



State of Kuwait
Ministry of Education



OVER TO YOU

WORKBOOK

Grade

11



PEARSON
Longman

SIMON HAINES



1

MODULE 1: Getting together

Festivals and occasions

Key words

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

Reading

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



a What is the best description of the text below?

- 1 Historical 2 Informative
3 Dramatic 4 Humorous

b What is the main message of the text?

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

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

- 1 which (line 9) the time during which the cherry trees blossom
2 they (line 14) people who don't like noise and crowds
3 those (line 18) cherry trees in other parts of the world

Cherry Blossom time in Japan

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



2 Answer the following questions with information from the text.

- a What is rice flour used for during the festival?
to make chewy snacks (dango).....
- b What events, other than the blossoming of the cherry trees, do the festivals mark?
the start of the academic and financial years.....
- c When do most people believe the first festivals were held?
around the 7th century CE.....
- d What is another name for the Cherry Tree?
Sakura.....
- e What makes the cherry trees of Japan unique?
they don't produce fruit.....
- f How do people know when the festivals are going to be held?
Japanese meteorologists tell them.....

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

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

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

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

Over to you

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

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

.....

.....

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Language practice

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

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

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

- 2 Choose the correct adjective in these sentences.

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

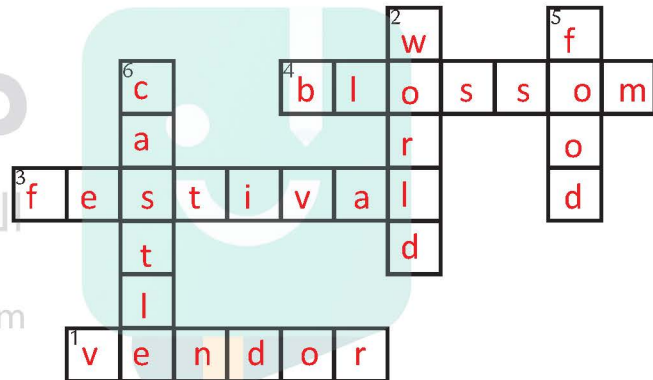
- 3 Complete the crossword with the following clues:

Across

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

Down

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



- 4 Write questions to match the answers.

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



5 Choose the correct verbs in this conversation.

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

Grammar assistant

Modal verbs (abilities / inabilities)

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

6 Rewrite the sentences using one of the words.

launch irrelevant a canopy
 dazzling nurture unrivalled
 occasional

- a The green trees provide cover and shade along the street.

 b That was a very impressive performance by Grade 9 students!

 c Children need to be taken care of by their parents.

 d This 19th century art collection is better than any other.

 e The ministry has started a new cultural project in schools.

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

- a You've been invited to a festival but can't go.

 b You're on the way to a celebration but are stuck in traffic and are going to be late.

 c You're returning a faulty DVD to the shop where you purchased it.



Writing

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

Five days in Nepal

a Sunday

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

b Tuesday

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

c Monday

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

d Thursday

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

e Wednesday

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

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

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

Monday: that first night / straight after breakfast / today / when we reached

Tuesday: when I got up / yesterday's walk / today / Wednesday's trek

Wednesday: after about an hour / eventually / late

Thursday: this morning / for three hours / for another three hours / until we reached / five days ago



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

Handwriting practice area with horizontal lines. A watermark logo is visible in the center, featuring the text 'مدرستي الكويتية school-kw.com' and a green square with a white smiley face and a yellow bookmark.



2

MODULE 1: Getting together

Family celebrations

Key words

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

Reading

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

a Why is the baby shower an important event?

...It celebrates the birth of a child and welcomes parents into parenthood.

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

...It is organised by friends or relatives so that they can show their support to the new parents.

The Baby Shower

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

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





2 Now answer these questions about the article.

a Why is the name of the baby shower misleading?

because it is an event for the parents, normally held before the baby is born

b What happens if the baby shower is thrown for new parents, rather than expectant parents?

Silverware is given to commemorate the child's birth.

c What is the purpose of the baby shower?

to ease the transition into parenthood... and show the parents support and friendship

d What do some people inherit during baby showers?

family items, such as clothing or toys

e Who attends the baby shower?

the mother, her friends and family - sometimes men

f Is it common in Kuwait to have a baby shower? Explain.

.....

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

.....

.....

.....

.....

.....

.....

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

Present Simple	is; suggest; involves; are; organise; occur	
Present Continuous	is becoming	X.....
Present Perfect	has evolved; has become	X.....
Present Passive	are needed; are given; is arranged; is intended; are held	
Present Perfect Passive	have been inherited	--

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

a extended families are important to Kuwaiti society. EXTENSION

b Some people receive economic support from their extended families. ECONOMY

c The family is important to Kuwaiti society. IMPORTANCE

d Nuclear families in the cities are very different from extended families in the countryside. DIFFERENCE

e Younger family members decide to have more independent lives in the cities. INDEPENDENCE

f The majority of staff felt the regional conference had been successful. SUCCESS

g I am extremely grateful for the jewellery I inherited from my grandma. EXTREME

Over to you

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

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.....



Language practice

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

a • The *bank* is closed today. **a- a financial establishment that invests money deposited by customers**

• She walks along the *bank* every morning. **the land alongside a river**

b • *Bears* are wild. **b- large mammals with thick fur and a short tail / to endure; to put up with**

• She can't *bear* this situation any more.

c • Put the vase on the *table*. **c- piece of furniture at which meals are often eaten/ a set of**

This *table* has interesting information on the economy.

d • She went to the ophthalmologist because her *pupil* was enlarged. **d- the dark circle at the centre of the eye**

Pupils are supposed to be neat when they come to school.

students

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

a get-together:
an informal gathering or meeting

b close-knit:
bound by a close relationship

c milestone:
a significant point of development

d breathing space:
an opportunity to relax and decide what to do next

e interior:
something inside, especially of a house or building

f well-deserved:
extremely worthy of something

3 Match the following sentences with their functions.

a Oh, I am sorry. I am already engaged in another activity. **3**

b Thanks, I'd love to. **5**

c I'm already going shopping, but I'll check if I can go earlier. **2**

1 Asking for information

2 Pending; not yet decided

3 Rejecting politely

4 Inviting

5 Accepting

4 Complete this dialogue with these sentences.

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

1 A: Hello, Fatima. **How are you** _____ ?

B: Hi, Noura. I'm fine thanks, _____ **and you?**

2 A: Great. **The reason I'm calling is to invite you** _____
It's going to be next weekend. _____ **to a celebration.**

B: That sounds brilliant. _____ **What are we celebrating?**

3 A: _____ **My sister is going to be married.**

B: Wow, that's great. **I'll definitely come.**
I can't wait.

4 A: Good, _____ **See you next weekend.**

B: Yeah, see you then.



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

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

after

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

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

The guests started arriving.

before

The family had finished preparing the food for the party before the guests started arriving.

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

The tourists got off their coach in the city centre.

as soon as

As soon as the tourists had got off their coach in the city centre, they went on a guided tour of the city.

- d The businessman checked in at the airport.

The businessman had breakfast.

after

After the businessman had checked in at the airport, he had breakfast.

- e The audience asked questions.

The lecturer finished speaking.

when

The audience asked questions when the lecturer had finished speaking.

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

The volleyball tournament started at 12 p.m.

before

The cousins had arrived at the stadium at 11 a.m., before the volleyball tournament started at 12 p.m.

6 Match the sentence beginnings with their endings.

- a As soon as the sun had set, **4**
b The tornado had destroyed most of the town **1**
c By the time Khalid got home, **5**
d I had visited Kuwait City before, **2**
e I could tell the festival had begun because **3**

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

7 Put the verbs between brackets in the right tense.

- a Every time somebody discusses holidays, they **reminisce** (reminisce) about their summers abroad.

- b The photographer certainly **captured** (capture) the mood of the celebration last night.

- c He **was holding** (hold) the baby when it started crying.

- d The ball **just touched** (just touch) the net.

- e Why **don't** you **swap** (not swap) this jacket for that one? This one's better.

- f I knew I **had passed** (pass) my exam when the teacher smiled at me.

- g I **have not seen** (not see) my uncle since last year.

- h He **met / will meet** (meet) us at the airport at 9.00 a.m.

h- / is meeting / is going to meet



Writing Notes for a talk

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

Introduction

Irish nomads – Travellers
Method of travel
Sold things they made

Differences now

Houses
Language: Gammon
Cars
Children: school / interests



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

The speaker doesn't follow the exact order of his notes.

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

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



3

MODULE 1: Getting together Meeting places

Key words

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

Reading

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

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

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

TEA – A DAILY NECESSITY

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

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

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





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

a Tea is not as popular as coffee. **False**
It is more popular than coffee.

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

90% of the world's tea is grown in Asia.

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

People drink tea in the summer because they believe it helps them to keep cool and relax.

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

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

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

The word for tea is similar in many languages.

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

apologies ceremony chat
civil servant cultivation
porcelain skilled tea-house

a Her mother has a very expensive collection of Chinese **porcelain**.

b She has served as a **civil servant** in the courthouse for several years.

c He visited his friend for an amicable **chat**.

d Farmers depend substantially on **cultivation** for their livelihood.

e Leonard Da Vinci was a very **skilled** painter.

f Their **apologies** seemed genuine and heartfelt.

Self-assessment

Factfile

Tea – China's gift to the world

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

Over to you

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

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Language practice

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

argue chat discuss say speak talk tell

- | | | | |
|---|---|-------------|--|
| a | Could you say me the time, please? | -----x----- | -----tell----- |
| b | I chatted to my friends on the way home from school. | -----✓----- | |
| c | If you have a problem at school, argue it with a teacher. | -----x----- | discuss |
| d | The professor told for an hour about the environment. | -----x----- | spoke or talked |
| e | He has very strong opinions. That's why he argues with people. | -----✓----- | ----- |
| f | He said me where he lived. | -----x----- | told |
| g | The teacher told the student to stop telling . | -----x----- | talking, speaking, arguing or chatting |

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

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

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

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



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

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

5 Complete the following telephone conversation with the relevant expressions.

Jaber: Hi Najeeb, Mum told me you called earlier, right?

Najeeb: Yes, I wanted to make sure when we're going to meet to make the arrangements for the picnic.

Jaber: That's right. How about we meet tomorrow at lunchtime?

Najeeb: (1) **Sorry, I can't make it tomorrow.**

Jaber: That's okay. How about this afternoon? Are you free?

Najeeb: (2) **Yes, I'm free.**

Jaber: That's great!

(3) **What time do you want to meet?**

Najeeb: Is 4 o'clock at the mall fine with you?

Jaber: I can make it by 4, but the mall is a little bit far from my house.

(4) **Shall we meet in Central Café?**

Najeeb: Central Café sounds good. So I'll meet you there, okay?

Jaber: (5) **Yes, see you later.**
Bye.

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

a If he opened a café, what would he sell? (*coffee / tea*)

If he opened a café, he would sell coffee and tea.

b If he wanted to sell cakes too, where would he make them? (*kitchen*) **If he wanted to sell cakes too, he would make them in the kitchen.**

c If he wanted to become a café owner, what would he need to do first? (*training course*) **If he wanted to become a café owner, he would need to do a training course first.**

d If he owned a café, what would he do at the end of each day? (*count the day's money*) **If he owned a café, he would count the day's money at the end of each day.**

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

a **If he had opened a café, he would have sold coffee and tea.**

b-If he had wanted to sell cakes too, he would have made them in the kitchen./ c-If he had wanted to become a café owner, he would have needed to have done a training course first./ d-If he had owned a café, he would have counted the day's money at the end of each day.

8 Look at the picture.



What could / might have happened?

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



Writing Describing scenes in detail

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



A The sea looks deep blue. There are waves coming on to the beach, but the sea looks calm. There is a hill in the background and it doesn't look remote. There are white clouds on the horizon, but we know it is a sunny day because a man is sitting on the beach with a parasol. He is wearing shorts and a T-shirt and looking towards the horizon. There are also two little children behind the man, playing in the sand. They have plastic toys with them and they are also wearing light clothes but have caps on their heads. They look very enthusiastic and joyful. There are no buildings or cars in this photo. **picture.1**

B Starting from the far right, we see a small hill that seems bare. Then there are a few buildings that are far away, but as we look to the left the buildings get taller and nearer and are surrounded by palm trees. The last building is barely showing but looks huge and is directly on the beach. We know that it's nighttime because the hill is dark, the buildings are lit up and the sky is dark blue. There are people sitting on the beach, which looks sandy, or walking along peacefully. There is also a young man helping his little boy build a nice sand castle. **picture.2**

2 Read the descriptions again and make lists of:

a phrases with adjectives and nouns: deep blue
white clouds / sunny day / little children / light clothes /
small hill / dark blue / little boy / nice sand castle

b phrases which tell you where something is: on the horizon / in the background
on to the beach / in the background / on the horizon / on the beach /
behind the man / on their heads / the far right / as we look at the left

c phrases with look: the sea looks calm
doesn't look remote / they look very enthusiastic / looks huge / looks sandy



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

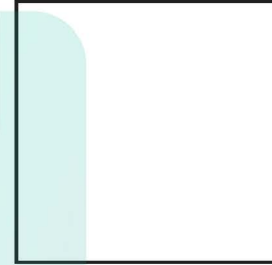
Postcard 1

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



Postcard 2

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



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

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



Progress test 1

Reading

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

Passing your driving test – some simple advice

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

2 Read the article again and answer these questions.

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

You can ask them for their advice.

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

It can help you concentrate on your driving.

c How should you prepare yourself mentally?

Arrive early and take plenty of time to relax.

3 Complete sentences 1-3 with their correct endings.

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

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

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

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

3 During the test you should drive ...

a perfectly b slowly c **as usual**



Language practice

1 Choose the correct verbs in this story.

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

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

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

If his taxi hadn't got stuck in heavy traffic, he wouldn't have missed his turn for the driving test.

- d He missed his turn, so he had to wait for one more hour. If he hadn't missed his turn, he wouldn't have had to wait for one more hour.
- e While he waited one more hour, he met an old school friend. If he hadn't waited one more hour, he wouldn't have met an old school friend.

3 Rewrite the following sentences correcting the words in italics.

- a He spoke so quickly that I found it very *impossible* difficult to understand what he meant.
- b You look absolutely *tired* exhausted. I hope you haven't been *going off* going without sleep again.
- c The children were *very* absolutely terrified by the storm. It *went off* went on for hours.
- d This time the space *station* space shuttle made an absolutely *good* perfect landing.
- e The *composer* artist painted a very *enormous* big painting.

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

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



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

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

.....
.....

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

.....
.....

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

.....
.....

Learning log

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

How did you find:

	easy?	difficult?	useful?	not useful?	interesting?	not interesting?
listening to a talk and a description?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
talking about abilities and achievements?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
discussing festivals?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
giving a factual talk?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
presenting ideas and suggestions?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
writing a report and an informal invitation?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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

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

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

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

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



4

MODULE 2: Communication Communicating

Key words

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

Reading

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

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

Letters to the mountains

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

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

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





3 Read the article again and answer these questions.

- a In which part of India is Himachal Pradesh?
...**the north of India**.....
- b How are people's traditional letters sent by e-mail?
...**they are copied**.....
- c Who takes the printed e-mails to the very remote areas?
...**mail runners**.....
- d How many of these people are there in Himachal Pradesh?
...**over 1600**.....

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

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

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

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

The second statement is true. Himachal Pradesh introduced a postal service in northern India.

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

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

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

7 Make notes on the following without rereading the article.

- a The geography of northern India
...**mountainous, remote, inaccessible**.....

- b How the Himachal Pradesh postal service works
People write letters, letters are taken to post office, letters are copied and sent by e-mails, e-mails are printed and taken by mail runners to their correct destinations.

- c Modern vs. traditional forms of communication

Modern communication: Internet / e-mail

Traditional communication: letters

Over to you

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



Language practice

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

bar	clothing	glass	grain
item	piece	slice	

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

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

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

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

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

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

Grammar assistant

Quantifiers

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

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

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



Grammar assistant

Correlative Conjunctions

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

5 Choose the right form of the verb.

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

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

- For some reason, Ahmed or Waleed's numbers aren't in my phonebook.

For some reason, neither Ahmed nor Waleed's numbers are in my phone book.

- Samira and Salma started a degree in medicine last year.

Both Samira and Salma started a degree in medicine last year.

- Next season's Premier League will be won by Liverpool or Arsenal.

Next season's Premier League will be won by either Liverpool or Arsenal.

- The long distance charges will have to be paid by the caller or the receiver.

The long distance charges will have to be paid by either the caller or the receiver.

7 What would you say in the following situations?

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

8 Choose the correct article in the following sentences.

The history of the postal service



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

(1) a- Both letters are formal because the writers use complete structures and formal words and phrases.

b- Letter A: The student wants to join the International Exchange Programme.

Letter B: The director of Study Abroad replies to the student and gives more information about the International Exchange Programme.

Writing A formal letter of application

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

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

A

To the Director of Study Abroad,

Re: Application for the International Exchange Programme

I am writing to apply to join the International Exchange Programme, beginning September 2009.

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

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

Yours faithfully,

Omar

B

Dear Omar,

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

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

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

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

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

Yours sincerely

The Director of Study Abroad,

City University



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

a Which letter is written to be read by more than one person?

Letter B

b Which letter gives personal information?

Letter A

c Which sounds more polite? Justify your answer.

d Make a list of the expressions of gratitude used in each letter:

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

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



5

MODULE 2: Communication Writing



Key words

industrial design, mechanism, reliable, socket

Reading

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

a When were the first biros produced?

1943

b How much did the first American ballpoint pens cost?

ten dollars

c In which country were Bic pens first produced?

France

d How does a ballpoint pen work?



As the pen moves, the ball revolves in its socket and transfers quick-drying ink on to the paper.

Ballpoint pens: a short history

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

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

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

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

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

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

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



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

a Laszlo Biro was a journalist. **True**

b 'Normal' pens were more durable than biros. **False**

- Biros were stronger than 'normal' pens...
c The first American ballpoint pens were not cost prohibitive. **False**
- The first American ballpoint pens were very expensive.

- Americans could buy Bic pens for one hundredth of the cost of the first American ballpoint pens. **False**

e The Bic company has ceased production of these inexpensive pens. **False**

- The Bic company still produces these cheap pens.

f In a ballpoint pen, ink is conveyed to the paper by the rotation of the ball. **True**

3 Choose the correct answer to these questions. school-kw.com

a Who produced the first ballpoint pen?

- 1 Marcel Bich
- 2 Galileo Galilei
- 3 Laszlo Biro
- 4 The Royal Air Force

b Why was the first ballpoint pen produced?

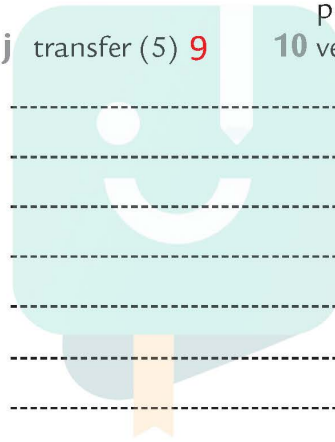
- 1 As a faster and more durable alternative to fountain pens
- 2 To make lots of money
- 3 To showcase new technology
- 4 To help pilots flying at high altitude

c Ballpoint pens are useful because they...

- 1 are iconic examples of industrial design.
- 2 can write everywhere.
- 3 were invented by Galileo Galilei.
- 4 use rapidly drying ink and can write in most situations.

4 Match words a-j from the article with their meanings. The paragraph number is in brackets. Then, write ten sentences of your own using the words below.

- | | |
|--------------------|----------------------------------|
| a altitude (2) 7 | 1 immediate |
| b amazed (1) 10 | 2 unable to move |
| c eventually (4) 4 | 3 method / system |
| d instant (2) 1 | 4 in the end |
| e loose (5) 8 | 5 go round |
| f process (1) 3 | 6 hole where ball revolves |
| g revolve (5) 5 | 7 height above the ground |
| h socket (5) 6 | 8 moving too freely |
| i tight (5) 2 | 9 move from one place to another |
| j transfer (5) 9 | 10 very surprised |



Over to you

5 Discuss and explain the meaning of this quote in your notebooks.

"The pen is the tongue of the mind." – Miguel de Cervantes



Language practice

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

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

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

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

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

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

I **have read** my notes several times.

Grammar assistant

Present Perfect

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

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

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



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

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

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

- a I started .5
b After a few years .1
c Sometimes I won .8
d It's only recently .3
e I can still remember .4
f My coach was .7
g These days .6

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

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

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

7 Choose the correct words in these sentences.

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

Self-assessment

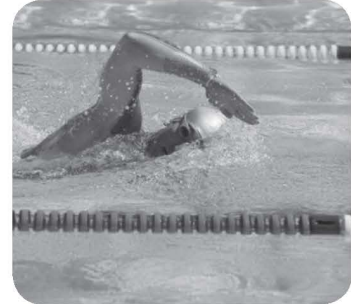


Writing Interview questions

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

Questions

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



Answers

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

2 Read the interview questions again.

- a How many different question beginnings does the interviewer use? **How long / Did you / Can you / What do you / Have you ever /**
 b How does the interviewer begin his first and last questions? **Can I start by asking you / And finally, can I ask you about**
 c What does the interviewer ask about in:
 • Q1–8? **the past**
 • Q9? **the present**
 • Q10? **the future**



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

Q1

A

Q2

A

Q3

A

Q4

A

Q5

A

Q6

A

Q7

A

Q8

A

Q9

A

Q10

A

Q11

A

Q12

A

Q13

A

Q14

A

Q15

A



6

MODULE 2: Communication On the phone



Key words

bin, disposable, pass on, reclaim, sibling

Reading

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

a What do people do with their old mobile phone when they buy a new one? Give two possibilities. **Give their old phone to friend or family member.**

1 **Return it to the shop to get a discount on the new phone./ Throw the old phone away.**

2 **Recycle the phone./ Sell the phone to a specialist company.**.....

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

1 **Phones can damage the environment if you throw them away.**.....

2 **In some part of the world, people use second-hand phones instead of buying new ones.**

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

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



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

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

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

3 Find words with these meanings in the text.

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

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

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

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

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

Over to you

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



Language practice

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

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

- a **A** Do you like using your computer?
B Yes, I do.
I couldn't do without it now.
- b **A** Were you here when the window was broken?
B No, I wasn't.
It was like that when I got here.
A Ok, but the other pupils said you broke it.
B **It wasn't my fault.**, honest.
- c **A** Do you like orange juice?
B Well, I drink it, but
I'm not too keen on it.
- d **A** How's your headache?
B I still don't feel one hundred percent but
it's getting better.
- e **A** So you want your order delivered tomorrow?
B **That's right.**
No, sorry. I meant the next day.

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

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

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



3 Unscramble the sentences. Add punctuation and capital letters.

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



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

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

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

- a A You've just bought a new mobile, **haven't you?**
B Yes, **I have.**
- b A Call me later, **won't you?**
B No, **I won't.**
- c A Your phone's black and silver, **isn't it?**
B Yes, **it is.**
- d A You don't always use a security number, **do you?**
B No, **I don't.**
- e A You wouldn't use my phone without asking, **would you?**
B Yes, **I would.**
- f A You couldn't e-mail me the information, **could you?**
B Yes, **I could.**

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

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



A in favour of mobile phones
B unsure
C against mobile phones

Writing Arguing a case

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



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

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

Mobile phones	
Advantages	Disadvantages



Progress test 2

Reading

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

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

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

- a Fahd was injured in in a serious car accident.
- b Fahd does not use the computer keyboard now; he talks to the computer.
- c To communicate with a computer using your voice, you need speech recognition technology.
- d Users have to train the speech recognition programme to understand the sound of their voice.

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

Paragraph A: Fahd's story which led him to use a speech recognition programme

Paragraph B: development and types of speech recognition programmes



Language practice

1 Complete the following dialogues using questions with question tags.

- a A Fahd can work on the computer only through the speech recognition programme.
B He can't use his hands. **can he?** ?
- b A I've been recently studying speech recognition programming.

B You are studying computer programming, aren't you?

- c A I couldn't send Faisal an e-mail yesterday.

B You didn't have any Internet connection, did you?

- d A We couldn't play our final football match.
B It was raining, **wasn't it?** ?
- e A I haven't slept all night.

B You've been revising for the exam, haven't you?

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

- A active clear useful precious
B useless passive worthless vague

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

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

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

Omar

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

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