



وزارة التربية  
Ministry of Education  
State of Kuwait | دولة الكويت

# OVER TO YOU

STUDENT'S BOOK



SIMON HAINES

Grade  
**10** A



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Ministry of Education

State of Kuwait | دولة الكويت

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Grade 10A

Student's Book

Simon Haines



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سَمُو الشَّيْخِ صَبَّاحٍ كَهْدٍ الْحَمَادِ السَّبَّاحِ  
وَلِيِّ مَعْهُدِ دَوْلَةِ الْكُوَيْتِ

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# Introduction

## What the book provides

This book is for Grade 10 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** "Laughter is brightest in the place where food is."  
Irish proverb

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

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

**Literature Time!**  
*Three Men in a Boat*  
by Jerome K. Jerome  
*Treasure Island*  
by Robert Louis Stevenson

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

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

#### Saying what one likes about something

The healthiest thing about Café X is ...

I really like Café X because ...

It's my favourite café because ...

You'll enjoy learning frequently-used English expressions.

## Vocabulary

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

## Grammar

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

## Pronunciation

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

## Writing

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

## Focus on

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

## What the Workbook provides

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

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



Unit	Language	Skills
1 We Are What We Eat (page 9)	<p><b>Grammar</b> past simple and past continuous; adjectives</p> <p><b>Functions</b> expressing preferences; expressing personal opinions; talking about past events; planning; stating advantages and disadvantages; describing a place; saying what one likes about something; making recommendations; making comparisons; introducing oneself; expressing uncertainty; asking questions to an audience; asking for permission</p> <p><b>Vocabulary</b> absorb, antioxidant, appeal to, arthritis, atmospheric, boost (WB), caffeine, calcium, cholesterol, combat, comprise (WB), crammed, deficiency, dietician, dehydration (WB), digestive, eatery, fanatic, fatigue (WB), fibre, grilled, iron, irresponsibly, malnutrition, metabolise, metabolism, neutralise, nutrition, obesity (WB), organic, pomegranate, probiotic, protein, RDA, salad bar, saturated fat, sodium, speciality, stimulant, supplement, unsaturated fat, vegetarian, vitamin, wholesome</p>	<p><b>Reading</b> an article about diet; a food pyramid; a notice; a guide to eating places</p> <p><b>Listening</b> a talk; a story</p> <p><b>Speaking</b> eating habits; healthy eating; what people were doing; nutrition; a short talk</p> <p><b>Writing</b> an online guide to healthy eating places</p>
2 Respecting Cultures (page 15)	<p><b>Grammar</b> present perfect; prepositions [<i>on, amongst, in, for, of, with, at, by</i>]</p> <p><b>Functions</b> making suggestions; describing past experiences; conducting a survey; interviewing; starting a conversation; asking permission to ask questions; agreeing; thanking; responding to thanks; planning; making recommendations</p> <p><b>Vocabulary</b> account, adorn (WB), aspiration, calligraphy, commemorate (WB), conduct, consistently, cover, creed, cursive (WB), delegate, diverse, diversity, embellish (WB), figure, ground-breaking, high-ranking, initiative, inspirational, interfaith, master, mentor, paraphrase (WB), pilgrimage, relevant, review, richly, seminar, tolerance</p>	<p><b>Reading</b> a leaflet; an article about the Culture of Peace; speech bubbles; book reviews</p> <p><b>Listening</b> a survey</p> <p><b>Speaking</b> mentoring; respect and tolerance; interesting experiences; a survey</p> <p><b>Writing</b> interesting or unusual experiences; survey questions; an informal book review</p>
3 Inspiring Architecture (page 21)	<p><b>Grammar</b> comparatives and superlatives; compound adjectives</p> <p><b>Functions</b> guessing; stating advantages and disadvantages; making comparisons; expressing likes and dislikes; making suggestions; agreeing / disagreeing with a suggestion; stating one's purpose; giving reasons</p> <p><b>Vocabulary</b> advocate, apprehensive, benefit, boutique (WB), brand (WB), chic, concrete, council, design, detrimental, drill, edutainment (WB), evoke, expressionist, forecourt, foundation, framework, geometric, gourmand (WB), governmental, influx, mainstream (WB), modernistic, objective, profitable, public, renowned, residential, slightly, spacious, state, state-of-the-art (WB), studio, sturdy, substantial, venue, voice</p>	<p><b>Reading</b> a description of a building; a formal report</p> <p><b>Listening</b> a description of a building; a conversation</p> <p><b>Speaking</b> modern architecture; different buildings; a fantasy house or flat in Kuwait; plans for a new airport; ideas and suggestions</p> <p><b>Writing</b> phrases and sentences of comparison; a formal report</p> <p><b>Focus on</b> Reading: Traditional dress in Kuwait Grammar: paired conjunctions <b>Project:</b> planning a cultural holiday</p>

## Module 2 Free time

Unit	Language	Skills
<b>4 Computer Games</b> (page 31)	<p><b>Grammar</b> the future tense / present continuous; <i>the more ... the more ...</i></p> <p><b>Functions</b> talking about the future; stating advantages and disadvantages; expressing opinions (agreement / disagreement); predicting; planning for the future; identifying a problem; asking for advice; giving advice; suggesting solutions; planning and writing instructions</p> <p><b>Vocabulary</b> analogue, anti-reflective, arcade, idle (WB), incredibly (WB), Artificial Intelligence (AI), bonus, breathtaking, built-in, caller, compete, competitive, computer-friendly, console, convoluted, discourse, drive, employ, exclusive, helpline, hold button, joystick, keypad, mundane (WB), mode, naturalistic, out of shape (WB), perception, rival, sensor, simulate, speech recognition, touchscreen, visual effects, wireless, wizard</p>	<p><b>Reading</b> an article about games in the future; a text about playing games; game instructions</p> <p><b>Listening</b> a computer helpline</p> <p><b>Speaking</b> future games; the effects of playing computer games; spending; future plans and arrangements; computer problems; advice</p> <p><b>Writing</b> predictions; future plans and arrangements; game instructions</p>
<b>5 Sports Psychology</b> (page 37)	<p><b>Grammar</b> questions and imperatives; modal verbs [<i>can, could, should, would</i>]</p> <p><b>Functions</b> asking and answering questions; justifying one's answer; giving instructions; expressing opinions (agreement / disagreement); checking information; greeting and enquiring on the telephone; responding on the telephone; expressing gratitude; requesting politely</p> <p><b>Vocabulary</b> able-bodied, adversity, aggression, application, badminton, determination, equestrian, extrovert, feedback, interpersonal (WB), introvert, gymnastics, member, mentality, motivation, navigate (WB), neurologist, observe, opponent, paralympics, personal trainer (WB), phenomenon, physiotherapy, rehabilitation, sauna, self-discipline, solarium, sportsmanship, stimulation, teammate, stamina (WB), virtue</p>	<p><b>Reading</b> a text about the Paralympics; a revision guide; an application form</p> <p><b>Listening</b> a sports quiz; a telephone conversation to check information</p> <p><b>Speaking</b> numbers and dates; big sporting events; psychological factors; role-play for checking information</p> <p><b>Writing</b> questions; instructions; an application form</p>
<b>6 Nature</b> (page 43)	<p><b>Grammar</b> countable and uncountable nouns; present perfect and present perfect continuous</p> <p><b>Functions</b> expressing opinions (agreement / disagreement); talking about quantity; describing character; forming an action plan; giving advice; being persuasive; saying why something is important; planning and writing a formal letter</p> <p><b>Vocabulary</b> adjacent, aggressive, bed out, call (WB), carbon monoxide, cleanup, conservation, deserve, effluent, exotic, fauna, fence off, fierce, finance, flora, genus (WB), global, hectare, herbivore, hostile, imperative, mammal, marsh, nest, on behalf of, pesticide (WB), poacher (WB), propagation, proud, sanctuary, stubborn, sustenance, tame, toxin, underpart (WB), vegetation, wasteland, widespread (WB)</p>	<p><b>Reading</b> an article about a nature reserve in Kuwait; small texts; information about wildlife; a formal letter</p> <p><b>Speaking</b> nature reserves; opinions about protecting wild animals; an action plan; a talk to persuade</p> <p><b>Writing</b> animal descriptions; an action plan; a formal letter</p> <p><b>Focus on</b>            Reading: Kuwait: a shopper's paradise            Grammar: inversion</p> <p><b>Project:</b> planning a radio or TV programme</p>

# Module 1 Culture



Unit 1: We Are What We Eat  
What do you eat? Do you eat healthy food?



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



Focus On:  
Traditional dress in Kuwait



Unit 3: Inspiring Architecture  
Describe your favourite building.



Project 1: Where do you  
Recommend that Tourists Visit in  
Kuwait? Why?

## Outcomes

You will be able to:

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



# Unit 1 We Are What We Eat

Grammar

Past simple and past continuous;  
adjectives

## Discuss

1 Answer these questions about healthy eating.

- a Look at the pictures on page 10. Rank them in order of their nutritional value, starting with the highest.
- b What did you eat for breakfast this morning? How could it be healthier? Now compare your answers with those of other students.

## Read

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

### Diet insider

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



#### PROBIOTIC DRINKS

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

#### GREEN TEA

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

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

#### CHOCOLATE (yes, really!)

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

### 3 Answer these questions with a partner.

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

### Listen Vitamins and minerals

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

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



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

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

### Check your understanding

#### 5 (1.1) Listen again and answer these questions.

- a What is the benefit of beans with coloured shells? .....
- b What contains eight amino acids? .....
- c Why can the nutritional value of fish vary? .....
- d Which diseases can eating fish reduce and prevent? .....
- e What did Ancient Greek athletes believe? .....
- f Why do you think most vegetables have more nutritional value when eaten raw? .....

### Think and speak (expressing preferences; expressing personal opinions)

#### 6 Work in pairs or groups.

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

### Words to remember

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

## Grammar

### • Past simple and past continuous tenses Grammar reference pages 63 - 65



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

- a Why did the speaker go to the shop? .....
- b What happened at home while he was at the shop? .....



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

- a Last week ..... (be) a school holiday, so I ..... (wake up) late every day. This morning, when I ..... (get up), my family ..... (have) breakfast. My mother and father ..... (talk), and my brothers and sisters ..... (drink) tea, and ..... (eat) bread and cheese. My mother ..... (make) me some tea.
- b I ..... (buy) the last loaf of bread in the shop, ..... (pay) and ..... (leave). While I ..... (walk) home, I ..... (meet) two of my neighbours. They ..... (stand) and ..... (chat).
- c There ..... (be) no one at the table. I ..... (sit) down, ..... (cut) a slice of bread and ..... (reach) for the cheese.



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

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

- a Your father
- b One of your brothers or sisters
- c One of your teachers
- d Your friend

### • Adjectives Grammar reference page 65



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

- a A ..... building (grey, round, small)
- b A ..... vase (wooden, beautiful, blue)
- c A ..... man (athletic, tall, thin)
- d A ..... salad (green, huge, delicious)

## Pronunciation



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

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



(1.4) Now listen and repeat this sentence.

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



## Vocabulary The food pyramid

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

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



## Types of food

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

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

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

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

**Words to remember**  
deficiency, grilled, metabolism, organic, pomegranate, RDA, sodium, supplement

b Which healthy methods of cooking are most common in Kuwait?

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

## Writing An online guide to healthy eating places


### Read and analyse

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

task

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

### Places to eat



#### Eliza Blues Restaurant

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

#### Shawarma House

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

#### Kuwait Bay Grill

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

#### Palace Café

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

### Plan your online guide

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

### Write and check

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

#### USEFUL LANGUAGE

##### Saying what one likes about something

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

##### Making recommendations

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

## Speaking Giving a short talk

### Read and discuss

**1 a** As you read this notice from a Kuwaiti magazine, make brief notes under these headings:

- ▶ The pros and cons of a vegetarian menu
- ▶ Interesting ways to advertise your meal
- ▶ Interesting ideas for healthy and vegetarian fast food



### MENU

#### Sandwiches

Chicken, egg, lettuce  
tomato  
Falafel, tahini and  
lettuce  
Cheese and tomato

#### Desserts

Chocolate mousse  
Fresh pineapple  
with honey  
Ice cream

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

### Here's what we have in mind ...

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

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

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

### Prepare and give your talk

**2** Continue planning your talk in groups of three.

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

### Words to remember

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

## USEFUL LANGUAGE

### Introducing oneself

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

### Expressing personal opinions

In my opinion, the menu should include ...

I think the food should be high in protein.

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

### Expressing uncertainty

I'm not sure about the amount of fat.

Maybe there should be special menus for vegetarians.

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

### Asking questions to an audience

Are there any questions?

Please ask any questions you'd like to.

# Unit 2 Respecting Cultures

Grammar

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

## Mentoring matters

As a mentor, you will have the opportunity to:

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

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

10 *work with others."*

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



### Discuss

1 Look at the leaflet above and discuss these questions.

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

### Read

2 Look at the photograph below, the Factfile and the headings of the article on page 16. Don't read the article yet.

- a What does the United Nations' logo to the right stand for?
- b Discuss with a partner the facts about the United Nations in the Factfile. Did you know about any of them? Do you know other information about the United Nations?
- c What is the main purpose of the UN?
- d What is the topic of the article? What kind of information do you think will be included?



3 Now read the article and the Factfile on page 16 and check your answers to question 2.



## Factfile

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

## Culture of Peace

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

- <sup>5</sup> The participants of the meeting have called for the promotion of a culture of tolerance and mutual understanding. They have suggested that the best way this can be achieved is through international, intellectual and interfaith dialogue.

## Kuwait's Role in the Conference

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

numerous world leaders in private meetings.

## What has Kuwait done to further the Culture of Peace?

- <sup>30</sup> Kuwait has been a key innovator in furthering the Culture of Peace. Kuwait has organised conferences in London and Washington to promote mutual understanding and respect. Within
- <sup>35</sup> Kuwait, the government has arranged seminars and programmes to raise awareness and promote respect and understanding amongst Kuwaiti citizens. Kuwait has also sponsored many regional and international conferences about religious tolerance among peoples and respect for the followers of other religions.

With all of these activities, Kuwait is an exemplar of the kind of tolerance, dignity and respect that all people should aspire to in the hope of making the modern world a better place. As Ban Ki-moon, the Secretary-General of the UN has said, "One of the great challenges of our time must now surely be to ensure that our rich cultural diversity makes us more secure — not less."

## Check your understanding

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

- a The meeting's main emphasis was upon the lack of respect and values in the modern world. ☐
- b More than 70 nations sent delegates to the conference. ☐
- c Kuwaiti citizens have organised conferences for the government. ☐
- d Ban Ki-moon encouraged cultural diversity. ☐

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

- a The meeting sought to emphasise our common .....
- b Kuwait has organised several conferences to raise ..... of moderation and understanding.
- c Over 70 countries sent ..... to the meeting.
- d It is important to ..... the followers of other .....

## Words to remember

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

## Think and speak (expressing personal opinions)

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

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

## Grammar

### ● Present perfect Grammar reference pages 65–66

#### 1 Look at sentences 1–4 from the article on page 16

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

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

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

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

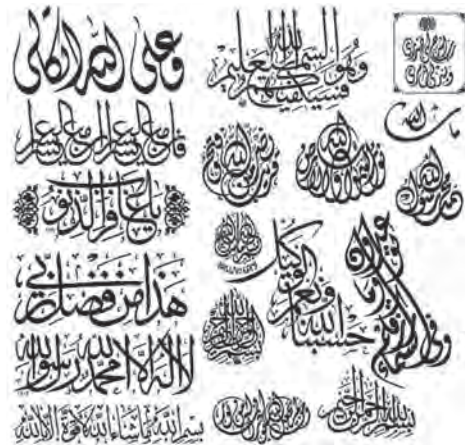
#### 3 a Think about any interesting experiences you have had related to Islamic culture. For example:

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

#### b Write sentences like this:

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

#### c Now use them to make conversations with a partner.



### ● Prepositions [on, amongst, in, for, of, with, at, by] Grammar reference page 66

#### 4 a Complete the sentences with the correct prepositions.

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

#### b What difference in meaning does each preposition have?

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

## Vocabulary Verbs with similar meanings

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

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



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

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

**W**ords to remember  
calligraphy, consistently,  
diverse, inspirational,  
master, richly

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

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

## Pronunciation

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

- a That was a good film.
- b That was a good film!
- c The story was excellent.
- d The story was excellent!

### 5 (2.2) Now listen and repeat these sentences.

## Speaking Conducting a survey

### Listen

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

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

2 (2.3) Listen again and answer these questions.

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



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

### Do a survey

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

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

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

### USEFUL LANGUAGE

#### Starting a conversation

Hello. / Good morning. / Excuse me.

#### Asking permission to ask questions

Could I ask you a few questions?

Is it okay if I ask you a few questions?

Would you mind if I ...

#### Agreeing to answer questions

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

#### Thanking

I appreciate it.

I'm grateful.

Thanks for your time.

#### Responding to thanks

That's all right.

You're welcome.

That's okay.



**Writing** A review**Read and analyse****task**

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

- 1 Read these two book reviews quickly.  
Which is a review of a book about ...  
 ▶ history?                      ▶ travel writing?
- 2 Read the reviews again, and answer these questions.  
 a Are the reviews good, bad or mixed?  
 b What did the writers like or dislike?

**Ibn Battuta**

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

**Ibn Khaldun**

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

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

**Plan your review**

- 4 a Choose which book to review. Why do you respect it?  
 b Use a mind map to make a list of important facts.  
 c Make a note of your opinions. Use another mind map of adjectives and expressions you might use.

**Words to remember**

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

**Write**

- 5 a Write a general review in about 150-170 words. Use your notes from exercise 4 and the *Useful Language* box.  
 b Check your spelling, grammar, punctuation and style.  
 c Exchange reviews with another student. Does your partner's review give you enough information? If not, ask him / her questions.

**USEFUL LANGUAGE****Expressing personal opinions**

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

**Making recommendations**

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



# Unit 3 Inspiring Architecture

Grammar

Comparatives and superlatives;  
compound adjectives

## Discuss



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

	Photo	Country	Use
The Kingdom Centre			
National Assembly Building			
The Guggenheim Museum			
The Petronas Towers			
The Sydney Opera House			
The Rose Tower			

## 2 Read the Factfile on page 22.

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

## Read

### 3 (3.1) Listen and read the description on page 22.

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

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

## A Celebrated Construction ...

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

## Check your understanding



(3.1) Listen again and answer these questions.

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



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

- a The Sydney Opera House and the National Assembly Building are very similar in their design. ☐
- b All the tourists who have visited the Sydney Opera House believed that it evoked the style of a ship. ☐
- c The Sydney Opera House isn't as huge inside as it looks from the outside. ☐
- d Not all areas of the Sydney Opera House require visitors to have tickets in order to visit. ☐



## Words to remember

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

## Think and speak

(describing; expressing likes and dislikes; giving reasons)



Look at the photographs again.

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

## Grammar

### • Comparatives and superlatives Grammar reference pages 66-67

#### 1 Find the adjectives in this short text.

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

#### Note

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

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

Adjective	Comparative	Superlative
short <i>tall</i>	shorter <i>taller</i>	the shortest <i>the tallest</i>
thin      -----	thinner      -----	the thinnest      -----
heavy      -----	heavier      -----	the heaviest      -----
luxurious      -----	more luxurious      -----	the most luxurious      -----
fine      -----	finer      -----	the finest      -----

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

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

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

- 1 spacious -----
- 2 affordable -----
- 3 cosy -----
- 4 dark -----
- 5 traditional -----
- 6 sturdy -----

- a modern / chic
- b weak
- c well-lit
- d tiny
- e costly
- f uncomfortable

**b** Now write sentences comparing the buildings using some of these adjectives.

The flat is more modern than the hut. ....

The villa is the most modern building. ....

### • Compound adjectives Grammar reference page 67

#### 4 Look at this compound adjective and its meaning.

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

Now rewrite these phrases using compound adjectives:

- a a journey of 20 kilometres .....
- b a meal with three courses .....
- c a block of 44 storeys .....



KWD 27,000



KWD 152,000



KWD 36,000



KWD 570,000



## Vocabulary Buildings in Kuwait

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

residential commercial cultural governmental public state  
private trade educational



**b** Discuss these questions with a partner.

- 1** How many different rooms do you think each building has?
- 2** How many different types of people do you think use each building?
- 3** Which of the buildings would you most like to spend an afternoon in? Why?

**c** Write the different parts of the hotel on the picture below:



### Words to remember

chic, governmental,  
modernistic, public,  
residential, spacious,  
state, sturdy, substantial

## Think and speak

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

## Pronunciation

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

- |                     |                        |                       |
|---------------------|------------------------|-----------------------|
| <b>a</b> cultural   | <b>c</b> governmental  | <b>e</b> confidential |
| <b>b</b> commercial | <b>d</b> environmental | <b>f</b> residential  |

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

## Speaking Discussing plans for a new airport

### Listen

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

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



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

- a What is the bad news? .....
- b What two locations are mentioned? .....

3 (3.4) Listen again. What suggestion does the speaker make? How does the other speaker reply?

### Discussion and presentation

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

- a Talk about the points below. Use expressions from the *Useful Language* box.
  - ▶ The advantages of building a new airport
  - ▶ The disadvantages of building a new airport
  - ▶ The needs of people who live in this area.One student in each group should make a written note of the best ideas.
- b Present your ideas and suggestions to another group or to the rest of the class. Each member of the group should talk about one point from question a.
- c Finally, have a class vote to nominate the best ideas.

### USEFUL LANGUAGE

#### Making suggestions

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

#### Agreeing with a suggestion

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

#### Disagreeing with a suggestion

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

### Quote

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



**Writing** A formal report**Read and analyse****task**

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

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

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

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

**1**

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

**2**

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

**3**

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

**4**

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

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

**Plan your report**

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

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

**Write and check**

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

**Words to remember**

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

**USEFUL LANGUAGE****Stating one's purpose**

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

**Giving reasons**

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



## Traditional Dress in Kuwait

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

### The Ghutra

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

### The Igal

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

### The Gahfiah

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

### Dishdasha

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

## Paired Conjunctions

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

### 1 Match the sentence halves to make a complete sentence.

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

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

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

# Project 1

## task

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

### Planning a cultural holiday

#### Stage 1 Read

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

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

## A week in Kerala

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

### Day 1 Arrival at Cochin

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

### Day 2 Munnar

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

### Day 3 Munnar

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

### Day 4 Thekkady / Periyar

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

### Day 5 Periyar

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

### Day 6 Kovalam

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

### Day 7 Departure

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



## **Stage 2** Discuss and decide

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

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

## **Stage 3** Write the programme

- a** Write an outline programme for the holiday, using 'A Week in Kerala' as an example. Write only the headings for each day. Don't write any details yet.  
Day 1 Visit to ...  
Day 2 Visit to ...  
Day 3 Visit to ...
- b** Share out the days among the members of your group.
- c** Each student writes his / her part of the programme in detail.
- d** Exchange what you have written with other students in your group. Correct and improve each other's writing.

## **Stage 4** Add extras

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

## **Stage 5** Presentation

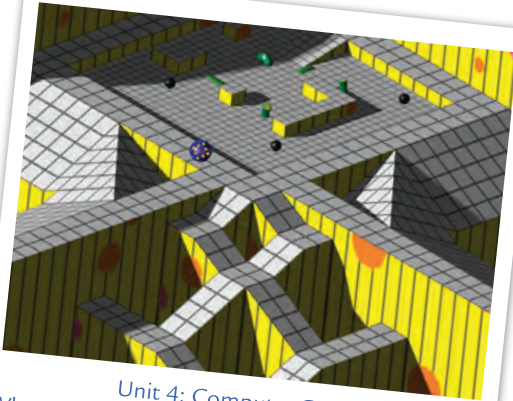
- a** Plan how to display your holiday programme in the classroom.
- b** Display your programme, then look at the work of other groups.
- c** Finally, the whole class could vote to decide which are the most interesting programmes.

### **TRY THESE WEBSITES FOR INFORMATION:**

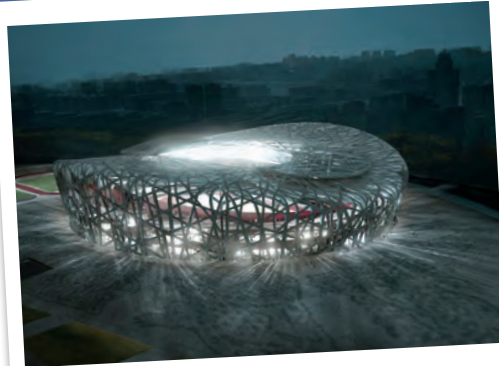
- [www.keralatourism.org/kerala-glance.php](http://www.keralatourism.org/kerala-glance.php)
- [www.visit-kuwait.com](http://www.visit-kuwait.com)
- [www.kuwaitiah.net/tourism.html](http://www.kuwaitiah.net/tourism.html)



# Module 2 Free Time



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



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



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



Focus On:  
Kuwait: a shopper's paradise



Project 2:  
Planning a Radio or TV Programme.

## Outcomes You will be able to:

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

# Unit 4 Computer Games

Grammar

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



## Discuss

1 Answer these questions about computer games.

Do you play computer games?

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

Compare your answers with a partner.

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

## Read

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

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

4 Read the article on page 32 quickly and note how future computer games will be different from the games we play now.

### Fast forward to the future of games

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

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

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

These constant changes make game technology a rapidly developing business. Rival companies are just as competitive as their consumers. This competitive atmosphere will always produce exciting new ways to play, and ensures future consoles won't fall behind the times. Sony's latest hand-held console, the PSP, has recently been updated with an anti-reflective screen, as well as a built-in microphone for headset-free use.

And game designers will be working hard to compete with the success of the Nintendo Wii, which has been flying off the shelves since its release. This is largely due to the Wii's simple design and 'wand'; a wireless controller that uses motion sensors to imitate the movement of the player.

#### Check your understanding

5 Read the article again and answer these questions.

- a What will computer games be like in the future?  
.....
- b Why do game characters have to become more intelligent?  
.....
- c Why will game designers be working hard in the future?  
.....

#### Vocabulary

6 Find the hyphenated words that mean the following:

- a a computer game designed for or involving several players .....
- b designed to be held in the hand .....
- c minimising the reflection of light .....

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

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

#### Words to remember

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



## Grammar

### • The future tense / present continuous Grammar reference pages 67-68

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

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

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

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

Start sentences with one of these expressions:

I expect... ..

I think... ..

I predict that... ..

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



#### 3 Think about your future plans and arrangements.

a Write three answers for each question.

1 What are your plans and arrangements for next weekend?

.....

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

.....

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

.....

Write about a plan / intention like this:

I'm going to play football on Saturday.

Write about an arrangement like this:

I'm playing football on Saturday.

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

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

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

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

### • the more... the more... Grammar reference page 68

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

a The more realistic games become, the more .....

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

c I predict that the more ....., the more .....



## Vocabulary Computer-friendly

### 1 Work in pairs.

a Find these console components in the picture:

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



b Complete these sentences with words from the box above.

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

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

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

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

**Words to remember**  
analogue,  
computer-friendly, drive,  
hold button, touchscreen,  
wireless

b Discuss these questions in pairs or small groups.

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

## Pronunciation

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

- |               |             |            |
|---------------|-------------|------------|
| a computer    | c kilometre | e animator |
| b thermometer | d designer  | f director |

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

## Speaking Giving advice



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

---

---

---



2 Work in pairs.

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

- A You are the helpline assistant. Start by giving the caller some advice. Use advice expressions from the *Useful Language* box.
- B You are the caller with the problem. If you don't understand the advice you are given, ask extra questions.

- d Change roles and roleplay the third problem situation.



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



3 Work in small groups.

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

### USEFUL LANGUAGE

#### Identifying a problem

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

#### Asking for advice

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

#### Giving advice and suggesting solutions

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

### Quote

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

Louis Gerstner

## Writing

## Game instructions

## task

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

**1** As you read the instructions, answer these questions.

- a What is the object of the game? .....
- b How can the game be controlled? .....
- c When does the game end in each mode? .....

## Welcome to Marble Madness 3D!

### Instructions

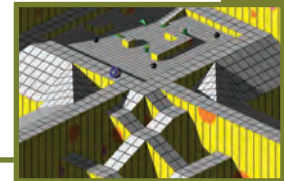
- 1 Your mission is to navigate the marble to the end of the maze.
- 2 Hurry up! You only have a limited amount of time.
- 3 Beware of edges and holes. Falling into space will cost you valuable seconds.
- 4 Control the marble with the built-in motion sensor to obtain the classic 'marble madness' feeling.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

### Ways of playing

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

### Extras

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



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

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

Imperative verbs	hurry up
Infinitive verbs	to navigate
Future verbs	will cost
- c Vocabulary: Find the examples of game vocabulary.

**Words to remember**

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

### Make a plan

**3** Discuss and make notes in pairs.

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

### Write and check

**4** Write your instructions on a piece of paper.

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

## Unit 5

## Sports Psychology

Grammar

Questions and imperatives; modal verbs

[can, could, should, would]

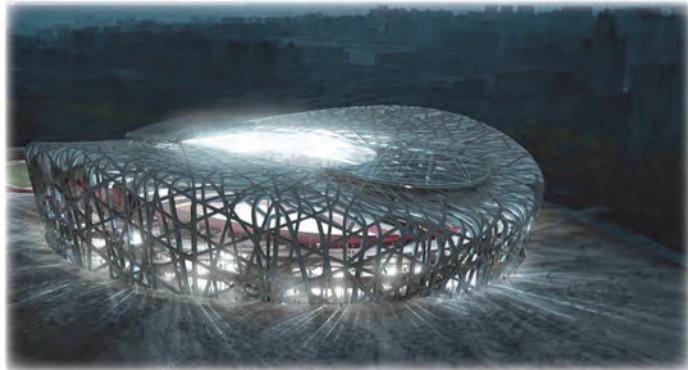
## Discuss

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

## Read

- 2 Read this article about the Paralympics. Work with a partner and answer these questions.

- a What is important about the Paralympics?  
b What skills are important to athletes, whatever their abilities?



## Why the Paralympics matter

### Why the Paralympics matter

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

### Triumph over adversity

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

### Beijing Games 2008

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

### Kuwaiti pioneers

Kuwait was the first country in the Gulf region to develop a sport club specifically for the disabled. Established in 1977, the Kuwait Disabled Sports Club now has more than 1,500 members. The track and field stadium is equipped with a digital screen and a physiotherapy section, and these are widely known as the best facilities in the Middle East. The club also contributes to the physical, psychological and social rehabilitation of its members. If Sir Ludwig Guttman could visit the club today, he would surely be overwhelmed by how his rehabilitation techniques have become an international sporting phenomenon.



## Factfile

### Olympic Games Beijing 2008

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

### 3 Read the Factfile on the right.

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

### Listen

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

- a** (5.1) Listen and choose the correct answer, A, B or C, for each question.  
**1** A 1944 B 1953 C 1964  
**2** A Kuwait B Egypt C Algeria  
**3** A 2006 B 2007 C 2008  
**4** A Brazil B Germany C France  
**5** A Australia and New Zealand B Norway and Sweden C Korea and Japan  
**6** A London B Paris C Athens  
**7** A about 150 B about 200 C about 250  
**b** Compare answers with those of a partner.  
**c** (5.2) Now listen to the answers to find out your score.

### Check your understanding

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

- a** In which city were the first Pan Arab Games held in 1953? .....  
**b** Approximately how many medals has Kuwait won in the Pan Arab Games? .....  
**c** How many countries took part in the 2007 Pan Arab Games? .....  
**d** Who did Brazil beat in the final in Yokohama? .....  
**e** When were the first modern Olympic Games held? .....  
**f** Exactly how many countries took part in the 2008 Olympic Games? .....

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

35 venues  
 11,028 athletes  
 in 1953  
 in 2008

thirty-five venues  
 eleven thousand and twenty-eight athletes  
 in nineteen fifty-three  
 in two thousand and eight

### 7 Now say these dates and numbers with a partner.

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

### Think and speak (justifying your answer)

### 8 Discuss these questions in pairs or groups.

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

### Words to remember

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

## Grammar

### • Questions and imperatives Grammar reference pages 68-69

#### Questions

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

- a a particular thing / a particular group of things? .....
- b a place? .....
- c a time? .....
- d a number? .....
- e a person? .....



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

How many What When Where Which Who

.....

.....

.....

#### b Exchange questions with a partner and answer their questions.

#### Imperatives for instructions

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

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

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

.....

.....

.....

.....

### • Modal Verbs [*can, could, should, would*] Grammar reference page 69

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

.....

.....

.....

.....

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

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

## Vocabulary Sports mentality

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

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

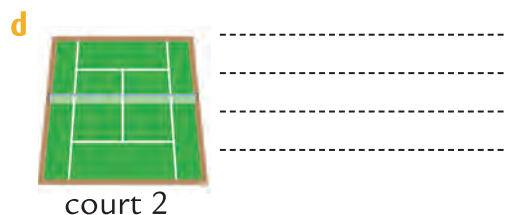
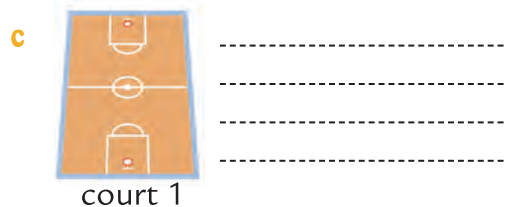
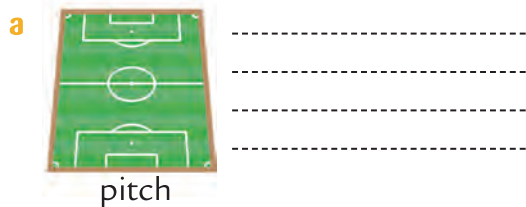
In sport, you have to want to perform and to improve your performance. Your determination to do this is called motivation. The intensity of it is called stimulation. If training leads to boredom, you will lose motivation. Feedback is information about the outcome of a performance and it can greatly affect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

Your personality can affect your choice of sports and performance:

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

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

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



### Think and speak

- 3 Discuss these questions in pairs or groups.

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

**Words to remember**

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

**Writing** Completing an application form

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

**Read and check**

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

<b>New Kuwait Bay Sports Club</b>																			
<b>Personal Details:</b>			PHOTO																
Family name (1)																			
Middle name (2)																			
First name (3)																			
Age (4)																			
Home address (5)																			
Telephone number (6)																			
e-mail address (7)																			
<b>Sports you would like to do (8)</b> (Please give level: Beginner / Intermediate / Advanced) <table style="width: 100%; margin-top: 10px;"> <tr> <td><input type="checkbox"/> Athletics</td> <td><input type="checkbox"/> Football</td> <td><input type="checkbox"/> Judo</td> <td><input type="checkbox"/> Badminton</td> </tr> <tr> <td><input type="checkbox"/> Golf</td> <td><input type="checkbox"/> Karate</td> <td><input type="checkbox"/> Baseball</td> <td><input type="checkbox"/> Gymnastics</td> </tr> <tr> <td><input type="checkbox"/> Squash</td> <td><input type="checkbox"/> Basketball</td> <td><input type="checkbox"/> Hockey</td> <td><input type="checkbox"/> Tennis</td> </tr> <tr> <td><input type="checkbox"/> Cycling</td> <td><input type="checkbox"/> Horse-riding</td> <td></td> <td></td> </tr> </table>				<input type="checkbox"/> Athletics	<input type="checkbox"/> Football	<input type="checkbox"/> Judo	<input type="checkbox"/> Badminton	<input type="checkbox"/> Golf	<input type="checkbox"/> Karate	<input type="checkbox"/> Baseball	<input type="checkbox"/> Gymnastics	<input type="checkbox"/> Squash	<input type="checkbox"/> Basketball	<input type="checkbox"/> Hockey	<input type="checkbox"/> Tennis	<input type="checkbox"/> Cycling	<input type="checkbox"/> Horse-riding		
<input type="checkbox"/> Athletics	<input type="checkbox"/> Football	<input type="checkbox"/> Judo	<input type="checkbox"/> Badminton																
<input type="checkbox"/> Golf	<input type="checkbox"/> Karate	<input type="checkbox"/> Baseball	<input type="checkbox"/> Gymnastics																
<input type="checkbox"/> Squash	<input type="checkbox"/> Basketball	<input type="checkbox"/> Hockey	<input type="checkbox"/> Tennis																
<input type="checkbox"/> Cycling	<input type="checkbox"/> Horse-riding																		
<b>Which of these facilities would you be interested in using? (9)</b> <table style="width: 100%; margin-top: 5px;"> <tr> <td><input type="checkbox"/> Restaurant</td> <td><input type="checkbox"/> Snack bar</td> <td><input type="checkbox"/> Sauna</td> <td><input type="checkbox"/> Solarium</td> </tr> </table>				<input type="checkbox"/> Restaurant	<input type="checkbox"/> Snack bar	<input type="checkbox"/> Sauna	<input type="checkbox"/> Solarium												
<input type="checkbox"/> Restaurant	<input type="checkbox"/> Snack bar	<input type="checkbox"/> Sauna	<input type="checkbox"/> Solarium																
Signature (10) _____ Date (11) _____																			

**Write**

- 2 Complete the application form with your own information.

- 3 Work in pairs.

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



## Speaking Checking information

### Listen

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

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



### Pronunciation Asking questions

- 2** (5.5) Listen and repeat these question tags.

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

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

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

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

### Role-play

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

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

**Words to remember**  
 application, badminton,  
 gymnastics, member,  
 sauna, solarium

## USEFUL LANGUAGE

### Greeting and enquiring on the telephone

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

### Responding on the telephone

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

# Unit 6 Nature

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



## Discuss

1 Discuss these questions in pairs or small groups.

- a Have you ever been to a nature reserve? What did you find particularly interesting there?
- b Does your family have any pets?
- c How important do you think animals are in the modern world?

2 Look at the pictures of the animals below. Describe the needs of each animal. What are the threats to them in their natural environment?



## Read

3 Read the article on page 44 quickly and choose the best title:

- ▶ An educational centre, not a tourist attraction
- ▶ A safe home for birds in danger
- ▶ A botanical garden

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

The reserve has become a crucial sanctuary for birds, with over 220 recorded species, including 17 birds of prey. This makes the wetlands one of the best bird-watching sites in the Middle East. In just one day spent beside the reed-lined pools, bird-watchers can see a variety of buzzards, eagles, vultures and harriers. Autumn and spring are the best time for bird-watchers.

During these seasons, the area attracts an estimated total of 2000 to 3000 birds, who migrate to refuel themselves on the reserve's rich vegetation.

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

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

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



### Check your understanding

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

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

☐  
☐  
☐  
☐

**Words to remember**

conservation, deserve, effluent, fauna, fence off, flora, hectare, marsh, propagation, sanctuary, vegetation

### Vocabulary

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

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

### Think and speak (expressing opinions)

6 Work in groups. Discuss these questions.

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



## Grammar

### • Countable and uncountable nouns Grammar reference pages 69–70

#### 1 Find the eight countable nouns in this extract from the article about Al-Jahra Pools Nature Reserve.

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

#### 2 Find the five uncountable nouns in this text.

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

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

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

Singular countable nouns					
Plural countable nouns					
Uncountable nouns					

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

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

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

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

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

### • Present perfect and present perfect continuous Grammar reference page 70

#### 5 a Complete the sentences from the article on page 44

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

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

**3** Two full-time guards ..... employed since 1993 ...

**b** What difference in meaning does each tense have?

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

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

**2** He ..... (just arrive).

**3** The exam results ..... (give) out already, haven't they?



## Vocabulary Animals

### Adjectives to describe character

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

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



### Animals and idioms

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

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

wild animals	birds of prey	sports animals	domesticated animals
elephant	buzzard	horse	cat

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

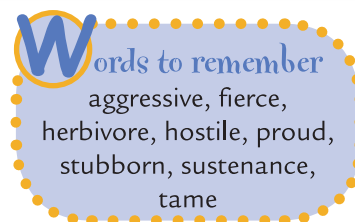
- 3** Match these sentence beginnings with the correct endings.

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

### Pronunciation Intonation in lists

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

Lions are brave, fierce and proud.



## Speaking Presenting ideas; being persuasive

### Read

#### 1 Read the Factfile and the information below.

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

### Factfile

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

#### What you can do to help

Every decision you make, as an individual or as a family, has an effect on the health of our planet. Your choice is simple.

#### Do you want to be part of the solution or part of the problem?

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

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

### Discuss and make notes

#### 2 Discuss this question in groups of three or four.

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

### Being persuasive

#### 3 Now persuade someone in authority about your plan.

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

### USEFUL LANGUAGE

#### Saying why something is important

It is really important for us to (look after our wildlife) because ...  
The main reason we must (protect the birds) is that they ...

I'd like to explain why we shouldn't forget (the insects) ...  
If we don't do something soon, ...

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

Thomas Fuller

## Writing A formal letter

### Read and analyse

## task

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

### 1 Read this formal letter and answer the questions.

- a Why are birds and butterflies in danger?
- b Why do the students need money?



Dear Sirs,

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



- c Now match each paragraph with a purpose.
 

Paragraph 1 .....	a To explain why the group needs money.
Paragraph 2 .....	b To give more details about the plan.
Paragraph 3 .....	c To summarise what the writer hopes for next.
Paragraph 4 .....	d To introduce the main purpose for writing.
Paragraph 5 .....	e To describe the most important points of the plan.
- d How do you know that this is a formal letter? Think about verbs, the beginning and ending, and particular words or phrases.

### Make a paragraph plan

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

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

### Write and check

- 3 a Write your formal letter following your paragraph plan.
- b Check and correct your spelling, grammar, punctuation and style.

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

## Kuwait: A Shopper's Paradise

Kuwait is a great place to go shopping. It has some of the best stores and shopping centres in the whole of the Middle East. It's little wonder a lot of people like to spend their free time shopping when they can go to places like Villa Moda. Villa Moda is a series of luxury designer boutiques selling fashion and clothing items from top designers from all over the world. The designers include names such as Gucci, Bottega Veneta, Prada, Dolce & Gabbana and Miu Miu, along with many others.

Villa Moda was founded by Sheikh Majed Al-Sabah in 1991. Since then, the brand has grown into a well-known destination for shopaholics - people who are addicted to shopping. Villa Moda has been so successful that several stores have opened in Dubai, Qatar, Syria and other sites across the Middle East. Not only does Villa Moda owe its success to its exciting brands but it also has great customer service and breathtaking design. All of this unites to create a unique shopping experience.

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

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

Other traditional ideas are turned on their heads, sometimes literally. Large trays, usually used for communal eating whilst seated on the floor, are flipped over, attached to stainless steel stands and transformed into attractive coffee tables.

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

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



## Inversion

Inversion refers to an irregular verb placement form.

### Case One:

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

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

### Case Two:

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

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

**1** Find one example of each case in the text.

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



# Project 2

## Planning a radio or TV programme



### task

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



### Stage 1 Read

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

## It's Competition Time !

We want to hear YOUR VOICE

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

### Programme guidelines

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

### Contents could include:

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

Listeners will be teenagers with lots of different interests.

The programme must be: **VARIED, LIVELY, FUN.**

At least three people must plan and present the show.

### What to do next

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

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

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

We will announce the competition winners on January 25.

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

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

## Stage 2 Discuss and decide

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

- a** What are you going to include in the sample programme? Choose four of these topics.

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

## Stage 3 Plan each topic in more detail

For example:

### NEWS

- |                              |           |
|------------------------------|-----------|
| 1 News headlines             | 2 minutes |
| 2 Local and national stories | 4 minutes |

- a** Add more detail to each item. For example, write some headlines for today's news.
- b** Tell the rest of the group about your plans. Ask for suggestions for improvements.

## Stage 4 Write

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

## Stage 5 Presentation

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

### TRY THESE WEBSITES FOR INFORMATION:

- <http://radiohigh-djs.blogspot.com>
- [www.ehow.com/how\\_2002078\\_write-a-radio-script.html](http://www.ehow.com/how_2002078_write-a-radio-script.html)

# Literature Time!

## *Three Men in a Boat*

### by Jerome K. Jerome

#### Episode One

There were four of us: George, William Harris and myself, and Montmorency, my dog. We were sitting in my room in London and talking about our health. We didn't feel well. In fact, we all felt ill. But Montmorency wasn't talking of course. As I said, he's a dog and dogs don't talk. For more than half an hour, my friends and I described our illnesses to each other. I told the others how I felt in the morning. Harris told us how he felt when he went to bed. Then George told us in great detail how he felt in the middle of the night.

George is always ill. That's what he thinks. But he isn't really ill. On the other hand, I am always ill. Once when I wasn't well, I went into the library to find out about my problem. I took a medical book from the shelf and started to read. I read the book from cover to cover. You may not believe this, but I had every illness in the book!

Just as George was finishing his description, Mrs Poppets, my housekeeper, knocked on the door. "Are you ready to have supper, sir?" she asked me. I explained that we weren't well, but that we would eat a little. Mrs Poppets brought supper in. Steak and onions are usually my favourite! But I could only play with my food.

After supper, we started to talk about our health again.

We talked about why we were ill. "We've been working too hard," said George. "That's our problem."

"We need a rest," said Harris.

"Yes, a rest and a change," said George. "We need to get away from London for a couple of weeks."

I agreed. "Why don't we find a nice, quiet place in the country?" I suggested. "A place with no noise and no people."

"I know the sort of place you mean," said Harris. "I've been to a place like that. Everyone went to bed at eight o'clock. It was too quiet. No, if we want rest and a change, then a sea trip is the best."

"I'm not going on a sea trip," I told my friends. "I've heard lots of stories about people who are seasick. My brother, for example, bought a return boat ticket from London to Liverpool. He was so sick that he came back by train! I would be fine, I'm sure. But I wouldn't want *you* to be ill."

"I know," said George. "How about a river trip? We could go up the Thames to Oxford."

Harris and I quite liked the idea. "We'll have fresh air and exercise, and it'll be quiet," I said.

"It'll also be hard work," added George, "so we'll eat and sleep well too."

"You sleep enough already, George," laughed Harris. "You're always asleep! It might be dangerous on the river."

But in the end Harris thought a river trip was a good idea. I thought so too. However, Montmorency didn't look very happy with the suggestion. He didn't like rivers very much.



We pulled out a map and started to discuss our trip. We arranged to start on the following Saturday from Kingston.

"I have to go to work on Saturdays," George reminded us. Harris and I would go to Kingston in the morning. George, who goes to sleep at a bank from ten to two on Saturdays, would meet us at Weybridge in the afternoon.

"Where shall we sleep?" was the next question.

George and I wanted to camp. We wanted to sleep outside and look up at the stars in the night sky. It would be peaceful, it would be perfect.

"What happens when it rains?" said Harris. "If we get wet, then we will get colds. And we'll become ill." Perhaps he was right. Camping was not a good idea when it rained. In the end, we decided to sleep out on fine nights and to stay in hotels when it was wet or when we wanted a hot bath!

Montmorency sat up when he heard the word 'hotels'. He liked noisy places with lots of people. He could annoy the people and have some fun!

By now, it was getting quite late. George was tired – as usual – and wanted his bed. So we arranged to meet the following evening and continue our discussion. We had to decide what we were going to take with us.

"Get a pen and a piece of paper, Jerome," Harris told me as soon as he arrived, "and I'll tell you what to write." He began to dictate a list of things that we would need. The list, of course, was far too long! So, George and I spent the next hour making another, shorter list. That's Harris for you! He wants to be the boss, and then everyone else does the work!

"We won't take a tent," suggested George. "We will have a boat with a cover. That's much simpler and more comfortable." At the time it seemed like a good idea.

Next, we talked about the clothes that we would need. George suggested lots of clean socks and towels for after we'd been swimming in the river. Swimming in the river - this also seemed like a good idea at the time!

After that, we talked about food. "Let's begin with breakfast," said George. "We'll need a frying pan, a teapot and a kettle. We'll need a stove. And then to eat... eggs, tomatoes, bread, butter, jam, tea. For lunch and dinner we can have meat, fruit, vegetables..." The list got longer and longer. In the end, it was as long as Harris's list.

The next day was Friday, the day before our river trip began. We collected all the things and, in the evening, we met to pack our bags. We moved the table up against the window and put everything in the middle of the room.

We had a suitcase for our clothes and three bags for the food and equipment. I was good at packing. That's what I always say. I know more about packing than anyone else. So I said that I would organise it.

My two friends were happy about this. Harris sat down and lit his pipe. George put his feet up and fell asleep! This was not what I had meant. I meant that I would be the boss and they would follow my instructions!

However, I didn't say anything! Packing would probably be easier without them!

But it wasn't easy or quick. But finally I finished packing our clothes. I sat on the suitcase and managed to close it.

"Aren't you going to put the boots in?" asked Harris. I looked round. He was right! I had forgotten to pack the boots.

That is just like Harris! He waits until I've finished the job and then tells me about something that I haven't done! He makes me so angry at times!

I opened the suitcase and put the boots in. As I was closing the bag again, I thought about my



toothbrush. Had I packed it? I opened the bag again and looked everywhere. I found George's toothbrush, I found Harris's toothbrush, but I couldn't find mine. I put the things back one by one. Finally, I found the toothbrush. It was inside one of my boots.

I finished packing the suitcase at five past ten. It had taken me all evening! And I still had to pack the food bags. Harris was looking a little worried. "We want to leave in less than twelve hours time," he said. "George and I will do the rest." I thanked him and sat down.

I watched my two friends with great interest. Would they be better at packing than I was? I knew the answer before they started!

They stepped on things, they couldn't find things, they packed the pies at the bottom and put heavy things on top. And what was in wouldn't come out!

I laughed and laughed. My friends were not better at packing than I was!

Montmorency also had great fun. He loved to annoy people. It was what he did best. So he sat on things that Harris and George were looking for.

The packing was finally finished at ten to one in the morning. We were all tired and ready to bed.

"What time shall I wake you in the morning?" George asked.

"Seven o'clock," said Harris.

"No, six," I said. I want to write some letters.

"Wake us at half past six, George," Harris told him. But George didn't hear. He was already asleep.

## Episode Two

Mrs Poppets woke me the next morning. "It's nearly nine o'clock sir," she said.

I jumped out of bed and woke Harris. "It's nine o'clock," I told him.

"You wanted to be up at six," he replied. "Why didn't you wake me at six?"

George, of course, was still asleep. Harris and I were very angry. We decided to wake George up.

"Get up, you lazy thing," I shouted in his ear as Harris hit him with a shoe. He would probably be late for work at the bank, as usual.

We dressed and got ready. Our toothbrushes were in the suitcase, so we had to go downstairs and unpack them.

Mrs Poppets gave us our breakfast. While we were eating, George read out some pieces from the newspaper. He told us about some people who had drowned in the Thames. Harris and I didn't really want to hear about this. Then he read out the weather forecast. I didn't really listen. After all, weather forecasts usually tell you what the weather was like yesterday and not what it is going to be like today.

After breakfast, George left for the bank, and Harris and I started to carry our luggage to the door. Montmorency got under our feet and didn't help at all.

What a lot of things we had! There was a suitcase and three bags, some blankets, four or five coats, a few umbrellas, a melon in a bag by itself, some grapes in another bag and a frying pan wrapped in brown paper.

We waited for a taxi outside the house. A crowd of boys – and dogs – gathered on the doorstep. They were very interested in our luggage. "These people are moving out," one boy said. "No, they are going to cross the Atlantic," said another. I didn't like to tell them that we were only going up the Thames for two weeks.



At last, an empty taxi turned up and we packed ourselves and our things into it. The crowd of people began to wave as the taxi pulled away.

We got to Waterloo station at eleven. After getting onto two wrong trains, we finally found ours. Thirty minutes later we arrived at Kingston, where our boat was waiting.

After half an hour, the boat was packed and we were ready to leave. I sat in the back of the boat, Montmorency sat nervously at the front and Harris took the oars. He would row for the first part of the journey.

At first, the river was calm and Harris rowed well. Then suddenly, we hit the bank and Harris fell over backwards. It was my fault, he said. Why hadn't I told him about the bend? Montmorency was at the front, I told myself. Why hadn't he barked a warning?

Soon afterwards, we passed Hampton Court. Harris told me about how he had got lost in the maze there one day. I said we could take George there on the return journey.

Just after Hampton Court, we passed through Sunbury Lock. On Sundays, when the weather is fine, the locks on the Thames are always full of boats. However, today, ours was the only boat in the lock. Harris and I had to tie the boat to one side of the lock and hold onto the ropes tightly as the water rushed in and lifted us up the river. It was hard work. A third pair of hands would have been useful.

Harris obviously had the same thought, because suddenly he started going on about George. Why was George enjoying a day of rest at the bank while we were taking this heavy boat up the river? He only sat behind a bit of glass at the bank all day anyway, trying to look as if he was doing something. And he was doing nothing – Harris knew that.

"We're meeting George at Weybridge at five o'clock," I interrupted. "Then we can get him to do some of the work."

We stopped under some trees at Kempton Park and had a late lunch – a very late lunch, because it took us a long time to find the food and drink. As we were about to start eating, a man came up and spoke to us. "Do you know this is private land?" he said. We replied that we had not thought about whether it was private land or not, but that if he said it was a private land we would believe him. He said, "Yes, it is private land," and we thanked him. Then he stayed there as we ate, so Harris asked him if he would like some bread and jam. He then got very angry and walked away. We decided to continue up the river.

Now, it was my turn to take the oars. I rowed to Halliford and then to Shepperton. There is a famous old house at Shepperton. Would Harris want to visit it? I hoped not, for it was now half past four.

I saw Harris looking towards the house, but I managed to catch his hat with one of the oars – don't ask me how – and knocked it into the water. Poor Harris! By the time he stopped shouting at me, he had forgotten about the house. I had rescued the hat too.

We approached Weybridge Lock as the town clock chimed five o'clock. And there, waiting for us, was George.

Montmorency began to bark madly. Harris and I both shouted. George waved his hat and yelled back.

The lock-keeper heard all this noise and rushed out of his house. Someone had fallen into the lock, he thought.

George was holding something under his arm. "It's a banjo," he explained. "They're very popular."

"But you don't play the banjo," Harris said.

"I know," said George, "but I've got an instruction book."



## Episode Three

Now that George was with us, we decided to make him work. He did not want to work, of course. Work does not come easily to George. "I've had a hard time in the bank," he told us, "I need a rest."

"A change is as good as a rest," Harris replied. "You can have a hard time on the river, too. For a start, you can stay on the river-bank and pull the boat."

George did not like this idea very much. "Perhaps I should get into the boat," he suggested, "and make a meal. Making a meal is hard work and you two both look tired."

Neither Harris nor I said a word. We simply stayed in the boat and passed him the rope.

George hadn't had a hard day at the bank. That was obvious, for he pulled the boat a long distance and talked all the time. Soon, we reached Penton Hood. There, we discussed the important question of camping. We had decided to sleep on the boat that night, but should we stop at Penton Hood or continue to Magna Carta Island on the other side of Bell Weir Lock? It seemed too early to stop for the night, and a quiet part of the river lay ahead, so we decided to go on. Afterwards, we all wished we had stayed where we were.

Pulling the boat from Penton Hook to Bell Weir Lock was hard work at the end of a long day.

"Where is the lock?" Harris asked for the tenth time.

"I don't know," I replied. "Perhaps someone has run off with it." It was a joke but no one laughed! The boat seemed to be getting heavier and our progress was getting much slower. The sun had gone down and it was beginning to get dark. Finally we reached the lock.

Magna Carta Island is a very pretty place. That's why we had wanted to stay there. However by now, Harris and I simply wanted to stop for the night and have something to eat.

George, however, had other ideas. "Let's put the cover on the boat first while it's still light," he suggested. "Then our work will be done and we can enjoy our meal. It will only take ten minutes." Ten minutes indeed! First we had to attach the ends of five metal half-circles to both sides of the boat. Easier said than done! When one end was in place, the other would not go into its hole. We had to push and pull and bend the bits of metal. Two or three times the hoop jumped out of its hole and nearly knocked us into the water.

Finally the bits of metal were all fixed in place. Next was the cover. This wouldn't take long, surely? George opened the cover and fixed it to the front of the boat. Harris stood in the middle of the boat to take the cover from George. Montmorency and I waited in the back to receive it from Harris.

To be fair to George, he did his bit well. The problem was with Harris. First, he wrapped himself in the cover. And while trying to get out of it, he managed to push George into the water.

Montmorency and I waited patiently. George had told us to stand at the back of the boat. That was what we were doing. We could see that the cover was moving a lot, but we thought that this was part of the job. Suddenly, we heard an angry voice. "Help us," Harris said. "I can't breathe under here." I like to help when I can, so I went and got Harris out of the cover.

After another half-hour of hard work for the three of us, the cover was finally in place.

By now, we were really hungry. As soon as the kettle had boiled and Harris had made some tea, we sat down to eat. We were ready for that meal, and for thirty-five minutes no one spoke!

I woke up at six o'clock the next morning. George was awake too. Six o'clock! We didn't need to wake up early today! We tried to go to sleep again, but it was impossible.

We decided to wake Harris up. Why should he sleep if we were awake? I picked up one of the oars and pushed him gently with it. That didn't wake him up, so I pushed him harder. Harris sat up suddenly. Montmorency, who had been sleeping on his chest, landed in the bottom of the boat. Then, we lifted up the cover and looked down at the water. After supper the night before, we had talked about going for a swim. This didn't seem such a good idea now that it was morning. The water looked cold.

“Well, who’s going to be first into the river?” asked Harris. No one answered. Instead, George moved back into the boat and started to get dressed, Montmorency lay down on Harris’s bed and Harris himself began to put on his socks. I wasn’t very keen on going into the water, but I decided to test it. So I took a towel and climbed out of the boat onto the bank. I then climbed along the branch of a tree that went down into the water.

I put my hand into the water. It was very cold indeed. I decided not to go in. As I was turning to go back to the boat, the branch broke and I fell into the river.

When I came up to the surface, I could hear Harris and George talking. “Jerome’s jumped in,” said Harris. “He’s very brave, isn’t he?”

“Is the water all right?” asked George.

“Lovely,” I replied. They didn’t know that I had fallen in. “Why don’t you try it?”

But they didn’t want to join me in the water.

I was very cold when I got back into the boat. I dried myself and got dressed quickly. While I was putting on my shirt, one sleeve fell into the water. George laughed and I got rather annoyed with him. “Will you please stop laughing?” I said, but George only laughed more.

Then I noticed that the shirt was not mine; it was George’s. I too began to laugh.

“It isn’t my shirt; it’s yours,” I told him.

George stopped laughing at once. “Why can’t you be more careful?” he said angrily. “It isn’t funny.” That’s George for you. He doesn’t always enjoy a joke.

Now it was time for breakfast. “Let’s have eggs,” suggested Harris. “I’ll cook them. I’m very good at cooking eggs.” George and I looked forward to eating them.

I gave Harris the frying pan. George opened the food bag and found the eggs. Most of them were broken, but he lifted out the others. There were six of them.

Harris broke the eggs in turn and tried to put them into the pan. In fact, he got egg on his trousers, on his shirtsleeves and even in his hair. Finally, the eggs were in the pan and he started to mix them with a fork.

Cooking the eggs seemed hard work. Harris burnt himself. This made him jump up and down and shout. Then he dropped everything. In the end, there was one fork of egg for each of us.

After all Harris’s hard work, this was not very much.

After breakfast, I sat on the bank and watched the river go by. George interrupted my thoughts. “Perhaps you can help with the washing up,” he suggested, “when you’re rested.”

I picked up the frying pan and cleaned it with a piece of wood and some grass. Then, I dried it with George’s wet shirt. He wouldn’t need it that day.

Soon afterwards, we set off up the river again. We took turns to row and pull the boat. We didn’t hit the river-bank and no one fell into the water. Nothing exciting happened all morning.

We stopped for lunch near Monkey Island. We began with cold meat sandwiches. Then we talked about dessert. “Let’s have this tin of pineapple,” suggested George as he took a large tin out of the food bag. We looked at the picture on the tin, we thought of the fruit, we thought of the juice. Harris got spoons. We all smiled with pleasure.

Then the three of us looked for the tin-opener. Where was it? Who had packed it? We got everything out of the food bag, but it wasn’t there.

No one had packed it!

Then Harris tried to open the tin with a knife, then a pair of scissors. He had no success.

Harris got a big stone. George held the tin, Harris raised the stone and brought it down suddenly.

Perhaps George moved his hand. Perhaps Harris simply missed the tin. But the stone hit George’s hand!

George jumped up and down and yelled with pain. While he was dancing about, he kicked a teacup and broke it. That only left two teacups for the three of us.



Perhaps we could use one of the oars to open the tin, I thought. So I took an oar, raised it above my head and brought it down hard. The tin was now flatter, but it was still not open. I hit the tin several times. It became flatter and flatter, it changed shape many times, but it didn't open. We looked at the tin on the ground in front of us: it was now a very strange shape. It looked like a face, a face that was laughing at us. This made us very angry. So Harris picked up the tin and threw it into the middle of the river.

We got into the boat and moved on. In fact, we moved on quite fast because there was a wind behind us. Three old men were sitting in a boat near the river-bank as we went round a bend in the river. The men were fishing. I don't know why or how, but we hit their boat. The men fell off their chairs. They stood up slowly and picked fish off their clothes. They yelled after us as we rowed off quickly.

That evening, we reached Marlow. We decided to spend the night in a hotel.

## Episode Four

We did some shopping after breakfast next morning and bought enough food for the next three days. We didn't have any water, however. We would need some of that.

At Hambledon Lock, we got out of the boat and went to the lock-keeper's house. An ugly man answered the door. "Could we have some water, please?" I asked him.

"Certainly," the man replied. "Take as much as you want and leave the rest."

"Thank you very much," said George, "but where is it?"

"It's just behind you," said the man.

We turned round. "I don't see it," George told him.

"There's enough of it to see," the man said.

Now we understood. The man was talking about the Thames. "We can't drink the river," I said.

"You can't drink all of it," the lock-keeper replied, "but you can drink some of it. I've drunk it for fifteen years."

"And it hasn't done you much good from what I can see," replied George angrily as we walked off.

We got some water from a house a little further up the river. It was probably water from the river too, but we did not know, so it was all right.

Soon, it was time for lunch. We got out of the boat and walked a short distance from the bank.

We sat down in a field and opened the bag of food we had bought in Marlow.

Harris was unwrapping some meat. George and I were waiting with our plates ready. "Have you got a knife there?" Harris asked. "I need a knife."

George and I both turned round to get one. When we turned back, Harris and the meat had disappeared. There were no trees in the field, so he wasn't behind a tree. He hadn't fallen into the water, because we were between Harris and the river. Where had he gone?

"Perhaps there's been an earthquake," George suggested.

"That meat looked nice. I wish he had left it with us." He was more sad about the meat than about our friend.

Just then, we saw Harris's head. It was sticking up above some grass. His face was red and he looked very angry.

"Why did I sit here?" he demanded angrily.

"Where?" we asked.

Harris stood up slowly and gently. His clothes were dirty and wet. The tall grass was over a hole in the ground. It hid the hole so that no one could see it. Harris had fallen into the hole.

After lunch, we continued up to Wargrave and Shiplake, and then on to Sonning. We got out of the boat at Sonning and went for a walk round the village. After spending an hour there, it was too late to get to the other side of Reading. This had been our plan. So, instead, we returned to

one of the islands near Shiplake for the night.

"We have plenty of time now," said George, "so I'm going to make us something interesting for supper."

It seemed a good idea. So, George collected wood for a fire, while Harris and I prepared the potatoes. The job should have been easy, but the potatoes simply got smaller as we peeled them. In the end, there was almost nothing left.

George found lots of vegetables in the food bags and he put these, with the potatoes, in a pan. Then, he added the meat from lunchtime. It didn't look very nice after its fall into the hole, but George wanted to add everything he could find.

Montmorency watched the preparations with great interest.

The meal was a great success. It tasted very good indeed. The potatoes were a little hard, it is true, but we all had good teeth, so that did not matter much.

After supper, George got his banjo out. He wanted to play it, but Harris said, "I've got a headache." After a few notes, Harris put his hands over his ears. "I'd rather have a headache than listen to that," he said. "I'm going to lie down."

Montmorency began to bark and only stopped when George put the banjo down. Probably, he didn't like the music.

George and I talked about our plans for the rest of the evening. It was still quite early, so we decided to walk into Henley. We were on an island, so Harris would take us across in the boat. He would come and collect us later when he returned. "Don't go to sleep," we warned him, "or you won't hear us when we shout for you."

Henley was very busy and we met a lot of people we knew in the town. It was eleven o'clock before we set off back to the boat. It was a cold, dark night and quite a long walk back. The boat would be warm and comfortable, however, we thought.

We passed Shiplake as the clock chimed quarter to twelve. Not far to go now, we thought.

"Which island is it?" I asked George. "Do you remember?"

"Which island? How many islands are there?"

"Four," I replied.

When we were opposite the first island, we shouted for Harris. There was no reply. We did the same at the second island. Again, there was no reply.

"It must be the third island," said George. But once more we got no reply when we shouted. And the same thing happened at the fourth island.

Things were becoming serious. It was now past midnight. The hotels in Shiplake and Henley would be closed by now. It was too late to knock on the door of a house.

Then suddenly, I saw a strange light in the trees on one of the islands. Was it a light from the boat?

I shouted loudly. There was no reply from Harris, but I heard Montmorency barking. What a wonderful sound!

We waited for what seemed like an hour. It was probably only five minutes. Then, the boat appeared out of the darkness. Harris hadn't heard us, of course. He had fallen asleep. It was very late, we had to agree.

## Episode five

We woke up late the next morning and set off at about ten o'clock. We wanted to travel a good distance.

We decided to row the boat rather than pull it from the river-bank. "Why don't you two row?" suggested Harris.

But I had a different idea. "No, why don't you two row?" I said. "I need a rest, I've done enough work."

I'm always doing too much work, that's what I think. But I like work. That's not the problem. Yes, I like work. But I like my own work, not the work of other people. That's why I wanted George and Harris to do more of the work today.

But it seemed that we all felt the same. Each of us thought he did more work than the other two. We spent almost an hour arguing about who did the most work. The boat, of course, didn't move during this time. In the end, we agreed that George and Harris would row up past Reading. I would pull the boat up the river after that.

We reached Reading at about eleven o'clock. The river was dirty there, however, so we did not stay long. Instead, we moved on towards Streatley, a beautiful village. We had intended to continue to Wallingford, but decided to have lunch at the hotel on the river-bank instead. Montmorency came with us and enjoyed himself in the garden.

We stayed at Streatley for two days and left with very clean clothes. We had tried to wash them ourselves in the river, but this was not a great success.

So, we took the clothes to a washerwoman in the village. She wanted a lot of money for the job. We paid the woman, and did not say a word about the price!

There are many different kinds of fish in the water near Streatley. When you want to catch one, there are never any nearby. People come there and sit for an hour, a day, a week, even a year. But they never catch anything.

George and I went for a walk to Wallingford on the second evening. Montmorency came with us, but I don't know what happened to Harris.

On our way back to the boat, we stopped at a small hotel for a rest. We chatted to an old man. High up on the wall was a glass case. Inside the case was an enormous fish. Harris and I looked hard at the fish. The man followed our eyes. "That's a fine fish," he said. We agreed with him. It was indeed a fine fish.

"I caught that fish sixteen years ago," the man told us, "just below the bridge. You don't see many fish that size these days. Goodnight to you both."

And with these words, he got up out of his chair, put on his hat and walked out of the room. What a clever fisherman, George and I thought.

Just then, another man entered the room. George turned to the man. "Fine fish," he said, pointing to the fish in the glass case.

"Yes," said the second man. "Were you here when it was caught?"

We explained that we were from London and that we were in a holiday in the area.

"Then you can't know when it was caught," the man continued. "It was nearly five years ago that I caught that fish near the lock. Goodnight to you."

Five minutes later, a third man came into the room. He told us how he had caught the fish up the river ten years ago. Soon afterwards he said goodbye and left the room.

Five minutes later, again another man entered the room. George turned to him. "May we ask you something?" he began. "Could you tell us how you caught that fish?"





The man was surprised. "I caught the fish, he said, but how did you know?"

No one had told us, we explained. We just felt that he had caught it.

"Well, you're right," the man told us. "I caught it downriver. It took me half an hour to land it. Such a big fish!"

Soon this man left too. Finally, the owner of the hotel came into the room. We told him what all the men had said. They had all caught the fish!

The owner laughed at this story. We laughed, too. He told us he had caught the fish when he was a boy. Instead of going to school one afternoon, he had gone fishing. He had simply caught the fish with some string attached to a tree.

So the other men's stories weren't true!

Just then, the owner had to leave the room. George stood up and moved a chair under the glass case. He wanted to look more closely at the fish. Unfortunately, as George stepped forward onto the chair, it moved. George had to save himself, so he grabbed hold of the glass case. The case, the fish and George all fell to the ground.

The fish was now in a thousand pieces. None of the men's stories was true. The fish was made in China. It was not a real fish.

We left Streatley early the next morning and rowed all day. That night we slept on the boat. This is not a very interesting part of the river. The countryside is flat and there isn't much to see. The river is too flat too, so there aren't many locks. Most people are pleased about this, but I like locks. I like sitting in the boat and rising with the water.

We got up early the next morning too. I found it quite easy to get up early on the boat. Perhaps, this was because my bed was so uncomfortable. Not like my lovely big bed at home in London! We made an early start as we wanted to be in Oxford by the afternoon. By half past eight, we were already through Clifton Lock. From Clifton to Culham, the river-banks are flat and uninteresting, but after Culham Lock – the coldest and deepest lock on the river – the views get better.

At half past twelve, we went through Iffley Lock, just to the south of Oxford. From there to Oxford is the most difficult bit of the Thames. Only people who are born there can understand the river. The wind on the water pushes you first this way, and then pulls you that way. We hit other boats, other boats hit us, and everyone got very annoyed!

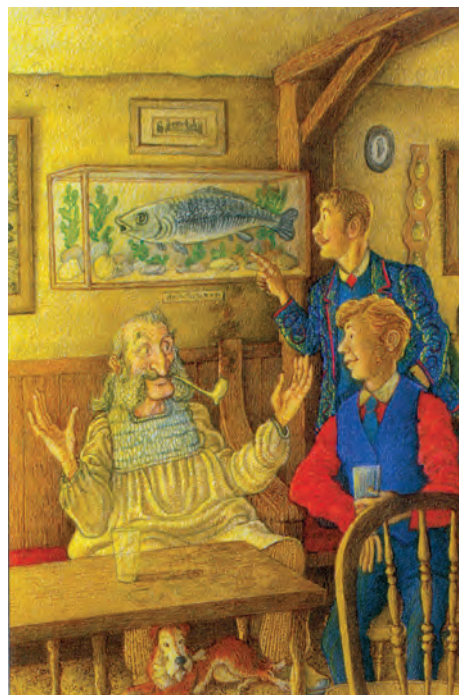
We spent two very pleasant days at Oxford. There are plenty of dogs in the town. Montmorency had eleven fights on the first day and fourteen on the second. He loved Oxford!

The weather changed on the third day. In fact, it was raining as we left Oxford. And we rowed all day in the rain. It didn't stop. The river is not at its best in the rain. It looked brown and sad.

"I'm enjoying this," said Harris when it was his turn to row. "I don't mind getting wet, and I like to see the river looking different." We all agreed with him. But we were only pretending. We felt sad, too.

After lunch, it was George's turn to row. He wanted to use an umbrella to keep dry. Instead we managed to put up the cover of the boat. George could see out but still remain dry. We kept the cover on all afternoon.

That night, we stayed near Day's Lock. Everything in the boat was wet, and supper was not a great success. The meat must have been bad!





We talked about all the delicious things we would eat in London. This was a mistake. We were not in London.

After supper, we sat and talked. We talked about our favourite subject, health. George told us about a man he had known. This man had come up the river two years ago. He had slept out on a wet night like tonight. He had caught a terrible cold and become very ill. Ten days later he died in hospital.

Harris also knew someone who had slept out overnight. This man was still alive, but he was not in good health at all.

What would happen to us, we wondered, if we became ill? "We are a long way from a doctor," Harris said.

By this time we were feeling rather miserable. "Why don't you get your banjo out and play us a tune?" I suggested to George. "A tune will make us more cheerful."

George played the banjo. He played it well. But the tune was very sad. Harris cried like a child, and Montmorency howled. All I could do was to suggest going to bed.

The second day was exactly like the first, wet all day. The weather was awful, but we were all determined to return to Kingston by boat.

"It's only two days more," said Harris. "We are young and strong. We will be all right." George and I agreed with him.

At about four o'clock we began to discuss our plans for the evening. We were near Streatley again, and decided to continue to Pangbourne. We would arrive there by about five o'clock, finish dinner by half past six, then walk round the village until we went to bed. None of us liked the idea very much.

"It would be more interesting to go to the theatre in London," said Harris, "and to go to a restaurant there." George and I agreed.

"Well, perhaps I should tell you," said George, "that there's a train from Pangbourne just after five o'clock."

No one spoke. We looked at each other. We were all thinking the same thing.

When we got to Pangbourne, we left the boat at the boathouse. "We will be back at nine o'clock tomorrow morning," we told the boatman. "If we're not here then, we will write to you." Twenty minutes later we walked into Pangbourne station.

We arrived in London just after seven and drove to the restaurant. We left Montmorency there while we went to the theatre. Everyone was looking at us when we got there. Was it the strange clothes we were wearing? Or were we looking very healthy?

During dinner after the theatre, at ten o'clock, Harris spoke for us all. "We've had a pleasant trip, thank you, old River Thames," he said. "But we did well to return by train."

Montmorency, standing on his back legs and looking out into the night, gave a short bark of agreement.

# Grammar File

## Revision

### Present simple

#### A Form

##### Statements

- ▶ We use the base form with **I, you, we, they**:  
*I **walk** to school.*
- ▶ We use the base form + **-s** or **-es** with **he, she, it**:  
*Hamad **walks** to school but Lamia **catches** the bus.*

##### Negative statements

We use the auxiliary verb **don't** / **doesn't** + the base form:

*I **don't walk** to school. / He **doesn't ride** his bike to school.*

##### Questions and short answers

We use the auxiliary verb **do** / **does** with questions and short answers:

Q ***Do you walk** to school?*

A *Yes, I **do**. / No, I **don't**.*

***Does he live** near the school?*

*Yes, he **does**. / No, he **doesn't**.*

#### B Use / Meaning

We use the present simple for

- 1 habits / routines / repeated actions: *I **walk** to school every day.*
- 2 something that is always true: *I **live** in Al-Jahra.*
- 3 true facts: *The sun **shines** during the day.*

### Adverbs of frequency

We use these adverbs to say how often something happens.

Order of frequency:

always / usually / often / sometimes / occasionally / hardly ever / never

The position of these adverbs is important.

- ▶ We normally put these adverbs **before** the verb:  
*I **always** walk to school. / Do you **often** cycle to school?*
- ▶ But we put them **after** the verb **be**:  
*I am **never** late for school.*
- ▶ **Usually, sometimes** and **occasionally** can start or end a sentence:  
***Usually** I walk to school. / I cycle to school **occasionally**.*

### Past simple

#### A Form

##### Statements

- ▶ For regular verbs, we use the base form + **ed** with all the pronouns:  
*I **walked** to school.*
- ▶ Irregular verbs do not follow this rule:  
*She **caught** the bus to school. / He **drank** three cups of coffee.*  
There is a list of irregular verbs on pages 148–150.

##### Negative statements

We use **didn't** + the base form to make negative statements:

*I **didn't walk** to school. / She **didn't catch** the bus.*

## Questions and short answers

We use the auxiliary verb **did** + the base form with questions and short answers:

Q **Did you walk** to school?

A Yes, I **did**. / No, I **didn't**.

## B Use / Meaning

We use the past simple for

1 completed past actions: *I **walked** to school this morning.*

2 repeated past actions: *She **caught** the bus every day last week.*

## Present continuous

### A Form

#### Statements, questions, negative forms

We use the verb **be** + the **-ing** form of a verb for statements, questions and negative forms.

Statements: *I'm / I **am designing** my own website.*

Questions: ***Are you studying** law at university?*

Negative forms: *He **isn't learning** to ride.*

#### Short answers

We use the verb **be** for short answers:

Q ***Are you studying** law?*

A Yes, I **am**. / No, I'm **not**.

*Is he **learning** to ride?*

Yes, **he is**. / No, **he isn't**.

#### -ing forms

To make the **-ing** form

- add **-ing** to the base form: watch / **watching** work / **working**
- take **-e** off the base form and add **-ing**: live / **living** cycle / **cycling**
- double the final consonant and add **-ing**: chat / **chatting** travel / **travelling**

## B Use / Meaning

We use the present continuous for

1 something that is happening at the time of speaking: *I'm **watching** television.*

2 regular or repeated current activities: *She's **studying** law.*

3 temporary actions / situations: *We're **staying** in a hotel.*

## Order of adjectives

When two or more adjectives are used in front of a noun, they are usually in this order:

Opinion *wonderful / attractive*

Size *small / huge*

Age *old / young*

Shape *fat / round*

Colour *black / green*

Origin *Kuwaiti / Brazilian*

Material *woollen / metal*

Examples:

*He gave her six **beautiful large red** roses.*

*A **little old Chinese** man came to the door.*

*I keep all my money in a **small black metal** box.*

It is unusual to put more than three adjectives in front of a noun.

## Unit 1 Describing past actions and events

### Past simple

(Check revision pages 63-64)

### Past continuous

#### A Form

##### Statements, questions, negative forms

We use the past simple of the verb **be** + the **-ing** form for statements, questions and negative forms.

Statements: *My neighbours **were chatting** in the street.*

Questions: *What **were you doing** yesterday afternoon?*

Negative forms: *I **wasn't watching** TV.*

##### Short answers

We use the past simple of the verb **be** for short answers:

Q ***Were you watching** TV?* ***Was he playing** football?*

A Yes, **we were**. / No, **we weren't**. Yes, **he was**. / No, **he wasn't**.

##### -ing forms

(Check revision page 63)

#### B Use / Meaning

We use the past continuous for

**1** activities which started before the main action:

*When I woke up it **was raining**. / I saw an accident while I **was walking** to school.*

**2** past actions or events in progress:

*We **were swimming** all afternoon, while they **were working**.*

### Adjectives

(Check revision page 63)

## Unit 2 Describing past and present experiences; Prepositions

### Present perfect (simple)

#### A Form

##### Statements, questions, negative forms

We use the present simple of the verb **have** + the past participle form for statements, questions and negative forms.

Statements: *He **has given** concerts all over the world.*

Questions: ***Have you ever won** a competition?*

Negative forms: *I **haven't met** a famous person.*

##### Short answers

We use the present simple of the verb **have** for short answers:

Q ***Has he won** the competition?* ***Have you seen** the Temple of Anzak on Failaka Island?*

A Yes, **he has**. / No, **he hasn't**. Yes, **I have**. / No, **I haven't**.

##### The past participle

► For regular verbs, the past participle is the same as the past simple.

Add **-ed** to the base form:

*play / **played** start / **started** watch / **watched***

► For irregular verbs, refer to the list on pages 148–150.

Examples: *give / **given** win / **won** meet / **met** see / **seen** do / **done***

##### With time words and phrases

► **Already, just, never** and **often** (and other frequency adverbs – see page 63) are used in statements:

*They've **just** arrived at home. / He's **already** passed his driving test.*

*We've **often** travelled to other countries.*



- ▶ We use **never** to say we have not done something at any time:  
*I've **never** played a musical instrument.*
- ▶ **Ever** means at any time in your past life.  
We use **ever** to ask other people about things they have done:  
*Have you **ever** swum in the sea? / Have you **ever** played a musical instrument?*
- ▶ **Yet** is used in negative statements:  
*I haven't visited my grandmother **yet**.*

## B Use / Meaning

We use the present perfect to refer to

- 1 the fact that something happened in the past (we don't need to say when):  
*My brother **has met** Mohammed Ibrahim.*  
**Note:** If we want to say *when* this happened we use the past simple:  
*My brother **met** Mohammed Ibrahim yesterday.*
- 2 a past experience or achievement with a definite result in the present:  
*I've **broken** my leg ... (so I can't walk.)*  
*He's **passed** his exams ... (so he can go to university.)*
- 3 how long something has happened for:  
*He's played football **for** 3 years. / She's played tennis **since** 2004.*  
**Note:** **For** is used with lengths of time.  
**Since** is used with particular points in time.

## Prepositions [**on, amongst, in, for, of, with, by**]

Most English prepositions have several different functions.

At the same time, different prepositions can have very similar uses:

**On** Monday / **in** the morning / **at** night

Many nouns, verbs and adjectives are normally used with particular prepositions:

*The reason **for**... / to arrive **at**... / to be angry **with** somebody... / **on** a bus...*

## Unit 3 Describing and comparing things

### Comparative and superlative adjectives

#### A Form

##### 1 Short adjectives (one syllable)

Adjective type	Comparative	Superlative
ending in two consonants: add <b>-er</b> / the <b>-est</b> <i>tall / short</i>	<i>taller / shorter</i>	<i>the tallest / the shortest</i>
ending in <b>-e</b> : add <b>-r</b> / the <b>-st</b> <i>nice / large</i>	<i>nicer / larger</i>	<i>the nicest / the largest</i>
short vowel sound / ending in one consonant: double the last consonant and add <b>-er</b> / <b>-est</b> <i>sad / big</i>	<i>sadder / bigger</i>	<i>the saddest / the biggest</i>

## 2 Longer adjectives (with two or more syllables)

Adjective type	Comparative	Superlative
with two syllables ending in -y: change -y to -i and add -er / -est <i>heavy / busy</i>	<i>heavier / busier</i>	<i>the heaviest / the busiest</i>
many adjectives with 2 + syllables: use <b>more</b> / <b>most</b> + adjective <i>honest</i> <i>important</i>	<i>more honest</i> <i>more important</i>	<i>the most honest</i> <i>the most important</i>

## 3 Irregular adjectives

Adjective type	Comparative	Superlative
<i>good</i> <i>bad</i>	<i>better</i> <i>worse</i>	<i>the best</i> <i>the worst</i>

## 4 Other words and phrases used to compare

- ▶ **less** / **the least** are the opposites of **more** and **the most**:  
My car is **less comfortable** than yours, but Ahmed's is the **least comfortable** car I've been in.
- ▶ (not) as + adjective + as: Peter is (not) as old as me.

### B Use / Meaning

- 1 We use comparative adjectives with **than** to compare two people or things:  
I'm **taller than** my brother. / My new job is **better than** my old one.  
A Rolls Royce is **more expensive than** a Toyota.
- 2 We use superlative adjectives to compare more than two people or things:  
I'm **the tallest** student in the class. / Burj Al-Arab is **the most expensive** hotel in the world.

## Compound adjectives

A compound adjective is formed when two or more adjectives work together to modify the same noun. These terms should be hyphenated to avoid confusion.

A phrase containing a compound adjective is formed as such:

Article [a / an / the] + adjective phrase [a number (two, four...) + a noun in the singular (kilometre, wheel...)] + modified noun [street, car...]:

A street of two kilometres → A two-kilometre street

A car with four wheels → A four-wheel car

## Unit 4 Talking about the future - The future forms; **the more ... the more ...**

### The will future form

#### A Form

#### Statements, questions, negative forms

We use **will** / **won't** + the base form for statements, questions and negative forms.

Statements: We **will (we'll)** get home before six o'clock.

Questions: Who **will win** the next race?

Negative forms: I'm sure it **will not (won't)** rain tomorrow.

#### Short answers

We use **will** / **won't** for short answers:

Q Will you get home before six o'clock?

A Yes, **I will**. / No, **I won't**.

Q Will it rain tomorrow?

A Yes, **it will**. / No, **it won't**.

- ▶ We can use **expect**, **think** or **predict (that)** with the **will** future form:

**I expect (that)** it'll be sunny tomorrow. / **I (don't) think (that)** I'll pass my exam.

**I predict (that)** you'll become a doctor when you're older.

- We can use the adverbs **definitely**, **probably** or **possibly** to show how likely we think something is:

Laptop computers **will definitely** get cheaper.

People **will probably** use computers more and more in the future.

- We can also use **may** instead of **will** if we are not sure about a prediction:

It **may** be sunny tomorrow.

#### **B Use / Meaning**

We use the **will** future form for predictions or actions we expect to happen:

Greece **will win** the next World Cup. / I'm sure you'll **be** happy in your new job.

### **The going to future form**

#### **A Form**

We use **be going to** + the base form for statements, questions and negative forms.

Statements: Reem **is going to win** next time.

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

Negative forms: I'm **not going to do** any work this evening.

We use the verb **be** for short answers:

Q Are you going to watch TV tonight? Q Is Ahmed going to be a doctor?

A Yes, **I am**. / No, **I'm not**.

A Yes, **he is**. / No, **he isn't**.

#### **B Use / Meaning**

We use the **going to** future form for plans and intentions:

I'm **going to start** my own business next year. / I'm **going to work** all weekend.

### **The present continuous with future meaning**

#### **A Form**

(Check revision page 124)

#### **B Use / Meaning**

We use the present continuous for future arrangements we have already made:

I'm **seeing** the doctor tomorrow morning at 10.30.

He's **having** his interview on Tuesday next week.

### **the more ... the more**

We use comparatives with *the more ... the more ...* to say that things change at the same time, or that two different quantities are related.

*The more I study, the more I want to learn.*

## **Unit 5 Asking questions; Giving instructions; Modal verbs *I can / could / should / would***

### **Asking questions**

We use these words to begin questions:

- **How** to ask about the way to do something:

*How did you learn to swim?*

- **How much / how many** + noun to ask about a quantity or a number:

*How much money do you earn? / How many people live in your house?*

- **What** to ask about a thing, an event or an action:

*What have you got in your left hand? / What is on TV at nine o'clock?*

*What are you doing this evening?*

- **When** to ask about a time:

*When did you get home?*

- **Where** to ask about a place or location:

*Where do you live? / Where are my keys?*

- **Which** + noun to ask about a particular thing or things:

*Which shoes* are you going to wear?

- ▶ **Who** to ask about a person or people:

*Who is coming to your party?* / *Who did you invite to your party?*

**Note:** *Who, what, how much, how many* and *which* + noun can be the subject or the object of the question.

Subject: *Who lives here?* / *How many people came to the party?*

Object: *What do you want to eat?* / *Which T-shirt are you wearing?*

### Giving instructions (Imperatives)

#### A Form

- ▶ The base form of the verb is also the imperative form:  
*Have a nice day.* / *Phone me later.* / *Shut the door, please.* / *Be quiet!*
- ▶ The negative imperative is **don't** + base form:  
*Don't be late.* / *Don't forget to send me a postcard.* / *Don't tell anyone!*

#### B Use / Meaning

We use the imperative form for

- 1 Giving instructions: *Press the black button.*
- 2 Giving directions: *Turn left at the corner.*
- 3 Giving orders: *Don't touch the red switch.*

### Modal verbs [*can / could / should / would*]

#### A Form

- ▶ The modal verbs **can** and **could** are followed by the base form without **to**.  
Statements: *She can speak three languages.*  
Questions: *Can you swim?*  
Negative forms: *He cannot / can't drive a car.*
- ▶ The forms **can** and **could** do not change with different pronouns:  
*I can, can't / could, couldn't*     *He can, can't / could, couldn't*, etc.

#### B Use / Meaning

**Can** and **could** have two main meanings:

- 1 Ability / inability  
present / general: *I can swim. / She can't see without her glasses.*  
past: *I could swim when I was two years old.*  
*She couldn't read until she was six.*
  - 2 Possibility / impossibility  
general: *Fast cars can be dangerous.*  
*I can't come to your graduation.*  
present or future: *The roads could be very busy this weekend.*
- ▶ **Should** and **would** are used with other verbs to add various meanings, mostly to do with degrees of certainty and obligation:  
*You should visit your grandparents more often. / I would accompany you under other circumstances.*

## Unit 6 Talking about quantity – Countable and uncountable nouns; Present perfect and present perfect continuous

### Countable nouns

- ▶ Countable nouns have singular and plural forms:  
*I have one brother and four sisters.* / *You can see animals in zoos and on farms.*
- ▶ We use these words with countable nouns:  
*a / one*     *I've got a / one brother.*  
*two / four / six, etc.*     *People walk on two legs but dogs walk on four legs.*  
*a few*     *I went out with a few friends.*



a lot of / lots of  
any  
How many  
many  
no  
some  
the

She's won **a lot of / lots of competitions**.  
Have you got **any CDs** with you?  
**How many students** are in your class?  
I don't read **many books**.  
My family has **no pets**.  
There are **some birds** in that tree.  
**The mountains** are really high.

## Uncountable nouns

- Uncountable nouns do not have a plural form, and are not used with **a / an**:

*When I'm thirsty, I drink **water**.*

*The Internet is the best place to find all kinds of **information**.*

- We use these words with uncountable nouns:

a little

*We've still got **a little time** before the train.*

a lot of / lots of

*He's got **a lot of / lots of** money.*

any

*Have you got **any paper**?*

How much

***How much tea** have we got left?*

much

*There isn't **much food** in the fridge.*

no

*There is **no milk** in the bottle.*

some

*I'd like **some advice** about university courses.*

the

***The homework** last night was really easy.*

**Note:** **Much** and **many** are usually used in questions and negative sentences.

**A lot of / lots of** are usually used in affirmative sentences.

## Nouns which can be countable and uncountable

Some nouns have two meanings: a countable meaning and an uncountable meaning.

- meat / animals:

*I like **lamb / chicken / turkey / duck**. (meat)*

*On his farm he's got **lambs / chickens / turkeys / ducks**. (animals)*

- drinks:

*I love the taste of **coffee / tea**. (coffee / tea in general)*

*Can I have two **coffees / teas**, please? (cups of coffee / tea)*

- portions:

***Cake** is not good for you. (cake in general)*

*Would you like **a cake**? (an individual cake)*

## Present perfect continuous

Present perfect (simple)

(Check Grammar file, Unit 2, pages 125-126)

### A Form

**Statements, questions and negative forms**

We use **have / has been** + the **-ing** form:

*I **have been living** in this area for a long time.*

*She **hasn't been working** well recently.*

***Has it been raining** all day?*

**Short answers**

We use **have / has been** + the **-ing** form:

*Q **Have they been travelling** a lot?*

***Have you been listening** to me?*

*A Yes, they **have**. / No, they **haven't**.*

*Yes, I **have**. / No, I **haven't**.*

### B Use / Meaning

We use the present perfect continuous to talk about progressive actions and events without mentioning how often they have happened:

***I've been playing** a lot of tennis recently.*

NOT

***I've been playing** tennis three times this week.*

# Function File

Unit 1	
Function	Expressions
Expressing preferences	<i>I prefer to eat fish for health reasons.</i>
Expressing personal opinions	<i>In my opinion, the menu should include...</i> <i>I think the food should be high in protein.</i> <i>I (really) don't think the packaging should be too dark...</i>
Talking about past events	<i>He was working yesterday.</i> <i>Yesterday, I ate ...</i>
Planning	<i>My online guide is going to be about Restaurant X, recommending it as a health eating place.</i>
Stating advantages and disadvantages	<i>Vegetable soups and salads are an important part of any diet.</i> <i>The disadvantage of the menu is ...</i>
Describing a place	<i>Eliza Blues Restaurant is right in the city centre, and overlooks the sea.</i> <i>Atmospheric setting, near to the park.</i>
Saying what one likes about something	<i>The healthiest thing about Café X is...</i> <i>I really like Café X because...</i> <i>It is my favourite eatery...</i>
Making recommendations	<i>I'd recommend the pitta bread at...</i> <i>If you come here, you should try the...</i>
Making comparisons	<i>I believe (Anwar) has got better advertising for a new menu than (Ahmed).</i>
Introducing oneself	<i>Good morning / afternoon. My name is..., this is ... and we're here to talk about...</i>
Expressing uncertainty	<i>I'm not sure about the amount of fat.</i> <i>Maybe there should be special menus for vegetarians.</i> <i>It's difficult to say how much the advertising will cost.</i>
Asking questions to an audience	<i>Are there any questions?</i> <i>Please ask any questions you'd like to.</i>
Asking for permission	<i>Can I have falafel, tahini and lettuce?</i>
Using expressions in a restaurant <b>(WB)</b>	<i>Excuse me, could I have another fork, please?</i> <i>Do you have any dishes without pepper?</i>

Unit 2	
Function	Expressions
Making suggestions	<i>We could ... Perhaps they might want to ... I suggest ...</i>
Describing past experiences	<i>I've seen a rare copy of the Holy Qur'an. I've visited the largest mosque in Europe.</i>
Conducting a survey	<i>Could I ask you a few questions?</i>
Interviewing	<i>Is it okay if I ask you a few questions?</i>
Starting a conversation	<i>Hello. / Good morning. / Excuse me.</i>
Asking permission to ask questions	<i>Would you mind if I...</i>
Agreeing	<i>Yes, that's fine. / Yes, sure. / Yes, okay.</i>
Thanking	<i>I appreciate it. / I'm grateful. / Thanks for your time.</i>
Responding to thanks	<i>That's all right. / You're welcome. / That's okay.</i>
Planning <b>(R)</b>	<i>I'm going to write a review about Dickens' Oliver Twist.</i>
Making recommendations <b>(R)</b>	<i>If you get the chance, read... This is an excellent account of... You will learn a lot from it.</i>
Using expressions of gratitude / congratulations / greetings / wishes <b>(WB)</b>	<i>Thank you and I look forward to hearing from you. Congratulations, you must be very proud. Welcome to our school. Have a safe journey.</i>
Reporting facts <b>(WB)</b>	<i>Alan Villiers' journey began in 1938. Wilfred Thesiger studied at Oxford University before becoming an explorer.</i>
Expressing opinions <b>(WB)</b>	<i>I thought it was fascinating! Isn't that incredible!</i>

Unit 3	
Function	Expressions
Guessing	<i>The Sydney Opera House is probably Picture b. My guess is it's Picture d.</i>
Stating advantages and disadvantages <b>(R)</b>	<i>The best / worst thing about modern buildings is...</i>
Making comparisons <b>(R)</b>	<i>The flat is more modern than the hut. The villa is the most modern building.</i>

Expressing likes and dislikes	<i>I'd love / would not like to live or work in a huge modern building...</i>
Making suggestions <b>(R)</b>	<i>Do you think it would be a good idea to...? What about...? I / we suggest that... I / we recommend that...</i>
Agreeing / Disagreeing with a suggestion	<i>That's a good idea. / That sounds good. / Why not? / Brilliant idea! / I agree. No I don't think so. I'm not so sure. I don't think that's a very good idea. I'm not really keen on that idea.</i>
Stating one's purpose	<i>The purpose of this report is... This report will consider...</i>
Giving reasons	<i>I'd love to live or work in a huge modern building because... For this / these reason(s)... Because of this,...</i>
Describing <b>(WB)</b>	<i>There was more traffic than there was last year and it was getting harder and harder to drive through the city centre.</i>
Persuading <b>(WB)</b>	<i>Why don't we stop driving our cars and take the bus to work?</i>

## Unit 4

Function	Expressions
Talking about the future	<i>Advancements in technology will enable companies to create more convoluted games. Players will have to pay for every episode.</i>
Stating advantages and disadvantages <b>(R)</b>	<i>Playing computer games can widen the imagination of children. Computer games might badly affect children's lives and stop them from developing good social skills.</i>
Expressing opinions (agreement / disagreement)	<i>In my opinion, computer games are an amusing educational tool.</i>
Predicting	<i>I expect / think / predict that laptop computers will get smaller. Laptop computers will definitely / probably / possibly get cheaper.</i>
Planning for the future	<i>I'm going to play / I'm playing football on Saturday.</i>
Identifying a problem	<i>Hi. I'm calling about... I was...(ing) when...</i>



Asking for advice	<i>What do you think I should do? What would you do if you were me? What would you do in my position?</i>
Giving advice	<i>(I think) you should... If I were you, I'd buy a plastic cover to protect the keyboard in the future. If I were in your position, I'd...</i>
Suggesting solutions	<i>Why don't you...? Have you tried...? What about...?</i>
Planning and writing instructions	<i>I'm going to write instructions for Sonic the Hedgehog. Control the marble with the built-in motion sensor...</i>
Talking about games <b>(WB)</b>	<i>Players have to move their whole bodies to play games with the new joystick.</i>
Describing processes <b>(WB)</b>	<i>To start with, prepare all the ingredients. Break the eggs into a bowl, grate some cheese and chop an onion.</i>

Unit 5	
Function	Expressions
Asking and answering questions	<i>Where did you learn to ride a horse? You've been doing athletics, haven't you? Yes, I have. / No, I haven't. I've been at the New Kuwait Bay Sports Club for more than three years.</i>
Justifying one's answer	<i>I enjoy watching big sporting events because the competition is very intense.</i>
Giving instructions <b>(R)</b>	<i>For each question, choose the correct answer: A, B or C. Give yourself a point for each right answer. Now add up your score.</i>
Expressing opinions (agreement / disagreement) <b>(R)</b>	<i>I think boxing is the most extrovert sport. In my opinion, rugby is the most exciting sport.</i>
Checking information	<i>Do you know your new address? Faisal is originally from Al-Doha, isn't he?</i>
Greeting and enquiring on the telephone	<i>Hello, could I speak to X, please? (Hello), this is (Noura) from... I'm ringing to (find out)... So that's... Thank you very much. Goodbye.</i>

Responding on the telephone	<i>Yes, this is X.</i> <i>Yes, I'll get him / her for you.</i> <i>No, I'm afraid he's / she's not here.</i> <i>Can I take a message?</i> <i>Yes, of course, it's...</i> <i>That's right. / No. It's...</i> <i>Goodbye.</i>
Requesting politely	<i>Could you spell the road name, please?</i> <i>You didn't tell us your level at tennis, did you?</i>
Expressing gratitude	<i>Thank you for calling. I appreciate it.</i>
Interviewing <b>(WB) (R)</b>	<i>When is the basketball practice?</i> <i>What other activities do you offer?</i>

## Unit 6

Function	Expressions
Expressing opinions (agreement / disagreement) <b>(R)</b>	<i>I think it is a very crucial issue to protect wild birds.</i> <i>I don't really believe that much money should be spent on birds.</i>
Talking about quantity	<i>Zoo animals need lots of water.</i> <i>I've got five cats, a horse, some birds and a few mice.</i>
Describing character	<i>Ostriches have a reputation for being clumsy, cowardly animals, but they can be quite hostile.</i> <i>Lions are brave, fierce and proud.</i>
Forming an action plan	<i>Here are a few things you can do to help protect wildlife in your area.</i>
Giving advice <b>(R)</b>	<i>Look after birds by...(ing)...</i> <i>Have an environmental cleanup...</i> <i>Don't buy exotic birds...</i> <i>Never bring home any wild animals you find.</i>
Being persuasive	<i>If you are interested in protecting wildlife, then Al-Jahra Pools Nature Reserve certainly deserves your support.</i> <i>Do you want to be part of the solution or part of the problem?</i>
Saying why something is important	<i>It is really important for us to (look after our wildlife) because...</i> <i>The main reason we must (protect the birds) is that they...</i> <i>I'd like to explain why we shouldn't forget (the insects)...</i> <i>If we don't do something soon,...</i>

Planning and writing a formal letter	<p><i>Dear Sirs,...</i></p> <p><i>I am writing on behalf of a group of students to apply for...</i></p> <p><i>The reason we have chosen this project is...</i></p> <p><i>We hope your organisation can help us...</i></p> <p><i>Please feel free to contact us...</i></p>
Describing <b>(WB)</b>	<p><i>The parrot is a talkative bird with vividly coloured feathers.</i></p>
Justifying <b>(WB)</b>	<p><i>This is an important organisation because it is vital to protect animals and our environment...</i></p>

## 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

**able-bodied** /eɪbəl'bɒdɪd/  
*adjective*

fit, strong and healthy; not physically disabled

**absorb** /əb'sɔːb/  
*verb*

to take in or soak up (energy, or a liquid or other substance) by chemical or physical action

**acclaimed** /ə'kleɪmd/  
*adjective*  
highly praised

**account** /ə'kaʊnt/  
*noun*  
a report or description of an event or experience

**accounting** /ə'kaʊntɪŋ/  
*noun*  
the action or process of keeping financial accounts

**activate** /'æktɪveɪt/  
*verb*  
to make (something) active and able to operate

**actually** /'æktʃʊəli/  
*adverb*  
as the truth or facts of a situation; really

**adjacent** /ə'dʒeɪsənt/  
*adjective*  
next to or adjoining something else

**adorn** /ə'dɔːn/  
*verb*  
to make more beautiful or attractive

**adversity** /əd'vɜːsəti/  
*noun*  
difficulties; misfortune

**advocate** /ædvəkeɪt/  
*verb*  
to publicly recommend or support

**affluent** /'æfluənt/  
*adjective*  
having a great deal of money; wealthy

**affordable** /ə'fɔːdəbəl/  
*adjective*  
having a reasonable price

**aggression** /ə'ɡresʃən/  
*noun*  
hostile or violent behaviour or attitudes towards another; readiness to attack or confront

**aggressive** /ə'ɡresɪv/  
*adjective*  
behaving in an angry, threatening way, as if you want to fight or attack someone

**alarm** /ə'lɑːrm/  
*verb*  
to cause someone to feel frightened, disturbed or in danger

**altitude** /'æltɪtjuːd/  
*noun*  
the height of a plane in relation to sea level

**analogue** /'ænəlɒɡ/  
*adjective*  
(of technology) using physical quantities such as voltage, often contrasted to digital technology

**anniversary** /,ænrɪ'vɜːsəri/  
*noun*  
the date on which an event took place in a previous year

**animator** /'ænɪmeɪtə/  
*noun*  
an artist who creates computer images

**annoy** /ə'nɔɪ/  
*verb*  
Literature Time  
to make (someone) a little angry

**answerphone** /'ɑːnsərfəʊn/  
*noun*  
another term for answer machine

**antioxidant** /'æntɪ'ɒksɪdənt/  
*noun*  
a substance in some foods that cleans the body and protects it from diseases

**anti-reflective** /,æntɪrɪ'flektɪv/  
*adjective*  
incapable of reflecting light or other radiation

**appeal to** /ə'piːl tuː/  
*verb*  
attract to one's interest

**appliance** /ə'plaɪəns/  
*noun*  
a device or piece of equipment designed to perform a specific task, typically at home

**application** /,æplɪ'keɪʃən/  
*noun*  
a formal, usually written, request for something such as a job or club membership

**apprehensive** /,æprɪ'hensɪv/  
*adjective*  
anxious or fearful that something bad will happen

**arcade** /ɑː'keɪd/

*noun*

a type of computer game that was first popular in amusement arcades (an amusement arcade is a place where one plays games by putting coins in machines)

**arthritis** /ɑː'θraɪtɪs/

*noun*

a disease that causes painful inflammation and stiffness of the joints

**Artificial Intelligence (AI)**

/ɑːtrɪ'fɪʃəl ɪn'telɪdʒəns/

*noun*

the theory and development of computers to things that usually require human intelligence

**asap** /,eɪ es eɪ'piː/

*expression*

as soon as possible

**aspiration** /,æspɪ'reɪʃən/

*noun*

a hope or ambition of achieving something

**asthma** /'æzmə/

*noun*

a medical condition that causes difficulties in breathing

**atmospheric** /,ætmə'sferɪk/

*adjective*

(of a mood) pleasurable and interesting or exciting

**attendant** /ə'tendənt/

*noun*

a person employed to provide a service to the public, such as on a flight

**auction** /'ɔːkʃən/

*noun*

a public sale in which goods or property are sold to the highest bidder

**aviate** /'eɪviət/

*verb*

to pilot or fly in an aeroplane

**aviation** /,eɪvi'eɪʃən/

*noun*

the flying or operating of aircraft

**B**

**baby carriage** /'beɪbi kærɪdʒ/

*noun*

a four-wheeled carriage for a baby, pushed by a person on foot

**badminton** /'bædmɪntən/

*noun*

a game with rackets in which a shuttlecock is played back and forth across a net

**band** /bænd/

*noun*

the wavelength of a radio or digital signal

**bargain** /'bɑːɡɪn/

*verb*

Literature Time  
to negotiate the terms and conditions of a transaction

**barter** /'bɑːtə/

*verb*

to exchange (goods or services) for other goods or services without using money

**beach** /biːtʃ/

*verb*

Literature Time  
to run or pull by force (a boat or ship) onto a beach

**bed out** /bed aʊt/

*verb*

to transfer (a plant) from a pot or seed tray to a garden plot

**bend** /bend/

*noun*

a curve, especially a sharp one, in a road, river, racecourse or path

**benefit** /'benəfɪt/

*verb*

receive an advantage; profit; gain

**bifocal** /bɪ'fəʊkəl/

*adjective*

(of special glasses) having two different focal lengths, one for distant vision and one for near vision

**billionaire** /,bɪljə'neə/

*noun*

someone who has assets more than a billion dollars or pounds

**bio-fuel** /,baɪəʊ'fjuːəl/

*noun*

fuel made from living matter

**biplane** /'baɪpleɪn/

*noun*

an early type of aeroplane with two pairs of wings

**bird of prey** /bɜːd əv preɪ/ *noun*

a predatory bird, distinguished by a hooked bill and sharp claws

**bonus** /'bəʊnəs/

*adjective*

describing something extra, especially as a reward for good performance

**boost** /buːst/

*verb*

to help or encourage (something) to increase or improve

•

**border** /'bɔːdə/

*noun*

a line separating two geographical areas, especially countries

**boutique** /buː'tiːk/

*noun*

a small store selling fashionable items



**brand** /brænd/*noun*

a product made and sold by a particular store

**brave** /breɪv/*adjective*

not afraid of danger

**breakdown** /'breɪkdaʊn/*noun*

a mechanical failure

**breakneck** /'breɪknek/*adjective*

dangerously or extremely fast

**breathtaking** /'breθteɪkɪŋ/*adjective*

astonishing or awe-inspiring in quality, so as to take one's breath away

**briefly** /'briːfli/*adverb*

of short duration

**built-in** /bɪlt'ɪn/*adjective*

forming a necessary part of a structure or device

**buzzing** /'bʌzɪŋ/*adjective*

low, continuous humming or murmuring

**C****cabin** /'kæbɪn/*noun*

the area for passengers in an aircraft

**caffeine** /'kæfiːn/*noun*

a stimulant found in tea and coffee that can cause health problems

**calcium** /'kælsiəm/*noun*

a metallic element that forms and strengthens bones and teeth

**call** /kɔːl/*noun*

the characteristic sound of a bird or other animal

**caller** /'kɔːlə/*noun*

a person who makes a telephone call

**calligraphy** /kə'lɪgrəfi/*noun*

decorative handwriting or handwritten lettering

**carbohydrate** /,kɑːbəʊ'hɑːdreɪt/*noun*

a substance in foods such as sugar, bread, potatoes, etc. which provides one's body with heat and energy

**carbon monoxide** /,kɑːbən*mə'nɒksaɪd/**noun*

a poisonous gas produced when carbon, especially in petrol, burns in a small space

**charitable** /'tʃærɪtəbəl/*adjective*

relating to giving help to those in need

**chess** /tʃes/*noun*

a board game of strategic skill for two players

**chic** /ʃɪk/*adjective*

elegantly and stylishly fashionable

**chime** /tʃaɪm/*verb*

Literature Time (of a bell or clock) to make melodious ringing sounds, typically to indicate the time

**cholesterol** /kə'lestərɒl/*noun*

a chemical substance found in your blood, causing heart diseases

**chuckle** /'tʃʌkəl/*verb*

to laugh, especially quietly or inwardly

**cleanup** /'kliːnʌp/*noun*

the removal of waste and rubbish from land and returning it to its natural state

**coincide with** /,kəʊɪn'saɪd wɪð/*verb*

to happen at the same time as something else, especially by chance

**colleague** /'kɒliːg/*noun*

a person with whom one works, especially in a profession or business

**combat** /'kɒmbæt/*verb*

to take action to reduce, destroy or prevent

**commemorate** /kə'meməreɪt/*verb*

to recall and show respect for (someone or something) in a ceremony

**compete** /kəm'piːt/*verb*

to make efforts to win something by defeating others who are trying to do the same

**competitive** /kəm'petətɪv/  
*adjective*  
of, relating to, or characterised  
by competition

**complimentary**  
/ˌkɒmplɪ'mentəri/  
*adjective*  
something given for free

**composition** /ˌkɒmpə'zɪʃən/  
*noun*  
an artistic creation or  
arrangement

**composure** /kəm'pəʊzə/  
*noun*  
the state or feeling of being  
calm and in control of oneself

**comprise** /kəm'praɪz/  
*verb*  
to be made up of

**computer-friendly**  
/kəm.pju:tə'frendli/  
*adjective*  
able to use or be used by a  
computer

**concrete** /'kɒŋkri:t/  
*adjective*  
a substance used for building  
that is made by mixing sand,  
very small stones, cement and  
water

**conduct** /kən'dʌkt/  
*verb*  
to organise and carry out

**conference call**  
/'kɒnfərəns ˌkɔ:l/  
*noun*  
a linking of several telephones,  
so that people in different  
places can speak

**confident** /'kɒnfɪdənt/  
*adjective*  
feeling assured about  
something

**confidentiality**  
/ˌkɒnfɪdənsi'ælɪti/  
*noun*  
where someone is trusted to  
keep private information a  
secret

**confrontational**  
/ˌkɒnfɹən'teɪʃənəl/  
*adjective*  
likely to seek argument or  
disagreements

**congestion** /kən'dʒestʃən/  
*noun*  
the state of being congested—  
full of traffic

**conservation** /ˌkɒnsə'veɪʃən/  
*noun*  
the protection of natural things,  
such as animals, to prevent  
them from being destroyed

**consistently** /kən'sɪstəntli/  
*adverb*  
continuing to happen or  
developing in the same way

**console** /'kɒnsəl/  
*noun*  
a computer especially designed  
for playing games on

**constancy** /'kɒnstənsi/  
*noun*  
the quality of being faithful and  
dependable

**consult** /kən'sʌlt/  
*verb*  
to ask for information or advice

**contact lens** /'kɒntækt lenz/  
*noun*  
a thin plastic lens placed  
directly on the surface of the  
eye to correct visual defects

**control** /kən'trəʊl/  
*noun*  
the switch or devices by which a  
machine is operated

**convoluted** /'kɒnvəlʊtɪd/  
*adjective*  
complicated and difficult to  
understand

**co-pilot** /'kəʊ.paɪlət/  
*noun*  
a second pilot in an aircraft,  
assisting the pilot

**copious** /'kəʊpiəs/  
*adjective*  
existing or being produced in  
large quantities

**coracle** /'kɒrəkəl/  
*noun* Literature Time  
a small, round boat made of  
wickerwork covered with a  
watertight material, propelled  
with a paddle

**corporation** /ˌkɔ:pə'reɪʃən/  
*noun*  
a big company or a group of  
companies

**cosy** /'kəʊzi/  
*adjective*  
giving a feeling of comfort,  
warmth and relaxation

**council** /'kaʊnsəl/  
*noun*  
an advisory, deliberative or  
legislative body of people  
formally constituted and  
meeting regularly

**courageous** /kə'reɪdʒəs/  
*adjective*  
extremely brave

**courteously** /'kɜ:tiəsli/  
*adverb*  
said or done in a polite manner

**cove** /kəʊv/  
*noun* Literature Time  
a small sheltered bay

**cover** /'kʌvə/  
*verb*  
to travel a particular distance

**cowardly** /'kauədli/  
*adjective*  
 lacking courage

**crammed** /kræmd/  
*adjective*  
 full of healthy properties

**crazily** /'kreizli/  
*adverb*  
 to a great degree

**creature** /'kri:tʃə/  
*noun*  
 a living thing / animal

**creed** /kri:d/  
*noun*  
 a faith

**crude oil** /kru:d 'ɔɪl/  
*noun*  
 oil in its natural condition,  
 before it is separated into  
 different products

**crutch** /krʌtʃ/  
*noun*  
 a long stick with a crosspiece  
 at the top, used as a support  
 under the armpit by a lame  
 person

**cure-all** /'kjʊə:ɔ:l/  
*noun*  
 a medicine or product that can  
 cure a wide variety of problems

**current** /'kʌrənt/  
*noun*  
 a body of water or air moving in  
 a definite direction

**currently** /'kʌrəntli/  
*adverb*  
 at the present time

**cursive** /'kɜ:sɪv/  
*adjective*  
 written with the characters  
 joined

**custom-built** /,kʌstəm'bilt/  
*adjective*  
 (of a product) made for a  
 customer's special order

**D**  
**deadline** /'ded,laɪn/  
*noun*  
 the latest time or date by which  
 something should be completed

**decline** /dr'klaɪn/  
*verb*  
 to decrease; to become fewer or  
 smaller

**deficiency** /dr'fɪʃənsi/  
*noun*  
 a lack of the nutrients that our  
 bodies need

**dehydration** /,di:haɪ'dreɪʃən/  
*noun*  
 the loss of a large amount of  
 water from the body

**delegate** /'delɪɡɪt/  
*noun*  
 a person sent or authorised to  
 represent others, in particular  
 an elected representative sent  
 to a conference

**deserve** /dr'zɜ:v/  
*verb*  
 to be worthy of something  
 especially as a reward or  
 punishment

**design** /dr'zam/  
*noun*  
 the way that something has  
 been planned and made

**desperate** /'dezpəɪt/  
*adjective*  
 a plan or drawing produced to  
 show the look and function or  
 workings of a building, garment  
 or other object before it is built  
 or made

**determination** /dɪ,tɜ:mɪ'neɪʃən/  
*noun*  
 firmness of purpose;  
 resoluteness

**detrimental** /,detrə'mentəl/  
*adjective*  
 damaging

**dietician** /,daɪə'tɪʃən/  
*noun*  
 a professional who advises on  
 healthy eating

**digestive** /dar'dʒestɪv/  
*adjective*  
 of or relating to the process of  
 digesting food

**diminish** /də'mɪnɪʃ/  
*verb*  
 to get smaller

**discourse** /'dɪskɔ:s/  
*noun*  
 speaking and conversation

**dishonest** /dɪs'ɒnɪst/  
*adjective*  
 not faithful and true to people

**disobedient** /,dɪsə'bi:diənt/  
*adjective*  
 refusing to obey rules or  
 someone in authority

**diverse** /dar'vɜ:s/  
*adjective*  
 showing a great deal of variety

**diversity** /dar'vɜ:sɪti/  
*noun*  
 the state of being diverse;  
 variety

**draw** /drɔ:/  
*verb*  
 to take

**dreadful** /'dredfəl/  
*adjective*  
 very bad

**drill** /drɪl/  
*verb*  
to make a hole in something

**drive** /draɪv/  
*noun*  
device that allows a computer to read discs

**drop off** /ˌdrɒp ˈɒf/  
*phrasal verb*  
to transport and leave someone somewhere

**E**  
**easy-going** /ˌiːziːˈɡəʊɪŋ/  
*adjective*  
not easily upset or annoyed

**eatery** /ˈiːtəri/  
*noun*  
a restaurant or other place where people can be served food

**economics** /ˌekəˈnɒmɪk/  
*noun* p.68  
relating to trade, industry and the management of money

**edutainment** /ˌedʒəˈteɪnmənt/  
*noun*  
a form of entertainment that is also educational

**effluent** /ˈefluənt/  
*noun*  
liquid waste or sewage discharged into a river or the sea

**embellish** /ɪmˈbelɪʃ/  
*verb*  
to make (something) more attractive by the addition of decorative details or features

**emotive** /ɪˈməʊtɪv/  
*adjective*  
making people have strong feelings

**employ** /ɪmˈplɔɪ/  
*verb*  
to hire for work

**enable** /ɪˈneɪbəl/  
*verb*  
to give (someone or something) the authority or means to do something

**endeavour** /ɪnˈdevə/  
*verb*  
to try or attempt

**end up with** /ˌend ˈʌp wɪð/  
*phrasal verb*  
to be in a situation that you did not intend or want to be in because of something that has happened to you or something you have done

**enjoin** /ɪnˈdʒɔɪn/  
*verb*  
to instruct or urge (someone) to do something

**entirely** /ɪnˈtaɪəli/  
*adverb*  
completely

**equestrian** /ɪkˈwestriən/  
*adjective*  
relating to horseriding

**evil** /ˈiːvəl/  
*adjective*  
very bad, harmful or wicked

**evoke** /ɪˈvəʊk/  
*verb*  
to produce a strong feeling in someone

**exclusive** /ɪksˈkluːsɪv/  
*adjective*  
restricted or limited to the person, group or area concerned

**exemplary** /ɪɡˈzempləri/  
*adjective*  
excellent, providing a good example to others

**exotic** /ɪɡˈzɒtɪk/  
*adjective*  
unusual and related to a foreign country

**expression** /ɪksˈpreʃən/  
*noun*  
the look on someone's face that shows a particular emotion

**expressionist** /ɪksˈpreʃəˌnɪst/  
*noun*  
(of a style of building / art) seeking to express emotions

**extinct** /ɪkˈstɪŋkt/  
*adjective*  
(of a species, family or other larger group) having no living members

**extrovert** /ˈekstrəvɜːt/  
*noun*  
an outgoing personality

**eyewitness** /ˈaɪˌwɪtnɪs/  
*noun*  
a person who has seen something happen and so can give a first-hand description of it

**F**  
**fanatic** /fəˈnætɪk/  
*noun*  
someone who likes a particular thing or activity very much

**fasten** /ˈfæsn/  
*verb*  
to fix or join securely

**fatigue** /fəˈtiːɡ/  
*noun*  
extreme tiredness

**fauna** /ˈfəʊnə/  
*noun*  
the animals of a particular region, habitat or geological period

**feather** /'feðə/*noun*

one of the soft, light things that covers a bird's body

**feedback** /'fi:d,bæk/*noun*

advice or information about something done

**fence off** /'fens of/*phrasal verb*

to enclose a space with a fence

**fibre** /'faɪbə/*noun*

important nutrient found in wholegrain products like brown rice

**fierce** /'fɪəs/*adjective*

angry or ready to attack

**figure** /'fɪɡə/*noun*

person of a particular kind, often important

**finance** /'fʌmæns/*verb*

to provide funding for a person or enterprise

**finite** /'fʌnaɪt/*adjective*

having limits or bounds

**firmly** /'fɜ:mli/*adverb*

strongly and clearly

**flash** /flæʃ/*verb*

to shine a bright light on and off

**fleet** /fli:t/*noun*

a group of boats belonging to one company

**flora** /'flɔ:rə/*noun*

the plants of a particular region, habitat or geological period

**fog** /fɒɡ/*noun*

thick cloud which is difficult to see through

**forecourt** /'fɔ:kɔ:t/*noun*

an open area in front of a large building

**fossil fuel** /'fɒsəl ,fju:l/*noun*

a natural fuel such as coal or gas, formed from the remains of living organisms

**foundation** /'faʊn'deɪʃən/*noun*

the solid layer of cement, bricks, stones, etc. that is put under a building to support it

**fractional distillation**

/'frækʃənəl dɪstɪ'leɪʃən/

*noun*

separation of a liquid mixture into fractions by boiling at different temperatures

**framework** /'freɪmwɜ:k/*noun*

the main supporting parts of a building

**frequency** /'fri:kwənsi/*noun*

the wavelength of a radio or digital signal, see *band*

**frequent** /'fri:kwənt/*adjective*

happening or doing something often

**fry** /fraɪ/*verb*

to cook something in hot fat or oil

**G****gasp** /gɒ:sp/*verb*

to inhale suddenly with the mouth open, out of pain or astonishment

**generate** /'dʒenə'reɪt/*verb*

to make electricity

**generosity** /,dʒenə'rɒsɪti/*noun*

the quality of being kind and sharing

**genus** /'dʒɪ:nəs/*noun*

one of the groups into which scientists divide animals or plants; it is smaller than a species and larger than a family

**geometric** /,dʒɪ:ə'metrɪk/*adjective*

of or relating to geometry, or according to its methods

**gliding** /'glɑɪdɪŋ/*noun*

the sport of flying in a light engineless aircraft

**global** /'gləʊbəl/*adjective*

of or relating to the whole world

**glory-seeker** /'glɔ:ri'si:kə/*noun*

someone who seeks glory or fame

**gold-coated** /gəʊldkəʊtəd/*adjective*

covered with gold



**gourmand** /'guəmənd/  
*noun*

a person who enjoys eating, especially good food

**government** /'gʌvəmənt/*noun*  
the governing body of a nation, region or community

**governmental** /'gʌvə'mentl/  
*adjective*  
of a government

**gratefulness** /'greɪtfəlnəs/  
*noun*  
feeling or showing an appreciation of kindness; thankfulness

**greenery** /'grɪ:nəri/  
*noun*  
green foliage, growing plants or vegetation

**grilled** /grɪld/  
*adjective*  
cooked over the fire in a grill

**gross** /grəʊs/  
*verb*  
to produce or earn (an amount of money) as total profit or income

**ground-breaking**  
/'graʊnd breɪkɪŋ/  
*adjective*  
innovative; involving new discoveries

**gymnastics** /dʒɪm'næstɪks/*noun*  
exercises developing or displaying physical agility and coordination

## H

**handsome** /'hænsəm/  
*adjective*  
attractive

**handy** /'hændi/  
*adjective*  
convenient to handle or use; useful

**harmony** /'hɑ:məni/  
*noun*  
agreement or concord

**hassle** /'hæsəl/  
*noun*  
irritating inconvenience

**hazardous** /'hæzədəs/  
*adjective*  
risky; dangerous

**headline** /'hedlɪn/  
*noun*  
a heading at the top of an article or page in a newspaper or magazine

**heart rate** /hɑ:t reɪt/  
*noun*  
the speed of your heart beat

**hectare** /'hektə:/  
*noun*  
a metric unit of square measure, equal to 100 acres (2.471 acres or 10,000 square metres)

**helpline** /'helplɪn/  
*noun*  
a telephone service providing help with problems

**herbivore** /'hɜ:bəvɔ:/  
*noun*  
an animal that feeds on plants

**high-ranking** /'haɪræŋkɪŋ/  
*adjective*  
great, or greater than normal, in quantity, size or intensity

**hold button** /həʊld 'bʌtn/  
*noun*  
a button that pauses the game and prevents the game from being used momentarily

**homing** /'həʊmɪŋ/  
*adjective*  
relating to an animal's ability to fly home from a great distance

**honour** /'ɑ:nər/  
*verb*  
to show respect for someone or something; to revere; to venerate

**hostile** /'hɒstail/  
*adjective*  
unfriendly; antagonistic

**howl** /haʊl/  
*verb*  
to make a long, loud, sorrowful cry

**hunting** /'hʌntɪŋ/  
*noun*  
the activity of chasing and killing wild animals

**idle** /'aɪdl/  
*adjective*  
lazy, especially avoiding work

**illegal** /rɪ'li:gəl/  
*adjective*  
contrary to or forbidden by law

**illegally** /rɪ'li:gəli/  
*adverb*  
against the law

**illegible** /rɪ'ledʒəbəl/  
*adjective*  
not clear enough to be read

**imperative** /ɪm'perətɪv/*adjective*  
of vital importance; crucial

**implement** /'ɪmplɪ'mənt/*verb*  
to put an action or a change into effect

**impromptu** /ɪm'prɒmptjuː/  
*adjective*  
 done without being planned,  
 organised or rehearsed

**incident** /'ɪnsɪdənt/  
*noun*  
 an event, especially one that is  
 unusual

**incredibly** /ɪn'krediːbli/  
*adverb*  
 extremely or unusually

**increase** /'ɪnkriːs/  
*noun*  
 a rise in number, amount or  
 degree

**influx** /'ɪnflʌks/  
*noun*  
 an arrival or entry of large  
 numbers of people or things

**informal** /ɪn'fɔːməl/  
*adjective*  
 unofficial; casual

**infrequent** /ɪn'friːkwəntli/  
*adjective*  
 not occurring often; rare

**impolite** /ɪmpə'laɪt/  
*adjective*  
 not having or showing good  
 manners

**inherit** /ɪn'herət/  
*verb*  
 to receive money or property  
 from someone who has died

**initiative** /ɪ'nɪʃətɪv/  
*noun*  
 the ability to assess and  
 initiate things independently

**injustice** /ɪn'dʒʌstəs/  
*noun*  
 lack of fairness or justice

**innovate** /'ɪnəveɪt/  
*verb*  
 to make changes in something  
 established

**insolence** /'ɪnsələns/  
*noun*  
 showing a rude and arrogant  
 lack of respect

**inspirational** /ɪnspə'reɪʃənəl/  
*adjective*  
 providing or showing creative or  
 spiritual inspiration

**instantly** /'ɪnstəntli/  
*adverb*  
 at once; immediately

**instigate** /'ɪnstəgeɪt/  
*verb*  
 to bring about or initiate (an  
 action or event)

**instinct** /'ɪnstɪŋkt/  
*noun*  
 a natural or intuitive way of  
 behaving

**instructor** /ɪn'strʌktə/  
*noun*  
 a person who teaches  
 something

**insurance** /ɪn'ʃʊərəns/  
*noun*  
 an arrangement with a  
 company in which you pay  
 small amounts of money to  
 guarantee loss of property or  
 damage

**intensely** /ɪn'tensli/  
*adverb*  
 strongly; in a high degree

**interfaith** /'ɪntəfeɪθ/  
*adjective*  
 of, relating to, or between  
 different religions or members  
 of different religions

**interpersonal** /ɪntə'pɜːsənəl/  
*adjective*  
 of or relating to relationships  
 or communication between  
 people

**in this sense** /ɪn ðɪs sɛns/  
*expression*  
 a way in which an expression or  
 a situation can be interpreted

**introvert** /'ɪntrəvɜːt/  
*noun*  
 a shy and typically self-centred  
 person

**invest** /ɪn'vest/  
*verb*  
 to buy shares, property or  
 goods because you hope the  
 value will increase and you can  
 make a profit

**investment** /ɪn'vestmənt/  
*noun*  
 the sum of money invested to  
 make a profit

**invisible** /ɪn'vɪzəbəl/  
*adjective*  
 cannot be seen

**iron** /'aɪən/  
*noun*  
 a mineral found in food

**irregular** /ɪ'regjələ/  
*adjective*  
 not even or balanced

**irrelevant** /ɪ'reləvənt/  
*adjective*  
 not connected with or relevant  
 to something

**irresponsibly** /ɪrɪ'spɒnsɪbəl/  
*adverb*  
 in an irresponsible manner

**irreversible** /ɪrɪ'vɜːsɪbəl/  
*adjective*  
 not able to be undone or  
 changed

## J

**joystick** /'dʒɔɪ stɪk/

*noun*

a lever that can be moved in several directions to control the movement of an image on a computer

## K

**keypad** /'ki:pæd/

*noun*

a miniature keyboard or set of buttons used to control an electronic device

**knock off** /'nɒkɒf/

*phrasal verb*

to fall off after a collision

## L

**landmark** /lændmɑ:k/

*noun*

a feature of a landscape or town that is easily seen and recognised from a distance

**last** /lɑ:st/

*verb*

to continue for a specified period of time

**latest** /'leɪtəst/

*adjective*

the most recent

**legible** /'ledʒəbəl/

*adjective*

(of handwriting or print) clear enough to read

**light** /laɪt/

*adjective*

not heavy

**loan** /ləʊn/

*noun*

a thing that is borrowed, especially a sum of money, that is expected to be paid back

**lock** /lɒk/

*noun*

a short confined section of a canal or other waterway in which the water level can be changed by the use of gates and sluices, used for raising and lowering vessels between two gates

**login** /lɒɡɪn/

*noun*

a process of starting a computer system

**luggage** /'lʌɡɪdʒ/

*noun*

suitcases or other bags in which to pack personal belongings for travelling

## M

**mainstream** /'memstri:m/

*adjective*

related to the most popular or dominant trend

**malnutrition** /,mælnj'trɪʃən/

*noun*

the lack of proper nutrition

**mammal** /'mɑ:məl/

*noun*

a warm-blooded animal

**management** /'mænɪdʒmənt/

*noun*

the process of dealing with or controlling things or people

**market** /'mɑ:kɪt/

*noun*

a place where the public can buy food and other things

**maroon** /mə'ru:n/

*verb*

to leave (someone) trapped and isolated in an inaccessible place, especially an island

**marsh** /mɑ:ʃ/

*noun*

an area of low-lying land that is flooded in wet seasons or at high tide, and typically remains waterlogged at all times

**mast** /mɑ:st/

*noun*

a tall upright post, spar, or other structure on a ship or boat, in sailing vessels generally carrying a sail or sails

**master** /'mɑ:stə/

*verb*

to acquire complete knowledge or skill in an accomplishment, technique or art

**maze** /meɪz/

*noun*

a network of paths and hedges designed as a puzzle through which one has to find a way

**medal** /'medl/

*noun*

a round metal coin which soldiers are given for being brave

**megawatt** /'megəwɒt/

*noun*

a unit of power equal to one million watts

**member** /'membə/

*noun*

an individual belonging to a group such as a club or team

**mentality** /men'tæli:ti/

*noun*

attitude or way of thinking

**mentor** /'mentɔ:/

*noun*

an experienced and trusted advisor

**metabolise** /mɪ'tæbəlaɪz/*verb*

to change food in your body into energy

**metabolism** /mɪ'tæbəlaɪzəm/*noun*

the chemical processes by which food is changed into energy in your body

**micro-robot** /ˌmaɪkrəʊ'rəʊbət/*noun*

a tiny robot

**military** /'mɪlɪtəri/*adjective*

describing soldiers and the army

**mode** /məʊd/*noun*

an option allowing a change in the method of operation of a device

**modernistic** /ˌmɒdə'nɪstɪk/*adjective*

of or associated with modernism, a style that is more modern than traditional

**monotonous** /mə'nɒtənəs/*adjective*

dull, tedious and repetitious

**motivation** /ˌməʊti'veɪʃən/*noun*

the general desire of someone to do something

**motoring** /'məʊtərɪŋ/*noun*

the activity of driving a car

**motorist** /'məʊtərɪst/*noun*

the driver of a car

**move** /mu:v/*verb*

to change one's place of residence or work

**mumble** /ˈmʌmbəl/*verb*

to say something quietly, making it too difficult for others to hear

**mundane** /ˈmʌnd'eɪn/*adjective*

lacking interest or excitement

**mutiny** /'mju:tɪni/*noun*

an open rebellion against the proper authorities, especially by soldiers or sailors against their officers

**N****nanoshell** /ˌnænəʃəl/*noun*

an extremely tiny case implanted in the body to fight disease

**naturalistic** /ˌnætʃərə'lɪstɪk/*adjective*

derived from or imitating real life

**navigate** /'nævɪɡeɪt/*verb*

to travel on a set route, especially carefully or with difficulty

**nest** /nest/*noun*

a structure made by a bird for laying eggs and sheltering its young

**neurologist** /ˌnjuərə'lɒdʒɪst/*noun*

a doctor who studies the nervous system

**neutralise** /'nju:trəlaɪz/*verb*

to make a substance chemically neutral

**next of kin** /ˌnekst əv kɪn/*noun*

a person's closest living relative

**notably** /'nəʊtəbli/*adverb*

especially; in particular

**nutrition** /nju:'trɪʃən/*noun*

the process of providing the food necessary for good health and growth

**O****oar** /ɔ:r/*noun*

a pole with a flat blade, pivoting in an oar lock, used to row or steer a boat through the water

**obedient** /ə'bi:diənt/*adjective*

obeying commands

**obesity** /əʊ'bi:səti/*noun*

the state of being unhealthily overweight

**objective** /əb'dʒektɪv/*noun*

aim or goal

**observe** /əb'zɜ:v/*verb*

to notice or perceive (something) and register it as being significant

**obstacle** /'ɒbstəkl/*noun*

a thing that blocks one's way

**on behalf** /ɒn br'hɑ:f/*phrasal noun*

in the interests of a person, group or principle

**on the coast** /ɒn ðə kəʊst/*adjective*

by the sea

**opponent** /ə'pəʊnənt/*noun*

someone who competes against or fights another in a contest, game or argument

**organic** /ɔ:'gænik/

*adjective*

produced without the use of chemicals

**outlandish** /aʊt'lændɪʃ/

*adjective*

looking or sounding strange or unfamiliar

**out of shape** /aʊt əv ʃeɪp/

*expression*

unfit and unhealthy

**overtake** /əʊvə'teɪk/

*verb*

to catch up with and pass while travelling in the same direction

## P

**Paralympics** /ˌpærə'lɪmpɪks/

*noun*

an international athletic competition for disabled athletes

**paraphrase** /ˌpærə'freɪz/

*verb*

express the meaning of something said or written by using different words

**patient** /'peɪʃənt/

*adjective*

able to wait without becoming annoyed or anxious

**perception** /pə'sepʃən/

*noun*

the ability to see, hear or become aware of something through the senses

**personal trainer**

/ˌpɜːsənəl ˌtreɪnə/

*noun*

a fitness coach who works one-on-one

**pesticide** /'pestɪsaɪd/

*noun*

a chemical substance used to kill insects and small animals

**phenomenon** /fɪ'nɒmɪnən/

*noun*

a fact or situation that is observed to exist or happen, especially one whose cause or explanation is in question

**philanthropic** /ˌfɪlən'θrɒpɪk/

*adjective*

(of a person or organisation) donating money to good causes and promoting the welfare of those in need

**physiotherapy** /ˌfɪziəʊ'therəpi/

*noun*

a treatment that uses special physical exercises to treat injuries and diseases

**pick up** /'pɪk ʌp/

*phrasal verb*

to go somewhere to collect someone, typically in one's car

**pilgrimage** /'pɪlgrɪmɪdʒ/

*noun*

a journey to a holy place for religious purposes

**plague** /pleɪg/

*verb*

to cause continual trouble or distress to a group of people

**poacher** /'pəʊtʃə/

*noun*

a person who hunts animals illegally

**polished** /'pɒlɪʃt/

*adjective*

made shiny by being rubbed; buffed; burnished

**polymer** /'pɒlɪmə/

*noun*

a substance that has a molecular structure consisting chiefly or entirely of a large number of similar units bonded together, e.g. many synthetic organic materials used as plastics and resins

**pomegranate** /'pɒməgrænt/

*noun*

a round fruit that has a red skin and juicy red seeds

**port** /pɔ:t/

*noun*

a town by the sea where ships arrive and leave from

**portable** /'pɔ:təbəl/

*adjective*

easily carried

**predator** /'predətə/

*noun*

an animal that tries to eat other animals

**predominance** /prɪ'dɒmɪnəns/

*noun*

the greater number or amount

**prejudicial** /ˌpredʒʊdɪʃəl/

*adjective*

having a bad effect on something

**probiotic** /ˌprəʊbɪə'ɒtɪk/

*adjective*

containing 'good' bacteria to improve health

**procure** /prə'kjʊə/

*verb*

to obtain something

**profit** /'prɒfɪt/

*noun*

a financial gain, especially the difference between the amount earned and the amount spent



**profitable** /'prɒfɪtəbəl/

*adjective*

producing a financial gain

**propagation** /,prɒpə'geɪʃən/

*noun*

the breeding of plants and animals by natural processes

**protein** /'prəʊtiːn/

*noun*

a natural substance that exists in foods such as meat, eggs and beans and which the body needs in order to grow healthily

**proud** /praʊd/

*adjective*

feeling of happiness as a result of something you have achieved

**public** /'pʌblɪk/

*adjective*

open to all people

**pull away** /pʊl ə'weɪ/

*phrasal verb*

(a vehicle) to start moving away from the place where it has stopped

## R

**radar** /'reɪdər/

*noun*

a system for detecting the speed and position of aircrafts

**RDA** /,pɒ'di:'eɪ/

*abbreviation*

recommended daily allowance

**rearrange** /,ri:ə'reɪndʒ/

*verb*

to change the position, time or order of something

**recently** /'ri:səntli/

*adverb*

a short time ago, in the past few days / weeks / months, a little while back

**recharge** /,ri:'tʃɑ:dʒ/

*verb*

to restore electrical power in a device

**recuperate** /'rɪkju:pəreɪt/

*verb*

to recover from illness or exertion

**redefine** /ri'drɪfam/

*verb*

to define again or differently

**refining** /rɪ'faɪnɪŋ/

*noun*

the removal of impurities or unwanted elements from a substance, typically as part of an industrial process

**register** /'redʒɪstə/

*verb*

to enter your name and details on an official list

**rehabilitation** /,ri:həbɪlɪ'teɪʃən/

*noun*

the helping of someone to live a healthy life again

**relaxing** /rɪ'læksɪŋ/

*adjective*

making one feel relaxed

**relevant** /'reləvənt/

*adjective*

closely connected or appropriate to the matter at hand

**re-load** /,ri:'ləʊd/

*verb*

to load something again

**remind** /rɪ'maɪnd/

*verb*

to cause (someone) to remember someone or something

**reminiscent** /,remɪ'nɪsənt/

*adjective*

tending to remind one of something; evocative

**renowned** /rɪ'naʊnd/

*adjective*

known and admired by a lot of people, especially for a special achievement or quality

**reputation** /,repju'teɪʃən/

*noun*

the beliefs or opinions that are generally held about someone or something

**resemble** /rɪ'zembəl/

*verb*

to look or seem like

**residential** /,rezɪ'denʃəl/

*adjective*

designed for people to live in

**resign** /rɪ'zam/

*verb*

to voluntarily leave a job or other position

**resolve** /rɪ'zɒlv/

*verb*

to settle or find a solution

**retire** /rɪ'taɪə/

*verb*

to stop working (usually because you are a certain age)

**review** /rɪ'vju:/

*noun*

a critical evaluation of a book

**richly** /'rɪtʃli/

*adverb*

in an elaborate, generous or plentiful way

**ring** /rɪŋ/

*noun*

an informal term for a telephone call

**rival** /'raɪvəl/

*adjective*

competing with a person or thing for the same objective or for superiority in the same field of activity

**rusty** /'rʌsti/

*adjective*

(of a metal object) covered in a reddish-brown substance, mostly formed when iron or steel gets wet

## S

**salad bar** /'sæləd bɑː/

*noun*

a place in a restaurant with different vegetables that you can choose to make your own

**sanctuary** /'sæŋktʃuəri/

*noun*

a place of refuge or safety

**satnav** /'sætnæv/

*noun*

navigation that uses information from satellites

**saturated fat** /'sætʃəreɪtɪd

fæt/ *noun*

a type of fat from meat and milk products that is thought to be less healthy than other kinds of fat from vegetables or fish

**sauna** /'sɔːnə/

*noun*

a small room using hot-air for cleaning and refreshing the body

**sea-chest** /'siːtʃest/

*noun*

a sailor's storage chest

**self-discipline** /,self'dɪsəplɪn/

*noun*

the ability to focus and achieve your goals and resist temptations

**self-employed** /,selfɪm'plɔɪd/

*adjective*

working for oneself rather than for a company

**self-restraint** /,selfrɪ'streɪnt/

*noun*

restraint imposed by oneself on one's own actions; self-control

**seminar** /'seminɑː/

*noun*

a conference or other meeting for discussion or training

**sensibly** /'sensɪbli/

*adverb*

wisely

**sensor** /'sensə/

*noun*

a device that detects or measures a physical property and records, indicates or otherwise responds to it

**set off** /,set 'ɒf/

*phrasal verb*

to begin a journey

**shipping** /'ʃɪpɪŋ/

*noun*

the transport of goods by sea or other means

**shock** /ʃɒk/

*noun*

a sudden upsetting or surprising event or experience

**shy** /ʃaɪ/

*adjective*

nervous or uncomfortable with other people

**simulate** /'sɪmjələt/

*verb*

to imitate the character or feeling

**slide** /slaɪd/

*verb*

to move smoothly over a surface

**slightly** /'slaɪtli/

*adverb*

a little bit

**smash** /smæʃ/

*verb*

to completely defeat, destroy or foil

**smog** /smɒɡ/

*noun*

fog that is filled with pollution

**sodium** /'səʊdiəm/

*noun*

a chemical found in salt

**software** /'sɒftweə/

*noun*

the programs used by a computer

**solarium** /səʊ'leəriəm/

*noun*

a room with tanning beds, used for an artificial suntan

**solar power** /,səʊlə 'paʊə/ *noun*

power of the sun

**sophisticated** /sə'fɪstɪkətɪd/

*adjective*

(of a machine, system or technique) developed to a high degree of complexity

**spacious** /'speɪʃəs/

*adjective*

having plenty of space

**spare** /speə/

*verb* Literature Time

to refrain from killing, injuring or distressing

**speciality** /,speʃi'ælɪti/

*noun*

a type of food that a person or restaurant is famous for making well

**speech recognition**  
**/spi:tʃ ,rekəg'nɪʃən/***noun*

the ability of a computer to identify and respond to the sounds produced in human speech

**spoil** /spɔɪl/*verb*

to damage or destroy the value of something

**sportsmanship** /'spɔ:tsmənʃɪp/*noun*

behaviour in sport that is fair, honest and polite

**spot** /spɒt/*noun*

a particular place or point

**spur** /spɜː/*verb*

to encourage

**squander** /'skwɒndə/ *verb*

to waste or lose something foolishly

**stacks of** /stæks əv/*noun*

a pile of objects, typically one that is neatly arranged

**stamina** /'stæmɪnə/*noun*

physical and mental strength over a long period of time

**starvation** /stɑː'veɪʃən/*noun*

lack of food

**state** /steɪt/*adjective*

related to the civil government of a country

**state-of-the-art** /steɪt əv ðɪ*ɑ:t/ adjective*

modern and cutting-edge

**steam** /sti:m/*verb*

to cook something by hot mist that water produces when it is boiled

**stern**

/

stɜːn/

*adjective*

serious and unrelenting

**stimulant** /'stɪmjələnt/*noun*

a substance that increases nervous activity in the body

**stimulation** /,stɪmjə'leɪʃən/*noun*

the interest or motivation in something

**stockade** /stɒ'keɪd/*noun* Literature Time

a barrier formed from upright wooden posts or stakes, especially as a defense against attack

**stripes** /straɪps/*noun*

long, narrow lines of colour

**strong** /strɒŋ/*adjective*

great or powerful

**stubborn** /'stʌbən/*adjective*

determined not to change your mind, especially in spite of a good reason to do so

**studio** /'stjuːdiəʊ/*noun*

a small room used for performances

**stunned** /stʌnd/ *adjective*

astonished or shocked

**sturdy** /'stɜːdi/*adjective*

strongly and solidly built

**substantial** /səb'stænʃəl/*adjective*

of considerable importance, size or value

**success** /sək'ses/*noun*

achievement

**sudden** /'sʌdn/*adjective*

done quickly without warning

**supplement** /'sʌplɪmənt/*noun*

a substance taken to add vitamins, etc. to a person's diet

**suspension** /səs'penʃən/*noun*

a part attached to the wheels of a vehicle to cushion it from road conditions

**sustenance** /'sʌstənəns/*noun*

food and drink regarded as a source of strength; nourishment

**T****take after** /,teɪk 'æftə/*phrasal verb*

to resemble someone

**take back** /,teɪk 'bæk/*phrasal verb*

to return something to where it is from

**take out** /,teɪk 'aʊt/*phrasal verb*

to go somewhere with someone socially

**take over** /,teɪk 'əʊvə/*phrasal verb*

to get control of something (e.g. a business)

**tame** /teɪm/*adjective*

not dangerous or frightening; domesticated

**tax** /tæks/

*noun*

a compulsory payment to the government, used to pay for public services

**tax return** /tæks rɪ'tɜːn/

*noun*

a form used to calculate the amount of tax owed

**tea** /tiː/

*noun*

a hot drink

**teammate** /'tiːmeɪt/

*noun*

a fellow member of a team

**terminal** /'tɜːmɪnəl/

*noun*

a device at which a user enters data for a computer system and that displays the received output

**testing device** /ˌtestɪŋ dɪ'vaɪs/

*noun*

something used to check an experiment

**thunder** /'θʌndə/

*verb*

to make a loud, deep resounding noise especially whilst travelling

**tolerance** /'tɒlərens/

*noun*

the ability or willingness to tolerate something, in particular the existence of opinions or behaviour that one does not necessarily agree with

**tone** /təʊn/

*noun*

a musical note or sound used as a particular signal on a telephone or answering machine

**torso** /'tɔːsəʊ/

*noun*

the trunk of the human body

**touch down** /tʌtʃ daʊn/

*phrasal verb*

to make contact with the ground in landing

**touchscreen** /'tʌtʃˌskriːn/

*noun*

a display device that allows a user to interact with a computer by touching areas on the screen

**toxin** /'tɒksɪn/

*noun*

chemical that has a negative effect on the body

**transaction** /træn'zækʃən/

*noun*

an instance of buying or selling something

**transcontinental**

/ˌtrænzkontɪ'nentl/

*adjective*

crossing a continent, especially a transport route

**transmit** /trænz'mɪt/

*verb*

to send an electric signal

**trespass** /tres'pæs/

*verb*

to enter the owner's land or property without permission

**truce** /truːs/

*noun*

an agreement between enemies or opponents to stop fighting or arguing for a certain time

**tumour** /'tjuːmə/

*noun*

a swelling of a part of the body

**turn up** /ˌtɜːn 'ʌp/

*phrasal verb*

to arrive somewhere, especially when you are expected there

**tutor** /'tjuːtə/

*noun*

a private teacher, typically one who teaches a single student or a very small group

## U

**underpart** /'ʌndəpɑːt/

*noun*

the underside of an animal's body

**unfriendly** /ʌn'frendli/

*adjective*

not kind and pleasant

**unique** /juːnɪk/

*adjective*

particularly remarkable, special or unusual

**unlock** /ʌn'lɒk/

*verb*

to make a phone accessible to the user

**unreliable** /ˌʌnrɪ'laɪəbəl/

*adjective*

untrustworthy, irresponsible

**unsaturated fat**

/ʌn'sætʃəreɪtəd fæt/

*noun*

describing the unhealthy fats found in food

**untidy** /ʌn'taɪdi/

*adjective*

not arranged neatly and in order

**upgrade** /ʌp'ɡreɪd/

*verb*

to raise (something) to a higher standard

**urgent** /'ɜːdʒənt/

*adjective*

requiring immediate action or attention

## V

**vegetarian** /ˌvedʒə'teəriən/*adjective*

of or relating to the exclusion of meat or other animal products from the diet

**vegetation** /ˌvedʒə'teɪʃən/*noun*

plants considered collectively, especially those found in a particular area or habitat

**velocity** /vr'ləsɪti/*noun*

the speed of something in a given direction

**venue** /'venju:/*noun*

the place where something happens, especially an organised event such as a concert, conference or sports event

**virtue** /'vɜ:tʃu:/*noun*

behaviour showing high moral standards

**visual effects** /ˌvɪʒuəl r'fekt/*noun*

the graphics, sound, etc. used in films and computer games

**vitamin** /'vɪtəmin/*noun*

a chemical substance in food that is necessary for good health

**vividly** /'vɪvɪdli/*adverb*

lively and vigorously

**voice** /vɔɪs/*verb*

to express (something) in words

**voice-activated**

/ˌvɔɪs'æktɪveɪtɪd/

*adjective*

(of a device) can be controlled by voice

## W

**waste** /weɪst/*noun*

the careless, extravagant or purposeless use of something

**wasteland** /'weɪstlənd/*noun*

an unused area of land that has become barren or overgrown

**wave farm** /'weɪv ˌfɑ:m/*noun*

a collection of 40 wave machines

**wealthy** /'welθi/*adjective*

rich

**wearer** /'weərə/*noun*

the person wearing something, especially clothing

**well-sealed** /ˌwel'si:ld/*adjective*

closed very securely

**wholegrain** /'həʊlˌɡreɪn/*adjective*

made with or containing unprocessed grain

**wholesome** /'həʊlˌsəm/*adjective*

conducive to or suggestive of good health and physical well-being

**widespread** /'waɪdˌspred/*adjective*

found or distributed over a large area

**willpower** /'wɪlˌpaʊə/*noun*

the faculty by which a person decides on and initiates action

**windscreen wiper**

/'wɪndskri:n ˌwaɪpə/

*noun*

a rubber blade used to clear rain from a windscreen

**wingspan** /'wɪŋspæn/*noun*

the maximum distance across the wings of an aircraft, bird or other flying animal, measured from tip to tip

**wireless** /'waɪələs/*adjective*

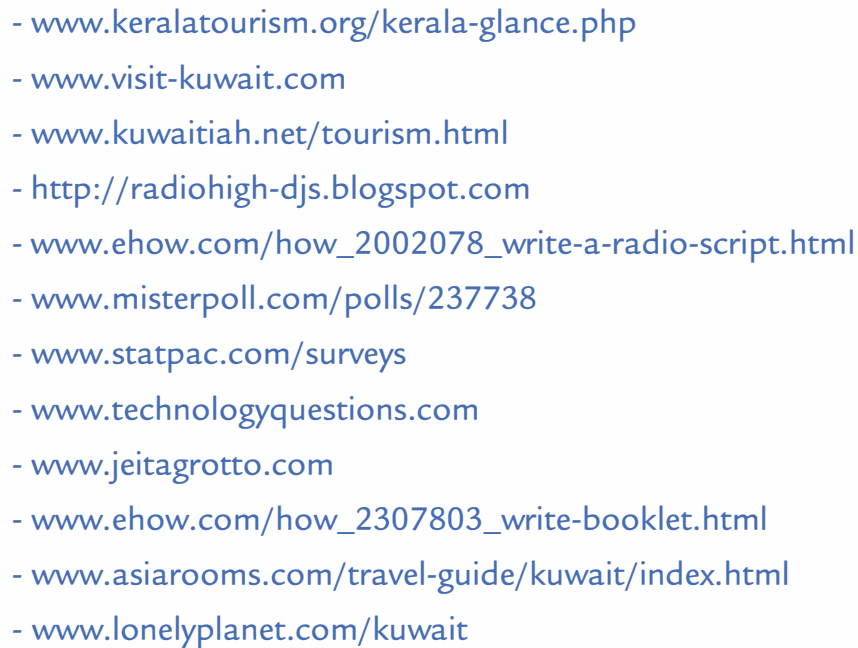
lacking or not requiring wires

**wizard** /'wɪzəd/*noun*

a person who is very skilled in a particular field or activity



## List of websites to use through the course:

- 
- A screenshot of a web browser window with a list of websites. The browser has a standard address bar and navigation buttons. The list of websites is as follows:
- [www.keralatourism.org/kerala-glance.php](http://www.keralatourism.org/kerala-glance.php)
  - [www.visit-kuwait.com](http://www.visit-kuwait.com)
  - [www.kuwaitiah.net/tourism.html](http://www.kuwaitiah.net/tourism.html)
  - [http://radiohigh-djs.blogspot.com](http://http://radiohigh-djs.blogspot.com)
  - [www.ehow.com/how\\_2002078\\_write-a-radio-script.html](http://www.ehow.com/how_2002078_write-a-radio-script.html)
  - [www.misterpoll.com/polls/237738](http://www.misterpoll.com/polls/237738)
  - [www.statpac.com/surveys](http://www.statpac.com/surveys)
  - [www.technologyquestions.com](http://www.technologyquestions.com)
  - [www.jeitagrotto.com](http://www.jeitagrotto.com)
  - [www.ehow.com/how\\_2307803\\_write-booklet.html](http://www.ehow.com/how_2307803_write-booklet.html)
  - [www.asiarooms.com/travel-guide/kuwait/index.html](http://www.asiarooms.com/travel-guide/kuwait/index.html)
  - [www.lonelyplanet.com/kuwait](http://www.lonelyplanet.com/kuwait)







**OVER TO YOU** Grade 10 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.



OVER  
TO YOU  
10



قِيم مناهجنا



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