



State of Kuwait  
Ministry of Education



كويت جديدة  
NEWKUWAIT

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STUDENT'S BOOK

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PEARSON  
Longman

SIMON HAINES

Grade

11

# Unit 1 Festivals and occasions

## Grammar

Modal verbs [*can / could / be able to / manage to*]; intensifiers; phrasal verbs with *go*



Hala February Festival



Qurain Cultural Festival

## Factfile

**Population**  
3.4 million (2009)  
**Capital**  
Kuwait City  
**Area**  
17.820 sq km  
**Major language**  
Arabic  
**Currency**  
Kuwaiti Dinar (KWD)  
**Main exports**  
Petroleum, petrochemical products, fertilizers and financial services

## Discuss

- 1 Look at the photos from the two festivals and the Factfile, then discuss these questions in pairs.
  - a Where do you think these festivals are taking place? **Kuwait.**
  - b What do you think is happening in each photo?
  - c Which festival do you prefer most?
  - d Which pieces of information from the Factfile did you know? What other general information do you know about Kuwait?

## Read

- 2 Skim the article about the two festivals quickly to find the answers to these questions.

	Hala February Festival	Qurain Cultural Festival
a When does each festival take place?	during the spring season	annually from late November to early December
b What does each festival celebrate?	the spread of joy, happiness and delight.	Kuwaiti artistic culture
c Why is the Hala February Festival a patriotic celebration?	It coincides with National Day and Liberation Day.	
d How does the Qurain Cultural Festival reward and honour artists?	By awarding 'Appreciation', 'Encouragement' and 'Personality of the Year' awards.	
e What does each festival have to offer its visitors?	Arabian hospitality, cultural celebrations, colourful events, spring's arrival, discounts in shops	artists performing, exhibitions, concerts, films, awards ceremony



### Hala February Festival in Kuwait

The Hala February Festival is perhaps Kuwait's most dazzling celebration. With an atmosphere of real Arabian warmth and hospitality, this annual festival combines cultural celebrations with a stream of colourful events. Every Kuwaiti is guaranteed to enjoy the wondrous mix of culture, entertainment, shopping, carnivals, raffles and contests. The festival also attracts many tourists, especially families from the Gulf.

The festival was launched in 1999 and takes place during the spring season. It also coincides with National Day on 25th February and Liberation Day on 26th February. Guests of the festival can see spring arrive as the festival unfolds. The surrounding desert is transformed from scorched sands to a green canopy of blossoming and vibrant flora. The arrival of migratory birds and animals also adds extra colour to the charm of Hala February Festival.

During the season, many shops offer huge discounts to their customers in celebration of the festivities. This shopping extravaganza is one of the reasons why the festival has become an important economic event for Kuwait. However, it is the spread of joy, happiness and delight that is most important to its organisers. In just a decade, the festival has become a national and touristic phenomenon that inspires a sense of patriotism for Kuwaitis, as well as the citizens of Kuwait's sister countries.

### Qurain Cultural Festival in Kuwait

The Qurain Cultural Festival is a cultural festival that is held annually from late November to early December. It is organised by the NCCAL (National Council for Culture, Arts and Letters) and has been running for more than 15 years. The Qurain Cultural Festival has become the centre of cultural dialogue in Kuwait, as artists gather from throughout the area to share their talents with the audience, as well as with each other. Every year, more and more guests from outside Kuwait are participating in the festival.

During the festival there is a multitude of concerts, exhibitions, film screenings and other artistic events. The NCCAL ensures that these are supported by engaging activities and seminars. Participation in all activities and events are free of charge.

The Qurain Cultural Festival also provides an opportunity to reward and honour leading contributors to Kuwaiti culture. Every year certain personalities are awarded 'Appreciation' and 'Encouragement' awards for their work, for disciplines such as engraving, short story writing, translation and TV direction. There is also a 'Personality of the Year' award.

These unique award ceremonies demonstrate the festival's ongoing commitment to nurturing Kuwaiti culture, which provides an unrivalled platform for the growth of many young composers, artists and writers.

### Check your understanding

3 Complete these sentences using words from the text.

- The **atmosphere** during Hala February is vibrant and colourful.
- You will definitely have a good time, it's **guaranteed**.
- When I saw the Kuwaiti flags I felt a strong sense of **patriotism**.
- We can't wait to see which artists are **participating** this year.
- There are many **disciplines** within art, such as painting or sculpture.
- This year's performances were **unrivalled** in skill and enthusiasm.

**W**ords to remember  
canopy, dazzling,  
discipline, extravaganza,  
gather, launch, multitude,  
nurture, patriotic, stream,  
unrivalled

**Quote** "Life is a festival only to the wise."  
Ralph Waldo Emerson

## Grammar

• **Modal verbs [can / could / be able to / manage to]** Grammar reference pages 123–124

1 Look at these sentences. Which underlined verbs refer to general ability, and which refer to ability on one occasion?

- a I can't drive, so I didn't hire a car. general ability
- b I couldn't even see the people standing around me. ability on one occasion
- c We couldn't afford to fly home, so we decided to go by train. ability on one occasion
- d We couldn't speak the language very well. general ability
- e The power went on again and the train was able to start. ability on one occasion
- f Fortunately, he managed to start the engine and drove me to my hotel. ability on one occasion

2 Now discuss these questions with a partner.

- a Do sentences 1a-f refer to past, present or future time? a: present time b-f: past time
- b Which sentences are negative? a, b, c and d
- c What other verbs could replace **managed to** in sentence 1f? was able to start

3 Complete this short story using **could**, **couldn't** or **managed to** in each gap.

When I reached Scotland, I celebrated New Year's Eve with my aunt and uncle. It was the most fantastic event I've ever taken part in. I (1) couldn't wait to see and take part in the world-famous Hogmanay festivities for myself. I (2) could hear the sound of bagpipes as soon as I stepped onto the main street in Edinburgh. My aunt and uncle (3) managed to find a nice café for us to meet before the celebrations began at 10 p.m. I (4) couldn't hide my excitement at seeing the sky filled with fireworks at midnight. There were people waving flags everywhere and we (5) could see families singing traditional Scottish songs near the museum. I (6) managed to take lots of photos of the fireworks before the festival ended.

• **Intensifiers [quite, really, very, a little, pretty, brand, fairly, extremely, absolutely]** Grammar reference page 124

4 Add one of the intensifiers in the correct place in the following sentences.

**Examples:** It's quite hot today. I am a little tired today. You are absolutely right. They got a brand new car.

- a You must be good at organising your time.

You must be very / quite / really / pretty / fairly / extremely good at organising your time.

- b They are preoccupied today.

They are quite / really / very / a little / pretty / fairly / extremely preoccupied today.

- c He is my best friend.

He is my very best friend / He is absolutely my best friend

- d That was a good book.

That was a quite / really / very / pretty / fairly / extremely good book.



**Vocabulary**

**Phrasal verbs with go**

1 Phrasal verbs combine a verb with a preposition.

a Look up in the glossary / dictionary the meanings of the verbs in italics.

- 1 The lights *went out* and everything was completely black. to become extinguished
- 2 This *went on* for about ten minutes. continued
- 3 When the fire bell *went off*, the students had to leave the classroom. to begin to sound
- 4 My family's *going away* for two weeks in the summer. leaving
- 5 The price of bread has *gone up* again. to increase
- 6 I got up late, so I had to *go without* breakfast this morning. to miss or not have something

b Work in pairs. Think of possible answers to these questions.

- 1 Why do fires go out? 1- When water is thrown on them; When everything is burnt
- 2 What makes car alarms go off? 2- When someone tries to break into the car; When someone goes too near the car by accident; When they go wrong
- 3 Why do prices go up or go down? 3- When the government increases or reduces tax; When there is a surplus or shortage; When there is competition with another retailer
- 4 What happens if you go without food? 4- You feel hungry; You lose weight; Your body doesn't work properly

**Parts of speech**

2 Fill in the table with the correct form of the

Noun	Verb	Adjective	Adverb
celebration	celebrate	celebratory	...
<u>festival</u>	...	<u>festive</u>	festively
<u>crowd</u>	<u>crowd</u>	crowded	...
<u>joy</u>	...	<u>joyful</u>	joyfully
<u>occasion</u>	<u>occasion</u>	occasional	<u>occasionally</u>
extravagance	...	extravagant	extravagantly

**Words to remember**

bagpipes, carnival, celebratory, display, festivity, hire, preoccupied, take part in

**Pronunciation Elision**

3 (1.1) When people speak quickly, they join words together. Sometimes two sounds become one.

Read these sentences, then listen. Write the two words the speaker joins together.

Which letters can't you hear?

- a We want(ed) to go to Scotland for Hogmanay. wante(d) to
- b We couldn't afford to fly to the carnival this year. affor(d) to
- c Everybody got off at the next station. go(t) off
- d I didn't want to wait two hours for the firework display. wan(t) to
- e The children danced down some stairs to the stage. dance(d) down

4 (1.1) Listen again and repeat the sentences.



## Listening

**1** (1.2) You are going to hear three people describing interesting festivals they have experienced. Match these words from the recording with their meanings. You may use the glossary / dictionary for help.

- |   |             |   |   |   |
|---|-------------|---|---|---|
| a | intricate   | 4 | 1 | a period of public celebration that takes place at a regular time each year |
| b | festivity   | 5 | 2 | imaginative or fanciful; extraordinary                                      |
| c | commemorate | 6 | 3 | someone or something that comes from Tibet                                  |
| d | buzzing     | 7 | 4 | very complicated or detailed  |
| e | Tibetan     | 3 | 5 | the celebration of something in a bubbly and exuberant way                  |
| f | fantastic   | 2 | 6 | to mark or celebrate a special occasion                                     |
| g | carnival    | 1 | 7 | an atmosphere of excitement   |

**2** (1.2) Listen again. Are these statements True (T) or False (F)? Justify your answers.

### Speaker 1

- a National Day is celebrated annually on the 26th of February.   
 False. National Day is celebrated annually on the 25th of February.
- b The speaker normally spends the day with their family.   
 True. They stay at home to spend time with family that are visiting.

### Speaker 2

- c The small decorated vehicle is called a 'float'.   
 False. The large decorated vehicle is called a float.
- d People come from all over the world to see the festival.   
 True. Thousands of people from across the world come to see the festival.

### Speaker 3

- e Sand pictures are made for children to keep as souvenirs.   
 True. Intricate pictures are made from coloured sand.
- f Losar is a religious festival.   
 False. Losar is when Tibetans celebrate the New Year.

## Think and speak

**3** Discuss these questions in pairs or groups.

- What festivals do people celebrate in Kuwait?
- What happens and how many people attend?
- How do festivals that have been founded in the last century differ from more traditional celebrations?
- Festivals are a celebration of our relationship with the world we live in. Do you agree or disagree?
- How can festivals benefit society?



**Speaking** Discussing religious occasions

**Listen**

- 1 (1.3) Listen to a description of the Hajj. Make a list of any phrases the speaker uses to describe his personal experience.



**Think and speak**

- 2 Work in pairs. Discuss and answer these questions.

- a Why is the Hajj important?
- b Did the speaker predict what his experience would be like?
- c What does the speaker describe as 'a sea of white cloth'?

3 b- No, the speaker had been preparing for it his whole life but couldn't understand the experience of the Hajj until he experienced it himself.

c- 'A sea of white cloths' refers to the men who are all dressed in white.

outer. make sure to include some personal descriptions.

**Write**

- 4 Work in pairs. Invent a festival or community celebration for your area. It should reflect your area's culture and history and celebrate something that has happened there. One of you should write a report about it, including the preparation, the event itself, and the period after the festival. The other should write from the point of view of a visitor to the festival, outlining where it was successful and where it was not. Use the 'Weaving Festival' timetable as a starting-point to help you. Present your report to the class.

**Words to remember**

bubbly, chain, commemorate, embark, exuberant, fanciful, intricate, unison, weaving



23 JANUARY:	BOOK VENUE FOR 'WEAVING FESTIVAL'
12 FEBRUARY:	ORDER WEAVING MATERIALS
26 FEBRUARY:	MAKE POSTERS TO ADVERTISE THE FESTIVAL
12 MARCH:	HIRE TABLES AND CHAIRS FOR THE VENUE
13 MARCH:	INSTALL THE WEAVING EXHIBITION
14 MARCH:	HIRE LOCAL MUSICIANS TO PROVIDE ENTERTAINMENT
20 MARCH:	CONFIRM ALL BOOKINGS
21 MARCH:	PREPARE THE VENUE; GET MATERIALS READY
23 - 26 MARCH:	THE FESTIVAL
27 MARCH:	CLEAN THE VENUE; THANK THE MUSICIANS; TAKE DOWN THE WEAVING EXHIBITION

# Unit 2 Family celebrations

## Grammar

Simple past and past perfect

[once / when / before / after / by the time];

compound nouns



### Discuss

1 Look at the photographs and discuss these questions.

- a Who are the people in the photographs?
- b What do you think is happening?

2 When do members of your family meet with each other?

.....

.....

.....

.....

.....



Unit 2 Family celebrations

- a- Speaker 1: brother's graduation from university
- Speaker 2: family dinner on Friday evenings
- Speaker 3: fiftieth wedding anniversary

**Listen**



(2.1) You are going to hear three people talking about a recent family celebration.

- a What occasions are the three speakers describing?
- b Who do you think the three speakers are?

- b- Speaker 1: daughter of the family / sister
- Speaker 2: son of the family
- Speaker 3: grandfather

**Check your understanding**



(2.1) Listen again and answer these questions.

**Speaker 1**

- a Is the speaker's brother older or younger than she is? What is the age difference? **older; 10 years**
- b Where was the celebration held? **a hall**
- c Do you think this venue was the best location for the party? Why?

**Speaker 2**

- d Which three activities do the speaker and his family enjoy doing together? **shopping, watching TV, eating**
- e How many members of the speaker's family get together on Friday evenings? **15-20**
- f Why is food an important part of a celebration?

**Speaker 3**

- g What did the old school friend say when he saw the speaker?
- h Why is the occasion a personal milestone?

**Vocabulary**

g- He said he didn't look any different from when he last saw him the day they left school.



Complete these sentences with the correct form of one of these verbs:

sign swap host make

- a We decided to **host** a special celebration for our brother.
- b If you want to talk to everyone, you have to **swap** places from time to time.
- c The man's eldest son **made** a short speech before the celebration.
- d Everyone **signed** a card to wish the couple a happy anniversary.

**Think and speak**



Work with a partner.

- a Take turns to describe a family celebration you remember well. Think about:
  - ▶ the place
  - ▶ the people
  - ▶ food and drink
  - ▶ people's clothes
- b Do you think it is important for the members of families to meet on important occasions? Give reasons.

**Quote**

"When you look at your life, the greatest happinesses are family happinesses."

Joyce Brothers

**Grammar**

• **Simple past and past perfect [once / when / before / after / by the time]** Grammar reference page 124

1 Read Aisha's personal account of her grandma's return from Makkah. Underline all the verbs.

**GRANDMOTHER CELEBRATES HER RETURN FROM HAJJ**

Yesterday, we celebrated our grandmother's return from the Hajj. After we had collected her from the airport, Grandma explained to us that she had always dreamed of travelling to Makkah and that she had finally achieved her life-long aim. As soon as we had eaten a long breakfast together, we invited our close family over for a special meal, and welcomed Grandma's other friends and relatives to the house to celebrate. Mum had decorated

the house in anticipation of her arrival. Grandma gave us some gifts. Then, we sat down together and tucked in to a large lunch of curry, fresh fruit and vegetables. By the time we finished the meal, Grandma had begun to tell us about her experience in Makkah. Once she had answered all our questions, we finally gave her some well-deserved breathing space.

2 Look at the following sentences from the text. There are two different verb tenses in each. Read them and fill in the chart.

- a As soon as we had eaten a long breakfast together, we invited our close family over...
- b Mum had decorated the house in anticipation of her arrival. Grandma gave us some gifts.
- c By the time we finished the meal, Grandma had begun to tell us about her experience in Makkah.

	Simple past	Past perfect	Which action came first?
a	invited	had eaten	eating a long breakfast
b	surprised	had decorated	decorating the house
c	finished	had begun	beginning to tell us

3 Read the text again. Underline the sentence in which the past perfect verb explains something.

4 Complete these sentences with the correct past form of the verbs in brackets.

- a They watched (watch) the film although they had already seen (already see) it three times.
- b The air conditioning had broken (break), so we all felt (feel) very uncomfortable.
- c He had never eaten (never eat) Kuwaiti food before, but he really enjoyed (enjoy) it.
- d The next morning, the streets were (be) dusty because there had been (be) a sandstorm.

5 Complete these sentences with interesting explanations in the past perfect.

- a No sooner had Ahmed woken up than .....
- b Hardly had Hamad arrived at school when .....
- c Jaber couldn't afford to go to the theatre because he .....
- d As soon as Jumana missed the bus, .....

6 Write a list of all the things you had done by the time you went to bed yesterday.

By the time I went to bed yesterday, I had been to school, done my homework, watched TV and sent an e-mail to my friend.



**Vocabulary**

**Derivatives and compound nouns**

**1. Note**

There are various ways to make new words in English. One of them is compounding, i.e. combining two independent words, e.g. *grandmother*.

Make new terms by combining words from the two lists.

a lunch	father	<b>lunchtime</b>
b birth	works	<b>birthday</b>
c tea	day	<b>teapot</b>
d grand	time	<b>grandfather</b>
e fire	lace	<b>fireworks</b>
f neck	lance	<b>necklace</b>
g free	pot	<b>freelance</b>

- b Another way to make new words is by adding a suffix, i.e. a dependent unit at the end of the words, e.g. *-ion* in *attention*.

Make new words by adding these suffixes: (*-ion*, *-or*, *-ant* or *-al*) to the following.

*celebrate, decorate, congratulate, collect, participate, arrive, invite, visit*

**celebration, celebrator / decoration, decorator / congratulation, congratulator / collection, collector**  
**participation, participator, participant / arrival / invitation / visitor**

**Words with more than one meaning**

**2 Which of the two meanings fits the words in italics in these sentences?**

- a The head of the clan has five sons.  
*head* 1 part of the body 2 leader, most important person
- b He comes from a very upper class family.  
*class* 1 social group 2 group of students who learn together
- c I've eaten as much as I can - I'll have to leave the rest.  
*rest* 1 part of something that is left 2 period of relaxation
- d They live a very simple life.  
*simple* 1 easy, not difficult 2 natural, not complicated
- e Swimming is a form of exercise.  
*form* 1 style; kind 2 written document with spaces to write in

**Words to remember**

breathing space, clan,  
desert, interior,  
well-deserved,  
wind up

**Pronunciation Same word - different pronunciation**

**3 Some words have more than one meaning and pronunciation.**

- a Read these two sentences aloud. How did you pronounce **close**?  
*I live close to the city centre. Please close the door.*
- b Now read these sentences. Think carefully about the words in bold.
- 1 My grandparents have an old clock which they **wind up** every week.
  - 2 My penfriend **lives** in Paris.
  - 3 The actor had to **desert** the stage when the fire started.
  - 4 There was a strong **wind** last night.
  - 5 Children have happy **lives**.
  - 6 The interior of Iceland is a **desert** of ice.
- c (2.2) Listen. Did you pronounce the words correctly?

- (1) a- next Thursday; at Amal's house  
b- because her sister is coming home from France  
c- a big feast, a poetry reading and a film about Khaleda's life

task

You are going to write an informal invitation to a family occasion.

## Writing An informal invitation

### Read and analyse

1 Read this e-mail from Amal to her friend Noura and her family. Find the answers to these questions.

- When and where is the celebration?
- Why is Amal having a celebration?
- What will the celebration include?

### Planning and writing

2 Answer these questions.

- Make a paragraph plan, using Amal's e-mail to Noura as a model.
- Now write your own e-mail in 170–200 words. Start and end your e-mail in the same way as Amal did. The language in the *Useful Language* box may help you.

### Check

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

- Check spelling, grammar and punctuation.
- Exchange e-mails with a partner. As you read your partner's e-mail, imagine you are being invited. Does the e-mail tell you:
  - the occasion you are being invited to?
  - the date and time of the occasion?
  - the place you have to get to?
- Before you give the e-mail back to your partner, ask any questions you have. For example: *What time should I arrive?*

Dear Noura,

I'm writing to invite you and your mother and sister to a celebration we're having next Thursday for my sister Khaleda. It's the end of her university course in France and she's finally coming home for good. This will be the first time we've seen her for a year. As you can imagine, it will be a very special day for all of us. Mum in particular is really excited. We hope you can be here to celebrate Khaleda's return with us. We're only inviting family and close friends.

Mum is going to prepare a big feast for the occasion and, of course, I will be helping her. During the celebration, I'm going to read a poem I have composed especially for this event. Then, Dad will be showing on a video projector a film that captures important moments of Khaleda's life with us since the day she was born. This video will be a nice way to reminisce about the good old days.

Please try to arrive by 7 o'clock, so that everyone is already here when Khaleda arrives.

The celebration is at our house. Do you remember how to get here? It's easy to find the house from the city centre roundabout. Perhaps your father could drive you?

Please let me know if you can come. We all look forward to seeing you.

Love,  
Amal



## USEFUL LANGUAGE

### Inviting

I'm writing to invite you to ...  
We / I hope you can be here with us.  
The celebration is at our house.  
We / I look forward to seeing you.

### Making polite requests

Please try to arrive by ...  
Please let me know if you can come.



**Speaking** Giving a 'factual' talk

**Listen**



(2.3) Listen to a short talk about the Australian Aborigines. Which of these topics are included?

- ▶ The Aborigines' history
- ▶ Their music
- ▶ Their traditional lifestyle
- ▶ Their appearance
- ▶ Their situation today
- ▶ Their treatment by the Europeans



**Prepare for speaking**



**2** You are going to give a short talk about a group of people.

- a** Decide which group to talk about. Choose a group you know about or find out about a group you are interested in.  
You can choose a group like *the Aborigines*, or another kind of group like *nomads*, *university students*, *fishermen*, etc.
- b** Find information about the group from books, other people or the Internet.
- c** Make a note of some of the most important facts about your group. Think about these questions:
  - ▶ Where does the group live?
  - ▶ How does the group live now?
  - ▶ Where was the group from originally?
  - ▶ What was their traditional way of life?
  - ▶ How is their way of life changing?
- d** Write these facts in short sentences which you can read or speak easily. The language in the *Useful Language* box may help you.

**Words to remember**  
 aborigine, boomerang,  
 for good, nomad,  
 originally, reminisce,  
 roundabout, traditionally

**Speak**



**3** Work in small groups.

- a** Take turns to give your talk to the rest of the group. Other students should not interrupt the talks, but could ask the speaker questions after the talk is finished.
- b** Discuss any interesting points from each talk.

**USEFUL LANGUAGE**

**Sequencing information**

Their story begins ...  
 Next, let's look at ...  
 And what about today?  
 Finally, I'd like to end with ...  
 First of all, how long ...? / ... and where do / did they come from?

**Giving / Asking for information**

I'd like to tell you something about ...  
 What do we know about ...?

# Unit 3 Meeting places

Grammar  
Third conditional

## Factfile

### Coffee

- 1000 CE The Galla people in Ethiopia ate coffee beans for energy.
- 1000 CE Arab traders imported coffee. They boiled the beans to make *qahwa*.
- 1453 CE Coffee arrived in Istanbul, the capital of Turkey.
- 1652 CE The first coffee house opened in London.
- 1690 CE The Dutch took coffee to Ceylon and Java.
- 1901 CE The first 'instant coffee' was made.
- 1903 CE Decaffeinated coffee was invented.
- 1946 CE The espresso coffee machine was invented in Italy.
- 1971 CE The first big chain of coffee shops opened.



### Discuss

- 1 Discuss this question in pairs. Where do people meet in Kuwait?
  - ▶ Think about different groups of people, including mothers with young children, older people and business people.
  - ▶ Think about places to meet at different times of the day and at different times of the year.

### Read

- 2 Read the Factfile and answer the following questions.
  - a Did you know any of the facts mentioned in the Factfile?
  - b Which fact in the Factfile impressed you the most?
  - c Which facts in the Factfile are mentioned in the article on page 25?
- 3 Read the article about the history of coffee houses. As you read, find the answers to these questions.
  - a Who opened the first coffee house in London? **Pasqua Rosee**
  - b What kind of people went to coffee houses at first?  
**businessmen, writers, politicians and scientists**

(4) a- Coffee was first grown in Ethiopia./ b- Arabs liked coffee because it had an interesting taste and gave them more energy when they felt sleepy./ c- The first coffee house was opened in London, England by Pasqua Rosee, who was from Turkey./ d- Coffee is a central part of Kuwaiti hospitality./ e- There were few / no arguments in London's coffee houses. They were calm places where quarreling was penalised./ f- It was first drunk as a medicine.



## Coffee houses

Where do business people go these days to find out the latest business news or to keep up to date with scientific developments? The answer is simple: they log on to the Internet. Three hundred years ago, the answer was just as simple: they went to a coffee house. There, for the price of a cup of coffee, people could read newspapers, catch up on the latest news, listen to scientific lectures, do business, or simply chat about the state of the world.

The European coffee houses of the early 1650s were mainly for businessmen, writers, politicians and scientists. Like today's websites, coffee houses were exciting places to be, but you could never be sure that information you found there was accurate. In the 15 early days, only men went to coffee houses, because people thought that coffee was bad for women's health.

Coffee itself was first grown in Ethiopia, where people chewed the beans. From there, it spread to Arab countries, where it soon became very popular as a drink. People liked it because it had an interesting taste and gave them more energy when they felt sleepy.

The first coffee house in London was opened in 1652 by Pasqua Rosee, who was from Smyrna, in Turkey. Coffee was an immediate success and large numbers of coffee houses opened. They became the centre of social life in London.

The servants of important men went from one coffee house to another and passed on the latest news stories about what politicians were doing or

what was happening on the other side of the world. London coffee houses were very pleasant places, with their bookshelves, mirrors, pictures on the walls and good furniture. They were calm places where people talked cordially to each other. If anyone started a quarrel, he had to buy a cup of coffee for everyone in the coffee house. During the next hundred years, coffee spread to other western European countries, where, at first, people drank it as a medicine. Soon it became a social drink, just as in Arab countries and Britain. In Kuwait, serving and drinking coffee have been at the heart of the country's famous hospitality for centuries. In Kuwait, 'Diwaniya' is a place where conversations, discussions and transactions are made over a cup of delicious Kuwaiti coffee. A guest's coffee cup is never empty in a Kuwaiti home; only when the guest tips the empty cup from side to side does the host stop refilling it with hot, black coffee. The beans are ground with cardamom seeds, which gives the coffee a distinctive fragrance. Coffee is still central to the ways people work, relax and socialise in Kuwait, and across the world.

### Check your understanding

4 Read the article again. Are these statements True (✓) or False (X)? Justify your answers.

- a People first drank coffee in Ethiopia. **False**
- b Coffee became popular in Arab countries because it helped people to sleep. **False**
- c Coffee was first brought to England by someone from Turkey. **True**
- d Coffee is an insignificant part of Kuwaiti hospitality. **False**
- e There were frequent arguments and fights in London's coffee houses.  **False**
- f In Europe, people used coffee as a medicine before it was a drink.  **True**

**Words to remember**

cardamom, cordially, decaffeinated, distinctive, espresso, fragrance, hospitality, immediate, import, instant, log on, pill, quarrel, refill, socialise

5 Match the words a-f with the correct meanings 1-6. You may use the glossary / dictionary for help.

- |             |   |  |
|-------------|---|--|
| a accurate  | 4 | 1 educational talk about a particular subject                    |
| b chew      | 6 | 2 liquid or pills doctors give to ill people to make them better |
| c furniture | 5 | 3 move from one place to another                                 |
| d lecture   | 1 | 4 correct / truthful   |
| e medicine  | 2 | 5 chairs and tables are examples of this                         |
| f spread    | 3 | 6 break up food in your mouth before you swallow it              |



(5) c- The first conditional describes an event that is likely to happen in the future, i.e. an event that will certainly happen if another event does happen./ The second conditional usually describes something that is unlikely to happen but possible in the future, i.e. an event that would happen if another event did happen./ The third conditional does not relate to the future at all. It describes an imaginary situation in which an event would have happened if another earlier event had happened, but as the earlier event did not happen, the second event could not happen.

**Grammar**

• **Third Conditionals** Grammar reference page 125

1 What tenses are the verbs in these first and second conditional sentences?

- a If we meet on Tuesday, we will go and see the new action film. **present; future with will**
- b If they closed all the coffee shops, we wouldn't have anywhere to socialise. **past simple; would + infinitive**
- c If I were in charge of the football stadium, I'd allow people to watch matches for free. **past simple; would + infinitive**

2 In which sentence 1a-c does the speaker ...

- a think something is unlikely to happen? **sentences b and c are unlikely**
- b know something is never going to happen? **sentence c is never going to happen**
- c think something is likely to happen? **sentence a is likely to happen**

3 If you were in charge of your neighbourhood or city, what would you do? **If I were in charge, I'd ban cars in X street.**

**If I were in charge, I'd build a new high school for local students, etc.**

4 Read these sentences and answer the questions.

- a *If there had been an Internet café in the plaza, we would have found it.*  
Was there an Internet café in the plaza? Did they find it? **no; no**
- b *If Mum hadn't baked a cake, I wouldn't have enjoyed my birthday.*  
Did his mum bake a cake? Did he enjoy his birthday? **yes; yes**
- c *If we had stopped going to the book club, we wouldn't have stayed friends for so long.*  
Did they stop going to the book club? Did they stay friends? **no; yes**



5 Discuss these questions with a partner.

- a What are the underlined verb forms in extracts 4a-c? **past perfect; would + have + past participle**
- b Are sentences 4a-c about the past, the present or the future? **the past**
- c How are third conditional sentences different from first and second conditionals?

6 Complete these conditional sentences with the correct form of the verbs in brackets.

- a If Ahmed **had not eaten** (not eat) so much food at the party, he **wouldn't have become** (not become) so ill.
- b If she **had not visited** (not visit) her family in Kuwait City, she **would not have seen** (not see) her cousins before the summer holiday.
- c If they **had not bought** (not buy) a ticket for the concert, they **would not have been** (not be) able to get the singer's autograph.

7 Look at the three pictures. Write two sentences for each, using the third conditional.

- 1
  - a **If he hadn't been sick, he wouldn't have gone to the hospital.**
  - b **If he had taken all his medicine, he wouldn't have been sick.**
- 2 **If the plane**
  - a **hadn't been delayed, he would have arrived in Kuwait earlier.**
  - b **If he had run faster, he wouldn't have missed the plane.**
- 3 **If they had listened to the weather**
  - a **forecast, they wouldn't have been stuck in the flood.**
  - b **If it hadn't rained so heavily, the car would have been able to move.**





- (2) a- They need to talk to someone./ b- They need something to do.  
c- They need some rest./ d- They need to find some friends.  
e- They need to relax./ f- They need to see a doctor.

## Unit 3 Meeting places

## Vocabulary

## Verbs related to talking

1 In English, there are several verbs which refer to different ways of 'talking'.

- a Choose the correct verb to complete these sentences.
- I often spend hours arguing / chatting / conversing to my friends.
  - It's good to discuss / speak / talk your future plans with your parents.
  - Best friends should not argue / discuss / talk with each other.
  - A scientist is here to chat / speak / tell to us about his subject.
  - Can you say / talk / tell me your e-mail address, please?
- b Complete these sentences with one of the verbs from exercise 1a, then discuss the questions with a partner.
- How long do you spend chatting to your friends on the phone?
  - Who do you discuss your plans with?
  - Do you ever argue with your friends?

**W**ords to remember  
autograph, converse,  
in charge of, irritated,  
lonesome, plaza, sickly,  
stadium, teapot, weary

## Feelings

2 If people feel sleepy, they need to sleep. What do they need to do:

- |                         |                           |
|-------------------------|---------------------------|
| a if they feel worried? | d if they feel lonesome?  |
| b if they feel bored?   | e if they feel irritated? |
| c if they feel weary?   | f if they feel sickly?    |



3 What is the difference in meaning between these pairs of phrases?

- a cup of coffee / a coffee cup  
the first is a cup with coffee in it, the second is just the cup.
- a pot of tea / a teapot  
the first is a pot with tea in it, the second is just the pot.
- a box of matches / a matchbox  
the first is a box with matches in it, the second is just the box.
- a carton of milk / a milk carton  
the first is a carton with milk in it, the second is just the carton.

## Pronunciation Stress in phrases

4 (3.1) Listen and underline the stressed words or parts of words.

- |                           |                             |
|---------------------------|-----------------------------|
| a a carton of milk        | d a <u>glass</u> of water   |
| b a <u>cup</u> of coffee  | e a <u>piece</u> of paper   |
| c a <u>box</u> of matches | f a <u>bar</u> of chocolate |

5 (3.2) Now listen and repeat the same phrases in sentences. Make sure you don't stress the words or parts of words you didn't underline.

## Quote

"Each friend represents a world in us, a world possibly not born until they arrive, and it is only by this meeting that a new world is born."

Anais Nin



task

You are going to write a description of your favourite meeting place.

Writing

1 Work in pairs. Ask each other the following questions.

a Where do you meet with your friends? (home, mall, the park, sports club ...)

.....  
.....

b Is there a place where you would like to meet your friends, but there is a reason you cannot? Discuss.

.....  
.....

2 Converse with your friend. Each one of you invites the other to an event.

A .....  
B .....  
A .....  
B .....  
A .....  
B .....

Think and speak

3 Discuss these questions with other students.

- a Why do you think coffee has been a popular drink for so long?
- b Do you like coffee? Why or why not?
- c What other beverages are popular in Kuwait? What is your favourite?

Write

4 Write a paragraph about your favourite meeting place. Describe it. What do you do there? Why do you like it so much?

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



(2) a- Make suggestions: I was wondering if you'd like to meet...; I was thinking of Tuesday; Can we reschedule for Thursday? How about the shopping mall?; Is three o'clock all right?; We could have coffee and a catch up, and then maybe we could go window shopping.../ b- Agreeing or rejecting a suggestion: That'd be great; I'm sorry, I can't make it on Tuesday; Thursday afternoon would be fine; That's okay for me; Okay, good idea; Yes, that's fine; Okay

**Speaking** Arranging to meet

**Listen**

1 (3.3) Listen to a telephone conversation between two friends who are arranging to meet next week. Answer these questions.

Where to meet	the café on the top floor of the shopping mall
What day and time	Thursday at 3
What to do	have coffee and a catch-up, maybe go window shopping

2 (3.3) Work in pairs. You are going to listen to the conversation again.

**Student A:** Note the phrases the speakers use to make suggestions.  
**Student B:** Note the phrases the speakers use to agree to a suggestion and to reject a suggestion.

**Prepare for speaking**

3 You are going to have a telephone conversation with another student to arrange to meet next week. Note these things:

- a three times next week when you could meet.  
For example: *Tuesday morning; Thursday afternoon*
- b two or three possible places to meet.  
For example: *the café in the plaza*
- c two or three things you could do together.  
For example: *have a cup of coffee; go to the theatre*

**Words to remember**  
 beverage, catch up,  
 make it, meet up,  
 reschedule, sales,  
 window shopping

**Speak**

4 Work in pairs.

- a Before you start, decide who is going to make the call and who is going to answer the phone.
- b Sit back to back with your partner so that you can't see each other's face.
- c Start the conversation. You may use some of the words and phrases from the *Useful Language* box below to help you.
- d When you have finished, change roles and have another conversation. This time, make an arrangement to meet later today. It can be a very short meeting (e.g. five minutes), but it is important, so it has to be today.



**USEFUL LANGUAGE**

<p><b>Suggesting</b>                  I was wondering if you'd like to meet for a coffee.                  (Use past continuous for a polite invitation or suggestion.)                  What about Thursday?                  How about the plaza?                  We could have a coffee and a catch-up ...</p>	<p><b>Rejecting a suggestion / Giving a reason</b>                  I'm sorry, I can't make it on Friday - I'm shopping with my mother.  <b>Agreeing to a suggestion</b>                  That'd be great.                  Good idea.                  That's okay (for me.)                  That's fine.</p>
--	---



# FOCUS ON



## Meeting Friends in Kuwait

### The Diwaniya

Diwanias are informal social gatherings, usually of Kuwaiti men, at which people meet to discuss issues ranging from business to football, and from politics to literature. Diwaniya literally means a place of assembly. Etymologically, the name originates from the Arabic word *diwan*, which means the office in which the Amir meets and talks with his subjects. Nowadays, however, Diwanias serve many different purposes, as family, public and even political meeting places. The structure housing the Diwaniya itself has also been transformed in recent years. Traditionally, the Diwaniya would be held in a large tent, with cushions upon which to sit, whereas it is now common to find permanent structures built specifically for Diwaniya.

Family Diwanias play a vital role in reinforcing strong ties between the extended families. In the eighteenth century, major families set up an extension to their main house where they met with guests and discussed important issues. Weddings and funeral ceremonies for the male side of the family would also be held there. This tradition continues up to the present day. The main room is often a U-shape, with the elders of the family seated at the head to meet guests and direct discussion. So important is the family element of the Diwaniya that many major families have built and named public Diwanias.

Diwanias also serve an important political and social function. Some Kuwaiti politicians hold Diwanias for their constituents. Citizens can then come to talk to their MP face-to-face, in a conversation that is both practical, allowing an MP to talk directly to his constituents, and social, allowing Kuwaitis to bond and socialise. Politicians have even employed the Diwaniya in political campaigns, as a way to meet and court potential voters. The tradition of using Diwaniya for political functions dates back to The First Amir of Kuwait, HH Sabah the First, who used to visit many Diwanias so as to learn of public grievances. This tradition is continued to this day by the current Amir and other dignitaries.

Although Diwanias are normally an exclusively male gathering, women often hold their own gatherings, simultaneously with the male meeting. Diwanias are an important way of preserving the time-honoured culture of Kuwait, and an important meeting place for many people. The Diwaniya is a cherished tradition in Kuwait, as important today as ever.

### The use of commas after adverbs and conjunctions

- 1 Note the use of *etymologically* and *traditionally* in the first paragraph. What is their function?

Both *etymologically* and *traditionally* qualify a whole sentence, and not just a part of it. They are sentence adverbs. A sentence adverb is followed by a comma.

Write a sentence beginning with an adverb of your choice.

- 2 Note the use of *Although* to begin the last paragraph.

*Although* is usually placed at the beginning of its clause. *Although* and *though* are generally interchangeable. An introductory clause beginning with *Although* should be followed by a comma.

Write a sentence beginning with *Although*.



# Project 1

## task

You are going to work individually and in small groups to write a leaflet publicising an event in Kuwait. It could be a local event in your area or an important national event.

### Creating a festival leaflet

#### Stage 1 What makes a good leaflet?

Look at these two leaflets which are trying to attract people to their events. Discuss these questions in groups of three.

- Which leaflet do you prefer? Give reasons.
- Which leaflet contains more information?
- Which leaflet looks more attractive?
- Make a list of the most important things you think a leaflet should contain.

### Green Festival



Join us at Green Festival, the nation's premier sustainability event, where you will see the best in green! Enjoy more than 125 renowned authors, leaders and educators; great how-to workshops; cutting-edge films; fun activities for kids; delicious vegetarian cuisine and diverse live music. Shop in our unique marketplace for cotton clothing, Fair Trade gifts and beautiful kitchen tiles made from renewable resources. Think of Green Festival as a walk through a sustainable community. It begins with finding solutions to help make our lives healthier—socially, economically and environmentally. Individuals along with business and community leaders come together to discuss critical issues that impact upon us at home and abroad. Organisations and businesses showcase programmes and products that restore the planet and all that inhabit it. Neighbour-to-neighbour connections are formed, and skills are shared to empower people to create positive change in the world. Recharge your batteries with all the hope, inspiration and practical ideas you'll find at the one and only Green Festival.

For more information about the two nonprofit organisations producing Green Festival, visit [www.globalexchange.org](http://www.globalexchange.org).

### Lantern Festival 2010



Experience the dazzling Lantern Festival in Chinatown on the 28th of February 2010, which marks the last day of the Chinese New Year season. Bring all the family to celebrate these phenomenal festivities; browse dozens of delicious food stalls and picnic on the grass with your very own candle-lit paper lantern!

Celebrate this memorable event amidst hundreds of beautiful feature lanterns specially imported from China and hung throughout the streets. This day will give you the chance to witness a breathtaking performance of 10 acrobats coming straight from China! Get ready to participate in the Lantern Riddle game, which will give you the opportunity to win tons of prizes just by trying to guess the answers to the mysterious riddles stuck on the lanterns. Enjoy the non-stop free entertainment, and you'll definitely want to snack on our delicious dumplings made by the best Chinese chefs. Don't miss the Lantern festival 2010, a grand opportunity for friends and families to gather and revive the tradition of this remarkable festival!

### Stage 2 Get quick information

A leaflet should give as much information in as little space as possible. Decide how effective the leaflets on the previous page have been by answering the following questions, without checking back to the leaflets themselves.

- a Who are the people who will take part in Green Festival?
- b What will the festival's schedule include?
- c What are the aims of Green Festival?
- d Would you be interested in attending Green Festival if you had the chance? Why or why not?
- e When is the Lantern Festival held? Why?
- f What does it consist of?
- g What part of the festival do you like best? Why?

### Stage 3 Plan a leaflet

Work in pairs. Choose a festival celebrated in your area and create a leaflet for it. Once you have chosen your subject, discuss what your leaflet should include and how it should look. Use the list below as a guide and draft your leaflet before starting.

- ▶ What is the festival held for?
- ▶ Where is it?
- ▶ When is it?
- ▶ What are the festival's main features?
- ▶ Who is it suitable for?
- ▶ What is unique about it?

Don't forget to include in your leaflet ways of convincing people to attend the festival and to make it sound as attractive as possible.

You may include:

- ▶ Expressions e.g. *these phenomenal festivities; the one and only; a grand opportunity ...*
- ▶ Verbs e.g. *join; enjoy; experience; don't miss ...*
- ▶ Adjectives e.g. *unique; cutting-edge; phenomenal; breathtaking ...*

### Stage 4 Create your leaflet

Take all the information you have from the previous stages and make your leaflet. When you have finished, hand out copies to your classmates and give a short presentation on it. Allow your classmates to ask you questions about your leaflet and to give feedback on your work.

#### TRY THESE WEBSITES FOR INFORMATION:

- [www.greenfestivals.org](http://www.greenfestivals.org)
- [http://en.wikipedia.org/wiki/Lantern\\_Festival](http://en.wikipedia.org/wiki/Lantern_Festival)

# Module 2 Communication



Unit 4: Communicating  
What is your favourite method of communication?



Unit 5: Writing  
Why are the ways people write so different across the world?



Unit 6: On the phone  
How often do you use the telephone to communicate?



Focus on:  
Sheikha Suad Mohammed Al-Sabah



Project 2:  
Conducting an English language survey

## Outcomes You will be able to:

- ▶ read an article about using mobile phones
- ▶ listen to an article about the history of writing
- ▶ talk about means of communication
- ▶ discuss ways of writing
- ▶ conduct an interview
- ▶ express opinions
- ▶ check information
- ▶ write letters and instructions

# Unit 4 Communicating

**Grammar**

Definite and indefinite articles [*a, an, the*]; correlative conjunctions [*both ... and / either ... or / neither ... nor*];

subordinating conjunctions [*but, although, however, in spite of*]; quantity words

**Discuss**

**1** Discuss the following question.

- a What do you think are the characteristics of a good listener?
- b Work in pairs and check whether the characteristics you named in question a apply to your partner. Is your partner a good listener?



**2** Work in pairs and answer these questions.

- a Complete the following table with the necessary information. Tick the boxes where the characteristics apply to you or your partner.

Characteristics of a good listener	You	Your partner

- b Compare the results. Who turns out to be the better listener?

**Read**

**3** Read an article about the skills of effective listening. As you read, find the answers to these questions.

- a What is the most common communication problem according to the article? How would you deal with it?
- b Why is empathy an essential factor for healthy communication?
- c What does the article mean by 'listening between the lines'?
- d What do you understand of the proverb cited in the last line of the article?

**Quote** "Communication leads to community, that is, to understanding, intimacy and mutual valuing."  
Rollo May

a- Defensiveness is the major problem in communication.

b- Empathy is an essential factor of a healthy communication because it enables people to empathise with their interlocutors and understand what really mean. It also helps them avoid misunderstandings.

34 c- "Listening between the lines" means not to listen to someone shallowly, but to attempt to understand what the other is trying to say indirectly.



### Communication Breakdown

On average, people spend over 75% of their time in interpersonal situations. So, is it really a surprise to find that poor communication is at the root of a large number of personal problems? Effective communication is an essential component of healthy relationships, whether it is at an interpersonal or organisational.

- 5 Communicating effectively involves a number of specific strengths, especially listening skills. A major source of communication problems is defensiveness. When people feel threatened they will try to protect themselves; this is natural. Nevertheless, a skilful listener is aware of the potential for defensiveness and makes the adjustments needed during their conversations.
- 10 The following list provides some suggestions for effective listening when confronted with any kind of communication:
  - Listen openly and with empathy to the other person.
  - Practise supportive listening instead of one-way listening.
  - Ask for paraphrases and repetitions to make sure you understand the message.
- 15 • Listen between the lines.
  - Neither control the conversation nor interrupt your interlocutor.
  - Don't react to emotional words, but interpret their purpose.
  - Don't judge before you comprehend.

Being a good and patient listener helps you not only to solve many problems, but also to see the world through the eyes of others, thereby enhancing your capacity for empathy. To conclude, there's nothing better than 'listening' to the wisdom of others in order to increase your own. As a Native American proverb says, "Listen or your tongue will keep you deaf."

### Listen

school-kw.com

4 (4.1) You are going to hear a speaker talking about the barriers to effective communication. a-poor listening skills; assumptions;

- a What are the four barriers to effective communication which the speaker mentions? non-verbal signals; improper use of questions
- b What four factors cause poor listening skills to develop?
- c Which barrier to effective communication do you think is the most important? Why?

### Words to remember

adjustment, assumption, block out, capacity, defensiveness, distraction, empathy, enhance, interlocutor, non-verbal

### Vocabulary

b-lack of interest; distractions; disagreement with the speaker; passive listening

5 Complete the following sentences with an appropriate adjective from the box.

intimidating interpersonal skilful talkative effective supportive threatened one-way valuable

- a Mr Faisal's speech was very effective in encouraging the progress of his employees.
- b There is interaction between the two companies; therefore, it isn't a one-way communication. interpersonal
- c You will need good \_\_\_\_\_ skills to work as a sales clerk.
- d My parents have been extremely supportive of my decision to apply for this university.
- e Our exams are very near, so our time is too valuable to be wasted on computer games.
- f After his interview, we came to a conclusion that he was a skilful writer.
- g When the new computer program was launched into the market, the private companies felt threatened



## Grammar

### • Definite and indefinite articles [a, an, the] Grammar reference pages 126-127

#### 1 Complete these sentences, adding *a / an* or *the*, where necessary.

- a If I'm writing to (1) a friend, I prefer letters.
- b ... just click (2) the reply button on your phone.
- c ... you have to find (3) a pen – sometimes (4) the pen doesn't write.
- d ... put it in (5) an envelope, stick (6) a stamp on (7) the envelope and take it to (8) a post box.
- e I'm (9) an accountant and I deem traditional letters to be (10) the most courteous way of getting in touch with (11) X clients.

#### 2 (4.2) Now listen to the recording and check your answers. Correct any wrong answers.

### • Correlative conjunctions [both ... and / either ... or / neither ... nor] Grammar reference page 127

#### 3 Examine the use of *neither ... nor* and *both ... and*. Where do the parts of speech occur?

The film was **neither well-made nor well-acted.**

**Both Jim and Tom play football.**

We can use *neither ... nor* as adverbs to mean *also not*. This structure is used to join negative ideas. It is the opposite of *both ... and*.

Now, examine the use of *either ... or*.

**I can either visit our neighbours or talk to them on the phone.**

*Either ... or* is used in sentences in a positive sense meaning one or the other, this or that, he or she, etc.

### • Subordinating conjunctions [but, although, however, in spite of] Grammar reference page 127

#### 4 When we want to make two points, and emphasise that one of them contrasts with the other, there are a number of different words and expressions that we can use: *but, although, however, in spite of*. Examples: **I don't like most sweet food, but I love chocolate. Although it was raining, they went on a picnic.**

**The children had a lovely day. However, they arrived home very sunburnt.**

**In spite of not being able to swim, she survived for almost an hour in the sea.**

**Add the correct contrast word in the space provided.**

- a We'd love to stay for dinner, but we have got to get going.
- b They decided to stay in the area, in spite of their problems with the local residents.
- c There were many people although the hotels were not equipped to handle them.

## Speaking

#### 5 Work in small groups. Talk about these subjects.

- a The best and the worst things about text messages
- b Your preferred means of communication
- c Other means of communication in Kuwait other than e-mail, text messaging and traditional letters



#### 6 Give simple instructions, explaining how to take a photograph with a digital camera.



Vocabulary

Quantity words with uncountable nouns

1 In English *meat* is uncountable. We can't say *three meats* – we have to say *three slices* or *pieces of meat*.

a Match a quantity word from List A with a word from List B.

A bar grain item lump pane piece slice

B bread cake cheese chocolate clothing advice glass information lemon news rice salt sugar toast

bar – chocolate/grain – rice, salt/  
item – clothing, news/lump – sugar/  
pane – glass/piece – bread, cake,  
cheese, chocolate, advice, information,  
toast/slice – bread, cake, lemon, toast

b Complete these sentences with the appropriate quantity expressions.

- 1 I want to write a letter. Can you pass me two **pieces of paper**?
- 2 I read an interesting **item of news** about volcanoes in the paper this morning.
- 3 Can I give you a **piece of advice**? I think you owe him an apology.
- 4 For breakfast Salma usually has two **slices** with butter and honey. **pieces of toast; slices / pieces of bread**
- 5 I take a **piece of bread** to school in case I get hungry. **cheese / cake**

Place names and articles

2 *The* is used with some but not all place names.

countries and continents groups of islands rivers islands  
mountain ranges mountains seas and oceans towns and cities

a Which of these types of place names are used with *the*? Study the underlined words in sentences 1–7.

- 1 I've got two penfriends – one in the United Arab Emirates and another in Japan.
- 2 The Nile is the longest river in Africa. The Volga is the longest river in Europe. It rises in the north of Russia and flows into the Caspian Sea.
- 3 Everest is in the Himalayas on the border of Nepal and Tibet.
- 4 Malta is an island in the Mediterranean Sea.
- 5 Kuwait has borders with the Gulf, Saudi Arabia and Iraq.
- 6 London is the capital of the United Kingdom.
- 7 Jamaica is in the West Indies. The capital is Kingston.

Types of place names used with *the*:  
rivers; seas and oceans; mountain ranges; groups of islands  
A few countries and continents also use *the*.

b Write sentences about places in Kuwait.

Pronunciation Stress in verb / noun words

3 (4.3) Listen to each of the following word pairs and repeat them. Notice where the primary stress lies depending on whether it's a noun or a verb.

- |              |                           |               |                 |
|--------------|---------------------------|---------------|-----------------|
| 'comment (N) | a comment (n.)            | 'decrease (N) | c decrease (n.) |
| com'ment (V) | comment (v.)              | de'crease (V) | decrease (v.)   |
|              | b report (n.) re'port (N) | 'insult (N)   | d insult (n.)   |
|              | report (v.) 'report (V)   | in'sult (V)   | insult (v.)     |

4 (4.4) Now listen to the same words used in sentences.

- a The diva received flattering comments about her concert. The review commented that the book was meticulously written.
- b The company's annual report was discouraging. It was reported that the fire was an accident.
- c The decrease in sales has worried the salesmen. The demand for this product has decreased sooner than expected.
- d The employer's insult to his employees was unfair. He was insulted very harshly in front of his friends.

Words to remember

accountant, annual, continent, courteous, deem, demand, diva, flattering, harshly, insult, meticulously, mountain range, owe, pane



## Reading A formal letter of application

### Read and analyse

1 Read the following letter of application and answer the questions.

- What is the purpose of the letter?
- Who is it written to and who by?
- Why is Faisal applying for a new job?

a- This letter is a letter of application for a job at a hospital.

b- It is written by Dr Faisal Assaif to the people responsible for building the

new hospital./ c- Faisal is applying for a new job because he's moving back to Kuwait.



Dear Sirs,

10 April 2009

In response to your advertisement in the *Kuwait Times*, I wish to offer my services as a surgeon in the new hospital you are currently building.

I am a 31-year-old Kuwaiti and I currently live in Greenwich Village, New York. I graduated from Columbia University, New York, with a doctorate in cardiac surgery and for the past three years I have been working in a hospital in New York. Before this position, I undertook extensive surgery training at my university for about six months.

The main motive for leaving my current position is that I have decided to return to my home country and reside there with my family permanently. I believe that working at your hospital would be an excellent opportunity for me to gain more experience, especially as your hospital has an excellent reputation in surgery and other fields of medicine.

Regarding references, I am enclosing my curriculum vitae as well as an attestation of my doctorate degree. In case additional information is required, I suggest that you send me an e-mail at Faisal.A@medicalmail.com and I will provide you with further details as soon as possible.

Thank you in advance for your attention and I look forward to the pleasure of a personal interview and the opportunity to give you more information about myself.

Yours faithfully,

Dr Faisal Assaif

2 Answer the following questions:

a What makes the letter above formal? What makes the letter formal is that the verbs are not contracted but are written in their full form (e.g. 'you are building' not 'you're building') and formal words and phrases are also used (e.g. offer my services, extensive...) The beginning and ending of the letter also make it formal (Dear Sirs; Yours faithfully).

b Extract words or phrases from the letter that provide examples of

full verb forms: you are building; I am a 31-year old Kuwaiti; I have been working; .....

..... I have decided; I am enclosing; I will provide .....

formal words and phrases: in response; offer my services; extensive; The main motive for; ..excellent opportunity; I am enclosing my curriculum vitae; attestation; Thank you in advance...

c Compare your answers with those of a partner. Have you mentioned the same words and phrases?

d Notice how the letter starts and ends. What other ways can be used to start and finish a formal letter? The letter starts with "Dear Sirs" and ends with "Yours faithfully". Another way could be starting by "Dear Mr X" and ending in "Yours sincerely".



**task**

You are going to write a formal letter of application.

**Writing**

- 1 You are going to apply to a university. Fill in the application form below with real or fictitious information.

**University Application form**

Please ensure all sections are fully completed.

**1 Personal details**

Title ..... Surname ..... First name (s) .....  
Correspondence address ..... Postcode .....  
Telephone no. .... Email address .....

**2 Details of the course (s) you wish to attend**

Course title	Course code (if applicable)	Module (if applicable)	Full time / Part time

**3 Academic qualifications**

Subject	Qualification	Grade	Dates

**4 Other information relevant to application**

.....  
s c h o o l - k w . c o m  
.....

- 2 Now you are going to write a letter of application to a university.

- a Plan what you are going to include in your letter. Make notes under these paragraph headings:

- Paragraph 1** Purpose for writing / course applied for
- Paragraph 2** Personal qualifications and experience
- Paragraph 3** Reason for applying to that particular university
- Paragraph 4** Enclosure (any other papers attached to the letter)
- Paragraph 5** Conclusion (thanking)

**Words to remember**

attestation, cardiac, doctorate, enclose, extensive, in advance, reference

- b Now write your letter in 170-200 words. Start and end it appropriately. Use formal words and phrases from Dr Faisal Assaif's letter to help you, as well as any needed information from the form that you filled above and the *Useful Language* box below.

**USEFUL LANGUAGE**

<b>Giving information</b> In response to your advertisement ... I wish to offer ... I am enclosing ... In case additional information is required ...	<b>Explaining choices</b> My main reason for choosing this course is ... The main motive ... I am choosing this course ...	<b>Expressing gratitude</b> Thank you in advance for your attention ... Thank you for the opportunity ...
---	---	---

# Unit 5 Writing

## Grammar

Present perfect simple and continuous;  
*for / since*

■ Cuneiform  
■ Simple pictograms  
■ Roman alphabet writing  
 ABCDE  
 FGHIK  
■ Egyptian hieroglyphics  
■ Chinese characters  
■ Ancient Greek writing  
 α δ ε ψ  
 π β φ λ  
■ أ ب ج د ه  
 Arabic writing

a. Italy  
 b. Greece  
 c. China  
 d. Arab world  
 e. Egypt  
 f. Iraq

### Discuss

1 Write the names of the countries or places the arrows point to.

2 Discuss these questions in pairs or groups.

- What did you find most difficult when you started to write in English?
- What did you find most difficult about writing in your own language?
- Imagine a world without writing. How would people transmit information to each other?
- Do you think that human beings will one day have a single system of writing?

### Read

3 Before you read the article on page 41, look at the above pictures of different kinds of writing. Which kinds of writing do you think are the oldest and which are the most recent?

(Oldest first) pictograms- hieroglyphics and cunieform- Chinese characters- ancient Greek- Arabic- Roman alphabet



4 (5.1) Now read and listen to the article and check your ideas.

## The history of writing

Human beings have been writing for over five thousand years. The story started in Mesopotamia\* in about 3000 BCE, when people living in the region developed a kind of writing to document and pass on information. The Mesopotamians used pictograms mainly to communicate economic information, for example about agriculture and financial matters.

Gradually, these pictures became a system of cuneiform symbols which were inscribed on blocks of clay with reeds. Only certain people knew how to write, and for thousands of years, professional writers called scribes wrote about quotidian life and trade. Cuneiform gave countries of the ancient world a way of recording their history. At about the same time, another system based on pictures, or hieroglyphics, developed in Egypt.

In about 1500 BCE, Chinese scribes started writing on tortoise shells using a system of characters similar to those which Chinese people still use today. Characters represent words, so people have to learn to recognise thousands of characters before they can read even a simple story. Traditionally, the Chinese write with a brush and ink. The Phoenicians invented writing based on an alphabet, a system in which each letter represents a sound, and letters are combined to make words.



The Roman alphabet, which has twenty-six letters, is an ameliorated form of the Phoenician alphabet. Most European countries have been making use of this alphabet since they were part of the Roman Empire two thousand years ago.

The written form of Arabic, which people have been using since the 4th century CE, is the second most widely used alphabet in the world. It is used throughout the Arab world and is also the basis of other forms of writing such as Malay, Urdu and Turkish. Unlike systems based on the Roman alphabet, Arabic is written from right to left. It has twenty-eight letters.

Like Chinese, Arabic writing is a precious art form as well as a practical method of communication.

\* Mesopotamia is the old name for the region between the Tigris and the Euphrates rivers. It was the home of the civilisations of Sumer, Assyria and Babylon.

### Check your understanding

5 Complete the sentence beginnings 1-4 with their correct endings.

- Pictograms were mainly used
  - for writing about quotidian life.
  - for keeping important records of writers.
  - for communicating economic information.
- The Chinese writing system is very difficult because
  - its characters are hard to write.
  - every character represents a word.
  - the Chinese write with a brush and ink.
- The Arabic alphabet differs from the Roman alphabet in that
  - it has fewer letters in its alphabet.
  - it is written from right to left.
  - it is a much more practical method of communication.

### Words to remember

ameliorated, BCE, character, cuneiform, empire, financial, gradually, hieroglyphics, inscribe, pictogram, practical, precious, quotidian, reed, scribe, throughout

**Quote** "Fill your paper with the breathings of your heart."  
William Wordsworth

**Grammar**

● **Present perfect simple and continuous; for / since** Grammar reference pages 128–129

**1 Match the sentence beginnings a-e with the endings 1-5.**

- |   |                           |         |   |   |
|---|---------------------------|---------|---|---|
| a | My family has lived in    | ..5.... | 1 | pride and joy since he bought the house.          |
| b | The garden has been his   | ..1.... | 2 | to his brother on the telephone for over an hour. |
| c | I've had writer's block   | ..4.... | 3 | rising consistently since 1990.                   |
| d | Hussein has been talking  | ..2.... | 4 | since my last novel was published.                |
| e | Literacy levels have been | ..3.... | 5 | this neighbourhood since 2005.                    |

**2 Compare these two pairs of sentences. What tense is each verb?**

- a ▶ I've **written** three letters this morning.  
 ▶ I've **been writing** letters all morning.
- b ▶ He's **just played** tennis.  
 ▶ He's **been playing** tennis for several years.

**3 Which tense describes an activity over a length of time? Which tense describes a finished action?**

.....  
 .....  
 (4) for is used to describe the length of time that the action lasts, e.g. for a year; for a minute; for my whole life; for centuries.

**4 When we are describing an activity that continues over a length of time, what kind of information follows the words since and for?**

- a People have been writing **for** five thousand years. since is used to describe the point in time when the action started, e.g. since 1999; since last year; since my graduation; since yesterday.
- b People have been writing Arabic **since** the 4th century.

**5 Complete these sentences by choosing the right verb form and for or since.**

- a The Chinese have **drawn** / **been drawing** characters **for** / **since** 1500 BCE.
- b By the age of 15, Chinese students have **acquired** / **been acquiring** over 3000 characters.
- c Omar has **lost** / **been losing** his pen, so he can't do his English homework. He's **looked** / **been looking** for it all evening.
- d Reem has been reading **for** / **since** the age of three. She has **read** / **been reading** two or three books a week **for** / **since** several years now.
- e European countries have **used** / **been using** the Roman alphabet **for** / **since** 2000 years.

**6 Complete these sentences so that they are true for you. (You may need to add a phrase with for or since.)**

- a I've been learning English ... ..
- b This week, I've written ... ..
- c In this lesson, we've ... ..
- d This year in English lessons, our class has ... ..
- e Since I started learning English, I've ... ..

**7 Compare your sentences with those of a partner. Discuss any interesting similarities or differences.**



### Vocabulary Ways of writing

- 1 Complete these sentences using verbs and nouns from these lists. You may have to use the past form of some verbs.

Verbs: draw paint inscribe write  
Nouns: brush clay ink paper pen pencil

- Traditionally, the Chinese wrote their characters using a brush and ink.
- The Mesopotamians inscribed their pictograms on blocks of clay with a reed.
- Today most people write on paper with a ballpoint pen.
- Artists draw pictures with a pencil or paint with a paintbrush.

- 2 Compare adjectives and their opposites.

- Match an adjective from List A with an adjective which has the opposite meaning from List B.

A ~~ancient~~ ~~practical~~ ~~precious~~ ~~professional~~ ~~simple~~

B ~~amateur~~ ~~complicated~~ ~~impractical~~ ~~modern~~ ~~worthless~~

ancient–modern

practical–impractical; precious–worthless;

professional–amateur; simple–complicated

- Now use words from List B to complete these sentences.

- I thought the ring I'd found was real gold, but it turned out to be worthless.
- Amateur sportsmen and women do not earn any money from their sport.
- I couldn't understand that film – it had a very complicated plot.
- Suggesting that people stop using e-mail and return to traditional letters is an impractical idea.
- The Roman alphabet is a more modern system of writing than pictograms.

### Pronunciation Stress in phrasal verbs and compound nouns

- 3 (5.2) Listen to the following words and compare the stress put on phrasal verbs with that put on their equivalent compound nouns.

- to fall off / a fall-off
- to call in / a call-in
- to try out / a tryout

- 4 Now take turns to read these sentences to your partner, paying attention to the stress of the words in bold.

- He **fell off** his bike the first day he bought it.  
The market has been witnessing a **fall-off** in sales.
- The men of the city were **called in** to join the army.  
Tomorrow's radio show will include the listeners' **call-ins**.
- This oil may be **tried out** and used.  
The **tryouts** for the competition start on Tuesday.

- 5 (5.3) Listen, check and repeat.

### Words to remember

acquire, amateur,  
ballpoint, call-in, falloff,  
literacy, pride and joy,  
publish, tryout,  
writer's block



## Writing

### Think and speak

- 1 Discuss these questions with other students.
- Why do you think the first forms of writing were used mainly to record economic information?
  - How do you think the development of computers will affect people's use of pens, pencils and paper?
  - Look at these examples of phrases written in different alphabets. Which languages are they from?

καλημέρα <sup>Greek</sup>

Buon giorno <sup>Italian</sup>

नमस्ते <sup>Thai</sup>

Buenos días <sup>Spanish</sup> Эдравствуйте <sup>Russian</sup>

Guten Morgen <sup>German</sup>

- 2 Think of possible answers to these questions.
- Why do you think the earliest writing was in the form of pictograms rather than letters?
  - Why do you think that only some people could write?
  - How do you think people knew about their history before they recorded it?

### Planning and writing

- 3 Write an essay of 170–200 words expressing your opinion on the following. Make sure you give reasons to support your opinion. You may use expressions from the *Useful Language* box on page 45 to help you.
- Which language has had the biggest impact on human history? (Facts)
  - Which language dominates the communication and business world nowadays? (Examples)
  - What language might dominate in the future? (Predictions)

### Vocabulary

- 4 Match the words from the article on page 41 with the correct meanings. You may use the glossary / dictionary for help.

a (to) record	...6.....	1	mean / stand for
b (to) communicate	...4.....	2	valuable / worth a lot of money
c symbol	...7.....	3	put together / join with
d trade	...5.....	4	exchange information
e (to) represent	...1.....	5	business / buying and selling
f (to) combine	...3.....	6	write down for other people to read
g precious	...2.....	7	written sign which stands for something else

- 5 Write these dates and numbers in words. BCE (Before Common Era)
- |                      |                               |                    |                          |
|----------------------|-------------------------------|--------------------|--------------------------|
| a 3000 BCE           | three thousand BCE            | d 1999             | nineteen ninety-nine     |
| b 1500 BCE           | one thousand five hundred BCE | e 2008             | two thousand and eight   |
| c the 4th century CE | the fourth century CE         | f the 21st century | the twenty-first century |

- 6 Write the following as numbers and symbols.
- |                      |            |                              |         |
|----------------------|------------|------------------------------|---------|
| a thirty-five sounds | 35 sounds  | d a hundred and sixty pounds | £160    |
| b twenty-six letters | 26 letters | e thirty-one days            | 31 days |
| c two thousand years | 2000 years | f eighteen eighty-seven      | 1887    |



- (2)a- Can I start by asking you about this library you have founded?
- b- Do you have any other projects serving the same purpose?
- c- Can you tell us more about this foundation of yours?
- d- How many honorary PhD certificates have you been granted?
- e- What about medals? // f- And do you have any future plans you can tell us about?

**Speaking Interviewing**

**Listen**

1 (5.4) Listen to a short interview with the poet Abdul Aziz Al-Babtain. Did you know anything about this person before?

2 (5.4) Listen again. Complete these questions from the interview.

- a Can I start by asking you ...?
- b Do you have any ...?
- c Can you tell us more about ...?
- d How many ...?
- e What about ...?
- f And do you have any future plans ...?



**Prepare for speaking**

3 You are going to interview a partner about an activity that he or she does regularly. For example: playing a sport, reading, travelling, listening to or playing music.

- a Agree on suitable subjects for the interview.
- b Work individually on four or five questions you could ask your partner. You may use some of the ideas from the recorded interview to help you. Write your questions in the most appropriate order.
- c Prepare an introduction. You may use the same structure of this introduction from Abdul Aziz's interview.

Today I have with me someone who is known in Kuwait, the Gulf and the Arab world. He's a prominent Kuwaiti poet, as well as a businessman, and one of the greatest wordsmiths in modern Arabic poetry. My guest this week is Abdul Aziz Al-Babtain. Abdul Aziz, welcome to Writer's World.

- d Practise interviewing each other, using the introduction and the questions you have prepared.

**Speak**

4 Work in groups of four.

- a Take turns to interview your partner, improving on the practice interviews if you can and using phrases from the *Useful Language* box below.
- b At the end of each interview, the pair of students who are listening can ask any further questions about the interviewee's activities.

**Words to remember**  
 contribution, dominate, economic, honorary PhD, impact, mainly, wordsmith

USEFUL LANGUAGE		
<p><b>Discussing the history of writing and identifying types of writing</b>                      The oldest type of writing is ...                      The system is mainly used by ...                      The type is difficult because ...</p>	<p><b>Expressing opinions about languages</b>                      The language that has the ...                      In the future, ...                      I believe that ...</p>	<p><b>Conducting an interview</b>                      Can I ask you ... ?                      Do you have ... ?                      Any future plans?                      What about ... ?</p>

# Unit 6 On the phone

Grammar

Question tags; imperatives

a



b



c



## Discuss

- 1 Look at the photographs and discuss this question in pairs.  
What are the most common uses of mobile phones for these groups of people?
- College students
  - Parents
  - People in business

## Read

- 2 Read the following article and check your answers for exercise 1.

Our use of mobile phones always receives a great deal of media attention. Lately, mobile phones have become a necessity for people of miscellaneous ages and occupations. For example, college students rely on mobile phones to inform their parents whenever they want to stay late at the library. They also rely on them to chat with their friends or to plan days out. On the other hand, parents use mobile phones to check on their children or even to call for help in cases of emergency. Both parents and children may use their mobiles as calendars, watches, alarm clocks and even calculators. Some mobiles can also function as radios. Some people use their mobile phone as a notepad on which they save an SMS as a reminder to do something. Owners have also tended to customise their phones with their own ring tones, themes and wallpapers.

In addition to the above, professionals rely on mobile phones to schedule their

25 daily agenda and to communicate with staff and clients. Moreover, some mobile phones allow users to send and receive e-mails. They can also browse websites via a WAP and / or HTML browser. For many, the cell phone has replaced the PDA (personal digital assistant) as the portable complement to the computer. With a remote desktop application, it also becomes possible to make the mobile phone a window to one's computer.

Ramesh Jain, a professor at the University of California, Irvine, wrote on his weblog: "Mobile phones are becoming very powerful and are likely to become a dominant device for CCC (communication, computing and content)." Hence the phones of tomorrow will soon be the ultimate remote control of our life. Soon they will become, what George Gilder has called 'teleputers', if they haven't already.



Unit 8 On the phone

3 Work through this questionnaire. Then compare answers with other students.

Do you own or use a mobile phone?	
Yes	No
Answer these questions	Answer these questions
1 How many times a day do you use your mobile phone?	1 Would you like a mobile phone? Why or why not?
2 What do you mainly use it for?	2 Would there be any disadvantages in having a mobile phone?
3 Which do you do more: make phone calls or send text messages?	3 What do you do if a certain situation requires a mobile phone urgently?
4 What is the best thing about having a mobile phone?	4 When do you think is the appropriate time for you to have your own mobile phone?

Factfile

**Mobile phones**  
**1946** Sweden  
 First mobile phones used in police cars.  
**1950s** North America  
 The public could buy radio phones.  
**1971** Finland  
 First public mobile phone network.  
**1981** Middle East  
 First network with roaming.  
**1980s** First generation mobiles: large car phones.  
**1990s** Second generation phones: smaller and digital.  
**2000s** Third generation phones: cameras, video and Internet access.

4 Read the Factfile and answer the following questions.

- a What do you predict mobile phones will be like in the future?
- b How have mobile phones developed since the 1980s?

Listen

5 (6.1) You are going to hear three conversations.

- a What are the three conversations about? **mobile phone**
- b What uses of mobile phones are mentioned? **phoning home with important messages; emergency calls; work; keeping in touch with family.**

6 (6.1) Listen to the conversations again. Are these statements True (T) or False (F)? Justify your answers.

Conversation 1

True. a The boy borrows his brother's mobile phone because he has left his at home. **This is implied: he hasn't brought it with him.**

True. b The two boys can't get home at the usual time. **They are playing football after school.**

Conversation 2

False. c The driver knows the number of the breakdown service.

True. d The breakdown service will arrive in a quarter of an hour.

Conversation 3 **c-The passenger provides the number./d-They will be there in about fifteen minutes.**

True. e The young man needs a mobile phone for his work. **He uses it**  **ten or twenty times a day for work.**

False. f When he is in another country, he only uses his mobile phone to contact his colleagues. **When he is away from home he calls**  **his wife and children every evening.**

Words to remember

agenda, a great deal of, browse, calendar, cell phone, complement, customise, dominant, function, lately, miscellaneous, necessity, notepad, rely on, reminder, teleputer, tend, theme, via, weblog

7 Match these conversational expressions from the phone calls with their meanings.

- |                              |   |  |
|------------------------------|---|--|
| a It isn't my fault.         | 5 | 1 I need it. / I'm dependent on it.            |
| b We haven't got any choice. | 4 | 2 The situation is improving.                  |
| c That's right.              | 3 | 3 That is correct.                             |
| d I couldn't do without it.  | 1 | 4 There's nothing else we can do.              |
| e It's getting better.       | 2 | 5 I'm not to blame. / I've done nothing wrong. |



## Grammar

### Question tags Grammar reference page 129

1 The underlined words at the ends of extracts 1–4, taken from the phone calls, are question tags. Question tags are formed like this: 1 and 2 negative main verb (e.g. You haven't brought your

a How are these phrases formed? (Look at the pronouns and the main verbs.)

- 1 You haven't brought your phone with you, have you? phone with you) → positive auxiliary + pronoun + question mark (e.g. have you?)  
 2 She won't be very easy-going about it, will she?  
 3 We are playing football after school, aren't we? 3 and 4 positive main verb (e.g. We are playing football after school) → negative auxiliary + pronoun + question mark (e.g. aren't we?)  
 4 You notified her this morning, didn't you?

b Write the question tags for these beginnings.

- 1 We can't hike from here, can we? .....  
 2 We haven't got any choice, have we? .....  
 3 You use your mobile phone mainly for work, don't you? .....  
 4 But it's sometimes difficult to get a signal, isn't it? .....

c (6.2) Listen and check your answers.

d Sometimes question tags have irregular forms. Read the following:

- Open the window, would you?
- Let's go to the library, shall we?

How are the question tags formed? Give one extra example for each.

In positive imperative requests, we form the question tag as follows: would / shall + pronoun

2 Work in pairs. Ask and answer questions about the photograph as below.

- A This woman is using her mobile phone, isn't she?  
 B Yes, she is.  
 A She isn't carrying a case, is she?  
 B No, she isn't.



3 Work with a different partner.

- a Write three affirmative statements and three negative statements about your partner. End each statement with a question tag. (Write things that you think are true).  
 b Take turns to ask and answer your questions.  
 A You like watching football, don't you?  
 B Yes, I do.  
 c Choose two statements you wrote in a and transform them into imperative statements. For example: He watches football → Watch football.

### Imperatives Grammar reference page 130

4 Choose the correct verb form.

- a (Don't hurry / Hurry you / Hurry) up! We'll be late for the party.  
 b (Forget not / Don't forget / Forget) your books. We'll need them in class today.  
 c (Turn down / Turn up / Don't turn down) that music! I can't hear you.  
 d (Are you quiet / Be quiet / Be you quiet). I'm trying to concentrate.  
 e Please (takes / take / you take) your seats. Class will begin soon.

**Quote** "Talking comes by nature, silence by wisdom."  
 Proverb



## Unit 6 On the phone

## Vocabulary

## Communicating

1 Match these sentence beginnings a–e with the correct endings 1–5 below.

- a I can only just hear your voice – ... 5  
 b If you want to prevent other people from using your phone, ... 1  
 c I don't recognise the ringtone ... 2  
 d My friends live in a mountainous part of the country ... 4  
 e The battery in my phone is flat – ... 3

- 1 don't tell anyone your security number.  
 2 so I know it's not my phone I can hear.  
 3 I'll have to recharge it.  
 4 where there's a very weak signal.  
 5 you're beginning to break up.

**W**ords to remember  
 hike, mountainous, notify,  
 recognise, security, usher

2 Complete sentences a–d using verbs and nouns from these lists.

leave receive send an e-mail a fax a message (for someone) a text message

- a Ahmed wasn't home, so I left him a message on his answerphone.  
 b Hind received from Nisreen an e-mail yesterday, but she didn't e-mail her back.  
 c Jaber didn't answer his mobile, so I sent him a text message. He's just replied.  
 d If he needs it now and he hasn't got e-mail, you could send him fax.

## Pronunciation Intonation in question tags

3 (6.3) Listen to these statements and tags. Do the speakers' voices go up or down at the end?

- a You're Kuwaiti, aren't you? **up**                      d It isn't very late, is it? **down**  
 b He's seventeen, isn't he? **up**                        e It's time to go, isn't it? **down**  
 c You're not going already, are you? **up**            f You didn't phone him, did you? **up**

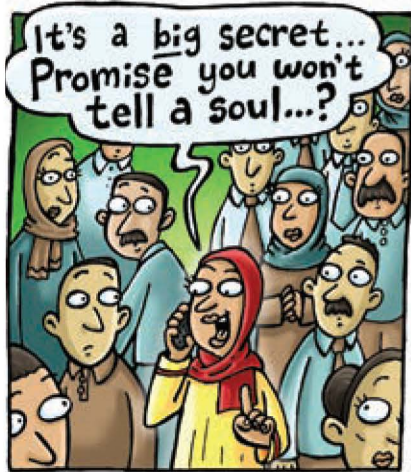
4 Take turns to read these sentences aloud with a partner.  
 Follow the instructions to make your voice go up or down.

- a She's only 14, isn't she? (Down)  
 b You aren't tired, are you? (Up)  
 c It isn't your mobile, is it? (Down)  
 d We aren't very late, are we? (Down)  
 e She phoned you, didn't she? (Up)  
 f You didn't shut the door, did you? (Up)  
 g The usher hasn't checked your ticket yet, has he? (Down)

5 (6.4) Listen and repeat the same sentences.

- If the speaker's voice goes down at the end of the tag, he or she is checking that his or her statement is true.
- If his voice goes up at the end of the tag, he or she really wants information.

**Listening** Instructions for using a mobile phone



(6.5) Listen and read these sets of instructions for two ways of using a mobile phone.

**a** Complete the texts with these words and phrases. Use capital letters where necessary.

**A** menu / click / address / forget / surfing / typing / bookmarks / GPRS / access / modem

1 Menu/ 2 click/ 3 Address/ 4 surfing/ 5 typing/ 6 Bookmarks/ 7 access/ 8 forget/ 9 GPRS/ 10 modem

**B** type / button / paste / menu / select / pictures / save / return / similar / click on / folder

1 Menu/2 button/3 Click on/4 folder/5 Type/6 Save/7 pictures/8 Select/9 Return/10 Paste/11 similar

**b** What are these sets of instructions, **A** and **B**, for? Choose two of the following:

- Connecting to the Internet through a mobile phone
- Storing a number in your phone book
- Making payments with your mobile phone
- Creating a photo album on your mobile phone

**A** ● Go to (1) ....., then (2) ..... on Web.

● Click on Go to (3) .....

● Start (4) ..... the net by (5) ..... the address of the required website.

● You can also select the option (6) ..... instead of Go to Address. This option enables you quick (7) ..... to certain websites which you can choose and save yourself beforehand.

● Do not (8) ..... to check if your mobile phone has (9) ..... which must be (10) ..... enabled in order to be able to connect to the Internet.

**B** ● Go to (1) ..... and select the option My Files.

● Click on Pictures, then press the Select (2) .....

● (3) ..... Options and then on Create (4) .....

● (5) ..... the name of the folder and click on (6) .....

● Now you have created an empty folder. In order to fill it with pictures, go back to the Options menu and click on Open (7) .....

● (8) ..... one or more pictures, and then click on Options and Copy.

● (9) ..... to the empty folder you created, select Options and (10) .....

● Note that not all the mobile phones follow exactly the same instructions but they're all (11) .....



Unit 8 On the phone

Writing

1 Before you start planning, look at the texts on page 50 and answer these questions.

a What kind of words does the writer use to give instructions?

Verbs in the imperative form

b How does the writer give a negative instruction?

Negative instructions begin with 'Don't'

c How does the writer try to make these instructions clear and easy to follow?

Bullet points make each point very clear

task

You are going to write a set of instructions explaining to someone who has never used a mobile phone how to send a text message.

Planning and writing

2 Plan a set of instructions for someone who wants to send a text message on a mobile phone for the first time. (Think of a real person you know. It could be someone younger or older than you.)

a Think about what you do when you send a text message, then write a short note for each step.

b Think about the kinds of messages the person you are thinking about might want to send.

3 Write your instructions.

a Make sure they are clear, short and straightforward.

b You may use expressions from the *Useful Language* box below and the instructions above to help you.

Words to remember

beforehand, bookmark, don't tell a soul, GPRS, modem, paste, phone book, press

Check

4 When you have finished writing, read your instructions carefully.

a Check spelling, grammar and punctuation.

b Exchange descriptions with a partner.

As you read what your partner has written, try to follow the instructions in your head. Ask yourself these questions:

- ▶ Are the instructions clear and easy to follow?
- ▶ Is any information missing?

c Compare your sets of instructions, then write a final version together.

USEFUL LANGUAGE

Giving instructions:

Instruction words

Go to ...

Click on / Press ...

Select ...

Type ...

Return to ...

Do not forget to ...

# FOCUS ON

## Sheikha Suad Mohammed Al-Sabah

Sheikha Suad Mohammed Al-Sabah was born in 1942 in Kuwait into the ruling family. She graduated from the Faculty of Economics and Political Sciences at Cairo University in 1973. She obtained a doctorate in economics from the United Kingdom in 1981. She later returned to Kuwait and founded the *Sheikha Suad Al-Sabah Publishing and Distribution House*. She has published several books of poetry and established a literary prize that carries her name. She also has written hundreds of economic and political essays as well as popular articles in several local and international Arabic newspapers and magazines. Her poetry has been translated into many languages, including English.



I could have done nothing  
Read nothing  
Written nothing  
Devoted my time to seeking the limelight ...  
To the latest fashions ...  
To travelling the world ...

I could have avoided refusal  
Avoided being full of rage,  
Or shouting in the face of the tragedy ...

I could have swallowed the tears  
Swallowed the repression  
Grown resigned to imprisonment

I could have  
Avoided the questions of History  
And escaped the self torture

I could have avoided  
The sighs of all the down-trodden people,  
The cries of all the crushed people,  
The revolt of the thousands who have died.  
But I betrayed the law of the female  
And chose to grapple with words!

translated by Dr Shihab Ghanem

### Metaphors and similes

- Metaphor compares two images, ideas or things by making a direct identification between them. 'The king is a lion' is a simple example of a metaphor.
- A simile compares two images, ideas or things by using a word such as *like* or *as* to make the comparison explicit. 'The king is like a lion' is a simple example of a simile.

1 Find two metaphors in the poem and explain them.

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2 Now invent one metaphor and one simile of your own.

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