



State of Kuwait
Ministry of Education



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STUDENT'S BOOK



SIMON HAINES

Grade

12

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State of Kuwait
Ministry of Education



OVER TO YOU

Grade 12

Student's Book

Simon Haines



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Introduction

What the book provides

This book is for Grade 12 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

"It is the spirit and not the form of law that keeps justice alive."

Earl Warren

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* section.

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

Literature Time!

Henry V

by William Shakespeare

Great Expectations

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:

- ▶ listen to a talk and a description
- ▶ recall an important event
- ▶ scan for specific information
- ▶ present ideas and suggestions
- ▶ write an essay

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

Talking about past events

(Then) one day, I ...

I was about to go into the garden to play football, when ...

Two months / Ten minutes / Three days later, we ...

The first thing that struck me was ...

That was six years ago.

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, Function File, Irregular Verbs List and Glossary at the back of the Student's Book.

Unit	Language	Skills
<p>1 The law (page 12)</p>	<p>Grammar Present perfect simple and continuous; comparative and contrastive connectors</p> <p>Functions describing; discussing the law; expressing opinion; comparing and contrasting ideas; making conclusions; agreeing and disagreeing; expressing intention; expressing obligation; presenting arguments; expressing absence of obligation</p> <p>Vocabulary adoption, bench, break into (WB), brief, case, civil, claim, clog up, code of law, consultation, contend, defence, define, enforce, fake (WB), govern, grievance, guilty, handcuffs, impose, in favour of, innocent, intend, invisible (WB), judiciary, jury, legal, litigation, note, penalty, persuasion, petty, principle, property, prosecute, prove, regardless, residential area, row, speed limit, spring, sue, supporter, techno-criminal (WB), tolerant, ultimately, violence, welfare, worthless (WB)</p>	<p>Reading a paragraph about Kuwaiti law; an essay about minor litigation</p> <p>Listening a lecture about law-making</p> <p>Speaking discuss pictures; discuss the law; give opinions about laws; talk about legal disputes</p> <p>Writing an essay</p>
<p>2 Migration (page 18)</p>	<p>Grammar Past perfect simple (<i>after, before, by the time</i>)</p> <p>Functions predicting; giving reasons; expressing opinion; discussing advantages and disadvantages; describing past events; remembering a past event</p> <p>Vocabulary afford, animated, arduous, boom, decimate, deteriorate, disgruntled, displace, emigrate, engage in, famine, foreign, hard-pressed, high-tech, instead (WB), major, mass, meticulous, migrant, minor, necessitate, nervously, obliterate, periodic (WB), perturbed, plenty of (WB), rent, reside, resort, rift, seek, strenuous, swallow (WB), take a breather, unfortunately</p>	<p>Reading an article about migration</p> <p>Listening a talk on emigration</p> <p>Speaking discuss reasons for migration; talk about advantages and disadvantages of migration; talk about past events; talk about important events in your life</p> <p>Writing an e-mail about a life-changing event in your life</p>
<p>3 Human values (page 24)</p>	<p>Grammar Adverbs of manner; <i>If</i> conditionals type 0, type 1, type 2 and type 3</p> <p>Functions describing; giving examples; giving opinions; agreeing and disagreeing; talking about possibilities; planning; asking for help; persuading; presenting information</p> <p>Vocabulary abuse, aftermath (WB), aggressive, alleviate, anthropologist, apparent, appeal, attribute, avert, campaign, charitable, commitment, compassion, compassionately, cry over spilt milk, deploy (WB), dire, discrimination, diversity, donate, empathy, enfranchisement, ethnicity (WB), ethnographer, extensive, extravagant, frail, hardship (WB), humanitarian, impulse, in leaps and bounds, incapable, inevitable, legislation, liberty, minority, over a barrel, over the hill, over the top, overview, suffrage, tide someone over, tolerance, underprivileged, universal, value, voluntary (WB), vulnerable (WB)</p>	<p>Reading an article on shared human values; a newsletter</p> <p>Listening a charity radio advert</p> <p>Speaking talk about human rights and values; present a radio advert</p> <p>Writing a newsletter</p> <p>Focus on Reading: Foreign Diplomatic Institute Grammar: Compound words Project: Producing a set of recommendations</p>

Module 2 Natural world

Unit

Language

Skills

4 The Earth at risk (page 34)

Grammar Subordinate clauses of purpose and result (*in order to, because, to + infinitive, so that, to be the cause of, with the result that, to lead to*); prefixes

Functions describing environmental problems; expressing opinion; giving explanations; describing a problem and its effects; expressing preference; describing photographs; comparing and contrasting photographs

Vocabulary

arid, atmosphere, at the expense of (WB), climate, curtail, desertification, devastating (WB), equator, erode, flooding, forecasting, frigid, graze, harsh, humid, hurdle, implement, increasingly, intrinsic, kill off, logger (WB), misbehave, overcultivate, paucity, permanently, planting, precipitate, preservation, prevailing, prevail over, productive, proportion, reclaim, scarcity, soil, spearhead, treacherous, unproductive, unwarranted, vital (WB), wash away, wildfire

Reading an article about the spread of the desert; an e-mail about water shortages

Speaking talk about environmental problems; discuss the causes and effects of environmental problems; talk about climate; describe photographs

Writing a reply to an e-mail

5 Precious resources (page 40)

Grammar *wish + would; wish + past simple; wish + past perfect; phrasal verbs*

Functions giving reasons; giving opinion; talking about recycling and environmental issues; talking about wishes; reporting quantity; expressing recommendations; comparing information; expressing criticism and annoyance; expressing regret; making conclusions

Vocabulary

administration, annoyance, bureaucracy, collection points, come up against, commercially (WB), component, compost, concur, constant, constituent, crisis, criticism, cut down on, duration, get rid of, go along with, heartening, household waste, incineration, incinerator, irritation, keep up with, machinery, material, offence, packaging, paperwork, partnership (WB), pass a law, prohibitively, put up with, quantity, red tape, reprocess, run out of, trend, upsurge, wood pulp (WB)

Reading a short text about the environment; a report about waste and recycling

Listening a discussion about waste products

Speaking talk about recycling and environmental issues; discuss a statistical chart

Writing a report based on waste and recycling statistics

6 Under threat (page 46)

Grammar Explaining possibilities; Modals + infinitive / + past participle; passive verb form (revision); prepositions

Functions agreeing and disagreeing; expressing opinion; supporting opinion; describing events; giving reasons for a choice; persuading others; planning; expressing possibilities

Vocabulary

acute, avoid, aware, bounty, burgeoning, carnivorous (WB), consensus, cultivate, damp, dearth, encroach, enemy (WB), expansive, extinction, fascinating, graduate, grow, hibernate, housing, illegitimate, inject (WB), knock-on, nourishment, permanent, pose, recompense, refuge, reservation, reticent, reward, solitary, stem, sting (WB), threatened, timid, trespass on, unsanctioned, utilise, vociferously, wealth, wetland

Reading a text about the panda bear; a short text about Islam and the importance of plants; a report about the organisation of small businesses and the council housing project

Speaking talk about threats facing animals and plants today; describe what happened before and after a certain event; perform a role play

Writing a formal report

Focus on

Reading: The Arfaj

Grammar: Questions

Project: Writing a leaflet on environmental issues

Module 3 Lifestyles

Unit	Language	Skills
7 Long lives (page 56)	<p>Grammar Direct and reported questions / statements; phrasal verbs with <i>make</i> and <i>do</i></p> <p>Functions making suggestions; giving reasons; discussing and comparing; reporting; giving opinion; agreeing / disagreeing; giving advice; expressing gratitude; expressing obligation / duty</p> <p>Vocabulary admiration, affection, ailment, bestow, blizzard, cardiovascular, centenarian, chronic (WB), commentary, conceal, cycle, deprived of (WB), deserve, dispute, do away with, do up, do without, drowsy (WB), due, elderly, excuse, expectation, fatal, frequently, genetic make-up (WB), geriatric, honour, in spite of, integral, life expectancy, make up, make up for, onerous, restless (WB), reverence, shallow (WB), supple, vicinity, vigorous</p>	<p>Reading a short text about staying active; a magazine article</p> <p>Listening a journalist talking about old people she has met</p> <p>Speaking discuss how to live a long life; talk about ways of showing gratitude and respect to the elderly; talk about how to show respect to the elderly; discuss writing techniques</p> <p>Writing an article</p>
8 Town and country (page 62)	<p>Grammar Inverted sentences</p> <p>Functions giving reasons; giving opinion; stating advantages and disadvantages; presenting ideas; comparing and contrasting; comparing and explaining choices</p> <p>Vocabulary advantageous, almond, astounded, bump into, contentment (WB), crown jewel (WB), demarcation (WB), densely, depopulation, deserted, disturbance, embarrassed, export, far and wide, glamour, graduated, hub, hustle and bustle, infrastructure, leafy, make it your own, metropolis, narrate, odds and ends, overcrowding, palatial, picturesque, pluck up the courage, public services, residents' parking, reverse, skyline (WB), socioeconomic, tranquil, unemployment, vacant, vertical village (WB), vice versa</p>	<p>Reading a text about the end of village life; an e-mail; an e-mail giving recommendations</p> <p>Speaking talk about why people move to the city; talk about city life; talk about advantages and disadvantages of living in the city; choose suitable places to live</p> <p>Writing an e-mail giving recommendations</p>
9 New ways and old (page 68)	<p>Grammar Causative verbs (present / past / future); suffixes</p> <p>Functions describing; talking about change; giving examples; comparing; discussing skills and processes; comparing the past and the present; explaining differences; giving biographical information; planning</p> <p>Vocabulary appoint, bill, below par, appoint, biography, call the shots, competent, contemporary (WB), cookery, craftsman (WB), customarily, custom-made, degree, doctorate, fix, in parallel (WB), immobile, mail order, mass-produced, master's degree, minister, neck and neck, parliament, platform (WB), portfolio, pottery (WB), promote (WB), put to, resign, seamlessly (WB), snooker, socialise (WB), substandard, toe the line, ungentlemanly, unique, unusual, whereas, workshop</p>	<p>Reading a biography</p> <p>Listening three conversations about different ways of doing things</p> <p>Speaking discuss traditional ways and modern pastimes; talk about skills and processes; describe things you can have done; talk about biographies</p> <p>Writing a biography</p> <p>Focus on Reading: Games of the past Grammar: Appositions Project: Design and produce a poster</p>

Module 4 Achievements

Unit	Language	Skills
10 Pushing the limits (page 78)	<p>Grammar Past perfect simple and continuous</p> <p>Functions describing qualities; stating difficulties and problems; giving personal opinion; discussing preparations; giving reasons; comparing lists; being persuasive; explaining a choice; agreeing and disagreeing</p> <p>Vocabulary afflicted, alight, arson, ascend, assist, attempt, austere, binoculars, clamber (WB), come across, come away with, come down, come over, come round, come up, cope with, crave, dizzying, elite, engulf, entail, exhaustion, exhilarated, extreme, fatigued, feat, frost-bite, gruelling, highlight, manned (WB), mountaineer, perilous, reconstruction, scale, set a record (WB), strong-willed, submerged (WB), summit, traverse, unconscious, visible</p>	<p>Reading a report about a Kuwaiti climber; a scenario; an advert</p> <p>Listening quiz questions</p> <p>Speaking talk about qualities needed for surviving in the Himalayas; discuss climbing expeditions; make difficult choices</p> <p>Writing a response to an advert for a place on an expedition</p>
11 The final frontier (page 84)	<p>Grammar The passive with modal verbs; <i>either / or</i> and <i>neither / nor</i></p> <p>Functions identifying information; giving opinion; giving examples; justifying; giving examples; expressing opinion; giving information; expressing approval / disapproval</p> <p>Vocabulary abhorrent, abnormal, alert, approximately (WB), astronomical, awe-inspiring, concept, conducive, data, detriment, dispatch (WB), dual, durable, economical, emission, exceptionally, execute, frontier, GPS, habitation, intrepid, mission, monitor, natural satellite, obscure (WB), on board, opportunity, orbit, perceivable (WB), revere, revolutionise, revolve around, roughly, scrutinise (WB), sentient, solar system, specifically, spin-off, superb, take for granted, trainers, universe, wane</p>	<p>Reading a factfile; a paragraph about Mars; an article about Space and the Muslim world; a report about space age technology</p> <p>Listening interviews about the pros and cons of space travel</p> <p>Speaking talk about the International Space Station; discuss space travel; talk about choices; talk about recent technological advancements</p> <p>Writing a paragraph describing Earth; a report on space technology</p>
12 Geniuses (page 90)	<p>Grammar Relative clauses; verbs ending in <i>-ing</i>; comparison of scale: ... <i>as ... as</i>; prepositions</p> <p>Functions describing talent; stating advantages and disadvantages; expressing possibility / guessing; giving explanations; justifying; giving recommendations; expressing praise</p> <p>Vocabulary abstract, accolade, accusation, acquire (WB), agonise, aligned, arbitrarily, attire (WB), audience, bladder, BSc, deputy (WB), digit, electrochemical (WB), eternity, extravagantly, forum (WB), genetics, genius, gifted, high-living, jockey, medallist (WB), molecular, MSc, nomination, non-invasive, outstanding, PhD, precocious, prodigy, randomly, reactor (WB), recipient, repudiate, researcher, season, sewage (WB), sponsor (WB), talent, tour, unprecedented (WB), virtuoso</p>	<p>Reading an article about talented children; a letter of application for an imaginary award</p> <p>Speaking talk about people's special talents; discuss the advantages and disadvantages of being a child prodigy; solve riddles</p> <p>Writing a letter about a genius you know</p> <p>Focus on Reading: Maha Al-Ghunaim Grammar: Suffixes Project: A balloon debate</p>

Module 1 World issues



Unit 1: The law
How does the law work?



Unit 2: Migration
Why do people move abroad?



Unit 3: Human values
How do we protect human rights and values?



Focus on:
Foreign Diplomatic Institute



Project 1:
Producing a set of
recommendations

Outcomes

You will be able to:

- ▶ listen to a talk and a description
- ▶ recall an important event
- ▶ scan for specific information
- ▶ present ideas and suggestions
- ▶ write an essay

Unit 1 The law

Grammar

Present perfect simple and continuous;
comparative and contrastive connectors



Discuss

1 Look at the pictures and discuss these questions. Students' own answers

- a What happens in this place?
- b What do you think the scales represent?
- c What do you know about Hammurabi's code? How is it related to these pictures?

2 You are going to hear a talk about the law. Before you listen, match these words from the talk with their meanings.

- | | | | | |
|---|-------------|--------|---|---|
| a | enforce (V) | ..9... | 1 | not responsible for a crime |
| b | govern (V) | ..5... | 2 | something valuable which belongs to someone |
| c | guilty | ..6... | 3 | group of people in court who decide whether someone is guilty |
| d | innocent | ..1... | 4 | rule / belief |
| e | jury | ..3... | 5 | control |
| f | legal | ..8... | 6 | responsible for a crime |
| g | principle | ..4... | 7 | show that something is true |
| h | property | ..2... | 8 | relating to the law |
| i | prove (V) | ..7... | 9 | put into practice / carry out |

Listen

3 You are going to listen to a lecture about law-making. Before you listen, try to answer these questions. Discuss your answers with a partner.

- a Can you think of an action that everyone in every country thinks is wrong? **theft; murder**
- b How long ago do you think the first code of law was made? **4,000 years ago**
- c Who makes the laws in most societies? **governments**
- d You are going to hear about three different types of law, including criminal law and civil law. What is the third type of law the speaker mentions? **family law**

4 (1.1) Listen to the lecture and check the answers to the questions in exercise 3.

Check your understanding

5 (1.1) Listen again and choose the correct answers to these questions.

- a How does the speaker define 'law'?
 - 1 a special code
 - 2 rules which control society
 - 3 individual rules
 - 4 the rules of an organisation
- b Who makes sure people obey codes of law?
 - 1 governments
 - 2 police and judges
 - 3 members of the public
 - 4 juries
- c Which type of law deals with murder and theft?
 - 1 criminal law
 - 2 family law
 - 3 civil law
 - 4 property law



Words to remember

adoption, civil, code of law, consultation, define, enforce, govern, guilty, impose, innocent, judiciary, jury, legal, penalty, persuasion, principle, property, prove, tolerant, violence, welfare

6 Are the following statements True (T) or False (F)? Justify your answers.

- a Some actions have always been considered crimes.
 T: Crimes such as murder and theft have been considered crimes almost everywhere.
- b In most legal systems, a person is presumed guilty until proven innocent.
 F: A basic principle of most systems of law is that someone is innocent unless proven guilty.
- c Hammurabi's code of law consisted of 272 laws.
 F: Hammurabi's code consisted of 282 laws.
- d The police and judges make laws.
 F: Governments make laws. The police and judges enforce them.

Think and speak Discussing the law; expressing opinion

7 Read the text and discuss the questions below in pairs or groups. Students' own answers

A tolerant society

Just like in the rest of the world, Kuwaiti laws are made to protect the individual rights of the people living there. Kuwait has a well-structured and clearly-defined judiciary, composed of summary, military and religious courts, amongst others. The Emir, in consultation with the Justice Ministry, appoints judges in the regular courts. The law is drawn from the teachings of the Holy Qur'an and protects the rights of all people of all religious persuasions, ensuring a safe, just and tolerant society.

- a What is the main purpose of sending people to prison: to punish them, or to protect society?
- b How do Islamic values influence the system of laws in Kuwait?

Grammar

• Present perfect simple and continuous

Grammar reference page 122

1 What is the difference in meaning between the underlined verbs in these pairs of sentences?

- a** Mishari has studied law and history this year.
Mishari has been studying law and history for four years.
- b** Lamia has written two essays this morning.
Lamia has been writing an essay all morning.
- c** The police have interviewed two people so far today.
The police have been interviewing people all week.

The first sentences describe a complete action.
The second sentences describe a continuous action.

2 Write two different answers to each of these questions.

- a** What have you done so far this week?
I've played tennis three times. / I've
- b** What are some of the things you've been doing for a length of time?
I've been playing the piano. / I've been
- c** How long have you been doing these things?
I've been playing the piano since I was 13 / for 3 years. / I've been

• Comparative and contrastive connectors Grammar reference page 122

3 Which words or phrases in these sentences are used to compare or contrast two things, people or situations?

- a** Instead of becoming a lawyer, like his father, he chose to become a policeman.
- b** In comparison with other careers, the legal profession can be quite stressful.
- c** Policemen earn a modest wage. On the other hand, lawyers are often very well paid.

4 What is being compared or contrasted in each of the sentences in exercise 3 above?

In sentence 3a the writer is comparing the career choice of a son compared with that of his father. The career choice of a son compared with that of his father.
The stress suffered by those who practise a legal profession compared with those who do not. A lawyer's salary in comparison to a policeman's wages

5 Write sentences contrasting or comparing the information in these lists. Use the words and phrases: Students' own answers

on the other hand, instead of, in comparison, but, whereas

Policemen

- a** arrest criminals

Lawyers

- prosecute criminals

Policemen arrest criminals, whereas lawyers prosecute criminals.
Instead of prosecuting criminals, like lawyers, policemen arrest criminals.

- b** carry handcuffs

- carry briefcases

- c** have to be very fit

- have to be very intelligent

- d** are paid by the government

- are paid by their clients

Vocabulary

Words with more than one meaning

1 Match the definitions below to the words in a-e. Then, read the two example sentences for each word. Which one uses the word according to the definition?

a judge

- 1 The judge handed down a fair sentence. **a public official**
- 2 You shouldn't judge a book by its cover. **to form an opinion**

b sentence

- 1 The ten-year sentence was described as fair. **the punishment imposed on a criminal**
- 2 She wrote a complex sentence. **a group of words**

c defence

- 1 The defence asked for more time to prepare their arguments. **a defendant's representative**
- 2 The army provided the country's defence. **the action by which something resists attack**

d case

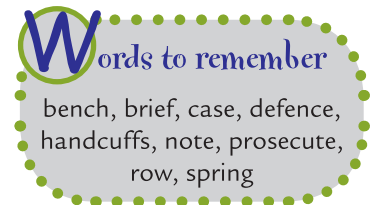
- 1 The prosecution presented their case to the jury. **a legal dispute, to be settled**
- 2 I packed my belongings into a case. **a container in which clothes**

e brief

- 1 It was a brief holiday. **of short duration**
- 2 The brief set out their points and arguments. **a written summary of the legal points**

Definitions

- ▶ the action by which something resists attack
- ▶ the punishment imposed on a criminal by a court
- ▶ a container in which clothes and other belongings may be stored
- ▶ a defendant's representative in a legal dispute
- ▶ a legal dispute to be settled in a court of law
- ▶ to form an opinion about something
- ▶ of short duration
- ▶ a public official appointed to preside over legal disputes
- ▶ a group of words, normally containing a subject and verb, that expresses a complete idea
- ▶ a written summary of the legal points supporting one side's case



2 Use a dictionary, or the glossary at the end of this book, to check the multiple meanings of the following words.

- a** mean **b** note **c** bench **d** spring **e** row

Nouns and adjectives

3 Complete these sentences with adjectives related to the nouns in brackets. You may need to use a dictionary.

- a** Many people believe that the worst crimes are murder and other **violent** acts. (violence)
- b** There would be a **chaotic** situation in society if there were no **legal** system. (chaos / law)
- c** He left court a free man because he had proved that he was **innocent**. The jury said he was not **guilty**. (innocence / guilt)

Reading Legal disputes

1 Read the following essay and discuss these questions.

- a What are the arguments for more court cases?
- b What are the arguments against?
- c What is meant by a 'culture of blame'?

The amount of litigation brought against everyday people has increased dramatically in recent years. A key example is the case of a man in Yorkshire who is suing his neighbour after falling on his pathway. He contends that his neighbour was responsible for maintaining the path. The neighbour claims that the man would have fallen regardless.
5 They are now locked in a bitter court case that looks set to drag-on for months and cost both men substantial amounts of money. -----

The main argument against such cases is that they are a reflection of an emerging 'culture of blame.' People search for someone to blame for accidents that, in the past, they would have simply taken responsibility for themselves. Indeed, ordinary people
10 suing each other has become so commonplace that countless firms of lawyers have sprung up specifically to deal with these cases. These petty grievances clog up the courts and prevent prosecutions against 'real' criminals. -----

However, supporters of litigation argue that the increase in court cases actually shows our courts are working. As Mark Shields, spokesperson for a pro-litigation group,
15 states, 'The increase in legal cases reflects a growing desire in society to protect everyone from the effects of criminal neglect.' For them, the opportunity for people to hold others accountable for their own everyday grievances is a key feature of any good society. -----

Ultimately, I believe we must take care to ensure that minor issues, which could
20 normally be resolved without the assistance of the courts, do not prevent our legal system from operating efficiently. For everyday grievances, the courts should be the very last resort, rather than the first port of call. -----

2 Read the essay again. Match each paragraph with one of these headings.

- a The views of the writer **paragraph 4**
- b The arguments for more litigation **paragraph 3**
- c The arguments against more litigation **paragraph 2**
- d Background information **paragraph 1**

Think and speak Making conclusions; agreeing and disagreeing

3 Discuss the following questions.

- a What conclusions does the writer reach? Do you agree?
- b Do you think people should solve minor issues in court? Why or why not? How else could people solve such disagreements?
- c Which, if either, do you think is more important: ensuring everyone has equal rights or prosecuting violent and dangerous criminals?

task

You are going to write an essay expressing your opinion.

Writing

1 The car in the photograph has been stopped for driving too fast in a residential area. Discuss these questions with a partner.

- a Should there be speed limits in areas like this? Why or why not?
- b What should happen to motorists who break these speed limits?



2 You are going to write an essay in answer to this question:

Should motorists who drive too fast in residential areas be banned from driving?

- a Decide what your opinions are on this subject. Is your answer 'Yes', 'No' or 'It depends'?
- b Plan your essay in four paragraphs, using the essay on the previous page as a model. Write notes under these headings:

- Paragraph 1** Background to the topic
- Paragraph 2** Arguments for
- Paragraph 3** Arguments against
- Paragraph 4** Your opinion

3 Write your essay in 200-220 words.

- a Use ideas you discussed in exercise 1 above. You may use expressions from the *Useful Language* box below.
- b Follow your paragraph plan and express your ideas clearly and simply. Make sure readers know what your opinion is.

Words to remember

- claim, clog up, contend, grievance,
- in favour of, intend,
- litigation, petty, regardless,
- residential area, speed limit, sue, supporter, ultimately

Check

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

- a Check spelling, grammar and punctuation.
- b Exchange essays with a partner. As you read, ask yourself these questions:
 - ▶ Has he / she answered the question fully?
 - ▶ Has he / she presented arguments for and against?
 - ▶ Has he / she expressed his / her own opinions clearly?
- c Return your partner's essay and exchange thoughts and ideas.

USEFUL LANGUAGE

Expressing intention: Saying what you intend to write about

In this essay I intend to look at / consider / discuss some of the arguments for and against ...

First of all, I will look at / consider / discuss the arguments in favour of / against ...

Expressing obligation: Something you are legally required to do

Motorists are obliged to / need to / must / ought to / should always ...

Presenting arguments

The main point / argument for / against ...

Another point / argument ...

Expressing opinions

In my opinion / view, ...

(In fact) it's my view that ...

I believe / think that ...

Expressing an absence of obligation:

Something you are not legally required to do

Drivers need not / are not obliged to / don't have to

Quote

"It is the spirit and not the form of law that keeps justice alive."

Earl Warren

Unit 2 Migration

Grammar

Past perfect simple (*after, before, by the time*)



Residents of San Francisco left after the earthquake and fire of 1906.



Thousands of Irish left for America in the 19th century to find a better life.



Many Europeans migrated to the Gulf after the oil boom.

Discuss

1 Look at the photographs and discuss these questions.

- Read the title of the unit and look at the photos. What kind of issues do you think will be discussed in this unit?
- Why do large numbers of people leave their homes and go to live in a foreign country? Three different reasons are illustrated in the photos.
- What other migrations like the ones shown in the photos do you know about?

Read

2 Before you read the article on page 19, match the words a–g with their meanings.

- | | | |
|---------------|---------|---|
| a boom | ...4... | 1 great hunger |
| b development | ...5... | 2 economic activity concerned with production materials |
| c deteriorate | ...7... | 3 serious shortage of food leading to great hunger |
| d emigrate | ...6... | 4 a period of great wealth |
| e famine | ...3... | 5 the process of modernisation |
| f industry | ...2... | 6 leave your country to live in a foreign country |
| g starvation | ...1... | 7 get worse |

3 Read the article very quickly and match these headings with the correct parts.

- ▶ Economic boom B.....
- ▶ Economic necessity A.....
- ▶ Conflict C.....

Why do people leave their home countries?

This article looks at three reasons why people emigrate and gives historical examples.

A _____
 In the early 19th century, the most important industry in Ireland was agriculture. However, the farmers were poor and **they** used old-fashioned methods. Because **they** heard that **they** could earn four times as much in America, some farmers emigrated. Unfortunately, between 1820 and 1840, the economic situation in Ireland deteriorated, and in 1845 the Potato Famine began. Disease decimated 75% of the year's potatoes, the main food for most of the population. During the next two years, 350,000 people died of starvation, and there was a huge increase in emigration to America. By the end of 1854, a quarter of the population of Ireland had left for the United States.

B _____
 The economic boom of the 1960s and 1970s helped transform Kuwait into a modern and wealthy state, funded by oil and other natural resources. The boom in the oil and construction industries necessitated a huge

influx of skilled workers. By 1972, thousands of **them** moved to the region to work in high-tech cities such as Kuwait City. **These** workers, from countries such as the United Kingdom and Sweden, had come to seek a better life and help with the development of Kuwait. Kuwait affords them an opportunity for work and a standard of living that they would be hard-pressed to find anywhere else in the world.

C _____
 Between 1936 and 1939 there was a terrible civil war in Spain. The armies used bombs and other modern weapons, and this meant that thousands of civilians were killed and injured and many homes and villages were destroyed. Because of this, many thousands of ordinary Spanish people who were not involved in the war decided to leave their country. Most of these refugees crossed the border into France and settled there, but others moved more permanently to Britain or the United States.

Words to remember

- afford, boom, decimate, deteriorate, emigrate, famine, foreign, hard-pressed, high-tech, necessitate, seek, unfortunately

Check your understanding

4 Complete the table below. You should include the nationalities of the people in the texts, where they migrated to and the reasons for their migration.

Text	Nationality	Place they migrated to	Reasons for migration
A	Irish	United States of America	Some for economic benefit. Others to escape starvation and seek a better life.
B	European	Kuwait	Kuwait needed skilled workers. Workers came seeking better life and high standard of living.
C	Spanish	France, Britain and the United States of America	The effects of war, especially the killing of civilians

5 What do the words and phrases in italics in these extracts from the article refer to?

a The farmers were poor and *they* used old-fashioned methods ... *the farmers*

b Because *they* heard that *they* could earn four times as much in America ... *Irish emigrants*

c ... thousands of *them* moved to the region ... *skilled workers*

d *These* workers, from countries such as the United Kingdom... *the emigrant workers*

Think and speak Expressing opinion

6 Discuss these questions with other students. Students' own answers

a How do you imagine Irish people felt when they left home for their new life in America?

b How has Kuwait provided a good home for skilled workers?

c What are the advantages and disadvantages of migration?

Grammar

• Past perfect simple (*after, before, by the time*) Grammar reference pages 123 – 124

1 Choose the correct form of the verbs in the sentences below.

- a By the end of their holiday, Jaber and Yaser (**visited / had visited**) many interesting places. *had visited*
- b He suddenly noticed that his brother (**ate / had eaten**) all the food in the house. *had eaten*
- c By two o'clock I (**finished / had finished**) my English homework and (**started / had started**) on my Maths. *had finished / had started*
- d The expedition required meticulous planning before they (**left / had left**). *left*

2 Work with a partner. Discuss the difference in meaning between these pairs.

- a 1 In 1854 a quarter of the population of Ireland emigrated to America.
2 By 1854 a quarter of the population of Ireland had emigrated to America.
- b 1 Irish people emigrated because so many were dying of starvation.
2 Irish people emigrated because so many had died of starvation.

a1) A quarter of the population of Ireland emigrated in 1854.
a2) A quarter of the population of Ireland emigrated in the years leading up to 1854.
b1) Irish people emigrated whilst lots of them were dying from starvation.
b2) Irish people emigrated after lots of them had died from starvation.

3 Complete this short text with the correct form of the past simple or past perfect form of the verbs in brackets.

On April 18th 1906, an enormous earthquake (1) hit..... (**hit**) the Californian city of San Francisco. Although it (2) lasted/had lasted (**last**) only sixty seconds, it (3) was..... (**be**) the worst disaster in the history of the United States. By the end of that minute, most of the city's buildings and transport systems (4) had been obliterated (**be obliterated**) and thousands of families (5) had become..... (**become**) refugees. Later studies (6) showed..... (**show**) that the ground (7) had split..... (**split**) open for more than 430 kilometres along the San Andreas rift. The land to the east of the rift (8) had moved..... (**move**) seven metres to the south. That move (9) killed / had killed..... (**kill**) 3,000 people, (10) injured / had injured (**injure**) 225,000 others and displaced many more.

4 Think of an explanation for these situations. Your explanation should include the words in brackets and a verb in the past perfect.

- a Hussein felt perturbed when he arrived at the airport. (**never fly before**)
He'd never flown before.
- b Boushra didn't feel very confident about taking her driving test. (**fail twice**)
She'd failed twice.
- c Nabeel didn't recognise his friend Jaber. (**not see ten years**)
He hadn't seen him for ten years.
- d Faisal found it difficult to get up this morning. (**work late the night before**)
He'd worked late the night before.
- e When Laila read the letter, she couldn't stop smiling. (**pass exams**)
She'd passed her exams.
- f Yaser couldn't contact his brother Abdulhameed. (**switch phone off**)
He'd switched his phone off.

Vocabulary

Words with prefixes and suffixes

- 1** Complete these sentences with the words in brackets and an appropriate prefix.
- The seats on the plane were very hard. It made the journey uncomfortable (*comfortable*).
 - He would become extremely disgruntled if he had to wait for anything. He was very impatient (*patient*).
 - When I was younger, I never exercised. I was very unfit (*fit*).
 - He was very unhappy (*happy*) with his results. He was extremely displeased (*please*).
- 2** Complete these sentences with the words in brackets and an appropriate suffix.
- They were celebrating (*celebrate*) their exam results when their friends arrived unexpectedly (*unexpected*).
 - The student felt that he had been treated unfairly (*unfair*).
 - Failaka is a very desirable (*desire*) holiday destination.
 - She had been feeling miserable (*misery*) all week since her friend said it was unlikely (*unlike*) they could go shopping.
 - They said they'd had a wonderful (*wonder*) time on holiday. The resort was very peaceful (*peace*).

Word families

- 3** Complete these sentences with words related to the words in brackets. You can check your answers in a dictionary.
- My weekly earnings (*earn*) are twice as much as they were last year.
 - A huge earthquake caused the destruction (*destroy*) of San Francisco in 1906.
 - Two disastrous (*disaster*) potato crops led to mass starvation in Ireland.
 - The majority (*major*) of the world's migrants move to find a better life.
 - The people of Tristan da Cunha left because of volcanic activity (*act*).
 - Spanish civilians (*civil*) were killed between 1936 and 1939.
 - Some refugees moved permanently (*permanent*) to Britain.

Words to remember

disgruntled, displace, mass, meticulous, migrant, obliterate, perturbed, resort, rift

Pronunciation Using stress for emphasis

- 4** (2.1) We often stress particular words in sentences to give them emphasis or to correct what someone else has said. Listen to the conversations between speaker A and speaker B then write the words that are stressed in B's replies.
- No, they're from Ireland. Ireland
 - No, they live in America. live
 - No, but I've visited Ireland. visited
 - No, it started in 1936. started
- 5** (2.1) Listen to the conversations again and repeat B's replies. Make sure you stress the correct word.

Speaking Talking about important events in your life



1 You are going to hear someone talking about emigrating from England to Australia. Look at the photographs of the place the speaker left and the place she moved to. Discuss these questions with a partner.

- a** How do you think the speaker felt when she heard that her family was moving to Australia?
- b** How different do you think she found life in Australia?
- c** How has emigrating changed her life?

1a She was excited.
 1b There was more open space, more opportunity to swim, and she did better at school.
 1c She is now studying to become a doctor and loves the Australian lifestyle.

Listen

2 (2.2) Listen and check the ideas you discussed with your partner in exercise 1

3 (2.2) Listen again. Fill in the table below with information about the speaker and her move abroad. Then, check your answers with your partner.

Age she left England	12
Where she moved to and why	Perth, Australia: father was offered a job there
Length of intended stay/actual stay	3 years (possibly longer) / 6 years
Occupation	Student doctor

4 Look at the incomplete mini-dialogue below. Complete it with a partner. Students' own answers

- A** What do you think are the advantages of moving abroad?
- B** Well, I think What about you?
- A** I believe
- B** Do you think there are no disadvantages?
- A** Oh, yes. There are
- B** OK. I agree / disagree

task

Writing An e-mail

You are going to write an e-mail to a friend describing a life-changing event.

1 You are going to talk about an event which changed your life in some way.

- a** Choose the event you are going to talk about. It could be a major change, like the speaker's move to Australia, or a more minor event. Examples:
- ▶ Your first day at school
 - ▶ Your first holiday
 - ▶ Changing schools
 - ▶ An interesting journey
- b** Make a few notes in answer to these questions.
- 1** Who was involved?
 - 2** Where were you?
 - 3** How did you feel?
 - 4** What happened?

2 Now work in pairs.

- a** Take turns to tell your story, referring to your notes and using some of the phrases in the *Useful Language* box below.
- b** Ask each other questions to find out more information.

3 You are going to write an e-mail to a friend and tell them about the event you talked about in exercise 2.

- a** Using your notes from exercise 1, write a rough paragraph plan for your e-mail. You should aim to write around 200-220 words.
- b** Briefly describe the event, before telling your friend how you felt about it at the time and how you feel about it now.
- c** Use vocabulary both from the unit and from the glossary at the end of this book. Make sure that your friend knows how you feel about what happened. Use the *Useful Language* box below to help you describe the event. Don't forget that e-mails are usually written informally.

Words to remember
 animated, arduous,
 engage in, major, minor,
 nervously, rent, reside,
 strenuous,
 take a breather

Check

4 When you have finished writing, check your e-mail carefully.

- a** Check spelling, grammar and punctuation.
- b** Exchange e-mails with the person sitting next to you and make suggestions and comments to them.

USEFUL LANGUAGE

Describing past events

(Then) one day, I ...

I was about to go into the garden to play football, when ...

Two months / Ten minutes / Three days later, we ...

The first thing that struck me was ...

That was six years ago.

Remembering a past event

I can remember it very clearly.

I remember thinking / feeling ...

I'll never forget that day / how I felt that day.

Quote

"There are no foreign lands. It is the traveller only who is foreign."

Robert Louis Stevenson

Unit 3 Human values

Grammar

Adverbs of manner; If conditionals type 0, type 1, type 2 and type 3

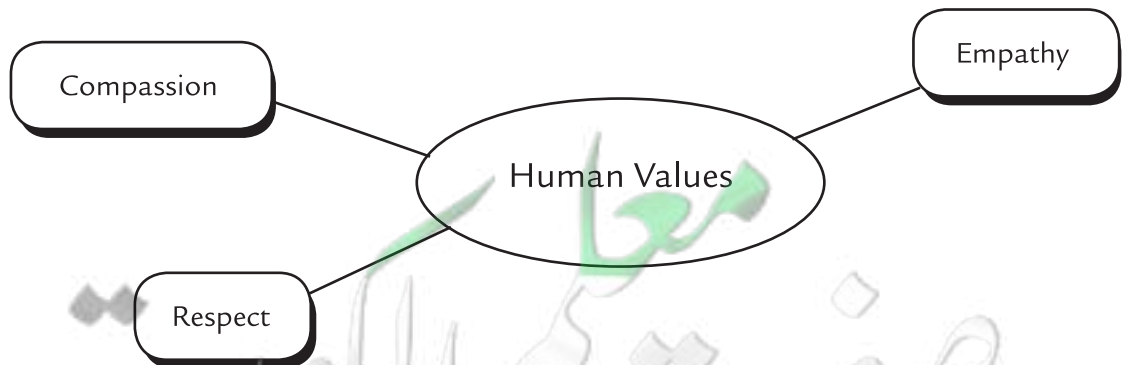


Discuss

- 1 a Look at the pictures. What do you think is happening?
- b What do you understand by the term *human values*? How important are human values?
- c How do governments protect basic human rights? Give examples.
- d Which human values are especially important in Islam?

Read

- 2 Before reading, think of as many human values and human rights as you can. Use the title of the unit, the pictures illustrated, and the title and headings in the reading text to provide ideas. Record your ideas on a word map, like the one shown below.



- 3 As you read the text on the opposite page think of an answer to this question. What do you think is the merit of identifying universal human values?

Our Shared Humanity

Despite the apparent diversity of cultures throughout the world, some ethnographers and anthropologists have set out to establish a set of universal human values. They believe that almost all cultures, from the simplest to the most complex, share several basic traits and values. Here is a brief overview of some of their findings.

Compassion

- 5 The first value they identified was compassion and empathy. Caring for those worse off than ourselves, or those incapable of looking after themselves, such as the hungry, poor, elderly or very young, is a human attribute we can find in almost every society. The ways in which this behaviour is expressed range from looking after the sick to donating a portion of one's earnings to charitable causes.

Freedom

- 10 Human freedom is another value that most societies seem to value. However, freedom is not as straightforward as its name may imply. Freedom does not mean simply acting as one wishes all the time; in fact, such an action is the opposite of freedom. Most cultures perceive freedom as a balance between individual freedoms and the needs of society as a whole. Society gives us many forms of protection that we wouldn't otherwise have.

Tolerance

- 15 Tolerance, or the acceptance of people different from ourselves, is another important human value. Many countries have important legislation in place to protect minorities from abuse and discrimination. This is simply the inevitable evolution of basic human impulses translated into laws.

Check your understanding

4 Find sentences that mean the same, or imply the same, as the sentences given below.

- a Liberty is a more complex idea than it may first appear. *freedom is not as straightforward as its name may imply.*
- b Being protective of people who are in need of help is a widespread human trait. *Caring for those worse off than ourselves ... is a human attribute we find in almost every society*
- c Individuals sacrifice some of their freedoms to gain the protection afforded to them by society. *Society gives us many forms of protection that we wouldn't otherwise have*
- d Some specialists maintain that all cultures share a set of common values. *some ethnographers and anthropologists have set out to establish a set of universal human values.*

Think and speak Giving opinions; agreeing and disagreeing

5 a Do you agree that the values mentioned in the article are universal ones? Why or why not?

b In what ways does Islam teach us important human values? Give examples.

c In your opinion, are these statements True (T) or False (F)? Justify your answers.

- 1 Cultures share several basic traits and values.

2 Freedom means doing whatever you want to do.

- 3 All countries lack legislation to protect minorities.

inevitable, legislation, liberty, minority, overview, tolerance, universal, value

Grammar

• Adverbs of manner Grammar reference page 123

1 Change the incorrect adjectives into appropriate adverbs of manner so that the sentences make sense.

- a The child was behaving very bad. **badly**
- b The dog was barking aggressive at the children playing noisy. **aggressively / noisily**
- c His car drove smooth after the mechanic fixed his engine. **smoothly**
- d You can't talk loud in the library. That would be behaving unacceptable. **loudly / unacceptably**

2 Rewrite these sentences by replacing the bold parts with an appropriate adverb of manner. You will need to change nouns to adjectives.

People in need should be treated with compassion.
People in need should be treated compassionately.

- a 'Don't run so fast,' the teacher shouted **with anger**. **angrily**
- b New born babies should be held **with care**. **carefully**
- c The play was very sad. The final scene ended **in a tragic manner**. **tragically**
- d My new shoes are **a very comfortable fit**. **very comfortably**
- e My mum is a fantastic cook. She creates culinary delights **like a master**. **masterfully**

• If conditionals type 0, type 1, type 2 and type 3 Grammar reference page 123

3 Match the *if* clauses on the left with the main clauses on the right to form meaningful sentences.

- | | |
|---|---|
| a If I had studied harder 6 | 1 we won't have any food to eat. |
| b If you want the teacher's help 2 | 2 raise your hand. |
| c If we played tennis 4 | 3 he'll pass his exams easily. |
| d If we had gone shopping 5 | 4 I would lose. |
| e If we don't go shopping 3 | 5 we would have food to eat. |
| f If Turki works hard 1 | 6 I would have passed the test. |

4 a Identify which of the sentences in exercise 3 are type 0, type 1, type 2 and type 3.

b Write a sentence of your own for each type. Students' own answers

type 0: **b**

type 1: **e, f**

type 2: **c**

type 3: **a, d**

Vocabulary Human rights and values

1 Choose the appropriate definition for each of these words. The correct definition should be related to the unit title *Human values*.

- a **liberty**
 - 1 time of leave granted to an employee
 - 2 to be free to choose one's own view in life without oppressive restriction from others
- b **empathy**
 - 1 the ability to understand and share the feelings of others
 - 2 to feel pity or sorrow for someone else's problems
- c **fundamental**
 - 1 something of central importance to an idea
 - 2 something simple or obvious
- d **compassion**
 - 1 an understanding concern felt for the sufferings and misfortunes of others
 - 2 generously giving to those in need
- e **suffrage**
 - 1 the right to vote in political elections
 - 2 a continuous state of suffering

2 Match the words from exercise 1 with similar words from the list below. Explain with a partner the differences, if there are any, in meaning.

basic freedom enfranchisement sympathy charity

liberty: freedom (liberty is the state of being free within society; freedom is the state of being independent)
 empathy: sympathy (empathy is the ability to understand peoples' problems; sympathy is feeling pity for those problems)
 fundamental: basic (fundamental is something of central importance to an idea; basic is something simple)
 compassion: charity (compassion is a concern for others' suffering; charity is giving aid to alleviate suffering)
 suffrage: enfranchisement (mean the same)

Idioms with over

3 Replace the bold parts of these sentences with the idioms. The idioms are in the correct tense.

over the hill over the top tide (someone) over cry over spilt milk
 over a barrel turn over a new leaf

- a He didn't get the results he wanted, but we told him there was no use **complaining about something that couldn't be changed now**. *crying over spilt milk*
- b By the time we had realised our mistakes, the opposition already had us **in a difficult position**. *over a barrel*
- c Whilst it was a great goal, the footballers' celebration was really **unnecessary and extravagant**. *over the top*
- d I asked my boss for an advance on my salary to **temporarily support me** till payday. *tide me over*
- e He apologised for his previous behaviour and said that he was working hard to **change his life for the better**. *turn over a new leaf*
- f Although some people thought he was **old and frail**, he told us he felt as energetic as when he had been a young man. *over the hill*

Words to remember

aggressive, compassionately, cry over spilt milk, enfranchisement, extravagant, frail, over a barrel, over the hill, over the top, suffrage, tide someone over

Speaking A humanitarian appeal

Listen



(3.1) Listen to a radio advert for a charity. As you listen to the advert, answer the following questions.

- a The purpose of the advert is to ...
- 1 give information about struggling people worldwide.
 - 2 highlight the work the charity is doing.
 - 3 raise money for a humanitarian appeal.
- b The speaker uses extreme contrasts to ...
- 1 highlight the small sacrifices donations would involve.
 - 2 complain about how expensive the modern world has become.
 - 3 provide information on fundraising events.



2 Prepare to present your own radio broadcast asking for donations to a charitable appeal. The charitable appeal can be real or fictitious. Think about the following:

- ▶ What the appeal is concerned with (hunger, disease, poverty, disaster victims)
- ▶ The name of the appeal
- ▶ What you are asking people to do (send money, donate clothing, organise events)

Planning



3 Write a brief plan of what you are going to say in note form. Make sure to use some of the devices and techniques you identified in exercise 1.

Speak



4 Perform your radio broadcast to your partner and then let them perform to you. As they read their radio broadcast, ask yourself the following questions.

- a Is their advert's message effective? Does it create interest in the appeal?
- b Does it give necessary information about how you can help?
- c Is there anything missing in the advert?

USEFUL LANGUAGE

Asking for help

We desperately need your help ...
Small changes in your life ...
The things we take for granted ...
You can really help / make a difference by ...
For the price of ... you can ...
Have you heard of the conditions in ...
You can help avert a humanitarian tragedy.
Just a few KWD will ...

Persuading

How would you feel if ...?
Just think what would happen if ...
Surely it is unacceptable that ...
With only KWD 10, you could ...
For the cost of ... you could ...
Given that ... you should ...

Quote

“By compassion we make others' misery our own, and so, by relieving them, we relieve ourselves also.”

Thomas Browne

task

You are going to produce a radio appeal that will be used as part of an advertising campaign asking for donations for a humanitarian project.

Writing A newsletter

1 This is a newsletter for an English charity organisation. Charities use such letters to keep their members up-to-date with projects and events.

Read the newsletter and match the paragraphs with the correct headings. There are more headings than you need.

Progress made in Africa
Full stomachs, smiling faces
Natural disasters

What still needs to be done

Improving sanitation
What still needs to be done?
Providing hospitals worldwide

Words to remember

alleviate, appeal, avert, campaign, commitment, dire, donate, extensive, humanitarian, in leaps and bounds, underprivileged

Dear Mr Abdulhameed,

A Improving sanitation

Thanks to the incredible response to our *Campaign for Clean Water* we've now successfully provided clean water to over 500 villages and towns, supplying over 15,000 people with safe drinking water. This campaign saw the construction of wells and pumps, combined with an educational programme about the importance of making water safe for consumption.

B Providing hospitals worldwide

Our *Fair Treatment* projects have come along in leaps and bounds this quarter. An unprecedented contribution from the public helped us raise over £5 million for the construction of state-of-the-art hospitals in underprivileged areas worldwide. Construction has already begun on four sites, through which the health care of entire regions will be revolutionised.

C Full stomachs, smiling faces

The *Halt Hunger* campaign continued to make gains this year, with an increase in donations following an extensive television appeal. This has allowed us to distribute food and aid to over 3 million people in the most dire conditions. The distribution of food alleviates many problems other than simple hunger. Halting hunger allows the poor to provide for their families, defends bodies against illness and puts a smile on children's faces.

D What still needs to be done?

Whilst the progress made this quarter has been encouraging, there is still a huge amount of work to be done. Every five seconds a child dies from lack of nutrition. More than one in eight people have no access to clean water. Over 1/6 of the world's population struggle simply to exist. We simply cannot stress enough the need for your continued support and contributions.

Thank you for taking the time to read our newsletter. We really do appreciate the commitment you make to our projects. Without your support we would be unable to positively affect the lives of so many. Together, we can make this world a fairer place.

Thank you again.

Jack Jones
(Press manager)

2 Discuss the letter in small groups. What techniques does the writer use? What are the benefits of producing a charity newsletter for members? *Students' own answers*

3 Now, in small groups, plan and write a newsletter to be sent to people who donated to your radio advert. You can combine each other's adverts under one charity. Take the following points into account:

- ▶ The newsletter should mention successes your charity has made.
- ▶ It should be linked to your radio advert but should not repeat all the information.



The Foreign Diplomatic Institute

Kuwait has always been a country keen to promote its diplomatic ties and relationships with other far-flung places. The Kuwait Foreign Diplomatic Institute is just the latest in a long line of moves made by the Kuwaiti government to extend the hand of friendship to other countries.

- 5 Officially opened by His Highness Sheikh Sabah Al-Ahmed Al-Jaber Al-Sabah in December of 2008, the Foreign Diplomatic Institute will prepare and train future Kuwait diplomats for deployment throughout the globe.

The centre is to be run by Ambassador Abdulaziz Al-Sharikh. Ambassador Al-Sharikh is a successful diplomat who has worked in Australia, Brussels, Germany and Japan. With his guidance and experience

- 10 Kuwait can be sure of having a generation of well-trained, competent and enthusiastic diplomats representing them throughout the globe.

The Foreign Diplomatic Institute has three main aims. Firstly, the institute is a training institute. Its objective is such that the staff of the institute will be responsible for training all of Kuwait's diplomatic staff, both old and new. Newer recruits will obtain the entirety of their training from the institute, receiving twelve months of training whilst in Kuwait, and a further six months whilst on foreign soil. Old staff, on the other hand, will use the institute to update and reinforce their knowledge and skills, through refresher courses and access to a myriad of professional training programmes.

- 15

Secondly, the institute will function as a government think-tank, conducting research on foreign policy that may ultimately influence many important decisions taken by the government. Whilst the research undertaken will mainly be used by officials and dignitaries there is also the hope that some of the work undertaken may be published.

- 20

The third and final aim of the institute is the organisation of international seminars, conferences, workshops and meetings with relevance to Kuwaiti foreign policy. Speakers from other countries will also be invited to give talks. For example, the American Ambassador gave a talk in which she discussed the impact of America's presidential election upon its relations with Gulf countries.

- 25

Ambassador Al-Sharikh says one of the most important lessons the diplomats-in-training will learn is media relations. As he himself says, diplomats '...can never escape media... If they don't know how to deal with the media, they will have lots of problems.'

So, what kind of person does it take to become a successful diplomat? Currently, the institute has 46 trainees, all of whom are university graduates. Most of them studied in the Faculty of Law or the Faculty of Political Science at Kuwait University, but there are other disciplines represented, for example English Language. However, the main criteria for success as a diplomat are confidence, friendliness and, most importantly, willingness to work very, very hard.

- 30

Compound words

- 1 A compound word, such as *well-trained*, is formed when two words are joined, sometimes with a hyphen, to make a new word. When the two words are put together, the meaning of the new word has to contain elements of both.

a Find examples in the text.

b Give three other examples of your own.

- 2 Match words from column A with words from column B to form compound words:

A	1	bitter	.....	B	a	aged	.....
	2	rail	.....		b	way	.....
	3	foot	.....		c	light	.....
	4	high	.....		d	sweet	.....
	5	middle	.....		e	ball	.....

Project 1

task

You are going to produce a set of recommendations about protecting human rights and values worldwide. Work in pairs or groups.

Producing a set of recommendations

Stage 1 Assessing the current situation

- Discuss the state of human rights in the world. The photographs on this page will give you some ideas. You may also use other resources, such as newspapers, magazine clippings, etc.
- Make notes under these headings:

Current problems	Proposals and solutions
-----	-----
-----	-----
-----	-----
-----	-----



Stage 2 Reading and discussing

- Read this letter which someone has written to an English newspaper. Which of these humanitarian issues does the writer complain about?
 - War
 - Starvation
 - Unfair imprisonment
 - Free speech
 - Medical aid
 - Natural disasters

Dear Sir / Madam,

I think we all need to do more to protect human rights throughout the world. The abuses suffered by people, especially in conflict-ridden areas, are disgraceful. The international community can no longer stand by and watch as human rights are neglected and people starve.

Whilst I believe that war and conflict claim many lives I am most concerned about less dramatic problems, which are often less obvious and less sensationalised in the news. Currently, there are many people throughout the world who have no access to clean water, no housing and intermittent food supplies. If everyone in developed countries were to donate a small amount of their earnings to charitable causes then the world would be a much fairer place. Not only this, but the world would be a safer place, as less people would be driven to extreme actions by their dire circumstances. We need a public campaign to raise awareness of the plight of the world's poorest people and to increase charitable actions.

Many thanks
Waleed

- b** What reasons are there for increasing awareness of humanitarian issues?

Stage 3 Agreeing on recommendations

- a** List five ways in which human rights could be protected and maintained.
b Discuss ideas that might help with this improvement.
c Write a recommendation for each of the five aspects.

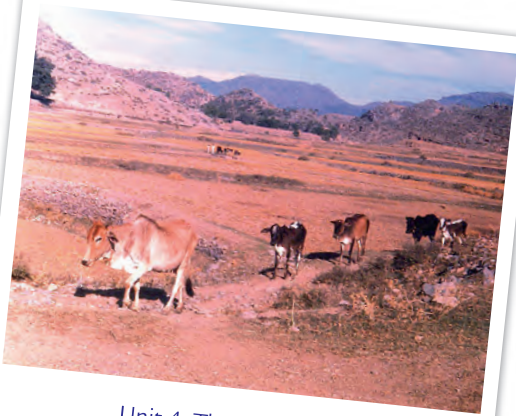
Stage 4 Presenting recommendations

- a** Pairs or groups take turns to present their recommendations to the rest of the class. Be ready to explain how your ideas would affect people in Kuwait.
b Now have a class vote on the best set of recommendations.

TRY THESE WEBSITES FOR INFORMATION:

- www.UNfoundation.org
- www.hrw.org

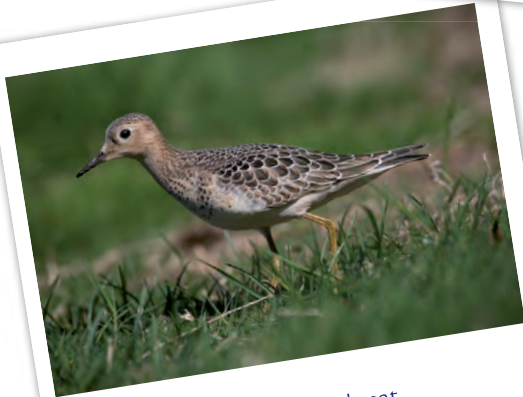
Module 2 Natural world



Unit 4: The Earth at risk
How do we save our planet?



Unit 5: Precious resources
Do you recycle?



Unit 6: Under threat
How do we protect animals?



Focus on:
The Arfaj



Project 2
Writing a leaflet on environmental
issues

Outcomes

You will be able to:

- ▶ listen to a talk and a description
- ▶ give explanations and experiences
- ▶ talk about cause and effect
- ▶ read for gist and detailed information
- ▶ express opinion / make decisions
- ▶ present ideas and suggestions
- ▶ write an account

Unit 4 The Earth at risk

Grammar

Subordinate clauses of purpose and result

(in order to, because, to + infinitive, so that, to be the cause of, with the result that, to lead to); prefixes



Discuss

1 Look at the photographs and discuss these questions.

- a What kinds of areas do these photos show? What differences can you see? **deserts**
- b How easy do you think life would be for people and animals living in areas like these? **students' own answers**
- c What environmental problems are associated with these areas? What are the causes of these problems? **environmental problems: lack of water; sparse vegetation; wind erosion; extreme temperaturescauses: climate; actions of humans**

2 These words are from the article opposite. Match each word with its correct meaning. Use a dictionary or the glossary at the end of this book to help you check your answers.

- | | | | | |
|---|---------------|----------|---|---|
| a | climate | ...2.... | 1 | destroy slowly |
| b | overcultivate | ...6.... | 2 | weather conditions in an area over a period of time |
| c | erode | ...1.... | 3 | what plants need to grow in |
| d | graze | ...5.... | 4 | fire that spreads very quickly |
| e | soil | ...3.... | 5 | put animals in a field so that they can eat the grass |
| f | wildfire | ...4.... | 6 | use land for growing crops so much it can no longer be used |

Read

Factfile

- Every year 5 million hectares of land worldwide become desert.
- Since the 1950s, 9 million hectares of land in China have turned into desert.
- Desertification affects 74% of the land of North America.
- In Africa, 73% of the drylands are affected by desertification.
- Dust from African deserts can reach cities in the Middle East and even Europe.
- 5000 years ago, the Sahara Desert was covered with grass and other plants.

3 Now read the article. What are the causes of the problem described in the article?

no rain; harsh climate; top layer of soil destroyed; overcultivation and overgrazing; deforestation

The spread of the desert

Desertification, which is the process in which productive land changes into desert, is an increasingly serious problem in over a hundred countries worldwide. One billion people, out of a total world population of six billion, endure its effects.

Desertification usually occurs in dry areas where there is no rain and where the climate is harsh. In these places, the top layer of soil is destroyed so that the land can no longer be used for growing crops or grazing animals. This means that people who depend on the land for food have to move to 'greener' areas in order to survive. A proportion of the population may survive by moving, but others may die because of shortages of food and water.

Although natural changes in the climate often precipitate the process, the activities of human beings are often the real cause of desertification. Because there are growing numbers of people to feed, farmers tend to overcultivate their land, with the result that the soil becomes poor and unproductive. Other farmers overgraze their land and this permanently kills off grass and other plants. In addition to the effects of farming, deforestation – the cutting down of trees – also erodes the soil. Trees are usually cut down to make more agricultural land, but once there are no longer trees and plants on an area of land, there is nothing to stop the wind and rain from blowing or washing away the top layer of soil. The dust which this produces can travel long distances and affect the health of people living in cities thousands of kilometres away.

However, this is not the end of the story: desertification can also create conditions which produce strong winds and treacherous wildfires and this leads to even greater pressure on the Earth's most precious resource, water.

Check your understanding

4 Choose the correct endings to the following sentence beginnings.

- a Land can no longer be used for growing crops if ...
- 1 the top layer of soil is destroyed.
 - 2 animals are grazed on the land.
 - 3 people move to greener areas.
- b The Earth's most precious resource is ...
- 1 productive land.
 - 2 water.
 - 3 people.
- c Trees and plants ...
- 1 grow well in deserts.
 - 2 stop wind and rain from damaging land.
 - 3 are a major cause of desertification.

Words to remember

climate, desertification, erode, graze, harsh, increasingly, kill off, overcultivate, permanently, precipitate, productive, proportion, soil, treacherous, unproductive, wash away, wildfire

5 Are the following statements True (T) or False (F)? Justify your answers.

- a The actions of human beings are the only cause of desertification.
- F: Climate is also a cause of desertification.*
-
- b Almost three-quarters of the drylands in Africa are subject of desertification.
- F: 73% of the dry lands are affected.*
-
- c Deforestation is caused by desertification.
- F: Desertification is also caused by deforestation*

Think and speak Expressing opinion

6 Discuss this question with other students.

In some parts of Kuwait, desert areas are becoming green. What can the Public Authority for Agriculture and Fisheries do to speed up this process in Kuwait?

Grammar

• Subordinate clauses of purpose and result (*in order to, because, to + infinitive, so that, to be the cause of, with the result that, to lead to*)

Grammar reference pages 123 – 124

1 Which words or phrases in these sentences introduce explanations? (i.e. the infinitive)

- a Some people move to greener areas in order to survive.
- b Because there are growing numbers of people to feed, farmers tend to overcultivate their land ...
- c Trees are usually cut down to make more agricultural land ...

2 For the three sentences above write questions with *Why*.
1 a Why do some people move to greener areas?
1 b Why do farmers tend to overcultivate their land?
1 c Why are trees usually cut down?

3 Answer these questions with your own ideas, using explanation words or phrases.

- a Why do some farmers overcultivate or overgraze their land?

Students' own answers

- b Why do some countries need more agricultural land?

- c Why is the problem of desertification getting worse?

- d Why do some people die in desert areas?

4 Which words or phrases in these sentences from the article link an action with a result?

- a ... the top layer of soil is destroyed so that the land can no longer be used for growing ...
- b ... the activities of human beings are often the real cause of desertification.
- c ... farmers tend to overcultivate their land, with the result that the soil becomes poor and unproductive.
- d ... this leads to even greater pressure on the Earth's most precious resource, water.

5 Complete these sentences with your own ideas. Students' own answers

- a More and more trees are being cut down, with the result that
- b Dust from Africa which reaches large modern cities is the cause of
- c Forests are cut down so that
- d Some areas of land are being reclaimed from deserts. This can lead to

6 Discuss one of these two environmental problems in groups. Describe the problem and talk about the results.

- ▶ Flooding – caused by rising sea levels
- ▶ Pollution – resulting from industry and traffic

Vocabulary Climate

1 Complete this text with appropriate words from the list below.

- arid climate day-to-day droughts equator forecasting
 frigid humid planting prevailing

How is climate different from weather?

Weather is what happens to the air and atmosphere outside on a (1) day-to-day basis, whilst (2) climate is the (3) prevailing weather in a particular place over a longer period of time. Countries near the (4) Equator have (5) humid, tropical climates, while lands close to the desert, such as Kuwait, have hot and dry climates.

In countries nearer to the (6) frigid polar regions than Kuwait, the climate is cooler and colder. This does not mean that countries that are normally cold and wet cannot have hot, (7) arid weather. Some even suffer from (8) droughts which are periods of very low rainfall. Information about climate is useful for weather (9) forecasting, which can help farmers know the best time for (10) planting crops.

2 Discuss these questions in pairs or groups.

- a Describe Kuwait's climate. What do you think is the perfect climate?
- b What factors affect the world's climate?

Prefixes: mis-, re- and under-

3 Match the three prefixes a-c below with these meanings:

- again not enough wrongly or badly

- a *re-* again
 - 1 I spilt tea on my homework, so I had to **rewrite** it.
 - 2 During the storm three houses were destroyed and had to be **rebuilt**.
- b *mis-* wrongly or badly
 - 1 I **misheard** you. I thought you said we'd meet at 9 o'clock.
 - 2 The children were very good. None of them **misbehaved** in any way.
- c *under-* not enough
 - 1 Parents do everything they can to help children who **underachieve**.
 - 2 I didn't realise at the time, but I was **undercharged**. The price tag said 200 KWD and I paid only 100 KWD.

Note

A prefix is a word or group of letters which is added to the beginning of a word and changes its meaning. Example: **overcultivate** – to cultivate too much or more than you should (*over-* means too much).

Words to remember

- arid, atmosphere,
- equator, flooding,
- forecasting, frigid, humid,
- misbehave, planting,
- prevailing, reclaim

Pronunciation Rhythm

4 (4.1) In spoken English we alternate strong and weak syllables, stressing new or important words. Listen and repeat these two sentences.

The weather's cold today. He doesn't like the rain.

5 (4.2) Listen and underline the stressed syllables in these sentences.

- a I'm feeling warmer now.
- b They're cutting down that tree.
- c Rain can damage crops.
- d The climate's better here.
- e What's the weather like?
- f It's cool again today.

6 (4.2) Listen again and repeat. Stress the underlined syllables.

Speaking Describing photographs

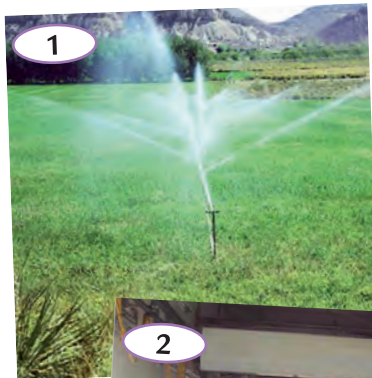
Introduction Note-making

1 Work in pairs.

- a Student A: Look at photographs 1 and 2.
Student B: Look at photographs 3 and 4.
- b Make notes about your two photographs.
 - 1 What can you see in each photograph?
 - 2 What do your photographs have in common?
 - 3 How are they different?
- c Prepare to speak for one minute about your two photographs. Use some of the expressions from the *Useful Language* box below.

2 Describe your photographs to your partner.

- a Take turns to speak about your photographs. Look at your notes, but don't read them word for word.
- b When your partner has finished speaking, say whether you agree with what he or she has said.



USEFUL LANGUAGE

Describing photographs

You can see ...

On the left / right of the photo, ... / In the middle ... / At the top / bottom ...

It seems that ... / It's clear that ...

Both photographs / pictures show ...

The photographs / pictures illustrate different aspects of ...

The problems are caused by / are the result of ...

Quote "Treat the Earth well: it was not given to you by your parents, it was loaned to you by your children." Ancient proverb

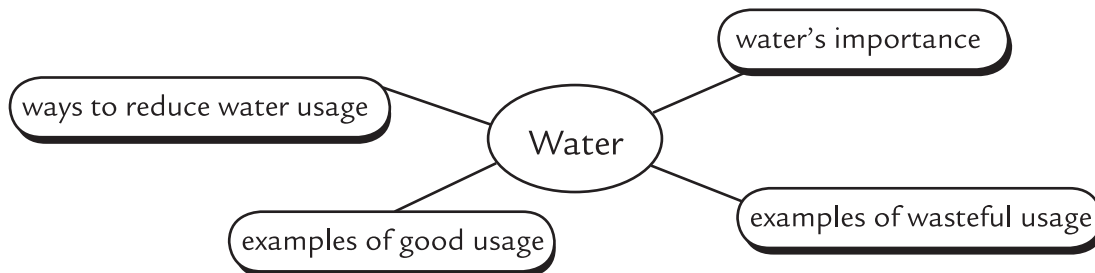
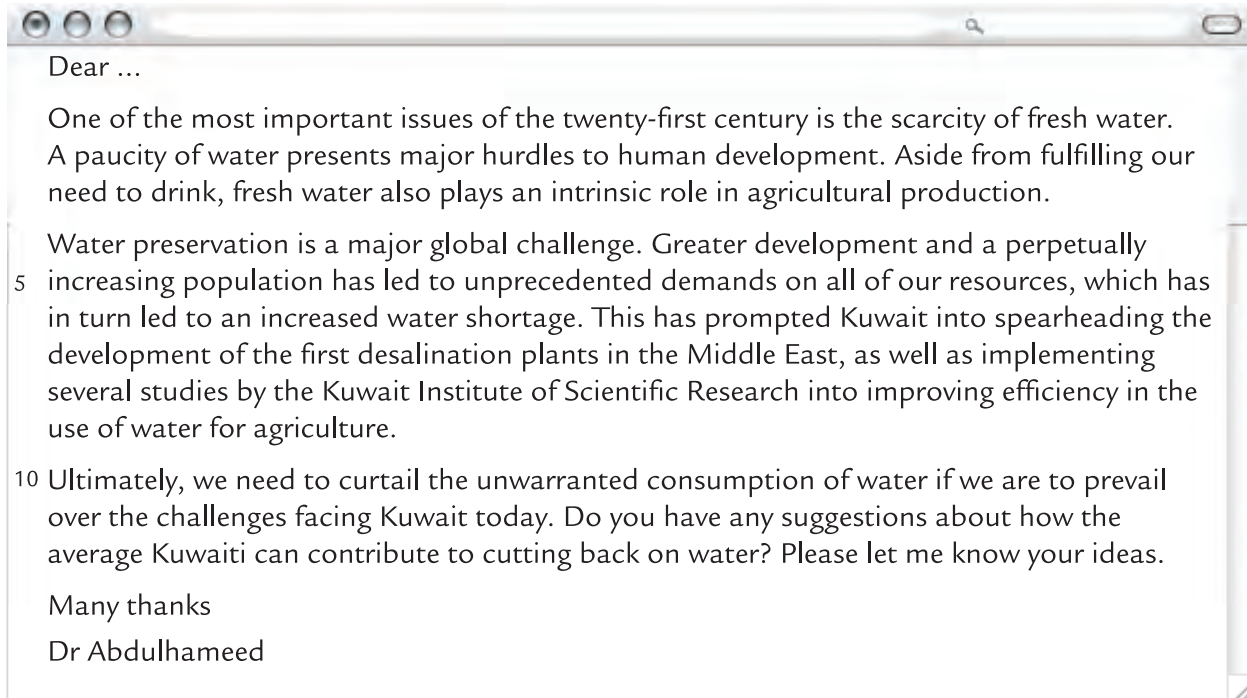
task

You are going to write a reply to an e-mail about water shortage, suggesting ways of consuming less water.

Writing A reply

Read

1 Read this e-mail from a leading expert on water shortages. Then, look at the incomplete spidergram below. Get into groups and complete the spidergram with your own ideas.



Planning and writing

2 Using your spidergram, write a reply to the above e-mail, suggesting ways in which Kuwaitis can consume less water in their day-to-day lives. Make the e-mail around 200-220 words and include two or three suggestions.

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.

Words to remember

curtail, hurdle, implement, intrinsic, paucity, preservation, prevail over, scarcity, spearhead, unwarranted

Unit 5 Precious resources

Grammar

wish + would; wish + past simple;
wish + past perfect; phrasal verbs



glass



rubbish



metal



plastic



paper and cardboard

Discuss

1 Discuss these questions.

- a Which of these is the most accurate definition of 'recycling'?
 - ▶ using objects and materials more than once Processing objects and materials so that they can be used again
 - ▶ processing objects and materials so they can be used again
 - ▶ refusing to throw away objects and materials
- b Why is recycling becoming such an important issue for many people today? The title of this unit, **Precious resources**, may give you an idea. Students' own answers

2 Look at the photographs and discuss these questions. Students' own answers

- a Which of the waste products in the photos are recycled in Kuwait?
- b What happens to the waste products that are not recycled?
- c How could these waste products be recycled?

Listen

3 (5.1) You are going to hear a discussion among three school friends. Which of the waste products in the photographs in exercise 2 do they talk about?

Check your understanding

glass; paper and cardboard; plastic

4 (5.1) Which words or phrases are used by speakers to mean the following? Listen again and complete the words or phrases.

- a** put under the ground
..... they simply bury..... most of their rubbish.
- b** unwanted, unusable
We take all our waste..... glass and paper to special collection points.
- c** tools / machinery etc.
..... not everywhere has the equipment..... to reprocess it.
- d** these provide electricity for motorists
... places where they recycle almost everything, you know, car..... batteries....., fridges, wood ...
- e** crime
I'd pass a law to make it a criminal..... offence.....
- f** waste from people's homes
... not to recycle 100% of household..... rubbish.....

Words to remember
collection points, concur, crisis, machinery, offence, pass a law, prohibitively, reprocess

5 (5.1) Listen again. According to the speakers, are the following statements True (T) or False (F)? Justify your answers.

- a** One of the reasons some items aren't recycled is the prohibitive costs.
T: Recycling can be prohibitively expensive......
- b** In most countries waste is burnt.
F: In most countries, waste is buried.....
- c** The families of all three speakers recycle their paper.
T: They all recycle paper......
- d** There are still plenty of places where rubbish can be buried.
F: We're running out of places where rubbish can be buried......
- e** Burning unwanted rubbish causes pollution.
T: It pollutes the atmosphere......
- f** In Jim's country it is a criminal offence not to recycle rubbish.
F: Jim would make it a criminal offence in his country......
- g** Homes produce more rubbish than big companies.
F: Big companies produce more waste than households......

Think and speak Talking about recycling and environmental issues

6 Read the short text and discuss these questions in pairs or groups.

There is a unity and balance between man and nature. Caring for the environment, using the world's resources in moderation and protecting endangered species are therefore major concerns. We are all accountable for the damage done to our planet. For all these reasons we bear responsibility for the condition of the world and its ecosystems, all of which are the creations of Allah.

- a** What are the most precious resources in Kuwait?
- b** How seriously do people take the problem of waste and recycling in Kuwait?

Grammar

• **wish + would**; **wish + past simple**; **wish + past perfect** Grammar reference page 124

1 Read sentences a–e and answer the following questions:

- ▶ In which sentences do the speakers express regret?
- ▶ In which sentences do the speakers express criticism or annoyance?
- a I wish people would take the problem more seriously. **criticism/annoyance**
- b I wish we could recycle plastic more easily. **regret**
- c I wish I had kept my old newspapers. **regret**
- d I wish I knew more about the environment. **regret**
- e I wish they would stop littering everywhere! **criticism/annoyance**

2 Which group of sentences uses *wish + would*? Which group of sentences uses *wish + past simple* or *wish + past perfect*?

3 Match sentences in exercise 1a–e with these follow-up sentences.

- a But I can't change that now. **1c**.....
- b It's so annoying! **1e**.....
- c Hopefully, we will be able to eventually. **1b**.....
- d In the future I'll know more. **1d**.....
- e Maybe one day they will. **1a**.....

4 Look at pictures a–e. Are the speakers expressing regret or criticism?

a I wish he'd stop complaining. **criticism**

b I wish I were twenty-five years younger. **regret**

c I wish I could swim. **regret**

d I wish they'd stop making so much noise. **criticism**

e I wish I were ten centimetres taller. **regret**

5 Write *wish* sentences which could follow these beginnings.

- a I'm really tired, but I can't sleep at night. **I wish I could sleep at night.**.....
- b The weather's too hot at the moment. **I wish it was/were cooler.**.....
- c People drive too fast in the city centre. **I wish they'd (= would) drive more slowly.**.....
- d The clothes I want to buy are too expensive. **I wish they are cheaper.**.....
- e I forgot my homework and the teacher is angry. **I wish I had remembered it.**.....

6 Complete these *wish* sentences using the correct tense of the verbs in brackets.

- a I wish I **had finished** (finish) my work before leaving the office yesterday.
- b I wish I **had known** (know) the answer to that quiz question last week.
- c I wish I **had gone** (go) on holiday with you last year!

7 Complete these sentences with your own ideas, then compare your sentences with other students.

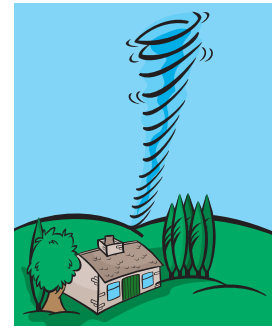
- a I wish I were **Students' own answers**
- b I wish I could
- c I wish people would

Vocabulary

Colour idioms

1 Replace the underlined phrases in these sentences with the correct form of one of the colour idioms in this list.

out of the blue red tape to be in black and white to see red
to give the green light to put someone on the black list



- a When he accused me of being wasteful, I got very angry. saw red
- b He's been dumping rubbish. The recycling society should tell everyone what he has done and ban him. put him on the black list
- c They've said yes to the building of a new incinerator. given the green light
- d The rules clearly say that we must not leave rubbish outside our homes. Look, it's printed here clearly. it's in black and white
- e It's almost impossible to get a passport quickly. There is so much paperwork and administration; it is bureaucracy gone mad! red tape
- f I heard this morning, unexpectedly, that I'd won a writing competition. out of the blue

2 Discuss these questions in pairs.

- a What makes you see red? Students' own answers
- b In what areas of life in Kuwait is there a lot of red tape?
- c Which organisations would you put on an environmental black list?

Three-part phrasal verbs

3 In this conversation two speakers use three-part phrasal verbs.

We're *running out of* space to use as landfill sites.

I'd *go along with* that, but ...

Note

The three parts of these phrasal verbs always stay together.

Find the three-part phrasal verbs in these sentences, then match each verb with one of the meanings below.

- a Things are moving so fast – it's impossible to keep up with the changes. keep up with = 2
- b Supermarkets should cut down on packaging. cut down on = 4
- c We've come up against serious problems in our plan to recycle rubbish. come up against = 3
- d I'm looking forward to the day when 100% of our rubbish is recycled. look forward to = 5
- e People living near the incinerator have to put up with a burning smell. put up with = 1
- f We must get rid of some stuff. get rid of = 6

Meanings

- 1 accept / stand / tolerate (something unpleasant)
- 2 know the latest information about
- 3 meet / face
- 4 reduce
- 5 wait with pleasure for something to happen
- 6 take action so as to be free of

Words to remember

administration, annoyance, bureaucracy, come up against, criticism, cut down on, get rid of, go along with, incinerator, irritation, keep up with, packaging, paperwork, put up with, red tape, run out of

4 Now discuss these questions with a partner.

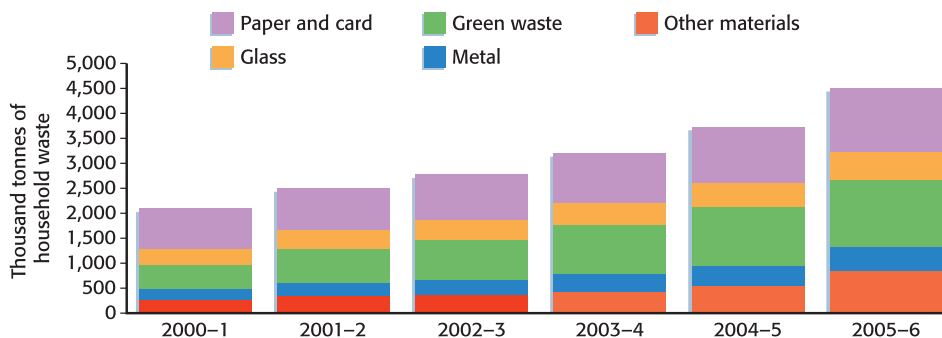
- a How do you keep up with news about Kuwait?
- b What are you looking forward to at the moment?
- c What irritations do you have to put up with in your daily life?

Reading A report based on statistics

Interpret and discuss

1 Look at this bar chart. What does it tell you? Discuss your ideas with a partner and write down three key facts illustrated in the chart.

In 2005–2006, a total of 4.5 million tonnes of household waste was recycled.



- The overall amount of recycling has increased every year.
- The overall amount of recycling has doubled.
- The greatest overall increase in recycling is in green waste.
- The smallest overall increase is in metal waste

Read and analyse

2 Read this report based on the chart in exercise 1. Then answer the following questions.

- Does it contain any of the key facts you wrote down? *students' own answers*
- One key fact in the report is incorrect. Can you find it? *key fact # 5*

Waste and recycling 2000–2006

Introduction

This report examines the trends in recycling between 2000 and 2006. It looks at the amounts recycled of five different kinds of waste.

Key facts

- During the year 2005–2006, 4.5 million tonnes of household waste was recycled.
- This is more than twice the amount of waste recycled in the year 2000–2001.
- Five different types of waste were measured: *paper and card*, *glass*, *green waste*, *metal* and *other materials*.
- In the first year of the survey, more *paper and card* was recycled than any other material, but by 2005–2006, *green waste* was the largest constituent with about 30 per cent of the total.
- In 2005–2006, the second largest component was *metal*, 28 per cent, then *glass*, 20 per cent.
- There was also an upsurge in the amount of *other materials* recycled.

Conclusion

The figures show that, for the duration of the period 2000–2006, there was a constant increase in the quantity of waste which was recycled. This waste came from two main sources: collections from people's homes, and collection points.

Recommendations

Whilst the increase in waste being recycled is heartening, it also reveals just how much work there is left to do. Not only do we need to get more things recycled but, perhaps more importantly, we should try to create less waste to begin with.

Writing A report

You are going to write a report based on waste and recycling statistics.

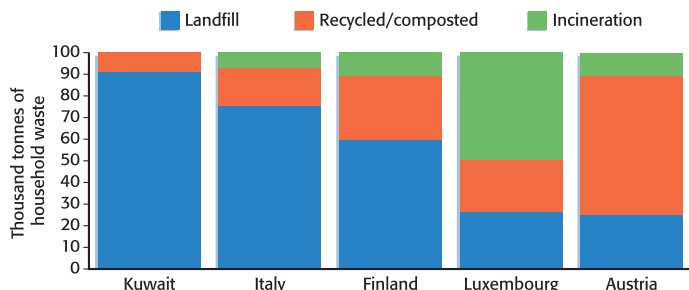
1 Read the report again and discuss these questions with a partner.

- a What do you notice about many of the verbs in this report?
- b Why does the writer use bullets [♻️] in the **Key facts** part of the report?
- c Which information in the **Conclusion** is not illustrated in the chart?

- a) The verbs are often in the passive voice (because it is a formal report, and because it describes processes).
- b) Bullets are used to make the points stand out clearly.
- c) The second sentence of the conclusion is not illustrated in the bar chart.

Planning and writing

2 Look at the bar chart below.



- a What does the chart tell you? Discuss your ideas with your partner and write down four or five key facts.
- b How do the five countries compare with each other? For example, which country recycles the most material? Which country buries most waste in landfill sites?
- c What conclusions can you draw from this chart? (You can include ideas of your own that are not given in the chart.)

3 Write your report in about 200 words. Use the headings: **Introduction, Key facts, Conclusions and Recommendations**, and expressions from the *Useful Language* box below. Keep your language simple and your sentences short. Use bullets [▶] to separate points.

Check

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

- a Check spelling, grammar and punctuation.
- b Exchange reports with a partner. As you read what your partner has written, ask yourself these questions:
 - ▶ Has he / she included all the most important key facts? (Refer back to the chart.)
 - ▶ Are the conclusions sensible and correct?
- c Return your partner's report and exchange thoughts and ideas.

Words to remember

- component, compost, constant, constituent, duration, heartening, household waste, incineration, material, quantity, trend, upsurge

USEFUL LANGUAGE

Reporting quantity

X per cent of waste material was recycled / burnt / buried in a landfill site.
 Of all the countries, Kuwait buries the most waste in landfill sites.
 Austria burns 10 per cent of its waste, whereas Luxembourg burns 50 per cent.
 In comparison with Austria, Luxembourg recycles ... half / a quarter / twice / three times as much / much more / less than ...

Expressing recommendations: It would (also) help if people ...; It would be better if ...; I suggest that ...; It would be a good idea to ...; It would be sensible for people to ...; I don't think motorists should ...

Expressing criticism and annoyance: Frankly, it's ridiculous that we ...; We shouldn't do this, it's causing huge problems.; This situation is unacceptable / unbelievable / inconceivable ...

Expressing regret: I wish we had recycled more ...; We should have ...; If only we had ...; Things should never

Making conclusions: In conclusion, it is clear that / it can be seen; I would suggest / believe it is important to / would argue that ...; Ultimately / Finally / Primarily, we must ...

Unit 6 Under threat

Grammar

Explaining possibilities:

Modals + infinitive / Modals + past participle;

Passive verb form (revision); prepositions

Discuss

1 Answer as many of these quiz questions as you can.

PANDA QUIZ

- a Which country is the natural habitat of the giant panda?
A Japan **B** China **C** India **D** Malaysia
- b What kind of food does the giant panda mainly eat?
A bamboo **B** fish **C** grass **D** small animals
- c How many hours a day does the giant panda spend eating?
A 4 hours **B** 8 hours **C** 12 hours **D** 16 hours
- d How tall is a male giant panda?
A 1m **B** 1.5m **C** 2m **D** 2.5m
- e How much does a male giant panda weigh?
A 80kg **B** 100kg **C** 120kg **D** 140kg
- f How many giant pandas are there left in the wild?
A 16 **B** 160 **C** 1600 **D** 16000
- g What is the greatest threat to the survival of the giant panda in the wild?
A the destruction of its natural habitat
B people hunting it for its black and white fur
C shortage of food
D disease

Read

2 Before you read the article about giant pandas, match these words with their meanings. Check your answers in a dictionary or the glossary at the back of the Student's Book.

- | | | |
|---------------------|---------|--|
| a extinction | ...2... | 1 sleep during the winter |
| b habitat | ...5... | 2 the process of ceasing to exist |
| c hibernate | ...1... | 3 easily frightened / timid |
| d sanctuary | ...4... | 4 safe place where animals are protected |
| e reticent | ...3... | 5 natural living area or environment of an animal |

3 Read the article about giant pandas. How many of your answers to questions 1a-g were correct? a:B b:A c:C d:B e:C f:C g:A

The Bamboo Bear

- A** Although it is one of the best-known, best-loved and most fascinating wild mammals in the world, the panda is also one of the most reticent, and lives a solitary life. Pandas were originally found in several parts of Asia, including Vietnam and Tibet, but now survive only in certain parts of China.
- 5 **B** Pandas spend about 12 hours every day feeding and the remaining time sleeping or resting. The average weight of a panda is 120 kg. Pandas usually live in cold, damp conditions but are protected by their thick, warm, black and white fur. A typical panda is one metre and a half tall. Unlike **some members** of the bear family, pandas do not hibernate.
- C** Despite their size and weight, pandas are very good at climbing. If they are being
10 threatened by their natural enemies, such as brown bears or leopards, they climb up the nearest tree for refuge. Their acute hearing also helps them to avoid their enemies.
- D** Pandas mainly eat the leaves, stems, shoots and roots of bamboo plants. An adult can consume as much as 20kg a day. They also eat fruit, other plants, eggs and sometimes fish.
- 15 **E** There are only about 1600 pandas left in the wild. Until the 1960s pandas were being hunted for their skins, so humans posed the biggest threat to their survival. Now **their** main problem is the disappearance of their habitat, **which** is caused by the increasing use of land for farming and building. Anyone who is caught hunting pandas is severely punished. The Chinese authorities have also set up special permanent reservations which are expansive enough for 500-600 animals.

Check your understanding

4 Read the article again and match these headings with the correct paragraph A-E of the article.

- a Eating habitsD.....
- b Typical lifestyle ...B.....
- c Saving the panda ...E.....
- d Basic information ...A.....
- e Special abilities ...C.....

5 Complete these sentences with information from the article.

- a In the past, pandas were found in various parts of Asia, including Vietnam and Tibet.....
- b Their thick fur protects them from cold, damp conditions.....
- c Pandas are good climbers even though they are large and heavy.....
- d Pandas know when their enemies are near because they have sharp hearing.....

6 Read the following extracts from the text. What do the words in bold refer to?

- a Now **their** main problem is the disappearance of their habitat, **which** is caused by the increasing...pandas/ the disappearance of their habitat
- b Unlike **some members** of the bear family, pandas do not hibernate. members of the bear family who do hibernate

Words to remember
acute, avoid, damp, expansive, extinction, fascinating, hibernate, permanent, pose, refuge, reservation, reticent, solitary, stem, threatened, timid

Think and speak Supporting opinion

7 Discuss these questions with other students.

- a Is it right for people who hunt rare animals to be punished?
- b What sacrifices would you be willing to make to protect an endangered species? Why?
- c Should protection of an endangered species be a problem for the government or charity organisations? Support your opinion.

Grammar

• Explaining possibilities: Modals + infinitive / + past participle

Grammar reference page 124

1 What are the differences in meaning between these pairs of sentences? Match the sentences in each pair with one of the meanings given.

- a ▶ It can't be an interesting place to work. 2
▶ It must be an interesting place to work. 1
1 You feel sure it is.
2 You feel sure it isn't.
- b ▶ The crowds might have spoiled it for me. 2
▶ The crowds might spoil it for me. 1
1 You think it is possible in the future.
2 You think it was possible in the past.
- c ▶ Some people might have come from Africa. 1
▶ Some people must have come from Africa. 2
1 You think it was possible.
2 You feel sure it was possible.



2 Work in pairs. Look at the photo above and say what you think happened just before and just after the photo was taken. Make sentences using *must have* or *can't have*, if you feel sure that something happened, and *might have*, if you are not sure.

• Passive verb form (revision) Grammar reference pages 124 – 125

3 Circle the passive verbs in these sentences.

- a Pandas were originally found in several parts of Asia.
b Pandas are protected by their thick, warm coats.
c If pandas are being threatened by enemies, they climb up the nearest tree.
d Until the 1960s pandas were being routinely hunted for their skins.
e Anyone they catch hunting pandas is severely punished.
f Panda sanctuaries have been set up by the Chinese authorities.

4 a In what tenses are the passive verbs in 3a–f? Write the names of the tenses and the verbs in each sentence. a past simple b present simple c present continuous
d past continuous e present simple f present perfect

b Discuss these questions with a partner.

- 1 In which sentences, 3a–f, do we know who or what does the actions? b, c and f
2 Who or what do you think does the actions in the other sentences? d: hunters e: the authorities
3 Why do you think the writer does not mention who or what does the actions in these sentences? They are not as important as the actions themselves / they're obvious

5 Rewrite sentences 3a–f using active verbs. You will have to think of a subject for some of the active verbs. For example:

- 3a Pandas were originally found in several parts of Asia.
People originally found pandas in several parts of Asia.

Quote

“To sit in the shade on a fine day and look up hills is the most perfect refreshment.” Jane Austen

- b Thick, warm coats protect pandas.
c If enemies are threatening pandas, they climb up the nearest tree.
d Until the 1960s, hunters were routinely hunting pandas for their skins.
e The authorities severely punish anyone they catch hunting pandas.
f Chinese authorities have set up panda sanctuaries.

Vocabulary Environmental words

1 Read the text. Then, using a dictionary or the glossary at the end of this book, give definitions for these words from the text.

Are you aware of the importance of plants? In addition to providing nourishment, plants enrich the soil, protect it from erosion and produce the oxygen we need to breathe. They are also of immense value because they provide us with medicines, oils, perfumes, waxes, fibres, timbers and fuel.

5 The Prophet Mohammed (peace and blessings of Allah be upon him) says that any Muslim who plants or cultivates vegetation and eats from it, or allows another man, animal or bird to eat from it, will receive recompense from Allah. He (peace and blessings of Allah be upon him) also said that anyone who plants a tree under which people can seek shade or shelter from the sun will have his reward with Allah.

10 Therefore, the cutting down of trees for illegitimate reasons encroaches on the bounty of all, and disturbs the beauty of the environment which Allah has created.

- Bounty abundance, plenty
- Cultivate grow, raise, plant, sow
- Recompense reward someone for effort
- Illegitimate not in accordance with accepted standards
- Encroach intrude on a person's territory or rights
- Nourishment food

2 Now match the words from exercise 1 with words in the box with the same meaning.

- | | | |
|------------|--------------|--------------|
| recompense | illegitimate | bounty |
| reward | grow | unsanctioned |
| cultivate | sustenance | nourishment |
| | wealth | trespass on |
| | encroach | |

Prepositions

3 Complete these sentences with the correct prepositions from the box. There is one extra preposition.

- for from in of on with

- a Human beings are dependent on plants.
- b Pandas climb trees to escape from their enemies.
- c Eating plants provides us with nourishment.
- d The panda is found in the forests of China.

Words to remember

aware, bounty, cultivate, encroach, grow, illegitimate, nourishment, recompense, reward, trespass on, unsanctioned, wealth

Pronunciation Rhythm (2)

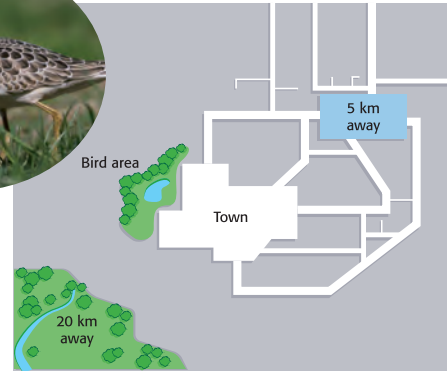
4 Work with a partner. Read sentences 1–4 aloud, then find a sentence from 5–8 with the same rhythm.

- | | |
|--|--|
| 1 Pandas live alone. 8 | 5 Leopards don't eat grass or leaves. |
| 2 Pandas never hibernate. 5 | 6 People made belts out of crocodile skin. |
| 3 The Chinese panda's under threat. 7 | 7 A vulture is a type of bird. |
| 4 Pandas eat berries and various plants. 6 | 8 Eagles fly at night. |

5 (6.1) Now listen and check your answers.

Speaking Role play

Introduction The situation



1 Read this situation. Who should decide where to build the new homes?

- ▶ The population of your region is growing rapidly and in a few years there will be a serious dearth of housing.
- ▶ There is an area very near your town where new homes could be built, but this area is a wetland and is protected – it is the habitat of a rare type of bird.
- ▶ There are two other possible areas:
 - 1 5 kilometres away from the town.
 - 2 20 kilometres away from the town. A new town and new roads would have to be built here.

Preparing for the role play

2 Your class has the job of deciding where the new homes should be built, but first you are going to discuss the problem in groups of three.

- a Each student should play one of the roles A–C described below.
- b Read your role card and decide where you think the new homes should be built. Make notes about your choice of area.

Role A – Environmentalist

- ▶ You believe in preserving animal habitats.
- ▶ You believe that too much new building will damage the countryside.
- ▶ Your brother's family want to move to the area.

Role B – University student

- ▶ You are soon going to graduate from university and will need a home in this area.
- ▶ Your family live in the town and you would like to live near them.
- ▶ You don't think birds are very important.

Role C – Town resident

- ▶ Your family have lived in the town all their lives.
- ▶ You think your town already has enough inhabitants.
- ▶ Animal conservation is not a priority for you.

Role play

3 Work in groups of three – A, B, C.

- a First, each 'character' should say where he / she thinks the new homes should be built. Give as many reasons as you can.
- b When everyone has expressed their opinions, have a general discussion. Try to persuade the others in your group that you are right.
- c Organise a vote. What is your group's conclusion?
- d Compare your vote to the vote of the other groups in the class.

USEFUL LANGUAGE

Giving reasons for a choice

There are two reasons why I think we should build the houses here ...
Firstly, ... / Secondly, ...
The main reason I would choose this area is because ...
The purpose of this report is to comment on the projected housing project ...
New houses near to the town will ...
Equally, we are concerned ...
This group strongly supports ...

Persuading others

Can you see what I mean?
Look at it this way: if we build the houses there, ...
If you build them there, it will mean ...

Quote

"Animals are such agreeable friends - they ask no questions, they pass no criticism." George Eliot

task

You are going to write a report to the council making recommendations about where to build houses.

Writing

A formal report

- 1 This is a report by a group of local businesses who are in favour of the new houses being built on the wetlands near the town.

Read the report and fill in the text with suitable titles for the headings.

Organisation of small businesses and the council housing project

1 _____

The purpose of this report is to comment on the projected housing development for the local area, with respect to the business community in particular.

2 _____

We recognise the needs of the burgeoning population and so, by consensus, are convinced of the need to utilise undeveloped wetlands for construction purposes.

As a result:

- building here will increase demand for services, which the members of our organisation provide.
- any windfall from them will have a knock-on effect on the town and will help to improve the local economy.

3 _____

Equally, we are concerned that building the new houses out of town may represent a missed opportunity for this town to expand and modernise. Out-of-town housing will:

- require new shops and so increase competition for local businesses.
- direct investment away from our town at a time of economic recession.

4 _____

This group vociferously supports the building of new houses on local wetlands. Whilst we are aware of environmental concerns, the town's economic vitality must precede environmental issues.

- 2 Now plan a report to the town council from your group.

- Decide what your section headings will be.
- Take into account the views of your classmates in the speaking exercises and the ideas put forward in the report above.
- Make recommendations to the council about where to build the houses.
- Use the *Useful Language* box below.

- 3 a Write your report in about 200 words, using your plan and the business report.

- b Check spelling, grammar and punctuation carefully.

Words to remember

burgeoning, consensus, dearth, graduate, housing, knock-on, utilise, vociferously, wetland

USEFUL LANGUAGE

Expressing Possibilities

We are concerned that ... may / might / could represent ...

Perhaps / Possibly / Probably, this will mean that ...

In all likelihood ...



The Arfaj

Have you heard of the Arfaj? Have you ever seen one? The Arfaj, scientific name *Rhanterium Epapposum Oliv*, is the national plant of Kuwait. The selection of the national flower was not at random, the choice being the result of a long process, which took into account the historical roots, symbolism and the fame of the flower. The Arfaj was chosen as the Kuwaiti national flower because of its historic significance to Kuwaitis. Traditionally, the Arfaj was used as a natural medicine, as a source of bedding and firewood, and as a food source for sheep. In the past, the Arfaj was recorded as covering up to thirty percent of Kuwait's land, a phenomenal figure for a single species. French botanist Renato Desfontaines recorded the Arfaj in his encyclopaedia "*Flora Atlantica*." In this work he noted that, whilst rare in many countries, the Arfaj seemed abundant in Kuwait. He was especially taken with the plant's bright orange flowers and beautiful fragrance.

Unfortunately, the Arfaj is one of 370 species of plants that are facing potential extinction because of human activity and environmental degradation. Many people have commented on the dwindling number of Arfaj in Kuwait. Dr Jose Kaitharath, an Indian botanist, notes that when he pointed out the Arfaj to students very few of them knew what it was, or even that it was the national flower of Kuwait. He puts this down to the fact that the Arfaj is no longer visible in many areas.

Unfortunately, because of human development, many important species are disappearing from Kuwait. The Arfaj, as the country's national flower, may be one of the better known examples, but it is by no means the only casualty. However, with commitment, determination and hard work many groups are attempting to save these species, by protecting them for generations to come. Indeed, Kuwait's natural heritage is worthy of protection. Dr Kaitharath makes this clear when he says, "The plants unique to Kuwait are strong in nature as they have to brave the harsh weather conditions. But once damaged by human activities, it could take years and years to resurrect it, and that's only if their seeds are still available in the soil ... the 370 plant species in Kuwait cannot be found in other places in the Middle East."

In protecting these rare plants, we are not only protecting a valuable part of nature; we are protecting a part of Kuwait itself.

Rhetorical questions

- 1 The article begins with two questions. What is the purpose of the two questions? Is the author expecting answers?

.....

.....

- 2 Explain what a speaker means when he/she says:

- a 'How much longer must people endure this injustice?'
- b 'How many times do I have to tell you to stop walking into the house with mud on your shoes?'

Project 2

task

As part of a campaign for a local botanical park, which aims at both attracting visitors and making people more environmentally aware, you are going to design and write a leaflet for teenagers.

Writing a leaflet on environmental issues

Stage 1 Read and discuss

- a** Read the leaflet below about Kew Gardens.
- 1** Which environmental issue is the subject of the leaflet?
 - 2** Which group of people is the leaflet trying to persuade?
 - 3** What ideas are the writers using to persuade these people?
- b** What has the writer done to make the message of the leaflet clear to readers?
- c** What do you think about the design and layout of the leaflet? Here are some things to think about:
- ▶ The headlines / slogans
 - ▶ The amount of text
 - ▶ The use of separate boxes
 - ▶ The use of illustrations
 - ▶ The use of quotations



What is Kew Gardens?

Kew Gardens is a 300-acre park in West London dedicated to educating the public about plants from all over the world. It combines stunning gardens with giant greenhouses that allow the continuing existence of many species of plants that would otherwise be unable to survive in England. Kew Gardens combines beautiful, relaxing surroundings with a commitment to education and scientific endeavour.

Millennium Seed Bank

Kew Gardens is not only a place to see rare plant life. In partnership with its sister site, Wakehurst Place, Kew Gardens has created the world's largest seed bank, aiming to catalogue, protect and bank 75,000 plant species by 2020. This is one of the most important conservation projects in the world, allowing us to better understand the floral life around us and, ultimately, to protect bio-diversity for future generations.

Kew Gardens Around the World

The scientific knowledge developed at Kew Gardens has already helped countless people around the world. By helping survey plant life in Cameroon, Kew was instrumental in the creation of the Bakossi National Park. The

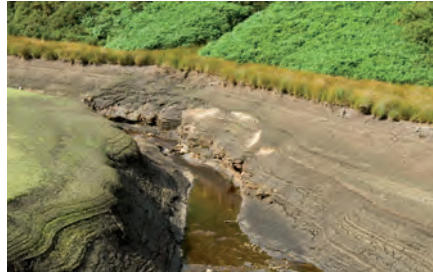
expertise Kew has helped to develop in propagation and germination also helped to reintroduce plant life and restore environments in Australia, Madagascar, the UK and South Africa, along with many other countries. Kew Gardens also holds some of the most impressive botanical reference materials in the world. Every year thousands of researchers from all over the world come to Kew Gardens to use the famous Herbarium and Library. A visit to Kew Gardens is not simply a trip to one of the most impressive gardens in the world. It is also a life-changing experience through which you can become part of the commitment to protect the diverse life of planet Earth.

On July 3rd, 2003, Kew Gardens was officially made a World Heritage Site, and therefore acknowledged as a site of important cultural and scientific value. As Kew Garden's director, Professor Peter Crane, said, the title "recognises the importance of Kew's uninterrupted contributions to botanical and environmental science since 1759, together with its unique collection of plants from all over the world, and its international influence on the history of landscape and garden design."

Stage 2 Discuss

Discuss these questions with your partner/s. Write notes about main points of agreement.

- a What is the importance of preserving our natural plant life for future generations?
- b What roles do plants play in our lives? Here are some ideas.
 - ▶ Plants and trees absorb carbon dioxide. Every time a tree is chopped down, more carbon dioxide remains in the air, contributing to global warming.
 - ▶ Photosynthesis is the most important chemical process in the world. Through this, plants and trees convert carbon dioxide to oxygen.
 - ▶ Plants and trees provide habitat for the millions of creatures that we share the Earth with.



- c Why is it important to make people aware of these facts? What role do botanical gardens play in raising awareness?
- d How could you get involved? Here are some ideas:
 - ▶ Volunteer at local gardens
 - ▶ Fundraise for the gardens
 - ▶ Become a member

Stage 3 Make your decisions

Decide the following points:

- ▶ The issue your leaflet will highlight, and how this affects people of your age in Kuwait and around the world.
- ▶ Suggestions for action people can take.
- ▶ Ideas which you can use to persuade young people that they should do something.

Stage 4 Write your leaflet

- a Share the tasks. For example, one student could work on an interesting design, find illustrations, etc.; another could think of suitable headlines or slogans; a third could write the text.
- b Each student in the group shows or tells the rest of the group what he / she has done. The group as a whole can comment on this and suggest improvements.
- c Each student revises his / her ideas and produces a final version of the leaflet.

Stage 5 Present your leaflet

- a Groups take turns to present their leaflets to the rest of the class. (Leaflets can be displayed on the classroom walls.)
- b Talk about how effective each leaflet is. How persuasive is it?
Try these websites for information:

TRY THESE WEBSITES FOR INFORMATION

- www.en.wikipedia.org/wiki/global_warming
- www.findarticles.com/p/articles/mi_m1310/is/ai_17943143

Module 3 Lifestyles



Unit 7: Long lives
What is the secret of a long life?



Unit 8: Town and country
Do you prefer the city or the country?



Unit 9: New ways and old
How have times changed?



Focus on:
Games of the past



Project 3:
Design and produce a poster

Outcomes

You will be able to:

- ▶ listen to a talk and a description
- ▶ compare and contrast
- ▶ infer meaning
- ▶ write a biography
- ▶ give advice
- ▶ write a magazine article
- ▶ read a biography
- ▶ read an article about respecting your elders

Unit 7 Long lives

Grammar

Direct and reported questions / statements;
phrasal verbs with *make* and *do*



Discuss

1 The photographs show people with busy and active lives.

Why is keeping active important for a long life? Use the pictures and the suggestions from the text below to discuss your ideas with other students.

Staying active

One of the best ways of ensuring a long life is by staying active, both physically and mentally. Half an hour of vigorous stretching in the morning will help to keep your muscles supple, whilst running for a kilometre or two will improve your cardiovascular fitness. As you get older, you might find it easier to go for a walk, but any kind of exercise is positive.

It is also imperative to tax our brains. Sitting down with a book or a crossword is a useful way of exercising our minds and helps to keep us mentally flexible.

Listen

2 (7.1) Listen to the journalist talking about old people she has met. She uses all the words in a-d below. Write brief definitions of the words. You may use a dictionary or the glossary at the end of this book to help you check your answers.

- a commentary The expression of opinions or explanations about an event or situation.
- b onerous involving an amount of effort that is burdensome
- c close friends very good friends
- d compassionate feeling or showing sympathy and concern for others

Check your understanding

3 (7.1) Listen again and complete the table with any missing information. You may also write additional information.

Location	Name(s)	Age(s)	Family information	Other information
Mexico	Alberto and Maria Lopez-Garcia	100 and 99	Married 86 years, three sons and three	Spent every day together since marriage. Simple way of life. Eat daughters
South India	Sunil Narayanan	102	Married age 12.	Works 6 hours a day in family shop
China	May Chin	100	Husband died 20 years ago	Compassionate woman. Gets up everyday at 6 o'clock to cycle to nearby village and buy food.

4 Choose the correct ending to these sentences.

- a Every day May Chin ...
- 1 ... eats corn and soup.
 - 2 ... cycles to a nearby village.
 - 3 ... drives to the city.
- b Alberto and Maria got regular exercise by ...
- 1 ... farming for most of their lives.
 - 2 ... running every day.
 - 3 ... riding horses.
- c Sunil Narayanan worked as ...
- 1 ... a policeman.
 - 2 ... a fisherman.
 - 3 ... a grocer.

Words to remember

cardiovascular, centenarian, commentary, cycle, elderly, expectation, geriatric, honour, integral, onerous, supple, vigorous

5 Match the first half of each sentence a-c with the correct ending 1-3.

- | | |
|-----------------------------------|--|
| a The journalist is doing 2. | 1 ... his parents had a simple life. |
| b In Mexico, she met 3. | 2 ... research about elderly people. |
| c Alberto and Maria's son said 1. | 3 ... the world's oldest married couple. |

6 Using a dictionary or the glossary at the end of this book, find out the meanings of these words and put them in the correct space.

compassion integral honour expectation geriatric

Old people's homes are often known as (1) geriatric homes. It is rare to find these homes in Kuwait and the Arab world, because Islam teaches children to (2) honour their parents and show them (3) compassion in their old age. When I am older, it is my (4) expectation that my children will care for me, just as I am willing to care for my parents. Family values are an (5) integral part of Middle Eastern lifestyles and provide a basis for living.

Think and speak Discussing and comparing

7 How can we show gratitude and respect to the elderly? Compare ideas in pairs or groups.

Students' own answers

Grammar

• Direct and reported questions / statements Grammar reference page 125

1 In these extracts from the recording, the journalist is reporting what people said. Complete the sentences using the correct form of the verbs in brackets.

- a One of their sons told me that his parents had spent (spend) every day of their lives together ...
- b He said they had always had (always have) a good social life and had kept (keep) in regular touch with their family, friends and neighbours.
- c He said he was (be) not sure, but suggested that ...
- d He added that they had both been involved (both be involved) in farming for most of their lives.
- e Sunil said that he had spent (spend) most of his life working as a fisherman.
- f He said he had enjoyed (enjoy) every day of his life.
- g Mrs Chin said she had never done (never do) paid work ...

2 (7.2) Now listen to the above sentences and check your answers.

3 In extracts 1a–g, what were the speakers' (not the journalist's) actual words?

My parents spent every day of their lives together ...

4 In these extracts the journalist is reporting the questions she asked. Complete the sentences with some of the words from this list.

if what which who whether where

- a I asked their son what the secret of their long life was.
- b I asked him whether (or if) he remembered his wedding day.
- c I asked him if (or whether) he had enjoyed his long life.
- d I asked her where she cycled to.
- e I asked them who they were friends with.
- f I asked her which she preferred, the past or the present.

5 (7.3) Listen and check your answers. In extracts 4a–f, what questions?

6 Now discuss these questions.

- a How is the order of words in a reported question different from a direct question? Look at the order of words after **where**.

Reported question: **I asked him where he lived.** Reported questions do not invert the verb as direct

Direct question: **Where do you live?**

questions do - i.e. they do not take the interrogative form.

- b Which extra words are added when we report a **Yes / No** question? for whether

- c What is the broad rule about verb tenses when we report people's words?

7 Report these statements and questions. The beginnings of the answers are given.

- a 'How long have you been married?' I asked her I asked her how long she had been married.
- b 'Do you enjoy spending time with each other?' I asked them I asked them if / whether they enjoyed spending time with each other.
- c 'We don't have disputes about anything.' They said they They said they didn't have disputes about anything.
- d 'We're taking our grandchildren on holiday.' They said they They said they were taking their grandchildren on holiday.
- e 'When did you first meet?' She asked them She asked them when they had first met.

b) They always had a good social life and kept in regular touch ...

c) I'm not sure, but I suggest ...

d) They were both involved ...

e) I spent most of my life ...

f) I have enjoyed (every single day of) my long life ...

g) I never did paid work.

a) What is the secret of their long life?

b) Do you remember your wedding day?

c) Have you enjoyed your long life? Note: NOT Did you enjoy..., because that means the life is finished.

d) Where do you cycle to?

e) Who are you friends with?

f) Which do you prefer, the past or the present?

change: the tense of the verb; pronouns and possessive adjectives; time and place of references

Vocabulary

Collocations: make or do

1 **Make** and **do** have similar meanings, but you cannot use them with the same nouns. For example, we say **do a job** but **make an arrangement**. Complete these sentences with the correct form of **make** or **do**.

- a The journalist said she was doing research for an article.
- b Scientists frequently do experiments to test their ideas.
- c You will have to make a special effort if you want to pass your exam.
- d Can I make a suggestion? Why don't we do the shopping together?
- e If you make a mistake, you have to do your homework again.
- f I made my decision very quickly.
- g I've made myself a promise. I'm going to make a success of my new job.
- h Last night's blizzard did a lot of damage to buildings in our vicinity.

Phrasal verbs with make and do

2 Match the phrasal verbs with **make** in this text with the correct meanings 1–3 below. You may check your answers in a dictionary or the glossary at the end of this book.

Ibrahim usually arrived at work on time, so his boss didn't know what to (a) **make of it** when he was an hour late one morning. He said that he was feeling ill, but actually this was an excuse he had (b) **made up** to conceal the truth. Ibrahim promised he would (c) **make up for** the time he had lost.

Meanings

- 1 invent (a story) b
- 2 take the place of something lost or missing c
- 3 think about / understand a

Note

A phrasal verb is a verb plus a preposition or sometimes two prepositions or an adverb, which creates a meaning different from the original verb. Example:
run into = meet
run away = leave

3 Match the phrasal verbs with **do** in these sentences with the correct meanings 1–4 below. You may check your answers in a dictionary or the glossary at the end of this book.

- a I've hurt my back which means I have to get someone to **do** my shoes **up** for me.
- b The doctor told my grandmother she'd have to learn to **do** **without** sugar.
- c I could **do with** a cup of coffee.
- d Not everyone in our family has a mobile, so we can't **do away with** our traditional phone.

Meanings

- 1 need or want something c
- 2 get rid of d
- 3 fasten / tie a
- 4 not have something and manage in spite of this b



Words to remember

blizzard, conceal, dispute, do away with, do up, do without, excuse, frequently, in spite of, make up, make up for, vicinity

Reading A magazine article

Read and analyse Students' own answers

1 This article was written for a young person's magazine. Which of the following is the best title for the article?

- ▶ Give respect where it's due
- ▶ A guide to old age
- ▶ How to live longer



- 1 Are you aware that Kuwaitis are now living longer than before? Life expectancy has now reached an average of 78 years and modern medicine means that many ailments that used to be fatal can now be easily cured.
- 2 Of course, an aging population means that there are more elderly people than ever before, all of whom deserve our admiration and compassion. But what is the best way to demonstrate our respect for them?
- 3 Many old people rely on their families and friends for support. There are many things that old bodies cannot do as easily as young ones, so just being there to help an elderly person perform simple tasks is often appreciated. Similarly, being there to talk to them is a fantastic way to show reverence. Friendship is one of the greatest gifts we can bestow upon others, including the old.
- 4 There are other ways to show our appreciation. Simple things like holding doors open or standing when someone enters a room are effortless ways to show respect.
- 5 These tasks will never feel like work because they are practical ways in which we can help the elderly and show our respect to them. Remember, without the elderly, Kuwait would never have become the country we know and love today.
- 6 My message, then, is to look after and respect the elderly, and, one day, you'll receive the same respect and affection that they do.

2 Discuss these questions with a partner. Students' own answers

- a Which do you think is the best piece of advice in the article?
- b Is there any advice you do not agree with?
- c Can you think of any other ways to show respect to the elderly?

3 Match each paragraph of the article with one of these headings.

- a An increasingly mature population ...2.....
- b Introduction ...1.....
- c A final message to the reader ...6.....
- d Practical respect ...5.....
- e Easy ways to show respect ...4.....
- f The gift of friendship ...3.....

Words to remember

admiration, affection, ailment, bestow, deserve, due, fatal, life expectancy, reverence

4 Read the article again, and discuss these questions in pairs.

- a How does the writer of the article try to interest the reader?
- b How formal or informal is the style of the article? Why does the writer use this style?
- c Why is it important for an article like this to have an interesting title?
- d What is the purpose of the last sentence? Does it end the article successfully?

task

Writing An article

Planning and writing

You are going to write a magazine article giving advice to people of your own age about how to show respect to the elderly in a practical way.

5 Think about what pieces of advice you could give to people of your own age about how to respect your elders.

- a Note down practical ways in which we can show respect to the elderly. Use your ideas from exercise 2.
- b Plan your article in clear and concise paragraphs, using the article opposite as a model.
- c Think of a suitable title for your article.

6 Write your article in 200–220 words. Use your notes from exercise 5 and expressions from the *Useful Language* box below. Follow your paragraph plan and express your ideas clearly and simply.

Check

7 When you have finished writing, read through your article carefully.

- a Check spelling, grammar and punctuation.
- b Exchange articles with a partner.
As you read what your partner has written, ask yourself these questions:
 - ▶ Has he / she chosen an interesting title which makes me want to read the article?
 - ▶ Is the advice he / she gives helpful or interesting to me personally?
 - ▶ Is the style of the article friendly?

USEFUL LANGUAGE

Giving advice

For me the golden rule is this: ...
If you do this, ...
Remember some of these tips: ...
In the end, you'll be more successful if ...
Another useful tip is this: ...
The best way to ... is to ...
Don't forget, ...
In my experience, ...

Expressing gratitude

Be thankful / appreciative of / that / for ...
Give praise / thanks for ...
Show your respect / gratitude by ...

Expressing obligation / duty

You must / should always ...
Make sure you ...
It is a sign of respect to ...
... will be appreciated / welcomed.

Quote

"Age is an issue of mind over matter. If you don't mind, it doesn't matter."

Mark Twain

Unit 8 Town and country

Grammar
Inverted sentences



Discuss

1 Look at the two photographs and discuss these questions in pairs. *Students' own answers*

- a** Many of the people who used to live in the village now live in the city. Why do you think they moved?
- b** What advantages and disadvantages are there to living in a city? Write your answers on the T-bar.

Advantages	Disadvantages
.....
.....
.....
.....

Read

- 2 a** Before reading, look at the title of the article. What do you think the article is about? *Students' own answers*
- b** Which of these words do you think will appear in the text? Why? You may use a dictionary or the glossary at the end of this book for help. *deserted, inhabitant, overcrowding, public services, socioeconomic*

*deserted graduated inhabitant overcrowding public services athletics vacant
socioeconomic hibernate foundation corruption referee taxonomy cardiology*

- 3** As you read the article, answer these questions. *Students' own answers*
- a** What two-word phrase is used for the movement of people out of country areas?
- b** Who now lives in deserted villages and country areas? The article mentions two groups of people.

The end of village life?

When large numbers of people move from their homes in country areas to find better-paid jobs in towns and cities, the villages and farms they once lived in are often left vacant. No one wants to buy the houses because they cannot make money out of them. This phenomenon, which is called rural depopulation, can lead to overcrowding in cities as well as deserted country areas and is a major socioeconomic problem nowadays.

One example of this phenomenon is the Garrigues area of Spain, about one hour's drive from Barcelona. The area has a Mediterranean climate, but because it is at high altitude and not close to the sea, winter temperatures are quite low. The area has an annual rainfall of 482mm which falls in only 47 days of the year, during the autumn and spring. Historically, this was a successful agricultural area; on the higher ground, the farmers grew almonds, while in the river valleys, wheat, corn, beans and sunflowers were the traditional crops. The area was renowned for its high-quality olive oil which was grown mainly for export.

The population of the area was at its greatest about 150 years ago, when a typical settlement might have had 500 inhabitants, whereas now some villages have as few as 100 permanent inhabitants. As farming became less and less profitable, and unemployment grew, the population began to move to the cities to find work. This trend started in 1860 and has continued until today. Now, some villages consist mainly of elderly people. The area is suffering from the effects of depopulation, poor infrastructure and deserted farms, for example.

In some parts of Europe in recent years, however, the move from the country to the city has been reversed as many wealthy people move to the countryside to escape from the overcrowding, pollution and tension of city life. Some are moving permanently, but many are buying holiday or weekend homes which are empty for much of the year.

Check your understanding

4 Choose the most appropriate word to complete these sentences.

- The mayor said the town's needed modernising.
a farms **b** overcrowding **c** inhabitants **d** infrastructure
- The scientists observed an unusual in their experiments.
a agriculture **b** tension **c** phenomenon **d** olive oil
- levels reached new highs during the recession.
a Climate **b** Export **c** Temperature **d** Unemployment

5 Think of possible answers to these questions. (The article doesn't give definite answers.)

- Why did the Spanish farmers grow different crops on the high ground and in the river valleys?
 - Why do you think farming has become less profitable in recent years?
 - Why are many of the inhabitants of the villages in Spain elderly people?
- a) The different conditions meant that different crops grew better in the different locations.
 b) Modern technology has made it possible for big farms to price smaller farms out of the market. Cheap imports from other countries threaten indigenous farmers.
 c) All the young people have left for work in the cities, leaving only old people who are already retired.

Think and speak Presenting ideas

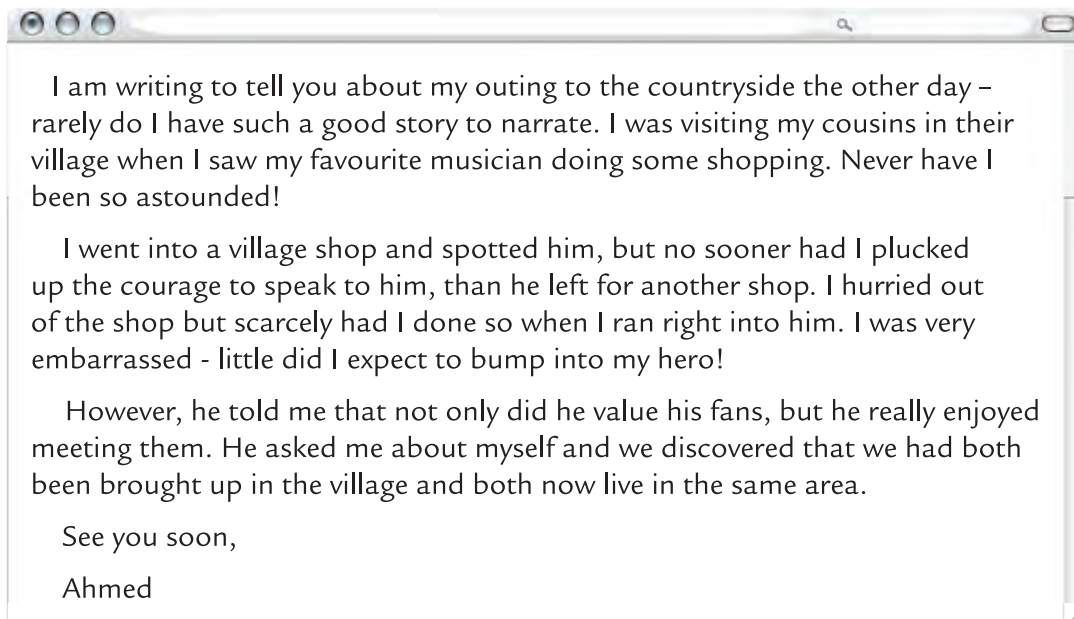
6 Discuss these questions with other students. Students' own answers

- How could city life be made less stressful for the people who live there?
- What would you miss most about city life if you moved to a country area, or vice versa?

public services, reverse, rural, socioeconomic, unemployment, vacant, vice versa

• **Inverted sentences** Grammar reference page 126

1 a Read the e-mail below. Look out for the six inverted sentences in the text.



b Cover the text above and rearrange the sentences below so that they are inverted.

- 1 I rarely have such a good story to narrate.
.....
Rarely do I have.....
- 2 I have never been so astounded!
.....
Never have I been so.....
- 3 As soon as I had plucked up the courage to speak to him, he left for another shop.
.....
no sooner had I.....
- 4 I had scarcely left when I ran right into him.
.....
scarcely had I left.....
- 5 I little expected to bump into my hero.
.....
little did I expect.....
- 6 He told me that he valued his fans and really enjoyed meeting them.
.....
he told me that not only did he value his admirers.....

2 In pairs, talk about the value of inverting sentences. Students' own answers

- ▶ What effect does changing the sentence structure have on the meaning of the sentence?
- ▶ How does it change the emphasis and emotion of the sentence?

3 Now create inverted sentences from these sentences.

- 1 I have seldom been so upset about something. *Seldom have I been so upset about something.*.....
- 2 I have never been so proud of you! *Never have I been so proud of you!*.....
- 3 She only now understood the problem. *Only now did she understand the problem.*.....
- 4 I could not sleep because the situation was so strange. *So strange was the situation that I could not sleep.*.....
- 5 He had rarely seen something that made him so happy. *Rarely had he seen something that made him so happy.*.....
- 6 They had never seen such a beautiful sight. *Never had they seen such a beautiful sight.*.....

Vocabulary Town and country

1 Match the words on the left with their definitions.

- | | | |
|--------------|----------|--------------------------------------|
| a metropolis | ...8.... | 1 calm, free from disturbance |
| b glamour | ...4.... | 2 dirty air, often found in cities |
| c tranquil | ...1.... | 3 centre of activity |
| d hub | ...3.... | 4 an attractive and exciting quality |
| e shielded | ...5.... | 5 protected |
| f smog | ...2.... | 6 area outside the city |
| g suburb | ...6.... | 7 associated with country life |
| h pastoral | ...7.... | 8 densely populated city |

Idioms with and

2 Complete these sentences with idioms from the box.

pick and choose by and large nearest and dearest odds and ends far and wide
hustle and bustle peace and quiet

- a People come from far and wide to see the Green Island in Kuwait.
 b I love spending time with my nearest and dearest, so we often have family get-togethers.
 c While I was on holiday, I bought lots of odds and ends to give as presents.
 d There are lots of restaurants near here. You can pick and choose from about fifty.
 e Some people enjoy the hustle and bustle of shopping in street markets.
 f He moved out of the city to get some peace and quiet.
 g City life, by and large, is more stressful than living in the countryside.

Word families

3 Complete these sentences with words formed from the words in capitals.

- a Switzerland is a country of great natural beauty. (NATURE)
 b Careless drivers can seriously threaten the safety of pedestrians. (THREAT)
 c In Kuwait City, there is a wide variety of entertainment to choose from. (VARY)
 d I'd like to live in a small peaceful village near the sea. (PEACE)
 e The storm damage is a lasting reminder of the power of nature. (REMIND)
 f I'll never forget the excitement I felt on my first day at school. (EXCITE)

Pronunciation Intonation patterns (1)

4 (8.1) Listen to a conversation between two friends. As you listen, decide if the speakers' voices fall or rise at the end of each line. Compare your ideas with those of another student.

- A: Did you enjoy the concert? rise B: Which concert? fall
 A: The school concert. fall B: I didn't go. fall

5 (8.1) Now listen again and repeat the conversation.

Words to remember
 astounded, bump into,
 densely, disturbance,
 embarrassed,
 far and wide, glamour,
 hub, hustle and bustle,
 metropolis, narrate,
 odds and ends,
 pluck up the courage,
 tranquil

Speaking Choosing suitable places to live



city centre apartments



leafy suburban area



villa



busy tourist resort in Kuwait

1 Work in pairs or small groups. Make notes about the people's different needs in a table like the one below. Add as much information as possible.

	Family of four	Young couple	Elderly couple
Type of flat / house		<i>small</i>	
City or country		<i>city</i>	
Type of area			<i>quiet</i>
Distance from shops	<i>near supermarket</i>		

2 Compare and contrast the four places in the photographs, then decide which is the best for each person or group. Discuss your ideas before making a final decision. Use comparing and contrasting language from the *Useful Language* box below.

3 Compare your choice with that of another pair or group. Explain your choices.

USEFUL LANGUAGE

Comparing and contrasting

These people / This family need(s) ... **whereas** / **but** these people / this family ...

In comparison with the city centre, this part of the town is very quiet.

The flat is **in a much more convenient location than** the house.

If they lived here, it would take them **less time** to get to school.

On the other hand, it would be **noisier** living here.

Comparing and explaining choices

We think this flat would be **more suitable** for this family **because** ...

The main reason we've chosen the small house in the country is ...

Quote "If you would be known, and not know, vegetate in a village; if you would know, and not be known, live in a city."

Charles Caleb Calton

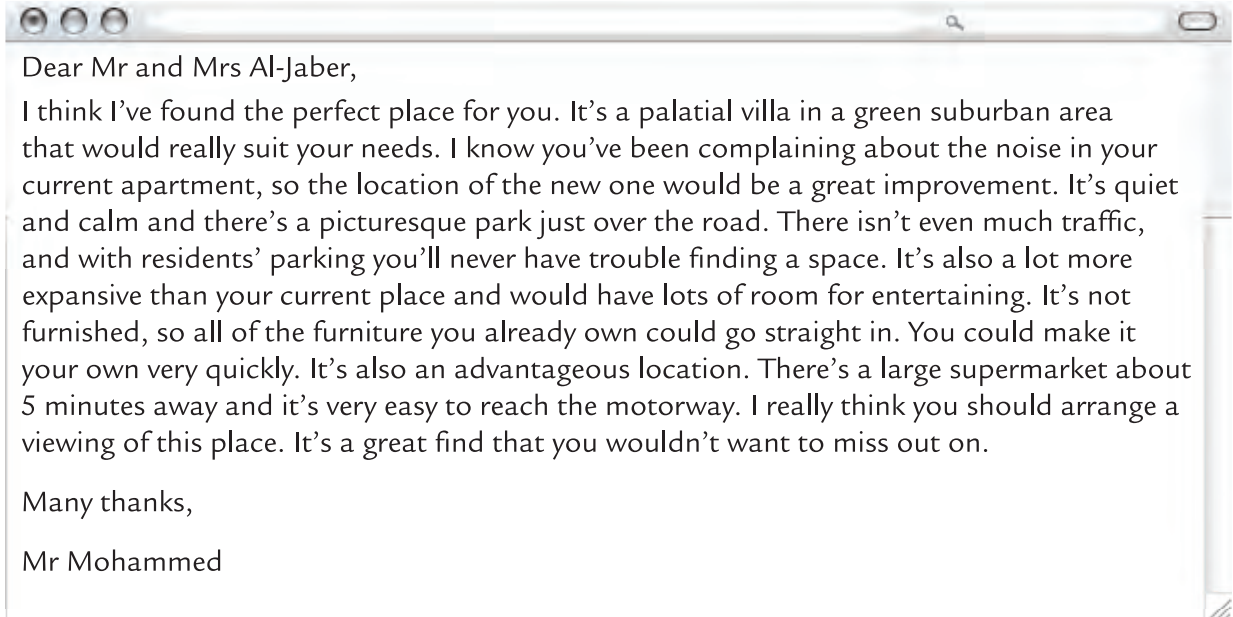
task

You are going to suggest which of the four places in the photographs on page 66 would be the most suitable place to live for a family of four, a young couple or an elderly couple.

Writing An e-mail giving recommendations

Read

1 First, read the e-mail below. Who do you think wrote it and why?



Planning and writing

2 Now, using the e-mail above as a guide, write a similar one. You can write to any of the groups listed in the task box but must suggest a suitable place for them to live. Write your notes and expand them into an e-mail.

.....

.....

.....

.....

.....

Check

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

- a Check spelling, grammar and punctuation.
- b Exchange letters with a partner. As you read your partner's composition, ask yourself these questions:
 - ▶ Is the e-mail successful and persuasive? Why or why not?
 - ▶ Is the tone correct for this type of e-mail?
 - ▶ What could your partner have done to have made their e-mail more successful?
- c Return your partner's e-mail and exchange thoughts and ideas.

Words to remember

- advantageous, leafy, make it your own, palatial, picturesque, residents' parking

Unit 9 New ways and old

Grammar

Causative verbs (present / past / future); suffixes



Discuss

1 Look at the photographs which show people doing things in a traditional way. Discuss these questions with a partner. *Students' own answers*

- a What are the people in the photos doing?
- b How have traditional pastimes and leisure activities changed in the modern world?
- c Make a list of leisure activities people enjoyed in the past and ones they enjoy nowadays. You may put some activities in both columns.

In the past	In the present day

Listen

2 (9.1) You are going to hear three conversations in which people talk about different ways of doing things. Which do the speakers talk about?

- ▶ Agriculture
- ▶ Cookery
- ▶ Medical treatment
- ▶ Car repairs
- ▶ Using a computer
- ▶ Buying a bicycle

Check your understanding

3 (9.1) Listen again and choose the correct answers, 1, 2, 3 or 4 to these multiple-choice questions.

- a** In Conversation 1, where did the boy get his bike from?
 - 1 from a local shop
 - 2 by mail order
 - 3 he made it himself
 - ④ from a local engineer
- b** How is his bike different from other bikes?
 - 1 It is mass-produced.
 - ② It is not as heavy as other bikes.
 - 3 It was much more expensive.
 - 4 It has an unusual shape.
- c** In Conversation 2, which of these statements is true?
 - 1 The young man is going to repair his own car.
 - 2 The older man is going to repair the car.
 - 3 The older man is a competent mechanic.
 - ④ The car is going to be fixed at a garage.
- d** In Conversation 3, which of these statements about the boys is not true?
 - 1 They wrote their own magazine.
 - ② Their magazine was printed professionally.
 - 3 They spent more than two months writing and editing their magazine.
 - 4 They used a computer to produce their magazine.

Words to remember
 competent, cookery, custom-made, fix, mail order, mass-produced, unique, unusual, workshop

4 Are the following statements True (T) or False (F)? Justify your answers.

- a** It was much more expensive to have the bike custom-made.
 ...F: It wasn't much more expensive.
- b** The man's car engine is controlled by a computer processor.
 ...T: Car engines are much more complicated than they used to be.
- c** The man's father was unusual because he could repair his car.
 ...F: In the past everyone would repair their own car.
- d** The magazine would have been cheaper if printed professionally.
 ...F: It was much cheaper for the boys to print it themselves.

Think and speak Giving examples; comparing

5 Discuss these questions in pairs or groups.

- a** In the second conversation, the first speaker does not have the skills to fix his car, something which people in the past were able to do. Can you think of any other skills which were commonplace in the past but are unusual now?
- b** In the last conversation, a group of friends produced their magazine on a home computer. What other creative uses are there for home computers?

Grammar

• Causative verbs (present / past / future) Grammar reference page 126

1 (9.2) Listen to six extracts from the conversations and answer these questions.

- a Who made the bike? (Conversation 1) an engineer
- b Is the speaker going to repair his car tomorrow? (2) ... no (he's having it repaired)
- c Who used to repair the car? (2) ... the speaker's father
- d Who fixes the engine? (2) an expert
- e Does this speaker think his son produced the magazine himself? (3)
..... no (he thinks someone else produced it)
- f Who writes the articles and edits the magazines? (3)
..... the boy and his friends

2 Compare the three sentences below.

- a What is the difference in meaning among them? *In the first sentence, they were the builders of their own house. In the second sentence, a builder built their house. In the third sentence, they asked a builder to build a house for them.*
- ▶ *They built their own house.*
 - ▶ *Their house was built by a local builder.*
 - ▶ *They had their house built by a local builder.*
- b How is the causative sentence formed?

3 Write follow-up sentences using causative verbs.



- a I didn't repair the car myself. **I had it repaired.**
- b She didn't make the dress herself. **She had it made.**
- c He isn't going to take his own photo. ... He's going to have his photo taken.
- d My father doesn't clean his car himself. ... He has it cleaned.
- e We didn't cut down the trees in our garden ourselves. ... We had them cut down.

4 Discuss these questions with a partner and then write sentences.

What can you have done ...

- a by a dentist? **You can have a tooth taken out.**
- b by an operation? ... You can have your eyes tested.
- c by a decorator? ... You can have your house redecorated.



Vocabulary

Words with suffixes

1 Add the appropriate suffix to the words to complete the sentences.

-able -ship -ment -ful -less -ised -ness

- a Our friendship (friend) was put to the test last summer after we had a huge row.
- b I find watching sport very enjoyable (enjoy). It gives me great enjoyment (enjoy) and happiness (happy).
- c Some pastimes are not fashionable (fashion) any more.
- d The broken limb must be immobilised (immobile) immediately and the patient be given careless (care) attention.
- e She was a masterful (master) tennis player and won many matches.
- f He always tried his hardest and was tireless (tire) in his efforts.

2 Now, write your own sentences using the suffixes above with words of your own choice.

Students' own answers

.....

.....

.....

.....

.....

.....

.....

.....

.....

Sports idioms

3 Underline the sports idioms in these sentences. Then match them with one of the meanings 1-5.

- a It just wasn't cricket, the way I was treated. 5
- b Ahmed has been calling the shots in his company for a few years. 1
- c The two candidates were neck and neck until the final votes. 4
- d He was unpopular with the other staff and rarely toed the line. 2
- e The restaurant we went to was really below par. 3

Words to remember

1 below par, call the shots, immobile, neck and neck, put to, snooker, substandard, toe the line, ungentlemanly

- 1 to control something completely; to direct action
- 2 to refuse to accept the authority or rules of a particular group
- 3 something which is substandard
- 4 evenly matched or paced
- 5 unfair or ungentlemanly conduct, contrary to accepted standards of fairness

4 Now match the idioms identified in 3 (a-e) with the sports they originate from.

- 1 Cricket a 3 Horse Racing c 5 Billiards / Pool / Snooker b
- 2 Athletics d 4 Golf e

Reading A biography

Discussion

1 Discuss these questions with a partner.

- a What is a biography? How is a biography different from an autobiography?
- b Whose biography have you read or would you like to read?
- c What kinds of biographical details could be included under these headings?
 - ▶ Personal details
 - ▶ Physical description
 - ▶ Family and early life
 - ▶ Career
 - ▶ Personal life
 - ▶ Important dates
 - ▶ Beliefs / opinions
 - ▶ Achievements

personal details: name, date of birth, age
physical description: height, weight / build, hair colour
family and early life: family background, sisters / brothers, housing, education, interests
career: qualifications, previous jobs, current job, future prospects
personal life: friends, marriage, children
important dates: school, higher education, jobs
beliefs / opinions: what is important in life; principles he / she lives by
achievements: sport, examinations, music, current and future challenges, etc.

Read and analyse

2 Read this brief biography.

- a Which information from question 1c above is included?
- b How is this biography constructed? What is the topic of each paragraph?

a) They are all included except:
· physical description
· opinions and beliefs
· personal life
b) (suggested answers)
paragraph 1: Birth and family education
paragraph 2: Details of her career
paragraph 3: Achievements

Massouma Al-Mubarak

Massouma Al-Mubarak is Kuwait's first female minister. She was born in Kuwait and grew up there. In 1971 she graduated from Kuwait university with a degree in political science. This was the beginning of her lifelong interest in politics. After this, she travelled to the US to pursue further study.

She obtained a master's degree in Political Science from Northern Texas University in 1976 and gained another master's degree in International Relations from the University of Denver, Colorado in 1980. In 1982, she received a doctorate in International Relations from the University of Denver. She used to spend long hours studying whereas nowadays she spends most of her time working for the people of Kuwait.

In 1983, she was appointed to Kuwait University as a political science professor and remained in the post until her appointment as minister. Al-Mubarak became Kuwait's first female minister when she was given the Planning and Administrative Development portfolio in June 2005, one month after parliament passed a bill granting women more political rights. Traditionally, only men had represented Kuwaitis in the government, but nowadays there are several women elected to serve their country in parliament.

In August, 2007, Al-Mubarak resigned from the post of health minister. In 2009, she and three other women won seats in Kuwait's parliamentary elections, thereby becoming the first women to enter the Kuwaiti parliament.



Writing A biography

Planning and Writing

task

You are going to write a short biography of someone you know or know about.

3 You are going to write a short biography of someone who has had an interesting or unusual life.

- a** Decide who you are going to write about. Here are some ideas:
 - ▶ Someone you know well personally, for example, a member of your family, or a well-known figure in your town or city.
 - ▶ Someone who is famous nationally or internationally, for example, a sports personality or a musician.
 - ▶ An unknown person you respect and want to tell everybody about, for example, someone who has helped others, like a doctor or a teacher.
- b** Plan your biography in four paragraphs, using the biography opposite as a model. Make sure you compare their life in the past to their life today.

4 Write your biography in 200–220 words.

- a** Include the information you decided was important in question 1c on the previous page.
- b** Follow your paragraph plan and write clearly and simply. Try to interest your readers in the subject of your biography. Use the *Useful Language* box below.

Words to remember

appoint, bill, biography, customarily, degree, doctorate, master's degree, minister, parliament, portfolio, resign, whereas

Check

5 When you have finished writing, read your biography carefully.

- a** Check spelling, grammar and punctuation.
- b** Exchange biographies with a partner. As you read what your partner has written, ask yourself these questions:
 - ▶ How is the subject of the biography interesting or unusual?
 - ▶ Does the biography include the kinds of information I want to know?
 - ▶ What other information would I find interesting?
- c** Return your partner's biography and exchange thoughts and ideas. Ask more questions about the subject.

USEFUL LANGUAGE

Giving biographical information

... was born in ...
 His father worked as a ...
 ... elder / younger brother / sister, ... , ...
 In his / her spare time he / she ...
 This was the beginning of his / her ...
 In the following year, he / she ...

Comparing the past and present

People would / could / used to ...
 whereas nowadays they ...
 ... used to be popular ...; ... is rarely seen nowadays / at present / in the present day / in these times ...
 Traditionally / historically / customarily, ...

Quote "Tradition simply means that we need to end what began well and continue what is worth continuing."

Jose Bergamin

Games of the past

Nowadays many of us spend free time playing computer games, talking on the Internet or watching television. But have you ever wondered how young people passed the time in the past? Before the invention of Nintendo, computers, television, radio and other modern-day entertainment devices we take for granted today, children had to make their own fun, often literally. The games of the past tended to involve groups socialising and playing a well-known game with well-known rules. They also often utilised items from their everyday life, such as rocks, shells, sand and almost any other everyday item you can think of. Here are just a few games they enjoyed.

Al-Khabsah

Al-Khabsah is a simple game, normally played by groups of girls. Each girl brings a few simple items such as shells, stones, beads and any other items the players can get their hands on. First, the girls form a pile, or cone, of sand and then wet it to make it more solid. The first girl places one of her items within the pile, and then splits this structure into smaller piles, thereby hiding her item within one of the smaller ones. At the given signal, the other girls search through these piles for the item that has been hidden. Whichever girl finds the item wins not only the game but also the item itself. It is then her turn to place an item in the large sand pile and repeat the game.



Dawama

Dawama is a game played by two players. Each player has a spinning top, or dawama, shaped like a cone and made from wood and string. The centre, or core, of the spinning top is taken out and replaced with a small piece of metal, made by a blacksmith, to make it stronger. The players wind a piece of string round it and pull it off quickly, making the cone spin rapidly on its point. The two players try to damage each other's tops. The winner is the player whose dawama suffers the least damage.

Ambar

Ambar is a team sport which uses rocks and balls. The first team throws a ball at a pile of seven rocks in an attempt to scatter them. When they have done this, the second team take the ball. The first team then have to attempt to pile the rocks on top of each other, whilst the second team attempt to hit them with the ball. If a player is hit, or tagged with the ball, then he is out of the game. The first team win if they manage to pile all the rocks up without losing all their players. The second team win if they manage to get all the first team players out the game.

So there you have three classic Kuwaiti games. Maybe next time you're thinking about playing the latest video game or watching TV, you'll think of these traditional games instead and go and see your friends. Who knows, maybe you'll even invent some exciting games of your own!

Appositions

An apposition is a grammatical construction in which a noun phrase is placed next to another one between two commas to define or modify it. An example from the text is: *The centre, or core, of the spinning top is taken out.* (centre = core)

1 a Find another apposition in each of the three paragraphs.

b Draw the formula = for each example.

2 Write two sentences using apposition.

Alexander the Great, the conqueror of Persia, was one of the most successful commanders.
(Alexander the Great = conqueror of Persia)

Project 3

task

You are going to design and produce a poster to promote Kuwaiti culture. Work in small groups.

Design and produce a poster

Stage 1 Read and analyse

Look at these posters which have been designed to promote the culture of various countries and to attract tourists and other visitors. Discuss questions **a–e** below.



- What aspects of culture do the posters show?
- Do you think any of the posters have been designed for a particular age group or nationality?
- Which images on the posters do you find attractive? Which would put you off visiting the countries?
- What do you think of the layout and design of the posters? What are the good and bad points?
- Would you like more, or less, written information to accompany the photographs, or do you think the balance of writing and pictures is about right?

Stage 2 Discussion and decisions

- a Decide what country or region you are going to promote with your poster:
 - ▶ your own country
 - ▶ a group of countries to which your country belongs
 - ▶ a larger region
- b Decide who you would like your poster to attract: young people, older people or everyone?
- c Decide what aspects of your culture to include on your poster: historical, environmental, literary, musical, sporting, architectural, etc.
- d Choose six or seven images you could use to represent these aspects of your culture.

Stage 3 Produce your poster

- a Share out the tasks that need to be done. Here are some possible tasks:
 - ▶ Select suitable images to include on your poster. Look in magazines, travel brochures and on the Internet.
 - ▶ Write short texts describing each image on the poster.
 - ▶ Plan the layout and overall appearance of your poster.
- b When the individual tasks have been completed, get together as a group and make the poster.
- c Think of one or more eye-catching titles or slogans to make people notice your poster.

Stage 4 Display your poster

- a Display your poster on the classroom wall.
- b Tell the rest of the class why you have chosen your images and who you hope to attract.
- c You could end this project with a class vote: which group has produced the most persuasive poster?

TRY THESE WEBSITES FOR INFORMATION

- www.visit-kuwait.com
- www.canada.travel
- www.visitlondon.com
- www.enjoyrome.com
- www.dubai-tourism.net
- www.visit-dubai-city.com
- www.arizonaguide.com

Module 4

Achievements



Unit 10: Pushing the limits
How far can you push yourself?



Unit 11: The final frontier
How has technology changed our lives?



Unit 12: Geniuses
Do you have special talents?



Focus on:
Maha Al-Ghunaim



Project 4:
A balloon debate

Outcomes

You will be able to:

- ▶ solve logical problems
- ▶ talk about past and present actions and experiences
- ▶ listen for specific information
- ▶ make difficult choices - desert survival
- ▶ use formal language
- ▶ present ideas and suggestions
- ▶ write a report about technological changes
- ▶ read an article about 'Zeddy' Al Refai
- ▶ read an article about space technology

Unit 10 Pushing the limits

Grammar

Past perfect simple and continuous



Discuss

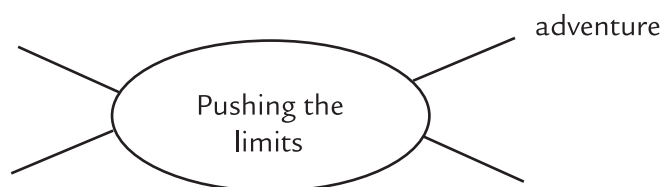
1 Look carefully at the photographs of the Himalayas and discuss these questions.

- a What qualities would a person need to survive in these conditions?
- b What difficulties and problems would you face if you attempted to spend time in these conditions?

a qualities needed would include: fitness, strength, perseverance, determination, ability to endure solitude.
 b difficulties and problems might include: exhaustion, lack of oxygen, avalanches, sickness, injury, getting lost / losing contact with the outside world, the cold .

Read

2 Before reading, think of as many words as possible related to the unit and the text opposite. Use the title of the text, the pictures on both pages, and the unit title to provide hints. Record your ideas in a word map, like the one shown below. Students' own answers



3 Read the report and say whether these statements are True (T) or False (F)? Justify your answers.

- a Zed Al Refai was the first Arab man to climb the tallest mountain on every continent.
 T: He was the first to ascend the highest mountain on every continent.
- b After climbing Mount Aconcagua, Al Refai decided to retire.
 F: He climbed Matterhorn two years after Mount Aconcagua
- c Al Refai was nervous about climbing Mount Everest because he was inexperienced.
 F: He was very experienced but he was still nervous.
- d The weather on Mount Everest was extremely poor.
 T: The conditions were perilous.

The seven summits

On February 5th, 2004, Kuwaiti climber Zed 'Zeddy' Al Refai became the first Arab man to ascend the highest mountain on every continent. He had reached the top of Mount Aconcagua in Argentina, South America, in four days. This was five years after he had climbed Mount McKinley, the highest peak in North America. Apart from exhaustion and a little frost-bite, Zeddy was in good health and very happy to have joined the elite 'seven summit' club.

These seven summits include Mount Everest, the highest mountain on Earth. Zeddy's first attempt at Everest had almost ended in calamity and a member of his team had to carry him down the mountain and save his life.

Zeddy showed his determination. He had been preparing for his second attempt for many months, and in 2003 he was able to get to the top of Mount Everest. He knew it would be the hardest thing he had ever done and was nervous despite the fact that he was an experienced climber. Conditions were perilous and for much of the climb

he had been fighting extreme cold, strong winds, dizzying heights and dangerously low levels of oxygen, but he was able to reach the top. It was very difficult, but he knew he had a great team supporting him and this had helped him to keep going.

One of Zeddy's aims in climbing the seven peaks was to highlight the importance of protecting the environment in the Gulf region and to inspire other Arabs to become involved in the sport.

The year after climbing Aconcagua, Zeddy travelled to the mountains in Pakistan to help his fellow Muslims following the huge earthquake and take part in reconstruction efforts.

You may think that Zed Al Refai had had enough of mountains after all these expeditions, but the following year he scaled the Matterhorn, a difficult and dangerous mountain in Switzerland.



4 How many of the difficulties and problems you discussed in 1b are mentioned in the report? exhaustion, lack of oxygen, extreme cold, frost-bite, strong winds, dizzying heights

Check your understanding

5 Suggest explanations for these extracts from the report.

- a He was nervous despite the fact that he was an experienced climber.
.. He was nervous because he knew how dangerous the expedition would be. ..
- b Zeddy's first attempt at Everest had almost ended in calamity ...
.. He had to be carried down the mountain by a member of his team. ..
- c ... but he knew he had a great team supporting him and this helped him to keep going.
.. He had an experienced team that he relied on for support. ..

6 What do the words in bold in these extracts from the report refer to?

- a He knew **it** would be the hardest thing he had ever done. climbing Mount Everest (lines 21-22)
- b You may think that Zed Al Refai had had enough of mountains after **all these expeditions**... (lines 44-46) his climbing of the seven summits
- c the **following year** he scaled the Matterhorn... (lines 46-47) the year after visiting Pakistan

Think and speak Giving personal opinion

7 Discuss these questions with other students. Students' own answers

- a What kind of preparations do people have to make before they go on expeditions like the one you have read about?
- b Would you be interested in doing something as physically and mentally demanding as Zed Al Refai's climb up Mount Everest? Why or why not?

Words to remember

ascend, attempt, dizzying, elite, exhaustion, extreme, frost-bite, highlight, perilous, reconstruction, scale, summit

1 Read extracts 1-4 from the report about Zed Al Refai and answer these questions.

- a** Which verb tense is used in these extracts?
- b** Which main event do they provide background for?
- 1** He had reached the top ... **Past perfect simple; he scaled Mount Aconcagua**
- 2** ... the hardest thing he had ever done ... **Past perfect simple; climbing the mountain**
- 3** ... and this had helped him to keep going. **Past perfect simple; his team supporting him**
- 4** You may think that Zed Al Refai had had enough of mountains ... **Past perfect simple; he had climbed so many**

2 Read two more extracts and answer these questions.

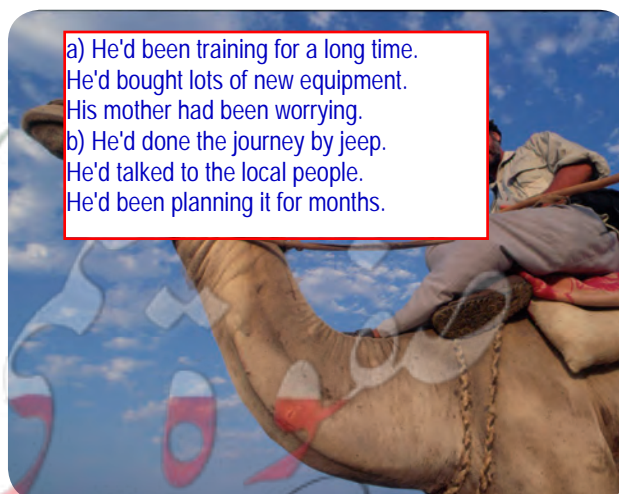
- a** Which verb tense is used in these extracts? **past perfect continuous**
- b** How is this verb tense formed? **had been + past participle**
- 1** For much of the climb he had been fighting extreme cold, strong winds, dizzying heights and dangerously low levels of oxygen ...
- 2** He had been preparing for his second attempt for many months ...
- c** Which of these ideas do these verbs express? **The action was continuous / the action was completed**
- ▶ The action was repeated / the action happened once
 - ▶ The action was continuous / the action was completed

3 Suggest explanations for these facts about Zed Al Refai's climb using the words in brackets. Make sentences using verbs in the past perfect simple or the past perfect continuous.

- a** When he arrived, Zed Al Refai was fatigued. (climb / four days)
He'd been climbing for four days.
- b** When he reached the top, he was exhilarated. (join / 'seven summit' club)
b) He had joined the 'seven summit' club.
- c** Mr Al Refai carried oxygen with him. (oxygen levels / be / dangerously low)
c) Oxygen levels had been dangerously low.
- d** He knew he would succeed, despite the very austere weather conditions. (great team / support)
d) He'd had the support of a great team.
- e** Mr Al Refai was afflicted with frost-bite. (temperatures / be / extremely low)
e) Temperatures had been extremely low.
- f** Despite his experience, he was very nervous. (know / hard thing / ever do)
f) He knew it would be the hardest thing he had ever done.

4 Working with a partner, discuss what might have happened leading up to these events and then write sentences using verbs in the past perfect simple or continuous. (You will need to use your imagination.)

- a** On May 13, 1999, a Japanese college student, Ken Noguchi, became the youngest person to reach the summit of Mount Everest.
Before he climbed Everest, Ken Noguchi had ascended many other mountains. In fact, he first started climbing mountains since he was 8.
- b** In 1986, Michael Asher was the first westerner to traverse the Sahara Desert from west to east on a camel. Before he set off on his journey across the Sahara, Michael Asher had learnt how to ride a camel.



- a) He'd been training for a long time.
He'd bought lots of new equipment.
His mother had been worrying.**
- b) He'd done the journey by jeep.
He'd talked to the local people.
He'd been planning it for months.**

Vocabulary

Phrasal verbs with *come*

- 1 Match the verbs underlined in these sentences with the correct meanings 1–8 below.
- a It had been cloudy all morning, but in the afternoon the sun came out. ...3...
- b As we were walking up the mountain, we came across a small camp site. ...7....
- c Come over when you're next in town. ...1...
- d After she fell and hit her head on the ice, it was ten minutes before she came round. ...6....
- e A job has come up at the polar research centre – I may apply for it. ...2....
- f I wish the price of petrol would come down. ...4...
- g When I was talking to my brother yesterday, your name came up several times. ...5....
- h In the end, I came away with first prize.8.....
- | | |
|---------------------------|-----------------------------------|
| 1 visit | 5 be mentioned |
| 2 become available | 6 recover after being unconscious |
| 3 appear / become visible | 7 find by chance |
| 4 fall / decrease | 8 succeed in winning something |

Adjectives beginning with *a*

- 2 a Match adjectives beginning with *a-* from List A with other adjectives which have the same meaning from List B which can be used in front of nouns.

	frightened	burning	similar	living	sleeping
A	a afraid	b alight	c alike	d alive	e asleep
B	1 burning	2 frightened	3 living	4 similar	5 sleeping

- b Complete as many of these sentences as you can using words from List A. If you can't use List A, use an alternative from List B.

The fire had started when everyone in the house was (1) asleep. In less than ten minutes, the whole building was (2) alight. The family escaped, but the parents had to calm their (3) frightened children. Some people had minor burns, but fortunately everyone was still (4) alive. The police suspected arson as there had been four (5) similar fires in the previous month.

Note

Some adjectives beginning with *a-* cannot be used in front of a noun. For example, we can say: **The frightened boy**, but not **The afraid boy**. If we want to use afraid, we have to say: **The boy was afraid**.

Words to remember

afflicted, alight, arson, austere, come across, come away with, come down, come over, come round, come up, exhilarated, fatigued, traverse, unconscious, visible

Pronunciation Intonation patterns (2)

- 3 (10.1) You are going to listen to answers given to five quiz questions. Decide whether the people are sure of their answers or not.

- | | |
|-------------------------|-----------------------|
| a Four days <u>sure</u> | d Two <u>unsure</u> |
| b Five <u>unsure</u> | e Seven <u>unsure</u> |
| c 2003 <u>unsure</u> | |

- 4 (10.2) Work with a partner. You are going to take it in turns to answer some more quiz questions about Zed Al Refai's climb.

If you know the answer, make your voice sound sure. After each answer, your partner should say whether you sound sure or unsure. 1 very bad 2 to inspire others 3 Zeddy 4 the Matterhorn 5 he helped with reconstruction

Quote "It's not the mountain that we conquer but ourselves."
Edmund Hillary

Speaking Making difficult choices

Introduction The situation

- 1 Read this scenario. How would you react if you were actually in this situation? Would you stay calm or would you panic? Students' own answers

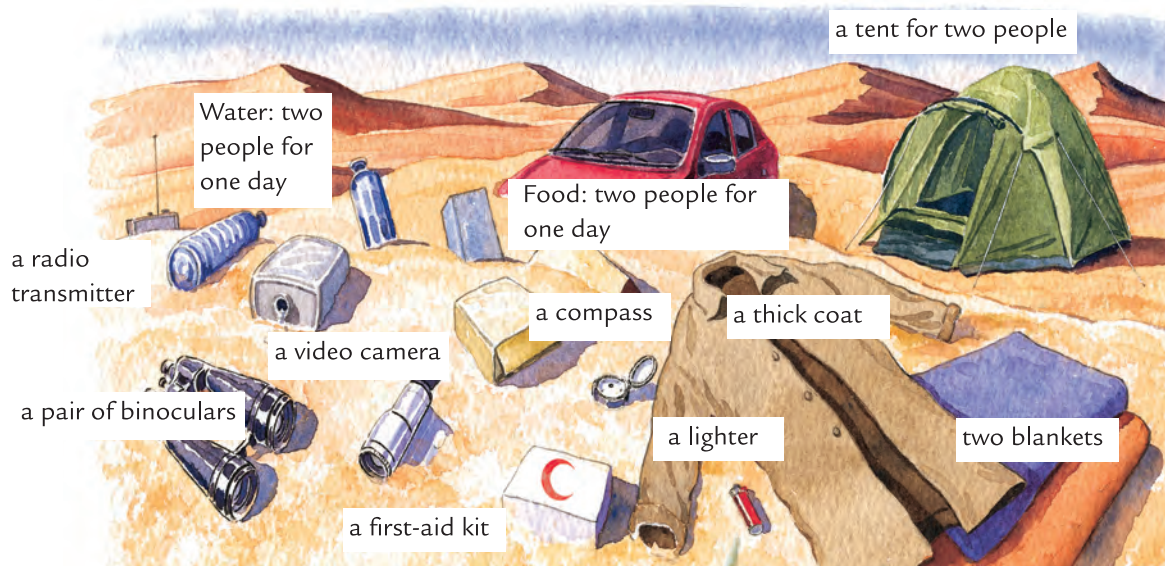
Omar and Nader are driving across the Kuwaiti desert in their 4x4 when a sandstorm, very common to the area, blows up. There is nothing they can do about the weather and unfortunately, sand engulfs the car and gets into the engine. Regardless of their best efforts, the engine simply will not start so they are forced to change their plans.

The two men are still 30 kilometres, around 12 hours walk, away from their destination and know that it is located to the north. However, they are forced to abandon the car and continue the journey on foot, carrying all that they can with them. They have supplies in the car but can only take with them what will fit in their backpacks.

The weather is extremely hot, making walking by day very gruelling, but they are in good health and fit enough to walk 30 kilometres under normal conditions. The two men have some critical decisions to make.

They have room in their bags for three items each and have to choose from the eleven items they have in the car...

- 2 Look at the illustration and choose which six items Omar and Nader should take in their backpacks. Don't discuss your ideas with your friend yet. Students' own answers



- 3 Work in pairs and both make a list of the six items that Omar and Nader should take with them for the rest of their journey. Students' own answers

- Compare individual lists. Which items are on both lists?
- Make a final list of the six items that Omar and Nader should take with them.
- Using information in the text, try to persuade your partner that your choices are the right ones. Use the *Useful Language* box on page 83.

task

You are going to write a response to an advert for a place on a Kuwaiti expedition to the summit of Mount Everest.

Writing A response to an advert

Read and analyse

- 1 Read the advert below. The advert is from an imaginary society called the Kuwaiti Adventure Club. How does the advert grab your attention? *Students' own answers*

DO YOU HAVE WHAT IT TAKES?
Are you the kind of person who loves a challenge?
Do you crave adventure and excitement?
Do you long for the chance to prove yourself?

If the answer to these questions is “Yes” then you could be just what we’re looking for. The Kuwaiti Adventure Club, along with its team of experienced mountaineers, is planning a challenging and arduous expedition to the summit of Mount Everest and we’re looking for motivated, strong-willed individuals to assist us. This is the chance of a lifetime to experience one of the planet’s most magnificent environments and to take part in an amazing feat of human endeavour. If you think you have what it takes, please write telling us why you should be chosen for this expedition, what skills and attributes you will contribute, and how you will cope with the huge effort such an expedition entails.

Replies should be about 200 words.
 Expeditions Manager, Kuwaiti Adventure Club

Discuss

Students' own answers

- 2 Read the advert and discuss these questions in small groups.

- a What type of personality and skills do you think are important for this challenge?
- b What do you think you would learn from the expedition?

Words to remember

assist, binoculars, cope with, crave, engulf, entail, feat, gruelling, mountaineer, strong-willed

Write

- 3 a Write your reply in about 200 words.
- b Check your letter for grammar, punctuation and spelling errors. Exchange letters with a partner and discuss both. What is good and bad about your partner’s reply?

USEFUL LANGUAGE		
<p>Explaining a choice</p> <p>I’d take the ..., because ...</p> <p>We really need the ... to (+ verb)</p> <p>I think it will be necessary because ...</p>	<p>Being persuasive</p> <p>Would it be a good idea to take ...?</p> <p>It might be a better idea to take ...</p> <p>If we don’t take the ..., X might happen.</p>	<p>Agreeing and disagreeing</p> <p>I agree.</p> <p>Okay, I see what you mean, but I don’t agree.</p> <p>I don’t agree.</p> <p>Why don’t we leave the ... and take the ... instead?</p>

Grammar

The passive with modal verbs;
either/or and neither/nor



Factfile

INTERNATIONAL SPACE STATION

- Crew: 3
- Launched in 1998
- Moves at an average speed of 27,743.8 kph
- Takes 91 minutes to orbit the Earth
- Revolves around the Earth 16 times per day
- USA, Russia, Japan, Brazil and the European Space Agency are all involved in the project
- In 2006, the Kuwait Scientific Center organised radio contact with the space station – the first such communication in the Arab world.
- The space station aims to conduct experiments that are not possible on Earth.



Discuss

1 a Answer these questions with a partner.

- 1 How long does it take the International Space Station to orbit the Earth? **91 minutes**
- 2 Why is the space station important? **It conducts experiments not possible in space**
- 3 How many times does the International Space Station orbit the Earth in a week? **16 x 7= 112**
- 4 Which countries or organisations helped to establish the International Space Station? **USA, Russia, Japan, Brazil and the European Space Agency**
- 5 What is unique about the relationship between Kuwait and the International Space Station? **Kuwait was the first country in the Arab world to contact the ISS.**

b Now, look at the photo and the unit title and predict what you think the topic of the unit will be.

- 1 Space exploration
- 2 The International Space Station
- 3 The Kuwait Scientific Center

Listen

2 You are going to hear interviews with three people who are talking about the pros and cons of space travel. Before listening, match these words with their definitions. You may use a dictionary or the glossary at the end of this book for help.

- | | | |
|----------------------|-------|---|
| a detriment | ..... | 1 eager to know or learn something |
| b execute | ..... | 2 interesting |
| c fascinating | ..... | 3 to carry out an order or plan |
| d dramatic | ..... | 4 the Earth, planets and stars |
| e curious | ..... | 5 fearless and brave |
| f universe | ..... | 6 the state of being harmed or damaged |
| g intrepid | ..... | 7 exciting or impressive |

Words to remember

abhorrent, awe-inspiring, concept, detriment, execute, frontier, intrepid, mission, orbit, revere, revolve around, sentient, universe

3 (11.1) Listen to the interviews. Discuss whether the speakers approve or disapprove of space travel. speaker 1 approves; speaker 2 disapproves; speaker 3 approves

Check your understanding

4 (11.1) Listen again and match these opinions and ideas with the right speakers.

	Speaker 1	Speaker 2	Speaker 3
a Exploring space costs too much money.		—	
b I revere the people who work in space exploration.	—		
c I would stop space exploration as soon as possible.		—	
d People have always wanted to find out everything about their world.			—
e Scientific progress should proceed.			—
f Space exploration helps us progress on Earth.			—

5 Read the following sentences. They are all statements from the interviews you have just heard. Do you agree or disagree with these sentences? Justify your answer. Students' own answers

- a** I think (space exploration) is very exciting and I really admire the scientists who design the spacecraft and execute the missions.
.....
- b** I find the concept of space travel endlessly fascinating.
.....
- c** I think it's an abhorrent waste of money and I don't understand why they are doing it.
.....
- d** Human beings are inherently curious. We want to explore everything in our universe.
.....

Think and speak Giving examples; justifying

6 Think about times when you have been presented with two choices. Students' own answers
Did you choose one of the options given? Or was neither one choice nor the other acceptable to you? Explain why.

Grammar

• The passive with modal verbs Grammar reference page 127

1 Change the passive sentences into active sentences and vice versa.

- a Astronauts should be rewarded by the government.
The government should reward astronauts......
- b Each astronaut has to wear a space suit.
A space suit has to be worn by each astronaut......
- c Space shuttles can transport equipment into space.
Equipment can be transported into space by space shuttles......
- d Scientists might have cured diseases if they hadn't spent their time working on space technology.
Diseases might have been cured by scientists if they hadn't spent all their time on space technology......
- e Experiments can be carried out on board the International Space Station.
Scientists carry out experiments on board the International Space Station......

• either / or and neither / nor Grammar reference page 127

2 Complete the sentences using either / or and neither / nor.

- a neither..... poverty nor..... disease are solved through space travel.
- b either..... we learn from the amazing technology that we have or..... we let it go to waste.
- c I am neither..... in favour of space exploration nor..... against it.
- d either..... we fund space programmes properly or..... we forget about exploring the boundaries of our universe.
- e On Mars, there is neither..... air to breathe nor..... water to drink.
- f Opinion is divided about the International Space Station. People either..... think it is exciting and pushing the frontiers of our knowledge or..... it is too expensive.



3 Turn the multiple sentences into single sentences using either / or or neither / nor.

- a We can spend money exploring space. We can spend money feeding the homeless. We can't do both. We can either spend money exploring space or feeding the homeless.
- b Space exploration is pointless. It can't solve the problems on Earth. It can't help us escape our problems. Space exploration can neither solve problems on Earth nor help us escape our problems.
- c He is allergic to nuts. He is allergic to dairy products. He can't eat them.
- d I could stay up late and watch a film. I could get a good night's sleep. I can't do both.
- e I am taller than my brother. I am heavier than my brother. We are identical twins.
- f You could buy a new game. You could buy a new book. Only one is possible.
c) He can neither eat nuts nor dairy products due to his allergies.
d) I can either stay up late and watch a film or get a good night's sleep.
e) I am neither taller nor heavier than my twin brother.
f) You could either buy a new game or a new book.

Vocabulary Space

- 1 a** Read this brief paragraph about Mars. Take note of the words in bold.

The Red Planet

Mars has held people's fascination on Earth for a long time because it is the only other planet with the potential to **sustain life**. However, as with the other planets in **our solar system (except Earth)**, its **atmosphere lacks oxygen** and is not **conductive** to human habitation.

A Mars year lasts 687 days, meaning that it takes roughly two Earth years to **orbit** the Sun. Mars has two tiny **natural satellites**, the moons Phobos and Deimos.

- b** Use the highlighted vocabulary, information from the paragraph above and your own knowledge to write a description of Earth, with the title *The Blue Planet*. Students' own answers

- 2** Fill in the gaps in this text. Use a dictionary or the glossary at the end of this book if required.

Station Shuttle hazardous space astronomical astronauts mission
 continual conveyed preservation audio wane transmitted

Space and the Muslim world

Islamic Civilisation has traditionally played a major role in (1) astronomical science and Muslim (2) astronauts have taken an active part in space exploration, engaging in hundreds of hours of (3) space-walks. Even more amazingly, the 1971 Apollo 15 (4) mission to the moon took with it the first *surah* of the Holy Qur'an as a prayer to protect the astronauts on an exceptionally (5) hazardous mission.

The (6) continual involvement of Muslims in space is evident in Kuwait, particularly in the form of the Kuwait Scientific Center, which hosted the 2005 World Space Week. The Center's displays include a Kuwaiti flag, which was (7) conveyed into space by the Space (8) shuttle Discovery. In 2006, children visiting the Kuwait Scientific Center were given the opportunity to make contact with the International Space (9) Station, the first students in the Arab world ever to do this. This amazing experience was repeated on Monday, July 14, 2008, when Gregory Chamitoff, an astronaut on board the International Space Station, answered questions from students at the Scientific Center of Kuwait.

Students from the Salmiyah region participated in the 2008 contact. The actual radio signal to the International Space Station was (10) transmitted by Nance Rocheleau in Honolulu. This signal passed between Kuwait and Honolulu and was then communicated to the ISS. The (11) audio was superb during the talk. Greg Chamitoff was answering the 17th question when the signal began to (12) wane and finally faded out. In Kuwait, this event had been prepared by Maryam Al Joaan, for the Department of Astronomy and Space Sciences (DASS) at Kuwait Scientific Center.

The Scientific Center of Kuwait is dedicated to the advancement of science and the (13) preservation of the cultural heritage of Kuwait. The Center, which opened in April 2000, was a gift to the nation from His Highness the late Amir Sheikh Jaber Al Ahmed Al Sabah and was built by the Kuwait Foundation for the Advancement of Sciences.

Words to remember

astronomical, conductive,
 exceptionally, habitation,
 natural satellite,
 on board, opportunity,
 roughly, solar system,
 superb, wane

Reading A report

Discuss

The extreme conditions of space have required man to create more advanced and more durable technologies. Many of these advances have produced 'spin-offs': items used in space that improve our lives on Earth. For example, solar power was first developed for space ships and satellites.

1 Discuss these questions in groups or pairs. Use a graphic organiser to present your ideas.

- a In your groups, brainstorm recent advances in technology.
- b Which of the changes you have discussed have had the greatest impact on people in Kuwait? Choose two or three examples.
- c Which of these advances do you think may have come from space technology?

Read and analyse

2 You are going to read a report describing some important technological advances that are spin-offs from technology developed for space.

Space-age technology today

Advances in technology designed specifically for space have enabled people to revolutionise their lives on Earth. This report will focus on two examples of this dual technology.

Aircraft technology

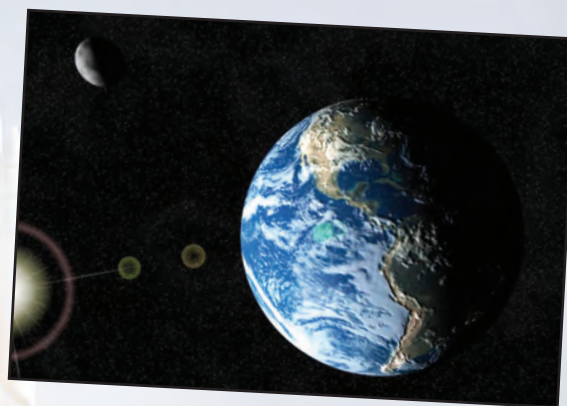
- 5 Space technology and flight have always gone hand in hand. Space technology has helped to make aircraft lighter, faster and more economical. Developments made in space have made aeroplane engines quieter and
- 10 have also lowered fuel consumption and emissions.

Wireless communication

- The enormous distance between the Earth and space, and the obvious communication problems this created, led scientists to develop wireless technology. This technology is used to access data collected by space ships from
- 15 Earth. Wireless technology is now used in medicine to monitor heart activity and to alert medical staff of abnormal activity there. It is responsible for saving many lives.

Other uses

- Space technology has proven very adaptable and has been applied to over 30,000 spin-offs for human benefit. For example, satellite television, weather forecasting and GPS systems rely on satellites, whilst everyday items such as sunglasses, mobile phones, air conditioning
- 20 units and running trainers have been improved by technology originally used in space.
- To conclude, many of the things we take for granted now were developed to resist the extreme conditions of space. In the future, we can expect that space exploration will continue to help us here on Earth.



- 3 a What is the purpose of the three headings: **Aircraft technology**, **Wireless communication** and **Other uses**? Their purpose is to give the subject of the paragraph.
- b What is the purpose of the first paragraph? To alert the reader to the subject of the report
- c Does the report contain mostly facts or opinions? facts
- d Is the language generally formal or informal? formal

Writing A report on space technology

Planning and Writing

task

You are going to write a report describing some of the ways in which man has benefited from space technology.

- 1 **Plan your report that describes two benefits of space technology on our lives on Earth.**
 - a Choose either examples provided by the report on the previous page, or think of your own examples.
 - b Make a note of important facts about the two examples you have chosen. You may need to use an encyclopaedia or the Internet to show how they were used in space.
 - c Plan your report. Include the following:
 - ▶ A descriptive title
 - ▶ A brief introduction
 - ▶ Two paragraphs focusing on the advances, with clear explanatory headings
 - ▶ A brief concluding paragraph
- 2 **Write your report in 200-220 words. Use the sample report as a model and include some expressions from the *Useful Language* box.**

Check

- 3 **When you have finished writing, read your report carefully.**
 - a Check spelling, grammar and punctuation.
 - b Exchange reports with a partner. As you read what your partner has written, ask yourself these questions:
 - ▶ Can you tell from the title and headings what the report is about?
 - ▶ Does the report consist mainly of facts?
 - ▶ Is the language formal?
 - c Return your partner's report and exchange ideas and thoughts.

Words to remember

- abnormal, alert,
- data, dual, durable,
- economical, emission,
- GPS, monitor,
- revolutionise, specifically,
- spin-off, take for granted,
- trainers

USEFUL LANGUAGE

Giving information

Advances in technology designed specifically for space have enabled people ...
 This report will focus on ...
 Developments made in space have ...
 Space technology has proven very adaptable ...
 ... have been improved by designs used in space.
 Everyday items ...
 To conclude ...

Approval / Disapproval

An incredible / useful / practical / awe-inspiring innovation is ...
 The changes brought about by modern technology are ...
 However, such innovations are not without cost ...
 This project is wasteful / pointless / unnecessary / ridiculous ...
 I am totally in favour of / against ...

Quote "We're changing the world with technology."
 Bill Gates

Unit 12 Geniuses

Grammar

Relative clauses and verbs ending in *-ing*;
comparison of scale: ... *as ... as ...* ; prepositions



Discuss

1 Look at the photographs and discuss these questions.

- a What special talents do the people in the photos have? *playing chess; playing the piano*
- b Do you know anybody who had an outstanding talent as a child? *Students' own answers*
- c Are you talented at Maths? Try multiplying 10,027 by 5. How long did it take you? Do you think this is fast enough to be considered exceptional? *Students' own answers*

2 These words are from the article on page 91. Match each word with its correct meaning. Use a dictionary or the glossary at the end of this book to check your answers.

- | | | | |
|-----------------|-----------|---|---|
| a awe-inspiring | ...6..... | 1 | number – 1, 2, 3, etc. |
| b arbitrarily | ...7..... | 2 | natural ability to do something well |
| c digit | ...1..... | 3 | having developed certain skills unusually early |
| d virtuoso | ...5..... | 4 | an abstract idea or belief |
| e outstanding | ...8..... | 5 | highly-skilled person |
| f talent | ...2..... | 6 | amazing |
| g theory | ...4..... | 7 | randomly |
| h precocious | ...3..... | 8 | excellent / unusually good |

Read

3 Read the article and choose the best heading for each section of the article. There are two more headings than you need. A5 B3 C2

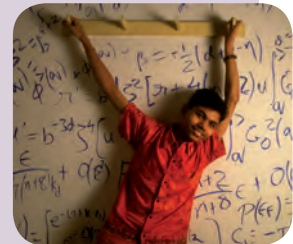
- 1 A master at nine
- 2 Public less interested as child grows up
- 3 Youngest master now doing research
- 4 Lifelong success for young composer
- 5 A child prodigy and an author

So talented, so young
A child prodigy is a person who has an outstanding talent or skill at a very early age. In this article you are going to read about three of these precocious children with different talents or skills.

A _____
 Shakuntala Devi, from India, is known as the ‘human calculator’. People noticed her amazing mathematical skills when she was doing difficult calculations in her head at the age of only three. She could also beat adults in memory games involving numbers. Unlike some children with this capability, Shakuntala kept her talent as an adult. She demonstrated this in 1980, multiplying two 13-digit numbers in her head in 28 seconds. The numbers, which were chosen arbitrarily by a computer, were: 7,686,369,774,870 and 2,465,099,745,779. The answer was:

18,947,668,177,995,
 426,462,
 773,730

10 18,947,668,177,995,426,462,773,730.
 Shakuntala Devi has also written books on popular mathematics.



B _____
 At the age of 12, Tathagat Avatar Tulsi was the world’s youngest person to gain a Master’s degree. He finished high school at the age of nine, gained a BSc at the age of 10 and an MSc when he was only 12. At 18, he is now a PhD student in Bangalore, India, doing high-level research. His awe-inspiring mathematical talent was noticed by his parents when he was only six.



C _____
 Wolfgang Amadeus Mozart was one of the greatest musical virtuosos of all time. He was born in Salzburg, Austria, in 1756 and began writing music before he was four years old. As a child prodigy, he toured Europe, playing his own compositions on the violin and other instruments to astonished audiences which often included kings and queens. In common with many other child prodigies, Mozart lost some of his appeal to audiences when he became an adult. Despite his genius, he had to work hard throughout his short life to earn a living and died very poor at the age of 35.

Check your understanding

4 Complete the table with information from the text. Some of the information has been filled in for you.

Name	Nationality	Talent	Achievements
Shakuntala Devi	Indian	incredibly fast maths skills	Published author. Multiplied two 13 digit numbers in 28 seconds.
Tathagat Avatar Tulsi Youngest person with	Indian	Mathematics	Youngest person with Master’s degree. (BSc age 10, MSc age 12)
Wolfgang Amadeus Mozart	Austrian	Musical genius	One of the greatest musical virtuosos of all time. Wrote music before age four. Toured Europe playing music.

5 Whose talent do you think is the most amazing? Why?
 Students' own answers

Think and speak Stating advantages and disadvantages

6 Discuss these questions with other students. Students' own answers

- a What are the advantages and disadvantages of being a child prodigy?
- b Do you think child prodigies should be treated as special cases by their parents and teachers?

er
 audience, BSc, digit, genius, MSc, outstanding, PhD, precocious, prodigy, randomly, talent, tour, virtuoso

Grammar

• Relative clauses and verbs ending in -ing Grammar reference page 127

1 Read sentences a–d, then answer questions A–C below.

- a She could also beat adults in memory games involving numbers.
- b She demonstrated this in 1980, multiplying two 13-digit numbers in her head.
- c He became a PhD student in Bangalore doing high-level research.
- d As a child prodigy he toured Europe, playing his own compositions on the violin.

- A Which part of sentences a–d contains the most important information: the first or the second part? the first part (applies to all)
- B What is the purpose of the other part of each sentence? to add detail (applies to all)
- C Which word in each sentence links the two parts? involving; multiplying; doing; playing

2 Complete sentences 1a–d with these beginnings.

- a She could also beat adults in memory games which involved numbers.
- b She demonstrated her mathematical talent when she multiplied two 13-digit numbers in her head.
- c He became a PhD student in Bangalore where he does / he is doing high-level research.
- d As a child prodigy on tours of Europe, he played his own compositions on the violin

3 Rewrite the following, using the -ing form of the verbs.

- a At the age of 14, my brother Nawaf started riding horses in big competitions. When he did this, he became the youngest professional jockey in Kuwait.
in big competitions, becoming the youngest
- b In his first season, he came first in every race and beat the previous record for a new jockey.
came first in every race, beating the previous
- c At the end of his second season, he was the highest paid jockey in the country. He was earning a million dollars a year.
in the country, earning a million
- d Soon afterwards, a newspaper began publishing stories which accused Nawaf of spending money extravagantly on high-living.
stories accusing Nawaf
- e Nawaf repudiated these accusations. He explained that he spent his money on his family and that he gave much of it to charity.
these accusations, explaining
- f He continued to ride, trusted in his faith, and refused to let the newspaper stories agonise him.
continued to ride, trusting ... , refusing



• Comparison of scale: ... as ... as ...

4 Read the sentences below. The sentences use the form ... as ... as Write your own ... as ... as ... sentences using the words below. Students' own answers

He was as tall as a tree. She felt as cold as ice.

fast hungry hot happy sad dirty clean sharp

Vocabulary

Nouns and adjectives

- 1 Fill in the missing words related to the words in capitals.
- a My sister is a very able student. (ABILITY)
 - b To my amazement, I got over 90% in the exam. (AMAZING)
 - c Many children find young animals very appealing. (APPEAL)
 - d When she said she was leaving, we just stared at her in astonishment. (ASTONISHED)
 - e I've never been very good at mathematics. (MATHEMATICAL)
 - f I enjoy listening to all kinds of music. (MUSICAL)
 - g Sport has increased greatly in popularity in recent years. (POPULAR)

- 2 a Complete the following sentences using words from the box and the appropriate prefix.

Prefixes: ir- dis- il- un-
Words: legal respect relevant usual

- 1 This essay is interesting, but some of the information is irrelevant.
 - 2 Criminals are people who perform illegal actions.
 - 3 It was an unusual sight to see such a rare bird.
 - 4 He was told off by the teacher for his disrespect.
- b Write two or three sentences of your own using the prefixes from the sentences above and words of your own choice. *Students' own answers*

Prepositions

- 3 Read this short text about child prodigies.

- a Complete the text using these prepositions:

at for in of on throughout with by

Words to remember
accusation, agonise, extravagantly, high-living, jockey, repudiate, season

Child prodigies are children who demonstrate talents (1) at a very young age. However, some child geniuses lose their talents (2) by adulthood. Mathematical geniuses are often able to do complicated calculations (3) in their heads (4) in just a few seconds. This is particularly remarkable when they are dealing (5) with numbers that have been selected (6) at random (7) by a computer. Musical geniuses, like Mozart, are often able to learn to play new pieces of music (8) on a variety of instruments very quickly. Mozart was certainly the most talented composer of his time, but many people believe he wasn't a genius, but worked hard (9) throughout his life. When he died (10) in 1791, some people said that overwork was the cause (11) of his death.

- b Check your answers by finding similar phrases in the main article on page 91.

Pronunciation Intonation patterns (3)

- 4 (12.1) Intonation can be used to show whether we are interested in what someone says to us or not. You are going to hear some short conversations. Listen and decide whether the second speaker in each conversation is interested or not in what the first speaker says.

- | | | | | | |
|---|----------|-----------------------|---|------------|-----------------------|
| a | Can you? | Interested | d | Brilliant! | <u>Interested</u> |
| b | Is he? | Not interested | e | Do you? | <u>Interested</u> |
| c | Great! | <u>Not interested</u> | f | Are you? | <u>Not interested</u> |

- 5 (12.1) Listen to the conversations again and repeat what the second speaker says.

- 6 (12.2) Work with a partner. Listen to the first speaker again and respond to what they say. Decide for each response whether to sound interested. After each response, your partner says whether you sound interested or not.

Speaking Riddles

Preparation

1 a Work in pairs.

Student A: Try to work out a possible answer to Questions 1, 2 and 3.

Student B: Try to work out a possible answer to Questions 4, 5 and 6.



Question 1

As fast as an eagle, as slow as a slug. As tall as a tree, as small as a bug. Sometimes in front, sometimes behind. Never on top, and always aligned. Question: What is it?



Question 2

What has a mouth but cannot eat, n but can't put money in it?

Question 3

What appears once in a minute, twi years?

Question 4

The beginning of eternity,
The end of time and space,
The beginning of every end,
And the end of time and place.
Question: What is it?

Question 5

What gets wetter the more it dries?

Question 6

Feed me and I grow, give me a drink

Question 1

The answer to the riddle is a shadow. Shadows always move at the same speed as the object which casts them, are always in proportion to that object, can be cast in front of or behind their source and are always aligned with the object that casts them.

Question 2

The answer to the riddle is a river. A river has a mouth (the place where it enters the sea), a bank (the land alongside it) and moves (or flows) but has no legs.

Question 3

The answer is the letter m. m is in the word minute once, in the word moment twice, and not at all in a thousand years. The time phrases are chosen as distractors.

Question 4

The answer is e. e is the first letter in (The beginning of) eternity, every and end. It is the last letter (The end of) time, space and place.

Question 5

The answer to the riddle is a towel. A towel dries something else and in doing so absorbs water from the object it dries, becoming wet in the process.

Question 6

The answer to the riddle is a fire. You feed a fire wood or coal and it gets bigger. However, if you give water a drink (pour water on it) it goes out.

- b** Prepare to explain your ideas to another student, using some of the words and phrases in the *Useful Language* box below. Write brief notes to refer to when you are giving your explanation.
- c** Now, look at your partner's questions and try to solve them.



Explanation

2 a Take turns to explain your ideas to your partner. If you do not understand your partner's explanation, or if you disagree with it, suggest your own ideas.

b Finally, listen to the explanations from your teacher and discuss.

USEFUL LANGUAGE

Expressing possibility / guessing

Maybe ...
Perhaps ...
Probably ...
It could be ...
What if ...?
Do you think ...?

Giving explanations

It refers to ... / The reason is ...
because it says ...
If you think about it then you see

Quote "Genius is born, not paid."
Oscar Wilde

task

You are going to write a letter recommending a genius for an award.

Writing A letter about a genius you know

Read and analyse

1 Read the letter below. It is an application for an imaginary award recognising geniuses.

- a) What kind of language has the writer used to convince the society of his case?
 b) Why does the writer include information about Al-Maghrebi's previous awards?
 c) Is the language used formal or informal?
- a) formal , polite language; technical language; opinions and facts
 b) To justify her nomination for the prize; to back up his opinions
 c) formal

Genius Award Application

Genius Society members,

I am writing to you to suggest that you consider Dr May Al-Maghrebi for your new Genius Award. Dr Al-Maghrebi is an incredibly gifted molecular scientist and biologist who has developed an important, non-invasive technique for detecting bladder cancer which will help to save thousands of lives every year. In 2000, the Medical College of Virginia awarded her a PhD in molecular biology and genetics. She also received Kuwait University's "Best Young Researcher Award" in 2003 and has been the recipient of many other local and international awards. I believe that these accolades justify her nomination for the new Genius Award.

Yours sincerely,

Waleed

Write

2 Write your own letter to the Genius Society members suggesting a potential recipient for the award. State why they should, in your opinion, receive this award. You must not use more than 220 words.

Check

3 When you finish writing, read your letter carefully.

- a) Check spelling, grammar and punctuation.
 b) Compare your letter with the person sitting next to you. As you read what your partner has written, ask yourself these questions:
- ▶ Whose letter is more convincing?
 - ▶ Whose chosen candidate do you think deserves the award?

Words to remember

accolade, aligned, bladder, eternity, genetics, gifted, molecular, nomination, non-invasive, recipient, researcher

USEFUL LANGUAGE

Giving recommendations

I would recommend to ...
 I believe he / she deserves this award because ...
 He / She has made huge advances in ...
 For all of these reasons ... deserves this award.

Expressing praise

He / She is an incredibly gifted ...
 Their achievements are outstanding ...
 Perhaps one of the greatest minds in the 21st century ...



Maha Al-Ghunaim

Maha Al-Ghunaim is an **extremely** successful Kuwaiti businesswoman. As head of Global, she is one of the stars of the Arab business world, commanding a company with an estimated worth of over KWD1.7 billion.

Al-Ghunaim studied for a Bachelor's degree in Mathematics at San Francisco State University. After graduating, she went on to join the Kuwait Foreign Trading Contracting and Investment Company (KFTCIC) as head of the portfolio **management** department. She later became a member of several major fund committees and was appointed assistant general manager of asset management at the Kuwait Investment Company (KIC). Eventually, in 1998, she established her own company, Global, and found herself at the helm as vice-chairman and managing director. Today, Global stock is traded on the Kuwait Stock Exchange, Bahrain Stock Exchange and Dubai Financial Market.

Asked about where she sees herself in a few years time, Al-Ghunaim says, "I would like to see myself still involved with Global in the long run, steering it to its logical end as the largest investment company in the Middle East. I admit it is quite **stressful**. It calls for strong support from my husband and family." However, with her family behind her and her strong business ethic, it seems that nothing will stop Al-Ghunaim from fulfilling her dream.

Talking about her start in business, Al-Ghunaim says that her parents' support was instrumental in helping her to achieve success. In fact, she believes that such support is essential for everyone.

"Parents should encourage both their sons and daughters to choose a career they love," she emphasises. "As far as banking as a career option is concerned, my advice is simple: go for it."

Al-Ghunaim has received many awards and accolades for her work. These include being listed in Forbes international as one of 'The 100 most powerful women' and as one of the 'Top 50 Leading Arab Women' by Forbes Arabia. She was also placed as one of the 43 most **influential** people in the Middle East Newsweek Arabia.

However, Al-Ghunaim's life does not simply revolve around business. She also heads the Kuwaiti chapter of Young Arab Leaders, an organisation which tries to improve education and promote **entrepreneurship** for Kuwaiti youths. "This is part of my social responsibility to the Kuwaiti community since I believe that we have a large reserve of potential leaders who are waiting in the wings and need to be nurtured and developed," she explains.

Suffixes

1 Adding suffixes to some words may change the meaning and / or part of speech of these words. In the words in bold in the text, identify the suffixes added and say if they change the meaning and/or the part of speech of these words.

word	suffix	change in		from..... to.....
		meaning	part of speech	
extremely	-ly		x	adjective → adverb

Project 4

task

You are going to take part in a balloon debate to improve your communication skills and persuade other students of your point of view.

A balloon debate

Stage 1 Introduction

- a You are going to hear a short balloon debate. Before you listen, read this definition.

A balloon debate is a debate in which several speakers attempt to win the support of an audience. The audience has to imagine that the speakers are flying in a hot-air balloon which is slowly sinking. Unless someone is thrown out of the balloon, the balloon will hit the ground and no one will survive. Each speaker has to persuade the audience why they should not be thrown out of the balloon. Usually each speaker takes the part of a famous person, or a particular profession.

- b Now read about the situation of the four speakers you are going to hear.

The island of Literock has been almost destroyed by a hurricane. The islanders have lost their homes and all their possessions. Nobody has been killed, but many people have slight injuries. A group of four professional people have been invited to help the islanders rebuild their community. These people are: a teacher, a doctor, an engineer and an economist. The only way of getting to Literock is by balloon. Half-way to the island, the balloon starts to lose height. Only one person will be able to reach the island, so the others will have to jump into the sea. (Fortunately they are all strong swimmers.)



- c (P4.1) Listen to the debate. As you listen, decide who you think should NOT be thrown out of the balloon.
- d Compare opinions with those of a partner.

Stage 2 Prepare for your part in the balloon debate

Work in groups of four

a Read about your 'balloon' debate situation.

A large passenger ship, 50 kilometres out to sea, has run aground and radioed for help. The passengers are not in any immediate danger, but some are suffering from sea-sickness and many of them are very angry. The sea is rough and the weather is too bad for a helicopter to fly. A small boat with a crew of four specialists is making its way towards the damaged ship. The specialists are a diver who is also a marine engineer, a doctor, a representative of the shipping company and a police officer. Unfortunately, the boat hits a rock and starts to take in water. Only one of the specialists will be able to reach the ship before the boat sinks, so three of the specialists will have to get out of the boat and swim back to the shore.

b Each member of the group should choose one of the four specialist roles:

Diver / marine engineer

Doctor

Representative of the shipping company

Police officer

c Prepare your speech

Remember you have about half a minute to persuade the audience that you are the best person to continue the journey to the ship. Make notes to refer to while you are speaking. Think about these aspects of the situation:

The short-term situation: the passengers' health and comfort; law and order; letting the passengers know what is happening

The long-term situation: moving the ship; completing the journey; getting the passengers off the ship; suggesting how passengers could spend their time

Stage 3 Convince your audience

Work with another group of four students

a The two groups take turns to speak to the other group. When all four speakers in the first group have made their speeches, the members of the second group, the audience, vote for the person who should continue.

b The members of the second group then make their speeches with the first group as the audience.

Stage 4 A different kind of balloon debate

Work in different groups of four

a Each student chooses to be a famous person from Kuwait. You must choose someone everyone in the group knows about. It could be a politician, a sports personality, a writer, a musician ... anyone you like.

b Each 'famous person' prepares a speech saying why they should not be thrown out of the slowly-falling balloon.

c Each group, in turn, speaks to the rest of the class. After listening to each group, the audience votes who to keep in the balloon and who to throw out.

TRY THESE WEBSITES FOR INFORMATION

- www.en.wikipedia.org/wiki/Balloon_debate
- www.Kent.ac.uk/careers/interviews/balloonDebate.htm

Literature time!

HENRY V

William Shakespeare

Episode One

King Henry V was one of the great rulers of England. In his youth he had been famous for his ill-mannered and wild behaviour and that raised concerns about whether he was fit to inherit the throne. He had indeed been known to spend much of his time with uneducated people, immersing himself in futile activities. Once he became king, however, Henry's character changed dramatically and the royal qualities he possessed shone through. He was righteous, merciful and remarkably intelligent. Yet his greatest power did not lie in his physical strength but rather in his use of language. He was a very eloquent speaker and mastered the art of rhetoric.



In the royal court, many praised the king's knowledge and wisdom and expressed their amazement at his remarkable transformation. Nevertheless, the Earl of Canterbury, one of the King's advisors, started having some concerns. He knew that Henry was a just and righteous man. At the time, the aristocracy enjoyed considerable wealth, and the Earl was thus worried that the new ruler might pass a bill that would reduce their possessions. Consequently, he devised a plan to divert Henry's attention from the matter by claiming that since King Henry was a descendant of a French Queen, he was the rightful heir to the throne of France which he ought to claim as his own.

Henry was reluctant at first, but eventually he became convinced of the legitimacy of his claim. He thus sent word to the French informing them of his intentions. In response, a group of French ambassadors soon arrived at the English court, bearing the English King a note from the Dauphin, the eldest son of the King of France. The Dauphin communicated in his message his absolute rejection of King Henry's prerogative and expressed his belief that Henry's wild youth was interfering with the soundness of his judgement. As such, he had no right to rule France and should stop his attempts at asserting his authority over the country. Along with this message, the Dauphin sent Henry tennis balls as a reminder to the King of his mischievous youth.

King Henry was greatly offended by such a present as he fully understood its significance and the Dauphin's intentions. Therefore, he used this insult as a pretext to wage war on France. In the message he sent back with the ambassadors, Henry warned the French that they had brought war upon themselves and that they would suffer the consequences for generations to come:

“Tell the Dauphin I will keep my state,
Be like a king and show my sail of greatness
When I do rouse me in my throne of France.
Tell you the Dauphin I am coming on,
To venge me as I may and to put forth
My rightful hand in a well-hallowed cause.
So get you hence in peace; and tell the Dauphin
His jest will savour but of shallow wit,
When thousands weep more than did laugh at it.”

The decision to go to war was hence taken: England was to invade France. Thus, the preparations began. Both armies started to round up their troops and the race to arms was soon well underway. The two countries were equally motivated, as this war was to determine their fate. For both sides, losing the battle would entail the loss of the whole country.

As in all conflicts, the parties involved attempted to devise certain strategies to guarantee their victory. One of the strategies that the French resorted to was to bribe certain English courtiers to kill the English king and thus avoid the whole war. Three of the king's courtiers, The Earl of Cambridge, Lord Scroop and Sir Grey, agreed to betray him and conspired to murder him. In the company of the king, they tried to hide their true intentions by complimenting him and praising his great power and just ruling of England. What they did not know was that King Henry was fully aware of their treachery and that he had not been deceived by their lies.

When he discovered the plot against his life, the King's disappointment was great. The three men had been his close friends and yet they were willing to kill him in exchange for money. He had believed they were noble, educated and loyal, but they were actually traitors. They were therefore arrested and charged with high treason. Since their disloyalty had endangered the king himself and the whole kingdom, they were sentenced to death. Thus, the French plan to get rid of the English king failed and preparations for the war were resumed.

Episode Two

The English set out to France where the battle was to take place. This war was crucial for them as they felt it was a matter of honour and a duty to defend their offended king and recover what they believed to be England's legitimate territory.

On the French front, arrangements were also being made in preparation for the English invasion. The French were aware that their opponents were extremely powerful, yet they were keen on defending their country in every way they could. Thus, they gathered all the brave men who were willing to sacrifice their lives for their homeland and vowed to unite in their

fight against the English.

Unlike everyone else at the French court, the Dauphin was quite confident that the French would be victorious. He did not think too highly of King Henry. Instead, he believed that there was no reason to fear the English. Sooner or later, he thought, the English king would make some error in judgement that would cost him the battle.

The King of France, on the other hand, did not share his son's opinions; he was well aware of the real threat his kingdom was facing. Knowing that the English were a force to be reckoned with, he was convinced of the necessity of being well armed in order to stand against them.



This was not the first time that the two countries had gone to war. As the French king well knew, King Henry was the descendant of a great line of kings who had conquered France several times in history. On each occasion, the French had been left helpless, watching their country being conquered by the dreadful enemy. He remembered vividly all the devastation brought about by the previous

English rulers upon the French nation; and there was now this fear that the same might happen again:

“Think we King Harry strong;
And, princes, look you strongly arm to meet him.
The kindred of him hath been fleshed upon us;
And he is bred out of that bloody strain
That haunted us in our familiar paths:
This is a stem
Of that victorious stock; and let us fear
The native mightiness and fate of him.”

In the meantime, King Henry had decided to grant the French one final chance to surrender the throne peacefully. Not wanting to resort to war immediately, he was willing to reason with them. He threatened, however, that if his demands were not met, a great misfortune would befall the kingdom of France and warned the French that they would then have no one to blame but themselves.

As soon as the news reached France, the Dauphin hurried to reject King Henry's demands

and instructed his ambassadors to communicate his message to King Henry at once. Without consulting his father, he was determined to go into battle as he believed the English king to be too weak and incompetent to win. But most of all, the Dauphin was underestimating the consequences of the war upon his own country and people.

Nevertheless, the wiser, more knowledgeable King of France chose not to respond to Henry's demands immediately. Instead, he requested some time in order to consider the full situation and assess the power of his own army against that of the enemy. He thus sent a messenger with the promise to communicate his final decision by the next day.

The French king was then faced with a very difficult choice. If he were to agree to King Henry's conditions, he would lose his throne and all the great achievements of his lifetime would amount to nothing. On the other hand, if war were to break out, the consequences would be too horrific for his country to bear. His whole kingdom was at stake, but so too was the welfare of his people and the existence of his homeland as an independent nation.

The final decision was critical. Peace, or war, depended entirely upon the choice of the French king. Giving up the throne to the English King, and hence sacrificing his position of power and authority, would allow him to protect and preserve his people and country; whereas his refusal to comply would jeopardise the safety and life of his subjects and expose them to the hazards of war.

One night and one decision were to decide the fate of both France and England. As evening fell, all lay anxiously awaiting dawn. The next morning was to bring about the moment of truth that would determine the course of events in the days to come.

Episode Three

On the morning of the next day, the decision was revealed: France had declined England's proposition. Instead, the King of France offered his daughter, Katherine, to Henry in marriage, along with some insignificant dukedoms as dowry. As tempting as having Katherine for a wife seemed to him, King Henry was not entirely satisfied with the dowry. He thus considered the proposal demeaning and interpreted this as a declaration of war. Rather than surrendering the throne, the King of France was willing to endanger the lives of his people and the security of his country.

The English decided to launch their first attack on the city of Harfleur as it was one of the closest French cities to the North. Before going to battle, King Henry addressed his soldiers in a very eloquent way, adapting his speech to the different members of his army in a manner appropriate to their social class and



background. First, he urged them all to be strong and to do their utmost on the battlefield. Then, addressing the noblemen, he encouraged them to follow the example of their noble ancestors who were remembered for their valour and bravery. As for the members of the lower classes, such as the farmers and craftsmen, Henry addressed them in a straightforward way, using images drawn from their everyday language. He praised their boldness and urged them to show the French their true essence. He thus concluded:

“Once more unto the breach, dear friends, once more.
 On, on, you noblest English.
 Whose blood is set from fathers of war-proof!
 Fathers that, like so many Alexanders,
 Have in these parts from morn till even fought.
 And you, good yeoman,
 Whose limbs were made in England, show us here
 The mettle of your pasture; let us swear
 That you are worth your breeding; which I doubt not.
 The game’s afoot:
 Follow your spirit, and upon this charge.”

Through his persuasive skills and mastery of language, Henry had succeeded in making all his soldiers feel important and involved in his cause. As English warriors, they were loyal and fearless, determined to fight side by side for the victory of England.

Thus the battle began. The English were fierce and relentless in their attempt to conquer Harfleur. They persisted in their attack and did not give up. Eventually, they managed to besiege the city. King Henry showed mercy towards the citizens of Harfleur as he gave them one last chance to surrender without putting up a fight, in order to limit the damage in the aftermath of the battle. Otherwise, he warned them, their city would be burned down to the ground. The choice once again lay in the hands of the French.

In the meantime, the governor of Harfleur was expecting reinforcements from the Dauphin of France and, as such, was reluctant to surrender. However, since the Dauphin failed to provide assistance, the governor eventually yielded in order to spare his citizens further hardship. Thus, the English took over the city. True to their word, they treated the inhabitants with respect and compassion. No individual was harmed and all properties were kept intact.

The news of the English victory came as a great shock to the French court. The sheer power and skilfulness displayed by Henry’s army on the field had exceeded everyone’s expectations. Through their extreme dedication to their cause, the English had proved to be unstoppable, fearless and invincible; they were indeed a dreadful enemy.

The threat was now very real and the French feared that the English would soon occupy their whole kingdom. Far from giving up, however, the French king worked hard to uplift the morale of his princes and soldiers. It was necessary for them to recover their self-confidence in order to be able to stand in the face of the advancing English, as they could not afford to give in to despair. Any sign of weakness now would prove fatal, as their enemy would be quick to seize the opportunity and take control.



There remained one hope that the French firmly held on to. The English were no longer as strong as when they had first started the war; they had been weakened by hunger and exhaustion. Seeing that the English were highly disadvantaged at this point, the Constable of France still believed that the French troops would eventually triumph. He felt that

it was only a matter of time before King Henry would become aware of the failing force of his army. Upon such a realisation, he expected him to surrender himself to the French and announce his defeat.

The King of France endorsed the Constable's reasoning and asserted his own belief in the ultimate victory of the French army. There was thus no room for resignation; the battle would go on till the end.

Episode Four

In the meantime, the English were still pushing through the north of France. Captain Fluellen, one of the captains in charge of King Henry's army, brought him reports of the ongoing battle. The English were making good progress and forcing the French troops to withdraw gradually. In spite of the French attempts to hold their enemy back, the English invasion continued steadily.

On the English front, there had been no reports of deaths except for a soldier who had been executed for stealing and committing offences against French civilians. King Henry gave strict orders to ensure that his troops treated the local residents decently and with utmost care. Any disobedience would be punished by death. On the other hand, the French were suffering great casualties and a large number of their troops had been already killed during the fight.

In the heat of the battle, a French messenger arrived at the English campsite bearing a letter from the King of France. The latter was contesting the English victory at Harfleur and challenging King Henry's ability to score further achievements on French soil. The note expressed the determination of the French to defeat the English and send them back to their homeland humiliated and dishonoured.

In response to this provocation, King Henry answered with a challenge of his own. He requested the French messenger to inform his king that it was only a matter of time before he would be forced to capitulate and surrender his kingdom to the English. Although his soldiers were starving, exhausted and significantly fewer in number than the French, King Henry had absolute faith in their courage and strength. He was convinced that despite their

poor condition, they would fight till the end and come out victorious.

At the French court, an atmosphere of restlessness and anxiety prevailed. Everyone was getting ready for the important battle to come. Princes, dukes, lords, officers and soldiers were all arming themselves to face the English in the hope of defeating them. The ultimate confrontation would take place at the break of dawn.

While awaiting the critical hour, the French Dauphin, the Constable of France and the Dukes of Orleans and Rambures were discussing their armour and horses. They were in desperate need of a pastime to keep them busy till morning came. It was clear that the tension was building up as the men began quarrelling. Once the Dauphin left, the others expressed their scepticism about his eagerness to fight the English. The Constable believed him to be a hypocrite who pretended he was brave and valiant whilst, in reality, he was merely a coward.

The conversation then moved to the English. The French found it foolish of them to advance at night in an unknown territory where they would be endangering themselves. The Duke of Rambures, however, disagreed with the rest as he considered the English to be exceptionally audacious. The sun set while the French were getting armed in preparation for the attack, confident in their forthcoming victory.

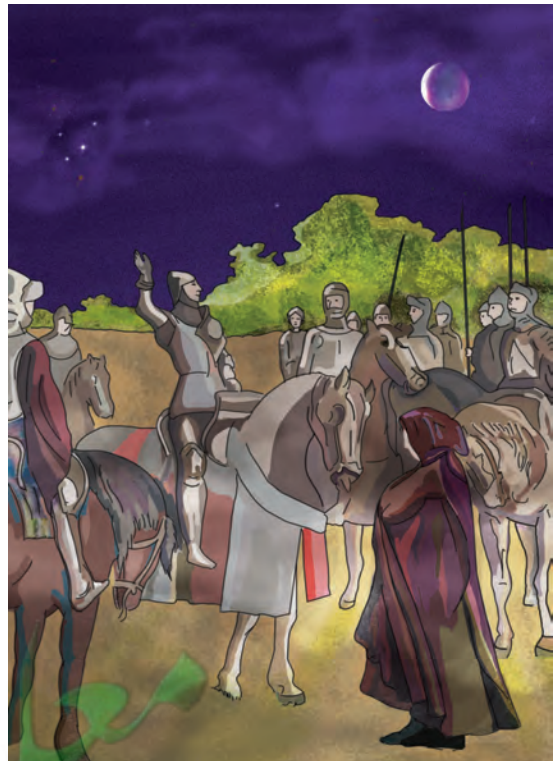
Episode Five

At the English campsite, King Henry was beginning to feel anxious. He was fully aware of the danger his soldiers were exposed to. Now, more than ever before, he felt the necessity to keep them motivated. Therefore, he decided to disguise himself, by putting on a cloak belonging to one of his officers, and mingle with his troops to find out what state they were in. As he was walking amongst his men, he took the time to stop and talk to some of them. Since nobody seemed to recognise him, he took the liberty to ask for their opinion about their king.

The first man he addressed was a camp follower called Pistol. He sold goods and provided various services for the army. Pistol communicated his great fondness for the king but expressed his dislike of Captain Fluellen as the latter was extremely righteous and allowed no transgressions even in times of war. King Henry, on the other hand, greatly admired this captain who had invaluable opinions about the laws of war and the need to enforce them. He considered him an outstanding member of his army who had always been distinguished by his valour and the respect he inspired.

After his encounter with Pistol, King Henry carried on until he met three soldiers.

The first person who spoke was John Bates, who expressed his wish to be back in London instead of being trapped in a battlefield. He also communicated his belief that the King himself probably had the same wish. Still in disguise and not wanting to reveal his true identity, King Henry was quick to reply. He firmly asserted that he was certain the king



wished to be nowhere other than where he currently was: on the battlefield in France. Bates claimed in response that the king should be the only one to be trapped in France, as it would save a lot of innocent people's lives. In return, King Henry defended his decisions as King, arguing that when honour is at stake everything should be risked to protect it.

Michael Williams spoke next. He agreed that the king's cause must be good; otherwise he would have to be held accountable for the consequences of the war and the suffering of his people, and bear these upon his conscience. However, Williams admitted that, as loyal subjects, the soldiers were not in a position to disobey the orders of the king for they would be acting as traitors.

King Henry answered by refuting the argument that holds the king responsible for the fate of his army. He argued that it was the duty of the soldiers to come to war well prepared and aware of the possibility of never returning home. As the conversation proceeded, Henry drew their attention to the human nature of kings. A king has feelings like all other men, claimed Henry, and sometimes experiences fear and anxiety. Nevertheless, while every man can freely express his emotions, a king cannot reveal his worries to his subjects for fear of disheartening them. And there lies the difference between the king and the common man:

“Every subject's duty is the king's; but every subject's
soul is his own.”

Eventually, through his mastery of language, King Henry was thus able to justify his position and convince the three men of the validity of his argument.

Following this interesting exchange, Henry wandered off alone. In a rare moment of weakness, he could not help but reflect upon his status as king. He then experienced a moment of severe anxiety as he felt the full weight of his responsibility. It became obvious to him that kings could not enjoy themselves like common men. Another matter that also struck him at that point was the fact that he was respected out of fear rather than love. Most of the sweet words addressed to him were not genuine but instead were fake attempts at flattery. Most importantly, he believed that despite having all the luxuries in the world, a king cannot sleep soundly since he would be constantly concerned about the security of his kingdom and his subjects.

King Henry hoped that his soldiers would have the strength and courage to be able to face the French, although they were weak, famished and outnumbered. Subsequently, he returned to his camp to ensure that the preparations for the upcoming battle were going according to plan.

On the other side, the French were still getting ready for the battle. More than ever before, they were almost certain that they would defeat the English and prevent them from conquering their kingdom. Knowing that their enemies were fighting in extremely difficult conditions gave them great hope of overpowering them at the greatest confrontation yet; the battle of Agincourt.

Episode Six

The long awaited dawn finally broke and both sides headed to the theatre of war. The odds were all on the French side: they outnumbered their opponents by five to one and, unlike the English, they were all geared up and energetic. King Henry, however, was quite satisfied with the number of English soldiers who were out on the battlefield. They were there of their own will, keen on defending the honour of their king and country.

Before setting out to the battleground, the English king addressed his warriors with the purpose of uplifting their spirits and preparing them for this critical battle. King Henry declared that from that day on, celebrations would be held each year to mark the commemoration of this battle. The narrative of these events would be passed on from generation to generation, thus all those who would perish during the fight would be eternally immortalised and honoured for their valour. King Henry addressed all his soldiers as brothers, pointing out how privileged they were to fight side by side for the victory of their country:

“He that outlives this day, and comes safe home,
 Will yearly on the vigil feast his neighbours.
 Old men forget: yet all shall be forgot,
 But he'll remember with advantages
 What feats he did that day...
 This story shall the good man teach his son;
 And this day shall never go by,
 From this day to the ending of the world,
 But we in it shall be remembered;
 We few, we happy few, we band of brothers;
 For he today that sheds his blood with me
 Shall be my brother.”

Moved by the eloquence of their king and motivated by his persuasive powers, the English warriors were thus invigorated and regained their confidence in their ability to defeat the French, despite the unfavourable odds. Though they were physically worn-out, the English possessed a boldness of character that would enable them to fight till the end in the hope of achieving victory.

The encounter was fierce. The two armies were fighting violently, resolutely and relentlessly. Everything depended on that one battle since the victors would take control of the kingdom of France.

As the battle raged, the English dominated the field. The French were gradually losing ground and soon began lamenting their bad fortune. They now regretted the gross miscalculation they had committed when they underestimated the power and dexterity of the English and the ingenuity of their king. They were suffering major losses due to their oversight. Nevertheless, they were willing to die honourably on the field rather than running away like cowards and leading a shameful life.

During the confrontation, the English lost two of their boldest fighters, the Earl of Suffolk and the Earl of York, who died after demonstrating a great deal of courage.





Despite the fatalities on both sides, the battle continued until, overcome with immense loss, the French were unable to carry on. They stood hesitant on a hill, confused and indecisive. They knew that the English had won but refused to admit their defeat.

This behaviour infuriated King Henry. Hence, he sent them a messenger advising the French to take

action and decide either to surrender or to fight. Otherwise, he warned that he would attack again, and this time he would show no mercy towards the captured prisoners.

A French messenger was soon sent to ask King Henry for a favour. The French wished to gather the bodies of their dead from the field in order to bury them properly. The messenger also carried the message that the French had decided to surrender to the King of England. The war was over.

An assessment of the French casualties revealed that they had incurred major losses since many high-ranking officers and noblemen figured among their dead: princes, barons, lords, and knights. In fact, both the Dauphin and the Constable of France had been killed during the battle. The English, on the other hand, had lost relatively few warriors. Most of those who had died on the English side were common men and mercenaries. It was thus a triumph for the English, who had won the war with minimal losses. King Henry attributed their extraordinary victory to the determination of his troops. He professed that it was only thanks to their help that he had achieved success.

Before heading back to England, King Henry met with the King of France. The encounter was arranged to draw up an agreement which would secure peace between the two countries. Being the winner of the war, the English king put forward his demands which the French king was expected to comply with.

After a somewhat short deliberation, the French king agreed to grant him all his demands, including his daughter's hand in marriage.

Both parties took an oath never to fight each other again, and instead agreed to become allies. They all hoped that the marriage of the English king and the French princess would ensure a permanent bond between the two kingdoms. Thus, everyone joined hands in preparation for the wedding of King Henry and Katherine, symbolising the union of England and France.

GREAT EXPECTATIONS

Charles Dickens

Episode One

My earliest memory is of a cold, wet afternoon. At such a time I found out for certain that this windy place under long grass was the graveyard; and that my father, mother and five little brothers were dead and buried there; and that the dark flat empty land beyond the graveyard was the marshes; and that the small boy growing afraid of it all and beginning to cry was Pip.

‘Hold your noise,’ cried a terrible voice, as a fearful man in rough clothes, with a great iron on his leg, jumped from among the graves.

‘Tell me your name and where you live,’ said the man.

I told him my name and pointed to where our village lay, and told him that I lived with my sister, wife of Joe Gargery, the blacksmith.

On hearing the word ‘blacksmith’ he looked down at his leg, took me by both arms and ordered me to bring him, early the next morning, a metal file and some food. ‘I’m not alone,’ he said. ‘There’s a young man with me. No boy can hide himself from that young man.’

I promised to bring him the file and what bits of food I could and set my face towards home, and made the best use of my legs.

As I entered my home my sister, Mrs Joe Gargery, was making tea. She was more than twenty years older than I, tall, bony and plain looking, and had established a great reputation with herself and the neighbours because she had brought me up ‘by hand’. Having at that time to find out myself what the expression meant, and knowing her to be as tough on her husband as she was on me, I supposed that Joe Gargery and I were both brought up by hand.

Mrs Joe gave me and Joe a large piece of buttered bread to eat. Though I was hungry, I dared not eat mine, for I had to have something in reserve for the frightening man on the marshes, and his friend, the still more frightening young man.

I had a troubled night full of fearful dreams, and as soon as the day came I went as quietly as I could to the kitchen. I stole some bread, a hard piece of cheese and a beautiful round meat



pie which I thought would not be missed for some time.

Having taken a file from among Joe's tools in the forge, I ran for the marshes. Suddenly, I saw the man sitting in front of me. His back was towards me and he was nodding forward, heavy with sleep.

I went forward softly and touched him on the shoulder. He instantly jumped up, and it was not the same man, but another man, dressed in the same rough clothes. He quickly ran away.

'It's the young man!' I thought, feeling my heart jump.

I soon found the right man. I emptied my pockets and he started forcing the food into his mouth. I told him that I was afraid he wouldn't leave any for the young man. He laughed and told me that the young man didn't want any food.

I said that I thought he looked as if he did, and that I had seen him just then. He asked excitedly if he had a mark on his left cheek, ordered me to show him the way to him and began filing at his iron like a madman. Fearing I had stayed away from home too long, I slipped off and left him working hard at the iron.

Mrs Joe was very busy getting the house ready for dinner. Mr Wopsle, a village clerk, was having dinner with us along with Uncle Pumblechook (our uncle), who was a well-to-do corn dealer.



We had finished most of the meal when my sister addressed the guests.

'You must taste,' said my sister, 'Uncle Pumblechook's wonderful gift! It's a pie; a tasty meat pie.'

Terrified that my theft was about to be discovered I felt that I must run away. I jumped from the table, and ran for my life.

But I ran no farther than the front door, for there I ran straight into a party of soldiers.

'I am chasing convicts,' said the sergeant, 'and I want the blacksmith.' The sergeant

explained that the lock of one of the handcuffs had gone wrong and that he wanted the blacksmith to examine them.

When Joe's job was done he put on his coat and suggested that some of us should go down with the soldiers. Mrs Joe agreed that Joe and I should go.

The soldiers were moving on in the direction of the old gun placements when, all of a sudden, there reached us on the wings of the wind and rain two long shouts, one voice calling 'Murder!' and another voice calling, 'Escaped convicts! This way for the runaway convicts!'

When they heard this, the soldiers ran in the direction of the voices.

'Give up, you two!' shouted the sergeant, struggling towards two men fighting like animals.

Some men went down to help the sergeant and dragged out the convict I had spoken with and the other one. Both were shouting and struggling.

‘Remember!’ said my convict, wiping blood from his face with his torn shirt, and shaking hair from his fingers. ‘I took him! I give him up to you! Remember that!’

‘It’s not much to be particular about,’ said the sergeant. ‘It won’t do you much good, my man, being a runaway convict yourself. Handcuff them both!’

We followed the soldiers to a landing place and a boat came up. Suddenly, my convict turned to the sergeant, and – to the amazement of all – said that he had stolen from the blacksmith’s house some bits of food, a pie and a file. Then, he was placed into the boat, and rowed away to the prison ship.

Episode Two

Mrs Joe and Uncle Pumblechook, who had been out shopping, came in from the market. ‘Now,’ said Mrs Joe, ‘If this boy isn’t grateful this night, he never will be. Miss Havisham wants this boy to go and play at her house’. Uncle Pumblechook, knowing my fortune could be made by going to Miss Havisham’s, had mentioned my name to her, and offered to take me to her home the following morning.

I was quickly put into a clean shirt, dressed in my tightest suit and delivered over to Mr Pumblechook.

I had never parted from Joe and my sister before, and what with my feelings, I could at first see no stars. But they shone out one by one as we moved off, without throwing any light on the question of why on earth I was going to play at Miss Havisham’s.

At ten o’clock the next day, Mr Pumblechook and I arrived at Miss Havisham’s house. It was of old brick, and unwelcoming. Some of the windows had been walled up; of those that remained, the lower ones had all been barred. There was a courtyard in front with a big iron gate; so we had to wait until someone came along to open it.

A young man came across the courtyard, with keys in his hand.

‘This,’ said Mr Pumblechook, ‘is Pip.’

‘Come in Pip,’ said the young man.

Mr Pumblechook left me and I entered through the gate. The young man locked the gate and we went across the courtyard, covered in stones but with grass growing between them. The stable building stood open, and all was empty and disused.

He saw me looking at it. ‘That place is all done with and will stand as empty as it is, till it falls, like much of the Manor House.’

‘Is that the name of this house, sir?’

‘One of its names, boy.’

Though he called me boy often he was about my own age. He seemed much older than I, of course, being so confident and self-possessed; and he was as dismissive of me as if he were one-and-twenty and a king.

We went into the house by a side door, and the first thing I noticed was that the passages were all dark, and that he had left a candle burning there. He took it up and went through more passages and up some stairs, and still it was all dark, and only the candle lit our way.

I knocked at the door, entered, and found myself in quite a large room. In an armchair, with an elbow resting on the table and her head in her hands, sat Miss Havisham. She was dressed in rich materials - all of white. Her shoes were white and her hair was white. Some bright jewels shone on her neck and on her hands, and some other jewels lay beside her on the table.

‘Who is it?’ she said.

‘Pip, madam. Come... to play.’

‘I am tired,’ said Miss Havisham. ‘I want something to amuse me. I want to see some play. Call Steven.’

I did so, and when he came Miss Havisham signalled for him to play with me.

‘What do you play, boy?’ Steven asked me with contempt.

‘Nothing but Beggar My Neighbour, sir.’

We sat down to cards and Steven dealt.

‘What rough hands he has, this boy! And what thick boots!’ said Steven before our first game was over.

I had never thought of being ashamed by my hands before; but I began to consider them rather a bad pair. His contempt was so strong that it became infectious and I caught it.

He won the game and I dealt. I misdealt and Steven called me a stupid labouring-boy.

‘He says many hard things of you,’ remarked Miss Havisham, ‘but you say nothing of him. What do you think of him? Tell me in my ear.’

‘I think he is very insulting. I think I should like to go home.’

‘You shall go soon,’ said Miss Havisham.

‘Play the game out.’

I played the game to an end with Steven, and he beat me. He threw the cards down on the table when he had won them all, as if he hated them for having won them from me.

‘Come again after six days,’ said Miss Havisham. ‘Goodbye, Pip.’

I walked home very unhappily, thinking about all I had seen, and deeply conscious that I was a common labouring-boy.

When I reached home, my sister and Mr Pumblechook were interested in knowing all about Miss Havisham, and asked a number of questions. And I soon found myself threatened with



being sent straight to bed without dinner if I did not answer their questions at sufficient length.

‘What is Miss Havisham like?’ asked Mr Pumblechook.

‘Very tall and dark,’ I told him.

‘Is she, Uncle?’ asked my sister. Mr Pumblechook moved his head in agreement; from which I knew at once that he had never seen Miss Havisham for she was nothing of the kind.

‘What did you play at, boy?’ asked Mr Pumblechook.

‘We played flags. Steven waved a blue flag, and I waved a red one, and Miss Havisham waved one with little gold stars. And then we all waved our swords and cheered.’

They stared at each other, and were so occupied in discussion that I escaped. The subject still held them when Joe came in from his work to have a cup of tea, and my sister told him all about my pretend experiences.

When I saw Joe open his eyes in helpless amazement, I was sorry I had lied. After Mr Pumblechook had driven off I stole into the forge and confessed the truth to him. And then I told him that I felt very unhappy and that there had been a young man at Miss Havisham’s who was terribly proud, and that he had said I was common, and that the lies had come out of it somehow.

‘There’s one thing you may be sure of,’ Joe reflected. ‘You can’t get to be uncommon through lying.’

When I got up to my little room, I thought of this, but also thought how common Steven and Miss Havisham would consider Joe, a mere blacksmith.

At the appointed time I returned to Miss Havisham’s. As we began to be more used to one another, Miss Havisham talked more to me and asked me what I was going to be. I told her that I was going to be a blacksmith like Joe; and I spoke about knowing nothing and wanting to know everything, in the hope that she might offer some help toward that end.

The next time I went to see her, she said:

‘Tell me once more the name of that blacksmith you are to be apprenticed to.’

‘Joe Gargery, madam.’

‘You’d better be apprenticed at once. Bring Gargery here with you, and bring the necessary papers.’

On the next day, Joe dressed himself in his best clothes. We walked to town and went straight to Miss Havisham’s house. I took Joe by the arm and led him to Miss Havisham.

‘Oh!’ said she to Joe. ‘You have brought up this boy, with the intention of training him as a blacksmith is that so, Mr Gargery?’

Throughout the interview, Joe addressed me instead of Miss Havisham; and now he said: ‘You know, Pip, that you and I are always friends. But if you have any objections to the business, please say so.’

It was quite impossible to make him realise that he ought to speak to Miss Havisham. He insisted on addressing me, evidently thinking it would not be polite to address her.

‘You did not expect any fee for teaching the boy your trade?’ said Miss Havisham.

‘Pip,’ he said, ‘that was a question to which you know the answer is no.’

Miss Havisham took up a little bag from the table beside her.

‘Pip has earned some money here,’ she said. ‘There are twenty-five pounds in this bag. Give it to your master, Pip.’

As if he were absolutely out of his mind with wonder at her strange figure, Joe, even now, would only speak to me.

‘This is very kind of you, Pip,’ he said.

‘Goodbye, Pip!’ said Miss Havisham. ‘Let them out, Steven.’

When we returned home, I got into my little bedroom and was truly unhappy and had the strong belief that I would never like Joe’s trade. I had liked it once, but once was not now.

I felt quite low on my first working day, but I am glad to say that I never said a word to Joe about it. It is almost the only thing I am glad to know myself in that connection.

What I wanted, who can say? How can I say, when I never knew? What I hated the thought of was that in some unlucky hour I, being at my dirtiest and commonest, should look up and see a gentleman looking in at the window. My biggest fear was that someone would, sooner or later, find me, with a black face and hands, doing the worst part of my work, and would laugh at me and hold me in contempt.

Episode Three

It was the fourth year of my training with Joe. We were sitting at home when there was a knock on the door.

‘I wish to talk with Joe and Pip’ said the man at the door. ‘My name is Jaggers, and I am a lawyer in London. Now, what I have to tell you is that Pip has Great Expectations.’

Joe and I looked at one another.

‘I am instructed to communicate to him,’ continued Jaggers, ‘that he will come into a large property, and that it is the desire of the present owner of that property that he be removed from this place and be brought up a gentleman.’

My dream had come true; my wild fancy was becoming reality: Miss Havisham was going to make my fortune.

‘Now, Mr Pip,’ the lawyer went on. ‘First, it is the request of the person from whom I take my instructions that you always bear the name Pip. Secondly, you are to understand that the name of your benefactor remains secret, until he chooses to reveal it.’

Mr Jaggers told me that I was to be provided with a sum of money for my education and expenses and that I was to consider him my guardian. He also suggested Mr Matthew Pocket, one of Miss Havisham’s relations, to be my teacher and educator in becoming a gentleman. Then he gave Joe a long look.

‘Well, Joseph Gargery, what if I was instructed to make you a present, as compensation?’ Joe laid his hand gently upon my shoulder and said, ‘Pip is welcome to go free to honour and fortune. If you think that money can be compensation for the loss of the little child who

came to the forge, and with whom I have always been the best of friends...' and then he could say no more.

'Well, Mr Pip,' said the lawyer, 'I think the sooner you leave here - as you are to be a gentleman - the better. Let it be a week from today. You can take a coach at the coach office in London and come straight to my office.'

When I arrived at Mr Jaggers' office my guardian took me into his own room, where he told me I was to travel to young Mr Pocket's rooms, where a bed had been sent in for my use. He handed me my allowance, the cards of certain shopkeepers with whom I was to deal for all kinds of clothes, and such other things I might want. Wemmick, his clerk, was to accompany me to young Mr Pocket's place.

Casting my eyes on Mr Wemmick as we went along, I found him to be a dry man, rather short, with a square wooden face. He had shining eyes - small, keen and black - and thin wide lips.

Mr Wemmick led me to Mr Pocket's home and up a flight of stairs to a flat on the top floor. MR POCKET was painted on the door, on which I knocked and entered.

'Mr Pip?' said he.
'Mr Pocket?' said I.

Herbert Pocket had an open and easy way with him that was very attractive. I have never seen anyone who more strongly expressed to me a natural inability to do anything secret or mean. There was something wonderfully hopeful about him, and something that at the same time whispered to me that he would never be successful or rich.



I told him my story, and laid stress on my being forbidden to inquire who my benefactor was. I asked Herbert what his occupation was and he told me he was in finance - the insurance of ships, but was currently with a firm of accountants.

'Can you make a lot of money doing accounts?'

'No, but the thing is that you look about you. Then the time comes when you see your opening. And you go in, and you make your money! When you have once made your money, you have nothing to do but use it.'

One Monday morning I received a letter which told me of Joe's intention to visit me the next morning. I did not look forward with pleasure to this visit, and if I could have kept him away by paying money, I certainly would have done so.

I got up early in the morning and made the sitting room and breakfast table look wonderful. Soon I heard Joe knock at the door.

'Pip, how are you, Pip?'

'I am glad to see you, Joe. Give me your hat.'

But Joe, taking it carefully with both hands, like a bird's nest with eggs in it, wouldn't hear of parting with his hat and stood talking over it in a most uncomfortable way. I had neither the good sense nor the good feeling to know that this was all my fault, and that if I had been easier with Joe, Joe would have been easier with me.

'Well, sir-' began Joe.

'Joe,' I interrupted, 'how can you call me sir?'

Our eyes met, and all the 'sir' melted out of that manly heart as he gave me his hand.

'Pip, dear old chap, I'm wrong in these clothes. I'm wrong out of the forge. You won't find half so much fault in me if you think of me in my forge dress, with my hammer in my hand...'

There was a simple self-respect in him. He touched me gently on the forehead and went out. I hurried out after him; but he was gone.

Episode Four

As I had grown used to my expectations I had begun to notice their effect upon myself and those around me. I lived in a state of continual anxiety regarding my behaviour to Joe. I felt guilty about how, in trying to become a gentleman, I had distanced myself from my old friends and made Joe feel so unwanted. When I woke up in the night I used to think, with a tiredness of my spirits, that I should have been happier and better if I had never seen wealth, and had grown up content to be Joe's partner in the honest old forge.

The influence of my new position was not of benefit to Herbert. My expensive lifestyle led him into expenses that he could not afford. I began to get into debt, and Herbert soon followed.

Sometimes I would say to him, 'My dear Herbert, we are getting on badly. Let us look into our affairs.'

We ordered something special for dinner in order that our minds might be strengthened for the task. Each of us would then refer to a confused pile of papers at his side, which had been thrown into drawers, half-burnt in lighting candles and otherwise generally damaged. We then proceeded to make extensive lists of our debts, working furiously for twenty or thirty minutes. The sound of our pens going made us feel so good that I sometimes found it difficult to distinguish between writing our lists and actually paying the money.

On the day before my twenty-first birthday, I received a note informing me that Mr Jagers would be glad if I called on him at five in the afternoon the next day.

When I arrived at the office, Mr Jagers shook hands with me. I asked him if my benefactor was to be made known to me that day. He answered that he was not. Then he gave me a bank note for five hundred pounds. He added that I was to receive this sum annually until my benefactor appeared.

I left him and went to Wemmick's office. The five hundred pounds in my pocket gave me an idea, and I wanted to ask Wemmick's advice. I told him that I wanted to help a friend who was trying to get on in commercial life but had no money. Mr Wemmick's opinion was that such a thing would be a foolish thing to do, and that it would be as good as throwing one's money into the Thames.

But Wemmick at home was a kinder man than Wemmick in the office, and so I called on him several times at his home, and finally we found a young merchant who wanted help and money, and in due time would want a partner. Between him and me a secret agreement, of which Herbert was the subject, was signed, and I paid him half of my five hundred pounds.

The whole business was so cleverly managed that Herbert had not the least idea of my hand being in it. I never shall forget the smiling face with which he came home one afternoon and told me of his belief that his opening had come at last.



Business had taken Herbert on a journey to Marseilles and I was alone. I missed the company of my friend and sat reading until eleven o'clock. As I shut the book, I heard a knock at the door, which I opened. Outside the door I saw a face that was strange to me, looking up with an air of being touched and pleased by the sight of me. He was dressed like a man who had been travelling by sea. He had long, iron-grey hair and his age was about sixty.

'Mr Pip?' said the man.

'That is my name.'

'My name is Magwitch. There is no one near,' he said, 'is there?'

'Why do you, a stranger coming into my rooms, ask that question?' said I.

'You're a brave young man,' he returned, shaking his head at me affectionately; 'I'm glad you've grown up a brave young man!'

Suddenly I recognised him! I knew my convict from the marshes! No need to take a file from his pocket and show me. No need to take the cloth from his neck and twist it round his head. I had recognised him even before he gave me those aids.

'I have never forgotten how nobly you acted, my boy,' said he.

'If you are grateful to me for what I did when I was a child,' said I, 'I hope you have shown your thanks by mending your way of life.'

'I have never needed to mend my ways,' he said. 'I was wrongly accused of the crime for which I was sentenced. However, a man must make the best of whatever situation he finds himself in, and, finding myself in the New World, I became a sheep farmer, cattle man and took other trades besides.'

He looked sincere in his claims and I instantly believed him.

Then he told me, to my complete amazement, that he was my benefactor. He had made a gentleman of me! He had lived rough so I might live smooth. He had worked hard so that I might be above work.

He knelt before me and called me his son.

‘Where will you put me to sleep?’ he asked, ‘I’ve been at sea many months.’

‘You may have my friend’s room,’ said I.

‘He won’t come back unexpectedly, will he? We must be careful, dear boy.’

‘Careful?’

‘I was sent for life. If I am found in England I will be sentenced to hang.’

I sat down by the fire, afraid to go to bed. I began to think of how wrecked I was, and how the ship in which I had sailed had gone all to pieces.

The first pain I felt was the realisation that if Magwitch were discovered, then all my fortune would be lost. But the sudden fragility of my lifestyle rendered upon me a deeper and sharper pain still. The realisation that, for a lifestyle I had abused and now seemed likely to lose, I had abandoned my old friends and my dear old Joe.

Episode Five

Eventually, Herbert returned from his travels. He was quickly sworn to secrecy and Magwitch began to tell us how he came to be sent to Australia.



‘One day 20 years

ago,’ he said, ‘I met a man called Compeyson; the man whom Pip saw me struggling with on the marshes. He pretended to be a gentleman and persuaded me to introduce him to a gentleman whom I was working for. Eventually, it emerged Compeyson had been stealing from this gentleman, but he blamed me.’

‘The jury recommended a lighter sentence for Compeyson because he gave up, or rather invented, all the information he could against me.’

‘I managed to escape from the prison ship we were both on, and hid on the moors. From Pip, I learnt that Compeyson was out on the marshes too. I decided to drag him back to the prison ship, as the worst thing I could do to him. I was put in irons, brought to trial again and sent away for life.’

A few weeks later I went to visit some friends. When I came to the gate of my house the night watchman gave me a note. I took the note and read, in Wemmick’s writing:

Don’t go Home.

I went to a hotel and, the next morning, headed straight to Wemmick’s house. He welcomed me and explained the mystery to me. He had heard that the authorities were looking for

Magwitch and that my chambers were being watched and he had felt it necessary to give me warning. He had also found out that Compeyson was in London. He thought it safer for Magwitch to remain hidden in London for the time being, and not to attempt going abroad before the search stopped. Herbert and Wemmick had housed him temporarily in the upper floor of a house near the river where one of Herbert's friends lived. This was a good plan, Wemmick told me, for three reasons. Firstly, this house was a long way from my chambers and no one would look for me there. Secondly, without going near myself, I could always hear of the safety of Magwitch through Herbert. Thirdly, whenever it might be safe to get him on board a foreign ship, there he would be, ready, down by the river.

As soon as it seemed safe I travelled with Herbert to Magwitch's new home to explain the situation to him. We decided that when the time came for his going abroad, I should go with him.

'We are both good boatmen, Pip,' Herbert said, 'and could take him down the river when the time comes. Don't you think it might be a good thing if you began to keep a boat?'

The next day I got the boat and it was brought round to a dock near my home.

One Monday morning I received the following letter from Wemmick:

Early in the week you may do what you know of, if you want to try.

Herbert and I considered what to do. It did not matter very much where we went, if only Magwitch was out of England. Any foreign ship that fell in our way and would take us would do.

We went out after breakfast to inquire about the times of the departure of ship, and found one for Hamburg that was likely to suit our purpose best. Herbert told Magwitch to come down to the river bank on Wednesday, when he saw us approach.

Wednesday morning was one of those days when the sun shines hot and the wind blows cold. We intended to row down the river until we were between Kent and Essex, where the river is broad and lonely. There we meant to hide, all night. The ship for Hamburg would start from London at about nine on Thursday morning. We would know at what time to expect it, according to where we were, and would call on it.

We picked up Magwitch without problem and rowed all day, and at last saw a light and a roof. We stopped, and pulled the boat out onto the bank for the night and headed for what we happily discovered to be an inn.

Episode Six

The next morning we rowed out into the track of the ship. It was half past one before we saw the smoke. As it was coming on at full speed, we got our bags ready, and said goodbye to Herbert.

Then I saw another small boat shoot out from the bank only a little way ahead of us, and row out into the same track.

The ship was now very close. Soon the small boat crossed our path and fell alongside us. Besides the four rowers there were two men in it. One was an officer, and the other, who was

wrapped up like Magwitch, seemed to cover his face, and whisper something to the officer as he looked at us.

Herbert could make out, after a few minutes, the ship which was approaching and said to me, 'Hamburg' in a low voice. She was approaching very fast and the sound of her engines grew louder and louder. I felt as if her shadow were on us when the men in the other boat called out to us.

'You have a returned convict there,' said the officer. 'His name is Magwitch. I call on that man to give himself up; and you to assist.'

At the same moment he ran his boat into ours. The rowers were holding on to the side of our boat before we knew what they were doing. This caused great confusion on the Hamburg ship, which had drawn extremely close. I heard the order given to stop the engines, but felt the ship driving down upon us. At the same moment, I saw the officer lay his hand on the cloaked man's shoulder. Then I saw Magwitch jump and pull the cloak from the neck of the other man, and his face was that of Compeyson from years ago. I saw him fall backward with a look of fear, and I heard a great cry on board the ship and a loud splash in the water, and felt the boat sink under me. I was pulled onto the other boat. Herbert was there; but our boat had gone, and the two convicts had gone.

Eventually, a dark object was seen in the water. As it came nearer I saw it to be Magwitch, swimming. He was taken aboard and chained by the hands and feet. There was no sign of Compeyson. Magwitch, who had a large wound on his head, said that they had both been pulled under and hit by the Hamburg ship. Everyone knew he had been drowned.

As we returned to London I told him how sad I was to think he had come home for my sake.

'I'm quite content to take my chance,' he answered, 'I've seen my boy, and he can be a gentleman without me.'

It was at this dark time of my life that Herbert returned home one evening and told me that he was going to Cairo on business.

'In Cairo, Pip, we must have a clerk,' he said. 'And it is likely that he may become a partner. What do you say?'

I thanked him warmly, but said I needed to think about it. We shook hands, and a week later Herbert left for Cairo.

Magwitch lay in prison very ill, all the time he was waiting for his trial. From the day when the prison door closed upon him, he became slowly weaker and worse.

Magwitch's trial came at last. We had secured the services of Mr Jaggers, who believed that he could not only save Magwitch's life, but also clear him of the crimes for which he was wrongly tried years before. Magwitch, however, was too ill to be tried, suffering greatly from the wounds he had received in our attempted escape.

As the days went on, I saw a greater change in him than I had seen yet.

'Are you in much pain today?' I asked him one day.

'I don't complain of any, dear boy.'

‘You never do complain.’

He smiled, lifted my hand and raised it to his lips; then his head dropped quietly on his breast. Magwitch was dead.

Now, I was alone, in debt, had hardly any money and was falling very ill. For a day or two, I lay in my room with a heavy head and aching body. Then, one morning I tried to sit up in my bed and found that I could not do so.

I had a fever, and suffered greatly. I passed my days as though in a terrible dream. There seemed to be someone near me. At last, one day, I was able to ask, ‘Is it Joe?’ and his dear old voice answered, ‘And so it is, dear Pip.’ He had been with me all the time. News of my illness had reached him by letter.

As I became stronger, Joe became less easy with me, and addressed me with ‘sir’. This hurt me deeply, but what could I say? Had I not given him reason to think that in my success I should cast him off?

One morning I got up feeling much stronger. I went to the breakfast table, and on it found a letter.

I have gone, for you are well again and will do better without Joe.

With the letter was a receipt for my debt: Joe had paid it for me. I was deeply thankful to Joe and deeply ashamed of myself; ashamed of my past actions towards Joe and ashamed that it had taken Joe’s kindness to rescue me from debt. What remained for me now but to follow him, and show him how sorry I was?

Three days later, I took the coach to town and walked over to my old home. The best sitting room seemed to be in use. I went softly towards it and saw Joe, my sister and all my old friends together, looking happy.

They were all delighted and proud to see me, and overjoyed that I should have come by accident to make the day complete. I told them that I was soon going abroad and would never rest until I had repaid the money with which Joe had kept me out of prison.

‘And now,’ I said, ‘though I know you have already done it in your kind hearts, tell me, both of you, that you forgive me.’

‘Oh, dear Pip,’ said Joe. ‘Of course we forgive you, if we have anything to forgive!’



Grammar File

Unit 1 Linking the past with the present

Present perfect simple and continuous

We use verbs in the present perfect simple and continuous forms

- 1 to link actions or events which started in the past with the present:

*They **have broken** the law – they should be punished.*

(The law was broken in the past – we are thinking about a future punishment now.)

*He's **been studying** law for three years.*

(He started studying three years ago and is still studying now.)

- 2 with *for* or *since* to refer to periods of time:

*I've **lived** here for three years / since 2006.*

*They've **been studying** at university for five years / since 2004.*

Present perfect simple

We use the present perfect simple to talk about

- 1 the fact that something happened in the past:

*I've **swum** in the Dead Sea.*

- 2 a past experience or achievement with a definite result in the present:

*I've **broken** my leg – which means I can't go skiing this year.*

*I've **passed** my driving test, so I can borrow his car next week.*

Present perfect continuous

We use the present perfect continuous to talk about

- 1 an activity which continues over a length of time:

*I've **been reading** a book about the history of law-making.*

- 2 to stress the length of time an activity has taken:

*She's **been training** to be a doctor for six years.*

- 3 an activity which may not be completed:

*Nawal **has been writing** her economics essay all morning.*

(She probably hasn't finished writing it yet.)

- 4 an activity which is repeated over a period of time:

*The police **have been interviewing** people all week.*

*We've **been playing** tennis this week.*

Comparative and contrastive connectors (*whereas, but, on the other hand, instead of, in comparison with*)

Comparing

*Farming is **less profitable than** it used to be.*

*The city is much **busier than** the countryside.*

Contrasting

There are several words and expressions we can use to contrast ideas:

- 1 *Whereas* (this joins two clauses):

*I prefer living in the town, **whereas** my brother prefers the country.*

***Whereas** some people enjoy the outdoor life, others spend all their time indoors.*

- 2 *But* (this joins two clauses):

*My brother prefers living in the country **but** I prefer the town.*

- 3 *On the other hand* (this can't be used to join clauses):

*Travelling by car is very cheap. **On the other hand**, flying is much quicker.*

- 4 *Instead of*:

***Instead of** flying, let's go by car.*

*Could I have tea **instead of** coffee, please?*

- 5 *In comparison with*:

***In comparison with** flying, driving is quite slow and dangerous.*

Unit 2 Talking about past events

Past perfect simple

We use the past perfect simple to

- 1 clarify which of two past actions happened first:

*Irish people emigrated because so many **had died** of starvation.*

(People died and as a result others emigrated.)

By 1854, a quarter of the population of Ireland **had emigrated** to America.

(They emigrated before 1854.)

- 2 talk about a situation, state, feeling or action in the past:

Hussein felt nervous because **he had never flown** before.

(Hussein was nervous at some point in the past. The reason he was nervous was that he had not flown before this point in time.)

When I read the letter I couldn't stop smiling. **I'd passed** all my exams.

Note: The past perfect continuous is the subject of Unit 10 Grammar reference.

Unit 3 Adverbs of Manner

We use adverbs to tell how an action is or should be performed. For example:

The little girl ran quickly. In this sentence *quickly* modifies the verb *ran* (to run).

- 1 Often these adverbs are formed by adding -ly to the end of an adjective, but sometimes other spelling changes are needed.

Adjectives ending -l add -ly ; careful-carefully.

Adjectives ending -y change to -ily ; lucky-luckily

Adjectives ending -ble change to -bly ; responsible-responsibly

- 2 We cannot form adverbs from adjectives that end in -ly.

- 3 Some adverbs have the same form as adjectives, for example *fast*.

- 4 We do not use adverbs after link verbs, you use adjectives, for example, we do not say *Sue felt happily*. We say *Sue felt happy*.

- 5 Adverbials of manner are sometimes prepositional phrases or noun groups, for example, *He did it the right way*.

If Conditional- Type zero, one, two and three

Conditional Sentences are also known as Conditional Clauses or *If* Clauses. A conditional sentence consists of two clauses, an *if* clause and a main clause. It is used to express that the action in the main clause (without *if*) can only take place if a certain condition (in the clause with *if*) is fulfilled. If the *if* clause comes first, a comma is usually used. If the *if* clause comes second, there is no need for a comma:

- 1 The zero type of Conditional Sentences

The zero conditional is a structure used for talking about general truths – things which always happen under certain conditions.

Form: *if* + Simple Present, Simple Present

Example: **If you heat water to 100 degrees, it boils.**

- 2 The Type 1 Conditional Sentence

What is said if the condition is possible and also very likely that the condition will be fulfilled. This condition refers either to present or to future time.

Form: *if* + Simple Present, *will* – Future

Example: **If I find her address, I'll send her an invitation.**

- 3 The Type 2 Conditional Sentence

The second conditional is a structure used to talk about

- 1 something that is improbable and unlikely to happen in the future.

- 2 something that is impossible.

Form: *if* + past simple + *would* + base form

Examples: **If I were in charge, I'd raise salaries.**

- 4 The Type 3 Conditional Sentence.

The third conditional is a structure used to talk about imagined past situations.

Form: *if* + past perfect + *would* + *have* + past participle

Example: **If I had passed my driving test, I'd have my own car.**

I wouldn't have read that book, if you hadn't recommended it to me.

Unit 4 Subordinate clauses of purpose and result (in order to, because, to + infinitive..., to be the cause of, so that, with the result that, to lead to...)

We use the following words and phrases to introduce explanations:

- 1 *in order to* + infinitive:

*Some people move to greener areas **in order to** survive.*

- 2 *because* + clause:

*We need to produce more food **because** there are more people to feed.*

Because there are more people to feed, we need to produce more food.

3 to + infinitive:

Trees are cut down **to make** more agricultural land.

We use the following words and phrases to link actions with results (causes and effects):

1 so that + clause:

The soil is destroyed **so that** the land cannot be used for growing crops.

2 to be the cause of:

The activities of human beings **are** often **the real cause of** desertification.

3 with the result that + clause:

Farmers tend to overcultivate their land, **with the result that** the soil becomes unproductive.

4 to lead to:

Wildfires can **lead to** greater pressure on the earth's most precious resource: Water.

Unit 5 Talking about wishes

Wish + past perfect

We use *wish* + past perfect verbs to express

1 regrets about something which happened in the past:

I wish I hadn't spent all my money. (I spent all my money.)

2 regrets about something which did not happen in the past:

I wish I had saved some money. (I didn't save any money.)

Wish + past simple

We use *wish* + past simple verbs to talk about dissatisfactions with the present, and impossible conditions:

I wish I had my glasses with me. (I don't have my glasses with me.)

I wish I were ten years younger. (This is an impossibility.)

I wish I could read more quickly. (I read slowly and would like to read more quickly.)

Wish + would

We use *wish* + *would* to make complaints about other people's behaviour:

I wish you wouldn't do that.

(The speaker is telling someone to stop doing something.)

I wish my brother would get up earlier.

Unit 6 Explaining possibilities

We use modal verbs *must*, *can't* and *might* to explain possible truths.

1 We use *must* + infinitive or *must have* + past participle to talk about things we are almost sure are true:

He must earn quite a lot of money to be able to afford that car.

They must have come from somewhere hot like Africa.

2 We use *can't* + infinitive or *can't have* + past participle to talk about things we are almost sure are not true:

It can't be easy designing and building bridges – they're complicated structures.

They can't have finished their lunch already – they only started eating five minutes ago.

3 We use *might* + infinitive or *might have* + past participle when we are unsure whether something is true or not:

She might be French – she has a strange accent.

He's not usually this late – he might have got stuck in heavy traffic.

Talking about processes

The passive (1)

We often use passive verbs to describe processes.

A Form

1 To form the passive, we use the verb *to be* in whatever tense we need, then add the past participle:

Pandas are protected by their thick warm coats.

If pandas are being threatened by enemies, they climb up the nearest tree.

2 Sometimes a passive sentence mentions the person who does the action (the agent), but sometimes it does not:

If pandas are being threatened by enemies, they climb up the nearest tree.

(If the agent is mentioned, it is preceded by the word *by*.)

If pandas are being threatened, they climb up the nearest tree.

B Use

1 The main reason for using passive verbs is to focus attention on the object rather than the

subject of a sentence:

Until the 1960s **pandas were hunted** for their skins. (In this passive sentence we consider the pandas to be more important than the hunters.)

Until the 1960s **people hunted pandas** for their skins. (In this active sentence the attention is on the 'people who hunted'.)

- 2 We may also use passive rather than active verbs to make a sentence sound more formal or impersonal:

Pandas **were** originally **found** in several parts of Asia.

- 3 Passive sentences do not always say who did the action (the agent). We don't need to mention the agent if

- ▶ we don't know who the agent is:

My car has **been stolen**. (by an unknown thief)

- ▶ it is obvious who the agent is:

Anyone who is caught hunting **is severely punished**. (Judges and the law punish people who have done something wrong.)

- ▶ it is not important who the agent is:

Panda sanctuaries **have been set up** in China.

Note: The passive form of modal verbs is the subject of Unit 11 Grammar reference.

Prepositions (for, in, from, of, on, with)

Most English prepositions have several different functions.

At the same time, different prepositions can have very similar uses:

on Monday / **in** the morning / **at** night

Many nouns, verbs and adjectives are normally used with particular prepositions:

The reason **for**... / to arrive **at**... / to be angry **with** somebody... / **on** a bus...

Unit 7 Reporting people's words (Reported speech)

Reporting statements

When we report what people say, we use a reporting verb and make changes to the speaker's actual words.

Actual words (direct speech): 'My parents spend every day of their lives together.'

Reported speech: **He said (that) his parents spent** every day of their lives together.

These changes could include

- 1 the tense of the verb:

'My parents **spend** ...'

He said his parents **spent**...

- 2 pronouns and possessive adjectives:

'I've lost my glasses.'

He said **he'd** lost **his** glasses.

- 3 time and place references:

'I'll meet you **here tomorrow**.'

She said she'd meet him **there the following day**.

Reporting questions

There are two kinds of reported questions: *Wh-* questions and *Yes/No* questions.

A *Wh-* questions

Direct speech: '**Where** have you been?' / '**How long** are you going away for?'

Reported speech: She asked where I had been. / She asked how long we were going away for.

Notice that the order of the subject and verb is not the same in reported questions.

B *Yes/No* questions

In *Yes/No* questions, we add *whether* or *if* in reported speech.

Direct speech: 'Have you already been on holiday?' / 'Are you hungry?'

Reported speech: She asked **whether** we'd already been on holiday. / He asked **if** I was hungry

Verbs for reported questions

We can use the following verbs in reported questions:

- 1 ask: He **asked** if she was feeling all right.

- 2 wonder: I **wonder** where he's gone.

- 3 want to know: She **wants to know** where you've been.

- 4 enquire: We **enquired** where we should go for our interview.

both ... and

This structure is usually balanced in a way that the same kind of words or expressions follow **both** and **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.* **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.*

Unit 8 Inverted sentences

Usual word order:

I have never felt so happy in my life.

Inverted word order:

Never have I felt so happy in my life.

Notice exactly how the word order changes. The adverb of frequency *never* moves to the beginning of the sentence. The auxiliary verb *have* and the pronoun *I* exchange places. Inverting the word order as above makes the statement more emphatic and exclamatory, with extra stress on the word *never*.

Unit 9 Having things done for you (Causative verbs)

A Form

the verb *have* + object + past participle:

*He's **had** his hair cut.*

*They've **had** their flat redecorated.*

B Use

1 We use *have something done (for us)* to say that we arranged for something to be done instead of doing it ourselves:

*I **had** a guitar **made** for me by a very famous instrument maker.*

*He **is having** his car repaired next week.*

2 It is more personal and gives us more background information than just using a passive verb:

*His house **was built** by a local builder. Passive*

*He **had** his house **built** by a local builder. Causative*

Use to / used to

▶ The construction used to describes a past action:

*He **used to** travel everywhere by taxi.*

▶ However, in negative sentences using the auxiliary verb *do*, the correct form is *use to*:

*She **didn't use to** play the piano very well.*

▶ Questions also use this form:

*Did you **use to** wear glasses?*

Unit 10 Giving background information to past events

Past perfect simple

Past perfect verbs can be used to

1 clarify which of two past actions happened first: *

*Irish people emigrated because so many **had died** of starvation.*

2 talk about a situation, state, feeling or action in the past: *

*Hussein felt nervous because **he had never flown** before.*

3 provide background information about a past event:

Past event: On January 11, Fiona Thornewill arrived at the South Pole.

*She **had completed** the 1100 km journey in 42 days.*

*She **had walked** an average of 26 kilometres a day.*

*By 10 a.m. on the last day the clouds **had disappeared** and the sun **had come out**.*

* These examples are from the Grammar reference for Unit 2, which focused on the past perfect simple.

Past perfect continuous

Like the past perfect simple, the past perfect continuous can be used to

▶ clarify which of two actions happened first.

▶ talk about a situation / state / feeling or action in the past.

▶ provide background information about a past event.

The past perfect continuous is often used in preference to the past perfect simple to talk about

- 1 actions which were continuous:
For much of her walk Fiona had been fighting strong winds and rough ice.
- 2 actions which were repeated:
*Fiona **had been having** sleepless nights and **feeling** very nervous.*

Unit 11 Talking about processes

The passive (2) with modal verbs

The passive of most modal verbs is formed like this:

modal verb + *be / have been* + past participle

- 1 *Can / could:*
*Goods **can be transported** hundreds of kilometres inside China.*
*People were moved from their homes so that work on the dam **could be started**.*
- 2 *Have to be / must:*
*Before they **could** start building the dam, people **had to be moved** from their homes.*
*Many homes **have had to be** destroyed.*
*The people who were moved **must be given** compensation.*
- 3 *Should:*
*People living along the river **should not have been forced** out of their homes.*
- 4 *May / might:*
*Some of the historical sites **might have been saved**.*
*Whole buildings **may have been moved** to other places.*

Giving Choice

either / or and neither / nor

- 1 *Either* is used, in conjunction with *or*, to introduce the first of two or more alternatives. When used in this way *or* always introduces the second alternative.
***Either** we sit and wait **or** we give up and go home.*
*This top is available in **either** blue **or** red.*
- 2 *Neither* is used, in conjunction with *nor*, to introduce the first of two or more alternatives, both of which are untrue or impossible. When used in this way *nor* always introduces the second alternative.
*This dress is **neither** my size **nor** my colour.*
*Expensive cars are **neither** more reliable **nor** faster than cheaper alternatives.*

Unit 12 Adding information (relative and -ing clauses)

Instead of using several short sentences, we can add extra information to existing sentences in these ways.

Relative clauses

She could beat adults in memory games which involved numbers.
He is now a PhD student in India where he is doing high level research.

Verbs ending in -ing

*She could beat adults in memory games **involving** numbers.*
*He is now a PhD student in India **doing** high level research.*
*She won her first gold medal at the age of 13, **becoming** the youngest Olympic champion ever.*
*In his first match he scored three goals, **beating** the previous record.*

Comparison of scale (as ... as ...)

In English, one can describe people or things using phrases with 'as' + adjective + 'as' structure, for example

as angry as hell, as blind as a bat
as bold as brass, as brave as a lion

Note that the word after the second 'as' is a noun- with or without an article.

Prepositions (at, for, of, in, on, with, by, throughout)

Most English prepositions have several different functions.
At the same time, different prepositions can have very similar uses:

***on** Monday / **in** the morning / **at** night*

Many nouns, verbs and adjectives are normally used with particular prepositions:

*The reason **for**... / to arrive **at**... / to be angry **with** somebody... / **on** a bus... / soup **of** the day... / travelled **throughout** Kuwait... / **by** car*

Function File

Unit 1	
Function	Expressions
Describing	<i>In this place ... The scales represent ... Hammurabi's code is a ...</i>
Discussing the law	<i>The main purpose of sending people to prison is to ...</i>
Expressing opinion	<i>In my opinion, the main purpose of sending people to prison is to protect society.</i>
Comparing and contrasting ideas	<i>Instead of becoming a lawyer ... he chose to become a ... In comparison with other careers ... the legal profession can be ... On one hand ... on the other hand ...</i>
Making conclusions	<i>In conclusion ... In the end ... As a conclusion ... I / We have reached to a conclusion ...</i>
Agreeing and disagreeing	<i>I agree / disagree ... I approve / disapprove ... I second that opinion ...</i>
Expressing intention	<i>In this essay I intend to look at / consider / discuss some of the arguments for and against ... First of all, I look at / consider / discuss the arguments in favour / against ...</i>
Expressing obligation	<i>Motorists are obliged to / need to / must / ought to / should always ...</i>
Presenting arguments	<i>The main point / argument for / against ... Another point / argument ...</i>
Expressing absence of obligation	<i>Drivers need not / are not obliged to / don't have to ...</i>
Expressing opinion (WB) (R)	<i>In my opinion, ... From my point of view, ...</i>
Stating what people have done (WB)	<i>The accountant in my company has ... Our neighbours have ...</i>
Giving advice (WB)	<i>My advice would be ... If you were faced with ... you should ... It is better if you ...</i>

Unit 2	
Function	Expressions
Predicting	<i>According to the photos, I think this unit is going to be about ...</i>
Giving reasons	<i>One of the reasons ... The first reason people leave their homes ... is ... The second reason ... is ... The third reason is ... The final reason for ... is ...</i>
Expressing opinion (R)	<i>I imagine they felt ... when they left home ... When Irish people left home ... I imagine they must have felt ...</i>
Discussing advantages and disadvantages	<i>One of the advantages of migration can be ... Here are some of the disadvantages of migration ...</i>
Describing past events	<i>(Then) one day, I ... I was about to go into the garden to play football, when ... Two months / Ten minutes / Three days later, we ... The first thing that struck me was ...</i>
Remembering a past event	<i>I can remember it very clearly. I remember thinking / feeling ... I'll never forget that day / how I felt that day.</i>
Giving reasons (WB) (R)	<i>Some animals migrate ... because ... The reason why animals migrate ... is because ...</i>
Expressing opinion (WB) (R)	<i>If you ask me ... It seems logical to me that ...</i>
Describing past events (WB) (R)	<i>Back in the year ... Last summer, ... One winter night ...</i>

Unit 3	
Function	Expressions
Describing (R)	<i>In this / that picture I think ... This / That picture shows / indicates ...</i>
Giving examples	<i>Governments protect human rights by ... For example, human rights are protected by the governments by ...</i>
Giving opinions	<i>I think this article is called ... because ...</i>
Agreeing and disagreeing (R)	<i>I agree / disagree that the values mentioned in the article are universal ones because ...</i>

Talking about possibilities	<i>If I am ... I will ... If I were ... I would ... If I had been ... I would have ...</i>
Planning	<i>In my note form I am going to talk about ...</i>
Asking for help	<i>We desperately need your help ... Small changes in your life ... The things we take for granted ... You can really help / make a difference by ... For the price of ... you can ... Have you heard of the conditions in ... You can help avert a humanitarian tragedy. Just a few KWD will ...</i>
Persuading	<i>How would you feel if ... ? Just think what would happen if ... Surely it is unacceptable that ... With only KWD 10, you could ... For the cost of ... you could ... Given that ... you should ...</i>
Presenting information	<i>My charity has made the following successes ... Successes made by our charity can be summarised in the following points ...</i>
Justifying answers (WB)	<i>The ... is important because ...</i>
Justifying (WB)	<i>It is perfectly justifiable for the ... to ... rather than the ... because ... The man had an accident because he was driving too fast.</i>
Persuading (WB) (R)	<i>Come and be a part of ... dedicated to improving and protecting the lives of thousands of people throughout the world. Please come and see us this weekend ... Volunteers needed to help save lives ...</i>

Unit 4

Function	Expressions
Expressing opinion (R)	<i>I think life would be easier for people and animals ... In my opinion / I believe ... the Public Authority can ... to speed up this process ...</i>
Describing environmental problems	<i>Some of the environmental problems associated with these areas include ...</i>
Giving explanations	<i>These environmental problems are caused by ... In order to ... we should ...</i>
Describing a problem and its effects	<i>Flooding is caused by rising sea levels. Pollution is the result of industry and traffic.</i>

Expressing preference	<i>The perfect climate for me would be ... I prefer a ... climate.</i>
Describing photographs	<i>You can see ... On the left / right of the photo, ... / In the middle ... / At the top / bottom ... It seems that ... / It's clear that ... Both photographs / pictures show ... The photographs / pictures illustrate different aspects of ... The problems are caused by / are the result of ...</i>
Comparing and contrasting photographs	<i>These two photographs are similar / different in the following aspects / in these ways ...</i>
Making suggestions (WB)	<i>The title suggests that ...</i>
Giving reasons (WB) (R)	<i>The reason why rain forests are being destroyed is ... Rain forests are being destroyed because ...</i>
Persuading (WB)	<i>Consequently, we should ... / why don't we ...</i>

Unit 5	
Function	Expressions
Giving reasons (R)	<i>Recycling has become such an important issue for many people today because ...</i>
Giving opinion (R)	<i>To my knowledge ... According to my sources ...</i>
Talking about recycling and environmental issues	<i>The most precious resources in Kuwait are ... The people in Kuwait take recycling very ... ly ...</i>
Talking about wishes	<i>I wish I / you were / could ... I wish he / she / they would / could ...</i>
Reporting quantity	<i>X per cent of waste material was recycled / burnt / buried in a landfill site. Of all the countries, Kuwait buries the most waste in landfill sites. Austria burns 10 per cent of its waste whereas Luxembourg burns 50 per cent. In comparison with Austria, Luxembourg recycles ... half / a quarter / twice / three times as much / much more / less than ...</i>
Comparing information	<i>Finland recycles more material than Italy. Kuwait buries waste in landfill sites more than Italy.</i>
Expressing recommendations	<i>It would (also) help if people ... ; It would be better if ... ; I suggest that ... ; It would be a good idea to ... ; It would be sensible for people to ... ; I don't think motorists should ...</i>

Expressing criticism and annoyance	<i>Frankly, it's ridiculous that we ... ; We shouldn't do this, it's causing huge problems. ; This situation is unacceptable / unbelievable / inconceivable ...</i>
Expressing regret	<i>I wish we had recycled more ... ; We should have ... ; If only we had ... ; Things should never ...</i>
Making conclusions	<i>In conclusion, it is clear that / it can be seen ... ; I would suggest / believe it is important to / would argue that ... ; Ultimately / Finally / Primarily, we must ...</i>
Expressing opinion (WB) (R)	<i>I think paper is made of ... In my opinion ...</i>
Making suggestions (WB) (R)	<i>Another suitable title for this article would be ...</i>
Making wishes (WB)	<i>I wish I would / could ... I wish you had / hadn't ... I wish I hadn't had ...</i>

Unit 6	
Function	Expressions
Agreeing and disagreeing (R)	<i>I agree / disagree that people who hunt rare animals should be punished.</i>
Expressing opinion (R)	<i>I would be willing to ... to protect an endangered species.</i>
Supporting opinion	<i>The protection of an endangered species should / shouldn't be a problem ... because ...</i>
Describing events	<i>Before this / that happened ... we were able to escape.</i>
Giving reasons for a choice	<i>There are two reasons why I think we should build the houses here ... Firstly, ... / Secondly, ... The main reason I would choose this area is because ... The purpose of this report is to comment on the projected housing project ... New houses near the town will ... Equally, we are concerned ... This group strongly supports ...</i>
Persuading others	<i>Can you see what I mean? Look at it this way: if we build the houses there, ... If you build them there, it will mean ...</i>
Planning (R)	<i>My report will be under the title of ... We are planning to ... We are going to ...</i>

Expressing possibilities	<i>We are concerned that ... may / might / could / represent ... Perhaps / Possibly / Probably, this will mean that ... In all likelihood ...</i>
Expressing opinion (WB) (R)	<i>If I were ... I would suggest ...</i>
Making enquiries (WB)	<i>Do you have the number of the ... ? When is the meeting taking place?</i>
Asking for information (WB)	<i>Can you tell me when is the next flight to ... ?</i>
Giving advice (WB)	<i>Listen to me when I tell you ... My advice to you is ...</i>
Stating advantages and disadvantages (WB)	<i>The pros / cons of land reclamation are ...</i>
Making suggestions (WB) (R)	<i>I suggest you help your brother with the ...</i>
Making complaints (WB)	<i>I'm sorry to have to tell you this, but your work isn't good enough.</i>

Unit 7

Function	Expressions
Making suggestions	<i>One of the best ways that you can ensure a long life is by staying active, both physically and mentally.</i>
Giving reasons (R)	<i>I believe keeping active is important for a long life because it improves your cardiovascular fitness.</i>
Discussing and comparing	<i>Unlike Ahmed, I can show gratitude and respect to the elderly by listening to their advice.</i>
Reporting	<i>I asked him where he lived. I asked their son what the secret of their long life was.</i>
Giving opinion (R)	<i>I think the best piece of advice is this: ...</i>
Agreeing and disagreeing (R)	<i>I don't agree with the following pieces of advice: ... I agree with almost all the ideas ...</i>
Giving advice	<i>For me the golden rule is this: ... If you do this, ... Remember some of these tips: ... In the end, you'll be more successful if ... Another useful tip is this: ... The best way to ... is to ... Don't forget, ... In my experience, ...</i>
Expressing gratitude	<i>Be thankful / appreciative of / that / for ... Give praise / thanks for ... Show your respect / gratitude by ...</i>

Expressing obligation / duty	<i>You must / should always ... Make sure you ... It is a sign of respect to will be appreciated / welcomed.</i>
Giving opinion (WB) (R)	<i>I prefer to go to sleep at around ... Sleep can affect your ...</i>
Making suggestions (WB) (R)	<i>I am going to suggest how / when / where...</i>
Reporting questions and statements (WB)	<i>Boushra asked Sabika what she was doing at the weekend. Sabika said / replied (that) she was going out with her parents.</i>

Unit 8

Function	Expressions
Giving reasons (R)	<i>Why do you think they moved ? They moved because ...</i>
Giving opinion (R)	<i>I think I've found the perfect place for you. I really think you should ...</i>
Stating advantages and disadvantages (R)	<i>Here are some advantages / disadvantages of...</i>
Presenting ideas	<i>Life in the city could be less stressful if...</i>
Comparing and contrasting	<i>These people / This family need(s) ... whereas / but these people / this family ... In comparison with the city centre, this part of the town is very quiet. The flat is in a much more convenient location than the house. If they lived here, it would take them less time to get to school. On the other hand, it would be noisier living here.</i>
Comparing and explaining choices	<i>We think this flat would be more suitable for this family because ... The main reason we've chosen the small house in the country is ...</i>
Giving reasons (WB) (R)	<i>The city was built in order to ...</i>
Comparing and contrasting (WB) (R)	<i>Instead of ... In comparison with ... Whereas ... However ...</i>
Expressing opinion (WB) (R)	<i>Never have I been so annoyed as when I lost my mobile phone.</i>

Making predictions (WB)	<i>I imagine ... I am sure ...</i>
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Unit 9	
Function	Expressions
Describing (R)	<i>He / She is ... They are ...</i>
Talking about change	<i>... do different things than he used to many activities have changed significantly ...</i>
Giving examples (R)	<i>Such as ... Some examples would be ...</i>
Comparing	<i>Much more ... than ... More exciting than ...</i>
Discussing skills and processes	<i>... have the skills to ... Creative uses for home computers.</i>
Comparing the past and present	<i>People would / could / used to ... whereas nowadays they used to be popular ... ; ... is rarely seen nowadays / at present / in the present day / in these times ... Traditionally / historically / customarily, ...</i>
Explaining differences	<i>... different from instead of ...</i>
Giving biographical information	<i>... was born in 1962 into a ... family. His father worked as a elder / younger brother / sister, ... , ... In his / her spare time he / she ... This was the beginning of his / her career as a ... In the following year, he / she ...</i>
Planning (R)	<i>I would like to read ... I'm going to be preparing for ...</i>
Making inferences (WB)	<i>Based on the title ... According to the title ... Inferring from the title ... The title infers ...</i>
Expressing opinion (WB) (R)	<i>I think it is better to reuse old buildings ... In my opinion building entirely new ones is ...</i>
Comparing the past and present (WB) (R)	<i>People have less respect these days than they used to. Compared to when I was a teenager ...</i>

Unit 10

Function	Expressions
Describing qualities	<i>To survive in these conditions ... you need to be ...</i>
Stating difficulties and problems	<i>Some of the difficulties you would face are ... A major problem would be ...</i>
Giving personal opinion	<i>I think I will ... I believe that If I were preparing for a climb, I would ... In my opinion ...</i>
Discussing preparations	<i>I would prepare ...</i>
Giving reasons (R)	<i>I would / wouldn't be interested in ... because ...</i>
Comparing lists	<i>My list has ... items which are different from the ones on your list ... We have both chosen ... similar items.</i>
Being persuasive	<i>Would it be a good idea to take ... ? It might be a better idea to take ... If we don't take the ... , X might happen.</i>
Explaining a choice	<i>I'd take the ... , because ... We really need the ... to (+ verb) I think it will be necessary because ...</i>
Agreeing and disagreeing (R)	<i>I agree. Okay, I see what you mean, but I don't agree. I don't agree. Why don't we leave the ... and take the ... instead?</i>
Discussing pros and cons (WB)	<i>One of the pros of record-breaking attempts is that it can be an amazing achievement ... One of the cons of record-breaking attempts is that it can be extremely dangerous ...</i>
Expressing opinion (WB) (R)	<i>I think people push themselves to the limit because ... In my opinion ...</i>
Making suggestions (WB) (R)	<i>One of the ways to stay safe is to ... another way to stay safe is to ...</i>
Persuading (WB) (R)	<i>Don't throw that away. You never know; it might be useful one day.</i>
Giving advice (WB) (R)	<i>I would advise you to be prepared for ...</i>

Unit 11	
Function	Expressions
Identifying information	<i>The International Space Station takes ... to orbit the Earth.</i>
Giving opinion (R)	<i>It is important because ...</i>
Giving examples	<i>Once I was given the choice of ...</i>
Justifying	<i>I choose this / that option because ... neither one choice nor the other was acceptable to me because ...</i>
Giving examples (R)	<i>For example ... For instance ...</i>
Expressing opinion (R)	<i>In my opinion ... According to my knowledge ...</i>
Giving information	<i>Advances in technology designed specifically for space have enabled people ... This report will focus on ... Developments made in space have ... Space technology has proven very adaptable have been improved by designs used in space. Everyday items ... To conclude ...</i>
Expressing approval / disapproval	<i>An incredible / useful / practical / awe-inspiring innovation is ... The changes brought about by modern technology are ... However, such innovations are not without cost ... This project is wasteful / pointless / unnecessary / ridiculous ... I am totally in favour of / against ...</i>
Justifying answers (WB)	<i>I am for / against space tourism because ...</i>
Supporting opinion (WB) (R)	<i>Whilst some may think ... I believe that ... I believe this because ...</i>

Unit 12

Function	Expressions
Describing talent	<i>He / She is a talented / gifted ... player.</i>
Stating advantages and disadvantages (R)	<i>The advantages and disadvantages of being a child prodigy are: ...</i>
Expressing possibility / guessing	<i>Maybe ... Perhaps ... Probably ... It could be ... What if... ? Do you think ... ?</i>
Giving explanations	<i>It refers to ... The reason is ... Because it says ... If you think about it then you see ...</i>
Justifying	<i>I think my explanation is right / correct because ... My explanation makes more sense because ... I have a more logical explanation because ...</i>
Giving recommendations	<i>I would like to recommend ... I believe he / she deserves this award because ... He / she has made huge advances in ... For all these reasons ... deserves this award.</i>
Expressing praise	<i>He / she is an incredibly gifted ... Their achievements are outstanding ... Perhaps one of the greatest minds in the 21st century, ...</i>
Making wishes (WB) (R)	<i>I wish I were ... I wish to be ...</i>
Expressing surprise (WB)	<i>Wow! It's been a long time my friend, you look great!</i>
Expressing apology (WB)	<i>I'm really sorry for being late, I had an emergency.</i>
Making suggestions (WB) (R)	<i>How about we study together? What do you think about going shopping together tomorrow?</i>
Expressing future hopes and plans (WB)	<i>I hope to become a successful teacher in the future. My plan is to go to university ...</i>
Giving reasons (WB) (R)	<i>I would like to apply to this university because ...</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

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
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

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
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

abandon /əb'ændən/

verb Literature Time

to leave someone, especially someone you are responsible for

abhorrent /əb'hɒrənt/

adjective p.85

inspiring disgust and loathing; repugnant

abnormal /æb'nɔ:məl/

adjective p.89

deviating from what is normal or usual, typically in a way that is undesirable or worrying

abstract /'æbstrækt/

adjective p.91

existing in thought or as an idea but not having a physical or concrete existence

abuse /ə'bju:s/

noun p.25

cruel and violent treatment of a person

accolade /'ækələd/

noun p.95

an award or privilege granted as a special honor or as an acknowledgment of merit

accusation /'ækju:zeɪʃən/

noun p.93

a charge or claim that someone has done something illegal or wrong

acquire /ə'kwəɪə/

verb WB p.82

to buy or obtain for oneself

acute /ə'kju:t/

adjective p.47

acute senses such as hearing, taste, etc are very good and sensitive

administration

/əd,mɪnɪ'streɪʃən/

noun p.43

the process or activity of running a business, organisation

admiration /,ædmə'reɪʃən/

noun p.61

respect and warm approval

adoption /ə'dɒpʃən/

noun p.13

the action or fact of legally taking another's child and bring it up as one's own

advantageous /,ædvən'teɪdʒəs/

adjective p.67

a condition or circumstance that puts one in a favourable or superior position

affection /ə'fekʃən/

noun p.60

a gentle feeling of fondness or liking

affectionately /ə'fekʃənətli/

adverb Literature Time

showing in a gentle way that you love someone and care about them

afflicted /ə'flɪktəd/

adjective p.81

affected in an unpleasant, painful way

afford /ə'fɔ:d/

verb p.19

to provide something or allow something to happen

aftermath /'ɑ:ftəmæθ/

noun WB p.16

the consequences of an event, especially a disastrous one, or the period of time during which these consequences are felt

aggressive /ə'grɛsɪv/

adjective p.27

ready or likely to attack or confront; characterised by or resulting from hostile or violent behaviour

agonise /'ægənəɪz/

verb p.93

to undergo great mental anguish through worrying about something

ailment /'eɪlmənt/

noun p.61

an illness, typically a minor one

alert /ə'lɜ:t/

verb p.89

to warn (someone) of a danger, threat, or problem, typically with the intention of having it avoided or dealt with

alight /ə'laɪt/

adjective p.81

on fire; burning

aligned /ə'laɪnd/

adjective p.95

put into correct or appropriate position

alleviate /ə'li:vɪət/

verb p.29

to make (suffering, deficiency, or a problem) less severe

almond /'ɑ:mənd/

noun p.63

the tree that produces a flat pale nut with brown skin that tastes sweet

animated /'ænɪmeɪtəd/

adjective p.23

showing a lot of interest and energy

annoyance /ə'nɔɪəns/

noun p.43

the feeling or state of being annoyed; irritation

anthropologist

/'ænθrə'pɒlədʒɪst/

noun p.25

a person who studies people, their societies, cultures, etc.

apparent /ə'pærənt/

adjective p.25

clearly visible or understood;

appeal /ə'pi:l/

noun p.29

a serious or urgent request, typically one made to the public

appoint /ə'pɔɪnt/

verb p.73

to choose someone for a position or a job

apprentice /ə'prentɪs/*verb* Literature Time

to employ a person as an apprentice (a person who is learning a trade from a skilled employer, having agreed to work for a fixed period at low wages)

approximately /ə'prɒksɪmətli/*adverb* WB p.76

roughly, almost

arbitrarily /'ɑ:bitrəri/*adverb* p.91

randomly, by chance

arduous /'ɑ:dʒuəs/*adjective* p.23

involving a lot of strength and effort

arid /'ærid/*adjective* p.37

(of land or a climate) having little or no rain; too dry or barren to support vegetation

armour /'ɑ:mə/*noun* Literature Time

metal or leather clothing that protects your body, worn by soldiers in battles in past times

arson /'ɑ:sən/*noun* p.81

the criminal act of deliberately setting fire to property

ascend /ə'send/*verb* p.79

to climb to the summit of (a mountain or hill)

ashamed /ə'ʃeɪmd/*adjective* Literature Time

feeling embarrassed and guilty because of something you have done

assist /ə'sɪst/*verb* p.83

to help (someone), typically by doing a share of the work

astounded /ə'staʊndɪd/*adjective* p.65

shock or greatly surprise

astronomical /'æstrə'nɒmɪkəl/*adjective* p.87

of or relating to the branch of science that deals with celestial objects, space, and the physical universe as a whole

athletics /æθ'letɪks/*noun* p.62

sports such as running or jumping

at stake /ət steɪk/*expression* Literature Time

if something that you value very much is at stake, you will lose it if a plan or action is not successful

at the expense of /ət ði ɪks'pens əv/*expression* WB p.26

so as to cause harm to or neglect of

atmosphere /'ætməsfiə/*noun* p.37

the mixture of gases that surrounds the Earth

attempt /ə'tempt/*noun* p.79

an effort to surpass a record or conquer a mountain

attire /ə'taɪə/*noun* WB p.82

clothes

attribute /'ætrɪbjʊ:t/*noun* p.25

a quality or feature regarded as a characteristic or inherent part of someone or something

audacious /ɔ:'deɪʃəs/*adjective* Literature Time

showing great courage or confidence in a way that is impressive or slightly shocking

audience /'ɔ:diəns/*noun* p.91

the assembled spectators or listeners at a public event, such as a play, movie, concert, or meeting

austere /ɔ:'striə/*adjective* p.81

severe or strict in manner, attitude, or appearance

avert /ə'vɜ:t/*verb* p. 29

to prevent or ward off (an undesirable occurrence)

avoid /ə'vɔɪd/*verb* p. 47

to keep away from or stop oneself from doing (something)

aware /ə'weə/*adjective* p. 49

having knowledge or perception of a situation or fact

awe-inspiring /'ɔ:ms,paɪərɪŋ/*adjective* p. 85

arousing awe through being impressive, formidable, or magnificent

B**baron** /'bærən/*noun* Literature Time

a businessman with a lot of power or influence

battlefield /'bætlfi:ld/*noun* Literature Time

a place where a battle is being fought or has been fought

below par /br'ləʊ pɑ:/*expression* p.71

something which is inferior

bench /bentʃ/*noun* p.15

1 a long seat for several people, typically made of wood or stone. 2 a seat in Parliament for politicians of a specified party or position. 3 (the bench) the office of judge or magistrate

benefactor /'benɪfæktə/*noun* Literature Time

someone who gives money for a good purpose

besiege /br'si:dʒ/*verb* Literature Time

to surround a city or castle with military force until people inside let you take control

bestow /br'stəʊ/*verb* p.61

confer or present (an honor, right, or gift)

bill /bɪl/*noun* p.73

a written proposal for a new law, which is brought to a parliament so that it can be discussed

binoculars /br'nɒkjʊləz/

noun p.83

an optical instrument with a lens for each eye, used for viewing distant objects

biography /ba'ɪɒgrəfi/

noun p.73

an account of someone's life written by someone else

bladder /'blædə/

noun p.95

a membranous sac in humans and other animals, in which urine is collected for excretion

blizzard /'blɪzəd/

noun p.59

a severe snowstorm with high winds and low visibility

bony /'bəʊni/

adjective Literature Time

someone or part of their body that is bony is very thin

boom /bu:m/

noun p.19

increase in business

bounty /'baʊnti/

noun p.49

an abundance or plenty

break into /breɪk 'ɪntə/

phrasal verb WB p.4

to enter by force

bribe /braɪb/

verb Literature Time

to illegally give someone, especially a public official, money or a gift in order to persuade them to do something for you

brief /brɪf/

noun p.15

1 a digest or synopsis of a larger document or group of documents 2 an outline or summary, for example, of a book 3 an outline of how a legal case will be argued, together with evidence and supporting statements, submitted by an attorney to a court prior to a trial

brief /brɪf/

adjective p.15

a short duration

BSc /,bi: es 'si:/

abbreviation p.91

Bachelor of Science

bump into /bʌmp 'ɪntə/

phrasal verb p.65

to meet by chance

bureaucracy /bjʊə'rɒkrəsi/

noun p.43

a system of government in which most of the important decisions are made by state officials rather than by elected representatives

burgeoning /'bɜ:dʒənɪŋ/

adjective p.51

growing or expanding rapidly

C

call the shots /kɔ:l ðə ʃɒts/

expression p.71

to make the important decision;

to direct a project

campaign /kæm'peɪn/

noun p.29

an organised course of action to achieve a particular goal

capitulate /kə'pɪtʃʊleɪt/

verb Literature Time

to accept defeat by your enemies in a war

cardiology /,kɑ:di'ɒlədʒi/

noun p.62

the medical study of the heart

cardiovascular

/,kɑ:diəʊ'væskjələ/

adjective p.57

of or relating to the heart and blood vessels

carnivorous /kɑ:'nɪvərəs/

adjective WB p.38

an animal that eats flesh

case /keɪs/

noun p.15

1 a legal action, esp. one to be decided in a court of law 2 a flat, rectangular container, typically made of leather, for putting your things in it

centenarian /sentɪ'neəriən/

noun p.57

a person who is one hundred or more years old

chap /tʃæp/

noun Literature Time

a man, especially a man you know and like

charitable /'tʃærɪtəbəl/

adjective p.25

of or relating to the assistance of those in need

chronic /'krɒnɪk/

adjective WB p.48

something that continues for a long time and cannot easily be solved

civil /'sɪvəl/

adjective p.13

relating to private relations between members of a community; noncriminal

claim /kleɪm/

verb p.17

to state or assert that something is the case, typically without providing evidence or proof

clamber /'klæmbə/

verb WB p.70

to climb or move slowly somewhere, using your hands and feet because it is difficult or steep

climate /'klaɪmɪt/

noun p.35

weather conditions in an area over a period of time

cloak /kləʊk/

noun Literature Time

a warm piece of clothing like a coat without sleeves that hangs loosely from your shoulders

clog up /,klɒg 'ʌp/

phrasal verb p.17

to prevent things from being dealt with as quickly as usual

code of law /kəʊd əv lɔ:/

noun p.13

a set of rules and standards adhered to by a society

collection points

/kə'leɪʃən pɔɪnts/

noun p.41

particular spots, places, or positions in an area where rubbish or litter is gathered

come across /kʌm ə'krɒs/
phrasal verb p.81

to meet or find by chance

come away with

/kʌm ə'wei wið/
phrasal verb p.81

to be left with a specified feeling, impression, or result after doing something

come down /kʌm 'daʊn/
phrasal verb p.81

if a price or the level of something comes down, it becomes lower

come over /kʌm 'əʊvə/
phrasal verb p.81

to visit you at your house

come round /kʌm 'raʊnd/
phrasal verb p.81

recover after being unconscious

come up /kʌm 'ʌp/
phrasal verb p.81

1 to be mentioned especially in a conversation; 2 to become available especially unexpectedly

come up against

/kʌm ʌp ə'geɪnst/
phrasal verb p.43

to meet; to face

commemoration

/kə'memə'reɪʃən/
noun Literature Time

something that makes you remember and respect someone important or an important event in the past

commentary /'kɒməntəri/
noun p.57

the expression of opinions or explanations about an event or situation

commercially /kə'mɜːʃəli/
adverb WB p.32

in commercial terms or from a profit-making point of view

commitment /kə'mɪtmənt/
noun p.29

an engagement or obligation that restricts freedom of action

compassion /kəm'pæʃən/
noun p.25

sympathetic pity and concern for the sufferings or misfortunes of others

compassionate /kəm'pæʃənət/
adjective p.56

feeling or showing sympathy and concern for others

compassionately

/kəm'pæʃənɪli/
adverb p.27

sympathetically

compensation

/kɒmpən'seɪʃən/
noun Literature Time

money paid to someone because they have suffered injury or loss, or because something they own has been damaged

competent /'kɒmpɪtənt/
adjective p.69

having the necessary ability, knowledge, or skill to do something successfully

comply /kəm'plaɪ/
verb Literature Time

to do what you have to do or are asked to do

component /kəm'pəʊnənt/
noun p.45

a part or element of a larger whole

compost /'kɒmpɒst/
verb p.45

to make (vegetable matter or manure) into decayed organic material used as a plant fertiliser

conceal /kən'siːl/
verb p.59

to keep from sight; to hide

concept /'kɒnsept/
noun p.85

an abstract idea; a general notion

concur /kən'kɜː/
verb p.41

to be of the same opinion; to agree

conducive /kən'djuːsɪv/
adjective p.87

making a certain situation or outcome likely or possible

consensus /kən'sensəs/
noun p.51

general agreement

conspire /kən'spaɪə/
verb Literature Time

to secretly plan with someone else to do something illegal

constant /'kɒnstənt/
adjective p.45

occurring continuously over a period of time

constituent /kən'stɪtʃuənt/
noun p.45

being a part of a whole

consultation /kɒnsəl'teɪʃən/
noun p.13

the action or process of formally consulting or discussing

contemporary /kən'tempərəri/
adjective WB p.60

belonging to or occurring in the present

contempt /kən'tempt/
noun Literature Time

complete lack of fear about something

contend /kən'tend/
verb p.17

to assert something as a position in an argument

contentment /kən'tentmənt/
noun WB p.54

the state of being happy and satisfied

contest /'kɒntest/
verb Literature Time

to compete for something or to try to win it

convict /'kɒnvɪkt/
noun Literature Time

someone who has been proved to be guilty of a crime and sent to prison

cookery /'kʊkəri/
noun p.69

the practice or skill of preparing and cooking food

cope with /kəʊp 'wið/
phrasal verb p.83

to deal effectively with something difficult

corruption /kə'ɹʌpʃən/

noun p.62

1 dishonest, illegal or immoral behaviour, especially from someone with power

2 a changed form of something, for example a word

craftsman /'krɑ:ftsmən/

noun WB p.60

someone who is very skilled at a particular craft

crave /kreɪv/

verb p.83

to feel a powerful desire for (something)

crisis /kraɪsɪs/

noun p.41

a time of intense difficulty, trouble or danger

criticism /'krɪtɪsɪzəm/

noun p.43

the expression of disapproval of someone or something based on perceived faults or mistakes

crown jewel /,kraʊn 'dʒu:əl/

noun WB p.54

the best or most valuable thing that a person or place has

cry over spilt milk

/kraɪ əʊvə spɪlt mɪlk/

idiom p.27

to regret something after it is too late

curtail /kɜ:'teɪl/

verb p.39

to reduce in extent or quantity; to impose a restriction on

cultivate /'kʌltɪveɪt/

verb p.49

to grow, raise, plant, sow

customarily /'kʌstəmərɪli/

adverb p.73

usually, habitually

custom-made /'kʌstmmɛɪd/

adjective p.69

made to a particular customer's order

cut down on /kʌt 'daʊn ɒn/

phrasal verb p.43

to reduce

cycle /saɪkəl/

verb p.57

to ride a bicycle

D

damp /dæmp/

adjective p.47

slightly wet

data /'deɪtə/

noun p.89

facts and statistics collected together for reference or analysis

dearth /dɜ:θ/

noun p.51

a scarcity or lack of something

decently /'di:səntli/

adverb Literature Time

treating people in a fair and kind way

decimate /'desɪmeɪt/

verb p.19

to destroy a large part of something

dedication /,dedɪ'keɪʃən/

noun Literature Time

hard work or effort that someone puts into a particular activity because they care a lot about it

defence /drɪ'fens/

noun p.15

1 the action of defending from or resisting attack 2 (usu. the defence) the counsel for the defendant in a lawsuit

define /drɪ'faɪn/

verb p.13

to state or describe exactly the nature, scope, or meaning of

degree /drɪ'ɡri:/

noun p.73

a course of study at a university or college, or the qualification that is given to you when you have successfully completed the course

demarcation /,di:mɑ:'keɪʃən/

noun WB p.54

the point at which one area of work, responsibility etc ends and another begins

densely /densli/

adverb p.65

closely compacted in substance

deploy /drɪ'plɔɪ/

verb WB p.16

to put something to use

depopulation /di:,pɒpjʊleɪʃən/

noun p.63

the process of the number of people reducing in an area

deprived of /drɪ'praɪvd əv/

phrasal verb WB p.48

dispossess of, rob of

deputy /'depjuti/

noun WB p.82

someone who is directly below another person in rank, and who is officially in charge when that person is not there

deserted /drɪ'zɜ:tɪd/

adjective p.63

abandoned, neglected

desertification

/drɪ,zɜ:tɪfɪ'keɪʃən/

noun p.35

the process by which fertile land becomes desert, typically as a result of drought, deforestation, or inappropriate agriculture

deserve /drɪ'zɜ:v/

verb p.61

to do something or have or show qualities worthy of (reward or punishment)

deteriorate /drɪ'tɪəriəreɪt/

verb p.19

to become worse

detriment /'detrɪmənt/

noun p.85

the state of being harmed or damaged

devastating /'devəsteɪtɪŋ/

adjective WB p.26

very impressive or effective

devise /drɪ'vaɪz/

verb Literature Time

to plan or invent a new way of doing something

dexterity /dek'sterɪti/

noun Literature Time

skills in using words or your mind

digit /'dɪdʒɪt/

noun p.91

number - 1, 2, 3, etc.

dire /daɪə/

adjective p.29

(of a situation or event) extremely serious or urgent

discrimination

/dɪˌskrɪmɪˈneɪʃən/

noun p.25

the unjust or prejudicial treatment of different categories of people esp. on the grounds of race, age, or gender

disgruntled /dɪsˈgrʌntld/*adjective* p.21

annoyed or disappointed, especially because things have not happened in the way that you wanted

dishearten /dɪsˈhɑːtn/*verb* Literature Time

to cause someone to lose determination or confidence

disloyalty /dɪsˈlɔɪlti/*noun* Literature Time

the action of doing or saying things that do not support your friends, your country or the group you belong to

dismissive /dɪsˈmɪsɪv/*adjective* Literature Time

refusing to consider someone or something seriously

disobedience /ˌdɪsəˈbiːdiəns/*noun* Literature Time

failure or refusal to obey rules or someone in authority

dispatch /dɪˈspætʃ/*verb* p.76

to send off to a destination or for a purpose

displace /dɪsˈpleɪs/*verb* p.21

to make a group of people or animals have to leave the place where they normally live

dispute /dɪˈspjuːt/*noun* p.59

a disagreement, argument, or debate

disturbance /dɪˈstɜːbəns/*noun* p.65

the interruption of a settled and peaceful condition

disused /ˌdɪsˈjuːzd/*adjective* Literature Time

a disused building, railway, mine etc is no longer used

diversity /daɪˈvɜːsɪti/*noun* p.25

the state of being diverse; variety; a range of different things

dizzying /ˈdɪzi-ɪŋ/*adjective* p.79

make (someone) feel unsteady, confused, or amazed

do away with /ˌduː əˈweɪ wɪð/*phrasal verb* p.59

to get rid of

doctorate /ˈdɒktərɪt/*noun* p.73

a university degree of the highest level

do up /ˌduː ˈʌp/*phrasal verb* p.59

to fasten; to tie

do with /ˌduː ˈwɪð/*phrasal verb* p.59

to need or want something

do without /ˌduː wɪðˈaʊt/*phrasal verb* p.59

to not have something and manage in spite

donate /dəʊˈneɪt/*verb* p.29

to give (money or goods) for a good cause, for example to a charity

dowry /ˈdaʊəri/*noun* Literature Time

property and money that a woman gives to her husband when they marry in some societies

drag out /ˌdræg ˈaʊt/*phrasal verb* Literature Time

to make an event or situation last longer than is necessary

dreadful /ˈdredfəl/*adjective* Literature Time

used to emphasise how bad something is

drowsy /ˈdraʊzi/*adjective* WB p.48

tired and almost asleep

dual /ˈdjuːəl/*adjective* p.89

consisting of two parts, elements, or aspects

due /djuː/*adjective* p.61

expected at or planned for at a certain time

dukedom /ˈdjuːkdəm/*noun* Literature Time

the land and property belonging to a duke (the duke is the man with the highest social rank outside the royal family)

durable /ˈdjʊərəbəl/*adjective* p.89

able to withstand wear, pressure, or damage; hard-wearing

duration /ˌdʒʊˈreɪʃən/*noun* p.45

the time during which something continues

E**economical** /ˌekəˈnɒmɪkəl/*adjective* p.89

giving good value or service in relation to the amount of money, time, or effort spent

elbow /ˈelbəʊ/*noun* Literature Time

the joint where your arm bends

elderly /ˈeldəli/*adjective* p.57

(of a person) old or aging

electrochemical

/ɪˌlektərəˈkemɪkəl/

adjective WB p.82

of or relating to chemical reaction brought about by electricity

elite /eɪˈliːt/*noun* p.79

a group of people considered to be the best in a particular society or category, esp. because of their power, talent, or wealth

eloquence /ˈeləkwəns/*noun* Literature Time

fluent or persuasive speaking or writing

eloquent /ˈeləkwənt/*adjective* Literature Time

able to express your ideas and opinions well, especially in a way that influences people

embarrassed /ɪm'bærəst/
adjective p.65
 feeling or showing shame

emigrate /'emɪgreɪt/
verb p.19
 to leave your own country in order to live in another country

emission /ɪ'mɪʃən/
noun p.89
 the production and discharge of something, esp. gas or radiation

empathy /'empəθi/
noun p.25
 the ability to understand and share the feelings of another

encroach /ɪn'krəʊtʃ/
verb p.49
 to intrude on (a person's territory or a thing considered to be a right)

endorse /ɪn'dɔ:s/
verb Literature Time
 to express formal support or approval for someone or something

enemy /'enəmi/
noun WB p.38
 a thing that harms or weakens something else

enforce /ɪn'fɔ:s/
verb p.13
 to put into practice; to carry out

enfranchisement
 /ɪn'fræntʃaɪzmənt/
noun p.27
 the act of giving a group of people the right to vote

engage in /ɪn'geɪdʒ ɪn/
phrasal verb p.23
 to be involved in something, especially something that continues for a long time

engulf /ɪn'gʌlf/
verb p.83
 (of a natural force) sweep over (something) so as to surround or cover it completely

entail /ɪn'teɪl/
verb p.83
 involve (something) as a necessary or inevitable part or consequence

equator /ɪ'kwetə/
noun p.37
 an imaginary line drawn around the earth equally distant from both poles, dividing the earth into northern and southern hemispheres and constituting the parallel of latitude 0°

erode /ɪ'rəʊd/
verb p.35
 to destroy slowly

eternity /ɪ'tɜ:nɪti/
noun p.95
 infinite or unending time

ethnicity /eθ'nɪsɪti/
noun WB p.16
 ethnic affiliation or distinctiveness

ethnographer /eθ'nɒgrəfə/
noun p.25
 a person whose job is to describe the customs of individual peoples and cultures

evidently /'eɪdɪntli/
adverb Literature Time
 used to say that something is true because you can see that it is true

exceptionally /ɪk'sepʃənəli/
adverb p.87
 unusually, remarkably

excuse /ɪk'skju:s/
noun p.59
 a reason or explanation put forward to defend or justify a fault or offense

execute /'eksɪkjʊt/
verb p.85
 to carry out an order or plan

exhaustion /ɪg'zɔ:stʃən/
noun p.79
 a state of extreme physical or mental fatigue

exhilarated /ɪg'zɪləreɪtɪd/
adjective p.81
 feel very happy

expansive /ɪks'pænsɪv/
adjective p.47
 covering a wide area in terms of space or scope; extensive or wide-ranging

expectation /ɪkspek'teɪʃən/
noun p.57
 a strong belief that something will happen or be the case in the future

export /'eksɔ:t/
noun p.63
 the selling and sending out of goods or services to other countries

extensive /ɪks'tensɪv/
adjective p.29
 large in size, amount or degree

extinction /ɪks'tɪŋkʃən/
noun p.47
 the state or process of a species being or becoming extinct

extravagant /ɪk'strævəgənt/
adjective p.27
 exceeding what is reasonable or appropriate; absurd

extravagantly
 /ɪk'strævəgəntli/
adverb p.93
 spending money or using resources in a wasteful way

extreme /ɪk'stri:m/
adjective p.79
 reaching a high or the highest degree; very great

F

fake /feɪk/
adjective WB p.4
 not real and seeming to be something it is not, in order to deceive people

famine /'fæmɪn/
noun p.19
 a situation in which a large number of people have little or no food for a long time and many people die

famished /'fæmɪʃt/
adjective Literature Time
 extremely hungry

fancy /'fænsi/
noun Literature Time
 a feeling, especially one that is not particularly strong or urgent, that you like someone or want to have something

far and wide /fɑ: ənd waɪd/
idiom p.65
 over a large area

fascinating /'fæsɪneɪtɪŋ/
adjective p.47
 extremely interesting

fatal /'feɪtl/*adjective* p.61

causing death

fatigued /fə'ti:gd/*adjective* p.81

tired or exhausted

feat /fi:t/*noun* p.83

an achievement that requires great courage, skill, or strength

fierce /fɪəs/*adjective* Literature Time

a fierce person or animal is angry or ready to attack, and looks very frightening

fix /fiks/*verb* p.69

to repair something that is broken or not working properly

flooding /'flʌdɪŋ/*noun* p.37

an overflowing of a large amount of water beyond its normal confines, esp. over what is normally dry land

foolish /'fu:lɪʃ/*adjective* Literature Time

a foolish action, remark etc is stupid and shows that someone is not thinking sensibly

forecasting /'fɔ:kɑ:stɪŋ/*noun* p.37

a prediction or estimate of future events, esp. coming weather or a financial trend

foreign /'fɔ:rən/*adjective* p.19

from or relating to a country that is not your own

forge /fɔ:dʒ/*noun* Literature Time

a place where metal is heated and shaped into objects

forum /'fɔ:rəm/*noun* WB p.82

a place, meeting or medium where ideas and views on a particular issue can be exchanged

foundation /'faʊn'deɪʃən/*noun* p.62

1 an organisation that gives or collects money to be used for special purposes, especially for charity

2 the establishment of an organisation, business, school, etc

frail /freɪl/*adjective* p.27

weak and delicate

frequently /'fri:kwəntli/*adverb* p.59

on many occasions with little time between them

frigid /'frɪdʒɪd/*adjective* p.37

very cold in temperature

frontier /'frʌntɪə/*noun* p.85

the extreme limit of understanding or achievement in a particular area

frost-bite /'frɒst,bart/*noun* p.79

injury to body tissues caused by exposure to extreme cold

futile /'fju:təl/*adjective* Literature Time

actions that are futile are useless because they have no chance of being successful

G**genetic make-up**

/dʒɪ'netɪk meɪkʌp/

noun WB p.48

chemical structure that defines individuality

genetics /dʒɪ'netɪks/*noun* p.95

the study of heredity and the variation of inherited characteristics

genius /'dʒi:niəs/*noun* p.91

intelligence, cleverness

geriatric /dʒeri'ætrɪk/*adjective* p.57

of or relating to old people, esp. with regard to their health care

get rid of /,get 'rɪd əv/*phrasal verb* p.43

to dispose of, throw away

gifted /'gɪftɪd/*adjective* p.95

having exceptional talent or natural ability

glamour /'glæmə/*noun* p.65

an attractive and exciting quality

go along with /,gəʊ ə'lɒŋ wɪð/*phrasal verb* p.43

to give one's consent or agreement to a person or their views

govern /'gʌvən/*verb* p.13

to control

GPS /,dʒɪ: pi: 'es/*abbreviation* p.89

Global Positioning System, an accurate worldwide navigational and surveying facility based on the reception of signals from an array of orbiting satellites

graduate /'grædʒueɪt/*verb* p.51

to successfully complete an academic degree, course of training, or high school

graduated /'grædʒueɪtəd/*adjective* p.62

divided into different levels

graveyard /'grev,jɑ:d/*noun* Literature Time

an area of ground where people are buried

graze /greɪz/*verb* p.35

to put animals in a field so that they can eat the grass

grievance /'gri:vəns/*noun* p.17

an official statement of a complaint over something believed to be wrong or unfair

gross /grɒs/*adjective* Literature Time

clearly wrong and unacceptable

grow /grəʊ/*verb* p.49

to become larger or greater over a period of time

gruelling /'gru:əlɪŋ/*adjective* p.83

extremely tiring and demanding

guilty /'gɪlti/
adjective p.13
responsible for a crime

H

habitation /,hæbr'teɪʃən/
noun p.87

the state or process of living in a particular place

handcuffs /'hændkʌfs/
noun p.15

a pair of lockable linked metal rings for securing a prisoner's wrists

hard-pressed /hɑ:dprest/
adjective p.19

having a lot of problems and not enough money or time

hardship /'hɑ:ʃɪp/
noun WB p.16

difficulty or suffering caused by a lack of something, especially money

harsh /hɑ:ʃ/
adjective p.35

unpleasantly rough

heartening /'hɑ:tɪnɪŋ/
adjective p.45

inspiring, elevating

heir /eə/
noun Literature Time

the person who has the legal

right to receive the property or title of another person when they die

hesitant /'hezɪtənt/
adjective Literature Time

uncertain about what to do or say because you are nervous or unwilling

hibernate /'haɪbəneɪt/
verb p.47

to sleep during the winter

highlight /'haɪlaɪt/
verb p.79

pick out and emphasise

high-living /,hɑ:lɪvɪŋ/
noun p.93

an extravagant social life as enjoyed by the wealthy

high-tech /,haɪ'tek/
adjective p.19

using advanced technology

homeland /'həʊmlænd/
noun Literature Time

the country where someone was born

honour /'ɒnə/
verb p.57

to treat someone with special respect

horrific /hɔ:'rɪfɪk/
adjective Literature Time

extremely bad, in a way that is frightening or upsetting

household waste
/'haʊshəʊld ,weɪst/
noun p.45

material that is not wanted at home

housing /'haʊzɪŋ/
noun p.51

houses and apartments considered collectively

hub /hʌb/
noun p.65

centre of activity

humanitarian
/'hju:mænɪ'teəriən/
adjective p.29

concerned with or seeking to promote human welfare

humid /'hju:mɪd/
adjective p.37

marked by a relatively high level of water vapor in the atmosphere

hurdle /'hɜ:dl/
noun p.39

an obstacle or difficulty

hustle and bustle
/'hʌsəl ənd ,bʌsəl/
idiom p.65

activity, liveliness

hypocrite /'hɪpəkraɪt/
noun Literature Time

someone who pretends to have certain beliefs or opinions that they do not really have – used to show disapproval

I

illegitimate /ɪ,lə'dʒɪtəməɪt/
adjective p.49

not authorised by the law; not in accordance with accepted standards or rules

ill-mannered /ɪl'mænəd/
adjective Literature Time

not polite and behaving badly in social situations

immerse /ɪ'mɜ:sɪs/
verb Literature Time

to become completely involved in an activity

immobile /ɪ'məʊbəl/
adjective p.71

motionless

implement /'ɪmplɪmənt/
verb p.39

to put into effect

impose /ɪm'pəʊz/
verb p.13

to require (a duty, charge, or penalty) to be undertaken or paid

impulse /ɪm'pʌls/
noun p.25

a sudden strong and unreflective urge to act

incapable /ɪn'keɪpəbəl/
adjective p.25

not able to do something

incineration /ɪn,sɪnə'reɪʃən/
noun p.45

the process of destroying (something, esp. waste material) by burning

incinerator /ɪn,sɪnə'reɪtə/
noun p.43

an apparatus for burning waste material, esp. industrial waste, at high temperatures until it is reduced to ash

increasingly /ɪn'kri:sɪŋli/
adverb p.35

increasing over time

inevitable /ɪ'nevɪtəbəl/
adjective p.25

certain to happen; unavoidable

in favour of /ɪn feɪvər əv/
expression p.17

to the advantage of

infrastructure /'ɪnfɹə'strʌktʃə/
noun p.63

the basic physical and organisational structures and facilities (e.g., buildings, roads, and power supplies) needed for the operation of a society or enterprise

infuriate /ɪn'fjuəriət/
verb Literature Time

to make someone extremely angry

inhabitant /ɪn'hæbɪtənt/
noun p.62

one of the people who live in a particular place

inject /ɪn'dʒekt/
verb WB p.38

to put liquid into someone's body by using a special needle

in leaps and bounds
/ɪn li:ps ənd baʊndz/
expression p.29

rapidly, swiftly

innocent /'ɪnəsənt/
adjective p.13

not guilty of a crime or offense

in parallel /ɪn 'pærəlel/
expression WB p.60

occurring at the same time and having some connection

inquire /ɪn'kwɪə/
verb Literature Time

to ask someone for information

in spite of /ɪn 'spɑɪt əv/
preposition p.59

regardless of

instead /ɪn'sted/
adverb WB p.10

as an alternative or substitute

intact /ɪn'tækt/
adjective Literature Time

not broken, damaged or spoiled

integral /'ɪntɪgrəl/
adjective p.57

essential or fundamental

intend /ɪn'tend/
verb p.17

to have (a course of action) as one's purpose or objective; plan

intrepid /ɪn'trepɪd/
adjective p.85

fearless; adventurous

intrinsic /ɪn'trɪnsɪk/
adjective p.39

belonging naturally; essential

invincible /ɪn'vɪnsɪbəl/
adjective Literature Time

too strong to be destroyed or defeated

invigorated /ɪn'vɪgəreɪtəd/
adjective Literature Time

feeling healthier, stronger and having more energy

invisible /ɪn'vɪzɪbəl/
adjective WB p.4

cannot be seen

irritation /,ɪrɪ'teɪʃən/
noun p.43

the state of feeling annoyed, impatient, or angry

J

jeopardise /'dʒepədəɪz/
verb Literature Time

to risk losing or spoiling something important

jockey /'dʒɒki/
noun p.93

a person who rides in horse races, esp. as a profession

judiciary /dʒu:'dɪʃəri/
noun p.13

the judicial authorities of a country; judges collectively

jury /'dʒʊəri/
noun p.13

group of people in court who decide whether someone is guilty

K

keep up with /,ki:p 'ʌp wɪð/
phrasal verb p.43

to know the latest information about

kill off /kɪl 'ɒf/
phrasal verb p.35

to destroy something utterly, or destroy the remaining members of a group of people or creatures

kneel /ni:l/
verb Literature Time

to be in or move into a position where your body is resting on you knees

knock-on /nɒkɒn/
adjective p.51

of a process in which everything that happens causes something else to happen

L

lament /lə'ment/
verb Literature Time

to express annoyance or disappointment about something you think is unsatisfactory or unfair

leafy /'li:fi/
adjective p.67

having or characterised by much foliage because of an abundance of trees or bushes

legal /'li:gəl/
adjective p.13

appointed or required by the law

legislation /,ledʒɪ'sleɪʃən/
noun p.25

laws, considered collectively

liberty /'lɪbətɪ/
noun p.25

the state of being free within society from oppressive restrictions imposed by authority on one's way of life, behaviour or political views

life expectancy
/laɪf ɪk'spektənsɪ/
noun p.61

the average period that a person may expect to live

litigation /,lɪtɪ'geɪʃən/
noun p.17

the process of taking claims to a court law

logger /'lɒgə/
noun WB p.26

a person who fells trees for timber; a lumberjack

M

machinery /mə'ʃɪ:nəri/
noun p.41

machines collectively

madman /'mædmən/
noun Literature Time

someone who behaves in a wild, uncontrolled way

mail order /'meɪl ɔːdə/

noun p.69

the selling of goods to customers by mail, generally involving selection from a special catalogue

major /'meɪdʒə/

adjective p.23

very large or important, when compared to other things or people of a similar kind

make it your own

/meɪk ɪt jə ɔʊn/

expression p.67

change something in your possession so that you reflect your personality and character

make of it

/meɪk əv ɪt/

expression p.59

to have a particular opinion about or understanding of something or someone

make up /meɪk ʌp/

phrasal verb p.59

to invent (a story)

make up for

/meɪk 'ʌp fə/

phrasal verb p.59

to take the place of something lost or missing

manned /mænd/

adjective WB p.70

run or operated especially by human control

marsh /mɑːʃ/

noun Literature Time

an area of low flat ground that is always wet and soft

mass /mæs/

adjective p.21

involving or intended for a very large number of people

mass-produced

/mæsprə'djuːst/

adjective p.69

produced in large quantities by an automated mechanical process

master's degree

/'mɑːstəz dɪ'ɡriː/

noun p.73

a university degree such as an MA that you can get by studying for one or two years after your first degree

material /mə'tɪəriəl/

noun p.45

the matter from which a thing is or can be made

mean /miːn/

verb p.15

to have or represent a particular meaning

mean /miːn/

adjective p.15

cruel or not kind

mean /miːn/

noun p.15

the average amount, figure or value

medallist /'medl-ɪst/

noun WB p.82

someone who has won a medal in a competition

mend /mend/

verb Literature Time

to end a quarrel or difficult situation by dealing with the problem that is causing it

mercenary /'mɜːsənəri/

noun Literature Time

a soldier who fights for any country or group that will pay him

meticulous /mɪ'tɪkjʊləs/

adjective p.21

very careful about small details, and always making sure that everything is done correctly

metropolis /mɪ'trɒpəlɪs/

noun p.65

densely populated city

migrant /'maɪgrənt/

noun p.21

someone who goes to live in another area or country, especially in order to find work

mingle /'mɪŋɡəl/

verb Literature Time

to move around a place and talk to lots of different people

minister /'mɪnɪstə/

noun p.73

a politician who is in charge of a government department

minor /'maɪnə/

adjective p.23

small and not very important or serious, especially when compared with other things

minority /maɪ'nɒrɪti/

noun p.25

the smaller number or part, especially a number that is less than half the whole number

misbehave /,mɪsbɪ'heɪv/

verb p.37

to fail to conduct oneself in a way that is acceptable to others; behave badly

miscalculation

/mɪs,kælkjuːleɪʃən/

noun Literature Time

a wrong judgment about a situation

mischievous /'mɪstʃɪvəs/

adjective Literature Time

causing trouble or quarrels deliberately

mission /'mɪʃən/

noun p.85

an expedition into space

misty /'mɪsti/

adjective Literature Time

not clear

molecular /mə'lekjələ/

adjective p.95

of, relating to, or consisting of molecules

monitor /'mɒnɪtə/

verb p.89

observe and check the progress or quality of (something) over a period of time; keep under systematic review

mountaineer /,maʊntɪ'nɪə/

noun p.83

a person who takes part in the sport or activity of climbing mountains

MSc /,em es 'siː/

abbreviation p.91

Master of Science

mystery /'mɪstəri/

noun Literature Time

an event, situation etc that people do not understand or cannot explain because they do not know enough about it

N

narrate /nə'reɪt/*verb* p.65

give a spoken or written account of

natural satellite

/ˌnætʃərəl 'sætɪlaɪt/

noun p.87

a naturally occurring object that orbits a planet, e.g. the moon

necessitate /nɪ'sesɪteɪt/*verb* p.19

to make it necessary for you to do something

neck and neck

/nek ənd nek/

expression p.71

evenly matched

nervously /'nɜ:vəsli/*adverb* p.23

anxiously

nobleman /'nəʊbəl mən/*noun* Literature Time

a man who is member of the highest social class and has a title such as 'Duke'

nobly /'nəʊbli/*adverb* Literature Time

in a morally good or generous way that should be admired

nomination /ˌnɒmɪ'neɪʃən/*noun* p.95

the action of proposing or formally entering as a candidate for election or for an honor or award

non-invasive

/ˌnɒn ɪn'veɪsɪv/

adjective p.95

not requiring the introduction of instruments into the body

note /nəʊt/*noun* p.15

1 a brief record of facts, topics, or thoughts, written down as an aid to memory 2 an official letter sent from the representative of one government to another. 3 Brit. a banknote : a ten-pound note. 4 a single tone of definite pitch made by a musical instrument or the human voice

note /nəʊt/*verb* p.15

1 to notice or pay particular attention to (something) 2 to record (something) in writing

nourishment /'nʌrɪʃmənt/*noun* p.49

food, or the valuable substances in food that a person, animal, or plant requires to live, grow, or remain fit and healthy

O

obliterate /ə'blɪtəreɪt/*verb* p.21

to destroy something completely so that nothing remains

obscure /əb'skjʊə/*verb* WB p.76

to prevent something from being seen or heard clearly

odds and ends /ɒdz ənd edz/*idiom* p.65

bits and pieces

offence /ə'fens/*noun* p.41

a breach of a law or rule; an illegal act

on board /ɒn bɔ:d/*adjective* p.87

available or situated on a ship, aircraft, or other vehicle

onerous /'ɒnərəs/*adjective* p.57

(of a task, duty, or responsibility) involving an amount of effort and difficulty that is oppressively burdensome

opportunity /ˌɒpə'tju:ni/*noun* p.87

a set of circumstances that makes it possible to do something

orbit /'ɔ:bit/*verb* p.85

to fly or move around in a circle

outnumber /aʊt'nʌmbə/*verb* Literature Time

to be more in number than another group

outstanding /aʊt'stændɪŋ/*adjective* p.91

unusually good

over a barrel /əʊvə ə 'bærəl/*idiom* p.27

in a helpless position

over the hill /əʊvə ðə 'hɪl/*idiom* p.27

old and past one's prime

over the top /əʊvə ðə 'tɒp/*idiom* p.27

to an excessive or exaggerated degree, in particular so as to go beyond reasonable or acceptable limits

overcrowding /ˌəʊvə'kraʊdɪŋ/*noun* p.63

the process of filling an area beyond what is usual or comfortable

overcultivate /ˌəʊvə'kʌltɪveɪt/*verb* p.35

to cultivate too much, more than you should

oversight /'əʊvə'saɪt/*noun* Literature Time

a mistake in which you forget something or do not notice something

overview /'əʊvəvju:/*noun* p.25

a general review or summary of a subject

P

packaging /'pækɪdʒɪŋ/*noun* p.43

materials used to wrap or protect goods

palatial /pə'leɪʃəl/*adjective* p.67

resembling a palace in being spacious and splendid

paperwork /'peɪpəwɜ:k/*noun* p.43

routine work involving written documents such as forms, records, or letters

parliament /'pɑ:ləmənt/*noun* p.73

the group of people who are elected to make a country's laws and discuss important national affairs

partnership /'pɑ:tənʃɪp/

noun WB p.32

a relationship between two people, organisations, or countries

pass a law /pɑ:s ə lɔ:/

expression p.41

to approve or put into effect (a proposal or law) by voting on it

paucity /'pɔ:sɪti/

noun p.39

the presence of something only in small or insufficient quantities or amounts; scarcity

penalty /'penlti/

noun p.13

a punishment imposed for breaking a law

perceivable

/pə'si:vəbəl/

adjective WB p.76

could be noticed

perilous /'perɪləs/

adjective p.79

full of danger or risk

periodic /,pɪərɪ'ɒdɪk/ *adjective*

WB p.10 happening a number of times, usually at regular times

perish /'perɪʃ/

verb Literature Time

to die, especially in a terrible or sudden way

permanent

/'pɜ:mənənt/

adjective p.47

lasting or intended to last or remain unchanged

permanently

/'pɜ:mənəntli/

adverb p.35

lastingly

persuasion

/pə'sweɪʒən/

noun p.13

a belief or set of beliefs

perturbed /pə'tɜ:bd/

adjective p.21

worried about something that has happened or will happen

petty /'peti/

adjective p.17

of little importance; trivial

PhD /,pi: ɛɪtʃ 'di:/

abbreviation p.91

Doctor of Philosophy

picturesque

/,pɪktʃə'resk/

adjective p.67

visually attractive, esp. in a quaint or pretty style

pie /paɪ/

noun Literature Time

meat or vegetables baked inside a pastry or potato covering

planting /plɑ:ntɪŋ/

verb p.37

to place (a seed, bulb, or plant) in the ground so that it can grow

platform /'plætfɔ:m/

noun WB p.60

a raised level surface on which people or things can stand

plenty of /'plenti/

pronoun WB p.10

a large quantity that is enough or more than enough

pluck up the courage

/plʌk ,ʌp ðə 'kʌrɪdʒ/

expression p.65

make an effort to do something that frightens one

portfolio /pɔ:t'fəʊliəʊ/

noun p.73

the work that a particular government official is responsible for

pose /pəʊz/

verb p.47

to present or constitute

pottery /'pɒtəri/

noun WB p.60

clay that has been shaped and baked in order to make pots, dishes

precipitate

/prɪ'sɪpɪteɪt/

verb p.35

to cause (an event or situation, typically one that is bad or undesirable) to happen suddenly, unexpectedly, or prematurely

precocious

/prɪ'kəʊʃəs/

adjective p.91

(of a child) having developed certain abilities at an earlier age than usual

prerogative

/prɪ'rɒgətɪv/

noun Literature Time

a right that someone has, especially because of their importance or social position

preservation

/,prezə'veɪʃən/

noun p.39

the action of maintaining something in its original or existing state

prevailing

/prɪ'veɪlɪŋ/

adjective p.37 widespread in a particular area at a particular time; current

prevail over

/prɪ'veɪl 'əʊvə/

phrasal verb p.39

to prove more powerful than opposing forces; be victorious

principle /'prɪnsɪpəl/

noun p.13

rule; belief

prodigy /'prɒdɪdʒi/

noun p.91

a person, esp. a young one, endowed with exceptional qualities or abilities

productive

/prə'dʌktɪv/

adjective p.35

producing or able to produce large amounts of goods, crops or other commodities

prohibitively

/prə'hɪbɪtɪvli/

adverb p.41

(of a price or charge) excessively high

promote /prə'məʊt/

verb WB p.60

support or actively encourage

property /'prɒpəti/

noun p.13

something valuable which belongs to someone

proportion

/prə'pɔ:ʃən/

noun p.35

a part, share, or number considered in comparative relation to a whole

prosecute /'prɒsɪkjʊt/*verb* p.15

to institute legal proceedings against (a person or organization)

prove /pru:v/*verb* p.13

to show that something is true by providing facts, information, etc.

public services

/ˌpʌblɪk 'sɜ:vɪsɪz/

noun p.63

a service that is run for the benefit of the general public, for example, the utilities, the emergency services, and public transportation

put to /pʊt tə/*phrasal verb* p.71

to ask someone a question, especially about something important

put up with

/ˌpʊt 'ʌp wɪð/

phrasal verb p.43

to accept, stand, tolerate (something unpleasant)

Q**quantity** /'kwɒntəti/*noun* p.45

amount or number of something

quarrel /'kwɒrəl/*verb* Literature Time

to have an argument

R**randomly** /'rændəmli/*adverb* p.91

made, done, happening, or chosen without method or conscious decision

reactor /ri'æktə/*noun* WB p.82

a coil or other component that provides reactance in a circuit

recipient /rɪ'sɪpiənt/*noun* p.95

a person or thing that receives or is awarded something

reclaim /rɪ'kleɪm/*verb* p.37

to bring (waste land or land formerly under water) under cultivation

recompense /'rekəmpens/*noun* p.49

compensation or reward given for effort made

reconstruction

/ˌri:kən'strʌkʃən/

noun p.79

the action or process of rebuilding something after it has been damaged or destroyed

red tape /red teɪp/*idiom* p.43

paperwork and administration

reckon with /ˌrekən 'wɪð/*phrasal verb* Literature Time

someone or something that is powerful and must be regarded seriously as a possible opponent, competitor, danger etc

referee /ˌrefə'ri:/*noun* p.62

1 someone who makes sure that the rules of a sport such as football, basketball or boxing are followed

2 someone who provides information about you when you are trying to get a job

refuge /'refju:dʒ/*noun* p.47

shelter or protection from someone or something

regardless /rɪ'gɑ:dləs/*adverb* p.17

without being affected by something

reinforcement

/ˌri:ɪn'fɔ:smənt/

noun Literature Time

more soldiers, police etc who are sent to a battle, fight etc to make their group stronger

relentless /rɪ'lentləs/*adjective* Literature Time

strict, cruel or determined without ever stopping

rent /rent/*verb* p.23

to regularly pay money to live in a house or room that belongs to someone else, or to use something that belongs to someone else

reprocess /ri:'prəʊses/*verb* p.41

to process (something, esp. spent nuclear fuel) again or differently, typically in order to reuse it

repudiate /rɪ'pjʊ:diət/*verb* p.93

to refuse to accept or be associated with

researcher /rɪ'sɜ:tʃə/*noun* p.95

a person who systematically investigates materials and sources in order to establish facts and reach new conclusions

reservation

/ˌrezə'veɪʃən/

noun p.47

the action of reserving something

reside /rɪ'zaid/*verb* p.23

to live in a particular place

residents' parking

/ˌrezɪdənts 'pɑ:kɪŋ/

noun p.67

parking space reserved specifically for residents of a particular area

residential area

/ˌrezɪdɪnʃəl 'eəriə/

noun p.17

a part of a town that consists of private houses, with no offices or factories

resign /rɪ'zain/*verb* p.73

to officially announce that you have decided to leave your job or an organisation

resolutely /'rezəlu:tli/
adverb Literature Time
 doing something in a very determined way because you have very strong beliefs, aims etc

resort /rɪ'zɔ:t/
noun p.21
 a place where a lot of people go for holidays

restful /'restfəl/
adjective WB p.48
 peaceful and quiet, making you feel relaxed

restlessness /'restləsnəs/
noun Literature Time
 lack of patience

reticent /'retɪsənt/
adjective p.47
 easily frightened / timid

revere /rɪ'vɪə/
verb p.85
 to feel deep respect or admiration for (something)

reverence /'revərəns/
noun p.61
 deep respect for someone or something

reverse /rɪ'vɜ:sɪs/
verb p.63
 to make (something) the opposite of what it was

revolutionise
 /,revə'lʊ:ʃənaɪz/
verb p.89
 to change (something) radically or fundamentally

revolve around
 /rɪ,vɒlv ə'raʊnd/
phrasal verb p.85
 to go around, turn around, rotate, spin

reward /rɪ'wɔ:d/
noun p.49
 a thing given in recognition of service, effort or achievement

rhetoric /'retərɪk/
noun Literature Time
 the art of speaking or writing to persuade or influence people

rift /rɪft/
noun p.21
 a crack or narrow opening in a large mass of rock

righteous /'raɪtʃəs/
adjective Literature Time
 morally good and fair

roughly /'rʌfli/
adverb p.87
 in a manner lacking refinement and precision

row /rəʊ/
noun p.15
 1 things or people that are arranged in a line that is usually straight, or the line itself
 2 a line of seats in a theater, lecture hall, or similar public place

row /rəʊ/
verb p.15
 to propel (a boat) with oars

run out of
 /,rʌn 'aʊt əv/
phrasal verb p.43
 (of a supply of something) to be used up

ruler /'ru:lə/
noun Literature Time
 someone such as a king or queen who has official power over a country or area

rural /'rʊərəl/
adjective p.63
 in, relating to, or characteristic of the countryside rather than the town

S

scale /skeɪl/
verb p.79
 to climb up or over (something high and steep)

scarcity /'skeəsəti/
noun p.39
 insufficiency; shortage

scepticism /'skeptɪsɪzəm/
noun Literature Time
 an attitude of doubting that particular claims or statements are true or that something bad will happen

seamlessly /'si:məslɪ/
adverb WB p.60
 smooth and without seams or obvious joins

scrutinise
 /'skru:tɪnaɪz/
verb WB p.76
 to examine someone or something very carefully

season /'si:zən/
noun p.93
 a fixed time in the year when a particular sport is played

seek /si:k/
verb p.19
 to try to achieve or get something

sentient /'senʃənt/
adjective p.85
 able to perceive or feel things

sergeant /'sɑ:dʒənt/
noun
 Literature Time a low rank in the army, air force, police etc or someone who has this rank

set a record
 /set ə 'rekɔ:d/
expression WB p.70
 to reach a new limit

sewage /'sju:dʒ/
noun WB p.82
 the mixture of waste from the human body and used water that is carried away from houses by pipes under the ground

shallow /'ʃæləʊ/
adjective WB p.48
 not deep

sincere /sɪn'sɪə/
adjective Literature Time
 someone who is sincere is honest and says what they really feel or believe

skyline /'skaɪlaɪn/
noun WB p.54
 the shape made by hills or buildings against the sky

slip off /slɪp 'ɒf/
phrasal verb Literature Time
 to put a piece of clothing on your body or take it off your body quickly and smoothly

snooker /'snu:kə/*noun* p.71

a game played with cues on a billiard table in which the players use a cue ball (white) to pocket the other balls (fifteen red and six coloured) in a set order

socialise /'səʊʃəlaɪz/*verb* WB p.60

to mix socially with others

socioeconomic

/ˌsəʊsiəʊekə'nɒmɪk/

adjective p.63

relating to or concerned with the interaction of social and economic factors

soil /sɔɪl/*noun* p.35

the top layer of the earth in which plants grow

solar system

/ˈsəʊlə ˌsɪstəm/

noun p.87

the collection of nine planets and their moons in orbit around the sun, together with smaller bodies in the form of asteroids, meteoroids, and comets

solitary /'sɒlɪtəri/*adjective* p.47

done or existing alone

spearhead /'spɪəhed/*noun* p.39

an individual or group chosen to lead an attack or movement

specifically

/spə'sɪfɪkli/

adverb p.89

particularly, exclusively

speed limit

/'spi:d ˌlɪmɪt/

noun p.17

the fastest speed allowed by law on a particular piece of road

spin-off /'spɪnɒf/*noun* p.89

items used in space that improve our lives on Earth

sponsor /'spɒnsə/*noun* WB p.82

a person or organisation that provides funds for a project or activity carried by another in particular

spring /sprɪŋ/*noun* p.15

1 a resilient metal coil used especially for cushioning and in clockwork 2 the season of the year between winter and summer during which many plants bring forth leaves and flowers

spring /sprɪŋ/*verb* p.15

1 to move or jump suddenly or rapidly upward or forward 2 to originate or arise from

steadily /'stedɪli/*adverb* Literature Time

continuing or developing gradually or without stopping, and not likely to change

stem /stem/*noun* p.47

the long thin part of a plant, from which leaves, flowers or fruit grow

sting /stɪŋ/*noun* WB p.38

the sharp needle-shaped part of an insect's or animal's body, with which it stings

straightforward

/ˌstreɪt'fɔ:wəd/

adjective Literature Time

simple and easy to understand

strenuous /'strenjuəs/*adjective* p.23

needing a lot of effort or strength

strong-willed

/ˌstrɒŋ'wɪld/

adjective p.83

determined, stubborn

submerged

/səb'mɜ:dʒd/

adjective WB p.70

under water

substandard

/sʌb'stændəd/

adjective p.71

below the usual or required standard

sue /su:/*verb* p.17

to make a legal claim against someone, especially for money, because they have harmed you in some way

suffrage /'sʌfrɪdʒ/*noun* p.27

the right to vote in political elections

summit /'sʌmɪt/*noun* p.79

the highest point of a hill or mountain

superb /sju:'pɜ:b/*adjective* p.87

impressively splendid

supple /'sʌpəl/*adjective* p.57

bending and moving easily and gracefully; flexible

supporter /sə'pɔ:tə/*noun* p.17

someone who agrees with a particular person, group, or plan

surrender /sə'rendə/*verb* Literature Time

to give up something or someone because you are forced to

swallow /'swɒləʊ/*noun* WB p.10

a migratory swift-flying songbird with a forked tail and long pointed wings, feeding on insects in flight

symbolise /'sɪmbəlaɪz/*verb* Literature Time

if something symbolises a quality, feeling etc, it represents it

T**take a breather**

/teɪk ə 'bri:ðə/

expression p.23

take a brief pause for rest

take for granted

/teɪk fə 'grɑ:ntɪd/

expression p.89

fail to appreciate someone or something that is very familiar or obvious

talent /'tælənt/*noun* p.91

natural ability or skill

taxonomy /tæk'sɒnəmi/

noun p.62

the process or a system of organising things into different groups that show their natural relationships, especially plants or animals

techno-criminal

/,teknə'krɪmɪnəl/

noun WB p.4

a person who has committed a crime using technology

threatened /'θretnd/

verb p.47

endangered

throne /θrəʊn/

noun Literature Time

the position and power of being a king or queen

tide someone over

/,taɪd sɑmwʌn 'əʊvə/

idiom p.27

help out, assist, aid

timid /'tɪmɪd/

adjective p.47

showing a lack of courage or confidence; easily frightened

toe the line

/təʊ ðə laɪn/

expression p.71

to accept the authority, principles, or policies of a particular group, esp. under pressure

tolerance /'tɒlərəns/

noun p.25

the ability or willingness to accept something, in particular the existence of opinions or behavior that one does not necessarily agree with

tolerant /'tɒlərənt/

adjective p.13

showing willingness to allow the existence of opinions or behavior that one does not necessarily agree with

tour /tʊə/

verb p.91

to visit several parts of a country or area

transgression

/trænz'ɡrefən/

noun Literature Time

the violation of a law

trainers /'treɪnəz/

noun p.89

a soft shoe, suitable for sports or casual wear

tranquil /'træŋkwɪl/

adjective p.65

calm, free from disturbance

traverse /trə'vɜ:s/

verb p.81

to travel across or through

treacherous /'treɪʃərəs/

adjective p.35

hazardous because of presenting hidden or unpredictable dangers

treachery /'treɪʃəri/

noun Literature Time

a disloyal action against someone who trusts you

trend /trend/

noun p.45

a general direction in which something is developing or changing

trespass on

/trespəs 'ɒn/

phrasal verb p.49

to make unfair claims on or take advantage of something

triumph /'traɪəmf/

verb Literature Time

to gain a victory or success after a difficult struggle

twist /twɪst/

verb Literature Time

to turn something in a circle using your hands

U

ultimately /'ʌltɪmətli/

adverb p.17

finally, after everything else has been done or considered

unconscious

/ʌn'kɒŋʃəs/

adjective p.81

unable to see, hear, or otherwise sense what is going on, usually temporarily and often as a result of an accident or injury

underprivileged

/,ʌndə'prɪvɪlɪdʒd/

adjective p.29

deprived of many of the rights and privileges enjoyed by most people in society, usually as a result of poverty

unemployment

/,ʌnɪm'plɔɪmənt/

noun p.63

the state of being jobless

unfavourable

/ʌn'feɪvərəbəl/

adjective Literature Time

not good

unfortunately

/ʌn'fɔ:ʃənətli/

adverb p.19

used when you are mentioning a fact that you wish were not true

ungentlemanly

/ʌn'dʒentlmənli/

adjective p.71

dishonourable

unique /ju:'ni:k/

adjective p.69

being the only one of its kind; unlike anything else

universal

/ju:nɪ'vɜ:səl/

adjective p.25

applicable to all cases

universe /'ju:nɪ'vɜ:s/

noun p.85

the Earth, planets and stars

unprecedented

/ʌn'presədəntɪd/

adjective WB p.82

never having happened before, or never having happened so much

unproductive

/,ʌnprə'dʌktɪv/

adjective p.34

not producing or able to produce large amounts of goods, crops, or other commodities

unsanctioned

/ʌn'sæŋkʃənd/

adjective p.49

illegal, unofficial, unauthorised

unusual /ʌn'ju:ʒuəl/

adjective p.69

not habitually or commonly occurring or done

unwarranted

/ʌn'wɒrəntəd/

adjective p.39

not justified or authorised

uplift /ʌp'lɪft/

verb Literature Time

to make someone feel happier

upsurge /'ʌpsɜ:dʒ/

noun p.45

an upward surge in the strength or quantity of something; an increase

utilise /'ju:tɪlaɪz/

verb p.51

to make practical and effective use of

V

vacant /'veɪkənt/

adjective p.63

(of premises) having no fixtures, furniture, or inhabitants; empty

valiant /'væliənt/

adjective Literature Time

very brave, especially in a difficult situation

valour /'vælə/

noun Literature Time

great courage, especially in war

value /'vælju:/

noun p.25

a person's principles or standards of behaviour; one's judgment of what is important in life

value /'vælju:/

verb p.25

consider (someone or something) to be important or beneficial; have a high opinion of

vegetate /'vedʒɪteɪt/

verb Literature Time

to live or spend a period of time in a dull, inactive, unchallenging way

vertical village

/,vɜ:tɪkəl 'vɪlɪdʒ/

expression WB p.54

the same amount of people occupying a village but in one tall building

vice versa /vaɪs 'vɜ:sə/

adverb p.63

with the main items in the preceding statement the other way around

vicinity /vɪ'sɪnɪti/

noun p.59

the area near or surrounding a particular place

vigorous /'vɪgərəs/ *adjective* p.57

(of a person) strong, healthy, and full of energy

violence /'vaɪələns/ *noun* p.13

the unlawful exercise of physical force or intimidation by the exhibition of such force

virtuoso

/,vɜ:tʃu'əʊsəʊ/

noun p.91

a person highly skilled in music or another artistic pursuit

visible /'vɪzɪbəl/ *adjective* p.81

able to be perceived or noticed easily

vital /'vaɪtəl/

adjective WB p.26 extremely

important and necessary for something to succeed or exist

vividly /'vɪvɪdli/

adverb Literature Time

clearly

vociferously

/və'sɪfərəsli/

adverb p.51 enthusiastically, loudly

voluntary /'vɒləntəri/ *adjective*

WB p.16

done or given freely with no promise of money or other recompense strongly

vow /vaʊ/

verb Literature Time

to make a serious promise to yourself or someone else

vulnerable /'vʌlnərəbəl/

adjective WB p.16

susceptible to physical or emotional attack or harm

W

wage /weɪdʒ/

verb Literature Time

to carry on a war

wander off

/'wɒndər ɒf/

phrasal verb Literature Time

to walk away from where you are supposed to stay

wane /weɪn/

verb p.87

to decrease in vigour, power, or extent; to become weaker

warrior /'wɒrɪə/

noun Literature Time

a soldier or fighter who is brave and experienced

wash away

/wɒʃ ə'weɪ/

phrasal verb p.35

if water washes something away, it carries it away, usually with great force

wealth /welθ/

noun p.49

an abundance of valuable possessions or money

welfare /'welfeə/

noun p.13

the health, happiness, and fortunes of a person or group

wetland /'wetlənd/ *noun* p.51

land consisting of marshes or swamps; saturated land

whereas /weə'ræz/ *conjunction*

p.73

in contrast or comparison with the fact that

wildfire /'waɪldfaɪə/ *noun* p.35

a large, destructive forest- or brush-fire that spreads quickly

wood pulp /wʊd ɒlp/ *noun* WB

p.32

wood crushed into a soft mass, used for making paper

workshop /'wɜ:kʃɒp/

noun p.69

a room or building in which goods are manufactured or repaired

worthless /'wɜ:θləs/ *adjective* WB

p.4

having no value, importance or use

wrap up /ræp 'ʌp/ *phrasal verb*

Literature Time

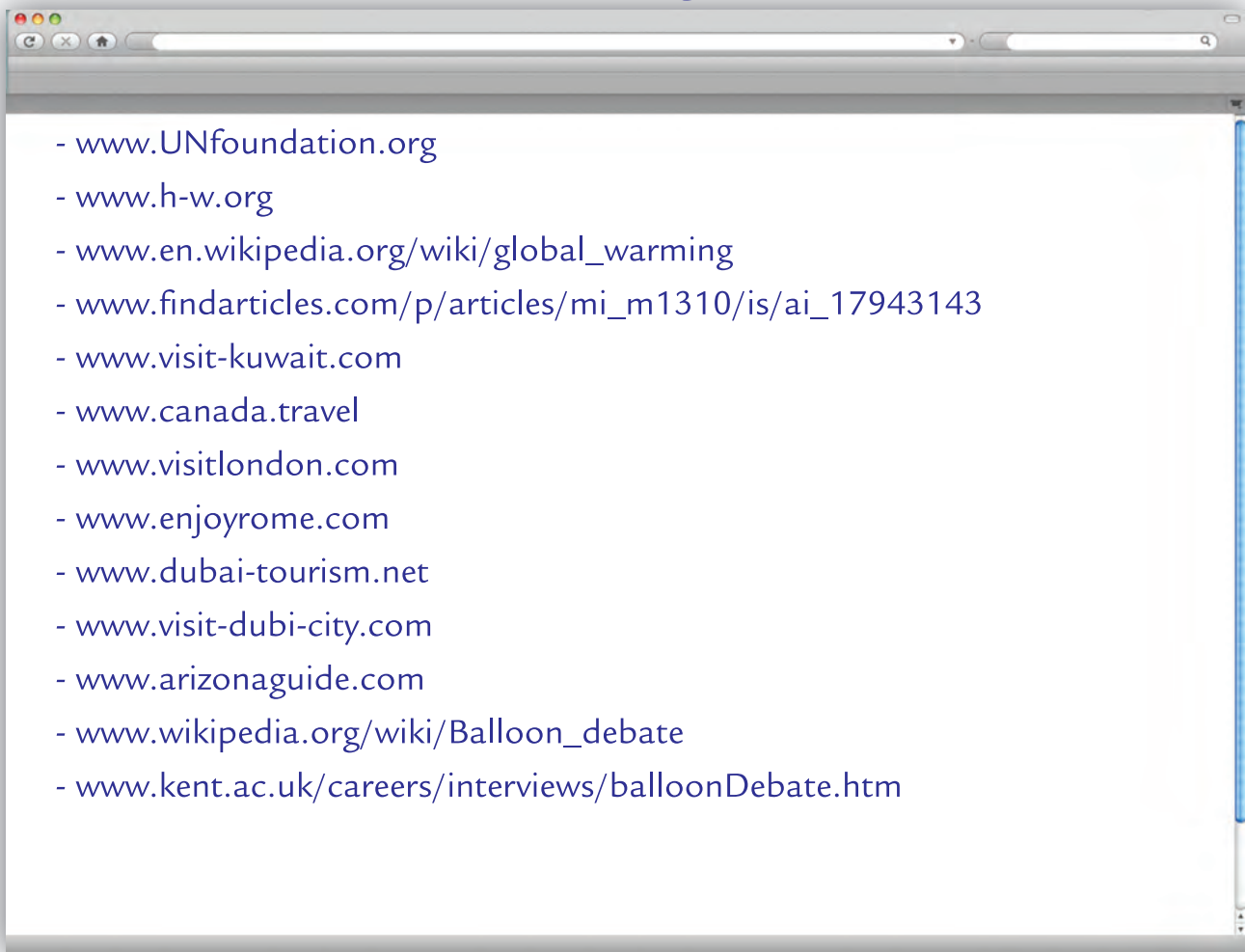
to put on warm clothes

wrecked /rekt/ *adjective*

Literature Time

extremely tired

List of websites to use through the course:



معا
مفتوحة
كويت
KuwaitTeacher.Com