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STUDENT'S BOOK

Grade

11


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SIMON HAINES



State of Kuwait
Ministry of Education

OVER TO YOU

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Grade 11

Student's Book

Simon Haines



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Introduction

What the book provides

This book is for Grade 11 students. It provides a wide range of topics and activities, broadens your general knowledge and develops your vocabulary. You'll enjoy reading the *Factfiles* and *Quote* boxes.

Your book is divided into 4 modules, each containing 3 units which develop the topic in different ways. It presents grammar in context and provides regular practice in the language skills.

There are also plenty of opportunities for you to develop critical thinking skills and express your own opinion. The *Quote* boxes provide interesting viewpoints for you to discuss, collect and add to.

Quote "Life is a festival only to the wise."
Irish proverb

In the project at the end of each module, you'll enjoy applying the various skills you acquired in a challenging real-life task as well as working with your peers. At the end of the book, there is a *Literature Time* segment.

You'll enjoy reading different forms of English literature and then check your comprehension in the Workbook.

Literature Time!

The Adventures of Huckleberry Finn
by Mark Twain

David Copperfield
by Charles Dickens

Reference material

At the back of your Student's Book, you'll find reference materials, including a Grammar File, Function File, Irregular Verbs List, Glossary and websites.

Grammar File: You can refer to it if you encounter difficulty or need extra examples, or it can be reviewed later - when preparing for a test, for example.

Function File: It lists the functions you encounter in every unit.

Irregular Verbs List: It lists irregular verbs in alphabetical order in their base, past simple and past participle forms.

Glossary: You can use it to increase awareness of vocabulary, develop vocabulary and practise dictionary work.

How each unit works

You need to remember that each lesson or activity can be carried out in different ways, whether in class or at home. You need to follow the teacher's instructions.

At the beginning of each module, there is a list of outcomes you are expected to demonstrate.

Outcomes may read as follows:

Outcomes

You will be able to:

- ▶ read an article about festivals
- ▶ listen to a talk and a description
- ▶ talk about abilities and achievements
- ▶ discuss festivals
- ▶ give a factual talk
- ▶ present ideas and suggestions
- ▶ write a report and an informal invitation

The outcomes are related to the language skills covered in the course: Reading, Listening, Grammar, Vocabulary, Speaking, Pronunciation and Writing.

Reading / Listening

You'll start each unit with an 'opener' or discussion, which encourages you to talk about the topic of that unit and helps in the listening or reading text which follows.

First, you'll have a short task to complete while you are listening or reading. Then you'll encounter a 'Check your understanding' section which has more detailed comprehension questions. You are encouraged to listen or read several times to complete different tasks. After working on the text, you'll have the opportunity to develop critical thinking; you'll voice your own opinion and think about related issues.

In the Think and Speak sections, you can:

- recount personal experiences;
- speculate;
- discuss moral or cultural issues.

Speaking

Speaking practice enables you to gain the confidence to produce fluent and accurate speech. What is particularly helpful is the *Useful Language* box at the bottom of the Speaking and Writing pages.

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

You'll enjoy learning frequently-used English expressions.

Vocabulary

New words are highlighted in a grey box entitled *Words to remember*. You'll enjoy a wide range of vocabulary exercises, such as matching, gap-filling, categorising, listing and identifying pictures.

Grammar

Usually you'll be given example sentences or phrases from the reading or listening texts. Then you'll have a variety of practice exercises and a reference to the Grammar File for extra help.

Pronunciation

Your book includes regular pronunciation sections which provide practice and guidance in areas of difficulty.

Writing

You'll develop particular real-life writing skills such as writing e-mails, completing application forms, writing reports, letters and notes, and designing projects. You will also practise planning and checking, which are very important stages in writing.

Focus on

At the end of each module, there is a *Focus on* page. You'll enjoy reading a text about a Kuwaiti feature and discussing related matters with the whole class. After this, you'll have the opportunity to learn a linguistic point found in the text and apply it.

What the Workbook provides

The Workbook is closely linked with the Student's Book. You'll use it to practise the language skills covered in the Student's Book.

The Workbook includes regular Progress Tests. There are also some exercises in every module of the Workbook for self-assessment. At the end of each module, you should fill in the *Learning log* in the Workbook and talk about what you find useful, easy and / or difficult. You can revise what you find difficult by using the Grammar File, the Function File, Irregular Verbs List and Glossary at the back of the Student's Book.

Unit	Language	Skills
1 Festivals and occasions (page 12)	<p>Grammar modal verbs [<i>can / could / be able to / manage to</i>]; intensifiers; phrasal verbs with <i>go</i></p> <p>Functions describing festivals; expressing preferences; expressing ability; agreeing / disagreeing; expressing opinions; sharing personal experience</p> <p>Vocabulary academic (WB), bagpipes, blossom (WB), bubbly, canopy, carnival, celebratory, chain, claim (WB), commemorate, cultivate (WB), dazzling, discipline, display, embark, extravaganza, exuberant, facilitate (WB), fanciful, festivity, gather, gaze (WB), hire, intricate, launch, meteorologist (WB), multitude, nurture, outstanding (WB), patriotic, preoccupied, stream, take part in, unison, unrivalled, vendor (WB), weaving</p>	<p>Reading an article about two festivals; a short story; a timetable</p> <p>Listening descriptions of interesting festival experiences; a description of the Hajj</p> <p>Speaking festivals; the Hajj</p> <p>Writing a report about a festival</p>
2 Family celebrations (page 18)	<p>Grammar simple past and past perfect [<i>once / when / before / after / by the time</i>]; compound nouns</p> <p>Functions describing customs; describing family celebrations; expressing opinions; giving reasons; describing past experience; inviting; making polite requests; sequencing information; giving / asking for information</p> <p>Vocabulary aborigine, baby shower (WB), boomerang, breathing space, clan, close-knit, crib (WB), desert, eldest, expectant (WB), for good, formal, get-together, hold, interior, milestone, nomad, originally, parenthood (WB), pram (WB), reminisce, replica (WB), roundabout, separate (WB), silverware (WB), subsequent (WB), swap, touching, traditionally, transition (WB), well-deserved, wind up</p>	<p>Reading a personal account; an e-mail</p> <p>Listening descriptions of family celebrations; a short talk</p> <p>Speaking family celebrations; a factual talk</p> <p>Writing a list; an informal invitation</p>
3 Meeting places (page 24)	<p>Grammar third conditional</p> <p>Functions discussing meeting places; expressing possibilities; giving reasons; expressing likes and dislikes; making plans; making suggestions; rejecting a suggestion and giving a reason; agreeing to a suggestion</p> <p>Vocabulary autograph, beverage, cardamom, catch up, circumstance (WB), civil servant (WB), cocoa (WB), converse, cordially, cultivation (WB), decaffeinated, distinctive, espresso, fragrance, gratitude (WB), hospitality, immediate, import, in charge of, instant, irritated, log on, lonesome, make it, meet up, pill, plaza, porcelain (WB), quarrel, refill, reschedule, sales, sickly, silk (WB), socialise, stadium, teapot, weary, window shopping</p>	<p>Reading a factfile; an article about the history of coffee houses</p> <p>Listening a telephone conversation</p> <p>Speaking meeting places; coffee drinking habits; a telephone conversation</p> <p>Writing a conversation; a description of your favourite meeting place</p> <p>Focus on Reading: Meeting Friends in Kuwait Punctuation: the use of commas after adverbs and conjunctions Project: Creating a festival leaflet</p>

Module 2 Communication

Unit	Language	Skills
4 Communicating (page 34)	<p>Grammar definite and indefinite articles [<i>a, an, the</i>]; correlative conjunctions [<i>both ... and / either ... or / neither ... nor</i>]; subordinating conjunctions [<i>but, although, however, in spite of</i>]; quantity words</p> <p>Functions describing characteristics; expressing opinions; giving reasons; comparing and contrasting; stating advantages and disadvantages; giving instructions; planning; giving information; explaining choices; expressing gratitude</p> <p>Vocabulary accountant, adjustment, annual, assumption, attestation, block out, capacity, cardiac, chime (WB), continent, courteous, deem, defensiveness, demand, distraction, diva, doctorate, empathy, enclose, enhance, extensive, flattering, harshly, illiteracy (WB), inaccessible (WB), in advance, insult, integrate (WB), interlocutor, lifeline (WB), mailbag (WB), meticulously, mountain range, non-verbal, owe, pane, reference, transcribe (WB)</p>	<p>Reading an article about effective listening; a formal letter of application</p> <p>Listening a talk about the barriers to effective communication</p> <p>Speaking characteristics of a good listener; means of communication; instructions for a digital camera</p> <p>Writing an application form; a letter of application to a university</p>
5 Writing (page 40)	<p>Grammar present perfect simple and continuous; <i>for / since</i></p> <p>Functions expressing difficulties; predicting; describing past and present experience; giving reasons; expressing opinions about languages; discussing the history of writing; identifying types of writing; introducing a subject; give / conduct an interview</p> <p>Vocabulary acquire, amateur, ameliorated, ballpoint, BCE, call-in, character, contribution, cuneiform, dominate, economic, empire, falloff, financial, gradually, hieroglyphics, honorary PhD, impact, industrial design (WB), inscribe, literacy, mainly, mechanism (WB), pictogram, practical, precious, pride and joy, publish, quotidian, reed, reliable (WB), scribe, socket (WB), throughout, tryout, wordsmith, writer's block</p>	<p>Reading an article about the history of writing</p> <p>Listening an article about the history of writing; an interview with a Kuwaiti poet</p> <p>Speaking writing in different languages; the history of writing; an interview</p> <p>Writing an essay about languages</p>
6 On the phone (page 46)	<p>Grammar question tags; imperatives</p> <p>Functions discussing uses of mobile phones; giving reasons; stating advantages and disadvantages; sharing personal experience; planning; giving instructions</p> <p>Vocabulary agenda, a great deal of, beforehand, bin (WB), bookmark, browse, calendar, cell phone, complement, customise, disposable (WB), dominant, don't tell a soul, function, GPRS, hike, lately, miscellaneous, modem, mountainous, necessity, notepad, notify, pass on (WB), paste, phone book, press, reclaim (WB), recognise, rely on, reminder, security, sibling (WB), teleputer, tend, theme, usher, via, weblog</p>	<p>Reading an article about using mobile phones; a factfile</p> <p>Listening conversations about using mobile phones; instructions for using a mobile phone</p> <p>Speaking different uses for mobile phones; a dialogue with question tags</p> <p>Writing instructions for sending a text message</p> <p>Focus on Reading: Suad Mohammed Al-Sabah Grammar: metaphors and similes Project: Conducting an English language survey</p>

Module 3 The media

Unit	Language	Skills
7 Broadcasting (page 56)	<p>Grammar relative clauses (defining and non-defining); prefixes</p> <p>Functions guessing; expressing likes and dislikes; giving reasons; stating advantages and disadvantages; talking about effects; expressing opinions; persuading; disagreeing</p> <p>Vocabulary adversely (WB), bring about, broadcast, collectively, consume, dedication (WB), demonstrate, deterrent (WB), digital, disappointing, dispatch, electronic device, electronics, entertainment, evolve, film industry, glorify (WB), half, innumerable (WB), invention, potential, prominent, rank, remote (WB), resident, reveal, set, station, telecommunication, teleprinter, tension, transatlantic, transistor, victory, video recorder, zealous</p>	<p>Reading an article about the history of broadcasting</p> <p>Speaking broadcasting; sport on television; a short talk about modern electronics</p> <p>Writing an essay about the advantages and disadvantages of radio and TV; a brief history of a radio station</p>
8 Television watching habits (page 62)	<p>Grammar reported speech: infinitives with <i>to</i> [advise, like, prefer, tell, want]; phrasal verbs with <i>get</i>; indefinite pronouns</p> <p>Functions describing personal experience; comparing information; expressing criticism; expressing opinions (agreement / disagreement); reporting what people say; giving advice; guessing / predicting; giving reasons to support choices; planning; presenting information</p> <p>Vocabulary accuracy (WB), age-appropriate, channel-surf, comedy, convict, core programming (WB), equestrian, evidence, fractional (WB), get behind with, get down to, get on, get over, get through, inactivity, mentally, miss out on, newcomer, news team, occasionally, on average (WB), primarily (WB), prime time (WB), promote, prosecution, provoke, record, staggering (WB), teaching aid (WB), thriller, tune in, tune out, visualise (WB)</p>	<p>Reading a text about TV guidelines for teens; a TV schedule</p> <p>Listening interviews about television-watching habits</p> <p>Speaking results of a survey; conduct a survey; television-watching habits; TV programmes; a TV schedule</p> <p>Writing a TV schedule</p>
9 Uses of cameras (page 68)	<p>Grammar passive verbs; collective and compound nouns</p> <p>Functions discussing uses of cameras; giving reasons; stating advantages and disadvantages; expressing opinions; agreeing; disagreeing</p> <p>Vocabulary anticipation (WB), amicably, audience, basically, beckon away, bring up, capability, cast (WB), catch, category, characterise, cityscape, commentator, congested, consumer, court, ENG, everyone's a critic (WB), feature, fundamentally, high-end, hydraulic, inexpensive, motion picture, nowadays, pedestal, period drama, producer, screen, soundtrack (WB), spotlight, sprawling, stabilising, up to scratch (WB), voice-over, wholeheartedly</p>	<p>Reading an article about video cameras</p> <p>Listening a newspaper article about the Gulf Film Festival</p> <p>Speaking types of video cameras; a debate about the influences of television</p> <p>Writing the uses of video cameras; a description of a new TV camera</p> <p>Focus on</p> <p>Reading: <i>Kuwait Times</i> and Yousuf Saleh Alyan</p> <p>Grammar: prepositions of time and place</p> <p>Project: Designing a new TV channel</p>

Module 4 Being prepared

Unit	Language	Skills
10 Accidents (page 78)	<p>Grammar <i>should / shouldn't have</i>; suffixes</p> <p>Functions describing safety equipment; expressing opinions; describing personal experience; giving advice; expressing criticism; asking for help; giving explanations; describing a scene; guessing</p> <p>Vocabulary acquainted with, attached, automatically, bias (WB), cautious, CEO, cloth, collide, collision (WB), confidential, considerably (WB), cushion, daydream, decelerate, detect, deviate, diluted, disregard, drag, emergency services, falsehood, feasible, fire drill, foolproof (WB), fundamental, inexperienced, inflate, intentional, monkfish, object, over the moon, overcome, perseverance, plug, restraint, retain (WB), safeguard, securely, shred, skid (WB), slam into, strain, strip, toothy, unsung, vehicle, venomous, warning, watchful, wed</p>	<p>Reading an article about innovations that keep us secure; three short news stories</p> <p>Listening an article about innovations that keep us secure; a description of an accident scene</p> <p>Speaking safety equipment; an accident from personal experience; roleplay a telephone call to the emergency services; an accident scene</p> <p>Writing a description of a car accident</p>
11 The planet in danger (page 84)	<p>Grammar stative vs. dynamic verbs; compound nouns</p> <p>Functions expressing worries; comparing; suggesting solutions; predicting; giving advice; describing events or situations; guessing; expressing opinions; suggesting and warning</p> <p>Vocabulary amend, anticipate, anxiety, appraise, aquaculture, chiefly, confront, consent, contradict, deforestation, dread, dump, ecological, exhaust pipe, fell, fund, hybrid (WB), international, joint, kidnap (WB), landfill site, latter (WB), marine, nominal (WB), overall, partnership, plight, recreation, red tide, smokestack, sting, suspect, sustainable, symposium, tackle, toenail (WB), tusk (WB), unbearable, worldwide</p>	<p>Reading a text about Kuwait Bay; an open letter</p> <p>Listening an interview with four teenagers about environmental damage</p> <p>Speaking environmental damage; global warming; deforestation</p> <p>Writing an open letter</p>
12 The power of nature (page 90)	<p>Grammar reported speech</p> <p>Functions discussing natural threats; suggesting solutions; reporting what people say; describing processes; describing personal experience; giving reasons; giving examples; stating advantages and disadvantages; expressing opinions; predicting</p> <p>Vocabulary absolutely, accumulate, alongside, announce, calamity, come in, costly, dam, demanding, expert, flare up, go out, impractical, intensity (WB), lessen, lethal (WB), mansion, map out, moist (WB), mullet, overflow, perilously, previous, prohibit, prolonged, propose, pros and cons, quake, regularly, remarkable, remedy, shortage, spinning (WB), standard, storm cellar (WB), supply, turnoff, vortex (WB), wasteful</p>	<p>Reading an article about natural threats and calamities; a scenario</p> <p>Listening three possible ways of solving a problem</p> <p>Speaking natural threats; water flow; preventing disasters; the remarkable power of nature; a role-play</p> <p>Writing a short story; an account of a tempest</p> <p>Focus on Reading: Sheikh Sabah Al-Ahmed Nature Reserve Grammar: the passive Project: Creating guidelines for making the world safer</p>

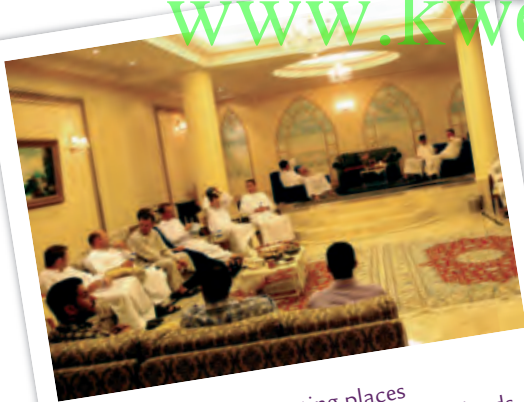
Module 1 Getting together



Unit 1: Festivals and occasions
Why do people hold festivals?
Which festival is your favourite?



Unit 2: Family celebrations
What is the most memorable family celebration you have been a part of?



Unit 3: Meeting places
Where do you most often meet your friends in your free time?



Focus on:
Meeting Friends in Kuwait



Project 1:
Creating a festival leaflet

Outcomes You will be able to:

- ▶ read an article about festivals
- ▶ listen to a talk and a description
- ▶ talk about abilities and achievements
- ▶ discuss festivals
- ▶ give a factual talk
- ▶ present ideas and suggestions
- ▶ write a report and an informal invitation

Unit 1

Festivals and occasions

Grammar

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



Hala February Festival



Qurain Cultural Festival

Factfile

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

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Discuss

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

Read

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

	Hala February Festival	Qurain Cultural Festival
a When does each festival take place?		
b What does each festival celebrate?		
c Why is the Hala February Festival a patriotic celebration?		
d How does the Qurain Cultural Festival reward and honour artists?		
e What does each festival have to offer its visitors?		

Hala February Festival in Kuwait

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

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

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

Qurain Cultural Festival in Kuwait

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

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

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

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

Check your understanding



Complete these sentences using words from the text.

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



Words to remember

canopy, dazzling, discipline, extravaganza, gather, launch, multitude, nurture, patriotic, stream, unrivalled

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

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

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

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

2 Now discuss these questions with a partner.

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

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

When I reached Scotland, I celebrated New Year's Eve with my aunt and uncle. It was the most fantastic event I've ever taken part in. I (1) wait to see and take part in the world-famous Hogmanay festivities for myself. I (2) hear the sound of bagpipes as soon as I stepped onto the main street in Edinburgh. My aunt and uncle (3) find a nice café for us to meet before the celebrations began at 10 p.m. I (4) hide my excitement at seeing the sky filled with fireworks at midnight. There were people waving flags everywhere and we (5) see families singing traditional Scottish songs near the museum. I (6) take lots of photos of the fireworks before the festival ended.

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

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

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

- a You must be good at organising your time.
.....
- b They are preoccupied today.
.....
- c He is my best friend.
.....
- d That was a good book.
.....

Vocabulary

Phrasal verbs with go

1 Phrasal verbs combine a verb with a preposition.

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

- 1 The lights *went out* and everything was completely black.
- 2 This *went on* for about ten minutes.
- 3 When the fire bell *went off*, the students had to leave the classroom.
.....
- 4 My family's *going away* for two weeks in the summer.
- 5 The price of bread has *gone up* again.
- 6 I got up late, so I had to *go without* breakfast this morning.

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

- 1 Why do fires go out?
- 2 What makes car alarms go off?
- 3 Why do prices go up or go down?
- 4 What happens if you go without food?

Parts of speech

2 Fill in the table with the correct form of the word.

Noun	Verb	Adjective	Adverb
celebration	celebrate	celebratory	...
.....	festively
.....	crowded	...
.....	joyfully
.....	occasional
extravagance

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Words to remember

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

Pronunciation Elision

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

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

Which letters can't you hear?

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

4 (1.1) Listen again and repeat the sentences.

Listening



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

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



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

Speaker 1

- a** National Day is celebrated annually on the 26th of February.
-

- b** The speaker normally spends the day with their family.
-

Speaker 2

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- c** The small decorated vehicle is called a 'float'.
-

- d** People come from all over the world to see the festival.
-

Speaker 3

- e** Sand pictures are made for children to keep as souvenirs.
-

- f** *Losar* is a religious festival.
-

Think and speak



Discuss these questions in pairs or groups.

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

Speaking Discussing religious occasions

Listen

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



Think and speak

2 Work in pairs. Discuss and answer these questions.

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

Words to remember

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

3 Work in pairs. Imagine one of you has just returned from the Hajj, and the other is preparing for his journey next year. Share your preparations and experiences with each other. Make sure to include some personal descriptions.

Write

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



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

Unit 2 Family celebrations

Grammar

Simple past and past perfect

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

compound nouns



Discuss

1 Look at the photographs and discuss these questions.

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

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

.....

.....

.....

.....

Listen

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

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

Check your understanding

(2.1) Listen again and answer these questions.

Speaker 1

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

Speaker 2

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

Speaker 3

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

Words to remember
close-knit, eldest, formal,
get-together, hold,
milestone, swap, touching

Vocabulary

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

sign swap host make

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

Think and speak

Work with a partner.

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

Quote

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

Joyce Brothers

Grammar

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

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

GRANDMOTHER CELEBRATES HER RETURN FROM HAJJ

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

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

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

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

	Simple past	Past perfect	Which action came first?
a	invited	had eaten	eating a long breakfast
b			
c			

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

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

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

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

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

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

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

Vocabulary

Derivatives and compound nouns

1a Note

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

Make new terms by combining words from the two lists.

a lunch	father	lunchtime
b birth	works	-----
c tea	day	-----
d grand	time	-----
e fire	lace	-----
f neck	lance	-----
g free	pot	-----

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

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

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

celebration

Words with more than one meaning

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

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

Words to remember

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

Pronunciation Same word - different pronunciation

3 Some words have more than one meaning and pronunciation.

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

Writing An informal invitation

Read and analyse

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

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

Planning and writing

2 Answer these questions.

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

Check

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

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



USEFUL LANGUAGE	
<p>Inviting I'm writing to invite you to ... We / I hope you can be here with us. The celebration is at our house. We / I look forward to seeing you.</p>	<p>Making polite requests Please try to arrive by ... Please let me know if you can come.</p>

Speaking Giving a 'factual' talk

Listen



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

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



Prepare for speaking



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

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

Words to remember

aborigine, boomerang, for good, nomad, originally, reminisce, roundabout, traditionally

Speak



3 Work in small groups.

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

USEFUL LANGUAGE

Sequencing information

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

Giving / Asking for information

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

Unit 3 Meeting places

Grammar
Third conditional

Factfile

Coffee

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



Discuss

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

Read

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

Coffee houses

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

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

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

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

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

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



Check your understanding

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

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

Words to remember

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

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

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

• **Third Conditionals** Grammar reference page 125

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

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

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

- a think something is unlikely to happen?
- b know something is never going to happen?
- c think something is likely to happen?

3 If you were in charge of your neighbourhood or city, what would you do?

4 Read these sentences and answer the questions.

- a *If there had been an Internet café in the plaza, we would have found it.*
Was there an Internet café in the plaza? Did they find it?
- b *If Mum hadn't baked a cake, I wouldn't have enjoyed my birthday.*
Did his mum bake a cake? Did he enjoy his birthday?
- c *If we had stopped going to the book club, we wouldn't have stayed friends for so long.*
Did they stop going to the book club? Did they stay friends?



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5 Discuss these questions with a partner.

- a What are the underlined verb forms in extracts 4a–c?
- b Are sentences 4a–c about the past, the present or the future?
- c How are third conditional sentences different from first and second conditionals?

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

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

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

- 1
 - a
 - b
- 2
 - a
 - b
- 3
 - a
 - b



Vocabulary

Verbs related to talking

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

- a Choose the correct verb to complete these sentences.
- 1 I often spend hours **arguing / chatting / conversing** to my friends.
 - 2 It's good to **discuss / speak / talk** your future plans with your parents.
 - 3 Best friends should not **argue / discuss / talk** with each other.
 - 4 A scientist is here to **chat / speak / tell** to us about his subject.
 - 5 Can you **say / talk / tell** me your e-mail address, please?

b Complete these sentences with one of the verbs from exercise 1a, then discuss the questions with a partner.

- 1 How long do you spend to your friends on the phone?
- 2 Who do you your plans with?
- 3 Do you ever with your friends?

Words to remember

autograph, converse, in charge of, irritated, lonesome, plaza, sickly, stadium, teapot, weary



Feelings

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

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

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

a a cup of coffee / a coffee cup

.....

b a pot of tea / a teapot

.....

c a box of matches / a matchbox

.....

d a carton of milk / a milk carton

.....

Pronunciation Stress in phrases

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

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

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

Quote

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

Anaïs Nin

Writing

task

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

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

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

.....
.....

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

.....
.....

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

A

B

A

B

A

B

Think and speak

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3 Discuss these questions with other students.

a Why do you think coffee has been a popular drink for so long?

b Do you like coffee? Why or why not?

c What other beverages are popular in Kuwait? What is your favourite?

Write

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

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



Speaking Arranging to meet

Listen



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

Where to meet	
What day and time	
What to do	



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

Student A: Note the phrases the speakers use to make suggestions.

Student B: Note the phrases the speakers use to agree to a suggestion and to reject a suggestion.

Prepare for speaking



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

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

Words to remember

beverage, catch up, make it, meet up, reschedule, sales, window shopping

Speak



Work in pairs.

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



USEFUL LANGUAGE

Suggesting

I was wondering if you'd like to meet for a coffee.
(Use past continuous for a polite invitation or suggestion.)

What about Thursday?

How about the plaza?

We could have a coffee and a catch-up ...

Rejecting a suggestion / Giving a reason

I'm sorry, I can't make it on Friday – I'm shopping with my mother.

Agreeing to a suggestion

That'd be great.

Good idea.

That's okay (for me.)

That's fine.



Meeting Friends in Kuwait

The Diwaniya

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

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

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

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

The use of commas after adverbs and conjunctions

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

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

Write a sentence beginning with an adverb of your choice.

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

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

Write a sentence beginning with *Although*.

Project 1

task

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

Creating a festival leaflet

Stage 1 What makes a good leaflet?

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

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

Green Festival



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

For more information about the two nonprofit organisations producing Green Festival, visit www.globalexchange.org.

Lantern Festival 2010



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

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

Stage 2 Get quick information

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

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

Stage 3 Plan a leaflet

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

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

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

You may include:

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

Stage 4 Create your leaflet

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

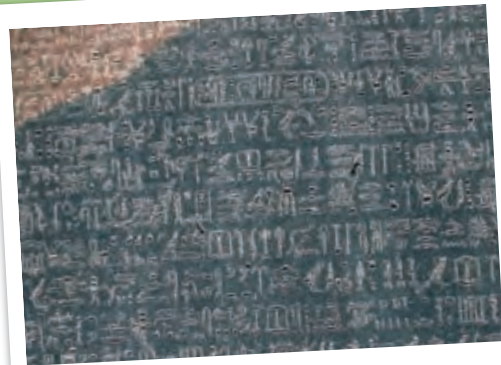
TRY THESE WEBSITES FOR INFORMATION:

- www.greenfestivals.org
- http://en.wikipedia.org/wiki/Lantern_Festival

Module 2 Communication



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



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



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



Focus on:
Sheikha Suad Mohammed Al-Sabah



Project 2:
Conducting an English language survey

Outcomes You will be able to:

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

Unit 4 Communicating

Grammar

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

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

Discuss

1 Discuss the following question.

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



2 Work in pairs and answer these questions.

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

Characteristics of a good listener	You	Your partner

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

Read

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

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

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

Rollo May

Communication Breakdown

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

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

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

Listen



(4.1) You are going to hear a speaker talking about the barriers to effective communication.

- a What are the four barriers to effective communication which the speaker mentions?
- b What four factors cause poor listening skills to develop?
- c Which barrier to effective communication do you think is the most important? Why?

Words to remember

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

Vocabulary



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

intimidating interpersonal skilful talkative effective supportive threatened one-way valuable

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

Grammar

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

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

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

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

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

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

- The film was **neither well-made nor well-acted**.
- Both Jim and Tom play football.

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

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

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

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

● Subordinating conjunctions [**but, although, however, in spite of**] Grammar reference page 127

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

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

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

Add the correct contrast word in the space provided.

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

Speaking

5 Work in small groups. Talk about these subjects.

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



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

Vocabulary

Quantity words with uncountable nouns

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

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

A bar grain item lump pane piece slice

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

b Complete these sentences with the appropriate quantity expressions.

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

Place names and articles

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

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

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

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

b Write sentences about places in Kuwait.

Pronunciation Stress in verb / noun words

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

- | | |
|-----------------------|------------------------|
| a comment (n.) | c decrease (n.) |
| comment (v.) | decrease (v.) |
| b report (n.) | d insult (n.) |
| report (v.) | insult (v.) |

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

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

Words to remember

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

Reading

A formal letter of application

Read and analyse

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

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



Dear Sirs,

10 April 2009

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

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

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

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

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

Yours faithfully,

Dr Faisal Assaif

2 Answer the following questions:

- a What makes the letter above formal?

.....
.....

- b Extract words or phrases from the letter that provide examples of full verb forms:

.....
formal words and phrases:

.....

- c Compare your answers with those of a partner. Have you mentioned the same words and phrases?
- d Notice how the letter starts and ends. What other ways can be used to start and finish a formal letter?

task

You are going to write a formal letter of application.

Writing

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

University Application form

Please ensure all sections are fully completed.

1 Personal details

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

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

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

3 Academic qualifications

Subject	Qualification	Grade	Dates

4 Other information relevant to application

.....

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

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

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

Words to remember

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

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

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

Unit 5 Writing

Grammar

Present perfect simple and continuous;
for / since

■ Cuneiform
■ Simple pictograms
■ ABCDE FGHIJK
■ Egyptian Hieroglyphics
■ Chinese characters
■ Ancient Greek letters
■ Arabic writing

Discuss

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

2 Discuss these questions in pairs or groups.

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

Read

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



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

The history of writing

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

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

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



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

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

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

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

Check your understanding



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

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

Words to remember

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

Quote "Fill your paper with the breathings of your heart."

William Wordsworth

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

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

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

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

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

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

.....

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

- a People have been writing *for* five thousand years.
 b People have been writing Arabic *since* the 4th century.

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

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

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

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

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

Vocabulary Ways of writing

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

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

- Traditionally, the Chinese their characters using a and
- The Mesopotamians their pictograms on blocks of with a reed.
- Today most people write on with a ballpoint
- Artists pictures with a or with a paintbrush.

- 2 Compare adjectives and their opposites.

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

A ancient practical precious professional simple

B amateur complicated impractical modern worthless

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

Pronunciation Stress in phrasal verbs and compound nouns

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

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

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

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

- 5 (5.3) Listen, check and repeat.

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

Writing

Think and speak

1 Discuss these questions with other students.

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

καλημέρα

Buon giorno

नमस्ते

Buenos días Эдравствуйте

Guten Morgen

2 Think of possible answers to these questions.

- a Why do you think the earliest writing was in the form of pictograms rather than letters?
- b Why do you think that only some people could write?
- c How do you think people knew about their history before they recorded it?

Planning and writing

3 Write an essay of 170–200 words expressing your opinion on the following. Make sure you give reasons to support your opinion. You may use expressions from the *Useful Language* box on page 45 to help you.

- a Which language has had the biggest impact on human history? (Facts)
- b Which language dominates the communication and business world nowadays? (Examples)
- c What language might dominate in the future? (Predictions)

Vocabulary

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

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

5 Write these dates and numbers in words.

- | | |
|----------------------------|--------------------------|
| a 3000 BCE | d 1999 |
| b 1500 BCE | e 2008 |
| c the 4th century CE | f the 21st century |

6 Write the following as numbers and symbols.

- | | |
|----------------------------|------------------------------------|
| a thirty-five sounds | d a hundred and sixty pounds |
| b twenty-six letters | e thirty-one days |
| c two thousand years | f eighteen eighty-seven |

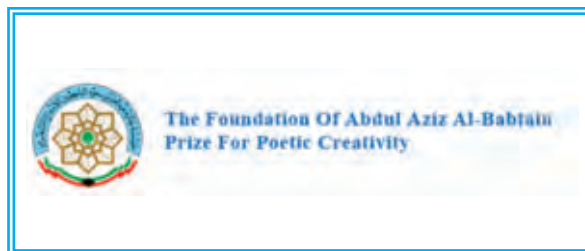
Speaking Interviewing

Listen

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

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

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



Prepare for speaking

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

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

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

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

Speak

4 Work in groups of four.

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

Words to remember

- contribution, dominate,
- economic, honorary PhD,
- impact, mainly, wordsmith

USEFUL LANGUAGE

Discussing the history of writing and identifying types of writing

The oldest type of writing is ...
The system is mainly used by ...
The type is difficult because ...

Expressing opinions about languages

The language that has the ...
In the future, ...
I believe that ...

Conducting an interview

Can I ask you ... ?
Do you have ... ?
Any future plans?
What about ... ?

Unit 6

On the phone

Grammar

Question tags; imperatives

a



b



c



Discuss



1 Look at the photographs and discuss this question in pairs.

What are the most common uses of mobile phones for these groups of people?

- College students
- Parents
- People in business

Read



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

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

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

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

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

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

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

Factfile

Mobile phones

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

4 Read the Factfile and answer the following questions.

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

Listen

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

- a What are the three conversations about?
- b What uses of mobile phones are mentioned?

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

Conversation 1

- a The boy borrows his brother's mobile phone because he has left his at home.
- b The two boys can't get home at the usual time.

Conversation 2

- c The driver knows the number of the breakdown service.
- d The breakdown service will arrive in a quarter of an hour.

Conversation 3

- e The young man needs a mobile phone for his work.
- f When he is in another country, he only uses his mobile phone to contact his colleagues.

Words to remember

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

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

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

Grammar

• Question tags Grammar reference page 129

1 The underlined words at the ends of extracts 1–4, taken from the phone calls, are question tags.

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

1 You haven't brought your phone with you, have you?

2 She won't be very easy-going about it, will she?

3 We are playing football after school, aren't we?

4 You notified her this morning, didn't you?

b Write the question tags for these beginnings.

1 We can't hike from here,

2 We haven't got any choice,

3 You use your mobile phone mainly for work,

4 But it's sometimes difficult to get a signal,

c (6.2) Listen and check your answers.

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

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

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

.....

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

A This woman is using her mobile phone, *isn't she?*

B Yes, she is.

A She isn't carrying a case, *is she?*

B No, she isn't.



3 Work with a different partner.

a Write three affirmative statements and three negative statements about your partner. End each statement with a question tag. (Write things that you think are true).

b Take turns to ask and answer your questions.

A You like watching football, *don't you?*

B Yes, I do.

c Choose two statements you wrote in a and transform them into imperative statements. For example: He watches football. → Watch football.

• Imperatives Grammar reference page 130

4 Choose the correct verb form.

a (Don't hurry / Hurry you / Hurry) up! We'll be late for the party.

b (Forget not / Don't forget / Forget) your books. We'll need them in class today.

c (Turn down / Turn up / Don't turn down) that music! I can't hear you.

d (Are you quiet / Be quiet / Be you quiet). I'm trying to concentrate.

e Please (takes / take / you take) your seats. Class will begin soon.

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



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

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

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

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

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

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

A

- Go to (1), then (2) on Web.
- Click on Go to (3)
- Start (4) the net by (5) the address of the required website.
- You can also select the option (6) instead of Go to Address. This option enables you quick (7) to certain websites which you can choose and save yourself beforehand.
- Do not (8) to check if your mobile phone has (9) which must be (10) enabled in order to be able to connect to the Internet.

B

- Go to (1) and select the option My Files.
- Click on Pictures, then press the Select (2)
- (3) Options and then on Create (4)
- (5) the name of the folder and click on (6)
- Now you have created an empty folder. In order to fill it with pictures, go back to the Options menu and click on Open (7)
- (8) one or more pictures, and then click on Options and Copy.
- (9) to the empty folder you created, select Options and (10)
- Note that not all the mobile phones follow exactly the same instructions but they're all (11)

Writing

task

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

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

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

.....

b How does the writer give a negative instruction?

.....

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

.....

Planning and writing

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

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

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

3 Write your instructions.

a Make sure they are clear, short and straightforward.

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

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

Check

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

a Check spelling, grammar and punctuation.

b Exchange descriptions with a partner.

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

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

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

USEFUL LANGUAGE

Giving instructions:

Instruction words

- Go to ...
- Click on / Press ...
- Select ...
- Type ...
- Return to ...
- Do not forget to ...

Sheikha Suad Mohammed Al-Sabah

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



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

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

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

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

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

translated by Dr Shihab Ghanem

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Metaphors and similes

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

1 Find two metaphors in the poem and explain them.

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

3 Several options.

Example: What use do you make of English? (Tick your main use only.)

- | | |
|--|---|
| <input type="checkbox"/> In my work | <input type="checkbox"/> For reading books, magazines or newspapers |
| <input type="checkbox"/> In my studies | <input type="checkbox"/> For understanding foreign TV or films |
| | <input type="checkbox"/> For understanding foreign songs |

4 Open-ended questions

Example: Why is English important to you?

- b** Each individual member of the group should write two or three questions for the interviews, then the group puts all the questions in order for the questionnaire.

Stage 3 Carry out your survey

- a** Do as many interviews as you have time for. If you work in pairs for this task, one student could ask the questions while the other records the answers. You can then exchange roles.
- b** When you have finished interviewing, summarise the answers interviewees gave to your questions. Remember these ways of presenting the summaries:

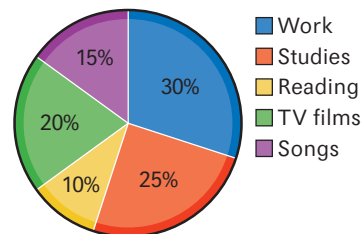
1 Simple sentences using percentages (%)

27% of interviewees said they use English every day.

2 Tables of figures

Statement	Strongly agree	Agree	Disagree	Strongly disagree
English is very important to me.	2	4	2	1

3 Graphs or diagrams



Stage 4 Display / Presentation

Groups take turns to present their findings to the rest of the class.

Stage 5 Class discussion

Discuss these questions about the results of your surveys.

- a** Were there any major differences of opinion between the different groups of people interviewed?
- b** What can you say about the future importance of English to people in Kuwait?

TRY THESE WEBSITES FOR INFORMATION:

- www.wikipedia.org
- www.sciencebuddies.org
- www.surveysystem.com

Module 3 The media



Unit 7: Broadcasting
What is broadcasting?
How did it develop?



Unit 8: Television watching habits
How many hours of television
do you watch per week?



Unit 9: Uses of cameras
How many uses of cameras
can you think of?

KUWAIT TIMES
The first daily in the Arabian Gulf

Focus on:
Kuwait Times
and Yousuf Saleh Alyan



Project 3:
Designing a new TV channel

Outcomes

You will be able to:

- ▶ listen to interviews
- ▶ discuss TV watching habits
- ▶ talk about processes
- ▶ read about the history of radio and television
- ▶ compare modern inventions
- ▶ give advice
- ▶ express opinions
- ▶ write a brief history, a schedule and an essay

Unit 7 Broadcasting

Grammar

Relative clauses (defining and non-defining);
prefixes



a



b



c



d Digital television. 2008

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Discuss



What do you know about the history of radio and television?

- a Guess the names and dates of the broadcasting equipment above.
- b Guess the answers to these questions.

RADIO and TV QUIZ

- 1 When was radio first used to send messages?
 A around 1800 B around 1850 C around 1900
- 2 When were the first colour television broadcasts?
 A around 1940 B around 1950 C around 1960
- 3 When did people first buy video recorders?
 A in the 1950s B in the 1960s C in the 1970s

c Compare answers with those of other students.



Look at the words in bold in the following text. Write the origin of each word.

physicist

physics

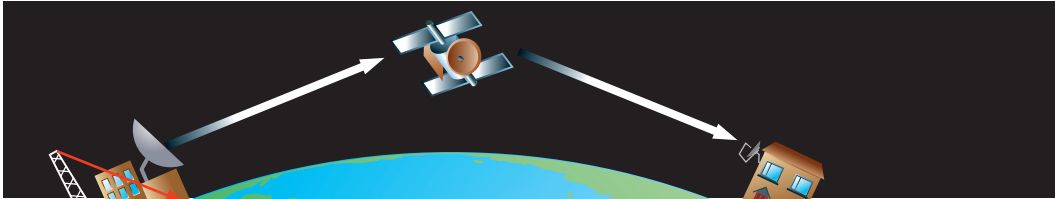
.....

.....

Read

- 3 Read about the history of broadcasting and check the answers you gave to the quiz questions in exercise 1b.

A short history of broadcasting



A German **physicist**, Heinrich Hertz, discovered radio waves in 1888, and eight years later an **Italian** engineer, Guglielmo Marconi, designed a system which could transmit radio signals to anywhere in the world in less than a second. Until this time, messages could only be dispatched short distances along telegraph wires, and messages which were sent to other countries could take months. At first, most broadcasts were news programmes, but soon music and other **entertainment** programmes were broadcast. The early radios, which were in large **wooden** cases, were heavy to lift. In the 1950s, scientists invented transistors, and radios became much smaller. The first television system was developed in 1926 by John Logie Baird, who was a Scottish **inventor**. The first television sets, which

were very expensive, had small screens with black and white pictures. In 1951, the first colour broadcasts were made, but it was not until twenty years later that most people had colour televisions in their homes. In the 1990s and 2000s, digital TV, and satellite and cable television systems have given people a wider choice of television channels, and DVDs are now replacing videos. People have always worried about new inventions. In the 1960s, they thought that television would replace radio, and in the 1970s they were sure TV and video would damage the film industry, but these things have not happened. In fact, **broadcasting** continues to evolve in interesting and surprising ways. Radio in Kuwait has come a long way since its first

transmission in 1951. By 1998 alone, there were 6 AM, 1 shortwave and 11 FM radio stations. Radio Kuwait now offers daily **informative** programming in four foreign languages. Television transmission began in 1957, and the process of development accelerated in 1961 when the Ministry of Information took charge. By 1997, 13 television stations existed in Kuwait. Kuwait Television (KTV) offered the first colour broadcasts in 1974; at present it operates several television channels. Kuwait's official media, supervised by the Minister of Information, follows a flexible policy. It is based on mutual **cooperation** and respect for the affairs of other countries. The policy is planned collectively with emphasis on **intellectual**, social, political and economic development.

Check your understanding

- 4 Read the article again, then complete these sentences using 1–3 words.

- a Heinrich Hertz was a (2 words)
 b Before the invention of radio, people used telegraph wires to send messages (2 words)
 c John Logie Baird developed the (3 words)
 d The policy of the puts great effort into developing its institutions. (3 words)

Words to remember

broadcast, collectively, digital, dispatch, entertainment, evolve, film industry, invention, set, station, transistor, video recorder

Grammar

• Relative clauses (*defining and non-defining*) Grammar reference page 130

1 Find the relative clauses in three of the following sentences and underline them. (One of the sentences does not contain a relative clause.)

- John Logie Baird, who was a Scottish engineer, invented the world's first working television system.
- His early achievements, which demonstrated working television broadcasts, earned him a prominent place in the invention of television.
- In the 1920s, Baird set up the Baird Television Development Company Ltd, when he made the first transatlantic television transmission from London to New York.
- Baird produced a live, moving 'grey scale' television image from reflected light.

2 Answer these questions about sentences 1a–d.

- In which two sentences could we leave out the relative clauses because they give us **extra**, but unnecessary information about a person or thing?
- In which sentence do we need the relative clause because it gives us **necessary** information about a person or thing?

3 What is the difference in meaning between these two sentences?
In which sentence does the writer have only one brother?

- My brother, who is a TV cameraman, lives in Kuwait City.
- My brother who lives in Al Wafra is a teacher.

4 Complete these statements with relative clauses which contain necessary information.

- A TV presenter is someone who
- An inventor whose should not be forgotten.
- A good radio programme is one which
- A good TV newsroom is where

5 Complete this story using *who, where, whose* or *which*. Add any necessary commas.

On Saturday, I called over my friends (1) live across the street to watch a football match. They brought with them a new friend, John, (2) has been a new resident in the town (3) we live in. We all wore T-shirts (4) represented our favourite football team and made popcorn and potato crisps. In the first half, our team felt a lot of pressure and tension (5) was a little disappointing to us. But then, the second half brought about many surprises. The team's captain (6) emotions were raised by the zealous crowd revealed his real potential. My friends and I (7) were cheering the whole time watched the match till the very end, celebrating the victory of our team.



Think and speak

6 Discuss these questions in pairs or groups ?

- Do you like watching football matches? Why or why not?
- What do you think are the advantages and disadvantages of watching sport on TV instead of watching it live?
- How do you think different sports have been affected by television scheduling?

Vocabulary

The prefix tele-



1 Write the answers to these questions. Work in pairs.

a We can add the prefix *tele-* to many words to come up with new terms. Add *tele-* to the following. You may need to change their internal structure.

visualise	.....	phone	.....
text	.....	print	.....
communicate	.....	fax	.....

b Make sentences about four of these things.

Teletext is written information which you can read on a TV screen.

c What are telecommunications? Work out a definition with a partner, then check your ideas in the glossary / dictionary.

Compound nouns

2 Nouns with two or more parts are called compound nouns.

Combine a word from List **A** with a word from List **B** to make compound nouns to complete the sentences below.

A		B
colour	radio	distance
film	short	signals
news	video	radio
portable		programme
		television
		recorder
		industry

- The has not died because of television or video recorders.
- Marconi invented a system for transmitting
- Telegraph wires were only used to send messages
- To find out what's happening in the world, watch a good
- Having a means you can record a TV programme and watch it later.

Words to remember

bring about, demonstrate, disappointing, half, potential, prominent, resident, reveal, telecommunication, teleprinter, tension, transatlantic, victory, zealous

Pronunciation Strong and weak

3 (7.1) Short 'grammar' words are sometimes stressed (strong) and sometimes unstressed (weak). Listen to these words in sentences. Are they stressed or unstressed?

- | | | |
|--------------|---------------|---------------|
| a had | c that | e to |
| b can | d was | f have |

4 Say these sentences to a partner. Decide whether to stress the underlined words or not.

- 1951 was an important date in television history.
- He wants to come with us.
- He had seen the film twice already.
- I have to listen to the radio news tonight.
- You can come to the library with me if you like.
- Did you see that?

5 (7.2) Listen and repeat the sentences.

Writing

1 Complete the table with ideas from the text on page 57.

	General	Kuwait
Radio
TV

2 Using some of the ideas you found in the article for exercise 1, write an essay of 170-200 words in which you discuss the advantages and disadvantages of radio, comparing and contrasting them with those of television.

Advantages:

Disadvantages:

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3 Work in pairs. Write a brief history of a radio station you listen to. Use the information on the previous pages to help you.

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



Think and speak

4 Discuss these questions with a partner.

- a Do you think we have too many radio stations and TV channels to choose from?
- b What do you like to watch on TV?
- c How do you think the Internet has affected how we consume radio and TV?

Quote "Radio is the theatre of the mind."
Steve Allen

Speaking Comparing modern electronics

Think and make notes

1 Look at the photographs.

- a Rank these electronics in order of importance for you in your personal life. (1 = most important)
- b Compare your order of importance with that of other students.



Prepare for speaking

2 Work in groups of three. Each member of the group should have chosen as most important a different electronic device.

You are going to try to persuade the other members of the group that your choice of an important electronic device is the best.

- a Note down the main reasons why your number one choice is important in today's world. Here are some questions to think about.
 - ▶ What is its main purpose or function?
 - ▶ How do people benefit from it?
 - ▶ What other uses does it have?
 - ▶ How many people benefit?
- b Prepare notes for a short talk which will last 2-3 minutes. Some of the expressions from the *Useful Language* box below may help you.

Speak

3 Speak for about two minutes. Ask someone to time you.

- a Take turns to give your talk to the rest of the group. Other students should not interrupt the talks.
- b When all students have given their talks, have a short whole-group discussion.
 - ▶ Ask each other questions.
 - ▶ Challenge the facts used by speakers. Some of the expressions of disagreement from the *Useful Language* box below may help you.
- c Choose the top three electronics from those the speakers have described. Take a vote if necessary.

Words to remember
 consume, electronic device, electronics, portable, rank

USEFUL LANGUAGE

Giving reasons

I think radio is the most important electronic device because ...

Expressing opinions

In my opinion, television is by far the most important electronic device.

For me, satellite TV has to be the first choice.

Persuading

Just think about what you can do with a laptop computer.

Disagreeing

(I'm sorry) I can't agree with that.

The radio used to be the most important, but it isn't now.

That's not true!

You said that ..., but ...

What you said about ... is interesting, but I think ...

Unit 8

Television watching habits

Grammar

Reported speech: infinitives with *to* [*advise, like, prefer, tell, want*];

phrasal verbs with *get*; indefinite pronouns



Discuss

1 Discuss these questions after studying the Factfile given.

- a Who in your family decides what **you** watch on TV?
- b Are there any programmes you are not allowed to watch?
- c Conduct the same survey with your classmates and compare your results with the information in the Factfile.

Action

2 You are going to hear interviews with three young people, answering questions about their television-watching habits.

- a Before you listen, answer these questions yourself.
 - 1 How many hours of television do you watch a day?
 - 2 What times of the day do you watch television?
 - 3 Who do you normally watch television with?
 - 4 Do you watch videos and DVDs as well as television programmes?
 - 5 Who decides what you can watch on television?
- b (8.1) Now listen and match the speakers with the questions they answer.

Check your understanding

(8.1) Listen again and answer these questions. Which speaker:

- a doesn't think their parents' videos are very interesting?
.....
- b has to turn the TV off and go to bed if it's late?
- c sometimes has to watch educational programmes?
- d sometimes watches no TV for a week?
- e watches 3–4 hours of TV a day during school holidays?

Factfile

● What do you do when a TV commercial comes on?
Here are the results of a survey conducted in a particular area in 2008.

1 Channel-surf / change channel	41%	39%
Adults	Children	
2 Talk with others in the room or on the phone	37%	25%
Adults	Children	
3 Mentally tune out	19%	28%
Adults	Children	
4 Pay attention to the commercials	3%	8%
Adults	Children	

Vocabulary

4 Match these words and phrases from the interviews with their meanings.

- | | | | | |
|---|-------------------|-------|---|--|
| a | it depends | ----- | 1 | occasionally / sometimes |
| b | from time to time | ----- | 2 | I'd prefer |
| c | comedy | ----- | 3 | it is different in different situations |
| d | I'd rather | ----- | 4 | play, film or programme that makes you laugh |

Read

5 Read the text about TV guidelines for teens. How can the negative effects of TV be avoided?

Day-to-day television watching has a considerable social impact on the life of teens. The average twelve to seventeen year-old watches about 23 hours of TV per week. You may know that TV has both good and bad effects. However, it is not always clear how to consume TV in a positive, creative way and how to protect yourself from its negative effects.

On the one hand, age-appropriate TV can encourage good behaviour by stimulating the mind. It allows you to think about your own life choices, and to develop good habits for the future. Thus, TV teaches you how to develop and use your imagination. It also teaches you about family values and pushes you to appreciate the role of your own family more. Moreover, young people can become aware of positive adult roles and imitate them by watching their behaviour on TV.

On the other hand, TV is not selective in what it teaches. Along with positive effects, it can give unhealthy, false or negative messages. TV is sometimes used to tune out or to escape from the real world. This can cause you to miss out on real-world experiences. Furthermore, TV promotes inactivity, which provokes an increased risk of obesity. It also causes unhealthy behaviour such as taking risks, and eating junk food. Too much viewing leaves you with little time for other activities and experiences.

Here are some guidelines to help you decide how to consume television appropriately and to avoid its negative effects:

- Make family rules about TV and stick to them. Decide what you want to change about your current viewing habits.
- Set limits on TV viewing time (hours per day).
- Turn the TV off during mealtimes and while doing your homework. This will allow you to concentrate better and finish your homework earlier.
- Watch TV with family and friends and discuss issues seen on TV with them.
- Use books to learn more about topics that interest you on TV.

Think and speak

6 Discuss these questions in small groups.

- a Do you think you watch too much TV?
- b TV can be educational. Do you agree or disagree? Justify your answer.

Words to remember
 age-appropriate, channel-surf, comedy, inactivity, mentally, miss out on, promote, provoke, tune out

Quote "Television enables you to be entertained in your living room by people you wouldn't have in your home."
 David Frost

Grammar

• **Reported speech: infinitive with to [advise, like, prefer, tell, want]** Grammar reference page 131

1 Underline the verbs in these extracts a–f.

- a Occasionally my parents want me to watch educational programmes.
- b They tell me to turn off the TV and go to bed.
- c From time to time they advise me to stop watching a particular programme.
- d And of course, they prefer me not to watch rubbish.
- e Sometimes my parents like us to watch programmes with them.
- f My father warned me not to watch too much TV.

2 Discuss these questions with a partner.

- a What follows the first verb in each extract? What are the next three words?
- b How are extracts **1d** and **1f** different from the others?

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

- a I prefer not to watch rubbish.
They prefer me not to watch rubbish.
- b I want to watch educational programmes.
My parents want me to watch educational programmes.

4 What are the people saying? Follow the example.

- a Omar tell / me: Omar told me to tune in to Channel 15.
- b His mother ask / Mohammed
- c Boushra advise / her friend

5 Write more sentences following the same pattern.

- a 'Turn the television off and do your homework.' (Jaber's father / tell / him)
Jaber's father told him to turn the television off and do his homework.
- b 'If I were you, I'd record the programme and watch it later.' (Jumana / advise / me)
.....
- c 'Please watch the film with me.' (Shaikha's mother / ask / her)
.....
- d 'Don't touch the DVD player.' (Shaikha's mother / warn / her)
.....

Think and speak

6 Discuss these questions.

- a What TV programmes would you advise visitors to Kuwait to watch?
- b What programmes would you advise young children to watch?

Vocabulary

Phrasal verbs with get

1 There are many phrasal verbs with *get* in English.

a Match the verbs underlined in these sentences with the correct meanings **A–F** below. You may use the glossary / dictionary for help.

- 1 I have to get up early to go to school.
- 2 My father and his colleagues get on very well.
- 3 I've had a bad cold, but I'm getting over it now.
- 4 We have an exam in three weeks – I should get down to revising.
- 5 I tried to phone you yesterday but I couldn't get through.
- 6 Naser got behind with his work because he was off school for a month.

- A** start doing something seriously
- B** get out of bed
- C** do not make as much progress as others
- D** manage to contact someone
- E** recover
- F** have a good relationship with someone



b Discuss these questions in pairs.

- 1 How well do you get on with strangers when you first meet them?
- 2 How easy do you find it to get down to revising for tests or exams?
- 3 What do you do if you can't get through to someone on the phone?
- 4 What time do you usually get up on schooldays? And during holidays?
- 5 What advice would you give to someone who got behind with their school work?

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Using also Indefinite pronouns Grammar reference page 131

2 *Else* means 'other' and is often used with words like *something, everybody* or *nowhere*.

Complete these sentences with a word from the list and *else*.

- somebody nobody everybody anybody something nothing everything
 anything somewhere nowhere everywhere anywhere

- a I'm not enjoying this programme. Can we watch something else ?
- b I'm still hungry. Can I have to eat?
- c We're the last ones to leave. has already gone home.
- d We can't stay here tonight. We'll have to go
- e I can't understand why watches the news on TV. I find it very interesting.

Pronunciation How many words?

3 (8.2) It is sometimes difficult to hear short words which are unstressed.

- a Listen to five sentences and write down what you hear.
- b Compare what you have written with another student's answers.

4 (8.2) Listen and repeat the sentences.

Words to remember

- get behind with, get down to, get on, get over, get through, occasionally, record, tune in

1 Read the TV schedule below and answer the questions.

Channel 1

5.00 p.m. – Sport
Live Football

Kuwait vs. Japan
Our sports team presents this season's first Asian Cup match live from Tokyo.



7.00 p.m. – News
Main Evening News

A summary of the day's main stories from Channel 1 reporters at home and abroad.

8.00 p.m. – Drama
Courtroom

Will the prosecution find enough evidence to convict the suspect?



9.00 p.m. – History
Living history

Tonight we look back to the birth of the modern State of Kuwait and hear from people who remember the event. Some very interesting facts.

Channel 2

5.00 p.m. – Folk Music
Al Samri

This evening we explore the history of this favourite piece of folk music which dates back a long time ago.

7.00 p.m. – History
Architecture Today

Tonight's programme visits The National Assembly Building with its distinctive canopy, which has been designed to evoke traditional tents.

8.00 p.m. – Film
The Big Land

Newcomers to a small town become mixed up in an argument among residents.

9.00 p.m. – Sport
World Equestrian Championship

The final of this year's event is from Kuwait. This will be exciting!



Channel 3

5.00 p.m. – Film
Someone's Watching

An elderly detective has the job of protecting the witness to a crime. This exciting thriller features Kuwait's most famous film stars.

7.00 p.m. – Nature
The World of Nature

A father and son set out to cross a remote strip of the Kuwaiti desert. As they make their way across, they meet animals that inhabit the area.

8.00 p.m. – Drama
Hospital Ward

Dr Nadia has to decide the best way to treat a child who has lost his memory. You'll find this surprising.



9.00 p.m. – News
Tonight at Nine

Catch up with today's national and international news with the Channel 3 news team.

- a Why do you think the football match is on at 5.00 p.m.?
- b Compare the programmes on at 7.00 p.m. on the three channels. Why do you think they are so different from each other?
- c Do you think there is enough variety in this schedule, or is there too much of one type of programme? Explain.
- d Are the programmes on at 8.00 p.m. on the three channels factual or fictional? Why do you think this type of programme is shown at 8.00 p.m.?

task

You are going to write a schedule of TV programmes you would recommend to someone to watch in an evening.

Writing A television schedule

Read and discuss

1 Study the television schedule for the three channels on page 66.

- Read the programme previews and choose four programmes you would like to watch between 5.00 p.m. and 10.00 p.m.
- Choose a partner. Predict which four programmes they might have chosen, basing your prediction on how well you know your partner (what they like, what activities they practise...).
- Compare your choice with that of your partner and tell each other why you have made your particular choice of programmes.



Planning and writing

2 Plan your ideal evening's television schedule.

- Write a list of three or four of your favourite programmes, and schedule them between the hours of 5.00 p.m. and 10.00 p.m.
- Make brief notes about each programme. Include:
 - ▶ the channel and the start time;
 - ▶ the type of programme – sport, drama, etc.;
 - ▶ important details (if it's a film, tell a little of the story and note who the stars are; if it's a documentary, note the topic);
 - ▶ write a note on why you think people should watch the programme.

It will be exciting.
- Write your programme notes, using the schedules of Channels 1, 2 and 3 opposite as a model. Refer to any notes you have made. The *Useful Language* box below may help you.

Words to remember
convict, equestrian,
evidence, newcomer, news
team, prosecution, thriller

3 When you have finished writing, read your preview notes carefully.

- Check spelling, grammar and punctuation.
- Exchange schedules with that of a partner. As you read your partner's schedule, think about which programmes you would also like to watch.
- Finally, discuss your schedule with your partner. Together, decide on the best four programmes from both your schedules.

USEFUL LANGUAGE

Presenting information

Channel 1 presents a new series about ...

The programme covers / deals with / investigates ...

This exciting thriller / hospital drama / true life adventure ...

In tonight's episode, ... / In this week's programme, ...

Note: Notice how the present simple tense is very commonly used in the model TV programme notes.

Unit 9

Uses of cameras

Grammar

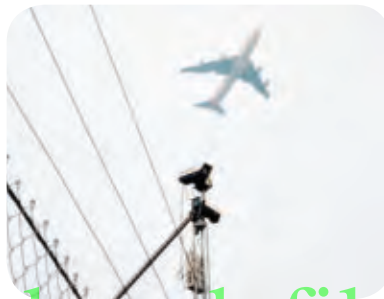
Passive verbs; collective and compound nouns



a



b



c



d



e

Discuss

1 Look at the photographs and match them with the names of cameras below.

- surgical surveillance security web television / film

2 Look at the photographs and discuss these questions with a partner.

- a What are the cameras being used for in these photographs?
- b How did people do these things in the past before cameras?

Read

3 Before you read, in pairs, discuss the use of cameras in the modern world.

.....

.....

.....

.....

Video Camera



A professional video camera, often called a television camera, is a high-end electronic device for recording moving images. They were originally developed for use in television studios, but are nowadays commonly used to record everything from live sport to period dramas. Portable professional cameras are generally much larger than consumer cameras and are designed to be carried on the shoulder.

There are two types of professional video cameras. The first are high-end portable recording cameras, known as camcorders. These are used for ENG (electronic news gathering). They are similar to consumer recorders, but they are bigger and usually have a shoulder-stabilising device on the shoulder. Studio cameras, on the other hand, lack the recording capability of a camcorder. These are fixed on studio pedestals, i.e. they stand on the floor with a hydraulic mechanism to adjust the height and wheels. When used outside the studio, they are often on tracks. Some studio cameras are light and small enough to be taken off the pedestal and used on the shoulder, but they still have no recorder of their own and are cable-bound.

Television, video and motion picture camera operators produce images that tell a story, inform or entertain an audience, or record an event. They use their cameras to shoot a wide range of material, including television series, studio programmes, news and sporting events, private ceremonies, motion pictures and documentaries. Many different shots may need to be taken. With the increase in digital technology, much of the editing work is done on a computer, taking the recording capability of video cameras to even higher levels.

Check your understanding

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4 What is the purpose of each paragraph?

Paragraph 1
.....
Paragraph 2
.....
Paragraph 3
.....

5 In the second paragraph, which words or phrases are used to describe the types of video cameras?

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

Words to remember
capability, consumer,
ENG, high-end, hydraulic,
motion picture, nowadays,
pedestal, period drama,
stabilising

6 Which of the events that camera operators record is most important to you? Why?

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

● **Passive verbs** Grammar reference page 132

1 (9.1) Listen to a newspaper article about the Gulf Film Festival. Underline the passive verbs in these extracts from the recording.

- a** A five-day film festival was held by various prominent Arab film makers between 13th and 18th April 2008.
- b** ... their films were screened in three competitive categories.
- c** The films are characterised by commentators as being thrilling and dramatic.
- d** They are being beckoned away from their familiar deserts to the sprawling cityscapes of modern Kuwait.
- e** ... the importance of music and harmony in today's world is conveyed.
- f** The success of the Arab film makers has been proven in the Gulf Film Festival, ...

2 What tenses are the passive verbs in extracts 1a–f: present simple, present continuous, past simple or present perfect?

3 Discuss these questions with a partner.

- a** What is the main reason for using a passive rather than an active verb? Compare these two sentences.
Keyhole surgery **saves** many lives. Many lives **are saved** by keyhole surgery.
- b** In which sentences, 1a–f, do we know who or what does the actions?
- c** Why doesn't the speaker say who or what does the action in the remaining sentences? Choose from these reasons:
▶ It is not important. ▶ He / she doesn't know. ▶ It is obvious.

4 Now rewrite the sentences from exercise 1 in the active form.

- a** Various prominent Arab film makers held a five-day film festival between 13th and 18th April 2008.
- b**
- c**
- d**
- e**
- f**

5 Write the passive forms of these sentences.

- a** Sixteen film makers from Kuwait shared the spotlight at the festival.
.....
- b** All the features, shorts and documentaries represented life in the Arab world.
.....
- c** Diverse films presented in the festival have offered a window onto Arabic culture, ...
.....

6 Newspaper stories often use passive verbs. Rewrite these items of news as newspaper stories, putting the underlined verbs into the passive, and making any other necessary changes.

- a** Some local authorities in the United Kingdom are introducing speed cameras as a way of preventing motorists from driving too fast. They are installing speed cameras on busy roads. The courts are increasing fines for dangerous driving, and judges are sending motorists who cause serious accidents to prison.
- b** Two days before the competition, they take TV cameras and other equipment to the stadium. They spend two whole days preparing for the match. They test all the equipment carefully. On the day of the match, the programme producers give the commentators and cameramen their final instructions.

Vocabulary

Singular and plural / Group nouns Collective nouns Grammar reference page 132

1 There are many nouns in English which refer to groups of people.

- a Match words 1–6 with their correct definition.
- | | | | |
|--------------|-------|---|--|
| 1 audience | ..... | a | all the people who work on a ship or a plane |
| 2 class | ..... | b | people who make laws for a country |
| 3 crew | ..... | c | all the people who work in a particular organisation |
| 4 family | ..... | d | students who are taught together |
| 5 government | ..... | e | all the people who listen to a speech or a concert |
| 6 staff | ..... | f | people who are related to each other |
- b What is the main grammatical difference between the words and the definitions?
For example, *class and students*.
- c How are these two sentences different? (They are both correct.)
My team is going to win the cup. / My team are going to win the cup.

Matching people

2 Complete the sentences a-f with the appropriate words from the box.

patient police officer arrested parents serves children bringing up
shop assistant doctor criminal treated customers

- a The runaway has finally been by a after laborious attempts and has been put in prison.
- b The of this clinic his last quickly before his urgent operation at the hospital.
- c The of this department store his amicably.
- d Kuwaiti insist on their on the basis of developing their appreciation of human values.

Words to remember

amicably, audience, beckon away, bring up, category, characterise, cityscape, commentator, court, feature, producer, screen, spotlight, sprawling

Pronunciation Stress in compound nouns

3 (9.2) Listen. Which of the two words in each pair is stressed?

- | | | |
|-------------------|--------------------|----------------|
| a shopping centre | c railway station | e car park |
| b post office | d department store | f travel agent |

4 (9.3) Listen and repeat the same compound nouns in these sentences.

- a Are you going to the post office?
b Where's the nearest car park?
c Can you tell me the way to the railway station?
d Is there a department store near here?
e The shopping centre is busy today.
f I'm going to phone the travel agent.



Quote "A film is never really any good unless the camera is an eye in the head of a poet."
Orson Welles

Writing

1 Match a word from List A with a word from List B to make compound nouns which you can use to complete sentences a-g.

- A**
 animated
 city
 medical
 radio
 television
 traffic
 video

- B**
 cameras
 conferencing
 centre
 film
 news
 staff
 stations



task
 You are going to work with a partner to invent and describe a new type of TV camera.

- a** Many broadcast news and other useful information, and play popular music.
- b** is becoming popular because people like seeing who they are talking to.
- c** The phrase means doctors, surgeons and nurses.
- d** The is often the oldest and busiest part of a large town.
- e** If you want to know how congested the roads are, catch the on the radio.
- f** They often use several when they film a sports event.
- g** The voice-overs of well-known actors are often used for characters in a(n)

2 Work in pairs. Invent a new type of TV camera. Explain what it would be used for. Write a description in about 170-200 words.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Speaking Expressing opinions

Think and make notes



1 Look at the photographs of the different uses of television.

a Make notes about the positive and negative influences television has on people's lives. Think about the subjects in the photos.

Use	Positive	Negative
Entertainment	Something for everyone Inexpensive	People watch too much TV. Some programmes have a bad effect on children.
Education		

b Compare notes with those of other students. How similar are your ideas?

Preparing to speak

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2 You are going to debate this statement in groups of four:

We believe that television has had a positive influence on the world.

- a In each group, two students should agree and two should disagree with this statement.
- b Each student should choose two ideas to support their point of view.
- c Write notes to refer to. The language in the *Useful Language* box below may help you.

3 The four students in each group now discuss the statement in exercise 2.

- a Students take turns to express their opinions for and against the statement, trying to include some of the opinion expressions. Each student should talk for about two minutes.
- b When every student has expressed their ideas, have a brief general discussion, expressing your real opinions.
- c Finish with a vote on the statement. Vote for what you really believe.

Words to remember

basically, catch, congested, fundamentally, inexpensive, voice-over, wholeheartedly

USEFUL LANGUAGE

Expressing opinions

My personal opinion / view is this: ...
If you ask me, television ...
This is what I think: ...
It seems to me that ...

Agreeing

I completely / wholeheartedly agree with the idea that television ...
I think the statement is (basically) true.

Disagreeing

I basically / fundamentally disagree with the idea that television ...
I can't accept this statement, and this is why ...



Kuwait Times and Yousuf Saleh Alyan

Kuwait Times

Kuwait Times is an institution every Kuwaiti can feel proud of. Founded on September 24th, 1961, by Yousuf Saleh Alyan, *Kuwait Times* was the first English-language newspaper in the Gulf. Alyan founded the paper with the intention of providing reliable, reputable and incisive reporting in English for readers throughout Kuwait. Alyan also wanted to present a positive image of Kuwait abroad and believed that the best way to do that was by launching a media outlet in a language spoken throughout the world. Nowadays, *Kuwait Times* is the largest English-language paper in Kuwait and provides in-depth coverage of events throughout Kuwait, the Middle East, and the rest of the world. From its beginnings to the modern day, *Kuwait Times* has provided English-language news to Kuwaitis and expatriates alike, informing and enlightening its public about a broad range of issues, both local and international.

In 1983, *Kuwait Times* further increased its reach by becoming Kuwait's only multilingual newspaper, reporting the news in Urdu, Malayalam and Tagalog, as well as English. It continued to innovate and push the boundaries of journalism within Kuwait. Developments have included the addition of *Junior* and *Friday Times*. *Junior* is a pull-out concerned with issues dear to Kuwait's youth, which combines news with educational material and details of up-and-coming events. *Friday Times*, launched on April 1st, 2005, is a 40-page weekly tabloid, the first of its kind in Kuwait. It delivers riveting content on culture, entertainment, politics, science and technology, and also provides a forum for debate and discussion on issues ranging from sport to business.

Yousuf Saleh Alyan

Born in 1932, Alyan received a degree in Politics and Economics in London in 1955, and served as a diplomat in France for a while. In 1961, after returning to Kuwait, he founded *Kuwait Times*. He was also one of the founding members of the Kuwait Journalists Association (KJA), and held the chairmanship from 1978 to 1985, and again from 1990 to 1992. Alyan also spoke several languages, including Arabic, English, French, Italian and Persian. Alyan saw a free press as a fundamental necessity for a functioning democracy and hailed Kuwait's long tradition of free speech and freedom.

He died on December 5th, 2007, at the age of 75. Tributes to him poured in from media, political and business figures throughout the world. Sheikh Sabah Al-Khaled Al-Sabah stated that, 'Kuwait has lost one of its patriotic sons who contributed to the building of Kuwait's journalism and the establishment of KJA.' However, Alyan's memory lives on in the form of *Kuwait Times* and the proud legacy of journalistic endeavour he helped to create.

Prepositions of time and place

1 Read the text. Note down all the references to dates. Write the rule for the use of the following prepositions:

on:

in:

from - to:

2 Note down all the references to places. Write the rule for the use of the following prepositions:

in:

throughout:

to:

Project 3

task

You are going to work in small groups to design a new TV channel aimed at young people in Kuwait. You should try to make your channel different from any of the channels that already exist.

Designing a new TV channel

Stage 1 What makes a good TV channel?

Work in groups.

Make a list of the young people's TV channels available in Kuwait now.

- Which are the most popular channels? Are these also your favourites?
- What are your favourite kinds of programmes?
- What kinds of programmes do you never watch?



Stage 2 Make an outline plan

Continue working in groups.

- Discuss and decide what kind of programmes to include on your channel. To get as many viewers as possible, choose a selection of these programme types.

Film / Drama
Music
D-I-Y*

Educational
Food and cookery
Quizzes / Game shows

News / Documentaries
Science / Technology
Arts

*D-I-Y = do-it-yourself = making and repairing things, especially around the house

- b** Discuss and decide when to schedule each type of programme. The following times are available for your channel.

School days 6.00 p.m. – 9.00 p.m.

Non-school days 1.00 p.m. – 10.00 p.m.

	6–7			7–8			8–9		
Day 1									
Day 2									
Day 3									
Day 4									
Day 5									
	1–2	2–3	3–4	4–5	5–6	6–7	7–8	8–9	9–10
Day 6									
Day 7									

Stage 3

Make a detailed plan

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Each member of the group should take over the planning of one non-school day or two school days.

- Include a varied mix of programmes for each day. Programmes should last one or two hours.
- Give each programme a name and write one sentence describing what it is about.
8.00 p.m. *Art in Action*
Tonight, the winners of the recent competition for young painters are revealed.
- Choose suitable presenters for programmes that need them.
- Students take turns to show the rest of their group the schedule they have planned. Other students can suggest improvements at this stage.

Stage 4

Display / Presentation

- Make any final changes to programme schedules.
- Display each day's schedule on the classroom wall.
- All students should read and discuss the schedules of the other groups.
- Have a vote to decide for the best schedule.

TRY THESE WEBSITES FOR INFORMATION

- <http://media.gov.kw>
- www.faqs.org
- www.radiotimes.com

Module 4 Being prepared



Unit 10: Accidents
Have you ever had an accident?
How could you have avoided it?



Unit 11: The planet in danger
Why is the planet in danger? How can we help?



Unit 12: The power of nature
How can people prepare themselves against
the power of nature?



Focus on:
Sheikh Sabah Al-Ahmed Nature Reserve



Project 4:
Creating guidelines for making the
world safer

Outcomes

You will be able to:

- ▶ read articles
- ▶ discuss safety ways
- ▶ use the language of criticism
- ▶ describe a scene
- ▶ talk about thoughts and feelings
- ▶ express opinions
- ▶ report what people say
- ▶ write an open letter
- ▶ listen to an article / interview / description

Unit 10

Accidents

Grammar

should / shouldn't have; suffixes



Discuss



1 Guess which definition matches the picture and write the letter.

- 1** a special lid on medicine bottles that prevents children from getting the medicine.
- 2** a fire-protection device that automatically detects and gives a warning of the presence of smoke.
- 3** a cloth canopy that fills with air and allows a person or heavy object attached to it to descend slowly and safely when dropped from an aircraft.
- 4** a safety device fitted inside a road vehicle, consisting of a cushion designed to inflate rapidly in the event of a crash.
- 5** a protective covering fitting over the whole face.
- 6** a belt or strap in a vehicle or aircraft that secures a person to prevent injury.
- 7** a safety device in an electrical plug consisting of a strip of wire that melts and breaks an electric circuit if the current becomes too large.
- 8** a system of belts, ropes or restraints to hold a person to prevent falling or injury.
- 9** a thin glass instrument for measuring and indicating temperature.



2 Look at the photographs and discuss these questions in pairs or groups.

- a** Where can you normally see the things in the photographs?
- b** How do these things help protect people and keep them safe?

Read

3 Before you read, use the glossary / dictionary to find the synonyms of these words.

- | | |
|---------------------|-----------------|
| a (car) crash | e fit |
| b cushion | f inflate |
| c decrease | g prevent |
| d disappear | h protect |

4 (10.1) Listen and read the article and then complete the sentences.

Innovations that keep us secure

Airbags

Airbags safeguard car drivers and passengers if they are involved in a car crash. Most modern vehicles have a driver's airbag in the steering wheel and another for the front seat passenger. Some cars also have side airbags which drop down behind the driver to protect people in the back seats. Airbags inflate immediately when a car collides with something solid such as another vehicle or a building. They cushion the occupants of the car and prevent them from hitting dangerous objects such as the steering wheel or the windscreen. Since cars have had airbags, the percentage of serious injuries in car accidents has decreased dramatically.

Smoke alarms

In the past, before the invention of smoke alarms, many people perished in their homes, not because of flames, but because they inhaled smoke while they were sleeping. This is because most fires happen at night. Nevertheless, it is now feasible for people to purchase inexpensive smoke alarms which they can fit themselves. Like alarm clocks, they are loud enough to wake sleepers and give them sufficient time to flee. The best location for a smoke alarm is at the top of the stairs or in halls and corridors. Some smoke alarms are so sensitive that smoke from cooking can activate them, so they shouldn't be put in or near kitchens.

Vaccinations

Vaccination is a medical treatment which can prevent people from acquiring dangerous diseases and stop these from spreading. Many childhood illnesses, which were ubiquitous in the past, have disappeared because of the mass vaccination of infants.

When doctors vaccinate their patients, they give them a diluted strain of the infection they intend to prevent. This assists the body in resisting the disease in the future. Many vaccinations are permanent.

- a Car airbags protect
- b The airbags that protect people in the back seats of cars
- c The best position in a house or flat for smoke alarms is
- d Smoke alarms shouldn't be put in kitchens because

5 What do the underlined words in these sentences from the article refer to?

- a ... if they are involved in a car crash. (line 1) **they = car drivers and passengers (not airbags)**
- b Most modern vehicles have a driver's airbag in the steering wheel and another for the front seat passenger. (lines 1-2)
- c ... but because they inhaled smoke ... (line 9)
- d Like alarm clocks, they are loud enough ... (line 11)
- e ... and stop these from spreading. (line 16)
- f Many childhood illnesses, which were ubiquitous in the past ... (line 16)
- g When doctors vaccinate their patients, they give them ... (line 18)

Words to remember

attached, automatically, cloth, collide, cushion, detect, diluted, feasible, inflate, plug, restraint, safeguard, strain, strip, vehicle, warning

● **should / shouldn't have** Grammar reference page 133

1 Read these sentences and then answer questions a–c below.

- ▶ You **should drive** more carefully.
- ▶ You **should have driven** more carefully.
- a What part of the verb **drive** follows **should** in the first sentence?
- b What part of the verb **drive** follows **should have** in the second sentence?
- c What is the main difference in meaning between the two sentences?

2 Read these sentences and then answer questions a–c below.

- ▶ You **should buy** a car with two airbags.
- ▶ You **should have bought** a car with two airbags.
- ▶ You **shouldn't have bought** a car without airbags.
- a Which sentence refers to the present or future?
- b Which sentences refer to the past?
- c Which sentences are criticisms or give advice which is too late?

3 Read these three short news stories about everyday accidents.

Write **should have** and **shouldn't have** sentences about the three stories below. Then compare your sentences in pairs.

The fisherman **should have tied himself securely to the boat.**
He **shouldn't have gone out alone in the boat.**

1 Last week, a fisherman went unaccompanied on a fishing trip. He got into trouble when he caught a giant fish. Unfortunately, the fisherman was very inexperienced and had forgotten to fasten himself to the boat. The fish was so strong that it dragged the man into the sea. The fisherman had also disregarded the need to tell anyone that he was going fishing, so nobody pursued him. After he had been in the sea for nearly twelve hours, a ferry rescued him.



2 Mr Ahmed was driving home from work in his car. He was daydreaming about the weekend. When he came to a sharp bend in the road, he put his foot on the brake to decelerate, but the car was going too fast. It deviated from the road, slammed into a bush and stopped. Mr Ahmed was not harmed.

3 Mohammed, who works at the head office of the Central Bank of Kuwait, had a shock yesterday when he was shredding some confidential letters. As he was putting the last letter in, he saw through the window someone he was acquainted with. As he leaned forward to wave to his friend, Mohammed's tie went into the shredder. Luckily Mohammed switched off the machine before he was injured.

4 Work in pairs.

Take turns to tell your partner about a 'small' accident you had. Then discuss what you should or shouldn't have done.

Vocabulary suffixes



Note
The endings of words often tell us whether they are nouns, adjectives, verbs, etc. For example, many words that end in *-ment* are nouns, and many words that end in *-ous* are adjectives.

a Look at the endings of these words. Find nine nouns and seven adjectives.

intentional toothy watchful cautious merriment equipment management
physicist fundamental falsehood venomous regulation reliability slighter
perseverance foreigner

b Which ending can belong to a noun or a comparative adjective?

c What other words do you know with these endings?

- ▶ Nouns *-ment / -tion / -er*
- ▶ Adjectives *-y / -ful / -ous*

d Choose nouns or adjectives from exercise 1a to complete these sentences.

- 1 You should be very when you are making a campfire.
- 2 His mistake was to rely too much on other people.
- 3 His father became a immediately after university.
- 4 Sami has shown great in trying to overcome his handicap.
- 5 The fire that broke out last night turned out to be
- 6 Her remarks upset a lot of people.
- 7 The old man's stories produced a lot of among the listeners.
- 8 No one liked the new attendant's smile.

Verb suffixes

2 Complete the sentences with the correct form of the verbs below. Add *-ify*, *-en*, *-fy*, *-ate* or *-ise*.

light wide glory hospital
valid hyphen beauty

- a** My grandma was with chest pains a week ago, but now she's fine.
- b** Due to poor fact checking, it's taking us a while to the information.
- c** Those seminars will our perception of the importance of human values in our lives.
- d** Some compound nouns in English are two separate words and others are
- e** The new government is working hard to the city centre.
- f** The new clinic should the responsibilities of the other local health services.
- g** Medals for bravery are awarded to the achievements of otherwise unsung heroes.

Words to remember

acquainted with, cautious, confidential, daydream, decelerate, deviate, disregard, drag, falsehood, fundamental, inexperienced, intentional, overcome, perseverance, securely, shred, slam into, toothy, unsung, venomous, watchful

Speaking

1 Work in pairs. You are going to roleplay a telephone call to the emergency services.

a Choose one of these roles.

A A witness to an accident (a fire, a car accident, an earthquake, etc.)

B An emergency services operator

b Make a note of any important information you may need to give or ask for.

c Sit back to back with your partner.

A Describe the accident in detail and request the appropriate emergency service.

B Make sure you get all the necessary information. Interrupt if needed.

d Exchange roles and repeat steps b and c.

Word stress

2 a Some two-syllable words in English have the stress on the first syllable; e.g. *China* and *table*. Other two-syllable words have the stress on the last syllable; e.g. *begin* and *decide*. Read the following sentences:

▶ I was over the moon to receive this *present*.

▶ In the meeting, they will *present* their case.

▶ What's this *object*? I haven't seen it before!

▶ My parents *object* to me sleeping late at the weekend.

▶ He was looking for the right *address*.

▶ I *addressed* my letter to the CEO directly.

b What is the difference in the way you pronounce the italicised words in two of the pairs of sentences? In which pair is there no difference in pronunciation?

.....

.....

.....

.....

.....

.....

Pronunciation Identifying word stress

(10.2) Listen to the following sentences and underline the words that should be stressed.

a They had finished the fire drill before I arrived.

b Sami ordered a huge monkfish for dinner.

c They will have to stay up late if they are going to finish their homework.

d It must have been something in the atmosphere that caused Anwar to shout.

e Could you please be quiet?

Quote "Obedience is the mother of success, and is wedded to safety."
Aeschylus

task

You are going to describe an accident.

Writing Describing an accident

Listen and discuss

(10.3) Listen to someone describing the scene of an accident. Which of these four pictures are they describing?



2 Work in pairs. You are going to describe one of the other accident scenes in detail.

- a Choose which picture you are going to describe. Don't tell your partner.
- b Make notes about the scene. Don't write full sentences. Start by saying where you were and what you were doing, then describe the scene in as much detail as possible. The language / expressions in the *Useful Language* box below may help you.
- c Take turns to describe your scene. When you have finished the description, your partner should guess which of the three remaining pictures you have described.

Words to remember
 CEO, emergency services, fire drill, monkfish, object, over the moon, wed

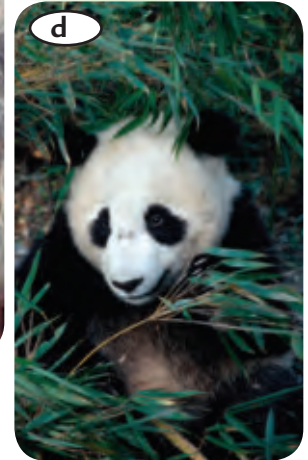
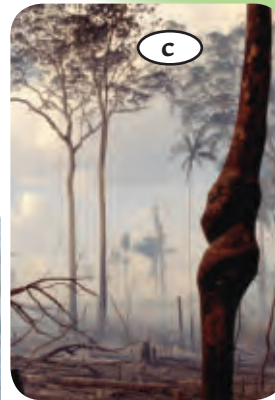
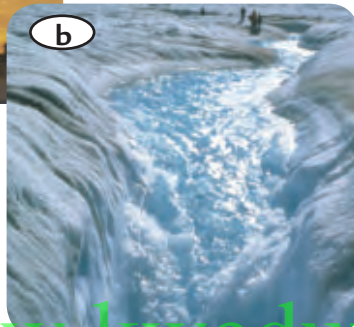
3 Write a description of about 170-200 words. Say how the accident you just described could have happened and how it could have been prevented.

USEFUL LANGUAGE	
<p>Describing a scene As I (came round the corner), this is what I saw ... There was a bus / a pedestrian at the side of the road / on the pavement. The driver of the red / blue car / bus was very angry. Two children / men were laughing / examining their cars.</p>	<p>Guessing I was thinking ... It looked like ... We didn't want to assume... but it seemed that ...</p>

Unit 11

The planet in danger

Grammar
 stative vs. dynamic verbs;
 compound nouns



Discuss



Look at the photographs and discuss these questions.

a Which types of damage to the planet are shown in these photographs? Match one of these words or phrases to each photograph.

- endangered species pollution deforestation global warming

b What other similar types of damage can you think of?

c What worries you most? Which types of damage do you think are the most serious?



Look at the photographs again. Which type of damage is the most dangerous? Rank them and then complete the following table.

	Type of damage	Why is it dangerous?
1		
2		
3		
4		

Quote "For the first time, we have the power to decide the fate of our planet and ourselves ... This is a time of great danger, but our species is young, and curious and brave. It shows much promise."
 Carl Sagan

Listen



(11.1) You are going to hear four teenagers talking about the types of environmental damage that they take most seriously.

- a Which of the types of damage listed in question 1a do they mention?
- b Do any of the speakers have the same worries as you?

Check your understanding



(11.1) Listen again and complete each of these sentences with one word from the interviews.

Speaker 1

a The boy takes global warming most seriously because it affects

Speaker 2

- b In the city centre, where the girl lives, there is a(n) pollution problem.
- c The girl thinks people are becoming as a result.
- d The worst pollution is caused by, not cars.
- e In the street, people's sting, and breathing is often

Speaker 3

- f The boy worries most about the
- g He worries about the animals and the who live in the forests.

Speaker 4

- h The girl is particularly worried about
- i She thinks everyone should stop animals.



Complete these lists with words from the interviews.

Verb	Noun
1 pollute	.....
2	breath
3	disappearance
4 destroy	.....

Words to remember

appraise, aquaculture, deforestation, ecological, fund, joint, marine, overall, partnership, recreation, red tide, sting, sustainable, unbearable



Read the paragraph and answer the questions.

- a What is 'CEFAS'?
- b What is the joint project between CEFAS and EPA about?
- c What are the characteristics of Kuwait Bay?
- d Give your opinion on projects like the Kuwait Bay project. Can they help us save the planet? If yes, how? If no, why not?

Kuwait Bay

The British organisation CEFAS (Centre for Environment, Fisheries and Aquaculture Science) is working in partnership with the local Environment Public Authority (EPA) to appraise and improve the ecological quality of Kuwait Bay. EPA is an organisation that has set developmental goals at all levels: regional, national and international. Provoked by recent red tide events, the Kuwait government is funding this joint project, since Kuwait Bay is an important marine resource. The project will develop a supervision strategy to enhance the water quality of Kuwait Bay and protect human health. It provides employment, recreation, food and wildlife habitats. Therefore, to make sure these resources are available in the long term, the bay must be managed in a sustainable way, which is the overall aim of the project. During her interview with Kuwait Times, Dr. Michelle Devlin said, "This project will help everyone enjoy Kuwait's waters for years to come."

Grammar

● Stative vs. dynamic verbs Grammar reference pages 134-135

1 Make a list of the verbs which people use to talk about their thoughts and feelings in these extracts from the interviews. What tense are all these verbs in?

- a ... I don't think things are getting better.
- b I suppose global warming is the most serious problem for me.
- c ... the pollution is unbearable. I believe it's making people ill.
- d I reckon this is causing global warming ...
- e I love wild animals, and I hate to think that more of them will become extinct.
- f I know what the problems are: people are hunting ...

2 Put the verbs from extracts 1a–f into these two lists:

- ▶ Thoughts
- ▶ Feelings

Then add these verbs to your lists:

consent anticipate dread realise suspect contradict

Note

These thinking and feeling verbs do not describe actions, so they are sometimes called stative verbs. They are not usually used in the continuous form.

3 We can use the continuous form of some stative verbs but with a different meaning.

- a What is the difference in meaning between the forms of *think* in these sentences?

I think we should protect wild animals.

I am thinking about tigers and pandas in particular.

Which form of the verb means *I believe* and which means *I have in my mind*?

- b What is the difference in meaning between the forms of *anticipate* in these sentences?

I anticipate that things will improve.

I am anticipating that my brother will call.

Which form of the verb means *wait for* and which means *imagine*?

Think and speak

4 Discuss these questions in pairs or groups.

- a What do you know about global warming?
- b How do you think people in Kuwait can protect the environment and stop global warming?
- c What do you believe will happen if people do not stop felling the rainforests?
- d What do you think we should do to improve situations like the one shown in this photograph?

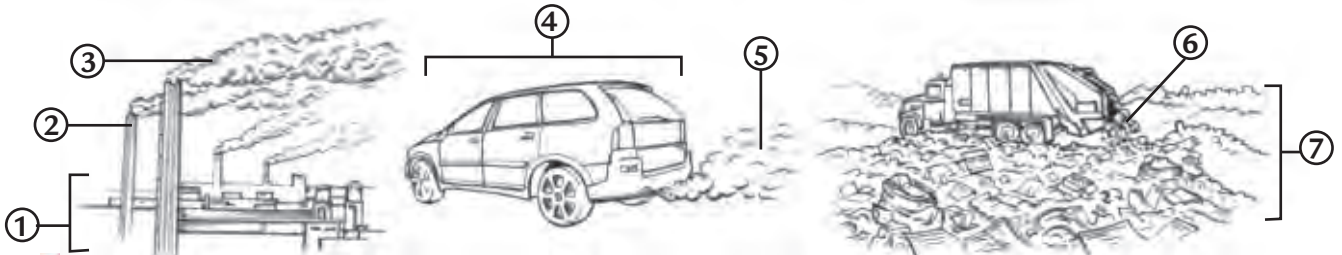


Vocabulary

The environment

1 Choose the correct word to describe each part of the pictures below.

- smokestack exhaust fumes factory landfill site smoke vehicle waste



2 Complete sentences a–c using the words and phrases you used to label the illustrations.

- a Look at that factory. There's black coming from the 24 hours a day, 7 days a week.
- b from the exhaust pipe of can make it difficult for people to breathe.
- c There's a on the outskirts of our city where they dump people's

Words to remember

anticipate, consent, contradict, dread, dump, exhaust pipe, fell, landfill site, smokestack, suspect

Compound nouns Grammar reference page 125

3 These nouns have two or more parts.

a Use a word from List A and another from List B to form compound nouns.

- | | |
|------------|----------|
| A | B |
| 1 animal | change |
| 2 climate | site |
| 3 global | fumes |
| 4 landfill | habitat |
| 5 exhaust | warming |

b Work in groups. Choose one of the compound nouns and talk to the rest of the group about this subject for one minute.

Pronunciation Stress patterns

4 Match a sentence from List A with another from List B to find pairs of sentences that have the same stress pattern. It may help you if you read the sentences aloud.

- | | |
|------------------------|-----------------------|
| A | B |
| a Do you work at home? | She's really worried. |
| b It's getting worse. | Taxis are fast. |
| c I don't believe him. | Does he like to swim? |
| d I'm very frightened. | I want to see you. |
| e Buses are slow. | He's feeling ill. |

5 Compare your answers with a partner.

6 (11.2) Listen and check your answers. Then listen again and repeat each pair of sentences. Try to make the stress patterns of the two sentences sound the same.

task

You are going to write an open letter* to a person or an organisation who you think could help protect or improve the environment.

* an open letter is a letter which many people can read – for example to a newspaper.

Reading An open letter

Discuss

1 Look at the photograph and discuss these questions.

- Why are the trees being cut down?
- What happens to the wood from the trees? What happens to the land?
- How is what is happening in the photograph an environmental issue?



Read and analyse

2 Read this open letter and answer these questions.

- Whom is the letter to? Whom is it from?
- What is the main worry expressed in the letter?
- Is the letter written in *formal* or *informal* language? Find two examples.
- Why do you think the writers want this to be an open letter?

The Editor

Natural Kuwait Magazine

Dear Sir,

This letter is to everyone who is attending this week's international symposium on the environment in Geneva.

We are students in our last year at high school and we are writing to express our anxiety about the environmental plight which confronts the world today.

We are chiefly concerned with the effects of global warming, which will have a worldwide impact over the next hundred years. We are not only worried for ourselves, but also for our children and our grandchildren.

Our own government is working very hard to tackle this problem, but we know that the situation can only be amended if all countries throughout the world work together. So, at your symposium this week, we hope you can all agree on action that will help to protect the Earth for now and for future generations.

Yours faithfully,

56 pupils from Kuwait High School

3 Cutting down trees leads to one type of pollution. List five more types of pollution and rank them according to how dangerous you feel they are to the planet. Suggest ways to solve these problems.

	Pollution	Solution
1		
2		
3		
4		
5		

Writing

1 Plan your own open letter in which you put across your concerns about an environmental issue you are worried about.

- a** Choose one of these kinds of issues to write about:
- ▶ a local issue in your area, city or town
 - ▶ a national issue which worries people in your country
 - ▶ an international issue which affects many people on Earth

b Use the following questions in order to brainstorm your ideas.

▶ Who are you writing to?

▶ On whose behalf are you writing this letter?

▶ Why are you writing this letter?

▶ How is the problem affecting you and your environment?

▶ When and where did the problem start?

▶ What can be done in order to solve this problem?

Words to remember

amend, anxiety, chiefly, confront, international, plight, symposium, tackle, worldwide

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2 Write your letter in 170–200 words.

You may use ideas from the *Useful Language* box to help you. Express your ideas clearly and simply. Use some formal language.

Check

3 When you have finished writing, read your letter carefully.

- a** Check spelling, grammar and punctuation.
- b** Exchange letters with a partner.
As you read what your partner has written, ask yourself these questions:
- ▶ Is the purpose of the letter clear?
 - ▶ Do I share the writer’s worries?
- c** Return your partner’s letter and talk about the problems you have both written about.

USEFUL LANGUAGE		
Describing events or situations	Guessing / Expressing opinions	Suggesting / Warning
The fact that ...	I think this is ...	I am writing to tell you about ...
This may lead to ...	I believe that ...	Experts have told us / said / reported ...
We can see that ...	It may be that ...	I would be grateful if you could (think again / stop ...)
Experts have told us that ...	One can explain this by ...	Please suggest that (they stop wasting water ...)
	A possible explanation is that ...	I suggest that (you / your company ...)

The power of nature

Grammar
Reported speech



Discuss



Discuss these questions in pairs or groups.

- a** What natural threats can you see in the photos above?
Match these headlines with the correct photo:
 - ▶ Volcano erupts at dawn
 - ▶ Earthquake causes serious damages
 - ▶ Floods leave 200 homeless
 - ▶ Tornado hits major city
- b** Has Kuwait ever been affected by any of these threats?
- c** Has Kuwait been affected by any other threats than those pictured in the photos above?
- d** How can we make use of the power of nature?



Aswan High Dam

Red tide in Kuwait Bay



Read

2 As you read the article below, match each paragraph 1–5 with one of these headings:

- a Making earthquakes less dangerous
- b Trying to find a solution
- c Learning to live with nature
- d Stopping floods, saving water and producing electricity
- e Science can help

Words to remember

accumulate, alongside, calamity, costly, dam, expert, flare up, mullet, overflow, prohibit, prolonged, quake, remarkable, remedy, shortage

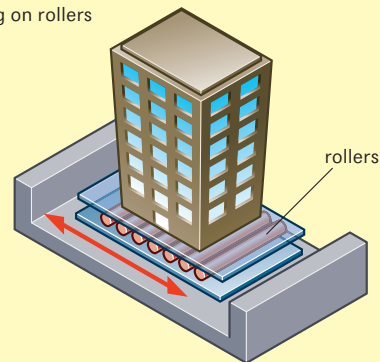
Natural threats and calamities

1 _____
 People have always attempted to avoid natural threats; for example, we do not live alongside a river that floods, or on the side of a volcano that may flare up. Scientists cannot stop these threats completely, but there are things they can do to make them less hazardous.

2 _____
 Rivers flood when the water level rises too high and the river overflows its banks. The Nile flooded for thousands of years until the Aswan Dam was built in 1970. The dam stops the flooding and generates electric power. It also accumulates water during the rainy season so that people have water when there is a prolonged period of water shortage.

3 _____
 Red tides have a long history and there appears to be a global increase in the number of these events in recent years. For example, in August and September 2001, Kuwait Bay experienced a massive fish-kill involving over 2500 metric tons of wild mullet due to various kinds of bacteria. As a result, scientists have been looking for possible solutions to this disaster. Experts who are involved in studying red tide have conducted studies to determine the causes of such a problem. Many scientists are working on this issue but the problem still exists and a remedy is not on the horizon yet.

Building on rollers



4 _____
 It is probably impossible to design a building that would be completely secure in the most serious earthquake. It would also be very costly. Instead, engineers design buildings which will not fall down when the earthquakes. There are two main ways of doing this. First, buildings are built on springs or rollers, so that when the earth quakes, the building itself moves a little. Another method is to use building materials that soften the impact of an earthquake.

5 _____
 Throughout history, natural disasters have killed and injured human beings and damaged cities and buildings. Humans cannot prohibit these disasters, but they have learned to respect the remarkable power of nature.

3 What do the words in *italics* in these sentences from the article refer to?

- a Scientists cannot stop *these threats* completely, but there are things *they* can do to make them less hazardous. (lines 4-7)
- b *It* also accumulates water during the rainy season ... (lines 13-14)
- c ... scientists have been looking for possible solutions to *this disaster*. (lines 22-24)

Grammar

● Reported speech Grammar reference pages 135-137

1 Compare these pairs of sentences.

- a** Which sentence in each pair tells you exactly what someone said?
Which sentence tells you about what someone said in the past?
- 1** “Our town floods regularly.”
She said that their town floods regularly.
- 2** *She said that it had flooded twice the previous month.*
“It flooded twice last month.”
- 3** “The volcano is erupting.”
The reporter announced that the volcano was erupting.
- 4** *People told the journalist that they had heard noises coming from the volcano.*
“We heard noises coming from the volcano.”
- 5** “There had been other eruptions before the volcano erupted last week.”
Geologists confirmed that there had been other eruptions before the volcano erupted last week.
- b** Look at each pair of sentences. How are the verbs different?
- c** What other differences are there between the sentences? Think about punctuation, pronouns, time and place words, etc.

2 Complete the sentences by reporting the things that these people said.

- a** ‘My house is near the river.’ **Omar said that his house was near the river.**
- b** ‘They’re building flood defences.’ Waleed said that they
- c** ‘The river flooded the town last week.’ Amal said that
- d** ‘The water came into my house.’ Noura said that
- e** ‘They built the hotel on springs.’ The journalist said that

3 Now rewrite this story using Nazrul’s words.

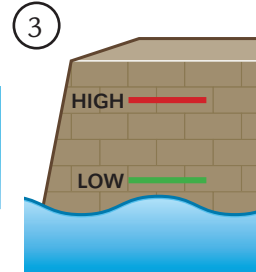
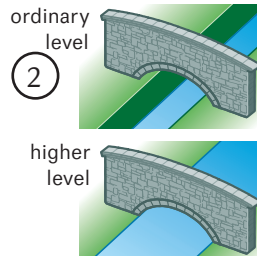
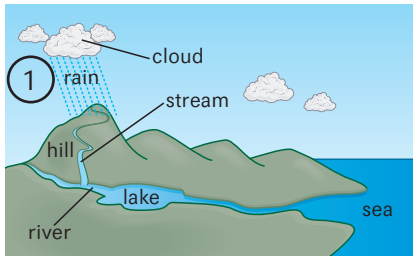
- a** (Ten-year-old Nazrul from Bangladesh said that) he had been trapped on the roof of his house.
I was trapped on the roof of my house.
- b** The river in his town had overflowed its banks after heavy rain.
The river ...
- c** (He explained that) his father had woken him early in the morning because the house had been full of water.
- d** (Nazrul said that) he had looked after his baby brother while his parents had carried all the furniture upstairs.
- e** (He said that) he and his family had spent a night on the roof of their house and that nobody had rescued them until the following day.
- f** (Nazrul said that) he had been staying with his aunt since the flood.



Vocabulary

Water

1 Look at these diagrams and the vocabulary in the box, then complete sentences a–h below. Use the present simple form of verbs from the list below. (You need to use some verbs more than once.)



come in fall flood flow go out overflow rise run

Diagram 1

- a The rain from the clouds on to the hills.
- b The stream into the river.

Diagram 2

- c The river through the city.
- d The water level in the river
- e The river its banks.
- f The water the town.

Diagram 3

- g When the tide, the water level
- h When the tide, the water level

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Words to remember
 announce, come in,
 go out, mansion,
 perilously, previous,
 regularly, turnoff

High or tall

2 **High** and **tall** have similar meanings, but tides are **high** and trees are **tall**. Complete these sentences with the correct word.

- a He's only fourteen years old, but he's nearly as as his father.
- b The water level in the river is perilously
- c The rooms in the president's mansion have beautiful ceilings.
- d The city centre is full of modern buildings.
- e You should go to bed if you have a temperature.
- f People are buying vehicles made in their own countries because of the price of imported cars.

Pronunciation Phrasal verbs vs. compound nouns

3 (12.1) Listen to the following sentences. Where is the stress in the word or phrase in bold?

- a This is where you should **turn off**.
- b The children built a **lookout** in the tree.
- c This huge corporation is trying to **take over** our company.
- d Don't miss the **turnoff**.

4 (12.2) Take turns to read these sentences to your partner. Listen and check your answers.

- a Let's get Chinese takeout for dinner.
- b Have you seen the printout from the travel agent?
- c I've got a catalogue somewhere; I'll look it out if you're interested.

task

Writing

You are going to describe an experience you had in a storm.



1 Answer these questions.

- a Why does the water level in rivers rise?
- b Look at the photo of the Thames Barrier. Why do you think it was a demanding task for engineers?
- c Why would it be impractical to map out a building that would be absolutely safe in an earthquake?
- d What kinds of building materials do you think would lessen the impact of an earthquake?

2 Match these verbs from the article on page 91 with their correct meanings. Use each word in a meaningful sentence.

- | | | | | |
|---|------------|-------|---|-------------------------------------|
| a | avoid | ..... | 1 | think of, plan |
| b | flare up | ..... | 2 | produce / make / create |
| c | generate | ..... | 3 | explode / throw out rock |
| d | accumulate | ..... | 4 | escape |
| e | attempt | | 5 | hold and save |
| f | design | | 6 | make an effort to achieve something |

- a
- b
- c
- d
- e
- f

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Think and speak

3 Discuss these questions with other students.

The article on page 91 says: ‘... they have learned to respect the remarkable power of nature.’

- a Can you think of examples of the remarkable power of nature ?
- b What do people do which shows that they respect this power?
- c List the safety ideas which the writer mentions. Can you think of other ways of preventing disasters?

4 A tempest is a violent, windy storm. Imagine you have just survived a tempest and, in about 170-200 words, write an account of your experience. You may answer the following questions:

- ▶ Where were you?
- ▶ Who were you with?
- ▶ Did the storm cause any accidents?
- ▶ How did you cope with the situation?
- ▶ How did the incident end?

Quote

“Man masters nature not by force but by understanding.”

Jacob Bronowski

Speaking Role-playing

Introduction

1 Read this scenario. How seriously would you take the scientists' warning if you lived in this area?

Water is in short supply in your area. Scientists have said that soon there will be serious shortages. They have proposed diverse ways to solve the problem, but these all have pros and cons.

2 (12.3) Listen to three possible ways of solving the problem suggested by the scientists. Are there any other advantages or disadvantages of each idea?



Drill new wells

- + New sources of water.
- Expensive process.



Convert more sea water into drinking water

- + Plentiful supply of sea water.
- Expensive.



Improve ways of storing water

- + No need to find new water.
- May not provide enough water for demand.

Preparing for the role-play

3 You are going to discuss this situation in groups of three.

- a Each student in your group should play one of the roles A–C described below.
- b Read your role card and decide which method of solving the water shortage problem you prefer. Make notes to express your opinions. The language in the *Useful Language* box below may help you.

Role A – Environmentalist

- You reckon that there would be no need for new sources of water if everyone used it sensibly.
- You reckon that finding new sources of water would be too expensive and would only lead to greater demand.

Role B – Member of public

- You are a member of the public who uses an average amount of water for standard purposes.
- You work for a company which builds equipment for discovering sources of water.

Role C – Scientist

- You do not believe that it is possible to meet the increasing demand for water by telling people to be less wasteful with water.
- You believe strongly that new sources of water have to be found.

Role-play

4 Work in groups of three – A, B, C.

- a First, each 'character' should say how he / she thinks the water shortage problem should be dealt with. Give reasons.
- b When everyone has expressed their opinions, have a general discussion.
- c Organise a vote to find out whether your group thinks new sources of water should be found.
- d If the answer is Yes, discuss who should pay for the project.

Words to remember

- absolutely, demanding, impractical, lessen, map out, propose, pros and cons, standard, supply, wasteful

USEFUL LANGUAGE

Expressing opinions

This problem is not going to go away. I think we should ...
 As far as I'm concerned, the cause of this problem is ...
 It seems to me that the best way of dealing with this problem is to ...

Predicting

In the long / short term, the future of the area...



Sheikh Sabah Al-Ahmed Nature Reserve

Kuwait is in a unique position to protect wildlife and has been instrumental in stressing the importance of protecting our environment in countries throughout the Middle East. The Sheikh Sabah Al-Ahmed Nature Reserve is just one in a long list of many important moves **made** within Kuwait as part of a national effort to preserve a unique and important system of wildlife. **Established** in the early 1990s and originally **named** *The National Park of Kuwait*, the Sheikh Sabah Al-Ahmed Nature Reserve **was established** with the aim of protecting and restoring the natural beauty and wonder of Kuwait's ecosystems. It **was** also **hoped** that the site would encourage young Kuwaitis to take an interest in environmental issues and to actively participate in the protection and maintenance of Kuwait's natural heritage.

The Sheikh Sabah Al-Ahmed Reserve covers 320 square kilometres of hills, beaches, pools, reed-beds, cliffs and uplands, thereby providing a safe haven for many rare species of flora and fauna, a vital habitat for numerous species indigenous to Kuwait, and an indispensable stopover point for many bird species on migratory travels. The reserve **is committed** to restoring indigenous flora and fauna by reintroducing wildlife and plants that were once widespread and commonplace in the area. One of the most important plants **being cultivated** within the reserve is Kuwait's national flower, the *Arfaj*, or *Rhanterium Epopposum*.

The Sheikh Sabah Al-Ahmed Nature Reserve contains a truly awe-inspiring variety of wildlife, including falcons, deer, lizards, golden eagles and flamingos. There are also over 370 protected and endangered species of plants, which **are planted and cared for** by a team of staff and volunteers who are passionate about protecting Kuwait's natural treasures.

But Sheikh Sabah Al-Ahmed Reserve is not the only nature reserve in Kuwait. Kuwait has shown its commitment to the problems facing our natural world with the establishment of other nature reserves, such as the Doha Peninsula Nature Reserve and the Jahra Pools Nature Reserve.

Anyone wishing to visit the reserve has to first obtain permission from the Volunteer Center, located beside the Public Authority for Agricultural Affairs and Fish Resources (PAAAFR) headquarters in Al-Rabia.

The Passive

1 Read the verbs in bold in the text above. What is common in the way they are used?

.....

.....

2 Classify them in this table.

Simple Present Passive	Simple Past Passive	Present Progressive Passive

3 Add one example of your own for each tense.

.....

.....

.....

Project 4

task

You are going to write a set of guidelines* suggesting what people can do to make the world a safer place to live in.

* guidelines = information which gives advice or makes suggestions.

Creating guidelines for making the world safer

Stage 1 What are guidelines?

Read the guidelines for visitors to Al-Doha nature reserve and discuss these questions.

- What kind of language is used?
- What is the purpose of the three main headings?

GUIDELINES FOR VISITORS TO AL-DOHA NATURE RESERVE

Protecting wildlife

- Do not disturb any animals or birds.
- Do not feed or touch any animals.
- Take care not to damage plants when you are walking, trekking or driving.

Respect the environment

- Do not leave rubbish on land or in water.
- Do not take anything away with you, such as rocks, plants or birds' eggs.

Be safe

- Be ready for extreme weather. Take the right equipment and clothes.
- Stay with your group.
- Don't try to do anything you have never done before.



Stage 2 First decisions

- Work in groups of three or four. Think about the title of the guidelines you are going to write, e.g. *Making Kuwait a safer place*. Discuss these questions and make decisions.

Who do you want to write the guidelines for?

- ▶ People of your age
- ▶ Young children
- ▶ Adults
- ▶ People of all ages

What kinds of safety precautions could your guidelines include? Choose three or four of these headings.

- ▶ Safety in the home
- ▶ Safety on the road
- ▶ Safety for children
- ▶ Safety in the city
- ▶ Safety for the environment
- ▶ Safety of the planet

- Now share out the work to be done. Each member of the group should be responsible for writing the guidelines under one heading.

Stage 3 Individual writing

- a Each member of the group writes two or three guidelines for their subject. You could use ideas from **Units 10–12**.
- b Include at least one guideline starting with *Don't ...*
- c Use clear, simple language.

Stage 4 Final decisions

- a Work in groups again. Read each other's guidelines and suggest improvements. These could be:
 - ▶ corrections to language (grammar, spelling, etc.)
 - ▶ suggestions for making the guidelines clearer or simpler.
- b Write the final version of your guidelines.
- c Together, the group produces the final set of guidelines. You could add photographs or other illustrations.

Stage 5 Presentations

- a Each group presents their guidelines to the rest of the class. You could do this in these ways:
 - ▶ Display the sets of guidelines on the classroom walls.
 - ▶ Pass them round the class. Each group reads the other sets of guidelines.
- b The class could discuss the good points of each set of guidelines, saying how well the ideas would be followed by the people they are written for.
- c Finally, the class could vote for the most successful set of guidelines.

TRY THESE WEBSITES FOR INFORMATION:

- www.alreem.com
- www.dft.gov.uk/think
- www.statefarm.com/learning/be_safe/home/home.asp



Literature Time!

The Adventures of Huckleberry Finn

by Mark Twain

Episode One



I lived with the Widow Douglas, who took care of me. She and her sister, Miss Watson, wanted to civilise me, but I didn't like living in a house, so I ran away. Then my friend Tom Sawyer found me and made me come back.

I had to wear new clothes again, which were real uncomfortable. And I had to tidy up everything after we ate.

The two ladies went to bed early. I sat in a chair, feeling sorry for myself. Outside, the stars were shining and I could hear an owl. I wished I had some company. I heard the town clock strike twelve. Then I heard a call from the garden – ‘*Mee-yow, mee-yow*’. That was good! I put out the light, climbed out of the window and jumped into the garden. Sure enough, Tom Sawyer was waiting for me there. We set off to the river bank. The river was more than a mile wide here and it looked very still and grand. We got the other boys who were in Tom's gang and he showed us a hiding place he had found. Tom told us that we were going to rob people who travelled on the roads.

We played at being robbers for a month, and then I resigned. So did all the other boys. We hadn't robbed anyone.

Once Tom said we were going to rob some rich Spanish merchants. They had camels and elephants. I didn't see how we could rob them, since we only had wooden swords, but I wanted to see the elephants and camels.

When Tom gave the word, we rushed down the hill to attack the travellers. But there weren't any Spanish merchants, nor any camels or elephants. There were only a class of children out on a picnic with their teacher.

Three or four months passed along. I went to school and learned to read and write a little. And I could say the multiplication tables up to *six times seven is thirty-five*.

Then one morning I spilled salt on the table and I knew I was going to have bad luck. I was right.

Widow Douglas got angry and told me to stay in a hut on the other bank of the river. I didn't mind at first. It was a lazy life, just sitting around swimming or fishing. But Widow Douglas made me do all the chores, and didn't give me proper food. So I decided to escape. She used to lock me in the hut when she went to town, but I found a saw and cut a hole big enough for me to crawl through. It was June now and the river was flooding. Lots of debris floated down the river. One day I found a canoe and hid it.

Another day, I saw a log raft, with about six big logs on it. I pulled it into the bank. The next day, Widow Douglas locked me in the hut and went off to town to run some errands. I knew she wouldn't be back for a while. It was time to escape.

When Widow Douglas had gone, I crawled through the hole in the hut. Then I filled the canoe with food and provisions. I smashed in the door of the hut with an old axe and quietly made my way to the river.

Then, I got in to the canoe and sailed it to Jackson's Island, a couple of miles downriver. I hid there for three days. I caught fish, swam a little and watched the river.

On the second day, I had a surprise. I was walking along the shore when I came upon a man sleeping at a campfire. It was Jim, Miss Watson's servant. His parents had died when he was young, so he had to work as a servant to survive. The last family he served had sold him to Miss Watson in exchange for some land. When I showed myself, Jim was very frightened, because he thought I had disappeared. I told him about my trick. Then I asked him what he was doing on the island.

It seems he had run away, because Miss Watson had accused him of stealing from one of her guests. He told me that Miss Watson was the real thief and had used him to cover up her own crimes. Jim was the most honest man I have ever met and I believed him. I promised him I wouldn't tell anyone about him.

There were logs and trees floating down the river now. Once, a whole house floated past and Jim and I got inside it. Jim got scared; he said it was bad luck to search other people's houses. Anyway,



we searched the house and took out all sorts of useful things – bedding and stores and tools.

But our greatest piece of luck was when a raft beached itself on the island. We made a kind of tent on it to protect us from the sun and the rain. Then, we transferred all the things from the house onto the raft.



Episode Two

One night, I went ashore to find out what was happening. I found out that people were looking for Jim. They thought he was a runaway criminal. Some people thought Jim was hiding on Jackson's Island. A group of men were planning to go to the island that night to look for him.

As soon as I got back to the island, I told Jim to pack up the raft. We got everything on board and left the island.

I was glad to be on the river again. It was kind of peaceful drifting down the big river, looking up at the stars. We never felt like talking much. We didn't even laugh. The weather was good and the skies were clear. Nothing happened to us that night, or the next, or the one after.

Every night we passed towns, with all their lights shining. On the fifth night, we passed St Louis and it was like the whole world lit up. But there wasn't a sound. I guess everyone was asleep.

We were trying to get to Cairo, Illinois. There, Jim would be safe. He was very excited and thanked

me for helping him to escape. But I felt worried, because if we kept running away no one would ever know the truth about Miss Watson. They would always think it was Jim who was guilty of the crimes. We were getting near Cairo now. I told Jim I would take the canoe and see how far it was.

‘There goes Huck,’ said Jim. ‘You’re the best friend I’ve ever had. Jim’ll never forget you or your kindness.’

I paddled off to the Illinois shore.

Just then, a boat with two men in it came alongside. They were looking for a runaway thief. They asked me if there was anyone on the raft.

‘Only my father,’ I said. ‘He’s real ill with the smallpox.’

When the men heard this, they backed off. They even gave me twenty dollars to pay for medicine.

After that, I decided I wouldn’t give Jim up now, no matter what anyone said.

That night, one of the big river steamers rammed us. We had a light showing, but they didn’t pay any attention. They smashed the raft in two and Jim and I had to swim for the shore. I called Jim’s name, but there was no reply.

I soon came upon a big house made of logs. Dogs barked and a voice called out, ‘Who’s there?’

‘It’s me, George Jackson,’ I replied.

‘Tell me, George Jackson – do you know the Shepherdsons?’

‘No, Sir, I’ve never heard of them.’

‘Well, come in slowly, with your hands up.’

I walked into the house nice and slow. Three big men were staring at me. One of them held a candle up to my face and said, ‘Why, he’s not a Shepherdson.’

One of the young boys, Buck, got me dry clothes to wear.

It was a fine house, full of books and paintings. The head of the family was Colonel Grangerford. He was a tall, good-looking man, very quiet and polite. Buck had two brothers and two sisters.

The Grangerfords and the Shepherdsons were enemies.

Once, Buck and I were riding in the forest and one of the Shepherdson boys rode by. Buck stood up and threw a rock right at his head. Buck missed but he knocked the boy’s hat off.

When I asked Buck why he’d thrown the rock, he told me it was because of the feud between the two families. I asked Buck how the feud had started, but he didn’t know. He told me that a lot of people from both families had been killed in the feud.

Yet one day, the two families sat side by side while listening to a story about brotherly love. It didn’t make any sense to me.

One morning, the house was very quiet. Jack, one of the servants, told me that Miss Sophia, Buck’s youngest sister, and one of the Shepherdson boys were planning to get married. And now the two families were fighting one another.

I could hear fighting from the woods and I climbed into a tree to watch. Buck and another boy were fighting the Shepherdsons, but there were too many of them.

I don’t want to tell everything I saw that day – it was too horrible.

I just wanted to get away from this awful place. Jack told me that Jim had found the raft and fixed it up. I couldn’t believe it. I ran down to the river, calling Jim’s name.

‘Is that you Huck?’ a voice whispered. ‘Quiet now.’

It was Jim’s voice – nothing ever sounded so good before. I grabbed him and hugged him. Soon we were on the raft and heading down the river. I didn’t feel at ease until we were a mile away from the Grangerford’s house. Then, we lit our lantern and ate some food. We said there was no place like a raft. You feel free, easy and comfortable on a raft.

Episode Three

One morning, I took the canoe and went ashore, looking for berries to eat. Suddenly, two men came running towards me. They said some people were chasing them and begged me to save their lives. So, I took them back to the raft.

One of them was about seventy years old, with a bald head and grey beard. The other was about thirty. They both wore old clothes and carried big carpetbags.

The younger man was a printer and he sold medicines. He said he was also an actor. The older man said he was a philosopher.

Then, the younger one started to cry. I asked him what was wrong. He said he was crying because he had lost his rights. He was a poor man now, but he was really a duke.

'I am the rightful Duke of Bridgewater,' he said, 'and yet now I find myself in rags and tatters on a raft.' Then, he asked us to call him, 'Your grace', and said we ought to serve him his food and do everything he asked us to. So, at dinner, Jim and I bowed to him, just like he asked us.

The bald man didn't say much at dinner, but he didn't look very pleased. Then he spoke up.

'Look here, Bridgewater,' he said, 'you're not the only person who's had trouble. You're not the only one who's lost his birthrights.'

'I am the late Dauphin,' said the bald man. 'By rights, I should now be King Louis the Seventeenth of France.'

And he began to cry, too.

Well, the king wanted us to call him, 'Your Majesty', and to serve him first at mealtimes. So, Jim and I did what he asked.

At first, the duke wasn't too pleased, but soon he and the king shook hands and agreed to work together as partners.

Of course, I could see they weren't real kings or dukes, but just a couple of frauds. However, I let them think they had fooled me. It's best to let people like that have their own way.

Pretty soon, it started to rain. The wind got up and thunder and lightning started. The king and the duke settled themselves in the tent. I could hear them arguing about who should have the best bed. Jim and I had to sit out in the rain. I didn't mind, because it was a real powerful storm. You don't see a storm like that every day.

Next morning, it was dry. The duke brought a pack of posters out of his carpetbag. They advertised plays. One poster advertised 'the world famous tragic actor, Garrick the Younger, of Drury Lane, London.' The duke said that was him. The king said he had never acted on the stage.

'Well, Your Majesty,' said the duke, 'this is your chance. The first town we come to, we'll hire a hall and do the sword fight from *Richard III*. And then we can do the balcony scene from *Romeo and Juliet*. What do you say?'

'I'll do anything if there's money in it, Bridgewater - and I think I can act just as good as you,' said the king.

So the duke got some costumes out of his bag and they tried them on. Then they rehearsed their parts in the plays.

The next town we came to, I went ashore with the king and the duke. It was very quiet and still. One



of the local men told us that all the townspeople had gone to a meeting in the woods just outside of town. The duke went looking for a printing shop. But the king and I went off to the meeting. There were about a thousand people in this shed and a man was giving them a speech, shouting at them from a wooden platform. And the people all shouted back so that you couldn't understand what the speaker was saying.

Well, the next thing was the king got up on to the platform and asked to speak. He told them he was a philosopher. He had been a famous writer for thirty years and taught at New Orleans University. He had written books just for the money. But one night he had been robbed and had lost all his money. Now he was a changed man. He realised that life was more important than money. He also talked about the meaning of 'good' and shared his philosophy with the people. Everyone listened to him carefully, including me. Then the king burst into tears.

Then someone called out, 'Take a collection for him! Pass the hat round!' And so the king went around the crowd and the people put money into it. He sobbed and thanked them from the bottom of his heart. Young men came up to him and shook his hand. Lots of people invited him to stay with them. But the king said he couldn't because he had decided to travel across the country. He wanted to share his life lessons with everyone, but he never wanted to be famous again.

When he got back to the raft, the king counted the money. He had got eighty-seven dollars! The duke had done well, too. He had printed up a newspaper and sold annual subscriptions to it for two dollars each. Then, he showed up a poster he'd printed about a runaway thief. It was all about Jim and it offered a reward of two hundred dollars for his capture.

Up till then, we could only sail at night, because of Jim.

'Now,' said the duke, 'we can sail down the river in daytime. If we see anyone coming, we can just tie Jim up and say we captured him.'

Well, that seemed a pretty clever idea. That night we sailed away from the little town and got a long way further down the river.

Next day, we drifted slowly down the river. The king and the duke practised the sword fight from *Richard III*. Once the king fell overboard, but we pulled him back on board again. Then the duke taught the king a speech from another play called *Hamlet*. He howled and waved his arms about. Then, he laid back his head and shouted up at the sky. The speech started off, 'To be or not to be,' but after that it got kind of mixed up. I didn't understand too much of it.

A few days later, we came to a little town in Arkansas. We were lucky because a circus was coming to town, so the folks for miles around were in town to see it. The duke stuck up posters advertising our show in big letters.

I wanted to see the circus, so I ducked in under the tent. It was great fun. There were horses and fine ladies and gentlemen riding them, all dressed in glittery costumes. And there was a clown, who made fun of them all.

That night, we had our show, but there were only twelve people there, and they laughed at all the tragic bits. The duke was angry. He said these Arkansas farmers were too stupid to understand Shakespearean tragedy.

Next morning, the duke printed up some new posters and stuck them up all over town. The posters read like this:

**FOR THREE NIGHTS ONLY:
DAVID GARRICK AND EDMUND KEAN
in their thrilling tragedy of
THE KING'S CAMELOPARD**

Then at the bottom, in the biggest letters of all:

**LADIES AND CHILDREN NOT
ADMITTED!**

'There,' said the duke, 'if that don't bring the crowds in, I don't know Arkansas!'

The king and the duke spent all next day setting up the stage. That night, the hall was full. The duke introduced the show and pulled up the curtain. The next minute, the king ran on to the stage. His costume was painted all over like a rainbow. He ran and danced and he was the funniest thing I've ever seen. The crowd loved it. Then, the duke let the curtain down again and bowed to the audience. He said that if they had enjoyed the great tragedy, they should tell their friends to come.

Then, people started to call out, 'What? Is that all?' They couldn't believe the show was over.

The people were real angry and some of them

stood up and made for the stage. I reckon they were going to break up the stage and go for the king and the duke. But then, a big man with a powerful voice stood up.

'Hang on, friends,' he cried. 'We've been tricked by these here actors. They've only written half a play. But we don't want the rest of the town to think we're fools. So let's go home and say we've seen a fine show and the actors can give us the rest of the show tomorrow. Isn't that a good idea?'

Well, they all thought about it for a bit, then agreed with the big man. So there was no trouble that night.

Well, next day all the talk in the town was about how good the show was. That night the hall was full again. The same thing happened again. The people left without any trouble and said they would come back the next day to see the last part of the show.

The third night was full again, but it was some of the same people. This time they had rotten eggs and old cabbages stuffed in their pockets. I knew what was going to happen, and so did the king and the duke. They still hadn't finished the play, so as soon as the audience was seated they slipped out of the back door. Jim was waiting with the raft and in less than a minute we were floating downriver again.

The king and the duke felt sorry for the poor Arkansas folk. They thought about returning the money they had collected, but thought it might cause even more trouble.

Soon they were fast asleep and snoring. Jim was puzzled.

'Doesn't it surprise you the way these people live their lives, Huck?' he asked. 'Always moving from one place to the next?'

Jim was tired of being tied up during the day, while the rest of us went ashore. The duke had an idea. He dressed him up in white robes and stuck a white beard on him. Then, he painted Jim's face blue and put up a notice beside the tent:



SICK – BUT HARMLESS WHEN NOT OUT OF HIS HEAD

Jim was pleased. It was better than being tied up all day and trembling whenever he heard a voice. The duke told him to stay in the tent, but if he heard anyone coming, he should jump out and howl. That way, people would leave him alone.

Episode Four

Next day, we came to another small town. They wanted to perform the same play as before, but the king thought it wouldn't be safe. News of their last performance might have travelled downriver by now. So the king said he would just go ashore and see what happened. I went with him. We had bought new clothes in the last village and we put them on. There was a big steamer close by and the king told me to head for it.

'With these fine clothes on, I can say I've come from St Louis or Cincinnati or some big place,' he said.

But before we reached the steamer, we met a young man on the shore. He looked as if he was waiting for someone.

'You're not Mr Harvey Wilks?' he asked the king.

'No,' the king replied. 'I'm Alexander Blodgetts and this is my servant Adolphus,' meaning me.

'Well, if you were Mr Harvey Wilks, you'd just have missed seeing your brother Peter die. You wouldn't have missed getting your property, because that's yours anyway – six thousand dollars, they say, and some land as well.'

Then, the king started asking more about this Peter Wilks and his brother Harvey. Harvey lived in England with his younger brother William, who was deaf and dumb. Part of Peter's property would go to his nieces, Mary Jane, Susan and Joanna. The king found out the names of all Peter Wilks's friends and lots of other details about where he lived.

The funeral was the next day, but the young man couldn't attend it, because he was taking the steamer south. We left him and the king told me to go back to the raft and fetch the duke. 'And tell him to wear his new clothes,' he said.

Well, of course, I knew what the king was up to, but I didn't say anything. I fetched the duke and we all entered the town as if we had just come off the steamer. There was a crowd of people waiting.

'Can you tell me where Peter Wilks lives?' the king asked.

The people looked at each other, as if to say, 'I told you so,' and one of them said in a real soft voice, 'I'm sorry sir, but all I can do is tell you where he *did* live.'

The king just fell onto the man's shoulder and started crying. 'Alas, my poor brother,' he sobbed.

Then he made signs to the duke with his hands. So *he* burst out crying, too.

Well, all the people gathered round and said kind things. But I was just sickened by these two frauds.

It turned out they were just liars and tricksters. It made you downright ashamed of the human race.

The people took the king and the duke to Peter Wilks's house. The three daughters were waiting.

They were so glad their uncles had come that they cried for joy.

Then, the king and the duke knelt down beside Peter Wilks's coffin. They cried and sobbed and made a terrible noise. Everyone else joined in with them. Then the king stood up and made a speech about his dead brother. And he brought in all the names of friends he had learned from the young man at the river.

Then, Mary Jane read out a letter that her father had left behind. It said there was six thousand dollars hidden in the cellar. The king and the duke said they would go down and fetch it up. They told me to bring a candle.

So they got down there and found the bag of money. Then, the duke said they should give all the money to the daughters. The king thought that was a dazzling idea.

Well, then they brought the money upstairs again and gave it to the girls.

Then I saw a big, serious-looking man standing in the doorway. It turned out he was his doctor. He didn't believe the king and the duke were Harvey and William Wilks.

'They don't talk like Englishmen,' he said. 'These men are frauds and liars. I beg you, Mary Jane, to turn them out!'

But Mary Jane stood up, her eyes blazing with anger. 'You're wrong!' she said. And she took the bag of money and gave it back to the king!

Now, I knew the duke's plan had worked. That night, I heard the two of them planning to run away with the six thousand dollars. These poor girls would never see the money again. I felt so bad that I had to do something about it. The only way was to steal the money back.

That night, when the king was sleeping, I took the money from under his bed. I tiptoed out of the room. Just then, I heard someone coming. I had to hide the money quickly. I ran into the room where Peter Wilks's old books were being stored and put the bag of money into an old box!

Next day, a colleague of Peter Wilks came. He spoke about how good Peter Wilks had been. Then he closed the lid of the box and screwed it shut. I was mighty relieved when I saw that.

That night, I saw Mary Jane packing a suitcase and crying. I asked her what was wrong.

'My uncles are so kind to me,' she said. 'They have asked me to go and live in England with them.'

I couldn't bear to see her fooled. I told her that these two frauds weren't her uncles. I told her how they had got all that information about her family. Well, when she heard this, Mary Jane got mad.

She wanted to tar and feather them and throw them in the river. But I asked her to keep quiet.

Next day, the king and the duke held an auction of the property. But right in the middle of it, a crowd of people arrived, shouting and laughing and calling out.

'Here's your opposition – here's another set of Peter Wilks's brothers!' they cried.

Behind the crowd, came a nice-looking old gentleman dressed in black and a young man with his arm in a sling. The old gentleman looked puzzled. He said he was Harvey Wilks. The king tried to make fun of him. Most of the people laughed along with them, but two or three others didn't. One of them was the doctor, and another was the family lawyer.

Well, they argued about who were the rightful brothers.

Then the lawyer interrupted the argument.

'Gentlemen,' he said, 'I don't know which of these brothers is a fraud, or whether they are both frauds. There's only one thing to do. Let's find his daughters and find out!'

So, the whole crowd hurried off to the house. The doctor held me by the arm real tight. They crowded around the house and called for the sisters as loud as they could. The door swung open and Mary Jane appeared. They asked her who her real uncle was – the king or the man dressed in black. Mary Jane looked up at the sky. I thought she wasn't going to speak. 'I know the truth,' she finally said. 'One of these men is a cheat and a fraud. The boy told me so!' Then Mary Jane pointed right at me.

Everyone pushed forward to look, including the doctor. That's when I ran as fast as I could to the riverbank. I found a canoe and untied it, then paddled off quickly back to the raft. As I jumped aboard, I called out.

'Come on, Jim, set her free. We're rid of them at last!

Jim ran out of the tent and came towards me with his arms out. But when I saw him in his white robes and his face painted blue, I was so frightened I fell back into the river!

Jim pulled me back on board and gave me a hug. We were both real pleased to be rid of these two frauds at last. But we had hardly begun to sit down and talk, when we saw the king and the duke heading for us. I was so miserable I could have cried.



The king went for me, shook me and accused me of running away and leaving them. However, the duke told the king to leave me alone because it was all his fault. Then they started arguing with each other and forgot about me.

We didn't stop at any town for days, but just kept on drifting south. But when we were far enough away, they started working their tricks again. They didn't have much luck, though. They opened a dancing school, but neither of them could dance. So they were thrown out of the town.

Then, they started whispering together in the tent. They were planning something, but I didn't know what. I thought maybe they were planning a robbery and I didn't want any part of anything like that.

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Episode five

One day, the two of them went ashore and started fighting. I saw my chance to escape them for good. I ran back to the raft, calling Jim's name. But there was no reply. Jim was gone!

I met a boy and asked him if he'd seen Jim. He told me that an old man with a bald head had sold Jim as a servant to a Mr Phelps, who lived just outside the town, for forty dollars.

I thought it was a dirty trick to sell Jim like that. So, I decided I would write a letter to tell Miss Watson where Jim was. So, I wrote:

Miss Watson, your runaway servant, Jim, is here at Pikesville
and Mr Phelps will give him back to you for the reward.

HUCK FINN

Well, I looked at the letter, but I was thinking of Jim. I remembered how glad I'd been to see him after the feud, how he'd keep watch for me, even when it was my turn, and how he'd said old Huck was the best friend he had in the world. I tore up the letter. I couldn't just turn Jim in now that we had been through so much together.

I went to look for Phelps Farm, but the first person I saw was the duke. He was sticking up posters for the King's Camelopard. So they were going to try the old trick again!

I walked up to the Phelps's farm, without any idea of how I was going to get Jim out of there. The farmhouse was made of wood and a crowd of dogs came out of the yard and barked at me. A maid came out and told the dogs to be quiet.

Then a lady came running out from the farmhouse with some children. She held her arms out to me.

'It's you at last! Come, children, come and see Tom!'
She thought I was Tom Sawyer, the son of their family friends. I didn't know what to say. The lady, believing I was Tom, told me to call her Aunt Sally. She had been expecting me for days. She said that Uncle Silas, meaning her husband, was down at the pier now, waiting for the steamer.

'He'll be back in a moment,' she said. 'Let's hide you under the bed and give him a surprise.'

Soon Uncle Silas walked in, looking kind of sad. He said

he was worried because Tom wasn't on the boat. Aunt Sally pulled me out from under the bed.

'Why, who's that?' the old gentleman asked.

'Who do you think it is?' said Aunt Sally. 'It's Tom Sawyer himself!'

You can bet I was pretty surprised myself at this. I had to pretend to be Tom Sawyer and answer all their questions about his family. I needed time to think this out, so I told them I had to go back to town to bring my bags.

Half-way along the road, I saw a wagon. Who should be in it but Tom Sawyer! He stared at me as if I was a ghost. Of course, he thought I had disappeared nearly a year ago.

I told him I hadn't disappeared and explained about Aunt Sally thinking I was him. I had to tell him about Jim, too.

'Miss Watson's Jim is here,' I said. 'And I'm trying to steal him and set him free. I know it's not right, but that's what I'm going to do anyway. Will you keep quiet about it?'

Tom's eyes lit up. 'Why, I'll help you rescue him!' he said.

I could hardly believe my ears. I couldn't believe that Tom Sawyer was going to help me.

I walked back to the Phelps's place and waited for Tom Sawyer. He soon arrived and politely asked his way to a neighbour's farm. The Phelps invited him for dinner.

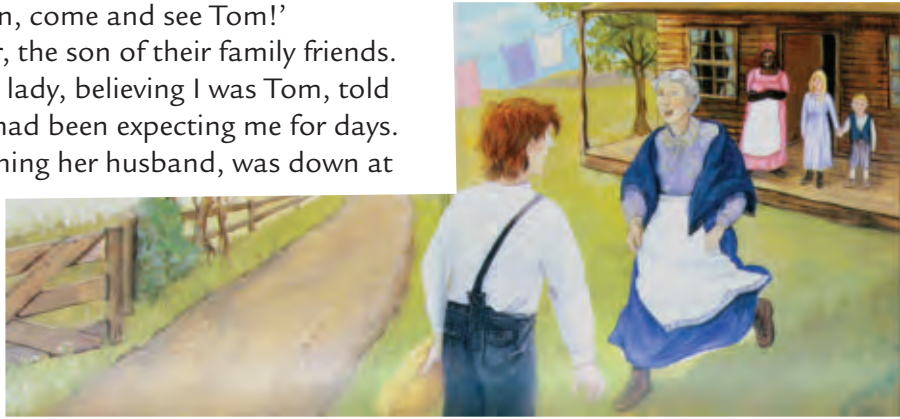
Tom said his name was William Thomson of Hicksville, Ohio and he made up a whole lot of stories about his family there. The stories were real wild and fantastical. Tom was almost as good at making things up as the king or the duke.

Tom and I looked for Jim, but we couldn't see him. Then one of the Phelps boys asked if he could go to the show tonight.

'There isn't going to be any show,' said Mr Phelps. 'Our new servant said that show was all fraud. Everyone knows about it. These two cheats will be driven out of town.'

'William' and I said goodnight and went to bed. But then, we climbed down out of the window and headed for town. Soon, we saw lights and heard people shouting. We stood on the side of the road and watched. They were carrying the king and the duke tied onto poles. They were all covered with tar and feathers and didn't look like human beings at all.

Well, I was almost sorry for these poor pitiful men. I guess they got what they deserved.



Episode Six

Tom and I started thinking about Jim. Tom had seen one of the men carrying food down to a hut at the end of the yard.

'Who did you think the food was for?' Tom asked.

'For a dog.'

'So did I at first. But it wasn't for a dog, because part of it was watermelon. Dogs don't eat watermelons, do they?'

Of course, Tom Sawyer was right. He was a lot cleverer than me. I would never have thought of that.

We got the boy who brought Jim's food to let us see him. Poor Jim was so pleased to see us that he called out my name. We told him not to show that he knew us. Tom said that we were going to get him out of that hut and set him free. Then Tom told Jim his plan.

We could have got Jim out through the window, but that was too simple for Tom Sawyer. He wanted to dig a hole under the hut and he didn't want to use ordinary picks and shovels to dig it. That was too easy. We had to dig the hole with dinner knives. And he wanted all kinds of other things too, just like the adventures he read. Jim was chained to the leg of his wooden bed. Tom wanted to file through the chain. We could have just lifted up the bed and slipped the chain off, but that wasn't difficult enough for Tom. Then, he wanted Jim to keep a diary, like prisoners in stories do. When I said that Jim couldn't write, Tom got angry and said I had no imagination. I reckon he was right. The next night, Tom and I climbed down the roof and made for Jim's hut. We used the dinner knives, like Tom said. We dug for hours until our hands were all blisters, but you could hardly see the hole we made. It would take us years to tunnel through to Jim's hut.

'What are we going to do, Tom?' I asked.

'It's not right, but there's only one way. We'll use the picks and shovels, but we'll pretend they're knives.'

'Now you're talking, Tom Sawyer,' I said.

So, we used the picks and shovels and got on much better. After half an hour, we had made quite a fair hole. We reckoned we had done enough for one night.

When we got back to the house, I opened the back door and went upstairs to our room. I looked down and saw Tom trying to climb onto the roof. He couldn't do it.

'Climb up the stairs,' I said, 'and pretend you're climbing the roof.' So he did.

Next night, we dug again. We soon broke through into Jim's hut. Jim was so happy to see us he almost cried for joy. He thought he was going to escape now, but Tom Sawyer told him he had to be rescued properly, like it said in the books. So, we had to smuggle in a rope ladder, metal plates for Jim to scratch a message with a nail, six candles, a sheet and an old shirt of Uncle Silas's for Jim to write a diary on.

Jim couldn't see any sense in this. But when Tom told him it had to be this way, Jim said that Tom must know best.

Then Tom had another idea which he got from books.

'Have you got any spiders in there, Jim?' he asked.

'No, I'm glad I haven't, Master Tom,' said Jim.

'All right, we'll get you some.'

Well, Jim didn't like this much, but Tom said this was



what happened in books. Prisoners' cells were always full of spiders.

So, we went and caught some spiders – the harmless kind, of course. They ran all over the house, frightening Aunt Sally terribly. But at last we managed to catch them all and keep them in sacks.

Then we put them in Jim's hut. They were in his bed, in his clothes and all over his food. Jim couldn't understand why he had to suffer all these hardships: he said it was harder work being a prisoner than

anything he had ever done. He wished it would be over soon.

The weeks passed and we were almost ready to set Jim free. But then Tom said we had to have an anonymous letter. I asked him what that was. He told me it was a warning to the family that someone was going to release Jim.

‘What do you want to warn them for?’ I asked. ‘It’s just going to make things more difficult for us, isn’t it?’

Tom just shook his head, as if I didn’t know anything. That night he wrote a letter saying that a gang of villains was going to steal Jim at midnight. And he stuck the letter on to the neck of one of the servants who were guarding Jim’s hut.

The warning letter worked all right. That evening, there were fifteen farmers, all of them with guns, in the sitting rooms. They were just waiting for midnight to catch the villains who were planning to free Jim.

Well, I reckoned Tom had gone too far this time. We had to set Jim free without waiting for midnight. I got hold of Tom and we climbed down the roof and made for Jim’s hut. We got Jim out through the escape tunnel and ran for the river. Some of the farmers heard us and started chasing us. But we got in the canoe and made it to the raft. We were safe!

‘Now, Jim,’ I said, ‘you’re a free man again.’

We were all glad, especially Tom, because he had twisted his ankle whilst running away.

Jim and I knew that Tom needed a doctor, so I had to go back on shore and find one.

The doctor was a kind-looking old man. I told him a story about Tom falling out of a tree. I don’t know if he believed everything, but he set off in the canoe to fix Tom’s leg. I hid in a log-pile to get some sleep and wait for the doctor to come back.

But next morning the doctor wasn’t at home. They told me he’d been called away in the night and hadn’t come back. I thought I’d go back to the raft, but just then I bumped into Uncle Silas. He asked me where I’d been and said that Aunt Sally was worried about me and Tom. I tried to get away, but he insisted I come home with him.

When I got back to the Phelps’s place, Aunt Sally was so pleased to see me that she just cried. I wanted to go back to the raft for Tom, but she got me to promise to stay at home.

Next morning, the doctor brought Tom home on a mattress. Aunt Sally was sure Tom was dead, but he mumbled a few words to her. Jim walked beside Tom.

Some of the farmers wanted to punish Jim for running away, but the doctor spoke up for him.

‘The boy, he was delirious. I needed help to carry him away from the river. I didn’t know what to do when out comes this man. Well, I tell you, gentlemen, I’ve never seen a better nurse than this runaway. And he was giving up his freedom to help the boys, too. No, sir, a servant like that is worth a thousand dollars and he deserves to be treated well, too.’

Well, I was glad to hear the doctor speak up so, and no one said anything about punishing Jim. But they still put him back into the hut, and with no food but bread and water.

After a while, Tom woke up and started to talk sensibly. He told Aunt Sally all about our plan to set Jim free. He was mighty pleased at the cleverness of it. Aunt Sally was angry at first, but she soon forgave him. She told Tom there was no harm done, because they had caught Jim and he was safely locked up again.

‘They haven’t any right to lock him up!’ cried Tom angrily.

‘He’s as free as any man!’

‘What do you mean?’ asked Aunt Sally in surprise.

‘I mean what I say,’ said Tom. ‘Old Miss Watson died two months ago and she set Jim free in her will!’

‘Then why did you take so much trouble to set him free, when he was free already?’ she asked.

‘Well, what a question! I wanted the adventure of it, of course!’

Just then, who should come through the door but Tom’s Aunt Polly. Well, she and Aunt Sally hugged

and kissed each other. When she saw Tom, she naturally greeted him by his real name, not as 'William'. I decided I'd better hide under the bed. But Aunt Polly saw me.

'Come out from under that bed, Huck Finn,' she cried.

Well, poor Aunt Sally didn't know what to say, she was so confused. But finally, she was all straightened out.

Aunt Polly said that Tom was right about Miss Watson setting Jim free in her will. But she couldn't understand why Aunt Sally hadn't received any of the letters she had sent.

'I never had any letters from you, Sis,' said Aunt Sally.

Then Aunt Polly turned round and looked at Tom pretty severely. He admitted that he'd collected Aunt Polly's letters from the Post Office and kept them hidden away.

'I didn't read any of them, though, Aunt Sally,' said Tom. 'I just knew they'd cause trouble.'

When I got a chance to speak to Tom Sawyer by himself, I asked him what his plan was. What was he going to do with Jim once he freed him – even if he was free already?

So, Tom said he was going to take him all the way down to New Orleans and then tell him he was free. Then he'd pay for Jim to take a steamer back home. And Tom was going to write and tell all the other servants and they would have a torchlight procession for Jim. So then Jim would be a hero at home and so would we.

We got Jim out of his hut. When Aunt Polly and Uncle Silas heard how Jim had helped the doctor to save Tom, they made a great fuss of him. And Tom gave him forty dollars for being such a good prisoner, so Jim reckoned he was lucky after all. I was lucky too, I guess. Now Aunt Sally wants to adopt me and civilise me, but I think I'll run away again. I've been civilised before and I can't stand it.

THE END, YOURS TRULY, HUCK FINN

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David Copperfield

by Charles Dickens

Episode One

My name is David Copperfield.

On the day that I was born, Miss Betsey Trotwood visited my mother. She was my father's aunt, and my father had been dead for six months. When she arrived, she surprised everyone by knocking on the window instead of the door. Mrs Peggotty, my mother's servant, went to let her in.

'From the moment the girl arrives,' Miss Trotwood told my mother, 'I intend to be her friend.'

'You mean Mrs Peggotty?' said my mother.

'No, *the* girl,' said Miss Trotwood. 'The child.'

'But it might be a boy,' said my mother.

'It must be a girl!' said Miss Trotwood.

And when I was born at twelve o'clock that Friday night, and she discovered that I was a boy, she walked out of the house and never came back.

The years went past and we were happy together – my mother, Mrs Peggotty, and I. Then, one day, a man came to visit us. His name was Mr Murdstone. He was my mother's brother, but I had never met him before because he had been travelling for many years at sea. He was polite and he smiled a lot, but I did not like him.

He came often after that, and I got used to seeing him and his black side-whiskers, but I still did not like him.

Mrs Peggotty did not like him either. I woke from a sleep, one day, to hear her arguing with my mother.

'Mr Copperfield wouldn't have liked him,' Mrs Peggotty was saying.

'How dare you say that!' said my mother. 'He is my only brother. What am I supposed to do?' And she began to cry.

One day, Mrs Peggotty asked me to go and stay with her at her family's house in Yarmouth, by the sea.

'Oh, yes!' I said, 'please. Will mother come?'

'No, my dear,' said Mrs Peggotty. 'She'll stay here. She won't be lonely.'

So Mrs Peggotty and I went alone by coach to Yarmouth.

It stopped outside a hotel and Mrs Peggotty's cousin, Ham, was there to meet us. Mrs Peggotty was pleased and excited to see him.

'Ham!' she said. 'How grown-up you look!'

He was a strong young man, six feet tall, with fair hair and a friendly but shy manner. He put me on his back and carried our luggage under his arm. We went past several boatyards and at last came to a wide beach with some boats pulled up on to the sand.

'There's our house, Master Davy,' said Ham.

I couldn't see a house anywhere, but there was a large black barge, or some other kind of old boat, sitting high and dry on the ground.

'Is that it?' I said. 'That ship-looking thing?'

'That's it, Master Davy,' said Ham.

And I saw that there was a door and windows in the barge.

Mr Peggotty and Ham were fishermen and the little house smelled of fish, but it was beautifully clean and tidy. And sometimes at night, when I heard the wind and the sea outside, I began to think that I was on a boat.

Mr Peggotty was a kind man. His niece, Emily, lived with them. Like Ham's parents, her mother and father were both dead.

Emily was a cheerful child and most days we collected shells or played on the beach. It was a wonderful holiday. I didn't want it to end.

But the time came when Mrs Peggotty and I had to go home and I had to say goodbye to my new friends. I was very sad to leave little Emily, and I promised to write to her.

It seemed a long journey home, but when at last I saw our house, I became excited about seeing my mother again.

A new servant opened the door.

'Is something wrong?' I said, suddenly afraid.

'No - no, my dear,' said Mrs Peggotty. She put her arm round me. 'Nothing is wrong. Your uncle has decided to make some changes, that's all! Come and see him.'

I began to shake. 'No!' I said. 'I don't want to see him.'

She took me into the living room and left me there. My mother and my uncle were sitting beside the fire. My mother got up quickly to come to me, but my uncle said, 'Clara, control yourself. David, how are you?'

I shook his hand without speaking, then kissed my mother. It seems my uncle had taken over the household. I could not look at them, and as soon as it was possible for me to get away, I went to my bedroom and cried myself to sleep.

Mrs Peggotty and my mother woke me some hours later.

'Davy!' said my mother. 'Davy, my child!'

She tried to hold me but I pushed her away.

Mr Murdstone came in and told my mother and Mrs Peggotty to leave us. When they were gone, he looked at me, and his lips became a thin line.

'David,' he said, 'if I have a horse that doesn't behave, what do you think I do?'

'I don't know,' I said.

'I give it to someone else,' he said. 'Remember that.'

After dinner, Mr Murdstone's maid arrived. I did not like the maid, but she moved into the house and began to take control of the housekeeping.

Then one day, Mr Murdstone got angry at me for not learning my lessons perfectly - and I told him I didn't like him! He was very angry and locked me in my room for five days.

When at last Mrs Peggotty came to see me, I asked her, 'What is going to happen to me?'

'You're going away to school, tomorrow,' she said. 'To London.'

A cart arrived to take me and my luggage to the coach the next day. A man called Barkis was the driver and he was very pleasant to me.

Salem House was a small school just outside London. Mr Creakle owned the school, but I had lived there a month before I met him.

'So!' he said, holding me by my ear. 'This is the boy with the temper!' After this, I soon discovered that he was a very cruel man.

My best friend was Traddles, who was the same



age as me. He was a cheerful boy and we played together a lot, although he was often told off for not behaving as well as the teachers expected.

The other boy whom I came to admire and who became my good friend was Steerforth, the captain of the school. He was six years older than me and very clever.

One day, Mr Peggotty and Ham surprised me with a visit to the school. I introduced them to Traddles and Steerforth. 'Steerforth is the school captain,' I said, proudly.

Steerforth greeted them with a smile. 'I'm glad to meet you,' he said, and I could see that they thought Steerforth was a fine gentleman.

'You'll always be welcome at our little house in Yarmouth,' said Mr Peggotty.

Episode Two

The summer holidays came and Mr Barkis met the London coach and took me home in his cart.

I went into the house and heard my mother singing softly. She was sitting beside the fire in the living room, and she jumped to her feet when she saw me enter the room!

'Davy, my own boy!' she cried happily when she saw me. 'You've come back at last!'

Then Mrs Peggotty came running in and put her arms round me. With the three of us together again, it seemed that the happy old days were back.

I was in bed when Mr Murdstone came home that night, but I saw him in the morning.

My uncle did not look pleased to see me. 'How long is your holiday?' he asked me.

'A month,' I said.

'A month!' he cried. And he began to count the days until I went back to school again.

That time soon came, and I was back at school for two months before it was my birthday – but what a terrible birthday it was!

Mrs Creakle sent for me in the morning.

'Your mother is ill,' she told me.

'Is she very ill?' I asked, afraid of the answer.

'Dangerously ill,' she said, then went on, 'she – she's dead. You must go home tomorrow.'

And I cried until I thought my heart would break.

Mrs Peggotty met me when I arrived home and we shared the sad news together.

Mr Murdstone did not look at me when we went into the living room but sat with tears in his eyes.

His maid was standing beside him. She turned and spoke to me. 'Have you brought home all your clothes?' was all that she said.

'Yes,' I answered.

Much later, Mrs Peggotty came to my room.

'Your mother wasn't well for a long time,' she explained sadly. 'The last time I saw her happy was that night when you came home from school, my dear. The day you went away, she said, "I shall never see my pretty dear again." And she was right.'

'What will you do now, Mrs Peggotty?' I asked.

'I am to leave at the end of the month,' she said. 'Mr Murdstone doesn't want me here. Why don't you come to Yarmouth with me for a little holiday?'

'Oh, yes, please!' I said. I could not wait to see my friends again.

My uncle agreed when we asked him. 'I don't want to be disturbed or made uncomfortable, so yes, take him,' he said.

The next day, Barkis came to take Mrs Peggotty and me to Yarmouth. I sat beside him and he smiled secretly and said, 'It's all right, little chap. Don't worry about a thing.'

It was wonderful to see Mr Peggotty, Ham and Emily again. Emily was growing into a young woman.

'How is your friend, Steerforth?' asked Mr Peggotty. 'What a smart young man he is!'

'He's very well,' I said.



I stayed at Yarmouth for a short but happy time, and then Barkis and Mrs Peggotty took me home again. They left me at the gate, and I watched them drive away. Inside, I saw there was a man with Mr Murdstone.

'This is Mr Quinion, David,' Mr Murdstone said. 'You're to go to work for him in the counting-house at Murdstone and Grinby, the milk merchants, in London. You'll earn enough money to pay for your food, and I've arranged a place for you to live.'

I was ten years old and I was to go to work. And it was hard work. I went to a dirty old house near the river where rats lived under the floors. There my job was to wash empty bottles with three other boys, and I hated it.

One morning, a plump man with a head as bald as an egg came to see me with Mr Quinion. 'Ah, Master Copperfield!' the man said. 'I hope you are well.'

I was surprised, but said that I was very well. 'This is Mr Micawber,' Mr Quinion told me. 'You will be living at his house.'

And that evening, Mr Micawber took me home where his wife – a thin, tired-looking lady – was sitting with a baby. The baby was one of twins, and they had a boy of four and a girl of three.

My room was at the top of the house, at the back, and Mrs Micawber took me to see it. The house was big but there was very little furniture in it, and it all looked very poor. I soon discovered that the Micawbers were poor, too, and that Mr Micawber owed money to several people. I often had to sell books and other small things from the house to pay for food for the family.

But one morning, the police came and took Mr Micawber away to prison because of his debts. I went to see him there the next Sunday. At first, he seemed sad, but ten minutes later he was enjoying a game of skittles. 'If a man earns twenty pounds a year and spends nineteen pounds, nineteen shillings and sixpence, he'll be happy,' he said. 'But if he spends twenty pounds and sixpence, he'll be miserable.' Then he borrowed a shilling from me.

Back at the house, all the furniture was sold, except for the beds, the kitchen table and a few chairs. Mrs Micawber, the children and myself lived in two rooms until Mrs Micawber decided to go and live closer to the prison so she could visit her husband. I had a room in an old house near the prison. Soon after, Mrs Micawber's family paid her husband's debts and he was released from prison. They suggested that he left London and went to live in the country, and it was a few days later that I saw the whole Micawber family on a coach, looking cheerful and hopeful as they rode out of the city. It was then that I decided to run away.

'I'll go to the country and find my only living relation, Miss Betsey Trotwood,' I thought.

At the end of the week when I had my week's wages, I began my journey to Dover.

I gave my suitcase to a young man who offered to take it to the coach office for sixpence. But he ran away with my suitcase and all my money!

I ran after him as fast as I could, but he was quicker than me and I soon lost him in the crowd. I sat down and began to cry.

I had no money for the coach fare now, so I had to walk to Dover and sell my coat to buy food on the way. And six days later, when I finally arrived at my aunt's house, my clothes were torn and dirty

and my shoes were full of holes.

My aunt was in the garden, and when she saw me at the gate she shouted, 'Go away! No boys here!' 'Please, Aunt,' I said, 'I'm your nephew, David Copperfield.'

'Oh!' she said and sat down on the garden path in surprise.

She stared at me until I began to cry, then she took me into her house and gave me all kinds of medicine before telling Janet, her servant, to fill a bath with water for me.

But before Janet could go to fill my bath, my aunt pointed at the little square of grass outside her gate and began to shout, 'Janet! Donkeys!'

I looked and saw two donkeys on the grass, and Janet rushed out to chase them away.

It was a few days later when my aunt and Janet went to chase another donkey away, but this one had Mr Murdstone on its back!

My aunt had sent a letter to Mr Murdstone the day after I arrived, and they had come to discuss what was to happen to me. But my aunt did not recognise my uncle until I told her who he was.

'I don't care!' my aunt told Mr Murdstone. 'Don't ride on my grass!'

So the meeting began badly.

'I am here to take David back,' said Mr Murdstone when we went inside. 'If he will not come with me now, my house will be closed to him forever.'

'And what do you say, David?' said my aunt. 'Are you ready to go?'

'No,' I said. 'Please, Aunt, don't make me!'

'Mr Murdstone,' she said, 'you broke his mother's heart. She was a loving person and never deserved a brother like you. Now, please go!'

My uncle left without a word, but we could see his face was full of anger, and my aunt put an arm round me.

'This is your home now,' she said. 'And I think I shall call you Trotwood Copperfield. Yes, Trot!'

And so I began a new life with a new name.

Episode Three

Next day, my aunt took me to see her lawyer, Mr Wickfield, who lived in Canterbury. We went to his house and the door was opened by a young man with very short red hair and an unpleasant smile.

'Is Mr Wickfield in, Uriah Heep?' my aunt asked.

Uriah Heep bowed and rubbed his hands together. 'Mr Wickfield is in, Miss,' he said. 'Please go in there.' And he pointed towards a room inside.

The room was Mr Wickfield's office, and the white-haired old gentleman was there to meet us.

'Miss Betsey Trotwood,' said Mr Wickfield, smiling. 'How nice to see you!'

'I've not come for any law,' said my aunt. 'I want a good school for my nephew, Trotwood. Do you know a good school, Mr Wickfield?'

'Do you want the best?' said Mr Wickfield.

'Yes, the best,' said my aunt.

'There is an excellent school in Canterbury,' said Mr Wickfield. 'And he can live here, in my house.'

'Excellent!' said my aunt.

Then Mr Wickfield took us to meet his daughter.

Her name was Agnes. She was not only Mr Wickfield's daughter but his housekeeper as well. She was about my own age, and her face was bright and happy. She had a calm, quiet manner, which was very pleasing. When Agnes entered the room, she ran to kiss her father. Then he introduced us to her, and we could see that he loved her very much.

Next, we went upstairs to see my room, which had a large window looking out on to the garden.

My aunt was happy with the arrangements – and so was I – and she decided to leave before it was dark. Before she left, she gave me some advice.

'Trot,' she said, 'be a good boy. Never be mean or cruel, and never tell a lie, then I shall always be

proud of you.'

What a pleasure it was to go to a good school! The teachers were kind and willing to help – quite different from Mr Creakle. The boys were friendly and cheerful, and from good families. They knew nothing of my unhappy life up to that time, and I did not tell them. Later, Agnes asked me how I liked the school. 'Very much,' I said. 'Where do you study?' 'At home,' she said. 'I could not leave Papa. I am devoted to him.'

So my days at the Wickfields' home were happy ones – except for the unpleasant Uriah Heep.

Heep invited me to his home, where he and his mother asked me questions about Agnes and Mr Wickfield, and made me feel uncomfortable.

Then, as I was coming out of their house, I was surprised to see Mr Micawber in the street. He told me that he was on his way back to London, and was staying at a hotel in Canterbury for a short time.

I quickly introduced him to the Heeps before we walked on. 'Come and see Mrs Micawber,' he said.

And so it was that I had dinner with the Micawbers that evening – and a very enjoyable dinner, too!

'I thought you were in Plymouth,' I said.

'Mr Micawber could not find work,' Mrs Micawber said, 'and my family received us coldly, I'm afraid.'

'Oh dear!' I said.

'So we are returning to London,' she said. 'What else can we do? But we must wait for some money to arrive to pay our bill at the hotel.'

I felt sorry for Mr and Mrs Micawber. 'I wish I could lend you the money you need,' I said.

'You are a true friend, Copperfield,' Micawber replied, and Mrs Micawber threw her arms round his neck as he started to cry. But he stopped in time to order a large breakfast from the waiter for the next morning.

I left soon after, promising to have dinner with them again before they went back to London.

But the following evening, I was surprised and a little alarmed to see Mr Micawber and Uriah Heep walking past the Wickfield's house, arm in arm.

The next time I went to the hotel, I asked Mr Micawber about his meeting with Heep.

'I'll tell you this, Copperfield,' he said. 'That young man will be a lawyer one day.'

After that, we ate another enjoyable dinner.

But the next day I received a letter from him, saying that he could not pay his debts and would almost certainly go to prison again.

I was alarmed about this, and hurried to the hotel to see if I could help.

So imagine my surprise when I saw the Micawber family sitting in the London coach as it went by – all smiling and looking quite calm and happy!

The years passed and my time at school came to an end. My aunt suggested that I took a short holiday in Yarmouth with Mrs Peggotty, and I agreed.

But first, I went to London. I was drinking coffee in a hotel when I saw a man I recognised across the room. I knew him immediately, although he did not recognise me.

'Steerforth!' I said. 'Don't you remember me?'



His eyes opened wide with surprise. ‘It’s little Copperfield!’ he cried. ‘What are you doing here?’ I told him I was on my way to see my old friends in Yarmouth. He seemed very interested and suggested that he came with me the following day.

We took a coach to Yarmouth and found rooms at a cheap hotel. The next day, I went to see Mrs Peggotty and arranged to meet Steerforth at her house later.

Mrs Peggotty did not recognise me.

‘Is Ham at home?’ I asked in a rough voice.

Then she looked more closely at me as I smiled.

‘My dear, dear boy!’ she cried. She threw her arms round me, and the tears ran down our cheeks.

Later, Steerforth and I went to the little boathouse. Steerforth was clever and everyone liked him.

We stayed in Yarmouth two weeks, but Steerforth went fishing with Mr Peggotty most days. I went for long walks along the wide beach and the roads. On the last day, when we were going to Mrs Peggotty’s house, Steerforth informed me that he had bought a boat.

‘Mr Peggotty will look after it when I’m not here,’ he said. ‘I’m going to call it the *Little Emily*.’

I smiled. ‘You pretend it’s for yourself, but it’s for Mr Peggotty. That’s very generous of you.’

I knew I would be seeing more of Steerforth in Yarmouth, and I was glad.

Episode Four

Next day, Steerforth and I went back to London, where I joined the law company, Spenlow and Jorkins. My aunt paid a thousand pounds for me to become a clerk to a lawyer. She also rented an apartment where I could live, and where friends could visit me.

Steerforth arrived with some of my school friends one night and, after eating a lot, we went to the theatre. There were a lot of bright lights and I was in a very cheerful mood. We got seats that were very high up and I made a lot of noise, shouting and clapping. People near us became annoyed, so one of my friends suggested that we went down to the balcony.

We found our way down the stairs to the balcony below and there, sitting with some of her friends, was Agnes Wickfield. My mouth fell open.

‘Agnes!’ I said in a very loud voice.

‘Please, be quiet, Trotwood,’ she said calmly. ‘You’re disturbing people.’

I received a letter from her a day later and she did not mention the theatre. She was staying in London with her father and wanted to see me.

I went to the house where they were staying and Agnes took me inside. I found it hard to speak.

‘I feel terribly embarrassed about last night.’ I said at last.

‘As long as you don’t behave like that again,’ she said, half-jokingly. ‘Now, sit down, Trotwood, and don’t be unhappy.’

Her face became serious. ‘Have you seen Uriah?’

‘Uriah Heep?’ I said. ‘Is he in London?’

‘Yes,’ she said. ‘Oh, he pretends to be humble, but he’s half-owner in my father’s business now. My father needed help and somehow Uriah persuaded him to make him half-owner. You must be nice to him, Trotwood, or my father will suffer. Now, please stay and have dinner with us, will you?’

‘Yes,’ I said, shocked at the news about Heep.

Among the other guests at dinner was my old friend Traddles! He was also learning to be a lawyer.

After dinner, Uriah Heep came to speak to me.

‘I’m only very humble, Master Copperfield,’ he said, ‘but I wish I could have everything the Wickfields have. They are such generous people.’

I wanted to put him in his place, but I remembered Agnes’ words earlier.

The weeks went by as I worked at Spenlow and Jorkins. I enjoyed my job and my new life in London very much.



I went to visit Traddles at his apartment one evening, and got a surprise. His neighbours were Mr and Mrs Micawber! Mr Micawber invited me to dinner, but I saw the worried look on his wife's face and guessed there was probably not enough food for us all, so I thanked him and said no.

I returned to my own apartment and was sitting beside the fire when I heard someone coming up the stairs. It was Steerforth.

'Steerforth, how nice to see you,' I said.

'I've come from Yarmouth,' he told me.

'What were you doing there?' I asked.

'Sailing my boat,' he said and gave me a letter.

It was from Mrs Peggotty, to tell me that Mr Peggotty was very ill. 'I must go to Yarmouth,' I said.

Steerforth looked serious, and put his hands on my shoulders as he spoke. 'If there's anything I can do, tell me at once.'

Next day, I got Mr Spenlow's permission to go to Yarmouth.

A sad Mrs Peggotty took me to Mr Peggotty's bedroom, where I sat and held his hand. He opened his eyes only once and looked at me with a tired smile.

The poor man died soon afterwards.

I stayed with Mrs Peggotty for two days, but we could never remove the feeling of sadness from the air. Both Ham and Emily were heartbroken. I knew that my trips to Yarmouth would never be the same again.

Episode Five

I had to return to London. The day after I was back at my work, Mr Spenlow informed me that I may be in line for a promotion.

'I've been very impressed with your hard work,' he said.

But a surprise was waiting for me at my apartment not many days later when I arrived home from work. My aunt, Miss Betsey Trotwood, was sitting on her luggage in my living room.

'Aunt, let me get you a chair,' I said.

'I prefer to sit on my luggage, Trot,' she said. 'It is all I have now. Everything else has gone!'

I was shocked. 'What happened?' I asked.

'My savings have disappeared. I'm ruined,' she said, 'but we must not be afraid, Trot. We must be brave.'

And brave I was! The very next morning I went to see Mr Spenlow to ask him for the return of my aunt's thousand pounds. But he shook his head sadly.

'It can't be done, Copperfield,' he said.

I was walking home again when someone came up beside me. It was Agnes.

'I was coming to see you,' she said.

And I was alarmed to hear from her that Uriah Heep and his mother now lived with the Wickfields.

But Agnes would not talk of this for long. She knew about my aunt's money problems and suggested some work that I could do, in the evenings, for a man in London. I agreed immediately and thanked her.

One evening after this, I called at Traddles' home and found Mr Micawber there. He told me that Uriah Heep had invited him to help in Mr Wickfield's office. He had accepted the job and he was going to Canterbury. I was unhappy about this, but soon had greater worries.

I arrived at the office one morning to find that Mr Spenlow had been forced to close the office. He had lost a very important case, and it had lost him a lot of money. I wondered how I was going to work and earn money now.

Agnes was now back in Canterbury with her father. I decided to go and ask her for advice, but I was to discover that all was not well with her.

Mr Micawber was working in Mr Wickfield's office with Uriah Heep, but my old friend looked worried and was strangely silent when I spoke to him.

'Something is wrong,' I thought. 'But what?'

Then, during dinner at the Wickfields that evening, Heep turned to Mr Wickfield and said, 'To live in your home is a great thing, but to own it -'

Mr Wickfield gave a terrible cry.

'I've given up my business,' he said, 'but I'll never give up my family home!'

Then he fell back in his chair and began to cry. It was a terrible thing to see, and I hated Uriah Heep more than ever.

About this time, I started to write and began to sell my work to publishers. This helped me make the money that I needed, now that I was not going to be a lawyer.

A letter came one morning from Mr Micawber in Canterbury. He wanted my friend Traddles and me to meet him at Mr Wickfield's office. I did as he asked but took my aunt with me, too.

Uriah Heep was surprised and alarmed to see us. Mr Micawber was with Mr Wickfield in the office, and then Agnes came in.

At that moment, Heep realised that this was not an ordinary meeting, and he was suddenly very afraid.

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Mr Micawber pointed at him.

'Heep, you're a thief, a criminal!' he said.

He explained how Heep stole money which people gave to Mr Wickfield to look after, including my aunt's money. 'And I can prove that Heep forced Mr Wickfield to make him a partner in the company, and then went on to steal from him!' he said.

'That is true,' said Traddles. 'Mr Micawber gave me the account books a few days ago.'

Heep knew he had lost. 'Wh-what do you want me to do?' he said.

'Give back all the money that you stole,' said Traddles, 'or go to prison. And you will not be a partner in Mr Wickfield's business any more.'

Heep looked like a dejected man. My aunt and I left Traddles with Mr Wickfield and Agnes, and we went with Mr Micawber to his house.

My aunt was very grateful to Mr Micawber for restoring her money to her and she made a suggestion. 'Have you and your family ever thought of going to Australia?' she said.

'It was my dream when I was a boy,' he said.

‘Then let me make it come true,’ said my aunt.

And so, with money from my aunt, my old friend began to make plans to depart for that faraway country. I hoped Australia would bring the Micawbers the luck they deserved.

Episode Six

I decided to visit Yarmouth to see my good friends, after the troubles of the last few weeks.

That day there was the most terrible storm.

The sea was rough and the waves were higher than a house, and I had very little sleep that night.

In the morning there was news of a wreck, and I hurried to the beach. A ship from Spain was breaking up in the storm. The local fishermen were looking out towards the broken ship. A man was standing on the deck of the ship, waving at the shore.

Suddenly, a fisherman pushed through the crowd and tied a rope round himself.

It was Ham!

‘Ham, stop!’ I shouted. ‘You can’t save him!’

Ham did not hear me, or he pretended not to hear me. He ran across the sand and dived into the sea. The waves crashed around him as he swam towards the wreck.

We saw him get closer to the ship. He looked small against the angry sea. At that moment, another huge wave crashed over the wreck, then another, and another. The wreck began to sink more quickly, until we could not see it anymore.

Suddenly, Ham’s head disappeared under the water.

‘Ham!’ I cried. ‘Oh, Ham!’

The men began to pull him back with the rope. It seemed to take an hour but, minutes later, he was lying at my feet. I dropped to my knees beside him, tears already in my eyes. I knew before I looked at him that he was dead – and he was.

I couldn’t believe another tragedy had struck Mrs Peggotty and her family, especially poor Emily. I heard them whisper about how they wanted to leave Yarmouth, and maybe even England, and make a fresh start. I couldn’t blame them for it. I went back to London to say goodbye to Mr Micawber and his family. Then I realised that Mrs Peggotty and Emily could start a new life in Australia, too. They could even sail on the same ship as Mr Micawber, so I would know that no harm would come to them.

I waved sadly as I watched the ship depart, only one week later. Mrs Peggotty pointed towards me, and she waved her handkerchief to say a last goodbye.

The ship got smaller and smaller as it sailed away. After a while, I could not see my friends any more. It was time to return home. Suddenly my heart felt heavy in my chest, and I found that there were tears in my eyes.

My thoughts were sad as I made the journey back. So much had happened in the last few months. My life would be very different now, I thought. My career as a lawyer was over. My dear friends were going to the other side of the world to begin a new life.

‘Perhaps I should do the same,’ I thought. ‘Perhaps I need to get away from England, too.’

The more I thought about this, the more I was sure it was the right thing to do. So I made my plans,



bought my ticket and went to Europe.

I travelled first to Italy, and then to Switzerland, where I walked in the hills and mountains.

Then I wrote a book and sent it to Traddles.

‘Find a publisher for me,’ I asked him.

He did not fail me. The book was published and people began to know my name as a writer.

Ten years have passed since then. I am now a successful writer, living a comfortable life and am happily married to Agnes. Dear Mrs Peggotty lives with us and looks after the children.

One day we received a letter from Mr Micawber, who was now in business and without debts. It also brought news of Emily, who was busy helping and teaching small children.

Last night, I thought of Emily. I remembered those innocent days when we were children, and played together on the beach within sight of Mrs Peggotty’s ship-looking house, as happy as children can be.

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Grammar File

Unit 1 Past simple vs. Past continuous; Modal verbs (*can, could, be able to, manage to*); Intensifiers

▶ Past Simple (revision)

We use the past simple to talk about

1 completed past actions:

Turks **brought** coffee to Constantinople in 1453.

Decaffeinated coffee **was invented** in 1903.

2 generally true or repeated past actions:

The Galla people in Ethiopia **ate** coffee beans for energy.

▶ Past Continuous (revision)

We use the past continuous to talk about

1 background activities / actions:

It was a sunny morning. We **were driving** along the motorway.

2 past actions or events in progress when something happened:

We **were listening** to music when suddenly there was a loud explosion.

▶ Modal verbs (abilities and inabilities)

▶ We use **can / can't / could / couldn't** + the base form of the verb to talk about abilities in the present and past:

I **can run** 100 metres in 12 seconds.

I **can't drive**.

We **can't get out** – the doors are locked.

I **could swim** when I was four years old.

The driver **couldn't start** the car engine.

▶ We use **be able to** + the base form of the verb to make other tenses and to talk about other times:

I **haven't been able to walk** since I broke my leg. (present perfect)

I hope I'll **be able to see** better when I get my new glasses. (**will** future)

▶ Modal verbs (abilities and achievements)

▶ We use **could** to talk about general abilities in the past:

I **could swim** when I was four years old.

I **couldn't swim** until I was nearly nine years old.

▶ BUT we have to use **managed to** or **be able to** when we talk about a particular occasion in the past. We often use these verbs when we achieve something that was difficult to do:

The door was locked, but we **managed to get out** by breaking a window. (Not *we could get out*)

The engine wouldn't start. In the end we **were able to start** it by pushing it down a hill. (Not We could start it.)

► We usually use **couldn't** for negative sentences:

The door was locked, and we **couldn't break** a window to get out.

► Intensifiers

An adverb which is used to modify adjectives and adverbs, but which is not usually used to modify verbs, can be referred to as an intensifier: **quite, really, very, a little, pretty, brand, fairly, extremely, absolutely**, etc.

Intensifiers come before the words they modify.

The film was **quite** good.

You did that **pretty** well.

I was **fairly** certain about that.

He was **extremely** surprised by his friend's arrival.

Phrasal verbs with go

A Form

go + adverb / preposition

B Use / Meaning

Can you quickly **go into** the shop and buy some milk?

The ship **went under** at about three o'clock. (The ship sank.)

I can't **go against** my father's wishes. (I can't oppose his wishes.)

Unit 2 Simple past and past perfect

A Form

We use **had** + the past participle for statements, questions and negative forms:

Statements: We **had had** our dinner by the time they arrived.

Questions: Where **had** they **lived** before they moved here?

Negative forms: They were hungry because they **hadn't eaten** for several days.

B Use / Meaning

We use the past perfect to refer to:

1 the first of two actions in the past:

Before they bought other food, they **had sold** their products.

2 a situation / state / feeling or action in the past:

They found the house strange after they **had lived** in a tent.

Compound nouns

A Form

noun + noun

B Use / Meaning

We combine two nouns to make a new idea. This can become one word or remain as two words. The first noun often acts as an adjective, describing the second noun.

a **bathroom** (a room for baths)

a **hairbrush** (a brush for hair)

the **chair leg** (the leg of the chair)

Unit 3 Third Conditional

A Form

If + past perfect + **would** + **have** + past participle:

If there had been life on Mars, we would have found it.

If we had stopped space exploration in 1960, men wouldn't have walked on the Moon.

B Use / Meaning

We use third conditional sentences to talk about imagined past situations:

If I had seen you, I would have talked to you.

This means: 'I didn't talk to you because I didn't see you.'

I wouldn't have phoned you, if I hadn't wanted to ask you a question.

This means: 'I phoned you because I wanted to ask you a question.'

Revision

1 Zero Conditional

If + present tense + present tense:

If it rains, we get wet.

We use the zero conditional to talk about things which regularly happen.

2 First Conditional

If + present tense + **will** future form:

If it rains, we'll (we will) get wet.

We use the first conditional to talk about things which are possible and quite likely to happen in the future.

3 Second Conditional

If + past tense + **would** + base form:

If I were a millionaire, I'd buy that car.

We use the second conditional to talk about things which are improbable and unlikely to happen in the future.

We also use the second conditional for things which are impossible in the future:

If I were 10 years younger, I'd play football again.

(It is impossible for me to be ten years younger.)

Unit 4 Definite and indefinite articles [a, an, the]

Definite and indefinite articles

Correlative conjunctions [*both ... and / either ... or / neither ... nor*];

Subordinating conjunctions [*but, although, however, in spite of*]

A Form

1 Indefinite article *a / an*

We use **a** with singular countable nouns and noun phrases which start with a consonant sound:

*There's **a** beautiful bird in that tree. / He's wearing **a** uniform.*

We use **an** with singular countable noun phrases which start with a vowel sound:

*She's **an** optician. / They've got **an** apple tree in their garden.*

2 Definite article *the*

We use **the** with singular or plural nouns and noun phrases:

***The** cakes in **the** bakery look delicious.*

B Use / Meaning

1 Indefinite article

We use **a** or **an** to refer to

- ▶ a person's job:

*She's **a** doctor.*

*He's **an** engineer.*

- ▶ something or someone for the first time:

*We saw **an** elephant in the zoo.*

***A** policeman stopped me in my car.*

- ▶ a person or thing, but not a special person or thing:

*To write **a** letter, I need **a** piece of paper, **a** pen and **an** envelope.*

- ▶ one (not two or more) of something:

*Her letter was only **a** page long.*

*He's won **a** million KWD.*

2 Definite article

We use **the** with,

- ▶ something or someone we have already mentioned:

*We saw **an** elephant in the zoo.*

***The** elephant was enormous.*

- ▶ superlative expressions:

*She's **the** best teacher who's ever taught me.*

*He bought **the** most expensive clothes in the shop.*

- ▶ something or someone everyone knows about:

*You can hurt your eyes if you look at **the** sun.*

*Did you see **the** Queen on TV last night?*

- ▶ countries which are made up of groups of states or smaller countries:
the United States / the United Arab Emirates / the United Kingdom
- ▶ rivers:
the Nile / the Amazon
- ▶ seas and oceans:
the Gulf / the Pacific Ocean
- ▶ mountain ranges:
the Alps / the Himalayas
- ▶ groups of islands:
the West Indies / the Philippines

▶ Correlative conjunctions and Subordinating conjunctions

Correlative conjunctions [**both ... and / either ... or / neither ... nor**]

Correlative conjunctions are pairs of conjunctions that work together to coordinate two items. Examples include the following:

both ... and

This structure is usually balanced in a way that the same kind of words or expressions follow **both** and **and**: **both** + adjective / noun / verb + **and**

*She's **both** pretty **and** clever.*

*I spoke to **both** the director **and** his secretary.*

*He **both** speaks **and** writes in Spanish.*

either ... or

We use **either ... or** to talk about a choice between two possibilities.

*I don't speak **either** French **or** German.*

*You can **either** come with me now **or** go home to study.*

neither ... nor

This structure is used to join two negative ideas (it is the opposite of **both ... and**). It is usually rather formal.

*The play was **neither** well produced **nor** well acted.*

*He **neither** slept **nor** went out with his friends.*

Subordinating conjunctions [**but, although, however, in spite of**]

A subordinating conjunction introduces a dependent clause and indicates the nature of the relationship among the independent clause(s) and the dependent clause(s).

Some subordinating conjunctions like **but, although, however** and **in spite of** indicate contrast.

*We were given a long holiday, **but** we had to study for the exams.*

***Although** the sun was shining, it wasn't that warm.*

*There was a lot of traffic. **However**, he made it on time.*

***In spite of** the bad conditions, they didn't cancel the festival.*

Quantity words

A Form

quantity word (noun) + *of* + uncountable noun

B Use / Meaning

We use quantity words to describe uncountable nouns.

a **piece** of bread

a **slice** of lemon

Unit 5 Present perfect simple and continuous

I Present perfect simple (revision)

A Form

We use the present simple of the verb **have** + the past participle form of the verb:

*I've just **finished** my lunch.*

*They've **moved** twice this year.*

*That's the third banana you've **eaten** today.*

B Use / Meaning

We use the present perfect simple to refer to,

1 the fact that something happened in the past:

*I've **shaken** hands with the President.*

2 a past experience or achievement with a definite result in the present:

*He's **passed** his driving test, so now he can drive on his own.*

3 how long something has happened:

*I've **been** at this school for four years / since I was eleven years old.*

2 Present perfect continuous

A Form

We use the present simple of the verb **have** + **been** + the **-ing** form of the verb:

*I've **been eating** my lunch.*

*She's **been writing** letters.*

B Use / Meaning

We use the present perfect continuous to refer to,

1 an activity which continues over a length of time:

*She's **been reading** the newspaper all morning.*

*Human beings **have been writing** for over 5000 years.*

2 an activity which may not be completed:

*I've **been reading** the newspaper. (I probably haven't finished reading it.)*

*I've **read** the newspaper. (I've probably read as much as I want to.)*

3 For / Since

We often use **for** and **since** with present perfect continuous verbs to refer to lengths of time.

▶ We use **for** + a period of time:

*People have been writing **for** five thousand years.*

▶ We use **since** + a point of time in the past:

*People have been writing Arabic **since** the 4th century CE.*

▶ We can also use **for** and **since** with present perfect simple verbs:

*My family has worked for his company **for** twenty years / **since** 1989.*

Unit 6 Question tags; Imperatives

A Form

Question tags are short questions we add to the end of statements.

▶ The verb in the question tag relates to the verb in the statement:

*Your name is Ahmed, **isn't it**?*

▶ The pronoun in the question tag relates to the subject of the statement:

*You don't live here, **do you**?*

*Ahmed lives here, **doesn't he**?*

▶ If the statement is affirmative, the question tag is negative:

*We are playing football after school, **aren't we**?*

▶ If the statement is negative, the question tag is affirmative:

*She won't be happy, **will she**?*

▶ If the verb in the statement is in the present simple or the past simple, we use **do / don't / does / doesn't** or **did / didn't** in the tag:

*Omar plays football, **doesn't he**?*

*He played at the weekend, **didn't he**?*

▶ In other tenses we use the auxiliary verb in the tag:

*That man is using his mobile phone, **isn't he**?*

*You haven't forgotten my book, **have you**?*

B Use / Meaning

There are two kinds of question tags.

1 If a speaker's voice goes up at the end of the tag, they need an answer to their question:

Q *He's seventeen, **isn't he**?*

A *Yes, of course. / No, he's twenty.*

2 If a speaker's voice goes down at the end of the tag, they are checking that their statement is true:

Q *She's Kuwaiti, **isn't she**?*

A *Yes, she is.*

► Imperatives

Imperatives are used to tell or ask people what to do, to make suggestions, to give advice or instructions, to encourage, to offer and to express good wishes for people's welfare.

Look in the mirror before you drive off.

Have some more tea.

Enjoy your holiday.

The verb forms **look**, **have** and **enjoy** are called imperatives.

Affirmative imperatives have the same form as the infinitive without **to**; negative imperatives are constructed with **do not (don't)** + infinitive.

Unit 7 Relative clauses (defining and non-defining)

Relative clauses

A Form

- Relative clauses start with the relative pronouns **who**, **which**, **whose**, **when** and **where**.

*The man **who** invented the first television system was John Logie Baird.*

*Marconi designed a system **which** could transmit radio signals.*

*He's a man **whose** opinion I respect.*

- Relative clauses can occur in the middle or at the end of a sentence:

*My brother **who** lives in Al Jahra is a teacher.*

*I'm going to see my brother **who** lives in Al Jahra.*

B Use / Meaning

1 Some relative clauses tell us information we need to know about a person, thing, time or place. *I'll never forget the day **when** I started working here. He's got a job in a new firm **where** he doesn't work for long hours.*

2 Other relative clauses simply give us extra information about a person or thing: *My brother, **who** is a TV cameraman, lives in Kuwait City.*
(This speaker has only one brother. The relative clause gives us extra information about him.)

We use commas round this kind of relative clause.

Prefixes

A Form

Prefixes are attached to the beginning of a word to make a new word.

B Use / Meaning

redo (do again)

unhappy (not happy)

incomplete (not complete)

Unit 8 Reported speech: infinitives with *to* (*advise, like, prefer, tell, want*)

- ▶ We use these verbs with a noun / pronoun + **to** + the base form of the verb:

*He looked tired, so I **advised him to** go to bed earlier.*

*Some parents **like their children to** watch some TV programmes with them.*

*They **prefer me to** do my homework before I watch TV.*

*Last night they **told me to** turn off the TV and go to bed.*

*Teachers **want their students to** watch educational programmes.*

- ▶ We add **not** to make negative sentences:

*I **advised him not to** go to bed too late.*

*My parents **told me not to** touch the DVD player.*

Phrasal verbs with *get*

A Form

get + preposition

get + preposition + preposition

get + adverb + preposition

B Use / Meaning

There are many phrasal verbs with *get*, which have many different meanings.

*I'll stay up until you **get in**. (come home)*

*We should **get out of** this situation as soon as we can. (escape from)*

*When the thief stole my phone, he thought he could **get away with** it. (avoid being caught)*

Indefinite pronouns

A Form

pronoun

B Use / Meaning

An indefinite pronoun is a word that replaces a noun without specifying exactly which noun it replaces.

*Does **anyone** have a pen?*

***Nobody** came to the concert.*

*There are **several** books on the shelf.*

***One** of the cars is damaged.*

Unit 9 Passive verbs

A Form

We form the passive with the appropriate tense of the verb **be** + the past participle:

*After each frame **has been filmed**, the models **are moved**.*

To say who did the action of the verb (the agent) we can include a **by** phrase:

*The cameras **are controlled by traffic police**.*

We don't need to mention the agent if:

1 we don't know who the agent is:

This letter was posted the day before yesterday.

2 it is obvious who the agent is:

The thief was arrested. (It's obvious that the police arrested the thief.)

3 it is not important who the agent is:

Television pictures are sent to a monitor.

B Use / Meaning

▶ In general, we use passive sentences to focus attention on the information we think is most important.

In this passive sentence the supermarket is more important than the person who opened it:

A large new supermarket was opened last Saturday.

▶ In this active sentence the famous singer is more important than the supermarket:
The famous singer opened a large new supermarket last Saturday.

▶ Passive sentences are more common in writing than in speech.

▶ Passive sentences are more formal than active sentences.

Collective nouns

A Form

noun

B Use / Meaning

Many collective nouns refer to groups of people. Collective nouns are singular.

However, they can take a singular or a plural verb.

*Our team **is** playing really well at the moment.*

*Our team **are** playing really well at the moment.*

Prepositions of time and place

A Form

preposition

B Use / Meaning

The time preposition **on** is followed by a day or a date.

*I'll see you **on** 21 July.*

The time preposition **in** is followed by a year or a time of day.

*The author died **in** 1971.*

The time prepositions **from ... to** are followed by a day or a date.

*The holiday lasted **from** Wednesday **to** Sunday.*

The place preposition **in** refers to something happening at a particular place.

*I live **in** Kuwait City.*

The place preposition **throughout** refers to something happening all over a particular area.

*Arabic is spoken **throughout** the Gulf.*

The place preposition **to** refers to something or someone moving towards a particular place.

*I'm going **to** Dubai next week.*

Unit 10 *should / shouldn't have*

A Form

▶ **should** + the base form of the verb:

*You **should** always **wear** a seatbelt.*

*You **shouldn't** use your mobile phone while driving.*

▶ **should + have** + past participle of the verb:

*The motorist **should have driven** more carefully.*

B Use / Meaning

▶ We use **should** for advice or recommendation:

*You **should wear** a seatbelt. (I think it is important.)*

▶ We use **should have** to criticise or give advice about something in the past:

*He **should have driven** more carefully. (But he didn't drive carefully.)*

*You **shouldn't have driven** so fast. It was dangerous.*

*You **should have locked** the door.*

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Suffixes

A Form

suffix

B Use / Meaning

A suffix consists of one or more letters attached to the end of the word to change its grammatical status and/or its meaning.

<i>girl</i> + s	→	<i>girls</i> (singular becomes plural noun)
<i>large</i> + r	→	<i>larger</i> (adjective becomes comparative)
<i>rain</i> + ed	→	<i>rained</i> (present tense of verb becomes past)
<i>direct</i> + or	→	<i>director</i> (verb becomes noun)

Unit 11 Stative vs. dynamic verbs

1 Dynamic verbs

Verbs which refer to actions are called dynamic verbs.

We can use them in simple and continuous tenses:

*I usually **drink** coffee every morning for breakfast.*

*This morning I **am drinking** tea.*

2 Stative verbs

Verbs which refer to conditions or states are called stative verbs.

We do not usually use these verbs in continuous tenses:

*I **believe** traffic pollution is bad for us. (Not I am believing ...)*

*Do you **know** where she lives? (Not Are you knowing ...)*

We use stative verbs to express what we think or believe and how we feel.

This is a list of common stative verbs and example sentences:

Thinking verbs

know *We don't **know** what to do.*

realise *Do you **realise** how disappointed I am?*

suppose *I **suppose** she's spent all her money.*

understand *I don't **understand** much about science.*

agree *I **agree** with you.*

believe *He **believes** everything he reads in the newspaper.*

expect *Do you **expect** to see him tomorrow?*

suspect *I **suspect** she's caught my cold.*

think *Do you **think** things are getting worse?*

reckon *I **reckon** to leave at 3 o'clock.*

Feeling verbs

fear	<i>I fear the world is becoming a more dangerous place.</i>
hate	<i>Some animals hate the rain.</i>
like	<i>She likes animals.</i>
love	<i>He loves activity holidays.</i>

We can use some thinking / believing verbs in continuous tenses. If we do this their meaning changes:

<i>I think we should protect wild animals.</i>	<i>(think = believe)</i>
<i>I am thinking about getting a bike.</i>	<i>(think = consider)</i>
<i>I expect things will improve.</i>	<i>(expect = believe)</i>
<i>I am expecting a letter from my penfriend.</i>	<i>(expect = wait for)</i>

Unit 12 Reporting speech**1 Reported speech**

Direct speech	Reported speech	Verb tense change
<i>I am very busy. (Ahmed)</i>	<i>Ahmed said he was very busy.</i>	present simple → past simple
<i>The town flooded last week. (She)</i>	<i>She said the town had flooded the week before.</i>	past simple → past perfect
<i>It has erupted twice this year. (He)</i>	<i>He said it had erupted twice that year.</i>	present perfect → past perfect
<i>I will see you tomorrow. (He)</i>	<i>He said he would see me the next day.</i>	future will → would
<i>I'm staying here. (He)</i>	<i>He said he was staying there.</i>	present continuous → past continuous

- ▶ When we report what people say, we use a reporting verb and make changes to the speaker's actual words:
Actual words (direct speech):
Ahmed: 'I'm very busy.'
Reported speech:
Ahmed said he was very busy.
- ▶ We can add **that** after the reporting verb:
Ahmed said that he was very busy.
- ▶ In general, the verb in reported speech is more in the past than the verb in direct speech.

2 Other changes

We make other changes when we change direct speech into reported speech:

Direct speech	Reported speech	Change
<i>I am very busy.</i> (Ahmed)	<i>Ahmed said he was very busy.</i>	pronoun: <i>I</i> → <i>he</i>
<i>The town flooded last week.</i> (She)	<i>She said the town had flooded the week before / the previous week.</i>	Time reference: <i>last week</i> → <i>the week before / the previous week</i>
<i>It has erupted twice this year.</i> (He)	<i>He said it had erupted twice that year.</i>	Time reference: <i>this year</i> → <i>that year</i>
<i>I will see you tomorrow.</i> (He)	<i>He said he would see me the next day / the day after / the following day.</i>	Time reference: <i>tomorrow</i> → <i>the next day / the day after / the following day</i> Pronoun: <i>I</i> → <i>he</i> <i>you</i> → <i>me</i>
<i>I'm staying here.</i>	<i>He said he was staying there.</i>	Place reference: <i>here</i> → <i>there</i>

3 Other reporting verbs

- ▶ **Say** is the most common reporting verb, but there are others:
explain *He explained that he was late because of a sandstorm at the airport.*
'I'm late because of a sandstorm at the airport.'
report *The journalist reported that everything was back to normal.*
'Everything is back to normal.'

admit He **admitted** that he had been driving dangerously.

'It's true – I was driving dangerously.'

promise She **promised** that she wouldn't be late.

'I won't be late – I promise.'

reply They **replied** that they would come if they could.

'We'll come if we can.'

confirm The experts **confirmed** that there had been a volcanic eruption the night before.

'Yes, there was a volcanic eruption last night – I can confirm that.'

- ▶ Note: We must use a noun or a pronoun after the verb **tell**:

He **told his father** he had won a prize for English.

'I've won a prize for English.'

I **told you** not to wait for me.

Don't wait for me.'

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Function file

Unit 1	
Function	Expressions
Describing festivals	<i>This annual festival combines cultural celebrations with a stream of colourful events.</i>
Expressing preferences	<i>My favourite festival is Qurain Cultural Festival.</i>
Expressing ability / inability	<i>I can't drive. He managed to start the engine.</i>
Agreeing / Disagreeing	<i>I totally agree with the idea. I'll have to disagree with this statement.</i>
Expressing opinions	<i>I believe that festivals are the best way of bringing people together.</i>
Sharing personal experience	<i>Last year, I ... Then, I expect to ...</i>
Agreeing / Disagreeing (WB) (R)	<i>I couldn't agree more. I'm afraid I'll have to disagree with the statement.</i>
Apologising (WB)	<i>I'm sorry, but I can't make it. I'm sorry I'm going to be late.</i>
Describing personal experience (WB)	<i>We started our trek after breakfast. I was very glad when we reached our lodge.</i>

Unit 2	
Function	Expressions
Describing customs	<i>It's a five-course meal – we start at 6 o'clock in the evening and often don't finish until the early hours of the next morning.</i>
Describing family celebrations	<i>There was plenty of food, and we got lots of people to play music or sing a song.</i>
Expressing opinions (R)	<i>I find it very important to have family celebrations on important occasions.</i>
Giving reasons	<i>I think it is crucial because celebrations help us keep strong family ties.</i>
Describing past experience	<i>By the time I went to bed yesterday, I had been to school, done my homework, watched TV and sent an e-mail to my friend.</i>

Inviting	<i>I'm writing to invite you to ... We / I hope you can be here with us. The celebration is at our house. We / I look forward to seeing you.</i>
Making polite requests	<i>Please try to arrive by ... Please let me know if you can come.</i>
Sequencing information	<i>Their story begins ... Next, let's look at ... And what about today? Finally, I'd like to end with... First of all, how long ...? / ... and where do / did they come from?</i>
Giving / Asking for information	<i>I'd like to tell you something about ... What do we know about ...?</i>
Expressing preferences (WB) (R)	<i>My favourite family celebration is...</i>
Accepting / Rejecting an invitation (WB)	<i>Thanks, I'd love to. Oh I am sorry. I am already engaged in another activity.</i>
Giving information (WB) (R)	<i>I am going to tell you something about the nomadic people who live in Ireland.</i>

Unit 3

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Function	Expressions
Discussing meeting places	<i>People in my area often meet in shopping malls and diwanias.</i>
Expressing possibilities	<i>If there had been an Internet café in the plaza, we would have found it.</i>
Giving reasons (R)	<i>I think coffee has been very popular because people served it whenever they had visitors.</i>
Expressing likes and dislikes	<i>I've liked my grandfather's diwaniya since I was a child. I don't like coffee very much.</i>
Making plans	<i>We could have a coffee and a catch-up, and then maybe we could go window shopping together.</i>
Making suggestions	<i>I was wondering if you'd like to meet for a coffee. What about Thursday? How about the plaza?</i>
Rejecting a suggestion and giving a reason	<i>I'm sorry, I can't make it on Friday – I'm shopping with my mother.</i>
Agreeing to a suggestion	<i>That'd be great. Good idea. That's okay (for me). That's fine.</i>
Expressing preferences (WB) (R)	<i>I prefer drinking tea to drinking coffee.</i>

Making plans (WB) (R)	<i>How about we meet tomorrow at lunchtime? Is 4 o'clock at the mall fine with you?</i>
Describing a scene (WB)	<i>Starting from the far right, we see a small hill ... There are people sitting on the beach ...</i>
Persuading (WB)	<i>This place in Postcard 1 is definitely the place you need for a relaxing holiday.</i>
Comparing and contrasting (WB)	<i>In Postcard 1, you can see ... On the other hand, Postcard 2 pictures ...</i>

Unit 4	
Function	Expressions
Describing characteristics	<i>One of the main characteristics of a good listener is grasping the main idea of the message and not taking account of every single word.</i>
Expressing opinions (R)	<i>I deem lack of interest to be the most important barrier to effective communication.</i>
Giving reasons (R)	<i>The reason I chose this option is because ...</i>
Comparing and contrasting (R)	<i>I can either visit our neighbours or talk to them on the phone.</i>
Stating advantages and disadvantages	<i>Although it was raining, they went on a picnic. Text messages are a fast means of communication. On the other hand, text messages might not enable you to express your idea in detail when you need to.</i>
Giving instructions	<i>Press the On / Off button to turn the camera on. If you're in a dark room, make sure you are using the flash.</i>
Planning (R)	<i>I'm going to write a letter of application to this university in order to study Biochemistry.</i>
Giving information (R)	<i>In response to your advertisement ... I wish to offer ... I am enclosing ... In case additional information is required ...</i>
Explaining choices	<i>My main reason for choosing this course is ... The main motive ... I am choosing this course ...</i>
Expressing gratitude	<i>Thank you in advance for your attention ... Thank you for the opportunity ...</i>

Giving reasons (WB) (R)	<i>The reason people still write traditional letters is because...</i>
Apologising (WB) (R)	<i>Sorry, I guess I dialled the wrong number. I'm sorry, I can't hear you very well.</i>
Expressing gratitude (WB) (R)	<i>Thank you for your application to ...</i>

Unit 5

Function	Expressions
Expressing difficulties	<i>As I remember, it was very hard for me to ...</i>
Predicting	<i>I don't think people will ever have one single system of writing. I believe that, in the future, Arabic will ...</i>
Describing past and present experience	<i>I've written three letters this morning. He's been playing tennis for several years.</i>
Giving reasons (R)	<i>I think these forms were originally used because ...</i>
Expressing opinions about languages	<i>The language that has the ... In the future, ... I believe that ...</i>
Discussing the history of writing	<i>The system is mainly used by ... The type is difficult because ...</i>
Identifying types of writing	<i>The oldest type of writing is ...</i>
Introducing a subject	<i>Today I have with me someone who is known in Kuwait ... Welcome to Writer's World.</i>
Conducting an interview	<i>Can I ask you ...? Do you have ...? Any future plans? What about ...?</i>
Describing past experience (WB) (R)	<i>He has lived in Paris for fourteen years. I've played the piano since I was a child.</i>
Conducting an interview (WB) (R)	<i>Can I start by asking you when you started swimming? Can you remember how you felt?</i>

Unit 6

Function	Expressions
Discussing uses of mobile phones	<i>You use your mobile phone mainly for work, don't you?</i>
Giving reasons (R)	<i>I would like to have a mobile phone because it is very helpful in emergencies.</i>
Stating advantages and disadvantages (R)	<i>I think the best thing about having a mobile phone is the fact that... One of the disadvantages of having a mobile phone is that...</i>

Sharing personal experience (R)	<i>If I'm away from home, I phone my wife and children every evening.</i>
Planning (R)	<i>First, I'll make some notes, and then I'll write a short message.</i>
Giving instructions (R)	<i>Go to ... Click on / Press ... Select ... Type ... Return to ... Do not forget to ...</i>
Making requests (WB) (R)	<i>I'd like to look at your mobile phones, please.</i>
Apologising (WB) (R)	<i>I'm really sorry I lost your phone.</i>
Arguing (WB)	<i>You're both wrong. I wouldn't go that far, but ... That's a good point, but ...</i>
Stating advantages and disadvantages (WB) (R)	<i>Honestly, I think mobile phones are pointless. Mobile phones are so useful.</i>

Unit 7	
Function	Expressions
Guessing	<i>I suppose the first colour television broadcasts were in the 1950s.</i>
Expressing likes and dislikes (R)	<i>I don't like watching football matches.</i>
Giving reasons (R)	<i>The reason I like this sport is because ... I think the radio is the most important electronic device because ...</i>
Stating advantages and disadvantages (R)	<i>What's good about watching sport on TV is that ... Watching sport on TV also has its disadvantages, namely ...</i>
Talking about effects	<i>One of the effects of the Internet on the consumption of radio and TV is that ...</i>
Expressing opinions (R)	<i>In my opinion, television is by far the most important electronic device. For me, satellite TV has to be the first choice.</i>
Persuading (R)	<i>Just think about what you can do with a laptop computer.</i>
Disagreeing (R)	<i>(I'm sorry) I can't agree with that. The radio used to be the most important, but it isn't now. That's not true! You said that ..., but ... What you said about ... is interesting, but I think ...</i>
Talking about effects (WB) (R)	<i>The media has a huge impact on the society and the effects are, of course, positive and negative.</i>
Expressing opinions (WB) (R)	<i>I think the radio is a lot more important than TV since ...</i>

Predicting (WB)	<i>I think the boy is saying 'Can you change the channel, please?'</i>
Describing a device (WB)	<i>This digital camera provides various scene modes such as ... Digital camera prices vary, ...</i>

Unit 8	
Function	Expressions
Describing personal experience (R)	<i>Usually I choose what I watch, but occasionally my parents want me to watch educational programmes.</i>
Comparing information	<i>41% of adults channel-surf during commercials while 39% of children change the channel.</i>
Expressing criticism	<i>I think you watch too much TV.</i>
Expressing opinions (agreement / disagreement)	<i>I totally agree with the statement and I think that ... I believe that television isn't always educational.</i>
Reporting what people say	<i>Jaber's father told him to turn the television off and do his homework.</i>
Giving advice	<i>If I were you, I'd record the programme and watch it later. I would advise young children to watch ...</i>
Guessing / Predicting (R)	<i>Mohammed might have chosen a drama programme.</i>
Giving reasons	<i>I think the football match is on at 5.00 p.m. because ...</i>
Planning (R)	<i>My ideal evening's television schedule would be as follows: ...</i>
Presenting information	<i>Channel 1 presents a new series about ... The programme covers / deals with / investigates ... This exciting thriller / hospital drama / true life adventure ... In tonight's episode, ... / In this week's programme, ...</i>
Reporting what people say (WB) (R)	<i>He asked him to change the channel. I asked him to get the groceries.</i>
Giving reasons (WB) (R)	<i>The main reason I enjoy this programme is that ...</i>
Giving examples (WB)	<i>In this programme, people talk about their favourite plants ... At the end of the programme, there is ...</i>

Unit 9	
Function	Expressions
Discussing uses of cameras	<i>In the third photograph, the camera is being used for security.</i>
Giving reasons (R)	<i>It is the most important event to me because ...</i>

Stating advantages and disadvantages (R)	<i>One of the positive influences of television is that it is inexpensive. However, some programmes have a bad effect on children.</i>
Expressing opinions (R)	<i>My personal opinion / view is this: ... If you ask me, television ... This is what I think: ... It seems to me that ...</i>
Agreeing (R)	<i>I completely / wholeheartedly agree with the idea that television ... I think the statement is (basically) true.</i>
Disagreeing (R)	<i>I basically / fundamentally disagree with the idea that television ... I can't accept this statement, and this is why ...</i>
Comparing and contrasting (WB) (R)	<i>A critically-acclaimed film would cast actors who are well-suited to the roles, whereas a popular film would cast popular actors. Both a critically-acclaimed film and a popular film are characterised by good acting performances.</i>
Agreeing / Disagreeing (WB) (R)	<i>That's true, ... I'll have to disagree with that.</i>
Expressing criticism (WB) (R)	<i>The film is not only worthy for its dramatic scenery and special effects, ...</i>

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Unit 10	
Function	Expressions
Describing safety equipment	<i>Airbags inflate immediately when a car collides with something solid such as another vehicle or a building.</i>
Expressing opinions (R)	<i>I think I should have waited a little longer.</i>
Describing personal experience (R)	<i>I got into trouble when I caught a giant fish.</i>
Giving advice (R)	<i>You should drive more carefully. You should buy a car with two airbags.</i>
Expressing criticism (R)	<i>The fisherman should have tied himself securely to the boat. He shouldn't have gone out alone in the boat.</i>
Asking for help	<i>A fire broke out at my neighbour's house. Can you please come as soon as possible?</i>

Giving explanations	<i>The fire started because of an electrical fault in the shop.</i>
Describing a scene (R)	<i>As I (came round the corner), this is what I saw ... There was a bus / a pedestrian at the side of the road / on the pavement. The driver of the red / blue car / bus was very angry. Two children / men were laughing / examining their cars.</i>
Guessing (R)	<i>I was thinking ... It looked like ... We didn't want to assume but it seemed that ...</i>
Agreeing / Disagreeing (WB) (R)	<i>I think the writer is absolutely right. I agree with the writer to some extent.</i>
Giving advice (WB) (R)	<i>You should've ridden your bike on the road. You shouldn't have driven too fast.</i>
Describing personal experience (WB) (R)	<i>After about (five) minutes, ... There were lots of people ...-ing...</i>

Unit 11

Function	Expressions
Expressing worries	<i>What worries me is that ... I'm afraid that people will ...</i>
Comparing (R)	<i>I think the issue of pollution is a lot more serious than that of endangered species.</i>
Suggesting solutions	<i>One way to stop global warming is to ... I would suggest that ...</i>
Predicting (R)	<i>I anticipate things will improve.</i>
Giving advice (R)	<i>I think we should cooperate ... I would advise the government to ...</i>
Describing events or situations	<i>The fact that ... This may lead to ... We can see that ... Experts have told us that ...</i>
Guessing (R)	<i>It may be that ... One can explain this by ... A possible explanation is that ...</i>
Expressing opinions (R)	<i>I think this is ... I believe that ...</i>
Suggesting and warning	<i>I am writing to tell you about ... Experts have told us / said / reported ... I would be grateful if you could (think again / stop ...) Please suggest that (they stop wasting water ...) I suggest that (you / your company ...)</i>

Giving reasons (WB) (R)	<i>We should definitely spend some money on saving endangered species because ...</i>
Making requests (WB) (R)	<i>Would you like to buy some of my toys?</i>
Asking for help (WB) (R)	<i>A local organisation needs your help to protect wildlife.</i>

Unit 12	
Function	Expressions
Discussing natural threats	<i>Rivers flood when the water level rises too high and the river overflows its banks.</i>
Suggesting solutions (R)	<i>Building dams might solve this problem.</i>
Reporting what people say (R)	<i>She said that their town floods regularly. The reporter announced that the volcano was erupting.</i>
Describing processes	<i>The rain falls from the clouds on to the hills.</i>
Describing personal experience (R)	<i>When the storm started, I was ...</i>
Giving reasons (R)	<i>The water level rises because the tide comes in.</i>
Giving examples (R)	<i>An example of the remarkable power of nature is ... For instance, ...</i>
Stating advantages and disadvantages (R)	<i>Drilling new wells can help us find new sources of water. However, one disadvantage of drilling new wells is that it is an expensive process.</i>
Expressing opinions (R)	<i>This problem is not going to go away. I think we should ... As far as I'm concerned, the cause of this problem is ... It seems to me that the best way of dealing with this problem is to ...</i>
Predicting (R)	<i>In the long / short term, the future of the area ...</i>
Agreeing / Disagreeing (WB) (R)	<i>I completely agree with this statement. That's not quite right.</i>
Reporting what people say (WB) (R)	<i>The farmer said that he had seen the tornado ...</i>
Making suggestions (WB) (R)	<i>One suggestion would be ... I would suggest that people ...</i>

Irregular Verbs List

Base form	Past simple	Past participle
be	was / were	been
become	became	become
begin	began	begun
bend	bent	bent
bite	bit	bitten
break	broke	broken
bring	brought	brought
build	built	built
burn	burnt	burnt
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
do	did	done
draw	drew	drawn
dream	dreamt	dreamt
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feel	felt	felt
find	found	found
fly	flew	flown
forget	forgot	forgotten
forgive	forgave	forgiven
get	got	got
give	gave	given
go	went	gone
grow	grew	grown
have	had	had

Irregular Verbs List

Base form	Past simple	Past participle
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known
learn	learnt	learnt
leave	left	left
lend	lent	lent
let	let	let
lie	lay	lain
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
overcome	overcame	overcome
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
shake	shook	shaken
shine	shone	shone
show	showed	shown
shut	shut	shut
sing	sang	sung

Irregular Verbs List

Base form	Past simple	Past participle
sit	sat	sat
sleep	slept	slept
smell	smelt	smelt
speak	spoke	spoken
spell	spelt	spelt
spend	spent	spent
spill	spilt	spilt
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
sting	stung	stung
strike	struck	struck
swim	swam	swum
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake up	woke up	woken up
wear	wore	worn
win	won	won
write	wrote	written

Glossary

A

aborigine /,əbə'ri:dʒəni/
noun p.23

a person, animal or plant that is an inhabitant of Australia

absolutely /æbsəlu:tli/
adverb p.94

with no qualification, restriction or limitation; totally

academic /,ækə'demɪk/
adjective WB p.4

of or relating to education and scholarship

accountant /əkauntənt/
noun p.36

a person whose job is to keep or inspect financial accounts

accumulate /əkju:mjəleɪt/
verb p.91

to gather together or acquire an increasing number or quantity of

accuracy /'ækjərəsi/
noun WB p.54

the quality or state of being correct or precise

accurate /ækjərət/
adjective p.25

correct; truthful

acquainted with

/əkweɪntɪd wɪð/ *adjective* p.80

knowing about something and being familiar with it because one has seen it, read it or used it

acquire /əkwaɪə/
verb p.42

to learn or develop (a skill, habit, or quality)

adjustment /ədʒʌstmənt/
noun p.35

a change in the way that someone behaves or thinks

adversely /ədvs:slɪ/
adverb WB p.48

harmfully

age-appropriate

/eɪdʒəprəʊpriət/
adjective p.63

suitable for a certain age

agenda /ədʒendə/
noun p.46

a list of items of business to be considered and discussed at a meeting

a great deal of /ə greɪt di:l əv/
phrase p.46

much or a lot

alongside /ə,lɒŋsaɪd/
preposition p.91

close to the side of; next to

amateur /'æmətʃə/
noun p.43

a person who engages in a pursuit, esp. a sport, on an unpaid basis

amazed /əmeɪzd/
adjective WB p.32

very surprised

ameliorated /əmlɪəreɪtəd/
adjective p.41

(of something bad or unsatisfactory) made better

amend /əmend/
verb p. 88

to make better; to improve

amicably /ə'mɪkəblɪ/
adverb p.71

friendly

announce /ənaʊns/
verb p.92

to make a public and typically formal declaration about a fact, occurrence or intention

annual /ænjuəl/
adjective p.37

occurring once every year

anticipate /æntɪsəpeɪt/
verb p.86

to regard as probable; to expect or predict

anticipation /æntɪsə'peɪʃən/
noun WB p.60

the act of predicting and expecting something

anxiety /æŋ'zaɪəti/
noun p.88

a feeling of worry, nervousness, or unease, typically about an unpleasant event or something with an uncertain outcome

appraise /əpreɪz/
verb p.85

to judge the value or quality of

aquaculture /ækwəkʌltʃə/
noun p.85

the rearing of aquatic animals or the cultivation of aquatic plants for food

assumption /ə'sʌmpʃən/
noun p.35

a thing that is accepted as true or as certain to happen

attached /ətætʃt/
adjective p.78

joined to something

attestation /,ætəs'teɪʃən/
noun p.38

a legal statement made by someone in which they say that something is definitely true

audience /ɔ:diəns/
noun p.71

all the people who listen to a speech or a concert

autograph /'ɔ:təgrɑ:f/
noun p.26

a signature, esp. that of a celebrity written as a souvenir for an admirer

automatically /ɔ:tə'mætɪkli/
adverb p.78

spontaneously, without conscious thought or intention

B

baby shower /'beɪbi ʃaʊə/
noun WB p.10

a party at which presents are given to someone, typically a woman who is about to have a baby

back off /bæk ɒf/

phrasal verb Literature Time
to draw back from action or confrontation

bagpipes /'bægpaɪps/

noun p.14

a musical instrument with reed pipes that are sounded by the pressure of wind emitted from a bag squeezed by the player's arm.

ballpoint /bɔːlpɔɪnt/

noun p.43

a pen with a tiny ball as its writing point. The ball transfers ink from a cartridge to the paper.

bank /bæŋk/

noun WB p.12

¹ the land alongside the river

² an organisation who invest money for you and keep it safe

barge /bɑːdʒ/

noun Literature Time

a flat-bottomed boat for carrying freight, typically on canals and rivers, either under its own power or towed by another

basically /'beɪsɪkli/

adverb p.73

fundamentally, essentially

BCE /,biː siː 'iː/

abbreviation p.41

Before Common Era

bear /ber/

noun WB p.12

a large strong animal with thick fur that eats flesh, fruit and insects

verb WB p.12

to bravely accept or deal with a difficult or painful situation

beckon away /'bekən/

phrasal verb p.70

to leave a place because you are drawn to another

bedding /'bedɪŋ/

noun Literature Time

coverings for a bed, such as sheets and blankets

beforehand /brɪfɔːhænd/

adverb p. 50

before an action or event; in advance

beverage /'bevərɪdʒ/

noun p.28

a drink, esp. one other than water

bias /'biːəs/

noun WB p.70

imbalance; unequal distribution of force

bin /bɪn/

verb WB p.38

to place (something) in a receptacle in which to deposit trash or recyclable material

blaze /bleɪz/

verb Literature Time

to burn fiercely or brightly

block out /,blɒk 'aʊt/

phrasal verb p.35

to prevent light from reaching something from being seen or heard.

blossom /'blɒsəm/

noun WB p.4

a flower or a mass of flowers on a tree or bush

bookmark /'bʊkmɑːk/

noun p. 50

a record of the address of a file, web page or other data used to enable quick access by a user

boomerang /'buːməræŋ/

noun p.23

a curved flat piece of wood that can be thrown so as to return to the thrower, traditionally used by Australian Aboriginals as a hunting weapon

breathing space /'briːðɪŋ speɪs/

noun p.20

an opportunity to pause, relax or decide what to do next

bring about /brɪŋ ə'baʊt/

phrasal verb p.58

to cause something to happen

bring up /brɪŋ ʌp/

phrasal verb p.71

to raise children

broadcast /'brɔːdkɑːst/

noun p.57

a radio or television programme or transmission

browse /braʊz/

verb p.46

to survey objects casually, esp. goods for sale

bubbly /'bʌbli/

adjective p.16

lively; high-spirited

C

calamity /kə'læməti/

noun p.91

an event causing great and often sudden damage or distress; a disaster

calendar /'kæləndə/

noun p.46

a chart or series of pages showing the days, weeks and months of a particular year, or giving particular seasonal information

call-in /kɔːlɪn/

noun p.43

a telephone conversation that is broadcast during a radio or television programme

camelopard /kə'meləpɑːd/

noun Literature Time

a giraffe

canopy /'kænəpi/

noun p.13

an ornamental cloth covering hung or held up over something, esp. a throne or bed

capability /,keɪpə'bɪləti/

noun p.69

power or ability

capacity /kə'pæsəti/

noun p.35

the ability or power to do, experience or understand something

cardamom /'kɑːdəməm/

noun p.25

the aromatic seeds of a plant of the ginger family, used as a spice and also medicinally

cardiac /'kɑ:diæk/

adjective p.38

of or relating to the heart

carnival /'kɑ:nəvəl/

noun p.15

a period of public celebration that takes place at a regular time each year

carpetbag /'kɑ:pətbæg/

noun Literature Time

a travelling bag of a kind originally made of carpeting or carpetlike material

cart /kɑ:t/

noun Literature Time

a strong open vehicle with two or four wheels, typically used for carrying loads and pulled by a horse

cast /kɑ:st/

noun WB p.60

the actors in a play or film

catch /kætf/

verb p.72

to capture or seize

catch-up /kætfʌp/

noun p.29

a meeting among friends who haven't seen one another for a long time

category /'kætəgəri/

noun p.70

a class or division of people or things regarded as having particular shared characteristics

cautious /'kɔ:ʃəs/

adjective p.81

attentive to potential problems or dangers

celebratory /,sɛlɪ'breɪtəri/

adjective p.15

done in order to celebrate a particular event or occasion

cell /sel/

noun Literature Time

a small room in which a prisoner is locked up

cell phone /'sel fəʊn/

noun p.46

short for cellular phone: a telephone with access to a cellular radio system so it can be used over a wide area, without a physical connection to a network

CEO /si: i: əʊ/

abbreviation p.82

Chief Executive Officer

chain /tʃeɪn/

noun p.16

a group of establishments, such as hotels, stores or restaurants, owned by the same company

channel-surf /'tʃænl,sɜ:f/

verb p.62

to change frequently from one television channel to another, using a remote control device

character /'kærəktə/

noun p.40

a printed or written letter or symbol

characterise /'kærəktəraɪz/

verb p.71

to describe the qualities of something or someone in a particular way

chiefly /'tʃi:flɪ/

adverb p.88

above all; mainly

chime /tʃaɪm/

noun WB p.26

a sound made by a bell or a metal bar or tube

circumstance /'sɜ:kəmstæns/

noun WB p.16

a condition connected with an event or action

cityscape /'sɪtɪskeɪp/

noun p.70

the visual appearance of a city or urban area; a city landscape

civil servant /'sɪvəl ,sɜ:vənt/

noun WB p.16

a member of the civil service

claim /kleɪm/

verb WB p.4

to state that something is the case, typically without providing evidence

clan /klæn/

noun p.21

a group of close-knit and interrelated families

close-knit /,kləʊs'nɪt/

adjective p.19

united or bound together by strong relationships and common interests

cloth /klɒθ/

noun p.78

woven or felted fabric made from wool, cotton or a similar fiber

coach /kəʊtʃ/

noun Literature Time

a horse-drawn carriage, esp. a closed one

cocoa /'kəʊkəʊ/

noun WB p.16

a chocolate powder made from roasted and ground cacao beans

collectively /kə'lektɪvli/

adverb p.57

cooperatively

collide /kə'lɑɪd/

verb p.79

to hit with force when moving

collision /kə'lɪʒən/

noun WB p.70

a crash of an object into something

comedy /'kɒmədi/

noun p.62

a play, film or programme that makes one laugh

come in /,kʌm 'ɪn/

phrasal verb p.93

when the tide comes in, the sea moves towards the land

commemorate /kə'meməreɪt/

verb p.16

to mark or celebrate a special occasion

commentator /'kɒmən,tetə/

noun p.70

a person who comments on events, esp. on television or radio

complement /'kɒmpləmənt/

noun p.46

a thing that completes or brings to perfection

confidential /,kɒnfə'denʃəl/

adjective p.80

intended to be kept secret

confront /kən'frʌnt/

verb p.88

to threaten

congested /,kɒn'dʒestəd/

adjective p.72

so crowded with traffic

consent /kən'sent/
verb p. 86

to give permission for something to happen

considerably /kən'sɪdərəbli/
adverb WB p.70

significantly; greatly

consume /kən'sju:m/
verb p.60

to use up (a resource)

consumer /kən'sju:mə/
noun p.69

the person purchasing goods and services for personal use

continent /'kɒntənənt/
noun p.37

any of the world's main continuous expanses of land (Africa, Antarctica, Asia, Australia, Europe, North America or South America)

contradict /kɒntrə'dɪkt/
verb p.86

to deny the truth of (a statement), esp. by asserting the opposite

contribution /kɒntrə'bju:ʃən/
noun p.45

a gift or payment to a common fund or collection

converse /kən'vɜ:s/
verb p.27

to engage in conversation

convict /kən'vɪkt/
verb p.66

to prove or officially announce that someone is guilty of a crime

core programming
/'kɔ: prəʊgræmɪŋ/
noun WB p.54

the central or most important programme

cordially /'kɔ:rdiəli/
adverb p.25

warmly and friendly

costly /'kɒstli/
adjective p.91

costing a lot; expensive

court /kɔ:t/
noun p.70

the people, esp. the judge and the jury, who examine evidence and decide whether someone is guilty or not

courteous /'kɜ:tiəs/
adjective p.36

polite; respectful

crash /kræʃ/
noun p.78

a violent collision

crib /krɪb/
noun WB p.10

a young child's bed with barred or latticed sides

cultivate /'kʌltɪveɪt/
verb WB p.4

to prepare and use (land) for crops or gardening

cultivation /kʌltɪ'veɪʃən/
noun WB p.16

agriculture

cuneiform /'kjuni:fɔ:m/
noun p.40

denoting or relating to the wedge-shaped characters used in the ancient writing systems of Mesopotamia, Persia, and Ugarit, surviving mainly impressed on clay tablets

cushion /'kʊʃən/
verb p.79

to soften the effect of an impact on

customise /'kʌstəmaɪz/
verb p.46

to modify (something) to suit a particular individual or task

D

dam /dæm/
noun p.90

a barrier, typically of concrete, constructed to hold back water and raise its level, the resulting reservoir being used in the generation of electricity or as a water supply

daydream /'deɪdri:m/
verb p.80

to indulge in a series of pleasant thoughts that distract one's attention from the present

dazzling /'dæzəlɪŋ/
adjective p.13

extremely bright, esp. so as to blind the eyes temporarily

debris /'debri:/
noun Literature Time

scattered fragments, typically of something wrecked or destroyed

decaffeinated /di:'kæfə,neɪtəd/
adjective p.24

(of coffee or tea) not containing caffeine

decelerate /di'seləreɪt/
verb p.80

(of a vehicle, machine or process) to reduce speed; to slow down

decrease /dɪ'kri:s/
verb p.79

to become smaller or less in size, amount or degree; to diminish

dedication /,dedɪ'keɪʃən/
noun WB p.48

the quality of being dedicated or committed to a task or purpose

deem /di:m/
verb p.36

to regard or consider in a specified way

defensiveness /dɪ'fensɪvnəs/
noun p.35

the state of behaving in a way that shows you feel that other people are criticising you

definitely /'defɪnɪtli/
adverb WB p.54

without doubt

deforestation /di:'fɒrəs'teɪʃən/
noun p.84

the cutting or burning down of all the trees in an area

dejected /dɪ'dʒektəd/
adjective Literature Time

sad and depressed

delirious /dɪ'lɪəriəs/
adjective Literature Time

in an acutely disturbed state of mind resulting from illness or intoxication and characterised by restlessness, illusions and incoherence of thought and speech

demand /dɪ'mɑ:nd/
noun p.37

the desire of consumers, clients, employers, etc., for a particular commodity, service, or other item

demanding /dɪ'mɑːndɪŋ/

adjective p.94

requiring much skill or effort

demonstrate /'demənstreɪt/

verb p.58

to clearly show the existence or truth of

desert /'dezət/

verb p.21

the act of running away or leaving

detect /dɪ'tekt/

verb p.78

to discover or identify the presence or existence of

deterrent /dɪ'terənt/

noun WB p.48

a thing that discourages or is intended to discourage someone from doing something

deviate /'diːviət/

verb p.81

to depart from an established course

digital /'dɪdʒɪtl/

adjective p.57

relating to or using signals or information represented by discrete values (digits) of a physical quantity, such as voltage or magnetic polarisation, to represent arithmetic numbers

diluted /daɪ'lʊtəd/

adjective p.79

(of a liquid) made thinner or weaker by having had water or another solvent added to it

disappear /,dɪsə'piə/

verb p.79

to cease to exist; to vanish

disappointing /,dɪsə'pɔɪntɪŋ/

adjective p.58

failing to fulfill someone's hopes or expectations

discipline /'dɪsɪplən/

noun p. 13

a branch of knowledge, typically one studied in higher education

discount /'dɪskaʊnt/

noun WB p.38

a deduction from the usual cost of something

dispatch /dɪs'pætʃ/

verb p.57

to send off to a destination or for a purpose

display /dɪs'pleɪ/

noun p.15

a performance, show or event intended for public entertainment

disposable /dɪs'pəʊzəbəl/

adjective WB p.38

intended to be used once and then thrown away

disregard /,dɪsrɪ'gɑːd/

verb p.80

to pay no attention to; to ignore

distinctive /dɪs'tɪŋktɪv/

adjective p.25

characteristic of one person or thing, and so serving to distinguish it from others

distraction /dɪs'trækʃən/

noun p.35

something that interferes with concentration or takes attention away from something else

diva /'dɪvə/

noun p.37

a famous female opera singer

doctorate /'dɒktərət/

noun p.38

the highest degree awarded by a graduate school or other approved educational organisation

dominant /'dɒmɪnənt/

adjective p.46

most important, powerful or influential

dominate /'dɒmənɪt/

verb p.44

to have a commanding influence on; to exercise control over

don't tell a soul

/dəʊnt tel ə səʊl/

expression p.50

keep it a secret

downright /'daʊn,raɪt/

adjective Literature Time

(of a person's manner or behaviour) straightforward; so direct as to be blunt

drag /dræg/

verb p.80

to pull (someone or something) along forcefully, roughly or with difficulty

dread /dred/

verb p.86

to anticipate with great apprehension or fear

drift /drɪft/

verb Literature Time

to be carried slowly by a current of air or water

dump /dʌmp/

verb p.87

to deposit or dispose of (garbage, waste or unwanted material), typically in a careless or hurried way

E

ecological /,ɪkə'lɒdʒɪkəl/

adjective p.85

biological, environmental

economic /,ekə'nɒmɪk/

adjective p.44

of or relating to economics or the economy

eldest /'eldəst/

adjective p.19

(of a member of a group of people) of the greatest age; the oldest

electronic device

/,elɪk'trɒnɪk dɪ'vaɪs/

noun p.61

having or operating with the aid of many small components, esp. microchips and transistors, that control and direct an electric current

electronics /ɪ,lek'trɒnɪks/

noun p.61

the branch of physics and technology concerned with the design of circuits using transistors and microchips, and with the behaviour and movement of electrons in a semiconductor, conductor, vacuum or gas

embark /ɪm'bɑːk/

verb p.17

to go on board a ship, aircraft or other vehicle

emergency services

/ɪ,mɜːdʒənsɪ 'sɜːvɪsəz/
noun p.82

the public organisations that respond to and deal with emergencies when they occur, esp. those that provide police, ambulance and firefighting services

empathy */'empəθi/*

noun p.35

the ability to understand and share the feelings of another

empire */'empaɪə/*

noun p.41

an extensive group of states or countries under a single supreme authority

enclose */ɪn'kləʊz/*

verb p.38

to place (something) in an envelope together with a letter

ENG */iː en dʒiː/*

abbreviation p. 69

Electronic News Gathering

enhance */ɪn'hɑːns/*

verb p.35

to intensify, increase, or further improve the quality, value, or extent of something

entertainment */,entə'teɪnmənt/*

noun p.57

the action of providing amusement or enjoyment

equestrian */'kwɛstriən/*

adjective p.66

of or relating to horse riding

espresso */es'presəʊ/*

noun p.24

strong black coffee made by forcing steam through ground coffee beans

everyone's a critic

/'evriwʌnz ə kɹɪtɪk/

expression WB p.60

everyone has a right to express an opinion (often used in a ironic manner)

evidence */'eɪvɪdəns/*

noun p.66

the available body of facts or information indicating whether a belief or proposition is true

evolve */'ɪvəlv/*

verb p.57

to develop gradually, esp. from a simple to a more complex form

exhaust pipe */'ɪg,zɔːst 'paɪp/*

noun p.87

a pipe on a car or machine through which waste gases pass

expectant */'ɪks'pektənt/*

adjective WB p.10

having or showing an excited feeling that something is about to happen, esp. something pleasant and interesting

expert */'ɛkspɜːt/*

noun p.91

a person who has a comprehensive and authoritative skill in a particular area

extensive */'ɪks'tensɪv/*

adjective p.38

containing or dealing with a lot of information and details

extravaganza

/'ɪkstrævə'gænzə/

noun p.13

an elaborate and spectacular entertainment or production

exuberant */'ɪg,zuːbərənt/*

adjective p.16

filled with or characterised by a lively energy and excitement to depart from an established course

F**facilitate** */fə'sɪləteɪt/*

verb WB p.4

to make easy or easier

falloff */'fɔːlɒf/*

noun p.43

a decrease in something

falsehood */'fɔːls,hʊd/*

noun p.81

the state of being untrue

fanciful */'fænsɪfəl/*

adjective p.16

overimaginative and unrealistic

feasible */'fiːzəbəl/*

adjective p.79

possible to do easily or conveniently

feature */'fi:tʃə/*

noun p.70

a distinctive attribute or aspect of something

fell */fel/*

verb p.86

to cut down (a tree)

festivity */'fes'tɪvəti/*

noun p.14

the celebration of something in a bubbly and exuberant way

feud */'fjuːd/*

noun Literature Time

a state of prolonged mutual hostility, typically between two families or communities

file */'faɪl/*

verb Literature Time

to smooth or shape (something) with a steel tool that has a roughened surface

film industry */'fɪlm 'ɪndəstri/*

noun p.57

motion picture business

financial */fə'nænʃəl/*

adjective p.41

economic activity concerned with the processing of or relating to finance

fire drill */'faɪə drɪl/*

noun p.82

a practice of the emergency procedures to be used in case of fire

fit */fɪt/*

verb p.79

to place; to connect; to equip

flare up */'fleə 'ʌp/*

phrasal verb p.91

to burn with a sudden intensity

flattering */'flætərɪŋ/*

adjective p.37

full of praise and compliments

foolproof */'fuːlpruːf/*

adjective WB p.70

incapable of going wrong or being misused

for good */fɔː gud/*

phrase p.22

forever; definitively

formal /'fɔ:məl/

adjective p.19

done according to rules of convention

fractional /'frækʃənəl/

adjective WB p.54

relating to the separation of components of a mixture

fragrance /'freigrəns/

noun p.25

a pleasant, sweet smell

fraud /frɔ:d/

noun Literature Time

wrongful or criminal deception

intended to result in financial or personal gain

function /'fʌŋkʃən/

verb p.46

to work or operate in a proper or particular way

fund /fʌnd/

verb p.85

to provide with money for a particular purpose

fundamental /,fʌndə'mentl/

adjective p.81

forming a necessary base or core; of central importance

fundamentally /,fʌndə'mentli/

adverb p.73

in central or primary respects

G

gather /'gæðə/

verb p.13

to come together; to assemble or accumulate

gaze /geɪz/

verb WB p.4

to look steadily and intently, esp. in admiration, surprise or thought

get behind with

/,get br'haɪnd wɪð/

phrasal verb p.65

to not make as much progress as others

get down to /,get 'daʊn tu:/

phrasal verb p.65

to start doing something seriously

get on /,get 'ɒn/

phrasal verb p.65

to have a good relationship with someone

get over /,get 'əʊvə/

phrasal verb p.65

to recover

get through /,get 'θru:/

phrasal verb p.65

to manage to contact someone

get-together /,get tə'geðə/

noun p.19

a sociable meeting or conference

glorify /'glɔ:rɪfaɪ/

verb WB p.48

to describe or represent as admirable, esp. unjustifiably or undeservedly

go away /,gəʊ ə'weɪ/

phrasal verb p.15

to leave for another destination

go off /,gəʊ 'ɒf/

phrasal verb p.15

to begin to sound

go on /,gəʊ 'ɒn/

phrasal verb p.15

to continue

go out /,gəʊ 'aʊt/

phrasal verb pp.15 & 93

1 to become extinguished

2 to recede to low tide

go up /,gəʊ 'ʌp/

phrasal verb p.15

to increase

go without /,gəʊ wɪ'ðaʊt/

phrasal verb p.15

to do without

GPRS /,dʒi: pi: ə: 'es/

abbreviation p.50

General Packet Radio Services; a technology for radio transmission of small packets of data, especially between cellular phones and the Internet

gradually /'grædʒuəli/

adverb p.41

slowly

gratitude /'grætɪtju:d/

noun WB p.16

the quality of being thankful

H

half /hɑ:f/

noun p.58

either of two equal periods of time into which a sports game or a performance is divided

harshly /hɑ:ʃli/

adverb p.37

cruelly or severely

heartbroken /'hɑ:t,brəʊkən/

adjective Literature Time

(of a person) suffering from overwhelming distress; very upset

hieroglyphics /,haɪrə'glɪfɪks/

noun p.40

incomprehensible symbols or writing

high-end /haɪend/

adjective p.69

denoting the most expensive of a range of products

hike /haɪk/

verb p.48

to walk for a long distance, esp. across the country or in the woods

hire /haɪə/

verb p.14

to obtain the temporary use of (something) for an agreed payment; to rent

hold /həʊld/

verb p.19

to arrange and take part in

honorary PhD

/'ɒnərəri pi: eɪtʃ 'di:/

noun p.45

a doctorate given as an honour, without the usual requirements or functions

hospitality /,hɒspɪ'tæləti/

noun p.25

the friendly and generous reception and entertainment of guests, visitors or strangers

housekeeper /'haʊs,ki:pə/

noun Literature Time

a person, typically a woman, employed to manage a household

hut /hʌt/

noun Literature Time

a small single-storey building of simple or crude construction, serving as a poor, rough or temporary house or shelter

hybrid /'haɪbrɪd/

noun WB p.76

the offspring of two plants or animals of different species or varieties

hydraulic /haɪ'drɒlɪk/*adjective* p.69

denoting, relating to or operated by a liquid moving in a confined space

under pressure

illiteracy /ɪ'lɪtərəsi/*noun* WB p.26

inability to read or write

immediate /ɪ'mi:diət/*adjective* p.25

occurring or done at once;

instant

impact /ɪ'mpækt/*noun* p.44

the action of one object coming forcibly into contact with another

import /ɪm'pɔ:t/*verb* p.24

to bring (goods or services) into a country from abroad for sale

impractical /ɪm'præktɪkəl/*adjective* p.94

not sensible or realistic

inaccessible /ɪnæk'sesəbəl/*adjective* WB p.26

unreachable; out of reach

in advance /ɪn əd'vɑ:ns/*phrase* p.38

ahead of time

inactivity /ɪnæk'tɪvəti/*noun* p.63

idleness, immobility

in charge of /ɪn 'tʃɑ:dʒ əv/*expression* p.26

responsible

industrial design

/ɪn'dʌstriəl dɪ'zain/

noun WB p.32

design related to industry

inexpensive /ɪnɪks'pensɪv/*adjective* p.73

cheap; low-priced

inexperienced

/ɪnɪks'pɪərɪənst/

adjective p.80

unpractised; untrained

inflate /ɪn'flet/*verb* p.78

to fill (a balloon, tire or other expandable structure) with air or gas so that it becomes enlarged

innumerable /ɪ'nju:mərəbəl/*adjective* WB p.48

too many to be counted

inscribe /ɪn'skraɪb/*verb* p.41

to write or carve (words or symbols) on something, esp. as a formal or permanent record

instant /ɪnstənt/*adjective* p.24

happening or done immediately

insult /ɪn'sʌlt/*noun* p.37

a disrespectful or scornfully abusive remark or action

integrate /ɪntə'greɪt/*verb* WB p.26

to combine something with another so that they become a whole

intensity /ɪn'tensəti/*noun* WB p.82

strength; power

intentional /ɪn'tenʃənəl/*adjective* p.81

done on purpose; deliberate

interior /ɪn'tɪəriə/*noun* p.21

the inland part of a country or region

interlocutor /ɪntə'lɒkjətə/*noun* p.35

a person who takes part in a dialogue or conversation

international /ɪntə'næʃənəl/*adjective* p.88

existing, occurring or carried on between two or more nations

intricate /ɪn'trɪkət/*adjective* p.16

very complicated or detailed

invention /ɪn'venʃən/*noun* p.57

economic activity concerned with the processing of

irritated /ɪ'rɪteɪtəd/*adjective* p.27

annoyed, angry

J**joint** /dʒɔɪnt/*adjective* p.85

shared, held or made by two or more people or organisations together

K**kidnap** /'kɪd,næp/*verb* WB p.76

to take (someone) away illegally by force

L**landfill site** /,lændfɪl 'saɪt/*noun* p.87

a place to dispose of refuse and other waste material by burying it and covering it over with soil, esp. as a method of filling in or extending usable land

lately /'leɪtli/*adverb* p.46

recently; not long ago

latter /'lætə/*adjective* WB p.76

denoting the second or second mentioned of two people or things

launch /lɔ:ntʃ/*verb* p.13

to start or set in motion

lecture /'lektʃə/*noun* p.25

an educational talk about a particular subject

lessen /'lesən/*verb* p.94

to make or become less; to diminish

lethal /'li:θəl/*adjective* WB p.92

sufficient to cause death

lifeline /'laɪf,lam/*noun* WB p.26

(figurative) a thing that is essential for the survival of someone or something

literacy /'lɪtrəsi/*noun* p.42

the ability to read and write

log /lɒg/*noun* Literature Time

a part of the trunk or a large branch of a tree that has fallen or been cut off

log on /,lɒg 'ɒn/*phrasal verb* p.25

to do the necessary actions on a computer system that will allow one to begin using it

lonesome /'ləʊn,səm/

adjective p.27

solitary or lonely

loose /lu:s/

adjective WB p.32

moving too freely

M

mailbag /'meɪl,bæg/

noun WB p.26

a large sack or bag for carrying mail

mainly /'meɪnli/

adverb p.44

more than anything else

make it /'meɪk ,ɪt/

phrasal verb p.29

to attend

mansion /'mænjən/

noun p.93

a large, impressive house

map out /,mæp 'aʊt/

phrasal verb p.94

to plan something carefully or to explain carefully what your plans are

marine /mə'ri:n/

adjective p.85

of, found in or produced by the sea

mechanism /'mekə,nɪzəm/

noun WB p.32

a natural or established process by which something takes place or is brought about

meet up /,mi:t 'ʌp/

phrasal verb p.29

to meet someone, either by arrangement or by chance

mentally /'men,təli/

adverb p.62

in one's mind

meteorologist

/,mi:tɪə'rɒlədʒɪst/

noun WB p.4

a specialist in the branch of science that is concerned with the phenomena of the atmosphere

meticulously /mə'tɪkjələsli/

adverb p.37

very carefully and precisely

milestone /'maɪl,stəʊn/

noun p.19

(figurative) an action or event

marking a significant change or stage in development

miscellaneous /,mɪsə'leɪniəs/

adjective p.46

of various types or from different sources

miss out on /,mɪs 'aʊt ɒn/

phrasal verb p.63

to not get the chance to do or have something that one would enjoy or that would be good for one, esp. a chance that other people succeed in getting

modern /'mɒdəm/

noun p.50

a combined device for modulation and demodulation, for example, between the digital data of a computer and the analogue signal of a telephone line

moist /məɪst/

adjective WB p.82

slightly wet; damp or humid

monkfish /'mɒŋk,fɪʃ/

noun p.82

a bottom-dwelling anglerfish of European waters.

motion picture

/,məʊʃən 'pɪktʃə/

noun p.69

a story or event recorded by a camera as a set of moving images and shown in a theatre or on television

mountain range

/,maʊntən 'reɪndʒ/

noun p.37

a line of mountains connected by high ground

mountainous /'maʊn,təʊəs/

adjective p.49

(of a region) having many mountains

mullet /'mʌlɪt/

noun p.91

a chiefly marine fish that is widely caught for food

multitude /'mʌltɪ,tu:d/

noun p.13

a large number

N

necessity /nə'sesəti/

noun p.46

the fact of being required

newcomer /'nju:kʌmə/

noun p.66

a person or thing that has recently arrived in a place or joined a group

news team /'nju:z ,ti:m/

noun p.66

two or more people working together on broadcast or published report of news

nomad /'nɒməd/

noun p.23

a member of a people having no permanent home, and who travel from place to place to find fresh pasture for their livestock

nominal /'nɒmɪnəl/

adjective WB p.76

existing in name only

non-verbal /,nɒn'vɜ:bəl/

adjective p.35

not involving or using words or speech

notepad /'nəʊt,pæd/

noun p.46

a pad of blank or ruled pages for writing notes on

notify /'nəʊtɪ,fai/

verb p.49

to inform someone of something, typically in a formal or official manner

nowadays /'naʊədəɪz/

adverb p.69

at the present time; in contrast with the past

nurture /'nɜ:tʃə/

verb p.13

to care for and encourage the growth or development of

O

object /əb'dʒekt/

verb p.82

to say something to express one's disapproval of or disagreement with something

occasionally /ə'keɪʒənəli/

adverb p.64

sometimes; from time to time

on average /ɒn 'ævərɪdʒ/

expression WB p.54

normally; usually

originally /ə'ɹɪdʒɪnəli/
adverb p.23
 from or in the beginning; at first

outstanding /aʊt'stændɪŋ/
adjective WB p.4
 exceptionally good

overall /əʊvə'rɔ:l/
adjective p.85
 total

overcome /,əʊvə'kʌm/
verb p.81
 to succeed in dealing with (a problem or difficulty)

overflow /,əʊvə'fləʊ/
verb p.91
 to flood or flow over a surface or area

over the moon /əʊvə ðə mu:n/
expression p.83
 happy; joyful

owe /əʊ/
verb p.37
 to be under a moral obligation to give someone (gratitude, respect, etc.)

P

pane /peɪn/
noun p.37
 a single sheet of glass in a window or door

parenthood /'perənt,hʊd/
noun WB p.10
 the state of being a mother or a father

partnership /'pɑ:tnəʃɪp/
noun p.85
 association; collaboration

pass on /,pɑ:s 'ɒn/
phrasal verb WB p.38
 to give something to someone else, after one has had it or finished with it first

paste /peɪst/
verb p.50
 to insert (a text) into a document

patriotic /,pætri'ɒtɪk/
adjective p.12
 having or expressing devotion to and support for one's country

pedestal /'pedəstəl/
noun p.69
 the base or support on which a statue or column is mounted

perilously /'perɪləsli/
adverb p.93
 dangerously, hazardously

period drama
 /'pɪəriəd ,drɑ:mə/
noun p.69
 a play belonging to or characteristic of a past historical time

perseverance /,pɜ:sɪ'vɪərəns/
noun p.81
 persistence in doing something despite difficulty or delay in achieving success

phone book /'fəʊn ,bʊk/
noun p.51
 a telephone directory

pictogram /'pɪktə,græm/
noun p.40
 a pictorial symbol for a word or phrase

pier /pɪə/
noun Literature Time
 a platform supported on pillars or girders, used as a landing stage for boats

pill /pɪl/
noun p.25
 a small round mass of solid medicine to be swallowed

plaza /'plɑ:zə/
noun p.26
 a public square, marketplace or similar open space in a built-up area

plight /plaɪt/
noun p.88
 a dangerous, difficult or otherwise unfortunate situation

plug /plʌg/
noun p.78
 a device for making an electrical connection, esp. between an appliance and a power supply, consisting of a casing with metal pins that fit into holes in an outlet

porcelain /'pɔ:slɪn/
noun WB p.16
 a hard shiny white substance used for making expensive plates, cups, etc.

potential /pə'tenʃəl/
adjective p.58
 natural qualities or abilities that may be developed and lead to future success or usefulness

practical /'præktɪkəl/
adjective p.41
 of or concerned with the actual doing or use of something rather than with theory and ideas

pram /præm/
noun WB p.10
 a baby carriage

precious /'preʃəs/
adjective p.41
 (of an object, substance, or resource) of great value; not to be wasted or treated carelessly

preoccupied /pri:'ɒkjə,pəɪd/
adjective p.14
 be so engrossed or absorbed in (something) that one does not notice other people or things

press /pres/
verb p.50
 to exert continuous physical force on (something), typically in order to operate a machine

prevent /pri'vent/
verb p.79
 to stop something from happening

previous /'pri:vɪəs/
adjective p.93
 existing or occurring before in time or order

pride and joy /praɪd ənd dʒɔɪ/
expression p.42
 the main source of satisfaction and happiness

primarily /,praɪ'merəli/
adverb WB p.54
 for the most part; mainly

prime time /'praɪm ,taɪm/
noun WB p.54
 the regularly occurring time at which a television or radio audience is expected to be greatest, generally regarded in the television industry as the hours between 8 and 11 p.m.

process /'prəʊses/
noun WB p.32
 method; system



procession /ˌprəˈseɪʃən/

noun Literature Time

a number of people or vehicles moving forward in an orderly fashion, esp. as part of a ceremony or festival

producer /ˌprəˈdjuːsə/

noun p.70

a person responsible for the financial and managerial aspects of making of a movie or broadcast or for staging a play, opera, etc.

prohibit /ˌprəˈhɪbɪt/

verb p.91

to prevent; to make impossible

prolonged /ˌprəˈlɒŋd/

adjective p.91

continuing for a long time or longer than usual; lengthy

prominent /ˈprɒmɪnənt/

adjective p.58

important; famous

promote /ˌprəˈməʊt/

verb p.63

to further the progress of (something, esp. a cause, venture, or aim); to support or actively encourage

promotion /ˌprəˈmɔʊʃən/

noun Literature Time

the action of raising someone to a higher position or rank

propose /ˌprəˈpəʊz/

verb p.95

to put forward (an idea or plan) for consideration or discussion by others

pros and cons

/ˌprəʊz ənd kɒnz/

expression p.95

advantages and disadvantages

prosecution /ˌprɒsɪˈkjuːʃən/

noun p.66

the institution and conducting of legal proceedings against someone in respect of a criminal charge

protect /ˌprəˈtekt/

verb p.79

to keep from harm; to preserve; to save; to shelter

provoke /ˌprəˈvəʊk/

verb p.63

to stimulate or give rise to (a reaction or emotion, typically a strong or unwelcome one) in someone

publish /ˈpʌblɪʃ/

verb p.42

(of an author or company) to prepare and issue (a book, journal, piece of music or other work) for public sale

pupil /ˈpjuːpəl/

noun WB p.12

¹ someone who is being taught, especially a child

² the small black round area in the middle of the eye

Q

quake /ˌkweɪk/

verb p.91

(esp. of the earth) to shake or tremble

quarrel /ˈkwɔərəl/

noun p.25

an angry argument or disagreement, typically between people who are usually on good terms

quotidian /kwəʊˈtɪdiən/

adjective p.41

of or occurring every day; daily

R

raft /rɑːft/

noun Literature Time

a flat buoyant structure of timber or other materials fastened together, used as a boat or floating platform

ram /ræm/

verb Literature Time

to crash violently against something

rank /ræŋk/

verb p.61

to give a place within a grading system based on quality

reclaim /ˌrɪˈkleɪm/

verb WB p.38

to retrieve or recover (something previously lost, given or paid)

recognise /ˈrekəgˌnaɪz/

verb p.49

to identify someone or something from having encountered them before; to know again

record /ˌrɪˈkɔːd/

verb p.64

to set down in writing or some other permanent form for later reference, esp. officially

recreation /ˌrekriˈeɪʃən/

noun p. 85

activity done for enjoyment when one is not working

red tide /ˌred ˈtaɪd/

noun p. 85

a discoloration of seawater caused by a bloom of toxic red organisms

reed /riːd/

noun p.41

a tall, slender-leaved plant of the grass family that grows in water or on marshy ground

reference /ˈrefrəns/

noun p.38

a source of information that ascertains something and proves it reliable

refill /ˌriːfɪl/

verb p.25

to fill a container again

regularly /ˈregjələli/

adverb p.92

often, frequently

reliable /ˌrɪˈlaɪəbəl/

adjective WB p.32

consistently good in quality or performance; able to be trusted

rely on /ˌrɪˈlaɪ ɒn/

phrasal verb p.46

to depend on

remarkable /ˌrɪˈmɑːkəbəl/

adjective p.91

worthy of attention; striking

remedy /ˈremədi/

noun p.91

a means of counteracting or eliminating something undesirable

reminder /rɪ'maɪndə/

noun p.46

a thing that causes someone to remember something

reminisce /rɪmənɪs/

verb p.22

to indulge in enjoyable recollection of past events

remote /rɪ'məʊt/

adjective WB p.48

far away; distant

replica /replɪkə/

noun WB p.10

an exact copy or model of something

reschedule /rɪ'ʃedʒl/

verb p.29

to change the time of a planned event

resident /'rezɪdənt/

noun p.58

a person who lives somewhere permanently or on a long-term basis

restraint /rɪs'treɪnt/

noun p.78

a measure or condition that keeps someone or something under control or within limits

retain /rɪ'teɪn/

verb WB p.70

to keep possession of

reveal /rɪ'vi:l/

verb p.58

to make (previously unknown or secret information) known to others

revolve /rɪ'vɔ:l/

verb WB p.32

to go round

rightful /'raɪt,fəl/

adjective Literature Time

having a legitimate right to property, position or status

roundabout /'raʊndə,bəʊt/

noun p.22

a road junction at which traffic moves in one direction around a central island

S

safeguard /'seɪfɡɑ:d/

verb p.79

to protect against something

sales /seɪlz/

noun p.29

an event for the rapid disposal of goods at reduced prices for a period, esp. at the end of a season

screen /skri:n/

verb p.70

to show (a movie or video) or broadcast (a television programme)

scribe /sraɪb/

noun p.41

a person who copies out documents, esp. one employed to do this before printing was invented

securely /sɪ'kjʊəli/

adverb p.80

firmly

security /sɪ'kjʊəriti/

noun p.49

freedom from risk or danger; safety

separate /'seprɪt/

adjective WB p.10

forming or viewed as a unit apart or by itself

set /set/

noun p.57

a radio or television receiver

shortage /'ʃɔ:tɪdʒ/

noun p.91

a state or situation in which something needed cannot be obtained in sufficient amounts

shred /ʃred/

verb p.80

to tear or cut into shreds

sibling /'sɪblɪŋ/

noun WB p.38

a brother or sister

sickly /'sɪkli/

adjective p.27

often ill; in poor health

silk /sɪlk/

noun WB p.16

a fine, soft fibre produced by silkworms and collected to make fabric

silverware /'sɪlvə,weə/

noun WB p.10

dishes, containers or cutlery

made of or coated with silver

skid /skɪd/

verb WB p.70

(of a vehicle) to slide, typically sideways or obliquely, on slippery ground or as a result of stopping or turning too quickly

skittles /'skɪtlz/

noun Literature Time

a game played, chiefly in Britain, with wooden pins, typically nine in number, set up at the end of an alley to be bowled down with a wooden ball or disk

slam into /,slæm 'ɪntu:/

phrasal verb p.80

to crash into something with a lot of force

smallpox /'smɔ:l,pɒks/

noun Literature Time

a contagious disease that is caused by a virus, with fever and small raised spots or rounded swellings

smokestack /'sməʊk,stæk/

noun p.87

a chimney or pipe for discharging smoke from a locomotive, ship, factory, etc.

socialise /'səʊʃə,laɪz/

verb p.25

to mix socially with others

socket /'sɒkɪt/

noun WB p.32

a natural or artificial hollow into which something fits or in which something revolves

soundtrack /'saʊnd,træk/

noun WB p.60

a recording of the musical accompaniment to a movie

spinning /'spɪnɪŋ/

adjective WB p.82

rotating; revolving; turning around

spotlight /'spɒt,lart/

noun p.70

a lamp projecting a narrow, intense beam of light directly onto a place or person, esp. a performer on stage

sprawling /'sprɔːlɪŋ/
adjective p.70

spreading out in different directions

stabilising /'steɪbəlaɪzɪŋ/
adjective p.69

causing to become stable

stadium /'steɪdiəm/
noun p.26

a sports arena with rows of seats for spectators

staggering /'stæɡərɪŋ/
adjective WB p.54

astonishing

standard /'stændəd/
adjective p.95

serving as or conforming to a standard of measurement or value

station /'steɪʃən/
noun p.57

a company involved in broadcasting of a specified kind

sting /stɪŋ/
verb p.85

to feel or cause to feel a sharp tingling or burning pain

storm cellar /'stɔːm ˌselə/
noun WB p.82

a room below ground level, typically used for hiding in during strong storms such as tornadoes

strain /streɪn/
noun p.79

a specific type of animal, micro-organism or plant

stream /stri:m/
noun p.13

a large number of things that happen or come one after the other

strike /straɪk/
verb Literature Time

to indicate the time by sounding a chime or stroke

strip /stri:p/
noun p.78

a long, narrow piece of cloth, paper, plastic etc.

subsequent /ˌsʌbsəkwənt/
adjective WB p.10

coming after something in time; following

supply /sə'plai/
noun p.95

an amount available or sufficient for a given use; stock

suspect /səs'pekt/
verb p.86

to doubt the genuineness or truth of

sustainable /səs'teɪnəbəl/
adjective p.85

able to be maintained at a certain rate or level

swap /swɒp/
verb p.19

to take part in an exchange of

symbol /'sɪmbəl/
noun p.44

a written sign which stands for something else

symposium /sɪm'pəʊziəm/
noun p.88

a conference or meeting to discuss a particular subject

T

table /'tæblə/
noun WB p.12

¹ a piece of furniture with a flat top supported by legs

² a list of numbers, facts or information arranged in rows and columns

tackle /'tækəl/
verb p.88

to make determined efforts to deal with a problem or difficult task

take part in /,teɪk 'pɑːt ɪn/
phrasal verb p.14

to participate

tatters /'tætəz/
noun Literature Time

irregularly torn pieces of cloth, paper or other material

teaching aid /'ti:tʃɪŋ ˌeɪd/
noun WB p.54

materials and equipment used in teaching

teapot /'ti:pɒt/
noun p.27

a pot with a handle, spout and lid, in which tea is brewed and from which it is poured

telecommunication

/,telɪkəmjuːnɪ'keɪʃən/
noun p.59

communication over a distance by cable, telegraph, telephone or broadcasting

teleprinter /'teli,prɪntə/
noun p.59

a device for transmitting and receiving telegraph messages

teleputer /'teli,pju:tə/
noun p.46

a combination of the words 'telephone' and 'computer' used to describe increasingly advanced mobile phones

tend /tend/
verb p.46

to regularly or frequently behave in a particular way or to have a certain characteristic

tension /'tenʃən/
noun p.58

the state of being stretched tight

theme /θi:m/
noun p.46

a subject of artistic representation

thriller /'θrɪlə/
noun p.66

a novel, play or movie with an exciting plot, typically involving crime

throughout /θru:'aʊt/
preposition p.41

all the way through

tight /taɪt/
noun WB p.32

unable to move

toenail /'təʊneɪl/
noun WB p.76

the nail at the top of each toe

toothy /'tu:θi/
adjective p.81

having or showing large, numerous or prominent teeth

touching /'tʌtʃɪŋ/
adjective p.19

arousing strong feelings of sympathy, appreciation or gratitude

traditionally /,trə'dɪʃənəli/
adverb p.23

habitually done, used or found

transatlantic

/,trænzət'læntɪk/
adjective p.58

of, relating to, or situated on the other side of the Atlantic

transcribe /,træns'kraɪb/
verb WB p.26

to put (thoughts, speech or data) into written or printed form

transfer /ˈtrænsˈfɜː/

verb WB p.32

to move from one place to another

transistor /ˈtrænzɪstə/

noun p.57

a portable radio using circuits containing transistors rather than vacuum tubes

transition /ˈtrænˈzɪʃən/

noun WB p.10

the process or a period of changing from one state to another

trickster /ˈtrɪkstə/

noun Literature Time

a person who cheats people

tryout /ˈtraɪˌaʊt/

noun p.43

a test of the potential of someone or something, esp. in the context of entertainment or sports

tune in /ˈtjuːnɪn/

phrasal verb p.64

to listen to or watch a particular programme on radio or television

tune out /ˈtjuːnˌaʊt/

phrasal verb p.62

to stop paying attention to something, esp. because one is tired or bored

turnoff /ˈtɜːnˌɒf/

noun p.93

a junction at which a road branches off from a main road

tusk /tʌsk/

noun WB p.76

a long, pointed tooth that sticks out of the mouth of animals like elephants

U

unbearable /ˌʌnˈbeərəbəl/

adjective p.85

not able to be tolerated

unison /ˈjuːnɪsən/

noun p.16

simultaneous performance of action

unrivalled /ˌʌnˈraɪvəld/

adjective p.13

better than everyone or everything of the same type

unsung /ˌʌnˈsʌŋ/

adjective p.81

not celebrated

up to scratch /ˌʌp tə ˈskrætʃ/

expression WB p.60

up to standard

usher /ˈʌʃə/

noun p.49

a person who shows people to their seats, esp. in a theatre

V

vehicle /ˈviːkəl/

noun p.78

a thing used for transporting people or goods, esp. on land, such as a car, truck or cart

vendor /ˈvendə/

noun WB p.4

a person or company offering something for sale, esp. a trader in the street

venomous /ˈvenəməs/

adjective p.81

(figurative) full of hatred or anger

via /ˈviːə/

preposition p.46

travelling through (a place) en route to a destination; by way of; by means of

victory /ˈvɪktəri/

noun p.58

an act of defeating an enemy in a battle, game or competition

video recorder

/ˈvɪdɪəʊ rɪˌkɔːdə/

noun p.56

a device that, when linked to a television set, can be used for recording on and playing videotapes

visualise /ˈvɪʒʊəlaɪz/

verb WB p.54

to imagine

voice-over /ˈvɔɪsˌəʊvə/

noun p.72

a piece of narration in a movie or broadcast, not accompanied by an image of the speaker

vortex /ˈvɔːteks/

adjective WB p.82

(of a mass of wind or water)

spinning rapidly and pulling things into the centre

W

warning /ˈwɔːnɪŋ/

noun p.78

a statement or event that indicates a possible danger, problem or unpleasant situation

wasteful /ˈweɪstfəl/

adjective p.95

using or expending something of value carelessly

watchful /ˈwɒtʃfəl/

adjective p.81

watching or observing someone or something closely

weary /ˈwiəri/

adjective p.27

feeling or showing tiredness

weaving /ˈwiːvɪŋ/

noun p.17

the act of forming fabric by interlacing long threads passing in one direction with others at a right angle to them

weblog /ˈwebləɡ/

noun p.46

another term for blog: a Web site on which an individual or group of users produces an ongoing narrative

wed /wed/

verb p.82

to link or combine closely

well-deserved /ˌweldɪˈzɜːvd/

adjective p.20

well-earned

wholeheartedly /ˌhəʊlˈhɑːtədli/

adverb p.73

sincerely

wind up /ˌwaɪnd ˈʌp/

phrasal verb p.21

to make a clock or other device operate by turning a key or handle

window shopping

/ˈwɪndəʊ ʃɒpɪŋ/

noun p.29

looking at merchandise in store windows or showcases without buying anything

wordsmith /ˈwɜːdˌsmɪθ/

noun p.45

a skilled user of words

worldwide /ˌwɜːldˈwaɪd/

adjective p.88

extending or reaching throughout the world

writer's block /ˈraɪtəz ˌblɒk/

noun p.42

the condition of being unable to think of what to write

Z

zealous /ˈzeləs/

adjective p.58

having or showing passionate

List of websites to use through the course:



OVER TO YOU Grade 11 is a part of the English for Kuwait series, a carefully graded course in English specifically written and designed for the Kuwait school system for primary, intermediate and secondary grades.

OVER TO YOU teaches English through cross-curricular topics, using prose, stories, listening tasks, games, puzzles and other varied activities.

OVER TO YOU encourages learners to practise communicating with English at every available opportunity.

OVER TO YOU adopts an integrated approach to language teaching.

OVER TO YOU follows the Kuwait Ministry of Education syllabus.

At each level, the course consists of:

- a Student's Book which presents new language for class activities, including pair and group work,
- a Workbook which utilises a variety of activities to practise the language presented in the Student's Book,
- the Teacher's Guide with clear, step-by-step lesson plans, as well as a full explanation of the teaching methodology,
- the CD with all the listening activities.

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