State of Kuwait
Ministry of Education

كويت جديدة
NEWKUWAIT

OVER TO YOU

Workbook

Grade 12

PEARSON Longman

Simon Haines

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أودع بمكتبة الوزارة تحت رقم (٤٥) بتاريخ ٦ / ٥ / ٢٠٠٩

حضرة صاحب السمو الشيخ نواف الأحمد الجابر الصباح
أمير دولة الكويت

H.H. Sheikh Nawaf AL-Ahmad Al-Jaber Al-Sabah
The Amir Of The State Of Kuwait

سمو الشيخ مشعل الأحمد الجابر الصباح
ولي عهد دولة الكويت
H.H. Sheikh Meshal AL-Ahmad Al-Jaber Al-Sabah
The Crown Prince Of The State Of Kuwait

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MODULE 1: World issues

1 The law

Key words
break into, fake, invisible, techno-criminal, worthless

Reading

1 Read ***New crimes*** and answer these questions.

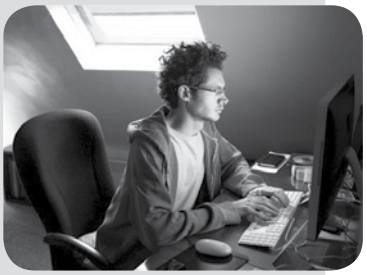
a What examples of old and new crimes does the writer give?

---

b Why do criminals use the Internet to communicate with each other?

New crimes

An area of the law which is changing very quickly in the modern world is the law related to computer crime. Increasingly, criminals are using computers to help them commit new crimes, like identity theft, and to make it easier to commit old crimes, like theft or fraud. Technological criminals may get into computer systems to find out confidential information and use this to make money. Unfortunately, computer crimes are often more difficult to solve than traditional crimes because the criminals are invisible and their actions may be impossible to prove. It can also be difficult to prosecute a computer criminal successfully because usually nothing is actually physically stolen or damaged.



A particular factor in the growth of computer crime has been the increase in the number of ordinary people who use Internet websites to buy things, to book holidays or to access their bank accounts in order to transfer money or pay bills. This new type of business has attracted techno-criminals who may order goods and services without paying, or break into the computer systems of businesses or financial organisations and either move money to their own account or send viruses which can seriously damage computers and the information they contain. These viruses can affect millions of people worldwide.

Computers with Internet connections can also be used more safely by criminals than face-to-face meetings or telephone conversations to pass on confidential information or to plan crimes. In addition to **this**, computers allow criminals access to millions of people worldwide who they may persuade to pay for something worthless or to support a fake charity organisation.

2 Read the article again and match each beginning **a–d** with one of the endings **1–5**. You do not need to use one of the endings.

a Criminals may make money ----------
b The fact that actual things are not stolen by computer criminals ----------
c Many people all over the world can be affected ----------
d For criminals who want to plan a crime, using the Internet is ----------

1 ... by using confidential information they have found on a computer.
2 ... if viruses are left on computers.
3 ... makes it more difficult for police to prosecute them successfully.
4 ... not as secure as communicating on the Internet.
5 ... safer than telephone conversations.

3 Match these words **a-f** from the article with the meanings **1-6**.

a confidential ----------
b fake ----------
c identity theft ----------
d prosecute ----------
e solve a crime ----------
f transfer ----------

1 to accuse someone of a crime and try to prove it in a law court
2 crime of stealing someone's personal details
3 to discover who commits a crime
4 secret / private
5 to move from one place to another
6 not real

4 Complete these sentences with words or phrases from the article on page **4**.

a ---------- is a computer crime which uses a person's information, usually for financial gain.
b It is difficult to indict computer criminals because ---------- .
c The increasing use of Internet websites is one of the factors which are causing the ---------- .
d Techno-criminals are able to fabricate a ---------- or even get people to pay ---------- .

5 Answer the following questions.

a Why is computer crime on the increase?

---

b What makes computer crime more difficult to solve than traditional crime?

---

c Is there any law in Kuwait that protects Internet users from computer crimes?

---

6 Complete each of the sentence beginnings with their correct ending.

1 Computer criminals access confidential information to
- **a** know more about the people involved.
- **b** modify it to their own advantage.
- **c** make money.

2 The pronoun *this* in line 24 refers to
- **a** computers with Internet connections being used by criminals.
- **b** passing on confidential information or planning crimes.
- **c** computers allowing criminals access to millions of people worldwide.

3 Computer crimes are very difficult to solve because
- **a** they are usually committed in a very professional way.
- **b** criminals are invisible.
- **c** computers are stolen or physically damaged.

Over to you

7 What laws need to be enforced to prevent computer crimes?

Language practice

1 Match each of the words **a–d** with TWO of the meanings **1–8**.

a property ----------
b court ----------
c fine ----------
d row ----------

1 noun – money paid as a punishment
2 noun – line of seats, e.g. in a cinema or classroom
3 noun – possessions of someone
4 noun – an argument
5 noun – place where people play tennis or squash
6 noun – a building, a piece of land or both together
7 noun – where a judge listens to evidence about crimes
8 adjective – how to describe the weather when it is sunny with clear skies, cool and dry

2 Use one of the words in **1a–d** twice in each of these sentences.

a Not only did he lose the ---------- that was his home but he couldn't recover his stolen ---------- either.
b The ---------- heard that the crime had taken place on a tennis ---------- .
c Four people in the third ---------- of the cinema were having a terrible ---------- – they couldn't agree where to sit.
d The ---------- weather made me feel happy, but my mood changed when the police officer gave me a ---------- for driving too fast.

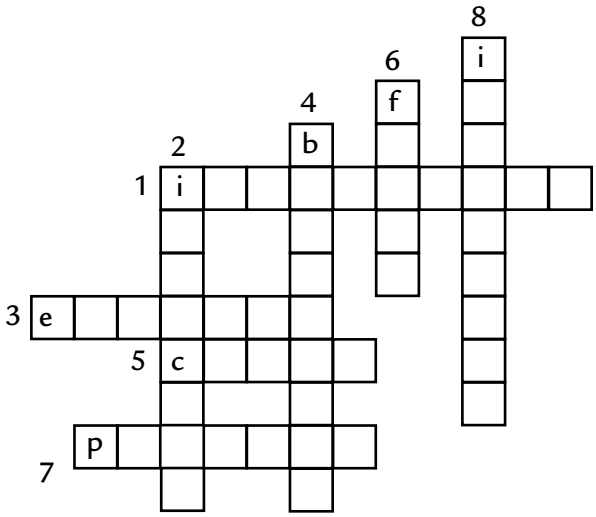
3 Complete the sentences with the appropriate word or words, then write the word in the following crossword puzzle.

Across

1 The strictness of this city's law keeps ---------- every year.
3 The police ---------- laws in a country.
5 The country's ---------- law is derived from European systems.
7 The charge carries a maximum ---------- of ten years' imprisonment.

Down

2 Although ----------, he has been sentenced to two years in prison.
4 The man who ---------- our house has been prosecuted. *(2 words)*
6 The accountant of my dad's company turned out to be a complete ---------- .
8 Techno-criminals are hard to track down because they are ---------- .



4 What would you say in the following situations?

a A policeman asked you to pull over because you have exceeded the maximum speed limit.

---

b Your brother has accessed some confidential information on the Internet.

---

c Your sister wants to take her dog into the museum, although there is a sign prohibiting it.

Grammar assistant

Present perfect (simple and continuous)

- Use the present perfect simple and present perfect continuous to link actions in the past with the present.
- *He **has spilt** the milk – he should clean it up.* (He spilt the milk in the past – it should be cleaned up now.)
- *She**'s been crying** for three hours now.* (She started crying three hours ago and is still crying now.)

5 Look at these illustrations **a–c**. What has just happened? What have these people been doing? Write two sentences for each illustration, using the present perfect tense of the verbs below.

a go / buy

---

b leave / research

---

c eat / celebrate

---

6 Rewrite these sentences, correcting the verb tenses where necessary.

a I didn't see my grandparents for a long time. The last time they have visited us was three weeks ago.

---

b My headmaster is promising Fatima a scholarship last week.

---

c Do you know that the law prohibited people from driving without a driving licence?

---

d This organisation is planning for this huge project for months.

---

7 Do as shown between brackets.

a Our school has spent a great amount of money on the renovation of our library. (Make passive)

---

b Our city might build a big house for the homeless; the number of homeless people will decrease dramatically. (Join with *if*)

---

c The old system was complicated; the new system is very simple. (Join with *whereas*)

---

d The police have worked hard on this case. (Add a tag question)

---

e Computer-based communication is extremely fast. Telephone or postal services are slow. (Join with *in comparison with*)

---

8 Correct the verb form to complete these conversations.

a A What ..... (you do) since I last saw you?

B I ..... (pass) my driving test and I ..... (have) interviews for a university place.

b A ..... (you ever do) a scientific experiment?

B Of course. In fact, my classmates and I ..... (just carry out) an experiment with the help of our chemistry teacher. It ..... (be) very helpful for understanding the lesson.

c A ..... (you ever break) the law in any way?

B Well, to be honest, yes. Once I ..... (throw) litter where I wasn't supposed to and it ..... (happen) to be right in front of the eyes of a policeman! I ..... (never be) so ashamed in my life!

Self-assessment

Writing Expressing opinions in an essay

1 Read this student's essay and put the four paragraphs in the correct order.

a ----------

Another result of people spending too much time at their computers is that their health suffers. Sitting for long periods of time can hurt their eyes, cause headaches or damage their hands and arms. In some cases this means that people cannot do their jobs properly.

b ----------

In my opinion, the main disadvantage is that people may spend so much time on their computers that they see less of their friends and family. Children who spend too long playing computer games may become unsociable and forget how to communicate normally with other people.

c ----------

There is no doubt that computers are here to stay. Some jobs and many leisure activities would be impossible without them, but we should be aware of the possible dangers of spending too much time at our computers.

d ----------

Today, more and more people in Kuwait are using computers for activities at home, at school or at work. Such is the demand that the government has launched a 'digital awareness programme' to train hundreds of thousands of employees in IT skills. Many people use computers at home too, writing letters, searching the Internet or just playing games. It is a great thing that Kuwait has embraced modern technology so successfully, but in this essay I am going to consider two disadvantages of computers.

2 What question was the essay writer answering? Choose **A**, **B**, **C** or **D**.

A In what situations do you think computers are most useful?

B What has been the impact of computers in Kuwait?

C What problems or dangers are associated with using computers?

D From your point of view, what are the advantages of computers?

3 Write an essay in answer to this question:

Do you think companies should allow their employees to use work computers for their own purposes?

Your reply should be 200–220 words long. Use some of the underlined phrases from the sample essay on the previous page.

MODULE 1: World issues

2 Migration

Key words
instead, periodic, plenty of, swallow

Reading

1 You are going to read an article about why animals migrate at certain times of the year. Which is the best definition of the verb ***migrate***?

- ***move somewhere to find work***
- ***sleep during the winter***
- ***travel to live in a warmer place***

2 Read the article and answer these questions.

a Why do some animals migrate northwards in summer and southwards in winter?

---

b How do animals know where to go when they migrate?

Animal Migration

Migration has captured the interest of humans for centuries. Ancient civilisations had many myths to explain the periodic appearance and disappearance of great numbers of animals. For instance, ***they*** believed that tiny birds, called swallows, buried themselves in the mud at the bottom of lakes to get through the winter. Instead, scientists found out that swallows fly all the way from Europe to Africa and back in one year. Perhaps the truth was harder to believe than the myth.

When we talk about animal migration we mean the movement of an animal from the place where it has been living to a different place and the return journey to that animal's original home. Most animal migrations are regular events ***which*** happen at certain times of the year. Animals usually migrate to find food or to raise their young.

Incredibly, most migrating animals follow the same route every year and from generation to generation. Land animals may cross mountains or rivers, while birds and insects travel very long distances, sometimes across continents and oceans. Fish and other sea creatures may migrate halfway round the world. For example, the grey whale can travel as much as 20,000 kilometres.

Many animals migrate to northern regions during the summer, because the long summer days mean that there is always plenty of food. In the autumn, when the weather gets colder, many animals migrate south to find food and warmer weather. Some animals migrate every year, doing the two journeys in one year, but others migrate only if they need to, for food or warm weather.

Many scientists think that animal migration is part of the process of adaptation. Those animals which have learned to move to find better environments are ***those*** which have survived by adapting to their situation. Nobody is quite sure, however, how animals know where to go when they migrate. There are two theories: firstly, some experts believe that animals have a kind of 'compass' inside their head. ***Others*** have suggested that they may use the sun and stars to help ***them*** find their way.

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

a Migrating animals do not return to their original homes. ☐

---

b Most animals migrate to escape from their enemies. ☐

---

c Many animals migrate at the same time every year. ☐

---

d Animals make the same journeys as their parents did. ☐

---

e Many animals migrate to the south in the summer. ☐

---

f Some scientists believe that migration has helped certain animals to survive. ☐

---

4 Find words in the text which mean almost the same as ...

a something that people wrongly believe to be true ---------- (paragraph 1)
b to manage to deal with a difficult situation ---------- (paragraph 1)
c first ---------- (paragraph 2)
d a living thing / animal ---------- (paragraph 3)
e to remain alive ---------- (paragraph 5)
f to change in order to suit a different situation ---------- (paragraph 5)
g an idea or belief about something ---------- (paragraph 5)
h a device for finding your way ---------- (paragraph 5)

5 What do these words from the text refer to?

a *they* (line 4)

---

b *which* (line 11)

---

c *those* (line 23)

---

d *Others* (line 26)

---

e *them* (line 27)

---

6 Tick the statement that can be inferred from the text.

a Animal migration is a problematic issue that scientists need to find solutions for. ☐
b Animal migration is a natural process that has to happen so that animals keep surviving. ☐
c Some animals don't migrate because they can adapt to any environment. ☐
d There are lots of different types of migration. ☐

7 Make a summary of paragraphs 2-4 of the text on page 10, expressing coherently what migration is, why animals migrate, as well as how, when and where.

Over to you

8 Do animals and people migrate for the same reasons?

Language practice

2 Complete this paragraph about migration with the words from the box. There are two extra words.

foreign	minor	reside	migration
famine	major	migrated	seek
migrants	obliterated		

The word **(1)** ..... has acquired negative connotations. It is used to describe people escaping wars, **(2)** ....., poverty and natural disasters. Some people believe that **(3)** ..... enjoy welfare benefits, while making only **(4)** ..... contributions in return. However, many people leave secure homes and jobs for an uncertain life in **(5)** ..... lands, where they **(6)** ..... a better understanding of people of different races and different faiths. That's certainly how Islam sees migration. And migration is of **(7)** ..... importance since the Islamic calendar, the Hijra, begins with the migration of the Prophet Mohammed, peace and blessings be upon Him, from Makkah to Madinah. From Islam's earliest days, Muslims have **(8)** ..... to distant lands, bringing with them learning, scholarship, culture and cuisine.

2 Choose the correct words to complete these sentences.

a Some human activities are ***destroying / destruction*** the natural world.

b Unemployment is falling as more people find ***permanent / permanently*** work.

c Average ***earn / earnings*** are expected to double in the next ten years.

d It has been a ***disaster / disastrous*** year for the tea industry.

e Storms caused ***damaged / damage*** to most of the crop.

f The ***civil / civilian*** war killed many ordinary people in Spain in the 1930s.

3 Complete the following sentences with words from the box, adding to them the correct prefix. There is one extra word and one extra prefix.

view	national	satisfied	read
stored	pronounce		

dis-	pre-	mis-	re-	multi-

a Aisha knows a lot of French words, but she tends to ..... them.

b Fahad was ..... with the service at the hotel. He should have complained to the manager.

c It's a ..... organisation. Are you sure you've never heard of it?

d Did you ..... your work before submitting it to the teacher?

e Peace and order were finally ..... after the massive earthquake.

4 Complete the missing parts of this dialogue with one of the following expressions.

I remember feeling	that was thirty years ago
What about your house	I'll never forget that day
two days later	the first thing I did

Sami: Grandpa, have you lived in this city all your life?

Grandpa: No, we haven't. We moved into this area in 1979. So **(1)** ..... .

Sami: And you still remember the date?

Grandpa: Of course. In fact, **(2)** ..... . A huge earthquake hit our city and everyone had to run away, leaving all their belongings. Your dad was at university by that time, and **(3)** ..... was to go and pick him up. **(4)** ..... extremely worried that I might find the whole university destroyed. Fortunately, the earthquake didn't reach that area.

Sami: **(5)** .....?

Grandpa: Our house was badly damaged. **(6)** ..... , we moved into this house.

Grammar assistant

Past perfect

- Use the past perfect to explain which of two past actions happened first.
  *John took a taxi because the bus **had gone**.*
  (The bus left so John was forced to take a taxi.)
- Use the past perfect to talk about a state, situation, feeling or action in the past.
  John ***had suffered*** from headaches throughout his childhood. (John experienced headaches during the time when he was a child.)

5 Using the past simple or the past perfect form of the verbs in brackets, complete this story of a family who left England to live in Kuwait.

In 1975 my family **(1)** (*emigrate*) ..... from England by air. Eight hours later we **(2)** (*arrive*) ..... in Kuwait. My mother **(3)** (*be*) ..... worried about the plane journey as she is scared of flying. But there **(4)** (*be*) ..... no turbulence and she **(5)** (*sleep*) ..... during the trip. In Kuwait my family **(6)** (*reside*) ..... in a lovely apartment, which was **(7)** (*provide*) ..... by my father's new job. My father **(8)** (*run*) ..... an engineering firm that **(9)** (*build*) ..... skyscrapers. We **(10)** (*go*) ..... to an international school and **(11)** (*attend*) ..... school with children from all over the world. At first, it **(12)** (*be*) ..... difficult getting used to being away from home, but we **(13)** (*all work*) ..... hard to fit in and the locals **(14)** (*be*) ..... very friendly. In 1986, my family and I **(15)** (*return*) ..... to England, but I **(16)** (*love*) ..... my time in Kuwait. I **(17)** (*learn*) ..... so much about an interesting culture and **(18)** (*make*) ..... so many good friends.

6 Match a sentence from List A with another from List B, then complete the sentences with two verbs – one in the past simple and the other in the past perfect.

List A

a I ***went*** (*go*) to the doctor's this morning.

b I ..... (*dream*) of visiting China for many years.

c My sister and her husband ..... (*move*) into a new flat at the weekend.

d My father ..... (*retire*) last year.

e I wasn't surprised that he ..... (*fall*) asleep at the wheel of his car.

f He ..... (*look for*) work for only two weeks.

List B

1 Before that they ..... (*live*) with her husband's parents. ☐

2 He ..... (*drive*) nearly 1000 kilometres without a break. ☐

3 He ..... (*work*) for the same company all his life. ☐

4 Then yesterday he ..... (*be offered*) two jobs. ☐

5 I ..... (*feel*) ill during the night. ☐

6 Last year I ..... (*spend*) two months there. ☐

7 Rewrite the sentences following the instructions in brackets.

a You've never lived outside Kuwait. (Add a question tag.)
.....

b Ahmed packed his bags as soon as he heard the news. (Make it passive.)
.....

c Mohammed should have waited for his aunt to pick him up. (Make it negative.)
.....

d Fadia had worked on the project all by herself. (Make it a question.)
.....

e Deforestation causes the migration of lots of animals. (Make it passive.)
.....

Writing Describing a sequence of events in the past

1 Read this student's story and put the sentences in the correct order from 1 to 11.

A night to remember

A Ten minutes later my bedroom window shattered with a terrible crash. ----------

B Immediately, I leapt out of bed and rushed to my brothers' bedroom to check that Khalid and Khalifa were all right. ----------

C I had gone to bed just after midnight and I was only half asleep when the wind started blowing. ----------

D Luckily, he had not been woken up by the noise of the wind and rain. ----------

E Next, Khalid and I went to check that our parents were okay. We knocked on their bedroom door. ----------

F No one was in the bedroom! That's when we heard Dad shouting outside: 'Can you help me with this?' ----------

G Our younger brother, Khalifa, was still sleeping peacefully. ----------

H We hurried outside and saw Dad removing a huge tree branch from his car with the help of our neighbour. Mum was collecting the laundry from the line. ----------

I When I went into their bedroom, I found Khalid staring out of the window, watching the storm. ----------

J There was no reply, so we opened the door and went in. ----------

K Khalid and I helped both of them. Eventually, the storm died down and we all went back to sleep, after cleaning up the broken glass. ----------

2 Look at your complete version of the story and write the words or phrases which helped you to work out the correct order. These may be:

- time or sequence words and phrases: ***ten minutes later***
- pronouns: ***he***

---

3 Write your own description of a sequence of events that happened in the past and in which you felt very scared / anxious / sad / excited. Write 200-220 words.
Fill in the graphic organiser below before writing your description.

Setting	Who: ..... When: ..... Where: .....
Order of events	First, ... Next, ... After that, ... Then, ...
End	End: .....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

3 Human values

Key words
aftermath, deploy, ethnicity, hardship, voluntary, vulnerable

Reading

1 Read the article about the Red Crescent Society and answer these questions.

a Why is the society's name important?

---

b What are the aims of the Red Crescent Society?

---

c Why do you think these actions are carried out by an NGO, rather than the government?

THE KUWAIT RED CRESCENT SOCIETY

The Kuwait Red Crescent Society is a voluntary humanitarian society that provides assistance to vulnerable people, without discrimination based on nationality, ethnicity, gender, race, colour or beliefs. The society is an independent organisation that often works in conjunction with the government. As a recognised charity it works both within and outside Kuwait.

The aims of the KRCS are to protect and assist people in hardship, and in doing so, to ensure the provision and protection of basic human needs such as health care, water supplies and sustenance. The society is a manifestation of the great compassion and empathy that people are capable of.

The first meeting of the Kuwaiti Red Crescent Society was held in December 1965. In this meeting the basic organisational structure of the foundation was agreed upon. The Kuwaiti government approved the foundation of the KRCS, officially declaring the organisation a legal non-governmental organisation (NGO) on January 10th, 1966. This approval also allowed the KRCS to become part of the international network of Red Crescent societies, thereby enabling them to work more effectively in conjunction with their sister bodies.

The KRCS depends on youth groups and volunteers to carry out many of its activities and programmes, particularly those related to fundraising. The volunteers support all the other committees by providing manpower and funds, without which the KRCS would be unable to operate. These volunteers are motivated by compassion and the desire to assist others in need. They work without the expectation of reward or praise and gain satisfaction from the knowledge that they have helped their fellow human beings.

After brief training periods, during which volunteers receive first aid training from the Ministry of Health, the volunteers are deployed wherever they are needed. Within Kuwait, their work includes distributing food and aid to needy families and participating in awareness-raising activities in schools and universities. Outside Kuwait they provide basic health care assistance, and some even participate in rescue operations with specialist teams in the aftermath of natural disasters.

2 Read the article again and choose the correct word for these definitions. There are more words than you need.

a unjust or prejudicial treatment, for example based on skin colour .....
b seeking to promote human welfare .....
c to generate financial support .....
d to move something to where it is needed .....
e to give someone a reason for doing something .....
f the people available for work .....
g a global system, often of businesses or organisations .....

1 manpower
2 volunteer
3 foundation
4 discrimination
5 committee
6 deploy
7 motivate
8 international network
9 humanitarian
10 fundraise

3 Make up sentences of your own using each of the words from Exercise 2 above.

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

4 Make a list of all the adverbs in the reading passage on page 16. Then use each one in a sentence of your own.

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

5 Write a paragraph that describes the ideal Red Crescent volunteer.

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

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

a The KRCS was the first organisation of its kind. ☐
.....
.....

b The KRCS has a mutually beneficial relationship with the government of Kuwait. ☐
.....
.....

c The volunteers for KRCS are extremely kind-hearted individuals. ☐
.....
.....

d The only human needs are health care, water supplies and sustenance. ☐
.....
.....

e The KRCS is run entirely by volunteers. ☐
.....
.....

Over to you

7 Would you want to volunteer for the KRCS or a similar organisation? Why or why not?

Language practice

1 Complete these dialogues with the correct phrases from the box.

if my cousins arrive early *I won't be able to breathe*
make sure you phone me *we won't get there in time*
you would have time for all your friends
if I had saved enough money *if it's raining hard*
if you do up your tie *if you tell them to come later*
if I wasn't so busy *if my phone's battery has power*
I would go on holiday

a A If you are running late, ----------
B ---------- , I definitely will.

b A ---------- ---------- , I would visit my friends every weekend.
B Of course, but if you played fewer computer games, ---------- .

c A ---------- , you should drive slowly.
B If I drive too slowly, ---------- .

d A ---------- , you'll look much smarter.
B But if I do it up too much, ---------- .

e A If I were you, ---------- instead of staying home.
B I know. ---------- I would have gone for sure.

f A I won't be able to concentrate on my studies ---------- .
B That's right, so ---------- , you'll have more time to study.

2 Replace the underlined parts of the sentences with the appropriate idiom using *cry*. There is one extra idiom.

be a crybaby *a crying shame*
to cry for the moon *to cry out loud*
to cry wolf

a It's <u>an upsetting event</u> that they hadn't bought insurance before the crash.

---

b Don't <u>act like an upset child</u>. Cheer up and stop complaining.

---

c He always acts like he has big problems to gain attention but he is just <u>making things up unnecessarily</u>.

---

d He wants a huge pay rise, but based on the standard of his work he's <u>asking for the impossible</u>.

---

3 Use some of the words and phrases in the box to complete the sentences below.

abuse *anthropologist* *apparent* *attribute*
compassion *discrimination* *donate*
enfranchisement *ethnographer*
extravagant *frail* *impulse* *incapable*
inevitable *legislation* *minority* *overview*
over the hill *universal* *suffrage*

a My grandmother is so ---------- that she can only walk very short distances.
b Hessa didn't plan to purchase that jacket: she bought it on ---------- .
c If you feel ---------- towards me, you will understand my emotions.
d In the apartheid era, the South African government adopted a policy of racial ---------- .

e Universal ---------- is achieved when all adults have the right to vote.
f If you ---------- blood, you will save lives.
g Malnutrition is the ---------- consequence of poor eating habits.
h The committee is ---------- of making sensible decisions.
i It is a necessary ---------- of a triangle that it must have three sides.
j Most of my friends will come for the picnic: only a ---------- have other plans.
k Let's not worry about the details; the ---------- is the most important thing.
l The government needs to pass some new ---------- to solve the problem of global warming.
m The football fans shouted ---------- at the referee.
n Coffee is drunk throughout the world. It has a ---------- appeal.
o Beckham is ----------: he's too old to play for England.

4 Complete the word search by finding the words with the following definitions. Write your answers in the space provided. Remember, in a word search words may be written left to right, right to left, top to bottom, bottom to top, or diagonally.

a the smaller number or part ----------
b done by all people in the world ----------
c sudden urge or desire to act ----------
d weak and delicate ----------
e certain to happen ----------
f give something, especially to charity ----------

L	M	O	Q	A	L	T	C	O	Q
L	I	O	R	Z	I	P	M	E	B
U	N	I	V	E	R	S	A	L	S
I	O	F	E	E	Q	T	E	B	T
H	R	B	R	A	F	Q	Z	A	V
E	I	S	M	A	X	N	D	T	W
T	T	R	H	K	I	O	E	I	A
L	Y	T	T	O	N	L	L	V	L
O	N	B	I	A	S	R	T	E	E
A	M	Z	T	P	E	Q	O	N	F
U	K	E	S	L	U	P	M	I	G

5 Write your own *if* sentences using the cues provided.

a today / I go to the mall / not go shopping next week.
---
b we not slow down / crash
---
c you see my friend / tell him / call me
---
d you eat too much / get fat
---
e snows heavily / school cancelled for day
---
f you not do homework / teacher angry
---

6 Change the words below into adverbs of manner. Then use these adverbs to complete the sentences.

danger gentle skill profession impoliteness rapid compassion peace spectacular regular

a I don't like him since he spoke ---------- to my friend. He needs to learn some manners.
b The football team played ---------- .
c The mother ---------- rocked the baby, which was sleeping ---------- .
d The man crashed ---------- because he was driving ---------- .
e The ambulance responded ---------- and the paramedics acted ---------- .
f He acted very ---------- when he volunteered to do charity work ---------- .

Self-assessment

Writing a report

1 Read the advert asking for volunteers for the KRCS, then answer these questions.

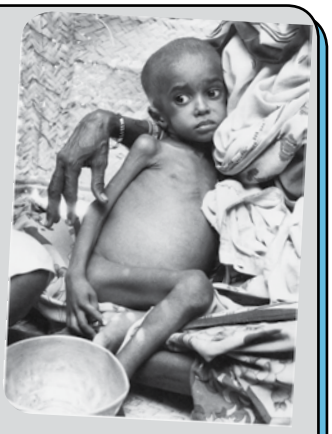
a Despite being an advert for volunteers, it hardly mentions the fact that these people are needed. Why is this?

---

b Why is the structure 'From feeding hungry children ... throughout the Middle East,' used?

KRCS

COMPASSIONATE VOLUNTEERS NEEDED



Sometimes, the modern world feels like a place without humanity. Natural disasters, war, disease; all these things take a toll on human life and happiness. We do not believe this needs to be so.

From feeding hungry children in famine - stricken Africa to lending a helping hand to struggling families throughout the Middle East, the Kuwait Red Crescent Society is just one part of a global network dedicated to improving and protecting the lives of thousands of people throughout the world. Through projects as diverse as well building, disaster relief, health education and food supply, the members of the KRCS work tirelessly to ease the suffering of the world's most needy people. But they cannot do this alone.

KRCS relies upon the compassion and financial support of thousands of volunteers and donors to continue its important mission. Without these kind-hearted people we could help no one. Our volunteers work countless unpaid hours to raise awareness and funds, to provide services to old people, hospital patients, disaster victims and anyone else in need.

Most of our volunteers don't talk about their work. They don't expect any compensation for their tireless efforts. For them, the chance to help others, to restore the smile to a child's face, and to change someone's life for the better, is the real reward.

If you think you could help the KRCS, whether through donating a small portion of your income or donating your free time, please come and see us this weekend at our offices in Kuwait City.

2 Answer the following questions.

a What words or phrases does the writer use to gain the reader's attention and create compassion?

---

b What words does the writer use to describe volunteers and the members of the KRCS? Can you think of any others that could be used?

---

c In the last paragraph, why does the writer use the phrase 'donating your free time'?

---

3 Now, using the words and phrases you identified in exercise 2, plan and write your own advert for volunteers. It could be for the KRCS, for a specific humanitarian project, or for a different charity of your own choosing. Your advert should be about 200–220 words long.

Progress test 1

Reading

1 Complete the article below by correcting or ticking the verbs in bold.

Who are the economic migrants?

In 2003, 410,000 non-British citizens **were coming (1)** ..... to live in the UK and 100,000 British people **had returned (2)** ..... to their home country from Spain, Australia and other countries where they had gone to live and **work (3)** ..... . In the same period, 170,000 non-British citizens left the UK to live in other countries. 190,000 British people also **left (4)** ..... . This means a total increase of 150,000 in the British population, but where did all these immigrants **came (5)** ..... from and **go (6)** ..... to?

Many new arrivals were economic migrants – people who **come (7)** ..... because they can **have earned (8)** ..... more money in Britain than in their own country. Traditionally, many of these migrants used to come from countries in Africa or Asia, but now growing numbers are from poor countries of Eastern Europe, like Poland, Hungary or Russia. Many new migrants **took (9)** ..... low-paid jobs that British people do not want to do, like cleaning, picking fruit and vegetables, looking after old people or **doing (10)** ..... repetitive factory work. A minority come to do well-paid jobs, like dentists or doctors. Many of these migrants do not intend to stay in Britain, and **sent (11)** ..... some of their earnings to families at home. But even though they **earned (12)** ..... higher wages than they would in their own countries, most economic migrants **can (13)** ..... only afford to live a simple life. Some share accommodation with another migrant family. British citizens who leave the UK to live abroad **went (14)** ..... mainly to countries with warmer climates and cheaper houses, countries like Spain, Greece, France or Portugal.

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

a The British population had decreased by the beginning of the third millennium. ☐
.....
.....

b Some immigrants came to Britain to fight poverty. ☐
.....
.....

c British citizens mainly left the UK to find more job opportunities. ☐
.....
.....

3 Choose the correct answer.

a Many economic migrants intend to
1 stay in Britain indefinitely.
2 return home when conditions improve.
3 keep looking for better countries to go to.

b The best definition of an economic migrant is
1 a person who travels to another country to work in the financial sector.
2 a person who keeps travelling back and forth to solve an economic crisis.
3 a person who travels to another country to improve their standard of living.

c The word 'migrants' in line 33 refers to
1 dentists or doctors.
2 the minority of the migrants.
3 all the migrants to Britain.

4 Read the article again. Choose the correct words or phrases in these sentences.

a In 2003, ***more / fewer*** people in total came to live in Britain than left Britain to live in other countries.
b ***More / Fewer*** British people arrived in Britain than left Britain.
c Economic migrants earn ***more / less*** money in their home countries than in Britain.
d More and more migrants are arriving from Eastern ***Europe / Africa***.
e Most migrants who come to Britain do ***high-paid / low-paid*** work.
f Despite earning ***better / worse*** wages than they would in their own countries, most migrants have ***simple / privileged*** lifestyles.

5 Write sentences using the cues given.

a I want chocolate ice-cream. Not chocolate. (instead of)

---

b I like football. My friend likes tennis. (whereas)

---

c I'm good at maths. I'm better at English. (but)

---

6 Choose the correct colour words in this text.

The authorities have just given the **(1)** (*blue / green*) light for the building of a new airport. The news has come out of the **(2)** (*black / blue*), shocking many villagers. The thought of a new airport near their homes has made many of them see **(3)** (*black / red*).
Unfortunately the plans have already been prepared – I've seen them in **(4)** (*black / white*) and **(5)** (*black / white*).

7 Read the letter below carefully. Decide which lines have mistakes. If there are one or more mistakes write out the correct spelling, correct word or missing word next to the line. If the line is correct then (✓). Mistakes include omitted words, spelling errors and incorrect words.

1	I am writing to your paper regarding the lack tourists to our town.	
2	I believe that we do'nt enough to tell people from other	
3	places how delightful our town is. Certainly, if tourists only new about	
4	how wonderful and delightful our town is they would flock here.	
5	Therefore, I believe it is are duty to tell the world about our fantastic	
6	town. There are several ways we could about this. Firstly, I think it is	
7	the responsibility of all locals to tell as many people as passable	
8	about our town. Secondly, I believe town council should organise	
9	an international advertising campaign to retract tourists.	
10	Whilst it may expensive to begin with, such a campaign	
11	would bring a much needed baste to the local economy.	

8 Match sentences 1-5 to the people who say them.

a policeman -----
b security guard in a mall -----
c director of a school -----
d manager at work -----
e judge -----

1 You should be able to finish it by the due date.
2 You're not allowed to park here.
3 I find Mr Smith not guilty.
4 Can I check your bag, please?
5 Please bring a note from your parents after every time you've been absent.

Writing A letter giving recommendations

1 Write a letter to a local newspaper making recommendations which might help to solve ONE of these problems.

- There are very few public places in your town where people can go to keep fit.
- Very few tourists come to your town because they know nothing about it.

Follow this paragraph plan.

1. Say why you are writing the letter and briefly describe the problem you have chosen.
2. Make your main recommendation.
3. Make a second recommendation.
4. Conclude the letter, saying what you hope will happen next.

Write 200–220 words.

2 Imagine your letter has been published in the newspaper. One of their reporters disagrees with your recommendations. Write a brief reply from the point of view of the reporter disagreeing with your points.

Learning log

1. **Look at the outcomes on page 11 of the Student's Book. How did you find:**

	easy?	difficult?	useful?	not useful?	interesting?	not interesting?
listening to a talk and a description?	☐	☐	☐	☐	☐	☐
recalling an important event?	☐	☐	☐	☐	☐	☐
scanning for specific information?	☐	☐	☐	☐	☐	☐
presenting ideas and suggestions?	☐	☐	☐	☐	☐	☐
writing an essay?	☐	☐	☐	☐	☐	☐

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

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

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

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

6. Write your result from your Progress test ----------
   What did you do well in?----------

   What do you need to revise?----------
   ----

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

4 The Earth at risk

Key words
at the expense of, devastating, logger, vital

Reading

1 Before you read the article about South American rainforests, try to answer this question.

Note the title "Feeding chickens is destroying the climate." What does it suggest to you?

---

2 As you read the article, find the answers to these questions.

a How many different groups of people live in the South American rainforests?

---

b What are most soya beans used for?

---

c Why are the rainforests being destroyed? (four reasons are given)

Feeding chickens is destroying the climate

The rainforest of the Amazon region of Brazil in South America covers five per cent of the world's land surface and is home to at least 30 per cent of the world's animals and plants. The area is also the home of 220,000 people from about 180 different tribes who live in the forest. The rainforest itself is an important environment but, because of its size and location, it also plays a vital role in controlling the world's climate. It does this by taking in carbon dioxide and turning it into fresh air.

Recently, however, large areas of the Amazon rainforest have been cut down to make more land for farmers. In the last three years, for example, 70,000 square kilometres have been destroyed – this is the same as six football pitches every minute. Much of this destruction, which leaves the land dry and dusty, is illegal.

Farmers use most of the new land to grow soya beans, which they export to other parts of the world to be used as animal food. Millions of chickens in Western European countries are fed on South American soya beans. Increasingly, some soya beans are also being turned into food for human consumption; many vegetarian foods are based on soya beans.

Other areas of the rainforest are cleared by ranchers who use the land for their cattle, by loggers who sell the valuable tropical hardwood from the trees they cut down, or by oil companies who are trying to find more oil. These activities help to improve the economy of the region, but at the expense of the future of the global environment.

In addition to destroying ancient forests and changing the world's climate, deforestation is having a devastating effect on the native populations, who are dependent on the rainforest for everything they need, from food and tools to medicines and shelter.

3 Read the article again and match each beginning a–f with one of the endings 1–7. You do not need to use one of the endings.

a Nearly a third of the world's animals and plants ----------
b The rainforest has an important influence on ----------
c Extra farming land is created when ----------
d Vegetarians, as well as animals, ----------
e Loggers are people who ----------
f The rainforest provides everything ----------

1 ... areas of the rainforest are cut down.
2 ... that the inhabitants of the forest need.
3 ... cut down trees because their wood is worth a lot of money.
4 ... live in the Amazon rainforest.
5 ... consume soya beans.
6 ... cut down trees and use the land for their cattle.
7 ... the Earth's climate.

4 Complete each of the four sentence beginnings with their correct ending.

1 The Amazon rainforest is very important to the world climate because ...
a it isn't environmentally polluted by man.
b it turns carbon dioxide into fresh air.
c it is home to 30 per cent of the world's plants.

2 The trees in the Amazon rainforest are being cut down ...
a for growing soya beans and for cattle.
b for growing soya beans and for building houses.
c for cattle and for industry.

3 The cutting down of trees has positive effects on ...
a the environment.
b the population.
c the economy.

4 In your opinion, the Amazon rainforest ...
a should be completely destroyed because such a large area could be more useful for industrial developments.
b should be left as it naturally is because man doesn't have the right to destroy what he hasn't created or invented.
c should have no population living in it so that it would be protected carefully.

5 Find the words in the text which mean ...

a against the law (paragraph 2) ----------
b to send something for sale in another country (paragraph 3) ----------
c the eating and drinking of something (paragraph 3) ----------
d affecting the whole world (paragraph 4) ----------
e piece of equipment for doing a particular job (paragraph 5) ----------

6 Make a summary of the text on page 26 by writing one sentence for each paragraph.

Over to you

7 How does man affect the environment negatively?

Language practice

1 Complete the paragraph about climate change with the words from the box below. There is one extra word.

permanently *amount* *occurring* *killed off*
Consequently *increasingly* *with the result that*
alter *have resulted*

There is a scientific agreement on climate change that human activity is the main explanation for the **(1)** ..... rapid changes in the world's climate. **(2)** ..... , international debates have largely shifted onto ways to reduce human impact and adapt to change that is already naturally **(3)** ..... . Humanity's largest influence on local climate is likely to **(4)** ..... from land use. Irrigation, deforestation and agriculture fundamentally change the environment. For example, they change the **(5)** ..... of water going into and out of a given location. They also influence the ground cover and **(6)** ..... the amount of sunlight that is absorbed. For example, there is evidence to suggest that the climate of Greece and other Mediterranean countries was **(7)** ..... changed by widespread deforestation between 700 BC and 1 AD, **(8)** ..... the modern climate in the region is significantly hotter and drier.

2 Complete these sentences with the correct form of verbs from the list.

mismanage *mishear* *damage* *oversleep*
redo *cover* *re-use* *undercharge*

a I'm sorry, I ..... you. I thought you said you'd prefer tea.
b I did my homework too quickly, so the teacher asked me to ..... it.
c If I realise that a shop assistant has ..... me, I always tell them and pay the correct money.
d I ..... this morning because I worked very late last night.
e You should ..... as many things as possible instead of throwing them away.
f Deserts now ..... huge amounts of previously fertile land.
g Human actions have ..... the Earth.
h This company couldn't face competition for long because it was ..... .

3 Complete these sentences with the correct form of the words below.

economy *displace* *vital* *devastate*
sustain *consumption* *global* *illegal*

a ..... logging is putting the rainforest at risk.
b It is ..... that our environment is protected.
c Rapid ..... of raw materials has a ..... impact on our world.
d It is time to think big. Environmental issues are a ..... problem.
e Sometimes local ..... benefit to the detriment of the environment.
f Indigenous people are ..... by the destruction of the rainforest.
g These people have been ..... by the rainforest for generations.

4 Complete the sentences with the appropriate word, then write the word in the following crossword puzzle.

Across

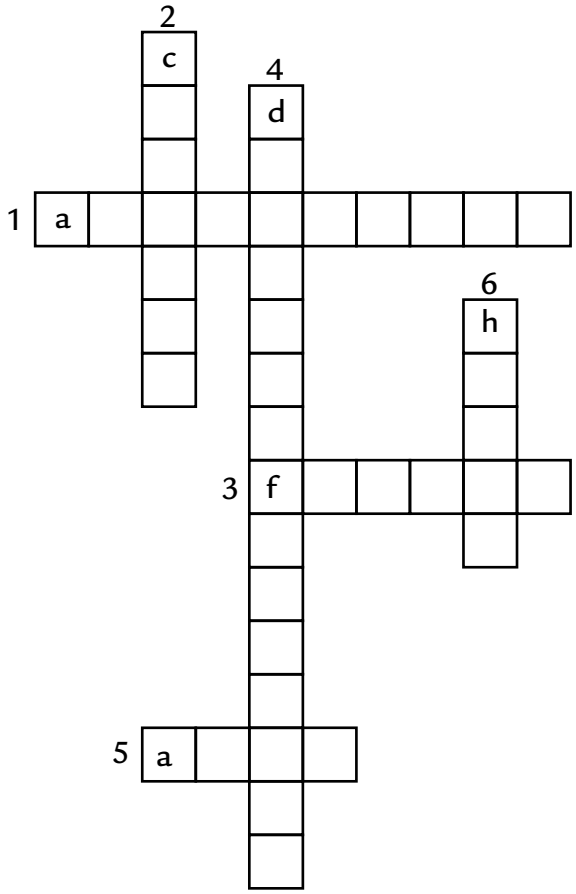
1 We can't breathe in this dusty ..... .
3 It was a ..... January night when we got stuck in the snow.
5 The drought has caused the farmers' lands to become ..... .

Down

2 The agricultural development of a country depends on its ---------- .

4 ---------- is unfortunately expanding over large areas of the world.

6 A ---------- climate is marked by a high level of water vapour in the atmosphere.



5 Join the following sentences using conjunctions such as *because*, *in addition to*, *so that* and *in order to*.

a The Amazon rainforest has an important effect on the climate of the world. It covers such a large area.

---

b The rainforest has been cut down. Make more farmland.

---

c Farmers need more land.They can grow more soya beans.

---

d Deforestation is changing the world climate. It is affecting the native population of the Amazon rainforest.

---

e Environmentalists are doing their best. They want to protect the Amazon rainforest.

---

6 Complete the following sentences with the correct relative pronoun.

a He's a man ---------- opinion I respect.

b The guidebook ---------- we bought has been very helpful.

c I can't remember ---------- I borrowed that book from the library.

d Do you know ---------- Mohammed works for?

e My brother doesn't tell anyone ---------- he puts his diary.

Grammar assistant

Subordinate clauses of purpose and result

- To introduce explanations use ***in order to*** + infinitive, ***because*** + clause, ***to*** + infinitive.

*You need to pay **in order to** get in.*
*I need a drink **because** I am feeling thirsty.*
*Farmers use machinery **to harvest** their crops.*

- To link actions with results use ***so that*** + clause, ***to be the cause of, with the result that*** + clause, ***to lead to***.

*I closed the window **so that** the wind couldn't get in.*
*Lack of vitamins **is the cause of** his illness.*

Writing a speech

1 Read the outline of a speech that highlights the importance of preserving natural resources and describes ways of doing so.

- We are gathered here today to discuss the importance of preserving our natural resources; an issue which is not receiving the attention it deserves.
- Let me start with a quotation by Pinchot, who says, "Conservation means the greatest good to the greatest number for the longest time."
- I believe that what he's trying to say is, ...
- Believe it or not, recent statistics have shown that, ...
- Are you aware of what that really means?...
- Our world is in serious danger and needs the help of each and every one of us, ...
- We are responsible for the destruction of our natural world, ...
- Consequently, we should ...
- In addition, we are accountable for, ...
- And therefore, we all share the responsibility to protect and conserve our natural world, ...
- Why don't we start by recognising that we all are involved in this process, individual by individual? Why don't we, ...
- A small amount of cooperation from each one of you will provide a chance for our natural world to breathe again, ...
- In conclusion, I wish you, ...

Thank you.

2 The writer of this speech uses many techniques in order to persuade his audience. Extract from the speech:

a introductory phrases which get the audience involved

---

b repetition of structures

---

c linking words and expressions

---

3 Write your own speech about the preservation of natural resources, following the outline on page **30**, and present it to the class.
Write 200-220 words.

MODULE 2: **Natural world**

5 Precious resources

Key words
commercially, partnership, wood pulp

Reading

1 Before you read the article, what do you think paper is made of?

---

2 Are you and your family aware of the need to recycle paper? If yes, how? If no, why not?

---

3 Read the article. Then, match words **a-d** from the article with their meanings **1-4**.

a fibre	-------	**1**	a person who is concerned with the protection of the environment
b environmentalist	-------	**2**	extremely small quantity of paper, wood, cloth, etc.
c considerable	-------	**3**	a portion; an amount
d proportion	-------	**4**	large in amount

Paper: new from old

The first paper was made from cloth nearly two thousand years ago in China. Although paper can be made from all kinds of materials, such as cotton fibres, grass and sugar cane, these days wood pulp is the material most commonly used to make 'new paper' – paper which contains no old or recycled paper.

The modern world uses so much paper that environmentalists have persuaded us that we should recycle old paper as well as making new paper. There is considerable awareness in Kuwait of the need to recycle waste, including paper. As a wealthy and modern state, Kuwait is a major user of paper, but is looking to address ***this*** by building recycling centres, with one partnership between a major private company and a university being an example of this.

Although we use wood pulp from trees to make new paper, it is not entirely true that recycling paper saves trees. Trees are a commercially grown long-term crop, so that when they are cut down, new ones are planted. Also, papermakers use the parts of trees that cannot be used in other industries such as building and furniture making. Nearly all new paper is made from wood grown in sustainable forests.

Here are some of the facts related to producing recycled paper:

- A large proportion of household waste is paper or cardboard. About half of this is newspapers and magazines.
- For every tonne of paper used for recycling, we save 30,000 litres of water, 3000-4000 kwh of electricity, and produce 95% less air pollution.
- Recycling paper is less harmful to the environment than burying it in landfill sites. This is because if paper is buried in the ground it rots and produces methane which is a powerful greenhouse gas.

Despite our increasing dependence on information stored on computers, there will always be a demand for paper. In the interests of our environment, we have to make sure that we continue to recycle as much of it as possible.

4 Read the article on page 32. Are these statements True (T) or False (F). Justify your answers.

a All paper is made from wood. ☐
---

b We should recycle old paper and stop making new paper. ☐
---

c Recycling paper saves trees. ☐
---

d Most household waste is paper or cardboard. ☐
---

5 Read the article again and complete these sentences with words or phrases from this list. You do not need to use two of the words or phrases.

air pollution *greenhouse gas*
household waste *tonne* *materials*
sustainable forests *environment*

a Cotton fibres, grass and sugar cane are some of the ..... that can be used to make paper.

b Trees used for making paper are grown in ..... , which means that new trees are planted to replace ones which are cut down.

c About 50% of the paper and cardboard in ..... is made up of newspapers and magazines.

d Burying paper in landfill sites does more damage to the ..... than recycling it.

e Using one ..... of recycled paper saves 3000-4000 kwh of electricity.

6 Answer the following questions about the article on page 32.

a What proof does the article provide to show Kuwait's great interest in recycling paper?

---

b Do you know of any projects being planned for recycling in the area where you live?

---

7 Complete these sentences with information from the article.

a The Chinese .....
---

b Sugar cane .....
---

c The building and furniture industries cannot .....
---

d 30,000 litres of water .....
---

e Methane is .....
---

8 Choose the correct alternative.

1 The material most commonly used for making paper is
   a cotton fibres.
   b grass and sugar cane.
   c wood pulp.

2 The word *this* on line 9 refers to
   a paper.
   b Kuwait being a major user of paper.
   c Kuwait being a wealthy and modern state.

3 Another suitable title for this article is
   a Recycling in Kuwait.
   b A study of paper recycling.
   c Making paper.

9 Make a summary of the three facts mentioned in the article about recycled paper. Write them as briefly as possible.

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

Over to you

10 What other materials could be recycled in Kuwait?

Language practice

1 Complete these conversations with one of these colour adjectives. You need to use one word twice.

pink blue black red

a A How was your meeting with the director? I bet you didn't like him!
B Actually, I did. In fact, he's not as ..... as you painted him.

b A Have you heard the news this morning?
B No, I only listen to the news once in a ..... moon. What happened?
A The government is building a new airport.

c A I just waved to a total stranger, thinking he was Omar.
B Really? What did you do then?
A I simply apologised to the man. I went as ..... as a beet root!

d A How's your grandmother? Has she recovered?
B Yes, she has. In fact, she's in the ..... . It's like she's never been in hospital before.

e A How's my son doing in maths, Mr Ahmed?
B To be honest, I always explain the lesson until I'm ..... in the face, but Fahad never listens!

2 Rewrite these sentences using the three-part phrasal verbs in brackets.

a The Internet has enabled us to communicate with people all around the world. *(reach out to)*
.....

b Environmentalists are working hard to find new ways of saving energy. *(come up with)*
.....

c If this project doesn't work, we'll just have to use our original plan. *(fall back on)*
.....

d My journey to work gets worse every day. I don't think I can stand it much longer. *(put up with)*
.....

e It's almost impossible for people to learn about all the new developments in computer technology. *(keep up with)*
.....

f I thought that working from home was a good idea, but I'm meeting all kinds of practical problems. *(come up against)*
.....

Grammar assistant

Wish ...

- We use ***wish*** + past simple to talk about dissatisfactions with the present or impossible conditions.
  I wish I had *my coat with me.* (I don't have my coat.)
  I wish I could *run faster.* (I run slowly and would like to run faster.)
  I wish I was *twice as tall.* (This is an impossibility.)
- We use ***wish*** + ***would*** to make complaints about other people
  I wish you would *stop shouting.*
- We use ***wish*** + past perfect to talk about wishes about the past.
  Now ***she wishes she had gone*** to university.

3 Rewrite these sentences using the verb *wish* and the words in brackets. You can use *wish* + *would*, *wish* + *could*, *wish* + past simple or *wish* + past perfect.

a You waste too much paper. *(stop wasting paper)*
I wish you'd stop wasting paper.

b My sister spends too long talking on the phone. *(spend so long)*
.....

c I'm very shy about speaking in public. *(not so shy)*
.....

d She wasted too much time on computer games. (*so much time*)
.....

e Newspapers and magazines contain too many adverts. *(not so many)*
.....

f I wasn't paying attention in class, and now I can't do my homework. (*listen to my teacher*)
.....

4 Circle the correct word to complete the following sentences.

1 Our neighbours ---------- their household waste in a barrel in the backyard.
a cut down on
b incinerate
c cut down

2 The ---------- has promised to bring in new legislation to fight this problem.
a irritation
b administration
c bureaucracy

3 You need to ---------- fast food; it's not good for your health.
a cut
b cut down
c cut down on

5 Rewrite the sentences following the clues in brackets.

a Hussein and Ahmed are equally good at maths. (*as ... as*)

---

b Fahad spends his free time in a more effective way than I do. (*effectively*)

---

c Our teacher has given us a lot of homework lately. (*Make it passive.*)

---

d Our old book was not as interesting as our new one. (*less*)

---

6 Choose the correct verb form to complete these sentences.

Anna **(1)** *(arrived / has arrived)* in England from Poland seven years ago. Since then she **(2)** *(worked / has worked)* as a bus driver. She **(3)** *(went / has been)* back to Poland several times to see her family, but she **(4)** *(never wanted / has never wanted)* to stay there. When she **(5)** *(first arrived / has first arrived)* in Britain, she **(6)** *(didn't imagine / hasn't imagined)* she would settle there. For the first year she **(7)** *(suffered / has suffered)* from culture shock and **(8)** *(wanted / has wanted)* to go home, but she **(9)** *(quickly learned / has quickly learned)* the language and **(10)** *(made / has made)* new friends and now she feels at home there.

7 Complete these conversations using the correct form of the verbs in brackets. Choose the present perfect simple or present perfect continuous.

a A How do you find your new house?
B Well, we ---------- (*come up against*) many problems since the day we came here.
A Really? Like what?
B We ---------- (*be without*) water for five days and no one knows why.

b A What are you doing in this club?
B Don't you know? I ---------- (*take up*) tennis.
A Oh! And what about your studies? Are you able to manage your time effectively?
B To tell you the truth, I ---------- (*not keep up with*) my studies lately.

c A I ---------- (*come up with*) a great idea for my new project.
B Good. ---------- (*you work on*) it recently?
A Of course I have. In fact, I'll be ready to present it by next week.

8 What would you say in the following situations?

a You regret not applying to this university.
---

b You are giving your classmates a means of reducing the use of landfill sites. (recycling)
---

c You're complaining about people not respecting the environment.

Writing a report based on statistics

1 Look at the bar chart and answer these questions.

a What do the two colours in the bar chart represent? ----------

b Which materials were recycled the most and which were recycled the least?

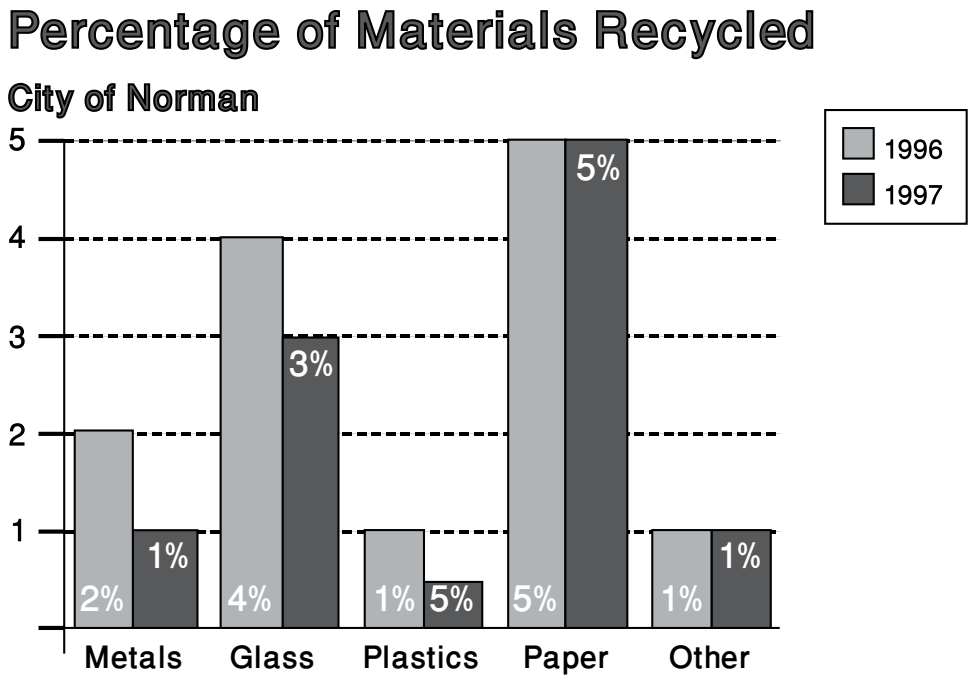
---

c What is the general trend between 1996 and 1997? ----------

d What materials maintained the same level of recycling? ----------

e Write a heading for each of the four paragraphs A-D of the report with the following labels: Introduction, Conclusion, Recommendations and Key facts.

f Suggest a recommendation based on the results of the chart, other than the one mentioned in the report.



A ----------

This report studies the percentage of materials recycled in the city of Norman in the years 1996 and 1997.

B ----------

- 2% of all metals were recycled in 1996 and 1% in 1997.
- 4% of glass was recycled in 1996 and 3% in 1997.
- 1% of plastics were recycled in 1996 and 0.5% in 1997.
- 5% of paper was recycled in 1996 and in 1997.
- 1% of other materials were recycled in 1996 and in 1997.

C ----------

The figures show that the percentage of materials which were recycled has decreased in 1997. It's a bad sign, proving that people are losing their enthusiasm for recycling.

D ----------

With reference to the results of this bar chart, environmentalists should use awareness - raising campaigns in order to highlight the importance of recycling.

2 Use the Internet to research information about recycling in a city of your choice. Draw a bar chart and write a report based on your research, following the same steps as on page **36**. Don't forget to divide your report into four paragraphs:

- Introduction
- Key facts
- Conclusion
- Recommendations

6 Under threat

Key words
carnivorous, enemy, inject, sting

Reading

1 Answer the following questions.

a What types of plants are you familiar with? What's your favourite?

---

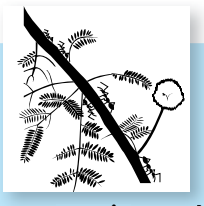
b Why and how do you think some plants can be harmful?

---

2 As you read the article, choose the most suitable title.

a How plants attack insects
b How plants kill their enemies
c How plants protect themselves from their enemies

Cactus


Acacia

Horse Chestnut

Nettle

Nightshade

Venus flytrap

It may seem very strange, but plants are always in danger from animals which want to feed on them. If this happens, the plant can be damaged or even killed. So, because their roots, trunks, leaves, flowers, fruits and seeds are under constant attack from mammals, insects and birds, plants have developed ways of protecting themselves from ***these enemies***. Here are some of the ways plants stop animals from attacking and eating them.

Sharp thorns and stings

Some plants which grow in dry climates, for example cactuses, store large quantities of water in their stems. To protect themselves, they have sharp thorns. Animals will hurt themselves if they try to get to the water from these plants. Other plants, like stinging nettles, can 'inject' painful or irritating substances into their enemies by means of the sharp hairs on their leaves.

Poison

There are many plants which protect themselves by poisoning their enemies. In some cases the poison they contain is so powerful that it can kill any living thing which touches or eats them. The poison can be in the leaves, the seeds or berries, and other parts of the plants.

Insects

Some acacia trees in hot African countries are protected by ants which live permanently on their branches. If an animal starts to eat the tree's leaves, the ants attack it.

Sticky gum

Some plants, such as horse chestnut trees, are covered with a sticky substance like wet paint ***which*** can prevent insects from eating them. Sometimes this substance is so strong that insects' feet or wings get stuck and they cannot escape.

Carnivorous plants

The most incredible plants of all are 'carnivorous' plants like the famous Venus flytrap, which actually catch and consume insects which land on them.

3 Match the sentence beginnings 1-5 with their correct ending.

1 The two plants which are said to grow in hot, dry climates are

a cactuses and Venus flytraps.
b acacia trees and horse chestnuts.
c cactuses and acacia trees.

2 The phrase *these enemies* in line 4 refers to

a roots, trunks, leaves, flowers, fruits and seeds.
b mammals, insects and birds.
c other plants.

3 A trunk is

a the small hard part of a plant from which a new plant can grow.
b the sharp pointed part of a plant.
c the main part or large stem of a tree.

4 A unique characteristic of cactuses is that

a they don't need water to survive.
b they are the only plants which have thorns.
c they store large amounts of water in their stems.

5 The word *which* in paragraph 5, line 16 refers to

a sticky substance.
b horse chestnut trees.
c wet paint.

4 Complete the following table with the necessary information from the text on page 38.

Type of plant	protects itself with / by

5 Answer the following questions.

a Which of the pictures on page 38 is not mentioned in the text? Do you know anything about it?

---

b Which plant do you think has the best chance of surviving animal attacks? Why?

---

c How do you think plants can be beneficial to human beings?

---

6 Using your notes in exercise 4, make a summary of the types of plants and the different ways in which they protect themselves.

Over to you

7 It has been observed that plants promote thinking and creativity. Discuss.

Language practice

1 Choose the correct phrases to complete these sentences.

a Aubergines grow ***on plants / under the ground***.
b Tea grows ***on trees / on bushes***.
c Dates grow ***on the ground / on trees***.
d Potatoes grow ***on the ground / under the ground***.

2 Choose the correct preposition to complete these sentences.

a Cactuses are dependent (*of / on*) their thorns for protection.
b The Venus flytrap is famous (*for / with*) being able to catch insects. This makes it different (*for / from*) most ordinary plants.
c I've always been interested (*for / in*) plants and trees, but I'm not keen (*in / on*) insects.
d My Encyclopaedia of Nature is full (*from / of*) interesting facts about plants.

Self-assessment

3 Write sentences to explain these situations, using the words in brackets.

a The phone is ringing. It's probably your brother; he usually rings at this time. (*It might ...*)
It might be my brother – he usually rings at this time.

b Someone's ringing our bell. You're sure it's the postman; he always comes at this time. (*It must ...*)

---

c There's an important football match in your town tonight. You think the roads will probably be very busy. (*The roads might ...*)

---

d Your friend said she would phone you, but she hasn't. You are sure she has not forgotten. (*She can't ...*)

---

e Someone waves to you from a car. It looks like your friend's car. (*It might ...*)

---

f Your sister has worked very hard. You feel sure that she has got good grades in her exams. (*She must ...*)

---

g You hear a car approaching, but you know it isn't your uncle's car because it doesn't have the same sound. (*It can't ...*)

---

h A new building is going up in your neighbourhood. You think it is probably a school. (*They might ...*)

---

4 Complete the sentences with one of the connectors in the box.

although	despite	but	unlike

a ---------- most plants which lose their leaves in autumn, an evergreen plant keeps its leaves over the winter.
b Some plants, ---------- being short and low to the ground, take two years to complete their life cycle.
c Some plants only bear leaves and flowers once, then they die, ---------- a perennial is a plant that bears leaves and perhaps flowers every year.
d ---------- some plants have no roots, stems or leaves, they possess tissues that specialise in the internal transportation of water.

5 Write questions to the following answers.

a ----------
I've been working on this project for five hours continuously.

b ----------
I've read three books by George Eliot.

c ----------
I go to the library twice a week.

d ----------
Well, my brother is now taller than me.

e ----------
I've made some good progress lately.

6 Read these sentences. All of them contain at least one incorrect spelling, missing word or punctuation error. Write out the corrected sentences underneath.

a Plants are contiually under attack from animals and insects, Because of this, they have developed ways of defendin themselves and ensuring there survival.

---

b Some plants cover themselves with sticky substance; this help to prevent predators from eating them.

---

c Have you ever tried to pick flower and found that the sharp thornes make it impossible! These thorns are part of the plants sophisticated defense system.

---

d Plants have ways of protecting themselves from manny different threats. Not only do cactuses have spikes to ward off enemies, they also store water to ensure their in the harsh dry conditions of the desert.

---

7 What would you say in the following situations?

a You are enquiring on the phone about the date of your entrance exam at university.

---

b You are advising your colleague not to work too hard.

---

c You are suggesting to your friend that he / she asks his / her brother for help.

---

d You're telling your friend politely that you can't stay for dinner because you've got homework to do.

---

8 Match sentences **a-e** to their function. There are two extra functions.

a I'm sorry to have to say this, but your work isn't good enough. ----------

b Perhaps he needs some time off work.

---

c If it were up to me, I'd take a holiday instead of staying at home all this time.

---

d What can I do for you? ----------

e Could you tell me when the next train leaves? ----------

1 Stating a preference
2 Asking for information
3 Offering help
4 Demanding explanations
5 Guessing
6 Making complaints
7 Giving warning

Writing Essays: presenting both sides of an argument

1 Read this essay on the pros and cons of land reclamation. Is the writer of the essay for or against land reclamation?

The arguments for and against land reclamation

Many governments have started to take land from the sea or from marshes in order to create farmland, housing, resorts and even shopping centres. This process is known as land reclamation. Such schemes are popular because they create idyllic settings, such as the Palm Islands in UAE, and are amazing engineering achievements. However, some people believe taking land from the sea is wrong and actually has an adverse effect on the world. In this composition, I will discuss some of the arguments for and against land reclamation.

I will start by considering two arguments in favour of land reclamation. First of all, many people view land reclamation as a vital procedure for continuing human development. There are many places in the world where the population exceeds the ability of the land to sustain it. In these places, taking land from the sea alleviates issues such as overcrowding and sanitation and increases human contentment. Secondly, some countries are unable to produce enough food to feed their populations. Therefore, governments take the decision to drain swamp and marshland in an attempt to create new agricultural areas. This process alleviates hunger and has other positive effects, such as helping to reduce populations of disease-spreading insects like mosquitoes.

I will now move on to the arguments against land reclamation. The main objection to reclaiming land is that it disrupts local environments. The damage that can occur, for example to coral reefs and other underwater habitats, has profound effects upon the oceans. There are many threatened species that rely on rare habitats, or which only live in one area, and any changes to their surroundings can have devastating consequences. Even land reclamation projects that drain swamps can adversely affect species such as rare migratory birds.

Personally, I do not have strong feelings about land reclamation. I believe that such procedures can help to alleviate problems in cities and improve our quality of life, but I also think it is wrong to unnaturally alter and destroy eco-systems simply so people have a pleasant place in which to live, shop or visit.

2 Read the essay again and make a note of the phrases the writer uses to structure the essay and to present his or her ideas. Example: *In this composition, I will discuss some of the arguments for and against land reclamation.*

---

3 The essay is written in quite formal language. Match these formal words and phrases from the essay with their meanings. There are more meanings than you need.

a	consider ----------	1	argument against
b	overcrowding ----------	2	too many things or people in one area
c	alleviate ----------	3	derogatory comment
d	objection ----------	4	progress and growth
e	development ----------	5	a state of happiness
f	contentment ----------	6	see / watch
g	sustain ----------	7	make less severe
		8	examine and discuss
		9	support and provide for

4 Write your essay, in 200–220 words, including arguments for and against. Choose one of these titles:

The arguments for and against protecting marine wildlife; The arguments for and against reclaiming swamps; The arguments for and against building new cities.

Follow this paragraph plan:

1 Introduction outlining the issues
2 Arguments for
3 Arguments against
4 Conclusion, including your own ideas.

Use the same or similar expressions to structure your essay and to express your ideas as the writer of the essay above. Refer to the list you made in exercise **2**.

Progress test 2

Reading

1 Complete the article below with words from this list. Use each word only once.

be because been for from if
is of on this to too

Greenhouse gases: good or bad?

We usually think that greenhouse gases are harmful, but without these gases the climate of the Earth would be like the climate of Mars: **(1)** ..... cold for human beings to survive. Greenhouse gases, which include carbon dioxide and methane, keep the heat of the sun in and ***prevent*** our planet **(2)** ..... freezing. However, **(3)** ..... the last 200 years people have **(4)** ..... using enormous quantities of fossil fuels like coal, gas and oil. When these fuels are burnt, they produce large amounts of carbon dioxide and **(5)** ..... keeps more of the sun's heat in. The result is that the temperature of the Earth **(6)** ..... rising year by year. This is leading **(7)** ..... more extreme weather: high winds and heavy rain which produce storms and flooding.

The problem is made worse by the fact that we are destroying the world's rainforests. Trees naturally consume carbon dioxide, but **(8)** ..... there are fewer trees, more carbon dioxide is ***released*** into the atmosphere. Because **(9)** ..... the increase in the Earth's temperature, the ice at the north and south poles is melting, and this is causing sea levels to rise. Eventually, many areas of land which are now **(10)** ..... the coast will **(11)** ..... flooded. Leading scientists are warning that **(12)** ..... the authorities don't introduce new laws to reduce greenhouse gas increases now, the results could be disastrous for life on Earth.

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

a Without greenhouse gases human beings couldn't live on Earth. ☐
.....

b Human beings have been using fossil fuels for more than two hundred years. ☐
.....

c The temperature of the Earth is increasing because the sun is getting hotter. ☐
.....

d Flooding is an example of extreme weather. ☐
.....

e Trees and forests produce greenhouse gases like carbon dioxide. ☐
.....

f Sea levels will rise if the ice at the poles melts. ☐
.....

g Scientists want every individual on Earth to take immediate action. ☐
.....

3 Choose the right answer.

a The main idea of the text is:
1 Greenhouse gases are harmful.
2 Using fossil fuels affects the temperature of the Earth.
3 People are destroying a lot of trees.
4 Even though greenhouse gases are needed on Earth, their increase may lead to a catastrophe.

b *prevent* means
1 stop 2 change 3 try 4 present

c *released* means
1 gave 2 caused 3 emitted 4 reduced

Language practice

1 Complete sentences a–d with the following words.

because in order to so that

a In the future, sea levels will rise ..... the polar ice is melting.
b People are cutting down forests ..... have more land for growing food.
c Scientists are worried about climate change ..... it is a threat to life on Earth.
d Scientists are trying to produce new fuels ..... people can continue to use their cars without damaging the environment.

2 Choose the correct modal verb in these conversations.

a **A** When are you next in town?
B I ***may be / must be*** coming next month. If I do, I'll let you know.
b **A** I've looked everywhere for the letter I wrote to my uncle.
B Don't worry – if it's not here, you ***can't have posted / must have posted*** it.
c **A** You ***might be / must be*** exhausted. You've been working very hard recently.
B I'm all right, thanks.
d **A** I've tried to contact Alia, but she isn't at home.
B You never know – she ***might have forgotten / can't have forgotten*** the meeting.

3 Complete these sentences about Kuwait City using the active or passive forms of the verbs in brackets. Verbs may be present or past.

a Kuwait City ..... (*locate*) on the Arabian Gulf and is the capital city of Kuwait.
b It is quite an old city. It was first ..... (*settle*) in the 18th century by many families including the Al-Sabah family, who are the rulers of Kuwait.
c They ..... (*finish*) the first city wall by 1760.
d It was an important trade centre, with pearls ..... (*export*) all over the world. The trading fleet of Kuwait City ..... (*number*) over 800 dhows during the 18th and 19th centuries.
e Today, Kuwait is a major economic power. Kuwait City has ..... (*develop*) into a modern and successful place with the help of its resources.

4 Choose the correct words in these sentences.

a If you are very lucky, you may see the Giant Panda in its natural ***display / habitat***.
b Most of Africa has a very hot, dry ***climate / weather***.
c Some plants grow well here even though the ***dust / soil*** is poor and it hardly ever rains.
d Jaber doesn't want a ***permanent / temporary*** job; he wants a serious career as an engineer.
e We must do something about climate change to ***protect / survive*** our way of life.
f We thought the restaurant bill was too high. We were right; the waiter had ***overcharged / undercharged*** us.
g I'm not going to throw my mobile phone away. I'm going to send it to another country where it can be ***misused / re-used***.
h Farmers ***graze / greys*** their animals on grassland.
i Desertification can lead to ***renditions / conditions*** which produce strong winds and treacherous wildfires.

Writing A leaflet highlighting a problem

1 Write a leaflet detailing the problem of climate change and suggesting two or three ways in which ordinary people can reduce the amount of energy they use.

Follow these guidelines:

1 Use a headline or a slogan which will attract people's attention.
2 Use bullet points (•) and punctuation (! ?).
3 Don't use too many words.

2 Using the structures below, write a brief paragraph giving advice on how to prevent climate change. Then explain how following your advice will help. Use points you made in exercise **1** for inspiration.

in order to, because, to + infinitive, *so that, to the cause of, with the result that, to lead to*

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?
listening to a talk and a description?	☐	☐	☐	☐	☐	☐
giving explanations and experiences?	☐	☐	☐	☐	☐	☐
talking about cause and effect?	☐	☐	☐	☐	☐	☐
reading for gist and detailed information?	☐	☐	☐	☐	☐	☐
giving opinions and making decisions?	☐	☐	☐	☐	☐	☐
presenting ideas and suggestions?	☐	☐	☐	☐	☐	☐
writing an account?	☐	☐	☐	☐	☐	☐

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? ☐

7

MODULE 3: **Lifestyles**

Long lives

Key words

chronic, deprived of, drowsy, genetic make-up, restful, shallow

Reading

1 Complete the following questionnaire about your sleeping habits and discuss good sleeping habits.

1 What time do you go to sleep on school nights?
   a around 8 p.m.
   b around 9 p.m.
   c past 10 p.m.
2 Why do you go to bed at a particular time?
   a because you want to get enough sleep for the following day's activities
   b because it fits best with the family schedule
   c because you feel sleepy
3 What time do you wake up on school days?
   a before 6 a.m.
   b between 6 a.m. and 7 a.m.
   c between 7 a.m. and 8 a.m.
4 What usually wakes you up on school days?
   a alarm clock
   b parent or other family member
   c noise
5 What time do you sleep on weekend nights?
   a after 8 p.m.
   b after 9 p.m.
   c after 10 p.m.
6 What time do you wake up on weekend days?
   a before 8 a.m.
   b around 9 a.m.
   c after 10 a.m.

2 Complete the table below with the actual times that you wake up and go to sleep over a period of seven days. Then write a paragraph comparing your findings with the answers you gave in the questionnaire in exercise **1**.

	Sun	Mon	Tue	Wed	Thu	Fri	Sat
Wake up							
Go to sleep							

Compare your table with those of three other students. How similar or different are your sleeping habits?

Why is sleep important?

1 How much sleep do you need each night? Are you getting enough sleep? What is the importance of sleep? The rest of this article will give some useful information and advice.

2 Exactly how much sleep we need depends on several factors, including our age, our daily routine, the quality of our sleep and our genetic make-up.

We know that most adults need about 8 hours' sleep a day, but this number can vary greatly: "short sleepers" may need only 5 hours, whereas "long sleepers" may need 9-10 hours. Babies need about 16 hours a day while many teenagers need an average of 9 hours.

3 How do we know if we are getting enough sleep? In general, if you feel drowsy during the day, you need more sleep. You may think that you are sleeping for long enough, but these are some of the signs that you may need more:

- you cannot concentrate at school or at work;

- you find it difficult to get up in the mornings;
- you are moody or irritable;
- you have memory problems.

4 So why is it important that we get enough sleep? According to the National Sleep Foundation (NSF), sleep is essential for a person's health and wellbeing. First, sleep helps the brain retain new information in one's memory. In studies, people who had slept after learning a task did better on tests later. Second, people who are deprived of sleep might gain weight because their bodies would process and store carbohydrates and alter levels of hormones that affect their appetite. Third, sleep loss contributes to a greater tendency to fall asleep during the daytime. These lapses may cause falls and mistakes such as medical errors, air traffic mishaps and road accidents. Finally, chronic sleep deprivation alters the immune system, including the activity of the body's killer cells.

5 How we sleep also affects us. When we fall asleep, our sleep can be deep and restful or light and shallow. Shallow sleepers awake still feeling tired, while deep sleepers wake up refreshed.

3 Read the article on pages 48-49 and match these headings with the paragraphs they relate to. There are two headings you do not need to use.

A The effects of lack of sleep --------
B How to stay awake while driving --------
C Different kinds of sleep --------
D The value of sleep --------
E Questions to ask yourself --------
F Sleeping positions --------
G Different individuals have different needs --------

4 Read the article again and complete these sentences with a word or phrase.

a Adults and teenagers need a lot less sleep than ---------- . (1 word)

b It is ---------- ---------- who seem to need the least sleep. (2 words)

c People who do not get enough sleep may find it difficult to ---------- at school or work. (1 word)

d Sleep deprivation may cause weight gain by altering ---------- ---------- . (2 words)

e Your immune system would be affected if you were ---------- ---------- sleep. (2 words)

5 Look at the article again. Are these statements True (T) or False (F)? Justify your answers.

a The article gives information but no advice. ☐
b We do not all need the same amount of sleep. ☐
c Factors that affect the amount of sleep we need include the colour of our hair and where we live. ☐
d If you feel very lively during the day, you probably need more sleep. ☐
e Most teenagers need about nine hours sleep per night. ☐

6 Find the following verbs in the article on pages 48-49 and make nouns from them.

verb	noun
a. need	
b. give	
c. know	
d. feel	
e. think	
f. concentrate	
g. cause	
h. alter	

Over to you

7 How does sleep affect your lifestyle?

Language practice

1 Choose the correct word to complete the following sentences.

a We should ***make up for / do without*** the time we wasted waiting for the museum to open.

b The victims should be treated with ***compassion / affection***; they're human beings after all.

c It is with much ***guidance / admiration*** that I dedicate this book to my dear friend, Ahmed.

d He found his duties increasingly ***onerous / fatal*** but he could handle them.

e It is ***integral / imperative*** that we meet the deadline for presenting our research paper.

f The only ***geriatrician / geriatric*** hospital in town has been opened recently.

2 These sentences all use phrasal verbs. However, there are some mistakes within each sentence. Correct the mistakes and rewrite the sentences, underlining the phrasal verb.

a Your room absolutely full of rubbish. You must tidy it up before your cousin arrives.

---

b There is a serius shortage of sugar at the moment. You will have to do without it in your coffee.

---

c You have really offended your friend. To make up for it you shud apologise and buy her some flowers.

---

3 Report the questions and answers in these short conversations.

a **Boushra:** What are you doing at the weekend?

Sabika: I'm going out with my parents.

Boushra asked Sabika what she was doing at the weekend. Sabika said / replied (that) she was going out with her parents.

b **Boushra:** Where are you going?

Sabika: We're going to visit our cousins in the next town.

---

c **Naif:** Can you take me to the airport tomorrow?

Nawwaf: What time do you have to be there?

Naif: My plane leaves at four o'clock in the afternoon.

---

d **Hessa:** Did you enjoy your holiday?

Noura: Yes, it was very relaxing.

Hessa: When did you get back?

Noura: Very late last night. Our plane was delayed.

---

e **Faisal:** Have you seen my briefcase?

Anwar: No, I haven't. When did you last have it?

Faisal: I brought it home from work yesterday, but I haven't seen it since.

---

4 What were these people's actual words?

a She asked me if I'd got the time.
Have you got the time?

b He said he'd slept for ten hours the previous night.
---

c Amal asked her mother if she could go out with her friends.
---

d Khaled asked whether Omar wanted to go swimming with him.
---

e Israa said she was enjoying her new job.
---

f Mariam asked her friend if she would like to go shopping the following day.
---

5 Combine the following sentences into one sentence using *both* and *and*.

a I have maths homework. I have English homework.
---

b Turki plays football. Hamza plays football.
---

c Turki plays football. Turki plays basketball. Hamza plays football. Hamza plays basketball.
---

d The maths teacher was pleased with my homework. The English teacher was pleased with my homework.
---

6 Complete the dialogue between a doctor and an elderly patient using the words and phrases below.

Doctor: Hello. What can I do for you today?
Mr B: Well Doctor,
(1) ---------- .
Doctor: Are you feeling unwell?
Mr B: No, not at all.
(2) ---------- . But I'm getting quite old and thought it was a good idea to see if anything was wrong.
Doctor: Great idea.
(3) ---------- . Okay, I need to ask you a few questions.
Mr B: **(4)** ---------- .
Doctor: Do you do regular exercise?
Mr B: Yes, **(5)** ---------- .
Doctor: Anything else?
Mr B: No, **(6)** ---------- .
Doctor: Do you eat healthily?
Mr B: I try to, **(7)** ---------- .
Doctor: Well, **(8)** ----------?
Mr B: I always make sure to get my five-a-day.
Doctor: That's great. Okay, now, I'm going to take your blood pressure. **(9)** ---------- .

a Not enough people look after themselves in old age
b I go swimming three times a week
c Nothing to worry about and it won't hurt a bit
d In fact, I feel very healthy
e I find running too strenuous
f how much fruit and vegetables do you eat
g Fire away
h I was hoping to get a check-up
i but obviously I occasionally overindulge

7 Choose the correct phrasal verbs to complete these sentences.

a You shouldn't try to ***do away with / do without*** sleep. You need at least eight hours a night.
b He said everything was okay, but that was just a story he ***made out / made up*** to stop me from worrying.
c You'd better ***do out / do up*** your boots tightly to stop the sand from getting in.
d She lost my CD, but she's bought me a new one to ***make of / make up for*** it.
e Many countries are doing what they can to ***do away with / do away without*** poverty and hunger.

Self-assessment

Writing an article

1 Paragraphs **A–C** are the first paragraphs of three articles. Match each paragraph with the most suitable title and one of the illustrations.

Titles

Go on this diet if you want to stay fit
Exercise you'll enjoy
Keep moving to keep fit
Thinking is good for you
Enjoy your food and stay healthy

A ----------

Are you getting enough exercise? Most people these days agree that regular exercise is an important part of a healthy lifestyle, especially for people who spend most of their time at work sitting in offices. Some people find exercise boring so they make excuses to avoid doing it but, in this article, I am going to suggest a few types of exercise which everyone will find enjoyable.

B ----------

How healthy is your diet? In the modern world experts frequently tell us that what we eat affects how healthy we are and how long we live. But most people like food and want to eat the things they enjoy. In this article I am going to suggest how you can eat the food you enjoy and still have a healthy diet.

C ----------

One of the factors which affect how long people live and how much they enjoy their old age is "brain activity". Scientists have shown that people who keep their brains busy tend to live long, happy lives compared with those who do not. In this article I am going to suggest some interesting and enjoyable ways in which you can keep your brain active.

2 You are going to finish one of the three articles **A–C**. Decide which article you are going to finish. Here are some points you could make in each.

A join a gym / take up a new sport / walk somewhere different every day

B eat a different fruit every day / eat less sugar and fat / drink more water

C do puzzles or quizzes / read more books / study a subject on the Internet

Write an outline for the article you have chosen, then finish your article using about 220 words of your own. Write three more paragraphs including your own ideas or the ideas above. The last paragraph should be a conclusion. Make what you write interesting to people of all ages.

MODULE 3: **Lifestyles**

8 Town and country

Key words

contentment, crown jewel, demarcation, skyline, vertical village

Reading

1 Before reading the article, *Silk City*, match these words **a-f** with their meanings **1-8**. There are two extra meanings.

a crown jewel	-------	**1**	to separate or distinguish
b inception	-------	**2**	the outline of buildings defined against the horizon
c demarcate	-------	**3**	the infrastructure of a city
d traverse	-------	**4**	carefully and precisely
e meticulously	-------	**5**	the establishment or starting point of something
f skyline	-------	**6**	the process of designing something
		7	a prized asset or achievement
		8	to travel across or through

2 Read the article and answer these questions.

a Why is the city being built?

---

b How will the population of Madinat Al-Hareer be kept happy?

---

c What is exceptional about Burj Mubarak Al-Kabir?

Silk City

Madinat Al-Hareer, otherwise known as Silk City, is an innovative solution to the problems facing Kuwait. This $130 billion project will result in the construction of a new city, combining residential, financial and commercial districts. Taking its name from the ancient silk routes that traversed Kuwait, the ultimate aim of the project is to establish Kuwait's status as a commercial hub of the world, whilst providing habitation and a desirable lifestyle for the proposed city's 700,000 residents. The city will also create around 450,000 new jobs.

The city, which is to be built in Subiya, north of Kuwait City, will be a unique city because its layout has been completely and meticulously planned from its inception. In this way, its growth will be less 'organic' than other cities, which often add housing and businesses as needed, but will benefit from clear demarcations between residential, financial, commercial, and leisure areas. The design is not simply about creating new living places, but creating an architectural space that induces contentment and well-being. The city is going to be built with its residents in mind and features large expanses of greenery along with all the normal amenities people in the modern world have become accustomed to. In fact, to guarantee the residents' happiness, the city is designed so that you will never be more than three blocks away from a garden or water.

The crown jewel of Madinat Al-Hareer will be the Burj Mubarak Al-Kabir. This tower, which will stand at 1001 metres and 200 storeys high, will house the equivalent of seven 'vertical villages'. This imposing construction will dominate the skyline, and is just one example of the ways in which modern engineering allows designers to overcome the constraints of limited land.

3 Use the words in the box taken from the article to complete the following sentences.

innovative	*habitation*	*crown jewel*
residential	*financial*	*amenities*

a The ---------- area is where people live.
b Banks and other similar institutions can be found in the ---------- sector.
c The local ---------- include parks, swimming pools and other leisure areas.
d Despite being in constant use, the building showed little sign of ---------- .
e The new transport system is extremely modern and ---------- .
f The new tower will be the ---------- of this huge city.

4 Choose the correct answer with reference to the article.

a Which of these statements about Silk City are NOT true?
  1 Every aspect of Silk City has been designed and thought out carefully.
  2 The city will house 700,000 people.
  3 The only aim of the city is to establish Kuwait as a major commercial hub.

b Which of these statements about Silk City is true?
  1 Water and plant life are used to create a pleasant environment.
  2 The 'inorganic' design of the city will be oppressive.
  3 Residential, financial and commercial buildings are combined in each sector.

c What is the best definition of 'organic' as used in the text?
  1 something related to, or derived from, living matter
  2 characterised by continuous and natural development
  3 a description of food produced without the use of pesticides and unnatural fertilisers

d What is the best definition of 'vertical villages'?
  1 the equivalent of several residential areas within a tall building
  2 the equivalent of several villages aligned
  3 the equivalent of several villages on an upward slope

5 Look back at the article on page 54. Summarise the differences between Silk City and other modern cities. Use bullet points.

Over to you

6 How do you think cities like Silk City will change the way we live?

Language practice

1 Complete this paragraph with the correct form of noise words and phrases below. There are more words and phrases than you need.

bump into *densely* *pluck up the courage*
disturbance *metropolis* *far and wide*
glamour *hub* *hustle and bustle* *spot*
tranquil *whereas*

After searching **(1)** ..... for a suitable apartment I finally found one in the **(2)** ..... . Although it can be really busy I couldn't stand to be too far away from the **(3)** ..... of city life. It's **(4)** ..... populated around here, but there is rarely any real **(5)** ..... . If things get too much, there is a quiet **(6)** ..... just around the corner where I can go and relax. It's incredibly beautiful and **(7)** ..... . I even **(8)** ..... an old friend there.

2 Rewrite these sentences replacing the underlined phrases with one of the phrases in the box. There is one extra phrase.

trial and error *chalk and cheese*
nearest and dearest *odds and ends*
pick and choose *rough and ready*

a Graduates with first-class degrees can often <u>select exactly</u> the jobs they want.

.....

.....

b I've never understood how they are still friends. They are like <u>two completely different things</u>.

.....

.....

c I tidied my office the other day and found all kinds of <u>different things</u> on my desk.

.....

.....

d He's never had any formal training. He learnt by <u>trying things out and seeing what happened</u>.

.....

.....

e We're having a big celebration next week, so we're inviting all our <u>family and close friends</u>.

.....

.....

3 Replace the word in bold with an appropriate word related to it. Then, see if the relative pronoun within the sentence is correct. Rewrite the sentences.

a The city, who is very **pollute**, is home to over 250,000 people.

.....

.....

b The park, which I play football, is **fame** throughout the country.

.....

.....

c The actor, where I went to school with, obviously gained great **enjoy** from his profession.

.....

.....

d I'll always **memory** the day who I started school.

.....

.....

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

a You are moving to a new area and saying goodbye to some friends.

.....

.....

b An estate agent is showing you round a house which you don't like.

---

c A decorator has painted your living room the wrong colour.

---

5 Complete these sentences with one of these comparing or contrasting words or phrases. Use each word or phrase once.

instead of *in comparison with*
whereas *however*

a ---------- Seoul in South Korea, Warsaw, the capital of Poland, is quite a small city. ---------- Seoul has a population of over 10 million people, Warsaw has only 2 million.

b I've decided to learn Chinese ---------- French at university. Chinese grammar is not too difficult. ----------, the pronunciation will be very hard for me.

6 Match sentences **a-f** with the corresponding second sentences **1-6** below. Then, write new sentences using the word or phrase in brackets.

a Silk City is being meticulously planned prior to its construction. (*whereas*)
(5) Silk City is being meticulously planned prior to its construction, whereas Kuwait City emerged organically.

b Kuwait City is the largest city in Kuwait. (*but*)

---

c Kuwait City has a population of about 150,000. (*whereas*)

---

d Many cities mix financial, business and residential areas. (*while*)

---

e Kuwait City was established in the eighteenth century. (*in comparison with*)

---

f The Burj Mubarak Al-Kabir will dominate the skyline of Silk City. (*like*)

---

1 Silk City will be the most modern.
2 Silk City will separate these sectors.
3 The Kuwaiti Towers tower above Kuwait City.
4 Silk City will have a population of 750,000.
5 Kuwait City emerged organically.
6 Silk City, is going to be built in the 21st century.

7 Write inverted and non-inverted sentences using the cues below.

a never been / annoyed / lost mobile phone
Never have I been as annoyed as when I lost my mobile phone.
I have never been as annoyed as when I lost my mobile phone.

b no sooner / finished dinner / doorbell

---

c little expect / library / see my friend

---

d rarely / excited / team won

Writing Describing places to live

1 Match these descriptions **A–C** with the correct illustrations **1–3**.

A This architect-designed house has two storeys and is located in a village two kilometres from the sea. It has tiled roofs which provide shady areas on both the ground floor and first floor. The house is surrounded by a colourful garden which has been well looked after. The property overlooks a luxurious swimming pool.

B This two-storey, modern house is situated on the outskirts of a medium-sized town. It is surrounded by a large garden with a lawn, trees, shrubs and hedges. It has a flat roof and there are balconies outside the first - floor windows. It is painted white and there are no other houses nearby.

C This modern two-storey building is located in a residential area in the suburbs of a large city. It has a small garden with recently planted trees and shrubs. The property is surrounded by a low wall which separates it from a quiet street. The house has a flat roof and is painted a bright yellow colour.

2 Read the descriptions again and complete the table.

	Descriptions of location	Adjectives to describe building and garden	Nouns for parts of building	Nouns for natural features
A				
B				
C				

3 Imagine you are advertising three buildings in a magazine. They could include the building you live in, your school, or famous buildings you know. Use the descriptions in exercise **1** as models and include the following:

- the location of the building
- the appearance of the outside of the building
- information about any natural features near the building

Use words and phrases like those you listed in exercise **2**.
Write 60–80 words for each description.

MODULE 3: **Lifestyles**

9 New ways and old

Key words

contemporary, craftsman, in parallel, platform, pottery, promote, seamlessly, socialise

Reading

1 Read the title of the article below and answer the following questions.

a Do you know anything about Bayt Lothan? If not, what can you infer from the title?

---

b Do you know of any other old buildings serving new purposes?

Bayt Lothan: an old house serving new purposes

Located in Salmiyah, several kilometres south of the centre of Kuwait City, Bayt Lothan, or the house of shelter, is one of Kuwait's best known traditional coffee houses. Every day, people gather there to drink coffee, eat food and socialise in the tranquil open garden.

However, Bayt Lothan is more than just a coffee house. It also has an impressive history. The word 'lothan' means shelter. It was the original name of the area in which the house stands, so called because it was a place where ships could take refuge from storms. Today, Bayt Lothan provides a shelter in which human creativity, arts and crafts may flourish. Once built, Bayt Lothan became a residence of Sheikh Sabah Al-Salem Al-Sabah, the twelfth Amir of Kuwait. Now, the building acts as a centre and a sanctuary for the arts, and stands as testament to the changing uses of a building over time.

Covering over 4000 square metres, Bayt Lothan also houses an impressive art gallery and a successful community centre, which specialises in teaching art in both traditional and modern forms. Much of the space within the site has been transformed into workshops for arts, crafts and design. The site also provides a platform for artists and craftsmen to exhibit and promote their designs and artistic works. Workshops and lessons are held in the centre, with subjects as diverse as jewellery design and clay pottery being taught. The new and old mix seamlessly in these sessions, as contemporary photography is taught in parallel with Arabic calligraphy and manuscript decoration.

The directorship of the Bayt Lothan project also reflects the history of the site and the changes that have occurred over time. The project is now directed and managed by Sheikh Sabah Al-Salem Al-Sabah's daughter, Sheikha Amal Sabah Al-Salem Al-Sabah.

There are also many events held at the centre, such as exhibitions of new Kuwaiti artists, and it's always great to go and see what's happening in Kuwait's burgeoning art scene. You can also take classes to learn new skills yourself. Who knows, one day you might end up with your own exhibition at Bayt Lothan!

2 Match these words with their meanings. You may need to check your ideas in a dictionary or in the glossary at the end of the Student's Book. There are more answers than you need.

a seamlessly ----------
b burgeoning ----------
c contemporary ----------
d clay ----------
e calligraphy ----------
f directorship ----------
g pottery ----------
h manuscript ----------
i craftsman ----------

1 substance that is used to change the colour of something
2 beginning to grow or increasing rapidly
3 having a special ability or talent
4 book or text written by hand
5 soft material used for making plates, cups, bowls, etc.
6 the craft of producing objects such as plates, bowls, vases, etc.
7 maker of decorative or useful things (usually by hand)
8 decorative handwriting
9 position held by the person responsible for running various aspects of a company
10 a figurative expression to show things working well together
11 belonging to or occurring in the present

3 Read the article again and answer these questions.

a Which of these statements about Bayt Lothan is NOT true?
   1 Bayt Lothan holds exhibitions for painters.
   2 Bayt Lothan is now a training centre for arts and crafts.
   3 Bayt Lothan was originally a shelter for ships.
b Which of these is not mentioned in the text?
   1 The original purpose of Bayt Lothan.
   2 Artists who have worked at Bayt Lothan.
   3 Things to do at Bayt Lothan.
c Which of these statements could be inferred from the text?
   1 The art classes are extremely diverse and enjoyable.
   2 The coffee shop isn't worth visiting.
   3 Bayt Lothan costs money to join.

4 In a few sentences, summarise the changes of usage that have occurred at Bayt Lothan and its surroundings. Use information from the text.

Over to you

5 Is it better to reuse old buildings, or build entirely new ones that perfectly suit a community's needs?

Language practice

1 Complete the sentences with the missing words, then use them to fill the crossword puzzle. Remember, answers in crosswords don't usually include spaces or punctuation.

Across

2 For homework, our teacher asked us to research the life of our favourite author and write a ..... .

3 Both my parents are professionals. We're a ..... - class family.

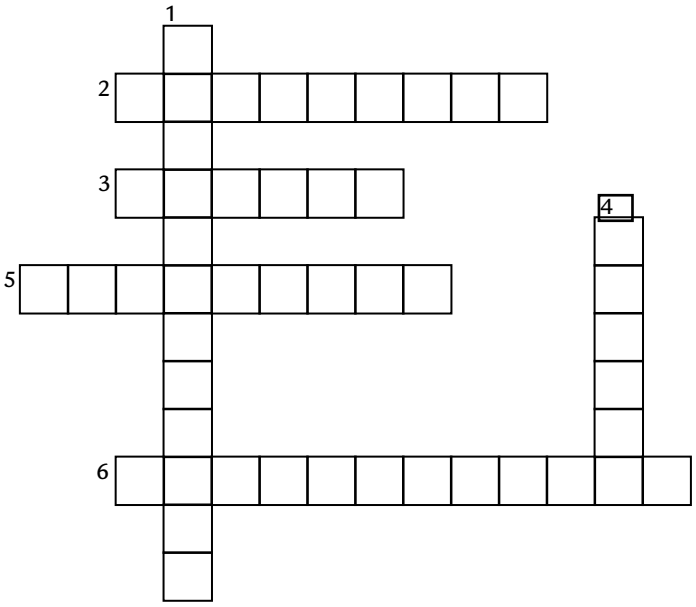
5 My mother looks after our home. She's a ..... .

6 Items made in large quantities are ..... .

Down

1 My father works for the government. He is a ..... . (2 words)

4 No one else has a car like this. It's ..... .



2 Complete these sentences using the correct form of these idioms. There is one extra idiom.

to call the shots *to be neck and neck*
to toe the line *below par* *just not cricket*

a She isn't working well with others and doesn't follow the instructions. She needs to learn ..... .

b Your homework is ..... . I'd like you to do it again.

c You should do what the manager says. He's the one who ..... .

d Behaviour like that should not be allowed. It's ..... when someone acts like that.

Grammar assistant

Causative verbs

- Causative verbs can be used to show how an action was arranged.
- To form the causative use the verb ***have*** + object + past participle.
  *She's **had** her dress altered.*
  *They **had** their car fixed by the mechanic.*

3 Complete these sentences using the correct form of *having something* done. You may also have to think of a verb.

a I couldn't repair my computer myself. I had to ..... by a computer expert.

b We didn't build our own house. We ..... by a local construction company.

c People don't service their cars themselves; they ..... professionally two or three times a year.

d Do you like this photograph of our family? We ..... by a local photographer.

4 Use the expressions in the box to complete the dialogue below.

we walked everywhere
people have less respect these days *wow*
and most people didn't have a telephone
compared to when I was a lad
if you wanted to see your friends
I didn't mean you
for one

Granddad: The world's a different place ---------- .

Grandson: What do you mean, Granddad?

Granddad: Well, ----------; there weren't as many cars.

Grandson: ---------- ! I don't think I'd have coped with that. What did you do ---------- ?

Granddad: All our friends lived nearby. We didn't have the Internet ----------, so it was hard to stay in touch with people a long way away, but we were used to it. Knowing everyone nearby made people friendlier. I think ---------- .

Grandson: What about me?

Granddad: Ha ha! ----------, of course.

5 Read the sentences below. Insert the correct phrase from the box and correct any incorrect quantifiers.

used to have (x2) *used to earn* *used to eat*

a I ---------- a little money, but now I earn a lot. I'm wealthy.

b I ---------- few friends. Now I have too many. I hardly have time to see them all.

c I ---------- too much fatty food. Now I eat lots of salad. I'm much healthier.

d I ---------- too much free time. Nowadays, I don't have any. I never get a moment to myself.

6 Read the sentences below. Find the errors in the verb tenses and correct them.

a I was making two mistakes in the last quiz.

b Next week, I got up at 7:30 every morning.

c Please don't call around 6:00 tomorrow evening because we will visit our grandparents.

d He is living alone since his parents died.

e Our daughter, who is 22 years old, hadn't graduated from school yet.

7 Complete sentences **a-d** with the correct form of the words from the box.

calligraphy *pottery* *craftsman* *artist*
exhibition *traditional* *contemporary*
director

a Arabic ---------- is a ---------- art which uses stylised writing.

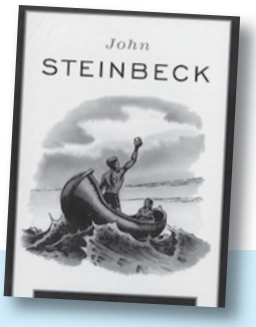
b ---------- for artists are held at Bayt Lothan and organised by the ---------- .

c ---------- make items such as clay ----------, which is displayed at the centre.

d Although old artistic methods of art are often better respected, many ---------- have adopted ---------- styles with interesting results.

Self-assessment

Writing A book review



1 Read the book review below. What is the purpose of the other recommendations at the end?

The Pearl by John Steinbeck

The Pearl (1947) was the 17th of 27 books published by the prolific American writer, John Steinbeck. Many of his most renowned books take place against a backdrop of real social situations in the American West of the 1930s, 40s and 50s. When Steinbeck won the Nobel Prize for literature towards the end of his life, in 1962, the awarding committee stated that Steinbeck was being honoured for his 'realistic and imaginative writing, combining as it does sympathetic humour and keen social perception.'

The Pearl, however, is in some respects an atypical work. Although it is based on a real story that Steinbeck actually heard in La Paz, Mexico (where the novella is set), the story is not told in an especially realistic way. As Steinbeck himself wrote, the story he originally heard in La Paz was 'so much like a parable that it almost can't be.'

The Pearl tells of Kino, a poor Mexican fisherman who lives in a simple dwelling on the beach with his wife Juanita and his infant son Coyotito. One day, the baby is stung by a scorpion and Kino takes him to a doctor, who refuses to treat Coyotito because Kino has no money to pay for the treatment. Kino takes his canoe along the seashore, looking for a pearl valuable enough to pay for the treatment that Coyotito needs. He is astonished to find the biggest and most perfect pearl he has ever seen. At the same time, Coyotito appears to recover somewhat. Kino and Juantia believe they are about to become rich, and begin to imagine a wonderful future for themselves and their baby son. However, news of their discovery travels fast, and many of their neighbours become envious and try to think of ways of taking the pearl from Kino, so as to become wealthy themselves. People try to cheat Kino, but he refuses to sell the pearl for a low price.

Kino is attacked, and his canoe and home are destroyed. He and his family have to flee. Coyotito becomes feverish again. Another group of men attack them to try to take away the pearl. Poor Coyotito dies. At last, Kino and Juantia realise that the pearl is not bringing them wealth or success, but is leading to endless trouble. So they return home and throw the pearl back into the sea from where it came.

The Pearl is a moral story that teaches us that we should learn to be satisfied with what we have, instead of striving for wealth or power. Despite its lack of realism, the narrative is told with great tension, suspense and flair. The pearl comes to symbolise the lure of the material world, together with the fear and darkness that lie behind a materialistic view of life. Overall, the story is a wonderful illustration of the dangers and consequences of greed.

Other recommendations

If you enjoyed this story, you will probably also like some of Steinbeck's other books, such as *Tortilla Flat* (1935), *Of Mice and Men* (1937), *East of Eden* (1952). You might also enjoy Ernest Hemingway's *The Old Man and the Sea* (1952). If you develop an interest in Steinbeck's life, there is a good biography of him by Jay Parini (1996).

2 a What positive and negative descriptive words and phrases does the reviewer use to describe the book?

---

b How is the review structured?

---

c Is the review generally positive, negative or mixed? Give examples.

---

3 Now, using the cues on the page, write your own review of a book you recently read. You should write 200-220 words.

This is a book review of ..... by .....

This book is about .....

.....

.....

.....

.....

.....

The book is extremely enjoyable because .....

.....

.....

.....

.....

.....

.....

However, it does have some problems. For example, ...

.....

.....

.....

.....

Overall, this book is .....

.....

.....

.....

.....

If you enjoyed this book you may also like: .....

.....

.....

.....

Progress test 3

Reading

1 Complete the article below with words from this list. Use each word only once.

but can from got has me my of so to used was

City or Country?

I was born in the country, and for the first eighteen years of **(1)** ..... life I lived there. My family's farm was in the middle of nowhere, five kilometres **(2)** ..... our nearest neighbours and ten from the nearest school, shops and post office. As a child, I enjoyed life in the open air, but when I was eighteen I went **(3)** ..... university and couldn't believe how incredible city life **(4)** ..... . In comparison with my life on the farm, my new life was exciting, challenging and very varied. I **(5)** ..... to know a lot of new people and I went to many places. **(6)** ..... course everything moves much more quickly in the city, and ***that*** **(7)** ..... sometimes be stressful, but at least you know you're alive. In the country, you sometimes forget!

Obviously, city life **(8)** ..... its disadvantages, like the noise, the traffic and the crowds of people, but these things don't worry **(9)** ..... too much. I don't drive, **(10)** ..... traffic problems and parking difficulties don't affect me. It only takes me ten minutes by taxi. I can get to the supermarket in a few minutes, whereas in the old days, in the country, a shopping trip **(11)** ..... to take half a day.

Maybe I'll want to go back to the peace and quiet of the country one day, **(12)** ..... for now I'm enjoying ***the hustle and bustle of*** city life.

2 Read the article again and answer these questions.

a Where did the writer live as a child?

.....

b How far did he have to travel to go to school?

.....

c Why did he first move to the city?

.....

d How was his life different when he moved to the city?

.....

e What disadvantage of city life does the writer mention?

.....

3 Choose the correct answer from the article above.

a The word *that* in line 8 refers to
1 everything moving more quickly. 2 the city. 3 the country.

b The expression *the hustle and bustle* in the last line means
1 liveliness. 2 mess. 3 happiness.

c One can infer from the article that the writer
1 would prefer to live in the country for the rest of his / her life.
2 is satisfied with city life despite all its disadvantages.
3 finds the city to be the perfect place to live in.

Language practice

1 Report this conversation. Start each reported question with *I asked* ..., and each reply with *He said* ...

a Q What's your name?

A (Sabeeh)

---

b Q Where do you live?

A (city centre)

---

c Q Where did you live before that?

A (in the country)

---

d Q Did you enjoy living there?

A (Yes / most of the time)

---

e Q Are you married?

A (not yet / next month)

---

f A What is your job?

B (teacher)

---

g A Do you work in a school?

B (No, university)

---

h A What subject do you teach?

B (economics)

---

2 Rewrite the following sentences in the inverted form.

a Tourists seldom visit this old city.

---

b I was treated so poorly that I left in disgust.

---

c I could scarcely believe what was happening.

---

d I have never been so sure of something.

---

3 Answer these questions, starting with 'No, ...'. Follow the example.

a Did Waleed repair the computer himself?

No, he had it repaired.

b Did Hameed take his own tooth out?

---

c Are they going to build their own house?

---

d Did you put that TV aerial up yourself?

---

e Will you cut down those trees yourself?

---

f Did you clean the car?

---

4 What would you say in the following situations?

a You work at a shop and you are offering help to a customer.

---

b You want to ask when the next train leaves.

---

c You're giving advice to your friend who looks tired from overwork.

---

d You need directions to the city centre.

---

5 Choose the correct words in these sentences.

a Before we can sell the flat, we'll have to ***do it up / do without it***.
b The students had to ***make of / make up*** a story for their homework.
c If everyone banks online, they'll ***do away with / do without*** banks.
d Are you happy with the decision you ***did / made***?
e Was that ***bang / splash*** the sound of someone jumping into the swimming pool?
f We usually ***do / make*** the shopping at the weekend.
g Let's turn the television off and have some peace and ***bustle / quiet*** for a change.
h He said he didn't want to swim, but he changed his ***music / tune*** when he saw the pool.
i People came from far and ***long / wide*** to see the exhibition.

6 One word in each of these conversations is wrong. Underline it and write the correct word at the end of the sentence.

a A What's that you're throwing out?
B Oh, it's just some evens and ends.
---

b A What do you enjoy most about city life?
B I think it's probably the hustle and whistle.
---

c A Do you take sugar in your tea?
B Yes, I've tried to do within it, but I can't.
---

d A I'm fed up with all this noise.
B Why don't you go next door and sit in piece?
---

7 Rewrite the following sentences inserting one of the sports idioms below.

a It's up to you to decide whether to accept the job offer.
The ball is in your court whether to accept the job offer.
b If we practise every day, we will win the match very easily.

---
c I'm so busy during the tourist season I can barely keep up with my work.

---
d During the first week of your new job, just try to understand the new things.

---
e He blamed me even though he broke the lamp. It's not fair!

---

1 the ball is in your court
2 keep my head above water
3 it's just not cricket
4 blow the competition away
5 learn the ropes

8 Match the expressions **a-e** with their appropriate response **1-5**.

a What do you think is the cause of immigration?
b Ahmed is absent today, isn't he?
c In my opinion, the consequences of global warming will be fatal.
d Mum, I'm going to the library with Faisal.
e You look pale! Are you okay?

1 Yes, he wasn't feeling very well this morning.
2 I couldn't agree more.
3 Personally, I think it is caused by unemployment.
4 Not really! I should see the doctor.
5 It might be a good idea to put on your coat. It's cold outside.

Writing Promoting a tourist attraction

1 Make a poster to promote a tourist attraction in Kuwait. Choose one of these places:

- a historical town or city
- an interesting old building
- an area of natural beauty

a Describe the place you have chosen in 200–220 words.
b Draw a small map showing where the place is.
c Give information which will be useful for visitors, for example:
- how to get to the place
- opening times
- cost

Learning log

1. **Look at the outcomes on page 55 of the Student's Book. How did you find:**

	easy?	difficult?	useful?	not useful?	interesting?	not interesting?
listening to a talk and a description?	☐	☐	☐	☐	☐	☐
comparing and contrasting?	☐	☐	☐	☐	☐	☐
inferring meaning?	☐	☐	☐	☐	☐	☐
writing a biography?	☐	☐	☐	☐	☐	☐
giving advice?	☐	☐	☐	☐	☐	☐
writing a magazine article?	☐	☐	☐	☐	☐	☐
reading a biography?	☐	☐	☐	☐	☐	☐
reading an article about respecting your elders?	☐	☐	☐	☐	☐	☐

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? ☐

10 Pushing the limits

Key words

clamber, manned, set a record, submerged

Reading

1 Before you read the article about Steve Fossett, complete the chart below with your own ideas.

Record-breaking attempts

Pros	Cons
Amazing achievement	Extremely dangerous

Steve Fossett – a record-breaker

In 2002, Steve Fossett became the first person to travel solo round the world in a hot air balloon. His balloon, The Spirit of Freedom, used a mixture of helium and hot air and was 42 metres tall by 18 metres wide. To keep it at a ***constant altitude***, the balloon used a sophisticated autopilot system controlled by a computer.

Fossett commenced his journey in Western Australia, travelled east to South America, over the Southern Atlantic Ocean towards South Africa, then over the Indian Ocean to reach Australia. This record-breaking solo journey took 14 days, 19 hours and 50 minutes. Fossett only slept for four hours in every twenty-four hour period and never slept for more than 45 minutes at one time. He frequently had to leave his tiny cabin for the sub-zero exterior in order to check that the balloon's burners were working properly. By the time he arrived in Australia, he had travelled 33,195.10 km and broken the world speed record for a manned balloon flight, achieving at one point a speed of 322.2 kmh. Steve Fossett was especially pleased with this successful round-the-world journey as it was his sixth attempt. His first attempt had been six years earlier, in 1996.

One previous attempt, in August 1998, had almost ended in disaster when Fossett's balloon was sucked into a thunderstorm off Australia's Northeast coast. The capsule plummeted 30,000 feet into the sea but also caught fire, igniting the balloon's propane burners. Fossett managed to escape through a ***submerged hatch*** and ***clambered aboard*** his life raft. He was rescued by a boat 10 hours later.

Steve Fossett held four other world records for non-stop journeys round the world as a sailor and as a solo air pilot. Before Steve Fossett's record attempts, no pilot held world records in more than one class of aircraft. Fossett held them in four. His other achievements include the Absolute Altitude Record for Gliders when he flew at 50,727 feet. For the attempt he and and his co-pilot wore full pressure suits. Before his death, Fossett had succeeded in setting 116 records in five different sports. Fossett was declared legally dead on 14th February, 2008 just over five months after a plane he was flying crashed.

2 Read the article and choose the correct answer to the following questions.

a Steve Fossett was declared legally dead in ...
1 September, 2008.
2 February, 2008.
3 September, 2007.
4 November, 2007.

b Why did Fossett wear a full pressure suit during his Absolute Altitude Record for Gliders attempt?
1 to cope with the psychological stress of the record attempt
2 to cope with the reduction in atmosphere
3 to show his sponsorship
4 to keep warm

c What is the main message of the text?
1 Steve Fossett escaped a downed balloon
2 Steve Fossett died in a plane crash
3 Steve Fossett set many impressive records
4 Steve Fossett was a rich man

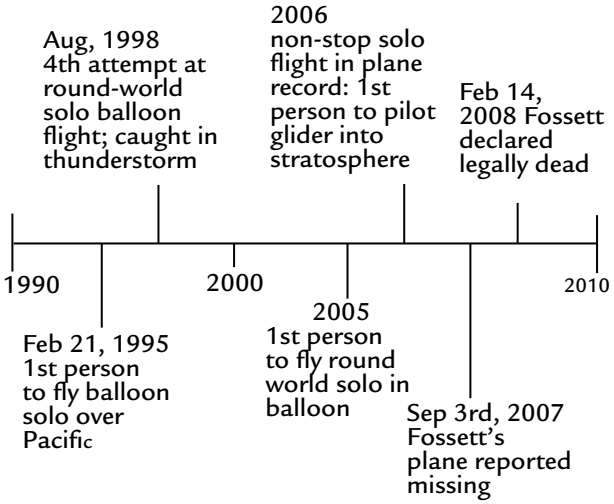
3 What do the following phrases taken from the article mean?

a constant altitude
1 unchanging temperature
2 inconsistent prices
3 sustained height
4 perpetual motion

b submerged hatch
1 small door which is underwater
2 broken window
3 propeller system
4 aquatic incubation

c clambered aboard
1 to inflate something
2 to jump from
3 to get on or into something awkwardly
4 a plank of wood covered in shellfish

4 Look at the timeline of Steve Fossett's records. What do you think are the most important dates? Summarise in full sentences.



Over to you

5 Why do you think people push themselves to extreme limits?

Language practice

1 Complete these sentences with the correct word. There are two extra words.

alight alive asleep burning
similar sleeping

a The dark night was illuminated by the ---------- logs at the centre of the clearing.

b He was exhausted and his eyelids looked heavy. Despite my best efforts, I couldn't stop him from ---------- .

c He's a very famous man and always seems to be wearing the same clothes. That's not true though; he just owns many ---------- things.

d Police reports say that it was a freak accident and a marvel that every one involved was still ---------- .

2 Replace the underlined words with the correct form of the phrasal verbs from the box to make complete sentences. There is one extra phrasal verb.

come out get away come to an end
come up against come forward
come in handy come away come after

a The robber thought he had <u>escaped</u> unnoticed and was surprised to see the police <u>chasing</u> him.

b Despite the importance of the task, few people <u>volunteered</u> to help.

c Don't throw that away. You never know; it might <u>be useful</u> someday.

d The novel <u>was released</u> recently to critical success, despite the author <u>being faced with</u> some problems whilst writing.

e I'd had such a great time that I was really upset when my holiday <u>finished</u>.

3 Give one-word synonyms for the following definitions.

a extreme tiredness
---

b the best part or moment
---

c the top of a mountain
---

d go up or climb
---

e full of danger and risk
---

4 What would you say in the following situations? Write complete sentences.

a A friend wants to start an extreme sport. You think it is too dangerous.
---

b You are hiking and one of your companions falls and injures himself / herself.
---

c You want to start an extreme sport but your parents don't think you should.
---

5 Complete the missing parts of the dialogue with your own sentences. Make sure the conversation makes sense.

A What are you doing this weekend?

B ----------

A Wow, that sounds amazing, but isn't it dangerous?

B ----------

A Ah, ok. Still, even if it's safe, I think I'd be scared.

You're right. Maybe I can come too?

B ----------

6 Read the following sentences. Are the underlined verbs correct? Tick the correct sentences and rewrite the incorrect sentences.

a Omar passed all his exams. He has been revising for a month. ☐

---

b They finished making Reem's dress a week before the wedding. They had made it for over a month. ☐

---

c I went to the hospital to see Fahad. He had been breaking his leg during a football match. ☐

---

d Everyone enjoyed the family celebrations. Amal had been making all the food herself. ☐

---

e I received a letter from Tahini yesterday. She had been promising to write since last year. ☐

---

7 Using the cues, write sentences using *such… that* or *so…. that*.

a Parachuting / dangerous sport / scared to try

Parachuting is such a dangerous sport that people are scared to try it.

b I / scared / couldn't move

---

c Her room / mess / not find anything

---

d He / strong man / lift a car

---

e Computer / complex / can't understand it

Grammar assistant

Past perfect simple and continuous

- The past perfect simple and continuous can be used to clarify which of two past actions happened first, to talk about things that happened or were felt in the past, or to provide background to a past event.
- To form the past perfect simple use ***had*** + the past participle of the verb.
  *He **had looked** everywhere for his coat.*
- To form the past perfect continuous use ***had been*** + main verb + ***ing***
  *Laura **had been feeling** sick for most of the day.*

8 Choose the correct phrasal verb with *come* to complete these sentences.

a When my brother ***came round / came up*** after his operation, he felt fine.

b Why don't you ***come across / come over*** after school? We could go to the park.

c It was cloudy all morning, but in the afternoon the sun ***came across / came out***.

d I've lost my watch. Can you let me know if you ***come across / come over*** it?

e Since I bought my new camera the price has ***come down / come up*** by 50%. I should have waited.

Self-assessment

Writing An interview

1 Read this interview and answer the following questions.

a Is Dave Stokes upset about his injuries? What advice does he give?

---

b Can you think of any other ways to stay safe whilst doing extreme sports?

Interviewer: Hi everyone, and welcome to another edition of XTreme Sports Weekly. Today, we're interviewing extreme sports enthusiast Dave Stokes from his hospital bed. Hi Dave, and thank you for agreeing to do this interview.

Dave: No problem.

Interviewer: Well, I guess the question everyone wants to ask is: how did you do this to yourself?

Dave: I was climbing in the Alps with a friend but unfortunately I slipped and fell. Although I didn't fall too far, I landed badly and broke my leg and wrist.

Interviewer: Ouch, that sounds painful!

Dave: Yes, it was, really. But it's part of the territory when you're into extreme sports.

Interviewer: What do you mean?

Dave: Well, all of the activities I love, such as snowboarding, parachuting and mountain climbing, have an element of danger to them. You always run the risk of getting hurt, or worse.

Interviewer: Will this injury make you reconsider your chosen sport?

Dave: No, definitely not. It'll take me a while to recover but, as soon as I'm fit and able, I'll be back on the mountain. I may be just a little bit wiser, though.

Interviewer: In what way?

Dave: I think I'll be more safety-conscious in the future, possibly take fewer risks and spend more time preparing.

Interviewer: Can you give our viewers any advice about the dangers of extreme sports?

Dave: Sure. Firstly, make sure you are prepared. You'll always run the risk of injury, so always take a medical kit and a mobile phone with you. Secondly, tell people where you are going in case anything bad happens. Most importantly, don't push yourself till you're ready. I've seen lots of people hurt because they've tried something that's much too difficult for them.

Interviewer: Thanks a lot for talking to us, Dave. I hope you recover soon.

Dave: Thanks. I'm sure I'll be scaling mountains again in no time.

2 Make a note of the following.

a Phrases used to make suggestions

---

b Informal words and phrases

---

3 Write your own interview about the dangers of extreme sports. It could be with an extreme sports enthusiast, an injured sportsperson or a worried safety expert.

- Decide what dangers the interviewee will mention.
- Suggest two or three ways to stay safe.
- Use a similar style to the interview on page **74**.
- Write about 200-220 words.

11

MODULE 4: **Achievements**

The final frontier

Key words

approximately, dispatch, obscure, perceivable, scrutinise

Reading

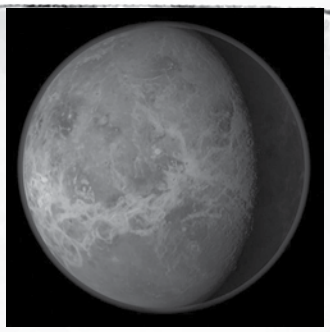
1 Before reading the article about Venus, answer the following questions.

a Venus is called 'the morning star' or 'the evening star'. What would you call the Earth?

---

b Do you think that someday human beings will be able to live on the planet Venus? Why or why not?

The Morning Star



A Venus is the brightest object in the sky with the exception of the Sun and the Moon. However, it is only perceivable from the Earth three hours before sunrise and three hours after sunset. For this reason people have given Venus the epithets 'the morning star' and 'the evening star'. It is the second planet from the Sun.

B Because the surface of the planet is completely obscured by clouds, it is very difficult for scientists to study Venus from the Earth, so the vast majority of our information about this planet comes from spacecraft. The first flight to investigate Venus was by Mariner 2, which the Americans launched in 1962. The most significant information comes from probes, ***which*** the spacecraft dispatches to scrutinise the surface of the planet. A probe is a small spacecraft that documents information and transmits it back to Earth. The Russians have also sent spacecraft and probes to Venus.

C Some people contend that Venus is the Earth's sister planet because there are many similarities between the two. They are comparable in size and are approximately the same age. However, there is also much contrast between Venus and the Earth. Venus is devoid of oceans and has a very heavy atmosphere, 96.5% of which is composed of carbon dioxide. Because the atmosphere is so heavy, Venus has an extremely high surface temperature (459 ^{0}C). A Venusian day is equal to 243 Earth days. This is longer than its year, which is equivalent to 225 Earth days.

D On June 8, 2004, Venus passed between the Sun and the Earth. People witnessed a large black spot moving across the Sun. The previous time this occurred was in 1882.

2 Read the article and choose the correct answer.

a The article *The Morning Star* is
1 scientific.
2 fiction.
3 non-fiction.

b It is difficult for scientists to study Venus because
1 it is too far away.
2 it is obscured by clouds.
3 it is not always perceivable.

c The pronoun *which* in line 12 refers to
1 probes.
2 the spacecraft.
3 the information.

d A week on Venus is
1 longer than that on Earth.
2 shorter than that on Earth.
3 equal to that on Earth.

e Venus will possibly pass between the Sun and the Earth in the
1 2050s.
2 2080s.
3 2120s.

3 Define these words from the article. You may use a dictionary or the glossary at the end of your Student's Book.

a investigate
---

b similarity
---

c document (v)
---

d atmosphere
---

e comparable
---

f epithet
---

g devoid
---

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

a Only one planet is closer to the Sun than Venus. ☐
---

b Venus is visible for 6 hours every day. ☐
---

c The Russians launched the first mission to Venus in 1962. ☐
---

d Venus is much larger than the Earth and much older. ☐
---

e Scientists use probes to make the study of Venus easier. ☐
---

f Because of its light atmosphere Venus has a surface temperature of 459^{0}C. ☐
---

g Venus is the third brightest object in the sky. ☐
---

5 Complete the following table with the necessary information from the article.

Paragraph	Main idea	Supporting ideas

Over to you

6 Are you for or against space tourism? Why?

Language practice

1 Complete sentences a–e with nouns related to the words in capital letters.

a The ..... of space began in the 1950s. (EXPLORE)

b Space technology has been used in the ..... of food. (PRODUCE)

c Scientists have made ..... about Venus by using probes. (DISCOVER)

d Many people have great ..... for astronauts. (ADMIRE)

e One of the qualities people who travel in space need is ..... . (BRAVE)

2 Complete sentences a–f with one of these phrases.

space mission *space shuttle* *space station*
space suit *space walk* *space race*

a The ..... takes off from the Earth like a rocket but lands like a plane.

b When astronauts are in space they have to wear special ..... s.

c Some astronauts spend several months living and working on a ..... .

d If they need to do repairs in space, astronauts have to leave their rockets and do a ..... .

e A ..... is a journey into space for a particular purpose.

f The ..... is the name given to the competition between nations to explore the galaxy.

3 Choose the correct word for each definition.

a causing respect and admiration
1 exceptionally
2 awe-inspiring
3 opportunity

b an example would be the Moon
1 orbit
2 sentient
3 natural satellite

c extremely large
1 astronomical
2 solar system
3 detriment

4 Match the sentences a-f with the gaps to complete the dialogue.

a Yes, I think you have.

b That surprises me.

c I think you're misinformed.

d Not at all.

e I think it's stupid and dangerous.

f Oh, I didn't know that.

A What do you think of space travel?

B I'm completely against it.
(1) .....

A Really?
(2) .....
I thought you'd be supportive of the idea.

B **(3)** .....
Space travel is a complete waste of money. I mean, what do we get from it?

A **(4)** .....
There are lots of inventions that were inspired by space travel.

B **(5)** .....
Maybe I've judged space travel too harshly.

A **(6)** .....

Grammar assistant

Passive with modal verbs

- To change a sentence that includes one or two modal verbs from the active to the passive, we add the verb **to be** in its correct form before the main verb.
- The main verb may also change:
  *The children **could leave** their books here.*
  *The books **could be left** here.*
  *The man **should have cleaned** the room.*
  *The room **should have been cleaned**.*

5 Change passive sentences into active sentences and vice versa.

a People have given Venus the epithets 'the morning star' and 'the evening star.'
The epithets 'the morning star' and 'the evening star' have been given to Venus.

b The Russians have also sent spacecraft and probes to Venus.

---

c This report from the meeting can be typed up next week.

---

d The news from Kuwait has to be delivered today.

---

6 Join the sentences together using the words in brackets.

a I thought the TV programme about space was dramatic. I thought the TV programme about space was fascinating. (*both*)

---

b I am not curious about space travel. I am not curious about deep-sea diving. (*neither / nor*)

---

c You can watch TV. You can read a book. You can't do both. (*either / or*)

---

d There were three crew members on the International Space Station. They weren't wearing spacesuits. (*none*)

---

7 Read the following sentences and check whether the verbs are in the correct tenses. Tick correct sentences and rewrite incorrect ones.

a On holiday next week, I will have sailed in the Bahamas with my family. ☐

---

b By next month, I will have finished my exams. ☐

---

c If I finish this meal, I will be eating too much. ☐

---

d I can't come out later. I will have done homework. ☐

---

8 Put the verbs in brackets into the correct verb tense.

a That morning, I went to the market as soon as I ..... (finish) my breakfast.
b Please ..... (meet) me at the museum this afternoon.
c I can't talk to you now because I ..... (do) my homework.
d I ..... (look) for my key when the door suddenly burst open.
e I hope I ..... (go) to university next year, when I have finished my schooling.

Self-assessment

Writing

1 Read these notes for a presentation about life in space.

Life In Space

- Space is not just a huge adventure.
- Much time is spent on surviving and mundane tasks.
- Scientists make inventions to help.
- Machines remove carbon dioxide, making breathable atmosphere.
- No shower. Use ethanol cloths and shampoo that doesn't need water or make foam.
- Food in containers, water added to make edible.
- Drinks in sealed containers; drink through straw.
- Astronauts exercise two hours a day; muscles / bones weaken in low gravity.
- All help clean / maintain equipment, etc.

a Can you think of any other activities that astronauts could do in their free time in space?

---

b Can you think of any inventions that would help astronauts in space?

---

2 Look at the scientific notes again. Using them as a basis, turn the notes into full sentences. Add full sentences about your own ideas.

Space is not just a huge adventure. = The time astronauts spend in space is not just a huge adventure.

---

3 Write an essay discussing one of the themes below.

Space exploration is ***important*** / ***a waste of time and money.***
Space tourism is ***exciting*** / ***boring.***
Star gazing tells us ***a lot about our universe*** / ***nothing about ourselves.***

You should argue for one side of the argument but acknowledge both potential positions.
Whilst some may think space exploration is a pointless waste of money, I believe that it is vital for the advancement of the human race. I believe this because …

Answers should be 200–220 words.

MODULE 4: **Achievements**

12 Geniuses

Key words

acquire, attire, deputy, electrochemical, forum, medallist, reactor, sewage, sponsor, unprecedented

Reading

1 Read this article and then fill in the chart with the necessary information.

Inventor	Invention

Kuwaiti inventors return from award ceremony in Geneva

Director of the Kuwait Foundation for the Advancement of Science (KFAS), Ali Al-Shamlan, applauded on Monday the achievement of the Kuwaiti inventors at Geneva's International Fair for Inventions. He said their winning the Oscar of the Fair was a historic and unprecedented achievement for Kuwait.

The Kuwaiti inventor, Ahmed Al-Hashash, received the Oscar of Geneva Invention Salon for his Airbag Equipped Attire for Motorcycle Riders. Al-Hashash, in addition, received the gold Medal of Honour.

A second Kuwaiti inventor, Sadeq Ahmed Al-Qassem, received a gold medal for his Light Indicator System (LIS), ***which*** alerts drivers as to exactly how close they are to other drivers ahead of them.

Deputy Chairman of the Science Club of Kuwait, Eyad Jassem Al-Kharafi, praised the achievement of Kuwaiti scientists in the Geneva Invention Salon and noted that this achievement was the result of encouraging young people in Kuwait to be creative. He noted that the recipient of the Oscar and gold medallist were sponsored since the age of 10 by the Kuwaiti Science Club, and acquired their skills through years of training there. Al-Kharafi thanked the Kuwait Foundation for the Advancement of Science for its support of Kuwaiti inventors participating in the Geneva Salon of Inventors.

In addition to the two inventions, Kuwait presented a third invention for Kuwaiti inventor Abdullah Al-Yateem, made up of an electrochemical reactor which could make use of sewage water to produce electrical energy.

The 33rd Geneva Invention Salon is a leading invention forum ***where*** 42 countries sent 1,000 inventors to display their inventions this year.

By Imad Al–Askar KUWAIT, April 11 (KUNA)

2 Choose the correct ending to the following sentence beginnings.

a Ali Al-Shamlan believed that the achievements of the Kuwaiti inventors were ...
1 unremarkable.
2 groundbreaking.
3 expected.

b Ali Al-Shamlan said that winning the Oscar of the Fair is
1 an achievement that has never been attained before.
2 a great achievement.
3 an achievement that will never be attained again.

c The pronoun *which* in line 10 refers to
1 the Light Indicator System.
2 the medal.
3 the inventor.

d The pronoun *where* in line 22 refers to
1 Geneva.
2 Geneva Invention Salon.
3 42 countries.

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

a Eyad Jassem Al-Kharafi is the chairman of the Science Club of Kuwait. ☐

---

b The Light Indicator System prevents car accidents. ☐

---

c Abdullah Al-Yateem intended to use sewage water to produce electric energy. ☐

---

d Kuwaiti inventors were supported in their participation in the Geneva Salon of Inventors by Al-Kharafi. ☐

---

4 Complete these sentences with one word from the article.

a Al-Hashash received the gold Medal of ---------- for his invention.

b Al-Kharafi ---------- the Kuwaiti inventors' achievement in the Geneva Salon of Inventors.

c Al-Kharafi believes that this event encourages the ---------- of young people in Kuwait.

d The Kuwait Science Club has ---------- the inventors who won the Oscar and the gold medal since they were very young.

e Al-Kharafi appreciated the ---------- that has been provided to Kuwaiti inventors in the Geneva Salon of Inventors.

f Abdullah Al-Yateem invented an ---------- reactor which could produce electric energy out of sewage water.

5 Make a summary of the article on page 82. Try to avoid unnecessary details.

Language practice

1 Complete the gaps in these texts with words related to the words in capitals.

a My brother is **(1)** ..... (TALENT) in many different ways. He is a **(2)** ..... (MATHEMATICS) genius but also has great **(3)** ..... (MUSIC) ability. The whole family was **(4)** ..... (ASTONISH) when he won the first prize in a competition for young composers.

b My sister was never **(1)** ..... (ABILITY) to paint or draw well until a new and very **(2)** ..... (SKILL) teacher arrived at the school. Since then, my sister's progress has been **(3)** ..... (AMAZE), and art has grown in **(4)** ..... (POPULAR) throughout the school.

2 Choose the correct preposition in the following conversation.

A Weren't you present **(1)** (*in* / *at*) the Conference of Science Geniuses?

B Of course I was, but I was sitting **(2)** (*in* / *at*) the front row, so I couldn't see any **(3)** (*of* / *from*) our classmates.

A I was really impressed **(4)** (*of* / *with*) the big number of geniuses we have **(5)** (*from* / *in*) our country!

B Yeah! Did you see that man who could work out the multiplication **(6)** (*for* / *of*) two eight-digit numbers **(7)** (*in* / *with*) a matter of seconds?

A I almost couldn't believe it, and the numbers were chosen **(8)** (*by* / *of*) a computer.

B And do you remember that woman who said that she wasn't very satisfied **(9)** (*about* / *with*) being a genius? I thought she was very ungrateful **(10)** (*against* / *for*) the talent she had been given.

A No, I think she's quite right **(11)** (*with* / *in*) what she said. I mean it is definitely very stressful to live **(12)** (*under* / *over*) the pressure **(13)** (*from* / *of*) everyone expecting the best **(14)** (*with* / *from*) you.

B Well, I still think she was a bit too outspoken. After all, this isn't what the conference was **(15)** (*around* / *about*).

3 Complete the following text with words from the box. You may not use all the words and some may need to be made plural.

master appeal researcher arbitrarily gifted genius ability prodigy precocious extravagantly

A **(1)** ..... is a child who is exceptionally good at something. Prodigies are usually **(2)** ....., but not always: they may be **(3)** ..... rather than gifted because some of them lose their special **(4)** ..... when they become adults.

Some **(5)** ..... believe that a prodigious talent is not innate and does not emerge **(6)** ..... . Rather, the environment plays the dominant role, many times in obvious ways. For example, Laszlo Polgar set out to raise his children to be chess players, and all three of his daughters went on to **(7)** ..... the game and become world class players, showing that **(8)** ..... can be developed through suitable training.

4 Rewrite the following sentences using the instructions in brackets.

a If you don't have enough general knowledge, you won't make it to the end of the contest. (Use *unless*.)

---

b Our school library is very rich in valuable books. So is the public library. (Use ... *as* ... *as* ...)

---

c I have tried several methods to prevent this student's failure, but all have been in vain. (Report what the teacher explained.)

---

d The researchers have proved some interesting theories concerning human genes. (Change into the passive voice.)

---

5 Rewrite the following as single sentences, using a verb in the *-ing* form.

a An Indian man correctly calculated the square root of a six-digit number. He took 1 minute 3.8 seconds.

An Indian man correctly calculated the square root of a six-digit number, taking 1 minute 3.8 seconds.

b An American holds the world record for sending a text message. He typed a text of 160 letters on his mobile phone in less than a minute.

---

c A 38-year-old Swede set a unicycle speed record for 100m. He completed the distance in 12.11 seconds.

---

d In December 1998, a young British man broke the record for the most books balanced on the head. To do this, he used skills he had developed as a builder.

---

e He actually succeeded in carrying 62 books. The books weighed 98.4 kg.

---

6 What would you say in the following situations?

a You meet an old friend whom you haven't seen for a long time.

---

b You're amazed with your friend's musical talent.

---

c You are apologising to the teacher for being late; your dad's car had a flat tyre.

---

d You are suggesting to your friend that you study together.

---

e You buy a watch from a shop; it turns out to be faulty.

Writing a personal statement

1 Imagine you are applying to a university. Here's an application form for you to fill in with your personal details.

Please complete all sections of this form. Failure to do so may delay your application.

Full year (Oct – June) ☐

Autumn term (Oct – Dec) ☐

Spring term (Jan – June) ☐

First name ---------- **Surname** ----------

Gender

Male ☐ Female ☐

Permanent address ----------

Date of birth ---------- Citizenship ----------

E-mail ----------

Home address ----------

Telephone number ---------- Mobile number ----------

Name of parent / next of kin (specify which) ---------- Contact details of parent / next of kin ----------

Degree applied for ----------

Course title	Course term

Personal statement attached

Yes ☐ No ☐

Signature of applicant ---------- Date ----------

2 Write a personal statement for the university you have applied to, to accompany the application form you have just completed. You may wish to include comments on your academic career, your future hopes and plans, your main interests and activities and your reasons for wishing to study at that particular university.
Your personal statement should be 200-220 words long.

Progress test 4

Reading

1 Complete the article below with words from this list. Use each word only once.

at be by had in not on than the them to were

The final challenge

Until 1953, nobody **(1)** ..... climbed Mount Everest, the highest mountain in the world. Then in 1953, the British mountaineer Edmund Hillary and the Nepalese guide Tenzing Norgay succeeded **(2)** ..... reaching the summit. In the next thirty years there were other Everest 'firsts', including the first solo climb, and the first climb **(3)** ..... a woman.

All these people had taken bottles of oxygen **(4)** ..... help them climb, but many mountaineers wanted to climb using their natural ability, without oxygen. Two of these **(5)** ..... Reinhold Messner and Peter Habeler. In 1975, they amazed people by climbing Gasherbrum, the 11th highest mountain in **(6)** ..... world, without oxygen.

When Messner and Habeler started planning to climb Everest without oxygen, other climbers called **(7)** ..... foolish. They warned that the oxygen levels **(8)** ..... the top of Everest were so low that breathing would **(9)** ..... difficult, and that the men would risk brain damage if they did this climb. However, Messner and Habeler did **(10)** ..... listen, and made their first attempts in April 1978. After two failures, they nearly gave up, but decided to make a final attempt.

At these very high altitudes, with little oxygen in the air, everything the men did took much longer **(11)** ..... normal. Every few metres, they fell down exhausted and had to rest. Eventually, at about 2 p.m. **(12)** ..... May 8th 1978, Messner and Habeler became the first men to reach the summit of Everest without oxygen.

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

a The first woman climbed Everest before 1953. ☐

.....

b Until the mid-1970s all mountaineers had used oxygen when they were climbing. ☐

.....

c Other climbers advised Messner and Habeler not to risk climbing Everest without oxygen. ☐

.....

3 Answer the following questions.

a What was Messner and Habeler's first achievement in mountain climbing?

.....

b How many times did they try to climb Everest?

.....

c Why did it take Messner and Habeler a lot of time to reach the summit?

.....

Language practice

1 Choose the correct verb to complete these sentences.

a Before Hillary and Tenzing succeeded in 1953, people ***had tried / had been trying*** to reach the summit of Everest for many years.

b Before Messner and Habeler, no one ***had attempted / had been attempting*** to climb Everest without oxygen.

c Messner and Habeler ignored the warnings that other climbers ***had given / had been giving*** them.

d In May 1978 Messner and Habeler ***had already made / had already been making*** two unsuccessful attempts to reach the summit.

e Just before they reached the summit they ***had fallen down / had been falling down*** every few metres.

f Three years earlier they ***had successfully climbed / had successfully been climbing*** Gasherbrum without oxygen.

2 Complete these conversations using the correct form of the verbs in brackets. Choose the best tense and decide whether to use the active or the passive.

a A How is your car after the accident?
B Well, it still goes all right, but it's badly scratched. It (*have to / repaint*).

A How about the other car?
B Unfortunately, it was so badly damaged it (*could / not repair*).
---

b A (*you / fill in*) the application form for that job yet?

B Yes, I did it yesterday.
A Don't forget, it (*have to / post*) before next Tuesday.
---

c A Why do these photos look so terrible?
B Because you (*take*) them facing the sun. Photos (*should / always take*) with the sun behind you.
---

d A Were you expecting a letter?
B Yes, but it (*could / send*) to the wrong address.
---

e A Have you played this new computer game?
B I would like to, but my computer is too old. It (*have to / upgrade*).
---

f A Why did that driver not slow down?
B He's crazy. He (*must / seen*) the signs.
---

3 Rewrite the following as single sentences, using a verb in the *-ing* form.

a Ali trained hard for the competition. He ran 3000 metres every evening for 6 months.

---

b He was careful about his diet. He ate only healthy food.

---

c As a result he became slimmer and fitter. He lost 10 kg while he was training.

---

d He managed to get plenty of rest. He slept for eight hours every night.

---

e On the day of the race he felt very confident. He got up at six o'clock in the morning.

---

f Unfortunately he was second in the race. He came in 0.5 of a second behind the winner.

---

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

a My brother is a very ..... basketball player. (TALENT) His greatest strength is his ..... to change direction quickly. (ABLE)
b Only certain kinds of people have ..... brains. (MATHEMATICS)
c The earthquake caused terrible ..... across the country. (DESTROY)
d Water sports are increasing in ..... every year. (POPULAR)
e Many important ..... events have taken place here in the last 500 years. (HISTORY)
f She's very ..... at drawing and painting. (SKILL)

Writing

1 Write an essay in answer to the question below. Write 200–220 words.

What do you think about people who risk their lives climbing mountains?

Follow this paragraph plan.

1 Introduce the topic of mountaineering.
2 Give some different opinions about mountaineering: the ideas of mountaineers themselves and of non-mountaineers.
3 Describe your own theory as to why people risk their lives climbing mountains.
4 End by giving your own opinions on the subject.

Learning log

1. **Look at the outcomes on page 77 of the Student's Book.**
   How did you find:

	easy?	difficult?	useful?	not useful?	interesting?	not interesting?
solving logical problems?	☐	☐	☐	☐	☐	☐
talking about past and present actions and experiences?	☐	☐	☐	☐	☐	☐
listening for specific information?	☐	☐	☐	☐	☐	☐
making difficult choices - desert survival?	☐	☐	☐	☐	☐	☐
using formal language?	☐	☐	☐	☐	☐	☐
presenting ideas and suggestions?	☐	☐	☐	☐	☐	☐
writing a report about technological changes?	☐	☐	☐	☐	☐	☐
reading an article about 'Zeddy' Al Refai?	☐	☐	☐	☐	☐	☐
reading an article about space technology?	☐	☐	☐	☐	☐	☐

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!

Henry V

Before Reading

Look at the title. What do you think the play is about? Why do you think Shakespeare is telling this story?

Episode One

1 What is the reason King Henry gives for waging war on France?

---

2 What did the French try to do in order to avoid war? Did they succeed?

Episode Two

Did the Dauphin and the King of France have the same attitude towards King Henry? What did they disagree about?

Episode Three

What was keeping the French party's hope of winning the war alive?

Episode Four

1 How many casualties did the English suffer? Why?

---

2 Why did the French consider the English irresponsible?

Episode Five

1 How did Henry decide to observe his soldiers? Why?

---

2 According to King Henry, what is the difference between a king and a common man?

Episode six

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

1 The English were disadvantaged at the Battle of Agincourt. _____ ☐

---

2 King Henry was dissatisfied with his soldiers and did not really trust them. _____ ☐

---

3 The French lost the war. _____ ☐

---

4 Henry gave the credit for his victory to his father. _____ ☐

---

5 Henry's most important request was to marry Katherine. _____ ☐

---

6 The two parties did not agree and war broke out again. _____ ☐

Short story analysis

1 What is the main theme of the text? What are the underlying themes?

---

2 Why do you think this play continues to be read although it is over 400 years old?

---

3 Imagine a different ending to the story.

Great Expectations

Before Reading

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

---

2 Do you know anything about the author, Charles Dickens?

Episode One

1 Choose the most appropriate ending to each sentence.

a Pip's sister is ...

1 kind and gentle.

2 married to Mr Pumblechook.

3 tough on Pip and Joe.

4 attentive and fair.

b The first convict is ...

1 shocked to learn the second convict has escaped.

2 happy that the second convict has escaped.

3 escaping from the second convict.

4 afraid of the second convict.

c Pip feels ...

1 happy to help the convict.

2 angry with his sister.

3 guilty for stealing from Joe and Mrs Gargery.

4 glad to see soldiers.

2 Do you think Pip was right to help the man on the marshes? Why or why not?

Episode Two

Why do you think Miss Havisham paid for Pip's apprenticeship? Is Pip grateful for this gift?

Episode Three

1 How does Pip feel about his new-found wealth? Do you think Miss Havisham is really his benefactor?

---

2 Why does Pip treat Joe so badly? Who do you think is to blame?

Episode Four

1 For what reasons does Pip feel remorse? Do you think his feelings are genuine?

---

2 Why is it dangerous for Magwitch to remain in England? Can you think of any ways in which he could protect himself?

Episode Five

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

a It wasn't long until Herbert came back from his travels. ☐

---

b Compeyson was a well-respected gentleman. ☐

---

c Magwitch was tricked by Compeyson. ☐

---

d Wemmick warned Pip that people were searching for Herbert. ☐

---

e Pip wanted to get Magwich out of England as soon as possible. ☐

Episode six

1 How does Magwitch react to being caught? Why?

---

2 Why do you think Joe left so soon after helping Pip?

---

3 What do you think Pip has learnt from his experiences? Justify your answers.

Short story analysis

1 What do you think is the most important event in the story? Why?

---

2 In episode 4 you learnt that Magwitch lived in the New World for several years and made his fortune. Write a brief paragraph about what you think happened to him in this time.

Self-assessment answer key

Module 1: page 7, exercise 8

a A have you been doing
B 've passed / had *or* have been having
b A Have you ever done
B have just carried out / was
c A have you ever broken
B threw / happened / have never been

Module 1: page 19, exercise 6

a impolitely
b skilfully
c gently / peacefully
d spectacularly / dangerously
e rapidly / professionally
f compassionately / regularly

Module 2: page 34, exercise 3

a I wish you'd stop wasting paper.
b I wish she (my sister) wouldn't / didn't spend so long talking on the phone.
c I wish I wasn't so shy about speaking in public.
d I wish / She wishes she hadn't wasted so much time on computer games.
e I wish newspapers and magazines didn't contain so many adverts.
f I wish I had listened to my teacher.

Module 2: page 40, exercise 2

a on
b for / from
c in / on
d of

Module 3: page 51, exercise 7

a do without
b made up
c do up
d make up for
e do away with

Module 3: page 63, exercise 7

a calligraphy / traditional
b Exhibitions / director
c Craftsmen / pottery
d artists / contemporary

Module 4: page 73, exercise 8

a came round
b come over
c came out
d come across
e come down

Module 4: page 79, exercise 8

a had finished / finished
b meet
c am doing
d was looking / had been looking
e will go / can go

OVER TO YOU Grade 12 is a part of the English for Kuwait series, a carefully graded course in English specifically written and designed for the Kuwait school system for primary, intermediate and secondary grades.

OVER TO YOU teaches English through cross-curricular topics, using prose, stories, listening tasks, games, puzzles and other varied activities.

OVER TO YOU encourages learners to practise communicating with English at every available opportunity.

OVER TO YOU adopts an integrated approach to language teaching.

OVER TO YOU follows the Kuwait Ministry of Education syllabus.

At each level, the course consists of:

- a Student's Book which presents new language for class activities, including pair and group work,
- a Workbook which utilises a variety of activities to practise the language presented in the Student's Book,
- the Teacher's Guide with clear, step-by-step lesson plans, as well as a full explanation of the teaching methodology,
- the CD with all the listening activities.

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