you can note down your ideas and any memorable moments or quotes. Write down what you think of the plot. You may be impressed by the special effects, but without a decent storyline, the effects are meaningless. Most reviews are only 250-500 words, so don't waste time retelling the story.

B

15 What do you think of the acting? Did the actors have good chemistry? Were they appropriately cast? It's important not to be biased when you are reviewing. Even though the lead character may be played by your favourite actor, it doesn't necessarily mean they are suited to this film.

C

There are many ways to tell the same story, and it's the director's decision how to present each scene to the audience. Do you think the story could have been more interesting or enjoyable? Or were you waiting for each new scene with anticipation, hoping it would be as good as the last?

D

20 Think about the people who are part of a film's production team, such as editors, costume designers and composers. There are many elements to a good film. Which element did you think stood out the most? Most film award ceremonies have special awards for soundtracks, make-up, special effects, etc., so you should consider them too before you write your review.

E

25 Don't be shy - the most respected reviewers are always the most honest. Everyone may have told you the film was rubbish, but if you enjoyed it, say so! After you have written your review, don't forget to reread and edit it before printing your final version.

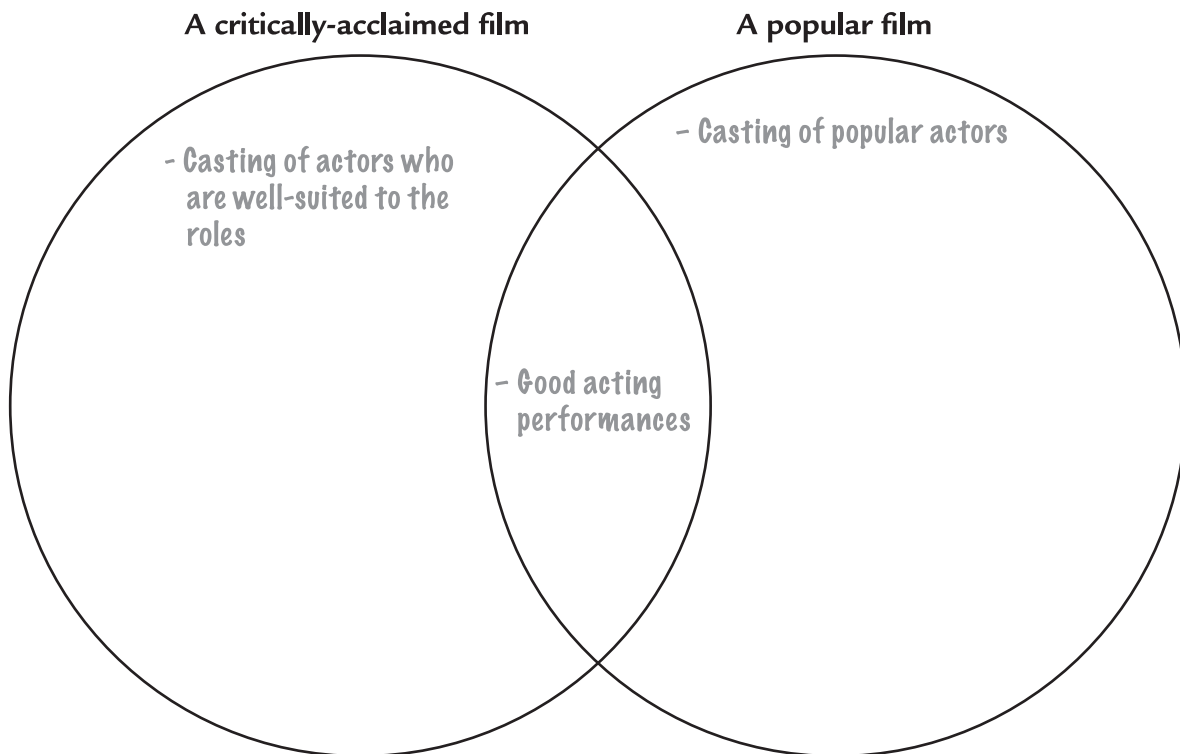
2 Read the article again and match the paragraph headings 1–5 below with the five paragraphs A–E in the article.

- 1 Character analysis **D**
- 2 Honesty is the best quality **E**
- 3 Enjoy the direction **A**
- 4 Don't forget the others! **C**
- 5 The story is important **B**

3 Which words from the article match these definitions?

- a a personal website, most typically written as an ongoing narrative [**A**] ... **blog**
- b to choose actors for roles in a play, film, etc. [**B**] ... **cast**
- c have an opinion about something, often unfairly [**B**] ... **biased**
- d convenient to use; close at hand [**A**] ... **handy**
- e the plot or narrative of a film or TV programme [**C**] ... **story line**
- f the feeling of looking forward to something eagerly [**C**] ... **anticipation**
- g a person who connects shots to form a film [**D**] ... **editor**
- h regarded highly [**E**] ... **respected**

4 Using inferential skills, fill in the following Venn diagram by comparing and contrasting the differences between a popular film and a critically-acclaimed film. **Students' own answers**



Over to you

5 What film would you recommend to your class? State your reasons. **Students' own answers**

Language practice

1 Correct the verbs in these sentences. Tick (✓) the correct sentences.

- a My family are all very good at sports.
 ✓

- b The students in my class at school works hard.
 work

- c More and more people is making their own video films.
 are

- d The audience was very quiet during the concert.
 ✓

- e My football team has a match every week.
 ✓

- f In my opinion, children watches too much television.
 watch

- g Our government does everything it can to look after the people.
 ✓

- h The ship's crew is always there to answer passengers' questions.
 ✓

Self-assessment

2 Complete the missing parts of the dialogue.

I found / It was quite exciting, I suppose
 I suppose so / disagree with that
 my favourite character
 I thought it was absolutely brilliant
 he was really good / that's true

- A: What did you think of the film?
 B: (1) I thought it was absolutely brilliant. I loved it! What about you?
 A: (2) It was quite exciting, I suppose, but not very realistic.

B: (3) My favourite character was the man who trained the spies.

A: Well, I'll have to (4) disagree with that. The man who played the spy was definitely the best character.

B: He's good but he always plays the same role.

A: Oh come on! (5) He was really good!

B: (6) I suppose so. He's good in the action scenes. I liked the flying part best.

A: The plot was very clever, too.

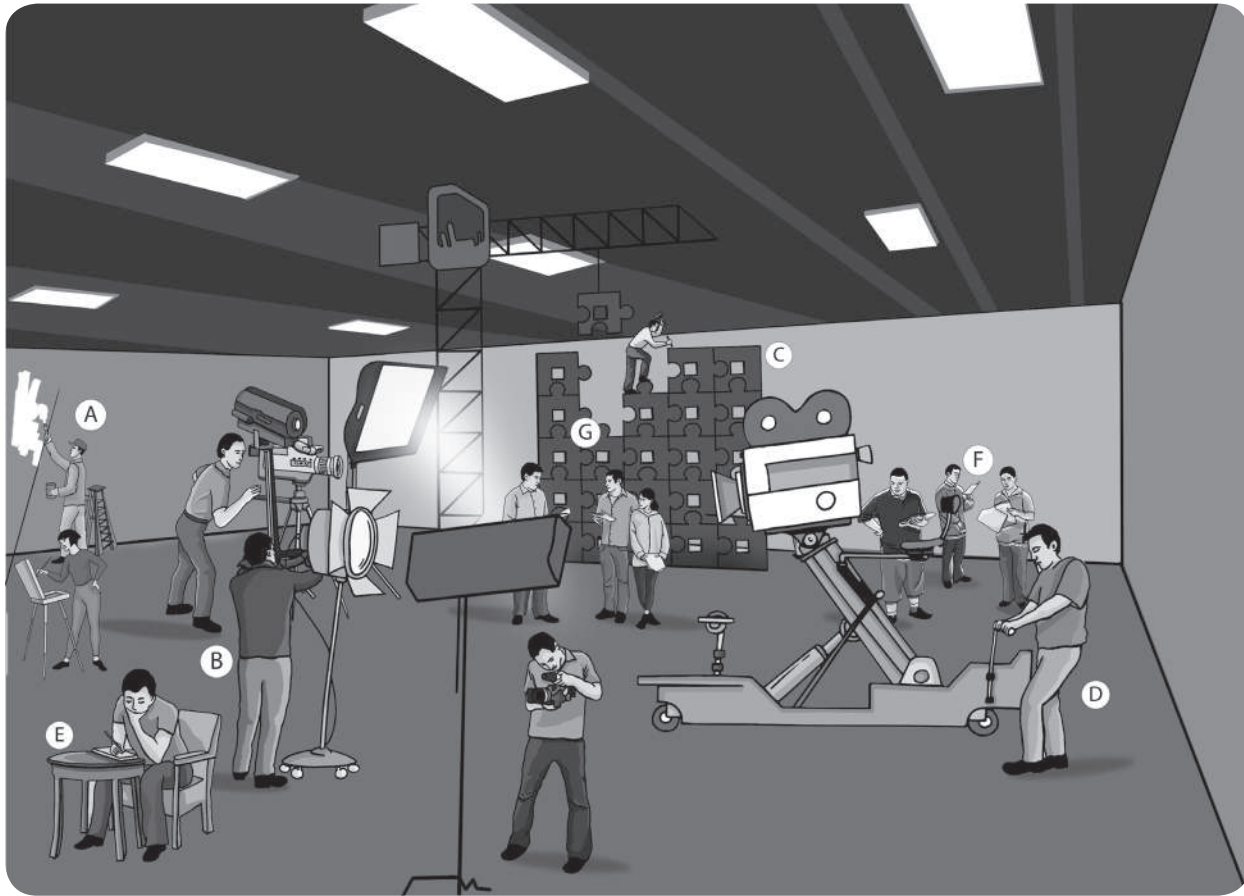
B: (7) That's true, especially the twist at the end. But (8) I found the script was a bit silly.

3 Rewrite this paragraph using passive instead of active verbs.

They showed a two-hour programme about volcanoes on TV last night. They filmed some of the world's most famous volcanoes from an aeroplane. They also took some amazing shots of the red-hot centre of a volcano. While they were making the programme, hot ash burned one of the cameramen. A helicopter rescued him and took him to the nearest hospital. Nearly 10 million people watched the programme. It was so popular that they're showing it again tomorrow night.

A two-hour programme about volcanoes was shown on TV last night. Some of the world's most famous volcanoes were filmed from an aeroplane. Some amazing shots of the red-hot centre of the volcano were taken. While the programme was being made, one of the cameramen was burned by hot ash. He was rescued and taken to the nearest hospital by helicopter. The programme was watched by nearly 10 million people. It was so popular that it is being shown again tomorrow night.

4 Look at this illustration of a film studio.



a Match sentences 1–7 with actions A–G in the illustration.

- 1 The director is telling two actors what to do.
- 2 Other actors are learning their words.
- 3 The technician is positioning lights.
- 4 Men are building the set.
- 5 A cameraman is putting the camera into position.
- 6 The scriptwriter is rewriting the script.
- 7 Decorators are painting one of the walls.

- G -----
- F -----
- B -----
- C -----
- D -----
- E -----
- A -----

b Now rewrite sentences 2–7 using passive verbs.

- 1 Two actors are being told what to do by the director.
- 2 Words are being learned by other actors.
- 3 Lights are being positioned by the technician.
- 4 The set is being built by men.
- 5 The camera is being put into position by a cameraman.
- 6 The script is being rewritten by the scriptwriter.
- 7 One of the walls is being painted by decorators.

Writing Reviewing a film

1 Read the review of Moustapha Al-Akkad's *Al Resala*. Have you seen this film? Students' own answers

If yes: do you agree with this review? Did you learn anything new about the film?

If no: what do you think is missing from the review? Do you want to see this film now?

The acclaimed producer/director Moustapha Al-Akkad has often described *Al Resala* (1977) as his 'labour of love'. And the rewards of Al-Akkad's hard work are clear in this almost three-hour epic, which tells the story of the birth of Islam, from the Prophet Mohammed's (PBUH)* first revelations to his passing away. The film follows the Prophet's (PBUH) story, beginning

5 with the Prophet (PBUH) and a handful of believers, and ending with a miraculous triumph of faith. Such an important story may seem impossible to script, but the plot is well-written and faithful to its origins. The characters are portrayed magnificently, and the dialogue is never flat or dull. The final cut was even approved for accuracy by Al Azhar Al-Sharif.

10 As a believer himself, Moustapha Al-Akkad clearly took meticulous care in translating this story to the big screen. Filmed in Libya and Morocco, the production team took four and a half months to build a replica of Makkah and Madinah as they would have appeared during the life of Prophet Mohammed (PBUH). The 400 members of the cast and crew lived there for the duration of the filming. The results are breathtaking. Although dated compared to today's digital special effects, the cinematography is remarkable, and you feel as if you are

15 being presented with a genuine representation of life at that time. The desert battle scenes are unlike any others in the history of cinema.

Al Resala is a film of epic proportions. However, the film is not only worthy for its dramatic scenery and special effects. The chemistry between the actors is outstanding, and the cast are clearly committed to their individual roles as well as establishing a rapport as an ensemble.

20 There is a particularly standout performance from Anthony Quinn, who plays Hamza, the Prophet's (PBUH) uncle. Other lead roles include Irene Papas as Hind and Michael Ansara as Abu Sufyan. Al-Akkad simultaneously filmed Arabic and English versions of the film, as he felt it was important to respect the differences between the acting styles of both languages.

The composer Maurice Jarre (*Lawrence of Arabia*, *Doctor Zhivago*, *A Passage to India*) wrote

25 an original score for the film, which complements the epic grandeur of the production. It was nominated for an Oscar in 1977 for Best Music, Original Score, immediately after the film's release.

Although over 30 years old, *Al Resala* is still celebrated today. It is a classic piece of cinema, and provides an example of the production values modern film-makers should be striving

30 towards. Great acting, striking cinematography and an unforgettable soundtrack combine seamlessly to create a beautiful and extremely moving work, with the ultimate purpose of creating a respectful and deeply engaging representation of the life of the Prophet (PBUH). This is Al-Akkad's achievement, an achievement that is likely to endure throughout future generations.

* PBUH: 'Peace be upon him.'

2 Write a film review. Students' own answers

a Choose a film to review. It should be from one of the categories in the box below:

- | | |
|--------------------|---------------------|
| animation | foreign / subtitled |
| classic | action |
| box office success | historical epic |

b Your review should be 170-200 words. Make notes on the following before writing your review:

- | | |
|-----------|-----------------|
| acting | special effects |
| directing | casting |
| plot | cinematography |
| costumes | soundtrack |

c Think about what was particularly interesting or disappointing about the film. You should be honest about your opinions. You may use the following phrases to help you:

- The title of the film is ... It's about ...
It was produced by ... It's set in ...
The thing I liked best about it was ...

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Progress test 3

Reading

- 1 Choose the correct word in each line of this article about video-conferencing. Write the word you have chosen in the space at the end of the line.

What is video-conferencing?

Video-conferencing is a method *of / to* working which lets two or more people *in / on* different places see and hear each other at the same time. As well as allowing people *to / of* talk and listen to each other, it is also possible to share documents *on the / their* computers, such as Internet pages and software. Video-conferencing technology *has / have* been used in business situations *for / since* several years, but it is also used *by / in* different ways in schools, colleges and universities.

Video-conferencing can be *used / using* as a teaching method by teachers or can be used *for / to* let guest speakers or experts in other cities or countries talk *at / to* pupils and students. Because the technology allows two-way communication, pupils *and / of* students can ask and answer questions, and can discuss things *to / with* each other. Video-conferencing also allows groups of schools *at / in* different parts of a country or in different countries to work *in / on* projects together. This is *more / much* cheaper and easier than organising real visits.

A video-conferencing system needs *any / some* basic equipment: a screen *and / or* monitor, a camera, a microphone and a speaker.

Communication can *take / taking* place using an Internet connection.

- 1 of
- 2 in
- 3 to
- 4 their
- 5 has
- 6 for
- 7 in
- 8 used
- 9 to
- 10 to
- 11 and
- 12 with
- 13 in
- 14 on
- 15 much
- 16 some
- 17 or
- 18 take

- 2 Complete these sentences with words from the article. The number of words you need to write is given in brackets.

- a People can share documents on their computers as well as talk to each other. (2 words)
- b Guest speakers or experts can use video-conferencing to talk to students and pupils in schools. (2 words)
- c Video-conferencing is a two - way process which means students can ask their teachers questions. (2 words)

- 3 Summarise how video-conferencing can benefit schools.

Students' own answers

.....

.....

.....

Language practice

1 Expand the sentences by using a relative clause and the information in brackets.

- a Video-conferencing lets people talk to each other face-to-face. (often miles apart)
Video-conferencing lets people, who are often miles apart, talk to each other face-to-face.
- b Video-conferencing is a cheap and easy way of communicating. (can be used in business or education)
Video-conferencing, which can be used in business or education, is a cheap and easy way of communicating.
- c My dad has a special meeting room for video-conferencing. (his office is in Kuwait City)
My dad's office, which is in Kuwait City, has a special meeting room for video-conferencing.
- d In schools, headmasters should invest in the latest technology for their students. (decent funding is provided)
Schools which have decent funding should invest in the latest technology for their students.

2 Rewrite these sentences using passive verbs.

- a Companies are selling thousands of computers every day on the Internet.
Thousands of computers are being sold every day on the Internet.
- b Computers have made our lives a lot easier.
Our lives have been made a lot easier by computers.
- c People are downloading more and more programs from the Internet.
More and more programs are being downloaded from the Internet.
- d In the past, people did not pay for some of these downloads.
In the past, some of these downloads weren't paid for by people.

3 Choose the correct word in these sentences.

- a When the phone rang, I thought it was my sister but it was nobody / somebody else.
- b There are sixty seconds in an hour / a minute.
- c It was a long flight, but the audience / crew looked after us very well.
- d To find out what is happening in your area, listen to your local radio / space station.
- e You can see the surface of the moon very clearly through a telescope / teletext.

4 Write sentences about these things using the correct words in the box. There is one extra word.

get behind get down to get on
 get over get through get up

- a We should get down to work straight away. We've got a lot to do.
- b I hope I get over this cold before my holiday next week.
- c I went to bed very late last night – that's why I didn't get up at the usual time this morning.
- d They get on really well with most of their colleagues.
- e I tried to phone several times yesterday, but I couldn't get through.

5 You are having a classroom discussion about the pros and cons of video-conferencing. How would you respond in these situations? Students' own answers

- a You disagree and have another opinion.

- b You found what they said interesting, but think something else.

- c You don't understand their point.

Writing

1 Describe something that belongs to someone in your family. Choose an item of clothing or jewellery, for example a hat, a scarf, a jacket or a ring. Write 170–200 words.

- Say whom it belongs to.
- Describe when the person wears it.
- Describe what it looks like. Include its size, shape, colour and value.

..... [Students' own answers](#)

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

2 Make up sentences with the following words using active verbs, then change them into the passive form. *Students' own answers*

radio signal:

.....

short distance:

.....

telescope:

.....

director:

.....

customer:

.....

Learning log

1. Look at the outcomes on page 55 of the Student's Book.

How did you find:

| | easy? | difficult? | useful? | not useful? | interesting? | not interesting? |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| listening to interviews? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| discussing TV watching habits? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| talking about processes? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| reading about the history of radio and television? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| comparing modern inventions? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| giving advice? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| expressing opinions? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| writing a brief history and a schedule? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

2. Was the reading in this module
 easy? difficult?
 interesting? not interesting?
 What was your favourite passage in this module?.....

3. Was the listening in this module
 easy? difficult?
 interesting? not interesting?
 What was your favourite passage in this module?.....

4. Was the writing in this module
 easy? difficult?
 What did you do to plan your writing? How can you improve?

5. Was the vocabulary in this module
 easy? difficult?
 Are there any words or sounds that you have difficulty with?.....

6. Write your result from your Progress Test

 What did you do well in?.....

 What do you need to revise?.....

7. Was the grammar in this module
 easy? difficult?

MODULE 4: Being prepared

Accidents

Key words

bias, collision, considerably, foolproof, retain, skid

Reading

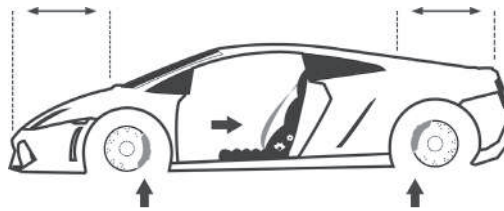
1 Read this article about car safety and answer these questions.

- a What can happen in an accident if a car driver is not wearing *his/her* seat belt?

The driver or front-seat passenger can be thrown through the windscreen.....

- b Do you think that car makers prevent danger in all accidents?

Students' own answers.....



Road accidents kill and injure thousands of people every year so car makers are always trying to think of new ways to improve safety for drivers and passengers. Seat belts and anti-lock brakes are two examples of the improvements that have been introduced to vehicles in recent years.

Cars have had seat belts for many years, first in the front seats, then later in the back seats. Seat
5 belts are designed to retain people in their seats, and so prevent or reduce injuries suffered in a crash. Without them, a driver or front-seat passenger can be thrown through the windscreen in a head-on collision. In modern vehicles, seat belts are also designed to work as the key component in wider injury prevention measures and safety systems. These systems include features, such as
10 airbags and head restraints, which will not be as effective in reducing the risk of injury if an occupant is not wearing a seat belt.

The anti-lock brake system (ABS) helps drivers to avoid accidents by making cars stop more quickly than those with ordinary brakes. Ordinary brakes can lock if the driver presses his foot too hard or too suddenly. The ABS prevents the wheels from locking and this means cars do not skid. Since their
15 introduction, anti-lock braking systems have evolved considerably. Recent versions not only prevent wheel-lock under braking, but also electronically control the front-to-rear brake bias.

In addition to improvements in car safety features, car manufacturers have also strengthened the body of the car. If the car is in an accident the people in it will not be crushed. However, the front and back parts of cars have been weakened, so that if a car is in a crash these 'crumple zones', rather than the passengers inside, will absorb as much of the crash energy as possible in frontal and rear
20 accidents. There is no doubt that, in the future, manufacturers will continue to make their cars safer. However, safety devices do not offer a foolproof guarantee: only when everyone drives more carefully will road accidents become a thing of the past.

2 Read the article again on page 70. Which of the following headings could be a suitable title for the article?

- a Seat belts
- b Car safety
- c The cars are safe but what about the drivers?
- d Anti-lock braking system (ABS)

3 What do the words *in italics* in these sentences from the article on page 70 refer to?

- a Without *them*, a driver or front-seat passenger can be thrown through the windscreen ... (line 7)

the seat belts
- b The anti-lock brake system (ABS) helps drivers to avoid accidents by making cars stop more quickly than *those* with ordinary brakes. (line 13)

cars
- c If the car is in an accident the people in *it* will not be crushed. (line 19)

the car

4 Are these statements True (T) or False (F)? Justify your answers.

- a In modern cars airbags and head restraints have replaced seatbelts.

False. In modern vehicles, seat belts are also designed to work as the key part of wider injury prevention measures and safety systems, such as airbags and head restraints, which will not be as effective in reducing the risk of injury if an occupant is not wearing a seat belt.

- b ABS systems are the same today as when they were originally produced.

.....
False. They have evolved considerably

- c 'Crumple zones' allow the front and back parts of a car to be crushed in an accident.

.....
True

- d Car drivers should rely on car manufacturers to make roads safer.

.....
False. Safety devices do not offer a foolproof guarantee: only when everyone drives more carefully will road accidents become a thing of the past.

5 Read the following short text. Replace the words / phrases in bold with the correct synonym from the box.

| | | | |
|------------|------------------|------|--------|
| 3 | 6 | 1 | 8 |
| constantly | enhancements | hurt | lately |
| 7 | 2 | 10 | 9 |
| launched | manufacturers | stop | plans |
| 4 | 5 | | |
| methods | minimising risks | | |

Road accidents **(1) kill and injure** thousands of people every year, so car **(2) makers** are **(3) always** trying to think of new **(4) ways** of **(5) improving safety** for drivers and passengers. Seat belts and anti-lock brakes are a few examples of the **(6) improvements** that have been **(7) introduced** **(8) recently**. Please send your **(9) suggestions and ideas** on how to **(10) prevent** car accidents to the following address: Road Safety Magazine 25th Street, City Centre.

6 In your notebooks, write a response to the text in exercise 5 by listing some solutions for preventing car accidents. Students' own answers

7 Complete the text using the verb form of the words in parenthesis.

Yesterday was an interesting day. First, I had to sit an extremely difficult maths test. The exam last month was too short, so the teacher decided to **(1) lengthen**.... (long) it by two hours. On the way home, I was arguing with my brother. Bit by bit, the argument began to **(2) sharpen**.... (sharp). The bus driver decided to go downtown in order to **(3) shorten**.... (short) the trip. There were constructions to **(4) widen**..... (wide) the road. The driver was driving very carefully because big black clouds were **(5) darkening** (dark) the sky. Suddenly, we saw a boy crossing the street. Luckily, the driver was driving slowly and stopped the bus in time.

Over to you

Students' own answers

8 According to the writer, only when everyone drives more carefully will road accidents become a thing of the past. Do you agree or disagree? Discuss and record your answers in your notebooks.

Language practice

- 1 Add the correct endings to the unfinished words in sentences a–i. Use endings from these lists.

Nouns: -ment -ist -hood -er
Adjectives: -al -y -ous -ful

- a Slow down! It's danger ous... to drive too fast in a residential neighbour hood... like this.
- b Pedestrians should be care ful... when they cross the road. Some motor ist... (s) drive too fast.
- c In the rain y... season, roads flood and houses are damaged.
- d Environment al... organisations are trying to persuade people to use public transport.
- e In many countries, the govern ment... builds and repairs roads and motorways.
- f The lead er... of our group had an accident yesterday; someone should replace him.
- g His house is in an area of outstanding natural beaut y... with breathtakingly beaut iful... scenery.
- h My brother is a physic ist... . He studies physic al... law.
- i The teachers make great use of volunteer help er... (s) . All the students in Mr. Smith's class are help ful... .

- 2 Which of the meanings fits the underlined words in these sentences taken from the article on page 71.

- a Seat belts are designed to retain people in their seats ...
- 1 unchanged
 - 2 memorise
 - 3 absorb
 - 4 keep (something) in place; hold fixed

- b In modern vehicles, seat belts are now also designed to work as the key component of wider injury prevention measures ...

- 1 consider (one's words or actions) carefully
- 2 a plan or course of action taken to achieve a particular purpose
- 3 a legislative bill
- 4 punishment or retribution imposed or inflicted on someone

- 3 Correct the following sentences.

- a These mourning, I was stucked in a major traffic jam on the motarway.
This morning, I was stuck in a major traffic jam on the motorway.
- b Too vehikles haved had a accidnt near the city centre.
Two vehicles have had an accident near the city centre.
- c The Local Counsel have diclared a new intiatiave to improuv rode safety in kuwait.
The Local Council has declared a new initiative to improve road safety in Kuwait.
- d Ive bean learning too drive four free years.
I've been learning to drive for three years.
- e They has bin studying all knight for the mathes exam.
They have been studying all night for the Maths exam.
- f Road traffic safety aymz to reduce the harm resulting from road vehikle collisions.
Road traffic safety aims to reduce the harm resulting from road vehicles' collisions.
- g The kuwaity government is trying to find ways to reduce the number of road aksidents and their consekwences.
The Kuwaiti government is trying to find ways to reduce the number of road accidents and their consequences.
- h The main rowd in the siti is two narrow for all the karz to pass.
The main road in the city is too narrow for all the cars to pass.

4 Rearrange the words to form meaningful sentences.

- a always / at nine o'clock / out of the garage / in the morning / gets / his car / he
He always gets his car out of the garage at nine o'clock in the morning.
- b she / into town / after breakfast / often / Mrs Hodges / takes
She often takes Mrs Hodges into town after breakfast.
- c a parking place / near the shops / they / find / rarely
They rarely find a parking place near the shops.
- d sometimes / in a garage / Mr Hodges / his car / parks
Mr Hodges sometimes parks his car in a garage.
- e fly / with my parents / to Florida / sometimes / I / in winter
I sometimes fly to Florida with my parents in winter.

5 Match the underlined phrasal verbs in sentences 1-6 with one of the definitions a-h. There are more definitions than you need.

- 1 I got over the flu, but it took nearly two weeks. **h**
- 2 She filled up the shopping trolley with free food. **c**
- 3 That old Jeep had a tendency to break down just when I needed it the most. **f**
- 4 The boys promised to check up on the condition of the summer house from time to time. **g**
- 5 The filling station was giving away petrol. **d**
- 6 The teacher called on students in the back row to pay attention. **a**

- a ask
- b pay more than something is worth
- c fill to capacity
- d give something to someone for free
- e break and damage something
- f stop functioning
- g examine, investigate
- h recover from illness or disappointment

6 Give advice using *should have* or *shouldn't have* and the words and phrases in brackets.

- a My brother was hurt in a car accident. (ride his bike on the road)
He shouldn't have ridden his bike on the road.
- b The bus fell in a hole in the middle of the street. (pay attention to the road signs)
The bus driver should have paid attention to the road signs.
- c I bumped my head when the car hit the wall. (wear seat belt)
You should have worn your seat belt.
- d It was difficult for me to stop the car in time. (drive too fast)
You shouldn't have driven too fast.
- e Mum burned the spaghetti. (forget it's on the stove)
Mum shouldn't have forgotten it on the stove.

7 Complete the sentences with *at*, *on* or *in*.

- a The headquarters of the United Nations is in New York.
- b In most countries, people drive on the right.
- c I usually buy a newspaper on my way to work.
- d The course begins at 7 o'clock and ends at 10 o'clock.

8 Rearrange the words and form negative sentences.

- a is / on / Park / There / new / a / Road / restaurant
There isn't a new restaurant on Road Park.
- b got / my / problem / I / with / have / homework / a
I haven't got a problem with my homework.
- c a / go / with / often / walk / dog / for / We / our
We don't often go for a walk with our dog.

Writing Eyewitness accounts

1 Read the description below of an event by an eyewitness and answer the questions. *Students' own answers*

a Do you think this description was originally spoken or written?

.....
.....

b How do you know?

.....
.....
.....
.....



We had just come out of school. Dad came to pick us up as usual. On the way home, I was chatting with my friends in a loud voice and my dad was talking with his boss on the mobile phone. As I was looking out of the window I noticed that the traffic light had turned red and there was a young man crossing the street. I tried to warn my
5 father but it was too late. He was driving too fast and couldn't stop the car before it hit the man. Of course, we all stopped talking and went to help the man who was lying on the road. My dad called the ambulance from his mobile phone. After about five minutes the ambulance arrived and took the man to hospital. A couple of minutes later, my dad and I arrived at the hospital to check on the young man. The police came
10 to the hospital to investigate the accident. It was the most awful day of my life.

2 Rewrite the description of the accident from the point of view of the man who gets hit by the car.

Students' own answers

.....
.....
.....
.....
.....
.....
.....
.....
.....

3 Write your own description of an accident you saw happening in your town recently. It can be real or imagined. Include this information. Students' own answers

- Say where you were and who you were with when the event took place.
- Say what time it happened.
- Say how you felt.
- Describe the sequence of events in detail. Remember to use words such as *first, second, then, finally, at last, next, ...* etc. to connect your ideas.
- Use some of these phrases in your description.

As far as I / we could see, ...

After about (five) minutes, ...

Two minutes later, ...

There were lots of people ... -ing

We were / I was ... -ing ... when X happened.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

The planet in danger

Key words

hybrid, kidnap, latter, nominal, toenail, tusk

Reading

- 1 Read the article then put the sentences below in the correct place. There are two more sentences than you need.

A fight for survival

A Orangutans were once widespread throughout south-east Asia but now are only found in the wild on the islands of Borneo and Sumatra. Ten years ago there were approximately forty thousand orangutans in the wild. C There are many reasons why orangutans have become endangered. One important reason is habitat destruction. Our planet is continually changing, causing habitats to be altered and modified.



B E Every year thousands of acres of trees are cut down for wood and to give farmers new land to grow their crops. Serious forest fires also destroyed large areas of forest in the 1990s. Orangutans depend on the forest for shelter and food and need large areas to find insects and fruit to eat.



C B Because of the reduction in the size of the forests where they live, orangutans sometimes eat some of the crops that farmers grow. Therefore, it is common for people to kill adult orangutans to protect their crops, and to kidnap and sell baby orangutans as pets. However as adults, orangutan can be aggressive and difficult to keep.

D A Since the start of the 20th century, poaching has significantly reduced the population of African elephants in certain regions. Currently, the African Elephant has nominal governmental protection, but poaching is still a major threat to the African Elephant's survival. Illegal hunting creates orphans, who are unable to care for themselves, and removes mature elephants from the population, thereby preventing the birth of new elephants.

E F The latter has a longer and narrower jaw bone, rounder ears, a different number of toenails, straighter and downward-pointing tusks, and is of a considerably smaller size. However, hybrids between the two species commonly occur.

- a Due to the trade in animal parts, many species suffer high rates of exploitation.
- b For poor people living in these areas, orangutans can bring in money, but can also be a threat.
- c There are now around twenty thousand, and this number is decreasing every year.
- d Several charity organisations are working to save the orangutans of Borneo and Sumatra.
- e The natural habitat of the orangutan is the forest, but the forest itself is in danger.
- f Zoologists distinguish between two species of African elephants; the African Forest Elephant and the African Bush Elephant.
- g The Orangutan is an incredibly intelligent and sociable creature.

2 Answer the following questions.

- a The text mentions many reasons why a particular animal may become endangered. List them and add some further reasons of your own.

Students' own answers

- b Can you think of any ways in which you can save endangered animals?

Students' own answers

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

- a African Forest Elephants are unable to breed with African Bush Elephants.

False. Hybrids between the two species commonly occur.

- b Illegal hunting has stopped as a result of law enforcement.

False. Illegal hunting has nominally stopped as a result of law reinforcement.

- c Animal habitats are destroyed by farmers planting trees.

False. Animal habitats are destroyed by farmers cutting down trees.

- d Borneo and Sumatra are safe havens for the Orangutan.

False. Several charity organisations are working to save the orangutans of Borneo and Sumatra.

- e The percentage of orangutans decreased by 50% in a period of ten years.

True

- f Farmers kidnap and sell adult orangutans and keep baby orangutans as pets.

False. Farmers kill adult orangutans and kidnap and sell the baby orangutan as a pet.

- g The illegal trade in animals has only existed since the start of the 20th century.

False. The illegal trade in animals has significantly reduced the population of African elephants.

4 Find words or phrases in the article to match these definitions. The identifying letter of the relevant paragraph is given in brackets.

- a not exactly / roughly / about

(A) approximately

- b found over a large area of land

(A) widespread

- c place where animals live

(A) habitat

- d a unit for measuring land area

(B) acre

- e plants that farmers grow for food

(B) crops

- f protection from the weather and enemies (B) shelter

- g danger (C) threat

- h violent / destructive

(C) aggressive

- i illegal hunting (D) poaching

- j continued existence

(D) survival

Self-assessment

5 What do the words in *italics* in these sentences from the article on page 76 refer to?

- a there are now around twenty thousand, and *this number* is decreasing every year. number of orangutans

- b to give farmers new land to grow *their* crops. farmers

- c For poor people living in *these areas*, orangutans can bring in money ... forests

- d Because of the reduction in the size of the forests where *they* live, orangutans

- e *The latter* has a longer and narrower jaw bone, African Bush Elephant

- f However, hybrids between *the two species* commonly occur. African Bush Elephant

Over to you

6 Are you for or against spending so much money on saving endangered species when there are people starving in the world? Why? Justify your answer. Students' own answers

Language practice

1 Complete the sentences below with words formed from the words in capitals.

- a People are worried about the threat of environmental pollution.....
POLLUTE
- b The destruction..... of the forests of Borneo is threatening orangutans.
DESTROY
- c Some experts believe that global..... warming affects our climate.
GLOBE
- d People have great difficulty..... looking after adult orangutans
DIFFICULT
- e Charities try to persuade..... people to give money to their causes.
PERSUASION
- f Acid rain may have caused major environmental... damage
ENVIRONMENT
- g Ice has made the roads dangerous.....
DANGER
- h The government is holding campaigns to save the orangutan from extinction.....
EXTINCT

2 Fill in the blanks with the correct word from the word box. There are more words than you need.

climate pollution fumes habitat
landfill warming catastrophe

- a The natural home of an animal is called its habitat.....
- b The rapid disappearance of rainforests is a major cause of global warming.....

- c Scientists have predicted that over a million species could become extinct by the middle of this century as climate..... change threatens their habitats.
- d Recycling diverted 79 million tons of waste away from landfill..... sites.
- e One main reason for air pollution is the exhaust fumes..... produced by cars and other vehicles.



Grammar assistant

Dynamic vs. Stative Verbs

- Dynamic verbs may also be referred to as action verbs because they refer to actions.
- We can use dynamic verbs in simple and continuous tenses:
I usually go to school by bus.
This morning, I am going to school by bus.
- Some verbs are never or hardly ever used in continuous form. We call such verbs stative verbs (they express thoughts, beliefs or feelings.)
- Here is a list of common verbs which are not often used in the continuous form.
Thinking verbs: *know, realise, suppose, understand, agree, believe, expect, suspect, think.*
Feeling verbs: *fear, hate, like, love.*
- Many stative verbs are occasionally used in the continuous form in order to emphasise the idea of change or development.
I feel we shouldn't do it.
I am feeling sick.

3 Two years ago, a young teenage boy started a toy animal company in order to raise money to help endangered animals. He went to Hollywood film stars and asked them to buy his toys. In your notebook, write five questions that he may have used to politely ask the stars to buy his toy animals. *Students' own ideas*

4 Write the correct verb forms in these sentences.

- a Who (**you / go**) are you going to the match on Saturday with?
- b What (**you / wear**) did you wear last winter?
- c I can't stand cartoons. I (**think**) think they are silly.
- d Diana (**usually / not sit**) doesn't usually sit next to Ellen.
- e I (**not take**) am not taking the bus to school today.

5 Complete this short article with the correct form of the verbs in brackets.

Faisal runs a giant panda centre in China. He (1) believes (**believe**) that the world must do something now to save the giant panda. 'In 20 years it will be too late,' he (2) says (**say**). 'We must save some large areas of bamboo forest now. I (3) don't think (**not think**) we'll be able to do it if we wait more than five years.' Currently, Faisal (4) spends (**spend**) much of his time trying to persuade people to give money to support the work of his centre. He fears that he won't be able to achieve his aim, but he (5) always thinks (**always think**) of new ways of making money to help his animals.



6 Match the words in bold with the correct definition then use these words to form meaningful sentences. There is one more definition than you need.

- a The number of orangutans is decreasing every year. There are many reasons why orangutans have become **endangered**. 2
- b **Hybrids** between the two species commonly occur. 5
- c People **kidnap** baby orangutans but adults are difficult to keep. 4
- d The African Elephant has **nominal** governmental protection, but illegal hunting is still a serious issue. 1

Sentences: (Students' own answers)

- 1 existing in name only
- 2 seriously at risk of extinction
- 3 animals fighting over territory
- 4 take a person or an animal away illegally by force
- 5 the offspring of two plants or animals of different species or varieties

7 Join the two sentences using the connectors in brackets.

- a You can hear what I'm saying. You keep quiet. (if)
You can hear what I'm saying if you keep quiet.
- b I won't invite my classmates to a party. I know them well. (until)
I won't invite my classmates to a party until I know them well.
- c He arrived home. I had already cleaned the house. (by the time)
By the time he arrived home, I had already cleaned the house
- d The first quiz was easy. This one is extremely difficult. (whereas)
Whereas the first quiz was easy, this one is extremely difficult. Or The first quiz was easy whereas this one is extremely difficult.
- e She's snobbish. People like her. (yet)
She's snobbish, yet people like her.
- f We're broke. We can't buy anything. (since)
Since we're broke, we can't buy anything.

Writing Open letters

- 1 Put the five paragraphs of this open letter into the correct order. Write numbers 1–5 in the spaces above each paragraph.

*The Editor
Today Magazine*

*Dear Sir,
paragraph 4*

We are very grateful to you for bringing this problem to the attention of your readers.
paragraph 5

But the most important way they could help would be to tell everyone they know about the situation of the orangutans and how their forest habitats are being destroyed.
paragraph 3

The simplest thing to do would be to collect money to send to one of the centres which protect these amazing animals and help to keep them in the wild.
paragraph 2

This letter is to everyone who is worried about animals in the world which are in danger of extinction.
paragraph 1

We would like to ask your readers to think about how they can help to save the orangutans of Borneo and Sumatra. At the moment, there are twenty thousand, but this number is decreasing rapidly. Here are a few suggestions for ways in which people can help.

*Yours faithfully,
Members of the Orangutan Protection Society*

- 2 Read the paragraphs in the correct order. Which paragraph:

- a describes the decline of the orangutans?1.....
b says who the letter is intended for?2.....
c suggests something that would be simple for people to do to help?3.....
d thanks the editor of *Today Magazine*?4.....
e suggests the best thing people could do to help?5.....



3 Write your own open letter asking people for donations to help a local organisation to protect wildlife in Kuwait. Justify the need and importance of it. Use the letter from the Orangutan Protection Society as a model, replacing the underlined parts of the letter with your own ideas. Make sure you expand on the original letter.

Students' own answers

Dotted lines for writing.

The power of nature

Key words

intensity, lethal, moist, spinning, storm cellar, vortex

Reading

Only five minutes

Tornadoes are violent, rotating columns of air which are in contact with both the ground and a cloud. Tornadoes can be found in a variety of sizes and intensities, and have been known to reach speeds of up to 400 kph, although speeds of less than 200 kph are far more common. They can occur at any time of the year, last between ten minutes and several hours, and travel anywhere between 3 km and 100 km, depending on their strength. They can cause damage to nature and property and can sometimes be lethal. North America and the Caribbean are tornado hot spots, experiencing an average of a thousand tornadoes every year. They are also frequent in parts of Europe, although European tornadoes are not normally as severe as those in the USA. Tornadoes habitually follow thunderstorms. They start when the storm pulls warm, moist air into itself. The warm air moves upwards but at a certain height the moisture turns into cold water or rain. This rain starts to fall, producing a mixture of rising warm air and falling cold air. Winds turn this mixture into a spinning tube. If the end of this tube touches the ground, a tornado is born.

There are several varieties of tornado, including multiple vortex tornadoes, which have more than one column of spinning air, satellite tornadoes, which are small tornadoes that form around larger ones, and waterspouts, which are tornadoes that form above water.



Although meteorologists can collect information from an increasing amount of sources, such as satellites, radar, weather stations and weather balloons, it is almost impossible to predict exactly when a tornado is going to occur. Because of this it is impossible to fully protect people from tornadoes. However, governments do warn people when they think a tornado is likely, educate them about safety procedures during a tornado and help provide aid and shelter during clean-up operations. They also prepare evacuation plans to get people to safety, and build large communal storm cellars in which several hundred people can be shielded from the worst effects of the storm.

1 Read this article about tornadoes. Are these statements True (T) or False (F)? Justify your answers.

- a Governments cannot do anything to help people until after a tornado occurs.
False. Governments can warn people and educate them about what to do
- b Multiple vortex tornadoes, satellite tornadoes and waterspouts are the only types of tornadoes.
False. These are just some of the types of tornadoes.
- c The technology that meteorologists use is constantly improving.
True
- d Any visible wind column is considered a tornado.
False. The column must connect the ground and a cloud.
- e A landspout is a tornado which forms above solid earth.
True. (inferred from waterspout being above water)

2 Complete the table with information from the text

| | |
|------------------------------|---|
| Places tornadoes can occur | Everywhere, but especially USA, Caribbean and parts of Europe |
| Some types of tornadoes | There are several varieties: multiple vortex tornadoes, satellite tornadoes and waterspouts. |
| Lifespan of tornadoes | They can last between ten minutes and several hours. |
| Distance tornadoes travel | They travel anywhere between 3 km and 100 km depending on their strength. |
| Information collection sites | Meteorologists can collect information from satellites, radar, weather stations and weather balloons. |

3 Read the following sentences taken from the text. Choose the appropriate definition for the words in bold.

- a North America and the Caribbean are tornado **hot spots** ...
 - 1 Places where tornadoes are likely to be warm
 - 2 Places where tornadoes are likely to occur
 - 3 Places which see the biggest tornadoes
- b Although **meteorologists** can gather information...
 - 1 Scientists who study the atmosphere and predict weather
 - 2 Scientists who study meteorites and asteroids
 - 3 Scientists who study the atmosphere and predict the weather
- c They can cause damage to properties and can sometimes be **lethal**.
 - 1 To completely destroy houses
 - 2 To cause death
 - 3 To be susceptible to harm

4 Re-read the article on page 82. Complete these sentences with words from the article.

- a The tornadoes that occur in the USA are more severe than those that occur outside its borders.
- b Tornadoes are a more frequent occurrence after thunderstorms.
- c Preparing people, by teaching appropriate safety procedures, is one of the ways governments protect their citizens.
- d Scientists collect data from a variety of sources in an attempt to predict when thunderstorms might occur.
- e If a tornado is born above the sea, it is called a waterspout.

5 Take notes on the ways in which governments prepare and protect their citizens from tornadoes. Then, add your own ideas and suggestions. Finally, expand your notes into a paragraph detailing what governments should do to protect people in the event of a tornado.

..... Students' own answers

.....

Over to you

6 People can be prepared for natural disasters with the help of their government. Do you agree? Why or why not? Students' own answers

Language practice

1 Complete this table with the correct parts of speech.

| Verb | Noun | Adjective | Adverb |
|----------------|---------------|--------------|--------------|
| to demand | demand | demanding | demandingly |
| to regulate | regulation | regular | regularly |
| to hazard | hazard | hazardous | hazardously |
| to remark | remark | remarkable | remarkably |
| ----- | calamity | calamitous | calamitously |
| to imperil | peril | perilous | perilously |
| to incorporate | incorporation | incorporated | ----- |
| ----- | expert | expert | expertly |
| to remember | memory | memorable | memorably |
| to propose | proposal | proposing | ----- |

2 Complete these sentences with words from the table above.

- a I tried to remember what had happened last week, but it had gone from my memory
- b She found herself in peril after undertaking a hazardous activity.
- c The corporation 's director regularly makes important decisions.

Self-assessment

Grammar assistant

Reported Speech

To report what someone said:

- use *say / said*
- change the pronouns: I → he / she / it we → they
- change other words where necessary:
this → that here → there next → the following

present simple → past simple: Youssef: "I *want* to go camping **this** summer."
Youssef said (that) **he** *wanted* to go camping **that** summer.

present continuous → past continuous: Laila: "**We** *are having* a party **next** Friday."
Laila said (that) **they** *were having* a party **the following** Friday.

present perfect → past perfect: Sami: "**Ali and his friend** *have been* to **my** party."
Sami said that **they** *had been* to **his** party.

past simple → past perfect: Ahmed: "I *finished* **my** assignments **yesterday**."
Ahmed said (that) **he** *had finished* **his** assignments **the other day**.

past continuous → past perfect continuous:
Dad: "I *was buying* some groceries when the accident *happened* **here**."
Dad said (that) **he** *had been buying* some groceries when the accident *had happened* **there**.

3 Complete the following sentences with the correct phrasal verb. Form the verb with a word from the first box and an appropriate ending from the second box. Make sure the verbs are in the correct tense.

turn look take go back

out off over

- a You can't drive forward so you must back out of the parking space.
- b The room was far too bright. She turned off some of the lights.
- c My father recently took over a small business.
- d That food is almost out of date. It will go off soon.
- e Could you look over this exercise for me? I want to check everything is correct.

4 Fill in the missing parts of the mini-dialogue. Two people are talking about tornadoes. Use the words from the box.

do they have so many but I'm not sure
 why people live there me too
 do you say that that's true.
 conditions are perfect
 to just leave your home

- A: I wouldn't want to live in the middle of America?
- B: Why (1) do you say that ?
- A: Because it's called tornado alley. They have so many tornadoes, it's scary.
- B: That is scary. Why (2) do they have so many ?
- A: It's something to do with the atmosphere and climate.
 (3) Conditions are perfect for tornadoes.
- B: Oh, I see, but I don't understand (4) why people live there
- A: I think it's because there are a lot of jobs there, (5) but I'm not sure . Also, it would be hard (6) to just leave your home

- B: (7) That's true . Still, I'm glad I don't live there.
- A: (8) Me too .

5 In your notebooks, report what people said about living in a tornado area.

a The farmer said 'I saw the tornado pick up a car and throw it into the air. I shouted to my wife and we both ran into the garden. The car hit our house. If we had been in there, we'd be dead.'
The farmer said he had seen the tornado pick up a car and throw it into the air. He had shouted to his wife and they had both run into the garden. The car had hit their house. If they had been in there, they'd be dead.

c) Another resident said that he / she had seen the building fall down. He / she had seen parts of houses, clothes, plants going round and round in the air. He / she said that he / she hadn't been able to believe his / her eyes

The policeman said 'The tornado was 150 metres wide at the bottom and 700 metres at the top. As it came towards us, we all ran in different directions.'
 Another resident said 'I saw the building fall down. I saw parts of houses, clothes and plants in the air. They were going round and round. I couldn't believe my eyes.'
 A taxi driver said: 'I've seen tornadoes before. I have driven through several bad ones, but I've never seen one like this before.'

b) The policeman said that the tornado had been 150 metres wide at the bottom and 700 metres wide at the top. He said that as it had come towards them, they had all run in different directions.

d) A taxi driver said that he had seen tornadoes before. He said that he'd driven through several bad ones, but that he had never seen one like that before.

people's actual words.

- a An elderly resident of the city said he had just managed to get to his car and leave the city before the floods came.
I just managed to get to my car and leave the city before the floods came.'
- b A boy on his way to school said that the rain had come down so quickly that the water level had reached his knees in less than five minutes.
 b) The rain came down so quickly that the water reached my knees in less than five minutes.
- c The young couple said they had been sitting in their garden when the snow had started to fall. They had never seen snow in July before.
 c) We were sitting in our garden when the snow started to fall. We have never seen snow in July before.'

Writing A poster

1 Look carefully at the poster below and answer these questions.

- a What is the main purpose of the poster?
to help people reduce the amount of waste they create
- b How many of these things does your family do already?
Students' own answers

REDUCE, REUSE, RECYCLE

Are you concerned about how much rubbish you discard every week? If you are, here are some useful tips you could try.

Reduce

- Purchase things which do not have too much packaging.
- Only purchase 'loose' fresh food which has little or no packaging.
- Give old magazines to other people who haven't read them.

Reuse

- Give old computers or other equipment to schools or other groups.
- Purchase electrical equipment which uses rechargeable batteries.

Recycle

- Sort your rubbish into different types, for example: glass, metal, paper, and plastic.
- Try to purchase things which are made from recycled material.
- Find out where to take things to be recycled.
- Over the next year, try to reduce the amount of rubbish you discard.

2 Can you think of ways of making the language of this poster simpler and more direct? Rewrite the poster using 20–25 fewer words.

Students' own answers

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

3 Write your own poster suggesting ways in which people can save energy (fuel, water, electricity) and money at home. *Students' own answers*

- Write in direct and simple English.
- Think of an interesting headline or title for your poster.

A light blue rectangular area representing a poster, held by two silver pushpins at the top corners. The poster contains 25 horizontal dashed lines for writing.

Progress test 4

Reading

- 1 Most of the lines in this article contain a spelling mistake. Underline any misspelt words and write them in the spaces at the ends of the lines. Tick (✓) any correct lines.

The sport of free climbing – climbing rocks using equipement for safety - has grown very popular. Its popularity has increased in part because of advances in climbing equipment that make climbing safer.

The sport presents a phisical and mental challenge with minimal danger. Because of the potential for serious injury, much specialised safty equipment has been devised, making **it** a very safe sport in most cases. Detailed knowledge of safety equipment is crucial for safe climbing, however, and requires attension to detail unlike many other sports.

Top-roping, one technic for using the safety equipment, is a rope from the top of the climb that always holds the climber and **which** makes most slips harmless. In an other technique, lead climbing, the climber attaches the rope to the rock at points along the climb. This is not as safe, but it allows more rootes to be climbed.

How to use equipment safely is best learned from an experienced climber, allthough some books are available. Aside from having good safety equipment, there are three main tips for you if you want to go free-climbing:

- Climb with someone in whom you have complete confidance.
- Tell people where you're going to climb.
- Carry a mobile phone with you; it can be extremely helpfull.
- Consult an exppert on a suitable place for climbing.

- | | | |
|----|-------------------|-------|
| 1 | <u>equipment</u> | ..... |
| 2 | ..... | ✓ |
| 3 | ✓ | ..... |
| 4 | <u>physical</u> | ..... |
| 5 | <u>safety</u> | ..... |
| 6 | ✓ | ..... |
| 7 | <u>crucial</u> | ..... |
| 8 | <u>attention</u> | ..... |
| 9 | <u>technique</u> | ..... |
| 10 | ✓ | ..... |
| 11 | <u>another</u> | ..... |
| 12 | ✓ | ..... |
| 13 | <u>routes</u> | ..... |
| 14 | ✓ | ..... |
| 15 | <u>although</u> | ..... |
| 16 | <u>tips</u> | ..... |
| 17 | <u>confidence</u> | ..... |
| 18 | ✓ | ..... |
| 19 | <u>helpful</u> | ..... |
| 20 | <u>expert</u> | ..... |

- 2 Complete the sentences a-d with their correct endings.

- a Free climbing is becoming very popular because
 ① it's becoming safer. 2 it's a healthy sport. 3 it's very exciting.
- b One can learn best how to use equipment safely from
 1 books. ② experienced climbers. 3 experience.
- c The pronoun 'it' in line 6 refers to
 1 the safety equipment. ② the sport. 3 serious injury.
- d The pronoun 'which' in line 10 refers to
 1 the climber. 2 the top-roping technique. ③ the rope.

- 3 Suggest a title for the article in exercise 1.

..... Students' own answers

Language practice

1 What should the people in these situations have done? Make two suggestions for each situation.

- a Mohammed didn't know what to do when his car broke down as he was driving home last night.
He should have called a breakdown service.
He should have walked home.
- b Samia and Hanan didn't know what to do yesterday evening, so they stayed in and watched TV.
They should have done homework together.
They should have visited a school friend.
- c They arrived half an hour late at the restaurant. It was full. They hadn't reserved a table.
They should have reserved a table.
They shouldn't have arrived half an hour late.
- d Anwar's parents had been worried because he came home late.

Anwar should have rung to tell his parents he was going to be late.

He shouldn't have left his phone at home.

2 Report the words of the people who Anwar meets in different situations. Guess the people involved in each situation.

- a 'Are you going to be home late. Your dinner is getting cold.'
Anwar's parents asked him if he was going to be home late.
- b 'I'm sorry, we're full, but you can wait if you like.'
The restaurant manager was sorry because the restaurant was full, but told Anwar that he could wait if he liked.
- c 'Can you read your essay to the class?'
The teacher asked Anwar if he could read his essay to the class.
- d 'I found myself in a very critical situation while climbing the last rock.'
Anwar told his friend that he had found himself in a very critical situation while climbing the last rock.

3 Match the sentences a-e with the stative verb they fit best.

- a Fires will never occur in this company because we put smoke alarms in every office. **3**
- b I'm afraid things are getting worse because of all the smoke coming from these factories. **1**
- c Building pavements on this street is a good idea. **5**
- d The citizens seem to care little about environmental issues. **2**
- e The mayor was against the execution of such a costly project. **7**

- 1 disapprove
- 2 suppose
- 3 anticipate
- 4 explain
- 5 believe
- 6 disagree
- 7 oppose

4 Complete the sentences a-f with the correct form of the words in the box.

treat mountain short
theory appear history

- a The directive required equal treatment of all employees.
- b The sudden appearance of the director startled the students.
- c The committee are more interested in obtaining results than in theorising.
- d My classmates and I undertook research about the historical background of the English language.
- e My English teacher told me to shorten my essay to a three-paragraph summary.
- f We were looking for a suitable mountainous area in order to film the scene about free climbing.

Writing

1 Describe an event you saw recently.

- Say when it happened: What day / time did it happen?
- Say where it happened: At home / at school / in the town?
- Say where you were and if you were with anyone.
- Describe exactly what happened as you saw it. Put the events in the correct order, using time expressions like *a minute later* / *then* / *suddenly*, etc.
Write about 170-200 words.

Students' own answers

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

2 Re-read your essay from exercise 1. Evaluate it using stative verbs like *I believe, I suppose...* Make your evaluation by taking into consideration the following:

- Did you stick to the conditions given in exercise 1?
- Was your description accurate and realistic enough?
- Do you think your essay is interesting and enjoyable?

Students' own answers

Learning-log

1. Look at the outcomes on page 77 of the Student's Book.

How did you find:

- discussing safety precautions?
- using the language of criticism?
- describing a scene?
- talking about thoughts and feelings?
- expressing opinions?
- reporting what people say?
- writing an open letter?

| easy? | difficult? | useful? | not useful? | interesting? | not interesting? |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

2. Was the reading in this module
 easy? difficult?
 interesting? not interesting?
 What was your favourite passage in
 this module?.....

3. Was the listening in this module
 easy? difficult?
 interesting? not interesting?
 What was your favourite passage in
 this module?.....

4. Was the writing in this module
 easy? difficult?
 What did you do to plan your
 writing? How can you improve?

5. Was the vocabulary in this module
 easy? difficult?

Are there any words or sounds that
 you have difficulty with?.....

.....

6. Write your result from your Progress
 Test

What did you do well in?.....

.....

What do you need to revise?.....

.....

7. Was the grammar in this module
 easy? difficult?

Literature time!

The Adventures of Huckleberry Finn

Before Reading

Read the title. Does it give you any idea of what the story will be about?

.....
.....
.....
.....
.....

Episode One

Answer the following questions:

a Who wanted to civilise Huck?

.....
.....

b Why did Huck resign from Tom Sawyer's gang?

.....
.....

c Why do you think Huck didn't tell anyone about Jim?

.....
.....

Episode Two

1 Complete this sentence:

Huck likes being on the raft because ...

.....

2 Put this dialogue between Huck and the two men in the boat into the right order:

a Here's twenty dollars for medicine.

.....

b Thank you.

c Is there anyone on your raft?

.....

d Only my father. He's real ill with the smallpox.

e We're looking for a runaway slave.

.....

f Oh, that's all right then. We'll go now.

3 What does Huck mean when he says 'It didn't make any sense to me' (towards the end of Episode Two)? Do you agree with him?

.....
.....
.....
.....
.....
.....

Episode Three

1 Put the events in the right order:

a Huck and Jim call the old man 'Your majesty'.

b The old man says he's a king.

.....

c The young man says he's a duke.

.....

d Huck and Jim call the duke 'Your grace?'.

e The two men asked Huck to save them.

.....

2 Are these statements True (T) or False (F)? Justify your answers.

a Both the king and the duke were actors.

.....

- b The king pretended to be a philosopher.
-
- c The duke tied Jim up with ropes.
-
- d Huck enjoyed the circus.
-
- e Only a few people came to their first show.
-
- f The hall was full for 'The King's Camelopard'.
-
- g On the third night of the show, people threw rotten eggs at the king and the duke.
-

Episode Four

Answer the following questions.

- a Who reveals the true identity of the king and the duke?
.....
- b Why was Huck frightened when Jim came out of the tent?
.....
- c Why was Huck unhappy when he saw the king and the duke heading for the raft again?
.....

Episode Five

1 Complete the following sentences:

- a Huck tore up his letter to Miss Watson because... ..
-
- b Huck was surprised when
-

2 Choose the correct answer:

- a Tom Sawyer was, in Huck's opinion, like the king and the duke when he
 - 1 offered his help to save Jim.
 - 2 spoke very courteously to the Phelps.
 - 3 made up stories about his family.
- b When Huck saw the king and the duke tarred and feathered, he
 - 1 pitied them.
 - 2 laughed at them.
 - 3 helped them escape.

Episode six

1 Which words in your view best describe Tom Sawyer's plans for freeing Jim?

ridiculous cruel adventurous
romantic stupid funny

2 What kind of people do you think the following characters will be when they become adults?

- a Huck:
-
- b Tom:
-

Short story analysis

1 Who tells the story? What point of view is used, first person or omniscient?

.....

2 What is the general theme of the story? What is the underlying theme?

.....

.....

.....

David Copperfield

Before Reading

What do you expect this story will be about?

.....
.....
.....
.....
.....
.....

Episode One

Who in these pages...

- a ... was polite and smiled a lot but David did not like?
- b ... collected shells on the beach with David?
- c ... took control of the housekeeping in David's mother's house?
- d ... took David and his luggage to the coach for London?
- e ... was clever, handsome and six years older than David?

Episode Two

1 Are these statements True (T) or False (F)? Justify your answers.

- a David's job at the milk merchants' was to wash empty bottles.
.....
- b Mr Micawber went to prison because he robbed a house.
.....
- c Janet chased dogs away from the grass outside Betsey Trotwood's gate.
.....

2 Answer the following questions:

- a Mr Micawber was let out of prison because somebody paid his debts. Who paid them?
.....
- b Why did David have to walk all the way to Dover?
.....

Episode Three

Who in these pages said the following quoted words? Why did they say them?

- a 'I want a good school for my nephew, Trotwood.'
.....
.....
- b 'I could not leave Papa.'
.....
.....
- c 'You are a true friend, Copperfield.'
.....
.....
- d 'That young man will be a lawyer one day.'
.....
.....

Episode Four

1 Put the events in the right order:

- a We got seats that were very high up and I made a lot of noise, shouting and clapping.
- b Steerforth arrived with some of my school friends one night and, after eating a lot, we went to the theatre.
- c 'Please, be quiet, Trotwood,' she said calmly. 'You're disturbing people.'

d We found our way down the stairs to the balcony below and there, sitting with some of her friends, was Agnes Wickfield.

2 Answer the following questions:

a Why should Trotwood be nice to Uriah Heep?

.....
.....

b Why do you think Trotwood says that his trips to Yarmouth will never be the same again?

.....
.....

Episode Five

Complete these sentences using one of the words below. There are two extra words.

forced alarmed returned unhappy
ashamed books

- a I was about this, but soon had greater worries.
- b Mr Spewlow had been to close the office.
- c Uriah Heep was surprised and to see us.
- d 'Mr Micawber gave me the account a few days ago.'

Episode six

Choose the correct answer:

- a ... helped David find a publisher for his book.
 - 1 Traddles
 - 2 Agnes
 - 3 Mr Micawber
- b After ten years David has become...
 - 1 a salesman.
 - 2 a successful writer.
 - 3 a traveller.

Short story analysis

1 Who do you think is the most interesting character in the story? Why?

.....
.....
.....
.....
.....
.....
.....
.....
.....
.....

2 The story of *David Copperfield* is over 140 years old. Why do you think it is still a popular story?

.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....

Self-assessment answer key

Module 1: page 13, exercise 7

- a reminisce
- b captured
- c was holding
- d just touched
- e don't you swap
- f had passed
- g have not seen
- h met / will meet / is meeting / is going to meet

Module 1: page 17, exercise 4

- a porcelain
- b civil servant
- c chat
- d cultivation
- e skilled
- f apologies

Module 2: page 29, exercise 8

- 1 the
- 2 The
- 3 The
- 4 the
- 5 the
- 6 a
- 7 a
- 8 The
- 9 The
- 10 The
- 11 a
- 12 the
- 13 a

Module 2: page 35, exercise 7

- a a professional
- b impractical
- c complicated
- d precious
- e a modern

Module 3: page 57, exercise 6

- 1 anybody
- 2 anywhere
- 3 everywhere
- 4 somebody
- 5 anybody
- 6 anybody
- 7 nobody
- 8 anywhere

Module 3: page 62, exercise 1

- a ✓
- b work
- c are
- d ✓
- e ✓
- f watch
- g ✓
- h ✓

Module 4: page 77, exercise 4

- a approximately
- b widespread
- c habitat
- d acre
- e crops
- f shelter
- g threat
- h aggressive
- i poaching
- j survival

Module 4: page 84, exercise 2

- a remember / memory
- b peril / hazardous
- c corporation / regularly