



State of Kuwait  
Ministry of Education



# OVER TO YOU

STUDENT'S BOOK

PEARSON  
Longman

SIMON HAINES

Grade  
**10**

# Power - the alternatives

Grammar

If sentences: conditional

## Discuss

- 1 a Read the list of energy sources. Which is the odd one out? Why?
- ▶ coal
  - ▶ solar
  - ▶ oil
  - ▶ gas
  - ▶ nuclear
- b What are the advantages and disadvantages of the different kinds of energy? Discuss these ideas with your partner.
- ▶ costs
  - ▶ the situation now and in the future
  - ▶ the environment

## Read

- 2 Read the article below. What ideas did you mention in your discussion?

### The Power of Oil

#### Now and the Future

Without oil, the world would be a very different place. In fact, you'd struggle to find any area of modern life that doesn't involve oil in some way. However, oil is a finite resource. Scientists have estimated that if the world continues to use oil at a constant rate, oil supplies could run out by 2050. No one really knows how much oil there is in the world, and oil companies are always looking for more undiscovered oil supplies. Regardless of continuing discoveries, it is important that we develop new ways to provide energy. Scientists are developing sustainable fuels for use worldwide. Currently, scientists are proposing that motorists use renewable oils. These oils are derived from renewable sources such as grain, wood chips and even agricultural waste. Most vehicles can run on fuel made from a mixture of renewable and crude oil. This reduces costs and pollution, and ensures the supply of natural oil lasts longer. Unfortunately, the many other uses of oil make it extremely difficult to replace entirely.

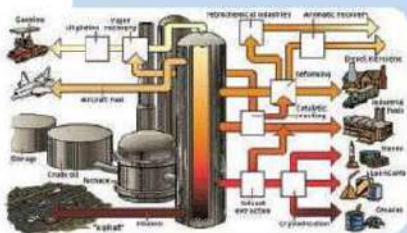


#### The Environment

The use of oil and other fossil fuels is contributing to environmental damage and global warming. Pollution from vehicles, factories and power stations has contributed to environmental problems. Drilling for oil can also have detrimental effects on the environment as it sometimes involves the destruction of animal habitats. However, some scientists have argued that the use of natural oil has actually saved several animal species, such as the sperm whale, which was previously hunted to make oil. Some oil companies also contribute towards environmental projects in an attempt to limit the damage they cause.

#### Cost

Although it is expensive to make and set up the necessary equipment to extract oil from the ground, once these are in place the cost of oil extraction is relatively low. The real cost of oil is generally incurred by fractional distillation during oil refining. This is the process by which oil is split into many different types of oil, which can then be used for different purposes. For example, crude oil can be made into petrol for cars, polymers for plastic and even tar for roads.



**Vocabulary**

3 Match these 'energy' words a–e with their meanings 1–5. You may use the dictionary or the glossary at the end of the book.

- |               |         |   |  |
|---------------|---------|---|--|
| a finite      | ...2... | 1 | the process by which impurities are removed from a substance |
| b contribute  | ...5... | 2 | limited  |
| c refining    | ...1... | 3 | in natural or raw form; unprocessed                          |
| d crude       | ...3... | 4 | natural energy formed over a long period of time             |
| e fossil fuel | ...4... | 5 | aid in causing something to occur                            |

**Listen**

4 (7.1) You are going to hear part of a radio programme about world energy. Which types of energy do the speakers mention?

oil, natural gas, hydro-electric power, wind power, wave power, solar energy, wood (vegetation)



**Check your understanding**

5 (7.1) Listen again and note the correct numbers for the gaps in these sentences.

- a Coal and oil will last for **60** years. Natural gas will last for **220** years.
- b The Aswan Dam in Egypt produces over **10 billion** kilowatts of electricity every year.
- c The Rogun hydro-electric dam in Tajikistan is **355** metres high.
- d The world's first wind-powered generator was built in the year **1890**
- e In parts of Africa, women walk over **10** kilometres a day to find wood.
- f The average American uses **340** times as much energy as an Ethiopian.

6 Read the article again.

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

- 1 Reserves of coal and oil will last longer than reserves of natural gas.   
False: Reserves of natural gas will last for 220 years and reserves of coal and oil will only last for 60
- 2 The world's largest oilfield is in Saudi Arabia.   
True: The Al-Ghawar oilfield in Saudi Arabia is the biggest in the world
- 3 Wind, waves and the sun produce only five per cent of the world's energy needs.   
False: Wind, waves and the sun produce only 0.5 per cent of the world's
- 4 In some places, plants provide most of the energy people use.   
True: In some poor countries plants provide over 90% of all the fuel

b (7.1) Compare your answers with those of a partner, then listen again and check your answers.

**Think and speak** (predicting; discussing advantages and disadvantages)

7 Discuss these questions in pairs or small groups.

- a What are some possible consequences if the world's industry reduces its energy use?
- b What are the disadvantages of natural sources of energy like wind power, wave power and solar energy? Discuss.

**W**ords to remember  
 crude oil, entirely, finite, fossil fuel, fractional distillation, polymer, refining

1)a)1-continue (to use): present simple; will last: futuresimple. This is a first conditional sentence.

2-walk: present simple; need: present simple. This is a general conditional sentence.

3-were: past simple; would last: past. This is a second conditional sentence.

### Grammar

#### • If sentences: conditional Grammar refere

1 There are three different examples of if:

a Find the verbs in these examples.

1 If we continue to use coal at today's speed, it will last for 60 years. ....

2 Women walk over 10 km if they need wood for fuel. ....

3 If we were more careful, our energy would last longer. ....

b Choose one of the words below to describe each of the sentences.

always likely unlikely

Sentence 1 likely

Sentence 2 always

Sentence 3 unlikely

a- Ask the students to explain how we know these answers (because the sentences are the present simple, which can describe a habit or routine)

#### • General conditional

2 a Read this short conversation, then answer questions 1 and 2 below.

A What do you do if you have no money? B If I have no money, I ask my dad.

1 Have the speakers been in a situation where they have no money? Yes, they have

2 How often has this happened to them? Once, or more than once? More than once

b Complete these sentences so that they are true for you. Students' own answers

If I feel hungry, I .....

If I can't sleep at night, I .....

c Make conversations in pairs. Take turns to ask the first question.

A What do you do if you feel hungry? B I look in the kitchen.

#### • First conditional

3 a Read this short conversation, then answer questions 1 and 2 below.

A What will we do if our car breaks down? B If it breaks down, we'll try to fix it.

1 Are the speakers talking about past, present or future time? the future

2 Do the speakers think a breakdown is likely or unlikely? a breakdown is likely

b Complete these sentences as if you were speaking. Students' own answers

1 policeman (to driver) If you drive too fast, .....

2 coach (to footballer) If you don't train more often, .....

c Complete this sentence in four different ways.

If I accept the job, .....

.....

.....

If I accept the job, .....

.....

.....

If I accept the job, .....

.....

.....

If I accept the job, .....

.....

.....

3)a-Ask the students to explain how we know these answers (because the sentences are in the first conditional, which is used to talk about future events that are likely to happen.)



• **Second conditional**

4 a Read this short conversation. Are **A** and **B** talking about past, present or future time? **Future time**

- A If we use our cars less, we will create less pollution. ....  
 B Crude oil separates into composite parts if it is heated at high temperatures. ....  
 A If I owned a power station, I would reduce energy costs. ....

- b Is it **likely** or **unlikely** that the oil will run out tomorrow? **unlikely**  
 c Complete these sentences by adding the correct form of the verbs in brackets.  
 1 If we **found** (find) a way of using water instead of petrol, the cost of motoring **would fall** (fall).  
 2 If the cost of motoring **fell** (fall), everyone **would use** (use) their cars more often.  
 3 If everyone **used** (use) their cars more often, the roads **would be** (be) much more crowded.  
 d Work in pairs. Discuss what would happen if sea levels around the world rose by two metres next week. **Students' own answers**

**Vocabulary** Strong and heavy

1 Complete the sentences with one of these phrases.

strong lights heavy work heavy traffic strong coffee  
 heavy fall strong smell heavy fighting strong wind

- 1 Some people don't drink **Strong coffee** at night because it stops them from sleeping.  
 2 It took him two hours to drive there because of the **Heavy traffic**.  
 3 To play football at night, you need very **Strong light**.  
 4 The boat sailed quickly because of the **Strong wind**.  
 5 My uncle broke his leg when he suffered a **Heavy fall**.  
 6 There is a **Strong smell** of curry coming from the kitchen.  
 7 The newspaper reports **Strong fighting** in central Africa.  
 8 Building houses is **Strong work**.



**Word families**

2 Work in pairs. Complete this text with one of the words in italics.

The British coal (1) *industry* / *industrial* employs just over 9,000 people. In 2002/03, total British (2) *product* / *production* was 28.9 million tonnes. About a third of this coal is used to (3) *generate* / *generator* electricity. This means that when people use (4) *electricity* / *electrical* appliances in their homes, they are actually (5) *useful* / *using* coal.

**W**ords to remember  
 actually, appliance,  
 breakdown, generate,  
 last, motoring, strong

**Pronunciation**

3 (7.2) Listen and repeat these words. Notice how the two words are linked together.

- a If you ...      c If we ...      e If oil ...  
 b If I ...      d If the ...      f If Faisal ...

4 (7.3) Listen and repeat the same words in the following sentences.

## Speaking Expressing opinions

1 You are going to discuss this statement in groups of five.

“To help save the world’s energy resources, the government should increase the price of petrol by 100%.”

### Introduction and preparation

- Each group chooses one of the roles A–E.
- Read your role card and decide what you think about the statement.

#### A – Petrol station owner

- You own a petrol station.
- Most of your income is from selling petrol to local people and companies.

#### B – Someone who wants to protect nature

- You think there is too much congestion on the roads and that the smog is a danger to nature and to people’s well-being.
- You go everywhere by public transport or on foot and you suffer from asthma.

#### C – Car driver

- You use your car every day: for work, for shopping and to visit friends.
- You are self-employed and for most of the week you have to travel and consult different companies.

#### D – Teenage cyclist

- You are too young to drive, so you travel everywhere by bicycle.
- Your journey to work is hazardous because the traffic is very heavy in the mornings. Cars have knocked you off your bike twice.

#### E – Student

- At the moment you walk everywhere but you’d like to procure a car when you leave university and get a job.
- You are worried about the environment.

### Role-play

2 Work in groups of five – A, B, C, D, E.

- First, each ‘character’ should say what he / she thinks about the statement in exercise 1. Say why you are pleased or worried by the idea. How does the language differ? Use some of the expressions from the *Useful Language* box below.
- When everyone has expressed their opinions, have a general discussion.
- Finally, organise a vote to find out whether your group agrees or disagrees with the statement.

### USEFUL LANGUAGE

#### Saying why one is worried

I’m really worried about (the idea) because ...  
I’m afraid X would (happen) if they increased the price of petrol.

#### Saying why one is pleased

I’m really pleased ...  
I think it’s a great idea.  
It sounds good to me.

### Quote

“Environmental protection doesn’t happen in a vacuum. You can’t separate the impact on the environment from the impact on our families and communities.”

Jim Clyburn

**Writing** A magazine article

**task**

You are going to write an article for a school magazine suggesting practical ways in which we could all save energy.

**Read and analyse**

- 1 Read the magazine article below and answer these questions:
- a What do you know about the writer and the readers of the article? **they drive cars**
  - b How does the writer start and finish the article? **with questions for the reader**
  - c Is the style formal or informal? **informal**
  - d What is the main purpose of the article? **to persuade the readers to use their cars less often**

**DO YOU REALLY HAVE TO DRIVE?**

When you're in your car, do you ever think, 'Do I have to drive?' or 'Could I travel by bus?' Recently, I've asked myself these questions more often. Sometimes I have good answers, but not always. When I drive to work, I'm the only person in my car. Most other cars on the road also carry only one person. We're all going to the same place in our own cars. What a waste of energy and money! I don't enjoy my journey because of all the traffic, but I'm more worried about air pollution and the energy which motorists

like me are squandering. So here are my suggestions for diminishing the amount of energy we use in our cars. Firstly, we could share cars with other people who are going to the same place as us. Secondly, we could use alternative modes of transportation. And finally, if you have a big car, you could replace it with a smaller one. If we don't do something to save energy, we'll end up with irreversible environmental problems. What are YOU going to do to prevent this?



- 2 Compare your answers to questions 1a-d in pairs.

**Plan your article**

- 3 a Brainstorm ideas in groups. Collect them in a graphic organiser using the following headings:

- 1 Think about electricity: lights, air-conditioning, travelling, etc.
- 2 How could you save some energy at home?
- 3 What would be a suitable title for the article?
- 4 How could you start and finish your article?

- b Write a plan for an article with four paragraphs.
- 1 Introduce the topic.
  - 2 State the problem.
  - 3 Make your suggestions.
  - 4 Conclude the article.



**Words to remember**

asthma, congestion, consult, diminish, end up with, government, hazardous, irreversible, motorist, procure, recently, self-employed, smog, squander, waste



**Write and check**

- 4 a Write your article in about 150-170 words, using your plan.  
b Now check your article and exchange it with a partner.



**USEFUL LANGUAGE**

**Introducing a topic with a question**

Do / Have you ever ...?  
What are you doing to ...? / What could you do ...?

**Giving warnings**

If we don't do ... will happen.  
It sounds good to me.

**Making suggestions**

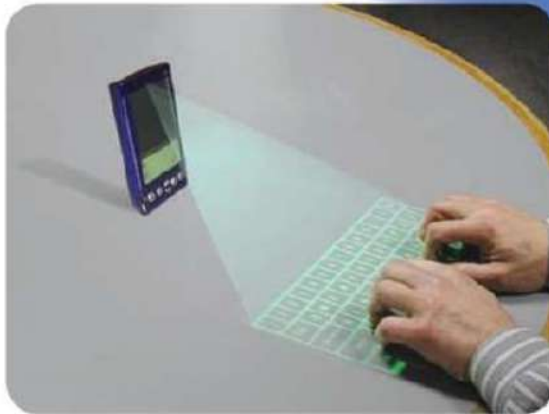
We could ... (share cars).  
If you have a big car you could ... (replace it).

Unit 8

# The power of technology

Grammar

Modals (*can / could; must / should*); *wish + simple past / past perfect*



**Discuss**

**1** Work in pairs. Think about the power of technology.

**a** What can human beings do now that they couldn't do 100 years ago? Make a list.

We can travel around the world in a few hours.  
 We can talk to people thousands of kilometres away.  
 We can .....

.....  
 .....

**b** Read the following statement. Why do you think modern science is important?

An important part of modern science is to strive for clear understanding. Therefore, scientific explanations are always welcomed as they help us to have a greater understanding of the world. That's why Islamic society has always respected and had an interest in science.

**Read**

**2** Read the article on page 63 about some of the inventions scientists are working on now. Predict inventions the writer will refer to.

As you read, note any of your ideas in exercise 1 which the writer mentions.

**Check your understanding**

**3** Match four of these headings with sections 1–4 in the article on page 63. You do not need to use two of them.

- |                            |       |                              |       |
|----------------------------|-------|------------------------------|-------|
| <b>A</b> A 'smart' future  | ..... | <b>D</b> In the home         | ..... |
| <b>B</b> The world of work | ..... | <b>E</b> Connections         | ..... |
| <b>C</b> Cure-all          | ..... | <b>F</b> Clothes and fashion | ..... |

## Grammar

### • Modals (*can / could; must / should*) Grammar reference pages 131–132

1 Complete the sentences with *can / can't* and *could / couldn't*.

- a I need my bifocal glasses. I **Can't** see without them.
- b Computers **Can't** help us to instigate new learning technology.
- c I **Can't** research at school because there is a new software library.
- d Ten years ago, you **could** easily find a spot to park in town.
- e I wanted to text you but I **Couldn't** remember your number.

2 Read these extracts from a guide written for foreign businessmen and women who are visiting countries in the Middle East.

a What should / shouldn't visitors do? What must / musn't they do?

Clothes / Appearance	Behaviour in public and at meetings
1. Visitors must cover most of their body.	3. You mustn't keep your shoes on when you visit a mosque.
2. Men should wear a tie for business meetings.	4. When you meet someone, you should not shake hands with your left hand.
3. Clothing should not attract attention or be worn to show off.	5. You should use the greeting 'Al-salaam alaykum'.

b Compare your answers with those of a partner, then together write a few more helpful guidelines for businessmen and women visiting Kuwait.

### Talking about abilities and possibilities

3 Look at the inventions in the pictures and answer these questions in pairs.

- a What can these things do? *or* What can't we do with these things?
- b What will these things be able to do in the future?
- c What technology do you have that your grandparents didn't?

4 Think about these future possibilities.

- a What would people do if computers started to act by themselves? Explain.
- b What could happen if all the computers in the world stopped working at the same time? Elaborate.

### • Wish + simple past / past perfect Grammar reference page 132

5 a What difference in meaning does each sentence have?  
They wish they had studied harder when they were young.  
He wishes he were rich.

b Complete the sentences with the correct form of the verb.

- 1 Now that he is in China, he wishes he (understand) **understood** Chinese.
- 2 I wish you (call) **has called** earlier.
- 3 They wish they (listen) **has listened** to us sooner.
- 4 When we begin the trip, they will wish they (be) **were** with us.

The first sentence uses the past perfect to express a regret (a wish that a past event had turned out differently).

The second sentence uses the simple past to express a wish that something might happen, even though the wished event is very unlikely to happen

**Vocabulary** Negative adjectives

**Note**

1 Prefixes are often used to give a negative meaning to an adjective.  
Example: lucky – **unlucky**

a) unhappy, unable, unacceptable, unasked, unavailable, unaware

- a Do you know any more negative adjectives which start with **un-**?
- b What are the negative forms of the following adjectives? The notes in the box in question c may help you.

formal frequent friendly honest legal legible  
obedient patient polite regular relevant tidy

b) **un:** friendly, tidy **im:** patient, polite  
**dis:** honest, obedient **ir:** regular, relevant, **il:** legal, legible **in:** formal,

- c Check your negative adjectives in a dictionary or the Student's Book glossary.

Negative adjective prefixes	
<b>un-</b>	is the most common negative prefix
<b>dis-</b>	is used with some adjectives
<b>il-</b>	is used with some adjectives beginning with <i>l</i> ...
<b>im-</b>	is used with some adjectives beginning with <i>p</i> ... or <i>m</i> ...
<b>ir-</b>	is used with some adjectives beginning with <i>r</i> ...
<b>in-</b>	is used with a few adjectives

- d Complete these sentences with the negative form of some adjectives from question b.
  - 1 My room is a bit **untidy**. I wish I had a robot to clean up the mess.
  - 2 It is **illegal** to drive faster than the speed limit.
  - 3 **disobedient** children should learn to do what their parents tell them.
  - 4 People who live in cities often have a reputation for being **unfriendly** but I always get on very well with them.
  - 5 I can't read your writing. It's completely **illegible**.

**W**ords to remember  
bifocal, frequent, instigate, legible, obedient, patient, reputation, software, spot

**Think and speak**

- 2 Answer these questions in pairs.
  - a What should parents say to their disobedient children?
  - b In what situations do you get impatient? Explain.
  - c What should companies do with dishonest employees? Elaborate.

**Pronunciation**

- 3 (8.1) Listen and repeat. Underline the most stressed word in each sentence.
  - a Gold-coated 'nanoshells' are being developed.
  - b We will be able to buy 'smart' clothes.
  - c According to scientists, we will be able to 'see' these with our eyes closed.

- 4 (8.2) Listen to the sentences again. How have they changed?

**Quote** "The machine does not isolate man from the great problems of nature but plunges him more deeply into them."  
Antoine de Saint Exupéry

## Speaking Selling an idea

### Introduction

- 1 Read this short article about 'smart clothes' of the future. Which of the clothes do you think would be the most useful?



In a few years, we will be able to buy 'smart clothes' which can control our temperature, keeping us cool in the summer and warm in the winter. One company is already working on 'smart trainers' which can generate electricity as you walk, and power an electronic terminal you wear on your torso. Other clothes will help to save lives by checking the wearer's heart rate and blood pressure and transmitting this information to a doctor. Life-saving ski jackets will heat up if the wearer's body temperature falls too low, and will transmit a message to a satellite to help rescue teams to find the wearer.



### Plan a sales talk

- 2 Work in pairs or groups. You are going to sell a new item of 'smart clothing' to other students in the class.

- How could the language of the article change if the writer wanted to sell the items?
- Choose **one** of the articles of clothing in the photograph, and discuss these questions.
  - What is it and what do you think it can do?
  - What are its special features?
  - Who would find it particularly useful?
  - How would it improve the wearer's life?
- Plan a 'sales talk' to persuade other people to buy this article of clothing. Use your answers to questions **b1-4** as the different sections of your talk. Use some of the expressions from the *Useful Language* box below.

### Give your talk

- 3 Work with another group of students.

- Take turns to give your sales talk to the other group.
- Finally, each student in the two groups should say whether they found the talk persuasive. Would they buy the new article of 'smart clothing'?

### USEFUL LANGUAGE

#### Introducing a subject

I'd like to tell you about our fantastic new invention.  
It's a ... which can ...  
This is the invention you have all been waiting for.  
It's a ... which ...

#### Stating advantages

The best thing about (our new shoes) is ...  
This is what our ... can do for you.  
It isn't expensive. It only costs ...  
It's available in these sizes / colours: ...

**task**

You are going to write a magazine advertisement for a new invention.

**Writing An advertisement**

**Read and analyse**

1 Read this advertisement for a new household robot. Which of Robomate's abilities would you find most useful?

**ROBOMATE**

This is Robomate and here are some of the things it can do for you:

- It can translate between languages.
- You can ask it to do jobs around the house for you. It particularly likes the jobs you find boring.
- It can look after the house when you go out. If someone trespasses, Robomate will phone you.
- If you are away, and you want to check everything is okay at home, you can see what's going on through a special webcam.
- It can remember everything you tell it and remind you about important dates like birthdays and anniversaries. This is particularly useful if you have a busy life or a bad memory.
- Its batteries last for 48 hours without recharging.

25

So, what are you waiting for? Order your own personal Robomate today. It'll change your life! Still not sure? Check our website and watch Robomate in action!



2 Read the advertisement again and answer these questions.

- a Why does the writer of the advertisement use the word *you*?  
You can ask it to do jobs ... to make the advert more personal
- b Why does the writer ask questions?  
So, what are you waiting for? to make the reader feel actively engaged with the advert
- c Is the style of writing formal or informal? What effect does this have?  
informal; makes the advert seem more like a friendly conversation than an advert
- d Why does the writer use a list of bullet points [·]?  
to make the advert quick and easy to read

**Words to remember**

transmit, trespass, wearer

**Write and check**

3 Write your own magazine advertisement for a new invention which will save time in your school or your home.

- a
  - ▶ Think of your invention and give it a suitable name. It can be big or small, cheap or expensive, simple or complicated.
  - ▶ Write in the same style as the advertisement for Robomate.
  - ▶ Include the price of your invention.
- b Now check your spelling, grammar, punctuation and style. Exchange advertisements with another student.

# Unit 9 Money

Grammar

*have to / should / must; reported speech*

**Discuss**

- 1 a** Look at the pictures. Which do you think is worth the most?  
**b** How many different ways of paying for things do you use? Think of a fact and an opinion for each method. Compare ideas with those of a partner.



**Read**

- 2** Read this extract from a careers prospectus written by a local bank manager. Do you have any qualities that would make you a good bank manager?

**Financial prospects**

You don't have to have a university degree to become a bank manager, but it can help. When I left school, I started working in a bank as a clerk to earn money for my family. I worked hard and was eventually promoted, but because I didn't have a degree, I had to take professional examinations. Not going to university is one of my biggest regrets. I would love to study economics, accounting or computer science, and a degree in business management would really help my career now. But I think it takes more than just a university education to be a successful bank manager.

As a bank manager, you need good communication skills. You must be completely honest and trustworthy and be able to respect confidentiality. It is also important that you are able to demonstrate leadership qualities and to motivate staff to meet targets. You must be able to handle a lot of complex information, including monitoring accounts, loans and investments. Our bank also offers home and business insurance. I officially work 35-40 hours per week, but sometimes I work overtime to meet important clients.

Some people say that money is corrupting and causes greed, but I believe money management is a skill and a discipline.

Money is not an end in itself, but a means to higher values. If it is earned, invested and spent carefully, it will reward the individual, their family and society. This is where banks and bank managers can help!



3 Read the extract on page 68 again and find a word to match each definition.

- a a university qualification ....**degree**....
- b time that you spend working in addition to your normal working hours **overtime**..
- c a selfish desire .....**greed**.....

**Listen**

4 (9.1) You are going to hear a talk about the history of money.

As you listen, answer these questions.

- a What did people barter with in the past? (Barter = exchange things instead of using money. Examples: animals, things they made, etc.)
- b When and where were the first coins made?
- c When and where were the first bank notes made?

**W**ords to remember

accounting, barter, confidentiality, economics, insurance, invest, investment, loan, management, transaction

**Check your understanding**

5 (9.1) Listen to the talk again. Are these statements True (T) or False (F)? Justify your answer.

- a In parts of Africa shells are still used as money.   
False: In parts of Africa cowry shells were used as money until the middle of the 20th century
- b The first coins were made of silver.   
False: The first coins were made of electrum
- c Before they used coins, the Greeks paid for things with long nails.   
True: The use of coins spread from Turkey to Greece, which had previously used iron nails as currency
- d The Chinese made paper money because they did not have enough gold.   
False: The Chinese made paper money because they didn't have enough copper

6 (9.1) Which facts in the Factfile are mentioned by the speaker?

The facts mentioned are:

The first coins... The first paper money...

The Aztecs... The first cheque... Fils and Dinars...

agreement / disagreement; exchanging ideas)

7 Discuss these questions in pairs.

- a If people in your town had no money, how could they get things they needed? Could they barter? What could they exchange?
- b What could you and your friends exchange?



**Factfile**

Date	Event
9000 BCE	10 Money Dates: Cattle were the oldest form of money.
6000 BCE	The first banks were in Babylon in Mesopotamia.
1200 BCE	Cowry shells were first used as money in China.
640 BCE	The first coins were produced in Lydia.
550 BCE	The Persians used gold coins, but the Greeks used silver.
800 CE	The first paper money notes were made in China.
1520 CE	The Aztecs used gold dust and cocoa beans as money.
1660 CE	The first cheque was used in Britain.
1961 CE	Fils and Dinars were introduced in Kuwait.
1995 CE	Ninety per cent of all transactions in the USA were electronic.

## Grammar

● **have to / should / must** Grammar reference pages 132-133

1 Match the modal verbs in sentences a-c with their meanings 1-3.

- a Most people **have to** work to earn money. .... **1**.....  
b You **shouldn't** waste your money. .... **3**.....  
c You **must** be more careful with your money. .... **2**.....

- 1 This is necessary.  
2 I feel very strongly about this.  
3 This is my advice or suggestion.

2 Rewrite each sentence using one of the modal verbs from the list. Start with the words given.

must should have to mustn't shouldn't don't have to

- a It isn't a good idea to carry lots of money around with you. **You** ..... **shouldn't carry lots of money around with you.**  
b It's wrong to take things from shops without paying. **You** ..... **mustn't take things from shops without paying.**  
c It isn't necessary to pay for these drinks. They're complimentary. **You** ..... **don't have to pay for these drinks.**  
d **you have to pay tax.** you earn money, I think it's right that you pay tax. **If you earn money, you** ..... **They're complimentary.**  
e It's a good idea to put your money in a bank. **You** ..... **should put your money in a bank.**  
f It's necessary to use a personal login for the bank website. **You** ..... **must use a personal login for the bank**

3 Work in pairs. A group of university students from Kuwait are going to work in another country for a year. Write a set of rules which will help them prepare for this new situation. Think about these things:

- ▶ Money ▶ Clothes ▶ Public behaviour ▶ Driving a car

4 Now work in small groups. Tell each other about any rules or laws in other countries that you have visited or know about. Use *must / mustn't; have to / don't have to; should / shouldn't*.

● **Reported speech** Grammar reference page 133-135

5 Complete the paragraph using the first paragraph of the article on page 68.

A local bank manager said that when he had left school, he started working

A local bank manager said that when he had left school he started working in a bank as a clerk, to earn money for his family. He worked hard and was eventually promoted, but because he didn't have a degree he had to take professional examinations. He said that one of his biggest regrets was not going to university. He would like to study economics, accounting or computer science, and a degree in business management would really help his career

**Vocabulary** List and sell

1 Look carefully at this website for buying and selling goods.

a Describe three of the items for sale, following the information in the box.

**e-Sell** Kuwait's Online Auction

Sell your first item now! List:

- Item title
- Item description & history
- How you would like to be paid
- Shipping methods



b Work in pairs. Ask and answer questions about the objects.

**Adjective + to + verb**

2 Adjective + to + verb is a common pattern in English.

It's hard to imagine the world without money.

a Complete these beginnings.

- 1 It's hard to imagine .....
- 2 It's impossible to believe that .....
- 3 I find it difficult to understand .....
- 4 I'm lucky to have .....

b Compare answers with a partner, then think of one or two more ways of ending the same sentences.

**W**ords to remember  
 auction,  
 complimentary, login,  
 shipping, tax

**Pronunciation**

3 (9.2) Listen and repeat these sentences. Notice when the preposition **to** becomes reduced.

- |                          |                            |
|--------------------------|----------------------------|
| a It's hard to imagine.  | c I'm going to tomorrow.   |
| b You shouldn't have to. | d They couldn't afford to. |

4 (9.3) Now listen and repeat this sentence.

I only want to pay separately if you want to.

**Quote** "Getting money is not all a man's business: to cultivate kindness is a valuable part of life."  
 Samuel Johnson

## Speaking Reaching agreement

### The situation

- 1 You and a group of friends have entered a competition together and you have won the first prize – a lot of money.  
BUT you will only get this money if you can **all** agree how to invest it. You have the three choices below. Look at the choices and put them in your ideal order. (1 = your first choice)



Pay for the building of a new sanctuary for a bird that is nearly extinct in Kuwait.

Pay for the building of a new study centre at your school.

Buy a hotel in your town which is losing money. If you make it a success you could gross a profit for yourself.

### Advantages and disadvantages

- 2 Make a list of the advantages of your first and second choices and the disadvantages of your third choice.

Choices	Advantages	Disadvantages
1 New school study centre	► Improve the school	
2 New bird sanctuary		
3 Hotel		► We could lose the money ► A lot of hard work

- 3 (9.4) Before you have your discussion, listen to three people discussing the same choices.

What is each speaker's first choice?

### Exchange ideas

- 4 Work in groups.
- Discuss the three choices in turn. As each choice is discussed, describe the advantages of your first and second choices and the disadvantages of your third choice.
  - If there is no agreement, try to persuade the others in the group that your first choice is the best.

Remember: **You must reach agreement or you will not get the money!**

**Writing** An opinion composition

**task**

You are going to write an opinion composition about money.

**Read and analyse**

**1** Does money make the world go round? **Students' own answers**

**a** In the composition, the writer gives his / her opinion. Do you agree?

In the modern world, money is very important to most people. Everyone needs money and everyone would like to be more affluent than they are.

For some people, their main reason for doing anything is to make money. However, there are other reasons.

<sup>5</sup> Most people go to work because they need money to pay for food, clothes and a home. Some people start businesses to make more money for themselves and their families. These businesses pay their employees. If a business closes, the employees lose their jobs and cannot afford to buy anything. So in this sense, it is true to say that <sup>10</sup> 'Money makes the world go round'.

On the other hand, some people believe that money has become too important. They say that money spurs criminal behaviour and can lead to wars between countries. These people think that family and generosity are more important than money.

<sup>15</sup> In my opinion, we need money to live, but life without friends would not be worth living. So, in answer to the question, 'Does money make the world go round?' I would say 'No.' Of course money is great, but I also believe that good friends and families are what really make the world go round.



**b** Work in pairs. Do you and your partner agree with the writer? **Students' own answers**

**c** Now match these descriptions with the correct paragraphs.

- ▶ Ideas which answer **Yes** to the question
- ▶ The main idea of the composition
- ▶ The writer's own opinions
- ▶ Ideas which answer **No** to the question

paragraphs 2-3 - ideas which answer **Yes**  
 paragraph 1 - the main idea  
 final paragraph - the writer's own opinions  
 paragraph 4 - ideas which answer **No**

**Plan your composition**

**2** You are going to write your own four-paragraph composition.

- ▶ Do you agree that love of money is the root of all evil?
- ▶ Do you think that the best things in life are free?

Choose one of these subjects and plan your ideas with a partner.

**Write and check**

**3 a** Write your composition in about 150-170 words, using your plan and the ideas you have discussed.

**b** Now check your composition, exchange it with another student, and discuss any opinions you and your partner disagree about.

**USEFUL LANGUAGE**

**Stating one's purpose**

I am going to write about ...

**Expressing opinions**

In my opinion, ...

I believe that ...

It seems to me that ...

**Expressing an opposite opinion**

On the other hand, many people think ...

# FOCUS on

## The National Assembly Building

This incredible white building houses the Kuwaiti parliament. The building is an amazing combination of styles and draws its influence from both the modernist architectural movement and Islamic tradition. For example, the sloping roofs serve both a functional and a figurative purpose. They provide shade for the parking area on one side of the building and evoke the traditional Kuwaiti past by representing a traditional souk covered by a tent. Although the style of the building is extremely contemporary, even 30 years after its completion, it still evokes Kuwait's rich cultural heritage whilst embracing modern building styles.

The project to build the National Assembly Building began in 1969 with an international competition which drew entries from many famous and successful architects. The competition was eventually won by Jorn Utzon, the Danish Architect who designed the Sydney Opera House. Urtzon was eager to be involved in the project as it allowed him to combine his passion for Middle Eastern culture and tradition with his love of modernist architecture.

The dramatic front of the concrete building flows upward toward the sea, like a leaning canopy of sweeping fabric, shading what looks like a smaller structure underneath. Skylights are repeated through the ceilings in the halls of the building. The large canopy, which covers the entire building below, also hovers above an open courtyard. The view from inside the Parliament is almost as striking as the outside.

The National Assembly Building has also become a symbol of political representation within Kuwait and an important icon for Kuwaiti citizens. The building houses Kuwait's National Assembly, otherwise known as the *Majlis Al-Umma* or House of the Nation. It is an especially important building as it houses Kuwait's parliament, the only parliament in the Gulf.

The building also houses the offices of Kuwait's leading politicians. Members of the public can even go to hear Parliament in session and translation is available for those who don't speak Arabic. These sessions are extremely interesting for anyone who wants to learn about the governmental processes of Kuwait, and reflect the open nature of Kuwait's legislative body.

## Adverb Clauses (cause / effect and opposition)

Adverb clauses express when, why, opposition and conditions. They are dependent clauses. This means that an adverb clause cannot stand by itself; it needs to be completed by an independent clause. When an adverb clause begins the sentence, use a comma to separate the two clauses, e.g.: *As soon as he arrives, we will have some lunch.*

When the adverb clause finishes the sentence there is no need for a comma, e.g.: *He gave me a call when he arrived in town.*

This is a list of subordinating conjunctions introducing adverb clauses:

CAUSE AND EFFECT	OPPOSITION
because, since, as, as long as, so long as, due to the fact that	although, even though, though, whereas, while



1 Find in the text one *cause / effect* clause and one *opposition* clause.

2 Write similar adverb clauses with other subordinating conjunctions from the table.

# Project 3

## task

You are going to work individually and in groups to carry out a survey about the importance of technology in people's everyday lives. Work in groups of 3–4 students, and follow stages 1–5.

### Doing a technology survey



#### Stage 1 Design your own survey

- Decide on a topic. Choose one of these titles:  
Technology in your home / Technology in your school / My personal use of technology
- Decide what type of questions to ask.

##### Type 1

Which of these items do you use? Choose one or both of them.

- Digital camera     DVD player

##### Type 2

Put these items in order of importance for you. [1 = highest / 4 = lowest]

- Television     Computer     DVD player     Games console

##### Type 3

How easy is it get help if something goes wrong with your computer? Choose one answer.

- Very easy     Quite easy     Not very easy     Difficult

##### Type 4

How far do you agree with this statement? Choose one answer.

'Technology is becoming too important in modern life.'

- Strongly agree     Agree     Neutral     Disagree     Strongly disagree

- Now write your own questions.

## Stage 2 Carry out the survey

Work with another group. Take turns to ask your questions.

Every student in the group should answer the other group's questions. Don't forget to make a written note of the answers other students give to your questions.

## Stage 3 Summarise your survey results

Work in your original groups again. Summarise the answers other students gave to your questions.

Here are some different ways of presenting the summaries:

### Type 1

Eighty-five per cent of students use a camera.

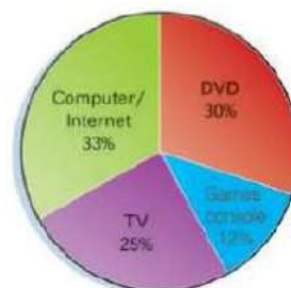
Twenty-five per cent of students strongly disagree that technology is becoming too important.

### Type 2 Tables of figures

4	3	2	1	Order of importance / Item of technology
6	7	9	8	television
1	2	12	15	computer
3	17	5	5	DVD player
20	4	4	2	games console

Note: Number in class 30

### Type 3 Graphs or diagrams



% of students who thought each item most important

## Stage 4 Present your results

Now take turns to present your group's findings to the rest of the class.

You can do this presentation in a number of ways.

- ▶ Speaking: read out the results of your survey.
- ▶ Visual: display your results in writing or diagrams on the wall.
- ▶ Speaking and visual: read and display.

## Stage 5 Class discussion

Discuss these questions about the results of your surveys.

- What facts stand out from your survey?
- Were there any differences of opinion between different groups?

### TRY THESE WEBSITES FOR INFORMATION:

- [www.misterpoll.com/237738](http://www.misterpoll.com/237738)
- [www.statpac.com/surveys](http://www.statpac.com/surveys)
- [www.technologyquestions.com](http://www.technologyquestions.com)

# Module 4

# Fact and fiction



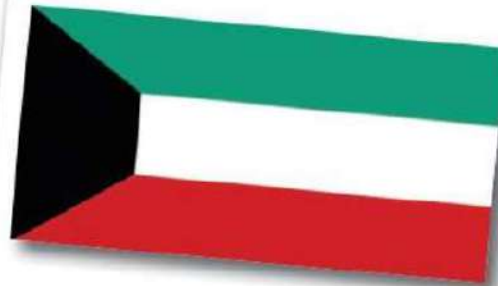
Unit 10: Stories  
Do you like telling stories?



Unit 11: Messages  
How do you communicate with different people?



Unit 12: Flying stories  
Do you know any stories about flying?



Focus on:  
Ahmed Meshari Al-Adwani and the National anthem



Project 4:  
Creating a booklet

## Outcomes

You will be able to:

- listen to a programme and a description
- read stories
- give advice and share personal experience
- discuss advantages and disadvantages of means of transportation
- carry out an interview
- express opinions
- take and leave messages
- write an informal letter and a news story

**2)a) Verse 13:** Don't associate anything with Allah because association to Allah is unjust.

**Verse 14:** Be grateful to your parents.

**Verse 17:** Keep praying regularly, enjoin what is just, and forbid what is wrong; tolerate whatever happens to you with patience and constancy.

**Verse 18:** Don't be proud and insolent because Allah doesn't like arrogant people.

**Verse 19:** Be moderate in your pace and lower your voice

### Discuss

- 1 a** What different types of stories are there in the Holy Qur'an?
- b** How do you think they benefit us? **Students' own answers**
- c** What do you know about Luqman and his wisdom? **Students' own answers**

### Read

**2** Read the text on page 79 and answer these questions.

- a** What are the pieces of advice Luqman gives to his son?
- b** Luqman lists many virtues. Find the verse that expresses each of the following:

Modesty    Respectfulness    Gratefulness    Patience    Self-restraint    Composure

Although not a prophet, Luqman was granted enormous wisdom by Allah. The following are Luqman's words of wisdom, as described in the Holy Qur'an. They are given as instructions to his son, but serve as instructions to all humanity.

#### Verse 13

"Behold, Luqman said  
To his son admonishing him  
"O my son!  
Join not in worship  
(Others) with Allah: for  
False worship is indeed  
The highest wrong-doing.

#### Verse 14

"And We have enjoined on man  
(To be good) to his parents:  
In travail upon travail  
Did his mother bear him.  
And in years twain  
Was his weaning: (hear  
The command), "Show gratitude  
To Me and to thy parents:  
To Me is (thy final) Goal.

#### Verse 17

"O my son! establish  
Regular prayer, enjoin what is  
Just, and forbid what is wrong:  
And bear with patient constancy  
Whate'er betide thee; for this  
Is firmness (of purpose)  
In (the conduct of) affairs.

#### Verse 18

"And swell not thy cheek  
(For pride) at men.  
Nor walk in insolence  
Through the earth:  
For Allah loveth not  
Any arrogant boaster.

#### Verse 19

"And be moderate  
In thy pace, and lower  
Thy voice; for the harshest  
Of sounds without doubt  
Is the braying of the ass.



**FAMILIAR**

• **Adverbs of manner** Grammar reference page 135

1 Adverbs of manner are words which tell us how someone does something.

**Note**

- ▶ Most adverbs are formed by adding **-ly** to an adjective.  
Adjective: He's a **dangerous / careless** driver.  
Adverb: He drives **dangerously / carelessly**.
- ▶ Some adverbs of manner are the same as adjectives.  
Adjective: He's a **fast / hard** worker.  
Adverb: He works **fast / hard**.

a Can you think of any more adverbs of manner? Which are not formed by adding **-ly** to an adjective? **hard; cheerfully; angrily; honestly; loudly; wisely; easily**

b Where do we usually put adverbs of manner in sentences?

**Adverbs are usually at the end / after the verb**

2 You are going to add adverbs to a story to make it more interesting.



a Make adverbs from each of these adjectives.

angry	calm	careful	cheerful	curious
quick	rude	secret	slow	sudden

**angrily; calmly; carefully; cheerfully; curiously; politely; quickly; rudely; secretly; slowly; suddenly; suspiciously**

b Now complete gaps 1–9 in this story with some of the adverbs. Sometimes more than one answer is possible.

**Crossing the border**

A man was hurrying across the US-Mexican border on his bicycle when (1) **suddenly** he was stopped by a guard. The guard pointed to two bags on the man's back, and asked (2) **suspiciously** 'What's in the bags?'

'Sand,' said the cyclist (3) **politely**...

'Get them off – we'll have a look,' said the guard (4) **rudely**... The cyclist took the bags off his back (5) **calmly**... and emptied them to show that they held only sand. Then he re-loaded the bags (6) **carefully**, put them on his shoulders and continued to cycle across the border.

The next week, the same thing happened. Again the guard demanded to see the two bags, which again contained nothing but sand. This went on every week for six months, until one day the cyclist did not appear.

A few days later, the guard happened to meet the cyclist in the town. 'Say friend, can you tell me something?' asked the guard (7) **curiously**. 'We knew you were (8) **secretly**... smuggling something across the border, but we didn't know what. What were you smuggling?'

'Bicycles!' replied the man (9) **cheerfully**.

• **use to / used to** Grammar reference page 135

3 a Read the following sentences. Explain the difference between *use to* and *used to*.

- ▶ Did you use to be in my geography class?
- ▶ I didn't use to take the bus.
- ▶ We used to go to school together every morning.

b Complete the sentences.

- 1 Did Ahmed ..... live in Qatar?
- 2 The airport staff didn't ..... wear a uniform.
- 3 We ..... own a black sports car.

**Vocabulary** Travel

**Ways of travelling**



1 all of the words in the box 2 bicycle; motorbike  
3 train; bus; plane; boat 4 train; bus; plane; taxi 5 train; bicycle; motorbike; bus; plane; boat 6 car; taxi; boat 7 train; car; bus; taxi 8 train; bus; plane; boat

1 a Work in pairs. Discuss which of the words in the list with these verbs.

train car bicycle motorbike bus plane taxi boat

- |                |                            |            |
|----------------|----------------------------|------------|
| 1 to go by     | 4 to catch                 | 7 to drive |
| 2 to ride      | 5 to get on / get off      | 8 to miss  |
| 3 to travel on | 6 to get into / get out of |            |



- b Which of the words has a driver / a pilot? ... **a driver: train, car, bus, taxi, a pilot: plane**  
c What are the words for people who go by bicycle and by motorbike? ... **bicycle: cyclist / motorbike: a motorcyclist**



2 How do you think these people usually travel?

- a A king or president visiting another country **by limousine; by private plane**  
b A businessman visiting an office on the other side of the city **by car; by taxi**  
c A student travelling to school every day **by car; by bus; by bicycle**

**Phrasal verbs connected with travel**

3 Read this description of somebody's journey.

- a Replace the phrasal verbs in 1-7 with the correct form of one of these words or phrases.

1 left 2 registered 3 left the ground 4 landed 5 arrived 6 stopped to collect 7 let (us) get out

land leave leave (the ground) let (someone) get out register stop to collect arrive

**W**ords to remember  
border, drop off, pick up, register, re-load, set off, smuggle, sudden, touch down, turn up

1 left 2 registered 3 left the ground 4 landed 5 arrived 6 stopped to collect 7 let (us) get out

We (1) **set off** for the airport at 7.30 a.m. in the morning. As soon as we got to the airport, we (2) **checked in**. Forty-five minutes later our plane (3) **took off**. We (4) **touched down** on time. Unfortunately nobody had (5) **tuned up** to meet us at Madrid Airport, so we called a taxi. Ten minutes later the taxi (6) **picked us up**, drove us into the city and (7) **dropped us off** right outside our hotel.

- b Now replace each verb in bold in sentences 1-4 with one of the phrasal verbs in question a.

- |  |                           |
|--|---------------------------|
| 1 Do you know when our plane <b>leaves</b> ?                 | <b>takes off</b> .....    |
| 2 My father <b>collected</b> me from the station.            | <b>picked me up</b> ..... |
| 3 The taxi driver said: 'Where shall I <b>let you out</b> ?' | <b>drop you off</b> ..... |
| 4 When have we got to <b>register</b> at the airport?        | <b>check in</b> .....     |

**Think and speak** (stating advantages and disadvantages)

4 Work in groups. Discuss the advantages and disadvantages of travelling by plane, train, car, taxi and bicycle.

**Quote** "Life isn't about finding yourself. Life is about creating yourself."  
George Bernard Shaw

**Speaking** Taking part in an interview

**What's the story?**

- 1 a Put these pictures into the correct order to make a story with a happy ending.  
 ---- ---- ---- ---- ---- ----  
 b Compare your order with a partner.



**Listen**

- 2 (10.1) Listen to a radio news report and check the order. **5, 1, 3, 4, 6, 2**

**Interview**

- 3 Work in pairs. A news reporter is going to interview the van driver.
- a Choose one of these roles:
    - A - the van driver
    - B - a news reporter
  - b Prepare for the interview.
    - A Look at the pictures again to remind yourself what happened.
    - ▶ What questions could the reporter ask you?
    - ▶ How could you describe your feelings? Worried? Terrified?
    - B Write **five** questions to ask the driver.
  - c Do the interview.
  - d Change roles. Repeat the interview with different questions.
  - e Which role uses more emotive language? Why?

**Pronunciation** Word stress

- 4 (10.2) Underline the stressed part of the words you hear.
- a motorbike                      c historical                      e helicopter
  - b bicycle                              d traditional                      f reporter

- 5 (10.3) Listen to the words in sentences and check your answers.

- 6 Now work with a partner. Read these sentences aloud to each other. Remember to stress the right part of the long words.
- a He was on a black motorbike.
  - b I've got a silver bicycle.
  - c It's a traditional story.

**Writing** An informal letter

**task**

You are going to write a letter to a friend, telling him / her about a recent event.

**Read and analyse**

- 1 This is a letter which a friend from an English-speaking country has written to you.
- a As you read the letter, match these summaries with the five paragraphs.
- ▶ The situation now **4**
  - ▶ A greeting, an apology and an excuse **1**
  - ▶ A final request **5**
  - ▶ The result of the accident **3**
  - ▶ A description of the accident **2**

Hi ...

1 How are you? Sorry I didn't reply to your letter - I've been crazily busy. This week, I've got stacks of time. Why? Because I'm in hospital with a broken leg. I'll tell you what happened.

2 I was going to school as usual last Wednesday - on my bike. The traffic was dreadful. The bus I was behind stopped at a bus stop and people got off. I started to overtake the bus, but suddenly it pulled out. You can guess what happened next. The bus knocked me off my bike and into the middle of the road. Thank goodness I was wearing a helmet!

3 Unfortunately a car was coming in the other direction. It couldn't stop in time and it crushed my leg. The next thing I remember is waking up in hospital with my leg in plaster. I may be smiling, but it's still very painful.

4 The doctor says I have to rest and recuperate for another week. It's so monotonous - the daytime TV programmes are terrible, so I'm writing letters to all my friends.

5 Please write soon and tell me your news. Hope you haven't been ...

Bye  
Marcus

- b What shows you that this is an informal letter? Think about:
- ▶ verb forms
  - ▶ missing words
  - ▶ particular words or phrases
  - ▶ punctuation

b) The verbs are active - the passive is more often associated with formal English; Contractions are used; Some pronouns are omitted (e.g. *Sorry... Hope you haven't...*); Direct questions; Phrasal verbs are often associated with less formal style; Punctuation - use of exclamation marks; Informal words and expressions: *Thank goodness / You can guess... / It's so monotonous... / terrible...*

**Make a paragraph plan**

- 2 Decide what to tell your friend in your letter.
- a Choose something that happened to you or somebody else or make up a story.
- b Plan what you are going to write in each paragraph. Make sure your story has a beginning, a middle and an end.

**Write and check**

- 3 a Now, write the letter using your notes. Make sure you use an appropriate beginning and ending.
- b Now check your letter. Exchange letters with another student and ask questions to find out more about the story.

**W**ords to remember  
crazily, dreadful, emotive, knock off, monotonous, overtake, recuperate, stacks of

**USEFUL LANGUAGE**

**Beginning a letter**

Hi ... (informal)  
Dear ... (more formal)

**Ending a letter**

That's all for now. Write back soon.  
Bye / Love (informal)  
Best wishes / Regards / Yours sincerely (more formal)

# Unit 11 Messages

Grammar  
Passive verbs (mixed tenses)

## Discuss

1 Look at the messages below and discuss them with a partner.

- a Where could you find each message?
- b Who do you think wrote them and why?
- c Who were they written to?
- d Who do **you** send messages to? Who do **you** receive messages from?

A: 1 a mobile phone; 2 a computer; 3 next to any telephone; 4 on a beach  
b and c 1 from a young person to a friend; 2 two businessmen; 3 from one friend or family member to another; 4 a passenger on a ship to anyone at all

## Students' own answers

1



2

To: \_\_\_\_\_  
Cc: \_\_\_\_\_  
Subject: \_\_\_\_\_

Hussein  
Thanks for letting me know in advance. I actually have the same problem as you, and was just about to contact you. Let's rearrange things then. How about 27th March? My schedule is pretty free that day so I will be able to travel to your office instead.  
Ahmed

Original message  
Dear Ahmed,  
I'm afraid I can't make our meeting tomorrow afternoon. A colleague is out of the office and I have to take his place. If we could reschedule asap I would really appreciate it, as there are many things to discuss about our forthcoming project.  
Hussein

3

Nadia  
Reem phoned. Can you get back to her as soon as possible - it's urgent. She'll be at home until 4.30.  
Dalia

4



## Listen

2 (11.1) You are going to hear part of a radio programme called 'Strange Stories'. Listen and answer these questions.

a How many strange stories do you hear? **four**.....

b What nationalities are the people in the stories? (We do not know the nationality of the first story: Japanese; the second story: we don't know; the third story: German; in the fourth story: Swedish and Italian)

c When does each story take place? ... the first story: 1784-1935; the second story: 1915; the third story: 1929-1935; the fourth story: 1956-1958

3 (11.1) Which of the information in the Factfile you more details about? Read the Factfile, then listen again.

## Factfile: Messages in bottles

- A well-sealed bottle can survive hurricanes that can sink ships. And glass lasts forever.
- It is impossible to predict the direction a bottle will travel.
- The longest bottle voyage ever was 25,000 kilometres, a journey that took six and a half years.
- If wind and current conditions are good, a bottle can travel nearly 200 kilometres a day.

**W**ords to remember  
asap, colleague, current, impromptu, rearrange, starvation, unreliable, urgent, well-sealed

## Check your understanding

4 Choose the correct answer, A or B, for each question about the stories.

- a How did Matsuyama and his men die?  
A They drowned.      B They had no food.
- b What happened to the Lusitania in May 1915?  
A It ended its voyage.      B It started its voyage.
- c The people who found the German scientists' bottle didn't break it. Why not?  
A The glass was too strong.      B They could read the message through the glass.
- d Why did Paolina reply to the sailor's message?  
A As a joke.      B Because she wanted to please her father.

## Think and speak (visualising)

5 Imagine you are on the beach and you find an empty bottle.

- What message would you send in the bottle?
- Where could your bottle go to?
- Would you like the finder to contact you?
- Why are 'message in a bottle' stories so memorable?

**Quote** "It usually takes me more than three weeks to prepare a good impromptu speech."

Mark Twain

● **Passive verbs (mixed tenses)** Grammar reference pages 135-136

1 Read the story and choose the best title: **Mixed messages**

- Faisal and Ahmed    
  Mixed messages    
  Home alone

It's the last lesson of the day and Faisal is hungry. He can't wait for the family dinner at 3 o'clock. 'I hope Mum makes a chicken curry, he thinks. As he leaves school, he sees his twin brother Ahmed at the entrance. 'I have to stay an hour late for football practice this afternoon. So I'll miss dinner,' Ahmed tells Faisal.

5 'Don't worry, I'll ask Mum to keep a plate warm for you.' Faisal replies.

Faisal takes a long walk home, but when he arrives the house is empty. The answer machine light is flashing red. 'I hope it's not bad news,' he worries, and plays the message.

'Hi, it's Mum. I went to the supermarket but now I'm stuck in traffic. My phone battery is nearly dead, too. I'll be home at 5 o'clock.'

10 In his office, Faisal's dad is really worried. He has a project deadline tomorrow, but he doesn't want to miss dinner. 'Really sorry. Emergency conference call. I'll be an hour late. Love Dad.' he types.

'I hope somebody reads this e-mail,' Dad thinks.

At exactly 5 o'clock, Ahmed, Mum and Dad all arrive at the house. 'Sorry I'm late, did you get

15 my message?' They apologise in perfect harmony. Faisal laughs and laughs.

**a** The active sentences tell us about the person who performed the action, and the action itself; the second sentences focus on the action and the person who performed it isn't so important

and the second is passive.

The e-mail *was sent* by Dad.

The answer machine message *was left* by Mum.

- a** What is the difference between the two sentences in each pair?  
**b** Are these statements True (T) or False (F)? Justify your answer.  
 1 Active and passive sentences give different information.  
 2 Active and passive sentences use different verb forms.  
 3 Active and passive sentences have different subjects or focuses.

**b** 1 False (although passive sentences might not tell us who performed the action) 2 True 3 True

3 How is the passive formed? Rewrite each sentence using the word in brackets.

- a** Last year, I painted my room. (had)  
 Last year, I had my room painted.
- b** My father is upgrading his phone tomorrow. (having)  
 My father is having his phone upgraded tomorrow.
- c** We've just installed an AC unit. (had)  
 We've just had an AC unit installed.
- d** Nader will finish the construction project. (have)  
 The construction project will have been finished by Nader.
- e** Mum had cooked a large meal for the family. (been)  
 A large meal had been cooked for the family by Mum.
- f** By the end of this year, I will have read ten books. (been)  
 Ten books will have been read by the end of this year.

**Vocabulary** Verbs with more than one meaning: *take, make*

1 We often need to read words in a sentence to understand the right meaning.

a What does the verb **take** mean in sentences 1–4? Choose meanings from this list.

carry steal (remove without permission) swallow travel by

- 1 He takes his father's car without asking. **steal**.....
- 2 I'm too tired to walk – let's take a taxi. **travel by**
- 3 You'd better take your coat. It might be cold later. **carry**....
- 4 I've got a bad headache so I'm going to take some tablets. **swallow**

b What does the verb **make** mean in sentences 1–4?

attend earn force someone to produce

- 1 My parents made me tidy my room before I went to bed. **force someone to**
- 2 They make Volvo cars in Sweden. **produce**..
- 3 How much does he make a year? **earn**.....
- 4 I'm sorry, but I can't make the meeting tomorrow. **attend**...



2 Read the text. Fill the gaps with the correct form of the verbs below. One verb is used twice.

upgrade hold slide activate run out unlock switch

**TEXT ME**

A SIM card or Subscriber Identity Module is a portable memory chip. The SIM card makes it easy to (1) **switch**... to a new phone by simply (2) **sliding**... the SIM out of one phone and into another. The SIM (3) **holding** personal identity information, your phone book, text messages, photos and other data. It can be thought of as a mini hard disk that automatically (4) **activates** the phone into which it is inserted. A SIM card can come in very handy. For example, when your phone (5) **runs out** of battery power at a friend's house. Also, if you (6) **upgrade**... your phone there's no hassle involved. Just (7) **slide**... it into the new phone and you're good to go. You must (8) **unlock**... the phone first, however, and operate on the carrier's frequency or band. This is great for international travellers.

**Pronunciation** /spr/, /skr/ or /str/

3 (11.2) Listen to six words. How many syllables do they have? a 2 b 1 c 1 d 2 e 2 f 1

Example: **strong** has **one** syllable      **surprise** has **two** syllables

4 (11.3) Repeat these one-syllable words.

5 (11.4) Now listen and repeat the sentences.

**W**ords to remember  
activate, band,  
conference call,  
deadline, flash,  
frequency, handy,  
harmony, hassle,  
portable, slide,  
unlock, upgrade

## Speaking Taking messages

### Listen

**1** (11.5) Listen to four answerphone messages and complete a form like this for each

**Message 1:** Name of caller: Faris

**Day / Time of call:** Monday 17th May 11.25 a.m. **Message:** He can't play tennis tomorrow – he's hurt his wrist – has to rest it. Maybe play at the weekend?

**Action:** ring him

**Message 2:** Name of caller: Reem

**Day / Time:** Wednesday 7th July 8.05 a.m.

**Message:** Can you bring the CD she lent you to school today – she needs it.

**Action:** Take CD to school

**Message 3:** Name of caller: Music Unlimited

**Day / Time:** Friday 22nd November 3.15 p.m.

**Message:** Guitar ready for collection. They are open until

6.00 p.m. today and all day tomorrow. **Action:** Collect guitar

**Message 4:** Name of caller: University Chemistry Department **Day / Time:** Tuesday 31st January 3.15 p.m.

**Message:** Time of interview changed from 10.30 a.m. to 3.45 p.m.

**Action:** If new time is inconvenient, call them on 03572 564635.

**a** You are going to leave messages on each other's answerphones.

**A** Make up a message that callers will hear when they phone you.

**B** Make up a message to leave on your partner's answerphone.  
Use the information below.

#### Situation 1

You arranged to go to the library with your friend this afternoon, but you cannot go because you have to look after your little sister. Apologise to your friend and suggest going tomorrow.

#### Situation 2

You are a doctor in a hospital and an emergency patient has arrived. Phone their next of kin and leave a message. Ask him / her to ring back, and make sure not to alarm them.

#### Situation 3

You have seen an advert for a summer job in a restaurant in Kuwait City. Leave a message for the restaurant manager. Ask for more details and describe yourself briefly. Be confident.

**b** Sit back to back with your partner.

**B** Make a ringing noise. When you hear the answerphone message, say your message.

**A** Say your answerphone message. Then when your partner speaks, make a note of his / her message.

**c** Exchange roles and repeat steps **a** and **b**.

### USEFUL LANGUAGE

#### Giving information in an answerphone message

This is ..., I can't come to the phone at the moment.

Please leave a message after the tone.

Message received on (day and date) at (time + a.m. or p.m.)

#### Leaving a message

This is a message for (Anwar).

Hi (Anwar) – this is (YOUR NAME).

Can you give me a ring?

**Writing** Notes and messages

**task**

You are going to write a reply to an e-mail and a phone text message



**Emails**

**1** Read the original e-mail and the reply to it.

**a** Is Nasser going to meet Anwar?

We don't know if Nasser is going to meet Anwar - it depends on his

<p>Dear Nasser, Good to see you again yesterday. Thanks for the lunch. Must meet up again soon. Would you like to come to us next Sunday? Let me know. Anwar</p>	<p>Dear Anwar, Thanks for your e-mail. Yes, we enjoyed your visit very much. Very kind of you to invite me over. Great idea! Will have to ask my parents. Will let you know as soon as possible. Nasser</p>
--	---

**b** In e-mails, words are often left out for speed. What words have Anwar and Nasser left out of their e-mails? Show where words are missing.

- 1 ▲ Good to see you again **it was**    3 ▲ Will have to ask my parents **i**  
2 ▲ Must meet up again soon **we**    4 ▲ Great idea! **That's a / what's a**

**2** Now reply to this e-mail.

Delete   Reply   Reply All   Forward   Print

Dear ...

---



---



---

> Having a party next weekend. Hope you can make it.  
> Starts at 5.30 and should end about 10. Is that OK?  
> Most of the students in our class will be there.  
> Let me know ASAP.  
> Your friend

**W**ords to remember  
alarm, answerphone,  
briefly, confident,  
next of kin, ring,  
tone, tutor

**Mobile text messages**

**3** Read and 'translate' these phone text messages.

- a** THX 4 CALLN. .... Thanks for calling    **b** IM W8NG 4 U. .... I'm waiting for you    **c** CU L8R. See you later

IM = I am	PLZ = please	2DAY = today
L8R = later	RU = are you	4 = for
THX or TKS = thanks	CU = see you	W8 = wait

**4** Now write your own text messages and send them to a partner.

.....

# Flying stories

Grammar

Relative clauses and pronouns [who, which, where, whose];  
third conditional; phrasal verbs



## Discuss

1 Discuss these questions with a partner.

a Have you ever travelled anywhere by plane?

**If your answer is Yes ...**

- 1 Where did you fly to?
- 2 How long was the flight?
- 3 Did you enjoy the experience?
- 4 What were the best and the worst things about your flight?

**If your answer is No ...**

- 1 Would you like to travel in a plane?
- 2 Where would you like to go?
- 3 What do you most look forward to about flying?
- 4 Does anything worry you about flying?

b Would you like to learn to be a pilot?

c Make a list of the advantages and disadvantages of working as a pilot.

..... **a. to become a pilot** .....

..... **b (Students' own answers)** .....

## Read

2 You are going to read a short biography about a young woman who became a pilot. As you read, answer these questions.

a What was Munirah's childhood dream?

b What is unusual about the story? Have you heard any similar stories before?

# A woman of distinction



1 This is the story of an unusual young woman: Munirah Mohammed Buruki. At the age of 19, Munirah has become Kuwait's first female pilot and one of the world's youngest captains. So how did this unusual story begin? From a young age, Munirah was fascinated by planes, and told her father she wanted to become a pilot. If Munirah's father had told her to go out and play with her friends, she wouldn't have been able to achieve her aim. Instead, he took her seriously and arranged for Munirah to go to the best gliding school in the region. Munirah's childhood fantasies soon turned into adult ambitions, however, when Munirah was travelling with her family, and passed through Kuwait International Airport. As soon as she saw the fantastic planes there, she knew she wanted to fly commercial planes.

30 And that is what she did. Munirah had to work intensely and forget her private life to make her childhood dream a reality. She studied flight physics, learned how to use aviation computers, improved her English, serviced aircraft engines and spent time flying. And the young woman had to do all this away from home and her parents.

Munirah's efforts certainly paid off. Following her training on single engine and other planes, Munirah graduated first in her class at the Jordanian Royal Academy, five months earlier than the rest of her class. After qualifying for her private pilot's licence, Munirah immediately began courses in commercial aviation. Now she is well on her way to becoming a commercial aviation pilot too. She told her local Kuwaiti newspaper, 'During my first solo flight my heart was in my mouth, especially when I took off. But

60 now, I'm a natural. I shall succeed again, God willing.' Captain Nawwaf Qibiani, the Royal Academy instructor, was notably impressed by Munirah's commitment and determination throughout her training. He said Munirah was an exemplary representation of what Kuwaiti women can achieve.

This unusual story certainly proves that. As a young girl, Munirah did not let her gender stand in her way. Now, Munirah's accomplishments are a victory and testimony to all Kuwaiti women, and also coincide with the appointment of the country's first female minister, Dr Massouma Al-Mubarak. Both of the hard-working women should be role models to the younger generation of Kuwaiti girls, whether they decide to have a career as a professional or in the home.

## Check your understanding

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

- a Munirah was the youngest Kuwaiti to become a pilot.   
 .....False: She was Kuwait's first female pilot.....
- b Munirah's father took his daughter's idea seriously.   
 .....True: He arranged for her to go to a gliding school.....
- c Munirah only trained on a single-engined plane.   
 .....False: She trained on single-engined planes and other planes too.....
- d It took Munirah five months more than the rest of her class to get her private pilot's licence.   
 False: Munirah got her private pilot's licence five months earlier than the rest of her class.....
- e Munirah did not live with her parents while she was training.   
 .....True: She lived in Jordan so she could study.....

## Think and speak (comparing achievements)

4 Discuss these questions.

- a Do you appreciate Munirah's achievements?  
 b Would you like to do what she did?  
 c What qualities and skills do you need to achieve your goals?

**W**ords to remember  
 aviation, coincide with  
 exemplary, gliding,  
 instructor, intensely,  
 notably

## Grammar

### • Relative clauses and pronouns [*who, which, where, whose*] Grammar reference page 136

#### Note

1 The underlined parts of sentences 1–3 are relative clauses. *Who, which* and *where* are relative pronouns.

- a What do the words *who, which* and *where* refer to? For example, in sentence 1 *who* refers to Captain Nawwaf Qiblani.
- 1 Captain Nawwaf Qiblani, *who was her instructor*, was impressed by her determination.
  - 2 The gliding school, *which was in the region*, provided Munirah with her first training.
  - 3 At the Jordan Royal Academy, *where she studied*, Munirah came top of her class.
- b Relative clauses give extra information about people, things or places. In 1–3, which relative pronouns refer to:
- 1 people? *Who/.whose* things? *Which*.
  - 3 places? *where*

2 Complete the joke below with these relative pronouns.

where which who whose



#### The wrong seat

An acclaimed film director, (1) *who* is wearing an expensive suit, gets on a plane. He sits in the first class area, (2) *which* is at the front of the plane. A flight attendant, (3) *who* knows the film director does not have a first class ticket, asks him courteously to move to the economy area. The film director, (4) *whose* expression suddenly becomes very stern, replies, 'I'm an important film director and

I have won many important awards. I'm sitting here until we get to Kuwait City, (5) *where* I have a very important meeting.' The attendant, (6) *who* doesn't want to be confrontational, doesn't know what to do. The flight, (7) *which* is already 15 minutes late, cannot get underway until everyone is in their seat. Eventually the attendant calls the pilot, (8) *who* is waiting to take off. The pilot leaves his

cabin, walks up to the film director and mumbles something in his ear. The director stands up and goes to his seat, (9) *which* is at the back of the plane. The attendant, (10) *who* is completely stunned, asks the pilot what he said. The pilot, (11) *whose* face is now relaxed and smiling, says, 'I told him that his latest film is only being shown in the rear half of the plane.'

3 Write a short paragraph about your friends or members of your family. Use the four relative pronouns: *who, which, whose* and *where*.

### • Third conditional Grammar reference page 136

- 4 a Find a sentence in the article on page 91 that uses the third conditional.  
b Did Munirah achieve her aim according to this sentence?  
c Write a sentence using the third conditional about one of your own achievements.

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

### Vocabulary Phrasal verbs with *take*

1 Match phrasal verbs 1–6 with their meanings a–f. You may use the dictionary or the glossary at the end of the book.

- |  |   |
|--|---|
| 1 take after someone ... <b>d</b> .....  | <b>a</b> start flying / leave the ground            |
| 2 take something back ... <b>e</b> ..... | <b>b</b> start a new activity                       |
| 3 take off ... <b>a</b> .....            | <b>c</b> go somewhere with someone socially         |
| 4 take someone out ... <b>c</b> .....    | <b>d</b> be or look like / resemble                 |
| 5 take something over ... <b>f</b> ..... | <b>e</b> return something to where it is from       |
| 6 take something up ... <b>b</b> .....   | <b>f</b> get control of something (e.g. a business) |

2 Complete sentences a–d with the correct part of a phrasal verb with *take*.

- a** When I have more time, I'm going to ..... **take up** ..... tennis.  
**b** Mohammed ..... **takes after** ..... his father. They're both very good at maths.  
**c** A big corporation is trying to ..... **take over** ..... our family business.  
**d** Our plane couldn't ..... **take off** ..... on time because of strong winds.

### Body idioms

3 In the article, Munirah Mohammed Buruki says *My heart was in my mouth*. This means she was nervous and frightened.

Match the sentence beginnings a–e with the endings 1–5, which give a definition of the body idioms.

- a** If you pull someone's leg, ...**5**....  
**b** If you twist someone round your little finger, ...**4**....  
**c** If something makes your hair stand on end, ...**1**....  
**d** If someone is a pain in the neck, ...**3**....  
**e** If you can't keep a straight face, ...**2**....
- 1** ... it frightens you.  
**2** ... it's impossible to stop yourself from smiling or laughing.  
**3** ... they are very annoying.  
**4** ... you make them do everything you want.  
**5** ... you laugh at them or make fun of them.

**W**ords to remember  
 acclaimed, attendant,  
 cabin, confrontational,  
 corporation,  
 courteously, expression,  
 mumble, resemble,  
 stern, stunned

### Pronunciation *ed* endings

4 (12.1) Listen and repeat these pairs of verbs. In each case the first word is the present simple and the second is the past simple of the verb. How many syllables does each word have? **a 2,2 b 1,2 c 1,1 d 1,2 e 1,2 f 1,1**

- |                           |                          |                           |
|---------------------------|--------------------------|---------------------------|
| <b>a</b> arrive / arrived | <b>c</b> learn / learned | <b>e</b> want / wanted    |
| <b>b</b> start / started  | <b>d</b> land / landed   | <b>f</b> change / changed |

5 (12.2) Now listen and repeat the past tense verbs in sentences.

**Quote** "The strongest principle of growth lies in human choice."  
 George Eliot

## Speaking Describing what happened

### Listen

- 1 (12.3) You are going to hear an eyewitness account of a night-time incident. Listen to the speaker and put these events in the correct order.

### Note

An eyewitness is someone who sees something happen (an accident or a crime), but is not involved.

- a The bright light stopped above the speaker. ...b...
- b There was a buzzing noise. e.....
- c The light came towards the speaker. ...c...
- d The light followed the speaker. ...f....
- e The bright light was in front of the speaker. ...a....
- f The light vanished. ...d..

- 2 Can you remember any words the speaker used to describe how they felt during their experience?

..... I was shocked..., I was too interested..., ... made me feel quite safe. ....

### Prepare for speaking

- 3 Think of an event that you were an eyewitness to. Your story does not have to be connected with planes or air travel. Follow these steps.

- a Choose an event that you saw.
- b Make a note of any useful background information. For example, the time of day; what you were doing; what other people were doing; weather conditions.
- c What order did things happen in? Note the sequence of events like this:

1	2	3	4	5
going to school	saw a mother pushing a baby carriage	heard a loud crash	car knocked the baby carriage in the road	baby carriage was full of shopping

### Speak

- 4 Work in pairs.
- a Tell your eyewitness account to a partner, using your notes and any expressions from the *Useful Language* box below.
  - b When you are listening to your partner's story, interrupt to ask questions.
  - c Change roles: the student who has just told their story is now the listener.

### USEFUL LANGUAGE

#### Background information: setting the scene for a narrative

It was last Thursday night.  
I was walking home from work.

#### Sequencing information

Suddenly, ... / All of a sudden,  
... / Without warning, ...  
Next, ... / Then ... /

#### Asking an eyewitness for information

What (exactly) happened?  
What happened next?

**Writing** A news story**task**

You are going to write a news story based on a headline.

**Read and analyse**

- 1 Look at the headline, then think of two questions you would like to ask the pilot.
- 2 a Read the story. Can you find the answers to your questions?

**Students' own answers**


The screenshot shows a news article in a browser window. The headline is "Blind pilot will fly round Britain". Below the headline is a photograph of a man in a pilot's uniform sitting in the cockpit of a small plane. To the right of the photo is the text of the article.

**Blind pilot will fly round Britain**

A British man, who lost his sight at the age of 12, took off in a small plane from an airport in southern England yesterday. He is endeavouring to become the first blind pilot to fly around Britain. His journey will take five days.

Steve Cunningham, who is 41, is flying a plane with custom-built computer equipment which calculates his altitude, his velocity and is equipped with a voice-activated radar to locate his position. This technology allows Steve to aviate without the assistance of eyesight.

Vince Coultan, who is Steve's co-pilot, will not pilot the controls during the flight. Steve Cunningham says, 'Vince is coming to watch out for other planes in the sky. Pilots who can see normally often have to fly 'blind' at night, or in fog. What I'm doing is not very different.'

- b Make a note of all the facts in the story.  
Steve Cunningham has been blind since the age of 12.
- c What other information is in the story? Find sentences which give explanations or reasons, or make a comparison.
- d Which paragraphs contain the most important information?

**b) Facts:** Steve Cunningham is 41; he's been blind since 12; he took off from southern England yesterday; it will take 5 days; his plane has special equipment; Vince Coultan is going with him but won't touch any controls.

**c) Other information:**

He is trying to become the first blind pilot to fly round Britain; Vince is coming to watch out for other planes in the sky; what Steve is doing is not very different from what sighted pilots do when they fly at night.

**d) Paragraphs 1 and 2**

**emergency  
landing on beach**

**back after bird  
flies into engine**

**wins gold medal**

- b Plan an outline story and decide on facts to include in each paragraph.
- c Give explanations or reasons for any of the facts in your story.
- d Write your story in 150–170 words using your plan.

**Check**

- 4 a Check spelling, grammar, punctuation and style.
- b Exchange stories with another student. Read their story and suggest one improvement.

**W**ords to remember  
altitude, aviate,  
baby carriage,  
buzzing, control,  
co-pilot, custom-built,  
endeavour, eyewitness,  
fog, headline, incident,  
radar, velocity,  
voice-activated

# FOCUS on



## AHMED MESHARI AL-ADWANI AND THE NATIONAL ANTHEM

Ahmed Meshari Al-Adwani was a Kuwaiti poet, writer and teacher. He was born in 1923 in Kuwait. He went to school in Kuwait then left to go to Egypt to study at the College of Arabic Language Studies at Al-Azhar University. After graduating in 1949 with the title of Sheikh he went on to co-edit *Al-Bethah* a monthly magazine based in Cairo. Despite this setback in 1952 Al-Adwani helped to establish *Al-Ra'ed* magazine published by the Kuwait Teachers Club. Throughout his life he helped to establish countless other magazines.

In his commitment to Arabic culture Al-Adwani helped to transform Kuwait into an important cultural, social and artistic capital in the Middle East. He helped with the establishment of the Fine Arts Gallery, the Department of Arabian Culture and the Department of Musical Culture, but perhaps his most well-known contribution to Kuwait is his skilful penmanship of the Kuwaiti national anthem, which was first broadcast on 25 February 1978.

Al-Adwani died in 1990, at the age of 67. He left behind an extensive collection of unpublished and unedited stories, poems and scripts. Since his death, many of these have been printed in posthumous collections.



### Using Commas

The comma is a valuable, useful punctuation device because it separates the structural elements of sentences.

1 Use commas after introductory

a clauses, b phrases or c words that come before the main clause.

▶ Having finished the test, he left the room.

2 Use a pair of commas in the middle of a sentence to set off clauses, phrases, and words that are not essential to the meaning of the sentence.

▶ This restaurant has an exciting atmosphere. The food, on the other hand, is rather bland.

3 Use commas to separate three or more words, phrases, or clauses written in a series.

▶ The Constitution establishes the legislative, executive and judicial branches of government.

4 Use commas wherever necessary to prevent possible confusion or misreading.

▶ To Anwar, Al-Adwani had been a sort of idol.

1 The first paragraph in bold in the text has missing commas. Add them.

2 Now, give every comma you add a number from one to four depending on the case it matches in the explanation.

# Project 4

## Creating a booklet

### task

You are going to work individually and in groups to make a booklet about Kuwait.

### Jeita Grotto: The Wonder of Lebanon

Few caves in the world approach either the astounding beauty or dimensions of Jeita Grotto. Located 20 kilometres north of Beirut, Lebanon, the caves were rediscovered in 1836. They have now become a major tourist attraction, and were recently voted the 22nd wonder of the world.

- <sup>5</sup> The grotto consists of two large caves, formed by deposits from water dripping for millions of years onto limestone rock. The upper gallery is 9000m long, and filled with a multitude of rock formations. The stalactites and stalagmites create a remarkable underground canyon of various sizes, colours and shapes. And they are sculpted entirely by nature.
- <sup>10</sup> Incredibly, the upper cave is still forming today. If you journey 800 metres into the cave's opening, you can see the 'Pantheon' rock. This is where explorers, who rediscovered the cave in the mid-nineteenth century, wrote their names on a piece of paper, sealed it in a bottle and placed it on top of a stalagmite. Water hitting the rock has since covered the bottle with a white film, permanently fixing it to the stone.
- <sup>15</sup> The lower cave is equally magnificent. The dramatic subterranean lake is actually a tunnel for a 6230m long underground river. The cave can only be viewed via a boat ride, and is closed completely during the winter when the water level becomes too high.

The caves are well-protected against damage from tourists. No photography is permitted whilst visiting either cave, to preserve their beauty for generations to come.



### Stage 1 Make decisions

- a Read the extract from a booklet about Jeita Grotto, Lebanon. In small groups, decide on the focus of your project: an area of culture, a place or an event in Kuwait.
- b Choose some important and interesting points to focus on. These could be
  - ▶ Important facts
  - ▶ Information for tourists
  - ▶ Historical events with key dates

### Stage 2 Do research

- a Each member of the group should choose an area to research.
- b Do the research using books, the Internet, tourist leaflets, etc.
- c Decide, as a group, what to include in each part of your booklet, and who is going to produce each part of the booklet. It's good to outline the booklet before you start.



### Stage 3 Discuss

- a What did you find most interesting in your research?
- b How has your knowledge changed?
- c Make a list of the most important information you would include to educate students from an Arabic country. How would the list change if the students were not from an Arabic country?

### Stage 4 Writing the booklet

- a Write up your research. Include pictures, together with descriptions of what they show.
- b Make sure to review your written work carefully. Watch out for spelling and grammar mistakes, and edit any unnecessary information.

### Stage 5 Presentation

Display your booklet in the classroom. Make it as attractive and interesting as possible.

#### TRY THESE WEBSITES FOR INFORMATION:

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