



وزارة التربية

Ministry of Education

دولة الكويت | State of Kuwait

OVER TO YOU

STUDENT'S BOOK



SIMON HAINES

Grade

11^B



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Grade 11 B

Student's Book

Simon Haines



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سَمُو الشَّيْخِ صَبَّاحٍ خَالِدٍ الْحَمَادِ السَّبَّاحِ
وَلِيِّ عَهْدِ دَوْلَةِ الْكُوَيْتِ

**H. H. Sheikh Sabah Khaled Al-Hamad Al-Sabah
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Contents

Module 3	The media	8
Unit 7	Broadcasting	9
Unit 8	Television Watching Habits	15
Unit 9	Uses of Cameras	21
Focus on	<i>Kuwait Times</i> and Yousuf Saleh Alyan	27
Project 3	Designing a New TV Channel	28

Module 4	Being prepared	30
Unit 10	Accidents	31
Unit 11	The Planet in Danger	37
Unit 12	The Power of Nature	43
Focus on	Sheikh Sabah Al-Ahmad Nature Reserve	49
Project 4	Creating Guidelines for Making the World Safer	50

Literature Time	David Copperfield	52
Grammar File		63
Function File		71
Irregular Verbs List		76
Glossary		79

Introduction

What the book provides

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

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

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

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

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

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

Literature Time!

The Adventures of Huckleberry Finn
by Mark Twain

David Copperfield
by Charles Dickens

Reference material

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

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

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

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

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

How each unit works

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

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

Outcomes may read as follows:

Outcomes

You will be able to:

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

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

Reading / Listening

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

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

In the Think and Speak sections, you can:

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

Speaking

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

USEFUL LANGUAGE

Inviting

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

You'll enjoy learning frequently-used English expressions.

Vocabulary

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

Grammar

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

Pronunciation

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

Writing

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

Focus on

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

What the Workbook provides

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

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

Unit	Language	Skills
7 Broadcasting (page 9)	<p>Grammar relative clauses (defining and non-defining); prefixes</p> <p>Functions guessing; expressing likes and dislikes; giving reasons; stating advantages and disadvantages; talking about effects; expressing opinions; persuading; disagreeing</p> <p>Vocabulary adversely (WB), bring about, broadcast, collectively, consume, dedication (WB), demonstrate, deterrent (WB), digital, disappointing, dispatch, electronic device, electronics, entertainment, evolve, film industry, glorify (WB), half, innumerable (WB), invention, potential, prominent, rank, remote (WB), resident, reveal, set, station, telecommunication, teleprinter, tension, transatlantic, transistor, victory, video recorder, zealous</p>	<p>Reading an article about the history of broadcasting</p> <p>Speaking broadcasting; sport on television; a short talk about modern electronics</p> <p>Writing an essay about the advantages and disadvantages of radio and TV; a brief history of a radio station</p>
8 Television Watching Habits (page 15)	<p>Grammar reported speech: infinitives with <i>to</i> [advise, like, prefer, tell, want]; phrasal verbs with <i>get</i>; indefinite pronouns</p> <p>Functions describing personal experience; comparing information; expressing criticism; expressing opinions (agreement / disagreement); reporting what people say; giving advice; guessing / predicting; giving reasons to support choices; planning; presenting information</p> <p>Vocabulary accuracy (WB), age-appropriate, channel-surf, comedy, convict, core programming (WB), equestrian, evidence, fractional (WB), get behind with, get down to, get on, get over, get through, inactivity, mentally, miss out on, newcomer, news team, occasionally, on average (WB), primarily (WB), prime time (WB), promote, prosecution, provoke, record, staggering (WB), teaching aid (WB), thriller, tune in, tune out, visualise (WB)</p>	<p>Reading a text about TV guidelines for teens; a TV schedule</p> <p>Listening interviews about television-watching habits</p> <p>Speaking results of a survey; conduct a survey; television-watching habits; TV programmes; a TV schedule</p> <p>Writing a TV schedule</p>
9 Uses of Cameras (page 21)	<p>Grammar passive verbs; collective and compound nouns</p> <p>Functions discussing uses of cameras; giving reasons; stating advantages and disadvantages; expressing opinions; agreeing; disagreeing</p> <p>Vocabulary anticipation (WB), amicably, audience, basically, beckon away, bring up, capability, cast (WB), catch, category, characterise, cityscape, commentator, congested, consumer, court, ENG, everyone's a critic (WB), feature, fundamentally, high-end, hydraulic, inexpensive, motion picture, nowadays, pedestal, period drama, producer, screen, soundtrack (WB), spotlight, sprawling, stabilising, up to scratch (WB), voice-over, wholeheartedly</p>	<p>Reading an article about video cameras</p> <p>Listening a newspaper article about the Gulf Film Festival</p> <p>Speaking types of video cameras; a debate about the influences of television</p> <p>Writing the uses of video cameras; a description of a new TV camera</p> <p>Focus on</p> <p>Reading: <i>Kuwait Times</i> and Yousuf Saleh Alyan</p> <p>Grammar: prepositions of time and place</p> <p>Project: Designing a new TV channel</p>

Unit	Language	Skills
10 Accidents (page 31)	<p>Grammar <i>should / shouldn't have</i>; suffixes</p> <p>Functions describing safety equipment; expressing opinions; describing personal experience; giving advice; expressing criticism; asking for help; giving explanations; describing a scene; guessing</p> <p>Vocabulary acquainted with, attached, automatically, bias (WB), cautious, CEO, cloth, collide, collision (WB), confidential, considerably (WB), cushion, daydream, decelerate, detect, deviate, diluted, disregard, drag, emergency services, falsehood, feasible, fire drill, foolproof (WB), fundamental, inexperienced, inflate, intentional, monkfish, object, over the moon, overcome, perseverance, plug, restraint, retain (WB), safeguard, securely, shred, skid (WB), slam into, strain, strip, toothy, unsung, vehicle, venomous, warning, watchful, wed</p>	<p>Reading an article about innovations that keep us secure; three short news stories</p> <p>Listening an article about innovations that keep us secure; a description of an accident scene</p> <p>Speaking safety equipment; an accident from personal experience; roleplay a telephone call to the emergency services; an accident scene</p> <p>Writing a description of a car accident</p>
11 The Planet in Danger (page 37)	<p>Grammar stative vs. dynamic verbs; compound nouns</p> <p>Functions expressing worries; comparing; suggesting solutions; predicting; giving advice; describing events or situations; guessing; expressing opinions; suggesting and warning</p> <p>Vocabulary amend, anticipate, anxiety, appraise, aquaculture, chiefly, confront, consent, contradict, deforestation, dread, dump, ecological, exhaust pipe, fell, fund, hybrid (WB), international, joint, kidnap (WB), landfill site, latter (WB), marine, nominal (WB), overall, partnership, plight, recreation, red tide, smokestack, sting, suspect, sustainable, symposium, tackle, toenail (WB), tusk (WB), unbearable, worldwide</p>	<p>Reading a text about Kuwait Bay; an open letter</p> <p>Listening an interview with four teenagers about environmental damage</p> <p>Speaking environmental damage; global warming; deforestation</p> <p>Writing an open letter</p>
12 The Power of Nature (page 43)	<p>Grammar reported speech</p> <p>Functions discussing natural threats; suggesting solutions; reporting what people say; describing processes; describing personal experience; giving reasons; giving examples; stating advantages and disadvantages; expressing opinions; predicting</p> <p>Vocabulary absolutely, accumulate, alongside, announce, calamity, come in, costly, dam, demanding, expert, flare up, go out, impractical, intensity (WB), lessen, lethal (WB), mansion, map out, moist (WB), mullet, overflow, perilously, previous, prohibit, prolonged, propose, pros and cons, quake, regularly, remarkable, remedy, shortage, spinning (WB), standard, storm cellar (WB), supply, turnoff, vortex (WB), wasteful</p>	<p>Reading an article about natural threats and calamities; a scenario</p> <p>Listening three possible ways of solving a problem</p> <p>Speaking natural threats; water flow; preventing disasters; the remarkable power of nature; a role-play</p> <p>Writing a short story; an account of a tempest</p> <p>Focus on Reading: Sheikh Sabah Al-Ahmed Nature Reserve Grammar: the passive Project: Creating guidelines for making the world safer</p>

Module 3

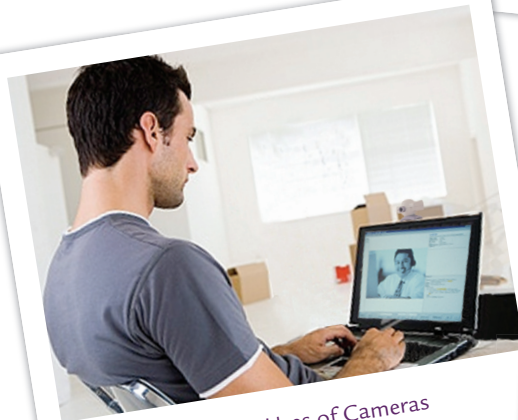
The Media



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



Unit 8: Television Watching Habits
How many hours of television do
you watch per week?



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

KUWAIT TIMES
The first daily in the Arabian Gulf

Focus On:
Kuwait Times
and Yousuf Saleh Alyan



Project 3:
Designing a New TV Channel

Outcomes

You will be able to:

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

Unit 7 Broadcasting

Grammar

Relative clauses (defining and non-defining);
prefixes



a



b



c



d Digital television. 2008

Discuss



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

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

RADIO and TV QUIZ

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

c Compare answers with those of other students.



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

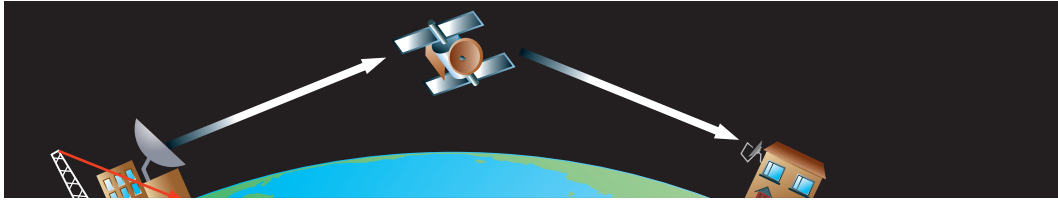
physicist physics

.....

Read

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

A short history of broadcasting



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

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

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

Check your understanding

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

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



Grammar

• Relative clauses (*defining and non-defining*) Grammar reference page 63

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

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

2 Answer these questions about sentences 1a–d.

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

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

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

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

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

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

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



Think and speak

6 Discuss these questions in pairs or groups ?

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

Vocabulary

The prefix tele-



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

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

visualise	-----	phone	-----
text	-----	print	-----
communicate	-----	fax	-----

- b** Make sentences about four of these things.
Teletext is written information which you can read on a TV screen.
- c** What are telecommunications? Work out a definition with a partner, then check your ideas in the glossary / dictionary.

Compound nouns

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

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

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

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

Words to remember

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

Pronunciation Strong and weak

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

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

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

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

5 (7.2) Listen and repeat the sentences.

Writing

1 Complete the table with ideas from the text on page 10.

	General	Kuwait
Radio
TV

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

Advantages:

.....

Disadvantages:

.....

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

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



Think and speak

4 Discuss these questions with a partner.

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

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

Speaking Comparing modern electronics

Think and make notes

1 Look at the photographs.

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



Prepare for speaking

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

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

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

Speak

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

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

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

USEFUL LANGUAGE

Giving reasons

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

Expressing opinions

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

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

Persuading

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

Disagreeing

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

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

That's not true!

You said that ..., but ...

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

Unit 8

Television Watching Habits

Grammar

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

phrasal verbs with *get*; indefinite pronouns



Discuss

1 Discuss these questions after studying the Factfile given.

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

Listen

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

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

Check your understanding

3 (8.1) Listen again and answer these questions. Which speaker:

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

Factfile

- What do you do when a TV commercial comes on?

Here are the results of a survey conducted in a particular area in 2008.

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

Vocabulary

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

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

Read

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

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

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

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

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

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

Think and speak

6 Discuss these questions in small groups.

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

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

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

Grammar

● **Reported speech: infinitive with to [advise, like, prefer, tell, want]** Grammar reference page 64

1 **Underline the verbs in these extracts a–f.**

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

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

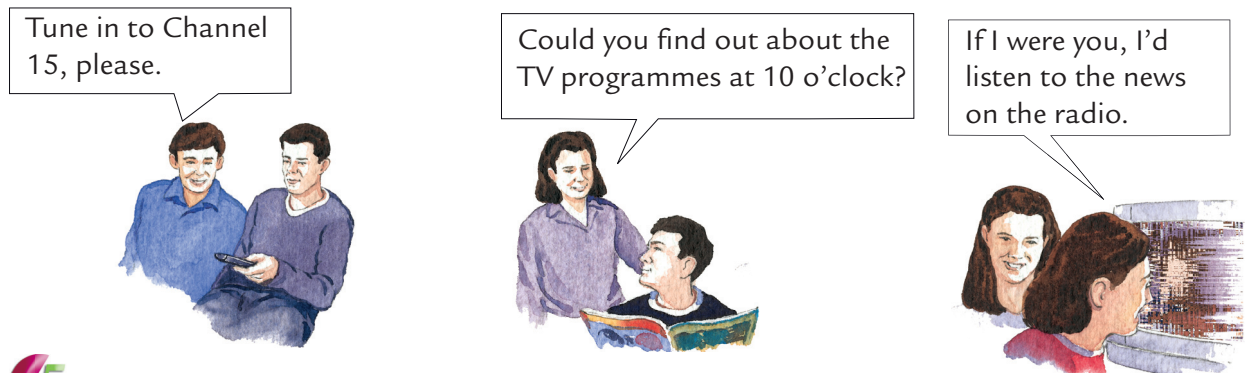
- a What follows the first verb in each extract? What are the next three words?
- b How are extracts 1d and 1f different from the others?

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

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

4 **What are the people saying? Follow the example.**

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



5 **Write more sentences following the same pattern.**

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

Think and speak

6 **Discuss these questions.**

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

Vocabulary

Phrasal verbs with *get*

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

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

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

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



b Discuss these questions in pairs.

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

Using else Indefinite pronouns Grammar reference page 64

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

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

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

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

Pronunciation How many words?

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

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

4 (8.2) Listen and repeat the sentences.

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

1 Read the TV schedule below and answer the questions.

Channel 1

5.00 p.m. – Sport
Live Football

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



7.00 p.m. – News
Main Evening News

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

8.00 p.m. – Drama
Courtroom

Will the prosecution find enough evidence to convict the suspect?



9.00 p.m. – History
Living history

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

Channel 2

5.00 p.m. – Folk Music
Al Samri

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

7.00 p.m. – History
Architecture Today

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

8.00 p.m. – Film
The Big Land

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

9.00 p.m. – Sport
World Equestrian Championship
The final of this year's event is from Kuwait. This will be exciting!



Channel 3

5.00 p.m. – Film
Someone's Watching

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

7.00 p.m. – Nature
The World of Nature

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

8.00 p.m. – Drama
Hospital Ward

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



9.00 p.m. – News
Tonight at Nine

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

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

task

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

Writing A television schedule

Read and discuss

1 Study the television schedule for the three channels on page 19.

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



Planning and writing

2 Plan your ideal evening's television schedule.

- Write a list of three or four of your favourite programmes, and schedule them between the hours of 5.00 p.m. and 10.00 p.m.
- Make brief notes about each programme. Include:
 - ▶ the channel and the start time;
 - ▶ the type of programme – sport, drama, etc.;
 - ▶ important details (if it's a film, tell a little of the story and note who the stars are; if it's a documentary, note the topic);
 - ▶ write a note on why you think people should watch the programme.
It will be exciting.
- Write your programme notes, using the schedules of Channels 1, 2 and 3 opposite as a model. Refer to any notes you have made. The *Useful Language* box below may help you.

Words to remember

convict, equestrian,
evidence, newcomer, news
team, prosecution, thriller

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

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

USEFUL LANGUAGE

Presenting information

Channel 1 presents a new series about ...

The programme covers / deals with / investigates ...

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

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

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

Unit 9

Uses of Cameras

Grammar

Passive verbs; collective and compound nouns



a



b



c



d



e

Discuss

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

surgical surveillance security web television / film

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

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

Read

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

.....

.....

.....

.....

Video Camera

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

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

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



Check your understanding

4 What is the purpose of each paragraph?

Paragraph 1

Paragraph 2

Paragraph 3

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

.....

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

.....

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

● **Passive verbs** Grammar reference page 65



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

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



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



Discuss these questions with a partner.

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



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

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



Write the passive forms of these sentences.

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



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

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

Vocabulary

Singular and plural / Group nouns Collective nouns Grammar reference page 65

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

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

Matching people

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

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

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

Words to remember

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

Pronunciation Stress in compound nouns

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

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

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

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



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

Writing

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

- A**
animated
city
medical
radio
television
traffic
video

- B**
cameras
conferencing
centre
film
news
staff
stations



task

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

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

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

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Speaking Expressing opinions

Think and make notes



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

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

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

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

Preparing to speak

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

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

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

Words to remember
 basically, catch, congested, fundamentally, inexpensive, voice-over, wholeheartedly

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

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

USEFUL LANGUAGE

Expressing opinions

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

Agreeing

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

Disagreeing

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



Kuwait Times and Yousuf Saleh Alyan

Kuwait Times

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

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

Yousuf Saleh Alyan

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

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

Prepositions of time and place

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

on:
in:
from – to:

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

in:
throughout:
to:

Project 3

Designing a new TV channel

Stage 1 What makes a good TV channel?

Work in groups.

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

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

task

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



Stage 2 Make an outline plan

Continue working in groups.

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

Film / Drama
Music
D-I-Y*

Educational
Food and cookery
Quizzes / Game shows

News / Documentaries
Science / Technology
Arts

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

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

School days 6.00 p.m. – 9.00 p.m.

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

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

Stage 3 Make a detailed plan

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

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

Stage 4 Display / Presentation

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

TRY THESE WEBSITES FOR INFORMATION

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

Module 4

Being Prepared



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



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



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



Focus On:
Sheikh Sabah Al-Ahmad Nature Reserve



Project 4:
Creating guidelines for making the
world safer

Outcomes You will be able to:

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

Unit 10

Accidents

Grammar

should / shouldn't have; suffixes



Discuss



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

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

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

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

Read

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

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

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

Innovations that keep us secure

Airbags

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

Smoke alarms

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

Vaccinations

Vaccination is a medical treatment which can prevent people from acquiring dangerous diseases and stop these from spreading. Many childhood illnesses, which were ubiquitous in the past, have disappeared because of the mass vaccination of infants. When doctors vaccinate their patients, they give them a diluted strain of the infection they intend to prevent. This assists the body in resisting the disease in the future. Many vaccinations are permanent.

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

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

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

Words to remember

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

Grammar

● **should / shouldn't have** Grammar reference page 66

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

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

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

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

3 Read these three short news stories about everyday accidents.

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

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

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



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

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

4 Work in pairs.

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

Vocabulary suffixes



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

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

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

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

c What other words do you know with these endings?

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

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

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

Verb suffixes

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

light wide glory hospital
valid hyphen beauty

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

Words to remember

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

Speaking

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

a Choose one of these roles.

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

B An emergency services operator

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

c Sit back to back with your partner.

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

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

d Exchange roles and repeat steps **b** and **c**.

Word stress

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

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

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

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

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

▶ He was looking for the right *address*.

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

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

.....

.....

.....

.....

.....

.....

Pronunciation Identifying word stress

3 (10.2) Listen to the following sentences and underline the words that should be stressed.

a They had finished the fire drill before I arrived.

b Sami ordered a huge monkfish for dinner.

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

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

e Could you please be quiet?

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

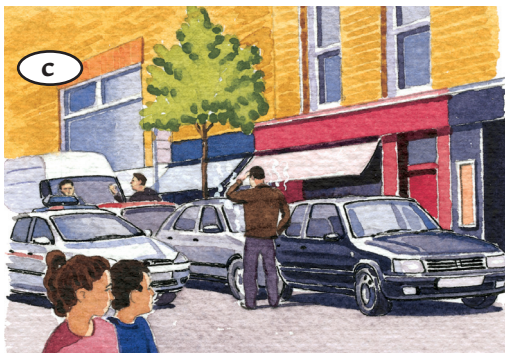
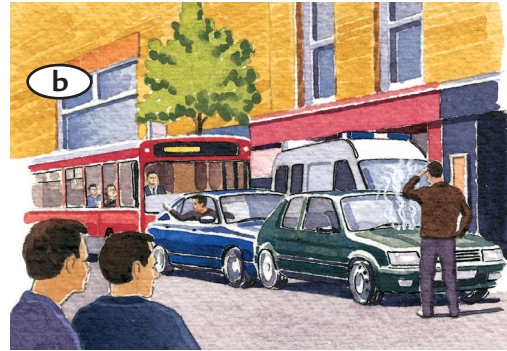
task

You are going to describe an accident.

Writing Describing an accident

Listen and discuss

1 (10.3) Listen to someone describing the scene of an accident. Which of these four pictures are they describing?



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

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

Words to remember

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

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

USEFUL LANGUAGE

Describing a scene

As I (came round the corner), this is what I saw ...
 There was a bus / a pedestrian at the side of the road / on the pavement.
 The driver of the red / blue car / bus was very angry.
 Two children / men were laughing / examining their cars.

Guessing

I was thinking ...
 It looked like ...
 We didn't want to assume...
 but it seemed that ...

Unit 11

The Planet in Danger

Grammar
 stative vs. dynamic verbs;
 compound nouns



Discuss

1 Look at the photographs and discuss these questions.

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

endangered species
pollution
deforestation
global warming

- b What other similar types of damage can you think of?
 c What worries you most? Which types of damage do you think are the most serious?

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

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

Quote

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

Carl Sagan

Listen

- 3** (11.1) You are going to hear four teenagers talking about the types of environmental damage that they take most seriously.
- a Which of the types of damage listed in question 1a do they mention?
 - b Do any of the speakers have the same worries as you?

Check your understanding

- 4** (11.1) Listen again and complete each of these sentences with one word from the interviews.

Speaker 1

a The boy takes global warming most seriously because it affects

Speaker 2

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

Speaker 3

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

Speaker 4

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

- 5** Complete these lists with words from the interviews.

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

- 6** Read the paragraph and answer the questions.

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

Words to remember

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

Kuwait Bay

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

Grammar

● Stative vs. dynamic verbs Grammar reference pages 67-68

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

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

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

- ▶ Thoughts
- ▶ Feelings

Then add these verbs to your lists:

consent anticipate dread realise suspect contradict

Note

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

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

- a What is the difference in meaning between the forms of *think* in these sentences?
I think we should protect wild animals.
I am thinking about tigers and pandas in particular.
Which form of the verb means *I believe* and which means *I have in my mind*?
- b What is the difference in meaning between the forms of *anticipate* in these sentences?
I anticipate that things will improve.
I am anticipating that my brother will call.
Which form of the verb means *wait for* and which means *imagine*?

Think and speak

4 Discuss these questions in pairs or groups.

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

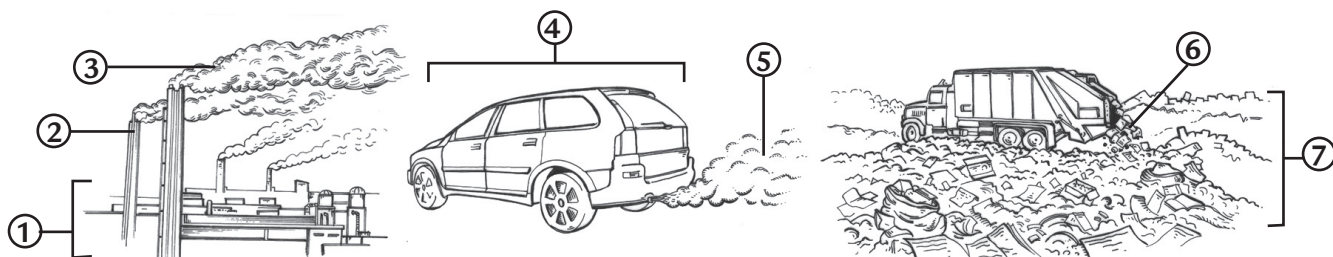


Vocabulary

The environment

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

- smokestack exhaust fumes factory landfill site smoke vehicle waste



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

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

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

Compound nouns Grammar reference page 68 11A

3 These nouns have two or more parts.

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

- | | |
|--|---|
| <p>A</p> <ul style="list-style-type: none"> 1 animal 2 climate 3 global 4 landfill 5 exhaust | <p>B</p> <ul style="list-style-type: none"> change site fumes habitat warming |
|--|---|

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

Pronunciation Stress patterns

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

- | | |
|--|--|
| <p>A</p> <ul style="list-style-type: none"> a Do you work at home? b It's getting worse. c I don't believe him. d I'm very frightened. e Buses are slow. | <p>B</p> <ul style="list-style-type: none"> She's really worried. Taxis are fast. Does he like to swim? I want to see you. He's feeling ill. |
|--|--|

5 Compare your answers with a partner.

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

task

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

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

Reading An open letter

Discuss

1 Look at the photograph and discuss these questions.

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



Read and analyse

2 Read this open letter and answer these questions.

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

The Editor

Natural Kuwait Magazine

Dear Sir,

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

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

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

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

Yours faithfully,

56 pupils from Kuwait High School

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

	Pollution	Solution
1		
2		
3		
4		
5		

Writing

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

- a** Choose one of these kinds of issues to write about:
 - ▶ a local issue in your area, city or town
 - ▶ a national issue which worries people in your country
 - ▶ an international issue which affects many people on Earth
- b** Use the following questions in order to brainstorm your ideas.
 - ▶ Who are you writing to?

Words to remember

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

- ▶ On whose behalf are you writing this letter?
- ▶ Why are you writing this letter?
- ▶ How is the problem affecting you and your environment?
- ▶ When and where did the problem start?
- ▶ What can be done in order to solve this problem?

2 Write your letter in 170–200 words.

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

Check

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

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

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

Unit 12

The Power of Nature

Grammar
Reported speech



Discuss

1 Discuss these questions in pairs or groups.

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



Aswan High Dam

Red tide in Kuwait Bay



Read

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

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

Words to remember

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

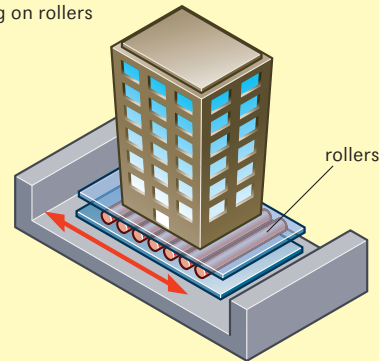
Natural threats and calamities

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

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

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

Building on rollers



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

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

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

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

Grammar

● Reported speech Grammar reference pages 68-70

1 Compare these pairs of sentences.

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

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

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

3 Now rewrite this story using Nazrul’s words.

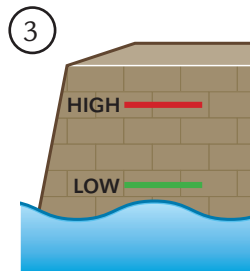
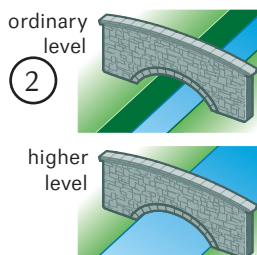
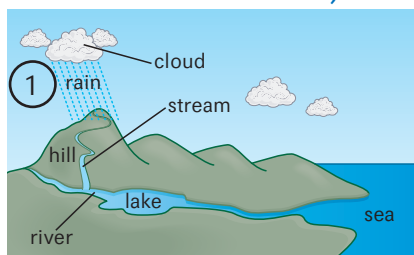
- a** (Ten-year-old Nazrul from Bangladesh said that) he had been trapped on the roof of his house.
I was trapped on the roof of my house.
- b** The river in his town had overflown its banks after heavy rain.
The river ...
- c** (He explained that) his father had woken him early in the morning because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



Vocabulary

Water

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



come in fall flood flow go out overflow rise run

Diagram 1

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

Diagram 2

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

Diagram 3

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

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

High or tall

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

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

Pronunciation Phrasal verbs vs. compound nouns

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

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

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

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

task

Writing

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



1 Answer these questions.

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

2 Match these verbs from the article on page 44 with their correct meanings. Use each word in a meaningful sentence.

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

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

Think and speak

3 Discuss these questions with other students.

The article on page 44 says: ‘... they have learned to respect the remarkable power of nature.’

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

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

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

Quote

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

Jacob Bronowski

Speaking Role-playing

Introduction

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

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

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



Drill new wells

- + New sources of water.
- Expensive process.



Convert more sea water into drinking water

- + Plentiful supply of sea water.
- Expensive.



Improve ways of storing water

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

Preparing for the role-play

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

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

Role A – Environmentalist

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

Role B – Member of public

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

Role C – Scientist

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

Role-play

4 Work in groups of three – A, B, C.

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

Words to remember

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

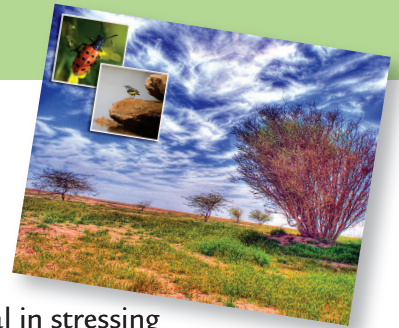
USEFUL LANGUAGE

Expressing opinions

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

Predicting

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



Sheikh Sabah Al-Ahmad Nature Reserve

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

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

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

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

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

The Passive

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

.....

.....

2 Classify them in this table.

Simple Present Passive	Simple Past Passive	Present Progressive Passive

3 Add one example of your own for each tense.

.....

.....

.....

Project 4

task

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

* guidelines = information which gives advice or makes suggestions

Creating guidelines for making the world safer

Stage 1 What are guidelines?

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

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

GUIDELINES FOR VISITORS TO AL-DOHA NATURE RESERVE

Protecting wildlife

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

Respect the environment

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

Be safe

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



Stage 2 First decisions

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

Who do you want to write the guidelines for?

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

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

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

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

Stage 3 Individual writing

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

Stage 4 Final decisions

- a Work in groups again. Read each other's guidelines and suggest improvements. These could be:
 - ▶ corrections to language (grammar, spelling, etc.)
 - ▶ suggestions for making the guidelines clearer or simpler.
- b Write the final version of your guidelines.
- c Together, the group produces the final set of guidelines. You could add photographs or other illustrations.

Stage 5 Presentations

- a Each group presents their guidelines to the rest of the class. You could do this in these ways:
 - ▶ Display the sets of guidelines on the classroom walls.
 - ▶ Pass them round the class. Each group reads the other sets of guidelines.
- b The class could discuss the good points of each set of guidelines, saying how well the ideas would be followed by the people they are written for.
- c Finally, the class could vote for the most successful set of guidelines.

TRY THESE WEBSITES FOR INFORMATION:

- www.dreem.com
- www.dft.gov.uk/think
- www.statefarm.com/learning/be_safe/home/home.asp



Literature Time!

David Copperfield

by Charles Dickens

Episode One

My name is David Copperfield.

On the day that I was born, Miss Betsey Trotwood visited my mother. She was my father's aunt, and my father had been dead for six months. When she arrived, she surprised everyone by knocking on the window instead of the door. Mrs Peggotty, my mother's servant, went to let her in.

'From the moment the girl arrives,' Miss Trotwood told my mother, 'I intend to be her friend.'

'You mean Mrs Peggotty?' said my mother.

'No, *the* girl,' said Miss Trotwood. 'The child.'

'But it might be a boy,' said my mother.

'It must be a girl!' said Miss Trotwood.

And when I was born at twelve o'clock that Friday night, and she discovered that I was a boy, she walked out of the house and never came back.

The years went past and we were happy together – my mother, Mrs Peggotty, and I. Then, one day, a man came to visit us. His name was Mr Murdstone. He was my mother's brother, but I had never met him before because he had been travelling for many years at sea. He was polite and he smiled a lot, but I did not like him.

He came often after that, and I got used to seeing him and his black side-whiskers, but I still did not like him.

Mrs Peggotty did not like him either. I woke from a sleep, one day, to hear her arguing with my mother.

'Mr Copperfield wouldn't have liked him,' Mrs Peggotty was saying.

'How dare you say that!' said my mother. 'He is my only brother. What am I supposed to do?' And she began to cry.

One day, Mrs Peggotty asked me to go and stay with her at her family's house in Yarmouth, by the sea.

'Oh, yes!' I said, 'please. Will mother come?'

'No, my dear,' said Mrs Peggotty. 'She'll stay here. She won't be lonely.'

So Mrs Peggotty and I went alone by coach to Yarmouth.

It stopped outside a hotel and Mrs Peggotty's cousin, Ham, was there to meet us. Mrs Peggotty was pleased and excited to see him.

'Ham!' she said. 'How grown-up you look!'

He was a strong young man, six feet tall, with fair hair and a friendly but shy manner. He put me on his back and carried our luggage under his arm. We went past several boatyards and at last came to a wide beach with some boats pulled up on to the sand.

'There's our house, Master Davy,' said Ham.

I couldn't see a house anywhere, but there was a large black barge, or some other kind of old boat, sitting high and dry on the ground.

'Is that it?' I said. 'That ship-looking thing?'

'That's it, Master Davy,' said Ham.

And I saw that there was a door and windows in the barge.

Mr Peggotty and Ham were fishermen and the little house smelled of fish, but it was beautifully clean and tidy. And sometimes at night, when I heard the wind and the sea outside, I began to think that I was on a boat.

Mr Peggotty was a kind man. His niece, Emily, lived with them. Like Ham's parents, her mother and father were both dead.

Emily was a cheerful child and most days we collected shells or played on the beach. It was a wonderful holiday. I didn't want it to end.

But the time came when Mrs Peggotty and I had to go home and I had to say goodbye to my new friends. I was very sad to leave little Emily, and I promised to write to her.

It seemed a long journey home, but when at last I saw our house, I became excited about seeing my mother again.

A new servant opened the door.

'Is something wrong?' I said, suddenly afraid.

'No - no, my dear,' said Mrs Peggotty. She put her arm round me. 'Nothing is wrong. Your uncle has decided to make some changes, that's all! Come and see him.'

I began to shake. 'No!' I said. 'I don't want to see him.'

She took me into the living room and left me there. My mother and my uncle were sitting beside the fire. My mother got up quickly to come to me, but my uncle said, 'Clara, control yourself. David, how are you?'

I shook his hand without speaking, then kissed my mother. It seems my uncle had taken over the household. I could not look at them, and as soon as it was possible for me to get away, I went to my bedroom and cried myself to sleep.

Mrs Peggotty and my mother woke me some hours later.

'Davy!' said my mother. 'Davy, my child!'

She tried to hold me but I pushed her away.

Mr Murdstone came in and told my mother and Mrs Peggotty to leave us. When they were gone, he looked at me, and his lips became a thin line.

'David,' he said, 'if I have a horse that doesn't behave, what do you think I do?'

'I don't know,' I said.

'I give it to someone else,' he said. 'Remember that.'

After dinner, Mr Murdstone's maid arrived. I did not like the maid, but she moved into the house and began to take control of the housekeeping. Then one day, Mr Murdstone got angry at me for not learning my lessons perfectly - and I told him I didn't like him! He was very angry and locked me in my room for five days.

When at last Mrs Peggotty came to see me, I asked her, 'What is going to happen to me?' 'You're going away to school, tomorrow,' she said. 'To London.'

A cart arrived to take me and my luggage to the coach the next day. A man called Barkis was the driver and he was very pleasant to me.

Salem House was a small school just outside London. Mr Creakle owned the school, but I had lived there a month before I met him.

'So!' he said, holding me by my ear. 'This is the boy with the temper!' After this, I soon discovered that he was a very cruel man.

My best friend was Traddles, who was the same



age as me. He was a cheerful boy and we played together a lot, although he was often told off for not behaving as well as the teachers expected.

The other boy whom I came to admire and who became my good friend was Steerforth, the captain of the school. He was six years older than me and very clever.

One day, Mr Peggotty and Ham surprised me with a visit to the school. I introduced them to Traddles and Steerforth. 'Steerforth is the school captain,' I said, proudly.

Steerforth greeted them with a smile. 'I'm glad to meet you,' he said, and I could see that they thought Steerforth was a fine gentleman.

'You'll always be welcome at our little house in Yarmouth,' said Mr Peggotty.

Episode Two

The summer holidays came and Mr Barkis met the London coach and took me home in his cart.

I went into the house and heard my mother singing softly. She was sitting beside the fire in the living room, and she jumped to her feet when she saw me enter the room!

'Davy, my own boy!' she cried happily when she saw me. 'You've come back at last!'

Then Mrs Peggotty came running in and put her arms round me. With the three of us together again, it seemed that the happy old days were back.

I was in bed when Mr Murdstone came home that night, but I saw him in the morning.

My uncle did not look pleased to see me. 'How long is your holiday?' he asked me.

'A month,' I said.

'A month!' he cried. And he began to count the days until I went back to school again.

That time soon came, and I was back at school for two months before it was my birthday – but what a terrible birthday it was!

Mrs Creakle sent for me in the morning.

'Your mother is ill,' she told me.

'Is she very ill?' I asked, afraid of the answer.

'Dangerously ill,' she said, then went on, 'she – she's dead. You must go home tomorrow.'

And I cried until I thought my heart would break.

Mrs Peggotty met me when I arrived home and we shared the sad news together.

Mr Murdstone did not look at me when we went into the living room but sat with tears in his eyes.

His maid was standing beside him. She turned and spoke to me. 'Have you brought home all your clothes?' was all that she said.

'Yes,' I answered.

Much later, Mrs Peggotty came to my room.

'Your mother wasn't well for a long time,' she explained sadly. 'The last time I saw her happy was that night when you came home from school, my dear. The day you went away, she said, "I shall never see my pretty dear again." And she was right.'

'What will you do now, Mrs Peggotty?' I asked.

'I am to leave at the end of the month,' she said. 'Mr Murdstone doesn't want me here. Why don't you come to Yarmouth with me for a little holiday?'

'Oh, yes, please!' I said. I could not wait to see my friends again.

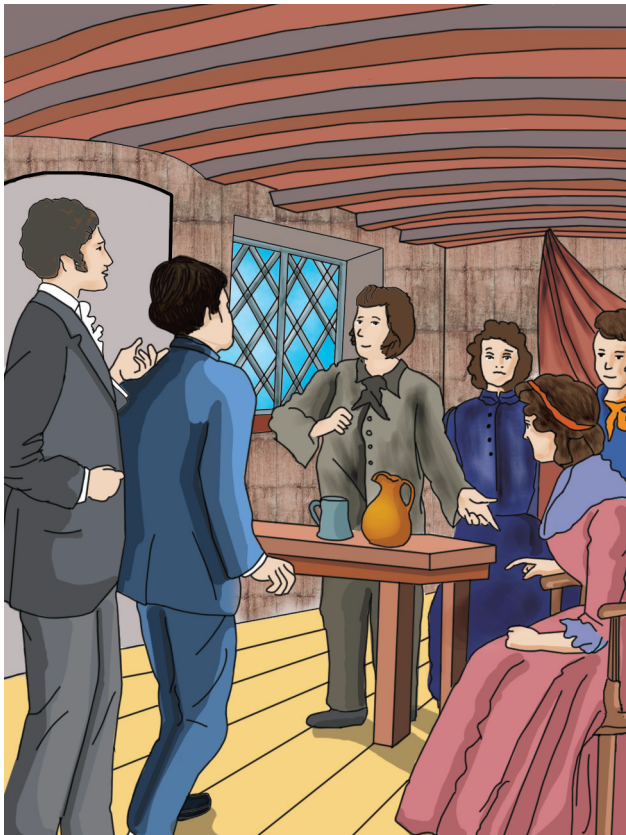
My uncle agreed when we asked him. 'I don't want to be disturbed or made uncomfortable, so yes, take him,' he said.

The next day, Barkis came to take Mrs Peggotty and me to Yarmouth. I sat beside him and he smiled secretly and said, 'It's all right, little chap. Don't worry about a thing.'

It was wonderful to see Mr Peggotty, Ham and Emily again. Emily was growing into a young woman.

'How is your friend, Steerforth?' asked Mr Peggotty. 'What a smart young man he is!'

'He's very well,' I said.



I stayed at Yarmouth for a short but happy time, and then Barkis and Mrs Peggotty took me home again. They left me at the gate, and I watched them drive away. Inside, I saw there was a man with Mr Murdstone.

'This is Mr Quinion, David,' Mr Murdstone said. 'You're to go to work for him in the counting-house at Murdstone and Grinby, the milk merchants, in London. You'll earn enough money to pay for your food, and I've arranged a place for you to live.'

I was ten years old and I was to go to work. And it was hard work. I went to a dirty old house near the river where rats lived under the floors. There my job was to wash empty bottles with three other boys, and I hated it.

One morning, a plump man with a head as bald as an egg came to see me with Mr Quinion. 'Ah, Master Copperfield!' the man said. 'I hope you are well.'

I was surprised, but said that I was very well. 'This is Mr Micawber,' Mr Quinion told me. 'You will be living at his house.'

And that evening, Mr Micawber took me home where his wife – a thin, tired-looking lady – was sitting with a baby. The baby was one of twins, and they had a boy of four and a girl of three.

My room was at the top of the house, at the back, and Mrs Micawber took me to see it. The house was big but there was very little furniture in it, and it all looked very poor. I soon discovered that the Micawbers were poor, too, and that Mr Micawber owed money to several people. I often had to sell books and other small things from the house to pay for food for the family.

But one morning, the police came and took Mr Micawber away to prison because of his debts. I went to see him there the next Sunday. At first, he seemed sad, but ten minutes later he was enjoying a game of skittles. 'If a man earns twenty pounds a year and spends nineteen pounds, nineteen shillings and sixpence, he'll be happy,' he said. 'But if he spends twenty pounds and sixpence, he'll be miserable.' Then he borrowed a shilling from me.

Back at the house, all the furniture was sold, except for the beds, the kitchen table and a few chairs. Mrs Micawber, the children and myself lived in two rooms until Mrs Micawber decided to go and live closer to the prison so she could visit her husband. I had a room in an old house near the prison. Soon after, Mrs Micawber's family paid her husband's debts and he was released from prison. They suggested that he left London and went to live in the country, and it was a few days later that I saw the whole Micawber family on a coach, looking cheerful and hopeful as they rode out of the city. It was then that I decided to run away.

'I'll go to the country and find my only living relation, Miss Betsey Trotwood,' I thought.

At the end of the week when I had my week's wages, I began my journey to Dover.

I gave my suitcase to a young man who offered to take it to the coach office for sixpence. But he ran away with my suitcase and all my money!

I ran after him as fast as I could, but he was quicker than me and I soon lost him in the crowd. I sat down and began to cry.

I had no money for the coach fare now, so I had to walk to Dover and sell my coat to buy food on the way. And six days later, when I finally arrived at my aunt's house, my clothes were torn and dirty

and my shoes were full of holes.

My aunt was in the garden, and when she saw me at the gate she shouted, 'Go away! No boys here!'

'Please, Aunt,' I said, 'I'm your nephew, David Copperfield.'

'Oh!' she said and sat down on the garden path in surprise.

She stared at me until I began to cry, then she took me into her house and gave me all kinds of medicine before telling Janet, her servant, to fill a bath with water for me.

But before Janet could go to fill my bath, my aunt pointed at the little square of grass outside her gate and began to shout, 'Janet! Donkeys!'

I looked and saw two donkeys on the grass, and Janet rushed out to chase them away.

It was a few days later when my aunt and Janet went to chase another donkey away, but this one had Mr Murdstone on its back!

My aunt had sent a letter to Mr Murdstone the day after I arrived, and they had come to discuss what was to happen to me. But my aunt did not recognise my uncle until I told her who he was.

'I don't care!' my aunt told Mr Murdstone. 'Don't ride on my grass!'

So the meeting began badly.

'I am here to take David back,' said Mr Murdstone when we went inside. 'If he will not come with me now, my house will be closed to him forever.'

'And what do you say, David?' said my aunt. 'Are you ready to go?'

'No,' I said. 'Please, Aunt, don't make me!'

'Mr Murdstone,' she said, 'you broke his mother's heart. She was a loving person and never deserved a brother like you. Now, please go!'

My uncle left without a word, but we could see his face was full of anger, and my aunt put an arm round me.

'This is your home now,' she said. 'And I think I shall call you Trotwood Copperfield. Yes, Trot!'

And so I began a new life with a new name.

Episode Three

Next day, my aunt took me to see her lawyer, Mr Wickfield, who lived in Canterbury. We went to his house and the door was opened by a young man with very short red hair and an unpleasant smile.

'Is Mr Wickfield in, Uriah Heep?' my aunt asked.

Uriah Heep bowed and rubbed his hands together. 'Mr Wickfield is in, Miss,' he said. 'Please go in there.' And he pointed towards a room inside.

The room was Mr Wickfield's office, and the white-haired old gentleman was there to meet us.

'Miss Betsey Trotwood,' said Mr Wickfield, smiling. 'How nice to see you!'

'I've not come for any law,' said my aunt. 'I want a good school for my nephew, Trotwood. Do you know a good school, Mr Wickfield?'

'Do you want the best?' said Mr Wickfield.

'Yes, the best,' said my aunt.

'There is an excellent school in Canterbury,' said Mr Wickfield. 'And he can live here, in my house.'

'Excellent!' said my aunt.

Then Mr Wickfield took us to meet his daughter.

Her name was Agnes. She was not only Mr Wickfield's daughter but his housekeeper as well. She was about my own age, and her face was bright and happy. She had a calm, quiet manner, which was very pleasing. When Agnes entered the room, she ran to kiss her father. Then he introduced us to her, and we could see that he loved her very much.

Next, we went upstairs to see my room, which had a large window looking out on to the garden.

My aunt was happy with the arrangements – and so was I – and she decided to leave before it was dark. Before she left, she gave me some advice.

'Trot,' she said, 'be a good boy. Never be mean or cruel, and never tell a lie, then I shall always be

proud of you.'

What a pleasure it was to go to a good school! The teachers were kind and willing to help – quite different from Mr Creakle. The boys were friendly and cheerful, and from good families. They knew nothing of my unhappy life up to that time, and I did not tell them. Later, Agnes asked me how I liked the school. 'Very much,' I said. 'Where do you study?' 'At home,' she said. 'I could not leave Papa. I am devoted to him.'

So my days at the Wickfields' home were happy ones – except for the unpleasant Uriah Heep. Heep invited me to his home, where he and his mother asked me questions about Agnes and Mr Wickfield, and made me feel uncomfortable.

Then, as I was coming out of their house, I was surprised to see Mr Micawber in the street. He told me that he was on his way back to London, and was staying at a hotel in Canterbury for a short time.

I quickly introduced him to the Heeps before we walked on. 'Come and see Mrs Micawber,' he said.

And so it was that I had dinner with the Micawbers that evening – and a very enjoyable dinner, too!

'I thought you were in Plymouth,' I said.

'Mr Micawber could not find work,' Mrs Micawber said, 'and my family received us coldly, I'm afraid.'

'Oh dear!' I said.

'So we are returning to London,' she said. 'What else can we do? But we must wait for some money to arrive to pay our bill at the hotel.'

I felt sorry for Mr and Mrs Micawber. 'I wish I could lend you the money you need,' I said.

'You are a true friend, Copperfield,' Micawber replied, and Mrs Micawber threw her arms round his neck as he started to cry. But he stopped in time to order a large breakfast from the waiter for the next morning.

I left soon after, promising to have dinner with them again before they went back to London.

But the following evening, I was surprised and a little alarmed to see Mr Micawber and Uriah Heep walking past the Wickfield's house, arm in arm.

The next time I went to the hotel, I asked Mr Micawber about his meeting with Heep.

'I'll tell you this, Copperfield,' he said. 'That young man will be a lawyer one day.'

After that, we ate another enjoyable dinner.

But the next day I received a letter from him, saying that he could not pay his debts and would almost certainly go to prison again.

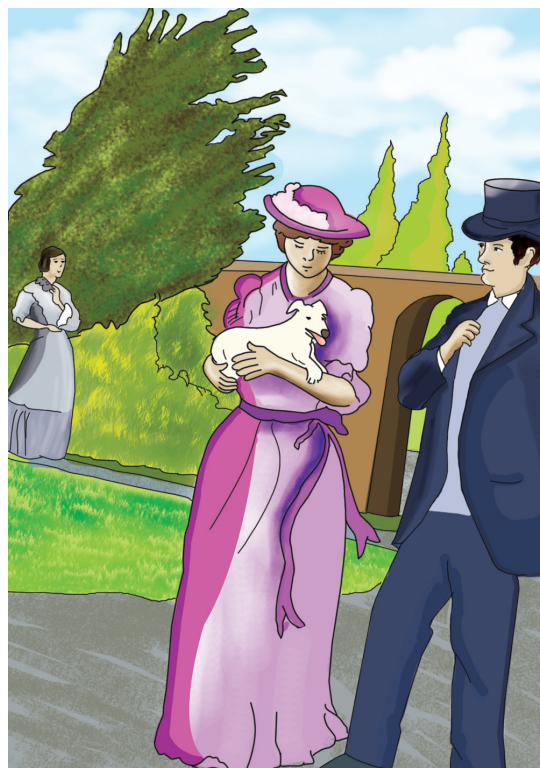
I was alarmed about this, and hurried to the hotel to see if I could help.

So imagine my surprise when I saw the Micawber family sitting in the London coach as it went by – all smiling and looking quite calm and happy!

The years passed and my time at school came to an end. My aunt suggested that I took a short holiday in Yarmouth with Mrs Peggotty, and I agreed.

But first, I went to London. I was drinking coffee in a hotel when I saw a man I recognised across the room. I knew him immediately, although he did not recognise me.

'Steerforth!' I said. 'Don't you remember me?'



His eyes opened wide with surprise. ‘It’s little Copperfield!’ he cried. ‘What are you doing here?’ I told him I was on my way to see my old friends in Yarmouth. He seemed very interested and suggested that he came with me the following day.

We took a coach to Yarmouth and found rooms at a cheap hotel. The next day, I went to see Mrs Peggotty and arranged to meet Steerforth at her house later.

Mrs Peggotty did not recognise me.

‘Is Ham at home?’ I asked in a rough voice.

Then she looked more closely at me as I smiled.

‘My dear, dear boy!’ she cried. She threw her arms round me, and the tears ran down our cheeks.

Later, Steerforth and I went to the little boathouse. Steerforth was clever and everyone liked him.

We stayed in Yarmouth two weeks, but Steerforth went fishing with Mr Peggotty most days. I went for long walks along the wide beach and the roads. On the last day, when we were going to Mrs Peggotty’s house, Steerforth informed me that he had bought a boat.

‘Mr Peggotty will look after it when I’m not here,’ he said. ‘I’m going to call it the *Little Emily*.’

I smiled. ‘You pretend it’s for yourself, but it’s for Mr Peggotty. That’s very generous of you.’

I knew I would be seeing more of Steerforth in Yarmouth, and I was glad.

Episode Four

Next day, Steerforth and I went back to London, where I joined the law company, Spenlow and Jorkins. My aunt paid a thousand pounds for me to become a clerk to a lawyer. She also rented an apartment where I could live, and where friends could visit me.

Steerforth arrived with some of my school friends one night and, after eating a lot, we went to the theatre. There were a lot of bright lights and I was in a very cheerful mood. We got seats that were very high up and I made a lot of noise, shouting and clapping. People near us became annoyed, so one of my friends suggested that we went down to the balcony.

We found our way down the stairs to the balcony below and there, sitting with some of her friends, was Agnes Wickfield. My mouth fell open.

‘Agnes!’ I said in a very loud voice.

‘Please, be quiet, Trotwood,’ she said calmly. ‘You’re disturbing people.’

I received a letter from her a day later and she did not mention the theatre. She was staying in London with her father and wanted to see me.

I went to the house where they were staying and Agnes took me inside. I found it hard to speak.

‘I feel terribly embarrassed about last night.’ I said at last.

‘As long as you don’t behave like that again,’ she said, half-jokingly. ‘Now, sit down, Trotwood, and don’t be unhappy.’

Her face became serious. ‘Have you seen Uriah?’

‘Uriah Heep?’ I said. ‘Is he in London?’

‘Yes,’ she said. ‘Oh, he pretends to be humble, but he’s half-owner in my father’s business now. My father needed help and somehow Uriah persuaded him to make him half-owner. You must be nice to him, Trotwood, or my father will suffer. Now, please stay and have dinner with us, will you?’

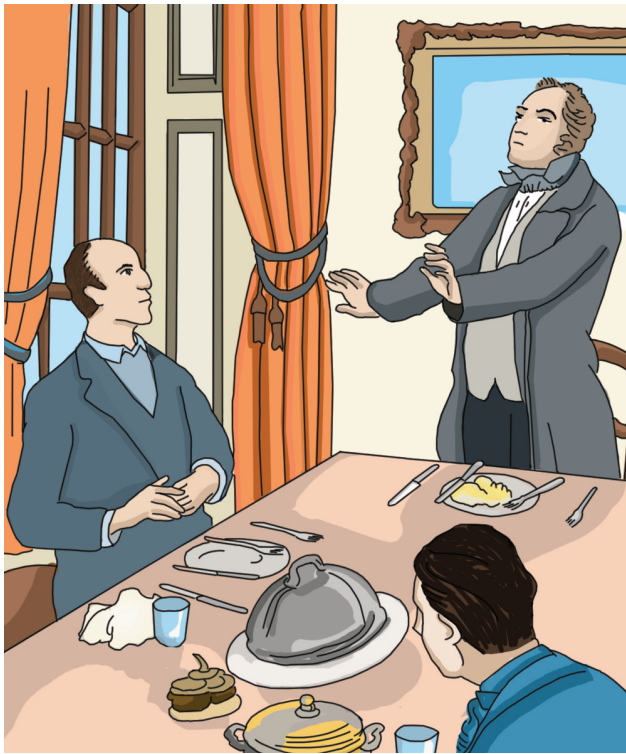
‘Yes,’ I said, shocked at the news about Heep.

Among the other guests at dinner was my old friend Traddles! He was also learning to be a lawyer. After dinner, Uriah Heep came to speak to me.

‘I’m only very humble, Master Copperfield,’ he said, ‘but I wish I could have everything the Wickfields have. They are such generous people.’

I wanted to put him in his place, but I remembered Agnes’ words earlier.

The weeks went by as I worked at Spenlow and Jorkins. I enjoyed my job and my new life in London very much.



I went to visit Traddles at his apartment one evening, and got a surprise. His neighbours were Mr and Mrs Micawber! Mr Micawber invited me to dinner, but I saw the worried look on his wife's face and guessed there was probably not enough food for us all, so I thanked him and said no. I returned to my own apartment and was sitting beside the fire when I heard someone coming up the stairs. It was Steerforth.

'Steerforth, how nice to see you,' I said.

'I've come from Yarmouth,' he told me.

'What were you doing there?' I asked.

'Sailing my boat,' he said and gave me a letter. It was from Mrs Peggotty, to tell me that Mr Peggotty was very ill. 'I must go to Yarmouth,' I said.

Steerforth looked serious, and put his hands on my shoulders as he spoke. 'If there's anything I can do, tell me at once.'

Next day, I got Mr Spenlow's permission to go to Yarmouth.

A sad Mrs Peggotty took me to Mr Peggotty's bedroom, where I sat and held his hand. He opened his eyes only once and looked at me with a tired smile.

The poor man died soon afterwards.

I stayed with Mrs Peggotty for two days, but we could never remove the feeling of sadness from the air. Both Ham and Emily were heartbroken. I knew that my trips to Yarmouth would never be the same again.

Episode Five

I had to return to London. The day after I was back at my work, Mr Spenlow informed me that I may be in line for a promotion.

'I've been very impressed with your hard work,' he said.

But a surprise was waiting for me at my apartment not many days later when I arrived home from work. My aunt, Miss Betsey Trotwood, was sitting on her luggage in my living room.

'Aunt, let me get you a chair,' I said.

'I prefer to sit on my luggage, Trot,' she said. 'It is all I have now. Everything else has gone!'

I was shocked. 'What happened?' I asked.

'My savings have disappeared. I'm ruined,' she said, 'but we must not be afraid, Trot. We must be brave.'

And brave I was! The very next morning I went to see Mr Spenlow to ask him for the return of my aunt's thousand pounds. But he shook his head sadly.

'It can't be done, Copperfield,' he said.

I was walking home again when someone came up beside me. It was Agnes.

'I was coming to see you,' she said.

And I was alarmed to hear from her that Uriah Heep and his mother now lived with the Wickfields. But Agnes would not talk of this for long. She knew about my aunt's money problems and suggested some work that I could do, in the evenings, for a man in London. I agreed immediately and thanked her.

One evening after this, I called at Traddles' home and found Mr Micawber there. He told me that Uriah Heep had invited him to help in Mr Wickfield's office. He had accepted the job and he was going to Canterbury. I was unhappy about this, but soon had greater worries.

I arrived at the office one morning to find that Mr Spenlow had been forced to close the office. He had lost a very important case, and it had lost him a lot of money. I wondered how I was going to work and earn money now.

Agnes was now back in Canterbury with her father. I decided to go and ask her for advice, but I was to discover that all was not well with her.

Mr Micawber was working in Mr Wickfield's office with Uriah Heep, but my old friend looked worried and was strangely silent when I spoke to him.

'Something is wrong,' I thought. 'But what?'

Then, during dinner at the Wickfields that evening, Heep turned to Mr Wickfield and said, 'To live in your home is a great thing, but to own it -'

Mr Wickfield gave a terrible cry.

'I've given up my business,' he said, 'but I'll never give up my family home!'

Then he fell back in his chair and began to cry. It was a terrible thing to see, and I hated Uriah Heep more than ever.

About this time, I started to write and began to sell my work to publishers. This helped me make the money that I needed, now that I was not going to be a lawyer.

A letter came one morning from Mr Micawber in Canterbury. He wanted my friend Traddles and me to meet him at Mr Wickfield's office. I did as he asked but took my aunt with me, too.

Uriah Heep was surprised and alarmed to see us. Mr Micawber was with Mr Wickfield in the office, and then Agnes came in.

At that moment, Heep realised that this was not an ordinary meeting, and he was suddenly very afraid.



Mr Micawber pointed at him.

'Heep, you're a thief, a criminal!' he said.

He explained how Heep stole money which people gave to Mr Wickfield to look after, including my aunt's money. 'And I can prove that Heep forced Mr Wickfield to make him a partner in the company, and then went on to steal from him!' he said.

'That is true,' said Traddles. 'Mr Micawber gave me the account books a few days ago.'

Heep knew he had lost. 'Wh-what do you want me to do?' he said.

'Give back all the money that you stole,' said Traddles, 'or go to prison. And you will not be a partner in Mr Wickfield's business any more.'

Heep looked like a dejected man.

My aunt and I left Traddles with Mr Wickfield and Agnes, and we went with Mr Micawber to his house.

My aunt was very grateful to Mr Micawber for restoring her money to her and she made a suggestion. 'Have you and your family ever thought of going to Australia?' she said.

'It was my dream when I was a boy,' he said.

‘Then let me make it come true,’ said my aunt.

And so, with money from my aunt, my old friend began to make plans to depart for that faraway country. I hoped Australia would bring the Micawbers the luck they deserved.

Episode Six

I decided to visit Yarmouth to see my good friends, after the troubles of the last few weeks.

That day there was the most terrible storm.

The sea was rough and the waves were higher than a house, and I had very little sleep that night.

In the morning there was news of a wreck, and I hurried to the beach. A ship from Spain was breaking up in the storm. The local fishermen were looking out towards the broken ship. A man was standing on the deck of the ship, waving at the shore.

Suddenly, a fisherman pushed through the crowd and tied a rope round himself.

It was Ham!

‘Ham, stop!’ I shouted. ‘You can’t save him!’

Ham did not hear me, or he pretended not to hear me. He ran across the sand and dived into the sea. The waves crashed around him as he swam towards the wreck.

We saw him get closer to the ship. He looked small against the angry sea. At that moment, another huge wave crashed over the wreck, then another, and another. The wreck began to sink more quickly, until we could not see it anymore.

Suddenly, Ham’s head disappeared under the water.

‘Ham!’ I cried. ‘Oh, Ham!’

The men began to pull him back with the rope. It seemed to take an hour but, minutes later, he was lying at my feet. I dropped to my knees beside him, tears already in my eyes. I knew before I looked at him that he was dead – and he was.

I couldn’t believe another tragedy had struck Mrs Peggotty and her family, especially poor Emily. I heard them whisper about how they wanted to leave Yarmouth, and maybe even England, and make a fresh start. I couldn’t blame them for it. I went back to London to say goodbye to Mr Micawber and his family. Then I realised that Mrs Peggotty and Emily could start a new life in Australia, too. They could even sail on the same ship as Mr Micawber, so I would know that no harm would come to them.

I waved sadly as I watched the ship depart, only one week later. Mrs Peggotty pointed towards me, and she waved her handkerchief to say a last goodbye.

The ship got smaller and smaller as it sailed away. After a while, I could not see my friends any more. It was time to return home. Suddenly my heart felt heavy in my chest, and I found that there were tears in my eyes.

My thoughts were sad as I made the journey back. So much had happened in the last few months. My life would be very different now, I thought. My career as a lawyer was over. My dear friends were going to the other side of the world to begin a new life.

‘Perhaps I should do the same,’ I thought. ‘Perhaps I need to get away from England, too.’

The more I thought about this, the more I was sure it was the right thing to do. So I made my plans,



bought my ticket and went to Europe.

I travelled first to Italy, and then to Switzerland, where I walked in the hills and mountains.

Then I wrote a book and sent it to Traddles.

'Find a publisher for me,' I asked him.

He did not fail me. The book was published and people began to know my name as a writer.

Ten years have passed since then. I am now a successful writer, living a comfortable life and am happily married to Agnes. Dear Mrs Peggotty lives with us and looks after the children.

One day we received a letter from Mr Micawber, who was now in business and without debts. It also brought news of Emily, who was busy helping and teaching small children.

Last night, I thought of Emily. I remembered those innocent days when we were children, and played together on the beach within sight of Mrs Peggotty's ship-looking house, as happy as children can be.

Grammar File

Unit 7 Relative clauses (defining and non-defining)

Relative clauses

A Form

- ▶ Relative clauses start with the relative pronouns **who**, **which**, **whose**, **when** and **where**.

*The man **who** invented the first television system was John Logie Baird.*

*Marconi designed a system **which** could transmit radio signals.*

*He's a man **whose** opinion I respect.*

- ▶ Relative clauses can occur in the middle or at the end of a sentence:

*My brother **who** lives in Al Jahra is a teacher.*

*I'm going to see my brother **who** lives in Al Jahra.*

B Use / Meaning

- 1 Some relative clauses tell us information we need to know about a person, thing, time or place. *I'll never forget the day **when** I started working here. He's got a job in a new firm **where** he doesn't work for long hours.*

- 2 Other relative clauses simply give us extra information about a person or thing:
*My brother, **who** is a TV cameraman, lives in Kuwait City.*

(This speaker has only one brother. The relative clause gives us extra information about him.)

We use commas round this kind of relative clause.

Prefixes

A Form

Prefixes are attached to the beginning of a word to make a new word.

B Use / Meaning

redo (do again)

unhappy (not happy)

incomplete (not complete)

Unit 8 Reported speech: infinitives with *to* (*advise, like, prefer, tell, want*)

- ▶ We use these verbs with a noun / pronoun + **to** + the base form of the verb:

*He looked tired, so I **advised him to** go to bed earlier.*

*Some parents **like their children to** watch some TV programmes with them.*

*They **prefer me to** do my homework before I watch TV.*

*Last night they **told me to** turn off the TV and go to bed.*

*Teachers **want their students to** watch educational programmes.*

- ▶ We add **not** to make negative sentences:

*I **advised him not to** go to bed too late.*

*My parents **told me not to** touch the DVD player.*

Phrasal verbs with *get*

A Form

get + preposition

get + preposition + preposition

get + adverb + preposition

B Use / Meaning

There are many phrasal verbs with *get*, which have many different meanings.

*I'll stay up until you **get in**. (come home)*

*We should **get out of** this situation as soon as we can. (escape from)*

*When the thief stole my phone, he thought he could **get away with** it. (avoid being caught)*

Indefinite pronouns

A Form

pronoun

B Use / Meaning

An indefinite pronoun is a word that replaces a noun without specifying exactly which noun it replaces.

*Does **anyone** have a pen?*

***Nobody** came to the concert.*

*There are **several** books on the shelf.*

***One** of the cars is damaged.*

Unit 9 Passive verbs

A Form

We form the passive with the appropriate tense of the verb **be** + the past participle:
*After each frame **has been filmed**, the models **are moved**.*

To say who did the action of the verb (the agent) we can include a **by** phrase:
*The cameras **are controlled by traffic police**.*

We don't need to mention the agent if:

1 we don't know who the agent is:

This letter was posted the day before yesterday.

2 it is obvious who the agent is:

The thief was arrested. (It's obvious that the police arrested the thief.)

3 it is not important who the agent is:

Television pictures are sent to a monitor.

B Use / Meaning

► In general, we use passive sentences to focus attention on the information we think is most important.

In this passive sentence the supermarket is more important than the person who opened it:

A large new supermarket was opened last Saturday.

► In this active sentence the famous singer is more important than the supermarket:
The famous singer opened a large new supermarket last Saturday.

► Passive sentences are more common in writing than in speech.

► Passive sentences are more formal than active sentences.

Collective nouns

A Form

noun

B Use / Meaning

Many collective nouns to refer to groups of people. Collective nouns are singular. However, they can take a singular or a plural verb.

*Our team **is** playing really well at the moment.*

*Our team **are** playing really well at the moment.*

Prepositions of time and place

A Form

preposition

B Use / Meaning

The time preposition **on** is followed by a day or a date.

*I'll see you **on** 21 July.*

The time preposition **in** is followed by a year or a time of day.

*The author died **in** 1971.*

The time prepositions **from ... to** are followed by a day or a date.

*The holiday lasted **from** Wednesday **to** Sunday.*

The place preposition **in** refers to something happening at a particular place.

*I live **in** Kuwait City.*

The place preposition **throughout** refers to something happening all over a particular area.

*Arabic is spoken **throughout** the Gulf.*

The place preposition **to** refers to something or someone moving towards a particular place.

*I'm going **to** Dubai next week.*

Unit 10 *should / shouldn't have*

A Form

▶ **should** + the base form of the verb:

*You **should** always **wear** a seatbelt.*

*You **shouldn't** use your mobile phone while driving.*

▶ **should + have** + past participle of the verb:

*The motorist **should have driven** more carefully.*

B Use / Meaning

▶ We use **should** for advice or recommendation:

*You **should wear** a seatbelt. (I think it is important.)*

▶ We use **should have** to criticise or give advice about something in the past:

*He **should have driven** more carefully. (But he didn't drive carefully.)*

*You **shouldn't have driven** so fast. It was dangerous.*

*You **should have locked** the door.*

Suffixes

A Form

suffix

B Use / Meaning

A suffix consists of one or more letters attached to the end of the word to change its grammatical status and/or its meaning.

<i>girl</i> + s	→	<i>girls</i> (singular becomes plural noun)
<i>large</i> + r	→	<i>larger</i> (adjective becomes comparative)
<i>rain</i> + ed	→	<i>rained</i> (present tense of verb becomes past)
<i>direct</i> + or	→	<i>director</i> (verb becomes noun)

Unit 11 Stative vs. dynamic verbs

1 Dynamic verbs

Verbs which refer to actions are called dynamic verbs.

We can use them in simple and continuous tenses:

*I usually **drink** coffee every morning for breakfast.*

*This morning I **am drinking** tea.*

2 Stative verbs

Verbs which refer to conditions or states are called stative verbs.

We do not usually use these verbs in continuous tenses:

*I **believe** traffic pollution is bad for us. (Not I am believing...)*

*Do you **know** where she lives? (Not Are you knowing...)*

We use stative verbs to express what we think or believe and how we feel.

This is a list of common stative verbs and example sentences:

Thinking verbs

know	<i>We don't know what to do.</i>
realise	<i>Do you realise how disappointed I am?</i>
suppose	<i>I suppose she's spent all her money.</i>
understand	<i>I don't understand much about science.</i>
agree	<i>I agree with you.</i>
believe	<i>He believes everything he reads in the newspaper.</i>
expect	<i>Do you expect to see him tomorrow?</i>
suspect	<i>I suspect she's caught my cold.</i>
think	<i>Do you think things are getting worse?</i>
reckon	<i>I reckon to leave at 3 o'clock.</i>

Feeling verbs

fear	<i>I fear the world is becoming a more dangerous place.</i>
hate	<i>Some animals hate the rain.</i>
like	<i>She likes animals.</i>
love	<i>He loves activity holidays.</i>

We can use some thinking / believing verbs in continuous tenses. If we do this their meaning changes:

<i>I think we should protect wild animals.</i>	<i>(think = believe)</i>
<i>I am thinking about getting a bike.</i>	<i>(think = consider)</i>
<i>I expect things will improve.</i>	<i>(expect = believe)</i>
<i>I am expecting a letter from my penfriend.</i>	<i>(expect = wait for)</i>

Unit 12 Reporting speech**1 Reported speech**

Direct speech	Reported speech	Verb tense change
<i>I am very busy. (Ahmed)</i>	<i>Ahmed said he was very busy.</i>	present simple → past simple
<i>The town flooded last week. (She)</i>	<i>She said the town had flooded the week before.</i>	past simple → past perfect
<i>It has erupted twice this year. (He)</i>	<i>He said it had erupted twice that year.</i>	present perfect → past perfect
<i>I will see you tomorrow. (He)</i>	<i>He said he would see me the next day.</i>	future will → would
<i>I'm staying here. (He)</i>	<i>He said he was staying there.</i>	present continuous → past continuous

- When we report what people say, we use a reporting verb and make changes to the speaker's actual words:
Actual words (direct speech):
Ahmed: *'I'm very busy.'*
Reported speech:
Ahmed said he was very busy.
- We can add **that** after the reporting verb:
Ahmed said that he was very busy.
- In general, the verb in reported speech is more in the past than the verb in direct speech.

2 Other changes

We make other changes when we change direct speech into reported speech:

Direct speech	Reported speech	Change
<i>I am very busy.</i> (Ahmed)	<i>Ahmed said he was very busy.</i>	pronoun: <i>I</i> → <i>he</i>
<i>The town flooded last week.</i> (She)	<i>She said the town had flooded the week before / the previous week.</i>	Time reference: <i>last week</i> → <i>the week before / the previous week</i>
<i>It has erupted twice this year.</i> (He)	<i>He said it had erupted twice that year.</i>	Time reference: <i>this year</i> → <i>that year</i>
<i>I will see you tomorrow.</i> (He)	<i>He said he would see me the next day / the day after / the following day.</i>	Time reference: <i>tomorrow</i> → <i>the next day / the day after / the following day</i> Pronoun: <i>I</i> → <i>he</i> <i>you</i> → <i>me</i>
<i>I'm staying here.</i>	<i>He said he was staying there.</i>	Place reference: <i>here</i> → <i>there</i>

3 Other reporting verbs

- Say** is the most common reporting verb, but there are others:
explain *He explained that he was late because of a sandstorm at the airport. 'I'm late because of a sandstorm at the airport.'*
report *The journalist reported that everything was back to normal. 'Everything is back to normal.'*

admit He **admitted** that he had been driving dangerously.

'It's true – I was driving dangerously.'

promise She **promised** that she wouldn't be late.

'I won't be late – I promise.'

reply They **replied** that they would come if they could.

'We'll come if we can.'

confirm The experts **confirmed** that there had been a volcanic eruption the night before.

'Yes, there was a volcanic eruption last night – I can confirm that.'

- ▶ Note: We must use a noun or a pronoun after the verb **tell**:

He **told his father** he had won a prize for English.

'I've won a prize for English.'

I **told you** not to wait for me.

Don't wait for me.'

Function file

Unit 7	
Function	Expressions
Guessing	<i>I suppose the first colour television broadcasts were in the 1950s.</i>
Expressing likes and dislikes (R)	<i>I don't like watching football matches.</i>
Giving reasons (R)	<i>The reason I like this sport is because ... I think the radio is the most important electronic device because ...</i>
Stating advantages and disadvantages (R)	<i>What's good about watching sport on TV is that ... Watching sport on TV also has its disadvantages, namely ...</i>
Talking about effects	<i>One of the effects of the Internet on the consumption of radio and TV is that ...</i>
Expressing opinions (R)	<i>In my opinion, television is by far the most important electronic device. For me, satellite TV has to be the first choice.</i>
Persuading (R)	<i>Just think about what you can do with a laptop computer.</i>
Disagreeing (R)	<i>(I'm sorry) I can't agree with that. The radio used to be the most important, but it isn't now. That's not true! You said that ..., but ... What you said about ... is interesting, but I think ...</i>
Talking about effects (WB) (R)	<i>The media has a huge impact on the society and the effects are, of course, positive and negative.</i>
Expressing opinions (WB) (R)	<i>I think the radio is a lot more important than TV since ...</i>
Predicting (WB)	<i>I think the boy is saying 'Can you change the channel, please?'</i>
Describing a device (WB)	<i>This digital camera provides various scene modes such as ... Digital camera prices vary, ...</i>

Unit 8	
Function	Expressions
Describing personal experience (R)	<i>Usually I choose what I watch, but occasionally my parents want me to watch educational programmes.</i>
Comparing information	<i>41% of adults channel-surf during commercials while 39% of children change the channel.</i>
Expressing criticism	<i>I think you watch too much TV.</i>
Expressing opinions (agreement / disagreement)	<i>I totally agree with the statement and I think that ... I believe that television isn't always educational.</i>
Reporting what people say	<i>Jaber's father told him to turn the television off and do his homework.</i>
Giving advice	<i>If I were you, I'd record the programme and watch it later. I would advise young children to watch ...</i>
Guessing / Predicting (R)	<i>Mohammed might have chosen a drama programme.</i>
Giving reasons	<i>I think the football match is on at 5.00 p.m. because ...</i>
Planning (R)	<i>My ideal evening's television schedule would be as follows: ...</i>
Presenting information	<i>Channel 1 presents a new series about ... The programme covers / deals with / investigates ... This exciting thriller / hospital drama / true life adventure ... In tonight's episode, ... / In this week's programme, ...</i>
Reporting what people say (WB) (R)	<i>He asked him to change the channel. I asked him to get the groceries.</i>
Giving reasons (WB) (R)	<i>The main reason I enjoy this programme is that ...</i>
Giving examples (WB)	<i>In this programme, people talk about their favourite plants ... At the end of the programme, there is ...</i>

Unit 9	
Function	Expressions
Discussing uses of cameras	<i>In the third photograph, the camera is being used for security.</i>
Giving reasons (R)	<i>It is the most important event to me because ...</i>
Stating advantages and disadvantages (R)	<i>One of the positive influences of television is that it is inexpensive. However, some programmes have a bad effect on children.</i>
Expressing opinions (R)	<i>My personal opinion / view is this: ... If you ask me, television ... This is what I think: ... It seems to me that ...</i>

Agreeing (R)	<i>I completely / wholeheartedly agree with the idea that television ... I think the statement is (basically) true.</i>
Disagreeing (R)	<i>I basically / fundamentally disagree with the idea that television ... I can't accept this statement, and this is why ...</i>
Comparing and contrasting (WB) (R)	<i>A critically-acclaimed film would cast actors who are well-suited to the roles, whereas a popular film would cast popular actors. Both a critically-acclaimed film and a popular film are characterised by good acting performances.</i>
Agreeing / Disagreeing (WB) (R)	<i>That's true, ... I'll have to disagree with that.</i>
Expressing criticism (WB) (R)	<i>The film is not only worthy for its dramatic scenery and special effects, ...</i>

Unit 10

Function	Expressions
Describing safety equipment	<i>Airbags inflate immediately when a car collides with something solid such as another vehicle or a building.</i>
Expressing opinions (R)	<i>I think I should have waited a little longer.</i>
Describing personal experience (R)	<i>I got into trouble when I caught a giant fish.</i>
Giving advice (R)	<i>You should drive more carefully. You should buy a car with two airbags.</i>
Expressing criticism (R)	<i>The fisherman should have tied himself securely to the boat. He shouldn't have gone out alone in the boat.</i>
Asking for help	<i>A fire broke out at my neighbour's house. Can you please come as soon as possible?</i>

Giving explanations	<i>The fire started because of an electrical fault in the shop.</i>
Describing a scene (R)	<i>As I (came round the corner), this is what I saw ... There was a bus / a pedestrian at the side of the road / on the pavement. The driver of the red / blue car / bus was very angry. Two children / men were laughing / examining their cars.</i>
Guessing (R)	<i>I was thinking ... It looked like ... We didn't want to assume but it seemed that ...</i>
Agreeing / Disagreeing (WB) (R)	<i>I think the writer is absolutely right. I agree with the writer to some extent.</i>
Giving advice (WB) (R)	<i>You should've ridden your bike on the road. You shouldn't have driven too fast.</i>
Describing personal experience (WB) (R)	<i>After about (five) minutes, ... There were lots of people ...-ing...</i>

Unit 11

Function	Expressions
Expressing worries	<i>What worries me is that ... I'm afraid that people will ...</i>
Comparing (R)	<i>I think the issue of pollution is a lot more serious than that of endangered species.</i>
Suggesting solutions	<i>One way to stop global warming is to ... I would suggest that ...</i>
Predicting (R)	<i>I anticipate things will improve.</i>
Giving advice (R)	<i>I think we should cooperate ... I would advise the government to ...</i>
Describing events or situations	<i>The fact that ... This may lead to ... We can see that ... Experts have told us that ...</i>
Guessing (R)	<i>It may be that ... One can explain this by ... A possible explanation is that ...</i>
Expressing opinions (R)	<i>I think this is ... I believe that ...</i>
Suggesting and warning	<i>I am writing to tell you about ... Experts have told us / said / reported ... I would be grateful if you could (think again / stop ...) Please suggest that (they stop wasting water ...) I suggest that (you / your company ...)</i>

Giving reasons (WB) (R)	<i>We should definitely spend some money on saving endangered species because ...</i>
Making requests (WB) (R)	<i>Would you like to buy some of my toys?</i>
Asking for help (WB) (R)	<i>A local organisation needs your help to protect wildlife.</i>

Unit 12

Function	Expressions
Discussing natural threats	<i>Rivers flood when the water level rises too high and the river overflows its banks.</i>
Suggesting solutions (R)	<i>Building dams might solve this problem.</i>
Reporting what people say (R)	<i>She said that their town floods regularly. The reporter announced that the volcano was erupting.</i>
Describing processes	<i>The rain falls from the clouds on to the hills.</i>
Describing personal experience (R)	<i>When the storm started, I was ...</i>
Giving reasons (R)	<i>The water level rises because the tide comes in.</i>
Giving examples (R)	<i>An example of the remarkable power of nature is ... For instance, ...</i>
Stating advantages and disadvantages (R)	<i>Drilling new wells can help us find new sources of water. However, one disadvantage of drilling new wells is that it is an expensive process.</i>
Expressing opinions (R)	<i>This problem is not going to go away. I think we should ... As far as I'm concerned, the cause of this problem is ... It seems to me that the best way of dealing with this problem is to ...</i>
Predicting (R)	<i>In the long / short term, the future of the area ...</i>
Agreeing / Disagreeing (WB) (R)	<i>I completely agree with this statement. That's not quite right.</i>
Reporting what people say (WB) (R)	<i>The farmer said that he had seen the tornado ...</i>
Making suggestions (WB) (R)	<i>One suggestion would be ... I would suggest that people ...</i>

Irregular Verbs List

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

Irregular Verbs List

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

Irregular Verbs List

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

Glossary

A

aborigine /,əbə'ri:dʒəni/
noun

a person, animal or plant that is an inhabitant of Australia

absolutely /æbsəlu:tli/
adverb

with no qualification, restriction or limitation; totally

academic /,ækə'demik/
adjective

of or relating to education and scholarship

accountant /əkauntənt/
noun

a person whose job is to keep or inspect financial accounts

accumulate /əkju:mjələit/
verb

to gather together or acquire an increasing number or quantity of

accuracy /'ækjərəsi/
noun

the quality or state of being correct or precise

accurate /ækjərət/
adjective

correct; truthful

acquainted with

/əkweɪntɪd wɪð/ *adjective* p.80
knowing about something and being familiar with it because one has seen it, read it or used it

acquire /əkwaɪə/
verb

to learn or develop (a skill, habit, or quality)

adjustment /ədʒʌstmənt/
noun

a change in the way that someone behaves or thinks

adversely /əd'vɜ:sli/
adverb

harmfully

age-appropriate /eɪdʒə'prəʊpiət/
adjective

suitable for a certain age

agenda /ədʒendə/
noun

a list of items of business to be considered and discussed at a meeting

a great deal of /ə greɪt di:l əv/
phrase

much or a lot

alongside /ə,lɒŋsaɪd/
preposition

close to the side of; next to

amateur /'æmətʃə/
noun

a person who engages in a pursuit, esp. a sport, on an unpaid basis

amazed /əmeɪzd/
adjective

very surprised

ameliorated /ə'miliəreɪtəd/
adjective

(of something bad or unsatisfactory) made better

amend /əmend/
verb

to make better; to improve

amicably /æ'mɪkəblɪ/
adverb

friendly

announce /ənaʊns/
verb

to make a public and typically formal declaration about a fact, occurrence or intention

annual /ænjuəl/
adjective

occurring once every year

anticipate /æntɪ'sɪpeɪt/
verb

to regard as probable; to expect or predict

anticipation /æntɪ'sɪ'peɪʃən/
noun

the act of predicting and expecting something

anxiety /æŋ'zaɪəti/
noun

a feeling of worry, nervousness, or unease, typically about an unpleasant event or something with an uncertain outcome

appraise /əpreɪz/
verb

to judge the value or quality of

aquaculture /ækwəkʌltʃə/
noun

the rearing of aquatic animals or the cultivation of aquatic plants for food

assumption /ə'sʌmpʃən/
noun

a thing that is accepted as true or as certain to happen

attached /ətætʃt/
adjective

joined to something

attestation /,ætəs'teɪʃən/
noun

a legal statement made by someone in which they say that something is definitely true

audience /ɔ:diəns/
noun

all the people who listen to a speech or a concert

autograph /'ɔ:təgrɑ:f/
noun

a signature, esp. that of a celebrity written as a souvenir for an admirer

automatically /,ɔ:tə'mætɪkli/
adverb

spontaneously, without conscious thought or intention

B

baby shower /'beɪbi ʃaʊə/
noun

a party at which presents are given to someone, typically a woman who is about to have a baby

back off /bæk ɒf/*phrasal verb* Literature Time
to draw back from action or confrontation**bagpipes** /'bægpajps/*noun*

a musical instrument with reed pipes that are sounded by the pressure of wind emitted from a bag squeezed by the player's arm.

ballpoint /bɔ:lpɔɪnt/*noun*

a pen with a tiny ball as its writing point. The ball transfers ink from a cartridge to the paper.

bank /bæŋk/*noun*¹ the land alongside the river² an organisation who invest money for you and keep it safe**barge** /bɑ:dʒ/*noun* Literature Time

a flat-bottomed boat for carrying freight, typically on canals and rivers, either under its own power or towed by another

basically /'beɪsɪkli/*adverb*

fundamentally, essentially

BCE /,bi: si: 'i:/*abbreviation*

Before Common Era

bear /ber/*noun*

a large strong animal with thick fur that eats flesh, fruit and insects

verb

to bravely accept or deal with a difficult or painful situation

beckon away /'bekən/*phrasal verb*

to leave a place because you are drawn to another

bedding /'bedɪŋ/*noun* Literature Time

coverings for a bed, such as sheets and blankets

beforehand /brɪ'fɔ:hænd/*adverb*

before an action or event; in advance

beverage /'bevərɪdʒ/*noun*

a drink, esp. one other than water

bias /'biəs/*noun*

imbalance; unequal distribution of force

bin /bɪn/*verb*

to place (something) in a receptacle in which to deposit trash or recyclable material

blaze /bleɪz/*verb* Literature Time

to burn fiercely or brightly

block out /,blɒk 'aʊt/*phrasal verb*

to prevent light from reaching something from being seen or heard.

blossom /'blɒsəm/*noun*

a flower or a mass of flowers on a tree or bush

bookmark /'bʊkmɑ:k/*noun*

a record of the address of a file, web page or other data used to enable quick access by a user

boomerang /'bu:məræŋ/*noun*

a curved flat piece of wood that can be thrown so as to return to the thrower, traditionally used by Australian Aboriginals as a hunting weapon

breathing space /'bri:ðɪŋ speɪs/*noun*

an opportunity to pause, relax or decide what to do next

bring about /brɪŋ ə'baʊt/*phrasal verb*

to cause something to happen

bring up /brɪŋ ʌp/*phrasal verb*

to raise children

broadcast /'brɔ:dkɑ:st/*noun*

a radio or television programme or transmission

browse /braʊz/*verb*

to survey objects casually, esp. goods for sale

bubbly /'bʌbli/*adjective*

lively; high-spirited

C**calamity** /kə'læməti/*noun*

an event causing great and often sudden damage or distress; a disaster

calendar /'kæləndə/*noun*

a chart or series of pages showing the days, weeks and months of a particular year, or giving particular seasonal information

call-in /kɔ:ɪn/*noun*

a telephone conversation that is broadcast during a radio or television programme

camelopard /kə'meləpɑ:d/*noun* Literature Time

a giraffe

canopy /'kænəpi/*noun*

an ornamental cloth covering hung or held up over something, esp. a throne or bed

capability /,keɪpə'bɪləti/*noun*

power or ability

capacity /kə'pæsəti/*noun*

the ability or power to do, experience or understand something

cardamom /'kɑ:dəməm/*noun*

the aromatic seeds of a plant of the ginger family, used as a spice and also medicinally

cardiac /'kɑ:diæk/

adjective

of or relating to the heart

carnival /'kɑ:nəvəl/

noun

a period of public celebration that takes place at a regular time each year

carpetbag /'kɑ:pətbæg/

noun Literature Time

a travelling bag of a kind originally made of carpeting or carpetlike material

cart /kɑ:t/

noun Literature Time

a strong open vehicle with two or four wheels, typically used for carrying loads and pulled by a horse

cast /kɑ:st/

noun

the actors in a play or film

catch /kætf/

verb

to capture or seize

catch-up /kætfʌp/

noun

a meeting among friends who haven't seen one another for a long time

category /'kætəgəri/

noun

a class or division of people or things regarded as having particular shared characteristics

cautious /'kɔ:ʃəs/

adjective

attentive to potential problems or dangers

celebratory /,səli'breitəri/

adjective

done in order to celebrate a particular event or occasion

cell /sel/

noun Literature Time

a small room in which a prisoner is locked up

cell phone /'sel fəʊn/

noun

short for cellular phone: a telephone with access to a cellular radio system so it can be used over a wide area, without a physical connection to a network

CEO /si: i: əʊ/

abbreviation

Chief Executive Officer

chain /tʃeɪn/

noun

a group of establishments, such as hotels, stores or restaurants, owned by the same company

channel-surf /'tʃænl,sɜ:f/

verb

to change frequently from one television channel to another, using a remote control device

character /'kærəktə/

noun

a printed or written letter or symbol

characterise /'kærəktəraɪz/

verb

to describe the qualities of something or someone in a particular way

chiefly /'tʃi:flɪ/

adverb

above all; mainly

chime /tʃaɪm/

noun

a sound made by a bell or a metal bar or tube

circumstance /'sɜ:kəmstæns/

noun

a condition connected with an event or action

cityscape /'sɪtɪskeɪp/

noun

the visual appearance of a city or urban area; a city landscape

civil servant /'sɪvəl ,sɜ:vənt/

noun

a member of the civil service

claim /kleɪm/

verb

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

clan /klæn/

noun

a group of close-knit and interrelated families

close-knit /,kləʊs'nɪt/

adjective

united or bound together by strong relationships and common interests

cloth /klɒθ/

noun

woven or felted fabric made from wool, cotton or a similar fiber

coach /kəʊtʃ/

noun Literature Time

a horse-drawn carriage, esp. a closed one

cocoa /'kəʊkəʊ/

noun

a chocolate powder made from roasted and ground cacao beans

collectively /kə'lektɪvli/

adverb

cooperatively

collide /kə'lɑɪd/

verb

to hit with force when moving

collision /kə'lɪʒən/

noun

a crash of an object into something

comedy /'kɒmədi/

noun

a play, film or programme that makes one laugh

come in /,kʌm 'ɪn/

phrasal verb

when the tide comes in, the sea moves towards the land

commemorate /kə'meməreɪt/

verb

to mark or celebrate a special occasion

commentator /'kɒmən,tetətə/

noun

a person who comments on events, esp. on television or radio

complement /'kɒmpləmənt/

noun

a thing that completes or brings to perfection

confidential /,kɒnfə'denʃəl/

adjective

intended to be kept secret

confront /kən'frʌnt/

verb

to threaten

congested /,kɒn'dʒestəd/

adjective

so crowded with traffic

consent /kən'sent/*verb*

to give permission for something to happen

considerably /kən'sɪdərəbli/*adverb*

significantly; greatly

consume /kən'sju:m/*verb*

to use up (a resource)

consumer /kən'sju:mə/*noun*

the person purchasing goods and services for personal use

continent /'kɒntənənt/*noun*

any of the world's main continuous expanses of land (Africa, Antarctica, Asia, Australia, Europe, North America or South America)

contradict /,kɒntrə'dɪkt/*verb*

to deny the truth of (a statement), esp. by asserting the opposite

contribution /,kɒntrə'bjʊ:ʃən/*noun*

a gift or payment to a common fund or collection

converse /kən'vɜ:s/*verb*

to engage in conversation

convict /kən'vɪkt/*verb*

to prove or officially announce that someone is guilty of a crime

core programming

/'kɔ: prəʊgræmɪŋ/

noun

the central or most important programme

cordially /'kɔ:rdiəli/*adverb*

warmly and friendly

costly /'kɒstli/*adjective*

costing a lot; expensive

court /kɔ:t/*noun*

the people, esp. the judge and the jury, who examine evidence and decide whether someone is guilty or not

courteous /'kɜ:tiəs/*adjective*

polite; respectful

crash /kræʃ/*noun*

a violent collision

crib /krɪb/*noun*

a young child's bed with barred or latticed sides

cultivate /'kʌltɪveɪt/*verb*

to prepare and use (land) for crops or gardening

cultivation /,kʌltɪ'veɪʃən/*noun*

agriculture

cuneiform /'kju:ni:fɔ:m/*noun*

denoting or relating to the wedge-shaped characters used in the ancient writing systems of Mesopotamia, Persia, and Ugarit, surviving mainly impressed on clay tablets

cushion /'kʊʃən/*verb*

to soften the effect of an impact on

customise /'kʌstəmaɪz/*verb*

to modify (something) to suit a particular individual or task

D**dam** /dæm/*noun*

a barrier, typically of concrete, constructed to hold back water and raise its level, the resulting reservoir being used in the generation of electricity or as a water supply

daydream /'deɪ,dri:m/*verb*

to indulge in a series of pleasant thoughts that distract one's attention from the present

dazzling /'dæzəlɪŋ/*adjective*

extremely bright, esp. so as to blind the eyes temporarily

debris /'debrɪ:/*noun* Literature Time

scattered fragments, typically of something wrecked or destroyed

decaffeinated /di:'kæfə,neɪtəd/*adjective*

(of coffee or tea) not containing caffeine

decelerate /dɪ'seləreɪt/*verb*

(of a vehicle, machine or process) to reduce speed; to slow down

decrease /dɪ'kri:s/*verb*

to become smaller or less in size, amount or degree; to diminish

dedication /,dedɪ'keɪʃən/*noun*

the quality of being dedicated or committed to a task or purpose

deem /di:m/*verb*

to regard or consider in a specified way

defensiveness /dɪ'fensɪvnəs/*noun*

the state of behaving in a way that shows you feel that other people are criticising you

definitely /'defɪnɪtli/*adverb*

without doubt

deforestation /di:'fɒrəs'teɪʃən/*noun*

the cutting or burning down of all the trees in an area

dejected /dɪ'dʒektəd/*adjective* Literature Time

sad and depressed

delirious /dɪ'lɪriəs/*adjective* Literature Time

in an acutely disturbed state of mind resulting from illness or intoxication and characterised by restlessness, illusions and incoherence of thought and speech

demand /dɪ'mɑ:nd/*noun*

the desire of consumers, clients, employers, etc., for a particular commodity, service, or other item

demanding /dɪ'mɑːndɪŋ/

adjective

requiring much skill or effort

demonstrate /'demənstreɪt/

verb

to clearly show the existence or truth of

desert /'dezət/

verb

the act of running away or leaving

detect /dɪ'tekt/

verb

to discover or identify the presence or existence of

deterrent /dɪ'terənt/

noun

a thing that discourages or is intended to discourage someone from doing something

deviate /'di:vieɪt/

verb

to depart from an established course

digital /'dɪdʒɪtl/

adjective

relating to or using signals or information represented by discrete values (digits) of a physical quantity, such as voltage or magnetic polarisation, to represent arithmetic numbers

diluted /dɪ'ljuːtəd/

adjective

(of a liquid) made thinner or weaker by having had water or another solvent added to it

disappear /,dɪsə'piə/

verb

to cease to exist; to vanish

disappointing /,dɪsə'pɔɪntɪŋ/

adjective

failing to fulfill someone's hopes or expectations

discipline /'dɪsɪplən/

noun

a branch of knowledge, typically one studied in higher education

discount /'dɪskaʊnt/

noun

a deduction from the usual cost of something

dispatch /dɪs'pætʃ/

verb

to send off to a destination or for a purpose

display /dɪs'pleɪ/

noun

a performance, show or event intended for public entertainment

disposable /dɪs'pəʊzəbəl/

adjective

intended to be used once and then thrown away

disregard /,dɪsrɪ'gɑːd/

verb

to pay no attention to; to ignore

distinctive /dɪs'tɪŋktɪv/

adjective

characteristic of one person or thing, and so serving to distinguish it from others

distraction /dɪs'trækʃən/

noun

something that interferes with concentration or takes attention away from something else

diva /'di:və/

noun

a famous female opera singer

doctorate /'dɒktərət/

noun

the highest degree awarded by a graduate school or other approved educational organisation

dominant /'dɒmɪnənt/

adjective

most important, powerful or influential

dominate /'dɒmənɪt/

verb

to have a commanding influence on; to exercise control over

don't tell a soul

/dəʊnt tel ə səʊl/

expression

keep it a secret

downright /'daʊn,raɪt/

adjective Literature Time

(of a person's manner or behaviour) straightforward; so direct as to be blunt

drag /dræɡ/

verb

to pull (someone or something) along forcefully, roughly or with difficulty

dread /dred/

verb

to anticipate with great apprehension or fear

drift /drɪft/

verb Literature Time

to be carried slowly by a current of air or water

dump /dʌmp/

verb

to deposit or dispose of (garbage, waste or unwanted material), typically in a careless or hurried way

E

ecological /,ɪkə'lɒdʒɪkəl/

adjective

biological, environmental

economic /,ekə'nɒmɪk/

adjective

of or relating to economics or the economy

eldest /'eldəst/

adjective

(of a member of a group of people) of the greatest age; the oldest

electronic device

/,elɪktrɒnɪk dɪ'vaɪs/

noun

having or operating with the aid of many small components, esp. microchips and transistors, that control and direct an electric current

electronics /ɪ,lek'trɒnɪks/

noun

the branch of physics and technology concerned with the design of circuits using transistors and microchips, and with the behaviour and movement of electrons in a semiconductor, conductor, vacuum or gas

embark /ɪm'bɑːk/

verb

to go on board a ship, aircraft or other vehicle

emergency services

/ɪ,mɜːdʒənsi 'sɜːvɪsəz/

noun

the public organisations that respond to and deal with emergencies when they occur, esp. those that provide police, ambulance and firefighting services

empathy /'empəθi/*noun*

the ability to understand and share the feelings of another

empire /'empaɪə/*noun*

an extensive group of states or countries under a single supreme authority

enclose /m'kləʊz/*verb*

to place (something) in an envelope together with a letter

ENG /iː en dʒiː/*abbreviation*

Electronic News Gathering

enhance /m'hɑːns/*verb*

to intensify, increase, or further improve the quality, value, or extent of something

entertainment /,entə'teɪnmənt/*noun*

the action of providing amusement or enjoyment

equestrian /r'kwɛstriən/*adjective*

of or relating to horse riding

espresso /es'presəʊ/*noun*

strong black coffee made by forcing steam through ground coffee beans

everyone's a critic

/'evriwʌnz ə kɹɪtɪk/

expression

everyone has a right to express an opinion (often used in a ironic manner)

evidence /'eɪdɪəns/*noun*

the available body of facts or information indicating whether a belief or proposition is true

evolve /r'vɒlv/*verb*

to develop gradually, esp. from a simple to a more complex form

exhaust pipe /ɪg,zɔːst 'paɪp/*noun*

a pipe on a car or machine through which waste gases pass

expectant /ɪks'pektənt/*adjective*

having or showing an excited feeling that something is about to happen, esp. something pleasant and interesting

expert /'ekspɜːt/*noun*

a person who has a comprehensive and authoritative skill in a particular area

extensive /ɪks'tensɪv/*adjective*

containing or dealing with a lot of information and details

extravaganza

/ɪk,streɪvə'gænzə/

noun

an elaborate and spectacular entertainment or production

exuberant /ɪg'zʊ:bərənt/*adjective*

filled with or characterised by a lively energy and excitement to depart from an established course

F**facilitate** /fə'sɪləteɪt/*verb*

to make easy or easier

falloff /'fɔːlɒf/*noun*

a decrease in something

falsehood /'fɔːls,hʊd/*noun*

the state of being untrue

fanciful /'fænsɪfəl/*adjective*

overimaginative and unrealistic

feasible /'fiːzəbəl/*adjective*

possible to do easily or conveniently

feature /'fi:tʃə/*noun*

a distinctive attribute or aspect of something

fell /fel/*verb*

to cut down (a tree)

festivity /fes'tɪvəti/*noun*

the celebration of something in a bubbly and exuberant way

feud /fjuːd/*noun* Literature Time

a state of prolonged mutual hostility, typically between two families or communities

file /faɪl/*verb* Literature Time

to smooth or shape (something) with a steel tool that has a roughened surface

film industry /fɪlm 'ɪndəstri/*noun*

motion picture business

financial /fə'nænʃəl/*adjective*

economic activity concerned with the processing of or relating to finance

fire drill /'faɪə ,drɪl/*noun*

a practice of the emergency procedures to be used in case of fire

fit /fɪt/*verb*

to place; to connect; to equip

flare up /,fleə 'ʌp/*phrasal verb*

to burn with a sudden intensity

flattering /'flætərɪŋ/*adjective*

full of praise and compliments

foolproof /'fuːlpruːf/*adjective*

incapable of going wrong or being misused

for good /fɔː gʊd/*phrase*

forever; definitively

formal /'fɔ:məl/

adjective

done according to rules of convention

fractional /'frækʃənəl/

adjective

relating to the separation of components of a mixture

fragrance /'freɪgrəns/

noun

a pleasant, sweet smell

fraud /frɔ:d/

noun Literature Time

wrongful or criminal deception intended to result in financial or personal gain

function /'fʌŋkʃən/

verb

to work or operate in a proper or particular way

fund /fʌnd/

verb

to provide with money for a particular purpose

fundamental /,fʌndə'mentl/

adjective

forming a necessary base or core; of central importance

fundamentally /,fʌndə'mentli/

adverb

in central or primary respects

G

gather /'gæðə/

verb

to come together; to assemble or accumulate

gaze /geɪz/

verb

to look steadily and intently, esp. in admiration, surprise or thought

get behind with

/.,get br'haɪnd wɪð/

phrasal verb

to not make as much progress as others

get down to /,get 'daʊn tu:/

phrasal verb

to start doing something seriously

get on /,get 'ɒn/

phrasal verb

to have a good relationship with someone

get over /,get 'əʊvə/

phrasal verb

to recover

get through /,get 'θru:/

phrasal verb

to manage to contact someone

get-together /,get tə'geðə/

noun

a sociable meeting or conference

glorify /'glɔ:rəfaɪ/

verb

to describe or represent as admirable, esp. unjustifiably or undeservedly

go away /,gəʊ ə'weɪ/

phrasal verb

to leave for another destination

go off /,gəʊ 'ɒf/

phrasal verb

to begin to sound

go on /,gəʊ 'ɒn/

phrasal verb

to continue

go out /,gəʊ 'aʊt/

phrasal verb

1 to become extinguished

2 to recede to low tide

go up /,gəʊ 'ʌp/

phrasal verb

to increase

go without /,gəʊ wɪ'ðaʊt/

phrasal verb

to do without

GPRS /,dʒi: pi: ɑ: 'es/

abbreviation

General Packet Radio Services; a technology for radio transmission of small packets of data, especially between cellular phones and the Internet

gradually /'grædʒuəli/

adverb

slowly

gratitude /'grætɪtju:d/

noun

the quality of being thankful

H

half /hɑ:f/

noun

either of two equal periods of time into which a sports game or a performance is divided

harshly /hɑ:ʃli/

adverb

cruelly or severely

heartbroken /'hɑ:t,brəʊkən/

adjective Literature Time

(of a person) suffering from overwhelming distress; very upset

hieroglyphics /,haɪrə'glɪfɪks/

noun

incomprehensible symbols or writing

high-end /haɪend/

adjective

denoting the most expensive of a range of products

hike /haɪk/

verb

to walk for a long distance, esp. across the country or in the woods

hire /haɪə/

verb

to obtain the temporary use of (something) for an agreed payment; to rent

hold /həʊld/

verb

to arrange and take part in

honorary PhD

/'ɒnərəri pi: ɔ:f, di:/

noun

a doctorate given as an honour, without the usual requirements or functions

hospitality /,hɒspɪ'tæləti/

noun

the friendly and generous reception and entertainment of guests, visitors or strangers

housekeeper /'haʊs,ki:pə/

noun Literature Time

a person, typically a woman, employed to manage a household

hut /hʌt/

noun Literature Time

a small single-storey building of simple or crude construction, serving as a poor, rough or temporary house or shelter

hybrid /'haɪbrɪd/

noun

the offspring of two plants or animals of different species or varieties

hydraulic /haɪ'drɒlɪk/*adjective*

denoting, relating to or operated by a liquid moving in a confined space under pressure

I**illiteracy** /ɪ'lɪtərəsi/*noun*

inability to read or write

immediate /ɪ'mi:diət/*adjective*

occurring or done at once; instant

impact /'ɪmpækt/*noun*

the action of one object coming forcibly into contact with another

import /ɪm'pɔ:t/*verb*

to bring (goods or services) into a country from abroad for sale

impractical /ɪm'præktɪkəl/*adjective*

not sensible or realistic

inaccessible /,ɪnək'sesəbəl/*adjective*

unreachable; out of reach

in advance /ɪn əd'vɑ:ns/*phrase*

ahead of time

inactivity /,ɪnæk'tɪvəti/*noun*

idleness, immobility

in charge of /ɪn 'tʃɑ:dʒ əv/*expression*

responsible

industrial design

/ɪn'dʌstriəl dɪ'zʌn/

noun

design related to industry

inexpensive /,ɪnɪks'pensɪv/*adjective*

cheap; low-priced

inexperienced

/,ɪnɪks'pɪəriənst/

adjective

unpractised; untrained

inflate /ɪn'fleɪt/*verb*

to fill (a balloon, tire or other expandable structure) with air or gas so that it becomes enlarged

innumerable /ɪ'nju:mərəbəl/*adjective*

too many to be counted

inscribe /ɪn'skraɪb/*verb*

to write or carve (words or symbols) on something, esp. as a formal or permanent record

instant /'ɪnstənt/*adjective*

happening or done immediately

insult /'ɪnsʌlt/*noun*

a disrespectful or scornfully abusive remark or action

integrate /'ɪntəgreɪt/*verb*

to combine something with another so that they become a whole

intensity /ɪn'tensəti/*noun*

strength; power

intentional /ɪn'tenʃənəl/*adjective*

done on purpose; deliberate

interior /ɪn'tɪəriə/*noun*

the inland part of a country or region

interlocutor /,ɪntə'lɒkjətə/*noun*

a person who takes part in a dialogue or conversation

international /,ɪntə'næʃənəl/*adjective*

existing, occurring or carried on between two or more nations

intricate /'ɪntrɪkət/*adjective*

very complicated or detailed

invention /ɪn'venʃən/*noun*

economic activity concerned with the processing of

irritated /'ɪrɪteɪtəd/*adjective*

annoyed, angry

J**joint** /dʒɔɪnt/*adjective*

shared, held or made by two or more people or organisations together

K**kidnap** /'kɪd,næp/*verb*

to take (someone) away illegally by force

L**landfill site** /,lændfɪl 'saɪt/*noun*

a place to dispose of refuse and other waste material by burying it and covering it over with soil, esp. as a method of filling in or extending usable land

lately /'leɪtli/*adverb*

recently; not long ago

latter /'lætə/*adjective*

denoting the second or second mentioned of two people or things

launch /lɔ:ntʃ/*verb*

to start or set in motion

lecture /'lektʃə/*noun*

an educational talk about a particular subject

lessen /'lesən/*verb*

to make or become less; to diminish

lethal /'li:θəl/*adjective*

sufficient to cause death

lifeline /'laɪf,lʌɪn/*noun*

(figurative) a thing that is essential for the survival of someone or something

literacy /'lɪtrəsi/*noun*

the ability to read and write

log /lɒg/*noun* Literature Time

a part of the trunk or a large branch of a tree that has fallen or been cut off

log on /,lɒg 'ɒn/*phrasal verb*

to do the necessary actions on a computer system that will allow one to begin using it

lonesome /'ləʊn,səm/

adjective

solitary or lonely

loose /lu:s/

adjective

moving too freely

M

mailbag /'meɪl,bæg/

noun

a large sack or bag for carrying mail

mainly /'meɪnli/

adverb

more than anything else

make it /'meɪk ,ɪt/

phrasal verb

to attend

mansion /'mænjən/

noun

a large, impressive house

map out /,mæp 'aʊt/

phrasal verb

to plan something carefully or to explain carefully what your plans are

marine /mə'ri:n/

adjective

of, found in or produced by the sea

mechanism /'mekə,nɪzəm/

noun

a natural or established process by which something takes place or is brought about

meet up /,mi:t 'ʌp/

phrasal verb

to meet someone, either by arrangement or by chance

mentally /'men,təli/

adverb

in one's mind

meteorologist

/,mi:tiə'rɒlədʒɪst/

noun

a specialist in the branch of science that is concerned with the phenomena of the atmosphere

meticulously /mə'tɪkjʊləsli/

adverb

very carefully and precisely

milestone /'maɪl,stəʊn/

noun

(figurative) an action or event

marking a significant change or stage in development

miscellaneous /,mɪsə'lemɪəs/

adjective

of various types or from different sources

miss out on /,mɪs 'aʊt ɒn/

phrasal verb

to not get the chance to do or have something that one would enjoy or that would be good for one, esp. a chance that other people succeed in getting

modem /'mɒdəm/

noun

a combined device for modulation and demodulation, for example, between the digital data of a computer and the analogue signal of a telephone line

moist /mɔɪst/

adjective

slightly wet; damp or humid

monkfish /'mɒŋk,fɪʃ/

noun

a bottom-dwelling anglerfish of European waters.

motion picture

/,məʊʃən 'pɪktʃə/

noun

a story or event recorded by a camera as a set of moving images and shown in a theatre or on television

mountain range

/,maʊntən 'reɪndʒ/

noun

a line of mountains connected by high ground

mountainous /'maʊn,tənəs/

adjective

(of a region) having many mountains

mullet /'mʌlɪt/

noun

a chiefly marine fish that is widely caught for food

multitude /'mʌltɪ,tu:d/

noun

a large number

N

necessity /nə'sesəti/

noun

the fact of being required

newcomer /'nju:,kʌmə/

noun

a person or thing that has recently arrived in a place or joined a group

news team /'nju:z ,ti:m/

noun

two or more people working together on broadcast or published report of news

nomad /'nəʊmæd/

noun

a member of a people having no permanent home, and who travel from place to place to find fresh pasture for their livestock

nominal /'nɒmɪnəl/

adjective

existing in name only

non-verbal /,nɒn'vɜ:bəl/

adjective

not involving or using words or speech

notepad /'nəʊt,pæd/

noun

a pad of blank or ruled pages for writing notes on

notify /'nəʊtɪ,fai/

verb

to inform someone of something, typically in a formal or official manner

nowadays /'naʊədəɪz/

adverb

at the present time; in contrast with the past

nurture /'nɜ:tʃə/

verb

to care for and encourage the growth or development of

O

object /əb'dʒekt/

verb

to say something to express one's disapproval of or disagreement with something

occasionally /ə'keɪʒənəli/

adverb

sometimes; from time to time

on average /ɒn 'ævərɪdʒ/

expression

normally; usually

originally /ə'ɒrɪdʒɪnəli/*adverb*

from or in the beginning; at first

outstanding /aʊt'stændɪŋ/*adjective*

exceptionally good

overall /,əʊvər'ɔ:l/*adjective*

total

overcome /,əʊvə'kʌm/*verb*

to succeed in dealing with (a problem or difficulty)

overflow /,əʊvə'fləʊ/*verb*

to flood or flow over a surface or area

over the moon /əʊvə ðə mu:n/*expression*

happy; joyful

owe /əʊ/*verb*

to be under a moral obligation to give someone (gratitude, respect, etc.)

P**pane** /peɪn/*noun*

a single sheet of glass in a window or door

parenthood /'perənt,hʊd/*noun*

the state of being a mother or a father

partnership /'pɑ:tənʃɪp/*noun*

association; collaboration

pass on /,pɑ:s 'ɒn/*phrasal verb*

to give something to someone else, after one has had it or finished with it first

paste /peɪst/*verb*

to insert (a text) into a document

patriotic /,pætri'ɒtɪk/*adjective*

having or expressing devotion to and support for one's country

pedestal /'pedəstəl/*noun*

the base or support on which a statue or column is mounted

perilously /'perɪləsli/*adverb*

dangerously, hazardously

period drama

/'pɪəriəd ,drɑ:mə/

noun

a play belonging to or characteristic of a past historical time

perseverance /,pɜ:sɪ'vɪərəns/*noun*

persistence in doing something despite difficulty or delay in achieving success

phone book /'fəʊn ,bʊk/*noun*

a telephone directory

pictogram /'pɪktə,græm/*noun*

a pictorial symbol for a word or phrase

pier /pɪə/*noun* Literature Time

a platform supported on pillars or girders, used as a landing stage for boats

pill /pɪl/*noun*

a small round mass of solid medicine to be swallowed

plaza /'plɑ:zə/*noun*

a public square, marketplace or similar open space in a built-up area

plight /plaɪt/*noun*

a dangerous, difficult or otherwise unfortunate situation

plug /plʌg/*noun*

a device for making an electrical connection, esp. between an appliance and a power supply, consisting of a casing with metal pins that fit into holes in an outlet

porcelain /'pɔ:slɪn/*noun*

a hard shiny white substance used for making expensive plates, cups, etc.

potential /pə'tenʃəl/*adjective*

natural qualities or abilities that may be developed and lead to future success or usefulness

practical /'præktɪkəl/*adjective*

of or concerned with the actual doing or use of something rather than with theory and ideas

pram /præm/*noun*

a baby carriage

precious /'preʃəs/*adjective*

(of an object, substance, or resource) of great value; not to be wasted or treated carelessly

preoccupied /pri:'ɒkjə,paid/*adjective*

be so engrossed or absorbed in (something) that one does not notice other people or things

press /pres/*verb*

to exert continuous physical force on (something), typically in order to operate a machine

prevent /pri'vent/*verb*

to stop something from happening

previous /'pri:vɪəs/*adjective*

existing or occurring before in time or order

pride and joy /praɪd ənd dʒɔɪ/*expression*

the main source of satisfaction and happiness

primarily /,praɪ'merəli/*adverb*

for the most part; mainly

prime time /'praɪm ,taɪm/*noun*

the regularly occurring time at which a television or radio audience is expected to be greatest, generally regarded in the television industry as the hours between 8 and 11 p.m.

process /'prəʊses/*noun*

method; system

procession /ˌprəˈseʃən/
noun Literature Time
a number of people or vehicles moving forward in an orderly fashion, esp. as part of a ceremony or festival

producer /ˌprəˈdjuːsə/
noun
a person responsible for the financial and managerial aspects of making of a movie or broadcast or for staging a play, opera, etc.

prohibit /ˌprəˈhɪbɪt/
verb
to prevent; to make impossible

prolonged /ˌprəˈlɒŋd/
adjective
continuing for a long time or longer than usual; lengthy

prominent /ˈprɒmɪnənt/
adjective
important; famous

promote /ˌprəˈməʊt/
verb
to further the progress of (something, esp. a cause, venture, or aim); to support or actively encourage

promotion /ˌprəˈmɒʃən/
noun Literature Time
the action of raising someone to a higher position or rank

propose /ˌprəˈpəʊz/
verb
to put forward (an idea or plan) for consideration or discussion by others

pros and cons
/ˌprəʊz ənd kɒnz/
expression
advantages and disadvantages

prosecution /ˌprɒsɪˈkjuːʃən/
noun
the institution and conducting of legal proceedings against someone in respect of a criminal charge

protect /ˌprəˈtekt/
verb
to keep from harm; to preserve; to save; to shelter

provoke /ˌprəˈvəʊk/
verb
to stimulate or give rise to (a reaction or emotion, typically a strong or unwelcome one) in someone

publish /ˈpʌblɪʃ/
verb
(of an author or company) to prepare and issue (a book, journal, piece of music or other work) for public sale

pupil /ˈpjʊːpəl/
noun
¹ someone who is being taught, especially a child
² the small black round area in the middle of the eye

Q
quake /kweɪk/
verb
(esp. of the earth) to shake or tremble

quarrel /ˈkwɒrəl/
noun
an angry argument or disagreement, typically between people who are usually on good terms

quotidian /kwəˈtɪdiən/
adjective
of or occurring every day; daily

R
raft /rɑːft/
noun Literature Time
a flat buoyant structure of timber or other materials fastened together, used as a boat or floating platform

ram /ræm/
verb Literature Time
to crash violently against something

rank /ræŋk/
verb
to give a place within a grading system based on quality

reclaim /ˌrɪˈkleɪm/
verb
to retrieve or recover (something previously lost, given or paid)

recognise /ˈrekəɡˌnaɪz/
verb
to identify someone or something from having encountered them before; to know again

record /ˌrɪˈkɔːd/
verb
to set down in writing or some other permanent form for later reference, esp. officially

recreation /ˌrekriˈeɪʃən/
noun
activity done for enjoyment when one is not working

red tide /ˌred ˈtaɪd/
noun
a discoloration of seawater caused by a bloom of toxic red organisms

reed /riːd/
noun
a tall, slender-leaved plant of the grass family that grows in water or on marshy ground

reference /ˈrefrəns/
noun
a source of information that ascertains something and proves it reliable

refill /ˌriːˈfɪl/
verb
to fill a container again

regularly /ˈregjələli/
adverb
often, frequently

reliable /rɪˈlaɪəbəl/
adjective
consistently good in quality or performance; able to be trusted

rely on /rɪˈlaɪ ɒn/
phrasal verb
to depend on

remarkable /rɪˈmɑːkəbəl/
adjective
worthy of attention; striking

remedy /ˈremədi/
noun
a means of counteracting or eliminating something undesirable

reminder /,rɪ'maɪndə/*noun*

a thing that causes someone to remember something

reminisce /,remə'nɪs/*verb*

to indulge in enjoyable recollection of past events

remote /,rɪ'məʊt/*adjective*

far away; distant

replica /'replɪkə/*noun*

an exact copy or model of something

reschedule /,rɪ'fedʒəl/*verb*

to change the time of a planned event

resident /'rezɪdənt/*noun*

a person who lives somewhere permanently or on a long-term basis

restraint /,rɪ'streɪnt/*noun*

a measure or condition that keeps someone or something under control or within limits

retain /,rɪ'teɪn/*verb*

to keep possession of

reveal /,rɪ'vi:l/*verb*

to make (previously unknown or secret information) known to others

revolve /,rɪ'vɔ:l/*verb*

to go round

rightful /'raɪt,fəl/*adjective* Literature Time

having a legitimate right to property, position or status

roundabout /'raʊndə,bəʊt/*noun*

a road junction at which traffic moves in one direction around a central island

S**safeguard** /'seɪfgɑ:d/*verb*

to protect against something

sales /seɪlz/*noun*

an event for the rapid disposal of goods at reduced prices for a period, esp. at the end of a season

screen /skri:n/*verb*

to show (a movie or video) or broadcast (a television programme)

scribe /sraɪb/*noun*

a person who copies out documents, esp. one employed to do this before printing was invented

securely /sɪ'kjʊəli/*adverb*

firmly

security /sɪ'kjʊəriti/*noun*

freedom from risk or danger; safety

separate /'sepɪt/*adjective*

forming or viewed as a unit apart or by itself

set /set/*noun*

a radio or television receiver

shortage /'ʃɔ:tɪdʒ/*noun*

a state or situation in which something needed cannot be obtained in sufficient amounts

shred /ʃred/*verb*

to tear or cut into shreds

sibling /'sɪblɪŋ/*noun*

a brother or sister

sickly /'sɪkli/*adjective*

often ill; in poor health

silk /sɪlk/*noun*

a fine, soft fibre produced by silkworms and collected to make fabric

silverware /'sɪlvə,weə/*noun*

dishes, containers or cutlery

made of or coated with silver

skid /skɪd/*verb*

(of a vehicle) to slide, typically sideways or obliquely, on slippery ground or as a result of stopping or turning too quickly

skittles /'skɪtlz/*noun* Literature Time

a game played, chiefly in Britain, with wooden pins, typically nine in number, set up at the end of an alley to be bowled down with a wooden ball or disk

slam into /,slæm 'ɪntu:/*phrasal verb*

to crash into something with a lot of force

smallpox /'smɔ:l,pɒks/*noun* Literature Time

a contagious disease that is caused by a virus, with fever and small raised spots or rounded swellings

smokestack /'sməʊk,stæk/*noun*

a chimney or pipe for discharging smoke from a locomotive, ship, factory, etc.

socialise /'səʊʃə,ləɪz/*verb*

to mix socially with others

socket /'sɒkɪt/*noun*

a natural or artificial hollow into which something fits or in which something revolves

soundtrack /'saʊnd,tɹæk/*noun*

a recording of the musical accompaniment to a movie

spinning /'spɪnɪŋ/*adjective*

rotating; revolving; turning around

spotlight /'spɒt,lɑɪt/*noun*

a lamp projecting a narrow, intense beam of light directly onto a place or person, esp. a performer on stage

sprawling /'sprɔːlɪŋ/

adjective

spreading out in different directions

stabilising /'steɪbəlɪzɪŋ/

adjective

causing to become stable

stadium /'steɪdiəm/

noun

a sports arena with rows of seats for spectators

staggering /'stæɡərɪŋ/

adjective

astonishing

standard /'stændəd/

adjective

serving as or conforming to a standard of measurement or value

station /'steɪʃən/

noun

a company involved in broadcasting of a specified kind

sting /stɪŋ/

verb

to feel or cause to feel a sharp tingling or burning pain

storm cellar /'stɔːm ˌselə/

noun

a room below ground level, typically used for hiding in during strong storms such as tornadoes

strain /streɪn/

noun

a specific type of animal, micro-organism or plant

stream /stri:m/

noun

a large number of things that happen or come one after the other

strike /straɪk/

verb Literature Time

to indicate the time by sounding a chime or stroke

strip /stri:p/

noun

a long, narrow piece of cloth, paper, plastic etc.

subsequent /'sʌbsəkwənt/

adjective

coming after something in time; following

supply /sə'plaɪ/

noun

an amount available or sufficient for a given use; stock

suspect /səs'pekt/

verb

to doubt the genuineness or truth of

sustainable /səs'teɪnəbəl/

adjective

able to be maintained at a certain rate or level

swap /swɒp/

verb

to take part in an exchange of

symbol /'sɪmbəl/

noun

a written sign which stands for something else

symposium /sɪm'pəʊziəm/

noun

a conference or meeting to discuss a particular subject

T

table /'tæblə/

noun

¹ a piece of furniture with a flat top supported by legs

² a list of numbers, facts or information arranged in rows and columns

tackle /'tækəl/

verb

to make determined efforts to deal with a problem or difficult task

take part in /,teɪk 'pɑːt ɪn/

phrasal verb

to participate

tatters /'tætəz/

noun Literature Time

irregularly torn pieces of cloth, paper or other material

teaching aid /'ti:tʃɪŋ ,eɪd/

noun

materials and equipment used in teaching

teapot /'ti:pɒt/

noun

a pot with a handle, spout and lid, in which tea is brewed and from which it is poured

telecommunication

/,telɪkəmju:nɪ'keɪʃən/

noun

communication over a distance by cable, telegraph, telephone or broadcasting

teleprinter /'teli,prɪntə/

noun

a device for transmitting and receiving telegraph messages

teleputer /'teli,pju:tə/

noun

a combination of the words 'telephone' and 'computer' used to describe increasingly advanced mobile phones

tend /tend/

verb

to regularly or frequently behave in a particular way or to have a certain characteristic

tension /'tenʃən/

noun

the state of being stretched tight

theme /θi:m/

noun

a subject of artistic representation

thriller /'θrɪlə/

noun

a novel, play or movie with an exciting plot, typically involving crime

throughout /,θru:'aʊt/

preposition

all the way through

tight /taɪt/

noun

unable to move

toenail /'təʊneɪl/

noun

the nail at the top of each toe

toothy /'tu:θi/

adjective

having or showing large, numerous or prominent teeth

touching /'tʌtʃɪŋ/

adjective

arousing strong feelings of sympathy, appreciation or gratitude

traditionally /,trə'dɪʃənəli/

adverb

habitually done, used or found

transatlantic

/,trænzət'læntɪk/

adjective

of, relating to, or situated on the other side of the Atlantic

transcribe /,træns'kraɪb/

verb

to put (thoughts, speech or data) into written or printed form

transfer /,træns'fɜː/*verb*

to move from one place to another

transistor /træn'zɪstə/*noun*

a portable radio using circuits containing transistors rather than vacuum tubes

transition /træn'zɪʃən/*noun*

the process or a period of changing from one state to another

trickster /'trɪkstə/*noun* Literature Time

a person who cheats people

tryout /'traɪ,aʊt/*noun*

a test of the potential of someone or something, esp. in the context of entertainment or sports

tune in /,tjuːn'ɪn/*phrasal verb*

to listen to or watch a particular programme on radio or television

tune out /,tjuːn'aʊt/*phrasal verb*

to stop paying attention to something, esp. because one is tired or bored

turnoff /'tɜːn,ɒf/*noun*

a junction at which a road branches off from a main road

tusk /tʌsk/*noun* WB

a long, pointed tooth that sticks out of the mouth of animals like elephants

U**unbearable** /,ʌn'beərəbəl/*adjective*

not able to be tolerated

unison /'juːnɪsən/*noun*

simultaneous performance of action

unrivalled /,ʌn'raɪvəld/*adjective*

better than everyone or everything of the same type

unsung /,ʌn'sʌŋ/*adjective*

not celebrated

up to scratch /,ʌp tə 'skrætʃ/*expression*

up to standard

usher /'ʌʃə/*noun*

a person who shows people to their seats, esp. in a theatre

V**vehicle** /'viːkəl/*noun*

a thing used for transporting people or goods, esp. on land, such as a car, truck or cart

vendor /'vendə/*noun*

a person or company offering something for sale, esp. a trader in the street

venomous /'venəməs/*adjective*

(figurative) full of hatred or anger

via /'viːə/*preposition*

travelling through (a place) en route to a destination; by way of; by means of

victory /'vɪktəri/*noun*

an act of defeating an enemy in a battle, game or competition

video recorder

/'vɪdɪəʊ rɪ,kɔːdə/

noun

a device that, when linked to a television set, can be used for recording on and playing videotapes

visualise /'vɪʒuəlaɪz/*verb* WB

to imagine

voice-over /'vɔɪs,əʊvə/*noun*

a piece of narration in a movie or broadcast, not accompanied by an image of the speaker

vortex /'vɔːteks/*adjective*

(of a mass of wind or water) spinning rapidly and pulling things into the centre

W**warning** /'wɔːnɪŋ/*noun*

a statement or event that indicates a possible danger, problem or unpleasant situation

wasteful /'weɪstfəl/*adjective*

using or expending something of value carelessly

watchful /'wɒtʃfəl/*adjective*

watching or observing someone or something closely

weary /'wiəri/*adjective*

feeling or showing tiredness

weaving /'wiːvɪŋ/*noun*

the act of forming fabric by interlacing long threads passing in one direction with others at a right angle to them

weblog /'webləg/*noun*

another term for blog: a Web site on which an individual or group of users produces an ongoing narrative

wed /wed/*verb*

to link or combine closely

well-deserved /,weldr'zɜːvd/*adjective*

well-earned

wholeheartedly /,həʊl'hɑːtədli/*adverb*

sincerely

wind up /,waɪnd 'ʌp/*phrasal verb*

to make a clock or other device operate by turning a key or handle

window shopping

/'wɪndəʊ ʃɒpɪŋ/

noun

looking at merchandise in store windows or showcases without buying anything

wordsmith /'wɜːd,smɪθ/*noun*

a skilled user of words

worldwide /,wɜːld'waɪd/*adjective*

extending or reaching throughout the world

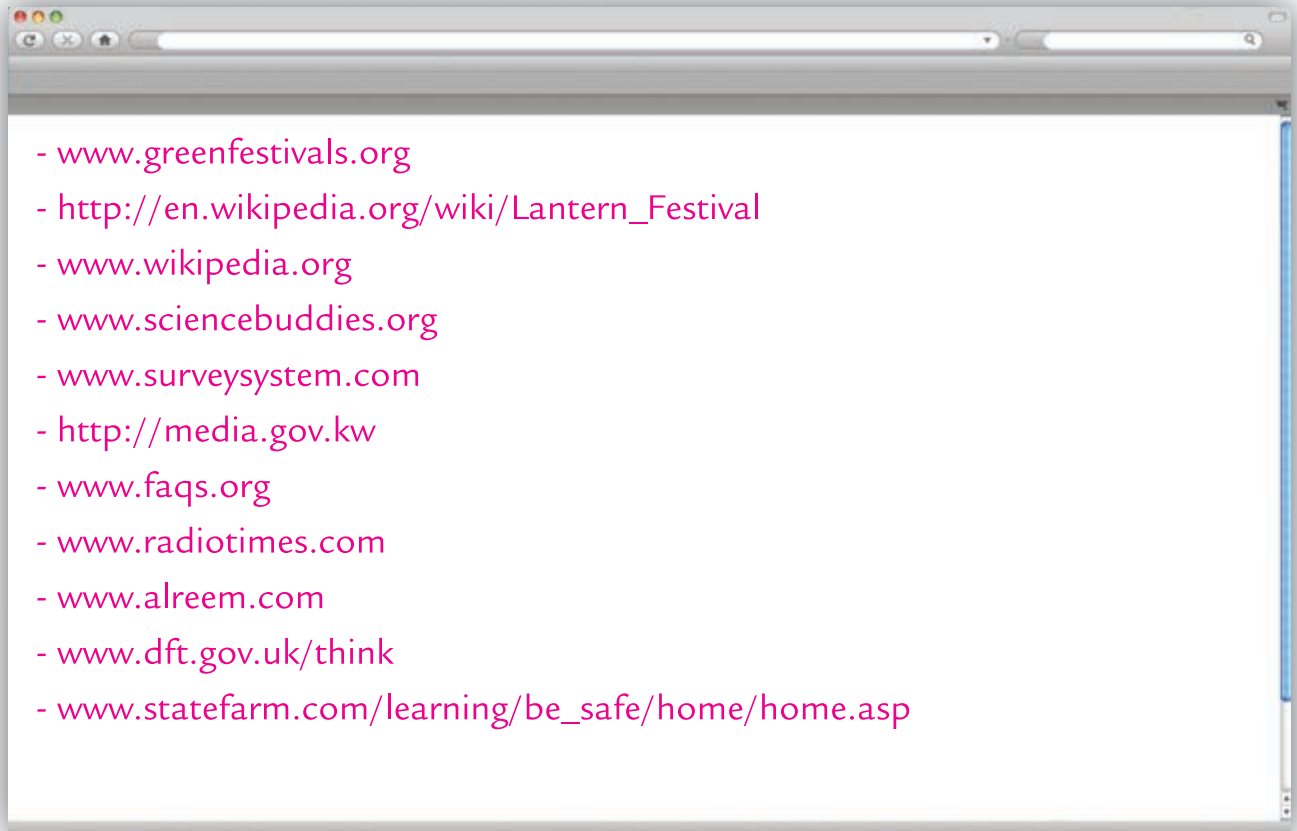
writer's block /'raɪtəz ,blɒk/*noun*

the condition of being unable to think of what to write

Z**zealous** /'zeləs/*adjective*

having or showing passionate

List of websites to use through the course:



OVER TO YOU Grade 11 is a part of the English for Kuwait series, a carefully graded course in English specifically written and designed for the Kuwait school system for primary, intermediate and secondary grades.

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

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

OVER TO YOU adopts an integrated approach to language teaching.

OVER TO YOU follows the Kuwait Ministry of Education syllabus.

At each level, the course consists of:

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

OVER TO YOU 11^B



PDF



Evaluation

