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English
4 All

STUDENT'S BOOK

Grade

10



SIMON HAINES

Module 1 Culture



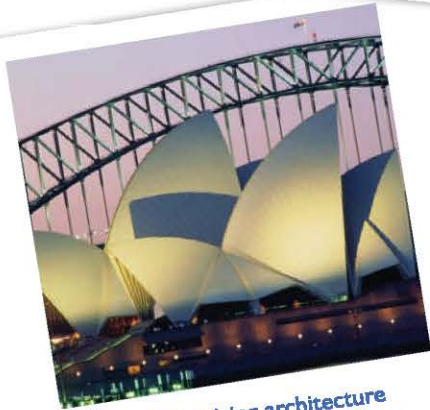
Unit 1: We are what we eat
What do you eat? Do you eat healthy food?



Unit 2: Respecting cultures
Who is this man? What is he famous for?



Focus on:
Traditional dress in Kuwait



Unit 3: Inspiring architecture
Describe your favourite building.



Project 1: Where do you
recommend that tourists visit in
Kuwait? Why?

Outcomes You will be able to:

- listen to a talk and a description
- talk about past and present actions and experiences
- discuss advantages and disadvantages of building a new airport
- carry out a survey
- express opinions
- present ideas and suggestions
- write an online guide, a book review and a formal report

Unit 1 We are what we eat

Grammar
Past simple and past continuous;
adjectives

Discuss

- 1 Answer these questions about healthy eating.
 - a Look at the pictures on page 13. Rank them in order of their nutritional value, starting with the highest.
 - b What did you eat for breakfast this morning? How could it be healthier?
Now compare your answers with those of other students.

Read

- 2 Read this article about healthy living. How can food and drink improve our health?

Diet insider

It's never been easier to eat healthily. Some might argue that fast food and high-sugar snacks are easier and cheaper than eating healthily. But what could be healthier (and tastier!) than home-made meals, full of the natural and nutritious ingredients our bodies need? Our skin, muscles, bones, brain and heart are all maintained by the good nutrition we eat. As a Muslim and a dietician, I always eat wisely. I know it's important to keep my physical body healthy and strong, so I can keep my soul and spirit strong, too. Here are three things you can add to your daily diet to keep your mind and body in tip-top shape:



PROBIOTIC DRINKS

Did you know that most of your immune system is located within your stomach, and contains at least 400 different types of bacteria? Probiotic drinks, such as Yakult and Actimel, are a simple way of improving your immune system every day. Probiotic drinks contain billions of 'good' bacteria exactly for that purpose. Good bacteria help to stimulate your digestive process and to absorb nutrients. They also help neutralise the 'bad' bacteria that can lead to infections and illnesses.

GREEN TEA

"Better to be deprived of food for three days, than tea for one." **Ancient Chinese Proverb**

The Chinese have known about the benefits found in green tea since ancient times, using it to treat everything from headaches to depression, for over 4,000 years. The secret of green tea lies in the fact it is rich in the antioxidants that remove potentially damaging or harmful substances from the body. These antioxidants help combat diseases such as cancer and arthritis, as well as lowering cholesterol and improving your general immune system. However, it's still not perfect as green tea leaves contain stimulants, including caffeine.

CHOCOLATE (yes, really!)

Chocolate is normally associated with a high-fat, high-sugar diet, exactly the type of food we should be avoiding! However, Italian dieticians have completed a study proving the health benefits of dark chocolate. Researchers found eating 100g of dark chocolate each day for 15 days could lower blood pressure. The University of L'Aquila team also found the body's ability to metabolise sugar - a problem for people with diabetes - was improved. Diabetes UK care adviser Amanda Vezey pointed out it was a small study, but said it was still interesting. "People with diabetes can eat dark chocolate like everyone else, in moderation."

3 Answer these questions with a partner.

- a What is the difference between 'good' and 'bad' bacteria? ..
- b Why are antioxidants so good for our body?
- c How can dark chocolate help diabetics?

Listen Vitamins and minerals

4 You are going to hear a talk about the different vitamins and minerals food contains.

- a Before you listen, try to match the pictures to the words below.
- b Which food do you think has the most health benefits? **Students' own answers**

fish : protein, vitamin A, vitamin B, calcium, unsaturated fat



cereal : carbohydrate, fibre



rice : carbohydrate, fibre



eggs : protein, saturated fat



Croissant : carbohydrate, saturated fat



noodles : carbohydrate, fibre (if brown noodles)



onion : vitamin A



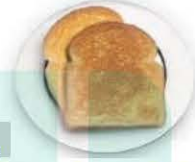
cheese : calcium, protein, saturated fat, vitamin A



beans : fibre, iron, protein, sugars



bread : carbohydrate, fibre (if brown bread)



iron fibre vitamin A calcium protein vitamin B
sugars carbohydrate saturated fat unsaturated fat

- c (1.1) Listen and note which food items in the list the speaker mentions, and why they are healthy. The speaker mentions beans, fish and onions.

Check your understanding

5 (1.1) Listen again and answer these questions.

- a What is the benefit of beans with coloured shells? They contain antioxidants.
- b What contains eight amino acids? Soya beans.
- c Why can the nutritional value of fish vary? It depends on the type of fish and the way it is cooked.
- d Which diseases can eating fish reduce and prevent? Heart disease, arthritis, cancer.
- e What did Ancient Greek athletes believe? That onions would lighten the balance of the blood.
- f Why do you think most vegetables have more nutritional value when eaten raw? Because the heat from cooking damages and kills some of the nutrients.

Think and speak (expressing preferences; expressing personal opinions)

6 Work in pairs or groups.

- a Describe the foods and properties a healthy diet should include.
- b Which of your favourite foods are the most beneficial to your health? Why?

Words to remember

absorb, antioxidant, arthritis, caffeine, calcium, cholesterol, combat, dietician, digestive, fibre, iron, metabolise, neutralise, nutrition, probiotic, protein, saturated fat, stimulant, unsaturated fat, vitamin



Grammar

• Past simple and past continuous tenses Grammar reference pages 123-125



(1.2) Listen to this breakfast time story and answer these questions.

- Why did the speaker go to the shop? To get some bread.
- What happened at home while he was at the shop? His family finished the cheese.



2 Read these extracts from the listening text and fill in the blanks with the correct form of the verbs in brackets.

a Last week was (be) a school holiday, so I woke up (wake up) late every day. This morning, when I got up (get up), my family were having (have) breakfast. My mother and father were talking (talk), and my brothers and sisters were drinking (drink) tea, and eating (eat) bread and cheese. My mother made (make) me some tea.



- I bought (buy) the last loaf of bread in the shop, paid (pay) and left (leave). While I was walking (walk) home, I met (meet) two of my neighbors. They were standing (stand) and chatting (chat).
- There was (be) no one at the table. I sat (sit) down, cut (cut) a slice of bread and reached (reach) for the cheese.



3 Work in pairs or groups. Talk about what these people were doing at 10 o'clock yesterday morning. You may have to use your imagination to make a guess.

What was your father doing at 10 o'clock yesterday morning?

- Your father
- One of your brothers or sisters
- One of your teachers
- Your friend

• Adjectives Grammar reference page 124



4 Complete the phrases with the adjectives given. Make sure you put the adjectives in the correct order.

- A small round gray building (grey, round, small)
- A beautiful blue wooden vase (wooden, beautiful, blue)
- A tall thin athletic man (athletic, tall, thin)
- A huge delicious green salad (green, huge, delicious)

Pronunciation



(1.3) Listen and repeat these sentences. Notice when the preposition *from* becomes reduced.

- Are you coming from the shop?
- Where did you come from?



(1.4) Now listen and repeat this sentence.

Antioxidants from green tea are beneficial. Where is green tea from?



Vocabulary The food pyramid

1 Read the food pyramid below. How does the recommended food intake compare to your daily diet?

- Do a physical activity for at least 30 minutes most days of the week.
- Switch at least half of your carbohydrates to wholegrain.
- Eat more dark green vegetables like broccoli and spinach.
- Vary your protein routine – choose more fish, peas, nuts and seeds.
- Make most of your fat sources from fish, nuts and vegetable oils.
- Check the nutrition facts label to keep saturated fats and sodium low.
- Choose food and beverages low in added sugars. Go easy on fruit juices.
- Respect your body. There are many verses in the Holy Qur'an that emphasise the mutual relationship between your body and your soul.



Types of food

2 Complete this table. Think of healthy foods and ingredients that you know. An example is given for each type of food.

grains	vegetables	fruits	milk	meat & beans
wholegrain rice	lentils	pomegranate	low-fat yoghurt	grilled chicken

3a Match each word 1-6 to its meaning a-f. You may use the dictionary or the glossary at the end of the book.

- | | | |
|--------------|----------------|--|
| 1 organic | <u>b</u> | a the chemical processes by which food is turned into energy |
| 2 wholegrain | <u>f</u> | b food produced without the use of chemicals |
| 3 supplement | <u>c</u> | c a substance taken to add vitamins, etc. to a person's diet |
| 4 RDA | <u>e</u> | d a lack or shortage |
| 5 metabolism | <u>a</u> | e the recommended daily allowance of nutrients |
| 6 deficiency | <u>d</u> | f made with or containing unprocessed grain |

Words to remember

deficiency, grilled, metabolism, organic, pomegranate, RDA, sodium, supplement

b Which healthy methods of cooking are most common in Kuwait? **Students' own answers**

QUOTE "Laughter is brightest in the place where food is."
Irish proverb



Writing An online guide to healthy eating places

You are going to write an online guide recommending healthy eating places for visitors to your town in Kuwait.

Read and analyse

- 1 Read this guide which describes four eating places.
 - a Which menu is the healthiest? Which is the least healthy? **Students' own answers**
 - b Why does the writer recommend these places?
 - c How could each place improve the nutritional value of its menu? **Students' own answers**

Eliza Blues Restaurant

Eliza Blues Restaurant is right in the city centre, and overlooks the sea. This family business has a great reputation and the food is completely organic. It's famous for its enormous fried breakfasts, but if you're not very hungry, you can just relax with a coffee, a fruit juice or a light snack.

Places to eat

Shawarma House

Shawarma House is close to the market. Their speciality is bread with shawarma which you can fill up with your choice of chicken or meat. They do not sell anything else here, and it's always crammed, especially at lunchtime.



Kuwait Bay Grill

Kuwait Bay Grill is by the sea. It is my favourite eatery, first of all because the food is delicious. Secondly, because it is very fresh and healthy. Try their grilled fish or steamed vegetables. Even the inside looks like somewhere in nature – there are lots of plants. It's very calming!

Palace Café

Palace Café is famous for its home-made tomato soup. You can also get nice rolls with goat's cheese and the salad bar is excellent. If you have dinner here, try their lamb kebabs. Atmospheric setting, near to the park. It's surprisingly cheap, too.

Palace Café: home-made food, atmospheric setting, good value;
Kuwait Bay Grill: delicious food, very fresh and healthy, calming;
Shawarma House: close to the market, can choose own fillings;
Eliza Blues Restaurant: good location, family business, organic food

Plan your online guide

- 2 Plan your own online guide recommending healthy eating places for visitors to your town or city.
 - a Choose one or two places to describe.
 - b Use spider diagrams to make notes about each place under these headings:
 - Location
 - Healthy specialities: food and drinks
 - Other good points

Write and check

- 3 Write your guide based on your plan and your notes.
 - a Write one or two sentences for each place. Use some of the language from the *Useful Language* box below.
 - b Check spelling, grammar and punctuation, then make changes and corrections. Exchange guides with another student and discuss any differences of opinion.

USEFUL LANGUAGE

Saying what one likes about something

The healthiest thing about Café X is ...
 I really like Café X because ...
 It's my favourite café because ...

Making recommendations

I'd recommend the pitta bread at ...
 If you come here, you should try the ...



Speaking

Giving a short talk

Read and discuss

- 1 a As you read this notice from a Kuwaiti magazine, make brief notes under these headings:
- The pros and cons of a vegetarian menu
 - Interesting ways to advertise your meal
 - Interesting ideas for healthy and vegetarian fast food



MENU

Sandwiches	Desserts
Chicken, egg, lettuce tomato	Chocolate mousse
Falafel, tahini and lettuce	Fresh pineapple with honey
Cheese and tomato	Ice cream

We're adding a brand new vegetarian menu to our restaurant and we need your ideas now!!!

Here's what we have in mind ...

- Following a vegetarian lifestyle irresponsibly can lead to malnutrition and health problems. Many vegetarians lack the RDA of iron, proteins, calcium and vitamin B12.
- We're looking for wholesome and original ideas.
- You probably already eat a lot of vegetarian food. Vegetable soups and salads are an important part of any diet.
- We want a menu that appeals to everyone: from non-vegetarians to health food fanatics!

Record your ideas on video, CD or audio tape and send them to us at PO Box 1330.

- b Compare your ideas with those of two other students. Discuss these things:
- The advantages and disadvantages of a vegetarian menu. Think about how your menu can supplement a vegetarian diet.
 - The best advertising for a new menu. Think about the names, descriptions and packaging for your menu.

Prepare and give your talk

- 2 Continue planning your talk in groups of three.

- a Each of you should prepare one topic – vegetarianism, advertising and fast food. Prepare a talk on your topic lasting one minute. Use the ideas you have discussed and the expressions from the *Useful Language* box.
- b Now give your talk to your own group first.

Words to remember

appeal to, atmospheric, crammed, eatery, fanatic, irresponsibly, malnutrition, salad bar, speciality, vegetarian, wholesome

USEFUL LANGUAGE

Introducing oneself

Good morning / afternoon. My name is ..., this is ... and we're here to talk about ...

Expressing personal opinions

In my opinion, the menu should include ...

I think the food should be high in protein.

I (really) don't think the packaging should be too dark ...

Expressing uncertainty

I'm not sure about the amount of fat.

Maybe there should be special menus for vegetarians.

It's difficult to say how much the advertising will cost.

Asking questions to an audience

Are there any questions?

Please ask any questions you'd like to.

Unit 2

Respecting cultures

Grammar

Present perfect; prepositions [on, amongst, in, for, of, with, at, by]

Mentoring matters

As a mentor, you will have the opportunity to:

- mentor selected pupils from schools, hospitals and nursing homes in your area;
- collaborate on creative projects and learn new skills;
- 5 • encourage individual aspirations for education and employment;
- break down barriers in your community.

"Mentoring opened many doors for me. It made me realise the different ways I could make use of my time and how fun it is to

10 *work with others."*

We are looking for successful professionals and students to join our exciting initiative throughout Kuwait.



Discuss

school-kw.com

1 Look at the leaflet above and discuss these questions.

- a Why are they looking for 'successful professionals and students'?
- b Who can benefit from being mentored? Think about these groups: teenagers, young adults, middle-aged and elderly people.
- c How can mentoring schemes help build relationships in your community?

Read

2 Look at the photograph below, the Factfile and the headings of the article on page 19. Don't read the article



a The logo uses a world map, to represent the fact it is a worldwide organisation, and olive branches, to represent the global peace and security the UN endeavors to achieve.

b Students' own answers

c To discuss

disagreements between t.

countries and to create

laws that enable countries

to work together and live

harmoniously.

d The topic of the article

is 'Culture of Peace'.

What does the United Nations' logo to the right stand for?

Discuss with a partner the facts about the United Nations in the Factfile. Did you know about any of them? Do you

know other information about the United Nations?

c What is the main purpose of the UN?

d What is the topic of the article? What kind of information do you think will be included?

3 Now read the article and the Factfile on page 19 and check your answers to question 2.



Factfile

- The UN was officially founded on 24th October, 1945.
- At the time it consisted of 51 member states.
- Currently the UN has 192 member states.
- The UN meets to discuss disagreements and to agree on rules and laws through which countries can work together and live harmoniously.
- The meeting for the Culture of Peace was held in New York on the 12th and 13th of November, 2008.
- More than 70 heads of state attended the meeting.

Culture of Peace

On the 12th November 2008, world leaders met in New York for a UN General Assembly meeting on the Culture of Peace. This meeting emphasised the need for everyone to respect different cultures, religions and races. It also sought to emphasise our common humanity and shared moral values.

The participants of the meeting have called for the promotion of a culture of tolerance and mutual understanding. They have suggested that the best way this can be achieved is through international, intellectual and interfaith dialogue.

Kuwait's Role in the Conference
Kuwait was one of over 70 member countries that sent delegates to the conference. His Highness the Amir of Kuwait Sheikh Sabah Al-Ahmad Al-Jaber Al-Sabah addressed the conference in a speech emphasising the importance of dialogue between different cultures. He called on leaders of all countries and creeds to engage in peaceful dialogue. By the end of the conference, he had also met with

numerous world leaders in private meetings.

What has Kuwait done to further the Culture of Peace?

- ³⁰ Kuwait has been a key innovator in furthering the Culture of Peace. Kuwait has organised conferences in London and Washington to promote mutual understanding and respect. Within
- ³⁵ Kuwait, the government has arranged seminars and programmes to raise awareness and promote respect and understanding amongst Kuwaiti citizens. Kuwait has also sponsored many
- ⁴⁰ regional and international conferences about religious tolerance among peoples and respect for the followers of other religions.
- ⁴⁵ With all of these activities, Kuwait is an exemplar of the kind of tolerance, dignity and respect that all people should aspire to in the hope of making the modern world a better place. As Ban Ki-moon, the Secretary-General of the UN has said, "One of the great challenges of our time must now surely be to ensure that our rich cultural diversity makes us more secure — not less."

Check your understanding

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

- a The meeting's main emphasis was upon the lack of respect and values in the modern world. false

This meeting emphasized the need for everyone to respect different cultures, religions and races, but not the lack of respect and values.

- b More than 70 nations sent delegates to the conference. true

- c Kuwait was one of the 70 member countries that sent delegates to the conference
Kuwaiti citizens have organised conferences for the government. false

- d The government has organised conferences for Kuwaiti citizens.
Ban Ki-moon encouraged cultural diversity. true

5 Complete these sentences using words from the article. Words can be used only once.

- a The meeting sought to emphasise our common humanity.
- b Kuwait has organised several conferences to raise awareness of moderation and understanding.

c Over 70 countries sent delegates to the meeting.

d It is important to respect the followers of other religions.

Words to remember

aspiration, creed, delegate, diversity, initiative, interfaith, mentor, seminar, tolerance

Think and speak (expressing personal opinions)

6 The Culture of Peace meeting aimed to show that everyone should treat each other with respect and tolerance.

- a Why is it important to respect and tolerate other people and other faiths?
- b What can be done to ensure people treat each other with respect?

Grammar

• Present perfect Grammar reference pages 125–126

1 Look at sentences 1–4 from the article on page 19.

- a What is the difference between sentence 1 and sentences 2–4?
 - 1 On the 12th November 2008, world leaders met in New York.
 - 2 They have suggested that the best way this can be achieved is through dialogue.
 - 3 Kuwait has organised conferences in London and Washington.
 - 4 Kuwait has also sponsored many regional and international conferences.
- b Write two sentences telling only that something happened and two sentences telling that something happened and when it happened.

2 We can use the present perfect to say how long someone has done something for.

The term 'Islamic art' refers not only to religion, but to the richly diverse Islamic culture as well. Islamic art such as architecture, calligraphy and literature has been inspirational to many other artists throughout the world and has been consistently produced since at least the 7th century. You can find out more information about Islamic art this week at the Kuwait Book Fair, which has run for over 30 years.

- a Which sentence in this paragraph introduces a length of time?
- b Which sentence introduces a particular time?

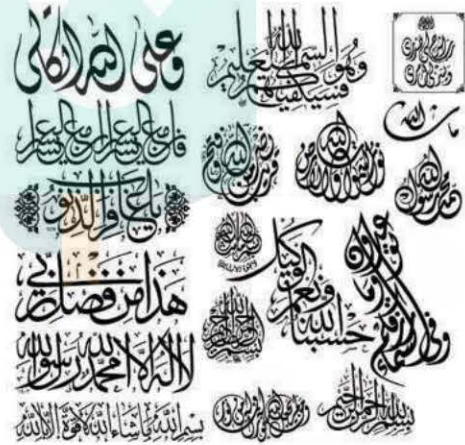
3 a Think about any interesting experiences you have had related to Islamic culture. For example:

- a famous mosque you have visited or seen
- different kinds of food you have eaten during Ramadan
- experiences of Islamic culture in other countries
- difficult skills you have mastered

b Write sentences like this:

I've seen a rare copy of the Holy Qur'an.
I've visited the largest mosque in Europe.

c Now use them to make conversations with a partner.



• Prepositions [on, amongst, in, for, of, with, at, by] Grammar reference page 126

4 a Complete the sentences with the correct prepositions.

- (1) on the 12th November 2008, world leaders met (2) in New York (3) for a UN General Assembly (4) on the Culture (5) of Peace. Kuwait took part (6) in the meeting. (7) at the end of the conference, his Highness the Amir Kuwait Sheikh Sabah Al-Ahmad Al- Jaber Al-Sabah had also met (8) with numerous world leaders in order (9) to raise awareness of respect and understanding (10) amongst Kuwaiti citizens.

b What difference in meaning does each preposition have?

1 on refers to time; 2 in refers to place; 3 for refers to purpose; 4 on refers to the topic; 5 of refers to the association of belonging between two entities 6 in refers to involvement 7 at refers to time; 8 with refers to accompaniment 9 to introduces an infinitive verb 10 amongst refers to the involvement of most or all members of a group reciprocally

QUOTE "Great art can communicate before it is understood."
T.S. Eliot



Vocabulary Verbs with similar meanings

1 Answer these questions about *listen (to)* and *hear*.

- a Which verb means:
- 1 to receive a sound in your ears? *listen (to)* / *hear*
 - 2 to pay attention to a sound? *listen (to)* / *hear*
- b Complete these people's words with the correct form of *hear* or *listen (to)*.



2 Complete these sentences with the correct form of *look at*, *watch* or *see*.

- Look at** those people over there. What are they doing?
- I can't **see** very well without my glasses.
- The police **are watching** a house in our street. They think criminals are using it.
- If you **see** my brother, tell him I'll phone him tomorrow.
- You shouldn't **look at** the sun. It can damage your eyes.

Words to remember

- calligraphy, consistently, diverse, inspirational, master, richly

3 Complete these sentences with the correct form of *say*, *tell* or *speak*.

- Waleed:** What did Bader **say**?
- Ahmed:** He **said** he's learning to **speak** English.
- Waleed:** She **says** she used to live in Kuwait City. Is that true?
- Ahmed:** Yes, of course. She never **tells** lies.
- Waleed:** Hello. This is Waleed. Can I **speak** to Omar, please?
- Ahmed:** I'm sorry, he's out. I'll **tell** him you phoned.
- Waleed:** Can you **say** that again, please? I couldn't hear you.
- Ahmed:** The problem is, everyone in the room **is speaking** at the same time.

Pronunciation

4 (2.1) Listen and repeat these sentences. Stress the underlined word.

- That was a good film.
- That was a good film!
- The story was excellent.
- The story was excellent!

5 (2.2) Now listen and repeat these sentences.

Speaking Conducting a survey

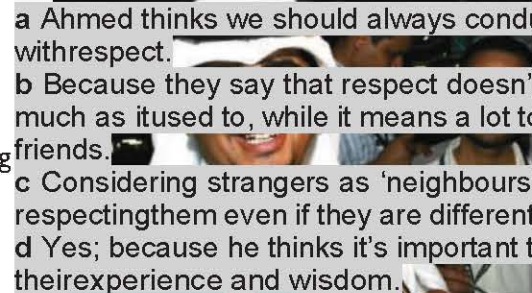
Listen

1 (2.3) You are going to hear someone doing a survey in Kuwait City. Listen and answer these questions.

- What is the subject of the survey?
- What are the interviewer's two questions?
- Why is it a useful survey?

2 (2.3) Listen again and answer these questions.

- How does Ahmed think we should conduct ourselves?
- Why does Samia think some people are wrong?
- What does Samia describe as being 'about tolerance'?
- Does Fahad have any older friends? Why?
- Who else does he respect?



a Ahmed thinks we should always conduct ourselves with respect.

b Because they say that respect doesn't mean as much as it used to, while it means a lot to her and her friends.

c Considering strangers as 'neighbours' and respecting them even if they are different to her.

d Yes; because he thinks it's important to learn from their experience and wisdom.

e His family, education, history, people he doesn't know and himself.

3 a What language does the interviewer use to make the interviewee comfortable?
b What language does the interviewee use to express opinion?

Do a survey

4 Work in pairs. You are going to do a survey among the other students in your class on the topic of 'respect'. Follow these stages:

- Write survey questions to ask other students. Leave space to write answers.
Note: Every student should have a list of questions.
- Practise asking and answering questions with your own partner.
Use your own ideas and expressions from the *Useful Language* box below.
- Find other pairs of students. Take turns to interview each other.
As you do this, write down the other students' names and answers.
- Ask as many classmates your questions as possible.

5 Now tell the class what you have found out from your survey.

USEFUL LANGUAGE

Starting a conversation

Hello. / Good morning. / Excuse me.

Asking permission to ask questions

Could I ask you a few questions?

Is it okay if I ask you a few questions?

Would you mind if I ...

Agreeing to answer questions

Yes, that's fine. / Yes, sure. / Yes, okay.

Thanking

I appreciate it.

I'm grateful.

Thanks for your time.

Responding to thanks

That's all right.

You're welcome.

That's okay.

Writing A review

Read and analyse

You are going to write a review of a book you have read.

1 Read these two book reviews quickly.

Which is a review of a book about ...

- history? **The second one**
- travel writing? **The first one**

2 Read the reviews again, and answer these questions.

- a Are the reviews good, bad or mixed? **It's a very good review**
- b What did the writers like or dislike? **They thought it was fascinating; They liked the descriptions; They thought it was very memorable and an excellent account**



Ibn Battuta's account of his thirty-year journey is a fascinating book. Born in Tangier in 1304, he left home for Makkah at the age of about twenty. Then he travelled through forty-four countries including Jordan, Egypt, Turkey, India and even China! He covered about 75,000 miles. Ibn Battuta's account includes descriptions of his pilgrimages, the cities he stayed in, local tales, and sea-adventures – so this is a book that everyone will enjoy! His memory of the events and places was amazing. And you will remember his stories for a long time, too. This is an excellent account of an amazing lifetime of travelling.



Ibn Khaldun

b) They liked the discussion of serious ideas in a clear manner; They thought it was well-organised, well-written; and something you learn from

Ibn Khaldun's *Muqaddimah* is one of the most important historical works ever written. Ibn Khaldun, the author, was born in Tunis in 1332 CE and was a high-ranking political figure. The work was ground-breaking and discussed many important theories which are still relevant today. Because of its complex content and purpose, the book is not easy to read. However, it is well-written and well-organised. Reading *The Muqaddimah* will make you think – and it will change your view of the world.

3 Find three facts and three opinions in each of the reviews.

Text 1) facts: a thirty-year journey; Ibn Battuta born in Tangier in 1304; 44 countries; covered 75,000 miles >> opinions: The book is fascinating; everyone

Words to remember

- account, conduct,
- cover, figure,
- ground-breaking,
- high-ranking, pilgrimage,
- relevant, review

...d through 44
 ...s an amazing
 ...ent account
 ...rn in Tunis in
 ...sed several

4 a Choose which book to review. Why do you respect it?

- b Use a mind map to make a list of important facts.
- c Make a note of your opinions. Use another mind map of adjectives and expressions you might use.

opinions: one of the most important historical works ever written; ground-breaking; not easy to read; well-written and well-organised; it makes you think and changes your view of the world

5 a Write a general review in about 150-170 words. Use your notes from exercise 4 and the Useful Language box.

- b Check your spelling, grammar, punctuation and style.
- c Exchange reviews with another student. Does your partner's review give you enough information? If not, ask him / her questions.

USEFUL LANGUAGE

Expressing personal opinions

This is a book that everyone will enjoy.
 It is a fascinating book.
 It is well-written / organised.

Making recommendations

If you get the chance, read ...
 This is an excellent account of ...
 You will learn a lot from it.

Unit 3

Inspiring architecture

Grammar
Comparatives and superlatives;
compound adjectives



Discuss
Guess!

Guess the photo and fill in the table with information about each famous modern building.

	Photo	Country	Use
The Kingdom Centre	c	KSA	Offices
National Assembly Building	f	Kuwait	Parliament building
The Guggenheim Museum	e	Spain	Art museum
The Petronas Towers	a	Malaysia	Offices
The Sydney Opera House	b	Australia	Opera house and concert hall
The Rose Tower	d	Dubai	Hotel

2 Read the Factfile on page 25.

- a What do the descriptions and the numbers preceding them refer to?
- b Work in pairs. Choose a building or a house you know very well and plan a similar factfile for it. **Students' own answers**

Read

3 (3.1) Listen and read the description on page 25.

- a Which building is the person describing? **The Sydney Opera House**
- b Fill in the gaps with the correct adjective as you listen to the text.

a) The descriptions and the numbers refer to the materials and measurements used in the design of the building that is being described.



Factfile

1 million white tiles
10,000 or more organ pipes
2679 concert hall seats
645 kilometres of electrical cable
588 concrete pillars
183 metres long

A Celebrated Construction ...

It's definitely worth going to see this renowned piece of (1) modern architecture. I went last year and it's absolutely (2) impossible to imagine the harbour without it. The design style is called 'expressionist' and is very distinctive. The same architect who built the National Assembly Building in Kuwait designed it, and it's (3) easy to see why it was made a UNESCO World Heritage Site in 2007. When I first saw it, I thought the geometric structure evoked the style of a ship. That's because of the (4) giant framework of concrete shells that are formed from different sections of a sphere. It's so (5) large that engineers had to drill 588 concrete pillars into the sea to secure its foundation. From the outside it might look huge, but inside it seems much (6) smaller. The venue interior is slightly (7) old-fashioned now: that's because it's over thirty years old. There are five main performance venues: the Concert Hall, the Opera Theatre, the Drama Theatre, the Playhouse and the Studio. The (8) largest venue has 2679 seats, whilst the (9) smallest has a maximum capacity of 400 people. There's also a forecourt, which is sometimes used for open-air concerts. Going to a performance in any of the venues is (10) expensive, and it's very difficult to get tickets, but you can walk around some areas for free.

Check your understanding

4 (3.1) Listen again and answer these questions.

- a Make quick notes on the following.
- How the building was constructed
 - Opinions about the building
- b What information do you think is missing from the description? Compare your opinions with those of a partner.

Words to remember

concrete, design, drill, evoke, expressionist, forecourt, foundation, framework, geometric, renowned, slightly, studio, venue

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

- a The Sydney Opera House and the National Assembly Building are very similar in their design.
False. They are built by the same designer, but are not similar
- b All the tourists who have visited the Sydney Opera House believed that it evoked the style of a ship.
False. This is the opinion of the speaker only
- c The Sydney Opera House isn't as huge inside as it looks from the outside.
True. From the outside it might look huge, but inside it seems much smaller
- d Not all areas of the Sydney Opera House require visitors to have tickets in order to visit.
True. You can walk around some areas for free.

Think and speak (describing; expressing likes and dislikes; giving reasons)

6 Look at the photographs again.

- a Choose one sentence from each pair and complete it with your own ideas.
- I'd love to live or work in a huge modern building because ...*
or I would not like to live or work in a huge modern building because ...
 - The best thing about modern buildings is ...*
or The worst thing about modern buildings is ...
- b Compare answers with those of another student. Do you agree with each other?



Grammar

• **Comparatives and superlatives** Grammar reference pages 126-127

1 Find the adjectives in this short text.

The Kuwait Stock Exchange is a large and important centre of finance in the Gulf region. It is a tall, modernistic building situated in a busy part of Kuwait City. The main trading floor is substantial, and the big offices are very spacious.

Note

-er is added to adjectives for comparison and -est to adjectives in the superlative form.

2 Complete this table and add the adjectives **tall, large, big, busy** and **important** in the correct spaces based on the spelling of the adjectives shown.

Adjective		Comparative		Superlative	
short	<i>tall</i>	shorter	<i>taller</i>	the shortest	<i>the tallest</i>
thin	<u>big</u>	thinner	<u>biger</u> ..	the thinnest	<u>The biggest</u>
heavy	<u>busy</u> ..	heavier	<u>busier</u> ..	the heaviest	<u>The biggest</u>
luxurious	.....	more luxurious	.....	the most	<u>The most</u>
	<u>important</u>		<u>More important</u>	luxurious	<u>important</u>
fine	<u>large</u> ...	finer	<u>larger</u> ..	the finest	<u>The largest</u>

What are the comparative and superlative forms of the irregular adjectives **good** and **bad**?

3 You are going to compare the buildings on the right.

a First match adjectives 1–6 with the opposite adjectives a–f. You may use the dictionary or the glossary at the end of the book.

- | | | |
|---------------|----------------|-----------------|
| 1 spacious | <u>d</u> | a modern / chic |
| 2 affordable | <u>e</u> | b weak |
| 3 cosy | <u>f</u> | c well-lit |
| 4 dark | <u>c</u> | d tiny |
| 5 traditional | <u>a</u> | e costly |
| 6 sturdy | <u>b</u> | f uncomfortable |

b Now write sentences comparing the buildings using some of these adjectives. **Students' own answers**

The flat is more modern than the hut.
The villa is the most modern building.

• **Compound adjectives** Grammar reference page 127

4 Look at this compound adjective and its meaning.

It's a seven-star hotel = It's a hotel with seven stars.

Now rewrite these phrases using compound adjectives:

- | | |
|------------------------------|-------------------------------------|
| a a journey of 20 kilometres | <u>a 20-kilometre journey</u> |
| b a meal with three courses | <u>a three-course meal</u> |
| c a block of 44 storeys | <u>a 44-storey block</u> |



KWD 27,000



KWD 152,000



KWD 36,000



KWD 570,000

Vocabulary Buildings in Kuwait

1 a Use words from the box to describe the pictures.

*residential commercial cultural governmental public state
private trade educational*



- b Discuss these questions with a partner. **Students' own answers**
- 1 How many different rooms do you think each building has?
 - 2 How many different types of people do you think use each building?
 - 3 Which of the buildings would you most like to spend an afternoon in? Why?
- c Write the different parts of the hotel on the picture below:



entrance, ground floor,
roof, balcony, swimming
pool, garden, fountain,
first floor

remember

environmental,
modernistic, public,
residential, spacious,
state, sturdy, substantial

Think and speak

2 Work with a partner. Describe your favourite building in Kuwait.

Pronunciation

3 (3.2) Listen and repeat these words. Where is the stress?

- a cultural c governmental e confidential
b commercial d environmental f residential

4 (3.3) Now listen and repeat the words in sentences.

Speaking Discussing plans for a new airport

Listen

1 This picture provides a view of Al Wafra in Kuwait. Discuss these questions:



- a What do you know about Al Wafra?
- b Would you like to live there? Why or why not?

2 (3.4) You are going to hear a conversation among three people who live in this area. As you listen, answer these questions.

- a What is the bad news? ...building a new airport right through the area.

b What two locations are mentioned? the main runway 500 metres from the town; on the other side of the oilfield

3 (3.4) Listen again. What suggestion does the speaker make? How does the other speaker reply? suggests that they build the airport on the other side of the oilfield. The other speaker replies that it would be more expensive to do that

Discussion and presentation

4 Work in groups. You are going to discuss the new airport location and make your own suggestions.

- a Talk about the points below. Use expressions from the *Useful Language* box.
 - The advantages of building a new airport
 - The disadvantages of building a new airport
 - The needs of people who live in this area.

One student in each group should make a written note of the best ideas.

- b Present your ideas and suggestions to another group or to the rest of the class. Each member of the group should talk about one point from question a.
- c Finally, have a class vote to nominate the best ideas.

USEFUL LANGUAGE

Making suggestions

They could ...
Do you think it would be a good idea to ...?
What about ...?
I / We suggest that ...
I / We recommend that ...

Agreeing with a suggestion

That's a good idea. / That sounds good. / Why not? / Brilliant idea! / I agree.

Disagreeing with a suggestion

No, I don't think so.
I'm not so sure.
I don't think that's a very good idea.
I'm not really keen on that idea.

Quote "He is happiest, be he king or peasant, who finds peace at home."
Johann Wolfgang Von Goethe

Writing A formal report

Read and analyse

قراءة

You are going to write a formal report to send to the city council about building a new airport near to your town.

1 This is a report by a group of local business people who want the airport to be located in Al Wafra, near the town.

- a As you read the report, match these headings with the appropriate sections of the report.
- ▶ Conclusion / recommendations 4
 - ▶ The reason for writing 1
 - ▶ The benefits 2
 - ▶ The worries of a minority 3

To The Ministry of Transport
From The Al Wafra Council
Subject The proposed new airport

1

The objective of this report is to comment on the effect that the new airport development will have on Al Wafra.

2

The majority of the council believe that the new airport is a profitable idea. They think it will create a valuable commuter link to other Gulf countries and strengthen the economic growth of Al Wafra. This will benefit all the inhabitants. In addition to this, people will be able to commute to Kuwait City in 10 minutes by helicopter. Currently this journey takes one hour by car.

3

A small group of people in the area are apprehensive about the effect the airport will have on their lives. In particular, they think the school will be badly affected. Some of the senior citizens have also voiced the concern that the airport will bring an unwelcome influx of traffic to the region.

4

This group welcomes the building of the new airport and looks forward to the benefits it will generate. However, we realise that the noise from the runway may have a detrimental effect on the local school. For this reason, we advocate that a new school be built in another location.

- b Work in pairs. Look at the report again. What can you say about:
- ▶ its appearance?
 - ▶ the language: verb forms, etc.?
 - ▶ the beginning and the ending?

appearance: It is set out in a formal way (i.e. typewritten, with a formal heading, and headings for each

Plan your report

2 Now plan a report to the Ministry of Transport, giving your group's opinions.

- ▶ Decide what your section headings will be.
- ▶ Think about the ideas your group previously discussed.

Words to remember

advocate, apprehensive, benefit, council, detrimental, influx, objective, profitable, voice

age: The language we are using here is not as in a report, individual

ending: no closing words

Write and check

- 3 a Write your report in about 150-170 words, using your plan and the business report.
b Check spelling, grammar and punctuation carefully.

USEFUL LANGUAGE

Stating one's purpose

The purpose of this report is ...
This report will consider ...

Giving reasons

For this / these reason(s) ...
Because of this, ...



Traditional Dress in Kuwait

Traditional dress has always been important within Kuwait and still continues to be so. Kuwaitis take pride in their country and its traditions and this is expressed through the clothes they choose to wear. This article talks about the traditional clothes of Kuwait.

The Ghutra

- 5 The Ghutra is a square scarf made of cotton, and is worn folded into a triangular shape with the fold in the front over the Gahfiah. Whilst the Ghutra is worn in a variety of colours throughout the Middle East, in Kuwait it is generally white. Not only is the Ghutra worn formally but also it can be worn casually, depending on the wearer's desire.

The Igal

- 10 Igal is a doubled black cord that is used to secure the Ghutra in place. It is usually made from tightly woven black goat-hair and sheep's wool.

The Gahfiah

The Gahfiah is a small white cap which is worn underneath the Ghutra. It helps to keep the Ghutra from slipping, is always white and comes in a variety of styles. In some countries the Gahfiah is worn by itself without the Ghutra, and when it is, it can come in a variety of colours. In Kuwait however, it is more usual for it to be worn underneath the Ghutra.

Dishdasha

- 15 The Dishdasha is a loose garment which covers the whole body down to the ankle. The Dishdasha is an important symbol of equality and is so suited to the climates of the Middle East that its design has changed little in hundreds of years. In hotter months, men tend to wear white robes, whereas during winter many people don Dishdasha made from wool, which are often darker in colour. They are usually worn with loose white trousers underneath called
20 Sirwal mekassar. The Dishdasha is sometimes also accompanied by a Bisht. This loose robe is worn on top of the Dishdasha, especially in colder weather. Bishts are either made of cotton or camel / sheep wool and are always trimmed with beautiful golden embroidery.

Paired Conjunctions

Paired conjunctions are often used in both spoken and written English to make a point, give an explanation or discuss alternatives. Their structure is strict! (e.g. *I would love to take both my laptop and my cell phone.*)

1 Match the sentence halves to make a complete sentence.

- | | | |
|--|-------|---|
| a Both Anwar | ..... | 1 but we also have enough money. |
| b Not only do we want to go | ..... | 2 neither true nor realistic. |
| c Either Omar will have to work more hours | ..... | 3 not only wise to listen to your parents but also interesting. |
| d That story was | ..... | 4 and I are coming next week. |
| e Students who do well not only study hard | ..... | 5 either his career or his hobby. |
| f In the end he had to choose | ..... | 6 but also use their instincts if they do not know the answer. |
| g Sometimes it is | ..... | 7 or we will have to hire somebody new. |

2 Find in the text two sentences that have paired conjunctions.

3 Choose another two sentences from the text and rewrite them using paired conjunctions.

Project 1

بداية

You are going to work individually and in groups to produce a holiday programme for some visitors to a place in Kuwait. The programme will be used as a classroom display.

Planning a cultural holiday

Stage 1 Read

Read this seven-day programme for visitors to Kerala in southern India.

- What kinds of places will the tourists visit?
- What kinds of people would particularly enjoy this holiday?

A week in Kerala

Golden beaches, beautiful temples and tropical scenery are just some of the attractions of the paradise of Kerala in southern India.

Day 1 Arrival at Cochin

The explorer Vasco da Gama discovered Cochin and put it on the world map. It has Portuguese churches, mosques and Hindu temples. In the evening you can visit a traditional dance show.

Day 2 Munnar

Munnar is a nature lover's paradise. Enjoy the pretty towns, the marvellous waterfalls and high mountains. See the tea gardens spread like a green carpet over the hillsides.

Day 3 Munnar

After breakfast, go on a sightseeing tour which includes the Raja Malai, a high mountain peak of Munnar where you can see mountain goats and the Muttupetty Dam.

Day 4 Thekkady / Periyar

You will visit one of the best game sanctuaries in India – Periyar Wildlife Sanctuary. Your four-hour journey to Thekkady is through incredible tea estates and wild forests. Do not forget your camera. In the evening visit Kumily market to buy spices.

Day 5 Periyar

Periyar Wildlife Sanctuary is famous for its animals, spice plantations and scenery. A boat ride on Periyar Lake is the best way to see the sanctuary. The greatest attraction here is wild elephants which come to the lake to play in the water.

Day 6 Kovalam

Take a morning drive to Kovalam, the international beach resort full of coconut trees. There are many things to do here - swimming, boating and special cultural programmes.

Day 7 Departure

The day is free for your own activities. Later take the train or flight to your next destination.



Stage 2 Discuss and decide

Work in groups. You are going to plan and write a cultural holiday programme for visitors to a place in Kuwait.

- Who are the visitors? (e.g. adult tourists, students, business people)
- What would this group be interested in? (e.g. Islamic culture, history, traditional music /dance, wildlife, art, famous buildings, food, sports, shopping)
- How long is the visit? (e.g. a long weekend, a week, two weeks)
- Use a graphic organiser to arrange your ideas and to see if you need to collect further research. A graphic organiser is a useful way of laying out your ideas and research, either on the computer or on a large piece of paper, to understand the overall direction of your project. It can also be used to edit your work before a final draft.

Stage 3 Write the programme

- Write an outline programme for the holiday, using 'A Week in Kerala' as an example. Write only the headings for each day. Don't write any details yet.

Day 1 Visit to ...

Day 2 Visit to ...

Day 3 Visit to ...

- Share out the days among the members of your group.
- Each student writes his / her part of the programme in detail.
- Exchange what you have written with other students in your group. Correct and improve each other's writing.

Stage 4 Add extras

- Think of some 'optional extras' to add to your holiday programme. For example:
 - Speciality food your visitors will have a chance to try
 - Evening events they could go to
 - Markets where they could buy souvenirs
 - Excursions to other tourist attractions
 - Different seasonal activities throughout the year
- Plan the layout and design of your programme, including photographs. Remember you want to attract people to Kuwait.

Stage 5 Presentation

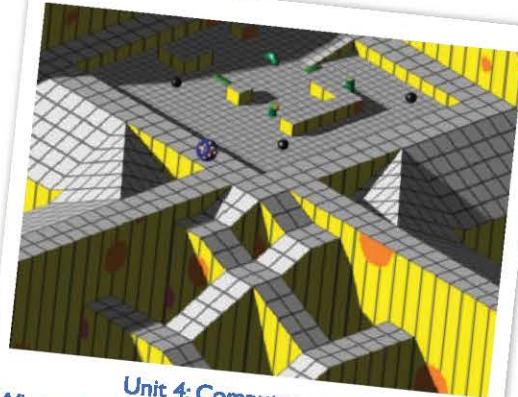
- Plan how to display your holiday programme in the classroom.
- Display your programme, then look at the work of other groups.
- Finally, the whole class could vote to decide which are the most interesting programmes.

Try these websites for information:

- www.keralatourism.org/kerala-glance.php
- www.visit-kuwait.com
- www.kuwaitiah.net/tourism.html

Module 2

Free time



Unit 4: Computer games
What might computer games be like in the future?



Unit 5: Sports psychology
What do you know about the Paralympics?



Unit 6: Nature
Why is it important to protect wildlife?



Focus on:
Kuwait: a shopper's paradise



Project 2:
Planning a radio or TV programme.

Outcomes

You will be able to:

- read and talk about the future
- make predictions
- discuss effects and levels of importance
- give reasons for preferences
- listen to and give advice
- persuade through a talk
- write instructions and a proposal to receive funds
- fill out an application form

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Unit 4 Computer games

Grammar
The future tense / present continuous;
the more ... the more



Discuss

1 Answer these questions about computer games.

Do you play computer games?

If your answer is Yes ...	If your answer is No ...
1 How old were you when you played your first computer game?	1 Why haven't you played any computer games?
2 How often do you play computer games?	2 Why do you think computer games are so popular?

Compare your answers with a partner.

2 Discuss how you think computer games will change in the future.

Read

3 You are going to read an article about future computer games. Before you read, match words **a-f** with their meanings **1-6**. You may use the dictionary or the glossary at the end of the book.

- | | | |
|-----------------|--------|---|
| a predict | 5..... | 1 artist who creates computer images |
| b enable | 4..... | 2 growth / expansion |
| c complex | 6..... | 3 living thing / animal |
| d animator | 1..... | 4 to make something possible |
| e creature | 3..... | 5 to say what you think will happen in the future |
| f increase (n.) | 2..... | 6 too difficult / complicated |

4 Read the article on page 35 quickly and note how future computer games will be different from the games we play now. **more demanding; more realistic: players will spend more time playing them; better graphics; game characters will be more intelligent; more multi-player games, such as on mobile phone networks; more expensive (pay as you play).**



Fast forward to the future of games

Technology experts are predicting that the computer games of the future will be a lot more demanding both for games producers and for players. In particular, they say, games will look much more realistic and computer-controlled characters will be more naturalistic. This means that computer games players will undoubtedly spend
5 more time playing games than they do at the moment. Advancements in technology will enable companies to create more convoluted games. The graphics of computer games will definitely improve, but this may cause problems. Firstly, game studios will have to employ hundreds of animators to simulate enough creatures to fill huge computer worlds. Secondly, designers may spend too much time on visual effects and forget
10 about the quality of the games themselves.

One computer wizard said: 'When you move away from combat-based games, character discourse will become much more important. We will have to develop Artificial Intelligence, or AI, to make our game characters more intelligent; in the end they will be able to perform tasks such as visual perception, speech recognition and
15 decision-making.'

Another change that seems probable is the increase in people gaming using mobile phone networks. Many of these games are free at the moment, so companies don't earn much money from them. Some people are predicting that, in the future, as multi-player games become more and more popular, players will have to pay for every episode.

20 These constant changes make game technology a rapidly developing business. Rival companies are just as competitive as their consumers. This competitive atmosphere will always produce exciting new ways to play, and ensures future consoles won't fall behind the times. Sony's latest hand-held console, the PSP, has recently been updated with an anti-reflective screen, as well as a built-in microphone for headset-free use.
25 And game designers will be working hard to compete with the success of the Nintendo Wii, which has been flying off the shelves since its release. This is largely due to the Wii's simple design and 'wand'; a wireless controller that uses motion sensors to imitate the movement of the player.

Check your understanding

5 Read the article again and answer these questions.

a What will computer games be like in the future?

Computer games will be more difficult, realistic and naturalistic in the future.

b Why do game characters have to become more intelligent?

Because character discourse is becoming more important than combat-based games.

c Why will game designers be working hard in the future?

They will be competing with the success of the Nintendo Wii.

Vocabulary

6 Find the hyphenated words that mean the following:

a a computer game designed for or involving several players multi-player.....

b designed to be held in the hand hand-held.....

c minimising the reflection of light anti-reflective.....

Words to remember

anti-reflective, Artificial Intelligence (AI), compete, competitive, console, convoluted, discourse, employ, naturalistic, perception, rival, sensor, simulate, speech recognition, visual effects, wizard

Think and speak (stating advantages and disadvantages; expressing opinions)

7 What effects can playing computer games have on young people? Discuss good and bad effects.

Grammar

● **The future tense / present continuous** Grammar reference pages 127-128

1 All these sentences are about actions or events in the future. Circle all the future verb forms in the paragraph.

I'm buying a new computer game at the weekend. It's a new game, but it has already had some great reviews. I can even play with a wireless keypad. We're finishing our old game tomorrow after school. I wasn't the champion last time we played, but I'm going to win next time. I'm going to beat the highest score. It's a driving game and the virtual effects are brilliant – the cars look really realistic. I prefer to play games with characters and storylines, though. I'm sure that soon computer characters will even simulate conversations with each other. However, advances in technology mean new games probably won't be as cheap as they are now. I'm going to stop spending so much money on snacks so I can save money. I like to keep up-to-date with the latest consoles and share them with my friends, so we can all have a good time together.

present continuous

going to

future simple

present continuous

going to

prefer

going to

2 Write predictions about how everyday objects will change and develop in the future.

I expect laptop computers will get smaller and become more powerful. Laptop computers will definitely get cheaper. Everyone will have one.

Start sentences with one of these expressions:

I expect... ..

I think... ..

I predict that... ..

Use these words after **will** to show how certain you are about your predictions: **definitely / probably / possibly**.



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3 Think about your future plans and arrangements.

a Write three answers for each question.

1 What are your plans and arrangements for next weekend?

.....

2 What are your plans and arrangements for your next holiday?

.....

3 What do you intend to do when you leave school?

.....

Write about a plan / intention like this:

I'm going to play football on Saturday.

Write about an arrangement like this:

I'm playing football on Saturday.

b Now find other students who have the same plans or intentions as you.

Ask: *What are you going to do at the weekend?*

When you find someone who is doing the same as you, write sentences like this:

Hussein and I are both going to play football in Kuwait City at the weekend.

● **the more... the more...** Grammar reference page 128

4 Complete the sentences using *the more ... the more*.

a The more realistic games become, the more

b I think that the more games I play, the more

c I predict that the more, the more

Vocabulary Computer-friendly

1 Work in pairs.

a Find these console components in the picture:

power / hold button CD / DVD drive USB drive
control pad volume control



- 1 volume control
- 2 CD / DVD drive
- 3 power / hold button
- 4 control pad
- 5 USB drive
- 6 screen

b Complete these sentences with words from the box above.

- 1 To turn on the console, press the power button.
- 2 To play a CD or a DVD, open the CD / DVD drive.
- 3 Push the volume control lightly to adjust the sound level.
- 4 The USB drive can be used to transfer data.
- 5 Control the character on the screen by moving your thumb on the control pad.

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

afford buy cost earn pay (for) save (up) spend (on)

Words to remember

analogue,
computer-friendly, drive,
hold button, touchscreen,
wireless

- 1 I like the touchscreen on your new mobile phone. How much did you pay for it?
- 2 How much do you spend a week on mobile phone calls?
- 3 **A:** Laptops are quite cheap now. They don't cost as much as they did a few years ago.
B: I know. I bought one for under KWD 270 last week.
- 4 I'm saving up for a wireless controller. I'll have enough money next month.
- 5 I have a part-time job in a shop in Al-Ahmadi, so I don't earn very much.
- 6 My dad got a pay increase last month, so we can afford to replace our analogue TV with a digital one.

b Discuss these questions in pairs or small groups. **Students' own answers**

- 1 How much does your mobile phone cost you every week?
- 2 How much do you spend on beverages and snacks every week?
- 3 Do you save up to buy things? What's the longest time you have saved for?

Pronunciation

3 (4.1) Listen and repeat these words. Where is the stress?

- | | | |
|----------------------|--------------------|-------------------|
| a <u>computer</u> | c <u>kilometre</u> | e <u>animator</u> |
| b <u>thermometer</u> | d <u>designer</u> | f <u>director</u> |

4 (4.2) Now listen and repeat the words in sentences.



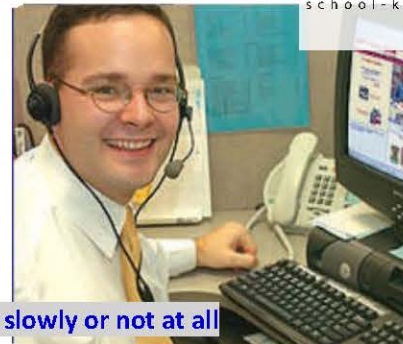
Speaking Giving advice

- 1 (4.3) You are going to hear three callers phoning a computer helpline. Listen and note down what the three problems are.

Caller 1: spilt lemonade over his keyboard-----

Caller 2: has installed a new game and now nothing works-----

Caller 3: the mouse has almost stopped working - it moves very slowly or not at all



2 Work in pairs.

- a Discuss what advice you think the helpline assistant will give to caller 1.
b (4.4) Listen to find out if the helpline assistant gave any of the same advice as you.
c Now roleplay the second problem situation.

A You are the helpline assistant. Start by giving the caller some advice. Use advice expressions from the *Useful Language* box.

B You are the caller with the problem. If you don't understand the advice you are given, ask extra questions.

- d Change roles and roleplay the third problem situation.

- e (4.5) Listen to the second and third complete phone conversations. Do you think the helpline assistant's advice is helpful or not?

3 Work in small groups.

- a Tell each other about any computer or computer game problems you are having at the moment. (If you have to, make up a common problem, or pretend past problems are still worrying you.)
b Give each other advice, using expressions from the *Useful Language* box below.

USEFUL LANGUAGE

Identifying a problem

Hi. I'm calling about ...
Hello. I hope you can help me.
I was ... (ing) when ...

Asking for advice

What do you think I should do?
What would you do if you were me?
What would you do in my position?

Giving advice and suggesting solutions

(I think) you should ...
Why don't you ...?
If I were you, I'd ...
If I were in your position, I'd ...
Have you tried ...?
What about ...?

Quote "Computers are magnificent tools for the realisation of our dreams, but no machine can replace the human spark of spirit, compassion, love and understanding."

Louis Gerstner



Writing Game instructions

تعليمات

You are going to write a list of instructions for playing a game.

1 As you read the instructions, answer these questions.

- a What is the object of the game? To navigate the marble to the end of the maze.
- b How can the game be controlled? By a built-in motion sensor.
- c When does the game end in each mode? When the player has completed all the levels.

Welcome to Marble Madness 3D!

Instructions

- 1 Your mission is to navigate the marble to the end of the maze.
- 2 Hurry up! You only have a limited amount of time.
- 3 Beware of edges and holes. Falling into space will cost you valuable seconds.
- 4 Control the marble with the built-in motion sensor to obtain the classic 'marble madness' feeling. Alternatively you can use the joystick or keypad.

Ways of playing

- Marble Madness 3D can be played in 'challenge' or 'arcade' mode.
- In challenge mode, you can play one level after another and receive a high score for each level. After succeeding at all levels, you will earn a special bonus reward.
- In arcade mode, your task is to play all levels in one breathtaking rush. Collect bonus time in each level to save time for the following levels.

Extras

Complete the game to earn the right to play an exclusive bonus level!



2 Work in pairs. Look at the game instructions again. What can you say about these parts of the instructions?

- a Appearance: headings, numbers, bullet points, etc. **Students' own answers**
- b What kinds of verbs are used for the various types of instructions? Find the:

Imperative verbs	hurry up	beware, control, collect, complete
Infinitive verbs	to navigate	to obtain, to play, to save, to earn
Future verbs	will cost	will earn
- c Vocabulary: Find the examples of game vocabulary.

Words to remember

arcade, bonus, breathtaking, built-in, caller, exclusive, helpline, joystick, keypad, mode

Make a plan

3 Discuss and make notes in pairs.

- a Decide on a simple game to write instructions for.
- b Plan what the headings of each section will be.

Write and check

4 Write your instructions on a piece of paper.

- a Use your plan to write your instructions. Make sure they are clear.
- b Check your spelling, grammar and punctuation.
- c Exchange instructions with a partner. Ask questions if necessary.

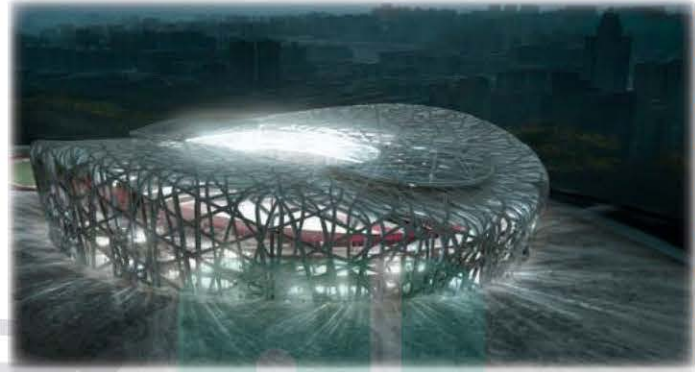
Grammar
Questions and imperatives; modal verbs
[can, could, should, would]

Discuss

- 1 a Look at the picture. Can you guess the sporting event?
b Which sports are played here?

Read

- 2 Read this article about the Paralympics. Work with a partner and answer these questions.
 - a What is important about the Paralympics?
 - b What skills are important to athletes, whatever their abilities?



Why the Paralympics matter

Why the Paralympics matter

The Paralympics have come a long way from their humble beginnings. Back in 1948, the neurologist Sir Ludwig Guttman used sport to rehabilitate his patients and began organising competitions between them. During the 1960 Olympic Games in Rome, Guttman brought 400 wheelchair athletes to the Olympic city to compete. The modern Parallel Olympics (or 'Paralympics') were born.

Triumph over adversity

Now the Paralympics are the pinnacle of competition for elite athletes with a disability and challenge the accepted view of what the human mind and body are capable of. The paramount issue is getting people to understand the high levels of performance which the athletes are achieving. You can watch athletes in wheelchairs complete marathons in one hour and 20 minutes, powerlifters lifting weights comparable to their able-bodied counterparts and much more besides.

Beijing Games 2008

In 2008, the thirteenth Paralympics took place in Beijing, China. Athletes from 148 countries took part in 20 sports, including equestrian and sailing events. Eight Kuwaiti athletes attended, following their success at the World Athletics Championship. The Kuwaiti athletes drew press attention during the games as they continued to observe the holy month of Ramadan during the competition. Fasting trains a person in the virtues of patience, sacrifice and self-discipline – important skills to any athlete.

Kuwaiti pioneers

Kuwait was the first country in the Gulf region to develop a sport club specifically for the disabled. Established in 1977, the Kuwait Disabled Sports Club now has more than 1,500 members. The track and field stadium is equipped with a digital screen and a physiotherapy section, and these are widely known as the best facilities in the Middle East.

The club also contributes to the physical, psychological and social rehabilitation of its members. If Sir Ludwig Guttman could visit the club today, he would surely be overwhelmed by how his rehabilitation techniques have become an international sporting phenomenon.



Factfile

Olympic Games Beijing 2008

28 sports
37 venues
43 new world records
11,028 athletes
100,000 volunteers
7 million spectators
4.7 billion TV viewers

3 Read the Factfile on the right.

- What do the numbers suggest? Do you think there is any purpose in highlighting them?
- How do you expect the figures to change in the next Olympic Games?

Listen

4 You are going to take part in a sports quiz.

(5.1) Listen and choose the correct answer, A, B or C, for each question.

- | | | |
|-------------------------------|---------------------|-------------------|
| 1 A 1944 | B 1953 | C 1964 |
| 2 A Kuwait | B Egypt | C Algeria |
| 3 A 2006 | B 2007 | C 2008 |
| 4 A Brazil | B Germany | C France |
| 5 A Australia and New Zealand | B Norway and Sweden | C Korea and Japan |
| 6 A London | B Paris | C Athens |
| 7 A about 150 | B about 200 | C about 250 |

- Compare answers with those of a partner.

(5.2) Now listen to the answers to find out your score.

Check your understanding

5 (5.2) Listen again and answer questions a-f.

- In which city were the first Pan Arab Games held in 1953? Alexandria
- Approximately how many medals has Kuwait won in the Pan Arab Games? 135
- How many countries took part in the 2007 Pan Arab Games? 22
- Who did Brazil beat in the final in Yokohama? Germany
- When were the first modern Olympic Games held? 1896
- Exactly how many countries took part in the 2008 Olympic Games? 202

6 (5.3) Practise saying these dates and numbers, then listen and repeat the numbers you hear.

35 venues	thirty-five venues
11,028 athletes	eleven thousand and twenty-eight athletes
in 1953	in nineteen fifty-three
in 2008	in two thousand and eight

7 Now say these dates and numbers with a partner.

- | | |
|------------------|----------------------|
| a 28 sports | e 21,500 journalists |
| b 76 students | f 500,000 people |
| c 202 countries | g in 1896 |
| d 600 passengers | h in 2007 |

Think and speak (justifying your answer)

8 Discuss these questions in pairs or groups.

- Do you enjoy watching big sporting events, like the Olympic Games? Justify your answer.
- What are the pressures of being a world champion?

Words to remember

a tv
b s
c i
d
e
hu
f f
g i
h in two thousand and seven

able-bodied, adversity,
equestrian, neurologist,
observe, Paralympics,
phenomenon,
physiotherapy,
rehabilitation,
self-discipline, virtue



Grammar

• **Questions and imperatives** Grammar reference pages 128-129

Questions

1 Which question words or phrases do we use to ask about:

- a a particular thing / a particular group of things? what
- b a place? where
- c a time? when
- d a number? How many
- e a person? Who

2 a Write six sports or general knowledge questions. Use these six question words or phrases once each.

- a When did the first modern Olympic Games take place? (1896)
- b How many countries took part in the 2004 Olympic Games? (202)
- c Who is the most famous footballer in the world? (Students' own answers)
- d Where did the 2002 Football World Cup take place? (Korea and Japan)
- e Which country has won the most gold medals in the Pan Arab Games? (Egypt)
- f What team did Kuwait beat in the football qualifiers for Beijing Olympics 2008? (Bahrain)

b Exchange questions with a partner and answer their questions.

Imperatives for instructions

3 a The following sentences are taken from the Sports Quiz. Circle the verbs that give instructions.

- 1 For each question, **choose** the correct answer: A, B or C.
- 2 **Give** yourself a point for each right answer.
- 3 Now **add up** your score.
- 4 **Don't change** your answers!
- 5 **Be** honest!

b Imagine a foreign visitor is coming to visit your school. Write four instructions about how to behave in an Islamic society. Remember to use the imperative form. **Students' own answers**

.....

.....

.....

• **Modal Verbs [can, could, should, would]** Grammar reference page 129

4 a Refer to the text on page 40 and find phrases with **can, could, should** and **would**.

can watch, could visit, would surely be overwhelmed

.....

.....

b Work in pairs. Say two sentences using one of the modal verbs.

Quote "I can accept failure. Everyone fails at something. But I can't accept not trying."
Michael Jordan

Vocabulary Sports mentality

1 Read this extract from a revision guide about sports psychology. What do different sportsmen need to do to stay motivated?

Psychological factors are the mental factors that help or prevent sportspeople from being in the right 'frame of mind' to perform well.


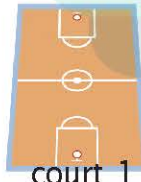


In sport, you have to want to perform and to improve your performance. Your determination to do this is called motivation. The intensity of it is called stimulation. If training leads to boredom, you will lose motivation. Feedback is information about the outcome of a performance and it can greatly affect future motivation and performance.

Your personality can affect your choice of sports and performance:

Extroverts are socially outgoing. They need high stimulation levels to perform. Coaches and teammates need to keep them 'excited' about performing. They prefer team games with open skills and lots of unpredictability. Sportsmanship is also important. Some extroverts like contact sports in which they can show direct aggression, such as boxing and football.

Introverts are usually shy. They perform better at lower stimulation levels. Coaches and teammates need to allow them to stay calm and focused. Introverts prefer sports with fine movements, closed skills and regular routines, e.g. putting in golf. Other introvert sports involve indirect aggression like volleyball where players hit a ball to 'beat' their opponents.

2 Use the venues below to identify the sport. Write a brief description of the psychological factors needed for each sport.

<p>a  pitch</p>	<p>Football; Extrovert - direct aggression, high stimulation levels, open skills.</p>	<p>c  court 1</p>	<p>Golf; Introvert - need for focus and calm, low stimulation levels.</p>
<p>b  course</p>	<p>Basketball; Extrovert - direct aggression, high stimulation levels, open skills.</p>	<p>d  court 2</p>	<p>Tennis; Introvert - need for indirect aggression, focus and regular routines.</p>

Think and speak

3 Discuss these questions in pairs or groups.

- a Which sports do you think are:
- 1 the most extrovert?
 - 2 the most introvert?
 - 3 the most skilful?
 - 4 the most sportsmanlike?
- b Which sport do you find the most exciting? What are the psychological factors that make it exciting?

Words to remember

aggression, determination, extrovert, feedback, introvert, mentality, motivation, opponent, sportsmanship, stimulation, teammate



Writing Completing an application form

You are going to fill in an application form to join a sports club in Kuwait.

Read and check

- 1 Look at this application form and check that you understand what to write in spaces 1–11.

New Kuwait Bay Sports Club

Personal Details:

Family name (1)	PHOTO
Middle name (2)	
First name (3)	
Age (4)	
Home address (5)	
Telephone number (6)	
e-mail address (7)	

Sports you would like to do (8)
(Please give level: Beginner / Intermediate / Advanced)

<input type="checkbox"/> Athletics	<input type="checkbox"/> Football	<input type="checkbox"/> Judo	<input type="checkbox"/> Badminton
<input type="checkbox"/> Golf	<input type="checkbox"/> Karate	<input type="checkbox"/> Baseball	<input type="checkbox"/> Gymnastics
<input type="checkbox"/> Squash	<input type="checkbox"/> Basketball	<input type="checkbox"/> Hockey	<input type="checkbox"/> Tennis
<input type="checkbox"/> Cycling	<input type="checkbox"/> Horse-riding		

Which of these facilities would you be interested in using? (9)

Restaurant Snack bar Sauna Solarium

Signature (10) _____
Date (11) _____

Write

- 2 Complete the application form with your own information.

- 3 Work in pairs.

- a Read your partner's answers to parts 1–11 of the form.
- b Ask each other any questions you would like to know the answers to.
 - Where did you learn to ride a horse?
 - How long have you been doing athletics?
- c Discuss these questions.
 - 1 Is there any extra information you would like to know that is not on the form? How could you get this information?
 - 2 Is this the kind of sports club you would really like to join? Why or why not?
 - 3 How often do you think you would go to a sports club like this?

Speaking Checking information

Listen

1 (5.4) You are going to hear a conversation between a secretary at the New Kuwait Bay Sports Club and a club member.

- a Why is the secretary telephoning the member? **He has**
b What extra information does he need? **He wants to**



needs.
level at tennis.

Pronunciation Asking questions

2 (5.5) Listen and repeat these question tags.

- a Didn't you? c Couldn't we? e Won't you?
b Isn't he? d Haven't you? f Can you?

3 (5.6) Listen and repeat the question tags in sentences.

4 (5.7) Now work with a partner. Read these sentences aloud to each other. How can they be stressed differently to become questions?

- 1 You've already paid. 2 There's only ten minutes left.

Role-play

5 Work with the student who has already read your application form. Follow these stages.

- a Exchange application forms again, so that you have your partner's form.
b Imagine that you are the secretary and that the form has got wet, so you can't read some of the information. Decide now which two pieces of information are not clear.
c Sit back to back with your partner and take turns to phone each other to find out the information. Make conversations like the one you have just listened to. In each conversation, the secretary should start first. You may use expressions from the *Useful Language* box below for help.

Words to remember

application, badminton,
gymnastics, member,
sauna, solarium

USEFUL LANGUAGE

Greeting and enquiring on the telephone

Hello, could I speak to X, please?
(Hello), this is (Noura) from ...
I'm ringing to (find out) ...
So that's ...
Thank you very much.
Goodbye.

Responding on the telephone

Yes, this is X.
Yes, I'll get him / her for you.
No, I'm afraid he's / she's not here.
Can I take a message?
Yes, of course, it's ...
That's right. / No, it's ...
Goodbye.

Unit 6 Nature

Grammar
Countable and uncountable nouns;
present perfect and present perfect continuous



Discuss

- 1 Discuss these questions in pairs or small groups.
 - a Have you ever been to a nature reserve? What did you find particularly interesting there?
 - b Does your family have any pets?
 - c How important do you think animals are in the modern world?
- 2 Look at the pictures of the animals below. Describe the needs of each animal. What are the threats to them in their natural environment?



Read

- 3 Read the article on page 47 quickly and choose the best title:
 - ▶ An educational centre, not a tourist attraction
 - ▶ A safe home for birds in danger
 - ▶ A botanical garden

Thirty kilometres west of Kuwait City is a truly remarkable place, where the low, wet greenery is a striking contrast to the surrounding landscape. This is Al-Jahra Pools Nature Reserve - Kuwait's only inland, and completely man-made, freshwater space. Officially founded in 1990, the 250 hectares of marshes were formed from effluent waste flowing from the nearby town of Al-Jahra. Incredibly, this waste has now become a significant environmental site.

The reserve has become a crucial sanctuary for birds, with over 220 recorded species, including 17 birds of prey. This makes the wetlands one of the best bird-watching sites in the Middle East. In just one day spent beside the reed-lined pools, bird-watchers can see a variety of buzzards, eagles, vultures and harriers. Autumn and spring are the best time for bird-watchers. During these seasons, the area attracts an estimated total of 2000 to 3000 birds, who migrate to refuel themselves on the reserve's rich vegetation.

Al-Jahra Pools Nature Reserve offers vital protection for birds in Kuwait and the Middle East, such as the globally-threatened lesser kestrel. A 70-hectare space has been fenced off to provide a refuge from hunting and to protect the bird's habitat from destruction. Two full-time guards have been monitoring the reserve since 1993 to control trespassing. Thanks to this, the reserve has been a crucial centre for conservation, propagation, education and research.

However, it is not only famous for its fauna. One of the most distinguishing features of the reserve is its extensive vegetation, with a wide variety of flora growing in the pools, especially reeds. The site has great value as a potential field study area for all educational levels up to university research, and part of the site is also a designated camping area.

If you are interested in protecting wildlife, then the Al-Jahra Pools Nature Reserve certainly deserves your support.



Check your understanding o l - k w . c o m

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

- a Al-Jahra Pools Nature Reserve fits into the local landscape.
- b Al-Jahra Pools Nature Reserve was formed artificially.
- c It is a crucial centre for 220 birds of prey.
- d There is a wide variety of plants.

- a False. It's a striking contrast to the surrounding landscape.
- b True. It is completely manmade.
- c False. It is a crucial centre for 220 bird species, including 17 birds of prey.
- d True. The reserve has extensive vegetation, including a wide variety of flora.

Vocabulary

5 Match words a-e with their meanings 1-5. You may use the dictionary or the glossary at the end of the book.

- | | | |
|---------------|--------|---|
| a hunting | 4..... | 1 keeping animals to produce young ones |
| b habitat | 2..... | 2 the natural environment where an animal lives |
| c propagation | 1..... | 3 the plants of a particular place or country |
| d flora | 3..... | 4 finding and killing animals |
| e hectare | 5..... | 5 a unit of land, equal to 10,000 square metres |

Think and speak (expressing opinions)

6 Work in groups. Discuss these questions.

- a How important do you think it is for countries to protect wild birds?
- b Should we spend money on birds? Why / Why not?

Grammar

● **Countable and uncountable nouns** Grammar reference pages 129–130

- 1 Find the eight countable nouns in this extract from the article about Al-Jahra Pools Nature Reserve. **day; pools; bird-watchers; variety; buzzards; eagles; vultures; harriers**

“In just one day spent beside the reed-lined pools, bird-watchers can see a variety of buzzards, eagles, vultures and harriers.”

- 2 Find the five uncountable nouns in this text. **sustenance; meat; grass; hay (= dried grass); water**

“Nature reserves have to make sure they always have enough sustenance for all the different breeds of animals. Some animals, like tigers, only eat meat. Herbivores only eat grass or hay. And, of course, zoo animals need lots of water.”

- 3 Write these quantity words and phrases next to the three headings:

a(n) a few a little a lot of any (how) many (how) much no some the

Singular countable nouns	a(n)	the			
Plural countable nouns	a few - any	A lot of	How many	No-some	the
Uncountable nouns	A little - no	A lot of	How much	some	the

- 4 Choose the correct word or phrase in this interview with Sara.

Eman: So, Sara, I know you're an animal lover. (1) How many / How much pets do you have at the moment?

Sara: Well, I've got five cats, a horse, some birds and (2) a few / a little mice.

Eman: (3) How many / How much food do all these animals eat? It must be very expensive for you.

Sara: It is, but I don't buy all the food. My friends sometimes bring me (4) a few / a little bits of food for my cats, and (5) a few / a little bread for the birds.

● **Present perfect and present perfect continuous** Grammar reference pages 130–131

- 5 a Complete the sentences from the article on page 47.

1 ... the reserve has become a crucial centre for conservation, propagation, education and research.

2 A 70-hectare space has been fenced off, to provide a refuge ...

3 Two full-time guards have been employed since 1993 ...

- b What difference in meaning does each tense have? **Students' own answers**

- c Complete the sentences using the correct form of the verb.

1 I have waiting (wait) for you in the gym for over an hour.

2 He just have arrived (just arrive).

3 The exam results have been given (give) out already, haven't they?

Vocabulary Animals

Adjectives to describe character

- 1 a Find the three adjectives that describe character in this sentence:
 Ostriches have a reputation for being clumsy, cowardly animals, but they can be quite hostile.
- b Here are some more character-describing adjectives. Match them with a meaning and write a word with the opposite meaning. Follow the example.

Character word	Meaning	Opposite meaning
1 brave	2 angry / aggressive	1 Cowardly
2 fierce	5 you won't change your mind or ideas	2 peaceful
3 proud	6 gentle	3 modest
4 shy	1 ready to do dangerous things	4 confident
5 stubborn	3 happy because of something you have done	5 easy-going
6 tame	4 nervous / uncomfortable with other people	6 wild



Animals and idioms

- 2 a Write the names of the different types of animals below under the correct headings. Some can be in more than one list.

buzzard camel canary cat donkey eagle elephant fox gerbil harrier horse kestrel lion mouse parrot pigeon rabbit vulture

wild animals: buzzard, eagle, elephant, fox, gerbil, harrier, kestrel, lion, mouse, pigeon, rabbit, vulture

birds of prey: buzzard, eagle, harrier, kestrel, vulture

sports animals: camel, elephant, horse, pigeon

domesticated animals: canary, cat, donkey, gerbil, horse, parrot, pigeon, rabbit

- b Choose three of these animals and write a short description of them. Describe what they look like and what their character is like.
- c Exchange descriptions with a partner. Can you add anything?

- 3 Match these sentence beginnings with the correct endings.

- a A busy bee is someone who ... 1 ... gets up before other people.
- b A cold fish is someone who ... 2 ... is active and always has a lot of things to do.
- c A dark horse is someone who ... 3 ... shows no feelings.
- d An early bird is someone who ... 4 ... doesn't tell other people what she / he is doing.

Pronunciation Intonation in lists

- 4 (6.1) Listen and repeat these lists of animal characteristics. Notice where the voice goes up and down.

Lions are brave, fierce and proud.



Words to remember
 aggressive, fierce,
 herbivore, hostile, proud,
 stubborn, sustenance,
 tame

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Speaking Presenting ideas; being persuasive

Read

1 Read the Factfile and the information below.

- How do you think the WWF prevents the destruction of the natural world?
- As you read the information below, note any suggestions that would be possible for you to protect wildlife in Kuwait.

Factfile

The WWF (World Wildlife Fund) is a global organisation which works to stop the destruction of the natural world.

What you can do to help

Every decision you make, as an individual or as a family, has an effect on the health of our planet. Your choice is simple. Do you want to be part of the solution or part of the problem?

Here are a few things you can do to help protect wildlife in your area:

- Look after birds by putting out some food, a bird bath or a bird house.
- Attract other wildlife by providing running or dripping water.
- Have an environmental cleanup to turn wasteland into a home for animals.
- Protect wildlife by ensuring there are no dangerous toxins there.
- Don't buy exotic birds from pet shops if they are from the wild.
- Never bring home any wild animals you find.
- Teach others why protecting animals is important to you.

Discuss and make notes

2 Discuss this question in groups of three or four.

- How could your school protect the wildlife in your area? Think of all kinds of wildlife in Kuwait, including insects, birds, small mammals, larger animals, fish, etc.
- Now write an action plan with notes under these headings:
 - Which animals need protecting and why
 - Practical things ordinary people can do
 - What we need to get started — e.g. money / support from people
 - A suggested timetable

Being persuasive

3 Now persuade someone in authority about your plan.

- Share out the four topics among the students in your group.
- Each student prepares a one-minute talk on his / her topic.
- As practice, students give their talks to their own group.
- Finally, each group presents its ideas to the rest of the class.

USEFUL LANGUAGE

Saying why something is important

It is really important for us to (look after our wildlife) because ...

The main reason we must (protect the birds) is that they ...

I'd like to explain why we shouldn't forget (the insects) ...

If we don't do something soon, ...

Quote "We never know the worth of water 'til the well is dry."
Thomas Fuller



Writing A formal letter

Read and analyse

You are going to write a formal letter to a Kuwaiti organisation asking for funds to help finance the action plan on animal protection you suggested in **Speaking**.

1 Read this formal letter and answer the questions.

- a Why are birds and butterflies in danger? **because of air pollution in the city**
- b Why do the students need money? **to hire professionals to help them with the project.**

Dear Sirs,

- 1 I am writing on behalf of a group of students to apply for funds to finance a plan to protect animals.
 - 2 We have studied our area and we would like to help protect birds and butterflies here. These animals are in danger because of carbon monoxide from cars and buses in our city. We believe that as our urban environment develops, it is imperative that the population looks after the animals that are affected by these changes. The lives of animals will otherwise be damaged, without us even noticing.
 - 3 The reason we have chosen birds and butterflies is that ordinary people, including students, can do something practical to help. One proposal is to use an area of wasteland adjacent to our school. In this area, birds can build their nests and we can make sure they have enough food. We will also bed out plants here for butterflies.
 - 4 We have collected some money from the public, but we do not have enough to start work. Students can do a lot of the work themselves, but we will need to employ someone to clear the area. We would also appreciate hiring a professional to oversee our plan, if necessary. We are planning to complete the project in our next school holiday.
 - 5 We hope your organisation can help us, and we look forward to hearing from you. Please feel free to contact us if you require any further information.
- Yours sincerely,

c Now match each paragraph with a purpose.

- | | |
|----------------------------|---|
| Paragraph 1 d | a To explain why the group needs money. |
| Paragraph 2 e | b To give more details about the plan. |
| Paragraph 3 b | c To summarise what the writer hopes for next. |
| Paragraph 4 a | d To introduce the main purpose for writing. |
| Paragraph 5 c | e To describe the most important points of the plan. |

d How do you know that this is a formal letter? Think about verbs, the beginning and ending, and particular words or phrases. **Students' own answers**

Make a paragraph plan

2 Look back at the notes you made in **Speaking**.

Plan what you are going to write about in each paragraph of your letter. Make sure you use formal language.

Write and check

3 a Write your formal letter following your paragraph plan.

b Check and correct your spelling, grammar, punctuation and style.

Words to remember
 adjacent, bed out,
 carbon monoxide, cleanup,
 exotic, finance, global,
 imperative, mammal, nest,
 on behalf of, toxin,
 wasteland

Kuwait: A Shopper's Paradise

Kuwait is a great place to go shopping. It has some of the best stores and shopping centres in the whole of the Middle East. It's little wonder a lot of people like to spend their free time shopping when they can go to places like Villa Moda. Villa

5 Moda is a series of luxury designer boutiques selling fashion and clothing items from top designers from all over the world. The designers include names such as Gucci, Bottega Veneta, Prada, Dolce & Gabbana and Miu Miu, along with many others.

Villa Moda was founded by Sheikh Majed Al-Sabah in 1991.

10 Since then, the brand has grown into a well-known destination for shopaholics - people who are addicted to shopping. Villa Moda has been so successful that several stores have opened in Dubai, Qatar, Syria and other sites across the Middle East. Not only does Villa Moda owe its success to its exciting brands but it also has great customer service and breathtaking design. All of this unites to create a unique

15 shopping experience.

Perhaps the most interesting Villa Moda branch is the luxury shop in Mubarakiya, located in an old bank building set within Kuwait's oldest souk. The souk location was chosen specifically to reflect modern Kuwait as a state which both embraces modernity and honours its traditional history.

20 The Mubarakiya store playfully based its aesthetic design on the idea of 'organised chaos'. The architects incorporated traditional octagonal stars throughout the store. **The stars' eight points were used as a subtle way to delineate the floor space and helped to reflect the apparently chaotic nature of the souk that disguises its organised reality.**

Other traditional ideas are turned on their heads, sometimes literally. Large trays, usually

25 used for communal eating whilst seated on the floor, are flipped over, attached to stainless steel stands and transformed into attractive coffee tables.

Even the fashion designers have helped to add to the sense of East meets West. Diane von Furstenburg and Rachel Roy were employed to create kaftans and long gowns, thereby literally weaving together the traditions of East and West in fashionable and desirable garments.

30 So fantastic are the shopping experiences offered by Villa Moda that shoppers from around the Gulf flock there. It celebrates the mixture of modern and traditional, and eastern and western that exists within the traditional marketplace of the Middle East. Most importantly though, it's a wonderful place to shop!



Inversion

Inversion refers to an irregular verb placement form.

Case One:

The question form (auxiliary + subject + main verb) takes the place of the standard positive sentence structure. Generally, an inversion is used to stress the uniqueness of an event and begins with a negative.

e.g. **Not only do I enjoy classical music, but I also have a season ticket to the symphony orchestra.**

Case Two:

Inversion after *so* (*So* + adjective + verb 'to be' + subject).

e.g. **So strange was the situation that I couldn't sleep.**

1 Find one example of each case in the text.

2 Rewrite the two sentences printed in bold in the text using inversion. Use case One and case Two, once each.

Project 2

Planning a radio or TV programme



مخطط

You are going to work individually and in groups to plan a weekly radio or TV programme for young people in Kuwait. Follow stages 1–5.



Stage 1 Read

Read this announcement about a competition and answer questions a–c.

It's Competition Time !

We want to hear YOUR VOICE

We're looking for creative ideas for a new radio or TV programme for teenagers in Kuwait.

Programme guidelines

The programme will be broadcast weekly and will last **60** minutes.

Contents could include:

STORIES, NEWS, SCIENCE, SPORT, REVIEWS, PEOPLE, HEALTH.

Listeners will be teenagers with lots of different interests.

The programme must be: VARIED, LIVELY, FUN.

At least three people must plan and present the show.

What to do next

Plan a sample programme (60 minutes maximum) – with a list of items and timings.

Write the detailed script for 3–4 items, each lasting 1–2 minutes.

Deadline: September 30. Send your ideas by e-mail or post.

We will announce the competition winners on January 25.

First prize: A one-year contract to present the new programme.

- How often will the new programme be on?
- When does the competition close?
- What is the first prize?

Stage 2 Discuss and decide

Work in groups of 3 or 4. You are going to plan a sample radio or TV programme for a competition.

- a What are you going to include in the sample programme? Choose four of these topics.
- | | |
|---------|--|
| MUSIC | play music? / interview musicians? / favourite CDs? |
| STORIES | fiction from well-known writers? / stories from listeners? |
| NEWS | local news? / national news? / international news? |
| SCIENCE | new inventions? / explaining everyday things? |
| SPORT | personalities? / techniques? / results? |
| REVIEWS | CDs? / DVDs? / books? / TV programmes? / films? |
| PEOPLE | in the news? / famous historical figures? |
| HEALTH | local hospitals? / give advice? |
| FASHION | current trends? / stylish people? |
| COOKING | favourite restaurants? / recipe tips? |
- b Share the topics out between the students in the group. Then as a group discuss and make notes about what teenagers would be interested in for each topic.
- c Can you think of any TV or radio programmes that you know that might inspire you?

Stage 3 Plan each topic in more detail

For example: school-kw.com

NEWS

News headlines 2 minutes

Local and national stories 4 minutes

a Add more detail to each item. For example, write some headlines for today's news.

b Tell the rest of the group about your plans. Ask for suggestions for improvements.

Stage 4 Write

- a Write a detailed script for one or two of the items on your list. Make sure you write the correct length by reading your script aloud.
- b Read (or play) your script to the rest of your group for them to suggest improvements.

Stage 5 Presentation

As a group, present your ideas to the class. Describe the sample programme and read any complete items.

Try these websites for information:

- <http://radiohigh-djs.blogspot.com>
- www.ehow.com/how_2002078_write-a-radio-script.html