Module 3 Lifestyles



Unit 7: Long lives
What is the secret of a long life?



Unit 8: Town and country
Do you prefer the city or the country?



Unit 9: New ways and old
How have times changed?



Focus on:
Games of the past



Project 3:
Design and produce a poster

Outcomes

You will be able to:

- listen to a talk and a description
- compare and contrast
- infer meaning
- write a biography
- give advice
- write a magazine article
- read a biography
- read an article about respecting your elders

Unit 7 Long lives

Grammar
Direct and reported questions / statements;
phrasal verbs with *make* and *do*







Discuss

1 The photographs show people with busy and active lives.

Why is keeping active important for a long life? Use the pictures and the suggestions from the text below to discuss your ideas with other students.

Staying active

One of the best ways of ensuring a long life is by staying active, both physically and mentally.

Half an hour of vigorous stretching in the morning will help to keep your muscles supple, whilst running for a kilometre or two will improve your cardiovascular fitness. As you get older, you might find it easier to go for a walk, but any kind of exercise is positive.

It is also imperative to tax our brains. Sitting down with a book or a crossword is a useful way of exercising our minds and helps to keep us mentally flexible.

Listen

2 (7.1) Listen to the journalist talking about old people she has met. She uses all the words in **a-d** below. Write brief definitions of the words. You may use a dictionary or the glossary at the end of this book to help you check your answers.

a commentary .....

b onerous .....

c close friends .....

d compassionate .....

Check your understanding

3 (7.1) Listen again and complete the table with any missing information. You may also write additional information.

Location	Name(s)	Age(s)	Family information	Other information
Mexico		100 and 99		
	Sunil Narayanan			Works 6 hours a day in family shop
	May Chin		Husband died 20 years ago	

4 Choose the correct ending to these sentences.

a Every day May Chin ...
- **1** ... eats corn and soup.
- **2** ... cycles to a nearby village.
- **3** ... drives to the city.

b Alberto and Maria got regular exercise by ...
- **1** ... farming for most of their lives.
- **2** ... running every day.
- **3** ... riding horses.

c Sunil Narayanan worked as ...
- **1** ... a policeman.
- **2** ... a fisherman.
- **3** ... a grocer.

Words to remember

cardiovascular, centenarian, commentary, cycle, elderly, expectation, geriatric, honour, integral, onerous, supple, vigorous

5 Match the first half of each sentence **a-c** with the correct ending **1-3**.

a The journalist is doing ... **1** ... his parents had a simple life.
b In Mexico, she met ... **2** ... research about elderly people.
c Alberto and Maria's son said ... **3** ... the world's oldest married couple.

6 Using a dictionary or the glossary at the end of this book, find out the meanings of these words and put them in the correct space.

compassion *integral* *honour* *expectation* *geriatric*

Old people's homes are often known as (1) ---------- homes. It is rare to find these homes in Kuwait and the Arab world, because Islam teaches children to (2) ---------- their parents and show them (3) ---------- in their old age. When I am older, it is my (4) ---------- that my children will care for me, just as I am willing to care for my parents. Family values are an (5) ---------- part of Middle Eastern lifestyles and provide a basis for living.

Think and speak Discussing and comparing

7 How can we show gratitude and respect to the elderly? Compare ideas in pairs or groups.

Grammar

• **Direct and reported questions / statements** Grammar reference page 125

1 In these extracts from the recording, the journalist is reporting what people said. Complete the sentences using the correct form of the verbs in brackets.

a One of their sons told me that his parents _____ (***spend***) every day of their lives together ...
b He said they _____ (***always have***) a good social life and _____ (***keep***) in regular touch with their family, friends and neighbours.
c He said he _____ (***be***) not sure, but suggested that ...
d He added that they _____ (***both be involved***) in farming for most of their lives.
e Sunil said that he _____ (***spend***) most of his life working as a fisherman.
f He said he _____ (***enjoy***) every day of his life.
g Mrs Chin said she _____ (***never do***) paid work ...

2 (7.2) Now listen to the above sentences and check your answers.

3 In extracts **1a–g**, what were the speakers' (not the journalist's) actual words?
My parents spent every day of their lives together ...

4 In these extracts the journalist is reporting the questions she asked. Complete the sentences with some of the words from this list.

if *what* *which* *who* *whether* *where*

a I asked their son _____ the secret of their long life was.
b I asked him _____ he remembered his wedding day.
c I asked him _____ he had enjoyed his long life.
d I asked her _____ she cycled to.
e I asked them _____ they were friends with.
f I asked her _____ she preferred, the past or the present.

5 (7.3) Listen and check your answers. In extracts **4a-f,** what were the journalist's actual questions?

6 Now discuss these questions.

a How is the order of words in a reported question different from the order of words in a direct question? Look at the order of words after ***where***.
Reported question: I asked him where he lived.
Direct question: Where do you live?
b Which extra words are added when we report a ***Yes*** / ***No*** question?
c What is the broad rule about verb tenses when we report people's words?

7 Report these statements and questions. The beginnings of the answers are given.

a 'How long have you been married?' *I asked her* _____
b 'Do you enjoy spending time with each other?' *I asked them* _____
c 'We don't have disputes about anything.' *They said they* _____
d 'We're taking our grandchildren on holiday.' *They said they* _____
e 'When did you first meet?' *She asked them* _____

Vocabulary

Collocations: *make* or *do*

1 ***Make*** and ***do*** have similar meanings, but you cannot use them with the same nouns. For example, we say ***do a job*** but ***make an arrangement***. Complete these sentences with the correct form of ***make*** or ***do***.

a The journalist said she was _____ research for an article.
b Scientists frequently _____ experiments to test their ideas.
c You will have to _____ a special effort if you want to pass your exam.
d Can I _____ a suggestion? Why don't we _____ the shopping together?
e If you _____ a mistake, you have to _____ your homework again.
f I _____ my decision very quickly.
g I've _____ myself a promise. I'm going to _____ a success of my new job.
h Last night's blizzard _____ a lot of damage to buildings in our vicinity.

Phrasal verbs with *make* and *do*

2 Match the phrasal verbs with ***make*** in this text with the correct meanings 1–3 below. You may check your answers in a dictionary or the glossary at the end of this book.

Ibrahim usually arrived at work on time, so his boss didn't know what to (a) ***make of it*** when he was an hour late one morning. He said that he was feeling ill, but actually this was an excuse he had (b) ***made up*** to conceal the truth. Ibrahim promised he would (c) ***make up for*** the time he had lost.

Meanings

1 invent (a story) _____
2 take the place of something lost or missing _____
3 think about / understand _____

Note

A phrasal verb is a verb plus a preposition or sometimes two prepositions or an adverb, which creates a meaning different from the original verb. Example:
run into = meet
run away = leave

3 Match the phrasal verbs with ***do*** in these sentences with the correct meanings 1–4 below. You may check your answers in a dictionary or the glossary at the end of this book.

a I've hurt my back which means I have to get someone to ***do*** my shoes ***up*** for me.
b The doctor told my grandmother she'd have to learn to ***do without*** sugar.
c I could ***do with*** a cup of coffee.
d Not everyone in our family has a mobile, so we can't ***do away with*** our traditional phone.

Meanings

1 need or want something _____
2 get rid of _____
3 fasten / tie _____
4 not have something and manage in spite of this _____



Words to remember

blizzard, conceal, dispute, do away with, do up, do without, excuse, frequently, in spite of, make up, make up for, vicinity

Reading A magazine article

Read and analyse

1 This article was written for a young person's magazine. Which of the following is the best title for the article?

- Give respect where it's due
- A guide to old age
- How to live longer



1 Are you aware that Kuwaitis are now living longer than before? Life expectancy has now reached an average of 78 years and modern medicine means that many ailments that used to be fatal can now be easily cured.

2 Of course, an aging population means that there are more elderly people than ever before, all of whom deserve our admiration and compassion. But what is the best way to demonstrate our respect for them?

3 Many old people rely on their families and friends for support. There are many things that old bodies cannot do as easily as young ones, so just being there to help an elderly person perform simple tasks is often appreciated. Similarly, being there to talk to them is a fantastic way to show reverence. Friendship is one of the greatest gifts we can bestow upon others, including the old.

4 There are other ways to show our appreciation. Simple things like holding doors open or standing when someone enters a room are effortless ways to show respect.

5 These tasks will never feel like work because they are practical ways in which we can help the elderly and show our respect to them. Remember, without the elderly, Kuwait would never have become the country we know and love today.

6 My message, then, is to look after and respect the elderly, and, one day, you'll receive the same respect and affection that they do.

2 Discuss these questions with a partner.

a Which do you think is the best piece of advice in the article?
b Is there any advice you do not agree with?
c Can you think of any other ways to show respect to the elderly?

3 Match each paragraph of the article with one of these headings.

a An increasingly mature population ---------
b Introduction ---------
c A final message to the reader ---------
d Practical respect ---------
e Easy ways to show respect ---------
f The gift of friendship ---------

Words to remember
admiration, affection, ailment, bestow, deserve, due, fatal, life expectancy, reverence

4 Read the article again, and discuss these questions in pairs.

a How does the writer of the article try to interest the reader?
b How formal or informal is the style of the article? Why does the writer use this style?
c Why is it important for an article like this to have an interesting title?
d What is the purpose of the last sentence? Does it end the article successfully?

Writing An article

Planning and writing

task

You are going to write a magazine article giving advice to people of your own age about how to show respect to the elderly in a practical way.

5 Think about what pieces of advice you could give to people of your own age about how to respect your elders.

a Note down practical ways in which we can show respect to the elderly. Use your ideas from exercise **2**.
b Plan your article in clear and concise paragraphs, using the article opposite as a model.
c Think of a suitable title for your article.

6 Write your article in 200–220 words. Use your notes from exercise **5** and expressions from the *Useful Language* box below. Follow your paragraph plan and express your ideas clearly and simply.

Check

7 When you have finished writing, read through your article carefully.

a Check spelling, grammar and punctuation.
b Exchange articles with a partner.
As you read what your partner has written, ask yourself these questions:
- Has he / she chosen an interesting title which makes me want to read the article?
- Is the advice he / she gives helpful or interesting to me personally?
- Is the style of the article friendly?

USEFUL LANGUAGE

Giving advice
For me the golden rule is this: ...
If you do this, ...
Remember some of these tips: ...
In the end, you'll be more successful if ...
Another useful tip is this: ...
The best way to ... is to ...
Don't forget, ...
In my experience, ...

Expressing gratitude
Be thankful /appreciative of / that / for ...
Give praise / thanks for ...
Show your respect / gratitude by ...

Expressing obligation / duty
You must / should always ...
Make sure you ...
It is a sign of respect to ...
... will be appreciated / welcomed.

Quote **"Age is an issue of mind over matter. If you don't mind, it doesn't matter."**
Mark Twain

Unit 8 Town and country

Grammar
Inverted sentences





Discuss

1 Look at the two photographs and discuss these questions in pairs.

a Many of the people who used to live in the village now live in the city. Why do you think they moved?

b What advantages and disadvantages are there to living in a city? Write your answers on the T-bar.

Advantages	Disadvantages
----------	----------
----------	----------
----------	----------
----------	----------

Read

2 **a** Before reading, look at the title of the article. What do you think the article is about?

b Which of these words do you think will appear in the text? Why? You may use a dictionary or the glossary at the end of this book for help.

deserted *graduated* *inhabitant* *overcrowding* *public services* *athletics* *vacant*
socioeconomic *hibernate* *foundation* *corruption* *referee* *taxonomy* *cardiology*

3 As you read the article, answer these questions.

a What two-word phrase is used for the movement of people out of country areas?

b Who now lives in deserted villages and country areas? The article mentions two groups of people.

The end of village life?

When large numbers of people move from their homes in country areas to find better-paid jobs in towns and cities, the villages and farms they once lived in are often left vacant. No one wants to buy the houses because they cannot make money out of them. This phenomenon, which is called rural depopulation, can lead to overcrowding in cities as well as deserted country areas and is a major socioeconomic problem nowadays.

One example of this phenomenon is the Garrigues area of Spain, about one hour's drive from Barcelona. The area has a Mediterranean climate, but because it is at high altitude and not close to the sea, winter temperatures are quite low. The area has an annual rainfall of 482mm which falls in only 47 days of the year, during the autumn and spring. Historically, this was a successful agricultural area; on the higher ground, the farmers grew almonds, while in the river valleys, wheat, corn, beans and sunflowers were the traditional crops. The area was renowned for its high-quality olive oil which was grown mainly for export.

The population of the area was at its greatest about 150 years ago, when a typical settlement might have had 500 inhabitants, whereas now some villages have as few as 100 permanent inhabitants. As farming became less and less profitable, and unemployment grew, the population began to move to the cities to find work. This trend started in 1860 and has continued until today. Now, some villages consist mainly of elderly people. The area is suffering from the effects of depopulation, poor infrastructure and deserted farms, for example.

In some parts of Europe in recent years, however, the move from the country to the city has been reversed as many wealthy people move to the countryside to escape from the overcrowding, pollution and tension of city life. Some are moving permanently, but many are buying holiday or weekend homes which are empty for much of the year.

Check your understanding

4 Choose the most appropriate word to complete these sentences.

1 The mayor said the town's _____ needed modernising.
a farms **b** overcrowding **c** inhabitants **d** infrastructure

2 The scientists observed an unusual _____ in their experiments.
a agriculture **b** tension **c** phenomenon **d** olive oil

3 _____ levels reached new highs during the recession.
a Climate **b** Export **c** Temperature **d** Unemployment

5 Think of possible answers to these questions. (The article doesn't give definite answers.)

a Why did the Spanish farmers grow different crops on the high ground and in the river valleys?
b Why do you think farming has become less profitable in recent years?
c Why are many of the inhabitants of the villages in Spain elderly people?

Words to remember

almond, depopulation, deserted, export, graduated, infrastructure, overcrowding, public services, reverse, rural, socioeconomic, unemployment, vacant, vice versa

Think and speak Presenting ideas

6 Discuss these questions with other students.

a How could city life be made less stressful for the people who live there?
b What would you miss most about city life if you moved to a country area, or vice versa?

Grammar

• **Inverted sentences** Grammar reference page 126

1 a Read the e-mail below. Look out for the six inverted sentences in the text.

I am writing to tell you about my outing to the countryside the other day – rarely do I have such a good story to narrate. I was visiting my cousins in their village when I saw my favourite musician doing some shopping. Never have I been so astounded!

I went into a village shop and spotted him, but no sooner had I plucked up the courage to speak to him, than he left for another shop. I hurried out of the shop but scarcely had I done so when I ran right into him. I was very embarrassed - little did I expect to bump into my hero!

However, he told me that not only did he value his fans, but he really enjoyed meeting them. He asked me about myself and we discovered that we had both been brought up in the village and both now live in the same area.

See you soon,

Ahmed

b Cover the text above and rearrange the sentences below so that they are inverted.

1 I rarely have such a good story to narrate.
---

2 I have never been so astounded!
---

3 As soon as I had plucked up the courage to speak to him, he left for another shop.
---

4 I had scarcely left when I ran right into him.
---

5 I little expected to bump into my hero.
---

6 He told me that he valued his fans and really enjoyed meeting them.
---

2 In pairs, talk about the value of inverting sentences.

- What effect does changing the sentence structure have on the meaning of the sentence?
- How does it change the emphasis and emotion of the sentence?

3 Now create inverted sentences from these sentences.

1 I have seldom been so upset about something. ----------
2 I have never been so proud of you! ----------
3 She only now understood the problem. ----------
4 I could not sleep because the situation was so strange. ----------
5 He had rarely seen something that made him so happy. ----------
6 They had never seen such a beautiful sight. ----------

Vocabulary Town and country

1 Match the words on the left with their definitions.

a	metropolis ---------	**1**	calm, free from disturbance
b	glamour ---------	**2**	dirty air, often found in cities
c	tranquil ---------	**3**	centre of activity
d	hub ---------	**4**	an attractive and exciting quality
e	shielded ---------	**5**	protected
f	smog ---------	**6**	area outside the city
g	suburb ---------	**7**	associated with country life
h	pastoral ---------	**8**	densely populated city

Idoms with *and*

2 Complete these sentences with idioms from the box.

pick and choose *by and large* *nearest and dearest* *odds and ends* *far and wide*
hustle and bustle *peace and quiet*

a People come from ---------- to see the Green Island in Kuwait.
b I love spending time with my ---------- , so we often have family get-togethers.
c While I was on holiday, I bought lots of ---------- to give as presents.
d There are lots of restaurants near here. You can ---------- from about fifty.
e Some people enjoy the ---------- of shopping in street markets.
f He moved out of the city to get some ---------- .
g City life, ---------- , is more stressful than living in the countryside.

Word families

3 Complete these sentences with words formed from the words in capitals.

a Switzerland is a country of great ---------- beauty. (NATURE)
b Careless drivers can seriously ---------- the safety of pedestrians. (THREAT)
c In Kuwait City, there is a wide ---------- of entertainment to choose from. (VARY)
d I'd like to live in a small ---------- village near the sea. (PEACE)
e The storm damage is a lasting ---------- of the power of nature. (REMIND)
f I'll never forget the ---------- I felt on my first day at school. (EXCITE)

Pronunciation Intonation patterns (1)

4 (8.1) Listen to a conversation between two friends. As you listen, decide if the speakers' voices fall or rise at the end of each line. Compare your ideas with those of another student.

A: Did you enjoy the concert? B: Which concert?
A: The school concert. B: I didn't go.

5 (8.1) Now listen again and repeat the conversation.

Words to remember

astounded, bump into, densely, disturbance, embarrassed, far and wide, glamour, hub, hustle and bustle, metropolis, narrate, odds and ends, pluck up the courage, tranquil

Speaking Choosing suitable places to live



city centre apartments



leafy suburban area



villa



busy tourist resort in Kuwait

1 Work in pairs or small groups. Make notes about the people's different needs in a table like the one below. Add as much information as possible.

	Family of four	Young couple	Elderly couple
Type of flat / house		*small*	
City or country		*city*	
Type of area			*quiet*
Distance from shops	*near supermarket*		

2 Compare and contrast the four places in the photographs, then decide which is the best for each person or group. Discuss your ideas before making a final decision. Use comparing and contrasting language from the *Useful Language* box below.

3 Compare your choice with that of another pair or group. Explain your choices.

USEFUL LANGUAGE

Comparing and contrasting

These people / This family need(s) ... **whereas** / **but** these people / this family ...
In comparison with the city centre, this part of the town is very quiet.
The flat is **in a much more convenient location than** the house.
If they lived here, it would take them **less time** to get to school.
On the other hand, it would be **noisier** living here.

Comparing and explaining choices

We think this flat would be **more suitable** for this family **because** ...
The main reason we've chosen the small house in the country is ...

Quote **"If you would be known, and not know, vegetate in a village; if you would know, and not be known, live in a city."**

Charles Caleb Calton

task

You are going to suggest which of the four places in the photographs on page **66** would be the most suitable place to live for a family of four, a young couple or an elderly couple.

Writing An e-mail giving recommendations

Read

1 First, read the e-mail below. Who do you think wrote it and why?

Dear Mr and Mrs Al-Jaber,

I think I've found the perfect place for you. It's a palatial villa in a green suburban area that would really suit your needs. I know you've been complaining about the noise in your current apartment, so the location of the new one would be a great improvement. It's quiet and calm and there's a picturesque park just over the road. There isn't even much traffic, and with residents' parking you'll never have trouble finding a space. It's also a lot more expansive than your current place and would have lots of room for entertaining. It's not furnished, so all of the furniture you already own could go straight in. You could make it your own very quickly. It's also an advantageous location. There's a large supermarket about 5 minutes away and it's very easy to reach the motorway. I really think you should arrange a viewing of this place. It's a great find that you wouldn't want to miss out on.

Many thanks,

Mr Mohammed

Planning and writing

2 Now, using the e-mail above as a guide, write a similar one. You can write to any of the groups listed in the task box but must suggest a suitable place for them to live. Write your notes and expand them into an e-mail.

Check

3 When you have finished writing, read your e-mail carefully.

a Check spelling, grammar and punctuation.

b Exchange letters with a partner.
As you read your partner's composition, ask yourself these questions:

- Is the e-mail successful and persuasive? Why or why not?
- Is the tone correct for this type of e-mail?
- What could your partner have done to have made their e-mail more successful?

c Return your partner's e-mail and exchange thoughts and ideas.

Words to remember
advantageous, leafy, make it your own, palatial, picturesque, residents' parking

Unit 9 New ways and old

Grammar
Causative verbs (present / past / future); suffixes



Discuss

1 Look at the photographs which show people doing things in a traditional way. Discuss these questions with a partner.

a What are the people in the photos doing?
b How have traditional pastimes and leisure activities changed in the modern world?
c Make a list of leisure activities people enjoyed in the past and ones they enjoy nowadays. You may put some activities in both columns.

In the past	In the present day

Listen

2 (9.1) You are going to hear three conversations in which people talk about different ways of doing things. Which do the speakers talk about?

- Agriculture
- Cookery
- Medical treatment
- Car repairs
- Using a computer
- Buying a bicycle

Check your understanding

3 (9.1) Listen again and choose the correct answers, 1, 2, 3 or 4 to these multiple-choice questions.

a In Conversation 1, where did the boy get his bike from?
- **1** from a local shop
- **2** by mail order
- **3** he made it himself
- **4** from a local engineer

b How is his bike different from other bikes?
- **1** It is mass-produced.
- **2** It is not as heavy as other bikes.
- **3** It was much more expensive.
- **4** It has an unusual shape.

c In Conversation 2, which of these statements is true?
- **1** The young man is going to repair his own car.
- **2** The older man is going to repair the car.
- **3** The older man is a competent mechanic.
- **4** The car is going to be fixed at a garage.

d In Conversation 3, which of these statements about the boys is not true?
- **1** They wrote their own magazine.
- **2** Their magazine was printed professionally.
- **3** They spent more than two months writing and editing their magazine.
- **4** They used a computer to produce their magazine.

Words to remember
competent, cookery, custom-made, fix, mail order, mass-produced, unique, unusual, workshop

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

a It was much more expensive to have the bike custom-made. ☐

---

b The man's car engine is controlled by a computer processor. ☐

---

c The man's father was unusual because he could repair his car. ☐

---

d The magazine would have been cheaper if printed professionally. ☐

Think and speak Giving examples; comparing

5 Discuss these questions in pairs or groups.

a In the second conversation, the first speaker does not have the skills to fix his car, something which people in the past were able to do. Can you think of any other skills which were commonplace in the past but are unusual now?

b In the last conversation, a group of friends produced their magazine on a home computer. What other creative uses are there for home computers?

Grammar

• **Causative verbs (present / past / future)** Grammar reference page 126

1 (9.2) Listen to six extracts from the conversations and answer these questions.

a Who made the bike? (Conversation 1) .....

b Is the speaker going to repair his car tomorrow? (2) .....

c Who used to repair the car? (2) .....

d Who fixes the engine? (2) .....

e Does this speaker think his son produced the magazine himself? (3)

.....

f Who writes the articles and edits the magazines? (3)

.....

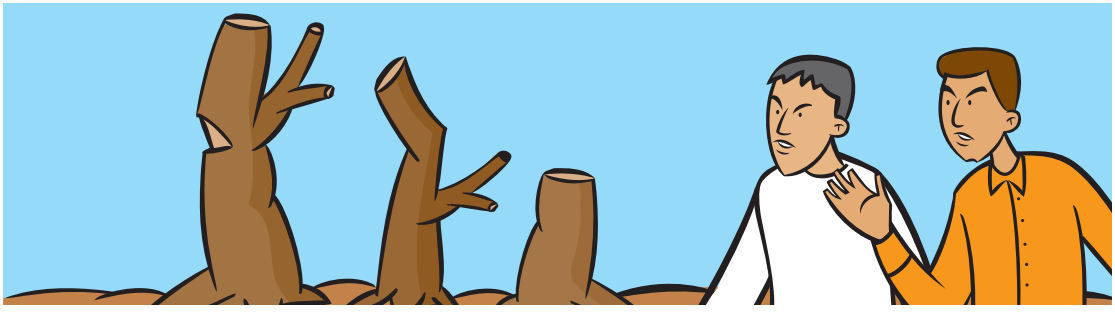
2 Compare the three sentences below.

a What is the difference in meaning among them?

- *They built their own house.*
- *Their house was built by a local builder.*
- *They had their house built by a local builder.*

b How is the causative sentence formed?

3 Write follow-up sentences using causative verbs.



a I didn't repair the car myself. I had it repaired.

b She didn't make the dress herself. She .....

c He isn't going to take his own photo. .....

d My father doesn't clean his car himself. .....

e We didn't cut down the trees in our garden ourselves. .....

4 Discuss these questions with a partner and then write sentences.

What can you have done ...

a by a dentist? You can have a tooth taken out.

b by an operation? .....

c by a decorator? .....



Vocabulary

Words with suffixes

1 Add the appropriate suffix to the words to complete the sentences.

-able -ship -ment -ful -less -ised -ness

a Our ..... (***friend***) was put to the test last summer after we had a huge row.
b I find watching sport very ..... (***enjoy***). It gives me great ..... (***enjoy***) and ..... (***happy***).
c Some pastimes are not ..... (***fashion***) any more.
d The broken limb must be ..... (***immobile***) immediately and the patient be given ..... (***care***) attention.
e She was a ..... (***master***) tennis player and won many matches.
f He always tried his hardest and was ..... (***tire***) in his efforts.

2 Now, write your own sentences using the suffixes above with words of your own choice.

.....

.....

.....

.....

.....

.....

.....

.....

Sports idioms

3 Underline the sports idioms in these sentences. Then match them with one of the meanings 1-5.

a It just wasn't cricket, the way I was treated.
b Ahmed has been calling the shots in his company for a few years.
c The two candidates were neck and neck until the final votes.
d He was unpopular with the other staff and rarely toed the line.
e The restaurant we went to was really below par.

1 to control something completely; to direct action
2 to refuse to accept the authority or rules of a particular group
3 something which is substandard
4 evenly matched or paced
5 unfair or ungentlemanly conduct, contrary to accepted standards of fairness

Words to remember

below par, call the shots, immobile, neck and neck, put to, snooker, substandard, toe the line, ungentlemanly

4 Now match the idioms identified in 3 (a-e) with the sports they originate from.

1 Cricket ☐ **3** Horse Racing ☐ **5** Billiards / Pool / Snooker ☐

2 Athletics ☐ **4** Golf ☐

Reading A biography

Discussion

1 Discuss these questions with a partner.

a What is a biography? How is a biography different from an autobiography?

b Whose biography have you read or would you like to read?

c What kinds of biographical details could be included under these headings?

- Personal details
- Physical description
- Family and early life
- Career
- Personal life
- Important dates
- Beliefs / opinions
- Achievements

Read and analyse

2 Read this brief biography.

a Which information from question **1c** above is included?

b How is this biography constructed? What is the topic of each paragraph?

Massouma Al-Mubarak



Massouma Al-Mubarak is Kuwait's first female minister. She was born in Kuwait and grew up there. In 1971 she graduated from Kuwait university with a degree in political science. This was the beginning of her lifelong interest in politics. After this, she travelled to the US to pursue further study.

She obtained a master's degree in Political Science from Northern Texas University in 1976 and gained another master's degree in International Relations from the University of Denver, Colorado in 1980. In 1982, she received a doctorate in International Relations from the University of Denver. She used to spend long hours studying whereas nowadays she spends most of her time working for the people of Kuwait.

In 1983, she was appointed to Kuwait University as a political science professor and remained in the post until her appointment as minister. Al-Mubarak became Kuwait's first female minister when she was given the Planning and Administrative Development portfolio in June 2005, one month after parliament passed a bill granting women more political rights. Traditionally, only men had represented Kuwaitis in the government, but nowadays there are several women elected to serve their country in parliament.

In August, 2007, Al-Mubarak resigned from the post of health minister. In 2009, she and three other women won seats in Kuwait's parliamentary elections, thereby becoming the first women to enter the Kuwaiti parliament.

Writing A biography

Planning and writing

task

You are going to write a short biography of someone you know or know about.

3 You are going to write a short biography of someone who has had an interesting or unusual life.

a Decide who you are going to write about. Here are some ideas:
- Someone you know well personally, for example, a member of your family, or a well-known figure in your town or city.
- Someone who is famous nationally or internationally, for example, a sports personality or a musician.
- An unknown person you respect and want to tell everybody about, for example, someone who has helped others, like a doctor or a teacher.

b Plan your biography in four paragraphs, using the biography opposite as a model. Make sure you compare their life in the past to their life today.

4 Write your biography in 200–220 words.

a Include the information you decided was important in question **1c** on the previous page.

b Follow your paragraph plan and write clearly and simply. Try to interest your readers in the subject of your biography. Use the *Useful Language* box below.

Words to remember

appoint, bill, biography, customarily, degree, doctorate, master's degree, minister, parliament, portfolio, resign, whereas

Check

5 When you have finished writing, read your biography carefully.

a Check spelling, grammar and punctuation.

b Exchange biographies with a partner.
As you read what your partner has written, ask yourself these questions:
- How is the subject of the biography interesting or unusual?
- Does the biography include the kinds of information I want to know?
- What other information would I find interesting?

c Return your partner's biography and exchange thoughts and ideas. Ask more questions about the subject.

USEFUL LANGUAGE

Giving biographical information

... was born in ... .
His father worked as a ...
... elder / younger brother / sister, ... , ...
In his / her spare time he / she ...
This was the beginning of his / her ...
In the following year, he / she ...

Comparing the past and present

People would / could / used to ... whereas nowadays they ...
... used to be popular ...; ... is rarely seen nowadays / at present / in the present day / in these times ...
Traditionally / historically / customarily, ...

Quote "Tradition simply means that we need to end what began well and continue what is worth continuing."
Jose Bergamin

Focus on

Games of the past

Nowadays many of us spend free time playing computer games, talking on the Internet or watching television. But have you ever wondered how young people passed the time in the past? Before the invention of Nintendo, computers, television, radio and other modern-day entertainment devices we take for granted today, children had to make their own fun, often literally. The games of the past tended to involve groups socialising and playing a well-known game with well-known rules. They also often utilised items from their everyday life, such as rocks, shells, sand and almost any other everyday item you can think of. Here are just a few games they enjoyed.



Al-Khabsah

Al-Khabsah is a simple game, normally played by groups of girls. Each girl brings a few simple items such as shells, stones, beads and any other items the players can get their hands on. First, the girls form a pile, or cone, of sand and then wet it to make it more solid. The first girl places one of her items within the pile, and then splits this structure into smaller piles, thereby hiding her item within one of the smaller ones. At the given signal, the other girls search through these piles for the item that has been hidden. Whichever girl finds the item wins not only the game but also the item itself. It is then her turn to place an item in the large sand pile and repeat the game.

Dawama

Dawama is a game played by two players. Each player has a spinning top, or dawama, shaped like a cone and made from wood and string. The centre, or core, of the spinning top is taken out and replaced with a small piece of metal, made by a blacksmith, to make it stronger. The players wind a piece of string round it and pull it off quickly, making the cone spin rapidly on its point. The two players try to damage each other's tops. The winner is the player whose dawama suffers the least damage.

Ambar

Ambar is a team sport which uses rocks and balls. The first team throws a ball at a pile of seven rocks in an attempt to scatter them. When they have done this, the second team take the ball. The first team then have to attempt to pile the rocks on top of each other, whilst the second team attempt to hit them with the ball. If a player is hit, or tagged with the ball, then he is out of the game. The first team win if they manage to pile all the rocks up without losing all their players. The second team win if they manage to get all the first team players out the game.

So there you have three classic Kuwaiti games. Maybe next time you're thinking about playing the latest video game or watching TV, you'll think of these traditional games instead and go and see your friends. Who knows, maybe you'll even invent some exciting games of your own!

Appositions

An apposition is a grammatical construction in which a noun phrase is placed next to another one between two commas to define or modify it. An example from the text is: *The centre, or core, of the spinning top is taken out. (centre = core)*

1 **a** Find another apposition in each of the three paragraphs.
b Draw the formula ---------- = ---------- for each example.

2 Write two sentences using apposition.
Alexander the Great, the conqueror of Persia, was one of the most successful commanders.
(Alexander the Great = conqueror of Persia)

Project 3

task

You are going to design and produce a poster to promote Kuwaiti culture. Work in small groups.

Design and produce a poster

Stage 1 Read and analyse

Look at these posters which have been designed to promote the culture of various countries and to attract tourists and other visitors. Discuss questions **a–e** below.



a What aspects of culture do the posters show?

b Do you think any of the posters have been designed for a particular age group or nationality?

c Which images on the posters do you find attractive? Which would put you off visiting the countries?

d What do you think of the layout and design of the posters? What are the good and bad points?

e Would you like more, or less, written information to accompany the photographs, or do you think the balance of writing and pictures is about right?

Stage 2 **Discussion and decisions**

a Decide what country or region you are going to promote with your poster:
- your own country
- a group of countries to which your country belongs
- a larger region

b Decide who you would like your poster to attract: young people, older people or everyone?

c Decide what aspects of your culture to include on your poster: historical, environmental, literary, musical, sporting, architectural, etc.

d Choose six or seven images you could use to represent these aspects of your culture.

Stage 3 **Produce your poster**

a Share out the tasks that need to be done. Here are some possible tasks:
- Select suitable images to include on your poster. Look in magazines, travel brochures and on the Internet.
- Write short texts describing each image on the poster.
- Plan the layout and overall appearance of your poster.

b When the individual tasks have been completed, get together as a group and make the poster.

c Think of one or more eye-catching titles or slogans to make people notice your poster.

Stage 4 **Display your poster**

a Display your poster on the classroom wall.

b Tell the rest of the class why you have chosen your images and who you hope to attract.

c You could end this project with a class vote: which group has produced the most persuasive poster?

TRY THESE WEBSITES FOR INFORMATION

- www.visit-kuwait.com
- www.canada.travel
- www.visitlondon.com
- www.enjoyrome.com
- www.dubai-tourism.net
- www.visit-dubai-city.com
- www.arizonaguide.com

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