



State of Kuwait
Ministry of Education



OVER TO YOU

WORKBOOK



SIMON HAINES

Grade
10



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Ministry of Education



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Workbook

Simon Haines



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الكتاب كاملاً



شاركنا بتقييم مناهجنا



شركة مطابع المجموعة الدولية

أودع بمكتبة الوزارة تحت رقم (٣٩) بتاريخ ٦ / ٥ / ٢٠٠٩



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



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

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We are what we eat

Key words

boost, comprise, dehydration, fatigue, obesity

Reading

1 Read about how a healthy diet can improve sporting performance.

- Which nutrients are useful to improve sporting performance?
- Compare the ideal diets of a shot-putter and a football player. Why are they different?
- Which nutrients should an athlete avoid?

Carbohydrates

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



Fats

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



Proteins

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



Vitamins

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



Minerals

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



Water

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



2 Read the descriptions again carefully and complete the table.

Nutrient	Foods	Effects on performance
Carbohydrates		
Fats		
Proteins		
Vitamins		
Minerals		
Water		

3 Complete the sentences using information from the nutritional label.

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

- a Most packaged foods have a label.
- b is the amount of food eaten at one time.
- c The amount of salt per serving is percent of your daily value.
- d One serving contains 10 percent of your daily amount of but 0 percent is taken from
- e Your intake can vary and depends on how much energy you need.
- f There are 4 calories per gram of so this food contains 5 grams of this substance.
- g There is more vitamin than vitamin but both are very low.
- h are based upon a 2000 calorie diet.
- i This container contains 2 Each is 228g or 1, so this container holds g.
- j This food contains almost one third of your daily allowance of

Sample Nutritional Label

Over to you

4 How would you encourage your friends to eat healthily?

Grammar assistant

Past Continuous

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

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

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

bring buy carry come order
pay for prepare take

An old man was paying for his meal.



- a A family their food from a waiter.
- b A waiter three drinks on a tray.
- c A brother and sister into the restaurant.
- d Another waiter empty plates back into the kitchen.
- e In the kitchen, the chef the vegetables.
- f Another waiter food out of the kitchen.

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

- a You have dropped your fork.
.....
.....
.....
- b You are a vegetarian.
.....
.....
.....
- c Two more guests will soon be arriving at your table, but there is no room for them.
.....
.....
.....
- d You are allergic to pepper.
.....
.....
.....

What would you say to your dad in this situation?

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

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

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

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

bake boil freeze fry grill
 steam stir

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

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

Self-assessment

5 Correct the punctuation and spelling mistakes in each sentence.

- a** mr smith whose a vegetariam should always suppliment his diet

b theyre are plenty of healfy eating restourants in kuwait city

c the labell says orange jewce has 60% of your rda of vitaminc

d my brothor ahmed develloped dyabetes last september so he follows a low shugar diet

e this summer i eight two many fattie foods suchas french fries

Grammar assistant

Capital Letters

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

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

Writing

1 Read the information from a website about healthy eating and Islam.

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

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

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

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

Bookmark this page to check for future updates!

¹The most common form of sugar.

Links

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

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

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

Respecting cultures

Key words

adorn, commemorate, cursive, embellish, paraphrase

Reading

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

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

A Mark of Respect

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



- The Eid stamp was designed by Zakariya, a calligrapher who specialises in the art, history and practice of Islamic calligraphy. The type of script chosen for the stamp is known in Arabic as *thuluth*. It is a large, elegant and cursive script, and first appeared in medieval times. Thuluth is written on the principle that one-third of each letter slopes. Zakariya describes it as "the choice script for a complex composition due to its open proportions and sense of balance."
- 15 The stamp design was created using carefully considered traditional methods and instruments. The designer used homemade black ink, with pens made from seasoned reeds from the Middle East and Japanese bamboo from Hawaii. The paper was prepared with a coating of starch and three coats of a special varnish that contains egg whites. It was then polished with an agate stone and aged for more than a year.
- 20 Zakariya's original black-and-white design was then embellished with colour using a unique computer program. The colours chosen - gold script on a blue background - are reminiscent of great works of Islamic calligraphy. Even the colours of this special stamp are a mark of respect.

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

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

3 Read the sentences below. Find the most appropriate place in the text to insert the information.

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

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

Word	Meaning	Synonym
	To show respect for someone or something	
	Handwriting, often decorative	
	An artistic arrangement	
	To make something more attractive, especially with decorative details	

5 Choose the correct statements to complete the sentences:

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

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

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

- a The style, which dates from the Middle Ages, is substantial, stylish and is written with all the characters connected.

.....

.....

.....
- b Honour between different people can occur in many ways, both large and minuscule.

.....

.....

.....
- c The stamp was well-planned and created using time-honoured techniques and tools.

.....

.....

.....
- d The stamp was produced by an expert in Arabic script.

.....

.....

.....

Over to you

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

.....

.....

.....

.....

Language practice

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

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

Grammar assistant

Present perfect

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

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

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

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

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

4 Choose the most appropriate response.

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

- 3 Is there a better restaurant nearby?
- 4 Table for four please.

5 Choose the correct verbs to complete the sentences.

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

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

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

Writing

1 Read the customer reviews of books by Alan Villiers and Wilfred Thesiger.

- Underline all the words and expressions which introduce the reviewer's opinions.
- Circle all the adjectives which describe their opinions.

Sons of Sindbad: by Alan Villiers

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

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

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

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

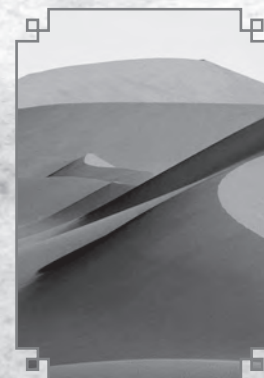


Arabian Sands: by Wilfred Thesiger

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

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

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



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

Facts

Sons of Sindbad

.....
Arabian Sands
.....

3 Discuss the questions in pairs. Make three lists.

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


Best-selling books

.....
Differences between traditional and modern stories
.....

.....
Traditional and modern authors
.....

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

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

 Topic 1:

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

Topic 2:

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

Topic 3:

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

3

MODULE 1: Culture

Inspiring architecture

Key words

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

Reading

1 Read the text about the 360° shopping centre in Kuwait. As you read, look for answers to these questions.

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

360° Kuwait

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

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

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

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



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

Floor Plan

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

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

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

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

copious electronics transform redefine
relaxing gourmand edutainment

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

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

The entertainment area is 35000 square metres. It is a 35000-metres-square entertainment area.

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

Over to you

5 Why do you think building impressive buildings is important?

Language practice

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

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

Choose the correct adjectives.

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

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

Grammar assistant

Adjectives

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

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

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

- B Our flat is (1) larger than yours and the area is (2)
- A My brother has a good job with a big company.
- B My brother has a (3) job with a (4) company.
- A I'm fit and healthy because I do lots of exercise.
- B I do more exercise. That's why I'm (5) and (6) than you.
- A I'm spending the weekend at my grandma's. Her house is warm and cosy.
- B I've visited your grandma before. My grandma's house is (7) and (8)

3 Unscramble the sentences. Add punctuation and capital letters.

- a art / and theatres / include museums / buildings / galleries / cultural
.....
.....
- b spent / taking notes / I / searching the Net / yesterday / writing my report / and
.....
.....
- c i / theatre studio / think / spacious and / new / this / is / well-lit / well-equipped
.....
.....
- d school / Mariam / meet / I / and Fatma / after / always / Aisha
.....
.....

Grammar assistant

Commas

We use commas to separate items in a series or list:
I went to Spain, Italy and Germany.
This boy is tall, dark and athletic.

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

great high modern strong long
old busy short

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



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



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

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

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



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



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

- A Are there any new properties for sale you'd (1) ?
- B Well, there's a four-bedroom house close to the city centre (2) you view. It also has a garage and a well-kept garden.
- A Are any of the bedrooms on the ground floor?
- B No, they're all on the first floor, (3)
- A (4) is that my brother is disabled, so (5) at least one bedroom on the ground floor.
- B Well, there's a bungalow nearby that's for sale too, if (6)
- A Yes, that sounds more suitable.
- B Ok, I'll arrange a viewing (7)

Writing

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

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

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

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

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

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

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

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

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

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

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

1 We interviewed

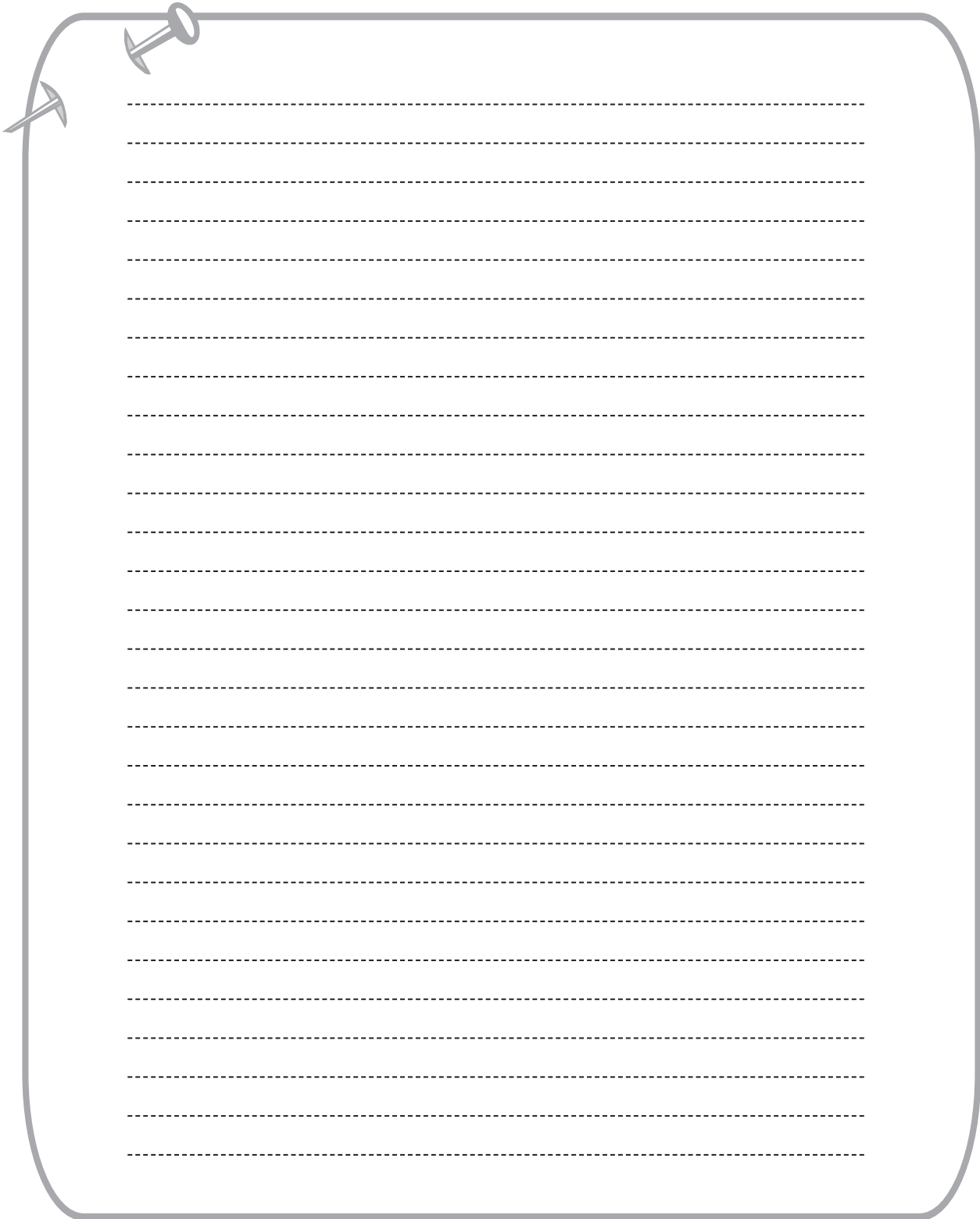
2 The majority

3 They said that the situation

4 A number of suggestions were made

5 In

2 Describe the traffic situation in a city you know well. Persuade the reader how this situation could be improved.



A large, rounded rectangular box designed for writing. The box has a solid grey border and a dashed line inside, creating a space for text. In the top-left corner of the box, there are three pushpins: one is partially visible on the left edge, and two are pinned to the top edge. The box is intended for a student to describe a traffic situation and persuade the reader on how to improve it.

Progress test 1

Reading

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

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

- 1 of
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- 13
- 14
- 15
- 16
- 17
- 18
- 19
- 20
- 21
- 22
- 23
- 24
- 25
- 26
- 27
- 28
- 29
- 30
- 31

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

- a NCCAL stands for the National Cultural Council of Arts and Letters.
.....
.....
- b The NCCAL is 20 years old.
.....
.....
- c The Qurain festival is only for Kuwaitis.
.....
.....
- d 23 countries participated in the Kuwait Book Fair.
.....
.....
- e The atmosphere is lively.
.....
.....
- f One shortage at the exhibition is the lack of original books.
.....
.....

3 Choose the correct answer.

- a The NCCAL wants to preserve Kuwait's cultural heritage and ...
 - 1 ... its architecture.
 - 2 ... its art.
 - 3 ... its cultural future.
- b The Qurain Festival is organised ...
 - 1 ... every month.
 - 2 ... every year.
 - 3 ... every 10 years.

- c The Kuwait Book Fair is ...
 - 1 interesting.
 - 2 crowded.
 - 3 interesting and crowded.
- d The contributors are ...
 - 1 local.
 - 2 local and other Arabs.
 - 3 international.
- e These festivals are known ...
 - 1 worldwide.
 - 2 locally.
 - 3 in the Arab World.

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

- a The NCCAL is the major organiser of cultural events in Kuwait.
 - 1 It was organised in
 - 2 It preserves
 - 3 Some of the arts exhibited are
- b The Qurain Festival is a cultural festival organised
 - 1 A variety of
 - 2 It is a place to see
 - 3 Locals and
- c The Kuwait Book Fair
 - 1 Publishing houses
 - 2 There are also
 - 3 It shows

Language practice

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

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

We (1) along the motorway towards the city centre. We were on our way to spend the weekend with some friends. My brother and I (2) to music on our personal stereos, Mum (3) a magazine and Dad (4) the car. Through the window I suddenly (5) flashing blue lights on the motorway about 500 metres ahead. The cars in front of us (6) and eventually we all (7) A police officer (8) in the middle of the road. Behind him there was a car on fire. Flames and smoke (9) from the engine. Firefighters (10) the fire with water. Two hours later, the road was clear, and we (11) on our journey.

2 Choose the correct words.

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

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

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

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

wide	noisy	expensive	boring	slow
bad	funny	short	mean	public

Was that the longest journey you've ever made?

No, it was the shortest.

- a Was that the cheapest meal you've ever had?
.....
.....
- b Was that the worst joke you've ever heard?
.....
.....
- c Is that the most interesting book you've ever read?
.....
.....
- d Is that the quietest city you've ever been to?
.....
.....
- e Is he the most generous person you've ever met?
.....
.....
- f Is that the best programme on TV?
.....
.....
- g Is that the fastest car you can buy?
.....
.....

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

grill supplement embellish attach
mentor

- a I've just cooked some chicken.
.....
.....
- b A part-time job is a good way of increasing a student's income.
.....
.....
- c Waleed has been advising teenagers for 10 years.
.....
.....
- d The blue silk was decorated with gold embroidery.
.....
.....

5 Put these words in meaningful sentences.

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

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

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

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

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

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

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

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

Writing

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

Facts

Name of the book

Author

Main characters

Date written

Setting (e.g. what country / place / time)

Type of book (e.g. historical / classic)

Your opinions

Did you like it / dislike it? Why?

Best / worst thing about it?

Would you recommend it?

Give it a star-rating – 5 stars is the best.

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

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

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

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Learning-log

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

How did you find:

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

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

2. Was the reading in this module

easy? difficult?
 interesting? not interesting?
 What was your favourite passage in this module?.....

3. Was the listening in this module

easy? difficult?
 interesting? not interesting?
 What was your favourite passage in this module?.....

4. Was the writing in this module

easy? difficult?
 What did you do to plan your writing? How can you improve?

5. Was the vocabulary in this module

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

6. Write your result from your Progress test

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

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

7. Was the grammar in this module

easy? difficult?

Computer games

Key words

idle, incredibly, mundane, out of shape

Reading

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

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



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

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

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

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

2 Choose the most appropriate title for the text.

- Have fun!
- Have fun and keep fit
- Exercise to keep fit
- Fun stops exercise
- Muscle-wasting games

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

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

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

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

- a interesting
- b slower
- c lower
- d forwards
- e energetic
- f healthy
- g slowly
- h tiny
- i modern

5 Choose the most appropriate statements to complete the sentences.

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

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

.....

.....

.....

.....

.....

.....

Over to you

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

.....

.....

Language practice

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

Remember to use:

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

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

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

- a by bus/I travel there/on Monday

- b at the interview/I/probably be/very nervous

- c at university/I/work really hard/when I'm

- d I expect/quite hard/the work/be

- e a doctor/I'm definitely/to be/leave university/when I

Grammar assistant

Using will

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

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

Hi Reem,

How are you? I'm fine. I've been working hard at school but my holiday starts tomorrow. I probably (1) won't have (not have) time to write to you next week so I'm writing now. Tomorrow my sister and I (2) (fly) to London to spend a few days with our aunt and uncle who live there. We (3) (stay) in their flat in the city centre near to the River Thames. We (4) (spend) two or three days shopping. I (5) (buy) some new clothes. On Wednesday my uncle (6) (take) us to the British Museum where I hope we (7) (see) lots of interesting ancient things. On Friday we (8) (travel) to Scotland. We (9) (see) our cousin, who is a student at Edinburgh University. We haven't seen him for nearly a year, so I'm sure we (10) (have) a great time together. So, you can see we (11) (have) a really busy time. I (12) (send) you a postcard from Edinburgh, and I (13) (phone) you when I get home.

Love,
Sara



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

- a Hi Sara, thanks for your letter.
- b Your holiday sounds fantastic.
- c Send my regards to your family.
- d Could you bring me some information about Edinburgh University?
- e I hope you have a great trip.

- 1 I will do and the same to yours.
- 2 I can't wait to see you too.
- 3 Thanks. I'll send you a postcard from Scotland.
- 4 You're welcome.
- 5 That sounds nice.
- 6 I know, I can't wait!
- 7 Sure, no problem.

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

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

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

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

5 Choose the correct verbs.

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

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

6 Correct the language mistakes in each sentence.

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

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

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

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

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

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

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

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

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

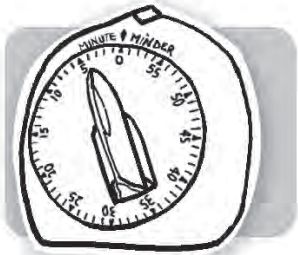
.....
.....
.....
.....

Writing

1 Read the instructions.

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

1



2



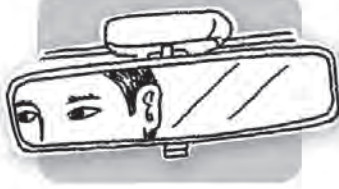
3



4



5



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

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

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

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

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

Sports Psychology

Key words

interpersonal, navigate, personal trainer, stamina

Reading

- 1 Read the text about types of racing. What are the differences and similarities between each type of racing?

Types of Racing

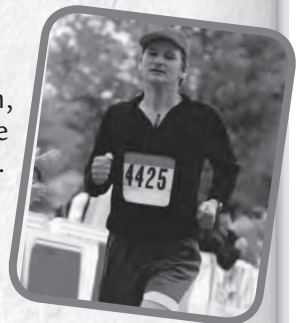
Formula One

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



Marathon Racing

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



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

Formula One

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

Marathon Racing

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

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

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

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

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

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

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

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

- e Formula One is extremely competitive.
-
-
-

- f Marathon runners tend to be modest and introverted.
-
-
-

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

Over to you

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

.....

.....

.....

Language practice

1 Read the answers and write the questions for them.



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

Self-assessment

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

ridicule give practise
dribble try respect
celebrate enjoy kick



- a Always your hardest, and most importantly, the game.
- b Always with your team between games.
- c your teammates and them encouragement.
- d if you win but don't the losing team.
- e When playing basketball, always the ball. Never it.

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

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

.....

.....

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

.....

.....

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

.....

.....

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

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

5 Complete the table with sports words.

Sport	Venue	Equipment	Personality type
t.....	c.....	r.....	i.....
f.....	p.....	b a l l	e.....
b.....	p.....	b.....	sportsmanlike
golf.....	c.....	c.....	i.....

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

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

.....

4 Complete the application form for a university summer school.



SUMMER SCHOOL APPLICATION FORM

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

SECTION 1 – COURSES

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

- English Language - Beginners
- English Language - Intermediate
- English Language - Advanced
- British life and culture

SECTION 2 – PERSONAL DETAILS

Surname

First name(s)

Address

Postcode

Country

Telephone (include international dialling code)

Email

Date of birth (DD) (MM) (YYYY)

Nationality

Do you have any medical condition or disability you want us to be aware of?

If so, please give details

.....

Person to contact in case of emergency

Name / Telephone number

.....

Contact person's relationship to you

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

SECTION 3 –

.....

.....

.....

.....

.....

.....

.....

Nature

Key words

call, genus, pesticide, poacher, underpart, widespread

Reading

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

Lesser kestrel

Siberian tiger

Ostrich

LESSER KESTRELS

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

They are mostly

5 found in central

Asia and Africa,

but also inhabit the

Mediterranean. They are from the falcon

10 genus, and are about 30cm in length.

Their wingspan measures about 70cm.

They are smaller and more delicate than

15 the common kestrel, and they have their own 'chay-chay-chay' call. Although the breed is widespread, the Lesser kestrel is

a vulnerable species. The population has

declined 30% in the last 10 years. They

have been affected greatly by habitat

destruction, and also by the use of

pesticides.



to 60 kph to escape predators!

Ostriches are in danger from people

30 hunting for their feathers and eggs. Now many are bred in farms as there are very

few in the wild.

The Siberian tiger

is the biggest of the

tiger family. A male

tiger can weigh 300kg

and be up to 3 metres

35 in length. Their body

is orange and white

with black or grey stripes. Siberian tigers

are in danger because their forests are

40 disappearing. People are building roads through their forests and cutting down trees. These handsome animals are also

threatened by poachers and forest fires.

**Factfile**

Common name: Lesser kestrel

Population: 150,000

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

Factfile

Common name: Siberian tiger

Population: 360 – 400

Habitat: forest areas in Russia, China and North Korea

Ostriches

20 are the world's largest birds. In fact, they are so big that they cannot fly! However, they are the

fastest animal on two

25 legs – they can run at up

**Factfile**

Common name: ostrich

Population: 335,000 – 375,000

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

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

Lesser kestrel

bird that hunts and kills other birds bird of prey

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

The Siberian tiger

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

Ostriches

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

3 Read and answer the following questions.

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

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

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

5 Choose the most appropriate statements to complete the sentences.

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

Over to you

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

Language practice

Grammar assistant

Describing quantities

- Use **some** to talk about unspecified quantities (countable and uncountable nouns).
*There are **some** very interesting books in the library.*
- Use **any** to ask or talk about quantities.
*Have you got **any** ideas?*
- Use **all** to include every example of the subject.
***All** the animals live outdoors.*
- Use **many** to talk about a large, but unspecified number of things.
***Many** people emigrate to the city.*

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

The Arctic Fox

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

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

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



Countable nouns

fox

Uncountable nouns

heat

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



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

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

3 Summarise the factors that are threatening seabirds.

.....

.....

.....

.....

.....

.....

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

A person who is ...
... not afraid of danger is (*cowardly* / *brave*).

- a ... happy because of something they have done is (*proud* / *modest*).
- b ... refuses to change their mind is (*stubborn* / *easy-going*).
- c ... nervous or uncomfortable with other people is (*confident* / *shy*).
- d ... angry and aggressive is (*fierce* / *peaceful*).

Self-assessment

5 Use the adjectives and adverbs to expand the sentences.

sadly stubborn rapidly endangered
black vividly flightless talkative
laziest fierce white

- a Birds of prey have a character and beating wings.
.....
.....
- b The parrot is a bird with coloured feathers.
.....
.....
- c The penguin is a seabird with upper parts and underparts.
.....
.....
- d Many animals are threatened by hunting and habitat destruction.
.....
.....
- e Pandas are often known as the animals.
.....
.....

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

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

7 Write sentences in the present perfect using the cues.

- a Some / protection / governments / give / by / animals
.....
.....
- b charities / attempt / protect / animals
.....
.....
- c I / raise / money / save / tiger
.....
.....
- d many species / extinct / human actions
.....
.....

Writing

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

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

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

Hi,

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

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

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

Look forward to hearing from you.

Best wishes
Ahmed

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

Dear Ahmed,

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

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

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

Yours sincerely,
Greenearth Membership
Secretary

.....

.....

.....

.....

.....

.....

.....

.....

.....

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

.....

.....

.....

.....

.....

Progress test 2

Reading

1 Read the text about collecting and answer the questions.

a How many different kinds of collecting does the writer mention?

.....

b What do you need plenty of if you want to collect old cars?

.....

c Why is fossil collecting unique?

Collecting

1 One of the most common pastimes for children and adults is collecting. People of all ages collect all kinds of things. Some people even make a living by buying and selling things which are 'collectable'. But it's important to collect something you can enjoy, rather than as an investment, because the value of collections can be unpredictable. 5 The most common things to collect are stamps, coins, autographs and postcards, but it is possible to collect almost anything. Here is some information about some of the more unusual things people collect.

Old cars

Owning, restoring and collecting old cars is a popular hobby worldwide. 10 Old cars are also described as 'antique' or 'classic', and are generally cars over 25 years of age. Some people choose to buy old cars as an investment. Ferraris, Ford Mustangs, Jaguars and rare designs are valuable to these collectors. However, others collect just for the pleasure of driving or restoring a 'piece of four-wheeled history'. Amateur restorers 15 sometimes take years to have a car up and running again. Whether you are collecting for money or enjoyment, you need a lot of space if you want to start this expensive hobby!

Fossil collecting

This is a great hobby because you are collecting things which are millions of years old. Fossils are the remains of 20 pre-historic animals or fish that have been set into rock. Every fossil is different, so fossil collections are always unique. Collecting fossilised shark's teeth is an easy way to begin collecting fossils. Other good reasons why fossil collecting is so popular are that anyone can do it, it's free, and you can find fossils almost all over the world.



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

Word	Meaning	Synonym
	An activity done regularly for enjoyment, rather than work	
	Particularly remarkable or uncommon	
	Worth a lot of money	
	Done or enjoyed by many people	

3 Choose the correct statements to complete the following:

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

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

Paragraph 1:

.....

.....

.....

.....

Paragraph 2:

.....

.....

.....

.....

Paragraph 3:

.....

.....

.....

Language practice

1 Complete the sentences with the correct future verb.

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

2 Choose the correct words or phrases.

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

3 Rewrite the incorrect phrases.

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

- Could you pass me *two breads*, please?
.....
.....
- I was so thirsty that I drank *two glasses* of water.
.....
.....
- Have we got *enough foods* for the weekend?
.....
.....
- Could you tell me where you put all *those meats*?
.....
.....
- There aren't *much pens*.
.....
.....
- I did so *many shopping* this afternoon.
.....
.....

4 Complete the sentences with the correct verb.

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

5 Choose the correct word for the definition.

a an animal that only eats plants

- 1 fauna
- 2 herbivore
- 3 vegetarian

b an outgoing personality

- 1 aggressive
- 2 extrovert
- 3 positive

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

- 1 tame
- 2 timid
- 3 trained

d a good quality

- 1 flaw
- 2 virtue
- 3 habit

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

- 1 anxiety
- 2 motivation
- 3 regret

f not friendly

- 1 hostile
- 2 compassionate
- 3 psychological

g related to horses

- 1 feline
- 2 equestrian
- 3 canine

h ambitious and determined to win

- 1 passive
- 2 hopeless
- 3 competitive

i an extraordinary event

- 1 routine
- 2 phenomenon
- 3 tradition

j coming from another country

- 1 exotic
- 2 popular
- 3 native

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

spectator self-discipline member
 exclusive environment champion
 rival Paralympics

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

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

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

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

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

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

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

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

2 A new cultural magazine is looking for submissions about visiting interesting places.

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

Learning-log

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

How did you find:

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

- 2. **Was the reading** in this module
 easy? difficult?
 interesting? not interesting?
 What was your favourite passage in this module?
- 3. **Was the listening** in this module
 easy? difficult?
 interesting? not interesting?
 What was your favourite passage in this module?
- 4. **Was the writing** in this module
 easy? difficult?
 What did you do to plan your writing? How can you improve?

- 5. **Was the vocabulary** in this module
 easy? difficult?
 Are there any words or sounds that you have difficulty with?
- 6. Write your result from your Progress test

- What did you do well in?
- What do you need to revise?
- 7. **Was the grammar** in this module
 easy? difficult?

Power - the alternatives

Key words

invisible, megawatt, resolve, spoil

Reading

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

Invisible Power



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

technology.

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

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

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

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

¹a wave farm = about 40 separate wave machines

Grammar assistant

if + past simple + would / wouldn't

- Use *if + past simple + would / wouldn't* for imaginary situations.
If you told me the answer, I wouldn't tell anyone.
If I wanted to lose weight, I would stop eating fast food.
- We can put the 'if part' or the 'would part' of the sentence first.
If I found a summer job, I would save up for a new CD player.
I would save up for a new CD player if I found a summer job.
- We usually put a comma after the 'if part' of the sentence when the 'if part' comes first.

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

- If I **am** (be) thirsty, I drink water.
- Turn the air conditioning up if you (be) too hot.
 - If she's hungry, she (eat) a sandwich.
 - If you (be) tired, go to bed early.
 - If he (travel) to Kuwait, he'll visit the Great Mosque.
 - If they (release) a new mobile phone, I (buy) it with my savings.
 - If I (not find) the books I need, I (use) the Internet.
 - I (not be) happy if my friend (read) my e-mails before I did.

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

become block burst fall
flood go stop think wait



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

- If our house floods, we and stay with friends.
- If the wind doesn't stop blowing, trees down.
- If that tree falls down, it the main road.
- If the main road is obstructed, we isolated.
- If we still have electricity, we for the weather report.
- If the weather report is positive, we worrying!

3 Complete the dialogue with an appropriate expression.

- A:** I'm **(1)** about the amount of electricity my family uses at home.
- B:** Me too. **(2)** for us all to save electricity.
- A:** What **(3)** ?
- B:** Well, we've started switching off all the lights and appliances when we're not using them.
- A:** That's **(4)** What do you think I should do?
- B:** The same thing!

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

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

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

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

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

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

Self-assessment

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

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

Grammar assistant

Commas

Use commas to separate parenthetical words and phrases.

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

I e-mailed you the document, as requested.

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

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

Writing

1 Look at the titles of five articles about energy.

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

Title	Subject
1 Are we doing enough?
2 Energy saving tips
3 Is there life after coal?
4 Solar power can be beautiful
5 Wind farms: not everyone loves them

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

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

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

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



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



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

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

Which articles, A-E ...

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

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

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



4 Now write the rest of the article about the problems and solutions of your choice. Make it interesting.

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The power of technology

Key words

bio-fuel, implement, obstacle, outlandish, suspension, windscreen wiper

Reading

1 Read the text about future car technologies.

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

Future Travel



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

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

2 Find words with these meanings in the text.

Paragraph 1

put into action or effect implemented

- something bizarre or unfamiliar
- superior, deluxe or exclusive
- a system of springs and shock-absorbers that cushion a car from road conditions
- a piece of equipment which detects objects and things around it

Paragraph 2

- a new or improved product or technology
- fuel made from living matter
- to remove unwanted material or impurities
- to produce and discharge something
- to prevent wasteful overuse of something

Language practice

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

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

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

2 Expand this paragraph using words from the box.

for example for instance namely
to summarise in short in conclusion

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

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3 Put the verbs in brackets in the right tense.

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

4 Write *wish* sentences using the cues provided.

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

- a** we / won the match / play this weekend

- b** you / not / do that / really irritating

- c** I / studied / harder / pass / exam

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

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

- f** I / entered competition / won prize

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

- h** I / stay up late / not tired today

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

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

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

comfortable frequent friendly happy
 honest legal loyal polite tidy

- Q:** Are there frequent flights to Rome from here?
- A:** No, I'm afraid flights to Rome are very infrequent - only twice a week.
- a Q:** Were the cabin crew on your flight _____ ?
- A:** No, they were very _____ - they were often really rude.
- b Q:** Were they _____ ?
- A:** No, in fact they were quite _____. When I bought some gifts, they didn't give me enough change.
- c Q:** But the other passengers were quite _____, weren't they?
- A:** No, they were very _____ - nobody smiled or even talked to me.
- d Q:** Was the plane _____ ?
- A:** No, it wasn't. It was very _____ - there was rubbish all over the place.
- e Q:** What about the seats? Were they _____ ?
- A:** No, the seats were terribly _____ . They were hard and rough.
- f Q:** So when you got off the plane you weren't _____ ?
- A:** No, I was very _____. In fact, I'm going to complain to the airline company.

Self-assessment

Writing

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

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

Mini-bouncer - Home trampoline

Essential for everyone who wants to keep fit.

It will keep you fit and healthy.

It will last for years.

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

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

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

Call now on 965 6 123 45 67



Talky-Walky

The talking pedometer that makes walking fun.



It counts your steps as you walk.

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

It can play music to make walking more fun.

It can tell you the time and has an alarm.

You can clip it on to your belt.

Order one tomorrow. You won't regret it!

Special offer: Buy One Get One Free if you order online.

The realistic video camera that keeps you safe.

YOU WON'T REGRET IT

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

RED ALERT SECURITY CAMERA

A bargain at only KWD 56.700

Visit our showroom or order online.



Dr CD

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

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

Just spray your discs and turn the handle.

Watch scratches, dust and fingerprints disappear!

Don't buy new CDs – Buy a Dr CD

It's a bargain at KWD 2.650
Order by phone or online.



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

BIO – CAR

An environmentally friendly way to travel.

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

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

Bio – fuel is _____ and _____ than traditional fuels.

Bio – Car: It will change your life.

Contact us now - _____

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

(Name of product)

(Headline: Summary of the best things about the product)

It can _____

It can _____

You can _____

You can _____

 And it's only _____ (Price)

Order _____ now!

It'll change your life!

Want to find out more?

Look at our website: _____

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

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

Money

Key words

billionaire, charitable, inherit, philanthropic, tax return

Reading

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

- How large is Buffett's fortune?
- How did Buffett make his fortune?
tax return pinball machine undervalued stock
- How much money does Buffett spend each year?
- How much money is Buffett giving to charity?



Warren Buffett: Philanthropic billionaire

1 A young entrepreneur

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

B

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

C

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

D

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

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

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

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

The most wealthy
 richest 2

- a** accumulate a substantial amount of something

- b** moderate or limited; not excessive

- c** lacking good sense or judgement

- d** extremely large or great

- e** showing a readiness to give more than necessary

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

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

- a** Warren Buffett has been the richest man in the world for 15 years.

- b** Buffett used to sell overvalued stock to make money.

- c** Buffett is thought to have accumulated over \$60 billion in wealth.

- d** Buffett spends a lot of money on things he doesn't need.

- e** Buffett has lived in the same house for more than 50 years.

- f** Buffett is giving exactly \$37 billion dollars to charity.

Over to you

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

.....

Language practice

1 Choose the correct verbs.

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

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

Every year, Omar collects some money for Eid Al-Adha so that he would (1) buy gifts for his family and friends. However, this year is a little bit different. Omar (2) put any money aside because he has spent a large amount to buy the most recent PlayStation. He (3) be feeling very bad for being so selfish! He (4) have waited a little longer to buy the PlayStation, at least until Eid Al-Adha was over. He (5) turn back in time now and change what he's done, but he (6) do something about it because this holiday means a lot to him as well as to his family and friends. At this stage, Omar decides to work at his friend's restaurant at the weekend. That's the only chance for him to (7) fix the problem. He's aware that he (8) spend any of the money he earns at the restaurant.

The weekend is over and, unfortunately, Omar (9) collect all the money he needs. He's very disappointed for not (10) do so. This is when he decides to sell his PlayStation. He (11) feel sorry about selling it because Eid Al-Adha is the symbol of sacrifice. Omar believes in this strongly and thinks that this is the least he (12) do for his loved ones!

Writing

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

A

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

B

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

C

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

A

.....
.....

B

.....
.....

C

.....
.....

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

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

Progress test 3

Reading

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

The good old days?

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

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

- 1
- 2
- 3.....
- 4
- 5
- 6
- 7
- 8.....
- 9
- 10
- 11
- 12
- 13
- 14
- 15
- 16.....
- 17
- 18
- 19
- 20

- 2 Read the text again and answer the questions.

- a How did people light their homes before electricity?
.....
- b When did people get up in the morning?
.....
- c Where did people who lived in the country get their water from?
.....
- d Which particular household job took a lot of time?
.....
- e What did people do instead of watching TV and listening to CDs?
.....
- f What three things did dairy farmers produce?
.....
- g Why did they have to sell their products quickly?
.....

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

a 1 oil lamps 2 candles 3 sun 4 gas lights

b 1 washing 2 chatting 3 drinking 4 cooking

c 1 went 2 used 3 had 4 keep

d 1 money 2 milk 3 cheese 4 butter

e 1 streets 2 families 3 machines 4 people

f 1 soon 2 after 3 made 4 much

g 1 television 2 personal television 3 CD player 4 radio

h 1 bed 2 time 3 different 4 water

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

a general
1 usually 2 occasionally 3 sometimes 4 never

b running
1 sliding 2 hurrying 3 flowing 4 standing

c energy
1 time 2 trouble 3 electricity 4 power

d jobs
1 employment 2 tasks 3 professions 4 careers

e chatting
1 writing 2 cooking 3 singing 4 talking

f longer
1 more energy 2 more time 3 more money 4 more distance

g by hand
1 without walking 2 without feet 3 without machines 4 without people

h entertainment
1 amusement 2 work 3 music 4 travel

i hard
1 not soft 2 accurate 3 difficult 4 reliable

j especially
1 gifted 2 in particular 3 different 4 unknown

Language practice

1 Choose the correct verbs.

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

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

can could be able to
must have to should

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

- A:** you fly a plane?
B: Yes, I In fact I fly for three years.
- Abdelhameed speak Arabic and English fluently, but he speak French very well. He read when he was only two years old.
- Do you think I tell her?
- You tell lies! It's wrong!
- You collect me from the airport. I can get a taxi.
- You look really tired. You go to bed so late.

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

Why are you being so unfriendly?
You haven't spoken to me all day.
(friendly)

- When you write to your friend, you can write in English.
(formal)
- It is to tell lies.
(honest)
- She gets very when she has to wait in a queue.
(patient)
- It is to drive without a licence. (legal)
- He never remembers his commitments. He is extremely
(reliable)

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

position mind belief smoker
clouds heart impression

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

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

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

6 Complete the sentences with words from the box.

suggest think believe
imagine know

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

7 Use the phrases in the box to give your opinion about the following statements.

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

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

- b Summer is more pleasant than winter.
.....
.....
- c Travelling by air is more fun than travelling by land.
.....
.....
- d In the future, robots will do all the boring work.
.....
.....
- e Life in the past was better than it is now.
.....
.....

8 Complete the sentences using the correct verb tense.

- a If I forget to warm up, I
.....
.....
- b If I finish revising tonight, I
.....
.....
- c If the committee reaches a decision, they
.....
.....
- d If you e-mail me your contact details, I
.....
.....
- e If you succeed in your studies, I
.....
.....
- f If my printer runs out of ink, I
.....
.....

Writing

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

	1900	Nowadays
Communication	Handwritten letters sent in the post or delivered by messengers	
Information	Information was collected in libraries	
School	Teachers used blackboards and gave some lessons outside	
Shopping	Towns and cities had markets where different items could be traded	
Travel	Overland by horse and over seas by boat	

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

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

Life was better in the 'good old days'.

Write 150-170 words.

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

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

3 Think about your own abilities and answer these questions.

- a What could you do when you were younger that you can't do now?
.....
- b What can you do now that you are proud of?
.....
- c What do you hope you will be able to do in the next ten years?
.....
- d What has learning English helped you to do?
.....
- e What can you do better than all of your friends?
.....

Learning-log

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

How did you find:

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

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

Key words

chuckle, firmly, fleet, retire

Reading**1** Look at the picture and answer the questions.

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

2 Read the story and check your answers.

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

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

'Not very long,' the fisherman replied.

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

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

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

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



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

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

'Fifteen or twenty years,' replied the businessman.

'And what then?' asked the fisherman.

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

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

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

3 Read the story again and answer the questions.

- a Why is the businessman in the fishing village?
.....
.....
- b Why doesn't the fisherman try to catch more fish?
.....
.....
- c What does the fisherman do in the evenings?
.....
.....
- d Why does the businessman suggest that the fisherman buy more boats?
.....
.....
- e How long would it take the fisherman to become rich?
.....
.....
- f What would he have to do to become a millionaire?
.....
.....
- g How would he spend his life after this?
.....
.....

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

Paragraph 1

small town **village**

- a by the sea (3 words)
- b a town by the sea where ships arrive and leave from

Paragraph 2

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

Paragraph 3

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

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

.....

.....

.....

.....

.....

.....

Over to you

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

.....

.....

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

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

A Journey to Forget

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

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

joyful formal secure desperate
rapid silent vivid

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

Grammar assistant

Commas

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

6 Correct the punctuation and spelling mistakes in each sentence.

- a don't worrie he said a ship will resque us soon
.....
.....
- b if i moved to europe i wood miss kuwait terribly
.....
.....
- c did you here that noize asked the pilot
.....
.....

Writing

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

New Message

Send Chat Attach Address Fonts Colours Save As Draft

To:

Subject:

Hi Fahad,

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

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

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

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

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

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

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

(12) Yours sincerely,
Fawaz

Messages

Key words

fasten, homing, illegally, instinct

Reading

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

- a 20,000
- b 15-20
- c 1,000
- d 30
- e 5,000



Five thousand year-old postal service

Pigeons have carried messages for humans for over 5,000 years. The Egyptians were probably the first to use them in 3000 BCE. Between 770 BCE and 390 BCE, the Greeks used them to carry news of the early Olympic Games. The first regular pigeon post service was in 1146 CE when the Caliph used pigeons to carry mail all over the Arab world. In the Mamluk period in Egypt, there were thousands of pigeons in the postal service. In more recent times, pigeons have been used in wartime to send military reports back to leaders when it was too dangerous or impossible to use normal postal services. During the First World War, 20,000 pigeons were killed, and 30 British pigeons were given medals for bravery. Pigeons have even been used to smuggle diamonds illegally out of South Africa.

10 Pigeons are unique birds. A healthy pigeon can live for 15-20 years and can travel up to 1,000 km in one flight. Most important of all, pigeons have a natural instinct to fly back to their nests or homes from wherever they are. This is why they are sometimes called 'homing pigeons'. This ability makes them perfect for carrying messages over long distances.

15 They are trained and fed in one area, then taken to other areas where they are used when someone wants to send a message to their 'home'. Normally messages are written on light paper and then fastened to the feet of the pigeon. When they are released they always return home. There are even 'boomerang' pigeons which are trained to deliver one message and return with another.

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

Paragraph 1

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

Paragraph 2

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

Language practice

Grammar assistant

Past simple passive

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

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

The Chinese introduced a postal service in about 1200 BCE.

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

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

messages

- e** The Romans sent messages 270 kilometres in 24 hours by this system.
.....
- f** Britain introduced the first postage stamps in 1840.
.....
- g** The Greeks used homing pigeons to deliver messages.
.....

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

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

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

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

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

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

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

Self-assessment

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

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

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

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

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

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

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

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

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

.....

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

.....

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

.....

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

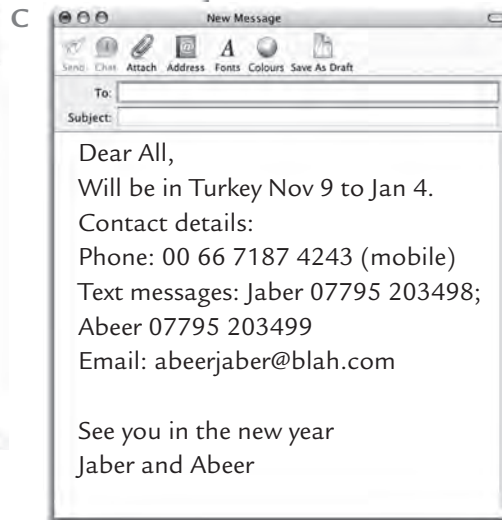
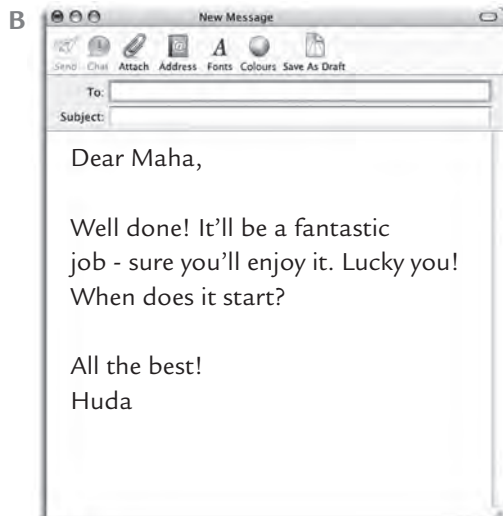
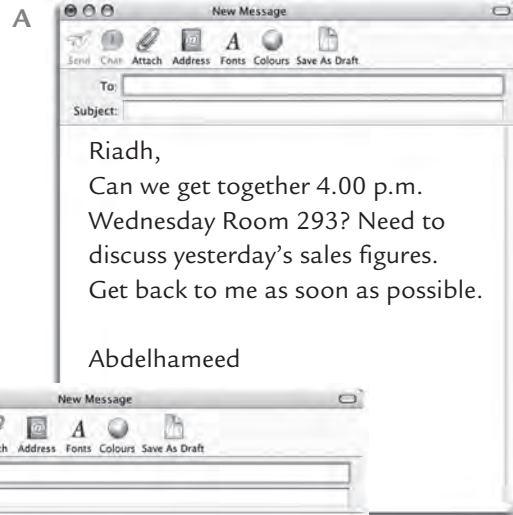
.....

Writing

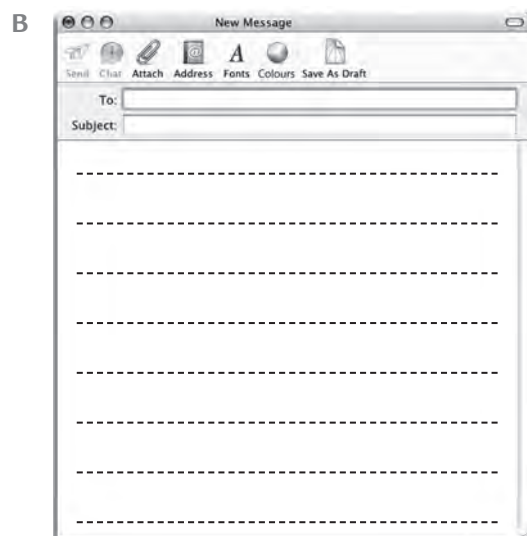
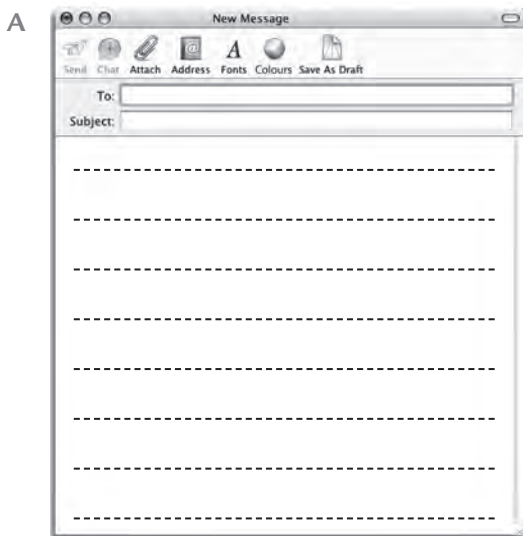
1 What are the purposes of the three e-mail messages below? Write the message letter (A–C) next to the appropriate purpose. (There are more purposes than you need.)

Purposes

- a request for information
- b apology
- c complaint
- d congratulations
- e giving information
- f request for a meeting



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



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

Al-Maarri Street
Kuwait City
Kuwait
16th February

Dear Salma,

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

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

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

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

All the best,
Nada

1 Match each paragraph with one of the following:

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

2 Find examples of informal style:

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

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

Stage 1: deciding who to write to

.....

Stage 2: making notes

.....

Stage 3: writing the letter

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

Flying stories

Key words

biplane, landmark, plague, prejudicial, rusty, transcontinental

Reading

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

1900 1930 1960 1990

2 Read the story of Amelia Earhart and check your answer.

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

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

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

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

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

Three months later, Earhart completed the flight and broke the women's transcontinental speed record, flying 2,447.8 miles in 19 hrs 55 min. However, she was not satisfied. In June 1937, she began an attempt to circle the globe, and became the first person to fly from the Red Sea to India. But on 2 July, her plane vanished. After leaving New Guinea, Amelia and her co-pilot had lost communication with land and were never seen again.



3 Read the story again and fill in the table.

Date	Event	Record broken
January 3, 1921 flying lesson	
.....	Bought her first plane, named 'Canary'	
October 1922	Set	Altitude of
June 17, 1928	Flew from Newfoundland to hours
..... 20, 1932	Flew from to	
..... 24-25, 1932	Flew from to, set women's transcontinental speed record
June 1, 1937	Began	
.....	Plane vanished	

4 Complete sentences using words from the text.

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

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

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

Over to you

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

.....

.....

Language practice

1 Complete the sentences with the correct relative pronouns.

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

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

Self-assessment

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

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

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

- a The pilot welcomed the passengers on board. (The pilot was wearing a smart uniform.)
- b The passengers sat down in their seats. (The seats had no numbers.)
- c The cabin crew brought snacks round. (The cabin crew spoke good English.)
- d The flight finally left at 10 o'clock. (The flight was delayed by snow.)

- e The plane arrived in Rome two hours late. (It was warm and sunny in Rome.)

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

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

- A: (1) taking flying lessons?
- B: Yes, I'd (2) I think flying would be really exciting.
- A: I agree, but I'd be terrified. (3)
- B: Well, I heard that flying is actually one of the safest methods of travel. (4), that's for sure.
- A: (5)? I didn't know that. (6), so maybe I'd make a good pilot.
- B: I'm not sure the two are connected, but you should get lessons and see!
- A: (7)
- B: Ok, (8)!

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

take after take back take off
take over take up

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

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

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

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

.....

.....

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.....

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

give keep learn pull stand

- The end of the film was so frightening that it made my hair stand on end.
- a He looked so funny, I couldn't a straight face.
 - b I'd my right arm to learn to fly.
 - c Don't listen to him – he's just your leg.
 - d I find it difficult to revise for tests, because I can't things by heart.

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

- a If he (not have) a late meeting, he (not miss) his plane.

- b If their car (not break down), they (not buy) a new one.
- c If Salma (visit) the museum, she (find) the book she was looking for in the library.
- d If Ahmed (not complain), he (not upgrade) his phone.
- e If we (not see) our friend, we (not invite) him to dinner.

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

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

Writing

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

Technical problem

How they tried to solve it



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

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

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

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

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

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

Progress test 4

Reading

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



Mount Vesuvius and Pompeii

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

- 1
- 2
- 3
- 4
- 5
- 6
- 7
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- 11
- 12
- 13
- 14
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- 16
- 17
- 18
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- 20
- 21
- 22
- 23
- 24
- 25
- 26

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

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

3 Choose the correct answer.

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

4 Answer the following questions.

- a What happened to the people of Pompeii after Mount Vesuvius erupted? Why?

.....

.....

.....
- b What did the archaeologists find out in 1709?

.....

.....

.....

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

.....

.....

.....

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

- a The people were having dinner when the volcano erupted.

.....

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

.....

.....
- c The people of Herculaneum were fortunate.

.....

.....
- d The people of Pompeii were ancient Romans.

.....

.....
- e Pompeii and Herculaneum were in the valley.

.....

.....
- f The archaeologists uncovered all the houses at the same time.

.....

.....
- g All of the people died by inhaling deadly fumes.

.....

.....

Language practice

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

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

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

- a Ash and lava covered the two cities.
.....
.....
- b Fumes poisoned some of the people of Pompeii. Ash and lava buried others.
.....
.....
- c Nobody disturbed Pompeii for more than sixteen hundred years, then archaeologists excavated it.
.....
.....
- d They uncovered the houses of Pompeii and wrote down everything they found inside.
.....
.....
- e They found a woman hiding under a table, and a dog which someone had tied up.
.....
.....

2 Choose the correct relative pronouns.

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

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

- b The people of Herculaneum, (*who / whose*) city was also destroyed, managed to escape.
- c One woman was found in the kitchen, (*which / where*) she was making bread.
- d A dog, (*which / who*) was tied up, was also found by archaeologists.

3 Write sentences containing the extra information.

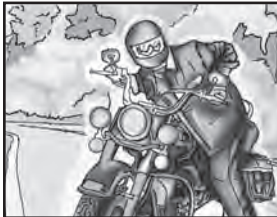
My sister goes to the University of Kuwait. (My sister is called Nada.)

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

- a My brother has a great view of the bay. (My brother's house is in Kuwait City.)
.....
.....
.....
- b Faisal lives in the flat next to ours. (Faisal is in Ahmed's class at school.)
.....
.....
.....
- c Our flat has four bedrooms. (Our flat is on the fourth floor.)
.....
.....
.....
- d My father is at a conference. (My father is a businessman.)
.....
.....
.....
- e Natasha is very angry. (Natasha has lost her keys.)
.....
.....
.....

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

catch drive get on get out of miss
land ride wait



He is catching a motorbike.
He is getting on a motorbike.



a She is waiting for a bus.

.....
.....



b He is getting on a train.

.....
.....



c She is getting off a taxi.

.....
.....



d He is landing a car.

.....
.....



e He is driving a bike.

.....
.....

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

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

- a some money with you. You might see something you want to buy.
- b Fiat cars in Italy.
- c It was raining hard, so we a taxi.
- d My train was late – that's why I didn't the 9 o'clock meeting.
- e I didn't feel like school, but my parents me go.

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

upgrade slide operate activate
run out unlock switch

- a If I my mobile, I'll give my old one to my sister.
- b To insert a new SIM card, just it into the back of your phone.
- c Can I borrow your charger? My battery has
- d My calls are too expensive so I've decided to to a cheaper network.
- e Do you know a nearby shop where I can my phone? It's locked.

7 Choose the correct phrasal verbs.

I've had this book for two months. I must (*take it off* / *take it back*) to the library.

- a I'm good with my hands. Everyone says I (*take after* / *take over*) my grandfather.
- b If I had more money, I'd (*take up* / *take off*) flying as a hobby.
- c In business, big companies often (*take over* / *take back*) small companies.
- d It was wonderful – our plane (*took up* / *took off*) on time and arrived early.

Writing

1 You are going to write a story which begins with this sentence.

As he arrived at the station, he saw his bus leaving.

Before you start writing, fill in the following table with the information you need to write the story.

Who is he?	
Why is he going to catch the bus?	
Where is he going?	
Are other people involved in the story?	
What does he do next?	
What happens after that	
Is anyone else involved?	
How does the story end? (a happy, sad or funny ending)	

2 Now, decide which of the following linking words you are going to use in your story. Put a tick next to them and then put them in the right order.

Although	<input type="checkbox"/>	Because	<input type="checkbox"/>
However	<input type="checkbox"/>	Furthermore	<input type="checkbox"/>
Then	<input type="checkbox"/>	Since	<input type="checkbox"/>
First	<input type="checkbox"/>	Later	<input type="checkbox"/>
Next	<input type="checkbox"/>	At about 11 o'clock	<input type="checkbox"/>
Suddenly	<input type="checkbox"/>	After a few minutes	<input type="checkbox"/>
Others	<input type="checkbox"/>		

.....

.....

.....

.....

.....

.....

.....

.....

3 Write the story in 150-170 words.

.....

.....

.....

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Learning-log

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

How did you find:

- listening to a programme and a description?
- reading stories?
- giving advice and sharing personal experience?
- discussing advantages and disadvantages?
- carry out an interview?
- expressing opinions?
- taking and leaving messages?
- writing an informal letter and a news story?

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

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

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

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

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

6. Write your result from your Progress test

What did you do well in?

What do you need to revise?

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

Literature time!

Three Men in a Boat

Before Reading

Read the title. What do you expect the story will be about?

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

Episode One

1 How does the story start? What is the initial incident?

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

2 Who did these things?

- a made the men's supper
- b wrote the first list of things they needed
- c packed the suitcase
- d packed the food bags
- e said he would wake the others up

Episode Two

Put these events in the order in which they happened:

- a George went to work.
- b A taxi took Harris and the writer to the station.
- c The writer woke up.
- d The two men reached Kingston.
- e George read the newspaper.
- f George woke up.

Episode Three

In what order did the friends visit these places?

- a Bell Weir Lock
- b Magna Carta Island
- c Marlow
- d Monkey Island
- e Penton Hook

Episode Four

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

- a George was irritated by the lock-keeper.
- b Harris was upset by the hole in the field.
- c The writer was annoyed by the potatoes.
- d Harris was angry with the banjo.
- e The writer was furious with Montmorency for barking late at night.

Treasure Island

Before Reading

When you read the title *Treasure Island*, what do you think of? What images come to your mind?

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

Episode One

Who in these pages...

- a ... had only three fingers on his left hand?
.....
- b ... gave the captain the Black Spot?
.....
- c ... was told to watch for a seaman with one leg?
.....
- d ... ran out of the inn with blood coming from his shoulder?
.....
- e ... had a key round his neck on a piece of thin rope?
.....

Episode Two

1 Do you think the squire was foolish to tell Long John Silver about the treasure? Why or why not?

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

2 Why does Trelawney say Captain Smollett acts 'neither like a man, nor a good seaman'?

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

Episode Three

1 What did Long John Silver do that reminded Jim of old Bill, the captain?

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

2 What did the crew think of Long John? Why?

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

3 What did Jim learn when he was fetching an apple one evening?

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

Episode Four

Who said these words...?

- a 'Tom, it's because I'm your friend that I'm warning you.'
.....
- b 'I dream of cheese, sometimes.'
.....
- c 'Give me the treasure map and I spare your lives.'
.....
- d 'The men made me cap'n when you deserted the ship, sir.'
.....

Episode Five

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

a Jim told Captain Smollett that he was going to look for Ben Gunn's boat.

b Ben Gunn's boat was hidden near the black rock.

c Jim took down the pirate's flag on the ship and threw it overboard.

d Hands took a knife from among some ropes and hid it under his coat.

e Hands threw his knife and pinned Jim's leg to the mast.

f Squire Trelawney put the map in his pocket and walked off through the trees.

Short story analysis

1 In Episode Three the author mentions that Dr Livesey continues the story. And then in Episode Four, we read Jim Hawkins's story. Why do you think the author uses this storytelling technique?

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

2 Did you expect this ending of the story? Explain your view.

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

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

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

4 The story *Treasure Island* is over one hundred years old. Why do you think it is still a popular story?

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

Self-assessment answer key

Module 1: page 7, exercise 4

- a baked
- b steam
- c grill
- d boiling
- e frying

Module 1: page 12, exercise 3

- a has played ... for
- b have been ... for
- c has written ... for
- d has read ... since
- e has visited ... since

Module 2: page 30, exercise 2

- 2 are flying
- 3 are staying
are going to spend
- 5 am going to buy
- 6 is going to take
- 7 will see
- 8 are travelling
- 9 are going to see
- 10 will have
- 11 are going to have
- 12 will send
- 13 will phone

Module 2: page 36, exercise 1

- b How many players are there in a football team?
- c Where do people play tennis?
- d What do boxers need to be?
- e When were the first Paralympics?
- f How do you score in football?
- g Why do swimmers wear goggles?
- h How long is a football match?
- i What is your favourite sport?

Module 2: page 43, exercise 4

- a proud
- b stubborn
- c shy
- d fierce

Module 3: page 55, exercise 6

- a heavy
- b strong
- c heavy

- d strong
- e strong

Module 3: page 61, exercise 6

- a polite ... impolite
- b honest ... dishonest
- c friendly ... unfriendly
- d tidy ... untidy
- e comfortable ... uncomfortable
- f happy ... unhappy

Module 3: page 66, exercise 2

- 1 be able to
- 2 couldn't
- 3 must
- 4 could
- 5 can't
- 6 must
- 7 be able to
- 8 mustn't
- 9 couldn't
- 10 being able to
- 11 mustn't
- 12 can

Module 4: page 78, exercise 1

- a both work hard
- b firmly
- c very loudly
- d happily
- e smiles cheerfully
- f innocently
- g politely

Module 4: page 85, exercise 3

- a makes
- b make
- c taken
- d take
- e take
- f making
- g made

Module 4: page 90, exercise 1

- a where
- b which
- c whose
- d which
- e whose
- f where
- g which