



State of Kuwait
Ministry of Education



OVER TO YOU

English
4 All

WORKBOOK

Grade

10



SIMON HAINES



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MODULE 1: Culture

We are what we eat

Key words

boost, comprise, dehydration, fatigue, obesity

Reading

1 Read about how a healthy diet can improve sporting performance

- a Which nutrients are useful to improve sporting performance? carbohydrates, proteins, vitamins, minerals and water
- b Compare the ideal diets of a shot-putter and a football player. Why are they different?
- c Which nutrients should an athlete avoid? **fats** Students' own answers

Carbohydrates

Carbohydrates are vital for all athletes as they provide your body's main source of energy. If you play regular sport, 60% of your diet should comprise of 'carbs', and athletes in training will eat even more. Pasta, cereal and potatoes are particularly beneficial for marathon runners, who will load up on a variety of carbs before a big event.



Fats

Too much saturated fat can lead to heart disease and obesity. However, unsaturated fats should not be excluded from a healthy and balanced diet. Olive oil, dairy products, nuts and fish contain fats that can improve your skin, fuel your brain power and also provide your body with slow-releasing energy. Fats produce energy too slowly to be used when working hard, but are valuable for low-impact exercise such as walking.



Proteins

Most sports stars realise the many uses for protein, and ensure that at least 15% of their diet is formed from it. That's because protein builds and repairs muscle tissue. This is essential when you're training or recovering from injury. 'Power' athletes, such as weightlifters, will eat even more protein, and rely on meat, pulses, eggs and fish for direct results.



Vitamins

A well-balanced diet should already contain the RDA of a variety of vitamins. Juices, smoothies and vitamin supplements can be taken to boost your intake. For example, vitamin A promotes good vision; vitamin B increases energy production and reduces stress; vitamin C helps keep skin healthy; and vitamin D strengthens bones and teeth. Whether you are playing tennis or football, vitamins help concentration and enable you to stay calm and make quick decisions.



Minerals

Whether training hard or competing, your body depends on minerals found in fruit, vegetables and fish. Calcium found in foods such as soya milk helps strengthen bones and support your body. Iodine prepares us for the energy production needed when working hard on the sports field, and iron prevents fatigue before, during or after a big game.



Water

When you sweat, you need to drink extra water to compensate for the fluid loss. Even if you're not a professional athlete, you should be drinking 6 to 8 glasses of water a day. That's because water makes up about 60 percent of your body weight. Water flushes toxins out of vital organs and prevents dehydration. After intense exercise, special sports drinks can be drunk to immediately replace the water, glucose and sodium you have lost. You should avoid fizzy sports drinks, though, as they often contain unhealthy amounts of sugar.



2 Read the descriptions again carefully and complete the table.

Nutrient	Foods	Effects on performance
Carbohydrates	Pasta, cereal, potatoes	Provide main source of energy
Fats	Olive oil, dairy Products, nuts, fish	Fuel our brain power, provide slow-releasing energy
Proteins	Fuel our brain power, provide slow-releasing energy	Fuel our brain power, provide slow-releasing energy
Vitamins	Fuel our brain power, provide slow-releasing energy	Help concentration, promote calmness and quick decision-making
Minerals	Fruit, vegetables, fish, soya milk	Strengthen bones and support our bodies, prepare our bodies for energy production, help prevent fatigue
Water	Water, sports drinks	Prevents dehydration, flushes out toxins. Sports drinks replace water, glucose and sodium.

3 Complete the sentences using information from the nutritional label.

Nutrition Facts	
Serving Size 1 cup (228g)	
Serving per container 2	
Amount per serving	
Calories 260	Calories from Fat 120
%Daily Value*	
Total Fat 13g	20%
Saturated Fat 5g	25%
<i>Trans Fat 2g</i>	
Cholesterol 30mg	10%
Sodium 660mg	28%
Total Carbohydrate 31g	10%
Dietary Fibre 0g	0%
Sugars 5g	
Protein 5g	
Vitamin A 4%	Vitamin C 2%
Calcium 15%	Iron 4%
*Percent Daily Values are based on a 2000 calorie diet. Your Daily Values may be higher or lower depending on your calorie needs:	
	Calories: 2,000 2,500
Total Fat	Less than 65g 80g
Sat Fat	Less than 20g 25g
Cholesterol	Less than 300g 300g
Sodium	Less than 2,400g 2,400g
Total Carbohydrate	300g 375g
Dietary Fibre	25g 30g
Calories per gram:	
Fat 9	Carbohydrate 4 Protein 4

- Most packaged foods have a nutrition facts label.
- serving size is the amount of food eaten at one time.
- The amount of salt per serving is 28 percent of your daily value.
- One serving contains 10 percent of your daily amount of carbohydrate but 0 percent is taken from dietary fiber.
- Your calorie intake can vary and depends on how much energy you need.
- There are 4 calories per gram of protein, so this food contains 5 grams of this substance.
- There is more vitamin A than vitamin C, but both are very low.
- daily values are based upon a 2000 calorie diet.
- This container contains 2 serving. Each Serving is 228g or 1 cup, so this container holds 456 g.
- This food contains almost one third of your daily allowance of sodium.

Over to you

4 How would you encourage your friends to eat healthily?

Grammar assistant

Past Continuous

Use the past continuous for an action that was in progress in the past for a period of time.

I was preparing breakfast yesterday morning. (for one hour)

1 Look at the picture. Last night at 8.30 p.m. there was a power cut and the lights went out. What was everyone doing? Complete the sentences with the correct form of the verbs. There is one extra word.

bring buy carry come order
pay for prepare take

An old man was paying for his meal.



- a A family were ordering their food from a waiter.
- b A waiter was carrying three drinks on a tray.
- c A brother and sister were coming into the restaurant.
- d Another waiter was taking empty plates back into the kitchen.
- e In the kitchen, the chef was preparing the vegetables.
- e Another waiter was bringing food out of the kitchen.

2 Imagine you are eating in a restaurant. What would you say to the waiter in the following situations?

- a You have dropped your fork.

Excuse me, could I have another fork, please?

- b You are a vegetarian.

Do you have any vegetarian dishes?

- c Two more guests will soon be arriving at your table, but there is no room for them.

Is it possible we could move to a larger table? Two more guests are joining us soon.

- d You are allergic to pepper.

Do you have any dishes without pepper? I'm allergic to pepper.

What would you say to your dad in this situation?

- e Your dad has high cholesterol and wants to order a burger and fries.

Why don't you order something with less fat, Dad?

3 Complete the conversations with the correct form of the verbs in brackets. Use the past simple or past continuous.

- A What (1) did you do (you do) at the weekend?
 B I (2) went (go) shopping with my friends in Kuwait City, (3) watched (watch) TV and (4) did (do) my homework.
 A What (5) were you doing (you do) when I (6) phoned (phone) you?
 B I (7) was helping (help) my sister with her homework.
 A What time (8) did you get up (you get up) this morning?
 B I (9) woke up (wake up) at 6 o'clock, but I (10) didn't get up (not get up) until 8 o'clock.
 A What (11) were you doing (you do) at 9 o'clock yesterday evening?
 B I (12) was having (have) a bath.

4 Complete the sentences with the correct form of one of the cooking verbs. There is one extra word.

*bake boil freeze fry grill
steam stir*

You can keep food for longer by freezing it at low temperature.

- a Yesterday I baked three loaves of bread in the oven.
 b You can steam vegetables by cooking them over boiling water.
 c If you want to grill meat, you must cook it under a very hot surface.
 d To make an egg which is not too soft or too hard, try boiling it in water for 3-4 minutes.
 e Deep frying is classified as a dry cooking method because no water is used.

5 Correct the punctuation and spelling mistakes in each sentence.

- a mr smith whose a vegetarian should always supplement his diet
Mr Smith, who's a vegetarian, should always supplement his diet.
 b They're are plenty of healthy eating restaurants in Kuwait city
There are plenty of healthy eating restaurants in Kuwait City.
 c the label says orange juice has 60% of your rda of vitamin c
The label says, 'Orange juice has 60% of your RDA of vitamin C.'
 d my brothor ahmed develloped dyabetes last september so he follows a low shugar diet
My brother Ahmed developed diabetes last September so he follows a low-sugar diet.
 e this summer i eight two many fattie foods suchas french fries
This summer, I ate too many fatty foods such as French fries.

Grammar assistant

Capital Letters

We use capital letters at the beginning of the following kinds of words:

- the names of days and months
 Sunday March
 Eid
- the names of people and places
 John Mars
 Mary North Africa
 The Ritz Hotel The Super Cinema
- people's titles
 Professor Blake
 the Managing Director
- nouns and adjectives referring to nationalities and regions, languages, ethnic groups and religions.
 I speak German Japanese history

Writing

1 Read the information from a website about healthy eating and Islam. [Students' own answers](#)

- a Choose a name for the website.
- b The text has four sections. Give each section an interesting heading.
- c Add two or three links to other websites. Make up names for these.

It is a long-established custom among Muslim parents to put a piece of well-chewed date in the mouth of a newborn baby. But why? It's well-known in Islam that placing a 'sugary substance' inside a newborn baby's mouth can dramatically reduce pain and stabilise heart rate during difficult procedures. Now a new study, published in the British Medical Journal, has proved just that.

Dates contain a very high percentage of sugar (70-80%); including fructose and glucose. This makes the fruit easily and quickly digestible, and very helpful to the brain. There are other benefits too. The date contains 2.2% protein, vitamin A and vitamin B. It has traces of essential minerals such as sodium, calcium and iron. The high percentage of potassium is also very effective for cases of haemorrhage.

Medical scientists, researchers and dieticians have taken this new discovery on board. Many more ideas and practices found in the teachings of Islam are now getting the investigative attention they deserve. Other foods that Islam recommends include fish, honey, olives and milk, and these are all foods that are still eaten for their health benefits today.

Bookmark this page to check for future updates!

¹The most common form of sugar.

Links

2 A professional designer has looked at the website on page 8 and thinks there is too much information.

Rewrite the page, cutting the information to about 150-170 words. Keep the same sections and headings.

The image shows a browser window template. At the top, there are three window control buttons (minimize, maximize, close) on the left, and a search bar on the right containing a magnifying glass icon and the letter 'Q'. Below the browser window, there is a large rectangular area filled with horizontal dashed lines, intended for writing a rewritten version of the website content. The word "Links" is printed in the lower-left corner of this writing area, above a few more dashed lines.

Respecting cultures

Key words

adorn, commemorate, cursive, embellish, paraphrase

Reading

1 Read the article about a special postage stamp. As you read, make brief notes to explain the following:

- a Eid mubarak
- b The designer
- c *Thuluth*

A Mark of Respect



1 Sometimes respect between cultures happens in the smallest forms. In 2002, the United States Postal Service issued a special stamp to honour and commemorate Islamic culture. The blue postage stamp was adorned with gold Arabic calligraphy, in celebration of both Eid al-Fitr and Eid al-Adha. The text reads both 'Eid mubarak' in Arabic and 'Eid Greetings' in English, providing a simple bridge between languages and customs. Eid mubarak translates literally as 'blessed festival' and can be paraphrased as, 'May your religious holiday be blessed'.

The Eid stamp was designed by Zakariya, a calligrapher who specialises in the art, history and practice of Islamic calligraphy. The type of script chosen for the stamp is known in Arabic as *thuluth*. It is a large, elegant and cursive script, and first appeared in medieval times. *Thuluth* is written on the principle that one-third of each letter slopes. Zakariya describes it as "the choice script for a complex composition due to its open proportions and sense of balance."

15 The stamp design was created using carefully considered traditional methods and instruments. The designer used homemade black ink, with pens made from seasoned reeds from the Middle East and Japanese bamboo from Hawaii. The paper was prepared with a coating of starch and three coats of a special varnish that contains egg whites. It was then polished with an agate stone and aged for more than a year.

20 Zakariya's original black-and-white design was then embellished with colour using a unique computer program. The colours chosen - gold script on a blue background - are reminiscent of great works of Islamic calligraphy. Even the colours of this special stamp are a mark of respect.

2 Match the sentence beginnings and endings to make complete sentences. There are more endings than you need.

- | | | |
|----------------------------------|---|--------------------------------------|
| a The stamp was made to | 8 | 1 modified using computer software. |
| b The gold script was set | 4 | 2 by the US Postal Service. |
| c Zakariya is a specialist | 6 | 3 to slope one-third of each letter. |
| d The original design was | 1 | 4 on a blue background. |
| e The designer used | 7 | 5 the modern design. |
| f It was issued in 2002 | 2 | 6 in Islamic calligraphy. |
| | | 7 a varnish containing egg whites. |
| | | 8 commemorate Islamic culture. |

in celebration of both Eid Al-Fitr and Eid Al-Adha. These are the two most important festivals in the Islamic calendar. The text reads... history and practice of Islamic calligraphy. Zakariya was trained in the Middle East, but is now based in Arlington, Virginia. The type of script chosen ... and aged for more than a year. The aging process gives the design a unique texture. ... using a unique computer programme. The programme allows designers to choose the perfect colouring. The colours chosen ...

Unit 2: Respecting cultures

- a The aging process gives the design a unique texture.
- b These are the two most important festivals in the Islamic calendar.
- c The program allows designers to choose the perfect colouring.
- d Zakariya was trained in the Middle East, but is now based in Arlington, Virginia.

4 Fill in the table below using words from the text only. You may use a dictionary or the glossary.

Word	Meaning	Synonym
Honour	To show respect for someone or something	Commemorate
Calligraphy	Handwriting, often decorative	Script
Design	An artistic arrangement	Composition
Embellish	To make something more attractive, especially with decorative details	Adorn

5 Choose the correct statements to complete the sentences:

- a The stamp has both English and Arabic translations to ...
 - 1 make it accessible to readers of both languages.
 - 2 reflect the attempt to honour both cultures.
 - 3 teach people Arabic.
 - 4 provide different messages in two languages.
- b The design was ...
 - 1 inspired by medieval styles.
 - 2 created on a computer.
 - 3 planned and thought out in great detail.
 - 4 chosen by the postal services.

c Zakariya was chosen to design the stamp because ...

- 1 he was friends with the person who commissioned the stamp.
- 2 he didn't charge a lot.
- 3 he had all the necessary tools and materials.
- 4 he was a renowned expert in Arabic calligraphy.

6 Find the sentences in the text that mean the same or imply the same as these. Write them in the spaces provided.

- a The style, which dates from the Middle Ages, is substantial, stylish and is written with all the characters connected.
 It (thuluth) is a large, elegant and cursive script, and first appeared in medieval times.
- b Honour between different people can occur in many ways, both large and minuscule.
 Sometimes respect between cultures happens in the smallest forms.
- c The stamp was well-planned and created using time-honoured techniques and tools.
 The stamp design was created using carefully considered traditional methods and instruments.
- d The stamp was produced by an expert in Arabic script.
 The Eid stamp was designed by Zakariya, a calligrapher who specialises in the art, history and practice of Islamic calligraphy.

Over to you

7 In what ways can you show respect for other cultures?

.....

.....

.....

.....

Language practice

1 Complete the sentences with the correct statement, question or negative form of the present perfect.

- a + I've bought a new stamp.
? Have you bought a new stamp?
- I haven't bought a new stamp.
- b + He has visited the museum every year.
? Has he visited the museum every year?
- He hasn't visited the museum every year.
- c + They have written a book recently.
? Have they written a book recently?
- They haven't written a book recently.
- d + I've eaten my dinner.
? Have you eaten your dinner?
- I haven't eaten my dinner.
- e + I've watched the news today.
? Have you watched the news today?
She didn't pass her exam.
- f + she passed her exam
? Did she pass her exam?
- She didn't pass her exam.

Grammar assistant

Present perfect

- Use the present perfect to talk about actions and situations that started in the past and continue up to the present.
I've studied English for nine years / for most of my life.
- Use *for* with a period of time or time expressions.
I've used the same computer since I was a child / since last year.

2 Complete the sentences with *for* or *since*.

- She's lived here *for* three years.
- a He's been a teacher at a school in Al-Ahmadi *since* 2001.
- b We've known each other *since* last summer.
- c I waited *for* nearly two hours.
- d I've felt ill *since* I got up this morning.
- e I'm starving! I've wanted to eat *since* 10 a.m.
- f My mother and father have been married *for* twenty years.
- g I've worked for the same company *for* three years.
- h I've been too busy to see my friends *since* last month.
- i The doctor said I have to wear this cast *for* six weeks.
- j I've been reading this book *since* this morning.

3 Complete the sentences with the correct present perfect form of the verbs in brackets and *for* or *since*.

- I *have enjoyed* (enjoy) reading books *since* I was a child.
- a My sister *has played* (play) the piano *for* two years.
- b I *have been* (be) in the school orchestra *for* six months.
- c My brother *has written* (write) short stories in his free time *for* over five years.
- d Nour *has read* (read) thirty books *since* last year.
- e Hassan *has visited* (visit) Qatar every year for business *since* 1997.

4 Choose the most appropriate response.

- A To your cousin at his graduation ceremony.
- 1 Congratulations, you must be tired.
 - 2 Congratulations, you look relieved.
 - 3 Congratulations, you must be very proud.
 - 4 Many happy returns.
- B To your interviewer at the end of a job interview.
- 1 Please let me know as soon as possible.
 - 2 Thank you and I look forward to hearing from you.
 - 3 Who else are you interviewing?
 - 4 I really need this job.
- C To an important academic who is visiting your school. (You have been asked to greet them.)
- 1 I'm sorry my teacher isn't here.
 - 2 Do you need help with your luggage?
 - 3 I'm a big fan of yours.
 - 4 Welcome to our school.
- D To your father before he travels on a business trip.
- 1 Don't forget us.
- 3
- 2 Have a safe journey.
- 3 Take some food with you.
 - 4 Be careful.
- E To a shop assistant who you think has overcharged you.
- 1 I think I paid too little.
 - 2 Can you check the price of that please?
 - 3 I'd like to return this item.
 - 4 Do you have this in a different size?
- F To a waiter in a restaurant. (You don't know what you want to eat.)
- 1 What would you recommend?
 - 2 I'd like the bill please.

Is there a better restaurant nearby?

4 Table for four please.

5 Choose the correct verbs to complete the sentences.

- a We **started** (began / **started**) off very early in the morning so that we could see the sun rise.
- b He thought they would all share the cost of the meal but unfortunately he _____ (**ended** / finished) up paying for everybody.
- c A When is the _____ (**end** / finish) of your school year?
B I'll be _____ (ending / **finishing**) school in June.
- d A Did you _____ (end / **finish**) that book I lent you last week?
B I read the _____ (**beginning** / starting) of it but I haven't had time to read the rest yet.
- e The _____ (**ending** / finishing) of the play was very disappointing, especially after it had _____ (**begun** / started) off so well.

6 Write the appropriate preposition. Use some of the following: (through, on, of, with, in, for, amongst, outside, by).

- a I was **in** _____ Qatar for three weeks.
- b My final exam is **on** _____ Friday. _____ the time I get home, I will have travelled 200 miles.
- c _____ **by** _____ We waited outside the restaurant _____ **for** _____ one hour.
- e The boy was walking _____ **through** _____ the doorway when he saw a squirrel outside.
- f **of** _____ all the students who were there, she was the only one with high grades.
- g They talked **amongst** _____ themselves until they reached a decision.
- h We knocked at the door but there was no one **in** _____.
- i He was in prison **for** _____ 12 years.

Writing

- 1 Read the customer reviews of books by Alan Villiers and Wilfred Thesiger.
 - a Underline all the words and expressions which introduce the reviewer's opinions.
 - b Circle all the adjectives which describe their opinions.

Sons of Sindbad: by Alan Villiers

In 1938, Alan Villiers embarked on a remarkable journey. He joined a crew of the best Kuwaiti sailors, and described his entire journey from the East African coast to the Arabian Gulf.

The full title is Sons of Sindbad: Sailing with the Arabs in their Dhows, in the Red Sea, Round the Coasts of Arabia, and to Zanzibar and Tanganyika – the Shipmasters and seafarers adventurers.

He thought it was fascinating! He used traditional sailing techniques and sailed by dhow. Isn't that incredible! His account gives an important insight into sea travel in the past. He also took amazing photographs of his journey, which accompany the book. For me, the adventures were more interesting than the nautical research, especially experiencing monsoon winds and pearl diving. Alan Villiers was an adventurer and an author.

travels that now I want to learn how to sail too! I can't wait to read more books by him. I am sure that they are all fantastic.

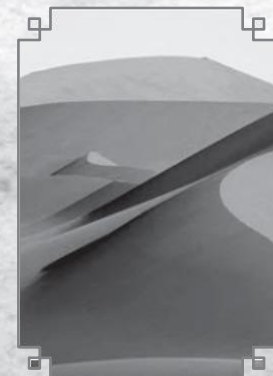


Arabian Sands: by Wilfred Thesiger

I have been a fan of Wilfred Thesiger since I was very young. As far as I am concerned, he is one of the best writers ever – and this is one of his best books. It describes his unique journey through the deserts of Arabia. His writings are brilliant, and there are a thousand anecdotes that make you feel as if you are travelling by his side! Wilfred Thesiger wrote *Arabian Sands* in

1959, but it is still very exciting to read today because it is so dramatic. Wilfred Thesiger studied at Oxford University before becoming one of the first British explorers to write about Arabia. Later, other explorers wrote similar books, but in my opinion only a few of these authors are as interesting. And why was life in Arabia better than in Britain, according to Wilfred

Thesiger? You will have to read the book to find out!



2 Below make a list of all the facts in the reviews.

Alan Villiers' journey began in 1938.
He sailed with a crew of Kuwaiti sailors.
He sailed from the East African coast to the Arabian Gulf. He used traditional sailing techniques and sailed by *dhow*. He took photographs of the journey.
Arabian Sands describes a journey through the deserts of Arabia. Wilfred Thesiger wrote *Arabian Sands* in 1959.

3 Discuss the questions in pairs. Make three lists. Students' own answers

- a What are the best-selling books in Kuwait at the moment?
- b How are traditional and modern stories in Kuwait different?
- c Who are the most well-known traditional and modern authors in Kuwait?

Best-selling books

.....

Differences between traditional and modern stories

.....

Traditional and modern authors

.....

4 Now choose three of the topics below and write two or three sentences about each one. Give facts and express your opinions. Students' own answers

- a Your favourite book this year.
- b The difference between traditional and modern stories.
- c An author whom you admire.
- d A traditional Islamic art.

Topic 1:

.....

.....

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Topic 2:

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Topic 3:

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.....

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Inspiring architecture

Key words

boutique, brand, edutainment, gourmet, mainstream, state-of-the-art

Reading

1 Read the text about the 360° shopping centre and answer to these questions.

- Why is 360° Kuwait described as ‘monumental’?
- How is it educational?
- Who can it appeal to? Why?

a) 360° Kuwait is described as “monumental” because it contains large department stores, small boutiques and other shops that sell sports, music, electronics and games equipment. It is also a leisure, entertainment and edutainment centre, not to forget the restaurants of different cuisines.

b) It is educational in that it features the latest edutainment technology for the education of children through television programmes, video games and music.

c) It can appeal to all ages due to the variety of shops, restaurants and activities.

360° Kuwait

360° Kuwait is a monumental shopping centre being built in the South Surra area of Kuwait City. The centre contains copious shops, from large department stores selling mainstream brands to smaller boutiques, alongside all your favourite sports, music, electronics and games stores.

However, 360° Kuwait isn't simply a shopping centre. 360° Kuwait redefines the shopping experience, transforming it from a process of simple commercial exchanges into a relaxing and luxurious leisure activity. Not only does the centre contain the largest cinema complex in Kuwait, with 15 screens, but there is also a state-of-the-art family entertainment centre designed for various age groups. The family centre also features the latest in edutainment technology, instructing children and teens by mixing educational messages with more familiar forms of entertainment such as television programmes, video games and music.

Gourmands are well catered for with a wide range of eating options available, from Kuwaiti classics to Japanese, Italian and American cuisine. For those with more time to linger, the dining area is the perfect destination, with many sit-down restaurants to savour, from affordable eating to gourmet cuisine.

360° Kuwait's spherical design highlights its distinctiveness. Inside the sphere, 360° Kuwait is split into unique zones, including the Techno Hub, Solar Garden, Night Journey and Day Journey. These themed zones are designed to stimulate the senses. Outside, the centre is surrounded by lush, green areas, all adding to the peaceful setting of 360° Kuwait. At 360° Kuwait, the variety of shops, restaurants and activities mean that there is something for everyone.



2 Complete the sentences using information from the floor plan below.

Floor Plan

Gross Leasing Area	82,000 m ²
Cinema / Leisure / Food Court / Edutainment Area	35,000 m ²
Lower Level	Hypermarket and Retail
Ground Level	Department Stores, Retail, Restaurants and Cafés
Level One	Retail, Restaurants and Cafés
Level Two	Entertainment, Cinemas, Food Lounge, Restaurants and Cafés
Level Three	Family Entertainment, Teenage Entertainment, Bowling and Restaurants
Level Four	Spa, Edutainment Retail and Offices
Level Five	Offices

- a restaurant and cafés can be found on the first, second and ground levels.
- b The overall area for leasing is eighty-two thousand square metres.
- c Health and beauty treatment can be found on the fourth floor.
- d The hypermarket can be easily accessed from the bottom level.
- e If you want to score a strike, head straight to the bowling area.

- d She took copious notes to prepare for her exams.
- e Many media networks provide edutainment in order to teach children.

3 Complete the sentences with the correct form of the word. There are more words than you need.

copious electronics transform redefine relaxing gourmand edutainment

- a The journalist enjoyed eating good food and considered himself a gourmand minutes. It's a redefining.
- b He's been doing so well at work they're talking about what his job involves.
- c This building project will transform the area.

4 Look at the example. Complete the sentences with a number phrase.

The entertainment area is 35.000 square metres. It is a 35.000-metres-square entertainment area.

- a We live in a building with 15 storeys. We live in a 15 story building.
- b Our apartment has three bedrooms. It's a three-bedroom apartment.
- c Walking across the bridge takes ten minutes. To cross the bridge is a Ten-minute walk.
- d The motorway into the city has six lanes. It's a Six-lane motorway.
- e A game of football lasts 90 90 minute game.

Over to you

5 Why do you think building impressive buildings is important?

Language practice

1 Adjectives ending in *-ing* and *-ed* look very similar but they have different meanings:

The Kuwait book fair is amazing.
(*Amazing* describes the Kuwait book fair.)
I was amazed when I saw the Kuwait book fair. (*Amazed* describes me.)

Choose the correct adjectives.

I enjoyed the film. It was really exciting / ~~excited~~.

- a He was a very interesting / ~~interested~~ teacher. The children were always interesting / ~~interested~~ in his lessons.
- b I'm terrifying / ~~terrified~~ of spiders.
- c We had a very tiring / ~~tired~~ journey last night.
- d Before we went on holiday, we were very exciting / ~~excited~~.
- e When I was a child, I was never boring / ~~bored~~.
- f Omar told us an amusing / ~~amused~~ story about his goldfish.

Grammar assistant

Adjectives

- One - syllable adjectives:
warm + est = the warmest
- Two - syllable adjectives ending in -er:
clever + est = the cleverest
- Adjectives ending in -le:
gentle + st = gentlest
- Adjectives ending in consonant + -y:
happy + iest = the happiest
- Two - syllable adjectives or more:
most + helpful = the most helpful
most + interesting = the most interesting
- Irregular adjectives:
good → the best bad → the worst
far → the furthest / farthest

2 Read and complete the conversation between two friends. They want to be better than each other.

A We live in a very large flat in a fashionable area of the city.

B Our flat is (1) larger than yours and the area is (2) more fashionable.

A My brother has a good job with a big company.

B My brother has a (3) better job with a (4) bigger company.

A I'm fit and healthy because I do lots of exercise.

B I do more exercise. That's why I'm (5) fitter and (6) healthier than you.

A I'm spending the weekend at my grandma's. Her house is warm and cosy.

B I've visited your grandma before. My grandma's house is (7) warmer and (8) cosier.

3 Unscramble the sentences. Add punctuation and capital letters.

a art / and theatres / include museums / buildings / galleries / cultural

Cultural buildings include museums, art galleries and theatres

b spent / taking notes / I / searching the Net / yesterday / writing my report / and

I spent yesterday searching the Net, taking notes and writing my report

c i / theatre studio / think / spacious and / new / this / is / well-lit / well-equipped

I think this new theatre studio is well-equipped, spacious and well-lit.

d school / Mariam / meet / I / and Fatma / after / always / Aisha

I always meet Mariam, Fatma and Aisha after school.

Grammar assistant

Commas

We use commas to separate items in a series or list:

I went to Spain, Italy and Germany.
This boy is tall, dark and athletic.

4 Look at the bridges and read the details. Complete the sentences with the correct form of the adjectives.

*great high modern strong long
old busy short*

- a King Fahd Causeway, built in 1986, links Bahrain and Saudi Arabia. It was hailed as one of the greatest marvels of modern engineering.
- b The Clifton Suspension Bridge in Bristol, England is shorter than the other three bridges. It opened in 1864, so it is also the oldest of the four bridges.
- c The Akashi-Kaikyo Bridge, which joins an island with the mainland of Japan, is longer than the other three bridges.
- d The Akashi-Kaikyo Bridge opened in the same year as the Petronas Towers. They are as old as each other.
- e The Golden Gate Bridge in San Francisco is higher, longer and more modern than the Clifton Suspension Bridge.



Clifton Suspension Bridge: opened 1864 / 26 metres high / 214 metres long



Akashi-Kaikyo Bridge: opened 1998 / 282 metres high / 3910 metres long

5 Complete the dialogue between an estate agent and a potential homeowner. There are more expressions than you need.

*we require I'm afraid thank you
I suggest the difficulty
as soon as possible recommend
excuse me you're interested*



King Fahd Causeway: opened 1986 / actually a series of bridges and dam / 2500 metres long



Golden Gate Bridge: opened 1937 / 261 metres high / 2743 metres long

- A Are there any new properties for sale you'd (1) recommend ?
- B Well, there's a four-bedroom house close to the city centre (2) I suggest you view. It also has a garage and a well-kept garden.
- A Are any of the bedrooms on the ground floor?
- B No, they're all on the first floor, (3) I'm afraid.
- A (4) the difficulty is that my brother is disabled, so (5) We require at least one bedroom on the ground floor.
- B Well, there's a bungalow nearby that's for sale too, if (6) you're interested.
- A Yes, that sounds more suitable.
- B Ok, I'll arrange a viewing (6) As soon as possible.

Writing

1 When you write a report your language should be quite formal.

- a Read the extracts from a report and underline any words or phrases that are too informal.

I'm writing this report to tell you about the results of a survey my friends and I did at school.

1 We talked to about 100 people and asked them what they thought about all the thousands of cars that drive into the city every day.

2 Most people we interviewed said there was more traffic than there was last year and it was getting harder and harder to drive through the city centre.

3 Everything was worse early in the morning and in the evening when people were going to work and going home.

4 Here are some of the ideas people suggested: make drivers pay money to come into the city on weekdays, and have more buses and trains.

5 I think that the council should build a big car park near the town and then put buses on so that people who work in the city leave their cars in the car park and catch the bus to where they work.

- b Now rewrite the sentences using more formal language, using the words given.

to carry out a survey
traffic
more difficult
charge
my opinion
workplace
opinions
increase
rush hours
public transport
provide

The purpose of this report is to provide the results of a survey which we carried out at school.

1 We interviewed
about 100 people and asked their
opinions about the daily traffic

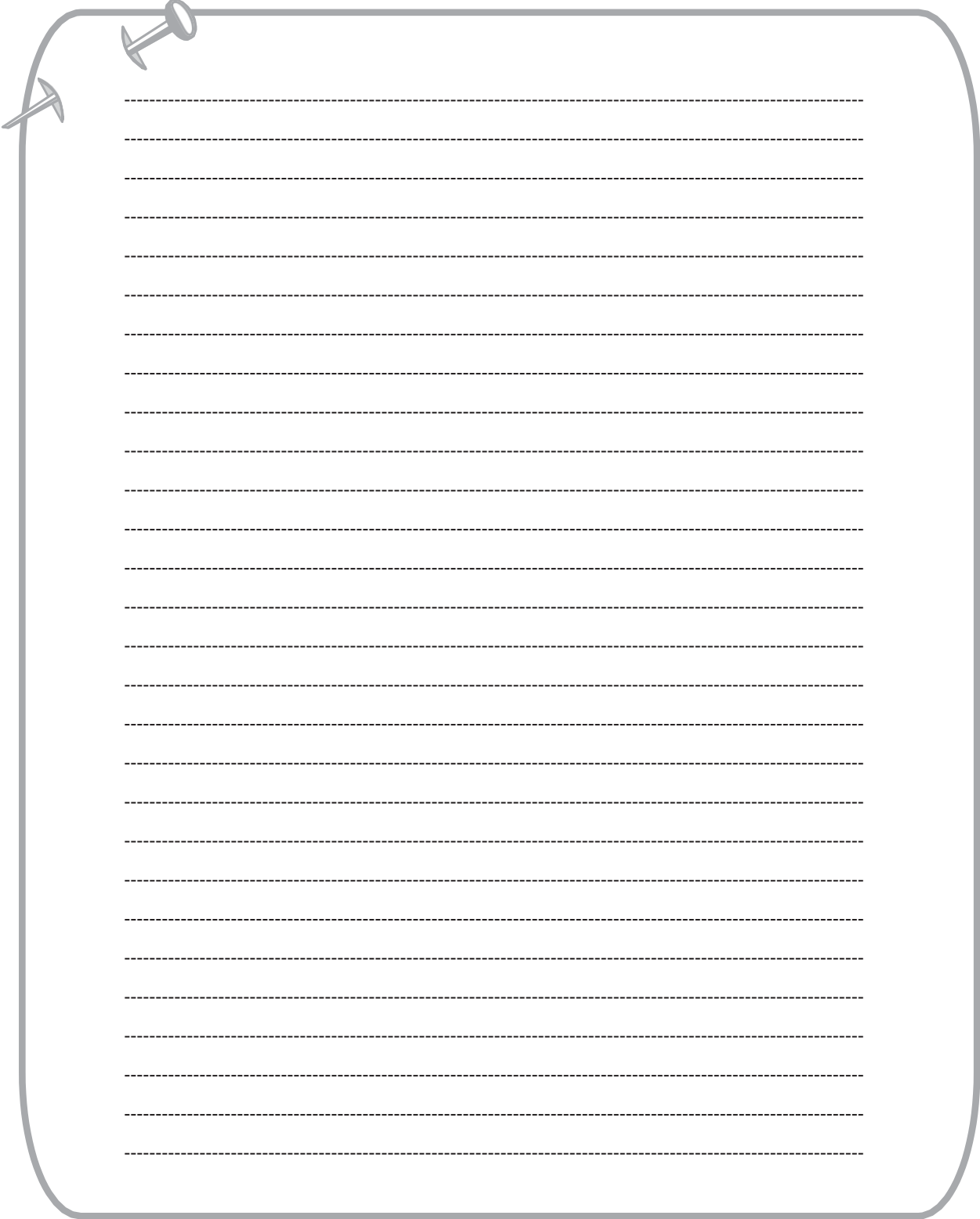
2 The majority
people we interviewed said that traffic had
increased and it was getting more difficult to
drive through the city centre.

3 They said that the situation
was worse during the rush hours in the
morning and in the evening.

4 A number of suggestions were
made
including charging drivers to come into
the city on weekdays, and increasing the
number of buses and trains.

5 In my opinion, the council should build a
large car park near the town and then
provide public transport to take people
to their workplace.

2 Describe the traffic situation in a city you know well. Persuade the reader how this situation could be improved. **Students' own answers**



A large rounded rectangular box with a grey border, containing horizontal dashed lines for writing. Two pushpins are pinned to the top-left corner.

Progress test 1

Reading

- 1 Read the text about The National Council for Culture, Arts and Letters (NCCAL). There is one unnecessary word in every line. Underline the word then write it in the gap at the end of the line.

Of the National Council for Culture, Arts and Letters (NCCAL) is in the major organiser of cultural events in Kuwait. First was organised in 1973, at the request of had HH the Crown Prince and Prime Minister, the council preserves Kuwait's cultural heritage while most supporting and encouraging its cultural and future. Architecture, art, craftsmanship, theatre and poetry are just all some of the arts Kuwait has to offer them. The Qurain Festival is an annual cultural festival in organised by the NCCAL, and it will has become a highly anticipated event. A variety of creativity is on offer by artists by and orchestras from Kuwait and the Arab World. It is a is great place to see the best Kuwaiti talents on your show, and is popular with locals and an international tourists. The Kuwait Book Fair is another also thriving festival organised by the NCCAL, and has it been running for over 30 years time. Last year 538 publishing houses from 23 countries participated, with 11,891 books were presented. However, the NCCAL do emphasises that it is not just a best place for exhibiting and selling books - the atmosphere of this exciting and the busy festival is very amazing. There are seminars, poetry recitals and an art exhibition showing every work by 20 female Kuwaiti artists. The Arabic heritage exhibition also displays true original calligraphy and a rare copies of the Holy Qur'an. The exhibition shows a NCCAL's strong emphasis on values and culture, not past and present. These extra festivals are just two examples of the NCCAL's work that is gaining all international attention. From modern film-making to traditional ship-building, although the arts of Kuwait to offer something for everyone.

- 1 of
- 2 in
- 3 was
- 4 had
- 5 most
- 6 and
- 7 all
- 8 them
- 9 in
- 10 will
- 11 by
- 12 is
- 13 your
- 14 an
- 15 also
- 16 it
- 17 time
- 18 were
- 19 do
- 20 best
- 21 the
- 22 very
- 23 every
- 24 true
- 25 a
- 26 a
- 27 not
- 28 extra
- 29 all
- 30 although
- 31 to

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

- a NCCAL stands for the National Cultural Council of Arts and Letters.

False. NCCAL stands for the National Council for Culture, Arts and Letters.

- b The NCCAL is 20 years old.

False. The NCCAL is 36 years old.

- c The Qurain festival is only for Kuwaitis.

False. The Qurain festival welcomes locals and international tourists.

- d 23 countries participated in the Kuwait Book Fair.

True

- e The atmosphere is lively.

True

- f One shortage at the exhibition is the lack of original books.

False. The Arabic heritage exhibition displays original calligraphy and rare copies of the Holy Qur'an.

3 Choose the correct answer.

- a The NCCAL wants to preserve Kuwait's cultural heritage and ...

- 1 ... its architecture.
- 2 ... its art.
- 3 ... its cultural future.

- b The Qurain Festival is organised ...

- 1 ... every month.
- 2 ... every year.
- 3 ... every 10 years.

- c The Kuwait Book Fair is ...

- 1 interesting.
- 2 crowded.
- 3 interesting and crowded.

- d The contributors are ...

- 1 local.
- 2 local and other Arabs.
- 3 international.

- e These festivals are known ...

- 1 worldwide.
- 2 locally.
- 3 in the Arab World.

4 Complete the sentences to summarise the main ideas of the text on page 22.

- a The NCCAL is the major organiser of cultural events in Kuwait.

1 It was organised in 1973

2 It preserves Kuwait's cultural heritage

3 Some of the arts exhibited are

architecture, craftsmanship, theatre

- b The Qurain Festival is a cultural festival organized by the NCCAL

1 A variety of creativity is on offer

By artists and orchestras

2 It is a place to see the best

Kuwaiti talents

3 Locals and international

Tourists attend it

- c The Kuwait Book Fair is a thriving festival, too

1 Publishing houses from 23

Countries participated

2 There are also seminars, poetry recitals, and an art exhibition showing female Kuwaiti artists

3 It shows NCCAL's strong relationship between values and culture

Language practice

1 Complete the story with the past simple or past continuous form of the verbs. There is one extra word.

come continue confuse
drive listen put out
read see slow down
stand stop transport

We (1) were driving along the motorway towards the city centre. We were on our way to spend the weekend with some friends. My brother and I (2) were listening to music on our personal stereos, Mum (3) Was reading a magazine and Dad (4) was driving the car. Through the window I suddenly (5) saw flashing blue lights on the motorway about 500 metres ahead. The cars in front of us (6) Slowed down and eventually we all (7) stopped. A police officer (8) was standing in the middle of the road. Behind him there was a car on fire. Flames and smoke (9) were coming from the engine. Firefighters (9) Were putting out the fire with water. Two hours later, the road was clear, and we (11) continued on our journey.

2 Choose the correct words.

She (lived / was living / has lived) in Italy (for / since) she was a child.

- a We (arrived / were arriving / have arrived) at about half past six.
- b I (lived / was living / have lived) here (for / since) three years, and I really like it.
- c I (read / was reading / have read) four books this week already.
- d They (went out / were going out / have gone out) an hour ago.

- e When I (walked / was walking / have walked) into town, I saw an accident.
- f That was the best meal I (ate / was eating / have eaten) this week.

3 Answer the questions. Start with **No**, and use one of the adjectives below. There is one extra word.

wide noisy expensive boring slow
bad funny short mean public

- Was that the longest journey you've ever made?
No, it was the shortest.
- a Was that the cheapest meal you've ever had?
No, it was the most expensive
- b Was that the worst joke you've ever heard?
No, it was the funniest
- c Is that the most interesting book you've ever read?
No, it is the most boring
- d Is that the quietest city you've ever been to?
No, it is the noisiest
- e Is he the most generous person you've ever met?
No, he is the meanest
- f Is that the best programme on TV?
No, it is the worst
- g Is that the fastest car you can buy?
No, it is the slowest

4 Rewrite the sentences by replacing a verb with one from the box. There is one extra word.

*grill supplement embellish attach
mentor*

a I've just cooked some chicken.
.....I've just grilled some chicken.....

b A part-time job is a good way of increasing a student's income.
A part-time job is a good way of supplementing a student's income.

c Waleed has been advising teenagers for 10 years.
Waleed has been mentoring teenagers for 10 years.

d The blue silk was decorated with gold embroidery.
The blue silk was embellished with gold embroidery.

5 Put these words in meaningful sentences. Students' own answers

- a absorb:
- b protein:
- c delegate:
- d richly:
- e relevant:

6 Write the appropriate preposition (*at, in, on, after, before, during, within, by*).

- a We wanted to hide during the big storm.
- b I am at a loss; I don't know what to do.
- c It didn't happen yesterday but the

Day before yesterday.

- d There's an excellent restaurant at the end of the street.
- e If she doesn't get angry in five minutes, everything will be all right.
- f You must check the petrol at regular intervals.

7 Complete these sentences with the correct verb form of: *listen, hear, look, watch, see, say, tell or speak*.

- a Can you tell me where to find his office?
- b While I was speaking you didn't hear a word I said.
- c look at the car there.
- d Yesterday, I saw your friend.
- e What do you like to watch on TV in the evening?
- f I said we were meeting at 6 p.m., not 7 p.m.!

8 Match the sentence halves to give meaning to the compound adjectives.

- 1 Organ donors perform h..
 - 2 After a day in the sun I crave e..
 - 3 The long speech was given by a..
 - 4 Yahtzee is a game played with b..
 - 5 The mountain goat is c..
 - 6 Don't go the wrong way down j..
 - 7 The manager of the bank is d..
 - 8 My homework for tomorrow is f..
 - 9 My friend Scott lent me g..
 - 10 The theatre is showing i..
- a a long-winded man.
 - b two six-sided dice.
 - c a sure-footed animal.
 - d a tight-fisted woman.
 - e an ice-cold lemonade.
 - f a five-page book report.
 - g a ten-dollar bill.
 - h a life-giving service.
 - i a three-hour movie.
 - j a one-way street.

Writing

1 Write a book review. Write 150-170 words. Collect your ideas in a graphic organiser and include the following: **Students' own answers**

Facts

- Name of the book
- Author
- Main characters
- Date written
- Setting (e.g. what country / place / time)
- Type of book (e.g. historical / classic)

Your opinions

- Did you like it / dislike it? Why?
- Best / worst thing about it?
- Would you recommend it?
- Give it a star-rating - 5 stars is the best.

A large rounded rectangular graphic organizer with two pushpins at the top left corner. The interior is filled with horizontal dashed lines for writing.

2 A website about the arts is doing a poll for the top ten books of all time. Write a paragraph listing the positive characteristics of the book you have just reviewed to persuade the judges that your book should be listed. **Students' own answers**

Rewrite your review, cutting the information to about 100-120 words.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Learning-log

1. Look at the outcomes on page 11 of the Student's Book.

How did you find:

- listening to a talk and a description?
- talking about past and present actions and experiences?
- discussing advantages and disadvantages?
- carrying out a survey?
- giving opinions?
- presenting ideas and suggestions?
- writing an online guide, a book review and a formal report?

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?

Computer games

Key words

idle, incredibly, mundane, out of shape

- a This game is different because it builds the muscles of the players, who should move their whole body in order to use the joystick.
- b The writer generalises an opinion by using such structures as "Many people... do not want..."; "The majority of people... use their thumbs..."; "People get tired of them very quickly..."
- c The writer reports an opinion by using the structure X say(s): "they say..."; "The game's designers say..."; "People who have played the game say..."

Reading

1 Read the text about a new way of playing computer or video games.

- a How is this different from the way people usually play these games?
 b How does the writer generalise an opinion?
 c How does the writer report an opinion?



Many people, especially the parents of teenagers, do not want their children to spend too much time playing computer or video games, because, they say, it makes them idle and they get out of shape. Now, a company is making a new kind of game

which builds up players' muscles as they play. The majority of people who play normal computer and video games now use their thumbs and fingers to press little buttons. But to use the new system players have to move their whole bodies. They actually control the game by moving a shoulder-high joystick.

The game's designers say that traditional exercise machines, like the ones in gyms and fitness centres, are incredibly mundane to use. People get tired of them very quickly and so they don't exercise for very long. If they use one of the new joysticks, they can improve their level of fitness by playing their favourite game. Players build up their muscles by pulling or pushing the giant joystick. In racing games like *Formula 1*, the harder the player pushes the joystick the faster the car goes. If you want the car to go slower, you pull the joystick backwards. People who have played the game say that you can feel the effect of pulling and pushing the joystick after only two or three minutes. It particularly affects the upper arms and shoulders.

The company which makes the new equipment says people can use it in their homes or at the gym.

2 Choose the most appropriate title for the text.

- a Have fun!
 b Have fun and keep fit
 c Exercise to keep fit
 d Fun stops exercise
 e Muscle-wasting games

3 Match the sentence beginnings and endings. There are more endings than you need.

- a Playing traditional computer games can **6**
- b Players have to move their whole bodies to **4**
- c Instead of using their thumbs and fingers, players **1**
- d People don't spend much time on traditional exercise machines **7**
- e It takes only a few minutes to **2**
- f In racing games, you can make cars go slower if you **5**

- 1 have to use their shoulders and arms.
- 2 feel the effect of using the shoulder-high joystick.
- 3 use them in the gym.
- 4 play games with the new joystick.
- 5 pull the joystick backwards.
- 6 make people idle and out of shape.
- 7 because they find them uninteresting.
- 8 play cutting-edge racing games.

4 Find the adjectives and adverbs from the text which are antonyms (a word or phrase which means the opposite).

- a interesting **mundane**
- b slower **faster**
- c lower **upper**
- d forwards **Backwards**
- e energetic **idle**
- f healthy **Out of shape**
- g slowly **quickly**
- h tiny **giant**
- i modern **traditional**

5 Choose the most appropriate statements to complete the sentences.

- a The new game exercises...
 - 1 the shoulders and upper arms only.
 - 2** the entire body.
 - 3 the legs and back.
 - 4 thumbs and fingers.
- b The technology will be used...
 - 1 by health professionals.
 - 2 by doctors and nurses.
 - 3** by anyone hoping to keep fit.
 - 4 by the parents of teenagers.
- c Some games make teenagers lazy, according to...
 - 1 teenagers.
 - 2 health professionals.
 - 3** the parents of teenagers.
 - 4 teachers.
- d The designers think their system will sell well because...
 - 1** it's more fun to use than traditional gym equipment.
 - 2 normal controllers aren't fun to use.
 - 3 it looks very attractive.
 - 4 players have to move their whole bodies.

6 Read the text again. Summarise each paragraph in one or two sentences.

.....

.....

Students' own answers

.....

.....

.....

.....

Over to you

7 Computer games are detrimental to children's social development. Do you agree or disagree? Why or why not?

Students' own answers

.....

.....

Language practice

1 Change the words into the correct future tense. Put the words in the correct order to make sentences.

Remember to use:

- present continuous for an arrangement
- *going to* + base form for a plan or intention
- *will* + base form for a prediction

an interview/at the University of Kuwait/ have/next week

I'm having an interview at the University of Kuwait next week.

- a by bus/I travel there/on Monday
I'm travelling there by bus on Monday.
- b at the interview/I/probably be/very nervous
I will probably be very nervous at the interview.
- c at university/I/work really hard/when I'm
I'm going to work really hard when I'm at university.
- d I expect/quite hard/the work/be
I expect the work will be quite hard.
- e a doctor/I'm definitely/to be/leave university/when I
I'm definitely going to be a doctor when I leave university.

Grammar assistant

Using will

- Use **will** to predict the future.
The weather **will** get hotter – it **won't** get colder.
- Use **will** for actions that we decide now, at the moment of speaking.
I'll wash up the dishes.
- Use **going to** for actions that we have decided before we speak.
I'm not going to watch the news tonight.
I'm going to read the newspaper.
- For suggestions and offers, use **Shall I / we ...?** or **I'll ...**
Shall I meet you at the entrance?

2 Complete the text with the correct form of the verbs in brackets.

Hi Reem,

How are you? I'm fine. I've been working hard at school but my holiday starts tomorrow. I don't have (1) won't have (rd h ve) time to write to you this week, so I'm writing now. Tomorrow my father and I (2) are flying (...y) to London to spend a few days with our uncle and aunt who live there. We (3) are staying (vtay) in



... in the city centre near the River Thames. We (4) are going to spend (vpenb) in our three days shopping. I (5) am going to buy (buy) some new clothes. On Wednesday my uncle (6) is going to take (t ke) us to the British Museum where I hope we

(7) will see (see) lots of interesting ancient things. On Friday we (8) are travelling (tr vel) to Scotland. We (9) are going to see (see) our cousin, who is a student at Edinburgh University. We haven't seen him for nearly a year, so I'm sure we (10) will have (h ve) a great time together. So, you can see we (11) are going to have (h ve) a really busy time. I (12) will send (senb) you a message from Edinburgh, and I (13) will phone (phone) you when I get home.

Love,

3 Match the sentences to their responses in a telephone conversation between Reem and Sara. There are more answers than you need.

- a Hi Sara, thanks for your letter. **4**
 - b Your holiday sounds fantastic. **6**
 - c Send my regards to your family. **1**
 - d Could you bring me some information about Edinburgh University? **7**
 - e I hope you have a great trip. **3**
- 1 I will do and the same to yours.
 2 I can't wait to see you too.
 3 Thanks. I'll send you a postcard from Scotland.
 You're welcome.
 5 That sounds nice.
 6 I know, I can't wait!
 7 Sure, no problem.

4 Rewrite the sentences using *the more... , the more ...* .

When I spend time with my family I am more cheerful.

The more time I spend with my family, the more cheerful I am.

- a Reading books makes me want to learn.
The more books I read, the more I want to learn.
- b When consoles are improved we spend more to stay up-to-date.
The more consoles are improved, the more we spend to
- c We should take precautions when it is dangerous.
The more dangerous it is, the more precautions we should take.

5 Choose the correct verbs.

My brother (1) (went / go) to the shops last week and (2) (brought / bought) himself a new computer game. The game (3) (saw / looked) really exciting, but when he tried to play it, it didn't

(4) (work / operate). He was really disappointed, and (5) (returned / reverted) it to the shop for a refund. Now, he is (6) (drawing / writing) a letter to the company to complain.

6 Correct the language mistakes in each sentence.

- a I brought two new pairs of jean's and neither of them fit.

I bought two new pairs of jeans and neither of them fit.

- b Everybody says the PSP is fun, stylish and advanced and it is expensive.

Everybody says the PSP is fun, stylish and advanced,

- c He's having an accident one of these days.

He's going to have an accident one of these days.

- d In my new computer game, they're many different levels.

In my new computer game, there are many different levels.

- e The graphics in the game I am playing were very advanced.

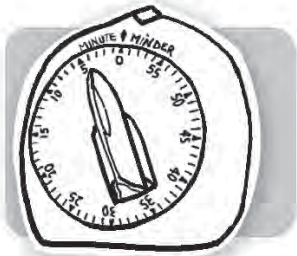
The graphics in the game I am playing are very advanced

Writing

1 Read the instructions.

- Match each set of instructions with a picture.
- Write the correct heading for each one.

1



2



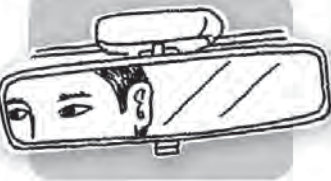
3



4



5



A 4 : street direction

Leave the motorway at Junction 17 and follow the signs to the town centre. Go straight on at the first roundabout and then turn right at the second. Our car park is the third turning on your left.

B 1 : food recipe

To start with, prepare all the ingredients. Break the eggs into a bowl, grate some cheese and chop an onion. Next, heat the oil in a frying pan. Mix all the ingredients together and when the oil is hot, pour the mixture into the pan. Turn the heat down and cook for 3-4 minutes.

C 5 : driving instructions

First of all, make sure the handbrake is on and the gearstick is in neutral or park. Then turn the ignition key to start the engine. Put the car into gear and indicate. Finally, check in your rear-view mirror that there are no cars behind you, release the handbrake and move off.

D 2 : game instructions

Take turns to move one of your pieces along the lines on the board. You can make either a 'taking' move or an ordinary move. To take one of your opponent's pieces jump over it into the empty space on the other side of it.

E 3 : ordering something on the internet

First, find the item you want to buy and add it to your Shopping Basket. Next, fill in an order form giving us your personal details and address for delivery. After that, add your credit card details and lastly, press the Order Now button.

2 Read the instructions again.

- a Underline all the instruction words.
- b Find all the sequence words and phrases. Write them under these headings.

To begin	In the middle	To end
First.....	then.....
<u>First of all</u>	<u>After that</u>	<u>Lastly</u>
<u>To start with</u>	<u>next</u>	<u>Finally</u>

3 Expand these instructions for a computer game using words from the box.

before installing after that finally first of all make sure

You have to install the game on your computer. The game is compatible with your computer system. Insert the disc into your CD / DVD drive. It should take a few minutes to load. Restart your computer. Now you are ready to play.

First of all, you have to install the game on your computer. **Before installing**, make sure the game is compatible with your computer system. **After that**, insert the disc into your CD/DVDdrive. It should take a few minutes to load. **Finally**, restart your computer. Now you are ready to play.

4 Write your own sets of instructions. Choose any three of the five types of instructions from exercise 1. Use sequence words and phrases at the beginning, in the middle and at the end.

Sports Psychology

Key words

interpersonal, navigate, personal trainer, stamina

Reading

- 1 Read the text about types of racing. What are the differences and similarities between each type of racing? **Students' own answers**

Types of Racing

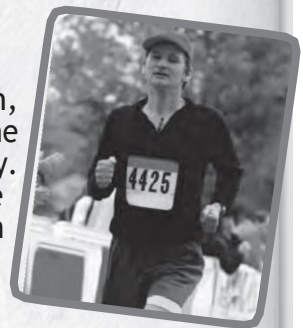
Formula One

Formula One racing is one of the most competitive sports in the world. Although many people think they're good drivers, the racers who take part in Formula One take driving to a whole new level. They travel at breakneck speeds, often reaching over 350 kph, driving around courses that are often hard to navigate. The cars they drive are incredibly expensive and need constant work and repairs. The driver is backed up by a team of up to 20 engineers, mechanics and specialists, so Formula One drivers need to be able to work well with other people and have great interpersonal skills. However, when they are racing they can only rely upon themselves and their own judgement so they also have to be independent and sure of themselves. Formula One racing, despite all the safety precautions, can also be very dangerous because the speed of the cars is so fast and they race so close together. Formula One drivers need to be very courageous, very aware and always determined to win.



Marathon Racing

Marathon racing is named after a famous battle in Marathon, Greece in 490 BCE. After the battle, a messenger ran 42 km from the battlefield to Athens and this is why the race is the distance it is today. Marathon runners are some of the hardest working athletes in the world. Although sprinters often receive more recognition, marathon runners have to work just as hard as them, and they run for hours, not seconds. Although many marathon runners have personal trainers, they aren't allowed to assist the runners whilst they are racing. Marathon runners need to have an extraordinary level of willpower, incredible amounts of stamina and tremendous endurance, just to keep going over the 42 km. They are often quite introverted as marathon racing is such an individual sport. Marathon racing is not for glory-seekers as marathon runners receive less media attention than other athletes, such as sprinters, cyclists and swimmers. Marathon runners are often very modest because of this, even though they are completely committed to their event.



2 Find words with these meanings in the text on page 34. Check your answers in a dictionary or in the glossary.

Formula One

- a travel over an area, especially with care or difficulty navigate
- c b extremely fast or rapid
..... breakneck
- c c extremely brave courageous
- d having a strong desire to be more successful than others
..... competitive

Marathon Racing

- e deliberate exertion of control over one's impulses willpower
- f relating to the ability to communicate with other people
..... interpersonal
- g a specialist who helps athletes reach their goals and stay fit
..... personal trainer
- h someone who seeks acclaim and prestige Glory-seeker
- i the ability to sustain physical or mental effort for long periods of time stamina

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

Marathon Racing is named after a little-known battle that happened in 490 BCE. [F]

Marathon racing is named after a famous battle that happened in 490 BCE.

- a Marathon runners receive more recognition than other athletes.
False. Marathon runners receive less recognition than other athletes.

- b Formula One drivers race at safe, slow speeds.

False. Formula One drivers race at extremely fast, dangerous speeds

Marathon runners aren't allowed any help from personal trainers.

False. Marathon runners aren't allowed any help from personal trainers during races

- d Formula One drivers need good interpersonal skills to work with their large support teams.

True

- e Formula One is extremely competitive.

True

- f Marathon runners tend to be modest and introverted.

True

- g Formula One isn't dangerous because of all the safety precautions.

False. Formula One is dangerous despite all the safety precautions

Over to you

4 Which is more important to an athlete, natural ability or a determination to succeed? Why?

Language practice

1 Read the answers and write the questions for them.



- a Who is Ahmed Ajab?
Ahmed Ajab is a Kuwaiti football player.
- b How many players are there in a football team?
There are eleven players in a football team.
- c Where do people play tennis?
People play tennis on a tennis court.
- d What do boxers need to be?
Boxers need to be very strong, tough and determined.
- e When were the first Paralympics?
The first Paralympics were in 1960.
- f How do you score in football?
You score in football by kicking the ball into the goal.
- g Why do swimmers wear goggles?
Swimmers wear goggles to protect their eyes.
- h How long is a football match?
A football match is 90 minutes long.
- i What is your favourite sport?
I quite like football, but tennis is my favourite sport.

2 Choose the correct imperative to complete the sentences. Use each word only once.

ridicule give practise
dribble try respect
celebrate enjoy kick



- a Always **try** your hardest, and most importantly, **enjoy** the game.
- b Always **practice** with your team between games.
- c **respect** your teammates and **give** them encouragement.
- d **celebrate** if you win but don't **ridicule** the losing team.
- e When playing basketball, always **dribble** the ball. Never **kick** it.

3 Choose the correct compound noun and then use it in a sentence.

Students' own answers

a a piece of equipment to play hockey with: (hockey bat / hockey racket / hockey stick)

.....

.....

b a race between horses: (race course / horse race / race horse)

.....

.....

c someone who plays baseball: (baseball player / baseball man / baseball athlete)

.....

.....

4 Complete this conversation by writing questions using *What, Where, When, or by* adding question tags.

- Caller: I am looking at your brochure and I have some questions.
 Receptionist: Sure, no problem.
 Caller: (1) *When is the basketball practice*.....?
 Receptionist: The basketball practice is on Monday and Thursday at 4.00 p.m.
 Caller: It costs KWD 5, (2) *doesn't it?*.....?
 Receptionist: No, it costs KWD 10.
 Caller: Oh, that doesn't suit me. You have other activities on Tuesday and Friday, (3) *don't you*.....?
 Receptionist: Yes, we do. We have aerobics on Tuesday and badminton on Friday.
 Caller: They don't sound too much fun. (4) *What other activities do you offer*...?
 Receptionist: Well, (5) *what*.....kind of activity are you interested in?
 Caller: Football's quite fun, (6) *isn't it*.....? You have football on Saturdays (7) *don't you*.....?
 Receptionist: Yes, we do.
 Caller: (8) *Where is the football practice*.....?
 Receptionist: It's at the Astroturf behind the sports centre.
 Caller: OK, I'll do that then, please.

5 Complete the table with sports words.

Sport	Venue	Equipment	Personality type
tennis.....	cort.....	racket.....	i ntrovert.....
football.....	pitch.....	b a l l.....	extrovert.....
baseball.....	pitch.....	ball.....	sportsman like
golf.....	course.....	club.....	i ntrovert.....

6 Rewrite this text, adding any necessary capital letters and punctuation.

in sport motivation is everything all sports have leaders or coaches who influence those around them and give useful feedback to improve performance they will have one or more of the following qualities outstanding ability in the sport enthusiasm and the ability to motivate most coaches also plan training programmes to improve fitness techniques and skills and decide the strategies to be used in competition

In sport, motivation is everything. All sports have leaders or coaches who influence those around them and give useful feedback to improve performance. They will have one or more of the following qualities: outstanding ability in the sport, enthusiasm and the ability to motivate. Most coaches also plan training programmes to improve fitness techniques and skills, and decide the strategies to be used in competition

Writing

1 Read the list of **dos** and **don'ts** for filling in a form. Complete the sentences with the correct form of the verbs. Use one verb twice.

write (x2) use spell leave give
cross check be answer

Filling in Forms

- (1) **Answer** all the questions. Don't
- (2) **leave** any empty boxes. If you can't answer a question, (3) **write** *not applicable* (N/A).
- (4) **use** a black pen and
- (5) **write** in capital letters (BLOCK CAPITALS).
- Don't (6) **cross** words out.
- (7) **spell** words correctly. If you are not sure of the spelling,
- (7) **Check** in a dictionary.
- (9) **be** as honest as possible. (10) **give** details of any problems you have.

2 Quickly read the application form on page 39. Imagine you are interviewing an applicant for the summer school. Write questions using the following question words.

a What **Students' own answers**

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

b Which

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

c Where

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

d Who

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

e Why

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


3 Imagine you are the person being interviewed. Write responses to the questions you created for Exercise 2.

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

Students' own answers

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

4 Complete the application form for a university summer school. **Students' own answers**



SUMMER SCHOOL APPLICATION FORM

Please complete this form in BLOCK CAPITALS and return to International Summer School for English, PO Box 10479, Al-Ahmadi.

SECTION 1 – COURSES

I am applying for the following course (tick one or more boxes).

<input type="checkbox"/> English Language - Beginners	<input type="checkbox"/> English Language - Advanced
<input type="checkbox"/> English Language - Intermediate	<input type="checkbox"/> British life and culture

SECTION 2 – PERSONAL DETAILS

Surname
 First name(s)
 Address
 Postcode
 Country
 Telephone (include international dialling code)

Email
 Date of birth (DD)..... (MM)..... (YYYY)
 Nationality

Do you have any medical condition or disability you want us to be aware of?
 If so, please give details

Person to contact in case of emergency
 Name / Telephone number

Contact person's relationship to you

5 Do you think there are any useful questions missing from the form? Write an additional section for the Summer School Application. Then, exchange your form with a partner and ask them to complete it.

SECTION 3 – Students' own answers

.....

Nature

Key words

call, genus, pesticide, poacher, underpart, widespread

Reading

1 Read the profiles of three wild animals which are in danger. What are the dangers for each animal?

Lesser kestrel destruction of their habitat; pesticides

Siberian tiger forests are disappearing; poachers and forest fires

Ostrich hunting

Lesser kestrels

are small birds of prey with a brown back and grey underparts.

They are mostly found in central

Asia and Africa, but also inhabit the

Mediterranean. They are from the falcon genus, and are about 30cm in length.

Their wingspan measures about 70cm.

They are smaller and more delicate than the common kestrel, and they have their own 'chay-chay-chay' call. Although the breed is widespread, the Lesser kestrel is

a vulnerable species. The population has declined 30% in the last 10 years. They have been affected greatly by habitat destruction, and also by the use of pesticides.



to 60 kph to escape predators! Ostriches are in danger from people hunting for their feathers and eggs. Now many are bred in farms as there are very few in the wild.

The Siberian tiger

is the biggest of the tiger family. A male tiger can weigh 300kg and be up to 3 metres

in length. Their body is orange and white

with black or grey stripes. Siberian tigers are in danger because their forests are disappearing. People are building roads through their forests and cutting down trees. These handsome animals are also threatened by poachers and forest fires.

**Factfile**

Common name: Lesser kestrel

Population: 150,000

Habitat: summers in Asia and the Mediterranean, winters in Africa

Factfile

Common name: Siberian tiger

Population: 360 - 400

Habitat: forest areas in Russia, China and North Korea

Ostriches

are the world's largest birds. In fact, they are so big that they cannot fly! However, they are the fastest animal on two

legs - they can run at up

**Factfile**

Common name: ostrich

Population: 335,000 - 375,000

Habitat: desert areas of Africa, the Middle East and South East Asia

2 Find words with these meanings in the text. Check your answers in a dictionary or in the glossary.

Lesser kestrel

bird that hunts and kills other birds bird of prey

- a the underside of an animal's body underpart
- b the distance from the tip of one wing to the tip of the other wingspan
- c become smaller, fewer or less decline

The Siberian tiger

- d long, narrow lines of colour stripes
- e the adjective which means attractive handsome
- f people who hunt animals against the law (without permission) poachers

Ostriches

- g one of the soft, light things that covers a bird's body feathers
- h other animals that try to eat them predators
- i to get away from a place or a dangerous situation escape

3 Read and answer the following questions.

- a Which animal's population has steadily decreased in the last decade? Lesser kestrel
- b Which animal migrates in the winter months? Lesser kestrel
- c Which two animals' habitats are under threat? Siberian tiger Lesser kestrel
- d Which animal is bred on farms? Ostrich

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

- a The Lesser kestrel population is only about 70% of the size it was a decade ago. True
- b The Lesser kestrel is vulnerable because it is so widespread. False. The Lesser kestrel is vulnerable despite being so widespread
- c The ostrich is the fastest creature on land. False. The ostrich is the fastest creature on land with two legs
- d Farms are helping to maintain the ostrich population. True
- e The biggest threat to the Siberian tiger is poaching. False. The biggest threat to the Siberian tiger is loss of its habitat

5 Choose the most appropriate statements to complete the sentences.

- a 'Chay-chay-chay' is ...
 - 1 the call made by all kestrels.
 - 2 a sound that attracts birds.
 - 3 the sound made by Lesser kestrels.
 - 4 another name for the Lesser kestrel.
- b Pesticides ...
 - 1 protect plants but can harm animals.
 - 2 destroy plants but aid animals.
 - 3 destroy the pests that live on animals.
 - 4 feed plants and animals.
- c The ostrich population is ...
 - 1 100 times larger than the Siberian tiger population.
 - 2 100 times larger than the Lesser kestrel population.
 - 3 1000 times larger than the Siberian tiger population.
 - 4 1000 times larger than the Lesser kestrel population.

Over to you

6 Should human development be more important than animal welfare? Why?

Language practice

Grammar assistant

Describing quantities

- Use **some** to talk about unspecified quantities (countable and uncountable nouns).

There are **some** very interesting books in the library.

- Use **any** to ask or talk about quantities.
- Use **all** to include every example of the subject.

All the animals live outdoors.

- Use **many** to talk about a large, but unspecified number of things.

Many people emigrate to the city.

Read the text below. Find countable and uncountable nouns and complete the table.

The Arctic fox lives in sub-zero temperatures in Alaska and Northern Canada.



It has a small body with short ears and short legs. This is because animals lose body heat through these parts of their bodies. It has thick fur on its body and thick hair on its feet.

In winter its fur becomes thicker - the new hair is a lighter colour. This helps the Arctic fox to hide from its enemies in the ice and snow. Sadly, people hunt the Arctic fox for its beautiful fur.

(1)

Countable nouns
FOX bodies, feet, winter, colour, people temperatures, ears, legs, animals, parts
Uncountable nouns
Heat fur, hair, ice, snow

2 Choose the correct words. Sometimes no word (-) is correct.



(~~Many~~ / ~~Much~~) seabirds are becoming extinct. For example the White Eyed-Gull, native to the Red Sea, is now one of the rarest seagulls. Their habitat is threatened by people taking up (2) (~~many~~ / a lot) of space which the gulls need to breed, by people collecting their eggs, and by oil pollution.

Albatrosses are also dying in large numbers because of (3) (~~a~~ / -) long-line fishing. Albatrosses often look for (4) (~~a~~ / -) food behind fishing boats, waiting for (5) (a few / ~~a little~~) scraps to be thrown overboard. (6) (~~Many~~ / ~~A lot~~) countries have long-line fishing boats which use (7) (~~a~~ / -) single line 130 km long with thousands of hooks on it. (8) (~~A little~~ / Some) of these hooks are eaten by albatrosses, which are pulled underwater and drowned. No one is sure (9) (~~how much~~ / how many) birds die like this but (10) (~~a little~~ / some) people say it is more than 300,000 a year.

3 Summarise the factors that are threatening seabirds.

Seabirds are threatened by people taking up a lot of their space and collecting their eggs. They're also threatened by oil pollution and fishing

4 Choose the correct words. Check your answers in a dictionary or in the glossary.

- A person who is ...
 ... not afraid of danger is (*cowardly / brave*).
- a ... happy because of something they have done is (*proud / modest*).
- b ... refuses to change their mind is (*stubborn / easy-going*).
- c ... nervous or uncomfortable with other people is (*confident / shy*).
- d ... angry and aggressive is (*fierce / peaceful*).

5 Use the adjectives and adverbs to expand the sentences.

*sadly stubborn rapidly endangered
 black vividly flightless talkative
 laziest fierce white*

- a Birds of prey have a character and beating wings.
Birds of prey have a fierce character and rapidly beating wings
- b The parrot is a bird with coloured feathers.
The parrot is a talkative bird with vividly coloured feathers
- c The penguin is a seabird with upper parts and underparts.
The penguin is a flightless seabird with black upper parts and white underparts
- d Many animals are threatened by hunting and habitat destruction.
Sadly, many endangered animals are threatened by hunting and habitat destruction
- e Pandas are often known as the animals.
Pandas are often known as the laziest animals

6 What would you say in the following situations? Choose the appropriate response.

- a You are trying to get people to sign a petition to protect animals.
 1 Would you like to sign our petition to save Earth's creatures?
 2 Sign this paper.
 3 If you don't sign this you're inhumane.
 4 How would you protect animals?
- b A farmer is using pesticides which are harming animals in the area. He is unaware of this. You are talking to him.
 1 How could you be so thoughtless?
 2 Can I buy some apples, please?
 3 Your farm is really nice.
 4 I thought you should know about the damage your chemicals are causing.
- c You have phoned a wildlife charity headquarters to become a volunteer.
 1 What do you do?
 2 How does your organisation help?
 3 I'd like to help your organisation.
 4 Can your organisation give me some help?

7 Write sentences in the present perfect using the cues.

- a Some / protection / governments / give / by / animals
Some animals have been given protection by government
- b charities / attempt / protect / animals
Charities have attempted to protect animals
- c I / raise / money / save / tiger
I have raised money to save the tiger
- d many species / extinct / human actions
Many species have become extinct because of human actions

Self-assessment

Writing

1 There are formal and informal letter writing styles. Read and complete the table.

Informal	Formal
<p><i>Short verbs</i></p> <p>a) I'm writing to you because ...</p> <p>b) I've just seen a golden eagle.</p> <p>c) <u>I'd</u>.....</p>	<p><i>Full verbs</i></p> <p>1) I am writing to you because ...</p> <p>2) <u>I have</u>.....</p> <p>3) I would be grateful if you could send ...</p>
<p><i>Vocabulary of everyday speech</i></p> <p>d) Please send me stuff about what you are doing at the moment.</p> <p>e) <u>I'm interested in horses because</u>...</p>	<p><i>Formal vocabulary</i></p> <p>4) Please send me <u>information</u>.....about your <u>(current) activities</u>.....</p> <p>5) The main reason for my interest in horses is ...</p>
<p><i>People's actual words</i></p> <p>f) My friends said "You should get in touch with a wildlife charity."</p> <p>g) <u>One of my friends said, 'Please join</u></p>	<p><i>A report of people's words</i></p> <p>6) My friends told me <u>I should</u>.....</p> <p>7) One of my friends asked me to join.</p>
<p><i>Chatty beginnings and endings</i></p> <p>h) Hi, / Hello, / Dear Jameela,</p> <p>i) <u>Love from, / Best wishes</u>.....</p>	<p><i>Formal beginnings and endings</i></p> <p>8) <u>Dear Sir / Madam</u>.....</p> <p>9) Yours sincerely, / Yours faithfully,</p>

2 Rewrite this letter in your notebooks using more formal language.

Hi,

I've just seen your advert on the telly and it made me think a lot about how important animals are. I'd really like to join your organisation, because I want to save animals too.

Can you send me an application form and tell me if there's a local group in my area? I don't really mind travelling but it'd be good to know if there's anything interesting going on round here.

I've got a friend who'd like to join, maybe you could send another form for him too?

Look forward to hearing from you.

Best wishes

Ahmed

3 This is the reply you received to the letter in exercise 3. Now write an informal note to your friend who is interested in joining the organisation with you.

Dear Ahmed,

Thank you for your letter. We are pleased to hear that you are interested in joining our organisation. We believe that it is vital to protect animals and our environment for ourselves, as well as for future generations, and appreciate any help you can give us in achieving our endeavours. In answer to your question, we can confirm that there is a local group in your area.

We are pleased to hear that your friend would also like to become a member.

We have enclosed two application forms and full details of our current activities. There is also a newsletter which includes a guide to local nature reserves, and an article about how Kuwait is helping to protect native and internationally endangered animals.

Yours sincerely,
Greenearth Membership
Secretary

Hi, (name)

Good news - there is a local group in our area. They've sent us two application forms and some stuff about what they're doing at the moment.

See you soon!

(name)

4 The organisation wants to encourage more young people to join. Write a paragraph justifying why it is important to join this organisation. You can use formal and informal language. **Students' own answers**

.....

.....

.....

.....

.....

Progress test 2

Reading

1 Read the text about collecting and answer the questions.

- a How many different kinds of collecting does the writer mention? **six**
- b What do you need plenty of if you want to collect old cars? **space**
- c Why is fossil collecting unique? **because every fossil is different**

Collecting

1 One of the most common pastimes for children and adults is collecting. People of all ages collect all kinds of things. Some people even make a living by buying and selling things which are 'collectable'. But it's important to collect something you can enjoy, rather than as an investment, because the value of collections can be unpredictable. The most common things to collect are stamps, coins, autographs and postcards, but it is possible to collect almost anything. Here is some information about some of the more unusual things people collect.

Old cars

Owning, restoring and collecting old cars is a popular hobby worldwide. Old cars are also described as 'antique' or 'classic', and are generally cars over 25 years of age. Some people choose to buy old cars as an investment. Ferraris, Ford Mustangs, Jaguars and rare designs are valuable to these collectors. However, others collect just for the pleasure of driving or restoring a 'piece of four-wheeled history'. Amateur restorers sometimes take years to have a car up and running again. Whether you are collecting for money or enjoyment, you need a lot of space if you want to start this expensive hobby!

Fossil collecting

This is a great hobby because you are collecting things which are millions of years old. Fossils are the remains of pre-historic animals or fish that have been set into rock. Every fossil is different, so fossil collections are always unique. Collecting fossilised shark's teeth is an easy way to begin collecting fossils. Other good reasons why fossil collecting is so popular are that anyone can do it, it's free, and you can find fossils almost all over the world.



2 Fill in the table below using words from the text.

Word	Meaning	Synonym
Pastime	An activity done regularly for enjoyment, rather than work	Hobby
Rare	Particularly remarkable or uncommon	Unique
Valuable	Worth a lot of money	Expensive
Popular	Done or enjoyed by many people	Common

3 Choose the correct statements to complete the following:

- a You may be able to make money from collecting by ...
 - 1 studying different ways of collecting.
 - 2 selling parts of your collection to other collectors.
 - 3 spending a lot of time and money on your collection.
- b The most common things to collect ...
 - 1 are the most difficult things to find.
 - 2 do not cost much, but may be valuable later.
 - 3 are precious and unusual things.
- c People enjoy collecting 'classic' cars because ...
 - 1 driving them makes them feel nostalgic.
 - 2 the designs are very rare.
 - 3 (Both of the above reasons.)
- d Fossil collecting is ...
 - 1 a simple and popular hobby.
 - 2 a popular hobby because fossils are cheap to buy.
 - 3 an ancient hobby that involves a lot of work.

4 Reread the text and summarise the important information in each paragraph using your own words.

Paragraph 1:

One of the most common pastimes for children and adults is collecting. It's important to collect something you can enjoy. It is possible to collect almost anything

Paragraph 2:

.....

Paragraph 3:

.....

Language practice

1 Complete the sentences with the correct future verb.

- I predict that it will rain at the weekend. (*will rain / is raining*)
- a What are you going to do when you leave school? (*will you / are you going to*)
- b I hope we will meet again soon. (*will meet / are meeting*)
- c I'm sure they are visiting their relatives this afternoon. (*will visit / are visiting*)
- d I will do better in the next maths test. (*will do / am going to do*)
- e I expect you are enjoying the film. It's brilliant. (*will enjoy / are enjoying*)
- f She says she is going to work harder next year. (*is going to work / is working*)

2 Choose the correct words or phrases.

- How (many) / *much*) coins have you got in your collection?
- a I'm taking (a few) / *a little*) CDs with me on holiday.
- b I haven't got (*many* / much) money in my pocket.
- c I just need (*a few* / a little) time to get ready.
- d Would you like (some) / *a*) water?
- e We've got (some) / *a little*) juice, but we haven't got (*a little* / any) glasses.
- f Is there (*many* / much) left to do after we finish our research?

3 Rewrite the incorrect phrases.

I'd like *two milks*, please. two bottles of milk / some milk

- a Could you pass me *two breads*, please?
two slices / pieces of bread or some bread
- b I was so thirsty that I drank *two glasses* of water.
correct
- c Have we got *enough foods* for the weekend?
Enough food
- d Could you tell me where you put all *those meats*?
That meat
- e There aren't *much pens*.
Many pens
- f I did so *many shopping* this afternoon.
Much shopping

4 Complete the sentences with the correct verb.

- I can't afford to buy a new CD this week. (*buy / spend / cost*)
- a I really like your T-shirt. How much did it cost? (*pay / cost / spend*)
- b How much do you spend a month on clothes? (*buy / spend / save*)
- c I can't afford to go out. I'm saving up for a new computer game. (*buying / earning / saving up*)
- d It's only a part-time job, but I earn £50 a week. (*pay / spend / earn*)
- e He spends a lot on his hobbies but he earns enough. (*costs / buys / spends*)

5 Choose the correct word for the definition.

a an animal that only eats plants

- 1 fauna
- 2 herbivore
- 3 vegetarian

b an outgoing personality

- 1 aggressive
- 2 extrovert
- 3 positive

c (of an animal) not dangerous and able to be kept as a pet

- 1 tame
- 2 timid
- 3 trained

d a good quality

- 1 flaw
- 2 virtue
- 3 habit

e the state of being very interested in and determined to do something

- 1 anxiety
- 2 motivation
- 3 regret

f not friendly

- 1 hostile
- 2 compassionate
- 3 psychological

g related to horses

- 1 feline
- 2 equestrian
- 3 canine

h ambitious and determined to win

- 1 passive
- 2 hopeless
- 3 competitive

an extraordinary event

- 1 routine
- 2 phenomenon
- 3 tradition

j coming from another country

- 1 exotic
- 2 popular
- 3 native

6 Complete the missing parts of the dialogue using words from the list. There are more words than you need.

*spectator self-discipline member
exclusive environment champion
rival Paralympics*

Ayman: Have you heard about the paralympics? It's an international competition for athletes with a physical disability.

Sami: Yes, I know about it. My cousin was last year's champion in the gymnastics contest.

Ayman: Really? Well, that's amazing! I am really impressed by the athletes' motivation and Self-discipline.

Sami: So am I. I wish to become athlete myself, one day.

Ayman: I heard the event is not going to be broadcast on all TV channels.

Sami: No, it's not. The national TV station has exclusive coverage.

Ayman: Do you think many people will be watching it?

Sami: They expect millions of spectators to be following from their homes.

2 A new cultural magazine is looking for submissions about visiting interesting places. **Students' own ideas**

- a How do you think the style of your answer to question 1 should change?
- b Rewrite your answer, cutting the information to about 100-120 words. Add instructions for people who might want to visit the interesting place you have suggested.

.....

.....

.....

.....

.....

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Learning-log

1. Look at the outcomes on page 33 of the Student's Book.

How did you find:

	easy?	difficult?	useful?	not useful?	interesting?	not interesting?
reading and talking about the future?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
making predictions?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
discussing effects and levels of importance?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
giving reasons for preferences?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
listening to and giving advice?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
persuading through a talk?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
writing instructions and a proposal to receive funds?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
filling out an application form?	<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?

Power - the alternatives

Key words

invisible, megawatt, resolve, spoil

Reading

- 1 Read the article about one source of alternative energy. Answer the question. Why is wave power a particularly suitable form of energy for Britain?

Britain has a long coastline

Invisible Power



For several years, countries around the world have been looking for new energy sources to replace fossil fuels. The country which makes the most use of solar power is Japan, and Holland uses more wind power than any other country. Now Britain, with its long coastline, is trying to lead the world in wave power technology.

Experts say that in the future, the sea, with its wave and tide energy, could provide enough power for the whole planet. Twenty wave farms¹ could supply electricity to a city the size of Edinburgh, with its population of 450,000.

Scientists are also constantly working to improve solar power technology. Although initially expensive, solar panels fitted to the roofs of houses can greatly reduce the bills households have to pay throughout the year, as the houses can take energy directly from the sun to power household appliances. As technology improves more and more things will start running from solar power.

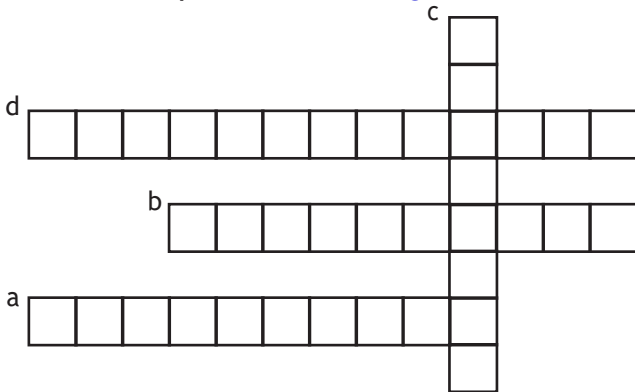
Scientists are working on the “Wave Hub”. This is a testing device, which will be located in the sea 15 km from the south-west coast of Britain and will cover 20 square kilometres. It will produce 30-40 megawatts of electricity every year.

One of the greatest advantages of wave farms is that they will be invisible, unlike wind farms, which are very unpopular with some people who say they “spoil the countryside”. However, there are some disadvantages to wave machines: the machines are just below the surface of the sea and so could be a danger to ships. In addition to this, some people think wave farms may put tourists off and could be a danger to fish. Also, the technology is not cheap: it will cost £50 million to produce just 15% of Britain’s power by the year 2015. In the future, these disadvantages may be resolved, but it is certain that the world, for now, will still be relying on gas, oil and coal energy sources.

¹a wave farm = about 40 separate wave machines

2 Find words/phrases with these meanings in the text. Check your answers in a dictionary or in the glossary.

- a power of the sun **solar power**
- b oil, gas and coal are examples of this **fossil fuel**
- c a collection of 40 wave machines **wave farm**
- d something used to check an experiment **testing device**



3 Read the text again and make lists of the advantages and disadvantages of wave power. Use a graphic organiser of your own.

.....

Advantages: the sea could provide enough power for the whole planet; wave farms will be invisible

Disadvantages: could be a danger to ships and fish; may put tourists off; expensive

.....

4 Choose the most appropriate statements to complete the sentences.

- a Countries base their alternative energy choices on...
 - 1 the natural amenities available to them.
 - 2 the costs involved.
 - 3 the effects upon people and the techniques.
 - 4 all of the above.
- b Wave farms have the potential to provide energy...
 - 1 to 450,000 people.
 - 2 to an entire country.
 - 3 to everyone on Earth.
 - 4 until 2015.
- c The effects of wave farms upon fish stocks and tourists...
 - 1 are irrelevant.
 - 2 are definitely detrimental.
 - 3 are unknown.
 - 4 are positive.
- d The costs of installing solar panels...
 - 1 outweighs the savings eventually made.
 - 2 are soon offset against the savings made.
 - 3 will increase in the future.
 - 4 are too high to make the technology feasible.
- e The sea...
 - 1 is a largely untapped energy source that could eventually supply all our energy needs.
 - 2 is unable to provide enough energy to power a city.
 - 3 is a source of solar power.
 - 4 will be ruined by wave farms.

Over to you

5 Why is it important for governments to invest in new technologies to provide energy?

.....

Grammar assistant

if + past simple + would / wouldn't

Use **if + past simple + would / wouldn't** for imaginary situations.

If you told me the answer, I wouldn't tell anyone.

If I wanted to lose weight, I would stop eating fast food.

We can put the 'if part' or the 'would part' of the sentence first.

If I found a summer job, I would save up for a new CD player.

I would save up for a new CD player if I found a summer job.

We usually put a comma after the 'if part' of the sentence when the 'if part' comes first.

1 Complete the sentences with the correct form of the verb in brackets.

If I am (be) thirsty, I drink water.

a Turn the air conditioning up if you are (be) too hot.

b If she's hungry, she eats (eat) a sandwich.

c If you are (be) tired, go to bed early.

d If he travels (travel) to Kuwait, he'll visit the Great Mosque.

e If they release (release) a new mobile phone, I will buy (buy) it with my savings.

f If I don't find (not find) the books I need, I will use (use) the Internet.

g I won't be (not be) happy if my friend reads (read) my e-mails before I did.

2 Complete the sentences with the correct form of the verbs. There are more words than you need.

become block burst fall
flood go stop think wait



If it doesn't stop raining, the water will flood our house.

a If our house floods, we Will go and stay with friends.

b If the wind doesn't stop blowing, trees will fall down.

c If that tree falls down, it Will block the main road.

d If the main road is obstructed, we Will become isolated.

e If we still have electricity, we Will wait for the weather report.

f If the weather report is positive, we Will stop worrying!

3 Complete the dialogue with an appropriate expression.

A: I'm (1) really worried about the amount of electricity my family uses at home.

B: Me too. (2) it's really important for us all to save electricity.

A: What (3) are you going to do ?

B: Well, we've started switching off all the lights and appliances when we're not using them.

A: That's (4) a good idea . What do you think I should do?

B: The same thing!

4 Match the sentence beginnings with the correct endings. There are more endings than you need.

- a If you always turn off lights, ...6...
 b If we don't try out new technology now, 8...
 c If people walked instead of driving their cars, 5...
 d If we run out of fossil fuels, 2...
 e If the world ran out of fossil fuels tomorrow, 3...
 f If the wind farms were not so ugly, 4...
 1 the fossil fuels would be renewable.
 2 we'll have to use alternative energy sources.
 3 we wouldn't have enough energy from other sources.
 4 people would not object to them.
 5 they'd save money and they'd be fitter.
 6 you will save energy and money.
 7 there would be an increase in traffic.
 8 we may be short of energy in the future.

5 Complete the conversations with the correct form of the verbs in brackets.

- a A: If it goes on (go on) raining, our house will flood.
 B: Our house wouldn't flood even if it rained (rain) every day for a week.
 b A: If it's sunny tomorrow, I Won't go (not go) to work. I will take (take) the day off.
 B: If your boss finds out (find out), you'll lose your job.
 A: If you were (be) in my situation, what would you do?
 B: If I were you, I would go (go) to work as usual.
 c A: Will you take the job if they offer (offer) it to you?
 B: If they offer (offer) it to me, I will have to (have to) take it. I need the money.

6 Complete the sentences with *strong* or *heavy*.

- a It's difficult for me to wake up in the morning, because I'm a very Heavy sleeper.
 b I can't lift that box - I'm not strong enough.
 c There's always Heavy traffic on the motorways - especially at rush hour.
 d I like strong black coffee.
 e Sorry I can't hear you, my signal is not very strong.

7 Complete the sentences with the correct form of the words in brackets.

- a There's a lot of traffic in town today. Be careful when you cross the road. (care)
 b The lights went out because of an electrical problem. (electricity)
 c My teacher gave me some useful advice about revising for the exam. (use)

Grammar assistant

Commas

Use commas to separate parenthetical words and phrases.

Surprisingly, the director was 45 minutes late for the meeting.

I e-mailed you the document, as requested.

8 Unscramble the sentences in your notebooks. Add punctuation and capital letters.

- a electricity / stop / the world / functioning / would / without / as we know it
 b brave and / once upon / a / wise man / a time / lived / there
 c peaceful / in the / the city / of rome / early days / and quiet / was /

a) Without electricity, the world as we know it would stop functioning.

b) Once upon a time, there lived a brave and wise man.
 c) In the early days, the city of Rome was calm, peaceful and quiet.

Writing

1 Look at the titles of five articles about energy.

a What is the subject of each article? If you are not sure, guess.

Title	Subject
1 Are we doing enough?	<u>How we don't do enough to save energy</u>
2 Energy saving tips	<u>how to save more energy</u>
3 Is there life after coal?	<u>Alternative sources of energy</u>
4 Solar power can be beautiful	<u>building which uses solar power</u>
5 Wind farms: not everyone loves them	<u>the disadvantages of wind farm</u>

b Read the first paragraph of each article. Write the correct title for each one.

A 2

Whether you want it or not, the summer will be hot as usual this year. But there are things you can do to minimise the effects of summer on your energy bills.

B 1

Our lives, your life and mine are in danger! By polluting our air and our water, and burning rainforests, we are damaging our world. Everyone knows that: I know it and you know it. But what are we doing about it? What is the world doing about it? The simple answer is: not enough!

C 4

What do you think of when you hear the phrase 'solar power'? If you're like me, you think of roofs covered with ugly black water heating panels. But it doesn't have to be like that. Interested? Read on.



D 5

Many people have welcomed wind farms as the answer to an energy crisis. But not everyone! Thousands of people who live in country areas are protesting because they don't want these ugly new windmills to spoil their view.



E 3

We all depend on coal for fuel and heating and on the millions of things we produce from coal. But with experts predicting that the world's coal will run out in 50-90 years, we have very little time to find a successful alternative energy source.

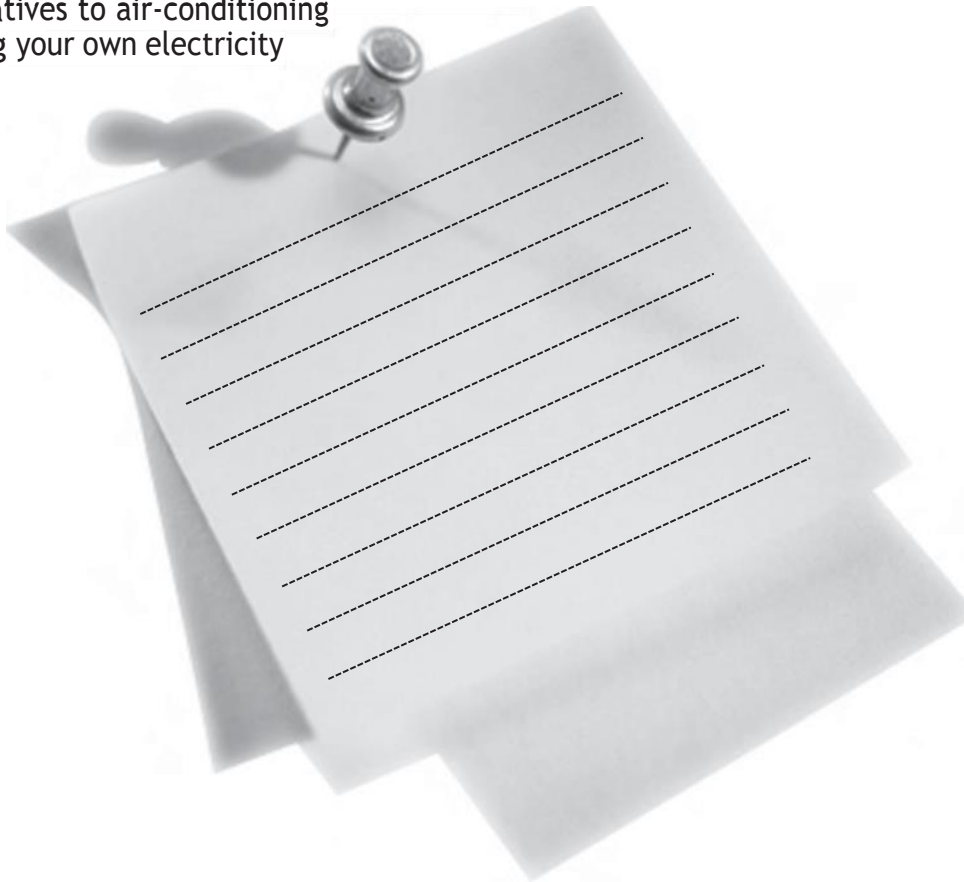
2 How does each title and article try to interest its readers? Write the article letters.

Which articles, A-E ...

- a surprise, worry or shock the reader? B-E
- b ask the reader a question? B-C
- c give the reader practical advice? A
- d suggest a conflict? D

3 Think of a title and a first sentence for an article on one of these subjects. Use one or more of the methods in exercise 2 to interest your readers.
Students' own answers

- Cars of the future
- Alternatives to air-conditioning
- Making your own electricity



4 Now write the rest of the article about the problems and solutions of your choice. Make it interesting. **Students' own answers**

.....

.....

.....

.....

.....

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.....

.....

The power of technology

Key words

bio-fuel, implement, suspension, windscreen

a) Cars are becoming more intelligent, being able to drive themselves in order to avoid danger and obstacles.

b) Vegetable oil can be reused to power cars after it has been filtered and cleaned.

c) Bio-fuel is preferable to petrol as a fuel source because it emits less pollution, reduces wasted oil and is completely renewable.

Reading

1 Read the text about future car technology.

- How are cars changing? Why?
- How is vegetable oil used?
- Why is bio-fuel preferable to petrol as a fuel source?

Future Travel



If you ask people about how cars might change in the future, they might say that cars will fly, go under water, or even drive themselves. While these suggestions might seem outlandish, some of the ideas we have about future travel really could happen. For example, scientists have designed intelligent cars that can drive themselves and, through the use of complex sensors and computer systems, avoid danger and obstacles. This technology has already been implemented in some high-end cars. For instance, the car can adjust certain features such as suspension or engine power depending on the situation. There are also cars whose lights come on automatically and whose windscreen wipers activate if they detect rain. To summarise, our fantasy cars are becoming a reality!

Perhaps the most important innovations in travel technology are those based on engine technology. In short, by making engines more efficient and economical, we can create less pollution and save the environment. Engines are constantly being improved to go further on less fuel. For example, scientists have developed systems which allow normal car engines to run on bio-fuels, namely used vegetable oil. After filtering and cleaning, the cooking oil that you use at home can be reused to power your family car. Using bio-fuel also helps to conserve petrol, which is in limited supply. Because vegetable oil is derived from plants it is a completely renewable fuel source. In conclusion, bio-fuel engines help to save the environment by emitting far less pollution than traditional car engines and by reducing wasted oil.

2 Find words with these meanings in the text.

Paragraph 1

put into action or effect implemented

a something bizarre or unfamiliar outlandish

b superior, deluxe or exclusive high-end

c a system of springs and shock-absorbers that cushion a car from road conditions suspension

d a piece of equipment which detects objects and things around it sensor

Paragraph 2

e a new or improved product or technology innovation

f fuel made from living matter bio-fuel

g to remove unwanted material or impurities filter

h to produce and discharge something emit

i to prevent wasteful overuse of something conserve

3 Fill in the table using linking words from the article.

Giving examples	Summarising
For example	To summarise
For instance	In short
Namely	In conclusion

4 Read the following statements. Which of them do not belong with the text you have just read?

- a Normally, however, these technologies are more mundane than some of the fantastical ones we dream of.
- b** Cars that fly could save the planet.
- c Unfortunately, engines have to be specially adapted to run on bio-fuels.
- d** Car design is becoming more attractive and more opulent.
- e Features such as these are not only futuristic; they also make driving safer.
- f** Ideas like these are inspired by science-fiction writers.

5 Write an extra paragraph about solar cars to add to the text. Use the following points for help.

some solar cars already exist
solar panels are used
slower than normal cars
very new technology limited range
bad weather affects solar cars

Students' own answers

6 Imagine you are giving a talk to your class about future travel technologies. Summarise the text on page 58 into five short sentences which you could use as prompts to help you.

Students' own answers

Over to you

7 How do you think technology will affect the way we travel in 10 years / 50 years / 100 years?

Students' own answers

Language practice

1 Complete the conversations with the correct verb form. Some verbs are used more than once.

can can't could couldn't
haven't been able to
won't be able to to be able to

- a A: What's on TV tonight?
I can't read the newspaper without my glasses.
B: Where are your glasses?
A: I lost them two days ago. I Haven't been able to read anything since then, and I won't be able to read anything until I get my new glasses tomorrow.
- b A: can you drive a car?
B: Yes, I can. I passed my test last week.
A: Great! could you drive me to the airport tomorrow morning?
B: No, sorry, I can't - my car's in the garage.
- c A: can you fly a plane?
B: Well, I probably could if I had to, but I've never had flying lessons.
- d A: How many languages can you speak?
B: Only two now, but when I was three years old I could speak four.
A: I can only speak Arabic, but I'd love to be able to speak two or three.
B: I can teach you French if you like.
A: could you? Brilliant.
When can we start?

2 Expand this paragraph using words from the box.

for example for instance namely
to summarise in short in conclusion

People need to wear glasses for different reasons. Some people feel completely lost without their glasses. Others only need them for watching TV or reading. Every eye problem is different. Advancements in technology, such as the development of the contact lens, are helping people repair their eyesight. More and more people now have the option of permanent operations, laser surgery. Modern science means that ordinary glasses may soon become a thing of the past.

People need to wear glasses for different reasons. **For example**, some people feel completely lost without their glasses. Others only need them for watching TV or reading. **In short**, every eye problem is different. Advancements in technology, such as the development of the contact lens, are helping people repair their eyesight. **For instance**, more and more people now have the option of permanent operations, **namely**, laser surgery. **In conclusion / to summarise**, modern science means that ordinary glasses may soon become a thing of the past

3 Put the verbs in brackets in the right tense.

- a I wish it were possible to finish the work tonight. (to be)
b She wished she had known how to sew. (to know)
c You wished you had left better. (to feel)
d I wish I found the subject more interesting. (to find)
e They will wish it were warmer. (to be)

4 Write *wish* sentences using the cues provided.

we / not eaten / so much / lunch / too full

I wish we hadn't eaten so much at lunch; I'm too full now.

- a we / won the match / play this weekend

I wish we had played this weekend; we could've won the match

- b you / not / do that / really irritating

I wish you hadn't done that; it was really irritating

- c I / studied / harder / pass / exam

I wish I had studied harder; I would've passed the exam

- d teacher / not given / homework / relax / tonight

I wish the teacher hadn't given us any homework; I would've relaxed tonight

- e I / not missed bus / arrived on time / not told off

I wish I hadn't missed the bus, I would've arrived on time and not been told off

- f I / entered competition / won prize

I wish I had entered the competition; I would've won a prize

- g you / told me / problems / I / help

I wish you had told me about your problems; I could've helped you

- h I / stay up late / not tired today

I wish I hadn't stayed up late last night; I wouldn't have been tired today

- i I / not spent / money / buy / new book

I wish I hadn't spent all my money; I would have bought that new book

- j I / gone shopping / new game / not bored

I wish I had gone shopping for a new game; I wouldn't have felt bored

5 Complete the first gap in each part of the conversation with the correct adjective. Complete the second gap with the negative form of the same adjective. There are more words than you need.

*comfortable frequent friendly happy
honest legal loyal polite tidy*

Q: Are there.....*frequent*.....flights to Rome from here?

A: No, I'm afraid flights to Rome are very.....*infrequent*.....- only twice a week.

a Q: Were the cabin crew on your flight *polite*.....?

A: No, they were very *unpolite*..... - they were often really rude.

b Q: Were they *honest*.....?

A: No, in fact they were quite *dishonest*..... . When I bought some gifts, they didn't give me enough change.

c Q: But the other passengers were quite *friendly*....., weren't they?

A: No, they were very *unfriendly*..... - nobody smiled or even talked to me.

d Q: Was the plane *tidy*.....?

A: No, it wasn't. It was very *untidy*..... - there was rubbish all over the place.

e Q: What about the seats? Were they *comfortable*.....?

A: No, the seats were terribly *uncomfortable*..... . They were hard and rough.

f Q: So when you got off the plane you weren't *happy*.....? A:

No, I was very *unhappy*..... . In fact, I'm going to complain to the airline company.

Writing

1 Look at the four magazine advertisements. How do the advertisers try to sell each thing? Choose one of these methods:

- a Good price / value for money
- b It's essential - everyone needs one
- c It's fun and it's good for you
- d It will save you time or money
- e It will protect you from some kind of danger

Mini-bouncer - Home trampoline

Essential for everyone who wants to keep fit.

It will keep you fit and healthy.

It will last for years.

You can use it inside or outside for gentle exercise or a full workout.

You can use it whatever your age: suitable for children and the elderly.

Try it out in our showroom – or in your own home.

Call now on 965 6 123 45 67

Mini-bouncer: b / c

Talky-Walky: c

Red alert security camera: a / e



Talky-Walky

The talking pedometer

that makes walking fun.



It counts your steps as you walk.

It can tell you how far you have walked at any time.

It can play music to make walking more fun.

It can tell you the time and has an alarm.

You can clip it on to your belt.

Order one tomorrow. You won't regret it!

Special offer: Buy One Get One Free if you

order online.

The realistic video camera that keeps you safe.

YOU WON'T REGRET IT

- It 'sees' people if they are somewhere they shouldn't be.
- It says: "Leave the room now!" or "Don't touch anything!"
- It has a flashing red light and moves round like a real security camera.
- Put one in your room to keep people out.

RED ALERT SECURITY CAMERA

A bargain at only KWD 56.700

Visit our showroom or order online.



Dr CD

Don't throw your old CDs away – Dr CD can repair damaged or scratched CDs.

It can get rid of scratches in just a few seconds.

Just spray your discs and turn the handle.

Watch scratches, dust and fingerprints disappear!

Don't buy new CDs – Buy a Dr CD

It's a bargain at KWD 2.650

Order by phone or online.



2 Complete this advertisement for a bio-fuel car. Use the information from the text on page 58, along with your own ideas. **Students' own answers**

BIO – CAR
 An environmentally friendly way to travel.

Bio – Car can run on _____, thereby reducing your fuel costs.

After _____ and _____, the oil you cook with at home can _____ and you can help to _____.

Bio – fuel is _____ and _____ than traditional fuels.

Bio – Car: It will change your life.

Contact us now – _____

3 Now write your own advertisement for a new product. Use the outline below and some of the words and phrases from the advertisements in exercise 1.

(Name of product)

(Headline: Summary of the best things about the product) **Students' own answers**

It can _____

It can _____

You can _____

You can _____

And it's only _____ (Price)

Order _____ now!

It'll change your life!

Want to find out more?

Look at our website: _____

4 Imagine you are directing a television advert for the product you advertised in the previous exercise. Storyboard (plan out the events within) your advert. You should think about

- the different kinds of adverts (dramatic, funny, serious) and which best suits your product.
- people in your advert and the situation they find themselves in.
- the set, amount of actors and any specialised equipment you would need.
- A potential voice-over or slogan you could use for your advert.

MODULE 3: Power

Money

Key words

billionaire, charitable, inherit, philanthropic, tax return

Reading

1 Read the following article on a philanthropic businessman and answer the questions.

- a How large is Buffett's fortune?
 b How did Buffett make his fortune?
 c How much money does Buffett spend each year?
 d How much money is Buffett giving to charity?

a Buffett's fortune has been estimated in 2008 at over \$60 billion.
 b undervalued stock
 c \$50,000
 d \$37 billion



Warren Buffett: Philanthropic billionaire

1 **A** A young entrepreneur

Warren Buffett was born on 30th August, 1930 in Omaha, Nebraska. Buffett submitted his first tax return at the age of 13, asking for a tax refund of \$35 for the bike he used during his paper round. At the age of 15 he bought a used pinball machine for \$25 and placed it inside a barber shop. Within 3 months he owned three other pinball machines in different locations.

B

Buffett made most of his fortune from investing in undervalued stocks of companies, buying them at prices which he thought were below their true value. In this way Buffett was eventually able to amass a fortune estimated at over \$60 billion. At the start of 2008 Buffett became the richest man in the world, knocking Bill Gates from the position he had held for the last 15 years.

C

15 Despite his immense business wealth Buffett lives a relatively modest life. He still lives in the same house that he bought in 1958, and has an annual salary of \$100,000, a figure substantially lower than many other business leaders. It has been estimated that Buffett spends approximately \$50,000 a year, on himself and his family, and chooses not to accumulate extravagant possessions. He has also said that it would be foolish to allow his children to inherit too much money, instead suggesting that they should inherit 'enough money to do anything, but not enough to do nothing.'

D

25 Instead, Buffett is giving most of his fortune to charity. In 2006, he announced that he would donate \$37 billion in shares to charity, giving 5% of his total donation each year. However, because he is donating shares the total value of his donation is hard to determine as the shares fluctuate in value. At their current value his donation is the biggest, most generous charitable gift in history.

2 Write the correct heading over each paragraph. There are two extra headings.

- Extravagant living
- The thrifty billionaire
- The largest charitable donation ever **D**
- Making a fortune **B**
- Buffett's family **C**

3 Find words in the text that mean the same and then match them with their opposites.

- The most wealthy
..... richest 2
- a accumulate a substantial amount of something
..... amass 5
- b moderate or limited; not excessive
..... modet 1
- c lacking good sense or judgement
..... foolish 6
- d extremely large or great
..... immense 3
- e showing a readiness to give more than necessary
..... generous 4

- 1 extravagant
- 2 poorest
- 3 tiny
- 4 selfish
- 5 expend
- 6 sensible

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

- a Warren Buffett has been the richest man in the world for 15 years.
False. Warren Buffett became the richest man in the world in 2008. He replaced Bill Gates, who had been the richest man for the last 15 years
- b Buffett used to sell overvalued stock to make money.
False. Buffett used to buy undervalued stock to make money
- c Buffett is thought to have accumulated over \$60 billion in wealth.
True
- d Buffett spends a lot of money on things he doesn't need.
False. Buffet lives a fairly modest life and doesn't spend his money on extravagant possessions
- e Buffett has lived in the same house for more than 50 years.
True
- f Buffett is giving exactly \$37 billion dollars to charity.
False. Because Buffet was donating his money in shares the amount he is giving to charity could go up

or **Over to you**

5 Should the wealthy help those worse off than themselves? Why or why not?

.....

.....

.....

.....

.....

Language practice

1 Choose the correct verbs.

- He earns a lot of money but he (has to/must/should) work ten hours a day.
- a I (don't have to/mustn't/shouldn't) forget to pay him the money I owe him.
 - b I haven't got any money left. I (have to/must/should) go to the bank before it closes.
 - c Students (don't have to/mustn't/shouldn't) pay for their books. They are free.
 - d You (don't have to/mustn't/shouldn't) use his mobile phone without asking. It's wrong.
 - e You never have any money. You (have to/must/should) save some every week.
 - f Children (don't have to/mustn't/shouldn't) borrow money from each other.
 - g I have a holiday job now, so my parents (don't have to/mustn't/shouldn't) give me any money.
 - h The essay is due on Monday and it (has to / must / should) be under 2000 words or it will not be marked.
 - i The football team (don't have to / mustn't / shouldn't) do extra training, but it will help improve their performance.
 - j If you are travelling by air, you (have to / must / should) always carry your passport.

2 Complete the following paragraph with the correct form of *be able to*, *can*, *can't*, *must* and *mustn't*.

Every year, Omar collects some money for Eid Al-Adha so that he would (1) be able to buy gifts for his family and friends. However, this year is a little bit different. Omar (2) couldn't put any money aside because he has spent a large amount to buy the most recent PlayStation. He (3) must be feeling very bad for being so selfish! He (4) could have waited a little longer to buy the PlayStation, at least until Eid Al-Adha was over. He (5) can't turn back in time now and change what he's done, but he (6) must do something about it because this holiday means a lot to him as well as to his family and friends. At this stage, Omar decides to work at his friend's restaurant at the weekend. That's the only chance for him to (7) be able to fix the problem. He's aware that he (8) mustn't spend any of the money he earns at the restaurant.

The weekend is over and, unfortunately, Omar (9) couldn't collect all the money he needs. He's very disappointed for not (10) being able to do so.

This is when he decides to sell his PlayStation. He (11) mustn't feel sorry about selling it because Eid Al-Adha is the symbol of sacrifice. Omar believes in this strongly and thinks that this is the least he (12) can do for his

loved ones!

3 Complete this dialogue about the value of time and money with the following expressions.

*do you think consider I believe
 In my opinion Do you agree
 I think that difficult to interact
 hard to imagine easy to interact
 I don't know about that*

- A "Time is money."
 (1) do you agree
 with this proverb?
- B Well, (2) I believe / I think that
 it's true. (3) I think that / I believe
 time is very precious and that we
 should make use of every minute of
 our life. I also (4) consider
 money an important idea in this
 proverb because sometimes you can
 buy time with money, if you know
 what I mean ...
- A So (5) do you think
 that money is as precious as time?
- B (6) in my opinion
 it's (7) hard to imagine
 the world without money. I find it
 (8) difficult to unteract
 with people if we have nothing to
 offer them in return for their service.
- A (9) I don't know about that
 But for sure it is (10) easy to interact
 with people who do not value money
 as much as time.

4 Rewrite this paragraph written by a student giving his opinion about money and its value. Correct the spelling and add any necessary capital letters and punctuation.

money is evrywhere poeple even utter expressions uzing this world althought most of us agree that money is the route of all evil, we couldn't care less

about this fact on top of this although we care alot for money most of us cant stop ourselfs from throwin our money around isn't it ironic i beleive that we shud not give money to much importance and shoud spent it aproprately

Money is everywhere! People even utter expressions using this word. Although most of us agree that money is the root of all evil, we couldn't care less about this fact. On top of this, although we care a lot for money, most of us can't stop ourselves from throwing our money around. Isn't it ironic? I believe that we should not give money too much importance and should spend it appropriately.

5 Complete the sentences with an adjective and the correct form of a verb. There are several possible answers.

*Adjectives: difficult easy hard
 impossible lucky
 Verbs: be do lift understand
 wake up*

She speaks so fast that it's impossible to understand what she's saying.

- a The accident was quite serious- he's lucky to be alive.
- b It isn't easy to wake up if you're very tired.
- c I found my English homework difficult to understand without help.
- d It's hard to lift heavy objects.

Writing

- 1 Read the extracts from students' compositions about money. Make a list of the opinion expressions.

A

I believe that a person doesn't have to earn money to be valuable. Nowadays, it isn't unusual for women to work in Kuwait. However, running the family home is the woman's traditional role, especially if she has children. It is important that mothers develop strong bonds with their children. Sometimes managing a home is more difficult than managing an office, especially when it comes to social problems within the family. In my opinion, it is more important to nurture your family and look after your house than to earn a large salary.

B

People say that money does not bring happiness. In general, I agree with this, but on the other hand many poor people are unhappy because they do not have enough money to buy food or clothes. Commodities and possessions that improve our lives also cost money. People cannot be completely happy if they are worrying about their income.

C

I enjoy watching football on TV, but I really think that the most famous footballers earn too much money. Some of them earn more than a million pounds a year. To me this is unfair. Football is only a game. I firmly believe that footballers are not worth as much as business managers or directors of schools and hospitals. Although footballers entertain people and inspire others to play sport, they earn significantly more than people who work to save lives. They are also paid more than athletes who play other sports.

A

I believe; In my opinion

B

I agree this

C

I really think that; To me; I firmly believe that

- 2 "Money talks." Explain this proverb and indicate to what extent you agree with it.

Students' own answers

- 3 Write a composition giving your opinions on the importance of money. Use some of the opinion expressions from the extracts in exercise 1. Write in formal English.

Students' own answers

- 4 Work in pairs.
- a Exchange your opinion compositions with your partner and read. Does it change your opinion?
 - b Imagine you are interviewing your partner for a radio programme. Note down a list of questions you might ask to find out more about their opinion.

Students' own answers

Progress test 3

Reading

- 1 Read the text about life before electricity. There is one language mistake in every line. Underline the mistake then write the corrected word in the gap at the end of the line.

The good old days?

Life before electricity was hard. After the son went down in the evening it was dark. inside the streets there were gas lamps but in peoples homes there were no electric lights, so everyone used oil lamps, candles and fire-light. In general, they went to bed earlier and got up as soon as the sun come up and they could see everything again. In many homes there was no running water four cooking, drinking or washing. In towns there wear pumps, but in the country people had to carry water from wells or stream's. Because there were no machines, people had to do everything buy hand. This meant that household jobs all took longer. Washing cloths, especially, took a lots of time and energy.

Home entertainment was also very different from today: they're no televisions to watch; no personal steroes, CD players or radios to listen to the news or you're favourite music, and of course, no computer games or the Internet. Families made their own entertainment: playing bored games, chatting to each other and making their own music. For dairy farmers, there were no fridges to keep their milk cheese and butter fresh. This meant that they could not make much money because they had to cell their products soon after they were made. Some people still call these times the good-olc days.

- 1 sun
- 2 in
- 3 people's
- 4 firelight
- 5 came
- 6 for
- 7 were
- 8 streams
- 9 by
- 10 clothes
- 11 lot
- 12 there were
- 13 stereos
- 14 your
- 15 Families
- 16 board
- 17 milk, cheese
- 18 fresh. This
- 19 sell
- 20 good old

- 2 Read the text again and answer the questions.

- a How did people light their homes before electricity?
They used oil lamps, candles and firelight
- b When did people get up in the morning?
They got up as soon as the sun came up
- c Where did people who lived in the country get their water from?
They got their water from wells or streams
- d Which particular household job took a lot of time?
Washing clothes took a long time
- e What did people do instead of watching TV and listening to CDs?
They played board games, chatted to each other and made their own music
- f What three things did dairy farmers produce?
They produced milk, cheese and butter
- g Why did they have to sell their products quickly?
There were no fridges

3 Look at these lists of words and phrases from the reading passage. Circle the word that does not belong in each list and give the reason why.

- a 1 oil lamps 2 candles 3 sun 4 gas lights
 3 not man-made
- b 1 washing 2 chatting 3 drinking 4 cooking
 2 not a use of water
- c 1 went 2 used 3 had 4 keep
 4 not a past tense of verb
- d 1 money 2 milk 3 cheese 4 butter
 1 not a dairy product
- e 1 streets 2 families 3 machines 4 people
 4 not a regular plural of noun
- f 1 soon 2 after 3 made 4 much
 2 not a four-letter word
- g 1 television 2 personal television 3 CD player 4 radio
- h 1 bed 2 time 3 different 4 water
 1 not only used for listening - also used for watching
 3 not a noun

4 Choose the best meaning for the following words as used in the reading passage on page 70.

- a general
 1 usually 2 occasionally 3 sometimes 4 never
- b running
 1 sliding 2 hurrying 3 flowing 4 standing
- c energy
 1 time 2 trouble 3 electricity 4 power
- d jobs
 1 employment 2 tasks 3 professions 4 careers
- e chatting
 1 writing 2 cooking 3 singing 4 talking
- f longer
 1 more energy 2 more time 3 more money 4 more distance
- g by hand
 1 without walking 2 without feet 3 without machines 4 without people
- h entertainment
 1 amusement 2 work 3 music 4 travel
- i hard
 1 not soft 2 accurate 3 difficult 4 reliable
- j especially
 1 gifted 2 in particular 3 different 4 unknown

Language practice

1 Choose the correct verbs.

- I would buy a new mobile phone if I (have / had) enough money.
- If you (speak / spoke) too quickly, she won't understand you.
 - If I eat too much, I (feel / felt) ill.
 - What would you do if you (are / were) in my position?
 - If I (am / was) hungry, I eat an apple.
 - If he (practises / practised) more, he'd be a better tennis player.
 - He'll lend you his bike if you (ask / asked) him politely.
 - If you (take / took) more exercise, you would be fitter.

2 Complete the sentences with the correct form of the verbs.

can could be able to
must have to should

It's National Day in Kuwait tomorrow, so the streets could be very busy.

- A: can you fly a plane?
B: Yes, I can. In fact I have been able to fly for three years.
- Abdelhameed can speak Arabic and English fluently, but he can't speak French very well. He could read when he was only two years old.
- Do you think I should tell her?
- You mustn't tell lies! It's wrong!
- You don't have to collect me from the airport. I can get a taxi. clouds
- You look really tired. You Shouldn't go to bed so late.

3 Complete the sentences with the negative form of the words in brackets.

- Why are you being so unfriendly?
You haven't spoken to me all day. (friendly)
- When you write to your friend, you can write in informal English. (formal)
 - It is dishonest to tell lies. (honest)
 - She gets very impatient when she has to wait in a queue. (patient)
 - It is illegal to drive without a licence. (legal)
 - He never remembers his commitments. He is extremely unreliable. (reliable)

4 Complete the sentences with strong or heavy, followed by one of the words in the box.

position mind belief smoker
clouds heart impression

- My father is a (1) heavy smoker, but he's trying hard to quit.
- The company is in a very (2) strong position to compete with the new one.
- Sami left the country with a (3) heavy heart. He knew he would miss his home.
- I think it's going to rain very soon because I saw (4) heavy clouds in the sky.
- She knows that her (5) strong belief in her faith will give her patience to deal with her many problems.

5 Complete the text with one of the words in italics. Circle the correct word.

Everybody depends upon modern (1) *technological* / technology. We all (2) use / *useful* gadgets such as mobile phones, (3) *computing* / computers and motor cars. Our whole (4) *social* / society system depends upon these devices. How can we (5) survive / *survival* without them?

b

6 Complete the sentences with words from the box.

suggest think believe
imagine know

- a I know that the capital of Kuwait is Kuwait City.
- b I suggest that you go to bed early tonight.
- c I don't believe in making promises you can't keep.
- d I imagine the situation before I write the story.
- e I think this is the correct street, but I'm not sure.

7 Use the phrases in the box to give your opinion about the following statements. **Students' own answers**

in my opinion
I feel strongly that
without doubt
it is probably true that
as far as I know

- a Water power is a more useful source of energy than oil.

.....
.....

Summer is more pleasant than winter.

.....
.....

- c Travelling by air is more fun than travelling by land.

.....
.....

- d In the future, robots will do all the boring work.

.....
.....

- e Life in the past was better than it is now.

.....
.....

8 Complete the sentences using the correct verb tense. **Students' own answers**

- a If I forget to warm up, I

.....
.....

- b If I finish revising tonight, I

.....
.....

- c If the committee reaches a decision, they

.....
.....

- d If you e-mail me your contact details, I

.....
.....

- e If you succeed in your studies, I

.....
.....

- f If my printer runs out of ink, I

.....
.....

Writing

1 Use the information in the table to complete the text.

	1900	Nowadays
Communication	Handwritten letters sent in the post or delivered by messengers	E-mails and text messages are used
Information	Information was collected in libraries	Information is collected mainly on the Internet
School	Teachers used blackboards and gave some lessons outside	Lessons are given in a classroom using laptops and projectors
Shopping	Towns and cities had markets where different items could be traded	Towns and cities have malls
Travel	Overland by horse and over seas by boat	By aeroplane

Modern technology has made the world a faster place. In the past, you couldn't just search the Internet to access information. Instead, people relied on public and private (1) libraries, and stayed in touch by sending (2) letters to each other. These were written by (3) hand. Travelling was also a lot more time-consuming. Journeys from country to country by (4) horse or (5) boat could take weeks, if not months. Shopping was a very different experience too. Instead of browsing a shopping mall people faced the hustle and bustle of the (6) cities. Traditionalists argue that even though the libraries and letters of 'the good old days' were slower, they were a lot more personal.

2 Now complete the table with information about the present. In your notebooks, use your notes to write a composition about whether you agree or disagree with this statement. **Students' own answers**

Life was better in the 'good old days'.

Write 150-170 words.

Before you start writing, follow this paragraph plan and map out your ideas using a graphic organiser.

- 1 *Introduction*. What does the phrase 'the good old days' mean to you?
- 2 Describe how life was different for most people in the good old days. Was it better or worse than it is now?
- 3 Give your personal opinion with reasons. Do you agree or disagree with the statement? Why?
- 4 *Conclusion*. Say why you think the people who think life was better in the past are right/wrong.

3 Think about your own abilities and answer these questions. **Students' own answers**

a What could you do when you were younger that you can't do now?

.....

b What can you do now that you are proud of?

.....

c What do you hope you will be able to do in the next ten years?

.....

d What has learning English helped you to do?

.....

e What can you do better than all of your friends?

.....

Learning-log

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

How did you find:

- listening to a programme and a talk?
- reading about future inventions?
- discussing possibilities for future technology?
- expressing opinions on global issues?
- giving advice?
- giving a sales talk?
- reaching agreement through discussion?
- writing a magazine article and an opinion composition?

	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"/>
	<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?

Stories

Key words

chuckle, firmly, fleet, retire

Reading

1 Look at the picture and answer the questions. Students' own answers

- a What do you think the story is about?
- b What do you think the two men are talking about? Boats? Money? Work? Family?

2 Read the story and check your answers. Students' own answers

A businessman was on holiday in a little fishing village on the coast. As he was looking at the sea, a small boat with a fisherman came slowly into the port. In the boat with the fisherman were several large fish. The businessman started talking to the fisherman.

5 'Great fish!' he said. 'How long did it take you to catch them?'

'Not very long,' the fisherman replied.

'Why don't you stay at sea longer and catch more fish?' asked the businessman.

10 'Because I've got enough fish for my family,' replied the fisherman.

'How do you spend the rest of your time?' asked the businessman.

15 The fisherman said, 'I sleep late, fish a little, play with my children, talk to my wife. In the evening, I walk to the village, have some tea with my friends and play chess. I have a very busy life.'

The businessman smiled, 'I am a businessman,' he said firmly. 'I can help you. If you spend more time fishing you will have more money and you will be able to buy a bigger boat. If you had a bigger boat, you would catch more fish and you could buy another boat. Eventually you would have a fleet of boats. You would have so many fish, you could open your own fish market. Then you could leave this village and move to the city and live like a rich businessman.'

25 'But, how long will this take?' the fisherman asked.

'Fifteen or twenty years,' replied the businessman.

'And what then?' asked the fisherman.

30 The businessman chuckled, 'That's the best part,' he said. 'When the time is right, you could sell your company and become very wealthy, maybe a millionaire.'

'Me, a millionaire?' said the fisherman. 'Then what?'

35 The businessman said, 'Then you could retire. Move to a small fishing village where you could sleep late, fish a little, play with your grandchildren and talk to your wife. In the evening, you could walk to the village, have some tea with your friends and play chess.'



3 Read the story again and answer the questions.

- a Why is the businessman in the fishing village?
He is on holiday
- b Why doesn't the fisherman try to catch more fish?
He has enough fish for his family
- c What does the fisherman do in the evenings?
He walks to the village, has some tea with his friends and plays chess
- d Why does the businessman suggest that the fisherman buy more boats?
The fisherman would catch more fish
- e How long would it take the fisherman to become rich?
Fifteen or twenty years
- f What would he have to do to become a millionaire?
He'd have to sell his company
- g How would he spend his life after this?

He would be able to retire and move to a small fishing village. He would be able to sleep late, fish a little, play with his grandchildren, talk to his wife, walk to the village, have some tea with his friends and play chess

4 Find words or phrases with these meanings in the text. Check your answers in a dictionary or in the glossary.

Paragraph 1

- small town village
- a by the sea (3 words) on the coast
- b a town by the sea where ships arrive and leave from port

Paragraph 2

- c in the end, especially after a long delay eventually
- d place where the public can buy food and other things market
- e rich wealthy

Paragraph 3

- f to stop working (usually because you are a certain age) retire
- g change one's place of residence or work move
- h a board game of strategic skill for two players chess

5 Suggest a title for the story. Then, describe the moral of the story.

Students' own answers

Over to you

6 Which is more important, stories that entertain or that have a moral message? Why?

Students' own answers

Language practice

Grammar assistant

Forming adverbs

- To form an adverb, add *-ly* to the adjective.
quiet + ly = quietly
- With adjectives ending in *-y*, *y* changes to *i*.
merry + ly = merrily
- Irregular adverbs:
fast = fast good = well hard = hard

1 Rewrite the sentences, using the underlined words as an adverb phrase.

The fisherman spoke in a very quiet voice.

The fisherman spoke very quietly.

a The businessman and the fisherman are both hard workers.

Both work hard

b The businessman treated the fisherman in a firm way.

firmly

c The businessman spoke in a very loud voice.

Very loudly

d The fisherman and his wife live a happy life in their village.

happily

e The fisherman usually has a cheerful smile.

Smiles cheerfully

f The fisherman looked at the businessman with an innocent expression.

Innocently

g He answered the businessman's questions in a polite way.

Politely

2 Look again at the story on page 76. Rewrite the first paragraph, up to '...a very busy life.' Replace all examples of direct speech with indirect speech.

The businessman started talking to the fisherman. The businessman congratulated the fisherman on the fish he had caught and asked how long it had taken him to catch them. The fisherman replied that it had not taken him very long. The businessman then asked why the fisherman didn't stay at sea longer and catch more fish. The fisherman replied it was because he had already caught enough fish for his family. The businessman asked how the fisherman spent the rest of his time. The fisherman said that he slept late, fished a little, played with his children and talked to his wife. He added that in the evening he walked to the village, had some tea with his friends and played chess. Finally, the fisherman said that he had a very busy life.

3 Complete the sentences with *use to* or *used to*.

- A In the past, people didn't (1) Use to travel by plane, did they?
- B No they didn't. They (2) Used to travel by land and by sea.
- A How long did it (3) Use to take?
- B A lot longer. A boat from England to Hong Kong (4) Used to take about three weeks, for instance.
- A Wow, didn't they (5) Use to get bored?
- B No, I think they (6) Used to spend their time reading or playing board games.

4 Read the story. Replace the underlined verbs with the correct form of the correct phrasal verb.

*check in drop off go back pick up
set off take off touch down*

A Journey to Forget

The day started very well. I woke up early and was waiting with my suitcase when the taxi arrived to collect me (1) pick me up. Luckily, the journey was very quick because there was no traffic. I always get nervous that I will arrive too late to register (2) check in We left (3) Set off for the bus station at 8.30 a.m., and the bus arrived on time. That is when everything started to go wrong. The bus let me out (4) dropped me off at the wrong airport entrance, so I tried to register (5) check in at the wrong desk. The airport staff were very unhelpful and rude. I was worried the plane would leave the ground (6) Take off without me. Eventually I boarded the plane five minutes before it left the ground (7) Took off. I thought the worst part of the journey was over with. Half an hour into our journey the pilot told us there was a problem with the engine and we had to return (8) Go back to the airport. I couldn't believe it! I wondered if I would ever arrive at my destination. As we landed (9) touched down at the airport, I could see that one of the engines was on fire. In the end, I think it was a lucky escape for all the passengers. The airport staff had to collect us (10) pick us up from the runway in a special bus.

5 Complete the sentences. Use adverbs formed from the adjectives below. There are more words than you need.

*joyful formal secure desperate
rapid silent vivid*

- a In the library, Huda read her book silently.
- b 'Give me the money!' the thief said desperately.
- c You should always dress formally for a graduation.
- d 'I am so happy I visited Doha Village,' the tourist said joyfully.
- e The fire destroyed the forest rapidly.

Grammar assistant

Commas

- We use commas after subordinate clauses used at the beginning of sentences:
If you fly to Kuwait soon, come and visit.
- We use commas between a reporting expression and a direct speech:
Ahmed said, "I like this story."

6 Correct the punctuation and spelling mistakes in each sentence.

- a don't worrie he said a ship will resque us soon
'Don't worry,' he said, 'a ship will rescue us soon'.
- b if i moved to europe i wood miss kuwait terribly
If I moved to Europe, I would miss Kuwait terribly.
- c did you here that noize asked the pilot
'Did you hear that noise?' asked the pilot.

Writing

- 1 The seven paragraphs in this e-mail are in the wrong order. Read the paragraphs and number them in the correct order.

New Message

Send Chat Attach Address Fonts Colours Save As Draft

To:

Subject:

Hi Fahad,

a **5** After two hours, the teacher came and took my test. I had written nothing on it. The teacher looked at me and then looked at my test paper. 'I am sorry,' he said. 'But you came to the wrong room. Your Maths test was in room 204 - this is room 402.'

b **7** Anyway, that is (1) the reason I have not replied to your e-mail. In the end I did well in my Maths test. I (2) obtained 89%.

c **4** I (3) arrived at school and went to the classroom for my Maths test. A teacher I did not know was waiting for me, but there were no other students. I sat down and opened the test paper. The first question was very difficult and the second question was impossible. All the questions were too difficult for me.

d **6** I felt even more stupid. (4) I was obliged to do the test the next day. When the other students heard my story, they laughed. They could not believe I had been so stupid.

e **3** So I went home again. Although I was really tired, I could not sleep, so I watched football all evening, and went to bed late again. The next day, I woke up in time and (5) departed for school at 7.30 a.m. as usual.

f **1** (6) Thank you for your e-mail. I am very (7) apologetic that it has taken me so long to reply, but it has been a busy week for me. On the day I (8) received your letter, I had a Maths test at school. I had spent all (9) the previous evening revising for the test and I went to bed too late.

g **2** You can guess what happened. On the morning of the test I did not wake up and I (10) arrived at school half an hour late. The teacher told me I was too late to do the test with the other students. He said I would have to do it (11) the following day.

(12) Yours sincerely,
Fawaz

2 The e-mail is to a friend, but the style is very formal. Read it again and do the following:

- a Shorten as many verbs as you can.
- b Look at the underlined words. Replace them with a more informal word.

*got (x2) got to (x2) had to left see you sorry thanks
the evening before the next day why*

Text word	Informal replacement
1 the reason	why
2 obtained	got
3 arrived at	Got to
4 was obliged to	Had to
5 departed	left
6 Thank you	thanks
7 apologetic	sorry
8 received	got
9 the previous evening	The evening before
10 arrived at	Got to
11 the following day	The next day
12 Yours sincerely	See you

a) Paragraph 1: I am I'm; it has it's taken; ~~it has~~ it's been; I had I'd spent
 Paragraph 2: I did not I didn't; I would I'd
 Paragraph 3: I could not couldn't sleep Paragraph 4: did not didn't know Paragraph 5: I had I'd; I am I'm sorry
 Paragraph 6: They could not couldn't believe I had I'd been
 Paragraph 7: that is that's; I have not haven't replied

a

3 Write a short story comparing and contrasting a good day and a bad day at school. Start like this: **Students' own answers**

One day, I left the house and started on my way to school. At first, everything was normal, but then...

Messages

Key words

fasten, homing, illegally, instinct

Reading

1 Read the text about carrier pigeons and find out what these numbers and dates refer to.

- | | | |
|---|--------|---|
| a | 20,000 | pigeons were killed |
| b | 15-20 | years healthy pigeon's life |
| c | 1,000 | km maximum distance a healthy pigeon flies in one flight |
| d | 30 | British pigeons - they were given medals for bravery in the First World War |
| e | 5,000 | Year-old postal service |



Five thousand year-old postal service

- Pigeons have carried messages for humans for over 5,000 years. The Egyptians were probably the first to use them in 3000 BCE. Between 770 BCE and 390 BCE, the Greeks used them to carry news of the early Olympic Games. The first regular pigeon post service was in 1146 CE when the Caliph used pigeons to carry mail all over the Arab world. In the Mamluk period in Egypt, there were thousands of pigeons in the postal service. In more recent times, pigeons have been used in wartime to send military reports back to leaders when it was too dangerous or impossible to use normal postal services. During the First World War, 20,000 pigeons were killed, and 30 British pigeons were given medals for bravery. Pigeons have even been used to smuggle diamonds illegally out of South Africa.
- 10 Pigeons are unique birds. A healthy pigeon can live for 15-20 years and can travel up to 1,000 km in one flight. Most important of all, pigeons have a natural instinct to fly back to their nests or homes from wherever they are. This is why they are sometimes called 'homing pigeons'. This ability makes them perfect for carrying messages over long distances. They are trained and fed in one area, then taken to other areas where they are used
- 15 when someone wants to send a message to their 'home'. Normally messages are written on light paper and then fastened to the feet of the pigeon. When they are released they always return home. There are even 'boomerang' pigeons which are trained to deliver one message and return with another.

2 Find words with these meanings in the text. Check your answers in a dictionary or in the glossary.

Paragraph 1

- a adjective to describe soldiers and the army military
- b like a round metal coin / soldiers are given this for being brave medal
- c take things in and out of a country against the law smuggle

Paragraph 2

- d particularly remarkable, special or unusual unique
- e home where birds lay their eggs nest
- f not heavy light
- g let (someone) go / allow (someone) to be free release

3 Complete the sentences with one, two or three words.

Pigeons first carried messages 5,000 years ago.

- a The first regular pigeon post service was started in the Arab world in 1146 CE.
- b In wartime, it may be Too dangerous or impossible to use normal postal services.
- c Healthy pigeons can live to between Fifteen and twenty years old.
- d Pigeons have a natural instinct to Fly back to their nests.
- e Light paper messages are tied to their feet.

4 Choose the most appropriate endings to create true sentences.

- a Pigeons...
 - 1 are only used to carry messages.
 - 2 have been used to smuggle goods.
 - 3 fought against enemies during the First World War.
 - 4 carry messages on their backs.
- b Pigeons...
 - 1 are trained to fly home when they are released.
 - 2 have many different homes.
 - 3 fly away from home.
 - 4 have an innate impulse to return home.
- c Messages are...
 - 1 attached to the pigeon's feet.
 - 2 fastened round the pigeon's neck.
 - 3 written on the pigeon.
 - 4 attached to the pigeon's wing.

5 Write your own factfile about carrier pigeons with information from the text and any facts you already know.

Factfile

Students' own answers

6 Write a paragraph expanding on the information you have included in your factfile. Make sure you paraphrase any information that is also contained within the reading text, rather than simply repeating it.

Students' own answers

Over to you

7 In what ways has sending messages changed since the first carrier pigeons?

Students' own answers

Language practice

Grammar assistant

Past simple passive

- Use the past simple passive to talk about past processes and facts. Use it when the focus is on the action, not on who does it.
The first telephones were used in 1876.
- We normally make passive forms of a verb by using tenses of the auxiliary **be**. For the past simple passive **was** or **were** is used.
- You need to know the past participles for the past passive, too.
*I **wasn't invited**, but I went anyway.*

1 Rewrite the sentences about early postal services. Start with the words given and change the underlined verbs into the passive form.

The Chinese introduced a postal service in about 1200 BCE.

A postal service was introduced by the Chinese in about 1200 BCE.

- a At first, the Chinese used this service mainly for official documents.
At first, this service was used by the Chinese mainly for official documents.
- b Originally, they sent messages using fire and smoke.
Originally, messages were sent using fire and smoke.
- c The Romans organised an advanced postal system.
An advanced postal system was organised by the Romans.
- d They developed a system of post roads with many places where tired riders passed messages to other fresh riders.
A system of post roads was developed with many places ... were passed by tired riders to other fresh riders.

messages

- e The Romans sent messages 270 kilometres in 24 hours by this system.
Messages were sent by the Romans 270 kilometres in 24 hours by this system.
- f Britain introduced the first postage stamps in 1840.
The first postage stamps were introduced in Britain in 1840.
- g The Greeks used homing pigeons to deliver messages.
Homing pigeons were used by the Greeks so that messages could be delivered

2 Rewrite the sentences about modern communication. Start with the words given and change the underlined verbs into the active form.

In the 21st century, mobile phones are used for phone calls and text messages.

In the 21st century, people use mobile phones for phone calls and text messages.

- a Phone calls are made to friends wherever they are.
People make phone calls to friends wherever they are.
- b Text messages are sent over very long distances very cheaply.
People send text messages over very long distances very cheaply.
- c These messages are written very quickly and are received by their friends a few seconds later.
People ... write these messages very quickly and their friends receive them a few seconds later.
- d E-mail is being used by more and more businesses.
More and more businesses are using e-mail.
- e In some organisations, traditional letters or memos have been replaced by e-mail.
In some organisations, e-mail has replaced traditional letters or memos.

3 Complete the sentences with the correct form of *make* or *take*.

If you are going to the post office, could you take this letter for me?

- a Nobody makes pigeons fly home - it's a natural instinct.
- b They make special food for homing pigeons.
- c 'Oh no! Someone has taken our best pigeon.'
- d If you've missed your bus, you could take a taxi instead.
- e You look exhausted, why don't you take a five minute break.
- f I was too busy making lunch to notice the phone ringing.
- g He was made district manager after his excellent performance.

Self-assessment

4 Match the expressions to their responses. There are more responses than you need.

- a Hi, is Aisha there please? **5**
- b Could you take a message for me? **7**
- c I'll call you back in five minutes. **2**
- d I think you have the wrong number. **1**
- e I called earlier but no one answered. **4**

- 1 Sorry, isn't this 4744421?
- 2 Ok, speak to you soon.
- 3 We don't have voicemail.
- 4 Did you leave a message?
- 5 No she's not, sorry.
- 6 He can't come to the phone right now.
- 7 Sure, I'll just get a pen.

5 Read the following text messages and match them with their meanings.

- a alrite m8. do u wnt 2 meet ltr? **2**
- b sry had 2 leave. brb asap. **5**
- c on way bk from hols now. c u in Q8 **6**

- d did ne1 c my coat after football? **3**
- e g2g. bout 2 eat. **4**
- f cnt tlk now. spk soon. **1**

- 1 I'm busy and can't talk at the moment. I'll call you when I'm less busy.
- 2 Hello. Would you like to meet up later?
- 3 I think I left my coat at football practice. Has anyone seen it?
- 4 I have to leave. It's dinner time.
- 5 I'm sorry I had to leave suddenly. I'll be back as soon as possible.
- 6 I'm on my way back from holiday. I'll see you when I get to Kuwait.

6 What would you say in the following situations. Write full sentences.

- a One of your friends has just called you to cancel a prearranged study meeting. You and your other friends are already there.

Students' own answers

- b Your network provider has charged you for calls you didn't make. You are phoning their helpline.

- c A new phone you bought last week has stopped working. You are talking to a salesman in the shop you bought it from.

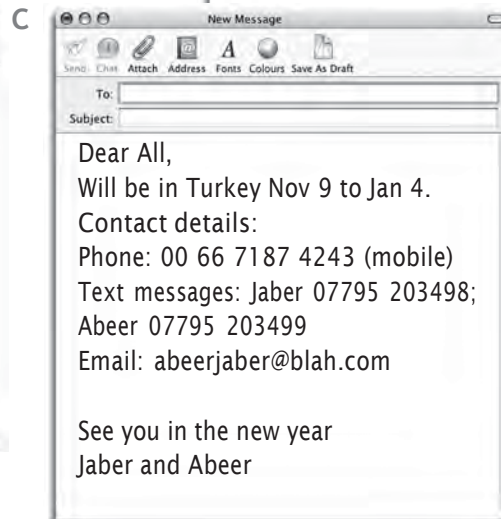
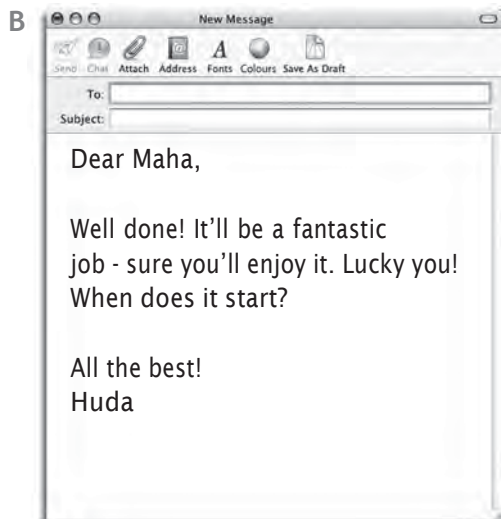
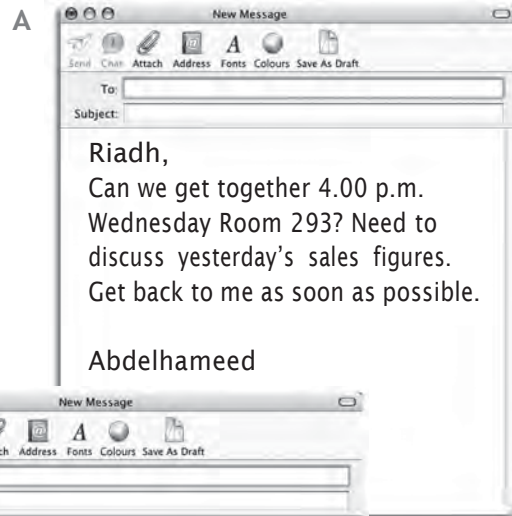
- d Your parents have decided you are using your mobile phone too much. They have decided to confiscate it from you for a few weeks. You think this is unfair.

Writing

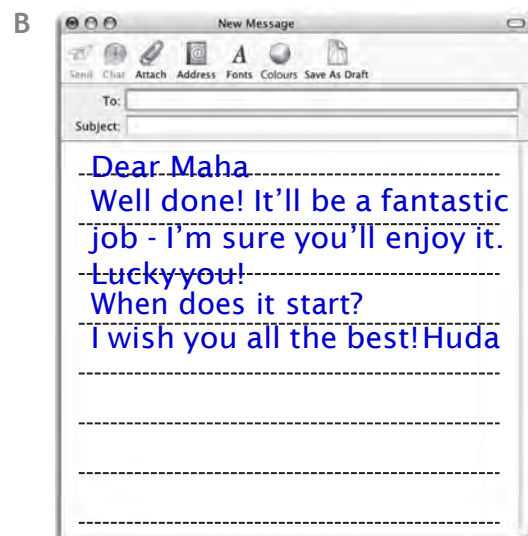
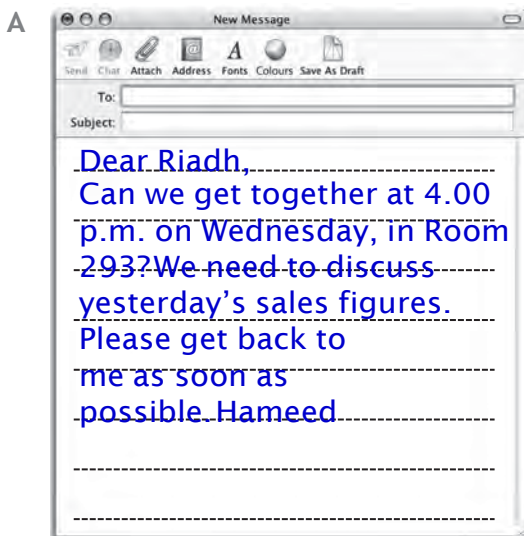
1 What are the purposes of the three e-mail messages below? Write the message letter (A-C) next to the appropriate purpose. (There are more purposes than you need.)

Purposes

- a request for information no message
- b apology no message
- c complaint no message
- d congratulations B
- e giving information C
- f request for a meeting A



2 The messages have been written in a hurry and some words have been left out. Choose two messages to rewrite from exercise 1, adding any missing words and making them sound more polite.



3 Read Nada's letter. Then, answer the following questions:

Al-Maarri Street
Kuwait City
Kuwait
16th February

Dear Salma,

This is Nada Ahmed. Remember me? We were friends in primary school. We haven't seen each other for about ten years - right?

Anyway, how are you? I got your address from Dalia. What are you doing now? Are you working? You always wanted to be a translator!

At the moment, I'm studying medicine at the university here. I think I've changed a lot over the years. I don't like history anymore - I prefer maths and science now. Do you remember Layla? She's on the same course as me, and guess what - we're best friends now!

Well, I must finish now because I've got an exam tomorrow. Write back soon and tell me all your news.

All the best,
Nada

paragraph 1: d paragraph 2: b paragraph 3: c paragraph 4: a

1 Match each paragraph with one of the following:

- | | |
|---------------------------------|------------------------------------|
| a a reason to end the letter | b questions about the other person |
| c information about Nada's life | d saying who you are |

2 Find examples of informal style:

- a contractions (e.g. *isn't*) **Students' own answers**
- b punctuation (e.g. exclamations ! and dashes -)
- c informal words and phrases (e.g. *anyway, well*)

3 Write a paragraph giving instructions on how to write a letter. Describe the following stages, and add other details. **Students' own answers**

Stage 1: deciding who to write to

.....

Stage 2: making notes

.....

Stage 3: writing the letter

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

Flying stories

Key words

biplane, landmark, plague, prejudicial, rusty, transcontinental

Reading

1 Look at the picture of Amelia Earhart and her plane. When do you think the photograph was taken? Choose one of these dates.

1900 1930 1960 1990

2 Read the story of Amelia Earhart and check your answer. It was taken in 1930

When 10-year-old Amelia Earhart saw her first plane at a local fair, she was not impressed. "It was a thing of rusty wire and wood... not at all interesting," she said. Nevertheless, it was Earhart's destiny to become a female pioneer in aviation, and her tragic fate still remains one of air travel's greatest mysteries.

Earhart took her first flying lesson on January 3, 1921, a ride that changed her life. "By the time I had got two or three hundred metres off the ground," she said, "I knew I had to fly." In six months she saved enough money to buy her first plane, a bright yellow biplane she named 'Canary'. In October 1922, Earhart used it to set her first women's record by rising to an altitude of 4,300 metres. Although Earhart's convictions were strong, challenging prejudicial and financial obstacles awaited her.

Eventually, in 1928, Earhart joined a team of male pilots to fly across the Atlantic. The team left Newfoundland on June 17, 1928, and arrived in Wales, approximately 21 hours later. Their landmark flight made headlines worldwide, and when the crew returned home they were greeted with a parade.

From then on, Earhart was determined to complete her own solo Atlantic crossing, a feat that took many years to plan.

On May 20, 1932, she started the trek from Newfoundland to Paris. Strong winds, icy conditions and mechanical problems plagued the flight and forced her to land in a small pasture in Ireland. "After scaring most of the cows in the neighbourhood," she said, "I pulled up in a farmer's back garden." As word of her flight spread, she quickly became a celebrity, and was nicknamed 'Queen of the Air'.

Three months later, Earhart completed the flight and broke the women's transcontinental speed record, flying 2,447.8 miles in 19 hrs 5 min. However, she was not satisfied. In June 1937, she began an attempt to circle the globe, and became the first person to fly from the Red Sea to India. But on 2 July, her plane vanished. After leaving New Guinea, Amelia and her co-pilot had lost communication with land and were never seen again.



3 Read the story again and fill in the table.

Date	Event	Record broken
January 3, 1921	<u>first</u> flying lesson	
<u>July 1921</u>	Bought her first plane, named 'Canary'	
October 1922	Set <u>first women's record</u>	Altitude of <u>4,300 metres</u>
June 17, 1928	Flew from Newfoundland to <u>Wales</u>	<u>21</u> hours
<u>May 20, 1932</u> 20, 1932	Flew from <u>Newfoundland</u> to <u>Ireland</u>	
<u>August</u> 24-25, 1932	Flew from <u>Newfoundland</u> to <u>Paris</u> , set women's transcontinental speed record	<u>19 hrs 5 min</u>
June 1, 1937	Began <u>flight around the world</u>	
<u>July 2, 1937</u>	Plane vanished	

4 Complete sentences using words from the text.

- The head of the department was impressed with his CV and hired Anwar straight away.
- Clouds are often described according to their shape and altitude.
- He was nicknamed 'The Eagle' because of his skydiving skills.
- On the transcontinental railway you can travel from Central Europe to Asia.
- In retail, it's important to keep the customer satisfied.

5 Match these sentence beginnings to their endings. There are more endings than you need.

- | | |
|---|---|
| a The Atlantic Ocean 4 | 1 features a coastline and a desert inland. |
| b Wales has a strong cultural identity 5 | 2 coast of Saudi Arabia. |
| c New Guinea is a large 8 | 3 run parallel to the Mediterranean coast. |
| d The Lebanese mountains 3 | 4 is divided into two by the equator. |
| e The geography of Kuwait 1 | 5 and is part of the United Kingdom. |
| f Jeddah is on the Red Sea 2 | 6 the third largest population. |
| g The population of Cyprus 9 | 7 was a major ancient city. |
| | 8 island off the coast of Australia. |
| | 9 speak Greek and Turkish. |

Over to you

6 In what ways has air travel changed the way people live?

.....

.....

Language practice

1 Complete the sentences with the correct relative pronouns.

Amelia Earhart, who was born in 1897, started work as a nurse.

- She worked in Toronto, where she became interested in flying.
- She flew to an altitude of 4,300 metres in a plane which she nicknamed 'Canary'.
- Amelia, whose journey had taken a record 20 hours and 40 minutes, was the first woman to fly across the Atlantic.
- She departed from Newfoundland, which is an island off the coast of Canada.
- Her husband, whose name was George Putnam, supported Amelia's ambitions.
- Amelia became an associate editor of a top women's magazine, where she wrote about female aviation.
- Amelia's plane, which was last seen in New Guinea, mysteriously disappeared.

2 In your notebooks, expand the sentences using the extra information.

The plane was in fantastic condition. (The plane was brand new.)

The plane, which was brand new, was in fantastic condition.

- The pilot, who was wearing a smart uniform, welcomed the passengers on board.
- The passengers sat down in their seats, which had no numbers.
- The cabin crew, who spoke good English, brought snacks round.
- The flight, which was delayed by snow, finally left at 10 o'clock.
- The plane arrived in Rome, where it was warm and sunny, two hours late.

(The flight was delayed by snow.)

3 Complete the mini-dialogue with words and phrases from the box.

*I'm a good driver would you ever consider
that would be great It's safer than driving
What if you crashed Really
Let's both get lessons really love to*

- would u ever consider taking flying lessons?
- Yes, I'd really love to. I think flying would be really exciting.
- I agree, but I'd be terrified. What if u crashed?
- Well, I heard that flying is actually one of the safest methods of travel. It's safer than driving, that's for sure.
- Really? I didn't know that. I'm a good driver, so maybe I'd make a good pilot.
- I'm not sure the two are connected, but you should get lessons and see!
- Let's both get lessons.
- Ok, that would be great!

4 Complete the sentences with the correct form of the phrasal verbs.

*take after take back take off
take over take up*

We borrowed a car for two days, but we've got to take it back tomorrow.

- Yesterday our plane couldn't take off on time because of thick fog.
- When I'm older and have more time, I'm going to take up painting.
- I take after my mother. We're both very calm, patient people.
- One of the small shops in our town has been taken over by a multi-national company.

5 Rewrite this information from an airline website. Correct the spelling and add any necessary capital letters and punctuation.

its alwaysz good to be prepaired and we want you to have the best journee possible when you traevel with us their are some thingses you can do befour you get to the airoport like check in onl-ine or you can just brouse through some of our usethul infomation you can also acess our arrivalls and depeartures infomation to make shure your fleight is on time

It's always good to be prepared, and we want you to have the best journey possible when you travel with us. There are some things you can do before you get to the airport like check in online, or you can just browse through some of our useful information. You can also access our arrivals and departures information to make sure your flight is on time

6 Complete the body idioms with the correct form of the verbs.

give keep learn pull stand

The end of the film was so frightening that it made my hair stand on end.

- He looked so funny, I couldn't keep a straight face.
- I'd give my right arm to learn to fly.
- Don't listen to him - he's just pull your leg.
- I find it difficult to revise for tests, because I can't learn things by heart.

7 Complete these sentences by adding the correct form of the verbs in brackets.

- If he hadn't had (not have) a late meeting, he wouldn't have missed (not miss) his plane.

- If their car hadn't broken down (not break down), they wouldn't have bought (not buy) a new one.
- If Salma had visited (visit) the museum, she would have found (find) the book she was looking for in the library. Hadn't complained
- If Ahmed (not complain), he wouldn't have upgrade (not upgrade) his phone.
- If we hadn't seen (not see) our friend, we wouldn't have invited (not invite) him to dinner.

8 What would you say in the following situations? Choose the most appropriate response.

- You are on a commercial flight and asked for the vegetarian meal. However, you've been given chicken to eat. You're speaking to a flight attendant.
 - I'm not hungry any more.
 - This service is appalling. I'm very angry.
 - Excuse me. I asked for the vegetarian meal. Can you change this please?
 - Get me a cheese sandwich. I'm not eating this.
- You're calling an airline to book tickets. You've seen a special offer in the paper.
 - I want a flight.
 - I've just seen your offer and I'd like to book some tickets.
 - Your special offer is really good.
 - I liked your advert.
- Your luggage has been sent to the wrong destination. You're speaking to a staff member of the airline.
 - Get my luggage back now. This is your fault.
 - Never mind. I'll buy new things.
 - I want a complete refund.
 - My luggage has gone to the wrong airport. I need it sent to me as soon as possible.

Writing

- 1 Read the story about a problem at take-off. Identify the 'technical problem' and how they tried to solve it.

Technical problem

One of the tyres was flat. They tried to replace or inflate the tyre, but failed to do so

How they tried to solve it



Late yesterday afternoon, thirty passengers boarded the plane at a small airport in the north of England, and were ready for take-off, when the pilot noticed one of the tyres was flat. After a few moments, he announced that there would be a short delay while he dealt with a small technical problem.

However, neither the pilot nor the airport officials could find a spare tyre. To make matters worse, the machine to inflate tyres at the airport was broken.

After half an hour, one of the passengers suggested calling an experienced engineer who lived in a nearby town, to come and repair the tyre.

Unfortunately, the man who had the engineer's number found that his phone's battery was flat. Then, the airport operator managed to find the number, only to find that the engineer, was on holiday. After that, the pilot tried to follow the engineer's instructions to inflate the tyre over the phone, but he couldn't understand and failed.

Finally, the pilot announced that the flight would have to be abandoned. Although he was very apologetic, one of the passengers became very angry and said he was going to complain to the airline company.

After a short pause, the pilot told him very politely that there was nothing he could do and said: 'I'm sorry, Sir, but you'll have to be patient. There's another flight in two weeks.'

Progress test 4

Reading

- 1 Read the text about Pompeii. There is an unnecessary word in most lines. Underline any unnecessary words, then write them in the gap at the end of the line. Tick any correct lines.



Mount Vesuvius and Pompeii

Pompeii and Herculaneum were fashionable in southern Italian seaside in towns at the foot of Mount Vesuvius. On 24 August 79 of BCE, the people who lived there were just about to be have the dinner when there was a terrifying crash. Mount Vesuvius had erupted, in covering the surrounding the areas with ash and lava. Most of the people of Herculaneum were escaped, but unfortunately the people of Pompeii were not so lucky. But many of them decided to wait for and get together their most valuable possessions, or hide from in their cellars until the eruption was over. They all died, either because of they were poisoned by fumes or were buried by ash. In all, 15,000 of people of Pompeii died in the eruption. The two cities they were not disturbed by for more than sixteen hundred years. When archaeologists started to investigate in 1709, they found out that how the ancient Romans really lived. They uncovered the houses of Pompeii one by one and wrote it down everything they found inside. They found in people doing all kinds of everyday things. One woman, who was been cooking when Vesuvius erupted, still had bread in her hands. And a dog died of because it was tied up and could not escape from. According to scientists, Vesuvius has erupted for over thirty times since 79 BCE.

- 1 in
- 2 in
- 3 of
- 4 be
- 5 the
- 6 in
- 7 the
- 8 were
- 9 But
- 10 For
- 11 From
- 12
- 13 Of
- 14 Of
- 15 They
- 16 By
- 17
- 18 that
- 19
- 20 it
- 21 in
- 22 been
- 23
- 24 of
- 25 from
- 26 for
- 27

2 Fill in the following sentences using words from the text.

- a The sudden eruption of the volcano had dramatic effects on the surrounding area.
- b The fumes from the traffic are increasing the carbon monoxide levels.
- c He arrived alone with no money or possessions.
- d unfortunately, they missed their flight connection by only five minutes.

3 Choose the correct answer.

- a The inhabitants of Pompeii and Herculaneum
 - 1 were wealthy.
 - 2 lived a rural life.
 - 3 were ancient Greeks.
- b After the eruption on Mount Vesuvius, the cities
 - 1 were abandoned.
 - 2 were rebuilt.
 - 3 were undiscovered for 500 years.
- c believe that the volcano has erupted many times since 79 BCE.
 - 1 Anthropologists
 - 2 Experts
 - 3 Professors

4 Answer the following questions.

a What happened to the people of Pompeii after Mount Vesuvius erupted? Why?
 Most of them died because they decided to wait and get together their most valuable possessions or hide in their cellars until the eruption was over

b What did the archaeologists find out in 1709?
 They found out how the Romans really lived

c Why are the ruins of Pompeii valuable to us now?

They show us exactly what the people were doing when they died

5 Are the following statements True (T) or False (F)? Justify your answers.

a The people were having dinner when the volcano erupted.
 False. They were preparing for dinner

b The eruption covered the town with ash and lava.
 True

c The people of Herculaneum were fortunate.
 True

d The people of Pompeii were ancient Romans.
 True

e Pompeii and Herculaneum were in the valley.
 False. They were at the seaside on the foot of the mountain

f The archaeologists uncovered all the houses at the same time.
 False. They uncovered the houses one by one

All of the people died by inhaling deadly fumes.

False. Some of them died by being buried by ash and lava

Language practice

1 Write sentences, changing the underlined verbs into the passive and any other words necessary.

The eruption of Vesuvius in 79 BCE destroyed Pompeii and Herculaneum.

Pompeii and Herculaneum were destroyed by the eruption of Vesuvius in 79 BCE.

a Ash and lava covered the two cities.

The two cities were covered by ash and lava

b Fumes poisoned some of the people of Pompeii. Ash and lava buried others.

Some of the people of Pompeii were poisoned by fumes , Others were buried by ash and lava

c Nobody disturbed Pompeii for more than sixteen hundred years, then archaeologists excavated it.

Pompeii wasn't disturbed for more than sixteen hundred years, then it was excavated by archaeologists

d They uncovered the houses of Pompeii and wrote down everything they found inside.

The houses of Pompeii were uncovered and everything they found inside was written down

e They found a woman hiding under a table, and a dog which someone had tied up.

A woman was found hiding under a table, and a dog which had been tied up

2 Choose the correct relative pronouns.

Pompeii, (which / where) was a fashionable seaside town, is near Vesuvius.

a The people of Pompeii, (which / who) were getting ready to have dinner, were buried by ash and lava.

b The people of Herculaneum, (who / whose) city was also destroyed, managed to escape.

c One woman was found in the kitchen, (which / where) she was making bread. where

d A dog, (which / who) was tied up, was also found by archaeologists.

3 Write sentences containing the extra information.

My sister goes to the University of Kuwait. (My sister is called Nada.)

My sister, who is called Nada, goes to the University of Kuwait.

a My brother has a great view of the bay. (My brother's house is in Kuwait City.)

My brother, whose house is in Kuwait City, has a great view of the bay

b Faisal lives in the flat next to ours. (Faisal is in Ahmed's class at school.)

Faisal, who is in Ahmed's class at school, lives in the flat next to ours

c Our flat has four bedrooms. (Our flat is on the fourth floor.)

Our flat, which is on the fourth floor, has four bedrooms

d My father is at a conference. (My father is a businessman.)

My father, who is a businessman, is at a conference

e Natasha is very angry. (Natasha has lost her keys.)

Natasha, who has lost her keys, is very angry

4 Correct the sentences by replacing a verb with one from the box. There are two extra verbs.

catch drive get on get out of miss
land ride wait



He is catching a motorbike.

He is getting on a motorbike.



a She is waiting for a bus.

She has just caught a bus



b He is getting on a train.

He's missed the train



c She is getting off a taxi.

She is getting out of a taxi



d He is landing a car.

He is driving a car



e He is driving a bike.

He is riding a bike

5 Complete the sentences with the correct form of the verbs *make* or *take*.

If you're not feeling well, you should take some medicine.

a Take some money with you. You might see something you want to buy.

Fiat cars are made in Italy.

c It was raining hard, so we took a taxi.

d My train was late - that's why I didn't make the 9 o'clock meeting.

e I didn't feel like school, but my parents made me go.

6 Complete the sentences with the correct words. There are two extra words.

upgrade slide operate activate
run out unlock switch

a If I upgrad my mobile, I'll give my old one to my sister.

b To insert a new SIM card, just slide it into the back of your phone.

c Can I borrow your charger? My battery has run out.

d My calls are too expensive so I've decided to switch to a cheaper network.

e Do you know a nearby shop where I can unlock my phone? It's locked.

7 Choose the correct phrasal verbs.

I've had this book for two months. I must (~~take it off~~ / take it back) to the library.

a I'm good with my hands. Everyone says I (take after / take over) my grandfather.

b If I had more money, I'd (take up / take off) flying as a hobby.

c In business, big companies often (take over / take back) small companies.

d It was wonderful - our plane (took up / took off) on time and arrived early.

Writing

1 You are going to write a story which begins with this sentence. **Students' own answers**

As he arrived at the station, he saw his bus leaving.

Before you start writing, fill in the following table with the information you need to write the story.

Who is he?	
Why is he going to catch the bus?	
Where is he going?	
Are other people involved in the story?	
What does he do next?	
What happens after that	
Is anyone else involved?	
How does the story end? (a happy, sad or funny ending)	

2 Now, decide which of the following linking words you are going to use in your story. Put a tick next to them and then put them in the right order. **Students' own answers**

Although	<input type="checkbox"/>	Because	<input type="checkbox"/>
However	<input type="checkbox"/>	Furthermore	<input type="checkbox"/>
Then	<input type="checkbox"/>	Since	<input type="checkbox"/>
First	<input type="checkbox"/>	Later	<input type="checkbox"/>
Next	<input type="checkbox"/>	At about 11 o'clock	<input type="checkbox"/>
Suddenly	<input type="checkbox"/>	After a few minutes	<input type="checkbox"/>
Others	<input type="checkbox"/>		

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3 Write the story in 150-170 words. **Students' own answers**

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Learning-log

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

How did you find:

- listening to a programme and a description?
- reading stories?
- giving advice and sharing personal experience?
- discussing advantages and disadvantages?
- carry out an interview?
- expressing opinions?
- taking and leaving messages?
- writing an informal letter and a news story?

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"/>
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<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?

Literaturetime!

Three Men in a Boat

Before Reading

Read the title. What do you expect the story will be about?

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Episode One

1 How does the story start? What is the initial incident?

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2 Who did these things?

- a made the men's supper
- b wrote the first list of things they needed
- c packed the suitcase
- d packed the food bags
- e said he would wake the others up

Episode Two

Put these events in the order in which they happened:

- a George went to work.
- b A taxi took Harris and the writer to the station.
- c The writer woke up.
- d The two men reached Kingston.
- e George read the newspaper.
- f George woke up.

Episode Three

In what order did the friends visit these places?

- a Bell Weir Lock
- b Magna Carta Island
- c Marlow
- d Monkey Island
- e Penton Hook

Episode Four

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

- a George was irritated by the lock-keeper.
- b Harris was upset by the hole in the field.
- c The writer was annoyed by the potatoes.
- d Harris was angry with the banjo.
- e The writer was furious with Montmorency for barking late at night.

Episode Five

Write a short paragraph about which parts of the trip the friends enjoyed, giving reasons.

- a the journey from Clifton to Culham
- d the stay in Oxford
- e the journey to Day's Lock
- f the final day's journeys

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Short story analysis

1 Is there a single main character around whom the story centres?

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2 What sort of conflict confronts the characters: external or internal?

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3 Who tells the story? What point of view is used: first person or omniscient?

- b the journey from Culham to Iffley
- c getting the boat into Oxford

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4 Is this story realistic or true to life? Explain your answers by giving examples.

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

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Treasure Island

Before Reading

When you read the title *Treasure Island*, what do you think of? What images come to your mind?

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Episode One

Who in these pages...

- a ... had only three fingers on his left hand?
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- b ... gave the captain the Black Spot?
.....
- c ... was told to watch for a seaman with one leg?
.....
- d ... ran out of the inn with blood coming from his shoulder?
.....
- e ... had a key round his neck on a piece of thin rope?
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Episode Two

1 Do you think the squire was foolish to tell Long John Silver about the treasure? Why or why not?

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2 Why does Trelawney say Captain Smollett acts 'neither like a man, nor a good seaman'?

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Episode Three

1 What did Long John Silver do that reminded Jim of old Bill, the captain?

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2 What did the crew think of Long John? Why?

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3 What did Jim learn when he was fetching an apple one evening?

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Episode Four

Who said these words...?

- a 'Tom, it's because I'm your friend that I'm warning you.'
.....
- b 'I dream of cheese, sometimes.'
.....
- c 'Give me the treasure map and I spare your lives.'
.....
- d 'The men made me cap'n when you deserted the ship, sir.'
.....

Episode Five

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

- a Jim told Captain Smollett that he was going to look for Ben Gunn's boat.
- b Ben Gunn's boat was hidden near the black rock.
- c Jim took down the pirate's flag on the ship and threw it overboard.
- d Hands took a knife from among some ropes and hid it under his coat.
- e Hands threw his knife and pinned Jim's leg to the mast.
- f Squire Trelawney put the map in his pocket and walked off through the trees.

Short story analysis

1 In Episode Three the author mentions that Dr Livesey continues the story. And then in Episode Four, we read Jim Hawkins's story. Why do you think the author uses this storytelling technique?

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2 Did you expect this ending of the story? Explain your view.

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

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4 The story *Treasure Island* is over one hundred years old. Why do you think it is still a popular story?

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Self-assessment answer key

Module 1: page 7, exercise 4

- a baked
- b steam
- c grill
- d boiling
- e frying

Module 1: page 12, exercise 3

- a has played ... for
- b have been ... for
- c has written ... for
- d has read ... since
- e has visited ... since

Module 2: page 30, exercise 2

- 2 are flying
- 3 are staying
are going to spend
- 5 am going to buy
- 6 is going to take
- 7 will see
- 8 are travelling
- 9 are going to see
- 10 will have
- 11 are going to have
- 12 will send
- 13 will phone

Module 2: page 36, exercise 1

- b How many players are there in a football team?
- c Where do people play tennis?
- d What do boxers need to be?
- e When were the first Paralympics?
- f How do you score in football?
- g Why do swimmers wear goggles?
- h How long is a football match?
- i What is your favourite sport?

Module 2: page 43, exercise 4

- a proud
- b stubborn
- c shy
- d fierce

Module 3: page 55, exercise 6

- a heavy
- b strong
- c heavy

- d strong
- e strong

Module 3: page 61, exercise 6

- a polite ... impolite
- b honest ... dishonest
- c friendly ... unfriendly
- d tidy ... untidy
- e comfortable ... uncomfortable
- f happy ... unhappy

Module 3: page 66, exercise 2

- 1 be able to
- 2 couldn't
- 3 must
- 4 could
- 5 can't
- 6 must
- 7 be able to
- 8 mustn't
- 9 couldn't
- 10 being able to
- 11 mustn't
- 12 can

Module 4: page 78, exercise 1

- a both work hard
- b firmly
- c very loudly
- d happily
- e smiles cheerfully
- f innocently
- g politely

Module 4: page 85, exercise 3

- a makes
- b make
- c taken
- d take
- e take
- f making
- g made

Module 4: page 90, exercise 1

- a where
- b which
- c whose
- d which
- e whose
- f where
- g which