



وزارة التربية
Ministry of Education
State of Kuwait | دولة الكويت

OVER TO YOU

STUDENT'S BOOK



SIMON HAINES

Grade
12 A



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Student's Book

Simon Haines



Egyptian International Publishing Company – Longman,
10a Hussein Wassef Street,
Messaha Square,
Dokki,
Cairo,
Arab Republic of Egypt

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First Printed in 2010/2012

Reprinted 2013/2014 - 2017/2018 - 2019/2020

2020 / 2021 - 2021 / 2022 - 2022 / 2023 - 2023 / 2024 - 2024 / 2025 - 2025 / 2026

ISBN: 977-16-1200-X

Deposit no. 13674/2009

Printed in kuwait by: Dar Al-Qabas Press, Printing and Publishing KSCC

Acknowledgement:

The publisher wishes to thank the Evaluation
Committee of Kuwait Ministry of Education:

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أودع بمكتبة الوزارة تحت رقم (٤٤) بتاريخ ٢٠٠٩ / ٥ / ٦



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سَمُو الشَّيْخِ صَبَاحٍ خَالِدٍ الْحَمَادِ السَّبَّاحِ
وَلِيِّ مَعْهَدِ دَوْلَةِ الْكُوَيْتِ

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Introduction

What the book provides

This book is for Grade 12 students. It provides a wide range of topics and activities, broadens your general knowledge and develops your vocabulary. You'll enjoy reading the *Factfiles* and *Quote* boxes.

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

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

Quote

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

Earl Warren

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

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

Literature Time!

Henry V

by William Shakespeare

Great Expectations

by Charles Dickens

Reference material

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

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

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

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

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

How each unit works

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

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

Outcomes may read as follows:

Outcomes

You will be able to:

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

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

Reading / Listening

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

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

In the *Think and Speak* sections, you can:

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

Speaking

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

USEFUL LANGUAGE

Talking about past events

(Then) one day, I ...

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

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

The first thing that struck me was ...

That was six years ago.

You'll enjoy learning frequently-used English expressions.

Vocabulary

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

Grammar

Usually you'll be given example sentences or phrases from the reading or listening texts. Then you'll have a variety of practice exercises

and a reference to the Grammar File for extra help.

Pronunciation

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

Writing

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

Focus on

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

What the Workbook provides

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

Unit	Language	Skills
1 The Law (page 9)	Grammar Present perfect simple and continuous; comparative and contrastive connectors Functions describing; discussing the law; expressing opinion; comparing and contrasting ideas; making conclusions; agreeing and disagreeing; expressing intention; expressing obligation; presenting arguments; expressing absence of obligation Vocabulary adoption, bench, break into (WB), brief, case, civil, claim, clog up, code of law, consultation, contend, defence, define, enforce, fake (WB), govern, grievance, guilty, handcuffs, impose, in favour of, innocent, intend, invisible (WB), judiciary, jury, legal, litigation, note, penalty, persuasion, petty, principle, property, prosecute, prove, regardless, residential area, row, speed limit, spring, sue, supporter, techno-criminal (WB), tolerant, ultimately, violence, welfare, worthless (WB)	Reading a paragraph about Kuwaiti law; an essay about minor litigation Listening a lecture about law-making Speaking discuss pictures; discuss the law; give opinions about laws; talk about legal disputes Writing an essay
2 Migration (page 15)	Grammar Past perfect simple (<i>after, before, by the time</i>) Functions predicting; giving reasons; expressing opinion; discussing advantages and disadvantages; describing past events; remembering a past event Vocabulary afford, animated, arduous, boom, decimate, deteriorate, disgruntled, displace, emigrate, engage in, famine, foreign, hard-pressed, high-tech, instead (WB), major, mass, meticulous, migrant, minor, necessitate, nervously, obliterate, periodic (WB), perturbed, plenty of (WB), rent, reside, resort, rift, seek, strenuous, swallow (WB), take a breather, unfortunately	Reading an article about migration Listening a talk on emigration Speaking discuss reasons for migration; talk about advantages and disadvantages of migration; talk about past events; talk about important events in your life Writing an e-mail about a life-changing event in your life
3 Human Values (page 21)	Grammar Adverbs of manner; <i>If</i> conditionals type 0, type 1, type 2 and type 3 Functions describing; giving examples; giving opinions; agreeing and disagreeing; talking about possibilities; planning; asking for help; persuading; presenting information Vocabulary abuse, aftermath (WB), aggressive, alleviate, anthropologist, apparent, appeal, attribute, avert, campaign, charitable, commitment, compassion, compassionately, cry over spilt milk, deploy (WB), dire, discrimination, diversity, donate, empathy, enfranchisement, ethnicity (WB), ethnographer, extensive, extravagant, frail, hardship (WB), humanitarian, impulse, in leaps and bounds, incapable, inevitable, legislation, liberty, minority, over a barrel, over the hill, over the top, overview, suffrage, tide someone over, tolerance, underprivileged, universal, value, voluntary (WB), vulnerable (WB)	Reading an article on shared human values; a newsletter Listening a charity radio advert Speaking talk about human rights and values; present a radio advert Writing a newsletter Focus on Reading: Foreign Diplomatic Institute Grammar: Compound words Project: Producing a set of recommendations

Module 2 Natural world

Unit	Language	Skills
4 The Earth at Risk (page 31)	Grammar Subordinate clauses of purpose and result (<i>in order to, because, to + infinitive, so that, to be the cause of, with the result that, to lead to</i>); prefixes Functions describing environmental problems; expressing opinion; giving explanations; describing a problem and its effects; expressing preference; describing photographs; comparing and contrasting photographs Vocabulary arid, atmosphere, at the expense of (WB), climate, curtail, desertification, devastating (WB), equator, erode, flooding, forecasting, frigid, graze, harsh, humid, hurdle, implement, increasingly, intrinsic, kill off, logger (WB), misbehave, overcultivate, paucity, permanently, planting, precipitate, preservation, prevailing, prevail over, productive, proportion, reclaim, scarcity, soil, spearhead, treacherous, unproductive, unwarranted, vital (WB), wash away, wildfire	Reading an article about the spread of the desert; an e-mail about water shortages Speaking talk about environmental problems; discuss the causes and effects of environmental problems; talk about climate; describe photographs Writing a reply to an e-mail
5 Precious Resources (page 37)	Grammar <i>wish + would; wish + past simple; wish + past perfect; phrasal verbs</i> Functions giving reasons; giving opinion; talking about recycling and environmental issues; talking about wishes; reporting quantity; expressing recommendations; comparing information; expressing criticism and annoyance; expressing regret; making conclusions Vocabulary administration, annoyance, bureaucracy, collection points, come up against, commercially (WB), component, compost, concur, constant, constituent, crisis, criticism, cut down on, duration, get rid of, go along with, heartening, household waste, incineration, incinerator, irritation, keep up with, machinery, material, offence, packaging, paperwork, partnership (WB), pass a law, prohibitively, put up with, quantity, red tape, reprocess, run out of, trend, upsurge, wood pulp (WB)	Reading a short text about the environment; a report about waste and recycling Listening a discussion about waste products Speaking talk about recycling and environmental issues; discuss a statistical chart Writing a report based on waste and recycling statistics
6 Under Threat (page 43)	Grammar Explaining possibilities; Modals + infinitive / + past participle; passive verb form (revision); prepositions Functions agreeing and disagreeing; expressing opinion; supporting opinion; describing events; giving reasons for a choice; persuading others; planning; expressing possibilities Vocabulary acute, avoid, aware, bounty, burgeoning, carnivorous (WB), consensus, cultivate, damp, dearth, encroach, enemy (WB), expansive, extinction, fascinating, graduate, grow, hibernate, housing, illegitimate, inject (WB), knock-on, nourishment, permanent, pose, recompense, refuge, reservation, reticent, reward, solitary, stem, sting (WB), threatened, timid, trespass on, unsanctioned, utilise, vociferously, wealth, wetland	Reading a text about the panda bear; a short text about Islam and the importance of plants; a report about the organisation of small businesses and the council housing project Speaking talk about threats facing animals and plants today; describe what happened before and after a certain event; perform a role play Writing a formal report Focus on Reading: The Arfaj Grammar: Questions Project: Writing a leaflet on environmental issues

Module 1 World Issues



Unit 1: The Law
How does the law work?



Unit 2: Migration
Why do people move abroad?



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



Focus On:
Foreign Diplomatic Institute



Project 1:
Producing a Set of
Recommendations

Outcomes You will be able to:

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

Unit 1 The Law

Grammar

Present perfect simple and continuous;
comparative and contrastive connectors



Discuss

1 Look at the pictures and discuss these questions.

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

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

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

Listen

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

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

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

Check your understanding

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

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



Words to remember

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

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

- a** Some actions have always been considered crimes. ☐
-
- b** In most legal systems, a person is presumed guilty until proven innocent. ☐
-
- c** Hammurabi's code of law consisted of 272 laws. ☐
-
- d** The police and judges make laws. ☐
-

Think and speak Discussing the law; expressing opinion

7 Read the text and discuss the questions below in pairs or groups.

A tolerant society

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

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

Grammar

• Present perfect simple and continuous

Grammar reference page 62

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

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

2 Write two different answers to each of these questions.

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

• Comparative and contrastive connectors Grammar reference page 62

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

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

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

In sentence 3a the writer is comparing the career choice of a son compared with that of his father.

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

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

Policemen

- a arrest criminals
- b carry handcuffs
- c have to be very fit
- d are paid by the government

Lawyers

- prosecute criminals
- carry briefcases
- have to be very intelligent
- are paid by their clients

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

Vocabulary

Words with more than one meaning

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

a judge

- 1 The judge handed down a fair sentence.
- 2 You shouldn't judge a book by its cover.

b sentence

- 1 The ten-year sentence was described as fair.
- 2 She wrote a complex sentence.

c defence

- 1 The defence asked for more time to prepare their arguments.
- 2 The army provided the country's defence.

d case

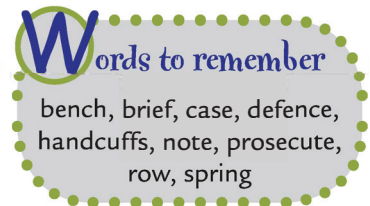
- 1 The prosecution presented their case to the jury.
- 2 I packed my belongings into a case.

e brief

- 1 It was a brief holiday.
- 2 The brief set out their points and arguments.

Definitions

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



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

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

Nouns and adjectives

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

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

Reading Legal disputes

1 Read the following essay and discuss these questions.

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

The amount of litigation brought against everyday people has increased dramatically in recent years. A key example is the case of a man in Yorkshire who is suing his neighbour after falling on his pathway. He contends that his neighbour was responsible for maintaining the path. The neighbour claims that the man would have fallen regardless.

- 5 They are now locked in a bitter court case that looks set to drag-on for months and cost both men substantial amounts of money. -----

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

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

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

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

- a The views of the writer
- b The arguments for more litigation
- c The arguments against more litigation
- d Background information

Think and speak Making conclusions; agreeing and disagreeing

3 Discuss the following questions.

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

task

Writing

You are going to write an essay expressing your opinion.

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

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

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

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

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

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

- 3 Write your essay in 200-220 words.

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



Words to remember

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

Check

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

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

USEFUL LANGUAGE

Expressing intention: Saying what you intend to write about

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

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

Expressing obligation: Something you are legally required to do

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

Presenting arguments

The main point / argument for / against ...

Another point / argument ...

Expressing opinions

In my opinion / view, ...

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

I believe / think that ...

Expressing an absence of obligation:**Something you are not legally required to do**

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

Quote

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

Earl Warren

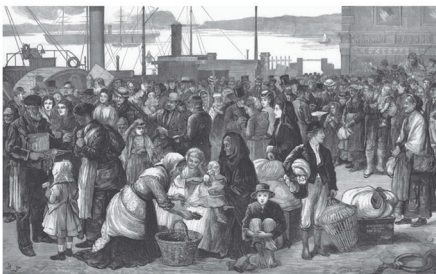
Unit 2 Migration

Grammar

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



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



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



Many Europeans migrated to the Gulf after the oil boom.

Discuss

1 Look at the photographs and discuss these questions.

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

Read

2 Before you read the article on page 16, match the words a–g with their meanings.

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

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

- Economic boom -----
- Economic necessity -----
- Conflict -----

Why do people leave their home countries?

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

A _____

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

B _____

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

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

C _____

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

Check your understanding

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

Words to remember

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

Text	Nationality	Place they migrated to	Reasons for migration
A			
B			
C			

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

- a The farmers were poor and **they** used old-fashioned methods ...
 b Because **they** heard that **they** could earn four times as much in America ...
 c ... thousands of **them** moved to the region ...
 d **These** workers, from countries such as the United Kingdom...

Think and speak Expressing opinion

- 6 Discuss these questions with other students.

- a How do you imagine Irish people felt when they left home for their new life in America?
 b How has Kuwait provided a good home for skilled workers?
 c What are the advantages and disadvantages of migration?

Grammar

• Past perfect simple (*after, before, by the time*) Grammar reference pages 63-64

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

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

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

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

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

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

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

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

Vocabulary

Words with prefixes and suffixes

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

Word families

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

Words to remember

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

Pronunciation Using stress for emphasis

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

Speaking Talking about important events in your life



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

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

Listen

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

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

Age she left England	
Where she moved to and why	
Length of intended stay/actual stay	
Occupation	

4 Look at the incomplete mini-dialogue below. Complete it with a partner.

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

task

Writing An e-mail

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

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

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

2 Now work in pairs.

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

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

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

Check

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

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

Words to remember

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

USEFUL LANGUAGE

Describing past events

(Then) one day, I ...

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

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

The first thing that struck me was ...

That was six years ago.

Remembering a past event

I can remember it very clearly.

I remember thinking / feeling ...

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

Quote

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

Robert Louis Stevenson

Unit 3 Human Values

Grammar

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

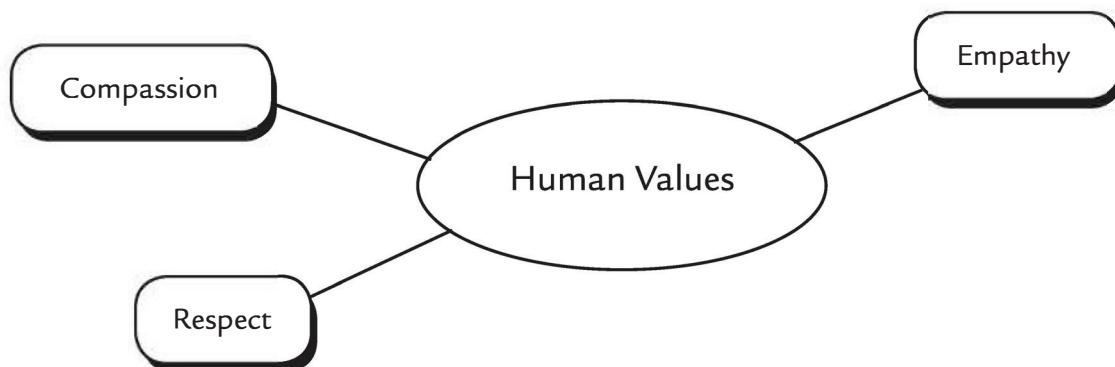


Discuss

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

Read

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



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

Our Shared Humanity

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

Compassion

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

Freedom

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

Tolerance

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

Check your understanding

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

- a Liberty is a more complex idea than it may first appear.
- b Being protective of people who are in need of help is a widespread human trait.
- c Individuals sacrifice some of their freedoms to gain the protection afforded to them by society.
- d Some specialists maintain that all cultures share a set of common values.

Words to remember
abuse, anthropologist, apparent, attribute, charitable, compassion, discrimination, diversity, empathy, ethnographer, impulse, incapable, inevitable, legislation, liberty, minority, overview, tolerance, universal, value

Think and speak Giving opinions; agreeing and disagreeing

- 5 a Do you agree that the values mentioned in the article are universal ones? Why or why not?
b In what ways does Islam teach us important human values? Give examples.
c In your opinion, are these statements True (T) or False (F)? Justify your answers.

- 1 Cultures share several basic traits and values. ☐

- 2 Freedom means doing whatever you want to do. ☐

- 3 All countries lack legislation to protect minorities. ☐

Grammar

• Adverbs of manner Grammar reference page 63

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

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

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

People in need should be treated with compassion.

People in need should be treated compassionately.

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

• If conditionals type 0, type 1, type 2 and type 3 Grammar reference page 63

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

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

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

b Write a sentence of your own for each type.

type 0:

.....

type 1:

.....

type 2:

.....

type 3:

.....

Vocabulary Human rights and values

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

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

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

basic freedom enfranchisement sympathy charity

Idioms with over

3 Replace the bold parts of these sentences with the correct idiom from the box. Make sure the idioms are in the correct tense.

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

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

Words to remember

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

Speaking A humanitarian appeal

Listen



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

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



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

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

Planning



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

Speak



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

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

USEFUL LANGUAGE

Asking for help

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

Persuading

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

Quote

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

Thomas Browne

task

Writing A newsletter

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

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

Progress made in Africa
Full stomachs, smiling faces

Natural disasters

What still needs to be done

Improving sanitation

What still needs to be done?

Providing hospitals worldwide

Words to remember

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

Dear Mr Abdulhameed,

A

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

B

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

C

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

D

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

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

Thank you again.

Jack Jones

(Press manager)

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

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

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



The Foreign Diplomatic Institute

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

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

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

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

The Foreign Diplomatic Institute has three main aims. Firstly, the institute is a training institute. Its objective is such that the staff of the institute will be responsible for training all of Kuwait's diplomatic staff, both old and new. Newer recruits will obtain the entirety of their training from the institute,

- 15 receiving twelve months of training whilst in Kuwait, and a further six months whilst on foreign soil. Old staff, on the other hand, will use the institute to update and reinforce their knowledge and skills, through refresher courses and access to a myriad of professional training programmes.

Secondly, the institute will function as a government think-tank, conducting research on foreign policy that may ultimately influence many important decisions taken by the government. Whilst the research

- 20 undertaken will mainly be used by officials and dignitaries there is also the hope that some of the work undertaken may be published.

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

- 25 the impact of America's presidential election upon its relations with Gulf countries.

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

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

Compound words

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

a Find examples in the text.

b Give three other examples of your own.

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

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

Project 1

task

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

Producing a set of recommendations

Stage 1 Assessing the current situation

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

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



Stage 2 Reading and discussing

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

Dear Sir / Madam,

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

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

Many thanks
Waleed

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

Stage 3 Agreeing on recommendations

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

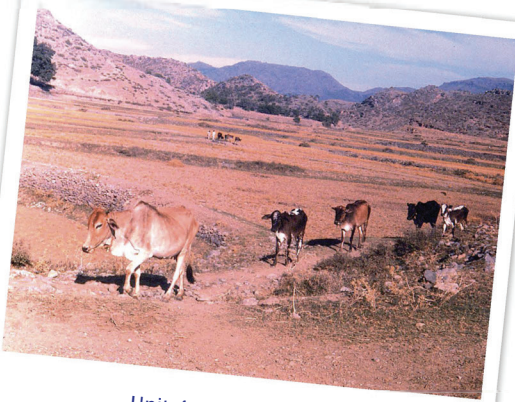
Stage 4 Presenting recommendations

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

TRY THESE WEBSITES FOR INFORMATION:

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

Module 2 Natural World



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



Unit 5: Precious Resources
Do you recycle?



Unit 6: Under Threat:
How do we protect animals?



Focus On:
The Arfaj



Project 2
Writing a Leaflet on Environmental
Issues

Outcomes You will be able to:

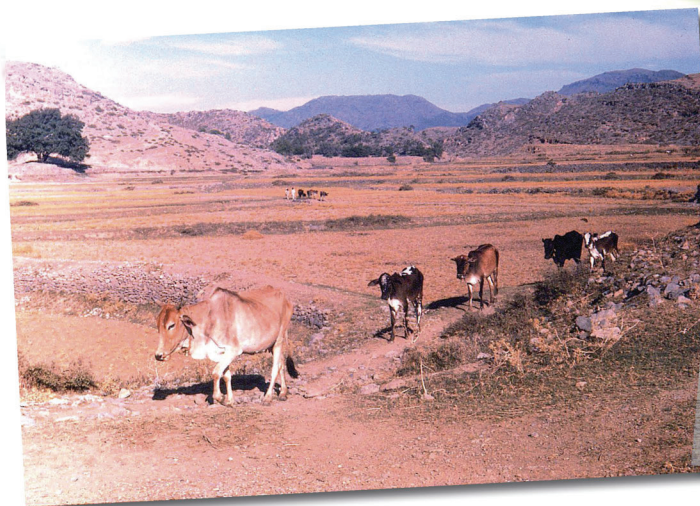
- ▶ listen to a talk and a description
- ▶ give explanations and experiences
- ▶ talk about cause and effect
- ▶ read for gist and detailed information
- ▶ express opinion / make decisions
- ▶ present ideas and suggestions
- ▶ write an account

Unit 4 The Earth at Risk

Grammar

Subordinate clauses of purpose and result

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



Discuss

1 Look at the photographs and discuss these questions.

- a** What kinds of areas do these photos show? What differences can you see?
- b** How easy do you think life would be for people and animals living in areas like these?
- c** What environmental problems are associated with these areas? What are the causes of these problems?

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

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

Read

Factfile

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

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

The Spread of the Desert

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

- Desertification usually occurs in dry areas where there is no rain and where the climate is harsh. In these places, the top layer of soil is destroyed so that the land can no longer be used for growing crops or grazing animals. This means that people who depend on the land for food have to move to 'greener' areas in order to survive. A proportion of the population may survive by moving, but others may die because of shortages of food and water.
- Although natural changes in the climate often precipitate the process, the activities of human beings are often the real cause of desertification. Because there are growing numbers of people to feed, farmers tend to overcultivate their land, with the result that the soil becomes poor and unproductive. Other farmers overgraze their land and this permanently kills off grass and other plants. In addition to the effects of farming, deforestation – the cutting down of trees – also erodes the soil. Trees are usually cut down to make more agricultural land, but once there are no longer trees and plants on an area of land, there is nothing to stop the wind and rain from blowing or washing away the top layer of soil. The dust which this produces can travel long distances and affect the health of people living in cities thousands of kilometres away.
- However, this is not the end of the story: desertification can also create conditions which produce strong winds and treacherous wildfires and this leads to even greater pressure on the Earth's most precious resource, water.

Check your understanding

- 4 Choose the correct endings to the following sentence beginnings.

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

Words to remember

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

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

- a The actions of human beings are the only cause of desertification. ☐
- b Almost three-quarters of the drylands in Africa are subject of desertification. ☐
- c Deforestation is caused by desertification. ☐

Think and speak Expressing opinion

- 6 Discuss this question with other students.

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

Grammar

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

Grammar reference pages 63-64

1 Which words or phrases in these sentences introduce explanations?

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

2 For the three sentences above write questions with *Why*.

Why do some people move to greener areas?

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

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

.....

.....

- b Why do some countries need more agricultural land?

.....

.....

- c Why is the problem of desertification getting worse?

.....

.....

- d Why do some people die in desert areas?

.....

.....

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

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

5 Complete these sentences with your own ideas.

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

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

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

Vocabulary Climate

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

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

How is climate different from weather?

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

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

2 Discuss these questions in pairs or groups.

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

Prefixes: mis-, re- and under-

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

again not enough wrongly or badly

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

Note

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

Words to remember

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

Pronunciation Rhythm

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

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

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

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

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

Speaking Describing photographs

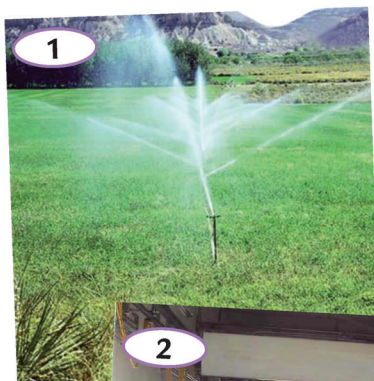
Introduction Note-making

1 Work in pairs.

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

2 Describe your photographs to your partner.

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



USEFUL LANGUAGE

Describing photographs

You can see ...

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

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

Both photographs / pictures show ...

The photographs / pictures illustrate different aspects of ...

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

Quote

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

task

Writing A reply**Read**

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

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

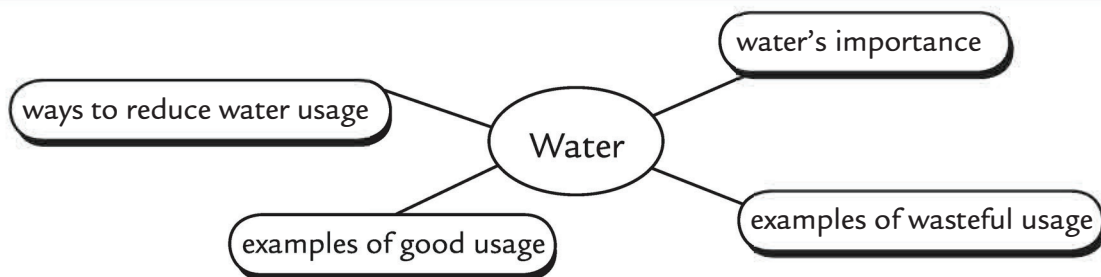
Dear ...

One of the most important issues of the twenty-first century is the scarcity of fresh water. A paucity of water presents major hurdles to human development. Aside from fulfilling our need to drink, fresh water also plays an intrinsic role in agricultural production.

Water preservation is a major global challenge. Greater development and a perpetually increasing population has led to unprecedented demands on all of our resources, which has in turn led to an increased water shortage. This has prompted Kuwait into spearheading the development of the first desalination plants in the Middle East, as well as implementing several studies by the Kuwait Institute of Scientific Research into improving efficiency in the use of water for agriculture.

Ultimately, we need to curtail the unwarranted consumption of water if we are to prevail over the challenges facing Kuwait today. Do you have any suggestions about how the average Kuwaiti can contribute to cutting back on water? Please let me know your ideas.

Many thanks
Dr Abdulhameed

**Planning and writing**

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

Check

- 3 When you have finished writing, read your e-mail carefully.
- Check spelling, grammar and punctuation.
 - Exchange e-mails with a partner.

Words to remember

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

Unit 5 Precious Resources

Grammar

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



glass



rubbish



metal



plastic



paper and cardboard

Discuss

1 Discuss these questions.

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

2 Look at the photographs and discuss these questions.

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

Listen

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

Check your understanding

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

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

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

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

- a One of the reasons some items aren't recycled is the prohibitive costs. ☐
- b In most countries waste is burnt. ☐
- c The families of all three speakers recycle their paper. ☐
- d There are still plenty of places where rubbish can be buried. ☐
- e Burning unwanted rubbish causes pollution. ☐
- f In Jim's country it is a criminal offence not to recycle rubbish. ☐
- g Homes produce more rubbish than big companies. ☐

Think and speak Talking about recycling and environmental issues

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

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

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

Grammar

• **wish + would; wish + past simple; wish + past perfect** Grammar reference page 64

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

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

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

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

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

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



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

- a** I'm really tired, but I can't sleep at night. I wish I could sleep at night.
- b** The weather's too hot at the moment.
- c** People drive too fast in the city centre.
- d** The clothes I want to buy are too expensive.
- e** I forgot my homework and the teacher is angry.

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

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

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

- a** I wish I were
- b** I wish I could
- c** I wish people would

Vocabulary

Colour idioms

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

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

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

- 2 Discuss these questions in pairs.

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

Three-part phrasal verbs

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

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

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

Note

The three parts of these phrasal verbs always stay together.

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

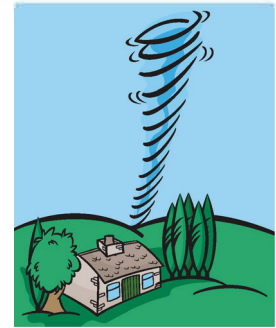
- a Things are moving so fast – it's impossible to keep up with the changes.
- b Supermarkets should cut down on packaging.
- c We've come up against serious problems in our plan to recycle rubbish.
- d I'm looking forward to the day when 100% of our rubbish is recycled.
- e People living near the incinerator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

Meanings

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

- 4 Now discuss these questions with a partner.

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



Words to remember

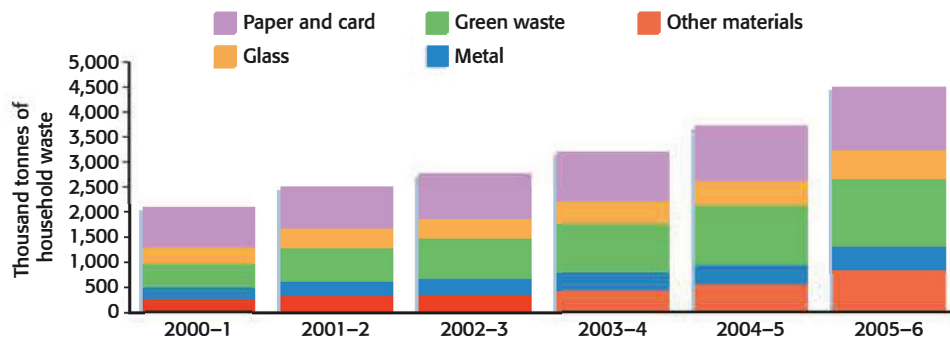
administration, annoyance, bureaucracy, come up against, criticism, cut down on, get rid of, go along with, incinerator, irritation, keep up with, packaging, paperwork, put up with, red tape, run out of

Reading A report based on statistics

Interpret and discuss

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

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



Read and analyse

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

- Does it contain any of the key facts you wrote down?
- One key fact in the report is incorrect. Can you find it?

Waste and recycling 2000–2006

Introduction

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

Key facts

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

Conclusion

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

Recommendations

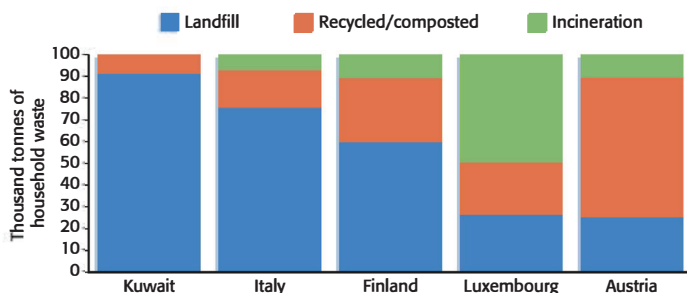
Whilst the increase in waste being recycled is heartening, it also reveals just how much work there is left to do. Not only do we need to get more things recycled but, perhaps more importantly, we should try to create less waste to begin with.

Writing A report

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

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

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

Planning and writing**2** Look at the bar chart below.

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

3 Write your report in about 200 words. Use the headings: **Introduction**, **Key facts**, **Conclusions** and **Recommendations**, and expressions from the *Useful Language* box below. Keep your language simple and your sentences short. Use bullets [•] to separate points.**Check****4** When you have finished writing, read your report carefully.

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

Words to remember

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

USEFUL LANGUAGE**Reporting quantity**

X per cent of waste material was recycled / burnt / buried in a landfill site.

Of all the countries, Kuwait buries the most waste in landfill sites.

Austria burns 10 per cent of its waste, whereas Luxembourg burns 50 per cent.

In comparison with Austria, Luxembourg recycles ... half / a quarter / twice / three times as much / much more / less than ...

Expressing recommendations: It would (also) help if people ...; It would be better if ...; I suggest that ...;

It would be a good idea to ...; It would be sensible for people to ...; I don't think motorists should ...

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

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

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

Unit 6 Under Threat

Grammar

Explaining possibilities:

Modals + infinitive / Modals + past participle;

Passive verb form (revision); prepositions

Discuss

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

PANDA QUIZ

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

Read

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

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

3 Read the article about giant pandas. How many of your answers to questions 1a-g were correct?

The Bamboo Bear

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

Check your understanding

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

- a Eating habits
- b Typical lifestyle
- c Saving the panda
- d Basic information
- e Special abilities

- 5 Complete these sentences with information from the article.

- a In the past, pandas were found in various
- b Their thick fur
- c Pandas are good climbers even though
- d Pandas know when their enemies are near because

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

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

Think and speak Supporting opinion

- 7 Discuss these questions with other students.

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

Words to remember

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

Grammar

• Explaining possibilities: Modals + infinitive / + past participle

Grammar reference page 64

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

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



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

• Passive verb form (revision) Grammar reference pages 64–65

3 Circle the passive verbs in these sentences.

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

4 a In what tenses are the passive verbs in 3a–f? Write the names of the tenses and the verbs in each sentence.

b Discuss these questions with a partner.

- 1 In which sentences, 3a–f, do we know who or what does the actions?
- 2 Who or what do you think does the actions in the other sentences?
- 3 Why do you think the writer does not mention who or what does the actions in these sentences?

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

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

Quote

"To sit in the shade on a fine day and look upon the verdant green hills is the most perfect refreshment." Jane Austen

Vocabulary Environmental words

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

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

- 5 The Prophet Mohammed (peace and blessings of Allah be upon him) says that any Muslim who plants or cultivates vegetation and eats from it, or allows another man, animal or bird to eat from it, will receive recompense from Allah. He (peace and blessings of Allah be upon him) also said that anyone who plants a tree under which people can seek shade or shelter from the sun will have his reward with Allah.
- 10 Therefore, the cutting down of trees for illegitimate reasons encroaches on the bounty of all, and disturbs the beauty of the environment which Allah has created.

Bounty
 Cultivate
 Recompense
 Illegitimate
 Encroach
 Nourishment

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

reward grow unsanctioned sustenance wealth trespass on

Prepositions

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

for from in of on with

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

Words to remember

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

Pronunciation Rhythm (2)

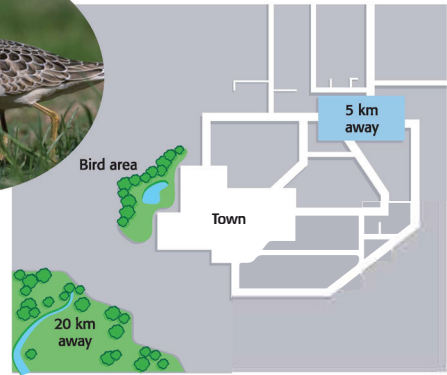
- 4 Work with a partner. Read sentences 1–4 aloud, then find a sentence from 5–8 with the same rhythm.

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

- 5 (6.1) Now listen and check your answers.

Speaking Role play

Introduction The situation



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

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

Preparing for the role play

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

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

Role A – Environmentalist

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

Role B – University student

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

Role C – Town resident

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

Role play

3 Work in groups of three – A, B, C.

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

USEFUL LANGUAGE

Giving reasons for a choice

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

Persuading others

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

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

task

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

Writing

A formal report

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

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

Organisation of small businesses and the council housing project

1 _____

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

2 _____

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

As a result:

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

3 _____

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

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

4 _____

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

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

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

- 3 a Write your report in about 200 words, using your plan and the business report.
b Check spelling, grammar and punctuation carefully.

Words to remember

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

USEFUL LANGUAGE

Expressing Possibilities

We are concerned that ... may / might / could represent ...
Perhaps / Possibly / Probably, this will mean that ...
In all likelihood ...

The Arfaj



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

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

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

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

Rhetorical questions

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

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

a 'How much longer must people endure this injustice?'

b 'How many times do I have to tell you to stop walking into the house with mud on your shoes?'

Project 2

task

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

Writing a Leaflet on Environmental Issues

Stage 1 Read and discuss

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



What is Kew Gardens?

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

Millennium Seed Bank

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

Kew Gardens Around the World

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

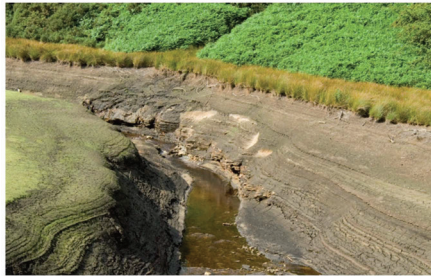
expertise Kew has helped to develop in propagation and germination also helped to reintroduce plant life and restore environments in Australia, Madagascar, the UK and South Africa, along with many other countries. Kew Gardens also holds some of the most impressive botanical reference materials in the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

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

Stage 2 Discuss

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

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



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

Stage 3 Make your decisions

Decide the following points:

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

Stage 4 Write your leaflet

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

Stage 5 Present your leaflet

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

TRY THESE WEBSITES FOR INFORMATION

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

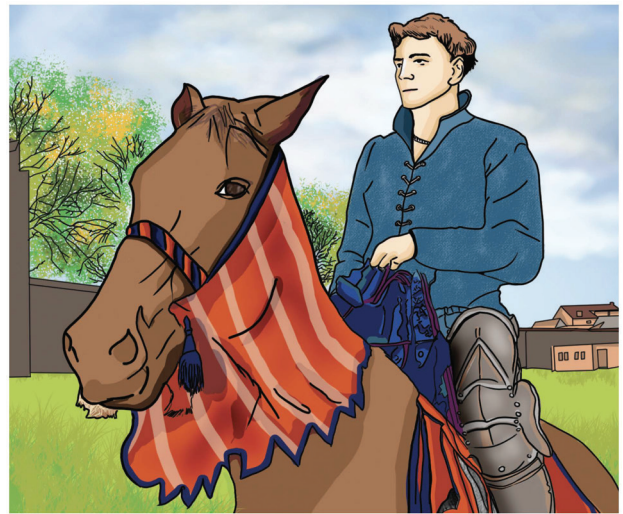
Literature Time!

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.

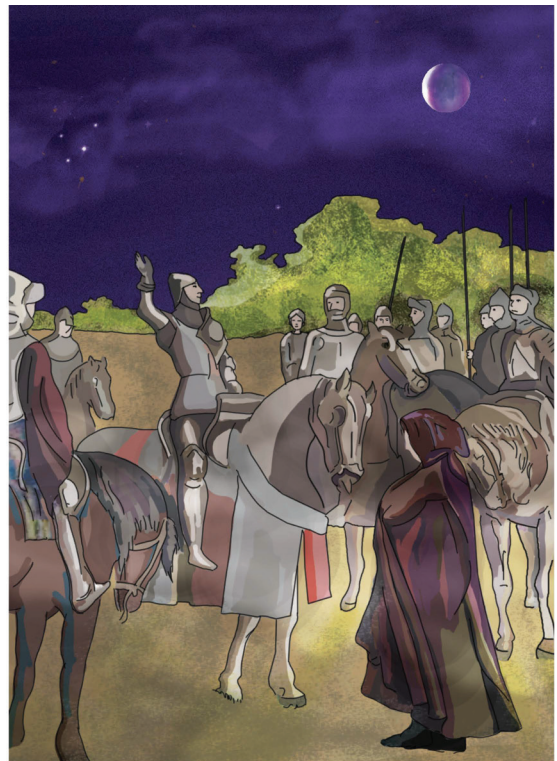
Episode Five

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.

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...*

Function File

Unit 1	
Function	Expressions
Describing	<i>In this place ... The scales represent ... Hammurabi's code is a ...</i>
Discussing the law	<i>The main purpose of sending people to prison is to ...</i>
Expressing opinion	<i>In my opinion, the main purpose of sending people to prison is to protect society.</i>
Comparing and contrasting ideas	<i>Instead of becoming a lawyer ... he chose to become a ... In comparison with other careers ... the legal profession can be ... On one hand ... on the other hand ...</i>
Making conclusions	<i>In conclusion ... In the end ... As a conclusion ... I / We have reached to a conclusion ...</i>
Agreeing and disagreeing	<i>I agree / disagree ... I approve / disapprove ... I second that opinion ...</i>
Expressing intention	<i>In this essay I intend to look at / consider / discuss some of the arguments for and against ... First of all, I look at / consider / discuss the arguments in favour / against ...</i>
Expressing obligation	<i>Motorists are obliged to / need to / must / ought to / should always ...</i>
Presenting arguments	<i>The main point / argument for / against ... Another point / argument ...</i>
Expressing absence of obligation	<i>Drivers need not / are not obliged to / don't have to ...</i>
Expressing opinion (WB) (R)	<i>In my opinion, ... From my point of view, ...</i>
Stating what people have done (WB)	<i>The accountant in my company has ... Our neighbours have ...</i>
Giving advice (WB)	<i>My advice would be ... If you were faced with ... you should ... It is better if you ...</i>

Unit 2

Function	Expressions
Predicting	<i>According to the photos, I think this unit is going to be about ...</i>
Giving reasons	<i>One of the reasons ... The first reason people leave their homes ... is ... The second reason ... is ... The third reason is ... The final reason for ... is ...</i>
Expressing opinion (R)	<i>I imagine they felt ... when they left home ... When Irish people left home ... I imagine they must have felt ...</i>
Discussing advantages and disadvantages	<i>One of the advantages of migration can be ... Here are some of the disadvantages of migration ...</i>
Describing past events	<i>(Then) one day, I ... I was about to go into the garden to play football, when ... Two months / Ten minutes / Three days later, we ... The first thing that struck me was ...</i>
Remembering a past event	<i>I can remember it very clearly. I remember thinking / feeling ... I'll never forget that day / how I felt that day.</i>
Giving reasons (WB) (R)	<i>Some animals migrate ... because ... The reason why animals migrate ... is because ...</i>
Expressing opinion (WB) (R)	<i>If you ask me ... It seems logical to me that ...</i>
Describing past events (WB) (R)	<i>Back in the year ... Last summer, ... One winter night ...</i>

Unit 3

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

Talking about possibilities	<i>If I am ... I will ... If I were ... I would ... If I had been ... I would have ...</i>
Planning	<i>In my note form I am going to talk about ...</i>
Asking for help	<i>We desperately need your help ... Small changes in your life ... The things we take for granted ... You can really help / make a difference by ... For the price of ... you can ... Have you heard of the conditions in ... You can help avert a humanitarian tragedy. Just a few KWD will ...</i>
Persuading	<i>How would you feel if ... ? Just think what would happen if ... Surely it is unacceptable that ... With only KWD 10, you could ... For the cost of ... you could ... Given that ... you should ...</i>
Presenting information	<i>My charity has made the following successes ... Successes made by our charity can be summarised in the following points ...</i>
Justifying answers (WB)	<i>The ... is important because ...</i>
Justifying (WB)	<i>It is perfectly justifiable for the ... to ... rather than the ... because ... The man had an accident because he was driving too fast.</i>
Persuading (WB) (R)	<i>Come and be a part of ... dedicated to improving and protecting the lives of thousands of people throughout the world. Please come and see us this weekend ... Volunteers needed to help save lives ...</i>

Unit 4

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

Expressing preference	<i>The perfect climate for me would be ... I prefer a ... climate.</i>
Describing photographs	<i>You can see ... On the left / right of the photo, ... / In the middle ... / At the top / bottom ... It seems that ... / It's clear that ... Both photographs / pictures show ... The photographs / pictures illustrate different aspects of ... The problems are caused by / are the result of ...</i>
Comparing and contrasting photographs	<i>These two photographs are similar / different in the following aspects / in these ways ...</i>
Making suggestions (WB)	<i>The title suggests that ...</i>
Giving reasons (WB) (R)	<i>The reason why rain forests are being destroyed is ... Rain forests are being destroyed because ...</i>
Persuading (WB)	<i>Consequently, we should ... / why don't we ...</i>

Unit 5	
Function	Expressions
Giving reasons (R)	<i>Recycling has become such an important issue for many people today because ...</i>
Giving opinion (R)	<i>To my knowledge ... According to my sources ...</i>
Talking about recycling and environmental issues	<i>The most precious resources in Kuwait are ... The people in Kuwait take recycling very ... ly ...</i>
Talking about wishes	<i>I wish I / you were / could ... I wish he / she / they would / could ...</i>
Reporting quantity	<i>X per cent of waste material was recycled / burnt / buried in a landfill site. Of all the countries, Kuwait buries the most waste in landfill sites. Austria burns 10 per cent of its waste whereas Luxembourg burns 50 per cent. In comparison with Austria, Luxembourg recycles ... half / a quarter / twice / three times as much / much more / less than ...</i>
Comparing information	<i>Finland recycles more material than Italy. Kuwait buries waste in landfill sites more than Italy.</i>
Expressing recommendations	<i>It would (also) help if people ... ; It would be better if ... ; I suggest that ... ; It would be a good idea to ... ; It would be sensible for people to ... ; I don't think motorists should ...</i>

Expressing criticism and annoyance	<i>Frankly, it's ridiculous that we ... ; We shouldn't do this, it's causing huge problems. ; This situation is unacceptable / unbelievable / inconceivable ...</i>
Expressing regret	<i>I wish we had recycled more ... ; We should have ... ; If only we had ... ; Things should never ...</i>
Making conclusions	<i>In conclusion, it is clear that / it can be seen ... ; I would suggest / believe it is important to / would argue that ... ; Ultimately / Finally / Primarily, we must ...</i>
Expressing opinion (WB) (R)	<i>I think paper is made of ... In my opinion ...</i>
Making suggestions (WB) (R)	<i>Another suitable title for this article would be ...</i>
Making wishes (WB)	<i>I wish I would / could ... I wish you had / hadn't ... I wish I hadn't had ...</i>

Unit 6

Function	Expressions
Agreeing and disagreeing (R)	<i>I agree / disagree that people who hunt rare animals should be punished.</i>
Expressing opinion (R)	<i>I would be willing to ... to protect an endangered species.</i>
Supporting opinion	<i>The protection of an endangered species should / shouldn't be a problem ... because ...</i>
Describing events	<i>Before this / that happened ... we were able to escape.</i>
Giving reasons for a choice	<i>There are two reasons why I think we should build the houses here ... Firstly, ... / Secondly, ... The main reason I would choose this area is because ... The purpose of this report is to comment on the projected housing project ... New houses near the town will ... Equally, we are concerned ... This group strongly supports ...</i>
Persuading others	<i>Can you see what I mean? Look at it this way: if we build the houses there, ... If you build them there, it will mean ...</i>
Planning (R)	<i>My report will be under the title of ... We are planning to ... We are going to ...</i>

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

Irregular Verbs List

Base form	Past simple	Past participle
be	was / were	been
become	became	become
begin	began	begun
bend	bent	bent
bite	bit	bitten
break	broke	broken
bring	brought	brought
build	built	built
burn	burnt	burnt
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
do	did	done
draw	drew	drawn
dream	dreamt	dreamt
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feel	felt	felt
find	found	found
fly	flew	flown
forget	forgot	forgotten
forgive	forgave	forgiven
get	got	got
give	gave	given
go	went	gone
grow	grew	grown
have	had	had

Base form	Past simple	Past participle
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known
learn	learnt	learnt
leave	left	left
lend	lent	lent
let	let	let
lie	lay	lain
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
shake	shook	shaken
shine	shone	shone
show	showed	shown
shut	shut	shut
sing	sang	sung

Base form	Past simple	Past participle
sit	sat	sat
sleep	slept	slept
smell	smelt	smelt
speak	spoke	spoken
spell	spelt	spelt
spend	spent	spent
spill	spilt	spilt
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
swim	swam	swum
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake up	woke up	woken up
wear	wore	worn
win	won	won
write	wrote	written

Glossary

A

abandon /əb'ændən/

verb

to leave someone, especially someone you are responsible for

abhorrent /əb'hɒrənt/

adjective

inspiring disgust and loathing; repugnant

abnormal /æb'nɔ:məl/

adjective

deviating from what is normal or usual, typically in a way that is undesirable or worrying

abstract /'æbstrækt/

adjective

existing in thought or as an idea but not having a physical or concrete existence

abuse /ə'bju:s/

noun

cruel and violent treatment of a person

accolade /'ækələɪd/

noun

an award or privilege granted as a special honor or as an acknowledgment of merit

accusation /'ækju:zeɪʃən/

noun

a charge or claim that someone has done something illegal or wrong

acquire /ə'kwəɪə/

verb

to buy or obtain for oneself

acute /ə'kjʊt/

adjective

acute senses such as hearing, taste, etc are very good and sensitive

administration

/əd,mɪnɪ'streɪʃən/

noun

the process or activity of running a business, organisation

admiration /'ædmə'reɪʃən/

noun

respect and warm approval

adoption /ə'dɒpʃən/

noun

the action or fact of legally taking another's child and bring it up as one's own

advantageous /'ædvən'teɪdʒəs/

adjective

a condition or circumstance that puts one in a favourable or superior position

affection /ə'fekʃən/

noun

a gentle feeling of fondness or liking

affectionately /ə'fekʃənətli/

adverb

showing in a gentle way that you love someone and care about them

afflicted /ə'fɪktəd/

adjective

affected in an unpleasant, painful way

afford /ə'fɔ:d/

verb

to provide something or allow something to happen

aftermath /'ɑ:ftəmæθ/

noun

the consequences of an event, especially a disastrous one, or the period of time during which these consequences are felt

aggressive /ə'ɡresɪv/

adjective

ready or likely to attack or confront; characterised by or resulting from hostile or violent behaviour

agonise /'ægənaɪz/

verb

to undergo great mental anguish through worrying about something

ailment /'eɪlmənt/

noun

an illness, typically a minor one

alert /ə'lɜ:t/

verb

to warn (someone) of a danger, threat, or problem, typically with the intention of having it avoided or dealt with

alight /ə'laɪt/

adjective

on fire; burning

aligned /ə'laɪnd/

adjective

put into correct or appropriate position

alleviate /ə'li:vɪət/

verb

to make (suffering, deficiency, or a problem) less severe

almond /'ɑ:mənd/

noun

the tree that produces a flat pale nut with brown skin that tastes sweet

animated /'ænɪmeɪtəd/

adjective

showing a lot of interest and energy

annoyance /ə'nɔɪəns/

noun

the feeling or state of being annoyed; irritation

anthropologist

/ˌænθrə'pɒlədʒɪst/

noun

a person who studies people, their societies, cultures, etc.

apparent /ə'pærənt/

adjective

clearly visible or understood;

appeal /ə'pi:l/

noun

a serious or urgent request, typically one made to the public

appoint /ə'pɔɪnt/

verb

to choose someone for a position or a job

apprentice /ə'prentɪs/*verb*

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*

roughly, almost

arbitrarily /'ɑ:bɪtrərɪli/*adverb*

randomly, by chance

arduous /'ɑ:djuəs/*adjective*

involving a lot of strength and effort

arid /'æɪrɪd/*adjective*

(of land or a climate) having little or no rain; too dry or barren to support vegetation

armour /'ɑ:mə/*noun*

metal or leather clothing that protects your body, worn by soldiers in battles in past times

arson /'ɑ:sən/*noun*

the criminal act of deliberately setting fire to property

ascend /ə'send/*verb*

to climb to the summit of (a mountain or hill)

ashamed /ə'ʃeɪmd/*adjective*

feeling embarrassed and guilty because of something you have done

assist /ə'sɪst/*verb*

to help (someone), typically by doing a share of the work

astounded /ə'staʊndɪd/*adjective*

shock or greatly surprise

astronomical /æ'strɒnɒmɪkəl/*adjective*

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*

sports such as running or jumping

at stake /ət steɪk/*expression*

if something that you value very much is at stake, you will lose it if a plan or action is not successful

at the expense of /ət ði ɪks'pens əv/*expression*

so as to cause harm to or neglect of

atmosphere /'ætməsfiə/*noun*

the mixture of gases that surrounds the Earth

attempt /ə'tempt/*noun*

an effort to surpass a record or conquer a mountain

attire /ə'taɪə/*noun*

clothes

attribute /'ætrɪbjʊt/*noun*

a quality or feature regarded as a characteristic or inherent part of someone or something

audacious /ɔ:'deɪʃəs/*adjective*

showing great courage or confidence in a way that is impressive or slightly shocking

audience /'ɔ:diəns/*noun*

the assembled spectators or listeners at a public event, such as a play, movie, concert, or meeting

austere /ɔ:'striə/*adjective*

severe or strict in manner, attitude, or appearance

avert /ə'vɜ:t/*verb*

to prevent or ward off (an undesirable occurrence)

avoid /ə'vɔɪd/*verb*

to keep away from or stop oneself from doing (something)

aware /ə'weə/*adjective*

having knowledge or perception of a situation or fact

awe-inspiring /'ɔ:ɪns.paɪərɪŋ/*adjective*

arousing awe through being impressive, formidable, or magnificent

B**baron** /'bærən/*noun*

a businessman with a lot of power or influence

battlefield /'bætlfi:ld/*noun*

a place where a battle is being fought or has been fought

below par /bɪ'ləʊ pɑ:/*expression*

something which is inferior

bench /bentʃ/*noun*

1 a long seat for several people, typically made of wood or stone. 2 a seat in Parliament for politicians of a specified party or position. 3 (the bench) the office of judge or magistrate

benefactor /'benɪfæktə/*noun*

someone who gives money for a good purpose

besiege /bɪ'si:dʒ/*verb*

to surround a city or castle with military force until people inside let you take control

bestow /bɪ'stəʊ/*verb*

confer or present (an honor, right, or gift)

bill /bɪl/*noun*

a written proposal for a new law, which is brought to a parliament so that it can be discussed

binoculars /brɪˈnɒkjʊləz/

noun

an optical instrument with a lens for each eye, used for viewing distant objects

biography /baɪˈɒɡrəfi/

noun

an account of someone's life written by someone else

bladder /ˈblædə/

noun

a membranous sac in humans and other animals, in which urine is collected for excretion

blizzard /ˈblɪzəd/

noun

a severe snowstorm with high winds and low visibility

bony /ˈbəʊni/

adjective

someone or part of their body that is bony is very thin

boom /bu:m/

noun

increase in business

bounty /ˈbaʊnti/

noun

an abundance or plenty

break into /breɪk ˈɪntə/

phrasal verb

to enter by force

bribe /braɪb/

verb

to illegally give someone, especially a public official, money or a gift in order to persuade them to do something for you

brief /brɪf/

noun

1 a digest or synopsis of a larger document or group of documents 2 an outline or summary, for example, of a book 3 an outline of how a legal case will be argued, together with evidence and supporting statements, submitted by an attorney to a court prior to a trial

brief /brɪf/

adjective

a short duration

BSc /ˌbi: es ˈsi:/

abbreviation

Bachelor of Science

bump into /bʌmp ˈɪntə/

phrasal verb

to meet by chance

bureaucracy /bjʊəˈrɒkrəsi/

noun

a system of government in which most of the important decisions are made by state officials rather than by elected representatives

burgeoning /ˈbɜ:dʒənɪŋ/

adjective

growing or expanding rapidly

C

call the shots /kɔ:l ðə ʃɒts/

expression

to make the important decision; to direct a project

campaign /kæmˈpeɪn/

noun

an organised course of action to achieve a particular goal

capitulate /kəˈpɪtʃuleɪt/

verb

to accept defeat by your enemies in a war

cardiology /kɑ:diˈɒlədʒi/

noun

the medical study of the heart

cardiovascular

/kɑ:diəʊˈvæskjələ/

adjective

of or relating to the heart and blood vessels

carnivorous /kɑ:ˈnɪvərəs/

adjective

an animal that eats flesh

case /keɪs/

noun

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

a person who is one hundred or more years old

chap /tʃæp/

noun

a man, especially a man you know and like

charitable /ˈtʃærɪtəbəl/

adjective

of or relating to the assistance of those in need

chronic /ˈkrɒnɪk/

adjective

something that continues for a long time and cannot easily be solved

civil /ˈsɪvəl/

adjective

relating to private relations between members of a community; noncriminal

claim /kleɪm/

verb

to state or assert that something is the case, typically without providing evidence or proof

clamber /ˈklæmbə/

verb

to climb or move slowly somewhere, using your hands and feet because it is difficult or steep

climate /ˈklaɪmɪt/

noun

weather conditions in an area over a period of time

cloak /kləʊk/

noun

a warm piece of clothing like a coat without sleeves that hangs loosely from your shoulders

clog up /ˌklɒɡ ˈʌp/

phrasal verb

to prevent things from being dealt with as quickly as usual

code of law /kəʊd əv lɔ:/

noun

a set of rules and standards adhered to by a society

collection points

/kəˈleɪʃən pɔɪnts/

noun

particular spots, places, or positions in an area where rubbish or litter is gathered

come across /kʌm ə'krɒs/*phrasal verb*

to meet or find by chance

come away with

/kʌm ə'wei wið/

phrasal verb

to be left with a specified feeling, impression, or result after doing something

come down /kʌm 'daʊn/*phrasal verb*

if a price or the level of something comes down, it becomes lower

come over /kʌm 'əʊvə/*phrasal verb*

to visit you at your house

come round /kʌm 'raʊnd/*phrasal verb*

recover after being unconscious

come up /kʌm 'ʌp/*phrasal verb***1** to be mentioned especially in a conversation; **2** to become available especially unexpectedly**come up against**/kʌm ʌp ə'geɪnst/ *phrasal**verb*

to meet; to face

commemoration

/kəˌmemə'reɪʃən/

noun

something that makes you remember and respect someone important or an important event in the past

commentary /'kɒməntəri/*noun*

the expression of opinions or explanations about an event or situation

commercially /kə'mɜːʃəli/*adverb*

in commercial terms or from a profit-making point of view

commitment /kə'mɪtmənt/*noun*

an engagement or obligation that restricts freedom of action

compassion /kəm'pæʃən/*noun*

sympathetic pity and concern for the sufferings or misfortunes of others

compassionate /kəm'pæʃənət/*adjective*

feeling or showing sympathy and concern for others

compassionately

/kəm'pæʃənətli/

adverb

sympathetically

compensation

/ˌkɒmpən'seɪʃən/

noun

money paid to someone because they have suffered injury or loss, or because something they own has been damaged

competent /'kɒmpɪtənt/*adjective*

having the necessary ability, knowledge, or skill to do something successfully

comply /kəm'plaɪ/*verb*

to do what you have to do or are asked to do

component /kəm'pəʊnənt/*noun*

a part or element of a larger whole

compost /'kɒmpɒst/*verb*

to make (vegetable matter or manure) into decayed organic material used as a plant fertiliser

conceal /kən'siːl/*verb*

to keep from sight; to hide

concept /'kɒnsept/*noun*

an abstract idea; a general notion

concur /kən'kʊː/*verb*

to be of the same opinion; to agree

conductive /kən'djuːsɪv/*adjective*

making a certain situation or outcome likely or possible

consensus /kən'sensəs/*noun*

general agreement

conspire /kən'spaɪə/*verb*

to secretly plan with someone else to do something illegal

constant /'kɒnstənt/*adjective*

occurring continuously over a period of time

constituent /kən'stɪtʃuənt/*noun*

being a part of a whole

consultation /ˌkɒnsəl'teɪʃən/*noun*

the action or process of formally consulting or discussing

contemporary /kən'tempərəri/*adjective*

belonging to or occurring in the present

contempt /kən'tempt/*noun*

complete lack of fear about something

contend /kən'tend/*verb*

to assert something as a position in an argument

contentment /kən'tentmənt/*noun*

the state of being happy and satisfied

contest /'kɒntest/*verb*

to compete for something or to try to win it

convict /'kɒnvɪkt/*noun*

someone who has been proved to be guilty of a crime and sent to prison

cooking /'kʊkəri/*noun*

the practice or skill of preparing and cooking food

cope with /ˌkəʊp 'wið/*phrasal verb*

to deal effectively with something difficult

corruption /kə'rʌpʃən/

noun

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

someone who is very skilled at a particular craft

crave /kreɪv/

verb

to feel a powerful desire for (something)

crisis /kraɪsɪs/

noun

a time of intense difficulty, trouble or danger

criticism /'krɪtɪsɪzəm/

noun

the expression of disapproval of someone or something based on perceived faults or mistakes

crown jewel /kraʊn 'dʒu:əl/

noun

the best or most valuable thing that a person or place has

cry over spilt milk

/kraɪ əʊvə spɪlt mɪlk/

idiom

to regret something after it is too late

curtail /kɜ:'teɪl/

verb

to reduce in extent or quantity; to impose a restriction on

cultivate /'kʌltɪveɪt/

verb

to grow, raise, plant, sow

customarily /'kʌstəməri:li/

adverb

usually, habitually

custom-made /'kʌstmmɛɪd/

adjective

made to a particular customer's order

cut down on /kʌt 'daʊn ɒn/

phrasal verb

to reduce

cycle /saɪkəl/

verb

to ride a bicycle

D

damp /dæmp/

adjective

slightly wet

data /'deɪtə/

noun

facts and statistics collected together for reference or analysis

dearth /dɜ:θ/

noun

a scarcity or lack of something

decently /'di:səntli/

adverb

treating people in a fair and kind way

decimate /'desɪmeɪt/

verb

to destroy a large part of something

dedication /,dedɪ'keɪʃən/

noun

hard work or effort that someone puts into a particular activity because they care a lot about it

defence /drɪ'fens/

noun

1 the action of defending from or resisting attack 2 (usu. the defence) the counsel for the defendant in a lawsuit

define /drɪ'faɪn/

verb

to state or describe exactly the nature, scope, or meaning of

degree /drɪ'ɡri:/

noun

a course of study at a university or college, or the qualification that is given to you when you have successfully completed the course

demarcation /,di:mɑ:'keɪʃən/

noun

the point at which one area of work, responsibility etc ends and another begins

densely /densli/

adverb

closely compacted in substance

deploy /drɪ'plɔɪ/

verb

to put something to use

depopulation /di:ˌpɒpjuleɪʃən/

noun

the process of the number of people reducing in an area

deprived of /drɪ'praɪvd əv/

phrasal verb

dispossess of, rob of

deputy /'depjuti/

noun

someone who is directly below another person in rank, and who is officially in charge when that person is not there

deserted /drɪ'zɜ:tɪd/

adjective

abandoned, neglected

desertification

/drɪ'zɜ:tɪfɪ'keɪʃən/

noun

the process by which fertile land becomes desert, typically as a result of drought, deforestation, or inappropriate agriculture

deserve /drɪ'zɜ:v/

verb

to do something or have or show qualities worthy of (reward or punishment)

deteriorate /drɪ'tɪəriəreɪt/

verb

to become worse

detriment /'detrɪmənt/

noun

the state of being harmed or damaged

devastating /'devəsteɪtɪŋ/

adjective

very impressive or effective

devise /drɪ'vaɪz/

verb

to plan or invent a new way of doing something

dexterity /dek'sterɪti/

noun

skills in using words or your mind

digit /'dɪdʒɪt/

noun

number - 1, 2, 3, etc.

dire /daɪə/

adjective

(of a situation or event) extremely serious or urgent

discrimination

/dɪˈskrɪmɪˈneɪʃən/

noun

the unjust or prejudicial treatment of different categories of people esp. on the grounds of race, age, or gender

disgruntled /dɪsˈɡrʌntld/*adjective*

annoyed or disappointed, especially because things have not happened in the way that you wanted

dishearten /dɪsˈhɑːtn/*verb*

to cause someone to lose determination or confidence

disloyalty /dɪsˈlɔɪlti/*noun*

the action of doing or saying things that do not support your friends, your country or the group you belong to

dismissive /dɪsˈmɪsɪv/*adjective*

refusing to consider someone or something seriously

disobedience /dɪsəˈbiːdiəns/*noun*

failure or refusal to obey rules or someone in authority

dispatch /dɪˈspætʃ/*verb*

to send off to a destination or for a purpose

displace /dɪsˈpleɪs/*verb*

to make a group of people or animals have to leave the place where they normally live

dispute /dɪˈspjuːt/*noun*

a disagreement, argument, or debate

disturbance /dɪˈstɜːbəns/*noun*

the interruption of a settled and peaceful condition

disused /dɪsˈjuːzd/*adjective*

a disused building, railway, mine etc is no longer used

diversity /daɪˈvɜːsɪti/*noun*

the state of being diverse; variety; a range of different things

dizzying /ˈdɪzi-ɪŋ/*adjective*

make (someone) feel unsteady, confused, or amazed

do away with /ˌduː əˈweɪ wɪð/*phrasal verb*

to get rid of

doctorate /ˈdɒktərɪt/*noun*

a university degree of the highest level

do up /ˌduː ˈʌp/*phrasal verb*

to fasten; to tie

do with /ˌduː ˈwɪð/*phrasal verb*

to need or want something

do without /ˌduː wɪðˈaʊt/*phrasal verb*

to not have something and manage in spite

donate /dəʊˈneɪt/*verb*

to give (money or goods) for a good cause, for example to a charity

dowry /ˈdaʊəri/*noun*

property and money that a woman gives to her husband when they marry in some societies

drag out /ˌdræg ˈaʊt/*phrasal verb*

to make an event or situation last longer than is necessary

dreadful /ˈdredfəl/*adjective*

used to emphasise how bad something is

drowsy /ˈdraʊzi/*adjective*

tired and almost asleep

dual /ˈdjuːəl/*adjective*

consisting of two parts, elements, or aspects

due /djuː/*adjective*

expected at or planned for at a certain time

dukedom /ˈdjuːkdəm/*noun*

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*

able to withstand wear, pressure, or damage; hard-wearing

duration /ˌdʒʊˈreɪʃən/*noun*

the time during which something continues

E**economical** /ˌekəˈnɒmɪkəl/*adjective*

giving good value or service in relation to the amount of money, time, or effort spent

elbow /ˈelbəʊ/*noun*

the joint where your arm bends

elderly /ˈeldəli/*adjective*

(of a person) old or aging

electrochemical

/ɪˌlektərəʊˈkemɪkəl/

adjective

of or relating to chemical reaction brought about by electricity

elite /erˈliːt/*noun*

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*

fluent or persuasive speaking or writing

eloquent /ˈeləkwənt/*adjective*

able to express your ideas and opinions well, especially in a way that influences people

embarrassed /ɪm'bærəst/
adjective

feeling or showing shame

emigrate /'emɪɡreɪt/
verb

to leave your own country in order to live in another country

emission /ɪ'mɪʃən/
noun

the production and discharge of something, esp. gas or radiation

empathy /'empəθi/
noun

the ability to understand and share the feelings of another

encroach /ɪn'krəʊtʃ/
verb

to intrude on (a person's territory or a thing considered to be a right)

endorse /ɪn'dɔːs/
verb

to express formal support or approval for someone or something

enemy /'enəmi/
noun

a thing that harms or weakens something else

enforce /ɪn'fɔːs/
verb

to put into practice; to carry out

enfranchisement
/ɪn'fræntʃaɪzmənt/
noun

the act of giving a group of people the right to vote

engage in /ɪn'ɡeɪdʒ ɪn/
phrasal verb

to be involved in something, especially something that continues for a long time

engulf /ɪn'ɡʌlf/
verb

(of a natural force) sweep over (something) so as to surround or cover it completely

entail /ɪn'teɪl/
verb

involve (something) as a necessary or inevitable part or consequence

equator /ɪ'kwetə/
noun

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

to destroy slowly

eternity /ɪ'tɜːnɪti/
noun

infinite or unending time

ethnicity /eθ'nɪsɪti/
noun

ethnic affiliation or distinctiveness

ethnographer /eθ'nɒɡrəfə/
noun

a person whose job is to describe the customs of individual peoples and cultures

evidently /'eɪdɪəntli/
adverb

used to say that something is true because you can see that it is true

exceptionally /ɪk'sepʃənəli/
adverb

unusually, remarkably

excuse /ɪk'skjuːs/
noun

a reason or explanation put forward to defend or justify a fault or offense

execute /'eksɪkjʊt/
verb

to carry out an order or plan

exhaustion /ɪɡ'zɔːstʃən/
noun

a state of extreme physical or mental fatigue

exhilarated /ɪɡ'zɪləreɪtɪd/
adjective

feel very happy

expansive /ɪks'pænsɪv/
adjective

covering a wide area in terms of space or scope; extensive or wide-ranging

expectation /,ekspek'teɪʃən/
noun

a strong belief that something will happen or be the case in the future

export /'ekspɔːt/
noun

the selling and sending out of goods or services to other countries

extensive /ɪks'tensɪv/
adjective

large in size, amount or degree

extinction /ɪks'tɪŋkʃən/
noun

the state or process of a species being or becoming extinct

extravagant /ɪk'strævəɡənt/
adjective

exceeding what is reasonable or appropriate; absurd

extravagantly
/ɪk'strævəɡəntli/
adverb

spending money or using resources in a wasteful way

extreme /ɪk'striːm/
adjective

reaching a high or the highest degree; very great

F

fake /feɪk/
adjective

not real and seeming to be something it is not, in order to deceive people

famine /'fæmɪn/
noun

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

extremely hungry

fancy /'fænsi/
noun

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

over a large area

fascinating /'fæsmɪnɪŋ/
adjective

extremely interesting

fatal /'fætl/*adjective*

causing death

fatigued /fə'ti:gd/*adjective*

tired or exhausted

feat /fi:t/*noun p.*

an achievement that requires great courage, skill, or strength

fierce /fɪəs/*adjective*

a fierce person or animal is angry or ready to attack, and looks very frightening

fix /fiks/*verb*

to repair something that is broken or not working properly

flooding /'flʌdɪŋ/*noun*

an overflowing of a large amount of water beyond its normal confines, esp. over what is normally dry land

foolish /'fu:lɪʃ/*adjective*

a foolish action, remark etc is stupid and shows that someone is not thinking sensibly

forecasting /'fɔ:kæ:stɪŋ/*noun*

a prediction or estimate of future events, esp. coming weather or a financial trend

foreign /'fɔ:rən/*adjective*

from or relating to a country that is not your own

forge /fɔ:dʒ/*noun*

a place where metal is heated and shaped into objects

forum /'fɔ:rəm/*noun*

a place, meeting or medium where ideas and views on a particular issue can be exchanged

foundation /faʊn'deɪʃən/*noun*

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*

weak and delicate

frequently /'fri:kwəntli/*adverb*

on many occasions with little time between them

frigid /'frɪdʒɪd/*adjective*

very cold in temperature

frontier /'frʌntɪə/*noun*

the extreme limit of understanding or achievement in a particular area

frost-bite /'frɒst,bart/*noun*

injury to body tissues caused by exposure to extreme cold

futile /'fju:təl/*adjective*

actions that are futile are useless because they have no chance of being successful

G

genetic make-up

/dʒɪ'netɪk meɪkʌp/

noun

chemical structure that defines individuality

genetics /dʒɪ'netɪks/*noun*

the study of heredity and the variation of inherited characteristics

genius /'dʒi:niəs/*noun*

intelligence, cleverness

geriatric /dʒeri'ætrɪk/*adjective*

of or relating to old people, esp. with regard to their health care

get rid of /get 'rɪd əv/*phrasal verb*

to dispose of, throw away

gifted /'gɪftɪd/*adjective*

having exceptional talent or natural ability

glamour /'glæmə/*noun*

an attractive and exciting quality

go along with /gəʊ ə'lonʒ wɪð/*phrasal verb*

to give one's consent or agreement to a person or their views

govern /'gʌvən/*verb*

to control

GPS /dʒi: pi: 'es/*abbreviation*

Global Positioning System, an accurate worldwide navigational and surveying facility based on the reception of signals from an array of orbiting satellites

graduate /'grædʒuət/*verb*

to successfully complete an academic degree, course of training, or high school

graduated /'grædʒuətəd/*adjective*

divided into different levels

graveyard /'greɪvjɑ:d/*noun*

an area of ground where people are buried

graze /greɪz/*verb*

to put animals in a field so that they can eat the grass

grievance /'gri:vəns/*noun*

an official statement of a complaint over something believed to be wrong or unfair

gross /grəʊs/*adjective*

clearly wrong and unacceptable

grow /grəʊ/*verb*

to become larger or greater over a period of time

gruelling /'gru:əlɪŋ/*adjective*

extremely tiring and demanding

guilty /'gɪlti/

adjective

responsible for a crime

H

habitation /,hæbrɪ'teɪʃən/

noun

the state or process of living in a particular place

handcuffs /'hændkʌfs/

noun

a pair of lockable linked metal rings for securing a prisoner's wrists

hard-pressed /hɑ:dprest/

adjective

having a lot of problems and not enough money or time

hardship /'hɑ:ʃɪp/

noun

difficulty or suffering caused by a lack of something, especially money

harsh /hɑ:ʃ/

adjective

unpleasantly rough

heartening /'hɑ:tnɪŋ/

adjective

inspiring, elevating

heir /eə/

noun

the person who has the legal right to receive the property or title of another person when they die

hesitant /'hezɪtənt/

adjective

uncertain about what to do or say because you are nervous or unwilling

hibernate /'haɪbəneɪt/

verb

to sleep during the winter

highlight /'haɪlaɪt/

verb

pick out and emphasise

high-living /,haɪ'lɪvɪŋ/

noun

an extravagant social life as enjoyed by the wealthy

high-tech /,haɪ'tek/

adjective

using advanced technology

homeland /'həʊmlænd/

noun

the country where someone was born

honour /'ɒnə/

verb

to treat someone with special respect

horrific /hɒ'rɪfɪk/

adjective extremely bad, in a way that is frightening or upsetting

household waste

/ˈhaʊshəʊld ˌweɪst/

noun

material that is not wanted at home

housing /'haʊzɪŋ/

noun

houses and apartments considered collectively

hub /hʌb/

noun

centre of activity

humanitarian

/ˈhju:mənɪ'teəriən/

adjective

concerned with or seeking to promote human welfare

humid /'hju:mɪd/

adjective

marked by a relatively high level of water vapor in the atmosphere

hurdle /'hɜ:dl/

noun

an obstacle or difficulty

hustle and bustle

/ˈhʌsəl ənd ˌbʌsəl/

idiom

activity, liveliness

hypocrite

/ˈhɪpəkraɪt/ *noun*

someone who pretends to have certain beliefs or opinions that they do not really have – used to show disapproval

I

illegitimate /ɪ,lə'dʒɪtəməɪt/

adjective

not authorised by the law; not in accordance with accepted standards or rules

ill-mannered /ɪl'mænəd/

adjective

not polite and behaving badly in social situations

immerse /ɪ'mɜ:s/

verb

to become completely involved in an activity

immobile /ɪ'məʊbəl/

adjective

motionless

implement /'ɪmplɪmənt/

verb

to put into effect

impose /ɪm'pəʊz/

verb

to require (a duty, charge, or penalty) to be undertaken or paid

impulse /ɪ'mpʌls/

noun

a sudden strong and unreflective urge to act

incapable /ɪn'keɪpəbəl/

adjective

not able to do something

incineration /ɪn,sɪnə'reɪʃən/

noun

the process of destroying (something, esp. waste material) by burning

incinerator /ɪn,sɪnə'reɪtə/

noun

an apparatus for burning waste material, esp. industrial waste, at high temperatures until it is reduced to ash

increasingly /ɪn'kri:sɪŋli/ *adverb*

increasing over time

inevitable /ɪ'nevɪtəbəl/

adjective

certain to happen; unavoidable

in favour of /ɪn feɪvər əv/

expression

to the advantage of

infrastructure /'ɪnfəˌstrʌktʃə/
noun p.63

the basic physical and organisational structures and facilities (e.g., buildings, roads, and power supplies) needed for the operation of a society or enterprise

infuriate /ɪn'fjuəriət/
verb Literature Time

to make someone extremely angry

inhabitant /ɪn'hæbɪtənt/
noun p.62

one of the people who live in a particular place

inject /ɪn'dʒekt/
verb WB p.38

to put liquid into someone's body by using a special needle

in leaps and bounds
/ɪn li:ps ənd baʊndz/
expression p.29

rapidly, swiftly

innocent /'ɪnəsənt/
adjective p.13

not guilty of a crime or offense

in parallel /ɪn 'pærəlel/
expression WB p.60

occurring at the same time and having some connection

inquire /ɪn'kwaɪə/
verb Literature Time

to ask someone for information

in spite of /ɪn 'spaɪt əv/
preposition p.59

regardless of

instead /ɪn'sted/
adverb WB p.10

as an alternative or substitute

intact /ɪn'tækt/
adjective Literature Time

not broken, damaged or spoiled

integral /'ɪntɪgrəl/
adjective p.57

essential or fundamental

intend /ɪn'tend/
verb p.17

to have (a course of action) as one's purpose or objective; plan

intrepid /ɪn'trepɪd/
adjective p.85

fearless; adventurous

intrinsic /ɪn'trɪnsɪk/
adjective p.39

belonging naturally; essential

invincible /ɪn'vɪnsɪbəl/
adjective Literature Time

too strong to be destroyed or defeated

invigorated /ɪn'vɪgəreɪtəd/
adjective Literature Time

feeling healthier, stronger and having more energy

invisible /ɪn'vɪzɪbəl/
adjective WB p.4

cannot be seen

irritation /,ɪrɪ'teɪʃən/
noun p.43

the state of feeling annoyed, impatient, or angry

J

jeopardise /'dʒepədəɪz/
verb Literature Time

to risk losing or spoiling something important

jockey /'dʒɒki/
noun p.93

a person who rides in horse races, esp. as a profession

judiciary /dʒu:'dɪʃəri/
noun p.13

the judicial authorities of a country; judges collectively

jury /'dʒʊəri/
noun p.13

group of people in court who decide whether someone is guilty

K

keep up with /,ki:p 'ʌp wɪð/
phrasal verb p.43

to know the latest information about

kill off /,kɪl 'ɒf/
phrasal verb p.35

to destroy something utterly, or destroy the remaining members of a group of people or creatures

kneel /ni:l/
verb Literature Time

to be in or move into a position where your body is resting on your knees

knock-on /nɒkən/
adjective p.51

of a process in which everything that happens causes something else to happen

L

lament /lə'ment/
verb Literature Time

to express annoyance or disappointment about something you think is unsatisfactory or unfair

leafy /'li:fi/
adjective p.67

having or characterised by much foliage because of an abundance of trees or bushes

legal /'li:gəl/
adjective p.13

appointed or required by the law

legislation /,ledʒɪ'sleɪʃən/
noun p.25

laws, considered collectively

liberty /'lɪbəti/
noun p.25

the state of being free within society from oppressive restrictions imposed by authority on one's way of life, behaviour or political views

life expectancy
/laɪf ɪk'spektənsi/
noun p.61

the average period that a person may expect to live

litigation /,lɪtɪ'ɡeɪʃən/
noun p.17

the process of taking claims to a court law

logger /'lɒgə/
noun WB p.26

a person who fells trees for timber; a lumberjack

M

machinery /mə'ʃɪnəri/
noun p.41

machines collectively

madman /'mædmən/
noun Literature Time

someone who behaves in a wild, uncontrolled way

mail order /ˈmeɪl ˌɔːdə/

noun

the selling of goods to customers by mail, generally involving selection from a special catalogue

major /ˈmeɪdʒə/

adjective

very large or important, when compared to other things or people of a similar kind

make it your own

/ˈmeɪk ɪt jə ʊn/

expression

change something in your possession so that you reflect your personality and character

make of it

/ˈmeɪk əv ɪt/

expression

to have a particular opinion about or understanding of something or someone

make up /ˈmeɪk ʌp/

phrasal verb

to invent (a story)

make up for /ˈmeɪk ˈʌp fə/

phrasal verb

to take the place of something lost or missing

manned /ˈmænd/

adjective

run or operated especially by human control

marsh /ˈmɑːʃ/

noun

an area of low flat ground that is always wet and soft

mass /mæs/

adjective

involving or intended for a very large number of people

mass-produced

/ˈmæsprəˈdjuːst/

adjective

produced in large quantities by an automated mechanical process

master's degree

/ˈmɑːstəz dɪˈɡriː/

noun

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

the matter from which a thing is or can be made

mean /miːn/

verb

to have or represent a particular meaning

mean /miːn/

adjective

cruel or not kind

mean /miːn/

noun

the average amount, figure or value

medallist /ˈmedl-ɪst/

noun

someone who has won a medal in a competition

mend /mend/

verb

to end a quarrel or difficult situation by dealing with the problem that is causing it

mercenary /ˈmɜːsənəri/

noun

a soldier who fights for any country or group that will pay him

meticulous /mɪˈtɪkjələs/

adjective

very careful about small details, and always making sure that everything is done correctly

metropolis /mɪˈtrɒpəlɪs/

noun

densely populated city

migrant /ˈmaɪgrənt/

noun

someone who goes to live in another area or country, especially in order to find work

mingle /ˈmɪŋɡəl/

verb

to move around a place and talk to lots of different people

minister /ˈmɪnɪstə/

noun

a politician who is in charge of a government department

minor /ˈmaɪnə/

adjective

small and not very important or serious, especially when compared with other things

minority /maɪˈnɒrɪti/

noun

the smaller number or part, especially a number that is less than half the whole number

misbehave /ˌmɪsbɪˈheɪv/

verb

to fail to conduct oneself in a way that is acceptable to others; behave badly

miscalculation

/ˌmɪs,kælkjʊˈleɪʃən/

noun

a wrong judgment about a situation

mischievous /ˈmɪstʃɪvəs/

adjective

causing trouble or quarrels deliberately

mission /ˈmɪʃən/

noun

an expedition into space

misty /ˈmɪsti/

adjective Literature Time

not clear

molecular /məˈlekjələ/

adjective

of, relating to, or consisting of molecules

monitor /ˈmɒnɪtə/

verb

observe and check the progress or quality of (something) over a period of time; keep under systematic review

mountaineer /ˌmaʊntɪˈniə/

noun

a person who takes part in the sport or activity of climbing mountains

MSc /ˌem es ˈsiː/

abbreviation

Master of Science

mystery /ˈmɪstəri/

noun

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

give a spoken or written account of

natural satellite

/ˌnætʃərəl 'sætɪlaɪt/

noun

a naturally occurring object that orbits a planet, e.g. the moon

necessitate /nɪ'sesɪteɪt/

verb

to make it necessary for you to do something

neck and neck

/nek ənd nek/

expression

evenly matched

nervously /'nɜːvəsli/

adverb

anxiously

nobleman /'nəʊbəlman/

noun

a man who is member of the highest social class and has a title such as 'Duke'

nobly /'nəʊbli/

adverb

in a morally good or generous way that should be admired

nomination /ˌnɒmɪ'neɪʃən/

noun

the action of proposing or formally entering as a candidate for election or for an honor or award

non-invasive

/ˌnɒn ɪn'veɪsɪv/

adjective

not requiring the introduction of instruments into the body

note /nəʊt/

noun

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

1 to notice or pay particular attention to (something) 2 to record (something) in writing

nourishment /'nʌrɪʃmənt/

noun

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

to destroy something completely so that nothing remains

obscure /əb'skjʊə/

verb

to prevent something from being seen or heard clearly

odds and ends /ɒdz ənd edz/

idiom

bits and pieces

offence /ə'fens/

noun

a breach of a law or rule; an illegal act

on board /ɒn bɔːd/

adjective

available or situated on a ship, aircraft, or other vehicle

onerous /ɒnərəs/

adjective

(of a task, duty, or responsibility) involving an amount of effort and difficulty that is oppressively burdensome

opportunity /ɒpə'tjuːnɪti/

noun

a set of circumstances that makes it possible to do something

orbit /'ɔːbɪt/

verb

to fly or move around in a circle

outnumber /aʊt'nʌmbə/

verb

to be more in number than another group

outstanding /aʊt'stændɪŋ/

adjective

unusually good

over a barrel /əʊvə ə 'bærəl/

idiom

in a helpless position

over the hill /əʊvə ðə 'hɪl/

idiom

old and past one's prime

over the top /əʊvə ðə 'tɒp/

idiom

to an excessive or exaggerated degree, in particular so as to go beyond reasonable or acceptable limits

overcrowding /əʊvə'kraʊdɪŋ/

noun

the process of filling an area beyond what is usual or comfortable

overcultivate /əʊvə'kʌltɪveɪt/

verb

to cultivate too much, more than you should

oversight /'əʊvə'saɪt/

noun

a mistake in which you forget something or do not notice something

overview /'əʊvə,vjuː/

noun

a general review or summary of a subject

P

packaging /'pækɪdʒɪŋ/

noun

materials used to wrap or protect goods

palatial /pə'leɪʃəl/

adjective

resembling a palace in being spacious and splendid

paperwork /'peɪpəwɜːk/

noun

routine work involving written documents such as forms, records, or letters

parliament /'pɑːləmənt/

noun

the group of people who are elected to make a country's laws and discuss important national affairs

partnership /'pɑ:tənʃɪp/

noun

a relationship between two people, organisations, or countries

pass a law /pɑ:s ə lɔ:/

expression

to approve or put into effect (a proposal or law) by voting on it

paucity /'pɔ:sɪti/

noun

the presence of something only in small or insufficient quantities or amounts; scarcity

penalty /'penlti/

noun

a punishment imposed for breaking a law

perceivable

/pə'si:vəbəl/

adjective

could be noticed

perilous /'perɪləs/

adjective

full of danger or risk

periodic /'pɪərɪˈdɪk/ *adjective*

happening a number of times, usually at regular times

perish /'perɪʃ/

verb

to die, especially in a terrible or sudden way

permanent

/pɜ:mənənt/

adjective

lasting or intended to last or remain unchanged

permanently

/pɜ:mənəntli/

adverb

lastingly

persuasion

/pə'sweɪʒən/

noun

a belief or set of beliefs

perturbed /pə'tɜ:bd/

adjective

worried about something that has happened or will happen

petty /'peti/

adjective

of little importance; trivial

PhD /'pi: ɛtʃ 'di:/

abbreviation

Doctor of Philosophy

picturesque

/ˌpɪktʃə'resk/

adjective

visually attractive, esp. in a quaint or pretty style

pie /paɪ/

noun

meat or vegetables baked inside a pastry or potato covering

planting /plɑ:ntɪŋ/

verb

to place (a seed, bulb, or plant) in the ground so that it can grow

platform /'plætfɔ:m/

noun

a raised level surface on which people or things can stand

plenty of /'plenti/

pronoun

a large quantity that is enough or more than enough

pluck up the courage

/plʌk ʌp ðə 'kʌrɪdʒ/

expression

make an effort to do something that frightens one

portfolio /pɔ:t'fəʊliəʊ/

noun

the work that a particular government official is responsible for

pose /pəʊz/

verb

to present or constitute

pottery /'pɒtəri/

noun

clay that has been shaped and baked in order to make pots, dishes

precipitate /prɪ'sɪpɪteɪt/

verb

to cause (an event or situation, typically one that is bad or undesirable) to happen suddenly, unexpectedly, or prematurely

precocious

/prɪ'kəʊʃəs/

adjective

(of a child) having developed certain abilities at an earlier age than usual

prerogative

/prɪ'rɒɡətɪv/

noun

a right that someone has, especially because of their importance or social position

preservation

/ˌprezə'veɪʃən/

noun

the action of maintaining something in its original or existing state

prevailing

/prɪ'veɪlɪŋ/

adjective

widespread in a particular area at a particular time; current

prevail over

/prɪ'veɪl 'əʊvə/

phrasal verb

to prove more powerful than opposing forces; be victorious

principle /'prɪnsɪpəl/

noun

rule; belief

prodigy /'prɒdɪdʒi/

noun

a person, esp. a young one, endowed with exceptional qualities or abilities

productive

/prə'dʌktɪv/

adjective

producing or able to produce large amounts of goods, crops or other commodities

prohibitively

/prə'hɪbɪtɪvli/

adverb

(of a price or charge) excessively high

promote /prə'məʊt/

verb

support or actively encourage

property /'prɒpəti/

noun

something valuable which belongs to someone

proportion

/prə'pɔːʃən/

noun

a part, share, or number considered in comparative relation to a whole

prosecute /'prɒsɪkjʊt/*verb*

to institute legal proceedings against (a person or organization)

prove /pruːv/*verb*

to show that something is true by providing facts, information, etc.

public services

/ˌpʌblɪk 'sɜːvɪsɪz/

noun

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*

to ask someone a question, especially about something important

put up with

/ˌpʊt 'ʌp wɪð/

phrasal verb

to accept, stand, tolerate (something unpleasant)

Q**quantity** /'kwɒntəti/*noun*

amount or number of something

quarrel /'kwɒrəl/*verb*

to have an argument

R**randomly** /'rændəmli/*adverb*

made, done, happening, or chosen without method or conscious decision

reactor /rɪ'æktə/*noun*

a coil or other component that provides reactance in a circuit

recipient /rɪ'sɪpiənt/*noun*

a person or thing that receives or is awarded something

reclaim /rɪ'kleɪm/*verb*

to bring (waste land or land formerly under water) under cultivation

recompense /'rekəmpens/*noun*

compensation or reward given for effort made

reconstruction

/rɪˌkən'strʌkʃən/

noun

the action or process of rebuilding something after it has been damaged or destroyed

red tape /red teɪp/*idiom*

paperwork and administration

reckon with /ˌrekən 'wɪð/*phrasal verb*

someone or something that is powerful and must be regarded seriously as a possible opponent, competitor, danger etc

referee /ˌrefəˈriː/*noun*

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*

shelter or protection from someone or something

regardless /rɪ'gʌːdləs/*adverb*

without being affected by something

reinforcement

/rɪˌɪn'fɔːsmənt/

noun

more soldiers, police etc who are sent to a battle, fight etc to make their group stronger

relentless /rɪ'lentləs/*adjective*

strict, cruel or determined without ever stopping

rent /rent/*verb*

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 /rɪ'prəʊses/*verb*

to process (something, esp. spent nuclear fuel) again or differently, typically in order to reuse it

repudiate /rɪ'pjʊːdiət/*verb*

to refuse to accept or be associated with

researcher /rɪ'sɜːtʃə/*noun*

a person who systematically investigates materials and sources in order to establish facts and reach new conclusions

reservation

/ˌrezə'veɪʃən/

noun

the action of reserving something

reside /rɪ'zɪd/*verb*

to live in a particular place

residents' parking

/ˌrezɪdənts 'pɑːkɪŋ/

noun

parking space reserved specifically for residents of a particular area

residential area

/ˌrezɪdɪnʃəl 'eəriə/

noun

a part of a town that consists of private houses, with no offices or factories

resign /rɪ'zaɪn/*verb*

to officially announce that you have decided to leave your job or an organisation

resolutely /'rezələtli/

adverb

doing something in a very determined way because you have very strong beliefs, aims etc

resort /rɪ'zɔ:t/

noun

a place where a lot of people go for holidays

restful /'restfəl/

adjective

peaceful and quiet, making you feel relaxed

restlessness /'restləsnəs/

noun

lack of patience

reticent /'retisənt/

adjective

easily frightened / timid

revere /rɪ'viə/

verb

to feel deep respect or admiration for (something)

reverence /'revərəns/

noun

deep respect for someone or something

reverse /rɪ'vɜ:s/

verb

to make (something) the opposite of what it was

revolutionise

/,revə'lʊ:ʃənəɪz/

verb

to change (something) radically or fundamentally

revolve around

/rɪ,vəlv ə'raʊnd/

phrasal verb

to go around, turn around, rotate, spin

reward /rɪ'wɔ:d/

noun

a thing given in recognition of service, effort or achievement

rhetoric /'retərɪk/

noun

the art of speaking or writing to persuade or influence people

rift /rɪft/

noun

a crack or narrow opening in a large mass of rock

righteous /'raɪtʃəs/

adjective

morally good and fair

roughly /'rʌfli/

adverb

in a manner lacking refinement and precision

row /rəʊ/

noun

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

to propel (a boat) with oars

run out of

/,rʌn 'aʊt əv/

phrasal verb

(of a supply of something) to be used up

ruler /'ru:lə/

noun

someone such as a king or queen who has official power over a country or area

rural /'rʊərəl/

adjective

in, relating to, or characteristic of the countryside rather than the town

S

scale /skeɪl/

verb

to climb up or over (something high and steep)

scarcity /'skeəsəti/

noun

insufficiency; shortage

scepticism /'skeptɪsɪzəm/

noun

an attitude of doubting that particular claims or statements are true or that something bad will happen

seamlessly /'si:mələsli/

adverb

smooth and without seams or obvious joins

scrutinise

/'skru:tɪnaɪz/

verb

to examine someone or something very carefully

season /'si:zən/

noun

a fixed time in the year when a particular sport is played

seek /si:k/

verb

to try to achieve or get something

sentient /'senʃənt/

adjective

able to perceive or feel things

sergeant /'sə:dʒənt/

noun

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

set a record

/set ə 'rekɔ:d/

expression

to reach a new limit

sewage /'sju:ɪdʒ/

noun

the mixture of waste from the human body and used water that is carried away from houses by pipes under the ground

shallow /'ʃæləʊ/

adjective

not deep

sincere /sɪn'sɪə/

adjective

someone who is sincere is honest and says what they really feel or believe

skyline /'skaɪlɪn/

noun

the shape made by hills or buildings against the sky

slip off /slɪp 'ɒf/

phrasal verb

to put a piece of clothing on your body or take it off your body quickly and smoothly

snooker /'snu:kə/*noun*

a game played with cues on a billiard table in which the players use a cue ball (white) to pocket the other balls (fifteen red and six coloured) in a set order

socialise /'səʊʃəlaɪz/*verb*

to mix socially with others

socioeconomic

/səʊsiəuekə'nɒmɪk/

adjective

relating to or concerned with the interaction of social and economic factors

soil /sɔɪl/*noun*

the top layer of the earth in which plants grow

solar system

/səʊlə 'sɪstəm/

noun

the collection of nine planets and their moons in orbit around the sun, together with smaller bodies in the form of asteroids, meteoroids, and comets

solitary /'sɒlɪtəri/*adjective*

done or existing alone

spearhead /'spɪəhed/*noun*

an individual or group chosen to lead an attack or movement

specifically

/spə'sɪfɪkli/

adverb

particularly, exclusively

speed limit

/spi:d 'lɪmɪt/

noun

the fastest speed allowed by law on a particular piece of road

spin-off /'spɪnɒf/*noun*

items used in space that improve our lives on Earth

sponsor /'spɒnsə/*noun*

a person or organisation that provides funds for a project or activity carried by another in particular

spring /sprɪŋ/*noun*

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*

1 to move or jump suddenly or rapidly upward or forward 2 to originate or arise from

steadily /'stedɪli/*adverb*

continuing or developing gradually or without stopping, and not likely to change

stem /stem/*noun*

the long thin part of a plant, from which leaves, flowers or fruit grow

sting /stɪŋ/*noun*

the sharp needle-shaped part of an insect's or animal's body, with which it stings

straightforward

/streɪt'fɔ:wəd/

adjective

simple and easy to understand

strenuous /'strenjuəs/*adjective*

needing a lot of effort or strength

strong-willed

/strɒŋ'wɪld/

adjective

determined, stubborn

submerged

/səb'mɜ:dʒd/

adjective

under water

substandard

/sʌb'stændəd/

adjective

below the usual or required standard

sue /su:/*verb*

to make a legal claim against someone, especially for money, because they have harmed you in some way

suffrage /'sʌfrɪdʒ/*noun*

the right to vote in political elections

summit /'sʌmɪt/*noun*

the highest point of a hill or mountain

superb /sju:'pɜ:b/*adjective*

impressively splendid

supple /'sʌpəl/*adjective*

bending and moving easily and gracefully; flexible

supporter /sə'pɔ:tə/*noun*

someone who agrees with a particular person, group, or plan

surrender /sə'rendə/*verb*

to give up something or someone because you are forced to

swallow /'swɒləʊ/*noun*

a migratory swift-flying songbird with a forked tail and long pointed wings, feeding on insects in flight

symbolise /'sɪmbəlaɪz/*verb*

if something symbolises a quality, feeling etc, it represents it

T**take a breather**

/teɪk ə 'bri:ðə/

expression

take a brief pause for rest

take for granted

/teɪk fə 'grɑ:ntɪd/

expression

fail to appreciate someone or something that is very familiar or obvious

talent /'tælənt/*noun*

natural ability or skill

taxonomy /tæk'sɒnəmi/

noun

the process or a system of organising things into different groups that show their natural relationships, especially plants or animals

techno-criminal

/tek'nə'krɪmɪnəl/

noun

a person who has committed a crime using technology

threatened /'θreɪnd/

verb

endangered

throne /θrəʊn/

noun

the position and power of being a king or queen

tide someone over

/taɪd sɑm'wʌn 'əʊvə/

idiom

help out, assist, aid

timid /'tɪmɪd/

adjective

showing a lack of courage or confidence; easily frightened

toe the line

/təʊ ðə laɪn/

expression

to accept the authority, principles, or policies of a particular group, esp. under pressure

tolerance /'tɒlərəns/

noun

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

showing willingness to allow the existence of opinions or behavior that one does not necessarily agree with

tour /tuə/

verb

to visit several parts of a country or area

transgression

/trænz'ɡresʃən/

noun

the violation of a law

trainers /'treɪnəz/

noun

a soft shoe, suitable for sports or casual wear

tranquil /'træŋkwɪl/

adjective

calm, free from disturbance

traverse /trə'vɜːs/

verb

to travel across or through

treacherous /'tretʃərəs/

adjective

hazardous because of presenting hidden or unpredictable dangers

treachery /'tretʃəri/

noun

a disloyal action against someone who trusts you

trend /trend/

noun

a general direction in which something is developing or changing

trespass on

/trespəs 'ɒn/

phrasal verb

to make unfair claims on or take advantage of something

triumph /'traɪəmf/

verb

to gain a victory or success after a difficult struggle

twist /twɪst/

verb

to turn something in a circle using your hands

U

ultimately /'ʌltɪmətli/

adverb

finally, after everything else has been done or considered

unconscious

/ʌn'kɒŋʃəs/

adjective

unable to see, hear, or otherwise sense what is going on, usually temporarily and often as a result of an accident or injury

underprivileged

/ʌndə'prɪvɪlɪdʒd/

adjective

deprived of many of the rights and privileges enjoyed by most people in society, usually as a result of poverty

unemployment

/ʌnɪm'plɔɪmənt/

noun

the state of being jobless

unfavourable

/ʌn'feɪvərəbəl/

adjective

not good

unfortunately

/ʌn'fɔːtʃənətli/

adverb

used when you are mentioning a fact that you wish were not true

ungentlemanly

/ʌn'dʒentlmənli/

adjective

dishonourable

unique /juː'nɪk/

adjective

being the only one of its kind; unlike anything else

universal

/juːnɪ'vɜːsəl/

adjective

applicable to all cases

universe /'juːnɪ'vɜːs/

noun

the Earth, planets and stars

unprecedented

/ʌn'presədɛntɪd/

adjective

never having happened before, or never having happened so much

unproductive

/ʌnprə'dʌktɪv/

adjective

not producing or able to produce large amounts of goods, crops, or other commodities

unsanctioned

/ʌn'sæŋkʃənd/

adjective

illegal, unofficial, unauthorised

unusual /ʌnˈjuːʒuəl/*adjective*

not habitually or commonly occurring or done

unwarranted

/ʌnˈwɒrəntəd/

adjective

not justified or authorised

uplift /ʌpˈlɪft/*verb*

to make someone feel happier

upsurge /ˈʌpsɜːdʒ/*noun*

an upward surge in the strength or quantity of something; an increase

utilise /ˈjuːtɪlaɪz/*verb*

to make practical and effective use of

V**vacant** /ˈveɪkənt/*adjective*

(of premises) having no fixtures, furniture, or inhabitants; empty

valiant /ˈvæliənt/*adjective*

very brave, especially in a difficult situation

valour /ˈvælə/*noun*

great courage, especially in war

value /ˈvæljuː/*noun*

a person's principles or standards of behaviour; one's judgment of what is important in life

value /ˈvæljuː/*verb*

consider (someone or something) to be important or beneficial; have a high opinion of

vegetate /ˈvedʒɪteɪt/*verb*

to live or spend a period of time in a dull, inactive, unchallenging way

vertical village

/ˈvɜːtɪkəl ˈvɪlɪdʒ/

expression

the same amount of people occupying a village but in one tall building

vice versa /vaɪs ˈvɜːsə/*adverb*

with the main items in the preceding statement the other way around

vicinity /vɪˈsɪnɪti/*noun*

the area near or surrounding a particular place

vigorous /ˈvɪɡərəs/*adjective*

(of a person) strong, healthy, and full of energy

violence /ˈvaɪələns/*noun*

the unlawful exercise of physical force or intimidation by the exhibition of such force

virtuoso /ˌvɜːtʃuˈɒsəʊ/*noun*

a person highly skilled in music or another artistic pursuit

visible /ˈvɪzɪbəl/*adjective*

able to be perceived or noticed easily

vital /ˈvaɪtəl/*adjective*

extremely important and necessary for something to succeed or exist

vividly /ˈvɪvɪdli/*adverb*

clearly

vociferously

/vəˈsɪfərəsli/

adverb

enthusiastically, loudly

voluntary /ˈvɒləntəri/*adjective*

done or given freely with no promise of money or other recompense strongly

vow /vaʊ/*verb*

to make a serious promise to yourself or someone else

vulnerable /ˈvʌlnərəbəl/*adjective*

susceptible to physical or emotional attack or harm

W**wage** /weɪdʒ/*verb*

to carry on a war

wander off

/ˈwɒndər ɒf/

phrasal verb

to walk away from where you are supposed to stay

wane /weɪn/*verb*

to decrease in vigour, power, or extent; to become weaker

warrior /ˈwɒrɪə/*noun*

a soldier or fighter who is brave and experienced

wash away

/wɒʃ əˈweɪ/

phrasal verb

if water washes something away, it carries it away, usually with great force

wealth /welθ/*noun*

an abundance of valuable possessions or money

welfare /ˈwelfeə/*noun*

the health, happiness, and fortunes of a person or group

wetland /ˈwetlənd/*noun*

land consisting of marshes or swamps; saturated land

whereas /weəˈæz/ *conjunction*

in contrast or comparison with the fact that

wildfire /ˈwaɪldfaɪə/ *noun*

a large, destructive forest- or brush-fire that spreads quickly

wood pulp /wʊd ˈpʌlp/ *noun*

wood crushed into a soft mass, used for making paper

workshop /ˈwɜːkʃɒp/ *noun*

a room or building in which goods are manufactured or repaired

worthless /ˈwɜːθləs/*adjective*

having no value, importance or use

wrap up /ˌræp ˈʌp/*phrasal verb*

to put on warm clothes

wrecked /rekt/*adjective*

extremely tired

List of websites to use through the course:

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- 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

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.

OVER TO YOU teaches English through cross-curricular topics, using prose, stories, listening tasks, games, puzzles and other varied activities.

OVER TO YOU encourages learners to practise communicating with English at every available opportunity.

OVER TO YOU adopts an integrated approach to language teaching.

OVER TO YOU follows the Kuwait Ministry of Education syllabus.

At each level, the course consists of:

- a Student's Book which presents new language for class activities, including pair and group work,
- a Workbook which utilises a variety of activities to practise the language presented in the Student's Book,
- the Teacher's Guide with clear, step-by-step lesson plans, as well as a full explanation of the teaching methodology,
- the CD with all the listening activities.



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OVER TO YOU 12