



State of Kuwait  
Ministry of Education

# OVER TO YOU

WORKBOOK

Grade

11



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Com



State of Kuwait  
Ministry of Education

# OVER TO YOU

Grade 11

Workbook

Simon Haines



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# Festivals and occasions

## Key words

academic, blossom, claim, cultivate, facilitate, gaze, meteorologist, outstanding, vendor

### Reading

1 Read the article and choose the correct answer for each question.

a What is the best description of the text below?

- 1 Historical      2 Informative  
3 Dramatic      4 Humorous

b What is the main message of the text?

- 1 That Japanese cherry trees are different from other cherry trees.  
2 That special food is made for festivals.  
3 That the Cherry Blossom Festival is an important event in Japan.  
4 That Japanese people like to write poems.

c Find the words that the following terms refer to in the text:

- 1 which (line 9) .....  
2 they (line 14) .....  
3 those (line 18) .....



### Cherry Blossom time in Japan

- 1 If you go to Japan in March or April you are almost certain to see the Cherry Blossom festivals which take place all over the country every spring. Most people agree that viewing the new blossom on cherry trees has been a favourite Japanese custom since at least the 7th century CE, though some historians claim it began as early as the 3rd century CE. When it first started,
- 5 Japanese people used to gaze at the blossom on the cherry trees, which inspired some of them to write poems. The cherry trees were cultivated for their outstanding beauty. These days, the festival not only marks the beginning of spring, but also the start of the academic year and the financial year. The trees blossom for very short periods, during which time special parties, called *hanami*, are held. These are parties at **which** people view the blossoms, socialise and eat
- 10 special foods, such as *dango*, a chewy snack made of rice flour. Some people take their own food whilst others buy food from street vendors. Parks in the Japanese capital of Tokyo are the most popular places for people to view the cherry blossom, but of course the parks can get very busy. The historical parts of the city of Kyoto are also very popular. For people who don't like noise and crowds of people, there are also quieter places, like the mountains, where **they** can view the
- 15 blossom. In fact, everywhere in Japan there are cherry trees: in parks, castle grounds, gardens and even in school playgrounds. The blossom of the cherry tree is Japan's national flower and there are more than four hundred types of cherry tree, or *Sakura*, in the country. However, these cherry trees are different from **those** elsewhere in the world because they do not produce fruit. The Cherry Blossom festivals are so important to Japanese culture that meteorologists
- 20 are responsible for checking the movement of the *Sakura Zensen*, the warm weather front which facilitates the blossoming of the trees.

**2** Answer the following questions with information from the text.

- a What is rice flour used for during the festival?  
.....  
.....
- b What events, other than the blossoming of the cherry trees, do the festivals mark?  
.....  
.....
- c When do most people believe the first festivals were held?  
.....  
.....
- d What is another name for the Cherry Tree?  
.....  
.....
- e What makes the cherry trees of Japan unique?  
.....  
.....
- f How do people know when the festivals are going to be held?  
.....  
.....

**3** Find in the text the words that correspond to the following terms and expressions.

- a an expert in history .....
- b connected with a country .....
- c look at or watch .....
- d a powder, typically made from wheat grain, used in cooking .....
- e habit, tradition .....
- f connected with money, taxes, etc. ....
- g in another place or other places .....

**4** Complete these sentences about festivals using words from exercise 3 and the article.

- a Observing the new blossoms on cherry trees is an old Japanese ..... (1 word)
- b Even people who don't like ..... and ..... , come to ..... the blossoms. (3 words)
- c There is a difference between the cherry trees in Japan and ..... (1 word)
- d During the Cherry Blossom festival, people bring their own food or buy it from ..... (2 words)
- e The Cherry Blossom festival is a Japanese ..... festival that takes place during ..... (2 words)
- f Traditionally, Japanese people used to ..... after looking at the blossom of the cherry trees. (2 words)

**Over to you**

**5** Read the following statement. Do you agree or disagree with it? Why or why not? Discuss your ideas with a partner.

Festivals are an important way of reminding the individuals within a community of their shared heritage and culture.

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

## Language practice

- 1 Complete these sentences with one of the phrasal verbs from the box. Make sure you use the correct verb tense.

(be) not go    go through  
go off    go on    go out  
go to    go up    go from

- a You must ..... sleep. You look terrible.
- b If the price of petrol ..... again, I'll have to stop using my car.
- c My alarm clock ..... at six o'clock every morning.
- d Last night, the storm ..... for nearly five hours, and finally stopped at dawn.
- e We couldn't see a thing when the lights .....
- f We had a very expensive holiday last year, so we ..... this summer.

- 2 Choose the correct adjective in these sentences.

- a I was so nervous about the exam that it was absolutely **difficult** / **impossible** for me to sleep the night before.
- b The children were very **frightened** / **terrified** during the storm.
- c She was absolutely **astonished** / **surprised** when she found out she'd failed her piano exam.
- d Kuwait City is a very **big** / **enormous** city.
- e That meal was absolutely **good** / **perfect** – thank you very much.
- f The players felt very **exhausted** / **tired** after their three-hour tennis match.
- g Aisha was extremely **pleased** / **delighted** when I gave her the gold watch she wanted.

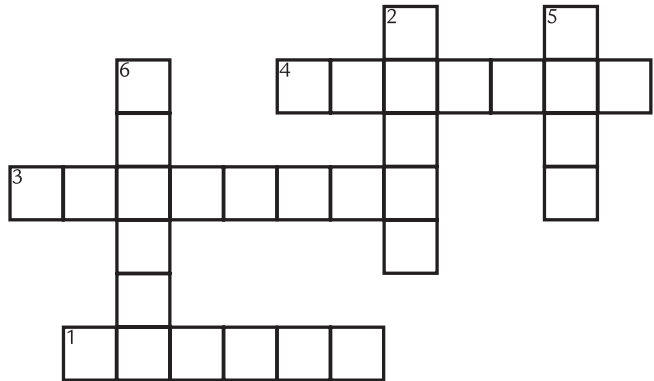
- 3 Complete the crossword with the following clues:

### Across

- 1 a person who sells
- 3 an event for celebration
- 4 the flowers of a tree

### Down

- 2 the entire Earth
- 5 eaten for sustenance
- 6 a large fortified building, generally built of stone, in which kings and queens may live.



- 4 Write questions to match the answers.

- a  
Q ..... ?  
A No, I've never been to the Qurain Cultural Festival.
- b  
Q ..... ?  
A Yes, I'd love to come to your house for dinner.
- c  
Q ..... ?  
A Salma didn't use to spend all her time studying indoors.
- d  
Q ..... ?  
A Yes, the supermarket used to be at the end of this street.

**5** Choose the correct verbs in this conversation.

- A How did you learn to ride a horse?  
 B I **(1)** *can't / couldn't* remember exactly, but I know that I **(2)** *can / could* ride when I was only six years old.  
 A Have you ever had a riding accident?  
 B Yes, two years ago. I broke my leg and I **(3)** *can't / couldn't* ride for six months.  
 A What happened?  
 B I was riding in the park – my horse ran into a tree. I fell off and the horse fell on top of me and trapped my leg. I **(4)** *could / couldn't* move it a little, but I **(5)** *could / couldn't* get it free.  
 A So how did you escape?  
 B I shouted as loudly as I **(6)** *could / managed to* and eventually I **(7)** *could / managed to* attract someone's attention. They called the hospital and an ambulance came for me. With great difficulty, they **(8)** *could / managed to* move the horse and pull my leg free. It was then that I realised that I **(9)** *couldn't / didn't manage to* walk. The paramedics had to carry me to the ambulance.  
 A I'm so glad you **(10)** *could / managed to* get some help in the end.

**6** Rewrite the sentences using one of the words.

launch      irrelevant      a canopy  
 dazzling      nurture      unrivalled  
 occasional

- a The green trees provide cover and shade along the street.  
 .....  
 .....  
 b That was a very impressive performance by Grade 9 students!  
 .....  
 .....  
 c Children need to be taken care of by their parents.  
 .....  
 .....  
 d This 19th century art collection is better than any other.  
 .....  
 .....  
 e The ministry has started a new cultural project in schools.  
 .....  
 .....

**7** What would you say in the following situations? Write a sentence for each.

- a You've been invited to a festival but can't go.  
 .....  
 .....  
 b You're on the way to a celebration but are stuck in traffic and are going to be late.  
 .....  
 .....  
 c You're returning a faulty DVD to the shop where you purchased it.  
 .....  
 .....

**Grammar assistant**

**Modal verbs (abilities / inabilities)**

- Use **could** to describe general possibility or ability in the past.  
*He **could** draw beautiful pictures.*  
*They **couldn't** see you because you were busy.*
- Use **was / wasn't able to; were / weren't able to** or **managed to** when you want to say that someone was or wasn't in a position to do something.  
*After her uncle went away, he **wasn't able to** see his family often.*  
*We **managed to** bake a cake for the party.*

## Writing

- 1 Read this description of a five-day trek in Nepal. Put the paragraphs in the correct order by writing *Monday, Tuesday, Wednesday or Thursday* in a–e. The first day is completed for you.

### Five days in Nepal

a Sunday

As soon as I woke up, I opened my window and saw the mountains for the first time. They looked amazing! We started our trek after breakfast. Walking uphill was tiring, but downhill was worse. My legs wouldn't stop shaking. We stopped for lunch and at six o'clock we reached our first night's camp.

b .....

When I got up, I felt fantastic after yesterday's walk! Today was a rest day, so we sat around reading and sleeping before Wednesday's trek.

c .....

That first night, I slept very well. Again we started walking straight after breakfast but today it was all uphill. Sometimes breathing was quite difficult. I was very glad when we reached our lodge. There were real beds! Around the lodge, a local festival was taking place. There were traditional arts and crafts on display, and beautifully dressed musicians performing the most wonderful music.

d .....

Even though my bed was uncomfortable, I was so tired that I slept really well. This morning we left at sunrise and walked for three hours. After an early lunch, we continued for another three hours, all downhill, until we reached the place we had started from five days ago! It was the end of our trek!

e .....

Sadly, we left the lodge with its beds and showers. After about an hour we were lost and asked villagers for directions. An old woman helped us by drawing a map on the ground. Eventually, we arrived at that night's camp late and absolutely exhausted.

- 2 Read the diary above again and make a note of all the time expressions the writer uses.

Sunday: as soon as I woke up / after breakfast / at six o'clock

Monday: .....

Tuesday: .....

Wednesday: .....

Thursday: .....

3 Now write a diary of a festival you went to or took part in. It can be a real or an imaginary experience. Use some of the time expressions in your list and any others you need. Write about 170-200 words.

A large rectangular box with rounded corners, containing horizontal dashed lines for writing a diary entry.

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# 2

## MODULE 1: Getting together

# Family celebrations

### Key words

baby shower, crib, expectant, parenthood, pram, replica, separate, silverware, subsequent, transition

### Reading

1 Read this article about baby showers in England, and answer these questions.

a Why is the baby shower an important event?

.....  
.....

b Why is the baby shower organised by friends or relatives rather than the expectant parents?

.....  
.....

### The Baby Shower

The baby shower is a tradition that is becoming more and more popular in England. Despite what the name might suggest, the baby shower actually involves giving gifts to new or expectant parents. These gifts are almost always items which are needed to care for the new baby, such as cribs, prams, clothing, or simply toys for the infant. Often, family items, such as clothing or toys which have been inherited from ancestors, are also given. Sometimes silverware, such as silver replicas of toys, are also given to commemorate the birth of the child, though this does not occur if the child is yet to be born. Traditionally, the baby shower is an event for the mother, her female relatives and her friends. However, as the event has evolved it has become more and more common for both sexes to take part, or even for men to have a separate baby shower.

The expectant parents do not organise the baby shower. Instead, it is arranged by a close friend or relative. It is intended to welcome the parents into parenthood. It is also intended to ease this transition, by removing some of the burden placed upon new parents by showing support and friendship. Baby showers are normally only given for the first child, although sometimes smaller events, with fewer gifts, are held for subsequent children.



**2** Now answer these questions about the article.

- a Why is the name of the baby shower misleading?  
.....  
.....
- b What happens if the baby shower is thrown for new parents, rather than expectant parents?  
.....  
.....
- c What is the purpose of the baby shower?  
.....  
.....
- d What do some people inherit during baby showers?  
.....  
.....
- e Who attends the baby shower?  
.....  
.....
- f Is it common in Kuwait to have a baby shower? Explain.  
.....  
.....

**3** Drawing inferences is like 'reading between the lines'. It is about drawing conclusions based on the details the author provides. In the article, the author states that baby showers for subsequent children tend to be smaller events with fewer gifts. Why might this be?

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

**4** Choose up to three verbs from the text to complete each row of the chart.

Present Simple	-----	-----	-----
Present Continuous	-----	X-----	X-----
Present Perfect	-----	-----	X-----
Present Passive	-----	-----	-----
Present Perfect Passive	-----	X-----	X-----

**5** Complete sentences a–g with adjectives formed from the nouns in capital letters.

- a ..... families are important to Kuwaiti society. EXTENSION
- b Some people receive ..... support from their extended families. ECONOMY
- c The family is ..... to Kuwaiti society. IMPORTANCE
- d Nuclear families in the cities are very ..... from extended families in the countryside. DIFFERENCE
- e Younger family members decide to have more ..... lives in the cities. INDEPENDENCE
- f The majority of staff felt the regional conference had been ..... SUCCESS
- g I am ..... grateful for the jewellery I inherited from my grandma. EXTREME

**Over to you**

**6** What's your favourite family celebration in Kuwait? Why? Describe the event.

.....  
.....



## Language practice

**1** Read the following pairs of sentences. Explain the meanings of the words in *italics*. You may consult the glossary or a dictionary.

- a • The *bank* is closed today.  
 -----  
 • She walks along the *bank* every morning.
- b • *Bears* are wild.  
 -----  
 She can't *bear* this situation any more.
- c • Put the vase on the *table*.  
 -----  
 This *table* has interesting information on the economy.
- d • She went to the ophthalmologist because her *pupil* was enlarged.  
 -----  
*Pupils* are supposed to be neat when they come to school.  
 -----

**2** Refer to the glossary or a dictionary to find the meaning of the words and write one sentence using each:

- a get-together:  
 -----  
 -----
- b close-knit:  
 -----  
 -----
- c milestone:  
 -----  
 -----
- d breathing space:  
 -----  
 -----

- e interior:  
 -----  
 -----
- f well-deserved:  
 -----  
 -----

**3** Match the following sentences with their functions.

- a Oh, I am sorry. I am already engaged in another activity.  
 b Thanks, I'd love to.  
 c I'm already going shopping, but I'll check if I can go earlier.
- 1 Asking for information  
 2 Pending; not yet decided  
 3 Rejecting politely  
 4 Inviting  
 5 Accepting

**4** Complete this dialogue with these sentences.

And you    I'll definitely come    Are you free  
 The reason I'm calling is to invite you to a celebration  
 See you next weekend    What are we celebrating  
 How are you    My sister is going to get married

1 A: Hello, Fatima. .... ?

B: Hi, Noura. I'm fine thanks,  
 -----

2 A: Great. ....  
 It's going to be next weekend.

B: That sounds brilliant. .... ?

3 A: .....

B: Wow, that's great. ....  
 I can't wait.

4 A: Good, .....

B: Yeah, see you then.

**5** Work out the order in which these pairs of actions happened. Then write sentences using the words or phrases in italics and verbs in the simple past or the past perfect. You may need to change people's names to pronouns.

- a** Waleed's father lent Waleed his car.  
Waleed passed his driving test.

*after*

*After Waleed had passed his driving test, his father lent him his car.*

- b** The family finished preparing the food for the party.

The guests started arriving.

*before*

- c** The tourists went on a guided tour of the city.

The tourists got off their coach in the city centre.

*as soon as*

- d** The businessman checked in at the airport.

The businessman had breakfast.

*after*

- e** The audience asked questions.

The lecturer finished speaking.

*when*

- f** The cousins arrived at the stadium at 11 a.m.

The volleyball tournament started at 12 p.m.

*before*

**6** Match the sentence beginnings with their endings.

- a** As soon as the sun had set,  
**b** The tornado had destroyed most of the town  
**c** By the time Khalid got home,  
**d** I had visited Kuwait City before,  
**e** I could tell the festival had begun because

- 1** before it was evacuated.  
**2** but somehow I still got lost.  
**3** the streets were decorated with flags and banners.  
**4** the temperature dropped dramatically.  
**5** the documentary had already started.

**7** Put the verbs between brackets in the right tense.

- a** Every time somebody discusses holidays, they ..... (reminisce) about their summers abroad.  
**b** The photographer certainly ..... (capture) the mood of the celebration last night.  
**c** He ..... (hold) the baby when it started crying.  
**d** The ball ..... (just touch) the net.  
**e** Why ..... you ..... (not swap) this jacket for that one? This one's better.  
**f** I knew I ..... (pass) my exam when the teacher smiled at me.  
**g** I ..... (not see) my uncle since last year.  
**h** He ..... (meet) us at the airport at 9.00 a.m.

Self-assessment

## Writing

### Notes for a talk

- 1 When you prepare to give a talk or a presentation, it is helpful to make a few simple notes. Read these notes which a speaker wrote when he was preparing a talk.

#### Introduction

Irish nomads – Travellers  
Method of travel  
Sold things they made

#### Differences now

Houses  
Language: Gammon  
Cars  
Children: school / interests



- 2 Now read the talk and underline the parts of the talk the notes refer to. Did the speaker follow the exact order of his notes?

I am going to tell you something about the nomadic people who live in Ireland.

- They are called Travellers or Tinkers and traditionally they used to travel around the country in horse-drawn caravans selling things they had made. They were particularly well-known for making pans and kettles.
- Now more and more Travellers are moving into modern houses and settling down.
- They still travel, usually in modern cars and lorries now, but not as often as in the past. Their children go to school regularly and do the kinds of things children all over the world do: watch TV, listen to music and have their favourite football teams.
- Travellers have their own language, called Gammon, but this is now dying out as their traditional lifestyle is changing.



# 3

## MODULE 1: Getting together Meeting places

### Key words

circumstance, civil servant, cocoa, cultivation, gratitude, porcelain, silk

#### Reading

1 What is happening in the photograph? Discuss with a partner.

.....  
.....

2 As you read this article about tea-drinking habits in China, complete the following graphic organiser.

What I know	What I want to find out	What I learnt
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....

### TEA – A DAILY NECESSITY

Today, tea is the most popular drink in the world. It is drunk by more people than either coffee or cocoa and the number of people drinking it is increasing year by year. The cultivation of tea plants began in China over two thousand years ago, and from there its popularity quickly spread, first to Japan and then to the rest of the world. Together with silk and porcelain, tea is still one of China's most important exports.

In China, everyone from taxi drivers to civil servants drinks tea daily. Although people drink it at all times of the day and night, it is especially popular after meals. In warm summer weather, people believe it helps them to keep cool and relax, and this is why there are so many traditional tea-houses in Chinese towns and villages, where local people, especially the elderly, meet regularly and chat with their friends. In many towns, tea-houses open in the late afternoon and quickly fill up with students and business people.

There are several special circumstances in which tea is prepared and consumed. In Chinese society, people show respect to one another by offering a cup of tea. They make serious apologies to others by pouring them tea. In the traditional Chinese marriage ceremony, both the bride and groom kneel in front of their parents and serve them tea as an expression of gratitude for bringing them up well. The parents will usually drink a small portion of the tea and then give the couple a red envelope, which symbolises good luck.



**3** Look at the article and the Factfile. Are these True (T) or False (F)? Justify your answers.

- a Tea is not as popular as coffee.

---

- b 90% of the world's tea is grown in China.

---

- c People don't drink tea in the summer because it makes them feel hot.

---

- d People in Japan started drinking tea from around 500-600 CE.

---

- e People in Arab countries started drinking tea later than people in China and Japan.

---

- f The word for 'tea' is the same in many languages.

---

**4** Choose the correct word from the list to fill in the blanks. Make sure you use the words correctly.

apologies    ceremony    chat  
civil servant    cultivation  
porcelain    skilled    tea-house

- a Her mother has a very expensive collection of Chinese .....
- b She has served as a ..... in the courthouse for several years.
- c He visited his friend for an amicable .....
- d Farmers depend substantially on ..... for their livelihood.
- e Leonard Da Vinci was a very ..... painter.
- f Their ..... seemed genuine and heartfelt.

Self-assessment

### Factfile

**Tea – China's gift to the world**

- There were tea plants in China 6000 years ago.
- Now 40 countries in the world grow tea. 90% of these are in Asia.
- Tea-drinking spread from China to Japan in the 6th century CE.
- Tea reached Arab countries in the 9th century CE.
- There are five different types of Chinese tea. The most famous is green tea.
- The word for 'tea' is similar in many languages. For example, in China it is 'cha' and in Russian it is 'chai'.
- The leaves of tea plants are picked when the plant is between 5 and 30 years old.
- A skilled tea picker can collect 600 grams of tea leaves a day.

### Over to you

**5** Write a short paragraph: which do you prefer, drinking tea or drinking coffee? Support your answer.

---

---

---

---

---

---

---

---

---

---

## Language practice

- 1 Some of the talking verbs in sentences a–g are wrong. Tick (✓) the correct sentences and cross (X) the incorrect sentences. Then choose the correct verb from this list. Use each verb only once.

argue chat discuss say speak talk tell

- |   |   |             |                |
|---|---|-------------|----------------|
| a | Could you <b>say</b> me the time, please?                             | _____x_____ | _____tell_____ |
| b | I <b>chatted</b> to my friends on the way home from school.           | _____       | _____          |
| c | If you have a problem at school, <b>argue</b> it with a teacher.      | _____       | _____          |
| d | The professor <b>told</b> for an hour about the environment.          | _____       | _____          |
| e | He has very strong opinions. That's why he <b>argues</b> with people. | _____       | _____          |
| f | He <b>said</b> me where he lived.                                     | _____       | _____          |
| g | The teacher told the student to stop <b>telling</b> .                 | _____       | _____          |

- 2 Find a word in the text on page 16 that is related to each of the words in the list below. Write the related word in the space beneath the given word. Then, make up a new sentence for each in the space provided. The first word is given as an example.

1	drink	At dinner, the table was covered with food and drinks.
1	drunk	Water is drunk by more people than juice.
2	tea	
2		
3	drive	
3		
4	enjoyment	
4		
5	quick	
5		
6	day	
6		
7	popular	
7		
8	meeting	
8		

- 3 Match these words and expressions from the article and the Factfile with their meanings.

- |   |               |   |   |
|---|---------------|---|---|
| a | consume       | 1 | good at doing something / experienced                   |
| b | civil servant | 2 | the growing of plants                                   |
| c | chat (verb)   | 3 | the production of expensive teas                        |
| d | cultivation   | 4 | to eat, drink or ingest (food or drink)                 |
| e | porcelain     | 5 | talk in a friendly, informal way                        |
| f | skilled       | 6 | someone who works for the government                    |
|   |               | 7 | a type of small bird                                    |
|   |               | 8 | a kind of clay which is used to make cups, plates, etc. |

**4** Complete these sentences about the history of chocolate. Use the correct form of the verb in brackets.

- a If the Olmecs ..... (*discover*) cocoa 3000 years ago, we wouldn't have been able to produce the modern chocolate bar.
- b In 1528, chocolate arrived in Spain. If it ..... (*arrive*) earlier, it would have spread to the rest of Europe faster.
- c The Aztecs used cocoa beans as money. If they ..... (*use*) the beans in this way, their society would not have been as advanced as it was.
- d If Belgian chocolatiers ..... (*develop*) chocolate making techniques, Belgium wouldn't have been as famous for its chocolates.

**5** Complete the following telephone conversation with the relevant expressions.

- Jaber:** Hi Najeeb, Mum told me you called earlier, right?
- Najeeb:** Yes, I wanted to make sure when we're going to meet to make the arrangements for the picnic.
- Jaber:** That's right. How about we meet tomorrow at lunchtime?
- Najeeb:** (1) .....
- Jaber:** That's okay. How about this afternoon? Are you free?
- Najeeb:** (2) .....
- Jaber:** That's great!
- (3) .....
- Najeeb:** Is 4 o'clock at the mall fine with you?
- Jaber:** I can make it by 4, but the mall is a little bit far from my house.
- (4) .....
- Najeeb:** Central Café sounds good. So I'll meet you there, okay?
- Jaber:** (5) .....
- Bye.

**6** Answer these questions about someone who was thinking of opening a café. Use the words in italics in your answer.

- a If he opened a café, what would he sell? (*coffee / tea*)  
If he opened a café, he would sell coffee and tea.
- b If he wanted to sell cakes too, where would he make them? (*kitchen*)  
.....
- c If he wanted to become a café owner, what would he need to do first? (*training course*)  
.....
- d If he owned a café, what would he do at the end of each day? (*count the day's money*)  
.....

**7** Now imagine that the person in exercise 6 didn't open a café. Rewrite your answers to 6a–d changing the verb tenses.

- a If he had opened a café, he would have sold coffee and tea.
- b .....
- c .....
- d .....

**8** Look at the picture.



What could / might have happened?

- .....
- .....
- .....



**Writing** Describing scenes in detail

**1** Match descriptions A and B with the postcard scenes below.



**A** The sea looks deep blue. There are waves coming on to the beach, but the sea looks calm. There is a hill in the background and it doesn't look remote. There are white clouds on the horizon, but we know it is a sunny day because a man is sitting on the beach with a parasol. He is wearing shorts and a T-shirt and looking towards the horizon. There are also two little children behind the man, playing in the sand. They have plastic toys with them and they are also wearing light clothes but have caps on their heads. They look very enthusiastic and joyful. There are no buildings or cars in this photo. ....

**B** Starting from the far right, we see a small hill that seems bare. Then there are a few buildings that are far away, but as we look to the left the buildings get taller and nearer and are surrounded by palm trees. The last building is barely showing but looks huge and is directly on the beach. We know that it's nighttime because the hill is dark, the buildings are lit up and the sky is dark blue. There are people sitting on the beach, which looks sandy, or walking along peacefully. There is also a young man helping his little boy build a nice sand castle. ....

**2** Read the descriptions again and make lists of:

a phrases with adjectives and nouns: deep blue .....

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

b phrases which tell you where something is: on the horizon / in the background .....

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

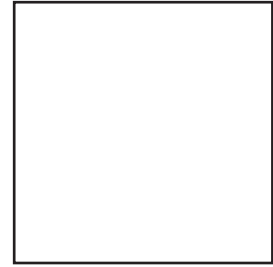
c phrases with *look*: the sea looks calm .....

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

3 Bring to class two postcards of two places you like. Write a description of each using phrases like those you listed in exercise 2. Don't forget to staple your postcards to this page.

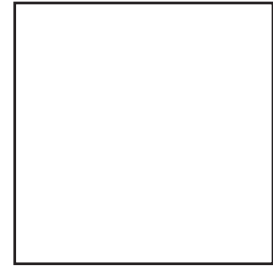
Postcard 1

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



Postcard 2

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



4 A friend of yours is trying to decide which of the two places you have described to visit. Write a paragraph persuading them to visit the place featured in **Postcard 1**. Support your argument by comparing and contrasting it to **Postcard 2**.

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

# Progress test 1

## Reading

1 Read the following advice about passing your driving test. Underline where the writer reassures and encourages the reader.

### Passing your driving test – some simple advice

- Talk to people who have taken their test recently. Get them to tell you about their experience and ask them for their advice.
- Read about what to expect in the test. You can find useful books in libraries and articles on Internet websites.
- 5 ● Don't book your driving test until you feel confident. If you don't feel confident, ask your driving instructor for more practice.
- Try to get a good night's sleep before the day of the test.
- Don't worry if you feel a bit nervous. This can help you concentrate on your driving.
- On the day of the test, arrive at the test centre early. Give yourself plenty of time to relax and prepare yourself mentally.
- 10 ● Turn off your mobile phone. The last thing you want is for someone to phone you just before or actually during the test.
- During the test, drive normally. Everybody makes a few mistakes when they're driving, so don't try to drive perfectly.
- 15 ● If you don't understand something that the driving examiner tells you to do, ask him or her to tell you again.
- If you make a mistake, forget about it and go on driving as well as you can. You won't fail because of one or two small mistakes.
- 20 ● And if you fail, don't get upset. Most learners have to take their test two or three times before they pass.

2 Read the article again and answer these questions.

a How can people who have taken a test already help you?

.....

b How can feeling a bit nervous help you when you take the test?

.....

c How should you prepare yourself mentally?

.....

3 Complete sentences 1-3 with their correct endings.

1 You can find written information about taking a driving test in ...

a the test centre    b libraries and on the Internet    c encyclopaedias

2 If you don't feel confident about taking the test, ...

a postpone it    b never mind and do the test    c ask for more practice

3 During the test you should drive ...

a perfectly    b slowly    c as usual

**L**anguage practice

**1** Choose the correct verbs in this story.

I got up very early on Tuesday after a long sleepless night. It was the day when I had to take my driving test. I tried to remember all the road signs I **(1)** (*studied / had studied*) last night and I **(2)** (*could / managed to*) recall most of them. My dad took a day off work to accompany me. We **(3)** (*could / were able to*) get there on time despite the traffic. I was extremely worried although I **(4)** (*was / had been*) very well-prepared for it. I **(5)** (*waited / had waited*) for my turn for about an hour, and during this time, I tried to benefit from the experiences and mistakes of the ones who **(6)** (*came / had come*) before me. Finally, my turn arrived. I got into the car and I was asked to park it. I **(7)** (*shouldn't / wasn't able to*) remember all the instructions I **(8)** (*was / had been*) told, but I **(9)** (*could / managed*) to park the car pretty well. I was asked some questions about road signs and I was surprised that I **(10)** (*could / would*) answer them all correctly. Four days later, Dad came home, bringing with him my driving licence. I felt very proud for **(11)** (*being able / managing*) to pass my driving test the very first time.

**2** Rewrite these sentences as third conditional sentences using *if*.

- a Mohammed got up late because his alarm clock didn't go off.  
If his alarm clock had gone off, Mohammed wouldn't have got up late.
- b He got up late, so his taxi got stuck in heavy traffic on the way to the driving academy.  
.....
- c Because his taxi got stuck in heavy traffic, he missed his turn for the driving test.  
.....

- d He missed his turn, so he had to wait for one more hour.  
.....
- e While he waited one more hour, he met an old school friend.  
.....

**3** Rewrite the following sentences correcting the words in italics.

- a He spoke so quickly that I found it very *impossible* ..... to understand what he meant.
- b You look absolutely *tired* ..... I hope you haven't been *going off* ..... sleep again.
- c The children were *very* ..... terrified by the storm. It *went off* ..... for hours.
- d This time the space *station* ..... made an absolutely *good* ..... landing.
- e The *composer* ..... painted a very *enormous* ..... painting.

**4** Complete sentences a-f with a form of the word in capitals.

- a There's a very strong ..... between me and my brother. SIMILAR
- b In many countries the ..... way of travelling is by horse or camel. TRADITION
- c There is a great ..... in average temperature between Africa and Europe. DIFFERENT
- d Oil ..... will be increased next year. PRODUCE
- e Scientists have made important new ..... about the Universe. DISCOVER
- f The firefighters who rescued people from the building showed great ..... BRAVE



**2** Make a self-assessment based on the description you wrote in exercise 1, checking the following:

a Did you include details that could help you create a vivid image, such as adjectives? If yes, what are they?

.....  
 .....

b Did you include spatial expressions to help you provide the picture as precisely as possible? If yes, what are they?

.....  
 .....

c Did you include details that reveal the impression the scene made on you, such as phrases with *look*? If yes, what are they?

.....  
 .....

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 abilities and achievements?
- discussing festivals?
- giving a factual talk?
- presenting ideas and suggestions?
- writing a report and an informal invitation?

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"/>

**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?

# 4

## MODULE 2: Communication

# Communicating

### Key words

chime, illiteracy, inaccessible, integrate, lifeline, mailbag, transcribe

### Reading

1 Look at the map and photograph. Where are they from? Do you think communicating is more challenging for people living in places like this?

2 Read the article below. Do you think it is a successful postal service?

### Letters to the mountains

Although the Internet has been celebrated for its unrivalled success in bringing the world closer together, not everyone in the world has access to a computer. For many people the Internet and sending e-mails are an abstract technology that does not relate to their everyday lives, and instead they favour writing and posting letters in the traditional way. But the postal authorities in Himachal Pradesh, a state in the north of India, have introduced a new service for their customers which integrates traditional mail and e-mail. People write their letters, then deposit them at their local post office. There, they are transcribed and then sent by e-mail to post offices in other parts of the country. Here, the e-mails are printed out and taken by the postman to their final destination.

Some of these letters, however, which are addressed to very remote places, like the Himalayas, have to be taken by hand to their destinations. They are carried by 'mail runners' who travel long distances on foot, often through mountains or other inaccessible areas. These postmen, who wear special uniforms and carry a mailbag and a bell, were introduced by the Indian post office over 150 years ago. There are now over 1600 'mail runners' in the territory of Himachal Pradesh.

There is often an atmosphere of excitement when the chime of a postman's bell is heard in a village, some of which rarely see outsiders due to their distant locations. The runners also often bring news from other villages and from the outside world. Illiteracy is often high these days, so a runner may have the added responsibility of reading the contents of the letter to the recipient, if they cannot read it for themselves. The runners of Himachal Pradesh are therefore clearly more than just a postal service. They are a lifeline between the villages and the rest of the world.



**3** Read the article again and answer these questions.

- a In which part of India is Himachal Pradesh?  
.....
- b How are people’s traditional letters sent by e-mail?  
.....
- c Who takes the printed e-mails to the very remote areas?  
.....
- d How many of these people are there in Himachal Pradesh?  
.....

**4** Complete the table with words from the text. (¶ = paragraph)

Word	Definition	¶
.....	better than everyone or everything of the same type	1
.....	belonging or relating to a particular area or neighbourhood	1
.....	a hollow object, typically made of metal and used to make a sound	2
.....	not often; seldom	3
.....	a person or thing that receives something	3

**5** Which statement is true? Correct the false statements with extra information from the text.

- a Himachal Pradesh is a postal service in Northern India.  
Himachal Pradesh is a territory in Northern India.  
.....  
.....

- b It is a remote and mountainous area.  
It is an easily-accessed mountainous area.  
.....  
.....
- c The postmen wear a special uniform and belt.  
The postmen carry the post in a custom-made bag.  
.....  
.....

**6** Number the following sentences from 1-7 according to their order of occurrence in the text on page 26.

- .... Letters are carried by ‘mail runners’ who travel long distances on foot.
- .... E-mails are printed out and taken to the correct address.
- .... People write the letters.
- .... The letters are copied and sent by e-mail.
- .... Letters are delivered to their addressees.
- .... Some letters are taken by hand to their destinations.
- .... People take the letters to the post office.

**7** Make notes on the following without rereading the article.

- a The geography of northern India  
.....  
.....
- b How the Himachal Pradesh postal service works  
.....  
.....
- c Modern vs. traditional forms of communication  
.....  
.....

**Over to you**

- 8** Why do you think people still write traditional letters? Would you do that? Why or why not?



## Language practice

1 Complete sentences a–e with words from these lists.

- |      |          |       |       |
|------|----------|-------|-------|
| bar  | clothing | glass | grain |
| item | piece    | slice |       |

- a Some people like ice and a ..... of lemon in their water.
- b I'm reading a book about using computers more efficiently. It contains some very useful ..... (s) of advice.
- c The storm broke six panes of ..... in my office windows.
- d The last item of ..... I bought was a white shirt.
- e Everyone was very hungry – there were only a few ..... (s) of rice left in the dish.

2 Complete the following sentences with your own ideas using the contrast words in brackets.

- a (however)  
Our English teacher didn't give us any homework for the holiday. ....
- b (although)  
....., I kept in touch with him through e-mails.
- c (in spite of)  
....., I arrived at the meeting on time.
- d (but)  
It is a very remote area, .....

3 Write a sentence of your own using each of the words below with *some*, *much* or *many*. Make sure you use the correct quantifier with countable and uncountable nouns.

- a money:  
.....
- b suitcase:  
.....
- c sugar:  
.....

- d postman:  
.....
- e service:  
.....
- f wood:  
.....
- g computer:  
.....

## Grammar assistant

### Quantifiers

- For countable nouns, use **many** + noun.  
*There are **many** animals in the zoo.*
- For uncountable nouns, use **much** + noun.  
*I didn't get **much** sleep.*
- Use **some** to talk about unspecified quantities (countable and uncountable nouns).  
*I made **some** money running errands.*  
*He played **some** records for me.*
- Use a plural noun without **the**, for talking about things in general.
- Use **the** for regions or names of countries.
- Use **the** the second time you mention something.
- Use **a / an** the first time you mention something.
- Use **a / an** for one of many possible examples.

4 Complete these conversations with *a*, *an*, *the* or *x* (no article)

- a A What does your father do?  
B He's ..... accountant.  
A Does he work in ..... office?  
B Yes, it's in ..... city centre.
- b A Do you prefer letters or e-mails?  
B It depends. I wrote ..... e-mail to one of my friends this morning, but at ..... weekend I wrote ..... letter to ..... relative who lives in ..... England.  
A I only write e-mails these days. I can't remember ..... last letter I wrote.
- c A Have you got ..... pen I could borrow, please? I want to leave ..... note for my parents.  
B Yes. Here you are. Do you need ..... sheet of paper and ..... envelope?  
A No, thanks.

Grammar assistant

5 Choose the right form of the verb.

- a Both Nader and Yaseen (*live / lives*) in a suburb outside Kuwait City.
- b Either he or they (*is / are*) going to take care of the problem.
- c Neither my aunt nor my grandmother (*want / wants*) to come to the celebration.
- d Both my father and my brother (*intend / intends*) to finish the project.
- e Neither Jameela nor the other students (*believe / believes*) in last minute revision.
- f Either the managers or their assistants (*has / have*) investigated the situation already.

6 Expand the following sentences using *either ... or*, *neither ... nor*, or *both ... and*, without changing their meaning.

- a For some reason, Ahmed or Waleed's numbers aren't in my phonebook.  
.....
- b Samira and Salma started a degree in medicine last year.  
.....
- c Next season's Premier League will be won by Liverpool or Arsenal.  
.....
- d The long distance charges will have to be paid by the caller or the receiver.  
.....

7 What would you say in the following situations?

- a You have dialled the wrong number.  
.....
- b You are talking on the phone to a friend but now you can no longer hear them.  
.....
- c The postman has given you a letter addressed to somebody else.  
.....
- d You think you have been given the wrong change at the post office.  
.....

Correlative Conjunctions

- Subjects connected by **both ... and** take a plural conjugation.  
*Both Ahmed and Anwar attend these meetings.*
- Verb conjugation with **either ... or** depends on the subject (singular or plural) closest to the conjugated verb.  
*Either Faisal or the girls need to attend the course. (second subject plural).*  
*Either Noura or Sarah is going to visit next weekend. (second subject singular).*
- Verb conjugation with **neither ... nor** depends on the subject (singular or plural) closest to the conjugated verb.  
*Neither Omar nor Waleed lives in the city. (second subject singular).*  
*Neither Lubna nor my other friends care about their future. (second subject plural).*

8 Choose the correct article in the following sentences.



The history of the postal service

- Originally British postal services only carried letters to and from (1) *a/an/the* King.
- 1626 (2) *A/An/The* new postal service began. (3) *A/An/The* service was between Plymouth and (4) *a/an/the* capital, London.
- 1635 King Charles I said that everyone in Britain could use (5) *a/an/the* postal service. But it cost a lot of money to send (6) *a/an/the* letter.
- 1680 London introduced (7) *a/an/the* new cheap price for all letters. (8) *A/An/The* price was one penny.
- 1840 (9) *A/An/The* first stamp was used.
- 1974 Postcodes were introduced all over Britain. (10) *A/An/The* letters of (11) *a/an/the* normal postcode are related to (12) *a/an/the* name of (13) *a/an/the* town or city.

Self-assessment

## Writing A formal letter of application

1 Read these two letters written by a university and a student, then answer the questions.

- a Are both letters written in formal English? Why do you think this is?
- b What is the purpose of each letter?

A

To the Director of Study Abroad,

Re: Application for the International Exchange Programme

I am writing to apply to join the International Exchange Programme, beginning September 2009. I am currently studying for a BA in Economics at City University and I believe studying abroad will provide an excellent opportunity to enhance my skills. Please find my CV and application form attached. If you require any further information, please feel free to contact me.

I look forward to hearing from you in the near future.

Yours faithfully,

Omar

B

Dear Omar,

Thank you for your application to our International Exchange Programme. The Study Abroad committee will be spending the next few weeks reviewing everyone's applications. All applicants will receive notification of our final decision by letter on August 31st. In the meantime, if you have any additional questions please contact our Study Abroad Officer at [studyabroad@cityuni.com](mailto:studyabroad@cityuni.com).

While we consider your application, here is a mini-prospectus for you to study further. If you no longer feel this programme is right for you, please inform us as soon as possible.

- Through the International Exchange Programme you are given the opportunity to study for three to twelve months at a university in another country. The academic work you complete abroad will be credited towards your final degree. Students who wish to apply for our exchanges must have at least a grade B average.
- It is a great chance to immerse yourself in the language, lifestyle and culture of another country and to broaden your experience during your studies. You don't have to be a language student to take part and you will receive additional funding to cover travel and accommodation. All other costs must be met by the student.
- New programmes are regularly introduced, so you should contact your chosen department for the most up-to-date information. Programmes currently available include Engineering, Biological Sciences, Computer Science, Economics, History, Law, Mathematical Sciences and Business.

We suggest that you explore their websites. There are also some catalogues available in the Study Abroad Office, Room G09.

We hope you feel this exciting opportunity is right for you. Thank you again for your application and good luck.

Yours sincerely

The Director of Study Abroad,  
City University

**2** Look at the two letters again and answer these questions.

- a Which letter is written to be read by more than one person?  
.....
- b Which letter gives personal information?  
.....
- c Which sounds more polite? Justify your answer.  
.....
- d Make a list of the expressions of gratitude used in each letter:  
.....

**3** Fill in the application form for the International Exchange Programme. You should use formal language.

Application form for City University's International Exchange Programme	
Full name: .....	
Date of birth: .....	
Home address: .....	
Phone number/mobile: .....	
E-mail: .....	
Current degree: .....	
Course applied for: .....	
Academic record	
Subjects	Grades
Other achievements (please give details of any other academic, or non-academic achievements, that you think are relevant)	
Personal statement (you should include your reasons, both academic and personal, for applying for the exchange programme)	
Signature: _____	
Date: _____	

## Writing

## Key words

industrial design, mechanism, reliable, socket

## Reading

1 Read the article about the history of ballpoint pens and answer these questions.

a When were the first biros produced?

.....

b How much did the first American ballpoint pens cost?

.....

c In which country were Bic pens first produced?

.....

d How does a ballpoint pen work?

.....



### Ballpoint pens: a short history

In the early 1940s, a Hungarian journalist called Laszlo Biro visited a newspaper office. He watched the production process and was amazed at how quickly the printing ink dried on the paper. It was then that Biro decided to design a pen which used quick-drying ink instead of the normal ink which traditional fountain pens used and which took a long time to dry.

In 1943, Laszlo and his brother, who was a chemist, produced the first 'biros'. The pens became an instant success – mainly because the ink dried quickly and they were stronger than normal ink pens, but also because they worked in planes at high altitude. The pens were so effective that they were adopted by the Royal Air Force of the United Kingdom, whose crews found them far more reliable during flights than older fountain pens. 5

Two years later, an American company produced similar pens, but because of the technology involved, these first ballpoint pens were very expensive, at \$10 each. 10

In 1949, Marcel Bich, who had previously purchased the patent to the Biro pen, produced the first cheap ballpoint pens in France. These 'Bic' pens eventually sold on the American market for only 10 cents each. The Bic company has been successfully making ballpoint pens ever since. So successful was Bich's product that the Bic pen has become a recognised icon of modern industrial design, even appearing in museums and galleries as an object of cultural significance. 15

The most important part of a ballpoint pen is the ball. As it moves across a piece of paper, the ball revolves in its socket and transfers quick-drying ink onto the paper. This mechanism is very important. If the ball is too tight in the socket, the ball will not move. If it is too loose, the ink will dry up. Ballpoint pens can write in many different situations, but they cannot write upside down, because the ink needs gravity to move down on the ball. 20

Although the successful design of the ballpoint is generally attributed to Laszlo Biro, many other attempts were made in the years preceding Biro's design.

It has even been argued that Galileo Galilei produced a design for the ballpoint pen in the 17th century. 25



## Language practice

1 Complete the short paragraph below using words from the box.

calligraphy	ancient	ink
alphabet	tortoise shells	brush
symbols	characters	scribes
traditionally	decorative	stylised

Chinese writing is made up of letters called (1) ..... These letters combined to create the Chinese (2) ..... Originally, (3) ..... and other educated people would record important information on (4) ..... This (5) ..... system of Chinese writing has changed little over the centuries, and many of the old (6) ..... are similar to those used today. (7) ....., the Chinese wrote with (8) ..... and a (9) ..... and these are still used today. (10) ....., the process of producing (11) ..... art from the letters of an alphabet, is an extremely important practice in China, and because of this Chinese is often regarded as a (12) ..... system of writing.

2 Correct the tenses in bold so that the sentences make sense.

- a I **have made** cakes all day and I'm still not finished.  
.....
- b John **will avoid work** this week and is now feeling the consequences.  
.....
- c I **have learned to play** the violin since an early age, but I still struggle with difficult pieces.  
.....
- d I **have been practising** all last night so I could go out today.  
.....

- e I **have been reading** my notes several times, but I'm worried I have forgotten everything already.  
.....

## 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.
- Use **for** with a period of time or time expressions.  
*He has lived in Paris **for** fourteen years.*
- Use **since** with a specific date or time expression.  
*I've played the piano **since** I was a child / **since** 1989.*
- Use the present perfect continuous to talk about actions that were in progress at a time in the past, and are continuing in the present or have just recently finished.  
*Why are you crying?  
I've **(just) been watching** a drama.  
I've **been looking** after my younger brother all afternoon.*

3 Complete these sentences with **for** or **since**.

- a We've lived in this flat ..... 2002.
- b I've been reading this novel ..... nearly three weeks.
- c My father has worked for the same company ..... nearly twenty years.
- d We've been waiting here ..... 7 o'clock this morning.
- e He's been able to swim ..... he was three years old.
- f The children have been playing on the beach ..... half an hour.

4 Choose the best form of the verb, either the present perfect simple or the present perfect continuous, in conversations a–d.

- a **A** *Have you had / Have you been having* a busy morning?  
**B** Not really, *I've talked / I've been talking* to my friends on the phone.  
**A** *Have you done / Have you been doing* your homework yet?  
**B** No, *I've sent / I've been sending* a few e-mails, and I've *tidied / been tidying* my room.
- b **A** What's wrong with your hand?  
**B** *I've cut / I've been cutting* my finger. The knife slipped while I was peeling an apple.  
**A** *I've told / I've been telling* you before to be more careful with knives.
- c **A** What *have you done / have you been doing* at school all afternoon?  
**B** *We've had / We've been having* exams in English and history.  
**A** How well do you think *you've done / you've been doing*?  
**B** I should do quite well. *I've revised / I've been revising* all week.
- d **A** Why is your brother looking so happy?  
**B** *He's just heard / He's just been hearing* that *he's passed / he's been passing* his driving test.  
**A** Was it the first time?  
**B** No, *he's taken / he's been taking* it three times already.

5 Match the start of these statements about a sportsperson's experiences with the correct endings. There are more endings than you require.

- a I started ...  
 b After a few years ...  
 c Sometimes I won ...  
 d It's only recently ...  
 e I can still remember  
 f My coach was ...  
 g These days ...

- 1 I began to take part in competitions.
- 2 I would like to become a successful archery coach.
- 3 that I really started to excel at my sport.
- 4 the first major competition I won.
- 5 doing archery at an early age.
- 6 I am a professional archer and an hoping to qualify for the next Olympics.
- 7 very proud of me.
- 8 but more often I lost.
- 9 I wish I'd become a bowler.

6 Write appropriate beginnings to these sentences so that they are true for you.

- a .....  
 since I was seven years old.
- b .....  
 for 3 years.
- c .....  
 since last week.
- d .....  
 for 6 hours.

7 Choose the correct words in these sentences.

- a When he became *an amateur / a professional* footballer, he gave up his job at the bank.
- b It's *practical / impractical* for me to go to work on foot. It would take three hours.
- c The questions in the maths exam were so *complicated / simple* that I couldn't even understand them.
- d Gold and silver are *precious / worthless* metals.
- e Air travel is *an ancient / a modern* form of transport.

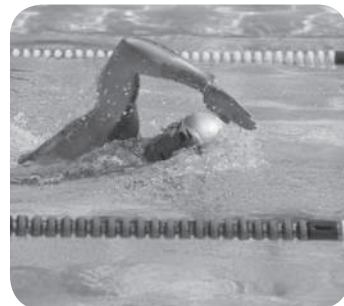


## Writing Interview questions

1 Read interview questions Q1–Q10, then find the appropriate answer for each question in the list A–J below.

### Questions

- Q1 Can I start by asking you when you started swimming? .....
- Q2 When did you take part in your first serious race? .....
- Q3 Do you remember the outcome? .....
- Q4 Could you tell me about the first race you took part in as a professional? .....
- Q5 Can you remember how you felt? .....
- Q6 Have you ever had an accident in one of the competitions? .....
- Q7 And how long did you desist from swimming? .....
- Q8 Did you enjoy this long break? .....
- Q9 What do you like most about being a swimmer? .....
- Q10 And finally, can I ask you about your plans for the future? .....



### Answers

- A Yes, excited and at the same time terrified.
- B Yes, it was a competition in a nearby town. I came second in the end.
- C I love the game itself – and it's a good way to keep fit.
- D Actually, yes. It was two years ago. I accidentally broke my leg diving during the warm-up. It was a big disappointment for me.
- E Well, I hope to go on swimming for as long as possible. After that I'd like to be a sports journalist, or maybe a swimming coach.
- F Not really! It was hard for me to wake up every morning, hoping to carry on swimming and knowing that I couldn't do that. However, I kept going to all my team-mates' races to show my support.
- G I had to stop practising for exactly a month.
- H When I was about eight. I was still at primary school, but I took it very seriously.
- I I can't remember exactly, but my father says he remembers taking me to the pool when I was two years old.
- J Yes. My team lost overall, but I came first.

2 Read the interview questions again.

- a How many different question beginnings does the interviewer use? .....
- b How does the interviewer begin his first and last questions? .....
- c What does the interviewer ask about in:
- Q1–8? .....
  - Q9? .....
  - Q10? .....

**3** Imagine that you are a sports reporter. Write an interview with your favourite athlete. Imagine the questions you would ask and his/her replies. Write about 170-200 words. You may use the questions on page 36 to help you.

Q1 .....

A .....

Q2 .....

A .....

Q3 .....

A .....

Q4 .....

A .....

Q5 .....

A .....

Q6 .....

A .....

Q7 .....

A .....

Q8 .....

A .....

Q9 .....

A .....

Q10.....

A .....

Q11.....

A .....

Q12.....

A .....

Q13.....

A .....

Q14.....

A .....

Q15.....

A .....



# 6

## MODULE 2: Communication

# On the phone

### Key words

bin, disposable, pass on, reclaim, sibling

### Reading

1 Before reading the table about mobile phones, answer these questions.

a What do people do with their old mobile phone when they buy a new one? Give two possibilities.

1 .....

2 .....

b Why is it a good idea to recycle old mobile phones?

1 .....

2 .....

### What happens to your mobile phone when you are finished with it?

Action	What happens?	Advantage	Disadvantage
Give to friend or younger sibling	Phone is passed on and used again. Easy and friendly way to dispose of unwanted items.	Phone is still used and recycled. Is a good gift.	Could be misused. 'People may call old phone expecting to talk to you.'
Return phone to shop	Phone is returned to company in exchange for discount on new phone model. Shops ask for old phones to be returned when purchasing new ones.	Reduces cost of purchasing upgrade.	Shops don't always have return policy. Phones need to be in full working order.
Throw phone away	Phone is simply binned as rubbish, can end up in landfill. Old phones, which appear broken, are often binned.	Easy and hassle free.	Disposable batteries can damage the environment. Phones can often be restored.
Recycle phone	Phone is handed in at recycling point. Is seen as a preferable alternative to simply binning phones. Phones are cleaned, repaired and recycled.	Prevents waste. Some charities can benefit from phone recycling.	Recycling facilities can be hard to find.
Sell phone to specialist company	Phone is mailed off to specialist companies who clean, repair and recycle all or parts of the phone. May see TV advert for companies who reclaim phones. Second-hand phones often sent to places like Eastern Europe.	Get money in exchange for something you no longer want.	Often don't receive much money for them.

**2** Now, read the table. Choose two of the rows in the table and rewrite the information contained therein as a paragraph of text. Use the example below as a guide.

*Some people give their old phones to their friends or younger siblings to ensure their phone is not wasted and is still being used. This is a good idea as recycling the phone in this manner prevents waste and provides a good gift. However, problems may arise if people continue to call your old phone expecting to talk to you.*

.....

.....

.....

.....

.....

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.....

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.....

.....

**3** Find words with these meanings in the text.

- a a reduction of the usual cost of something  
.....
- b merely or just  
.....
- c a place where waste material is buried and covered with soil  
.....
- d intended to be used once and then thrown away  
.....

- e an object that should be used more than once and not thrown away  
.....
- f having had a previous owner; not new  
.....
- g an act of giving one thing and receiving another  
.....
- h a particular design or version of a product  
.....
- i to improve  
.....

**4** Complete the blanks in this extract with information taken from the table opposite.

What did you do with your last phone? Did you just throw it away? Many people do this, because it's easy and (1) ..... free. But, did you know that most of the phones that people simply discard can easily be (2) ..... , cleaned and (3) ..... ? Recycling phones in this manner is a great idea for two main reasons. Firstly, phones can damage the (4) ..... . They can end up in (5) ..... sites where they can be dangerous, especially if the (6) ..... batteries are still in them.

Secondly, there is a huge demand for (7) ..... phones, particularly in poorer countries in Eastern Europe. In these places up to a third of the phones in use are previously owned.

**Over to you**

**5** Why do you think young people keep changing their mobiles?

## Language practice

### 1 Complete the phone conversations a–e with these phrases.

that's right      it's getting better  
 I couldn't do without it  
 it wasn't my fault  
 it was like that when I got here  
 I'm not too keen on it

- a** **A** Do you like using your computer?  
**B** Yes, I do.  
 ..... now.
- b** **A** Were you here when the window was broken?  
**B** No, I wasn't.  
 .....  
**A** Ok, but the other pupils said you broke it.  
**B** ....., honest.
- c** **A** Do you like orange juice?  
**B** Well, I drink it, but  
 .....
- d** **A** How's your headache?  
**B** I still don't feel one hundred percent but .....
- e** **A** So you want your order delivered tomorrow?  
**B** .....  
 No, sorry. I meant the next day.

### 2 Read the text about using mobiles whilst hiking and fill in the blanks with words from the box.

shock-resistant    weak signal    mountainous  
 security number    designed    recharge  
 hiking    break up    notify    delighted



A mobile phone is a useful tool to take on expeditions because it can be used to (1) ..... people of your whereabouts. However, when (2) ..... in (3) ..... areas, it can sometimes be difficult to use your mobile phone. This is because such regions are often subject to a (4) ..... . If you attempt to call someone in these places, your call will most likely (5) ..... . The lack of electricity in such places also makes it difficult to (6) ....., so you should definitely take extra batteries. I'd also recommend protecting your phone by using a (7) ..... in case you lose your phone. If not, someone could be (8) ..... by the prospect of making free calls at your expense. Nowadays, you can even buy phones specifically (9) ..... for outdoor activities. These phones are very durable and feature the latest in (10) ..... technology.

### 3 Unscramble the sentences. Add punctuation and capital letters.

- a** running / call you / because / battery / ill have to / im / later / out of  
 .....
- b** will she / wont / meeting / for our / aisha / be late  
 .....
- c** well known / the novels / the Arab / like him / world / of Mahfouz / dont / throughout / are / but i  
 .....
- d** and / soup / is / too / chicken / isn't it / the / spicy / thick  
 .....
- e** because / upgraded / february / i / my phone / costs / havent / last / since / it / too much  
 .....

**4** Write responses to these situations. The first is given as an example.

- a You have gone to a shop to buy a new phone.  
Hello. I'd like to look at your mobile phones please. I need a new one.
- b Your mobile phone is broken and needs repairing. You're visiting a repair shop.  
.....
- c You lent your mobile phone to your brother and he lost it. He has come to apologise.  
.....
- d Your service provider has incorrectly charged you for calls you didn't make. You are calling their help line to solve the problem.  
.....

**5** Add the correct question tags to A's statements in these conversations and the correct endings to B's replies.

- a A You've just bought a new mobile, ..... ?  
B Yes, .....
- b A Call me later, ..... ?  
B No, .....
- c A Your phone's black and silver, ..... ?  
B Yes, .....
- d A You don't always use a security number, ..... ?  
B No, .....
- e A You wouldn't use my phone without asking, ..... ?  
B Yes, .....
- f A You couldn't e-mail me the information, ..... ?  
B Yes, .....

**6** Complete the following table of questions, affirmative and negative responses. You should phrase questions by using question tags wherever possible.

Question	Affirmative	Negative
We're going shopping later, aren't we?	Yes, we are going shopping later.	No, we're not going shopping later.
You'll make me a cup of tea, won't you?		
	Yes, he is looking thinner than he used to.	
		No, my uncle doesn't work for my father.
	Yes, of course I can come to your house for dinner.	
		No, I can't give you a lift to the mall.
You couldn't help me with my homework, could you?		

**Writing** Arguing a case

1 Read the following conversation about the advantages and disadvantages of using a phone. Which speaker is in favour of mobile phones? Which is against? And which is unsure?



- A:** I'm so glad I got my new phone. It's got so many great features.
- B:** Like what?
- A:** Well, it records video, takes photos and it accesses the Internet. It's amazing.
- C:** That sounds like a waste of money to me.
- B:** What do you mean?
- C:** Well, who needs a phone like that? Honestly, I think mobile phones are pointless.
- B:** I wouldn't go that far, but I know what you mean. There are some negative things about mobile phones.
- A:** You're both wrong. Mobile phones are so useful. I can always call my friends, or surf the Internet wherever I am.
- B:** Yes, that's true, but they're quite expensive.
- C:** Too right! Mobile phones are a waste of cash. Who wants to be contactable all the time? I feel sorry for businessmen. I bet they don't get any time to themselves nowadays.
- B:** That's a good point, but being able to contact people is normally beneficial.
- A:** Exactly. Now businesspeople don't have to stay in the office all day. They can work wherever they want. Besides, there are other uses for mobile phones. What if there's an emergency or something? Then you'd be happy to have a mobile phone.
- C:** Maybe, but then people have always had accidents and only recently had mobile phones. Doesn't that show that they're unnecessary? I think mobile phones change your life, and not for the better. People spend more time chatting on the phone than talking to their own families. Mobile phones can even cause accidents.
- B:** What do you mean?
- C:** Have you never noticed the number of people who talk on their phones when driving? I'm sure that must cause loads of accidents.
- A:** Hmm, I don't think they cause that many accidents. I'm sure the advantages outweigh any problems.
- B:** I'm not sure. Either way, I don't think you need such a flashy phone.

2 Now, complete the T-chart below with information from the text and your own ideas.

Mobile phones	
Advantages	Disadvantages





# Progress test 2

## Reading

1 Read the article about speech recognition programmes and complete the statements below.

A Last year, Fahd had a serious car accident, in which he nearly died. Although he survived, he lost the use of his hands in the accident. As a computer programmer, Fahd used to spend all day at work using a computer keyboard. But how has he managed since his accident? Amazingly, although injured, Fahd continues to work as a computer programmer. Using new speech recognition software, Fahd now talks to his computer, and no longer uses a traditional keyboard. However, you don't have to be injured like Fahd to use speech recognition technology. Talking to a computer is quicker than using a keyboard, and everybody would find speaking a more natural way of communicating than writing.

B 10 The first speech recognition programmes could not change speech into written language but they could obey spoken commands, like 'Close' or 'Save document'. The most modern programmes can recognise continuous speech, but users must read a few test texts to train the programme to understand the sound of their voice. This type of speech recognition programme, which has a very large vocabulary, would only understand the person who had 'trained' it. There are simpler programmes which are able to understand anybody who uses them, but these have only a very small vocabulary. Systems like these are used in telephone information services, where users are given a small choice of words to say.

- a Fahd was injured in .....
- b Fahd does not use the computer keyboard now; he .....
- c To communicate with a computer using your voice, you need .....
- d Users have to train the speech recognition programme to .....

2 What is the main idea in each paragraph of the article above?

Paragraph A: .....

Paragraph B: .....

**Language practice**

**1** Complete the following dialogues using questions with question tags.

- a A Fahd can work on the computer only through the speech recognition programme.  
B He can't use his hands. .....
- b A I've been recently studying speech recognition programming.  
B .....
- c A I couldn't send Faisal an e-mail yesterday.  
B .....
- d A We couldn't play our final football match.  
B .....
- e A I haven't slept all night.  
B .....

**2** Complete the sentences a-d with the appropriate adjectives and their opposites.

- A active clear useful precious
- B useless passive worthless vague

- a His instructions on how to use the mobile phone were very ....., but I guess the manual will be ..... enough.
- b I think speech recognition programmes are very ..... although some people believe that they are ..... and impractical.
- c Aisha thought that the ring she bought was ....., but a jewellery expert told her that it's fake and .....
- d Our teacher was satisfied to see us very ..... today in his class, unlike yesterday when we were absolutely ..... and bored.

**3** Complete the e-mail that Omar sent to a man who uses the speech recognition programme at work. Use the present perfect simple or the present perfect continuous and *since* or *for*.

Dear Mr Bader,

I (1) ..... (work) on a project about the speech recognition programme (2) *since / for* more than two months. Your nephew Mohammed told me about you and I think your experience would be a great help to my project if you don't mind. I already know that you (3) ..... (be) disabled (4) *since / for* your unfortunate accident. However, you (5) ..... (not stop) working on your computer (6) *since / for* you started using the speech recognition programme. I praise your courage in the face of everything you (7) ..... (go) through. I would like you, if you don't mind, to write to me about your experience and your opinion of the speech recognition programme. How long (8) ..... (use) it? (9) ..... (compensate) adequately for the keyboard? What kind of problems (10) ..... (give) you? I would appreciate if you could reply to my e-mail as soon as you can. I'm looking forward to hearing from you.

Omar

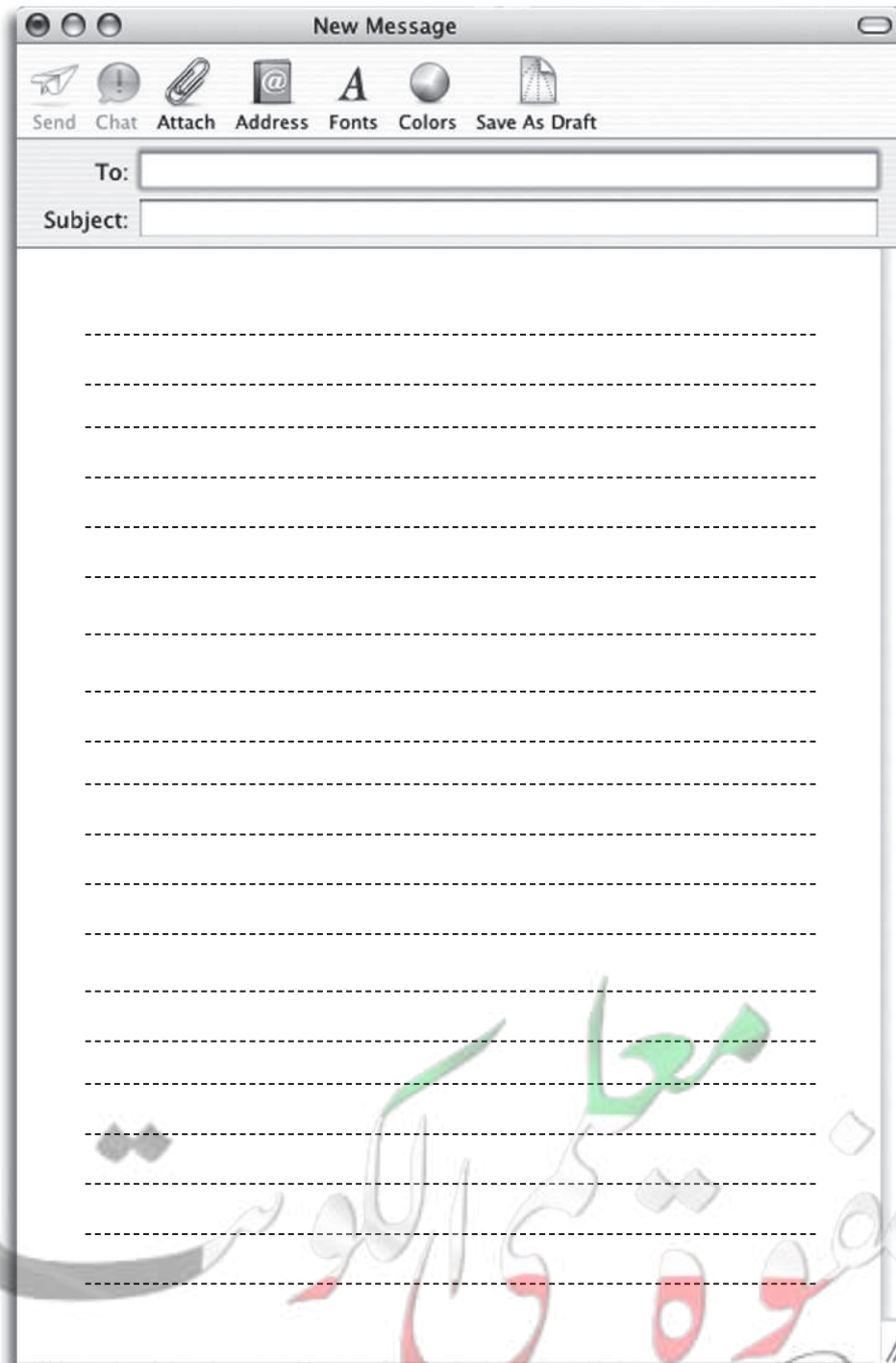
**4** Underline the incorrect words in these sentences and suggest alternatives.

- a I'm so hungry I could eat a whole grain of chocolate.  
.....
- b Nawaf kicked a ball through our window and broke three slices.  
.....
- c There's no ink left in my pencil.  
.....
- d Don't forget to write a stamp on the envelope.  
.....

## Writing

- 1 Imagine you are Mr Bader. Write a reply of 170-200 words to Omar's e-mail in exercise 3 on page 45.

Think about your experience of using the software. Include some positive and some negative remarks. Provide a thorough analysis and evaluation. Finally, give your overall opinion of the software.



The image shows a screenshot of a 'New Message' window in an email client. The window title is 'New Message'. The toolbar includes icons for Send, Chat, Attach, Address, Fonts, Colors, and Save As Draft. Below the toolbar are two input fields: 'To:' and 'Subject:'. The main body of the window is a large text area with horizontal dashed lines for writing. A large, stylized watermark in Arabic script is overlaid on the bottom half of the text area.

**2 Write brief instructions about how to send an e-mail.**

- Make them short, clear and straightforward.
- Use negative instructions as well as positive ones.
- Use specific, relevant vocabulary for sending an e-mail.

.....

.....

.....

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.....

.....

.....

Learning log

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

**How did you find:**

- talking about means of communication?
- discussing ways of writing?
- conducting an interview?
- giving opinions?
- checking information?
- writing letters and instructions?

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?.....  
 .....

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

# Broadcasting

## Key words

adversely, dedication, deterrent, glorify, innumerable, remote

### Reading

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

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

-----  
 -----  
 -----  
**Students' own answers**

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

-----  
 -----  
 -----  
**Students' own answers**

## The power of the media

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

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

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

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

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

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

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



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

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

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

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

**False. The media cannot always be reliable.**

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

**True**

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

**True**

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

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

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

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

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

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

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

Good effects	
1	Students' own answers
2	
3	
4	
5	

Bad effects	
1	
2	
3	
4	
5	

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

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

**Over to you**

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

.....

.....

.....

.....

.....

.....

## Language practice

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

A fore anti tele dis self-

B sufficient working viral  
runner agreement

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

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

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

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

## Grammar assistant

### Relative Pronouns

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

- 3 Complete this story with the appropriate relative pronoun.

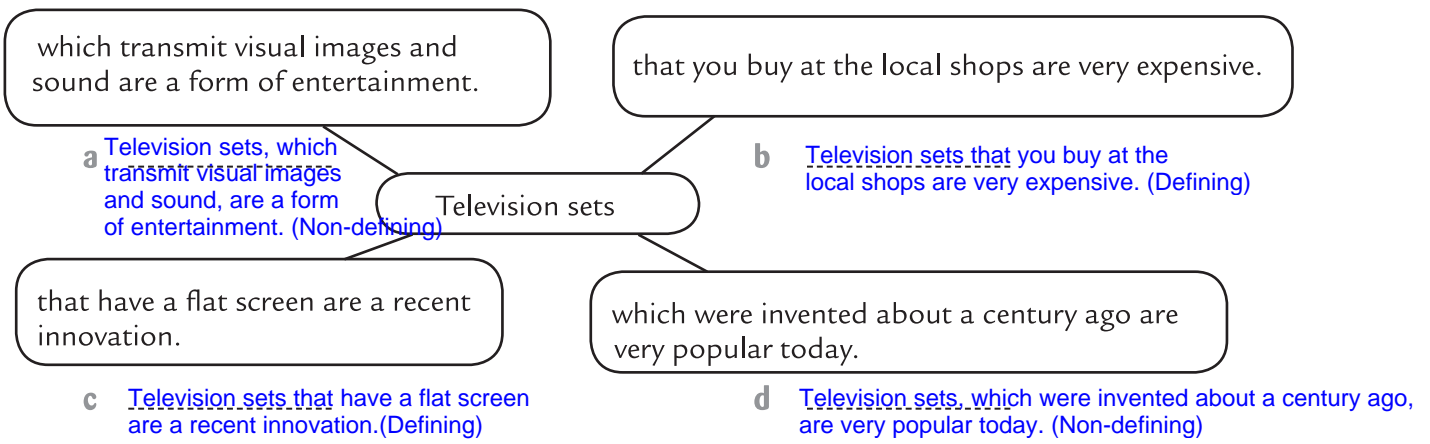
I had problems from the beginning with the DVD player (1) **which** I bought recently. The assistant (2) **who** sold it to me couldn't show me how to use it. He told me to read the handbook (3) **where** I could find all the instructions. When I got home, I put the DVD player on to a shelf under the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

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



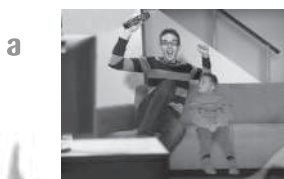
- a Guglielmo Marconi made great contributions to wireless telegraphy.  
We owe a debt of gratitude to Guglielmo Marconi.  
Guglielmo Marconi, to whom we owe a debt of gratitude, made great contributions to wireless telegraphy.
- b Marconi invented the first radio system.  
He was born in Italy in 1874.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

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



Sentences: (Students' own answers)

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



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



## Writing Describing objects

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

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



a What are the main parts of a digital camera?

LCD screen; rechargeable battery; zoom lens; memory card

b What is a digital camera used for?

to take pictures and record video clips

c What properties does a digital camera have?

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

d In what situations would you use a digital camera?

Students' own answers



## 8

## MODULE 3: The media

## Television watching habits

## Key words

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

## Reading

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

## Educational television programmes

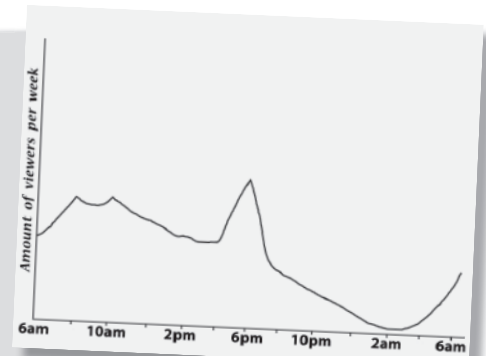
Recent data indicates that, on average, children spend approximately three hours a day watching television. Although this figure may seem staggering at first, after a quick survey amongst my fellow classmates I realised the accuracy of this statistic.

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

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

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

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



**2** Read the article again and answer the questions.

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

**3** Refer to the article to answer the following questions.

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

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

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

**Over to you**

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

Students' own answers

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## Language practice

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

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

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

### Grammar assistant

#### Reported Speech

To report what someone said:

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

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

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

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



### 3 Make sentences using the words in parentheses.

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

4 What were the speakers' words?

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

5 Match these statements with their responses.

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

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

6 Complete the conversation with the correct word.

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

Self-assessment



## Writing Reviewing a TV programme

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

### News World



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

### Kuwait's Gardeners



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

### Good Morning!



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

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





# Uses of cameras

## Key words

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

### Reading

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

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

.....

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

.....

### The next generation of critics

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

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

A .....

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

B .....

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

C .....

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

D .....

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

E .....

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

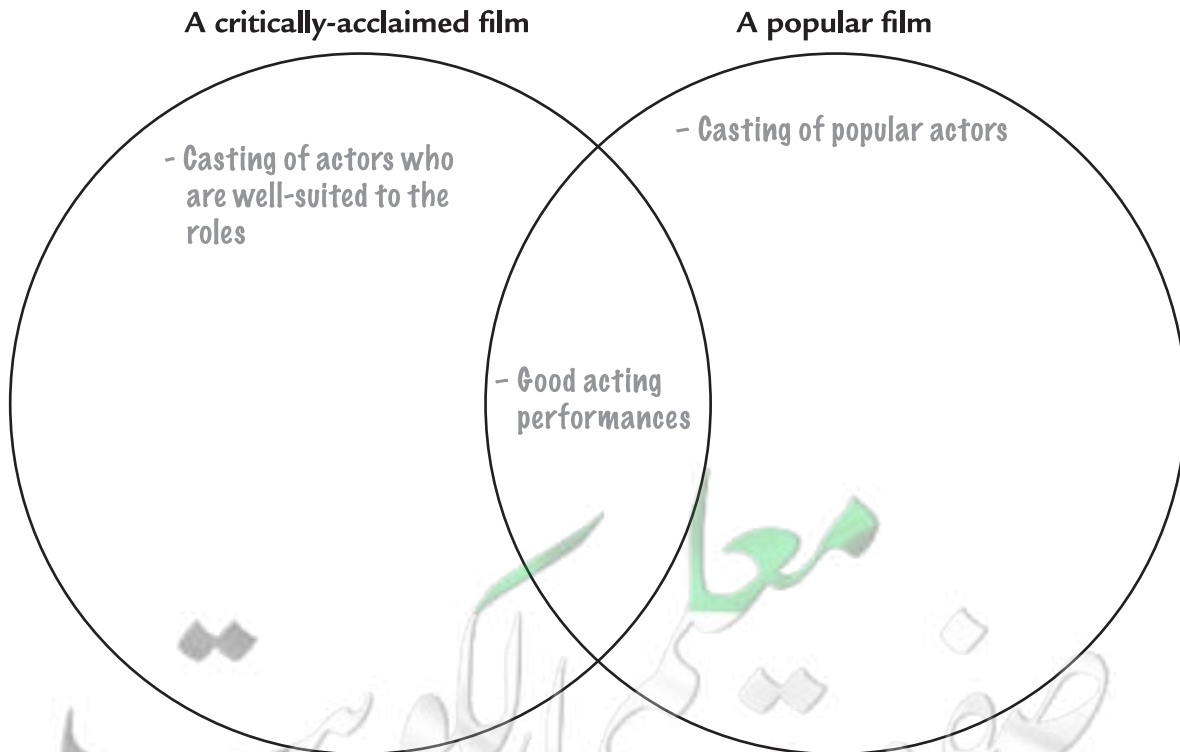
2 Read the article again and match the paragraph headings 1–5 below with the five paragraphs A–E in the article.

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

3 Which words from the article match these definitions?

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

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



**Over to you**

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

## Language practice

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

- a My family are all very good at sports.  
 ✓  
 -----
- b The students in my class at school works hard.  
 work  
 -----
- c More and more people is making their own video films.  
 are  
 -----
- d The audience was very quiet during the concert.  
 ✓  
 -----
- e My football team has a match every week.  
 ✓  
 -----
- f In my opinion, children watches too much television.  
 watch  
 -----
- g Our government does everything it can to look after the people.  
 ✓  
 -----
- h The ship's crew is always there to answer passengers' questions.  
 ✓  
 -----

Self-assessment

2 Complete the missing parts of the dialogue.

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

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

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

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

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

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

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

A: The plot was very clever, too.

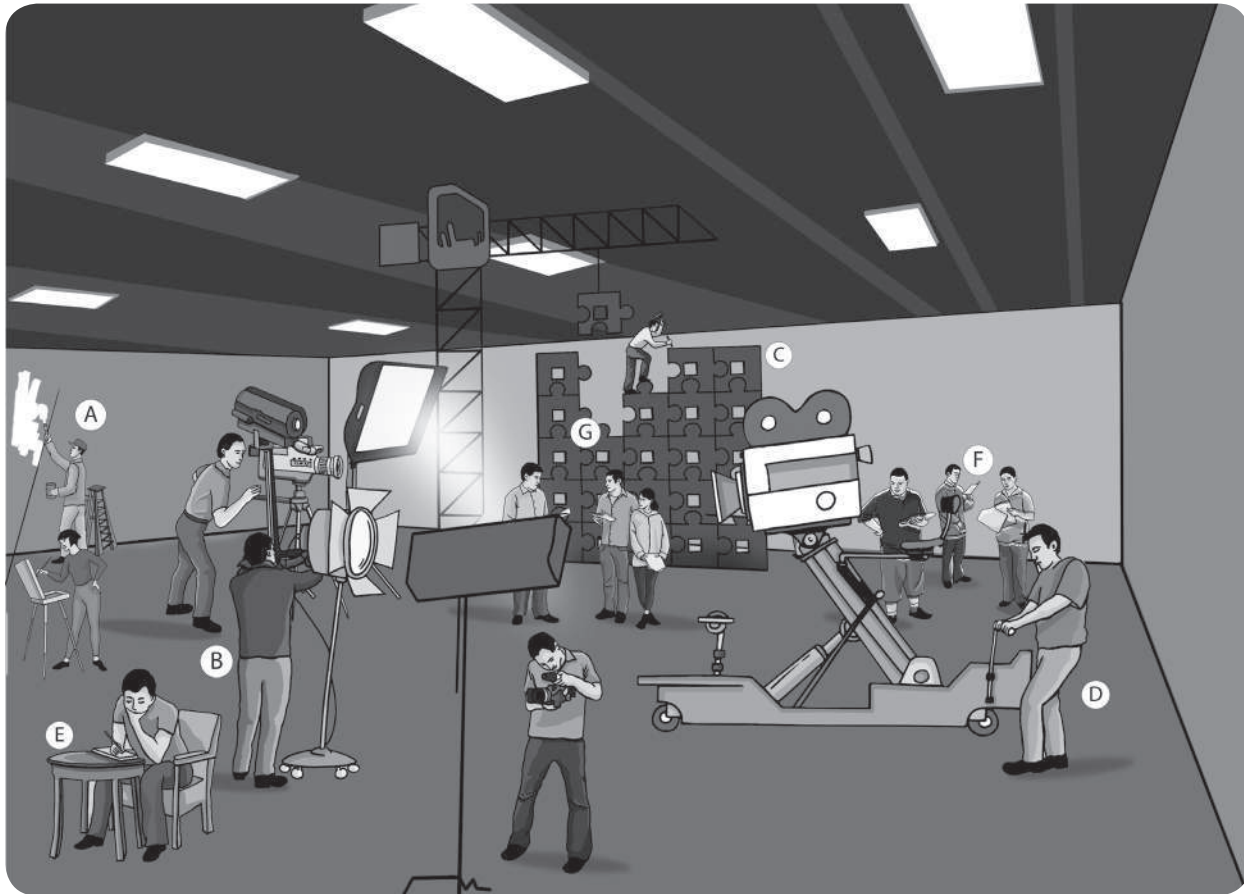
B: (7) That's true, especially the twist at the end. But (8) I found the script was a bit silly.

3 Rewrite this paragraph using passive instead of active verbs.

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

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

4 Look at this illustration of a film studio.



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

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

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

b Now rewrite sentences 2–7 using passive verbs.

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

## Writing Reviewing a film

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

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

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

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

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

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

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

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

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

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

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

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

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

\* PBUH: 'Peace be upon him.'



# Progress test 3

## Reading

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

### What is video-conferencing?

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

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

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

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

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

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

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

- 3 Summarise how video-conferencing can benefit schools.

Students' own answers

**Language practice**

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

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

**2** Rewrite these sentences using passive verbs.

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

**3** Choose the correct word in these sentences.

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

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

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

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

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

- a You disagree and have another opinion.  
 -----
- b You found what they said interesting, but think something else.  
 -----
- c You don't understand their point.  
 -----



## Writing

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

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

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



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

radio signal:

-----

short distance:

-----

telescope:

-----

director:

-----

customer:

-----

Learning-log

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

**How did you find:**

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

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

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

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

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

**6.** Write your result from your Progress Test  
 .....  
 What did you do well in?.....  
 .....  
 What do you need to revise?.....  
 .....

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

## MODULE 4: Being prepared

# Accidents

### Key words

bias, collision, considerably, foolproof, retain, skid

### Reading

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

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

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

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

Students' own answers.....



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

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

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

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

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

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

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

- a Without *them*, a driver or front-seat passenger can be thrown through the windscreen ... (line 7)  
 .....  
the seat belts
- b The anti-lock brake system (ABS) helps drivers to avoid accidents by making cars stop more quickly than *those* with ordinary brakes. (line 13)  
 .....  
cars
- c If the car is in an accident the people in *it* will not be crushed. (line 19)  
 .....  
the car

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

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

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

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

.....  
False. They have evolved considerably

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

.....  
True

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

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

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

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

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

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

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

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

**Over to you**

Students' own answers

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

## Language practice

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

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

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

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

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

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

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

3 Correct the following sentences.

a These mourning, I was stucked in a major traffic jam on the motarway.

This morning, I was stuck in a major traffic jam on the motorway.

b Too vehikles haved had a accidnt near the city centre.

Two vehicles have had an accident near the city centre.

c The Local Counsel have diclared a new intiatiave to improuv rode safety in kuwait.

The Local Council has declared a new initiative to improve road safety in Kuwait.

d Ive bean learning too drive four free years.

I've been learning to drive for three years.

e They has bin studying all knight for the mathes exam.

They have been studying all night for the Maths exam.

f Road traffic safety aymz to reduce the harm resulting from road vehikle collisions.

Road traffic safety aims to reduce the harm resulting from road vehicles' collisions.

g The kuwaity government is trying to find ways to reduce the number of road aksidents and their consekwences.

The Kuwaiti government is trying to find ways to reduce the number of road accidents and their consequences.

h The main rowd in the siti is two narrow for all the karz to pass.

The main road in the city is too narrow for all the cars to pass.

**4** Rearrange the words to form meaningful sentences.

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

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

- 1 I got over the flu, but it took nearly two weeks. **h**
- 2 She filled up the shopping trolley with free food. **c**
- 3 That old Jeep had a tendency to break down just when I needed it the most. **f**
- 4 The boys promised to check up on the condition of the summer house from time to time. **g**
- 5 The filling station was giving away petrol. **d**
- 6 The teacher called on students in the back row to pay attention. **a**
- a ask  
 b pay more than something is worth  
 c fill to capacity  
 d give something to someone for free  
 e break and damage something  
 f stop functioning  
 g examine, investigate  
 h recover from illness or disappointment

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

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

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

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

**8** Rearrange the words and form negative sentences.

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

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

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

.....  
.....

b How do you know?

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



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

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

Students' own answers

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





# The planet in danger

## Key words

hybrid, kidnap, latter, nominal, toenail, tusk

### Reading

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

### A fight for survival

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



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



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

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

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

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

**2** Answer the following questions.

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

.....  
 Students' own answers  
 .....

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

.....  
 Students' own answers  
 .....

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

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

False. Hybrids between the two species commonly occur.

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

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

c Animal habitats are destroyed by farmers planting trees.

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

d Borneo and Sumatra are safe havens for the Orangutan.

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

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

True

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

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

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

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

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

a not exactly / roughly / about (A) approximately

b found over a large area of land (A) widespread

c place where animals live (A) habitat

d a unit for measuring land area (B) acre

e plants that farmers grow for food (B) crops

f protection from the weather and enemies (B) shelter

g danger (C) threat

h violent / destructive (C) aggressive

i illegal hunting (D) poaching

j continued existence (D) survival

Self-assessment

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

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

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

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

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

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

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

**Over to you**

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

## Language practice

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

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

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

climate    pollution    fumes    habitat  
landfill    warming    catastrophe

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

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



## Grammar assistant

### Dynamic vs. Stative Verbs

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

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

**4** Write the correct verb forms in these sentences.

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

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

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



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

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

*Sentences: (Students' own answers)*

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

**7** Join the two sentences using the connectors in brackets.

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

## Writing Open letters

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

The Editor  
Today Magazine

Dear Sir,  
paragraph 4

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

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

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

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

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

Yours faithfully,  
Members of the Orangutan Protection Society

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

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





# The power of nature

## Key words

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

### Reading

#### Only five minutes

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

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



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

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

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

2 Complete the table with information from the text

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

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

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

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

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

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

----- Students' own answers -----  
 -----

Over to you

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





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

turn look take go back

out off over

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

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

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

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

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

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

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

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

The policeman said 'The tornado was 150 metres wide at the bottom and 700 metres at the top. As it came towards us, we all ran in different directions.'

Another resident said 'I saw the building fall down. I saw parts of houses, clothes and plants in the air. They were going round and round. I couldn't believe my eyes.'

A taxi driver said: 'I've seen tornadoes before. I have driven through several bad ones, but I've never seen one like this before.'

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

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

people's actual words.

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

c) 'We were sitting in our garden when the snow started to fall. We have never seen snow in July before.'

b) The rain came down so quickly that the water reached my knees in less than five minutes.



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

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

A large sheet of light blue lined paper with two pushpins at the top corners, intended for writing a poster. The paper has horizontal dashed lines for writing. At the bottom of the paper, there is a watermark in Arabic script that reads 'معلمة الكويت' (Teacher of Kuwait) and a red watermark that reads 'KuwaitTeacher.Com'.

# Progress test 4

## Reading

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

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

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

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

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

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

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

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

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

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

.....  
 Students' own answers

**Language practice**

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

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

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

He shouldn't have left his phone at home.

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

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

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

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

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

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

treat mountain short  
theory appear history

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

## Writing

### 1 Describe an event you saw recently.

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

[Students' own answers](#)

معاك  
قفوة  
KuwaitTeacher.Com

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

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

----- Students' own answers -----

-----

-----

-----

-----

-----

-----

-----

Learning-log

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

**How did you find:**

	easy?	difficult?	useful?	not useful?	interesting?	not interesting?
discussing safety precautions?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
using the language of criticism?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
describing a scene?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
talking about thoughts and feelings?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
expressing opinions?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
reporting what people say?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
writing an open letter?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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

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

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

**6.** Write your result from your Progress  
 Test .....  
 What did you do well in?.....  
 .....  
 What do you need to revise?.....  
 .....

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



# Literature time!

## The Adventures of Huckleberry Finn

### Before Reading

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

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

### Episode One

Answer the following questions:

a Who wanted to civilise Huck?

.....  
.....

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

.....  
.....

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

.....  
.....

### Episode Two

1 Complete this sentence:

Huck likes being on the raft because ...

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

a Here's twenty dollars for medicine.

.....

b Thank you. ....

c Is there anyone on your raft?

.....

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

e We're looking for a runaway slave.

.....

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

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

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

### Episode Three

1 Put the events in the right order:

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

b The old man says he's a king.

.....

c The young man says he's a duke.

.....

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

e The two men asked Huck to save them. ....

.....

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

a Both the king and the duke were actors.

.....

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

**Episode Four**

Answer the following questions.

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

**Episode Five**

1 Complete the following sentences:

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

2 Choose the correct answer:

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

**Episode six**

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

ridiculous    cruel    adventurous  
romantic    stupid    funny

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

- a Huck: .....
- b Tom: .....

**Short story analysis**

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

.....  
.....

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

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

# David Copperfield

## Before Reading

What do you expect this story will be about?

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

## Episode One

Who in these pages...

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

## Episode Two

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

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

2 Answer the following questions:

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

## Episode Three

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

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

## Episode Four

1 Put the events in the right order:

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

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

2 Answer the following questions:

a Why should Trotwood be nice to Uriah Heep?

.....  
.....

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

.....  
.....

Episode Five

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

forced    alarmed    returned    unhappy  
ashamed    books

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

Episode six

Choose the correct answer:

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

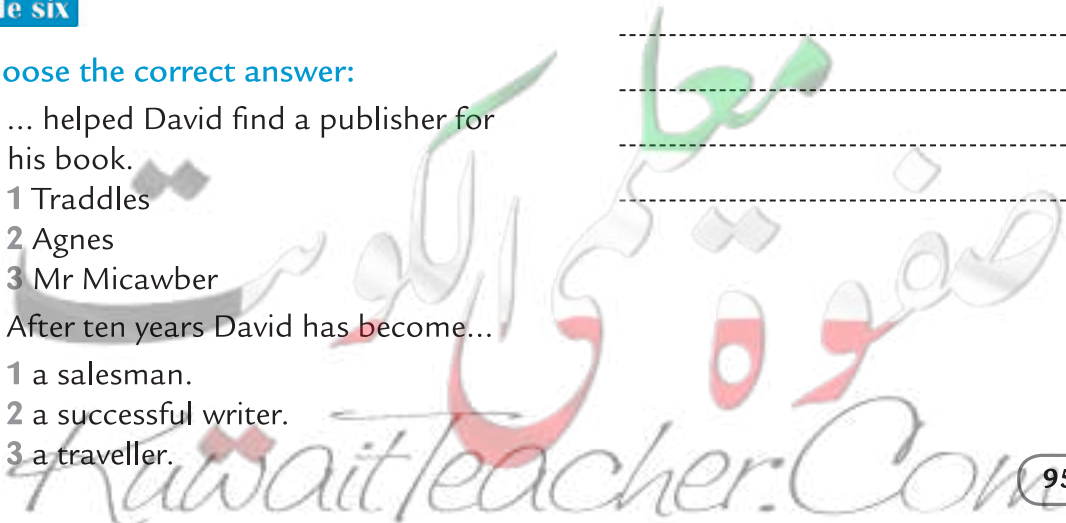
Short story analysis

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

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

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

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



## Self-assessment answer key

### Module 1: page 13, exercise 7

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

### Module 1: page 17, exercise 4

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

### Module 2: page 29, exercise 8

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

### Module 2: page 35, exercise 7

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

### Module 3: page 57, exercise 6

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

### Module 3: page 62, exercise 1

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

### Module 4: page 77, exercise 4

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

### Module 4: page 84, exercise 2

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



أودع بمكتبة الوزارة تحت رقم (٤٢) بتاريخ ٦ / ٥ / ٢٠٠٩ م

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