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

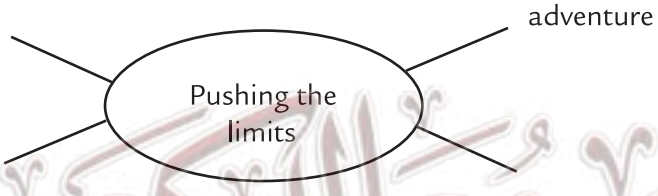
1 Look carefully at the photographs of the Himalayas and discuss these questions.

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?

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.



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.

---

b After climbing Mount Aconcagua, Al Refai decided to retire.

---

c Al Refai was nervous about climbing Mount Everest because he was inexperienced.

---

d The weather on Mount Everest was extremely poor.

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?

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.

---

b Zeddy's first attempt at Everest had almost ended in calamity ...

---

c ... but he knew he had a great team supporting him and this helped him to keep going.

---

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... ---------- (lines 21-22)

b You may think that Zed Al Refai had had enough of mountains after all **these expeditions**... ---------- (lines 44-46)

c the **following year** he scaled the Matterhorn... ---------- (lines 46-47)

Think and speak Giving personal opinion

7 Discuss these questions with other students.

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

Grammar • Past perfect simple and continuous Grammar reference pages 126 – 127

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 ...

2 ... the hardest thing he had ever done ...

3 ... and this had helped him to keep going.

4 You may think that Zed Al Refai had had enough of mountains ...

2 Read two more extracts and answer these questions.

a Which verb tense is used in these extracts? ----------

b How is this verb tense formed? ----------

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 may months ...

c Which of these ideas do these verbs express?

- 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)

c Mr Al Refai carried oxygen with him. (oxygen levels / be / dangerously low)

d He knew he would succeed, despite the very austere weather conditions. (great team / support)

e Mr Al Refai was afflicted with frost-bite. (temperatures / be / extremely low)

f Despite his experience, he was very nervous. (know / hard thing / ever do)

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.



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 <u>came out</u>. ------
b As we were walking up the mountain, we <u>came across</u> a small camp site. ------
c <u>Come over</u> when you're next in town. ------
d After she fell and hit her head on the ice, it was ten minutes before she <u>came round</u>. ------
e A job has <u>come up</u> at the polar research centre – I may apply for it. ------
f I wish the price of petrol would <u>come down</u>. ------
g When I was talking to my brother yesterday, your name <u>came up</u> several times. ------
h In the end, I <u>came away with</u> first prize. ----------

1 visit
2 become available
3 appear / become visible
4 fall / decrease
5 be mentioned
6 recover after being unconscious
7 find by chance
8 succeed in winning something

Adjectives begining 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.

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) ---------- . In less than ten minutes, the whole building was (2) ---------- . The family escaped, but the parents had to calm their (3) ---------- children. Some people had minor burns, but fortunately everyone was still (4) ---------- . The police suspected arson as there had been four (5) ---------- 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
b Five
c 2003
d Two
e Seven

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.

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?

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.



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.

a Compare individual lists. Which items are on both lists?
b Make a final list of the six items that Omar and Nader should take with them.
c 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?

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

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

Explaining a choice
I'd take the ..., because ...
We really need the ... to (+ verb)
I think it will be necessary because ...

Being persuasive
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.

Agreeing and disagreeing
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?

Unit 11 The final frontier

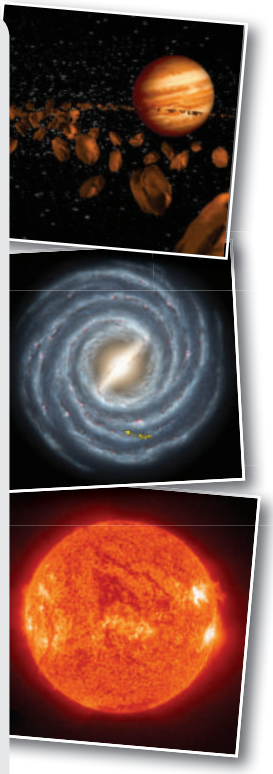
Grammar
The passive with modal verbs;
either/or and *neither/nor*



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?
2 Why is the space station important?
3 How many times does the International Space Station orbit the Earth in a week?
4 Which countries or organisations helped to establish the International Space Station?
5 What is unique about the relationship between Kuwait and the International Space Station?

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.

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.

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.

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.

---

b Each astronaut has to wear a space suit.

---

c Space shuttles can transport equipment into space.

---

d Scientists might have cured diseases if they hadn't spent their time working on space technology.

---

e Experiments can be carried out 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 ---------- poverty ---------- disease are solved through space travel.

b ---------- we learn from the amazing technology that we have ---------- we let it go to waste.

c I am ---------- in favour of space exploration ---------- against it.

d ---------- we fund space programmes properly ---------- we forget about exploring the boundaries of our universe.

e On Mars, there is ---------- air to breathe ---------- water to drink.

f Opinion is divided about the International Space Station. People ---------- think it is exciting and pushing the frontiers of our knowledge ---------- 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.

b Space exploration is pointless. It can't solve the problems on Earth. It can't 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.

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 **conducive** 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*.

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) _____ science and Muslim (2) _____ have taken an active part in space exploration, engaging in hundreds of hours of (3) _____-walks. Even more amazingly, the 1971 Apollo 15 (4) _____ 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) _____ mission.

The (6) _____ 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) _____ into space by the Space (8) _____ Discovery. In 2006, children visiting the Kuwait Scientific Center were given the opportunity to make contact with the International Space (9) _____, 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) _____ by Nance Rocheleau in Honolulu. This signal passed between Kuwait and Honolulu and was then communicated to the ISS. The (11) _____ was superb during the talk. Greg Chamitoff was answering the 17th question when the signal began to (12) _____ 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) _____ 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, conducive, 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.

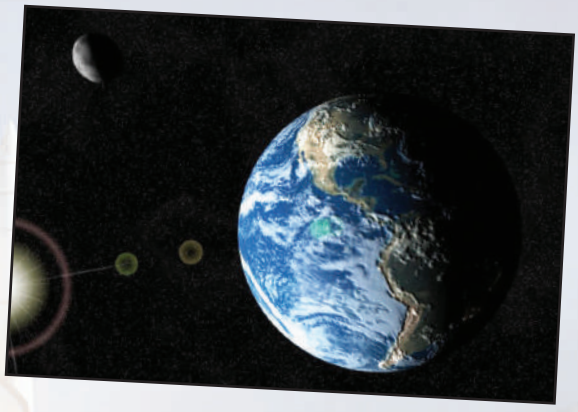
a In your groups, brainstorm recent advances in technology.
b Which of the changes you have discussed have had the greatest impact on people in Kuwait? Choose two or three examples.
c Which of these advances do you think may have come from space technology?

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

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 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 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 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***?
b What is the purpose of the first paragraph?
c Does the report contain mostly facts or opinions?
d Is the language generally formal or informal?

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?
b Do you know anybody who had an outstanding talent as a child?
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?

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

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

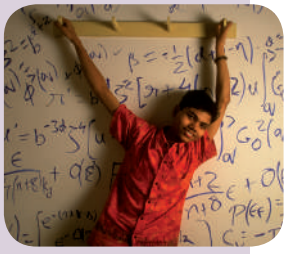
So talented, so young

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. Shakuntala Devi has also written books on popular mathematics.

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



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			
			Youngest person with Master's degree. (BSc age 10, MSc age 12)
		Musical genius	

5 Whose talent do you think is the most amazing? Why?

Think and speak Stating advantages and disadvantages

6 Discuss these questions with other students.

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?

Words to remember

abstract, arbitrarily, 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? ----------
B What is the purpose of the other part of each sentence? ----------
C Which word in each sentence links the two parts? ----------

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 ----------
c He became a PhD student in Bangalore where ----------
d As a child prodigy on tours of Europe, he ----------

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.

---

b In his first season, he came first in every race and beat the previous record for a new jockey.



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.

---

d Soon afterwards, a newspaper began publishing stories which accused Nawaf of spending money extravagantly on high-living.

---

e Nawaf repudiated these accusations. He explained that he spent his money on his family and that he gave much of it to charity.

---

f He continued to ride, trusted in his faith, and refused to let the newspaper stories agonise him.

• **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.

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 ..... student. (ABILITY)
b To my ....., I got over 90% in the exam. (AMAZING)
c Many children find young animals very ..... . (APPEAL)
d When she said she was leaving, we just stared at her in ..... . (ASTONISHED)
e I've never been very good at ..... . (MATHEMATICAL)
f I enjoy listening to all kinds of ..... . (MUSICAL)
g Sport has increased greatly in ..... 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 ..... .
2 Criminals are people who perform ..... actions.
3 It was an ..... sight to see such a rare bird.
4 He was told off by the teacher for his ..... .

b Write two or three sentences of your own using the prefixes from the sentences above and words of your own choice.

Prepositions

3 Read this short text about child prodigies.

a Complete the text using these prepositions:

at for in of on throughout with by

Child prodigies are children who demonstrate talents (1) ..... a very young age. However, some child geniuses lose their talents (2) ..... adulthood. Mathematical geniuses are often able to do complicated calculations (3) ..... their heads (4) ..... just a few seconds. This is particularly remarkable when they are dealing (5) ..... numbers that have been selected (6) ..... random (7) ..... a computer. Musical geniuses, like Mozart, are often able to learn to play new pieces of music (8) ..... 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) ..... his life. When he died (10) ..... 1791, some people said that overwork was the cause (11) ..... his death.

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

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
b Is he? Not interested
c Great! .....
d Brilliant! .....
e Do you? .....
f Are you? .....

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, moves but has no legs and has a bank but can't put money in it?

Question 3
What appears once in a minute, twice in a moment and never in a thousand 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 and I die. What am I?

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	Giving explanations
Maybe …	It refers to … / The reason is …
Perhaps …	because it says …
Probably …	If you think about it then you see
It could be …	
What if …?	
Do you think …?	

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?

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	Expressing praise
I would recommend to …	He / She is an incredibly gifted ...
I believe he / she deserves this award because …	Their achievements are outstanding ...
He / She has made huge advances in …	Perhaps one of the greatest minds in the 21st century ...
For all of these reasons ... deserves this award.	

Focus on



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.

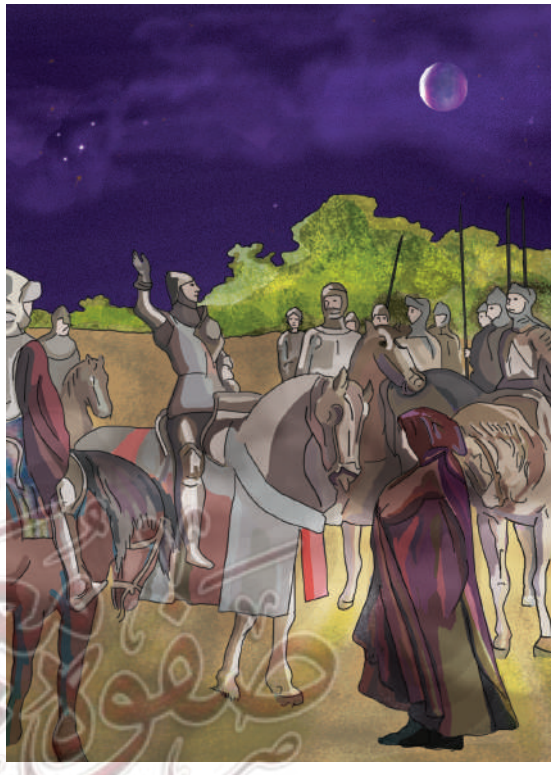
At the French court, an atmosphere of restlessness and anxiety prevailed. Everyone was getting ready for the important battle to come. Princes, dukes, lords, officers and soldiers were all arming themselves to face the English in the hope of defeating them. The ultimate confrontation would take place 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.

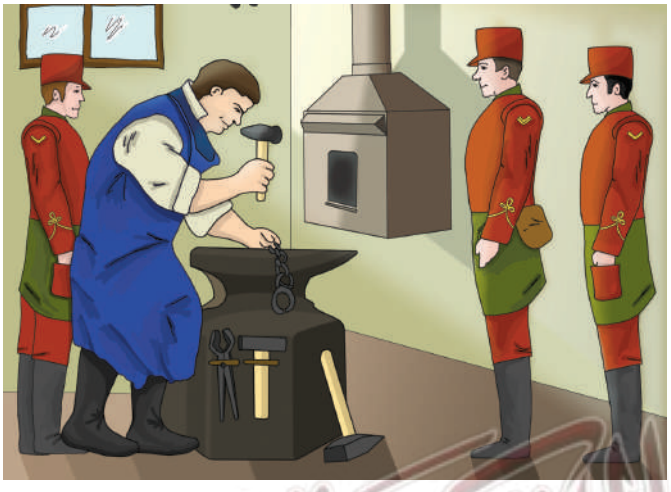
I went forward softly and touched him on the shoulder. He instantly jumped up, and it was not the same man, but another man, dressed in the same rough clothes. He quickly ran away.

'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 Jaggers would be glad if I called on him at five in the afternoon the next day.

When I arrived at the office, Mr Jaggers 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 thowing 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!'

صفوة معلمي الكويت

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	*In this place …* *The scales represent …* *Hammurabi's code is a …*
Discussing the law	*The main purpose of sending people to prison is to …*
Expressing opinion	*In my opinion, the main purpose of sending people to prison is to protect society.*
Comparing and contrasting ideas	*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 …*
Making conclusions	*In conclusion …* *In the end …* *As a conclusion …* *I / We have reached to a conclusion …*
Agreeing and disagreeing	*I agree / disagree …* *I approve / disapprove …* *I second that opinion …*
Expressing intention	*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 …*
Expressing obligation	*Motorists are obliged to / need to / must / ought to / should always …*
Presenting arguments	*The main point / argument for / against …* *Another point / argument …*
Expressing absence of obligation	*Drivers need not / are not obliged to / don't have to …*
Expressing opinion **(WB) (R)**	*In my opinion, …* *From my point of view, …*
Stating what people have done **(WB)**	*The accountant in my company has …* *Our neighbours have …*
Giving advice **(WB)**	*My advice would be …* *If you were faced with … you should …* *It is better if you …*

Unit 2	
Function	**Expressions**
Predicting	*According to the photos, I think this unit is going to be about ...*
Giving reasons	*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 ...*
Expressing opinion **(R)**	*I imagine they felt ... when they left home ...* *When Irish people left home ... I imagine they must have felt ...*
Discussing advantages and disadvantages	*One of the advantages of migration can be ...* *Here are some of the disadvantages of migration ...*
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 ...*
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.*
Giving reasons **(WB) (R)**	*Some animals migrate ... because ...* *The reason why animals migrate ... is because ...*
Expressing opinion **(WB) (R)**	*If you ask me ...* *It seems logical to me that ...*
Describing past events **(WB) (R)**	*Back in the year ...* *Last summer, ...* *One winter night ...*

Unit 3	
Function	**Expressions**
Describing **(R)**	*In this / that picture I think ...* *This / That picture shows / indicates ...*
Giving examples	*Governments protect human rights by ...* *For example, human rights are protected by the governments by ...*
Giving opinions	*I think this article is called ... because ...*
Agreeing and disagreeing **(R)**	*I agree / disagree that the values mentioned in the article are universal ones because ...*

Talking about possibilities	*If I am ... I will ...* *If I were ... I would ...* *If I had been ... I would have ...*
Planning	*In my note form I am going to talk about ...*
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 ...*
Presenting information	*My charity has made the following successes ...* *Successes made by our charity can be summarised in the following points ...*
Justifying answers **(WB)**	*The ... is important because ...*
Justifying **(WB)**	*It is perfectly justifiable for the ... to ... rather than the ... because ...* *The man had an accident because he was driving too fast.*
Persuading **(WB) (R)**	*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 ...*

Unit 4	
Function	**Expressions**
Expressing opinion **(R)**	*I think life would be easier for people and animals ...* *In my opinion / I believe ... the Public Authority can ... to speed up this process ...*
Describing environmental problems	*Some of the environmental problems associated with these areas include ...*
Giving explanations	*These environmental problems are caused by ...* *In order to ... we should ...*
Describing a problem and its effects	*Flooding is caused by rising sea levels.* *Pollution is the result of industry and traffic.*

Expressing preference	*The perfect climate for me would be …* *I prefer a … climate.*
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 …*
Comparing and contrasting photographs	*These two photographs are similar / different in the following aspects / in these ways …*
Making suggestions **(WB)**	*The title suggests that …*
Giving reasons **(WB) (R)**	*The reason why rain forests are being destroyed is …* *Rain forests are being destroyed because …*
Persuading **(WB)**	*Consequently, we should … / why don't we …*

Unit 5	
Function	**Expressions**
Giving reasons **(R)**	*Recycling has become such an important issue for many people today because …*
Giving opinion **(R)**	*To my knowledge …* *According to my sources …*
Talking about recycling and environmental issues	*The most precious resources in Kuwait are …* *The people in Kuwait take recycling very … ly …*
Talking about wishes	*I wish I / you were / could …* *I wish he / she / they would / could …*
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 …*
Comparing information	*Finland recycles more material than Italy.* *Kuwait buries waste in landfill sites more than Italy.*
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 ...*
Expressing opinion **(WB) (R)**	*I think paper is made of ...* *In my opinion ...*
Making suggestions **(WB) (R)**	*Another suitable title for this article would be ...*
Making wishes **(WB)**	*I wish I would / could ...* *I wish you had / hadn't ...* *I wish I hadn't had ...*

Unit 6	
Function	**Expressions**
Agreeing and disagreeing **(R)**	*I agree / disagree that people who hunt rare animals should be punished.*
Expressing opinion **(R)**	*I would be willing to ... to protect an endangered species.*
Supporting opinion	*The protection of an endangered species should / shouldn't be a problem ... because ...*
Describing events	*Before this / that happened ... we were able to escape.*
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 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 ...*
Planning **(R)**	*My report will be under the title of ...* *We are planning to ...* *We are going to ...*

Expressing possibilities	*We are concerned that ... may / might / could / represent ...* *Perhaps / Possibly / Probably, this will mean that ...* *In all likelihood ...*
Expressing opinion **(WB) (R)**	*If I were ... I would suggest ...*
Making enquiries **(WB)**	*Do you have the number of the ... ?* *When is the meeting taking place?*
Asking for information **(WB)**	*Can you tell me when is the next flight to ... ?*
Giving advice **(WB)**	*Listen to me when I tell you ...* *My advice to you is ...*
Stating advantages and disadvantages **(WB)**	*The pros / cons of land reclamation are ...*
Making suggestions **(WB) (R)**	*I suggest you help your brother with the ...*
Making complaints **(WB)**	*I'm sorry to have to tell you this, but your work isn't good enough.*

Unit 7

Function	**Expressions**
Making suggestions	*One of the best ways that you can ensure a long life is by staying active, both physically and mentally.*
Giving reasons **(R)**	*I believe keeping active is important for a long life because it improves your cardiovascular fitness.*
Discussing and comparing	*Unlike Ahmed, I can show gratitude and respect to the elderly by listening to their advice.*
Reporting	*I asked him where he lived.* *I asked their son what the secret of their long life was.*
Giving opinion **(R)**	*I think the best piece of advice is this: ...*
Agreeing and disagreeing **(R)**	*I don't agree with the following pieces of advice: ...* *I agree with almost all the ideas ...*
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.*
Giving opinion **(WB) (R)**	*I prefer to go to sleep at around ...* *Sleep can affect your ...*
Making suggestions **(WB) (R)**	*I am going to suggest how / when / where...*
Reporting questions and statements **(WB)**	*Boushra asked Sabika what she was doing at the weekend. Sabika said / replied (that) she was going out with her parents.*

Unit 8	
Function	**Expressions**
Giving reasons **(R)**	*Why do you think they moved ?* *They moved because ...*
Giving opinion **(R)**	*I think I've found the perfect place for you.* *I really think you should ...*
Stating advantages and disadvantages **(R)**	*Here are some advantages / disadvantages of ...*
Presenting ideas	*Life in the city could be less stressful if ...*
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 ...*
Giving reasons **(WB) (R)**	*The city was built in order to ...*
Comparing and contrasting **(WB) (R)**	*Instead of ...* *In comparison with ...* *Whereas ...* *However ...*
Expressing opinion **(WB) (R)**	*Never have I been so annoyed as when I lost my mobile phone.*

Making predictions **(WB)**	*I imagine ...* *I am sure ...*

Unit 9	
Function	**Expressions**
Describing **(R)**	*He / She is ...* *They are ...*
Talking about change	*... do different things than he used to ...* *... many activities have changed significantly ...*
Giving examples **(R)**	*Such as ...* *Some examples would be ...*
Comparing	*Much more ... than ...* *More exciting than ...*
Discussing skills and processes	*... have the skills to ...* *Creative uses for home computers.*
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, ...*
Explaining differences	*... different from ...* *... instead of ...*
Giving biographical information	*... 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 ...*
Planning **(R)**	*I would like to read ...* *I'm going to be preparing for ...*
Making inferences **(WB)**	*Based on the title ...* *According to the title ...* *Inferring from the title ...* *The title infers ...*
Expressing opinion **(WB)** **(R)**	*I think it is better to reuse old buildings ...* *In my opinion building entirely new ones is ...*
Comparing the past and present **(WB)** **(R)**	*People have less respect these days than they used to.* *Compared to when I was a teenager ...*

Unit 10	
Function	**Expressions**
Describing qualities	*To survive in these conditions … you need to be …*
Stating difficulties and problems	*Some of the difficulties you would face are …* *A major problem would be …*
Giving personal opinion	*I think I will …* *I believe that* *If I were preparing for a climb, I would …* *In my opinion …*
Discussing preparations	*I would prepare …*
Giving reasons **(R)**	*I would / wouldn't be interested in … because …*
Comparing lists	*My list has … items which are different from the ones on your list …* *We have both chosen … similar items.*
Being persuasive	*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.*
Explaining a choice	*I'd take the … , because …* *We really need the … to (+ verb)* *I think it will be necessary because …*
Agreeing and disagreeing **(R)**	*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?*
Discussing pros and cons **(WB)**	*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 …*
Expressing opinion **(WB) (R)**	*I think people push themselves to the limit because …* *In my opinion …*
Making suggestions **(WB) (R)**	*One of the ways to stay safe is to …* *another way to stay safe is to …*
Persuading **(WB) (R)**	*Don't throw that away. You never know; it might be useful one day.*
Giving advice **(WB) (R)**	*I would advise you to be prepared for …*

Unit 11	
Function	**Expressions**
Identifying information	*The International Space Station takes … to orbit the Earth.*
Giving opinion **(R)**	*It is important because …*
Giving examples	*Once I was given the choice of …*
Justifying	*I choose this / that option because …* *neither one choice nor the other was acceptable to me because …*
Giving examples **(R)**	*For example …* *For instance …*
Expressing opinion **(R)**	*In my opinion …* *According to my knowledge …*
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 …*
Expressing 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 …*
Justifying answers **(WB)**	*I am for / against space tourism because …*
Supporting opinion **(WB) (R)**	*Whilst some may think … I believe that …* *I believe this because …*

صفوة معلمي الكويت

Unit 12	
Function	**Expressions**
Describing talent	*He / She is a talented / gifted … player.*
Stating advantages and disadvantages **(R)**	*The advantages and disadvantages of being a child prodigy are: …*
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 …*
Justifying	*I think my explanation is right / correct because …* *My explanation makes more sense because …* *I have a more logical explanation because …*
Giving recommendations	*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.*
Expressing praise	*He / she is an incredibly gifted …* *Their achievements are outstanding …* *Perhaps one of the greatest minds in the 21st century, …*
Making wishes **(WB) (R)**	*I wish I were …* *I wish to be …*
Expressing surprise **(WB)**	*Wow! It's been a long time my friend, you look great!*
Expressing apology **(WB)**	*I'm really sorry for being late, I had an emergency.*
Making suggestions **(WB) (R)**	*How about we study together?* *What do you think about going shopping together tomorrow?*
Expressing future hopes and plans **(WB)**	*I hope to become a successful teacher in the future.* *My plan is to go to university …*
Giving reasons **(WB) (R)**	*I would like to apply to this university because …*

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

صفوة معلمي الكويت

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

صفوة معلمي الكويت

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'nɔːməl/
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'bjuːs/
noun p.25
cruel and violent treatment of a person

accolade /'ækəleɪd/
noun p.95
an award or privilege granted as a special honor or as an acknowledgment of merit

accusation /ˌækjʊ'zeɪʃən/
noun p.93
a charge or claim that someone has done something illegal or wrong

acquire /ə'kwaɪə/
verb WB p.82
to buy or obtain for oneself

acute /ə'kjuːt/
adjective p.47
acute senses such as hearing, taste, etc are very good and sensitive

administration /ədˌmɪnɪ'streɪʃən/
noun p.43
the process or activity of running a business, organisation

admiration /ˌædmə'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 /ˌædvən'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'fekʃənɪtli/
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'fɔːd/
verb p.19
to provide something or allow something to happen

aftermath /'ɑːftəmæθ/
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'gresɪv/
adjective p.27
ready or likely to attack or confront; characterised by or resulting from hostile or violent behaviour

agonise /'ægənaɪz/
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'lɜːt/
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'liːvieɪt/
verb p.29
to make (suffering, deficiency, or a problem) less severe

almond /'ɑːmənd/
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 /ˌænθrə'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'piːl/
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 /'ɑːbɪtrerɪli/
adverb p.91
randomly, by chance

arduous /'ɑːdjuəs/
adjective p.23
involving a lot of strength and effort

arid /'ærɪd/
adjective p.37
(of land or a climate) having little or no rain; too dry or barren to support vegetation

armour /'ɑːmə/
noun Literature Time
metal or leather clothing that protects your body, worn by soldiers in battles in past times

arson /'ɑːsən/
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 /ˌæstrə'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 ðɪ ɪks'pens əv/
expression WB p.26
so as to cause harm to or neglect of

atmosphere /'ætməsfɪə/
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 /'ætrɪbjuːt/
noun p.25
a quality or feature regarded as a characteristic or inherent part of someone or something

audacious /ɔː'deɪʃəs/
adjective Literature Time
showing great courage or confidence in a way that is impressive or slightly shocking

audience /'ɔːdiəns/
noun p.91
the assembled spectators or listeners at a public event, such as a play, movie, concert, or meeting

austere /ɔː'stɪə/
adjective p.81
severe or strict in manner, attitude, or appearance

avert /ə'vɜːt/
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 /'ɔːɪnsˌpaɪərɪŋ/
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 /'bætlfiːld/
noun Literature Time
a place where a battle is being fought or has been fought

below par /bɪ'ləʊ pɑː/
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 /'benɪˌfæktə/
noun Literature Time
someone who gives money for a good purpose

besiege /bɪ'siːdʒ/
verb Literature Time
to surround a city or castle with military force until people inside let you take control

bestow /bɪ'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 /bɪˈnɒkjʊləz/
noun p.83
an optical instrument with a lens for each eye, used for viewing distant objects

biography /baɪˈɒgrəfi/
noun p.73
an account of someone's life written by someone else

bladder /ˈblædə/
noun p.95
a membranous sac in humans and other animals, in which urine is collected for excretion

blizzard /ˈblɪzəd/
noun p.59
a severe snowstorm with high winds and low visibility

bony /ˈbəʊni/
adjective Literature Time
someone or part of their body that is bony is very thin

boom /buːm/
noun p.19
increase in business

bounty /ˈbaʊnti/
noun p.49
an abundance or plenty

break into /breɪk ˈɪntə/
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 /briːf/
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 /briːf/
adjective p.15
a short duration

BSc /ˌbiː es ˈsiː/
abbreviation p.91
Bachelor of Science

bump into /bʌmp ˈɪntə/
phrasal verb p.65
to meet by chance

bureaucracy /bjʊəˈrɒkrəsi/
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 /ˈbɜːdʒənɪŋ/
adjective p.51
growing or expanding rapidly

C

call the shots /kɔːl ðə ʃɒts/
expression p.71
to make the important decision; to direct a project

campaign /kæmˈpeɪn/
noun p.29
an organised course of action to achieve a particular goal

capitulate /kəˈpɪtʃʊleɪt/
verb Literature Time
to accept defeat by your enemies in a war

cardiology /ˌkɑːdiˈɒlədʒi/
noun p.62
the medical study of the heart

cardiovascular /ˌkɑːdiəʊˈvæskjʊlə/
adjective p.57
of or relating to the heart and blood vessels

carnivorous /kɑːˈnɪvərəs/
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 /ˌsentɪˈneəriən/
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 /ˈtʃærɪtəbəl/
adjective p.25
of or relating to the assistance of those in need

chronic /ˈkrɒnɪk/
adjective WB p.48
something that continues for a long time and cannot easily be solved

civil /ˈsɪvəl/
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 /ˈklæmbə/
verb WB p.70
to climb or move slowly somewhere, using your hands and feet because it is difficult or steep

climate /ˈklaɪmɪt/
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 /ˌklɒg ˈʌp/
phrasal verb p.17
to prevent things from being dealt with as quickly as usual

code of law /kəʊd əv lɔː/
noun p.13
a set of rules and standards adhered to by a society

collection points /kəˈlekʃən 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'weɪ wɪð/
phrasal verb p.81
to be left with a specified feeling, impression, or result after doing something

come down /ˌkʌm 'daʊn/
phrasal verb p.81
if a price or the level of something comes down, it becomes lower

come over /ˌkʌm 'əʊvə/
phrasal verb p.81
to visit you at your house

come round /ˌkʌm 'raʊnd/
phrasal verb p.81
recover after being unconscious

come up /ˌkʌm 'ʌp/
phrasal verb p.81
1 to be mentioned especially in a conversation; **2** to become available especially unexpectedly

come up against
/ˌkʌm ʌp ə'geɪnst/
phrasal verb p.43
to meet; to face

commemoration
/kəˌmemə'reɪʃən/
noun Literature Time
something that makes you remember and respect someone important or n 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'pæʃənɪtli/
adverb p.27
sympathetically

compensation
/ˌkɒmpən'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 /ˌkɒnsəl'teɪʃən/
noun p.13
the action or process of formally consulting or discussing

contemporary /kən'tempərəri/
adjective WB p.60
belonging to or occuring inthe 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 /ˌkəʊp 'wɪð/
phrasal verb p.83
to deal effectively with something difficult

corruption /kə'rʌpʃən/
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 /ˌkraʊn '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 /'kʌstmmeɪd/
adjective p.69
made to a particular customer's order

cut down on /ˌkʌt '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 /ˌdedɪ'keɪʃən/
noun Literature Time
hard work or effort that someone puts into a particular activity because they care a lot about it

defence /dɪ'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 /dɪ'faɪn/
verb p.13
to state or describe exactly the nature, scope, or meaning of

degree /dɪ'gri:/
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 /ˌdi: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 /dɪ'plɔɪ/
verb WB p.16
to put something to use

depopulation /di:ˌpɒpjʊleɪʃən/
noun p.63
the process of the number of people reducing in an area

deprived of /dɪ'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 /dɪ'zɜ:tɪd/
adjective p.63
abandoned, neglected

desertification
/dɪˌzɜ:tɪfɪ'keɪʃən/
noun p.35
the process by which fertile land becomes desert, typically as a result of drought, deforestation, or inappropriate agriculture

deserve /dɪ'zɜ:v/
verb p.61
to do something or have or show qualities worthy of (reward or punishment)

deteriorate /dɪ'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 /dɪ'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 /dɪsˈlɔɪəlti/
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 /duː 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 /ˌdjʊˈreɪʃən/
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 /ɪˌlektrəʊˈkemɪkəl/
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'dɔːs/
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'fɔːs/
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'kweɪtə/
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'tɜːnɪti/
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 /'evɪdəntli/
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, remakably

excuse /ɪk'skjuːs/
noun p.59
a reason or explanation put forward to defend or justify a fault or offense

execute /'eksɪkjuːt/
verb p.85
to carry out an order or plan

exhaustion /ɪg'zɔːstʃən/
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 /ˌekspek'teɪʃən/
noun p.57
a strong belief that something will happen or be the case in the future

export /'ekspɔːt/
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'tɪnkʃən/
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'striːm/
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 /fɑː ənd waɪd/
idiom p.65
over a large area

fascinating /'fæsɪneɪtɪŋ/
adjective p.47
extremely interesting

fatal /ˈfeɪtl/
adjective p.61
causing death

fatigued /fəˈtiːgd/
adjective p.81
tired or exhausted

feat /fiːt/
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 /fɪks/
verb p.69
to repair something that is broken or not working properly

flooding /ˈflʌdɪŋ/
noun p.37
an overflowing of a large amount of water beyond its normal confines, esp. over what is normally dry land

foolish /ˈfuːlɪʃ/
adjective Literature Time
a foolish action, remark etc is stupid and shows that someone is not thinking sensibly

forecasting /ˈfɔːkɑːstɪŋ/
noun p.37
a prediction or estimate of future events, esp. coming weather or a financial trend

foreign /ˈfɒrən/
adjective p.19
from or relating to a country that is not your own

forge /fɔːdʒ/
noun Literature Time
a place where metal is heated and shaped into objects

forum /ˈfɔːrəm/
noun WB p.82
a place, meeting or medium where ideas and views on a particular issue can be exchanged

foundation /faʊnˈdeɪʃən/
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 /ˈfriːkwəntli/
adverb p.59
on many occasions with little time between them

frigid /ˈfrɪdʒɪd/
adjective p.37
very cold in temperature

frontier /ˈfrʌntɪə/
noun p.85
the extreme limit of understanding or achievement in a particular area

frost-bite /ˈfrɒstˌbaɪt/
noun p.79
injury to body tissues caused by exposure to extreme cold

futile /ˈfjuːtaɪl/
adjective Literature Time
actions that are futile are useless because they have no chance of being successful

G

genetic make-up
/dʒɪˈnetɪk meɪkʌp/
noun WB p.48
chemical structure that defines individuality

genetics /dʒɪˈnetɪks/
noun p.95
the study of heredity and the variation of inherited characteristics

genius /ˈdʒiːniəs/
noun p.91
intelligence, cleverness

geriatric /ˌdʒeriˈætrɪk/
adjective p.57
of or relating to old people, esp. with regard to their health care

get rid of /ˌget ˈrɪd əv/
phrasal verb p.43
to dispose of, throw away

gifted /ˈgɪftɪd/
adjective p.95
having exceptional talent or natural ability

glamour /ˈglæmə/
noun p.65
an attractive and exciting quality

go along with /ˌgəʊ əˈlɒŋ wɪð/
phrasal verb p.43
to give one's consent or agreement to a person or their views

govern /ˈgʌvən/
verb p.13
to control

GPS /ˌdʒiː piː ˈes/
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 /ˈgrædʒueɪt/
verb p.51
to successfully complete an academic degree, course of training, or high school

graduated /ˈgrædʒueɪtəd/
adjective p.62
divided into different levels

graveyard /ˈgreɪvˌjɑːd/
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 /ˈgriːvəns/
noun p.17
an official statement of a complaint over something believed to be wrong or unfair

gross /grəʊs/
adjective Literature Time
clearly wrong and unacceptable

grow /grəʊ/
verb p.49
to become larger or greater over a period of time

gruelling /ˈgruːəlɪŋ/
adjective p.83
extremely tiring and demanding

guilty /ˈgɪlti/
adjective p.13
responsible for a crime

H

habitation /ˌhæbɪˈteɪʃən/
noun p.87
the state or process of living in a particular place

handcuffs /ˈhændkʌfs/
noun p.15
a pair of lockable linked metal rings for securing a prisoner's wrists

hard-pressed /hɑːdprest/
adjective p.19
having a lot of problems and not enough money or time

hardship /ˈhɑːdʃɪp/
noun WB p.16
difficulty or suffering caused by a lack of something, especially money

harsh /hɑːʃ/
adjective p.35
unpleasantly rough

heartening /ˈhɑːtnɪŋ/
adjective p.45
inspriring, 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 /ˈhezɪtənt/
adjective Literature Time
uncertain about what to do or say because you are nervous or unwilling

hibernate /ˈhaɪbəneɪt/
verb p.47
to sleep during the winter

highlight /ˈhaɪlaɪt/
verb p.79
pick out and emphasise

high-living /ˌhɑɪˈlɪvɪŋ/
noun p.93
an extravagant social life as enjoyed by the wealthy

high-tech /ˌhɑɪˈtek/
adjective p.19
using advanced technology

homeland /ˈhəʊmlænd/
noun Literature Time
the country where someone was born

honour /ˈɒnə/
verb p.57
to treat someone witrh special respect

horrific /hɒˈrɪfɪk/
adjective Literature Time
extremely bad, in a way that is frightening or upsetting

household waste
/ˈhaʊshəʊld ˌweɪst/
noun p.45
material that is not wanted at home

housing /ˈhaʊzɪŋ/
noun p.51
houses and apartments considered collectively

hub /hʌb/
noun p.65
centre of activity

humanitarian
/hjuːˌmænɪˈteərɪən/
adjective p.29
concerned with or seeking to promote human welfare

humid /ˈhjuːmɪd/
adjective p.37
marked by a relatively high level of water vapor in the atmosphere

hurdle /ˈhɜːdl/
noun p.39
an obstacle or difficulty

hustle and bustle
/ˈhʌsəl ənd ˌbʌsəl/
idiom p.65
activity, liveliness

hypocrite /ˈhɪpəkrɪt/
noun Literature Time
someone who pretends to have certain beliefs or opinions that they do not really have – used to show disapproval

I

illegitimate /ɪˌlə'dʒɪtəmɪt/
adjective p.49
not authorised by the law; not in accordance with accepted standards or rules

ill-mannered /ɪlˈmænəd/ *adjective*
Literature Time
not polite and behaving badly in social situations

immerse /ɪˈmɜːs/
verb Literature Time
to become completely involved in an activity

immobile /ɪˈməʊbaɪl/
adjective p.71
motionless

implement /ˈɪmplɪment/
verb p.39
to put into effect

impose /ɪmˈpəʊz/
verb p.13
to require (a duty, charge, or penalty) to be undertaken or paid

impulse /ɪˈmpʌls/
noun p.25
a sudden strong and unreflective urge to act

incapable /ɪnˈkeɪpəbəl/
adjective p.25
not able to do something

incineration /ɪnˌsɪnəˈrəɪʃən/
noun p.45
the process of destroying (something, esp. waste material) by burning

incinerator /ɪnˌsɪnəˈrəɪtə/
noun p.43
an apparatus for burning waste material, esp. industrial waste, at high temperatures until it is reduced to ash

increasingly /ɪnˈkriːsɪŋli/
adverb p.35
increasing over time

inevitable /ɪˈnevɪtəbəl/
adjective p.25
certain to happen; unavoidable

in favour of /ɪn feɪvər əv/
expression p.17
to the advantage of

infrastructure /ˈɪnfrəˌstrʌktʃə/
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 /ɪnˈfjʊərieɪt/
verb Literature Time
to make someone extremely angry

inhabitant /ɪnˈhæbɪtənt/
noun p.62
one of the people who live in a particular place

inject /ɪnˈdʒekt/
verb WB p.38
to put liquid into someone's body by using a special needle

in leaps and bounds
/ɪn liːps ənd baʊndz/
expression p.29
rapidly, swiftly

innocent /ˈɪnəsənt/
adjective p.13
not guilty of a crime or offense

in parallel /ɪn ˈpærəlel/
expression WB p.60
occurring at the same time and having some connection

inquire /ɪnˈkwaɪə/
verb Literature Time
to ask someone for information

in spite of /ɪn ˈspaɪt əv/
preposition p.59
regardless of

instead /ɪnˈsted/
adverb WB p.10
as an alternative or substitute

intact /ɪnˈtækt/
adjective Literature Time
not broken, damaged or spoiled

integral /ˈɪntɪgrəl/
adjective p.57
essential or fundamental

intend /ɪnˈtend/
verb p.17
to have (a course of action) as one's purpose or objective; plan

intrepid /ɪnˈtrepɪd/
adjective p.85
fearless; adventurous

intrinsic /ɪnˈtrɪnsɪk/
adjective p.39
belonging naturally; essential

invincible /ɪnˈvɪnsɪbəl/
adjective Literature Time
too strong to be destroyed or defeated

invigorated /ɪnˈvɪgəreɪtəd/
adjective Literature Time
feeling healthier, stronger and having more energy

invisible /ɪnˈvɪzɪbəl/
adjective WB p.4
cannot be seen

irritation /ˌɪrɪˈteɪʃən/
noun p.43
the state of feeling annoyed, impatient, or angry

J

jeopardise /ˈdʒepədaɪz/
verb Literature Time
to risk losing or spoiling something important

jockey /ˈdʒɒki/
noun p.93
a person who rides in horse races, esp. as a profession

judiciary /dʒuːˈdɪʃəri/
noun p.13
the judicial authorities of a country; judges collectively

jury /ˈdʒʊəri/
noun p.13
group of people in court who decide whether someone is guilty

K

keep up with /ˌkiːp ˈʌp wɪð/
phrasal verb p.43
to know the latest information about

kill off /ˌkɪl ˈɒf/
phrasal verb p.35
to destroy something utterly, or destroy the remaining members of a group of people or creatures

kneel /niːl/
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 /ləˈment/
verb Literature Time
to express annoyance or disappointment about something you think is unsatisfactory or unfair

leafy /ˈliːfi/
adjective p.67
having or characterised by much foliage because of an abundance of trees or bushes

legal /ˈliːgəl/
adjective p.13
appointed or required by the law

legislation /ˌledʒɪˈsleɪʃən/
noun p.25
laws, considered collectively

liberty /ˈlɪbəti/
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 ɪkˈspektənsi/
noun p.61
the average period that a person may expect to live

litigation /ˌlɪtɪˈgeɪʃən/
noun p.17
the process of taking claims to a court law

logger /ˈlɒgə/
noun WB p.26
a person who fells trees for timber; a lumberjack

M

machinery /məˈʃiːnəri/
noun p.41
machines collectively

madman /ˈmædmən/
noun Literature Time
someone who behaves in a wild, uncontrolled way

mail order /ˈmeɪl ˌɔːdə/
noun p.69
the selling of goods to customers by mail, generally involving selection from a special catalogue

major /ˈmeɪdʒə/
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 əʊn/
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
/ˌmeɪk ˈʌp 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
/mæsprəˈdjuːst/
adjective p.69
produced in large quantities by an automated mechanical process

master's degree
/ˈmɑːstəz dɪˈgriː/
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 /məˈtɪəriəl/
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 /ˈmedl-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 /ˈmɜːsənəri/
noun Literature Time
a soldier who fights for any country or group that will pay him

meticulous /mɪˈtɪkjʊləs/
adjective p.21
very careful about small details, and always making sure that everything is done correctly

metropolis /mɪˈtrɒpəlɪs/
noun p.65
densely populated city

migrant /ˈmaɪgrənt/
noun p.21
someone who goes to live in another area or country, especially in order to find work

mingle /ˈmɪŋgəl/
verb Literature Time
to move around a place and talk to lots of different people

minister /ˈmɪnɪstə/
noun p.73
a politician who is in charge of a government department

minor /ˈmaɪnə/
adjective p.23
small and not very important or serious, especially when compared with other things

minority /maɪˈnɒrɪti/
noun p.25
the smaller number or part, especially a number that is less than half the whole number

misbehave /ˌmɪsbɪˈheɪv/
verb p.37
to fail to conduct oneself in a way that is acceptable to others; behave badly

miscalculation
/mɪsˌkælkjʊˈleɪʃən/
noun Literature Time
a wrong judgment about a situation

mischievous /ˈmɪstʃɪvəs/
adjective Literature Time
causing trouble or quarrels deliberately

mission /ˈmɪʃən/
noun p.85
an expedition into space

misty /ˈmɪsti/
adjective Literature Time
not clear

molecular /məˈlekjələ/
adjective p.95
of, relating to, or consisting of molecules

monitor /ˈmɒnɪtə/
verb p.89
observe and check the progress or quality of (something) over a period of time; keep under systematic review

mountaineer /ˌmaʊntɪˈnɪə/
noun p.83
a person who takes part in the sport or activity of climbing mountains

MSc /ˌem es ˈsiː/
abbreviation p.91
Master of Science

mystery /ˈmɪstəri/
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 /'nɜːvəsli/
adverb p.23
anxiously

nobleman /'nəʊbəlmən/
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 bɔːd/
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'tjuːnɪti/
noun p.87
a set of circumstances that makes it possible to do something

orbit /'ɔːbɪt/
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 /'əʊvəsaɪt/
noun Literature Time
a mistake in which you forget something or do not notice something

overview /'əʊvəˌvjuː/
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 /'peɪpəwɜːk/
noun p.43
routine work involving written documents such as forms, records, or letters

parliament /'pɑːləmənt/
noun p.73
the group of people who are elected to make a country's laws and discuss important national affairs

partnership /ˈpɑːtnəʃɪp/
noun WB p.32
a relationship between two people, organisations, or countries

pass a law /pɑːs ə lɔː/
expression p.41
to approve or put into effect (a proposal or law) by voting on it

paucity /ˈpɔːsɪti/
noun p.39
the presence of something only in small or insufficient quantities or amounts; scarcity

penalty /ˈpenlti/
noun p.13
a punishment imposed for breaking a law

perceivable
/pəˈsiːvəbəl/
adjective WB p.76
could be noticed

perilous /ˈperɪləs/
adjective p.79
full of danger or risk

periodic /ˌpɪəriˈɒdɪk/ *adjective WB* p.10 happening a number of times, usually at regular times

perish /ˈperiʃ/
verb Literature Time
to die, especially in a terrible or sudden way

permanent
/ˈpɜːmənənt/
adjective p.47
lasting or intended to last or remain unchanged

permanently
/ˈpɜːmənəntli/
adverb p.35
lastingly

persuasion
/pəˈsweɪʒən/
noun p.13
a belief or set of beliefs

perturbed /pəˈtɜːbd/
adjective p.21
worried about something that has happened or will happen

petty /ˈpeti/
adjective p.17
of little importance; trivial

PhD /ˌpiː eɪtʃ ˈdiː/
abbreviation p.91
Doctor of Philosophy

picturesque
/ˌpɪktʃəˈresk/
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 /plɑːntɪŋ/
verb p.37
to place (a seed, bulb, or plant) in the ground so that it can grow

platform /ˈplætfɔːm/
noun WB p.60
a raised level surface on which people or things can stand

plenty of /ˈplenti/
pronoun WB p.10
a large quantity that is enough or more than enough

pluck up the courage
/plʌk ˌʌp ðə ˈkʌrɪdʒ/
expression p.65
make an effort to do something that frightens one

portfolio /pɔːtˈfəʊliəʊ/
noun p.73
the work that a particular government official is responsible for

pose /pəʊz/
verb p.47
to present or constitute

pottery /ˈpɒtəri/
noun WB p.60
clay that has been shaped and baked in order to make pots, dishes

precipitate
/prɪˈsɪpɪteɪt/
verb p.35
to cause (an event or situation, typically one that is bad or undesirable) to happen suddenly, unexpectedly, or prematurely

precocious
/prɪˈkəʊʃəs/
adjective p.91
(of a child) having developed certain abilities at an earlier age than usual

prerogative
/prɪˈrɒgətɪv/
noun Literature Time
a right that someone has, especially because of their importance or social position

preservation
/ˌprezəˈveɪʃən/
noun p.39
the action of maintaining something in its original or existing state

prevailing
/prɪˈveɪlɪŋ/
adjective p.37 widespread in a particular area at a particular time; current

prevail over
/prɪˌveɪl ˈəʊvə/
phrasal verb p.39
to prove more powerful than opposing forces; be victorious

principle /ˈprɪnsɪpəl/
noun p.13
rule; belief

prodigy /ˈprɒdɪdʒi/
noun p.91
a person, esp. a young one, endowed with exceptional qualities or abilities

productive
/prəˈdʌktɪv/
adjective p.35
producing or able to produce large amounts of goods, crops or other commodities

prohibitively
/prəˈhɪbɪtɪvli/
adverb p.41
(of a price or charge) excessively high

promote /prəˈməʊt/
verb WB p.60
support or actively encourage

property /ˈprɒpəti/
noun p.13
something valuable which belongs to someone

proportion
/prə'pɔːʃən/
noun p.35
a part, share, or number considered in comparative relation to a whole

prosecute /'prɒsɪkjuːt/
verb p.15
to institute legal proceedings against (a person or organization)

prove /pruːv/
verb p.13
to show that something is true by providing facts, information, etc.

public services
/ˌpʌblɪk 'sɜːvɪsəz/
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 /'kwɒntɪti/
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
/ˌriːkən'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'riː/
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 /'refjuːdʒ/
noun p.47
shelter or protection from someone or something

regardless /rɪ'gɑːdləs/
adverb p.17
without being affected by something

reinforcement
/ˌriːɪn'fɔːsmənt/
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 /riː'prəʊses/
verb p.41
to process (something, esp. spent nuclear fuel) again or differently, typically in order to reuse it

repudiate /rɪ'pjuːdieɪt/
verb p.93
to refuse to accept or be associated with

researcher /rɪ'sɜːtʃə/
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'zaɪd/
verb p.23
to live in a particular place

residents' parking
/ˌrezɪdənts 'pɑːkɪŋ/
noun p.67
parking space reserved specifically for residents of a particular area

residential area
/rezɪˌdenʃəl 'eəriə/
noun p.17
a part of a town that consists of private houses, with no offices or factories

resign /rɪ'zaɪn/
verb p.73
to officially announce that you have decided to leave your job or an organisation

resolutely /ˈrezəluːtli/
adverb Literature Time
doing something in a very determined way because you have very strong beliefs, aims etc

resort /rɪˈzɔːt/
noun p.21
a place where a lot of people go for holidays

restful /ˈrestfəl/
adjective WB p.48
peaceful and quiet, making you feel relaxed

restlessness /ˈrestləsnəs/
noun Literature Time
lack of patience

reticent /ˈretɪsənt/
adjective p.47
easily frightened / timid

revere /rɪˈvɪə/
verb p.85
to feel deep respect or admiration for (something)

reverence /ˈrevərens/
noun p.61
deep respect for someone or something

reverse /rɪˈvɜːs/
verb p.63
to make (something) the opposite of what it was

revolutionise
/ˌrevəˈluːʃənaɪz/
verb p.89
to change (something) radically or fundamentally

revolve around
/rɪˌvɒlv əˈraʊnd/
phrasal verb p.85
to go around, turn around, rotate, spin

reward /rɪˈwɔːd/
noun p.49
a thing given in recognition of service, effort or achievement

rhetoric /ˈretərɪk/
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 /ˈraɪtʃəs/
adjective Literature Time
morally good and fair

roughly /ˈrʌfli/
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
/ˌrʌn ˈaʊt əv/
phrasal verb p.43
(of a supply of something) to be used up

ruler /ˈruːlə/
noun Literature Time
someone such as a king or queen who has official power over a country or area

rural /ˈrʊərəl/
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 /ˈskeəsəti/
noun p.39
insufficiency; shortage

scepticism /ˈskeptɪsɪzəm/
noun Literature Time
an attitude of doubting that particular claims or statements are true or that something bad will happen

seamlessly /ˈsiːmləsli/
adverb WB p.60
smooth and without seams or obvious joins

scrutinise
/ˈskruːtɪnaɪz/
verb WB p.76
to examine someone or something very carefully

season /ˈsiːzən/
noun p.93
a fixed time in the year when a particular sport is played

seek /siːk/
verb p.19
to try to achieve or get something

sentient /ˈsenʃənt/
adjective p.85
able to perceive or feel things

sergeant /ˈsɑːdʒənt/
noun
Literature Time a low rank in the army, air force, police etc or someone who has this rank

set a record
/set ə ˈrekɔːd/
expression WB p.70
to reach a new limit

sewage /ˈsjuːɪdʒ/
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 /ˈʃæləʊ/
adjective WB p.48
not deep

sincere /sɪnˈsɪə/
adjective Literature Time
someone who is sincere is honest and says what they really feel or believe

skyline /ˈskaɪlaɪn/
noun WB p.54
the shape made by hills or buildings against the sky

slip off /ˌslɪp ˈɒf/
phrasal verb Literature Time
to put a piece of clothing on your body or take it off your body quickly and smoothly

snooker /ˈsnuːkə/
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 /ˈsəʊʃəlaɪz/
verb WB p.60
to mix socially with others

socioeconomic
/ˌsəʊsiəʊekəˈnɒmɪk/
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 /ˈsɒlɪtəri/
adjective p.47
done or existing alone

spearhead /ˈspɪəhed/
noun p.39
an individual or group chosen to lead an attack or movement

specifically
/spəˈsɪfɪkli/
adverb p.89
particularly, exclusively

speed limit
/ˈspiːd ˌlɪmɪt/
noun p.17
the fastest speed allowed by law on a particular piece of road

spin-off /ˈspɪnɒf/
noun p.89
items used in space that improve our lives on Earth

sponsor /ˈspɒnsə/
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 /ˈstedɪli/
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
/ˌstreɪtˈfɔːwəd/
adjective Literature Time
simple and easy to understand

strenuous /ˈstrenjuəs/
adjective p.23
needing a lot of effort or strength

strong-willed
/ˌstrɒŋˈwɪld/
adjective p.83
determined, stubborn

submerged
/səbˈmɜːdʒd/
adjective WB p.70
under water

substandard
/ˌsʌbˈstændəd/
adjective p.71
below the usual or required standard

sue /suː/
verb p.17
to make a legal claim against someone, especially for money, because they have harmed you in some way

suffrage /ˈsʌfrɪdʒ/
noun p.27
the right to vote in political elections

summit /ˈsʌmɪt/
noun p.79
the highest point of a hill or mountain

superb /sjuːˈpɜːb/
adjective p.87
impressively splendid

supple /ˈsʌpəl/
adjective p.57
bending and moving easily and gracefully; flexible

supporter /səˈpɔːtə/
noun p.17
someone who agrees with a particular person, group, or plan

surrender /səˈrendə/
verb Literature Time
to give up something or someone because you are forced to

swallow /ˈswɒləʊ/
noun WB p.10
a migratory swift-flying songbird with a forked tail and long pointed wings, feeding on insects in flight

symbolise /ˈsɪmbəlaɪz/
verb Literature Time
if something symbolises a quality, feeling etc, it represents it

T

take a breather
/teɪk ə ˈbriːðə/
expression p.23
take a brief pause for rest

take for granted
/teɪk fə ˈgrɑːntɪd/
expression p.89
fail to appreciate someone or something that is very familiar or obvious

talent /ˈtælənt/
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
/ˌteknə'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
/ˌtaɪd sʌmwʌn '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'greʃən/
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'vɜːs/
verb p.81
to travel across or through

treacherous /'tretʃərəs/
adjective p.35
hazardous because of presenting hidden or unpredictable dangers

treachery /'tretʃəri/
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'kɒnʃəs/
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
/ˌʌndə'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
/ˌʌnɪm'plɔɪmənt/
noun p.63
the state of being jobless

unfavourable
/ʌn'feɪvərəbəl/
adjective Literature Time
not good

unfortunately
/ʌn'fɔːtʃənətli/
adverb p.19
used when you are mentioning a fact that you wish were not true

ungentlemanly
/ʌn'dʒentlmənli/
adjective p.71
dishonourable

unique /juː'niːk/
adjective p.69
being the only one of its kind; unlike anything else

universal
/ˌjuːnɪ'vɜːsəl/
adjective p.25
applicable to all cases

universe /'juːnɪvɜːs/
noun p.85
the Earth, planets and stars

unprecedented
/ʌn'presədentɪd/
adjective WB p.82
never having happened before, or never having happened so much

unproductive
/ˌʌnprə'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 /ʌnˈjuːʒuəl/
adjective p.69
not habitually or commonly occurring or done

unwarranted
/ʌnˈwɒrəntəd/
adjective p.39
not justified or authorised

uplift /ʌpˈlɪft/
verb Literature Time
to make someone feel happier

upsurge /ˈʌpsɜːdʒ/
noun p.45
an upward surge in the strength or quantity of something; an increase

utilise /ˈjuːtɪlaɪz/
verb p.51
to make practical and effective use of

V

vacant /ˈveɪkənt/
adjective p.63
(of premises) having no fixtures, furniture, or inhabitants; empty

valiant /ˈvæliənt/
adjective Literature Time
very brave, especially in a difficult situation

valour /ˈvælə/
noun Literature Time
great courage, especially in war

value /ˈvæljuː/
noun p.25
a person's principles or standards of behaviour; one's judgment of what is important in life

value /ˈvæljuː/
verb p.25
consider (someone or something) to be important or beneficial; have a high opinion of

vegetate /ˈvedʒɪteɪt/
verb Literature Time
to live or spend a period of time in a dull, inactive, unchallenging way

vertical village
/ˌvɜːtɪkəl ˈvɪlɪdʒ/
expression WB p.54
the same amount of people occupying a village but in one tall building

vice versa /vaɪs ˈvɜːsə/
adverb p.63
with the main items in the preceding statement the other way around

vicinity /vɪˈsɪnɪti/
noun p.59
the area near or surrounding a particular place

vigorous /ˈvɪgərəs/ *adjective* p.57
(of a person) strong, healthy, and full of energy

violence /ˈvaɪələns/ *noun* p.13
the unlawful exercise of physical force or intimidation by the exhibition of such force

virtuoso
/ˌvɜːtʃuˈəʊsəʊ/
noun p.91
a person highly skilled in music or another artistic pursuit

visible /ˈvɪzɪbəl/ *adjective* p.81
able to be perceived or noticed easily

vital /ˈvaɪtəl/
adjective WB p.26 extremely important and necessary for something to succeed or exist

vividly /ˈvɪvɪdli/
adverb Literature Time
clearly

vociferously
/vəˈsɪfərəsli/
adverb p.51 enthusiastically, loudly

voluntary /ˈvɒləntəri/*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 /ˈvʌlnərəbəl/
adjective WB p.16
suspectible to physical or emotional attack or harm

W

wage /weɪdʒ/
verb Literature Time
to carry on a war

wander off
/ˈwɒndər 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 /ˈwɒriə/
noun Literature Time
a soldier or fighter who is brave and experienced

wash away
/wɒʃ əˈweɪ/
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 /ˈwelfeə/
noun p.13
the health, happiness, and fortunes of a person or group

wetland /ˈwetlənd/ *noun* p.51
land consisting of marshes or swamps; saturated land

whereas /weərˈæz/ *conjunction* p.73
in contrast or comparison with the fact that

wildfire /ˈwaɪldfaɪə/ *noun* p.35
a large, destructive forest- or brush-fire that spreads quickly

wood pulp /wʊd pʌlp/ *noun WB* p.32
wood crushed into a soft mass, used for making paper

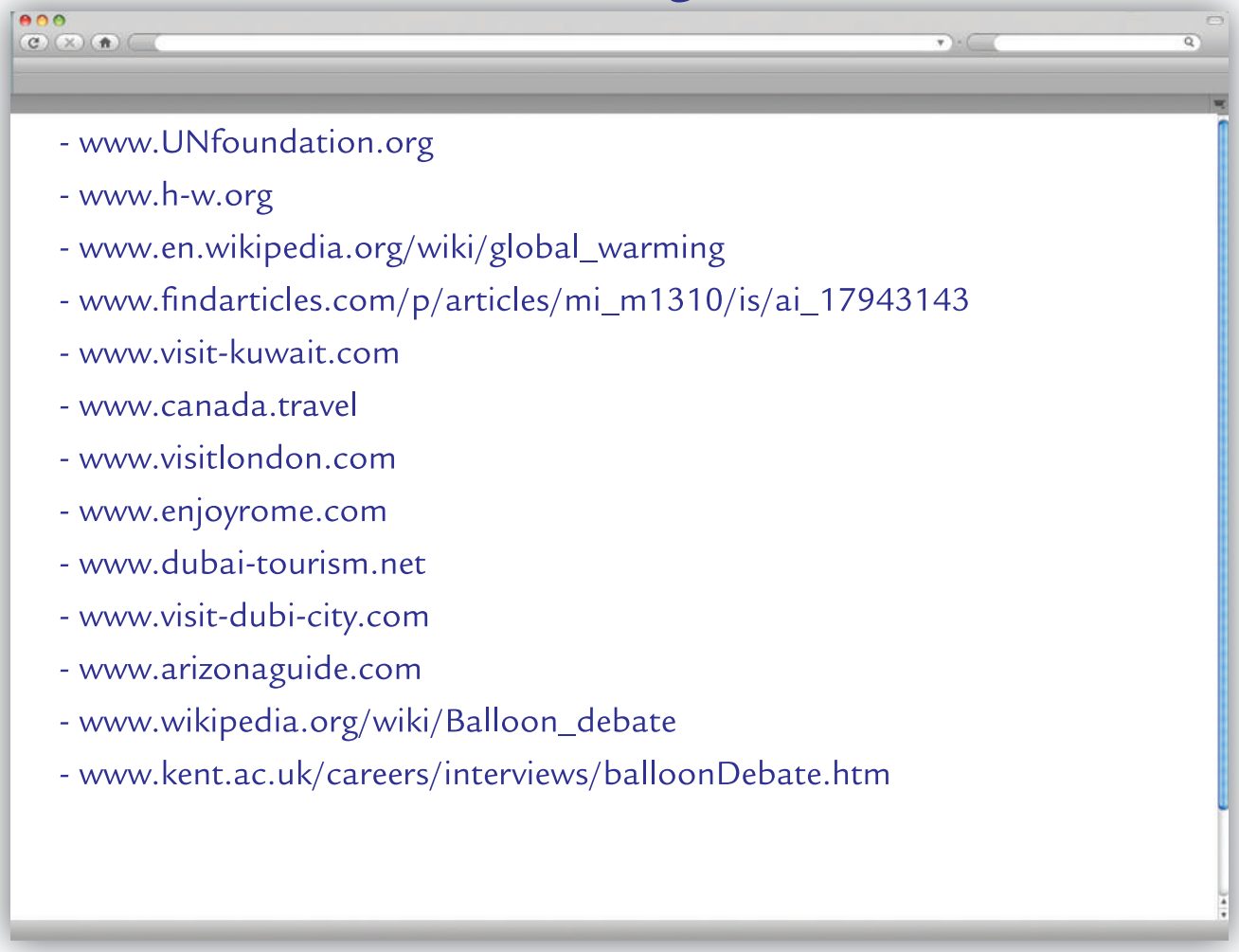
workshop /ˈwɜːkʃɒp/
noun p.69
a room or building in which goods are manufactured or repaired

worthless /ˈwɜːθləs/ *adjective WB* p.4
having no value, importance or use

wrap up /ˌræp ˈʌp/ *phrasal verb* Literature Time
to put on warm clothes

wrecked /rekt/ *adjective* Literature Time
extremely tired

List of websites to use through the course:



- www.UNfoundation.org
- www.h-w.org
- www.en.wikipedia.org/wiki/global_warming
- www.findarticles.com/p/articles/mi_m1310/is/ai_17943143
- www.visit-kuwait.com
- www.canada.travel
- www.visitlondon.com
- www.enjoyrome.com
- www.dubai-tourism.net
- www.visit-dubi-city.com
- www.arizonaguide.com
- www.wikipedia.org/wiki/Balloon_debate
- www.kent.ac.uk/careers/interviews/balloonDebate.htm

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OVER TO YOU Grade 12 is a part of the English for Kuwait series, a carefully graded course in English specifically written and designed for the Kuwait school system for primary, intermediate and secondary grades.

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- the CD with all the listening activities.

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