



وزارة التربية

Ministry of Education

State of Kuwait | دولة الكويت

# OVER TO YOU

STUDENT'S BOOK

Grade

11A



PEARSON  
Longman

SIMON HAINES



وزارة التربية

Ministry of Education

State of Kuwait | دولة الكويت

# OVER TO YOU

Grade 11

Student's Book

Simon Haines





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سَمُو الشَّيْخِ صَبَّاحٍ خَالِدٍ الْحَمَادِ الصَّبَّاحِ  
وَلِيِّ عَهْدِ دَوْلَةِ الْكُوَيْتِ

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# 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                                                                                                                                                      |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Inviting</b><br>I'm writing to invite you to ...<br>We / I hope you can be here with us.<br>The celebration is at our house<br>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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 Festivals and occasions<br>(page 10) | <p><b>Grammar</b> modal verbs [<i>can / could / be able to / manage to</i>]; intensifiers; phrasal verbs with <i>go</i></p> <p><b>Functions</b> describing festivals; expressing preferences; expressing ability; agreeing / disagreeing; expressing opinions; sharing personal experience</p> <p><b>Vocabulary</b><br/>academic (WB), bagpipes, blossom (WB), bubbly, canopy, carnival, celebratory, chain, claim (WB), commemorate, cultivate (WB), dazzling, discipline, display, embark, extravaganza, exuberant, facilitate (WB), fanciful, festivity, gather, gaze (WB), hire, intricate, launch, meteorologist (WB), multitude, nurture, outstanding (WB), patriotic, preoccupied, stream, take part in, unison, unrivalled, vendor (WB), weaving</p>                            | <p><b>Reading</b> an article about two festivals; a short story; a timetable</p> <p><b>Listening</b> descriptions of interesting festival experiences; a description of the Hajj</p> <p><b>Speaking</b> festivals; the Hajj</p> <p><b>Writing</b> a report about a festival</p>                                                                                                                                                                                                                            |
| 2 Family celebrations<br>(page 16)     | <p><b>Grammar</b> simple past and past perfect [<i>once / when / before / after / by the time</i>]; compound nouns</p> <p><b>Functions</b> describing customs; describing family celebrations; expressing opinions; giving reasons; describing past experience; inviting; making polite requests; sequencing information; giving / asking for information</p> <p><b>Vocabulary</b><br/>aborigine, baby shower (WB), boomerang, breathing space, clan, close-knit, crib (WB), desert, eldest, expectant (WB), for good, formal, get-together, hold, interior, milestone, nomad, originally, parenthood (WB), pram (WB), reminisce, replica (WB), roundabout, separate (WB), silverware (WB), subsequent (WB), swap, touching, traditionally, transition (WB), well-deserved, wind up</p> | <p><b>Reading</b> a personal account; an e-mail</p> <p><b>Listening</b> descriptions of family celebrations; a short talk</p> <p><b>Speaking</b> family celebrations; a factual talk</p> <p><b>Writing</b> a list; an informal invitation</p>                                                                                                                                                                                                                                                              |
| 3 Meeting places<br>(page 22)          | <p><b>Grammar</b> third conditional</p> <p><b>Functions</b> discussing meeting places; expressing possibilities; giving reasons; expressing likes and dislikes; making plans; making suggestions; rejecting a suggestion and giving a reason; agreeing to a suggestion</p> <p><b>Vocabulary</b><br/>autograph, beverage, cardamom, catch up, circumstance (WB), civil servant (WB), cocoa (WB), converse, cordially, cultivation (WB), decaffeinated, distinctive, espresso, fragrance, gratitude (WB), hospitality, immediate, import, in charge of, instant, irritated, log on, lonesome, make it, meet up, pill, plaza, porcelain (WB), quarrel, refill, reschedule, sales, sickly, silk (WB), socialise, stadium, teapot, weary, window shopping</p>                                | <p><b>Reading</b> a factfile; an article about the history of coffee houses</p> <p><b>Listening</b> a telephone conversation</p> <p><b>Speaking</b> meeting places; coffee drinking habits; a telephone conversation</p> <p><b>Writing</b> a conversation; a description of your favourite meeting place</p> <p><b>Focus on</b><br/><b>Reading:</b> Meeting Friends in Kuwait<br/><b>Punctuation:</b> the use of commas after adverbs and conjunctions<br/><b>Project:</b> Creating a festival leaflet</p> |

## Module 2 Communication

| Unit                         | Language                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4 Communicating<br>(page 32) | <p><b>Grammar</b> definite and indefinite articles [<i>a, an, the</i>]; correlative conjunctions [<i>both ... and / either ... or / neither ... nor</i>]; subordinating conjunctions [<i>but, although, however, in spite of</i>]; quantity words</p> <p><b>Functions</b> describing characteristics; expressing opinions; giving reasons; comparing and contrasting; stating advantages and disadvantages; giving instructions; planning; giving information; explaining choices; expressing gratitude</p> <p><b>Vocabulary</b><br/>accountant, adjustment, annual, assumption, attestation, block out, capacity, cardiac, chime (WB), continent, courteous, deem, defensiveness, demand, distraction, diva, doctorate, empathy, enclose, enhance, extensive, flattering, harshly, illiteracy (WB), inaccessible (WB), in advance, insult, integrate (WB), interlocutor, lifeline (WB), mailbag (WB), meticulously, mountain range, non-verbal, owe, pane, reference, transcribe (WB)</p> | <p><b>Reading</b> an article about effective listening; a formal letter of application</p> <p><b>Listening</b> a talk about the barriers to effective communication</p> <p><b>Speaking</b> characteristics of a good listener; means of communication; instructions for a digital camera</p> <p><b>Writing</b> an application form; a letter of application to a university</p>                                                                                                                          |
| 5 Writing<br>(page 38)       | <p><b>Grammar</b> present perfect simple and continuous; <i>for / since</i></p> <p><b>Functions</b> expressing difficulties; predicting; describing past and present experience; giving reasons; expressing opinions about languages; discussing the history of writing; identifying types of writing; introducing a subject; give / conduct an interview</p> <p><b>Vocabulary</b><br/>acquire, amateur, ameliorated, ballpoint, BCE, call-in, character, contribution, cuneiform, dominate, economic, empire, falloff, financial, gradually, hieroglyphics, honorary PhD, impact, industrial design (WB), inscribe, literacy, mainly, mechanism (WB), pictogram, practical, precious, pride and joy, publish, quotidian, reed, reliable (WB), scribe, socket (WB), throughout, tryout, wordsmith, writer's block</p>                                                                                                                                                                      | <p><b>Reading</b> an article about the history of writing</p> <p><b>Listening</b> an article about the history of writing; an interview with a Kuwaiti poet</p> <p><b>Speaking</b> writing in different languages; the history of writing; an interview</p> <p><b>Writing</b> an essay about languages</p>                                                                                                                                                                                               |
| 6 On the phone (page 44)     | <p><b>Grammar</b> question tags; imperatives</p> <p><b>Functions</b> discussing uses of mobile phones; giving reasons; stating advantages and disadvantages; sharing personal experience; planning; giving instructions</p> <p><b>Vocabulary</b><br/>agenda, a great deal of, beforehand, bin (WB), bookmark, browse, calendar, cell phone, complement, customise, disposable (WB), dominant, don't tell a soul, function, GPRS, hike, lately, miscellaneous, modem, mountainous, necessity, notepad, notify, pass on (WB), paste, phone book, press, reclaim (WB), recognise, rely on, reminder, security, sibling (WB), teleputer, tend, theme, usher, via, weblog</p>                                                                                                                                                                                                                                                                                                                   | <p><b>Reading</b> an article about using mobile phones; a factfile</p> <p><b>Listening</b> conversations about using mobile phones; instructions for using a mobile phone</p> <p><b>Speaking</b> different uses for mobile phones; a dialogue with question tags</p> <p><b>Writing</b> instructions for sending a text message</p> <p><b>Focus on</b><br/><b>Reading:</b> Suad Mohammed Al-Sabah<br/><b>Grammar:</b> metaphors and similes<br/><b>Project:</b> Conducting an English language survey</p> |

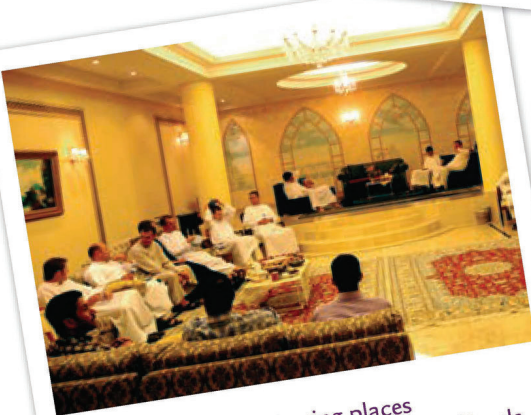
# Module 1 Getting together



Unit 1: Festivals and occasions  
Why do people hold festivals?  
Which festival is your favourite?



Unit 2: Family celebrations  
What is the most memorable family celebration  
you have been a part of?



Unit 3: Meeting places  
Where do you most often meet your friends  
in your free time?



Focus on:  
Meeting Friends in Kuwait



Project 1:  
Creating a festival leaflet

## 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

## Unit 1

## Festivals and occasions

## Grammar

Modal verbs [*can / could / be able to / manage to*]; intensifiers; phrasal verbs with *go*



Hala February Festival



Qurain Cultural Festival

## Factfile

**Population**  
3.4 million (2009)  
**Capital**  
Kuwait City  
**Area**  
17.820 sq km  
**Major language**  
Arabic  
**Currency**  
Kuwaiti Dinar (KWD)  
**Main exports**  
Petroleum, petrochemical products, fertilizers and financial services

## Discuss

**1** Look at the photos from the two festivals and the Factfile, then discuss these questions in pairs.

- a** Where do you think these festivals are taking place?
- b** What do you think is happening in each photo?
- c** Which festival do you prefer most?
- d** Which pieces of information from the Factfile did you know?  
What other general information do you know about Kuwait?

## Read

**2** Skim the article about the two festivals quickly to find the answers to these questions.

|                                                                           | Hala February Festival | Qurain Cultural Festival |
|---------------------------------------------------------------------------|------------------------|--------------------------|
| <b>a</b> When does each festival take place?                              |                        |                          |
| <b>b</b> What does each festival celebrate?                               |                        |                          |
| <b>c</b> Why is the Hala February Festival a patriotic celebration?       |                        |                          |
| <b>d</b> How does the Qurain Cultural Festival reward and honour artists? |                        |                          |
| <b>e</b> What does each festival have to offer its visitors?              |                        |                          |



### Hala February Festival in Kuwait

The Hala February Festival is perhaps Kuwait's most dazzling celebration. With an atmosphere of real Arabian warmth and hospitality, this annual festival combines cultural celebrations with a stream of colourful events. Every Kuwaiti is guaranteed to enjoy the wondrous mix of culture, entertainment, shopping, carnivals, raffles and contests. The festival also attracts many tourists, especially families from the Gulf.

The festival was launched in 1999 and takes place during the spring season. It also coincides with National Day on 25th February and Liberation Day on 26th February. Guests of the festival can see spring arrive as the festival unfolds. The surrounding desert is transformed from scorched sands to a green canopy of blossoming and vibrant flora. The arrival of migratory birds and animals also adds extra colour to the charm of Hala February Festival.

During the season, many shops offer huge discounts to their customers in celebration of the festivities. This shopping extravaganza is one of the reasons why the festival has become an important economic event for Kuwait. However, it is the spread of joy, happiness and delight that is most important to its organisers. In just a decade, the festival has become a national and touristic phenomenon that inspires a sense of patriotism for Kuwaitis, as well as the citizens of Kuwait's sister countries.

### Qurain Cultural Festival in Kuwait

The Qurain Cultural Festival is a cultural festival that is held annually from late November to early December. It is organised by the NCCAL (National Council for Culture, Arts and Letters) and has been running for more than 15 years. The Qurain Cultural Festival has become the centre of cultural dialogue in Kuwait, as artists gather from throughout the area to share their talents with the audience, as well as with each other. Every year, more and more guests from outside Kuwait are participating in the festival.

During the festival there is a multitude of concerts, exhibitions, film screenings and other artistic events. The NCCAL ensures that these are supported by engaging activities and seminars. Participation in all activities and events are free of charge.

The Qurain Cultural Festival also provides an opportunity to reward and honour leading contributors to Kuwaiti culture. Every year certain personalities are awarded 'Appreciation' and 'Encouragement' awards for their work, for disciplines such as engraving, short story writing, translation and TV direction. There is also a 'Personality of the Year' award.

These unique award ceremonies demonstrate the festival's ongoing commitment to nurturing Kuwaiti culture, which provides an unrivalled platform for the growth of many young composers, artists and writers.

### Check your understanding



Complete these sentences using words from the text.

- a The ..... during Hala February is vibrant and colourful.
- b You will definitely have a good time, it's .....
- c When I saw the Kuwaiti flags I felt a strong sense of .....
- d We can't wait to see which artists are ..... this year.
- e There are many ..... within art, such as painting or sculpture.
- f This year's performances were ..... in skill and enthusiasm.



### Words to remember

canopy, dazzling, discipline, extravaganza, gather, launch, multitude, nurture, patriotic, stream, unrivalled

### Quote

"Life is a festival only to the wise."

Ralph Waldo Emerson

• **Modal verbs [can / could / be able to / manage to]** Grammar reference pages 66–67

**1** Look at these sentences. Which underlined verbs refer to general ability, and which refer to ability on one occasion?

- a I can't drive, so I didn't hire a car. ....
- b I couldn't even see the people standing around me. ....
- c We couldn't afford to fly home, so we decided to go by train. ....
- d We couldn't speak the language very well. ....
- e The power went on again and the train was able to start. ....
- f Fortunately, he managed to start the engine and drove me to my hotel. ....

**2** Now discuss these questions with a partner.

- a Do sentences 1a–f refer to past, present or future time?
- b Which sentences are negative?
- c What other verbs could replace **managed to** in sentence 1f?

**3** Complete this short story using **could**, **couldn't** or **managed to** in each gap.

When I reached Scotland, I celebrated New Year's Eve with my aunt and uncle. It was the most fantastic event I've ever taken part in. I (1) ..... wait to see and take part in the world-famous Hogmanay festivities for myself. I (2) ..... hear the sound of bagpipes as soon as I stepped onto the main street in Edinburgh. My aunt and uncle (3) ..... find a nice café for us to meet before the celebrations began at 10 p.m. I (4) ..... hide my excitement at seeing the sky filled with fireworks at midnight. There were people waving flags everywhere and we (5) ..... see families singing traditional Scottish songs near the museum. I (6) ..... take lots of photos of the fireworks before the festival ended.

• **Intensifiers [quite, really, very, a little, pretty, brand, fairly, extremely, absolutely]** Grammar reference page 67

**4** Add one of the intensifiers in the correct place in the following sentences.

**Examples:** It's quite hot today. I am a little tired today. You are absolutely right.

They got a brand new car.

- a You must be good at organising your time.

- b They are preoccupied today.

- c He is my best friend.

- d That was a good book.



## Vocabulary

### Phrasal verbs with go



Phrasal verbs combine a verb with a preposition.

**a** Look up in the glossary / dictionary the meanings of the verbs in *italics*.

- 1 The lights *went out* and everything was completely black. ....
- 2 This *went on* for about ten minutes. ....
- 3 When the fire bell *went off*, the students had to leave the classroom.  
.....
- 4 My family's *going away* for two weeks in the summer. ....
- 5 The price of bread has *gone up* again. ....
- 6 I got up late, so I had to *go without* breakfast this morning. ....

**b** Work in pairs. Think of possible answers to these questions.

- 1 Why do fires go out? .....
- 2 What makes car alarms go off? .....
- 3 Why do prices go up or go down? .....
- 4 What happens if you go without food? .....

### Parts of speech



Fill in the table with the correct form of the word.

| Noun         | Verb      | Adjective   | Adverb    |
|--------------|-----------|-------------|-----------|
| celebration  | celebrate | celebratory | ...       |
| .....        | ...       | .....       | festively |
| .....        | .....     | crowded     | ...       |
| .....        | ...       | .....       | joyfully  |
| .....        | .....     | occasional  | .....     |
| extravagance | ...       | .....       | .....     |



### Words to remember

bagpipes, carnival,  
celebratory, display,  
festivity, hire,  
preoccupied, take part in

### Pronunciation Elision



(1.1) When people speak quickly, they join words together. Sometimes two sounds become one.

Read these sentences, then listen. Write the two words the speaker joins together.

Which letters can't you hear?

- a** We want(ed) to go to Scotland for Hogmanay. ....
- b** We couldn't afford to fly to the carnival this year. ....
- c** Everybody got off at the next station. ....
- d** I didn't want to wait two hours for the firework display. ....
- e** The children danced down some stairs to the stage. ....



(1.1) Listen again and repeat the sentences.

## Listening



(1.2) You are going to hear three people describing interesting festivals they have experienced. Match these words from the recording with their meanings. You may use the glossary / dictionary for help.

- |                      |       |                                                                                      |
|----------------------|-------|--------------------------------------------------------------------------------------|
| <b>a</b> intricate   | ----- | <b>1</b> a period of public celebration that takes place at a regular time each year |
| <b>b</b> festivity   | ----- | <b>2</b> imaginative or fanciful; extraordinary                                      |
| <b>c</b> commemorate | ----- | <b>3</b> someone or something that comes from Tibet                                  |
| <b>d</b> buzzing     | ----- | <b>4</b> very complicated or detailed                                                |
| <b>e</b> Tibetan     | ----- | <b>5</b> the celebration of something in a bubbly and exuberant way                  |
| <b>f</b> fantastic   | ----- | <b>6</b> to mark or celebrate a special occasion                                     |
| <b>g</b> carnival    | ----- | <b>7</b> an atmosphere of excitement                                                 |



(1.2) Listen again. Are these statements True (T) or False (F)? Justify your answers.

### Speaker 1

- a** National Day is celebrated annually on the 26th of February. ☐
- 
- b** The speaker normally spends the day with their family. ☐
- 

### Speaker 2

- c** The small decorated vehicle is called a 'float'. ☐
- 
- d** People come from all over the world to see the festival. ☐
- 

### Speaker 3

- e** Sand pictures are made for children to keep as souvenirs. ☐
- 
- f** Losar is a religious festival. ☐
- 

## Think and speak



Discuss these questions in pairs or groups.

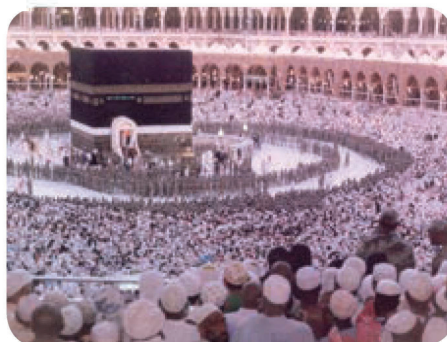
- What festivals do people celebrate in Kuwait?
- What happens and how many people attend?
- How do festivals that have been founded in the last century differ from more traditional celebrations?
- Festivals are a celebration of our relationship with the world we live in. Do you agree or disagree?
- How can festivals benefit society?

## Speaking Discussing religious occasions

### Listen



(1.3) Listen to a description of the Hajj. Make a list of any phrases the speaker uses to describe his personal experience.



### Think and speak



2 Work in pairs. Discuss and answer these questions.

- a Why is the Hajj important?
- b Did the speaker predict what his experience would be like?
- c What does the speaker describe as 'a sea of white cloth'?



### Words to remember

bubbly, chain,  
commemorate, embark,  
exuberant, fanciful,  
intricate, unison, weaving



3 Work in pairs. Imagine one of you has just returned from the Hajj, and the other is preparing for his journey next year. Share your preparations and experiences with each other. Make sure to include some personal descriptions.

### Write



4 Work in pairs. Invent a festival or community celebration for your area. It should reflect your area's culture and history and celebrate something that has happened there. One of you should write a report about it, including the preparation, the event itself, and the period after the festival. The other should write from the point of view of a visitor to the festival, outlining where it was successful and where it was not. Use the 'Weaving Festival' timetable as a starting-point to help you. Present your report to the class.



|                |                                                                        |
|----------------|------------------------------------------------------------------------|
| 23 JANUARY:    | BOOK VENUE FOR 'WEAVING FESTIVAL'                                      |
| 12 FEBRUARY:   | ORDER WEAVING MATERIALS                                                |
| 26 FEBRUARY:   | MAKE POSTERS TO ADVERTISE THE FESTIVAL                                 |
| 12 MARCH:      | HIRE TABLES AND CHAIRS FOR THE VENUE                                   |
| 13 MARCH:      | INSTALL THE WEAVING EXHIBITION                                         |
| 14 MARCH:      | HIRE LOCAL MUSICIANS TO PROVIDE ENTERTAINMENT                          |
| 20 MARCH:      | CONFIRM ALL BOOKINGS                                                   |
| 21 MARCH:      | PREPARE THE VENUE; GET MATERIALS READY                                 |
| 23 - 26 MARCH: | THE FESTIVAL                                                           |
| 27 MARCH:      | CLEAN THE VENUE; THANK THE MUSICIANS; TAKE DOWN THE WEAVING EXHIBITION |



# Unit 2 Family celebrations

## Grammar

Simple past and past perfect

[once / when / before / after / by the time];

compound nouns



## Discuss



Look at the photographs and discuss these questions.

- a Who are the people in the photographs?
- b What do you think is happening?



When do members of your family meet with each other?



**Listen**

(2.1) You are going to hear three people talking about a recent family celebration.

- a What occasions are the three speakers describing?
- b Who do you think the three speakers are?

**Check your understanding**

(2.1) Listen again and answer these questions.

**Speaker 1**

- a Is the speaker's brother older or younger than she is? What is the age difference?
- b Where was the celebration held?
- c Do you think this venue was the best location for the party? Why?

**Speaker 2**

- d Which three activities do the speaker and his family enjoy doing together?
- e How many members of the speaker's family get together on Friday evenings?
- f Why is food an important part of a celebration?

**Speaker 3**

- g What did the old school friend say when he saw the speaker?
- h Why is the occasion a personal milestone?

**Vocabulary**

Complete these sentences with the correct form of one of these verbs:

sign swap host make

- a We decided to ..... a special celebration for our brother.
- b If you want to talk to everyone, you have to ..... places from time to time.
- c The man's eldest son ..... a short speech before the celebration.
- d Everyone ..... a card to wish the couple a happy anniversary.

**Think and speak**

Work with a partner.

- a Take turns to describe a family celebration you remember well. Think about:
  - the place
  - the people
  - food and drink
  - people's clothes
- b Do you think it is important for the members of families to meet on important occasions? Give reasons.

**Quote**

"When you look at your life, the greatest happinesses are family happinesses."

Joyce Brothers



• **Simple past and past perfect [once / when / before / after / by the time]** Grammar reference page 67

**1** Read Aisha's personal account of her grandma's return from Makkah. Underline all the verbs.

### GRANDMOTHER CELEBRATES HER RETURN FROM HAJJ

Yesterday, we celebrated our grandmother's return from the Hajj. After we had collected her from the airport, Grandma explained to us that she had always dreamed of travelling to Makkah and that she had finally achieved her life-long aim. As soon as we had eaten a long breakfast together, we invited our close family over for a special meal, and welcomed Grandma's other friends and relatives to the house to celebrate. Mum had decorated

the house in anticipation of her arrival. Grandma gave us some gifts. Then, we sat down together and tucked in to a large lunch of curry, fresh fruit and vegetables. By the time we finished the meal, Grandma had begun to tell us about her experience in Makkah. Once she had answered all our questions, we finally gave her some well-deserved breathing space.

**2** Look at the following sentences from the text. There are two different verb tenses in each. Read them and fill in the chart.

- a** As soon as we had eaten a long breakfast together, we invited our close family over...
- b** Mum had decorated the house in anticipation of her arrival. Grandma gave us some gifts.
- c** By the time we finished the meal, Grandma had begun to tell us about her experience in Makkah.

|          | Simple past | Past perfect | Which action came first? |
|----------|-------------|--------------|--------------------------|
| <b>a</b> | invited     | had eaten    | eating a long breakfast  |
| <b>b</b> |             |              |                          |
| <b>c</b> |             |              |                          |

**3** Read the text again. Underline the sentence in which the past perfect verb explains something.

**4** Complete these sentences with the correct past form of the verbs in brackets.

- a** They ..... (watch) the film although they ..... (already see) it three times.
- b** The air conditioning ..... (break), so we all ..... (feel) very uncomfortable.
- c** He ..... (never eat) Kuwaiti food before, but he really ..... (enjoy) it.
- d** The next morning, the streets ..... (be) dusty because there ..... (be) a sandstorm.

**5** Complete these sentences with interesting explanations in the past perfect.

- a** No sooner had Ahmed woken up than .....
- b** Hardly had Hamad arrived at school when .....
- c** Jaber couldn't afford to go to the theatre because he .....
- d** As soon as Jumana missed the bus, .....

**6** Write a list of all the things you had done by the time you went to bed yesterday.

By the time I went to bed yesterday, I had been to school, done my homework, watched TV and sent an e-mail to my friend.

## Vocabulary

### Derivatives and compound nouns



#### Note

There are various ways to make new words in English. One of them is compounding, i.e. combining two independent words, e.g. *grandmother*.

Make new terms by combining words from the two lists.

|         |        |           |
|---------|--------|-----------|
| a lunch | father | lunchtime |
| b birth | works  | -----     |
| c tea   | day    | -----     |
| d grand | time   | -----     |
| e fire  | lace   | -----     |
| f neck  | lance  | -----     |
| g free  | pot    | -----     |

- b Another way to make new words is by adding a suffix, i.e. a dependent unit at the end of the words, e.g. *-ion* in *attention*.

Make new words by adding these suffixes: (*-ion*, *-or*, *-ant* or *-al*) to the following.

***celebrate, decorate, congratulate, collect, participate, arrive, invite, visit***

***celebration***

### Words with more than one meaning



2 Which of the two meanings fits the words in italics in these sentences?

- a The head of the clan has five sons.  
**head** 1 part of the body 2 leader, most important person
- b He comes from a very upper class family.  
**class** 1 social group 2 group of students who learn together
- c I've eaten as much as I can – I'll have to leave the rest.  
**rest** 1 part of something that is left 2 period of relaxation
- d They live a very simple life.  
**simple** 1 easy, not difficult 2 natural, not complicated
- e Swimming is a form of exercise.  
**form** 1 style; kind 2 written document with spaces to write in



#### Words to remember

breathing space, clan,  
desert, interior,  
well-deserved,  
wind up

### Pronunciation Same word - different pronunciation



Some words have more than one meaning and pronunciation.

- a Read these two sentences aloud. How did you pronounce **close**?  
*I live close to the city centre. Please close the door.*
- b Now read these sentences. Think carefully about the words in bold.
- 1 My grandparents have an old clock which they **wind up** every week.
  - 2 My penfriend **lives** in Paris.
  - 3 The actor had to **desert** the stage when the fire started.
  - 4 There was a strong **wind** last night.
  - 5 Children have happy **lives**.
  - 6 The interior of Iceland is a **desert** of ice.
- c (2.2) Listen. Did you pronounce the words correctly?

## Read and analyse

1 Read this e-mail from Amal to her friend Noura and her family. Find the answers to these questions.

- When and where is the celebration?
- Why is Amal having a celebration?
- What will the celebration include?

## Planning and writing

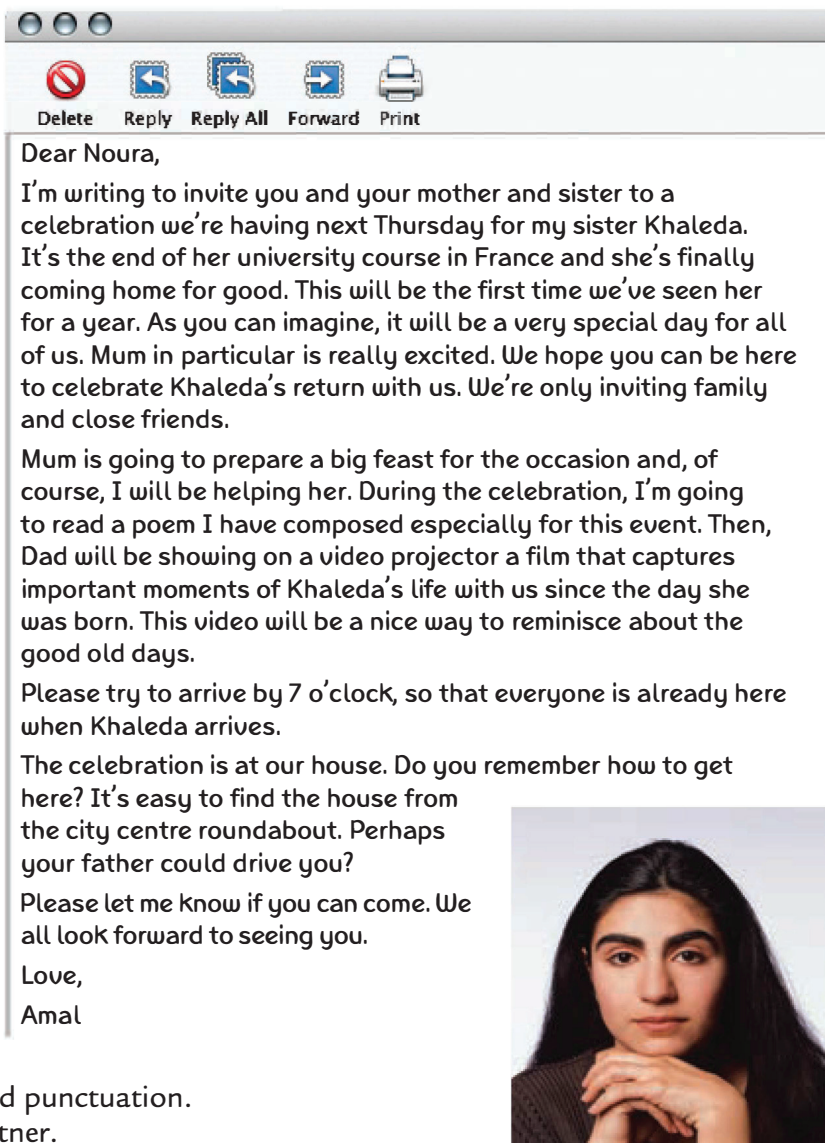
2 Answer these questions.

- Make a paragraph plan, using Amal's e-mail to Noura as a model.
- Now write your own e-mail in 170–200 words. Start and end your e-mail in the same way as Amal did. The language in the *Useful Language* box may help you.

## Check

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

- Check spelling, grammar and punctuation.
- Exchange e-mails with a partner. As you read your partner's e-mail, imagine you are being invited. Does the e-mail tell you:
  - the occasion you are being invited to?
  - the date and time of the occasion?
  - the place you have to get to?
- Before you give the e-mail back to your partner, ask any questions you have. For example: *What time should I arrive?*



The screenshot shows an email client window. At the top, there are icons for Delete, Reply, Reply All, Forward, and Print. The email content is as follows:

Dear Noura,

I'm writing to invite you and your mother and sister to a celebration we're having next Thursday for my sister Khaleda. It's the end of her university course in France and she's finally coming home for good. This will be the first time we've seen her for a year. As you can imagine, it will be a very special day for all of us. Mum in particular is really excited. We hope you can be here to celebrate Khaleda's return with us. We're only inviting family and close friends.

Mum is going to prepare a big feast for the occasion and, of course, I will be helping her. During the celebration, I'm going to read a poem I have composed especially for this event. Then, Dad will be showing on a video projector a film that captures important moments of Khaleda's life with us since the day she was born. This video will be a nice way to reminisce about the good old days.

Please try to arrive by 7 o'clock, so that everyone is already here when Khaleda arrives.

The celebration is at our house. Do you remember how to get here? It's easy to find the house from the city centre roundabout. Perhaps your father could drive you?

Please let me know if you can come. We all look forward to seeing you.

Love,  
Amal



## 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.

## Making polite requests

Please try to arrive by ...  
Please let me know if you can come.

## Speaking Giving a 'factual' talk

### Listen



(2.3) Listen to a short talk about the Australian Aborigines. Which of these topics are included?

- ▶ The Aborigines' history
- ▶ Their music
- ▶ Their traditional lifestyle
- ▶ Their appearance
- ▶ Their situation today
- ▶ Their treatment by the Europeans



### Prepare for speaking



**2** You are going to give a short talk about a group of people.

- a** Decide which group to talk about. Choose a group you know about or find out about a group you are interested in.  
You can choose a group like *the Aborigines*, or another kind of group like *nomads*, *university students*, *fishermen*, etc.
- b** Find information about the group from books, other people or the Internet.
- c** Make a note of some of the most important facts about your group. Think about these questions:
  - ▶ Where does the group live?
  - ▶ How does the group live now?
  - ▶ Where was the group from originally?
  - ▶ What was their traditional way of life?
  - ▶ How is their way of life changing?
- d** Write these facts in short sentences which you can read or speak easily. The language in the *Useful Language* box may help you.

**Words to remember**

aborigine, boomerang,  
for good, nomad,  
originally, reminisce,  
roundabout, traditionally

### Speak



**3** Work in small groups.

- a** Take turns to give your talk to the rest of the group. Other students should not interrupt the talks, but could ask the speaker questions after the talk is finished.
- b** Discuss any interesting points from each talk.

### USEFUL LANGUAGE

#### Sequencing information

Their story begins ...  
Next, let's look at ...  
And what about today?  
Finally, I'd like to end with ...  
First of all, how long ...? / ... and where do / did they come from?

#### Giving / Asking for information

I'd like to tell you something about ...  
What do we know about ...?



# Unit 3 Meeting places

Grammar

Third conditional

## Factfile

### Coffee

- 1000 CE** The Galla people in Ethiopia ate coffee beans for energy.
- 1000 CE** Arab traders imported coffee. They boiled the beans to make *qahwa*.
- 1453 CE** Coffee arrived in Istanbul, the capital of Turkey.
- 1652 CE** The first coffee house opened in London.
- 1690 CE** The Dutch took coffee to Ceylon and Java.
- 1901 CE** The first 'instant coffee' was made.
- 1903 CE** Decaffeinated coffee was invented.
- 1946 CE** The espresso coffee machine was invented in Italy.
- 1971 CE** The first big chain of coffee shops opened.



## Discuss



**1** Discuss this question in pairs. Where do people meet in Kuwait?

- ▶ Think about different groups of people, including mothers with young children, older people and business people.
- ▶ Think about places to meet at different times of the day and at different times of the year.

## Read



**2** Read the Factfile and answer the following questions.

- a** Did you know any of the facts mentioned in the Factfile?
- b** Which fact in the Factfile impressed you the most?
- c** Which facts in the Factfile are mentioned in the article on page 23?



**3** Read the article about the history of coffee houses. As you read, find the answers to these questions.

- a** Who opened the first coffee house in London?
- b** What kind of people went to coffee houses at first?



## Coffee houses

Where do business people go these days to find out the latest business news or to keep up to date with scientific developments? The answer is simple: they log on to the Internet. Three hundred years ago, the answer was just as simple: they went to a coffee house. There, for the price of a cup of coffee, people could read newspapers, catch up on the latest news, listen to scientific lectures, do business, or simply chat about the state of the world.

The European coffee houses of the early 1650s were mainly for businessmen, writers, politicians and scientists. Like today's websites, coffee houses were exciting places to be, but you could never be sure that information you found there was accurate. In the 15 early days, only men went to coffee houses, because people thought that coffee was bad for women's health.

Coffee itself was first grown in Ethiopia, where people chewed the beans. From there, it spread to Arab countries, where it soon became very popular as a drink. People liked it because it had an interesting taste and gave them more energy when they felt sleepy.

The first coffee house in London was opened in 1652 by Pasqua Rosee, who was from Smyrna, in Turkey. Coffee was an immediate success and large numbers of coffee houses opened. They became the centre of social life in London.

The servants of important men went from one coffee house to another and passed on the latest news stories about what politicians were doing or

what was happening on the other side of the world. London coffee houses were very pleasant places, with their bookshelves, mirrors, pictures on the walls and good

furniture. They were calm places where people talked cordially to each other. If anyone started a quarrel, he had to buy a cup of coffee for everyone in the coffee house. During the next hundred years, coffee spread to other western European countries, where, at first, people drank it as a medicine. Soon it became a social drink, just as in Arab countries and Britain. In Kuwait, serving and drinking coffee have been at the heart of the country's famous hospitality for centuries. In Kuwait, 'Diwaniya' is a place where conversations, discussions and transactions are made over a cup of delicious Kuwaiti coffee. A guest's coffee cup is never empty in a Kuwaiti home; only when the guest tips the empty cup from side to side does the host stop refilling it with hot, black coffee. The beans are ground with cardamom seeds, which gives the coffee a distinctive fragrance. Coffee is still central to the ways people work, relax and socialise in Kuwait, and across the world.



### Check your understanding

4 Read the article again. Are these statements True (✓) or False (X)? Justify your answers.

- a People first drank coffee in Ethiopia. ☐
- b Coffee became popular in Arab countries because it helped people to sleep. ☐
- c Coffee was first brought to England by someone from Turkey. ☐
- d Coffee is an insignificant part of Kuwaiti hospitality. ☐
- e There were frequent arguments and fights in London's coffee houses. ☐
- f In Europe, people used coffee as a medicine before it was a drink. ☐

5 Match the words a-f with the correct meanings 1-6. You may use the glossary / dictionary for help.

- |                   |                                                                  |
|-------------------|------------------------------------------------------------------|
| a accurate .....  | 1 educational talk about a particular subject                    |
| b chew .....      | 2 liquid or pills doctors give to ill people to make them better |
| c furniture ..... | 3 move from one place to another                                 |
| d lecture .....   | 4 correct / truthful                                             |
| e medicine .....  | 5 chairs and tables are examples of this                         |
| f spread .....    | 6 break up food in your mouth before you swallow it              |

**Words to remember**

cardamom, cordially, decaffeinated, distinctive, espresso, fragrance, hospitality, immediate, import, instant, log on, pill, quarrel, refill, socialise

• **Third Conditionals** Grammar reference page 68

**1** What tenses are the verbs in these first and second conditional sentences?

- a If we meet on Tuesday, we will go and see the new action film.
- b If they closed all the coffee shops, we wouldn't have anywhere to socialise.
- c If I were in charge of the football stadium, I'd allow people to watch matches for free.

**2** In which sentence 1a–c does the speaker ...

- a think something is unlikely to happen?
- b know something is never going to happen?
- c think something is likely to happen?

**3** If you were in charge of your neighbourhood or city, what would you do?

**4** Read these sentences and answer the questions.

- a If there had been an Internet café in the plaza, we would have found it.  
Was there an Internet café in the plaza? Did they find it?
- b If Mum hadn't baked a cake, I wouldn't have enjoyed my birthday.  
Did his mum bake a cake? Did he enjoy his birthday?
- c If we had stopped going to the book club, we wouldn't have stayed friends for so long.  
Did they stop going to the book club? Did they stay friends?



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

- a What are the underlined verb forms in extracts 4a–c?
- b Are sentences 4a–c about the past, the present or the future?
- c How are third conditional sentences different from first and second conditionals?

**6** Complete these conditional sentences with the correct form of the verbs in brackets.

- a If Ahmed ..... (not eat) so much food at the party, he ..... (not become) so ill.
- b If she ..... (not visit) her family in Kuwait City, she ..... (not see) her cousins before the summer holiday.
- c If they ..... (not buy) a ticket for the concert, they ..... (not be) able to get the singer's autograph.

**7** Look at the three pictures. Write two sentences for each, using the third conditional.

- 1
  - a .....
  - b .....
- 2
  - a .....
  - b .....
- 3
  - a .....
  - b .....



## Vocabulary

## Verbs related to talking



In English, there are several verbs which refer to different ways of 'talking'.

- a** Choose the correct verb to complete these sentences.
- I often spend hours **arguing / chatting / conversing** to my friends.
  - It's good to **discuss / speak / talk** your future plans with your parents.
  - Best friends should not **argue / discuss / talk** with each other.
  - A scientist is here to **chat / speak / tell** to us about his subject.
  - Can you **say / talk / tell** me your e-mail address, please?
- b** Complete these sentences with one of the verbs from exercise 1a, then discuss the questions with a partner.
- How long do you spend ..... to your friends on the phone?
  - Who do you ..... your plans with?
  - Do you ever ..... with your friends?

**Words to remember**  
autograph, converse, in charge of, irritated, lonesome, plaza, sickly, stadium, teapot, weary



## Feelings



If people feel sleepy, they need to sleep. What do they need to do:

- |                                |                                  |
|--------------------------------|----------------------------------|
| <b>a</b> if they feel worried? | <b>d</b> if they feel lonesome?  |
| <b>b</b> if they feel bored?   | <b>e</b> if they feel irritated? |
| <b>c</b> if they feel weary?   | <b>f</b> if they feel sickly?    |



What is the difference in meaning between these pairs of phrases?

- a cup of coffee / a coffee cup  
.....
- a pot of tea / a teapot  
.....
- a box of matches / a matchbox  
.....
- a carton of milk / a milk carton  
.....

## Pronunciation

## Stress in phrases



(3.1) Listen and underline the stressed words or parts of words.

- |                                         |                             |
|-----------------------------------------|-----------------------------|
| <b>a</b> a <u>carton</u> of <u>milk</u> | <b>d</b> a glass of water   |
| <b>b</b> a cup of coffee                | <b>e</b> a piece of paper   |
| <b>c</b> a box of matches               | <b>f</b> a bar of chocolate |



(3.2) Now listen and repeat the same phrases in sentences. Make sure you don't stress the words or parts of words you didn't underline.

## Quote

"Each friend represents a world in us, a world possibly not born until they arrive, and it is only by this meeting that a new world is born."

Anaïs Nin



**1** Work in pairs. Ask each other the following questions.

**a** Where do you meet with your friends? (home, mall, the park, sports club ...)

.....

**b** Is there a place where you would like to meet your friends, but there is a reason you cannot? Discuss.

.....

.....

**2** Converse with your friend. Each one of you invites the other to an event.

**A** .....

**B** .....

**A** .....

**B** .....

**A** .....

**B** .....

Think and speak

**3** Discuss these questions with other students.

**a** Why do you think coffee has been a popular drink for so long?

**b** Do you like coffee? Why or why not?

**c** What other beverages are popular in Kuwait? What is your favourite?

Write

**4** Write a paragraph about your favourite meeting place. Describe it. What do you do there? Why do you like it so much?

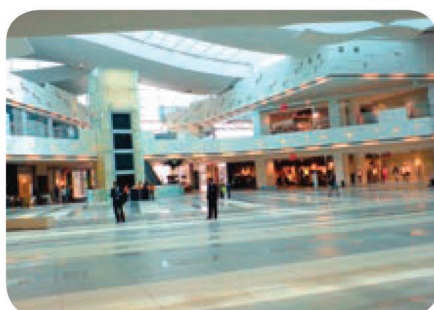
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## Speaking Arranging to meet

### Listen

- 1** (3.3) Listen to a telephone conversation between two friends who are arranging to meet next week. Answer these questions.

|                   |  |
|-------------------|--|
| Where to meet     |  |
| What day and time |  |
| What to do        |  |

- 2** (3.3) Work in pairs. You are going to listen to the conversation again.

**Student A:** Note the phrases the speakers use to make suggestions.

**Student B:** Note the phrases the speakers use to agree to a suggestion and to reject a suggestion.

### Prepare for speaking

- 3** You are going to have a telephone conversation with another student to arrange to meet next week. Note these things:

- a** three times next week when you could meet.  
For example: *Tuesday morning; Thursday afternoon*
- b** two or three possible places to meet.  
For example: *the café in the plaza*
- c** two or three things you could do together.  
For example: *have a cup of coffee; go to the theatre*

### Words to remember

beverage, catch up,  
make it, meet up,  
reschedule, sales,  
window shopping

### Speak

- 4** Work in pairs.

- a** Before you start, decide who is going to make the call and who is going to answer the phone.
- b** Sit back to back with your partner so that you can't see each other's face.
- c** Start the conversation. You may use some of the words and phrases from the *Useful Language* box below to help you.
- d** When you have finished, change roles and have another conversation. This time, make an arrangement to meet later today. It can be a very short meeting (e.g. five minutes), but it is important, so it has to be today.



## USEFUL LANGUAGE

### Suggesting

I was wondering if you'd like to meet for a coffee.  
(Use past continuous for a polite invitation or suggestion.)

What about Thursday?

How about the plaza?

We could have a coffee and a catch-up ...

### Rejecting a suggestion / Giving a reason

I'm sorry, I can't make it on Friday - I'm shopping with my mother.

### Agreeing to a suggestion

That'd be great.

Good idea.

That's okay (for me.)

That's fine.





## Meeting Friends in Kuwait

### The Diwaniya

Diwaniyas are informal social gatherings, usually of Kuwaiti men, at which people meet to discuss issues ranging from business to football, and from politics to literature. Diwaniya literally means a place of assembly. Etymologically, the name originates from the Arabic word *diwan*, which means the office in which the Amir meets and talks with his subjects. Nowadays, however, Diwaniyas serve many different purposes, as family, public and even political meeting places. The structure housing the Diwaniya itself has also been transformed in recent years. Traditionally, the Diwaniya would be held in a large tent, with cushions upon which to sit, whereas it is now common to find permanent structures built specifically for Diwaniya.

Family Diwaniyas play a vital role in reinforcing strong ties between the extended families. In the eighteenth century, major families set up an extension to their main house where they met with guests and discussed important issues. Weddings and funeral ceremonies for the male side of the family would also be held there. This tradition continues up to the present day. The main room is often a U-shape, with the elders of the family seated at the head to meet guests and direct discussion. So important is the family element of the Diwaniya that many major families have built and named public Diwaniyas.

Diwaniyas also serve an important political and social function. Some Kuwaiti politicians hold Diwaniyas for their constituents. Citizens can then come to talk to their MP face-to-face, in a conversation that is both practical, allowing an MP to talk directly to his constituents, and social, allowing Kuwaitis to bond and socialise. Politicians have even employed the Diwaniya in political campaigns, as a way to meet and court potential voters. The tradition of using Diwaniya for political functions dates back to The First Amir of Kuwait, HH Sabah the First, who used to visit many Diwaniyas so as to learn of public grievances. This tradition is continued to this day by the current Amir and other dignitaries.

Although Diwaniyas are normally an exclusively male gathering, women often hold their own gatherings, simultaneously with the male meeting. Diwaniyas are an important way of preserving the time-honoured culture of Kuwait, and an important meeting place for many people. The Diwaniya is a cherished tradition in Kuwait, as important today as ever.

### The use of commas after adverbs and conjunctions



Note the use of *etymologically* and *traditionally* in the first paragraph. What is their function?

Both *etymologically* and *traditionally* qualify a whole sentence, and not just a part of it. They are sentence adverbs. A sentence adverb is followed by a comma.

Write a sentence beginning with an adverb of your choice.



Note the use of *Although* to begin the last paragraph.

*Although* is usually placed at the beginning of its clause. *Although* and *though* are generally interchangeable. An introductory clause beginning with *Although* should be followed by a comma.

Write a sentence beginning with *Although*.

# Project 1

## task

You are going to work individually and in small groups to write a leaflet publicising an event in Kuwait. It could be a local event in your area or an important national event.

### Creating a festival leaflet

#### Stage 1 What makes a good leaflet?

Look at these two leaflets which are trying to attract people to their events. Discuss these questions in groups of three.

- a** Which leaflet do you prefer? Give reasons.
- b** Which leaflet contains more information?
- c** Which leaflet looks more attractive?
- d** Make a list of the most important things you think a leaflet should contain.

## Green Festival



Join us at Green Festival, the nation's premier sustainability event, where you will see the best in green! Enjoy more than 125 renowned authors, leaders and educators; great how-to workshops; cutting-edge films; fun activities for kids; delicious vegetarian cuisine and diverse live music. Shop in our unique marketplace for cotton clothing, Fair Trade gifts and beautiful kitchen tiles made from renewable resources. Think of Green Festival as a walk through a sustainable community. It begins with finding solutions to help make our lives healthier—socially, economically and environmentally. Individuals along with business and community leaders come together to discuss critical issues that impact upon us at home and abroad. Organisations and businesses showcase programmes and products that restore the planet and all that inhabit it. Neighbour-to-neighbour connections are formed, and skills are shared to empower people to create positive change in the world. Recharge your batteries with all the hope, inspiration and practical ideas you'll find at the one and only Green Festival.

For more information about the two nonprofit organisations producing Green Festival, visit [www.globalexchange.org](http://www.globalexchange.org).

## Lantern Festival 2010



Experience the dazzling Lantern Festival in Chinatown on the 28th of February 2010, which marks the last day of the Chinese New Year season. Bring all the family to celebrate these phenomenal festivities; browse dozens of delicious food stalls and picnic on the grass with your very own candle-lit paper lantern!

Celebrate this memorable event amidst hundreds of beautiful feature lanterns specially imported from China and hung throughout the streets. This day will give you the chance to witness a breathtaking performance of 10 acrobats coming straight from China! Get ready to participate in the Lantern Riddle game, which will give you the opportunity to win tons of prizes just by trying to guess the answers to the mysterious riddles stuck on the lanterns. Enjoy the non-stop free entertainment, and you'll definitely want to snack on our delicious dumplings made by the best Chinese chefs. Don't miss the Lantern festival 2010, a grand opportunity for friends and families to gather and revive the tradition of this remarkable festival!

## Stage 2 Get quick information

A leaflet should give as much information in as little space as possible. Decide how effective the leaflets on the previous page have been by answering the following questions, without checking back to the leaflets themselves.

- a Who are the people who will take part in Green Festival?
- b What will the festival's schedule include?
- c What are the aims of Green Festival?
- d Would you be interested in attending Green Festival if you had the chance? Why or why not?
- e When is the Lantern Festival held? Why?
- f What does it consist of?
- g What part of the festival do you like best? Why?

## Stage 3 Plan a leaflet

Work in pairs. Choose a festival celebrated in your area and create a leaflet for it. Once you have chosen your subject, discuss what your leaflet should include and how it should look. Use the list below as a guide and draft your leaflet before starting.

- ▶ What is the festival held for?
- ▶ Where is it?
- ▶ When is it?
- ▶ What are the festival's main features?
- ▶ Who is it suitable for?
- ▶ What is unique about it?

Don't forget to include in your leaflet ways of convincing people to attend the festival and to make it sound as attractive as possible.

You may include:

- ▶ Expressions e.g. *these phenomenal festivities; the one and only; a grand opportunity ...*
- ▶ Verbs e.g. *join; enjoy; experience; don't miss ...*
- ▶ Adjectives e.g. *unique; cutting-edge; phenomenal; breathtaking ...*

## Stage 4 Create your leaflet

Take all the information you have from the previous stages and make your leaflet. When you have finished, hand out copies to your classmates and give a short presentation on it. Allow your classmates to ask you questions about your leaflet and to give feedback on your work.

### TRY THESE WEBSITES FOR INFORMATION:

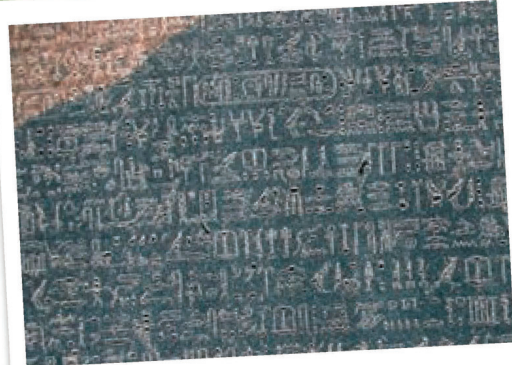
- [www.greenfestivals.org](http://www.greenfestivals.org)
- [http://en.wikipedia.org/wiki/Lantern\\_Festival](http://en.wikipedia.org/wiki/Lantern_Festival)



# Module 2 Communication



Unit 4: Communicating  
What is your favourite method of communication?



Unit 5: Writing  
Why are the ways people write so different across the world?



Unit 6: On the phone  
How often do you use the telephone to communicate?



Focus on:  
Sheikha Suad Mohammed Al-Sabah



Project 2:  
Conducting an English language survey

## Outcomes You will be able to:

- ▶ read an article about using mobile phones
- ▶ listen to an article about the history of writing
- ▶ talk about means of communication
- ▶ discuss ways of writing
- ▶ conduct an interview
- ▶ express opinions
- ▶ check information
- ▶ write letters and instructions



# Unit 4 Communicating

## Grammar

Definite and indefinite articles [*a, an, the*]; correlative conjunctions [*both ... and / either ... or / neither ... nor*];

subordinating conjunctions [*but, although, however, in spite of*]; quantity words

## Discuss



1 Discuss the following question.

- a What do you think are the characteristics of a good listener?
- b Work in pairs and check whether the characteristics you named in question a apply to your partner. Is your partner a good listener?



2 Work in pairs and answer these questions.

- a Complete the following table with the necessary information. Tick the boxes where the characteristics apply to you or your partner.

| Characteristics of a good listener | You | Your partner |
|------------------------------------|-----|--------------|
|                                    |     |              |
|                                    |     |              |
|                                    |     |              |
|                                    |     |              |
|                                    |     |              |

- b Compare the results. Who turns out to be the better listener?

## Read



3 Read an article about the skills of effective listening. As you read, find the answers to these questions.

- a What is the most common communication problem according to the article? How would you deal with it?
- b Why is empathy an essential factor for healthy communication?
- c What does the article mean by 'listening between the lines'?
- d What do you understand of the proverb cited in the last line of the article?

## Quote

"Communication leads to community, that is, to understanding, intimacy and mutual valuing."

Rollo May

### Communication Breakdown

On average, people spend over 75% of their time in interpersonal situations. So, is it really a surprise to find that poor communication is at the root of a large number of personal problems? Effective communication is an essential component of healthy relationships, whether it is at an interpersonal or organisational.

- 5 Communicating effectively involves a number of specific strengths, especially listening skills. A major source of communication problems is defensiveness. When people feel threatened they will try to protect themselves; this is natural. Nevertheless, a skilful listener is aware of the potential for defensiveness and makes the adjustments needed during their conversations.
- 10 The following list provides some suggestions for effective listening when confronted with any kind of communication:
  - Listen openly and with empathy to the other person.
  - Practise supportive listening instead of one-way listening.
  - Ask for paraphrases and repetitions to make sure you understand the message.
- 15
  - Listen between the lines.
  - Neither control the conversation nor interrupt your interlocutor.
  - Don't react to emotional words, but interpret their purpose.
  - Don't judge before you comprehend.

Being a good and patient listener helps you not only to solve many problems, but also to see the world through the eyes of others, thereby enhancing your capacity for empathy. To conclude, there's nothing better than 'listening' to the wisdom of others in order to increase your own. As a Native American proverb says, "Listen or your tongue will keep you deaf."

### Listen



(4.1) You are going to hear a speaker talking about the barriers to effective communication.

- a What are the four barriers to effective communication which the speaker mentions?
- b What four factors cause poor listening skills to develop?
- c Which barrier to effective communication do you think is the most important? Why?

**Words to remember**

adjustment, assumption, block out, capacity, defensiveness, distraction, empathy, enhance, interlocutor, non-verbal

### Vocabulary



Complete the following sentences with an appropriate adjective from the box.

intimidating interpersonal skilful talkative effective supportive threatened one-way valuable

- a Mr Faisal's speech was very ..... in encouraging the progress of his employees.
- b There is interaction between the two companies; therefore, it isn't a ..... communication.
- c You will need good ..... skills to work as a sales clerk.
- d My parents have been extremely ..... of my decision to apply for this university.
- e Our exams are very near, so our time is too ..... to be wasted on computer games.
- f After his interview, we came to a conclusion that he was a ..... writer.
- g When the new computer program was launched into the market, the private companies felt .....

## Grammar

### •Definite and indefinite articles [**a, an, the**] Grammar reference pages 69-70

#### 1 Complete these sentences, adding **a / an** or **the**, where necessary.

- a If I'm writing to (1) ..... friend, I prefer letters.
- b ... just click (2) ..... reply button on your phone.
- c ... you have to find (3) ..... pen – sometimes (4) ..... pen doesn't write.
- d ... put it in (5) ..... envelope, stick (6) ..... stamp on (7) ..... envelope and take it to (8) ..... post box.
- e I'm (9) ..... accountant and I deem traditional letters to be (10) ..... most courteous way of getting in touch with (11) ..... clients.

#### 2 (4.2) Now listen to the recording and check your answers. Correct any wrong answers.

### •Correlative conjunctions [**both ... and / either ... or / neither ... nor**] Grammar reference page 127

#### 3 Examine the use of **neither ... nor** and **both ... and**. Where do the parts of speech occur?

The film was **neither well-made nor well-acted**.

**Both** Jim and Tom **play** football.

We can use **neither ... nor** as adverbs to mean *also not*. This structure is used to join negative ideas. It is the opposite of **both ... and**.

Now, examine the use of **either ... or**.

**I can either** visit our neighbours **or** talk to them on the phone.

**Either ... or** is used in sentences in a positive sense meaning one or the other, this or that, he or she, etc.

### •Subordinating conjunctions [**but, although, however, in spite of**] Grammar reference page 127

#### 4 When we want to make two points, and emphasise that one of them **contrasts** with the other, there are a number of different words and expressions that we can use: **but, although, however, in spite of**. Examples: **I don't like** most sweet food, **but** I love chocolate. **Although** it was raining, they went on a picnic.

The children had a lovely day. **However**, they arrived home very sunburnt.

**In spite of** not being able to swim, she survived for almost an hour in the sea.

Add the correct contrast word in the space provided.

- a We'd love to stay for dinner, ..... we have got to get going.
- b They decided to stay in the area, ..... their problems with the local residents.
- c There were many people ..... the hotels were not equipped to handle them.

## Speaking

#### 5 Work in small groups. Talk about these subjects.

- a The best and the worst things about text messages
- b Your preferred means of communication
- c Other means of communication in Kuwait other than e-mail, text messaging and traditional letters

#### 6 Give simple instructions, explaining how to take a photograph with a digital camera.



## Vocabulary

### Quantity words with uncountable nouns

**1** In English *meat* is uncountable. We can't say *three meats* – we have to say *three slices or pieces of meat*.

**a** Match a quantity word from List **A** with a word from List **B**.

**A** bar grain item lump pane piece slice

**B** bread cake cheese chocolate clothing advice glass  
information lemon news rice salt sugar toast

**b** Complete these sentences with the appropriate quantity expressions.

- 1** I want to write a letter. Can you pass me two *pieces of paper*?
- 2** I read an interesting ..... about volcanoes in the paper this morning.
- 3** Can I give you a ..... ? I think you owe him an apology.
- 4** For breakfast Salma usually has two ..... with butter and honey.
- 5** I take a ..... to school in case I get hungry.

### Place names and articles

**2** *The* is used with some but not all place names.

countries and continents   groups of islands   rivers   islands  
mountain ranges   mountains   seas and oceans   towns and cities

**a** Which of these types of place names are used with *the*? Study the underlined words in sentences **1–7**.

- 1** I've got two penfriends – one in the United Arab Emirates and another in Japan.
- 2** The Nile is the longest river in Africa. The Volga is the longest river in Europe. It rises in the north of Russia and flows into the Caspian Sea.
- 3** Everest is in the Himalayas on the border of Nepal and Tibet.
- 4** Malta is an island in the Mediterranean Sea.
- 5** Kuwait has borders with the Gulf, Saudi Arabia and Iraq.
- 6** London is the capital of the United Kingdom.
- 7** Jamaica is in the West Indies. The capital is Kingston.

**b** Write sentences about places in Kuwait.

### Pronunciation Stress in verb / noun words

**3** (4.3) Listen to each of the following word pairs and repeat them. Notice where the primary stress lies depending on whether it's a noun or a verb.

- |                       |                        |
|-----------------------|------------------------|
| <b>a</b> comment (n.) | <b>c</b> decrease (n.) |
| comment (v.)          | decrease (v.)          |
| <b>b</b> report (n.)  | <b>d</b> insult (n.)   |
| report (v.)           | insult (v.)            |

**4** (4.4) Now listen to the same words used in sentences.

- a** The diva received flattering comments about her concert.  
The review commented that the book was meticulously written.
- b** The company's annual report was discouraging.  
It was reported that the fire was an accident.
- c** The decrease in sales has worried the salesmen.  
The demand for this product has decreased sooner than expected.
- d** The employer's insult to his employees was unfair.  
He was insulted very harshly in front of his friends.

### Words to remember

accountant, annual,  
continent, courteous,  
deem, demand, diva,  
flattering, harshly,  
insult, meticulously,  
mountain range,  
owe, pane



## Reading

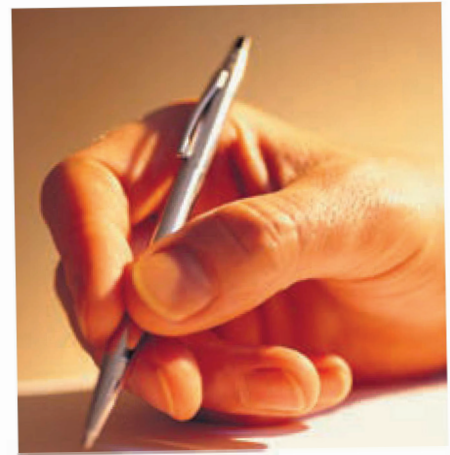
### A formal letter of application

#### Read and analyse



Read the following letter of application and answer the questions.

- a What is the purpose of the letter?
- b Who is it written to and who by?
- c Why is Faisal applying for a new job?



10 April 2009

Dear Sirs,

In response to your advertisement in the *Kuwait Times*, I wish to offer my services as a surgeon in the new hospital you are currently building.

I am a 31-year-old Kuwaiti and I currently live in Greenwich Village, New York. I graduated from Columbia University, New York, with a doctorate in cardiac surgery and for the past three years I have been working in a hospital in New York. Before this position, I undertook extensive surgery training at my university for about six months.

The main motive for leaving my current position is that I have decided to return to my home country and reside there with my family permanently. I believe that working at your hospital would be an excellent opportunity for me to gain more experience, especially as your hospital has an excellent reputation in surgery and other fields of medicine.

Regarding references, I am enclosing my curriculum vitae as well as an attestation of my doctorate degree. In case additional information is required, I suggest that you send me an e-mail at Faisal.A@medicalmail.com and I will provide you with further details as soon as possible.

Thank you in advance for your attention and I look forward to the pleasure of a personal interview and the opportunity to give you more information about myself.

Yours faithfully,

Dr Faisal Assaif



Answer the following questions:

- a What makes the letter above formal?

.....  
.....

- b Extract words or phrases from the letter that provide examples of full verb forms: .....

.....  
formal words and phrases: .....

.....

- c Compare your answers with those of a partner. Have you mentioned the same words and phrases?
- d Notice how the letter starts and ends. What other ways can be used to start and finish a formal letter?

## task

You are going to write a formal letter of application.

## Writing

- 1 You are going to apply to a university. Fill in the application form below with real or fictitious information.

### University Application form

Please ensure all sections are fully completed.

#### 1 Personal details

Title ..... Surname ..... First name (s) .....  
 Correspondence address ..... Postcode .....  
 Telephone no. .... Email address .....

#### 2 Details of the course (s) you wish to attend

| Course title | Course code (if applicable) | Module (if applicable) | Full time / Part time |
|--------------|-----------------------------|------------------------|-----------------------|
|              |                             |                        |                       |
|              |                             |                        |                       |
|              |                             |                        |                       |

#### 3 Academic qualifications

| Subject | Qualification | Grade | Dates |
|---------|---------------|-------|-------|
|         |               |       |       |
|         |               |       |       |
|         |               |       |       |

#### 4 Other information relevant to application

.....  
 .....

- 2 Now you are going to write a letter of application to a university.

- a Plan what you are going to include in your letter. Make notes under these paragraph headings:

- Paragraph 1** Purpose for writing / course applied for  
**Paragraph 2** Personal qualifications and experience  
**Paragraph 3** Reason for applying to that particular university  
**Paragraph 4** Enclosure (any other papers attached to the letter)  
**Paragraph 5** Conclusion (thanking)

- b Now write your letter in 170-200 words. Start and end it appropriately. Use formal words and phrases from Dr Faisal Assaif's letter to help you, as well as any needed information from the form that you filled above and the *Useful Language* box below.

**Words to remember**

attestation, cardiac, doctorate, enclose, extensive, in advance, reference

### USEFUL LANGUAGE

#### Giving information

In response to your advertisement ...  
 I wish to offer ...  
 I am enclosing ...  
 In case additional information is required ...

#### Explaining choices

My main reason for choosing this course is ...  
 The main motive ...  
 I am choosing this course ...

#### Expressing gratitude

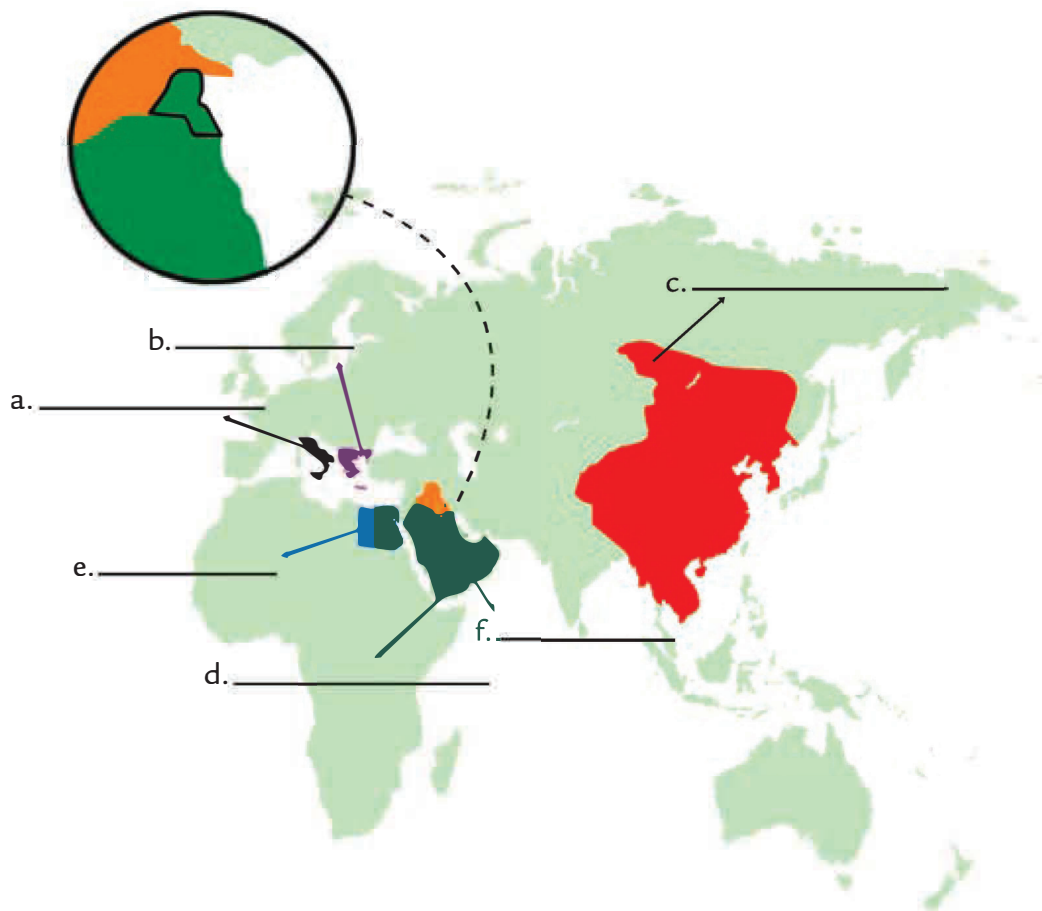
Thank you in advance for your attention ...  
 Thank you for the opportunity ...

# Unit 5

# Writing

## Grammar

Present perfect simple and continuous;  
*for / since*



## Discuss

1 Write the names of the countries or places the arrows point to.

2 Discuss these questions in pairs or groups.

- a What did you find most difficult when you started to write in English?
- b What did you find most difficult about writing in your own language?
- c Imagine a world without writing. How would people transmit information to each other?
- d Do you think that human beings will one day have a single system of writing?

## Read

3 Before you read the article on page 41, look at the above pictures of different kinds of writing. Which kinds of writing do you think are the oldest and which are the most recent?



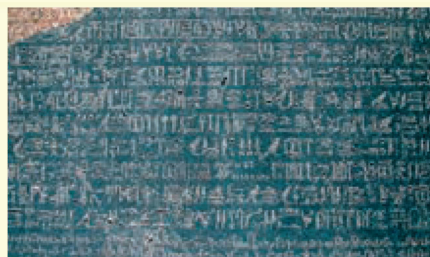
(5.1) Now read and listen to the article and check your ideas.

## The history of writing

Human beings have been writing for over five thousand years. The story started in Mesopotamia\* in about 3000 BCE, when people living in the region developed a kind of writing to document and pass on information. The Mesopotamians used pictograms mainly to communicate economic information, for example about agriculture and financial matters.

Gradually, these pictures became a system of cuneiform symbols which were inscribed on blocks of clay with reeds. Only certain people knew how to write, and for thousands of years, professional writers called scribes wrote about quotidian life and trade. Cuneiform gave countries of the ancient world a way of recording their history. At about the same time, another system based on pictures, or hieroglyphics, developed in Egypt.

In about 1500 BCE, Chinese scribes started writing on tortoise shells using a system of characters similar to those which Chinese people still use today. Characters represent words, so people have to learn to recognise thousands of characters before they can read even a simple story. Traditionally, the Chinese write with a brush and ink. The Phoenicians invented writing based on an alphabet, a system in which each letter represents a sound, and letters are combined to make words.



The Roman alphabet, which has twenty-six letters, is an ameliorated form of the Phoenician alphabet. Most European countries have been making use of this alphabet since they were part of the Roman Empire two thousand years ago.

The written form of Arabic, which people have been using since the 4th century CE, is the second most widely used alphabet in the world. It is used throughout the Arab world and is also the basis of other forms of writing such as Malay, Urdu and Turkish. Unlike systems based on the Roman alphabet, Arabic is written from right to left. It has twenty-eight letters.

Like Chinese, Arabic writing is a precious art form as well as a practical method of communication.

\* Mesopotamia is the old name for the region between the Tigris and the Euphrates rivers. It was the home of the civilisations of Sumer, Assyria and Babylon.

### Check your understanding



Complete the sentence beginnings 1-4 with their correct endings.

- 1 Pictograms were mainly used
  - a for writing about quotidian life.
  - b for keeping important records of writers.
  - c for communicating economic information.
- 2 The Chinese writing system is very difficult because
  - a its characters are hard to write.
  - b every character represents a word.
  - c the Chinese write with a brush and ink.
- 3 The Arabic alphabet differs from the Roman alphabet in that
  - a it has fewer letters in its alphabet.
  - b it is written from right to left.
  - c it is a much more practical method of communication.

### Words to remember

ameliorated, BCE, character, cuneiform, empire, financial, gradually, hieroglyphics, inscribe, pictogram, practical, precious, quotidian, reed, scribe, throughout

**Quote** "Fill your paper with the breathings of your heart. "  
William Wordsworth



● **Present perfect simple and continuous; *for* / *since*** Grammar reference pages 71–72

**1 Match the sentence beginnings a-e with the endings 1-5.**

- |                                          |                                                            |
|------------------------------------------|------------------------------------------------------------|
| <b>a</b> My family has lived in .....    | <b>1</b> pride and joy since he bought the house.          |
| <b>b</b> The garden has been his .....   | <b>2</b> to his brother on the telephone for over an hour. |
| <b>c</b> I've had writer's block .....   | <b>3</b> rising consistently since 1990.                   |
| <b>d</b> Hussein has been talking .....  | <b>4</b> since my last novel was published.                |
| <b>e</b> Literacy levels have been ..... | <b>5</b> this neighbourhood since 2005.                    |

**2 Compare these two pairs of sentences. What tense is each verb?**

- a** ▶ **I've written** three letters this morning.  
 ▶ **I've been writing** letters all morning.
- b** ▶ **He's just played** tennis.  
 ▶ **He's been playing** tennis for several years.

**3 Which tense describes an activity over a length of time? Which tense describes a finished action?**

---



---

**4 When we are describing an activity that continues over a length of time, what kind of information follows the words *since* and *for*?**

- a** People have been writing ***for*** five thousand years.  
**b** People have been writing Arabic ***since*** the 4th century.

**5 Complete these sentences by choosing the right verb form and *for* or *since*.**

- a** The Chinese have ***drawn* / *been drawing*** characters ***for* / *since*** 1500 BCE.  
**b** By the age of 15, Chinese students have ***acquired* / *been acquiring*** over 3000 characters.  
**c** Omar has ***lost* / *been losing*** his pen, so he can't do his English homework. He's ***looked* / *been looking*** for it all evening.  
**d** Reem has been reading ***for* / *since*** the age of three. She has ***read* / *been reading*** two or three books a week ***for* / *since*** several years now.  
**e** European countries have ***used* / *been using*** the Roman alphabet ***for* / *since*** 2000 years.

**6 Complete these sentences so that they are true for you. (You may need to add a phrase with *for* or *since*.)**

- a** I've been learning English ... ..  
**b** This week, I've written ... ..  
**c** In this lesson, we've ... ..  
**d** This year in English lessons, our class has ... ..  
**e** Since I started learning English, I've ... ..

**7 Compare your sentences with those of a partner. Discuss any interesting similarities or differences.**

## Vocabulary Ways of writing

- 1** Complete these sentences using verbs and nouns from these lists. You may have to use the past form of some verbs.

Verbs: draw paint inscribe write

Nouns: brush clay ink paper pen pencil

- a** Traditionally, the Chinese ..... their characters using a ..... and .....
- b** The Mesopotamians ..... their pictograms on blocks of ..... with a reed.
- c** Today most people write on ..... with a ballpoint .....
- d** Artists ..... pictures with a ..... or ..... with a paintbrush.

- 2** Compare adjectives and their opposites.

- a** Match an adjective from List **A** with an adjective which has the opposite meaning from List **B**.

**A** ancient practical precious professional simple

**B** amateur complicated impractical modern worthless

- b** Now use words from List **B** to complete these sentences.
  - 1** I thought the ring I'd found was real gold, but it turned out to be .....
  - 2** ..... sportsmen and women do not earn any money from their sport.
  - 3** I couldn't understand that film – it had a very ..... plot.
  - 4** Suggesting that people stop using e-mail and return to traditional letters is an ..... idea.
  - 5** The Roman alphabet is a more ..... system of writing than pictograms.

## Pronunciation Stress in phrasal verbs and compound nouns

- 3** (5.2) Listen to the following words and compare the stress put on phrasal verbs with that put on their equivalent compound nouns.

- a** to fall off / a fall-off
- b** to call in / a call-in
- c** to try out / a tryout

- 4** Now take turns to read these sentences to your partner, paying attention to the stress of the words in **bold**.

- a** He **fell off** his bike the first day he bought it.  
The market has been witnessing a **fall-off** in sales.
- b** The men of the city were **called in** to join the army.  
Tomorrow's radio show will include the listeners' **call-ins**.
- c** This oil may be **tried out** and used.  
The **tryouts** for the competition start on Tuesday.

- 5** (5.3) Listen, check and repeat.

**Words to remember**

acquire, amateur, ballpoint, call-in, falloff, literacy, pride and joy, publish, tryout, writer's block

## Writing

### Think and speak

1 Discuss these questions with other students.

- a Why do you think the first forms of writing were used mainly to record economic information?
- b How do you think the development of computers will affect people's use of pens, pencils and paper?
- c Look at these examples of phrases written in different alphabets. Which languages are they from?

καλημέρα

Buon giorno

नमस्ते

Buenos días Эдравствуйте

Guten Morgen

2 Think of possible answers to these questions.

- a Why do you think the earliest writing was in the form of pictograms rather than letters?
- b Why do you think that only some people could write?
- c How do you think people knew about their history before they recorded it?

### Planning and writing

3 Write an essay of 170–200 words expressing your opinion on the following. Make sure you give reasons to support your opinion. You may use expressions from the *Useful Language* box on page 43 to help you.

- a Which language has had the biggest impact on human history? (Facts)
- b Which language dominates the communication and business world nowadays? (Examples)
- c What language might dominate in the future? (Predictions)

### Vocabulary

4 Match the words from the article on page 39 with the correct meanings. You may use the glossary / dictionary for help.

- |                    |                                                |
|--------------------|------------------------------------------------|
| a (to) record      | 1 mean / stand for                             |
| b (to) communicate | 2 valuable / worth a lot of money              |
| c symbol           | 3 put together / join with                     |
| d trade            | 4 exchange information                         |
| e (to) represent   | 5 business / buying and selling                |
| f (to) combine     | 6 write down for other people to read          |
| g precious         | 7 written sign which stands for something else |

5 Write these dates and numbers in words.

- |                      |                    |
|----------------------|--------------------|
| a 3000 BCE           | d 1999             |
| b 1500 BCE           | e 2008             |
| c the 4th century CE | f the 21st century |

6 Write the following as numbers and symbols.

- |                      |                              |
|----------------------|------------------------------|
| a thirty-five sounds | d a hundred and sixty pounds |
| b twenty-six letters | e thirty-one days            |
| c two thousand years | f eighteen eighty-seven      |

## Speaking Interviewing

### Listen

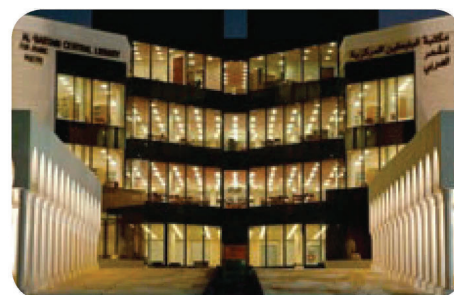


(5.4) Listen to a short interview with the poet Abdul Aziz Al-Babtain. Did you know anything about this person before?



(5.4) Listen again. Complete these questions from the interview.

- a Can I start by asking you ...?
- b Do you have any ...?
- c Can you tell us more about ...?
- d How many ...?
- e What about ...?
- f And do you have any future plans ...?



The Foundation of Abdul Aziz Al-Babtain  
Prize For Poetic Creativity

### Prepare for speaking



You are going to interview a partner about an activity that he or she does regularly. For example: playing a sport, reading, travelling, listening to or playing music.

- a Agree on suitable subjects for the interview.
- b Work individually on four or five questions you could ask your partner. You may use some of the ideas from the recorded interview to help you. Write your questions in the most appropriate order.
- c Prepare an introduction. You may use the same structure of this introduction from Abdul Aziz's interview.

Today I have with me someone who is known in Kuwait, the Gulf and the Arab world. He's a prominent Kuwaiti poet, as well as a businessman, and one of the greatest wordsmiths in modern Arabic poetry. My guest this week is Abdul Aziz Al-Babtain. Abdul Aziz, welcome to Writer's World.

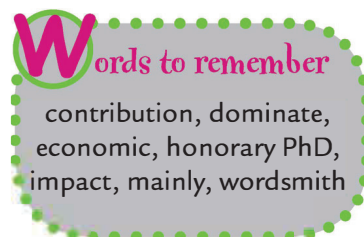
- d Practise interviewing each other, using the introduction and the questions you have prepared.

### Speak



Work in groups of four.

- a Take turns to interview your partner, improving on the practice interviews if you can and using phrases from the *Useful Language* box below.
- b At the end of each interview, the pair of students who are listening can ask any further questions about the interviewee's activities.



## USEFUL LANGUAGE

### Discussing the history of writing and identifying types of writing

The oldest type of writing is ...  
The system is mainly used by ...  
The type is difficult because ...

### Expressing opinions about languages

The language that has the ...  
In the future, ...  
I believe that ...

### Conducting an interview

Can I ask you ... ?  
Do you have ... ?  
Any future plans?  
What about ... ?



## Unit 6

## On the phone

Grammar

Question tags; imperatives



## Discuss



Look at the photographs and discuss this question in pairs.

What are the most common uses of mobile phones for these groups of people?

- College students
- Parents
- People in business

## Read



Read the following article and check your answers for exercise 1.

Our use of mobile phones always receives a great deal of media attention. Lately, mobile phones have become a necessity for people of miscellaneous  
 5 ages and occupations. For example, college students rely on mobile phones to inform their parents whenever they want to stay late at the library. They also rely on them to chat with their friends  
 10 or to plan days out. On the other hand, parents use mobile phones to check on their children or even to call for help in cases of emergency. Both parents and children may use their mobiles as  
 15 calendars, watches, alarm clocks and even calculators. Some mobiles can also function as radios. Some people use their mobile phone as a notepad on which they save an SMS as a reminder to  
 20 do something. Owners have also tended to customise their phones with their own ring tones, themes and wallpapers.

In addition to the above, professionals rely on mobile phones to schedule their

25 daily agenda and to communicate with staff and clients. Moreover, some mobile phones allow users to send and receive e-mails. They can also browse websites via a WAP and / or HTML browser. For  
 30 many, the cell phone has replaced the PDA (personal digital assistant) as the portable complement to the computer. With a remote desktop application, it also becomes possible to make  
 35 the mobile phone a window to one's computer.

Ramesh Jain, a professor at the University of California, Irvine, wrote on his weblog: "Mobile phones are  
 40 becoming very powerful and are likely to become a dominant device for CCC (communication, computing and content)." Hence the phones of tomorrow will soon be the ultimate  
 45 remote control of our life. Soon they will become, what George Gilder has called 'teleputers', if they haven't already.

3 Work through this questionnaire. Then compare answers with other students.

| Do you own or use a mobile phone?                               |                                                                                    |
|-----------------------------------------------------------------|------------------------------------------------------------------------------------|
| Yes                                                             | No                                                                                 |
| Answer these questions                                          | Answer these questions                                                             |
| 1 How many times a day do you use your mobile phone?            | 1 Would you like a mobile phone? Why or why not?                                   |
| 2 What do you mainly use it for?                                | 2 Would there be any disadvantages in having a mobile phone?                       |
| 3 Which do you do more: make phone calls or send text messages? | 3 What do you do if a certain situation requires a mobile phone urgently?          |
| 4 What is the best thing about having a mobile phone?           | 4 When do you think is the appropriate time for you to have your own mobile phone? |

## Factfile

### Mobile phones

**1946** Sweden

First mobile phones used in police cars.

**1950s** North America

The public could buy radio phones.

**1971** Finland

First public mobile phone network.

**1981** Middle East

First network with roaming.

**1980s** First

generation mobiles: large car phones.

**1990s** Second

generation phones: smaller and digital.

**2000s** Third

generation phones: cameras, video and Internet access.

4 Read the Factfile and answer the following questions.

- a What do you predict mobile phones will be like in the future?
- b How have mobile phones developed since the 1980s?

## Listen

5 (6.1) You are going to hear three conversations.

- a What are the three conversations about?
- b What uses of mobile phones are mentioned?

6 (6.1) Listen to the conversations again. Are these statements True (T) or False (F)? Justify your answers.

### Conversation 1

- a The boy borrows his brother's mobile phone because he has left his at home. ☐
- b The two boys can't get home at the usual time. ☐

### Conversation 2

- c The driver knows the number of the breakdown service. ☐
- d The breakdown service will arrive in a quarter of an hour. ☐

### Conversation 3

- e The young man needs a mobile phone for his work. ☐
- f When he is in another country, he only uses his mobile phone to contact his colleagues. ☐

## Words to remember

agenda, a great deal of, browse, calendar, cell phone, complement, customise, dominant, function, lately, miscellaneous, necessity, notepad, rely on, reminder, teleputer, tend, theme, via, weblog

7 Match these conversational expressions from the phone calls with their meanings.

- a It isn't my fault. .... 1 I need it. / I'm dependent on it.
- b We haven't got any choice. .... 2 The situation is improving.
- c That's right. .... 3 That is correct.
- d I couldn't do without it. .... 4 There's nothing else we can do.
- e It's getting better. .... 5 I'm not to blame. / I've done nothing wrong.

## Grammar

### • Question tags Grammar reference page 72

#### 1 The underlined words at the ends of extracts 1–4, taken from the phone calls, are question tags.

a How are these phrases formed? (Look at the pronouns and the main verbs.)

1 You haven't brought your phone with you, have you?

2 She won't be very easy-going about it, will she?

3 We are playing football after school, aren't we?

4 You notified her this morning, didn't you?

b Write the question tags for these beginnings.

1 We can't hike from here, .....

2 We haven't got any choice, .....

3 You use your mobile phone mainly for work, .....

4 But it's sometimes difficult to get a signal, .....

c (6.2) Listen and check your answers.

d Sometimes question tags have irregular forms. Read the following:

• Open the window, would you?

• Let's go to the library, shall we?

How are the question tags formed? Give one extra example for each.

#### 2 Work in pairs. Ask and answer questions about the photograph as below.

A This woman is using her mobile phone, isn't she?

B Yes, she is.

A She isn't carrying a case, is she?

B No, she isn't.



#### 3 Work with a different partner.

a Write three affirmative statements and three negative statements about your partner. End each statement with a question tag. (Write things that you think are true).

b Take turns to ask and answer your questions.

A You like watching football, don't you?

B Yes, I do.

c Choose two statements you wrote in a and transform them into imperative statements. For example: He watches football. → Watch football.

### • Imperatives Grammar reference page 73

#### 4 Choose the correct verb form.

a (Don't hurry / Hurry you / Hurry) up! We'll be late for the party.

b (Forget not / Don't forget / Forget) your books. We'll need them in class today.

c (Turn down / Turn up / Don't turn down) that music! I can't hear you.

d (Are you quiet / Be quiet / Be you quiet). I'm trying to concentrate.

e Please (takes / take / you take) your seats. Class will begin soon.

**Quote** "Talking comes by nature, silence by wisdom."  
Proverb

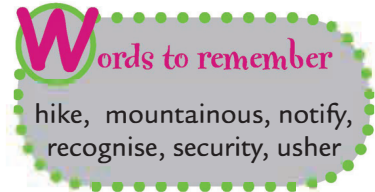
## Vocabulary

## Communicating

**1** Match these sentence beginnings a–e with the correct endings 1–5 below.

- a I can only just hear your voice – ...  
 b If you want to prevent other people from using your phone, ...  
 c I don't recognise the ringtone ...  
 d My friends live in a mountainous part of the country ...  
 e The battery in my phone is flat – ...

- 1 don't tell anyone your security number.  
 2 so I know it's not my phone I can hear.  
 3 I'll have to recharge it.  
 4 where there's a very weak signal.  
 5 you're beginning to break up.



**2** Complete sentences a–d using verbs and nouns from these lists.

leave receive send an e-mail a fax a message (for someone) a text message

- a Ahmed wasn't home, so I ..... him ..... on his answerphone.  
 b Hind ..... from Nisreen ..... yesterday, but she didn't e-mail her back.  
 c Jaber didn't answer his mobile, so I ..... him ..... He's just replied.  
 d If he needs it now and he hasn't got e-mail, you could ..... him .....

## Pronunciation Intonation in question tags

**3** (6.3) Listen to these statements and tags. Do the speakers' voices go up or down at the end?

- |                                      |                                  |
|--------------------------------------|----------------------------------|
| a You're Kuwaiti, aren't you?        | d It isn't very late, is it?     |
| b He's seventeen, isn't he?          | e It's time to go, isn't it?     |
| c You're not going already, are you? | f You didn't phone him, did you? |

**4** Take turns to read these sentences aloud with a partner.  
 Follow the instructions to make your voice go up or down.

- a She's only 14, isn't she? (Down)  
 b You aren't tired, are you? (Up)  
 c It isn't your mobile, is it? (Down)  
 d We aren't very late, are we? (Down)  
 e She phoned you, didn't she? (Up)  
 f You didn't shut the door, did you? (Up)  
 g The usher hasn't checked your ticket yet, has he? (Down)

- If the speaker's voice goes down at the end of the tag, he or she is checking that his or her statement is true.

- If his voice goes up at the end of the tag, he or she really wants information.

**5** (6.4) Listen and repeat the same sentences.



## Listening Instructions for using a mobile phone



(6.5) Listen and read these sets of instructions for two ways of using a mobile phone.

**a** Complete the texts with these words and phrases. Use capital letters where necessary.

**A** menu / click / address / forget / surfing / typing / bookmarks / GPRS / access / modem

**B** type / button / paste / menu / select / pictures / save / return / similar / click on / folder

**b** What are these sets of instructions, **A** and **B**, for? Choose two of the following:

- Connecting to the Internet through a mobile phone
- Storing a number in your phone book
- Making payments with your mobile phone
- Creating a photo album on your mobile phone

**A**

- Go to (1) \_\_\_\_\_, then (2) \_\_\_\_\_ on Web.
- Click on Go to (3) \_\_\_\_\_.
- Start (4) \_\_\_\_\_ the net by (5) \_\_\_\_\_ the address of the required website.
- You can also select the option (6) \_\_\_\_\_ instead of Go to Address. This option enables you quick (7) \_\_\_\_\_ to certain websites which you can choose and save yourself beforehand.
- Do not (8) \_\_\_\_\_ to check if your mobile phone has (9) \_\_\_\_\_ which must be (10) \_\_\_\_\_ enabled in order to be able to connect to the Internet.

**B**

- Go to (1) \_\_\_\_\_ and select the option My Files.
- Click on Pictures, then press the Select (2) \_\_\_\_\_.
- (3) \_\_\_\_\_ Options and then on Create (4) \_\_\_\_\_.
- (5) \_\_\_\_\_ the name of the folder and click on (6) \_\_\_\_\_.
- Now you have created an empty folder. In order to fill it with pictures, go back to the Options menu and click on Open (7) \_\_\_\_\_.
- (8) \_\_\_\_\_ one or more pictures, and then click on Options and Copy.
- (9) \_\_\_\_\_ to the empty folder you created, select Options and (10) \_\_\_\_\_.
- Note that not all the mobile phones follow exactly the same instructions but they're all (11) \_\_\_\_\_.

## Writing

**1** Before you start planning, look at the texts on page 48 and answer these questions.

**a** What kind of words does the writer use to give instructions?

.....

**b** How does the writer give a negative instruction?

.....

**c** How does the writer try to make these instructions clear and easy to follow?

.....

.....

## task

You are going to write a set of instructions explaining to someone who has never used a mobile phone how to send a text message.

## Planning and writing

**2** Plan a set of instructions for someone who wants to send a text message on a mobile phone for the first time. (Think of a real person you know. It could be someone younger or older than you.)

**a** Think about what you do when you send a text message, then write a short note for each step.

**b** Think about the kinds of messages the person you are thinking about might want to send.

**3** Write your instructions.

**a** Make sure they are clear, short and straightforward.

**b** You may use expressions from the *Useful Language* box below and the instructions above to help you.

## Words to remember

beforehand, bookmark,  
don't tell a soul, GPRS,  
modem, paste,  
phone book, press

## Check

**4** When you have finished writing, read your instructions carefully.

**a** Check spelling, grammar and punctuation.

**b** Exchange descriptions with a partner.

As you read what your partner has written, try to follow the instructions in your head. Ask yourself these questions:

- ▶ Are the instructions clear and easy to follow?
- ▶ Is any information missing?

**c** Compare your sets of instructions, then write a final version together.

## USEFUL LANGUAGE

## Giving instructions:

## Instruction words

Go to ...

Click on / Press ...

Select ...

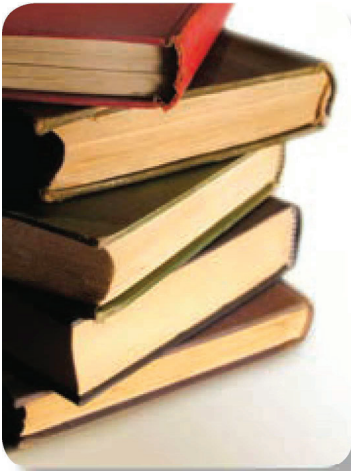
Type ...

Return to ...

Do not forget to ...

## Sheikha Suad Mohammed Al-Sabah

Sheikha Suad Mohammed Al-Sabah was born in 1942 in Kuwait into the ruling family. She graduated from the Faculty of Economics and Political Sciences at Cairo University in 1973. She obtained a doctorate in economics from the United Kingdom in 1981. She later returned to Kuwait and founded the *Sheikha Suad Al-Sabah Publishing and Distribution House*. She has published several books of poetry and established a literary prize that carries her name. She also has written hundreds of economic and political essays as well as popular articles in several local and international Arabic newspapers and magazines. Her poetry has been translated into many languages, including English.



I could have done nothing  
Read nothing  
Written nothing  
Devoted my time to seeking the limelight ...  
To the latest fashions ...  
To travelling the world ...

I could have avoided refusal  
Avoided being full of rage,  
Or shouting in the face of the tragedy ...

I could have swallowed the tears  
Swallowed the repression  
Grown resigned to imprisonment

I could have  
Avoided the questions of History  
And escaped the self torture

I could have avoided  
The sighs of all the down-trodden people,  
The cries of all the crushed people,  
The revolt of the thousands who have died.  
But I betrayed the law of the female  
And chose to grapple with words!

translated by Dr Shihab Ghanem

## Metaphors and similes

- Metaphor compares two images, ideas or things by making a direct identification between them. 'The king is a lion' is a simple example of a metaphor.
- A simile compares two images, ideas or things by using a word such as *like* or *as* to make the comparison explicit. 'The king is like a lion' is a simple example of a simile.



Find two metaphors in the poem and explain them.

---

---

---

---



Now invent one metaphor and one simile of your own.

---

---

---

---

# Project 2

## Conducting an English language survey

## task

You are going to plan, design and carry out a survey to find out how important English is to other students in your school or people in your community.



## Stage 1 What do you need to do to conduct a survey?

Work in groups.

Make these decisions.

- a** What do you hope to find out from your survey? Choose one or more options:
- ▶ How do people use English now?
  - ▶ How do people expect to use English in the future?
  - ▶ How important is English compared to other languages?
  - ▶ Which aspects of English are most important? (For example: reading and writing or listening and speaking.)
  - ▶ What do people find easy and what do they find difficult about English?
- b** Who are you going to ask? Choose one option.
- ▶ People of your own age
  - ▶ People of older generations
  - ▶ People of different ages
- c** How are you going to record the answers people give to your questions?

## Stage 2 Design your survey

Continue working in groups.

- a** Decide on the form of questions to ask in your survey. You need a minimum of eight questions. Use one or more of these question types.

## 1 Multiple-choice questions

Example: How often do you use English in your everyday life?

- A** never                      **C** once a week or more  
**B** less than once a week    **D** every day

## 2 Agree / Disagree

Example: How much do you agree with this statement?

English is very important to me.

Agree strongly / Agree / Disagree / Disagree strongly



### 3 Several options.

Example: What use do you make of English? (Tick your main use only.)

- |                                        |                                                                     |
|----------------------------------------|---------------------------------------------------------------------|
| <input type="checkbox"/> In my work    | <input type="checkbox"/> For reading books, magazines or newspapers |
| <input type="checkbox"/> In my studies | <input type="checkbox"/> For understanding foreign TV or films      |
|                                        | <input type="checkbox"/> For understanding foreign songs            |

### 4 Open-ended questions

Example: Why is English important to you?

- b** Each individual member of the group should write two or three questions for the interviews, then the group puts all the questions in order for the questionnaire.

## Stage 3 Carry out your survey

- a** Do as many interviews as you have time for. If you work in pairs for this task, one student could ask the questions while the other records the answers. You can then exchange roles.
- b** When you have finished interviewing, summarise the answers interviewees gave to your questions. Remember these ways of presenting the summaries:

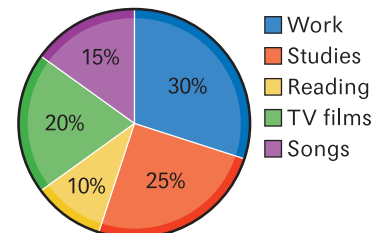
### 1 Simple sentences using percentages (%)

27% of interviewees said they use English every day.

### 2 Tables of figures

| Statement                        | Strongly agree | Agree | Disagree | Strongly disagree |
|----------------------------------|----------------|-------|----------|-------------------|
| English is very important to me. | 2              | 4     | 2        | 1                 |
|                                  |                |       |          |                   |

### 3 Graphs or diagrams



## Stage 4 Display / Presentation

Groups take turns to present their findings to the rest of the class.

## Stage 5 Class discussion

Discuss these questions about the results of your surveys.

- a** Were there any major differences of opinion between the different groups of people interviewed?
- b** What can you say about the future importance of English to people in Kuwait?

### TRY THESE WEBSITES FOR INFORMATION:

- [www.wikipedia.org](http://www.wikipedia.org)
- [www.sciencebuddies.org](http://www.sciencebuddies.org)
- [www.surveysystem.com](http://www.surveysystem.com)

# Literature Time!

## *The Adventures of Huckleberry Finn*

### *by Mark Twain*

#### Episode One



I lived with the Widow Douglas, who took care of me. She and her sister, Miss Watson, wanted to civilise me, but I didn't like living in a house, so I ran away. Then my friend Tom Sawyer found me and made me come back.

I had to wear new clothes again, which were real uncomfortable. And I had to tidy up everything after we ate.

The two ladies went to bed early. I sat in a chair, feeling sorry for myself. Outside, the stars were shining and I could hear an owl. I wished I had some company. I heard the town clock strike twelve. Then I heard a call from the garden – 'Mee-yow, meeyow'. That was good! I put out the light, climbed out of the window and jumped into the garden. Sure enough, Tom Sawyer was waiting for me there. We set off to the river bank. The river was more than a mile wide here and it looked very still and grand. We got the other boys who were in Tom's gang and he showed us a hiding place he had found. Tom told us that we were going to rob people who travelled on the roads.

We played at being robbers for a month, and then I resigned. So did all the other boys. We hadn't robbed anyone.

Once Tom said we were going to rob some rich Spanish merchants. They had camels and elephants. I didn't see how we could rob them, since we only had wooden swords, but I wanted to see the elephants and camels.

When Tom gave the word, we rushed down the hill to attack the travellers. But there weren't any Spanish merchants, nor any camels or elephants. There were only a class of children out on a picnic with their teacher.

Three or four months passed along. I went to school and learned to read and write a little. And I could say the multiplication tables up to *six times seven is thirty-five*.

Then one morning I spilled salt on the table and I knew I was going to have bad luck. I was right.

Widow Douglas got angry and told me to stay in a hut on the other bank of the river. I didn't mind at first. It was a lazy life, just sitting around swimming or fishing. But Widow Douglas made me do all the chores, and didn't give me proper food. So I decided to escape. She used to lock me in the hut when she went to town, but I found a saw and cut a hole big enough for me to crawl through. It was June now and the river was flooding. Lots of debris floated down the river. One day I found a canoe and hid it.

Another day, I saw a log raft, with about six big logs on it. I pulled it into the bank. The next day, Widow Douglas locked me in the hut and went off to town to run some errands. I knew she wouldn't be back for a while. It was time to escape.

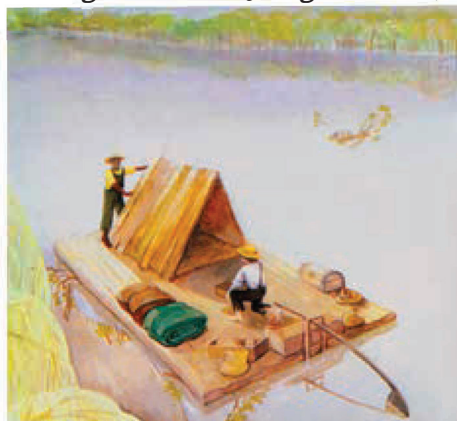
When Widow Douglas had gone, I crawled through the hole in the hut. Then I filled the canoe with food and provisions. I smashed in the door of the hut with an old axe and quietly made my way to the river.

Then, I got in to the canoe and sailed it to Jackson's Island, a couple of miles downriver. I hid there for three days. I caught fish, swam a little and watched the river.

On the second day, I had a surprise. I was walking along the shore when I came upon a man sleeping at a campfire. It was Jim, Miss Watson's servant. His parents had died when he was young, so he had to work as a servant to survive. The last family he served had sold him to Miss Watson in exchange for some land. When I showed myself, Jim was very frightened, because he thought I had disappeared. I told him about my trick. Then I asked him what he was doing on the island.

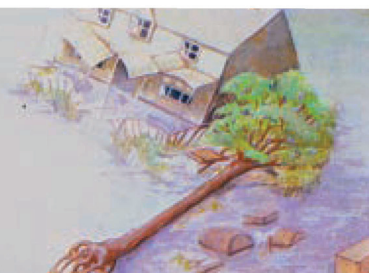
It seems he had run away, because Miss Watson had accused him of stealing from one of her guests. He told me that Miss Watson was the real thief and had used him to cover up her own crimes. Jim was the most honest man I have ever met and I believed him. I promised him I wouldn't tell anyone about him.

There were logs and trees floating down the river now. Once, a whole house floated past and Jim and I got inside it. Jim got scared; he said it was bad luck to search other people's houses. Anyway,



we searched the house and took out all sorts of useful things – bedding and stores and tools.

But our greatest piece of luck was when a raft beached itself on the island. We made a kind of tent on it to protect us from the



sun and the rain. Then, we transferred all the things from the house onto the raft.

## Episode Two

One night, I went ashore to find out what was happening. I found out that people were looking for Jim. They thought he was a runaway criminal. Some people thought Jim was hiding on Jackson's Island. A group of men were planning to go to the island that night to look for him.

As soon as I got back to the island, I told Jim to pack up the raft. We got everything on board and left the island.

I was glad to be on the river again. It was kind of peaceful drifting down the big river, looking up at the stars. We never felt like talking much. We didn't even laugh. The weather was good and the skies were clear. Nothing happened to us that night, or the next, or the one after.

Every night we passed towns, with all their lights shining. On the fifth night, we passed St Louis and it was like the whole world lit up. But there wasn't a sound. I guess everyone was asleep.

We were trying to get to Cairo, Illinois. There, Jim would be safe. He was very excited and thanked

me for helping him to escape. But I felt worried, because if we kept running away no one would ever know the truth about Miss Watson. They would always think it was Jim who was guilty of the crimes. We were getting near Cairo now. I told Jim I would take the canoe and see how far it was. 'There goes Huck,' said Jim. 'You're the best friend I've ever had. Jim'll never forget you or your kindness.'

I paddled off to the Illinois shore.

Just then, a boat with two men in it came alongside. They were looking for a runaway thief. They asked me if there was anyone on the raft.

'Only my father,' I said. 'He's real ill with the smallpox.'

When the men heard this, they backed off. They even gave me twenty dollars to pay for medicine.

After that, I decided I wouldn't give Jim up now, no matter what anyone said.

That night, one of the big river steamers rammed us. We had a light showing, but they didn't pay any attention. They smashed the raft in two and Jim and I had to swim for the shore. I called Jim's name, but there was no reply.

I soon came upon a big house made of logs. Dogs barked and a voice called out, 'Who's there?'

'It's me, George Jackson,' I replied.

'Tell me, George Jackson – do you know the Shepherdsons?'

'No, Sir, I've never heard of them.'

'Well, come in slowly, with your hands up.'

I walked into the house nice and slow. Three big men were staring at me. One of them held a candle up to my face and said, 'Why, he's not a Shepherdson.'

One of the young boys, Buck, got me dry clothes to wear.

It was a fine house, full of books and paintings. The head of the family was Colonel Grangerford. He was a tall, good-looking man, very quiet and polite. Buck had two brothers and two sisters.

The Grangerfords and the Shepherdsons were enemies.

Once, Buck and I were riding in the forest and one of the Shepherdson boys rode by. Buck stood up and threw a rock right at his head. Buck missed but he knocked the boy's hat off.

When I asked Buck why he'd thrown the rock, he told me it was because of the feud between the two families. I asked Buck how the feud had started, but he didn't know. He told me that a lot of people from both families had been killed in the feud.

Yet one day, the two families sat side by side while listening to a story about brotherly love. It didn't make any sense to me.

One morning, the house was very quiet. Jack, one of the servants, told me that Miss Sophia, Buck's youngest sister, and one of the Shepherdson boys were planning to get married. And now the two families were fighting one another.

I could hear fighting from the woods and I climbed into a tree to watch. Buck and another boy were fighting the Shepherdsons, but there were too many of them.

I don't want to tell everything I saw that day – it was too horrible.

I just wanted to get away from this awful place. Jack told me that Jim had found the raft and fixed it up. I couldn't believe it. I ran down to the river, calling Jim's name.

'Is that you Huck?' a voice whispered. 'Quiet now.'

It was Jim's voice – nothing ever sounded so good before. I grabbed him and hugged him. Soon we were on the raft and heading down the river. I didn't feel at ease until we were a mile away from the Grangerford's house. Then, we lit our lantern and ate some food. We said there was no place like a raft. You feel free, easy and comfortable on a raft.



### Episode Three

One morning, I took the canoe and went ashore, looking for berries to eat. Suddenly, two men came running towards me. They said some people were chasing them and begged me to save their lives. So, I took them back to the raft.

One of them was about seventy years old, with a bald head and grey beard. The other was about thirty. They both wore old clothes and carried big carpetbags.

The younger man was a printer and he sold medicines. He said he was also an actor. The older man said he was a philosopher.

Then, the younger one started to cry. I asked him what was wrong. He said he was crying because he had lost his rights. He was a poor man now, but he was really a duke.

'I am the rightful Duke of Bridgewater,' he said, 'and yet now I find myself in rags and tatters on a raft.' Then, he asked us to call him, 'Your grace', and said we ought to serve him his food and do everything he asked us to. So, at dinner, Jim and I bowed to him, just like he asked us.

The bald man didn't say much at dinner, but he didn't look very pleased. Then he spoke up.

'Look here, Bridgewater,' he said, 'you're not the only person who's had trouble. You're not the only one who's lost his birthrights.'

'I am the late Dauphin,' said the baldman. 'By rights, I should now be King Louis the Seventeenth of France.'

And he began to cry, too.

Well, the king wanted us to call him, 'Your Majesty', and to serve him first at mealtimes. So, Jim and I did what he asked.

At first, the duke wasn't too pleased, but soon he and the king shook hands and agreed to work together as partners.

Of course, I could see they weren't real kings or dukes, but just a couple of frauds. However, I let them think they had fooled me. It's best to let people like that have their own way.

Pretty soon, it started to rain. The wind got up and thunder and lightning started. The king and the duke settled themselves in the tent. I could hear them arguing about who should have the best bed. Jim and I had to sit out in the rain. I didn't mind, because it was a real powerful storm. You don't see a storm like that every day.

Next morning, it was dry. The duke brought a pack of posters out of his carpetbag. They advertised plays. One poster advertised 'the world famous tragic actor, Garrick the Younger, of Drury Lane, London.' The duke said that was him. The king said he had never acted on the stage.

'Well, Your Majesty,' said the duke, 'this is your chance. The first town we come to, we'll hire a hall and do the sword fight from *Richard III*. And then we can do the balcony scene from *Romeo and Juliet*. What do you say?'

'I'll do anything if there's money in it, Bridgewater – and I think I can act just as good as you,' said the king.

So the duke got some costumes out of his bag and they tried them on. Then they rehearsed their parts in the plays.

The next town we came to, I went ashore with the king and the duke. It was very quiet and still. One



of the local men told us that all the townspeople had gone to a meeting in the woods just outside of town. The duke went looking for a printing shop. But the king and I went off to the meeting. There were about a thousand people in this shed and a man was giving them a speech, shouting at them from a wooden platform. And the people all shouted back so that you couldn't understand what the speaker was saying.

Well, the next thing was the king got up on to the platform and asked to speak. He told them he was a philosopher. He had been a famous writer for thirty years and taught at New Orleans University. He had written books just for the money. But one night he had been robbed and had lost all his money. Now he was a changed man. He realised that life was more important than money. He also talked about the meaning of 'good' and shared his philosophy with the people. Everyone listened to him carefully, including me. Then the king burst into tears.

Then someone called out, 'Take a collection for him! Pass the hat round!' And so the king went around the crowd and the people put money into it. He sobbed and thanked them from the bottom of his heart. Young men came up to him and shook his hand. Lots of people invited him to stay with them. But the king said he couldn't because he had decided to travel across the country. He wanted to share his life lessons with everyone, but he never wanted to be famous again.

When he got back to the raft, the king counted the money. He had got eighty-seven dollars! The duke had done well, too. He had printed up a newspaper and sold annual subscriptions to it for two dollars each. Then, he showed up a poster he'd printed about a runaway thief. It was all about Jim and it offered a reward of two hundred dollars for his capture.

Up till then, we could only sail at night, because of Jim.

'Now,' said the duke, 'we can sail down the river in daytime. If we see anyone coming, we can just tie Jim up and say we captured him.'

Well, that seemed a pretty clever idea. That night we sailed away from the little town and got a long way further down the river.

Next day, we drifted slowly down the river. The king and the duke practised the sword fight from *Richard III*. Once the king fell overboard, but we pulled him back on board again. Then the duke taught the king a speech from another play called *Hamlet*. He howled and waved his arms about. Then, he laid back his head and shouted up at the sky. The speech started off, 'To be or not to be,' but after that it got kind of mixed up. I didn't understand too much of it.

A few days later, we came to a little town in Arkansas. We were lucky because a circus was coming to town, so the folks for miles around were in town to see it. The duke stuck up posters advertising our show in big letters.

I wanted to see the circus, so I ducked in under the tent. It was great fun. There were horses and fine ladies and gentlemen riding them, all dressed in glittery costumes. And there was a clown, who made fun of them all.

That night, we had our show, but there were only twelve people there, and they laughed at all the tragic bits. The duke was angry. He said these Arkansas farmers were too stupid to understand Shakespearean tragedy.

Next morning, the duke printed up some new posters and stuck them up all over town. The posters read like this:

**FOR THREE NIGHTS ONLY:  
DAVID GARRICK AND EDMUND KEAN  
in their thrilling tragedy of  
THE KING'S CAMELOPARD**

Then at the bottom, in the biggest letters of all:

**LADIES AND CHILDREN NOT  
ADMITTED!**

‘There,’ said the duke, ‘if that don’t bring the crowds in, I don’t know Arkansas!’ The king and the duke spent all next day setting up the stage. That night, the hall was full. The duke introduced the show and pulled up the curtain. The next minute, the king ran on to the stage. His costume was painted all over like a rainbow. He ran and danced and he was the funniest thing I’ve ever seen. The crowd loved it. Then, the duke let the curtain down again and bowed to the audience. He said that if they had enjoyed the great tragedy, they should tell their friends to come.

Then, people started to call out, ‘What? Is that all?’ They couldn’t believe the show was over.

The people were real angry and some of them stood up and made for the stage. I reckon they were going to break up the stage and go for the king and the duke. But then, a big man with a powerful voice stood up.

‘Hang on, friends,’ he cried. ‘We’ve been tricked by these here actors. They’ve only written half a play. But we don’t want the rest of the town to think we’re fools. So let’s go home and say we’ve seen a fine show and the actors can give us the rest of the show tomorrow. Isn’t that a good idea?’

Well, they all thought about it for a bit, then agreed with the big man. So there was no trouble that night.

Well, next day all the talk in the town was about how good the show was. That night the hall was full again. The same thing happened again. The people left without any trouble and said they would come back the next day to see the last part of the show.

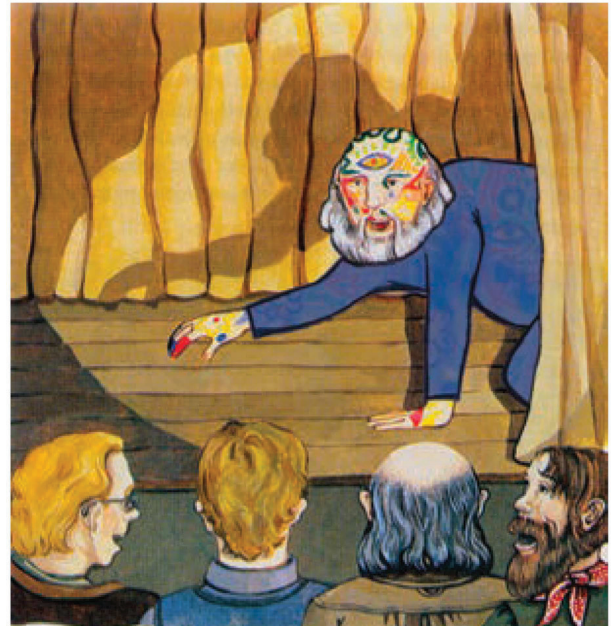
The third night was full again, but it was some of the same people. This time they had rotten eggs and old cabbages stuffed in their pockets. I knew what was going to happen, and so did the king and the duke. They still hadn’t finished the play, so as soon as the audience was seated they slipped out of the back door. Jim was waiting with the raft and in less than a minute we were floating downriver again.

The king and the duke felt sorry for the poor Arkansas folk. They thought about returning the money they had collected, but thought it might cause even more trouble.

Soon they were fast asleep and snoring. Jim was puzzled.

‘Doesn’t it surprise you the way these people live their lives, Huck?’ he asked. ‘Always moving from one place to the next?’

Jim was tired of being tied up during the day, while the rest of us went ashore. The duke had an idea. He dressed him up in white robes and stuck a white beard on him. Then, he painted Jim’s face blue and put up a notice beside the tent:



## SICK – BUT HARMLESS WHEN NOT OUT OF HIS HEAD

Jim was pleased. It was better than being tied up all day and trembling whenever he heard a voice. The duke told him to stay in the tent, but if he heard anyone coming, he should jump out and howl. That way, people would leave him alone.

### Episode Four

Next day, we came to another small town. They wanted to perform the same play as before, but the king thought it wouldn't be safe. News of their last performance might have travelled downriver by now. So the king said he would just go ashore and see what happened. I went with him. We had bought new clothes in the last village and we put them on. There was a big steamer close by and the king told me to head for it.

'With these fine clothes on, I can say I've come from St Louis or Cincinnati or some big place,' he said.

But before we reached the steamer, we met a young man on the shore. He looked as if he was waiting for someone.

'You're not Mr Harvey Wilks?' he asked the king.

'No,' the king replied. 'I'm Alexander Blodgetts and this is my servant Adolphus,' meaning me.

'Well, if you were Mr Harvey Wilks, you'd just have missed seeing your brother Peter die. You wouldn't have missed getting your property, because that's yours anyway – six thousand dollars, they say, and some land as well.'

Then, the king started asking more about this Peter Wilks and his brother Harvey. Harvey lived in England with his younger brother William, who was deaf and dumb. Part of Peter's property would go to his nieces, Mary Jane, Susan and Joanna. The king found out the names of all Peter Wilks's friends and lots of other details about where he lived.

The funeral was the next day, but the young man couldn't attend it, because he was taking the steamer south. We left him and the king told me to go back to the raft and fetch the duke. 'And tell him to wear his new clothes,' he said.

Well, of course, I knew what the king was up to, but I didn't say anything. I fetched the duke and we all entered the town as if we had just come off the steamer. There was a crowd of people waiting.

'Can you tell me where Peter Wilks lives?' the king asked.

The people looked at each other, as if to say, 'I told you so,' and one of them said in a real soft voice, 'I'm sorry sir, but all I can do is tell you where he *did* live.'

The king just fell onto the man's shoulder and started crying. 'Alas, my poor brother,' he sobbed.

Then he made signs to the duke with his hands. So *he* burst out crying, too.

Well, all the people gathered round and said kind things. But I was just sickened by these two frauds. It turned out they were just liars and tricksters. It made you downright ashamed of the human race.

The people took the king and the duke to Peter Wilks's house. The three daughters were waiting.

They were so glad their uncles had come that they cried for joy.

Then, the king and the duke knelt down beside Peter Wilks's coffin. They cried and sobbed and made a terrible noise. Everyone else joined in with them. Then the king stood up and made a speech about his dead brother. And he brought in all the names of friends he had learned from the young man at the river.

Then, Mary Jane read out a letter that her father had left behind. It said there was six thousand dollars hidden in the cellar. The king and the duke said they would go down and fetch it up. They told me to bring a candle.

So they got down there and found the bag of money. Then, the duke said they should give all the money to the daughters. The king thought that was a dazzling idea.

Well, then they brought the money upstairs again and gave it to the girls.



Then I saw a big, serious-looking man standing in the doorway. It turned out he was his doctor. He didn't believe the king and the duke were Harvey and William Wilks.

'They don't talk like Englishmen,' he said. 'These men are frauds and liars. I beg you, Mary Jane, to turn them out!'

But Mary Jane stood up, her eyes blazing with anger. 'You're wrong!' she said. And she took the bag of money and gave it back to the king!

Now, I knew the duke's plan had worked. That night, I heard the two of them planning to run away with the six thousand dollars. These poor girls would never see the money again. I felt so bad that I had to do something about it. The only way was to steal the money back.

That night, when the king was sleeping, I took the money from under his bed. I tiptoed out of the room. Just then, I heard someone coming. I had to hide the money quickly. I ran into the room where Peter Wilks's old books were being stored and put the bag of money into an old box!

Next day, a colleague of Peter Wilks came. He spoke about how good Peter Wilks had been. Then he closed the lid of the box and screwed it shut. I was mighty relieved when I saw that.

That night, I saw Mary Jane packing a suitcase and crying. I asked her what was wrong.

'My uncles are so kind to me,' she said. 'They have asked me to go and live in England with them.'

I couldn't bear to see her fooled. I told her that these two frauds weren't her uncles. I told her how they had got all that information about her family. Well, when she heard this, Mary Jane got mad.

She wanted to tar and feather them and throw them in the river. But I asked her to keep quiet.

Next day, the king and the duke held an auction of the property. But right in the middle of it, a crowd of people arrived, shouting and laughing and calling out.

'Here's your opposition – here's another set of Peter Wilks's brothers!' they cried.

Behind the crowd, came a nice-looking old gentleman dressed in black and a young man with his arm in a sling. The old gentleman looked puzzled. He said he was Harvey Wilks. The king tried to make fun of him. Most of the people laughed along with them, but two or three others didn't. One of them was the doctor, and another was the family lawyer.

Well, they argued about who were the rightful brothers.

Then the lawyer interrupted the argument.

'Gentlemen,' he said, 'I don't know which of these brothers is a fraud, or whether they are both frauds. There's only one thing to do. Let's find his daughters and find out!'

So, the whole crowd hurried off to the house. The doctor held me by the arm real tight. They crowded around the house and called for the sisters as loud as they could. The door swung open and Mary Jane appeared. They asked her who her real uncle was – the king or the man dressed in black. Mary Jane looked up at the sky. I thought she wasn't going to speak. 'I know the truth,' she finally said. 'One of these men is a cheat and a fraud. The boy told me so!' Then Mary Jane pointed right at me.

Everyone pushed forward to look, including the doctor. That's when I ran as fast as I could to the riverbank. I found a canoe and untied it, then paddled off quickly back to the raft. As I jumped aboard, I called out.

'Come on, Jim, set her free. We're rid of them at last!

Jim ran out of the tent and came towards me with his arms out. But when I saw him in his white robes and his face painted blue, I was so frightened I fell back into the river!

Jim pulled me back on board and gave me a hug. We were both real pleased to be rid of these two frauds at last. But we had hardly begun to sit down and talk, when we saw the king and the duke heading for us. I was so miserable I could have cried.



The king went for me, shook me and accused me of running away and leaving them. However, the duke told the king to leave me alone because it was all his fault. Then they started arguing with each other and forgot about me.

We didn't stop at any town for days, but just kept on drifting south. But when we were far enough away, they started working their tricks again. They didn't have much luck, though. They opened a dancing school, but neither of them could dance. So they were thrown out of the town.

Then, they started whispering together in the tent. They were planning something, but I didn't know what. I thought maybe they were planning a robbery and I didn't want any part of anything like that.

## Episode five

One day, the two of them went ashore and started fighting. I saw my chance to escape them for good. I ran back to the raft, calling Jim's name. But there was no reply. Jim was gone!

I met a boy and asked him if he'd seen Jim. He told me that an old man with a bald head had sold Jim as a servant to a Mr Phelps, who lived just outside the town, for forty dollars.

I thought it was a dirty trick to sell Jim like that. So, I decided I would write a letter to tell Miss Watson where Jim was. So, I wrote:

Miss Watson, your runaway servant, Jim, is here at Pikesville  
and Mr Phelps will give him back to you for the reward.

HUCK FINN

Well, I looked at the letter, but I was thinking of Jim. I remembered how glad I'd been to see him after the feud, how he'd keep watch for me, even when it was my turn, and how he'd said old Huck was the best friend he had in the world. I tore up the letter. I couldn't just turn Jim in now that we had been through so much together.

I went to look for Phelps Farm, but the first person I saw was the duke. He was sticking up posters for the King's Camelopard. So they were going to try the old trick again!

I walked up to the Phelps's farm, without any idea of how I was going to get Jim out of there. The farmhouse was made of wood and a crowd of dogs came out of the yard and barked at me. A maid came out and told the dogs to be quiet.

Then a lady came running out from the farmhouse with some children. She held her arms out to me.

'It's you at last! Come, children, come and see Tom!'  
She thought I was Tom Sawyer, the son of their family friends. I didn't know what to say. The lady, believing I was Tom, told me to call her Aunt Sally. She had been expecting me for days. She said that Uncle Silas, meaning her husband, was down at the pier now, waiting for the steamer.

'He'll be back in a moment,' she said. 'Let's hide you under the bed and give him a surprise.'

Soon Uncle Silas walked in, looking kind of sad. He said he was worried because Tom wasn't on the boat. Aunt Sally pulled me out from under the bed. 'Why, who's that?' the old gentleman asked.

'Who do you think it is?' said Aunt Sally. 'It's Tom Sawyer himself!'

You can bet I was pretty surprised myself at this. I had to pretend to be Tom Sawyer and answer all their questions about his family. I needed time to think this out, so I told them I had to go back to town to bring my bags.

Half-way along the road, I saw a wagon. Who should be in it but Tom Sawyer! He stared at me as if I was a ghost. Of course, he thought I had disappeared nearly a year ago.

I told him I hadn't disappeared and explained about Aunt Sally thinking I was him. I had to tell him about Jim, too.

'Miss Watson's Jim is here,' I said. 'And I'm trying to steal him and set him free. I know it's not right, but that's what I'm going to do anyway. Will you keep quiet about it?'

Tom's eyes lit up. 'Why, I'll help you rescue him!' he said.

I could hardly believe my ears. I couldn't believe that Tom Sawyer was going to help me.

I walked back to the Phelps's place and waited for Tom Sawyer. He soon arrived and politely asked his way to a neighbour's farm. The Phelps invited him for dinner.

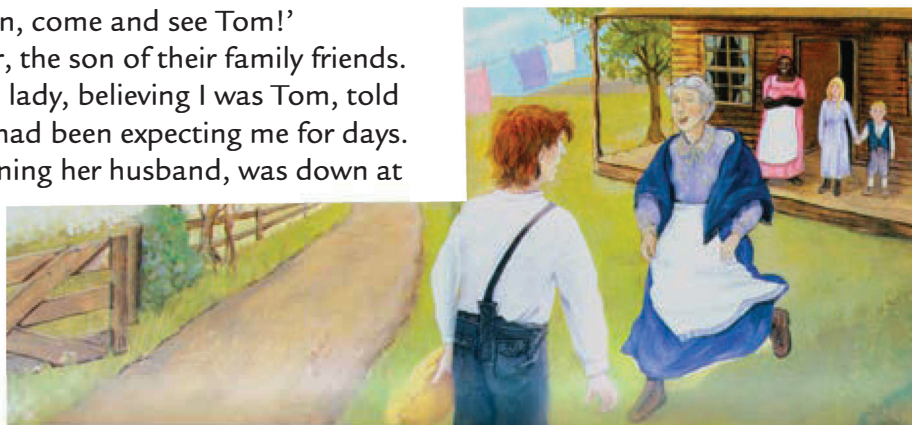
Tom said his name was William Thomson of Hicksville, Ohio and he made up a whole lot of stories about his family there. The stories were real wild and fantastical. Tom was almost as good at making things up as the king or the duke.

Tom and I looked for Jim, but we couldn't see him. Then one of the Phelps boys asked if he could go to the show tonight.

'There isn't going to be any show,' said Mr Phelps. 'Our new servant said that show was all fraud. Everyone knows about it. These two cheats will be driven out of town.'

'William' and I said goodnight and went to bed. But then, we climbed down out of the window and headed for town. Soon, we saw lights and heard people shouting. We stood on the side of the road and watched. They were carrying the king and the duke tied onto poles. They were all covered with tar and feathers and didn't look like human beings at all.

Well, I was almost sorry for these poor pitiful men. I guess they got what they deserved.



## Episode Six

Tom and I started thinking about Jim. Tom had seen one of the men carrying food down to a hut at the end of the yard.

'Who did you think the food was for?' Tom asked.

'For a dog.'

'So did I at first. But it wasn't for a dog, because part of it was watermelon. Dogs don't eat watermelons, do they?'

Of course, Tom Sawyer was right. He was a lot cleverer than me. I would never have thought of that.



We got the boy who brought Jim's food to let us see him. Poor Jim was so pleased to see us that he called out my name. We told him not to show that he knew us. Tom said that we were going to get him out of that hut and set him free. Then Tom told Jim his plan.

We could have got Jim out through the window, but that was too simple for Tom Sawyer. He wanted to dig a hole under the hut and he didn't want to use ordinary picks and shovels to dig it. That was too easy. We had to dig the hole with dinner knives. And he wanted all kinds of other things too, just like the adventures he read. Jim was chained to the leg of his wooden bed. Tom wanted to file through the chain. We could have just lifted up the bed and slipped the chain off, but that wasn't difficult enough for Tom. Then, he wanted Jim to keep a diary, like prisoners in stories do. When I said that Jim couldn't write, Tom got angry and said I had no imagination. I reckon he was right. The next night, Tom and I climbed down the roof and made for Jim's hut. We used the dinner knives, like Tom said. We dug for hours until our hands were all blisters, but you could hardly see the hole we made. It would take us years to tunnel through to Jim's hut.

'What are we going to do, Tom?' I asked.

'It's not right, but there's only one way. We'll use the picks and shovels, but we'll pretend they're knives.'

'Now you're talking, Tom Sawyer,' I said.

So, we used the picks and shovels and got on much better. After half an hour, we had made quite a fair hole. We reckoned we had done enough for one night.

When we got back to the house, I opened the back door and went upstairs to our room. I looked down and saw Tom trying to climb onto the roof. He couldn't do it.

'Climb up the stairs,' I said, 'and pretend you're climbing the roof.' So he did.

Next night, we dug again. We soon broke through into Jim's hut. Jim was so happy to see us he almost cried for joy. He thought he was going to escape now, but Tom Sawyer told him he had to be rescued properly, like it said in the books. So, we had to smuggle in a rope ladder, metal plates for Jim to scratch a message with a nail, six candles, a sheet and an old shirt of Uncle Silas's for Jim to write a diary on.

Jim couldn't see any sense in this. But when Tom told him it had to be this way, Jim said that Tom must know best.

Then Tom had another idea which he got from books.

'Have you got any spiders in there, Jim?' he asked.

'No, I'm glad I haven't, Master Tom,' said Jim.

'All right, we'll get you some.'

Well, Jim didn't like this much, but Tom said this was



what happened in books. Prisoners' cells were always full of spiders.

So, we went and caught some spiders – the harmless kind, of course. They ran all over the house, frightening Aunt Sally terribly. But at last we managed to catch them all and keep them in sacks.

Then we put them in Jim's hut. They were in his bed, in his clothes and all over his food. Jim couldn't understand why he had to suffer all these hardships: he said it was harder work being a prisoner than



anything he had ever done. He wished it would be over soon.

The weeks passed and we were almost ready to set Jim free. But then Tom said we had to have an anonymous letter. I asked him what that was. He told me it was a warning to the family that someone was going to release Jim.

‘What do you want to warn them for?’ I asked. ‘It’s just going to make things more difficult for us, isn’t it?’

Tom just shook his head, as if I didn’t know anything. That night he wrote a letter saying that a gang of villains was going to steal Jim at midnight. And he stuck the letter on to the neck of one of the servants who were guarding Jim’s hut.

The warning letter worked all right. That evening, there were fifteen farmers, all of them with guns, in the sitting rooms. They were just waiting for midnight to catch the villains who were planning to free Jim.

Well, I reckoned Tom had gone too far this time. We had to set Jim free without waiting for midnight. I got hold of Tom and we climbed down the roof and made for Jim’s hut. We got Jim out through the escape tunnel and ran for the river. Some of the farmers heard us and started chasing us. But we got in the canoe and made it to the raft. We were safe!

‘Now, Jim,’ I said, ‘you’re a free man again.’

We were all glad, especially Tom, because he had twisted his ankle whilst running away.

Jim and I knew that Tom needed a doctor, so I had to go back on shore and find one.

The doctor was a kind-looking old man. I told him a story about Tom falling out of a tree. I don’t know if he believed everything, but he set off in the canoe to fix Tom’s leg. I hid in a log-pile to get some sleep and wait for the doctor to come back.

But next morning the doctor wasn’t at home. They told me he’d been called away in the night and hadn’t come back. I thought I’d go back to the raft, but just then I bumped into Uncle Silas. He asked me where I’d been and said that Aunt Sally was worried about me and Tom. I tried to get away, but he insisted I come home with him.

When I got back to the Phelps’s place, Aunt Sally was so pleased to see me that she just cried. I wanted to go back to the raft for Tom, but she got me to promise to stay at home.

Next morning, the doctor brought Tom home on a mattress. Aunt Sally was sure Tom was dead, but he mumbled a few words to her. Jim walked beside Tom.

Some of the farmers wanted to punish Jim for running away, but the doctor spoke up for him.

‘The boy, he was delirious. I needed help to carry him away from the river. I didn’t know what to do when out comes this man. Well, I tell you, gentlemen, I’ve never seen a better nurse than this runaway. And he was giving up his freedom to help the boys, too. No, sir, a servant like that is worth a thousand dollars and he deserves to be treated well, too.’

Well, I was glad to hear the doctor speak up so, and no one said anything about punishing Jim. But they still put him back into the hut, and with no food but bread and water.

After a while, Tom woke up and started to talk sensibly. He told Aunt Sally all about our plan to set Jim free. He was mighty pleased at the cleverness of it. Aunt Sally was angry at first, but she soon forgave him. She told Tom there was no harm done, because they had caught Jim and he was safely locked up again.

‘They haven’t any right to lock him up!’ cried Tom angrily.

‘He’s as free as any man!’

‘What do you mean?’ asked Aunt Sally in surprise.

‘I mean what I say,’ said Tom. ‘Old Miss Watson died two months ago and she set Jim free in her will!’

‘Then why did you take so much trouble to set him free, when he was free already?’ she asked.

‘Well, what a question! I wanted the adventure of it, of course!’

Just then, who should come through the door but Tom’s Aunt Polly. Well, she and Aunt Sally hugged

and kissed each other. When she saw Tom, she naturally greeted him by his real name, not as 'William'. I decided I'd better hide under the bed. But Aunt Polly saw me.

'Come out from under that bed, Huck Finn,' she cried.

Well, poor Aunt Sally didn't know what to say, she was so confused. But finally, she was all straightened out.

Aunt Polly said that Tom was right about Miss Watson setting Jim free in her will. But she couldn't understand why Aunt Sally hadn't received any of the letters she had sent.

'I never had any letters from you, Sis,' said Aunt Sally.

Then Aunt Polly turned round and looked at Tom pretty severely. He admitted that he'd collected Aunt Polly's letters from the Post Office and kept them hidden away.

'I didn't read any of them, though, Aunt Sally,' said Tom. 'I just knew they'd cause trouble.'

When I got a chance to speak to Tom Sawyer by himself, I asked him what his plan was. What was he going to do with Jim once he freed him – even if he was free already?

So, Tom said he was going to take him all the way down to New Orleans and then tell him he was free. Then he'd pay for Jim to take a steamer back home. And Tom was going to write and tell all the other servants and they would have a torchlight procession for Jim. So then Jim would be a hero at home and so would we.

We got Jim out of his hut. When Aunt Polly and Uncle Silas heard how Jim had helped the doctor to save Tom, they made a great fuss of him. And Tom gave him forty dollars for being such a good prisoner, so Jim reckoned he was lucky after all. I was lucky too, I guess. Now Aunt Sally wants to adopt me and civilise me, but I think I'll run away again. I've been civilised before and I can't stand it.

**THE END, YOURS TRULY, HUCK FINN**



# Grammar File

## Unit 1 Past simple vs. Past continuous; Modal verbs (*can, could, be able to, manage to*); Intensifiers

### ► Past Simple (revision)

We use the past simple to talk about

#### 1 completed past actions:

Turks **brought** coffee to Constantinople in 1453.

Decaffeinated coffee **was invented** in 1903.

#### 2 generally true or repeated past actions:

The Galla people in Ethiopia **ate** coffee beans for energy.

### ► Past Continuous (revision)

We use the past continuous to talk about

#### 1 background activities / actions:

It was a sunny morning. We **were driving** along the motorway.

#### 2 past actions or events in progress when something happened:

We **were listening** to music when suddenly there was a loud explosion.

### ► Modal verbs (abilities and inabilities)

► We use **can / can't / could / couldn't** + the base form of the verb to talk about abilities in the present and past:

I **can run** 100 metres in 12 seconds.

I **can't drive**.

We **can't get out** – the doors are locked.

I **could swim** when I was four years old.

The driver **couldn't start** the car engine.

► We use **be able to** + the base form of the verb to make other tenses and to talk about other times:

I **haven't been able to walk** since I broke my leg. (present perfect)

I hope I'll **be able to see** better when I get my new glasses. (**will** future)

### ► Modal verbs (abilities and achievements)

► We use **could** to talk about general abilities in the past:

I **could swim** when I was four years old.

I **couldn't swim** until I was nearly nine years old.

► BUT we have to use **managed to** or **be able to** when we talk about a particular occasion in the past. We often use these verbs when we achieve something that was difficult to do:

The door was locked, but we **managed to get out** by breaking a window. (Not we *could* get out)

The engine wouldn't start. In the end we **were able to start** it by pushing it down a hill. (Not We could start it.)

► We usually use **couldn't** for negative sentences:

The door was locked, and we **couldn't break** a window to get out.

## ► Intensifiers

An adverb which is used to modify adjectives and adverbs, but which is not usually used to modify verbs, can be referred to as an intensifier: **quite, really, very, a little, pretty, brand, fairly, extremely, absolutely**, etc.

Intensifiers come before the words they modify.

The film was **quite** good.

You did that **pretty** well.

I was **fairly** certain about that.

He was **extremely** surprised by his friend's arrival.

## Phrasal verbs with go

### A Form

go + adverb / preposition

### B Use / Meaning

Can you quickly **go into** the shop and buy some milk?

The ship **went under** at about three o'clock. (The ship sank.)

I can't **go against** my father's wishes. (I can't oppose his wishes.)

## Unit 2 Simple past and past perfect

### A Form

We use **had** + the past participle for statements, questions and negative forms:

Statements: We **had had** our dinner by the time they arrived.

Questions: Where **had** they **lived** before they moved here?

Negative forms: They were hungry because they **hadn't eaten** for several days.

### B Use / Meaning

We use the past perfect to refer to:

#### 1 the first of two actions in the past:

Before they bought other food, they **had sold** their products.

#### 2 a situation / state / feeling or action in the past:

They found the house strange after they **had lived** in a tent.



## Compound nouns

### A Form

noun + noun

### B Use / Meaning

We combine two nouns to make a new idea. This can become one word or remain as two words. The first noun often acts as an adjective, describing the second noun.

a **bathroom** (a room for baths)

a **hairbrush** (a brush for hair)

the **chair leg** (the leg of the chair)

## Unit 3 Third Conditional

### A Form

**If** + past perfect + **would** + **have** + past participle:

*If there had been life on Mars, we would have found it.*

*If we had stopped space exploration in 1960, men wouldn't have walked on the Moon.*

### B Use / Meaning

We use third conditional sentences to talk about imagined past situations:

*If I had seen you, I would have talked to you.*

This means: 'I didn't talk to you because I didn't see you.'

*I wouldn't have phoned you, if I hadn't wanted to ask you a question.*

This means: 'I phoned you because I wanted to ask you a question.'

## Revision

### 1 Zero Conditional

**If** + present tense + present tense:

*If it rains, we get wet.*

We use the zero conditional to talk about things which regularly happen.

### 2 First Conditional

**If** + present tense + **will** future form:

*If it rains, we'll (we will) get wet.*

We use the first conditional to talk about things which are possible and quite likely to happen in the future.

### 3 Second Conditional

**If** + past tense + **would** + base form:

*If I were a millionaire, I'd buy that car.*

We use the second conditional to talk about things which are improbable and unlikely to happen in the future.

We also use the second conditional for things which are impossible in the future:

*If I were 10 years younger, I'd play football again.*

*(It is impossible for me to be ten years younger.)*

## Unit 4 Definite and indefinite articles *a, an, the*

### Definite and indefinite articles

Correlative conjunctions [*both ... and / either ... or / neither ... nor*];

Subordinating conjunctions [*but, although, however, in spite of*]

#### A Form

##### 1 Indefinite article *a / an*

We use **a** with singular countable nouns and noun phrases which start with a consonant sound:

*There's **a** beautiful bird in that tree. / He's wearing **a** uniform.*

We use **an** with singular countable noun phrases which start with a vowel sound:

*She's **an** optician. / They've got **an** apple tree in their garden.*

##### 2 Definite article *the*

We use **the** with singular or plural nouns and noun phrases:

***The** cakes in **the** bakery look delicious.*

#### B Use / Meaning

##### 1 Indefinite article

We use **a** or **an** to refer to

- ▶ a person's job:

*She's **a** doctor.*

*He's **an** engineer.*

- ▶ something or someone for the first time:

*We saw **an** elephant in the zoo.*

***A** policeman stopped me in my car.*

- ▶ a person or thing, but not a special person or thing:

*To write **a** letter, I need **a** piece of paper, **a** pen and **an** envelope.*

- ▶ one (not two or more) of something:

*Her letter was only **a** page long.*

*He's won **a** million KWD.*

##### 2 Definite article

We use **the** with,

- ▶ something or someone we have already mentioned:

*We saw **an** elephant in the zoo.*

***The** elephant was enormous.*

- ▶ superlative expressions:

*She's **the** best teacher who's ever taught me.*

*He bought **the** most expensive clothes in the shop.*

- ▶ something or someone everyone knows about:

*You can hurt your eyes if you look at **the** sun.*

*Did you see **the** Queen on TV last night?*

- countries which are made up of groups of states or smaller countries:

**the** *United States* / **the** *United Arab Emirates* / **the** *United Kingdom*

- rivers:

**the** *Nile* / **the** *Amazon*

- seas and oceans:

**the** *Gulf* / **the** *Pacific Ocean*

- mountain ranges:

**the** *Alps* / **the** *Himalayas*

- groups of islands:

**the** *West Indies* / **the** *Philippines*

## Correlative conjunctions and Subordinating conjunctions

### Correlative conjunctions [**both ... and** / **either ... or** / **neither ... nor**]

Correlative conjunctions are pairs of conjunctions that work together to coordinate two items. Examples include the following:

#### **both ... and**

This structure is usually balanced in a way that the same kind of words or expressions follow **both** and **and**: **both** + adjective / noun / verb + **and**

*She's **both** pretty **and** clever.*

*I spoke to **both** the director **and** his secretary.*

*He **both** speaks **and** writes in Spanish.*

#### **either ... or**

We use **either ... or** to talk about a choice between two possibilities.

*I don't speak **either** French **or** German.*

*You can **either** come with me now **or** go home to study.*

#### **neither ... nor**

This structure is used to join two negative ideas (it is the opposite of **both ... and**). It is usually rather formal.

*The play was **neither** well produced **nor** well acted.*

*He **neither** slept **nor** went out with his friends.*

### Subordinating conjunctions [**but**, **although**, **however**, **in spite of**]

A subordinating conjunction introduces a dependent clause and indicates the nature of the relationship among the independent clause(s) and the dependent clause(s). Some subordinating conjunctions like **but**, **although**, **however** and **in spite of** indicate contrast.

*We were given a long holiday, **but** we had to study for the exams.*

***Although** the sun was shining, it wasn't that warm.*

*There was a lot of traffic. **However**, he made it on time.*

***In spite of** the bad conditions, they didn't cancel the festival.*

## Quantity words

### A Form

quantity word (noun) + *of* + uncountable noun

### B Use / Meaning

We use quantity words to describe uncountable nouns.

*a **piece** of bread*

*a **slice** of lemon*

## Unit 5 Present perfect simple and continuous

### I Present perfect simple (revision)

#### A Form

We use the present simple of the verb **have** + the past participle form of the verb:

*I've just **finished** my lunch.*

*They've **moved** twice this year.*

*That's the third banana you've **eaten** today.*

#### B Use / Meaning

We use the present perfect simple to refer to,

**1** the fact that something happened in the past:

*I've **shaken** hands with the President.*

**2** a past experience or achievement with a definite result in the present:

*He's **passed** his driving test, so now he can drive on his own.*

**3** how long something has happened:

*I've **been** at this school for four years / since I was eleven years old.*

### 2 Present perfect continuous

#### A Form

We use the present simple of the verb **have** + **been** + the **-ing** form of the verb:

*I've **been eating** my lunch.*

*She's **been writing** letters.*

#### B Use / Meaning

We use the present perfect continuous to refer to,

**1** an activity which continues over a length of time:

*She's **been reading** the newspaper all morning.*

*Human beings **have been writing** for over 5000 years.*

**2** an activity which may not be completed:

*I've **been reading** the newspaper. (I probably haven't finished reading it.)*

*I've **read** the newspaper. (I've probably read as much as I want to.)*



### 3 For / Since

We often use **for** and **since** with present perfect continuous verbs to refer to lengths of time.

- We use **for** + a period of time:

*People have been writing **for** five thousand years.*

- We use **since** + a point of time in the past:

*People have been writing Arabic **since** the 4th century CE.*

- We can also use **for** and **since** with present perfect simple verbs:

*My family has worked for his company **for** twenty years / **since** 1989.*

## Unit 6 Question tags; Imperatives

### A Form

Question tags are short questions we add to the end of statements.

- The verb in the question tag relates to the verb in the statement:

*Your name is Ahmed, **isn't it**?*

- The pronoun in the question tag relates to the subject of the statement:

*You don't live here, **do you**?*

*Ahmed lives here, **doesn't he**?*

- If the statement is affirmative, the question tag is negative:

*We are playing football after school, **aren't we**?*

- If the statement is negative, the question tag is affirmative:

*She won't be happy, **will she**?*

- If the verb in the statement is in the present simple or the past simple, we use

**do / don't / does / doesn't** or **did / didn't** in the tag:

*Omar plays football, **doesn't he**?*

*He played at the weekend, **didn't he**?*

- In other tenses we use the auxiliary verb in the tag:

*That man is using his mobile phone, **isn't he**?*

*You haven't forgotten my book, **have you**?*

### B Use / Meaning

There are two kinds of question tags.

- 1 If a speaker's voice goes up at the end of the tag, they need an answer to their question:

Q *He's seventeen, **isn't he**?*

A *Yes, of course. / No, he's twenty.*

- 2 If a speaker's voice goes down at the end of the tag, they are checking that their statement is true:

Q *She's Kuwaiti, **isn't she**?*

A *Yes, she is.*

## ► Imperatives

Imperatives are used to tell or ask people what to do, to make suggestions, to give advice or instructions, to encourage, to offer and to express good wishes for people's welfare.

*Look in the mirror before you drive off.*

*Have some more tea.*

*Enjoy your holiday.*

The verb forms **look**, **have** and **enjoy** are called imperatives.

Affirmative imperatives have the same form as the infinitive without **to**; negative imperatives are constructed with **do not** (**don't**) + infinitive.

# Function file

## Unit 1

| Function                            | Expressions                                                                                   |
|-------------------------------------|-----------------------------------------------------------------------------------------------|
| Describing festivals                | <i>This annual festival combines cultural celebrations with a stream of colourful events.</i> |
| Expressing preferences              | <i>My favourite festival is Qurain Cultural Festival.</i>                                     |
| Expressing ability / inability      | <i>I can't drive.<br/>He managed to start the engine.</i>                                     |
| Agreeing / Disagreeing              | <i>I totally agree with the idea.<br/>I'll have to disagree with this statement.</i>          |
| Expressing opinions                 | <i>I believe that festivals are the best way of bringing people together.</i>                 |
| Sharing personal experience         | <i>Last year, I ...<br/>Then, I expect to ...</i>                                             |
| Agreeing / Disagreeing (WB) (R)     | <i>I couldn't agree more.<br/>I'm afraid I'll have to disagree with the statement.</i>        |
| Apologising (WB)                    | <i>I'm sorry, but I can't make it.<br/>I'm sorry I'm going to be late.</i>                    |
| Describing personal experience (WB) | <i>We started our trek after breakfast.<br/>I was very glad when we reached our lodge.</i>    |

## Unit 2

| Function                       | Expressions                                                                                                                             |
|--------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|
| Describing customs             | <i>It's a five-course meal – we start at 6 o'clock in the evening and often don't finish until the early hours of the next morning.</i> |
| Describing family celebrations | <i>There was plenty of food, and we got lots of people to play music or sing a song.</i>                                                |
| Expressing opinions (R)        | <i>I find it very important to have family celebrations on important occasions.</i>                                                     |
| Giving reasons                 | <i>I think it is crucial because celebrations help us keep strong family ties.</i>                                                      |
| Describing past experience     | <i>By the time I went to bed yesterday, I had been to school, done my homework, watched TV and sent an e-mail to my friend.</i>         |

|                                                 |                                                                                                                                                                                                   |
|-------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Inviting                                        | <i>I'm writing to invite you to ...<br/>We / I hope you can be here with us.<br/>The celebration is at our house.<br/>We / I look forward to seeing you.</i>                                      |
| Making polite requests                          | <i>Please try to arrive by ...<br/>Please let me know if you can come.</i>                                                                                                                        |
| Sequencing information                          | <i>Their story begins ...<br/>Next, let's look at ...<br/>And what about today?<br/>Finally, I'd like to end with...<br/>First of all, how long ...? / ... and where do / did they come from?</i> |
| Giving / Asking for information                 | <i>I'd like to tell you something about ...<br/>What do we know about ...?</i>                                                                                                                    |
| Expressing preferences <b>(WB) (R)</b>          | <i>My favourite family celebration is...</i>                                                                                                                                                      |
| Accepting / Rejecting an invitation <b>(WB)</b> | <i>Thanks, I'd love to.<br/>Oh I am sorry. I am already engaged in another activity.</i>                                                                                                          |
| Giving information <b>(WB) (R)</b>              | <i>I am going to tell you something about the nomadic people who live in Ireland.</i>                                                                                                             |

## Unit 3

| Function                                   | Expressions                                                                                                  |
|--------------------------------------------|--------------------------------------------------------------------------------------------------------------|
| Discussing meeting places                  | <i>People in my area often meet in shopping malls and diwanis.</i>                                           |
| Expressing possibilities                   | <i>If there had been an Internet café in the plaza, we would have found it.</i>                              |
| Giving reasons <b>(R)</b>                  | <i>I think coffee has been very popular because people served it whenever they had visitors.</i>             |
| Expressing likes and dislikes              | <i>I've liked my grandfather's diwaniya since I was a child.<br/>I don't like coffee very much.</i>          |
| Making plans                               | <i>We could have a coffee and a catch-up, and then maybe we could go window shopping together.</i>           |
| Making suggestions                         | <i>I was wondering if you'd like to meet for a coffee.<br/>What about Thursday?<br/>How about the plaza?</i> |
| Rejecting a suggestion and giving a reason | <i>I'm sorry, I can't make it on Friday – I'm shopping with my mother.</i>                                   |
| Agreeing to a suggestion                   | <i>That'd be great.<br/>Good idea.<br/>That's okay (for me).<br/>That's fine.</i>                            |
| Expressing preferences <b>(WB) (R)</b>     | <i>I prefer drinking tea to drinking coffee.</i>                                                             |



|                                       |                                                                                                           |
|---------------------------------------|-----------------------------------------------------------------------------------------------------------|
| Making plans <b>(WB) (R)</b>          | <i>How about we meet tomorrow at lunchtime?<br/>Is 4 o'clock at the mall fine with you?</i>               |
| Describing a scene <b>(WB)</b>        | <i>Starting from the far right, we see a small hill ...<br/>There are people sitting on the beach ...</i> |
| Persuading <b>(WB)</b>                | <i>This place in Postcard 1 is definitely the place you need<br/>for a relaxing holiday.</i>              |
| Comparing and contrasting <b>(WB)</b> | <i>In Postcard 1, you can see ...<br/>On the other hand, Postcard 2 pictures ...</i>                      |

| Unit 4                               |                                                                                                                                                                    |
|--------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Function                             | Expressions                                                                                                                                                        |
| Describing characteristics           | <i>One of the main characteristics of a good listener is grasping the main idea of the message and not taking account of every single word.</i>                    |
| Expressing opinions <b>(R)</b>       | <i>I deem lack of interest to be the most important barrier to effective communication.</i>                                                                        |
| Giving reasons <b>(R)</b>            | <i>The reason I chose this option is because ...</i>                                                                                                               |
| Comparing and contrasting <b>(R)</b> | <i>I can either visit our neighbours or talk to them on the phone.<br/>Although it was raining, they went on a picnic.</i>                                         |
| Stating advantages and disadvantages | <i>Text messages are a fast means of communication.<br/>On the other hand, text messages might not enable you to express your idea in detail when you need to.</i> |
| Giving instructions                  | <i>Press the On / Off button to turn the camera on.<br/>If you're in a dark room, make sure you are using the flash.</i>                                           |
| Planning <b>(R)</b>                  | <i>I'm going to write a letter of application to this university in order to study Biochemistry.</i>                                                               |
| Giving information <b>(R)</b>        | <i>In response to your advertisement ...<br/>I wish to offer ...<br/>I am enclosing ...<br/>In case additional information is required ...</i>                     |
| Explaining choices                   | <i>My main reason for choosing this course is ...<br/>The main motive ...<br/>I am choosing this course ...</i>                                                    |
| Expressing gratitude                 | <i>Thank you in advance for your attention ...<br/>Thank you for the opportunity ...</i>                                                                           |

|                                      |                                                                                              |
|--------------------------------------|----------------------------------------------------------------------------------------------|
| Giving reasons <b>(WB) (R)</b>       | <i>The reason people still write traditional letters is because...</i>                       |
| Apologising <b>(WB) (R)</b>          | <i>Sorry, I guess I dialled the wrong number.<br/>I'm sorry, I can't hear you very well.</i> |
| Expressing gratitude <b>(WB) (R)</b> | <i>Thank you for your application to ...</i>                                                 |

## Unit 5

| Function                                   | Expressions                                                                                                                 |
|--------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|
| Expressing difficulties                    | <i>As I remember, it was very hard for me to ...</i>                                                                        |
| Predicting                                 | <i>I don't think people will ever have one single system of writing.<br/>I believe that, in the future, Arabic will ...</i> |
| Describing past and present experience     | <i>I've written three letters this morning.<br/>He's been playing tennis for several years.</i>                             |
| Giving reasons <b>(R)</b>                  | <i>I think these forms were originally used because ...</i>                                                                 |
| Expressing opinions about languages        | <i>The language that has the ...<br/>In the future, ...<br/>I believe that ...</i>                                          |
| Discussing the history of writing          | <i>The system is mainly used by ...<br/>The type is difficult because ...</i>                                               |
| Identifying types of writing               | <i>The oldest type of writing is ...</i>                                                                                    |
| Introducing a subject                      | <i>Today I have with me someone who is known in Kuwait ...<br/>Welcome to Writer's World.</i>                               |
| Conducting an interview                    | <i>Can I ask you ...?<br/>Do you have ...?<br/>Any future plans?<br/>What about ...?</i>                                    |
| Describing past experience <b>(WB) (R)</b> | <i>He has lived in Paris for fourteen years.<br/>I've played the piano since I was a child.</i>                             |
| Conducting an interview <b>(WB) (R)</b>    | <i>Can I start by asking you when you started swimming?<br/>Can you remember how you felt?</i>                              |

## Unit 6

| Function                                        | Expressions                                                                                                                                    |
|-------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|
| Discussing uses of mobile phones                | <i>You use your mobile phone mainly for work, don't you?</i>                                                                                   |
| Giving reasons <b>(R)</b>                       | <i>I would like to have a mobile phone because it is very helpful in emergencies.</i>                                                          |
| Stating advantages and disadvantages <b>(R)</b> | <i>I think the best thing about having a mobile phone is the fact that...<br/>One of the disadvantages of having a mobile phone is that...</i> |

|                                                      |                                                                                                                  |
|------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|
| Sharing personal experience <b>(R)</b>               | <i>If I'm away from home, I phone my wife and children every evening.</i>                                        |
| Planning <b>(R)</b>                                  | <i>First, I'll make some notes, and then I'll write a short message.</i>                                         |
| Giving instructions <b>(R)</b>                       | <i>Go to ...<br/>Click on / Press ...<br/>Select ...<br/>Type ...<br/>Return to ...<br/>Do not forget to ...</i> |
| Making requests <b>(WB) (R)</b>                      | <i>I'd like to look at your mobile phones, please.</i>                                                           |
| Apologising <b>(WB) (R)</b>                          | <i>I'm really sorry I lost your phone.</i>                                                                       |
| Arguing <b>(WB)</b>                                  | <i>You're both wrong.<br/>I wouldn't go that far, but ...<br/>That's a good point, but ...</i>                   |
| Stating advantages and disadvantages <b>(WB) (R)</b> | <i>Honestly, I think mobile phones are pointless.<br/>Mobile phones are so useful.</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** /ˌəbəˈrɪdʒəni/

*noun*

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

**absolutely** /æbsəluːtli/

*adverb*

with no qualification, restriction or limitation; totally

**academic** /ˌækəˈdemɪk/

*adjective*

of or relating to education and scholarship

**accountant** /əkaʊntənt/

*noun*

a person whose job is to keep or inspect financial accounts

**accumulate** /əkjuːmjəleɪt/

*verb*

to gather together or acquire an increasing number or quantity of

**accuracy** /ˈækjərəsi/

*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** /ədˈvɜːsli/

*adverb*

harmfully

**age-appropriate**

/eɪdʒəprəʊpriət/

*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 diːl əv/

*phrase*

much or a lot

**alongside** /əˌlɒŋsaɪd/

*preposition*

close to the side of; next to

**amateur** /ˈæmətɜː/

*noun*

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

**amazed** /əmeɪzd/

*adjective*

very surprised

**ameliorated** /əˌmɪliəreɪtəd/

*adjective*

(of something bad or unsatisfactory) made better

**amend** /əˈmend/

*verb*

to make better; to improve

**amicably** /æˈmɪkəbli/

*adverb*

friendly

**announce** /əˈnaʊns/

*verb*

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

**annual** /ænjʊəl/

*adjective*

occurring once every year

**anticipate** /æntɪsəpeɪt/

*verb*

to regard as probable; to expect or predict

**anticipation** /æntɪsəˈpeɪʃən/

*noun*

the act of predicting and expecting something

**anxiety** /æŋˈzaɪəti/

*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** /əˈsʌmpʃən/

*noun*

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

**attached** /ətætʃt/

*adjective*

joined to something

**attestation** /ˌætəsˈteɪʃən/

*noun*

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

**audience** /ˈɔːdiəns/

*noun*

all the people who listen to a speech or a concert

**autograph** /ˈɔːtəɡrɑːf/

*noun*

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

**automatically** /ˌɔːtəˈmætɪkli/

*adverb*

spontaneously, without conscious thought or intention

## B

**baby shower** /ˈbeɪbi 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** /'bægpaɪps/

*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** /bɔːlpɔɪnt/

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

**bank** /bæŋk/

*noun*  
<sup>1</sup> the land alongside the river  
<sup>2</sup> an organisation who invest money for you and keep it safe

**barge** /bɑːdʒ/

*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** /,biː siː 'iː/

*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'fɔːhænd/

*adverb*  
before an action or event; in advance

**beverage** /'bevərɪdʒ/

*noun*  
a drink, esp. one other than water

**bias** /'biːəs/

*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** /'bʊkmɑːk/

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

**boomerang** /'buːməræŋ/

*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** /'briːðɪŋ 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** /'brɔːdkɑːst/

*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** /kɔːlɪn/

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

**camelopard** /kə'meləpɑːd/

*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** /'kɑːdəməm/

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

**cardiac** /'kɑːdiæk/

*adjective*

of or relating to the heart

**carnival** /'kɑːnəvəl/

*noun*

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

**carpetbag** /'kɑːpətbæg/

*noun* Literature Time

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

**cart** /kɑːt/

*noun* Literature Time

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

**cast** /kɑːst/

*noun*

the actors in a play or film

**catch** /kætʃ/

*verb*

to capture or seize

**catch-up** /kætʃʌp/

*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** /'kɔːʃəs/

*adjective*

attentive to potential problems or dangers

**celebratory** /ˌsɛlɪ'breɪtəri/

*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** /siː iː 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,sɜːf/

*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** /'tʃiːfli/

*adverb*

above all; mainly

**chime** /tʃaɪm/

*noun*

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

**circumstance** /'sɜːkəmstæns/

*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 ,sɜːvənt/

*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,tetə/

*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** /,kən'dʒestəd/

*adjective*

so crowded with traffic



**consent** /kən'sent/*verb*

to give permission for something to happen

**considerably** /kən'sɪdəəbli/*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'bju:fən/*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: prəʊ,græmɪŋ/

*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** /kri:b/*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** /'debri:/*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** /'diːviət/

*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'lʊːtəd/

*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** /'diːvə/

*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** /dræg/

*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** /ɪn'kləʊz/*verb*

to place (something) in an envelope together with a letter

**ENG** /iː en dʒiː/*abbreviation*

Electronic News Gathering

**enhance** /ɪn'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** /ɪ'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** /ɪ'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,strævə'gænzə/

*noun*

an elaborate and spectacular entertainment or production

**exuberant** /ɪg'zuːbərənt/*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 gud/*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** /'freigrəns/

*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'hænd 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 wɪð'aʊt/

*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: eɪtʃ ,di:/

*noun*

a doctorate given as an honour, without the usual requirements or functions

**hospitality** /,hɒsprɪ'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

**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'zain/

*noun*

design related to industry

**inexpensive** /,ɪnɪks'pensɪv/*adjective*

cheap; low-priced

**inexperienced**

/,ɪnɪks'prɪəriənst/

*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** /,ɪntənəʃənəl/*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** /'ɪrətetəd/*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** /,ləndfɪl '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,lam/*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'tɪkjələsli/

*adverb*

very carefully and precisely

**milestone** /'maɪl,stəʊn/

*noun*

(figurative) an action or event

marking a significant change or stage in development

**miscellaneous** /,mɪsə'leɪniəs/

*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** /'mʌŋk,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** /'nəʊməd/

*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** /'naʊədeɪz/

*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'keɪzənəli/

*adverb*

sometimes; from time to time

**on average** /ɒn 'ævərɪdʒ/

*expression*

normally; usually

**originally** /ə'ɹɪdʒɪnəli/*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 ,dra: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,pəɪd/*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** /ˌprəˈməʊʃən/

*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** /ˈpjuːpəl/

*noun*

<sup>1</sup> someone who is being taught, especially a child

<sup>2</sup> the small black round area in the middle of the eye

**Q**

**quake** /ˈkweɪk/

*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** /kwəʊˈtɪdiən/

*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** /ˈrɪləəbəl/

*adjective*

consistently good in quality or performance; able to be trusted

**rely on** /ˌrɪˈlaɪ ɒn/

*phrasal verb*

to depend on

**remarkable** /ˌrɪˈmɑːkəbəl/

*adjective*

worthy of attention; striking

**remedy** /ˈreməˌdi/

*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** /'seɪfɡɑ: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'kjʊərɪti/*noun*

freedom from risk or danger; safety

**separate** /'seprɪt/*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,træk/*noun*

a recording of the musical accompaniment to a movie

**spinning** /'spɪnɪŋ/*adjective*

rotating; revolving; turning around

**spotlight** /'spɒt,lart/*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** /'steɪbəlaɪzɪŋ/

*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** /striːm/

*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** /striːp/

*noun*

a long, narrow piece of cloth, paper, plastic etc.

**subsequent** /ˈsʌbsəkwənt/

*adjective*

coming after something in time; following

**supply** /səˈplaɪ/

*noun*

an amount available or sufficient for a given use; stock

**suspect** /səsˈpekt/

*verb*

to doubt the genuineness or truth of

**sustainable** /səsˈteɪnəbəl/

*adjective*

able to be maintained at a certain rate or level

**swap** /swɒp/

*verb*

to take part in an exchange of

**symbol** /ˈsɪmbəl/

*noun*

a written sign which stands for something else

**symposium** /sɪmˈpəʊziəm/

*noun*

a conference or meeting to discuss a particular subject

**T**

**table** /ˈtæblə/

*noun*

<sup>1</sup> a piece of furniture with a flat top supported by legs

<sup>2</sup> a list of numbers, facts or information arranged in rows and columns

**tackle** /ˈtækəl/

*verb*

to make determined efforts to deal with a problem or difficult task

**take part in** /ˌteɪk ˈpɑːt ɪn/

*phrasal verb*

to participate

**tatters** /ˈtætəz/

*noun* Literature Time

irregularly torn pieces of cloth, paper or other material

**teaching aid** /ˈtiːtʃɪŋ ˌeɪd/

*noun*

materials and equipment used in teaching

**teapot** /ˈtiːpɒt/

*noun*

a pot with a handle, spout and lid, in which tea is brewed and from which it is poured

**telecommunication**

/ˌtelɪkəmjuːnɪˈkeɪʃən/

*noun*

communication over a distance by cable, telegraph, telephone or broadcasting

**teleprinter** /ˈteliˌprɪntə/

*noun*

a device for transmitting and receiving telegraph messages

**teleputer** /ˈteliˌpjʊtə/

*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** /ˈtenʃən/

*noun*

the state of being stretched tight

**theme** /θiːm/

*noun*

a subject of artistic representation

**thriller** /ˈθrɪlə/

*noun*

a novel, play or movie with an exciting plot, typically involving crime

**throughout** /ˌθruːˈaʊt/

*preposition*

all the way through

**tight** /taɪt/

*noun*

unable to move

**toenail** /ˈtəʊneɪl/

*noun*

the nail at the top of each toe

**toothy** /ˈtuːθi/

*adjective*

having or showing large, numerous or prominent teeth

**touching** /ˈtʌtʃɪŋ/

*adjective*

arousing strong feelings of sympathy, appreciation or gratitude

**traditionally** /ˌtrəˈdɪʃənəli/

*adverb*

habitually done, used or found

**transatlantic**

/ˌtrænzətˈlæntɪk/

*adjective*

of, relating to, or situated on the other side of the Atlantic

**transcribe** /ˌtrænsˈkraɪb/

*verb*

to put (thoughts, speech or data) into written or printed form



**transfer** /ˌtrænsˈfɜː/*verb*

to move from one place to another

**transistor** /trænˈzɪstə/*noun*

a portable radio using circuits containing transistors rather than vacuum tubes

**transition** /trænˈzɪʃən/*noun*

the process or a period of changing from one state to another

**trickster** /ˈtrɪkstə/*noun* Literature Time

a person who cheats people

**tryout** /ˈtraɪ.əʊt/*noun*

a test of the potential of someone or something, esp. in the context of entertainment or sports

**tune in** /ˌtjuːnˈɪn/*phrasal verb*

to listen to or watch a particular programme on radio or television

**tune out** /ˌtjuːnˈaʊt/*phrasal verb*

to stop paying attention to something, esp. because one is tired or bored

**turnoff** /ˈtɜːn.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** /ˌʌnˈbeərəbəl/*adjective*

not able to be tolerated

**unison** /ˈjuːnɪsən/*noun*

simultaneous performance of action

**unrivalled** /ˌʌnˈraɪvəld/*adjective*

better than everyone or everything of the same type

**unsung** /ˌʌnˈsʌŋ/*adjective*

not celebrated

**up to scratch** /ˌʌp tə ˈskrætʃ/*expression*

up to standard

**usher** /ˈʌʃə/*noun*

a person who shows people to their seats, esp. in a theatre

**V****vehicle** /ˈviːkəl/*noun*

a thing used for transporting people or goods, esp. on land, such as a car, truck or cart

**vendor** /ˈvendə/*noun*

a person or company offering something for sale, esp. a trader in the street

**venomous** /ˈvenəməs/*adjective*

(figurative) full of hatred or anger

**via** /ˈviə/*preposition*

travelling through (a place) en route to a destination; by way of; by means of

**victory** /ˈvɪktəri/*noun*

an act of defeating an enemy in a battle, game or competition

**video recorder**

/ˈvɪdɪəʊ rɪˌkɔːdə/

*noun*

a device that, when linked to a television set, can be used for recording on and playing videotapes

**visualise** /ˈvɪʒʊəlaɪz/*verb* WB

to imagine

**voice-over** /ˈvɔɪs.əʊvə/*noun*

a piece of narration in a movie or broadcast, not accompanied by an image of the speaker

**vortex** /ˈvɔːteks/*adjective*

(of a mass of wind or water) spinning rapidly and pulling things into the centre

**W****warning** /ˈwɔːnɪŋ/*noun*

a statement or event that indicates a possible danger, problem or unpleasant situation

**wasteful** /ˈweɪstfəl/*adjective*

using or expending something of value carelessly

**watchful** /ˈwɒtʃfəl/*adjective*

watching or observing someone or something closely

**weary** /ˈwɛəri/*adjective*

feeling or showing tiredness

**weaving** /ˈwiːvɪŋ/*noun*

the act of forming fabric by interlacing long threads passing in one direction with others at a right angle to them

**weblog** /ˈwebləɡ/*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** /ˌweldrɪˈzɜːvd/*adjective*

well-earned

**wholeheartedly** /ˌhəʊlˈhɑːtədli/*adverb*

sincerely

**wind up** /ˌwaɪnd ˈʌp/*phrasal verb*

to make a clock or other device operate by turning a key or handle

**window shopping**

/ˈwɪndəʊ ʃɒpɪŋ/

*noun*

looking at merchandise in store windows or showcases without buying anything

**wordsmith** /ˈwɜːdˌsmɪθ/*noun*

a skilled user of words

**worldwide** /ˌwɜːldˈwaɪd/*adjective*

extending or reaching throughout the world

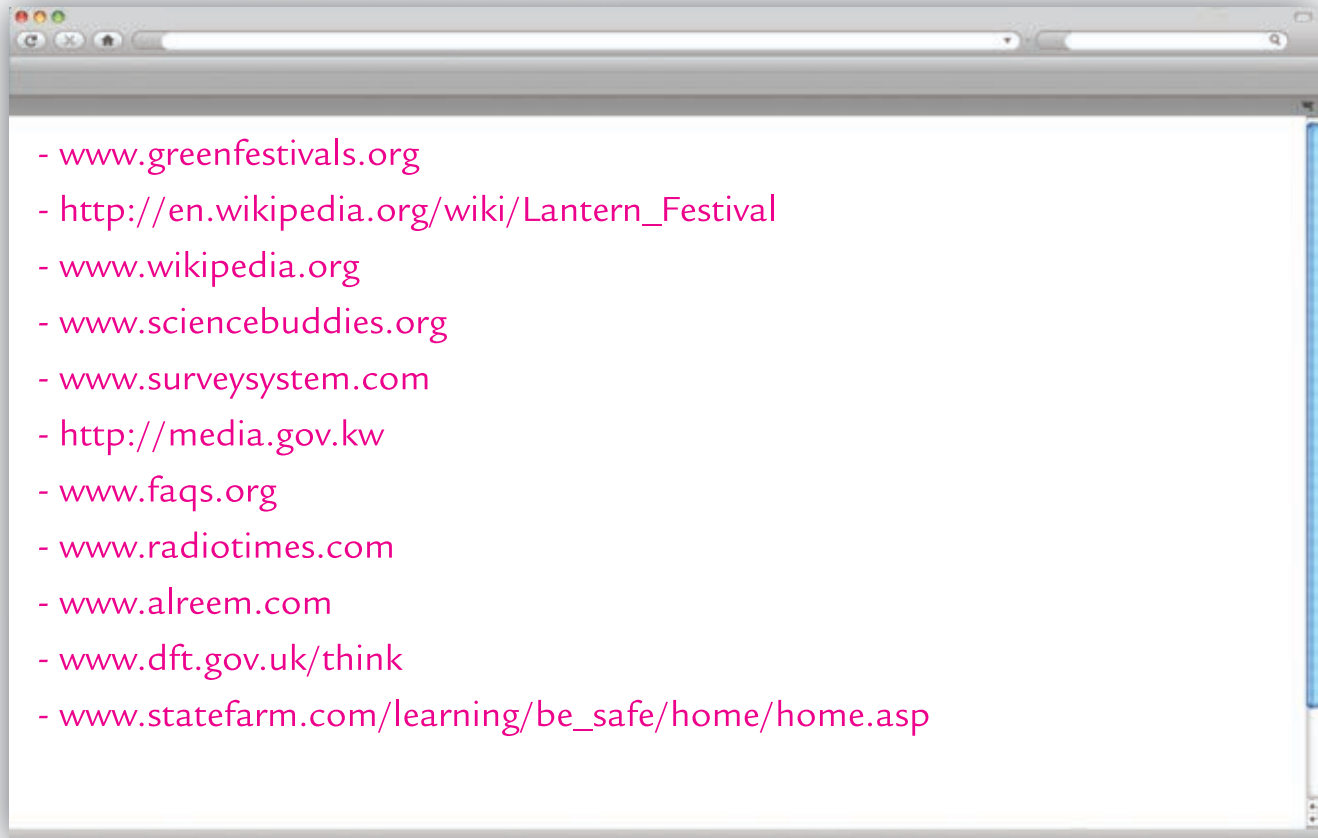
**writer's block** /ˈraɪtəz ˌblɒk/*noun*

the condition of being unable to think of what to write

**Z****zealous** /ˈzeləs/*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<sup>A</sup>



PDF



Evaluation

