

OVER TO YOU

TEACHER'S GUIDE

Grade

11



State of Kuwait
Ministry of Education

OVER TO YOU

Grade 11

Teacher's Guide

Liz Kilbey



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

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First printed in 2009
ISBN:
Deposit no.

Acknowledgement:

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

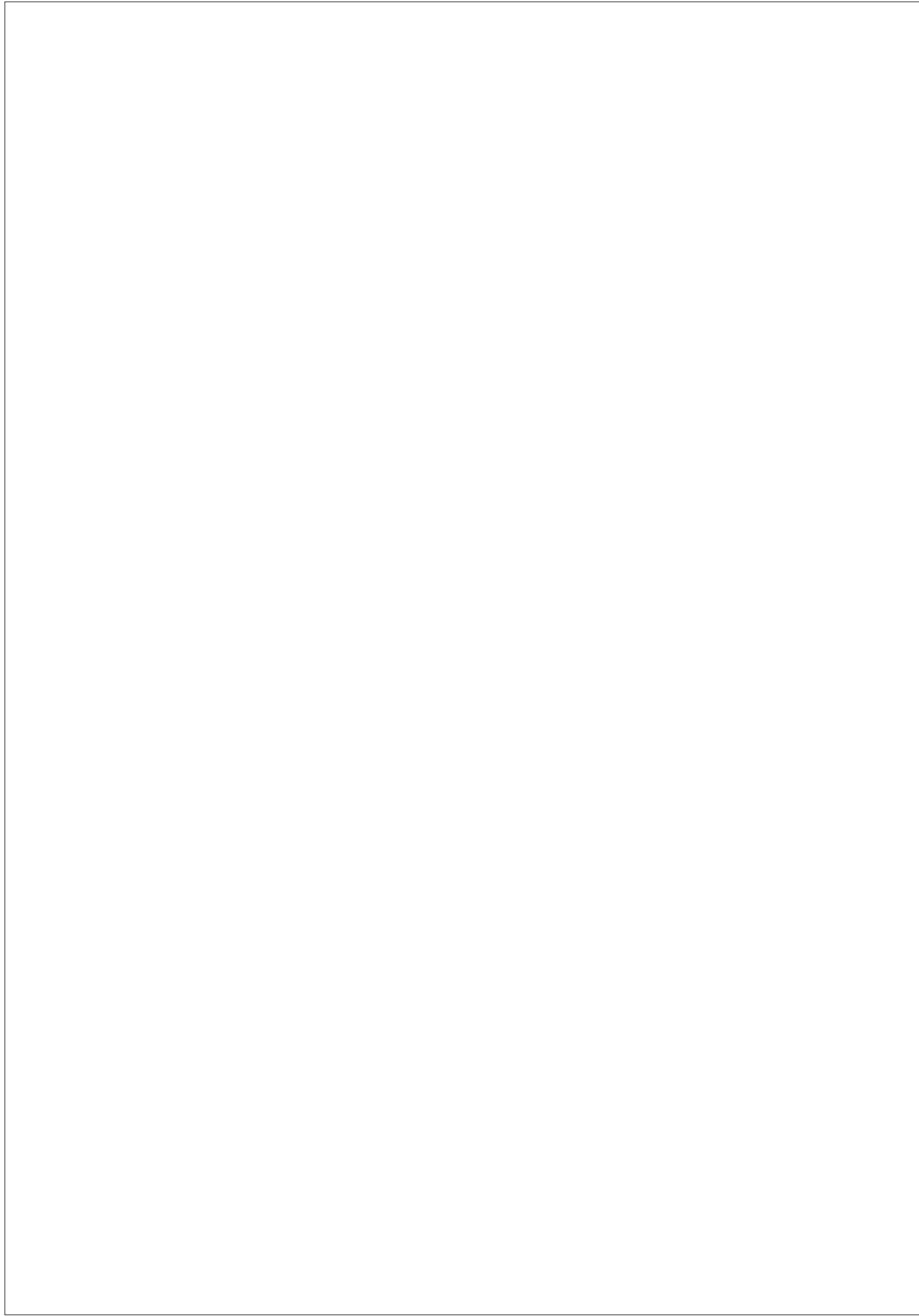
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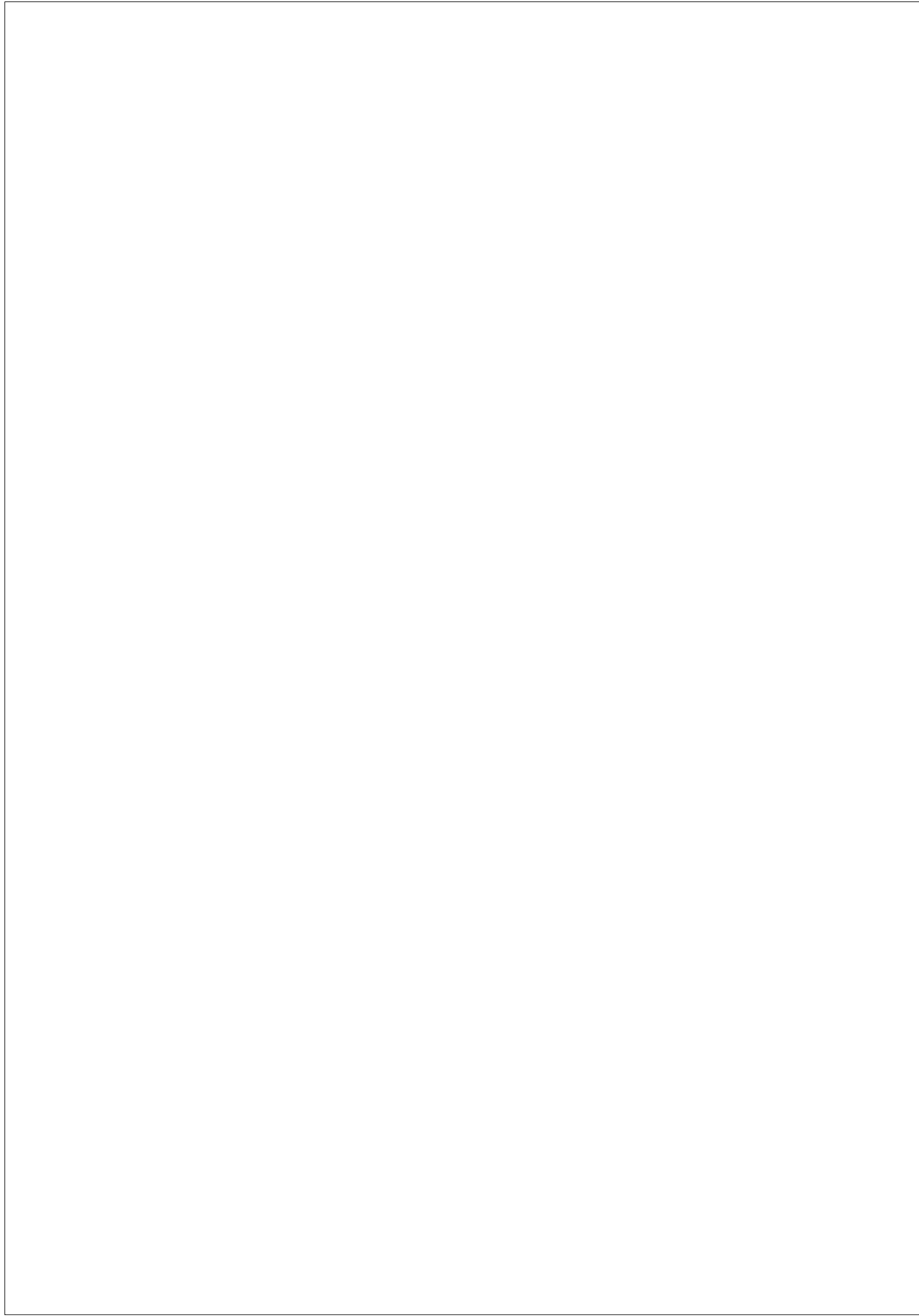
H.H. Sheikh Meshal Al-Ahmad Al-Jaber Al-Sabah
The Amir of the State of Kuwait





سَمُو الشَّيْخِ صَبَّاحُ خَالِدُ الْحَمْدِ الصَّبَّاحُ
وَلِيَّ عَهْدِ دَوْلَةِ الْكُوَيْتِ

H.H. Sheikh Sabah Khaled Al-Hamad Al-Sabah
The Crown Prince of the State of Kuwait



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Content map

Module 1

Unit	Educational Objectives	Grammar	Functions	Vocabulary	Activities
1 Festivals and occasions	Reading skills - Read an article about two festivals - Read a short story - Read a timetable - Read an article about the Cherry Blossom festival in Japan (WB) - Read a description of a five-day trek in Nepal (WB) Listening skills - Listen to descriptions of interesting festival experiences - Listen to a description of the Hajj Speaking skills - Talk about festivals - Talk about the Hajj Writing skills - Write a report about a festival - Write a response to a statement (WB) - Write a festival diary (WB) Cognitive goals - Develop the ability to skim for information - Develop linguistic skills - Develop communication skills - Develop understanding of folklore and cultural traditions - Develop the ability to justify opinions - Develop the ability to discern true from false - Develop definition skills - Develop the ability to discuss and debate Affective goals - Raise awareness of ways of celebrating festivals in Kuwait - Develop imaginative skills - Develop interactive skills - Develop self-confidence - Develop the ability to engage with a topic - Raise awareness of religious experience	Modal verbs [<i>can / could / be able to / manage to</i>] Phrasal verbs with <i>go</i> Intensifiers Phrasal verbs (WB) <i>Could / couldn't; was / wasn't; were / weren't / be able to</i> (WB)	Describe festivals Express opinions Express preferences Express ability Agree / Disagree Share personal experience Agree / Disagree (WB) Apologise (WB) Describe personal experience (WB)	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 unravalled vendor (WB) weaving	Answer questions about festivals Complete a table Read an article about festivals Complete sentences Identify modal verbs Complete a gapfill exercise Find the meanings of phrasal verbs with a glossary / dictionary Fill in a table Pronunciation: Elision Listen to descriptions of festivals Match words and their meanings True or False exercise Discuss festivals and traditional customs in Kuwait Discuss religious occasions Invent a festival or a community celebration Write a report

Content map

Module 1

Unit	Educational Objectives	Grammar	Functions	Vocabulary	Activities
2 Family celebrations	Reading skills - Read a personal account - Read an e-mail - Read an article about baby showers (WB) - Read notes for a talk (WB) Listening skills - Listen to descriptions of family celebrations - Listen to a short talk Speaking skills - Talk about family celebrations - Give a factual talk Writing skills - Write a list - Write an informal invitation - Write an inferred conclusion (WB) - Write notes for a talk (WB) Cognitive goals - Develop semantic skills - Develop analytical skills - Develop critical thinking - Develop linguistic skills - Develop communication skills - Develop decision-making skills - Develop understanding of family celebrations Affective goals - Develop appreciation of family customs and values - Develop a collaborative spirit - Develop the ability to form well-rounded opinions - Develop public speaking skills	Simple past and past perfect [<i>once / when / before / after / by the time</i>] Compound nouns Simple past and past perfect (WB)	Describe customs Describe family celebrations Express opinions Give reasons Describe past experience Invite Make polite requests Sequence information Give/ Ask for information Express preferences (WB) Accept / Reject an invitation (WB) Give information (WB)	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	Describe photographs Listen to a talk about a family celebration Answer questions Put verbs in the correct form Describe a family celebration Underline verbs in a newspaper article Complete a table Complete sentences with explanations Write a list in the past perfect Make new terms by combining words Match words with more than one meaning Pronunciation: Same word– different pronunciation Read an e-mail Make a paragraph plan Write an e-mail Listen to a talk about the Australian Aborigines Research a group of people Give a short talk

Content map

Module 1

Unit	Educational Objectives	Grammar	Functions	Vocabulary	Activities
3 Meeting places	Reading skills - Read a factfile - Read an article about the history of coffee houses - Read an article about tea drinking habits in China (WB) - Read a factfile about tea (WB) - Read descriptions of postcard scenes (WB) Listening skills - Listen to a telephone conversation Speaking skills - Talk about meeting places - Talk about coffee drinking habits - Have a telephone conversation Writing skills - Write a conversation - Write a description of your favourite meeting place - Write a short paragraph giving preference (WB) - Write descriptions of postcard scenes (WB) - Write a persuasive paragraph (WB) Cognitive goals - Develop the skills of comparison and contrast - Develop descriptive skills - Develop the ability to reason - Develop definition skills - Develop the ability to explore a topic from a variety of angles - Develop the ability to discern true from false - Develop knowledge about meeting in coffee houses Affective goals - Develop a collaborative spirit - Develop awareness of meeting places in Kuwait - Develop the ability to form well-rounded opinions - Develop self-confidence - Develop public speaking skills - Develop creative skills	Third conditional Conditionals (WB)	Discuss meeting places Express possibilities Give reasons Express likes and dislikes Make plans Make suggestions Reject a suggestion and give a reason Agree to a suggestion Express preferences (WB) Make plans (WB) Describe a scene (WB) Persuade (WB) Compare and contrast (WB)	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 wear window shopping	Discuss meeting places Read a factfile about the history of coffee Read an article about the history of coffee houses True or False exercise Match words and their meanings Identify conditionals Complete sentences with the correct form of the verb Write conditional sentences to describe photos Find the difference in meanings Pronunciation: Stress in phrases Write a conversation Write a paragraph about a meeting place Listen to a telephone conversation Roleplay a telephone conversation Focus on Reading: Meeting Friends in Kuwait Punctuation: the use of commas after adverbs and conjunctions Project: Creating a festival leaflet

Content map

Module 2

Unit	Educational Objectives	Grammar	Functions	Vocabulary	Activities
4 Communicating	Reading skills - Read an article about effective listening - Read a formal letter of application - Read an article about how the Internet is used by postal services in India (WB) - Read a formal letter of application and its reply (WB) Listening skills - Listen to a talk about the barriers to effective communication Speaking skills - Talk about characteristics of a good listener - Talk about means of communication - Discuss instructions for a digital camera Writing skills - Write an application form - Write a letter of application to a university - Fill in an application form (WB) Cognitive goals - Develop the skills of comparison and contrast - Develop linguistic skills - Develop knowledge and understanding of forms of communication - Develop semantic skills - Develop an analytical approach to problem solving - Develop communication skills Affective goals - Develop a collaborative spirit - Develop awareness of communication - Develop imaginative skills	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 Countable and uncountable nouns (WB) Correlative conjunctions [<i>both ... and / either ... or / neither ... nor</i>] (WB)	Describe characteristics Express opinions Give reasons Compare and contrast State advantages and disadvantages Give instructions Plan Give information Explain choices Express gratitude Give reasons (WB) Apologise (WB) Express gratitude (WB)	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)	Talk about characteristics of a good listener Read a text about the skills of effective listening Listen to a talk about the barriers to communication Complete sentences with the proper adjective Identify definite and indefinite articles Add the correct correlative conjunction Discuss the advantages and disadvantages of different means of communication Match quantity words Identify uses of <i>the</i> Pronunciation: Stress in verb / noun words Read a formal letter of application Fill in an application form Plan and write a letter of application

Content map

Module 2

Unit	Educational Objectives	Grammar	Functions	Vocabulary	Activities
5 Writing	Reading skills - Read an article about the history of writing - Read an article about the history of ballpoint pens (WB) - Read an interview with a professional swimmer (WB) Listening skills - Listen to an article about the history of writing - Listen to an interview with a Kuwaiti poet Speaking skills - Talk about writing in different languages - Talk about the history of writing - Give / conduct an interview Writing skills - Write an essay about languages - Write a summary of the meaning of a quote (WB) - Write interview questions (WB) - Write interview responses (WB) Cognitive goals - Develop predictive skills - Develop knowledge about writing systems - Develop the skills of comparison and contrast - Develop semantic skills - Develop knowledge and understanding of history of writing - Develop skills of definition - Develop linguistic skills - Develop communication skills Affective goals - Develop a collaborative spirit - Develop awareness of different types of writing - Develop self-confidence - Develop appreciation of a Kuwaiti figure - Develop interactive skills - Develop the ability to engage in a topic	Present perfect simple and continuous <i>for / since</i>	Express difficulties Predict Describe past and present experience Give reasons Express opinions about languages Discuss the history of writing Identify types of writing Introduce a subject Conduct an interview Describe past experience (WB) Conduct an interview (WB)	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	Match writings with names of countries Read and listen to an article Complete sentence beginnings with their correct endings Complete sentences by choosing the right verb form and <i>for</i> or <i>since</i> Complete sentences so that they are true for the students Match adjectives and their opposite Pronunciation: Stress in phrasal verbs and in compound nouns Distinguish between various types of written alphabets Write an essay Match words with their meanings Write dates and numbers in words Listen to an interview Complete questions from an interview Prepare and conduct an interview

Content map

Module 2

Unit	Educational Objectives	Grammar	Functions	Vocabulary	Activities
6 On the phone	Reading skills - Read an article about using mobile phones - Read a factfile - Read a table about old mobile phones (WB) - Read a paragraph of rewritten tabular information (WB) - Read a conversation about advantages and disadvantages of mobile phones (WB)	Question tags Imperatives Question tags (WB) Negation (WB)	Discuss uses of mobile phones Give reasons State advantages and disadvantages Share personal experience Plan Give instructions Make requests (WB) Apologise (WB) Argue (WB) State advantages and disadvantages (WB)	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	Discuss photos in pairs Talk about the most common uses of mobile phones Answer a questionnaire True or False exercise Match conversational expressions with their meanings Identify question tags Write question tags Choose the correct verb form Fill in spaces with appropriate words Match sentence beginnings and endings Pronunciation: Intonation in question tags Listen to and read instructions Match headings to their instructions Plan a set of instructions Write a set of instructions
	Listening skills - Listen to conversations about using mobile phones - Listen to instructions for using a mobile phone Speaking skills - Talk about different uses for mobile phones - Make a dialogue with question tags Writing skills - Write instructions for sending a text message - Write tabular information as a paragraph (WB) - Write an argumentative article (WB) Cognitive goals - Develop semantic skills - Develop linguistic skills - Develop the ability to give advice - Develop taxonomic skills - Develop knowledge and understanding of mobile phones Affective goals - Develop interactive skills - Develop communication skills - Develop self-report - Develop self-evaluation - Develop the ability to engage in a survey				Focus on Reading: Sheikha Suad Mohammed Al-Sabah Grammar: metaphors and similes Project: Conducting an English language survey

Content map

Module 3

Unit	Educational Objectives	Grammar	Functions	Vocabulary	Activities
7 Broadcasting	Reading skills - Read an article about the history of broadcasting - Read an article about the power of the media (WB) - Read a description of a digital camera (WB) Speaking skills - Talk about broadcasting - Talk about sport on television - Present a short talk about modern electronics Writing skills - Write an essay about the advantages and disadvantages of radio and TV - Write a brief history of a radio station - Write a description of an electronic device (WB) Cognitive goals - Develop the skills of comparison and contrast - Develop knowledge about broadcasting - Develop linguistic skills - Develop guessing skills - Develop inferential skills - Develop the ability to advise - Develop definition skills - Develop public speaking skills Affective goals - Develop a collaborative spirit - Develop awareness of broadcasting issues - Develop self-confidence to give opinion - Develop interactive skills	Relative clauses (defining and non-defining) Prefixes Compound nouns (WB) Relative pronouns (WB) Relative clauses (WB)	Guess Express likes and dislikes State advantages and disadvantages Talk about effects Express opinions Give reasons Persuade Disagree Talk about effects (WB) Predict (WB) Express opinions (WB) Describe a device (WB)	adversely (WB) bring about broadcast collectively consume dedication (WB) demonstrate deterrent (WB) digital disappointing dispatch electronic device electronics entertainment evolve film industry glorify (WB) half innumerable (WB) invention potential prominent rank remote (WB) resident reveal set station telecommunication teleprinter tension transatlantic transistor victory video recorder zealous	Guess the names and dates of broadcasting equipment Read about the history of broadcasting Complete sentences with the correct word Identify relative clauses Discuss questions in pairs Make compound nouns Pronunciation: Strong and weak stresses Complete a table Write an essay about the advantages and disadvantages of the radio Write a brief history of a radio station Compare modern electronics Prepare a short talk about electronic devices

Content map

Module 3

Unit	Educational Objectives	Grammar	Functions	Vocabulary	Activities
8 Television watching habits	Reading skills - Read a text about TV guidelines for teens - Read a TV schedule - Read an article about educational television programmes (WB) - Read reviews of television programmes (WB)	Reported speech: Infinitives with <i>to [advise, like, prefer, tell, want]</i>	Describe personal experience	accuracy (WB)	Discuss a factfile
	Listening skills Listen to interviews about television watching habits	Phrasal verbs with <i>get</i>	Compare information	age-appropriate channel-surf comedy convict	Discuss questions about TV watching habits
	Speaking skills - Discuss results of a survey - Conduct a survey - Talk about television watching habits - Discuss TV programmes - Talk about a TV schedule	Indefinite pronouns	Express criticism	core programming (WB)	Listen to interviews about TV watching habits
	Writing skills - Write a TV schedule - Write about the importance of educational programmes on television (WB) - Write a review of a television programme (WB)	Phrasal verbs with <i>get</i> (WB)	Express opinions (agreement / disagreement)	equestrian evidence fractional (WB) get behind with get down to get on get over get through inactivity mentally miss out on newcomer news team occasionally on average (WB) primarily (WB) prime time (WB) promote prosecution provoke record staggering (WB) teaching aid (WB) thriller tune in tune out visualise (WB)	Match words with their meanings
	Cognitive goals - Develop guessing skills - Develop the skills of comparison and contrast - Develop linguistic skills - Develop knowledge about watching TV - Develop decision-making skills - Develop the ability to justify opinions - Develop the ability to organise information logically - Develop taxonomic skills - Develop definition skills - Enhance the ability to express well-articulated opinions	Reported speech: Infinitives with <i>to [advise, like, prefer, tell, want]</i> (WB)	Report what people say		Read about TV guidelines for teens
	Affective goals - Develop a collaborative spirit - Develop interactive skills - Develop awareness of TV watching habits - Develop ability to engage in a topic		Give advice		Underline and identify verb forms
			Guess / predict		Report what people say
			Give reasons to support choices		Match phrasal verbs with their meanings
			Plan		Complete sentences with the correct word
			Present information		Pronunciation: Identify how many words you hear
			Report what people say (WB)		Answer questions about a TV schedule
			Giving reasons (WB)		Plan a TV schedule
			Giving examples (WB)		Write a list
					Take notes
					Write a TV schedule

Content map

Module 3

Unit	Educational Objectives	Grammar	Functions	Vocabulary	Activities
9 Uses of cameras	Reading skills - Read an article about video cameras - Read an article about film reviews (WB) - Read a film review (WB) Listening skills - Listen to a newspaper article about the Gulf Film Festival Speaking skills - Talk about types of video cameras - Conduct a debate about the influences of television Writing skills - Write about the uses of video cameras - Write a description of a new TV camera - Rewrite a paragraph in the passive (WB) - Write a film review (WB) Cognitive goals - Develop knowledge of how to use cameras - Develop the skills of comparison and contrast - Develop linguistic skills - Develop taxonomic skills - Develop the ability to persuade - Develop organisational skills - Develop analytical and critical skills - Develop creative skills - Develop awareness of different kinds of cameras Affective goals - Develop a collaborative spirit - Develop interactive skills - Develop the ability to engage in a topic - Develop self-confidence	Passive verbs Collective and compound nouns Passive verbs (WB) Prepositions of time and place (Focus on)	Discuss uses of cameras Give reasons State advantages and disadvantages Express opinions Agree Disagree Compare and contrast (WB) Agree / disagree (WB) Express criticism (WB)	anticipation (WB) amicably audience basically beckon away bring up capability cast (WB) catch category characterise cityscape commentator congested consumer court ENG everyone's a critic (WB) feature fundamentally high-end hydraulic inexpensive motion picture nowadays pedestal period drama producer screen soundtrack (WB) spotlight sprawling stabilising up to scratch (WB) voice-over wholeheartedly	Match photographs with the names of cameras Answer Reading Comprehension questions Underline passive verbs Rewrite sentences in active form Write passive sentences Match words with their meanings Complete the sentences with the proper word Pronunciation: Stress in compound nouns Match words from two lists to form a compound noun Invent a new type of TV camera Identify the uses of television Make notes about positive and negative influences Debate a statement in groups Focus on Reading: <i>Kuwait Times</i> and Yousuf Saleh Alyan Grammar: prepositions of time and place Project: Designing a new TV channel

Content map

Module 4

Unit	Educational Objectives	Grammar	Functions	Vocabulary	Activities
10 Accidents	Reading skills - Read an article about innovations that keep us secure - Read three short news stories - Read an article about road accidents (WB) - Read an eyewitness account (WB) Listening skills - Listen to an article about innovations that keep us secure - Listen to a description of an accident scene Speaking skills - Talk about safety equipment - Talk about an accident from personal experience - Roleplay a telephone call to the emergency services - Describe an accident scene Writing skills - Write a description of a car accident - Write a description from a different perspective (WB) - Write an eyewitness account (WB) Cognitive goals - Develop definition skills - Develop the ability to organise information logically - Develop knowledge and understanding of safety inventions - Develop ability to give advice - Develop communication skills - Develop the ability to describe a scene Affective goals - Raise awareness of safety rules - Develop interactive skills - Develop imaginative skills	<i>should / shouldn't have</i> Suffixes Suffixes (WB) <i>should / shouldn't have</i> (WB)	Describe safety equipment Express opinions Describe personal experience Give advice Express criticism Ask for help Giving explanations Describe a scene Guess Agree / disagree (WB) Give advice (WB) Describe personal experience (WB)	acquainted with attached automatically bias (WB) cautious CEO cloth collide collision (WB) confidential considerably (WB) cushion daydream decelerate detect deviate diluted disregard drag emergency services falsehood feasible fire drill foolproof (WB) fundamental inexperienced inflate intentional monkfish object over the moon overcome perseverance plug restraint retain (WB) safeguard securely shred skid (WB) slam into strain strip toothy unsung vehicle venomous warning watchful wed	Guess and match pictures to their definitions Discuss safety innovations Complete sentences with details from the text Find synonyms using a glossary / dictionary Text referencing exercise Identify the use of <i>should</i> and <i>shouldn't have</i> Read three news stories about accidents Talk about personal accidents Identify word endings Roleplay a telephone call to the emergency services Pronunciation: Identifying word stress Listen to a description of a scene Describe an accident scene Write a paragraph

Content map

Module 4

Unit	Educational Objectives	Grammar	Functions	Vocabulary	Activities
11 The planet in danger	Reading skills	Stative vs. dynamic verbs	Express worries	amend	Match photos with natural disasters
	• Read a text about Kuwait Bay	Compound nouns	Compare	anxiety	Complete a table
	• Read an open letter		Suggest solutions	appraise	Listen to types of environmental damage
	• Read an article about endangered animals (WB)	Dynamic verbs (WB)	Predict	aquaculture	Complete a gapfill exercise
	• Read an open letter about endangered animals (WB)		Give advice	chiefly	Answer Reading Comprehension questions
	Listening skills	Stative verbs (WB)	Describe events or situations	confront	Make a list of verbs
	• Listen to an interview with four teenagers about environmental damage	Connectors (WB)	Guess	consent	Distinguish between stative and dynamic verbs
	Speaking skills		Express opinions	contradict	Match words to form compound nouns
	• Talk about environmental damage		Suggest and warn	deforestation	Pronunciation: Identify stress patterns
	• Talk about global warming		Give reasons (WB)	dread	Read an open letter
	• Talk about deforestation		Make requests (WB)	dump	List types of pollution and suggest ways to solve them
	Writing skills		Ask for help (WB)	ecological	Write an open letter
	• Write an open letter			exhaust pipe	
	• Write an open letter asking for donations (WB)			fell	
	Cognitive goals			fund	
	• Develop predictive skills			hybrid (WB)	
	• Develop the skills of comparison and contrast			international	
	• Develop inferential skills			joint	
	• Develop linguistic skills			kidnap (WB)	
	• Develop definition skills			landfill site	
	• Develop analytic skills			latter (WB)	
	• Develop knowledge and understanding of different kinds of environmental problems			marine	
	• Enhance the ability to express well-articulated opinions			nominal (WB)	
	Affective goals			overall	
	• Develop a collaborative spirit			partnership	
	• Raise awareness of the importance of nature			plight	
	• Develop empathy with nature			recreation	
	• Develop ability to engage in a topic			red tide	
				smokestack	
				sting	
				suspect	
				sustainable	
				symposium	
				tackle	
				toenail (WB)	
				tusk (WB)	
				unbearable	
				worldwide	

Content map

Module 4

Unit	Educational Objectives	Grammar	Functions	Vocabulary	Activities
12 The power of nature	Reading skills - Read an article about natural threats and calamities - Read a scenario - Read an article about tornadoes (WB) - Read a poster about recycling (WB) Listening skills - Listen to three possible ways of solving a problem Speaking skills - Discuss natural threats - Talk about water flow - Talk about ways of preventing disasters - Discuss the remarkable power of nature - Perform a role-play Writing skills - Rewrite a short story - Write an account of a tempest - Write a paragraph about protection against tornadoes (WB) - Rewrite a poster to make it more direct (WB) - Write a poster about saving energy (WB) Cognitive goals - Develop predictive skills - Develop advanced linguistic skills - Develop knowledge and understanding of the power of nature - Develop definition skills - Develop the ability to describe a scene - Develop evaluative skills - Develop critical skills Affective goals - Develop a collaborative spirit - Develop interactive skills - Develop a sense of responsibility for one's own actions - Develop creative skills - Develop ability to associate with a character	Reported speech Reported speech (WB) Phrasal verbs (WB)	Discuss natural threats Suggest solutions Report what people say Describe processes Describe personal experience Give reasons Give examples State advantages and disadvantages Express opinions Predict Agree / Disagree (WB) Report what people say (WB) Make suggestions (WB)	absolutely accumulate alongside announce calamity come in costly dam demanding expert flare up go out impractical intensity (WB) lessen lethal (WB) mansion map out moist (WB) mullet overflow perilously previous prohibit prolonged propose pros and cons quake regularly remarkable remedy shortage spinning (WB) standard storm cellar (WB) supply turnoff vortex (WB) wasteful	Match headlines to photos Discuss natural threats in Kuwait Match paragraphs to headings Read an article Reading comprehension Report speech Rewrite a story Complete sentences using a diagram Distinguish between <i>high</i> and <i>tall</i> Pronunciation: Phrasal verbs vs. compound nouns Match verbs with their correct meanings Write sentences Discuss the power of nature Write an account of a tempest Read a scenario Listen to possible ways of solving a problem Discuss advantages and disadvantages Roleplay a problem solving situation Focus on Reading: Sheikh Sabah Al-Ahmed Nature Reserve Grammar: the passive Project: Creating guidelines for making the world safer

Introduction

Over To You is an English course for Secondary level students in Kuwait. This level is for Grade 11. Each level of *Over To You* includes a Student's Book, two CDs with listening material, a Workbook and a Teacher's Guide. These materials are based on the Kuwaiti Ministry of Education's English Language curriculum. The *Over To You* materials approach language skills in an integrated way in terms of tasks and activities for both learners and teachers. Therefore the outcomes appearing at the beginning of each module harmonise with and are relevant to the integrity of language skills and promote interactivity between learners and teachers.

The units of *Over To You* 10, 11 and 12 are internally structured in a way that is considerably flexible and varied. By Grade 10, students should have developed sufficient fluency and confidence in spoken English to be able to handle more demanding and realistic situations, in which the outcome may be open-ended or unpredictable. This is one reason why there is more group work and discussion in *Over To You* than in earlier levels. Besides the passages as the source of language practice (grammar, vocabulary, functions), we have a wide variety of stimuli, such as pictures and graphic organisers. These provide opportunities for discussion (often under the heading, 'Think and speak') and the chance to practise higher-order thinking skills, such as analysis, synthesis and evaluation.

Students at Grade 10 and above should also now have a broader cognitive grasp and should be able to handle less rigidly structured situations than in earlier grades. They are now almost young adults who need the opportunity to test out opinions and ideas of their own. With increasing competence and self-assurance in their productive use of English, they are encouraged through the *Over To You* course to take on greater responsibility for their own learning and to collaborate and cooperate with fellow learners more effectively than could be expected of students in earlier grades.

I What the Course Provides

Over To You provides a wide range of regional and international topic-based content and the latest in methodology, designed to appeal to the educational needs and interests of Grade 11 students in Kuwait.

A Language

Over To You has a comprehensive language syllabus, presenting and reviewing contextualised grammar and providing systematic practice.

B Skills

The skills syllabus provides regular, carefully-staged practice in reading, listening, speaking and writing, where the emphasis is on practice and production of language. There are also plenty of opportunities for students to develop critical thinking skills and express their own opinions throughout every unit, and especially in the project at the end of each module.

C Quotations

The course also builds on and broadens students' general knowledge, through text-based work within the topics, and vocabulary development. The Quote boxes provide interesting viewpoints which students can discuss, collect and add to. You may wish students to discuss the quotations with one another in pairs or small groups before you take feedback from the whole class.

D Projects

There are four projects in the Student's Book, one at the end of each module. The project requires the application of various skills students have acquired in that module.

E Extra Listening

At the end of the Teacher's Guide, there is Extra Listening Material related to the modules. There are also two extra listening activities independent of the modules which students may use for further practice.

F Culture / Literature

Culture is an important part of the thematic input in *Over To You*, and builds students' knowledge of national and international culture, past and present. Numerous reading passages, activities and exercises deal with specifically Kuwaiti themes. To take one example, Module 1, Project, in the Student's Book, includes a reading passage, followed by an opportunity for students to create their own leaflet. Furthermore, at the end of the Student's Book, there is a *Literature Time* segment consisting of two stories, *The Adventures of Huckleberry Finn* and *David Copperfield*, each in six episodes.

G Reference material

1 Grammar / Irregular verbs file

There is a grammar reference section: Grammar file, at the back of the Student's Book, linked to each unit, to provide support and extra information for teachers and students. It can be used during a grammar lesson if students encounter difficulty or need extra examples, or can be reviewed later – when preparing for a test, for example. The forms of each structure are clearly presented, and each grammar point is illustrated by relevant examples.

2 Function File

This lists the functions in every unit.

3 Glossary

There is also a Glossary at the back of the Student's Book which includes all the vocabulary used throughout Grade 11.

Vocabulary items also feature in the Words to Remember boxes that are distributed throughout the lessons. The Glossary can be used to increase awareness and support vocabulary development and dictionary work. Teachers may like to use these as spot checks on particular words, or as quick spelling competitions at the beginning or end of a class.

4 Self-assessment Answer Key

Students can refer to the answers of the Self-assessment tasks found at the end of the Workbook.

5 Websites

A list of websites is provided to help students in some tasks where they have to do research and obtain some specific information. This is found in the Teacher's Guide and the Student's Book.

H Pronunciation

Over To You also includes regular Pronunciation sections which provide practice and guidance in areas of difficulty for Arabic speakers. There are many difficult sounds and sound combinations in English. Students will have discovered that some of the sounds that are new for them in English may be difficult to produce and recognise. They

also need to know about word and sentence stress and intonation, and how important they are for understanding and communicating. *Over To You* contains useful contrasts in stress, intonation and meaning which are easily confused by Arabic speakers, as well as suggestions in the teacher's notes about helping students to recognise and produce the most accurate sounds they can. The pronunciation activities use words taken from the unit wherever possible. The CDs include listening material that deals with pronunciation.

II Components

A The Student's Book

The Student's Book is divided into four modules, each focusing on a particular topic. Each module consists of three units and nine lessons which develop the topic in different ways; for example:

Module 2 – Communication

- 1 Communicating (Communication breakdown)
- 2 Writing (The history of writing)
- 3 On the phone (Using mobile phones)

At the end of each module, there is a project that is related to the topic of the module. Here, the students put into practice what they have learned. At the end of the book, there is a *Literature Time* section, which consists of two stories. This is followed by a Grammar File, Function File, Irregular Verbs List, a glossary of vocabulary words and websites.

B Workbook

The Workbook is closely interlinked with the Student's Book and is designed to be used in class to provide both extra practice of the language and skills covered in the Student's Book, as well as extension work to develop topic and language areas. In each unit of the Workbook, Lesson 3 consists of a reading exercise, while Lesson 6 is devoted to Language Practice, and includes punctuation exercises that do not appear in the Student's Book. Lesson 9 provides students with a Writing activity. In general, the Workbook closely mirrors the grammar and vocabulary of the Student's Book, while providing variety and additional stimuli. There are also four regular Progress Tests in the Workbook. Each is at the end of every module. Each test has a 'Reading', 'Language Practice' and 'Writing' part. These serve as self-assessment procedures.

In the Workbook, there are Grammar Assistant Boxes that provide rules of grammar. Some exercises in every module are for self-assessment, where students can assess their own performance in the task by referring to the answer key found at the end of the book.

'Over to you' is a post-reading activity in which students can express their own opinion and further extend the topic discussed in the reading.

C Teacher's Guide

The Teacher's Guide provides comprehensive guidance notes for teachers to present the lessons and full answer keys at the end of each module. It also provides complete listening scripts for listening material, extra listening and a Workbook answer key at the back.

D Audio Material

The CDs contain the listening texts, stories and pronunciation exercises of each unit. Full scripts of listening texts and extra listening texts are found at the end of the Teacher's Guide.

III The Role of the Student's Book and the Workbook

The Workbook is designed to be written in and should be used to complement the Student's Book. It follows and exploits what is in the Student's Book, and is either used for a whole lesson or for extra work or homework. However, it is very important that the teacher regularly checks the Workbook.

Generally, the Student's Book is not designed to be written in. So every student needs a notebook for writing exercises when required, and for recording what they learn in class, especially new vocabulary. When given space, students will need to write in the Student's Book.

IV Background to Language Teaching Theories

Over To You follows an integrated approach to language teaching, which balances structural and communicative methods in order to help learners achieve both fluency and accuracy. This approach aims not only to present and practise new linguistic items, but also to provide communicative activities to reinforce them. Teachers using this approach will teach students the grammatical structures that they need to know so that they are able to accomplish communication tasks both fluently and accurately.

To understand how this integrated approach works, here is a brief summary of the background to the theories of the nature of language and language learning over the past few decades. They all originated as ESL (English as a second language) approaches but are now adapted for EFL (English as a foreign language) contexts. So the two terms may here be used interchangeably.

A The Structural Approach

The structural approach views language as a system of grammatical patterns that can be learned. It was believed that structural pattern practice, or drills, guaranteed accuracy. Once these patterns were learned, students would know how to manipulate a new language 'correctly'. The language learner was expected to proceed from controlled to guided practice, and only later to free expression.

B The Natural Approach

The 'Natural Approach' was developed by Stephen Krashen and Tracy Terrell, based on Krashen's theories about second language acquisition, in the early 1980s. The approach had a lot in common with Asher's Total Physical Response method in terms of advocating the need for a 'silent phase', waiting for spoken production to 'emerge' of its own accord, and emphasising the need to make learners as relaxed as possible during the learning process. Some important underlying principles are that there should be a lot of language 'acquisition' as opposed to language 'processing', and there needs to be a considerable amount of 'comprehensible input' from the teacher. According to this approach, meaning, as opposed to grammatical structure, is considered the essential feature of language.

As part of the Natural Approach, students listen to the teacher using the target language communicatively from the very beginning. Students are allowed to use their native language alongside the target language as part of the language learning process. In the early stages, students are not corrected during oral production, as the teacher is focusing on meaning rather than form (unless the error is so drastic that it actually hinders meaning). Communicative tasks prevail throughout a language course employing the Natural Approach, focusing on a wide range of activities that includes games, role-plays, dialogues, group work and discussions. There are three generic stages identified in the approach: (1) Preproduction – developing

listening skills; (2) Early Production – struggling with the language and making many errors, which are corrected based on content and not structure; (3) Extended Production – promoting fluency through a variety of more challenging activities.

C The Communicative Approach

The ‘methods’ described above are symbolic of the progress achieved in foreign language teaching ideology during the latter part of the last century. These were methods that came and went, influenced or gave birth to new methods – in a cycle that could only be described as ‘competition among rival methods’ or ‘passing fads’ in the theory underlying foreign language teaching. Finally, by the mid-eighties or so, the industry was maturing and moving towards the concept of a broad ‘approach’ to language teaching that encompassed various methods, motivations for learning English, types of teachers and the needs of students themselves. It would be fair to say that if there is any one ‘umbrella’ approach to language teaching that has become the accepted ‘norm’ in this field, it would have to be the Communicative Language Teaching Approach. This is also known as CLT.

The Communicative approach does a lot more to achieve the goal of creating ‘communicative competence’ than earlier methods that professed the same objective. Teaching students how to use the language is considered to be at least as important as learning the language itself.

Beyond grammatical discourse elements in communication, the approach probes the nature of the social, cultural and pragmatic features of language. It explores pedagogical means for real-life communication in the classroom. We are trying to get our learners to develop linguistic fluency, not just the accuracy that has so consumed our historical journey. We are equipping our students with tools for generating unrehearsed language performance ‘out there’ when they leave the womb of our classrooms. We are concerned with how to facilitate lifelong language learning among our students, not just with the immediate classroom task. We are looking at learners as partners in a cooperative venture. And our classroom practices seek to draw on whatever intrinsically sparks learners to reach their fullest potential.

The communicative approach suggests that people take on many roles in different speech situations and that structural pattern practice does not always provide for this. Students should be able to ask questions, give directions, describe things, express emotions and to vary the register of their speech. They also need to learn how to respond appropriately to others. If students do not learn in an environment in which all these speech situations arise, they will not master important areas of the language. In the communicative approach, learners do not study the language as an object, but rather use it as a tool to communicate their own messages in a purposeful manner. They learn the language itself through learning how to communicate in it – in much the same way as children acquire their mother tongue.

Communicative Language Teaching (CLT) has three types: the ‘traditional’ approach, which makes use of pure communicative methods through communicative situations only; the ‘strong’ approach, which implements minor structural methods together with the communicative approach; and what is called ‘weak’ communicative language teaching, which uses a combination of CLT methods together with the traditional structural approach. It is still the subject of debate as to whether fluency or accuracy is more important. If accuracy is seen as the priority, learners are offered a model of perfection (i.e. that of a native speaker) which they can try to copy but which, at the same time, includes the possibility of failure. It is this fear of failure that dominates many classrooms. If fluency and communication are the aims, the possibility of self-expression is then created whereby learners

feel that they can express themselves without fear of critical reaction.

Teachers who use the traditional structural approach are not supposed to explain the grammatical structures. While this approach attempts to develop implicit learning, it nevertheless still emphasises accuracy over fluency. The communicative approach stresses implicit and unconscious learning activities without explicit instruction of the structures. This implies stressing fluency over accuracy. In other words, semantic accuracy is emphasised more than syntactic accuracy.

It is important to stress that each of these methods only addresses a part of what is needed to ensure that language acquisition takes place with ease and facility.

D The Process-oriented method

Process-oriented theories are concerned with how the mind processes new information, such as induction, inference-making, hypothesis testing and generalisation. The orientation towards processes encourages us to facilitate learner choice and individual development. However, it is challenged by the current educational climate, which prioritises accountability and assessment. In this situation, a new perspective on process orientation has emerged. This perspective focuses not on the processes which occur as part of learning but on the processes which are the intended outcomes of this learning. Discrete features of the communication and learning processes become pre-specified ‘learning outcomes’, which are to be observed and assessed. Outcomes-based education is promoted as a means of empowering learners with the knowledge and skills required for living. However, it is also a powerful instrument for effecting compliance with centralised conceptions of education and can minimise the voices of learners and teachers in the process of education.

E The Task-based method

In Task-based methods or experiential learning, appropriate contexts are provided for developing thinking and study skills as well as language and academic concepts for students of different levels of language proficiency. Students learn by carrying out specific tasks. A task refers to a range of work plans that have the overall purpose of facilitating language learning, for example, “doing science” and not just reading about it. In tasks, meaning is primary. There is a real-world context that includes a communication problem that requires resolution. Task completion is prioritised and assessed in terms of achieved learner outcomes. The teacher can utilise naturally occurring situations during instruction to focus on form, as opposed to creating an artificial focus. Tasks involving interaction promote negotiation of meaning, allowing for a focus on form with real-time feedback.

F The Content-based method

Content-based language instruction (CBI) is a method that integrates EFL instruction with school academic content or subject matter instruction to maximise learners’ exposure to the second language. The technique focuses not only on learning a second language, but using that language as a medium to learn mathematics, science, social studies, or other academic subjects. One of the reasons for the increasing interest among educators in developing content-based language instruction is Krashen’s theory that language acquisition is based on input that is meaningful and understandable to the learner. Parallels drawn between first and second language acquisition suggest that the kinds of input that children get from their carers should serve as a model for teachers in the input they provide to second language learners, regardless of

age. Input must be comprehensible to the learner and be offered in such a way as to allow multiple opportunities to understand and use the language.

Moreover, students develop two types of language proficiency: basic interpersonal language skills and cognitive academic language proficiency. These two types of proficiency vary according to the degree of context available to the individual and the degree of cognitive challenge of the task.

G An Integrated Approach

To ensure that students use English both fluently and accurately, the *Over To You* programme has been designed according to an integrated approach using a combination of traditional, structural and communicative approaches. Many integrated approaches have been discussed in various texts and articles. Their purpose is to preserve the accuracy of the analytical methods of a traditional approach while still making use of authentic communicative activities for the students.

It is important to understand that the main thrust of an integrated approach is still communicative, which means that it is of prime importance to provide students with authentic opportunities for communication and continuous practice in order to gain fluency. Traditional structural methods are integrated primarily in the communication already taking place in the classroom: for correction, analysis or in response to students' questions. Fluency is important, but learners tend to exploit the linguistic forms they have already mastered along with new and more complicated structures. This is why an integrated approach is necessary.

There are two main ways of integrating accuracy and fluency work. One involves 'PPP' – present, practise, produce. This is basically a structural approach that incorporates a final 'free production' stage where learners have the chance to use the structure they have been practising in a communicative activity, where they are primarily focused on meaning. The second involves the use of communicative activities only, within which there is no attempt to present and practise specific grammatical structures. In this approach, the teacher encourages students to use grammar accurately by providing feedback as they produce certain structures.

The method adopted in *Over To You* utilises both of these integrated approaches because it employs both of them as methods. At this level, the traditional structural approach is of limited value and should be reserved for the use of simple models and repetition. Meaning should be emphasised more than the various forms that the students are required to learn.

Remember, however, that it is important for students to hear the language in its correct form and to be able to imitate the models accurately. They should always be given praise and encouragement to help them to do this.

V Teaching the Language Skills in an Integrated Way

The four main components are the primary skills of listening, speaking, reading and writing. Each of these skills embraces related subskills such as spelling (in the case of writing) and pronunciation (in the case of speaking). When all these skills are integrated together, they support and interact with each other and optimum learning can be achieved. Developing learners' listening, reading and writing processes is the key.

Over To You uses both content-based and task-based instruction. Students practise integrated skills as they learn

other subjects – such as social skills (e.g. speaking politely) and other curriculum subjects, such as geography (e.g. the names of countries and capital cities), maths and computer science. The topics chosen are fun and interesting for students and allow them to practise a variety of language skills while studying various subjects. This approach is considered one of the most effective methodologies.

This level also uses task-based instruction, in which students are asked to complete tasks using English. The tasks can be completed in pair or group work to optimise students' collaboration and interaction. In this course, tasks include completing surveys, completing tables, planning stories and undertaking various projects.

Experts also agree that learners are better able to remember things that are attractive and meaningful to them. This level therefore teaches language skills using interesting and colourful stories, and dialogues and activities that are relevant to the students' own life experiences.

A Listening and Speaking

The ability to listen and speak is fundamental for social and language development. It is an essential tool for all areas of the curriculum since oral communication underpins learning and thinking. It is vital that its significance is recognised by students, parents and teachers. Students need to be provided with many varied contexts for oral practice, but they also need direct teaching of listening and speaking skills.

The objectives for listening and speaking are identified separately in the *Over To You* programme, as the development of oral skills is essential if students are to become literate. In line with the Kuwait Ministry of Education and the current trends in teaching English as a foreign language, work in developing speaking and listening skills is integrated with reading and writing. Listening and speaking are at the core of the course. Students have opportunities to develop and practise their speaking skills by listening attentively and subsequently responding appropriately with confidence and interacting with others.

Listening texts in *Over To You* contain information relevant to the lesson topic. These are presented using standard spoken English and authentic but graded materials.

Some of the listening texts are also printed in the Student's Book, though some are unseen texts that are only printed in the Teacher's Guide. Note that some of the listening texts use structures and vocabulary that are not listed in the lesson boxes. These are included simply to sensitise students to more difficult structures that they will meet at higher levels. They are not expected to use all these structures and vocabulary actively.

In order to ensure that students develop listening and speaking skills of a high standard, teachers should:

- ▶ provide a model for listening practice, dialogues and participation;
- ▶ ensure that students make use of a wide range of contexts for listening and speaking practice;
- ▶ give a wide range of tasks which require the students to communicate in English;
- ▶ present new words in context and not as isolated words;
- ▶ enable students to be exposed to the listening materials on the CD as often as time allows;
- ▶ endeavour to nurture the students' natural desire to imitate in order to help them progress in their learning.

1 Procedures for teaching listening

- ▶ There are a variety of ways for a teacher to use a text for listening purposes. Using so-called 'bottom-up' skills, the teacher can ask students to listen very carefully to a small portion of the text several times to help them distinguish between words that closely resemble each other, such as 'tower' and 'tour'.

- ▶ The opposite approach makes use of 'top-down' skills, whereby students listen to a longer text twice to ascertain a general context, on a topic such as science or sport. Exercises in *Over To You* use both procedures.

a The listening process

The teacher should follow the listening process (pre-listening, listening and post-listening) in all listening activities. Suggestions for such activities are the following:

i Pre-listening

These are the procedures that can be adopted:

- ▶ Assess the students' background knowledge of the topic and the linguistic content of the text.
- ▶ Provide any necessary background materials or information.
- ▶ Make students aware of the purpose of the listening tasks, such as listening for sounds or for new vocabulary, etc.
- ▶ Vocabulary is an important feature of each unit. It is presented in context and there is a wide range of types of vocabulary exercise – matching, gap-filling, categorising, listing, identifying pictures, etc.

Predicting content

Before the students do the task, introduce the situation or story in the book. Get them to discuss any pictures and elicit relevant language and vocabulary. Put this on the board. Present any new language or vocabulary using real objects, mime, etc. Get them to anticipate what they are going to hear. This will make the task easier and much more interesting for them.

ii While-listening tasks

These are activities that can be completed as the students listen. Sometimes students are expected to complete tables or charts, answer multiple choice questions or tick information while they listen. Explain the task before they begin.

Play the CD and complete the first answer with the class, as an example, if necessary. You may need to repeat the tape for them to be able to answer. You can do this with books open or closed. (For example, you can see what they can answer with books closed, and then ask them to open their books for them to check.) They should also be encouraged to compare and discuss answers with a partner.

▶ Listening for gist

Give students a general comprehension question before they listen. This will give them a reason to listen and motivate them to find the information. Tell them they need to listen to the whole CD to answer this question.

This will ensure that students listen right through to the end. Play the CD. Students listen in order to answer the general comprehension question and tell you what they have heard (i.e. the gist of the text). You can do this with books closed.

▶ Listening for specific information

Give the students more detailed comprehension questions. (These are suggested in the individual lesson plan.) Students listen carefully to find specific answers such as identifying speakers, dates, situations, and so on. This can be achieved through repeated listening, with books open or closed. You can also let the students listen to part of a text to help them answer a particular question, or to work out what they think is missing in a gapped dialogue. Pause the CD after the relevant information to give them time to answer.

iii Post-listening tasks

After the recording, get students to answer the comprehension questions or do the follow-up work in pairs or small groups. Get them to discuss their answers (integration). Then discuss as a class. Put model answers on the board.

b Pronunciation tasks

- ▶ Students can listen to the recording and read at the same time. This helps them to hear the accurate pronunciation of the words in context, including their stress patterns.
- ▶ Ask students to read the recorded texts aloud as they appear on the page. Encourage them to duplicate the stress and intonation patterns they hear on the recording. This will help their pronunciation and fluency.
- ▶ You can also use the listening texts for more detailed pronunciation work, such as identifying stress patterns in words.

2 Procedures for teaching speaking

There are a variety of ways to help students to speak and communicate in English both fluently and accurately. The teacher's role in the classroom is to provide students with activities that not only allow them to practise speaking but also prepare them for real-life communication.

In order to achieve this, teachers can:

- ▶ help students to use and apply correct rules for pronunciation, intonation and word order;
- ▶ encourage students to share ideas in conversation in order to enhance language learning;
- ▶ help students to acquire the implicit rules in conversation, such as turn-taking, listening to others when they speak and speaking clearly at a reasonable speed;
- ▶ elicit the language from students that they will need in a speaking activity.

Over To You provides teachers with classroom speaking activities that allow students to develop both their communicative competence and language accuracy. These activities are designed to combine structured output activities and communicative output activities. Structured output activities practise specific features of the language that have previously been taught, such as filling in missing information. Communicative output activities help students to use the language they know in order to communicate in situations that resemble real life, such as roleplaying or participating in dialogues. At this grade level, structured output activities help students to develop language accuracy while communicative output activities aid fluency and sociolinguistic competence. In both types of activities, it is vital for the teacher to encourage all students to participate in tasks. The teacher should also create a supportive atmosphere where students feel able to make mistakes and be corrected by the teacher without fear. They should also be able to express likes / dislikes, agreement/disagreement and opinion without embarrassment. Tasks are varied to include whole-class work, pair work and group work, as well as roleplaying and drama activities. Consequently, learners then develop self-confidence and the motivation to learn. Cognitive goals within the curriculum are also then achieved.

The Student's Book contains some specific activities to help develop students' intonation and pronunciation. In addition, the Teacher's Guide will highlight new vocabulary where students may need extra help with pronunciation; for example, if the spelling of the word is not phonetic or is otherwise unusual.

3 Listening and speaking practice

Through the above tasks, students will develop their speaking and listening skills as the course progresses and will begin to use the language that they have heard. Remember that students will develop at different speeds: just because one student may understand a listening text after the first listening does not mean that every student in the class understands it. Make sure that the majority of the students are able to complete the tasks before you move on. However,

if one or two students have difficulties, do not let them hold up the whole class.

Listening and speaking are integrated in communication. *Over To You* is written to ensure that different aspects of language communication are dealt with in the classroom. Listening tasks lead on to communicative tasks such as roleplaying, negotiating, games and dialogues. These allow students to make active use of the language they have just encountered. The language is then practised and recycled in reading and writing tasks.

Remember, too, that students as well as teachers should ask questions: the lesson should be a two-way process. Encourage students to ask you or their partners questions about listening texts. This will also allow you the chance to assess how much they have or have not understood. Do not allow lessons to be teacher-centred: encourage students to interact with each other in groups or pairs, and praise spontaneity.

B Reading

Reading is the basis for all academic pursuits because achievement depends on the ability to read and comprehend the materials presented. Encourage students to read as much as possible – not just reading texts, but also instructions, titles, page numbers and so on.

The objectives for reading are outlined separately in the *Over To You* syllabus, but the skills that provide the foundation for reading are integrated in the course.

The aims of this grade are to:

- ▶ develop good reading habits;
- ▶ develop skills for reading for specific information;
- ▶ develop reading comprehension skills.

At this level, students read a variety of texts that represent the following modes of reading: expressive, expository, functional and persuasive.

- ▶ Expressive texts include personal recounts, stories and poetry.
- ▶ Expository texts include non-fiction that describes, explains, defines, informs and summarises ideas and content. The text supports a thesis or a topic sentence that is based on experience or research.
- ▶ Functional texts provide specific information or directions related to real-life situations. These include letters, instructions, schedules, manuals, etc.
- ▶ Persuasive texts are used for the purpose of influencing the reader, e.g. advertisements.

These texts build on learners' learning experience and language repertoire at earlier levels. They also introduce new words and a number of new structures, showing how they can be used in context. As with the listening texts, some of the reading texts use structures that are included simply to sensitise students to more difficult structures that they will meet at higher levels. They are not expected to use the structures actively.

It is important to create situations in which the students develop their visual memory because in order to learn to read, they must look at the words and be able to remember them. Words therefore have to be memorised. Research has found that throughout the world, some students have difficulty in remembering words. It is therefore essential that words are repeated many times.

1 Types of reading

Reading itself can be done individually and silently, or as a group.

a Reading aloud

You can read a text aloud yourself, or get students to take it in turns to read parts of the text to the class or in pairs or groups. This is a good way for you to check their

pronunciation and intonation. This particularly applies to dialogues. Students are expected to read with expression, noticing full stops, question marks, commas, and so on. The individual lesson plans give details on how best to do this.

b Silent reading

Students should initially read the texts silently for comprehension. In this way, they can absorb information at their own speed. Such independence is very important. However, make sure that they use good reading habits. They should not, for example, point to every word as they read. This will slow down their reading and, by focusing on individual words rather than the sentence as a whole, potentially prevent them from achieving overall understanding. The same applies to saying or mouthing each word to themselves. Set a time limit for them to read the passage to encourage good reading habits.

Exposure to a wide range of vocabulary is vital for language to be absorbed, and the language of the course is structured so as to gradually increase the number of words the students meet. However, the teacher should remember that the students are not expected to memorise a sufficient amount of vocabulary in their own time as the course progresses. Follow this general procedure for reading activities.

2 The Reading process

a Pre-reading

- ▶ Assess students' background knowledge of the topic. Provide background material about the topic if necessary.
- ▶ Make students aware of the purpose of reading.
- ▶ Spend three to four minutes introducing a reading task with a brief discussion of the theme.

Students can discuss pictures or the title to help them predict the content of the passage or to work out the meaning of new vocabulary. Elicit or present any new key vocabulary and language. This can be done using real objects, mime, etc. Remember, however, that the students do not necessarily need to understand every word. Only key words should be presented. These are listed in detail in the individual lesson plans.

Pre-reading tasks

As with listening, pre-reading tasks or questions help motivate the students to read and give them a reason to understand the passage. Specific pre-reading tasks are given in the Teacher's Guide. Get students to answer the pre-reading tasks after an initial reading of the passage. Give them a time limit of about ten minutes for this and make sure that they do not spend too long doing them.

b During reading tasks

i Reading for gist

Remember that on first reading students can be expected to understand the gist of a text only. Ask a few general comprehension questions, or see what they can tell you about the passage in general terms.

ii Reading for specific information

Only on repeated reading can the students be expected to understand the reading in more detail. They can then go on to the comprehension questions in the Student's Book. Encourage students to discuss these with a partner or group before you go over the answers as a class. Additionally, detailed answers to comprehension questions are also given in the Teacher's Guide. Sometimes, exercises in the Student's Book require students to write 'T' or 'F' to show whether statements are true or false. In each of these, there is an opportunity for teachers to ask students to justify their answers.

iii Developing reading comprehension skills

Ask students to read and circle key words, particular tenses,

phrases, etc. in the reading texts. This encourages them to spot and understand the patterns of English.

iv Initiating questions

As with listening, remember that the students should be initiators as well as receptors. Encourage them to ask you and their partner questions about the text if necessary.

v Structure

Reading texts can be used to develop understanding of the components of a story, such as its sequence and spatial setting.

Reading tasks can also be used for a variety of other activities, including matching headings to paragraphs; working out the meaning of lexical items using different strategies (dictionaries, context, etc.); focusing on punctuation or linking words, and developing personal reactions, e.g. expressing opinion. These also help to integrate the reading skill with the other skills.

c Post-reading

There are usually follow-up activities in the Student's Book or Workbook to enable the teacher to check that the students can use the vocabulary and language from the reading passage in a different context.

d Practice

Remember that the reading tasks are integrated with the other skills. Students sometimes listen as well as read, and then discuss the passage to practise speaking skills. This is where you can assess how well they have absorbed the language from the reading texts. In the Workbook, a writing exercise often exploits the language of the reading passage, so all four skills are practised and can be assessed.

e Literature time!

The literature text in *Over To You* Grade 11 exposes students to English stories, graded to be appropriate to their level. This is designed to encourage students to read for pleasure. The stories offer students extensive reading in a challenging form and new context for the language and vocabulary that they have met in the core units.

Ask students to start reading each of the Literature Time texts at the beginning of a semester. First, you introduce them by going over the pre-reading activities found in the Workbook with the students as a whole class. Then, the six episodes are assigned as readings to be done by students at home. You may occasionally choose parts of the episodes and play the CD in the classroom for students to enjoy listening to the target language. Then students are to work individually or in pairs to do the comprehension activities found in the Workbook related to each episode. These check students' understanding of the texts, which they will find rewarding. Keep reminding your students to keep up with their readings. Finally students are guided to share in a discussion about elements of story writing such as theme, moral, plot, characterisation, sequencing, description and organisation.

C Writing

Writing is an essential tool for learning, personal expression and professional success. The skills that provide the foundation for writing are integrated in the course.

With writing, students are expected to practise and produce language that they have met and used in the reading, listening and speaking components of the course. Writing tasks are mainly guided, but learners are expected to produce short, simple free writing productions related to the topic studied. Each unit has at least one major writing activity in addition to the other skill- and language-based tasks and activities. Students are also expected to complete individual guided and free writing productions, which include: stories, letters, e-mails, descriptions of events and places, reports, story

reviews, advertisements and surveys. Most of these forms of writing will already be familiar to students, but here they are presented and achieved at a higher level.

1 Procedures for teaching writing

Learners are first asked to think about the writing tasks and to come up with ideas individually before they are put into groups or pairs to discuss their ideas with peers. Ways to do this include brainstorming ideas, planning paragraphs and drafting. They then finish their writing. Students should then revise and check their work either individually or with their peers.

Each unit contains a specific writing task. As the course progresses, students will be exposed to a variety of writing tasks and will be expected to develop writing skills such as note taking, making a summary, letter writing, form filling, survey completion, diary entries, story writing, and so on. Writing styles are compared, contrasted and built upon in the Workbook and in the projects.

In the Workbook, there are various activities that help the students to write correctly.

Process writing is an approach to incorporating writing skills from the very beginning of the English learning process. Process writing encourages learners to start working on their writing skills from a beginning level. It focuses on allowing students to write with plenty of room left for error. Standard correction begins slowly, and students are encouraged to communicate through writing regardless of their knowledge of English grammar and structure. By easing your students' fears about producing sub-standard written work, you can help encourage them to improve their writing abilities. Only mistakes made in grammar and vocabulary that have been covered up to the current point in time should be corrected. Process writing is all about the process of writing. Students are striving to come to terms with writing in English by writing in English. Allowing for mistakes and refining based on materials covered in class - instead of "perfect English" - will help students incorporate skills at a natural pace, and improve their understanding of materials discussed in class in a natural progression.

2 The Writing Process

The writing process is composed of three stages:

a Pre-writing

The Pre-writing Stage is mainly brainstorming which is one of the techniques used in process-focused approach in teaching writing. Students write down any ideas, key words or short phrases that come to mind when dealing with a subject or broad topic. This is just a draft stage before any organisation of ideas. Brainstorming can be done individually or in groups. It is important that students gain practice in brainstorming individually, so that they gain confidence and learn to take responsibility for their own thoughts and ideas. In the earlier Writing Assignments, it would therefore be best to tell students to do their brainstorming session alone.

Some students may find this difficult, so you should go around the class offering advice and encouragement to any students who seem to be experiencing difficulties.

Brainstorming is also performed as a collaborative activity; have students share ideas with one another in this way, as preparation for their writing activity.

b While-writing

The Writing Stage consists of writing the first draft or the rough copy. Students should write their first drafts in an exercise book or a notebook. They should be selective in the ideas that they include. They don't have to include everything that was in their prewriting! Make sure the ideas relate to each other and the topic. At this stage, encourage them to concentrate on getting their message across successfully rather than worrying about every detail of grammar, spelling or punctuation. Let them write and not stop. Just let the ideas flow.

Explain that students will have an opportunity to tidy up their work later. Revising and editing come later. Tell them not to count words. Before going to the next stage, let them make sure they have enough content to work with. If they feel that they lack content, they go back to the prewriting for more ideas and details.

When students feel that they have completed their ideas, they are then ready to go to the next stage. You could use some of the reading passages in the Student's Book as additional model texts to demonstrate points of structure and style in paragraph writing.

1 The topic sentence states the main idea, point, or opinion. This sentence should use a strong verb and make a bold statement.

2 The body includes supporting sentences that provide explanations for the topic sentence and evidence for the topic sentence. Supporting sentences that include facts, statistics and logical reasoning are much more convincing than simple statements of opinion.

3 The concluding sentence restates the main idea and reinforces the point or opinion.

c Post-writing

The final stage is the Editing / Rewriting Stage. First drafts are necessarily followed by second, third and even fourth drafts. Revising, changing and improving one's work are the norm, not the exception. It takes effort to write well. Even famous authors write many drafts before they are satisfied that the work is finished; hardly anyone ever produces their best work at the first attempt.

The aim of revising is to: make decisions about how one wants to improve the writing, look at the writing from a different point of view and pick places where the writing could be clearer, more interesting, more informative and more convincing.

You may wish to vary the editing process by introducing the concept of peer editing, in which students comment on the content and organisation of each other's work. Their feedback to one another not only offers useful opportunities to practise meaningful and purposeful English within a real-life context, but also enables students to begin to see how others (their audience) view their writing, which itself is a form of socialisation.

Make sure that the students who are acting as 'editors' of the work of others say what they like about the piece, and what they want to know more about. Only then should they say what they find problematic or confusing. Positive suggestions for improvement are then appropriate.

► Writing Rubric

5 = excellent 4 = good 3 = average
2 = poor 1 = unacceptable

	5	4	3	2	1
Focuses on the purpose of the writing task					
Shows a clear awareness of the intended audience					
Employs an interesting, catchy introduction					
Organises content and ideas in a logical way					
Uses clear, well-worded topic sentences					
Includes appropriate details to clarify ideas					
Uses transitional devices to strengthen organisation					
Uses an appropriate conclusion					
Demonstrates fluency in grammar					
Demonstrates fluency in choice of words					
Demonstrates fluency in spelling					
Demonstrates fluency in punctuation					

► Reading Rubric

5 = excellent 4 = good 3 = average
2 = poor 1 = unacceptable

	5	4	3	2	1
Reads the text as a whole first					
Uses the pictures or photos as clues					
Identifies key words and concepts to help find the needed information					
Approaches the text in an inquiring mode					
Identifies the main ideas of the text					
Demonstrates a thorough and insightful understanding of the context					
Generates informative and original responses					
Uses specific examples and quotations skilfully from the text					
Shows evidence of critical thinking					
Demonstrates insight into content					
Reflects on structure of the text					
Supports opinion about what is read					

D Spelling

Teaching spelling strategies to students learning English as a foreign language is challenging for teachers. Many of the inconsistencies of the English language with regards to orthography and pronunciation are directly confronted by students when they begin to put words on paper. Moreover, the homophonic, multi-syllabic nature of English can pose additional challenges to the learners. However, there are tips and tricks to help both teachers and students develop their spelling skills.

E Morphemic approach

Many English words use the same prefixes or suffixes (*un-*, *re-*, *-s*, *-in*, *-en*, etc.). Many words can therefore be learned by knowing how to put these together by following certain rules. For example, students learn that when a verb ends in 'e' (e.g. *take*) and is combined with the *-ing* suffix, the letter 'e' is always dropped (*taking*).

For all the above, always encourage the students to look closely at the initial letter of a word, and then to try to recognise the shape of the rest of the word. This is often easier for them than to 'sound out' each individual letter.

Recycling of spelling should continue throughout the course whenever the particular word or spelling pattern comes up again. Ways to do this are highlighted in the lesson plans.

F Using mnemonics

Mnemonics are simple tricks students can use to help commit spelling words to memory. Associating the spelling of a word or part of a word with another word has proven to be a successful learning strategy. Providing students with some existing mnemonic examples will help them understand the concept, but students will be more successful if they create their own mnemonics for the words they have trouble spelling, e.g. *The secretary can't keep a secret*.

G Understanding homophonic words

For ESL students, spelling mistakes are often caused by a simple misunderstanding of word meaning. Some words in English sound exactly the same as another word but have a different meaning. Other words differ very subtly in how they are pronounced. While these words are not truly homophonic, they still pose challenges for second language learners. Calling attention to some of the most common similar sounding words can help demystify this confusing aspect of the English language. Consider the following example:

- ▶ **advise** – Advise is a verb that means to counsel or suggest, e.g. *Would you advise me to go to graduate school?*
- ▶ **advice** – Advice is a noun that means a suggestion or an opinion about a matter at hand, e.g. *Ken gave me some good advice about going to graduate school.*

H Rhyming

Rhyming is a classic spelling strategy for students of all ages. Rhyming a word or a part of a word with another word that is spelled the same is a great technique to help students learn, e.g. *spell, smell, fell, tell, shell*.

These words are all spelled the same except for a different letter or two. Identifying how root sounds like this are spelled helps students quickly increase their spelling vocabularies.

VI Developing study skills

Developing effective study skills, improving reading comprehension, discovering one's personal study style, learning to manage one's time more efficiently and learning the best way to prepare for exams are just a few of the study skills that improve student's performance in school. Effective study skills must be practised in order for students to improve. It is not enough to simply "think about" studying; students have to actually do it, and in the process use information from what you do to get better. "Practice doesn't make perfect; perfect practice makes perfect." Note taking and summary making are two essential skills that students need to develop to increase their ability to learn.

A Note taking

Note taking is a skill which must be learned and refined. Note taking, or the lack of it, is a constant deficiency in the study

methods of many high school and college students. Learning the ingredients of good note taking is rather easy; applying them to one's own situation depends on how serious students are becoming successful.

Other ways of note taking are drawing charts (creating a table of rows and columns), outlining (writing headings), mind mapping (linking concepts) and SQ3R (survey, question, read, recite and review).

Students need to be made aware of the need to find answers to specific questions, and then trained in how to focus on what is relevant and filter out what is irrelevant. Gap-fill exercises and tabulating data are ways of scaffolding the students' development and focusing their attention. Graphic organisers provide a crucial bridge between random rotation and focused summarising.

Students must learn to keep notes logically and legibly. Remember if they can't read their own writing a few days after taking notes, they are of little use. By all accounts, the best place to keep notes is in a loose-leaf notebook. Train students to use dividers to separate the different classes they take. Let them make it a habit of using their notebook to record ALL their notes.

B Summary-making

Making a summary requires the same groundwork of skills as note taking: the same criteria of relevance and sifting are at stake. However, a summary requires the student to 'rebuild' a text in brief, based on the notes taken. Summarising is therefore a more demanding and complex task than note taking. The Student's Book and Workbook provide plenty of opportunities for practising these skills.

To write an effective summary, students need to go through the following steps:

- 1 read the text with the writer's purpose in mind,
- 2 take notes by underlining the important ideas or writing them down,
- 3 write the underlined notes in a paragraph keeping the writer's purpose in mind and
- 4 revise and edit the text for structural, grammatical, lexical and mechanical accuracy.

VII Learner Characteristics

Learning styles

A lot of research on learner characteristics has been taking place, drawing attention to the need to develop learner-centred classrooms. One of the areas of research is learning styles. Learning styles are simply different approaches to or ways of learning. They are the usual or characteristic manner in which a learner goes about the task of learning. If a mismatch exists between the learners' learning style and the teaching style of the teacher, the student may become bored and inattentive in class, do poorly on tests and get discouraged about the course and themselves. We have visual learners, auditory learners and kinaesthetic learners. These styles are not mutually exclusive. In practice, every student makes use of a combination of learning styles, although one style will dominate. Nevertheless, it is very useful to know which is the preferred learning style of each individual student.

A Visual learners

These students learn primarily through seeing. They may think in pictures and learn best from visual displays, including diagrams, illustrated text books, overhead transparencies, videos, flipcharts and hand-outs. During a lecture or classroom discussion, visual learners often prefer to take detailed notes to absorb the information. These learners need to see the teacher's body language and facial expression to fully understand the content of a lesson.

B Auditory learners

These students learn mainly through listening. They learn best through lectures, discussions, talking things through and listening to what others have to say. Auditory learners interpret the underlying meanings of speech through listening to tone of voice, pitch, speed and other nuances. Written information may have little meaning until it is heard. These learners often benefit from reading text aloud and using a tape recorder.

C Tactile / Kinaesthetic learners

These students learn mainly through moving, doing and touching. They learn best through a hands-on approach, by actively exploring the physical world around them. They may find it hard to sit still for long periods and may become distracted by their need for activity and exploration. Teachers need to make students aware of the different learning styles and to encourage them to make use of some features of the learning styles that are not dominant in them. Moreover, teachers should vary their delivery to keep students interested, encourage all students to do their best, make them believe they can succeed and apply proven teaching techniques and monitor students' learning.

VIII Multiple Intelligence

Another area of research is Multiple Intelligence. Multiple Intelligences are eight different ways of demonstrating ability. The types of Multiple Intelligence proposed by Howard Gardner are as follows.

A Visual / Spatial Intelligence

This is the ability to perceive the visual. These learners tend to think in pictures and need to create vivid mental images to retain information. They enjoy looking at maps, charts, pictures, videos, and movies. Their skills include puzzle building, reading, writing, understanding charts and graphs, a good sense of direction, sketching, painting, creating visual metaphors and analogies (perhaps through the visual arts), manipulating images, constructing, fixing, designing practical objects and interpreting visual images.

B Verbal / Linguistic Intelligence

This is the ability to use words and language. These learners have highly developed auditory skills and are generally elegant speakers. They think in words rather than pictures. Their skills include listening, speaking, writing, story telling, explaining, teaching, using humour, understanding the syntax and meaning of words, remembering information, convincing someone of their point of view and analysing language usage.

C Logical / Mathematical Intelligence

This is the ability to use reason, logic and numbers. These learners think conceptually in logical and numerical patterns, making connections between pieces of information. Always curious about the world around them, these learners ask lots of questions and like to do experiments. Their skills include problem solving, classifying and categorising information, working with abstract concepts to figure out the relationship of one thing to another, handling long chains of reasoning to make logical progressions, doing controlled experiments, questioning and wondering about natural events, performing complex mathematical calculations and working with geometric shapes.

D Bodily / Kinaesthetic Intelligence

This is the ability to control body movements and handle objects skillfully. These learners express themselves through movement. They have a good sense of balance and hand-eye coordination (e.g. ball play, balancing beams). By interacting with the space around them, they are able to remember and process information. Their skills include dancing, physical coordination, sports, hands-on experimentation, using body language, crafts, acting, miming, using their hands to create or build, and expressing emotions through the body.

E Musical / Rhythmic Intelligence

This is the ability to produce and appreciate music. These musically inclined learners think in sounds, rhythms and patterns. They immediately respond to music, either appreciating or criticising what they hear. Many of these learners are extremely sensitive to environmental sounds (e.g. crickets, bells, dripping taps). Their skills include singing, whistling, playing musical instruments, recognising tonal patterns, composing music, remembering melodies and understanding the structure and rhythm of music.

F Interpersonal Intelligence

This is the ability to relate to and understand others. These learners try to see things from other people's point of view in order to understand how they think and feel. They often have an uncanny ability to sense feelings, intentions and motivations. They are great organisers, although they sometimes resort to manipulation. Generally they try to maintain peace in group settings and encourage cooperation. They use both verbal (e.g. speaking) and non-verbal language (e.g. eye contact, body language) to open communication channels with others. Their skills include seeing things from other perspectives (dual-perspective); listening; using empathy; understanding other people's moods and feelings; counselling; cooperating with groups; noticing people's moods, motivations and intentions; communicating both verbally and non-verbally; building trust; peaceful conflict resolution and establishing positive relations with other people.

G Intrapersonal Intelligence

This is the ability to self-reflect and be aware of one's inner state of being. These learners try to understand their inner feelings, dreams, relationships with others, and their strengths and weaknesses. Their skills include recognising their own strengths and weaknesses; reflecting upon and analysing themselves; awareness of their inner feelings, desires and dreams; evaluating their thinking patterns; reasoning with themselves; and understanding.

H Naturalistic Intelligence

Dr Gardner proposed an eighth intelligence: Naturalistic intelligence, i.e. nature smart. He says that schools and culture focus on linguistic and logical-mathematical intelligence. However, Dr Gardner says that we should also place equal attention on individuals who show gifts in the other intelligences: the artists, architects, musicians, naturalists, designers, dancers, therapists, entrepreneurs, and others who enrich the world in which we live. Unfortunately, many children who have these gifts don't receive much reinforcement for them in school. Many of these kids, in fact, end up being labeled "learning disabled," "ADD" (attention deficit disorder) or simply underachievers, when their unique ways of thinking and learning aren't addressed by a heavily linguistic or logical-mathematical classroom. The theory of multiple intelligences proposes a major transformation in the way our schools are run. It suggests that teachers be trained to present their lessons in a wide variety of ways using music,

cooperative learning, art activities, role play, multimedia, field trips, inner reflection, and much more. The good news is that the theory of multiple intelligences has grabbed the attention of many educators around the country, and hundreds of schools are currently using its philosophy to redesign the way it educates children. The bad news is that there are thousands of schools still out there that teach in the same old dull way, through dry lectures, and boring worksheets and textbooks. The challenge is to get this information out to many more teachers, school administrators, and others who work with children, so that each child has the opportunity to learn in ways harmonious with their unique minds.

So, knowing about our EFL learners, differing learner characteristics allows us to cater for their individuality and help them achieve better results in their learning tasks. Our knowledge of Learning Styles and Multiple Intelligence helps us in guiding our students to capitalise on their strengths and find strategies to compensate for their weaknesses.

How to Teach or Learn Anything in eight Different Ways

One of the most remarkable features of the theory of multiple intelligences is how it provides eight different potential pathways to learning. If a teacher is having difficulty reaching a student in the more traditional linguistic or logical ways of instruction, the theory of multiple intelligences suggests several other ways in which the material might be presented to facilitate effective learning. Whether you are a kindergarten teacher, a graduate school instructor, or an adult learner seeking better ways of pursuing self-study on any subject of interest, the same basic guidelines apply. Whatever you are teaching or learning, see how you might connect it with:

- ▶ words (linguistic intelligence)
- ▶ numbers or logic (logical-mathematical intelligence)
- ▶ pictures (spatial intelligence)
- ▶ music (musical intelligence)
- ▶ self-reflection (intrapersonal intelligence)
- ▶ a physical experience (bodily-kinaesthetic intelligence)
- ▶ a social experience (interpersonal intelligence), and / or
- ▶ an experience in the natural world (naturalist intelligence)

For example, if you are teaching or learning about pearl diving in Kuwait (industry), you might read about it (linguistic), study mathematical formulas that express export of pearls (logical-mathematical), examine a graphic chart that illustrates the principle (spatial), observe the law in the natural world (naturalist) or in the human world of commerce (interpersonal); examine the law in terms of your own body, e.g. when you supply your body with lots of food, the hunger demand goes down; when there is very little supply, your stomach's demand for food goes way up and you get hungry (bodily-kinaesthetic and intrapersonal); and / or write a song (or find an existing song) that demonstrates the law.

You don't have to teach or learn something in all eight ways, just see what the possibilities are, and then decide which particular pathways interest you the most, or seem to be the most effective teaching or learning tools. The theory of multiple intelligences is so intriguing because it expands our horizon of available teaching/learning tools beyond the conventional linguistic and logical methods used in most schools (e.g. lecture, textbooks, writing assignments, formulas, etc.). To get started, put the topic of whatever you are interested in teaching or learning about in the center of a blank sheet of paper, and draw eight straight lines or "spokes" radiating out from this topic. Label each line with a different intelligence. Then start brainstorming ideas for teaching or learning that topic and write down ideas next to each intelligence (this is a spatial-linguistic approach of brainstorming; you might want to do this in other ways as well, using a tape recorder, having a group brainstorming

session, etc.).

IX How to Use the Course

Preparing for the lessons

Before teaching the Student's Book unit, teachers should read the objective box, which gives the main objectives of the lesson, and identifies the language focus. Optional materials are sometimes given too – they are suggestions for simple teaching aids that will add interest to the lesson, for example, photographs or pictures from magazines. The following is an example.

Lessons 4 and 5

Objectives

Skills	At the end of this pair of lessons, students should be able to:
Reading	• read a short story
Topic	• <i>World Festivals</i>
Grammar	• use modal verbs [<i>can / could / be able to / manage to</i>] • use intensifiers
Functions:	• express ability
Vocabulary	bagpipes (N), carnival (N), celebratory (Adj), display (N), festivity (N), hire (V), preoccupied (Adj), take part in (V)
Pronunciation	• use <i>elision</i>

Teachers should then read through the notes for the lesson, making a note of any words identified as being potentially difficult, and noting the timings suggested for each stage of the lesson (these are only given as a rough guideline). In some lessons, extra activities (or 'extensions') are suggested – these can be used if there is time in the lesson. They could also be used at the beginning of the next lesson.

A particular unit with its associated Workbook unit exercises can be used over a series of lessons. It is recommended that each unit takes nine lessons, with the Workbook used for the third, sixth and ninth lessons. Extra Workbook exercises are also suggested for homework where appropriate.

For each unit of the Teacher's Guide, a lesson box will list which of the objectives is being fulfilled in that particular lesson. Learning objectives listed are then practised, enhanced and assessed by a variety of activities that integrate two or three, and sometimes all four language skills.

X Benchmarks

By the end of the course, students will be able to:

A Speaking

- ▶ speak clearly, confidently, fluently and accurately on a wide variety of topics, in a variety of situations using the appropriate register for different audiences and purposes.
- ▶ use different voice levels, phrasing and intonation when speaking in a variety of situations.
- ▶ use the vocabulary, structures and grammar of standard spoken English and be able to use them fluently and accurately and with increasing assurance.
- ▶ share ideas and participate in pair work and group discussions to offer information, to clarify ideas and support a position.

B Listening

- ▶ listen attentively to gain, comprehend, interpret and communicate information.
- ▶ listen and respond to instructions to finish a wide variety of tasks.
- ▶ apply skills and strategies of the process of listening to build up comprehension of listened-to texts.

C Reading

- ▶ read a range of fiction and non-fiction texts including a wide variety of text types, such as newspaper articles, e-mails, letters, stories and dialogues, with fluency and accuracy, applying a broad array of reading skills and strategies when reading for information, comprehension, interpretation, analysis and evaluation.
- ▶ use phonological and phonemic awareness to read with fluency and accuracy.
- ▶ show ability to understand how a broad range of grammatical features of the English language affect meaning.
- ▶ use word analysis and vocabulary skills to increase reading comprehension and fluency.
- ▶ use skills and strategies of the reading process to comprehend a wide variety of fiction and non-fiction grade-level texts.

D Writing

- ▶ communicate in clear and appropriate written English for a wide variety of purposes and audiences, and in the appropriate register, producing various written forms and genres.
- ▶ use a variety of spelling strategies in order to spell words individually and in context.
- ▶ complete writing tasks to demonstrate understanding and correct use of various language structures, punctuation and word usage.
- ▶ practise using interpretive, analytical, critical and problem-solving skills, including higher-order thinking skills, to inform a variety of writing modes: expressive, expository, functional, persuasive and research-based.
- ▶ develop a personal writing style of increasing fluency and elegance.
- ▶ use the writing process to produce well-organised composition of different modes and functions.

XI Competencies and Sub-competencies

As you do the lesson planning, consult the list of competencies and sub-competencies to relate them to the objectives in the lesson boxes in the Teacher's Guide.

By the end of the course, students will be able to :

A Listening**▶ Competencies**

- 1 Understand standard spoken English on both familiar and unfamiliar topics encountered in personal, social, academic or vocational life
- 2 Infer meaning on vocabulary, based on academic and non academic topic
- 3 Comprehend academic questions spoken at normal speed with occasional difficulty
- 4 Demonstrate comprehension of various literary genres through verbal as well as written responses
- 5 Understand academic language conventions across the content areas with occasional difficulties and restatements
- 6 Catch with some effort much of what is said but may find difficulties in communicating effectively in discussions, especially if the language spoken is not modified to suit level

▶ Sub-competencies:

- 1 Respond appropriately in social conversations with peers on familiar / unfamiliar topics.
- 2 Listen to oral presentations and identify key details and concepts
- 3 Respond to oral instructions requiring classification and application of information.
- 4 Listen to catch up with the news
- 5 Listen to give directions
- 6 Listen to express opinion and make recommendations
- 7 Listen to express obligation / prohibition / criticism / advice ... etc.
- 8 Listen and interpret information

B Speaking**▶ Competencies:**

- 1 Speak the language in most situations
- 2 Recognise and use appropriate stress and intonation patterns
- 3 Use cohesive words and phrases to link ideas when speaking
- 4 Use a variety of complex sentence patterns to convey emotions and thoughts
- 5 Respond appropriately when participating in group discourse by adapting language and communication behaviors to the situation to accomplish a specific purpose
- 6 Negotiate meaning by questioning, restating, soliciting information, and paraphrasing.
- 7 Use formal and informal speech in appropriate contexts
- 8 Paraphrase important information from visual and oral presentations.
- 9 Use oral communication to identify, organise, compare/contrast, infer meaning
- 10 Predict, and analyze academic information
- 11 Support informed opinions in social and academic conversations

▶ Sub-competencies:

- 1 Participate in telephone conversations
- 2 Express criticism
- 3 Express opinions
- 4 Make recommendations
- 5 Express obligations
- 6 Put events in correct order
- 7 Narrate events
- 8 Take part in debates
- 9 Summarise events

C Reading**▶ Competencies:**

- 1 Scan quickly through texts locating relevant details
- 2 Read for information and description, follow a sequence of events, and react to that information
- 3 Locate and interpret main ideas and details in material written for the general public
- 4 Develop reading fluency.
- 5 Use various reading strategies to extend/achieve comprehension
- 6 Demonstrate an increased knowledge of academic content vocabulary
- 7 Interact with text before, during, and after reading
- 8 Begin to understand elements of poetry
- 9 Recognise more complex English language sentence structures

- 10 Use contextual clues to understand and respond to informational text.
- 11 Identify and demonstrate knowledge of various rhetorical strategies (e.g., expressive, argumentative, critical)
- 12 Recognise and respond to characteristics of different literary genres with assistance such as fiction, non-fiction, adventure, comedy... etc.
- 13 Identify and demonstrate knowledge of various types of communication in simplified text (e.g., expressive, informational, argumentative, critical).

► Sub-competencies:

- 1 Identify main ideas about written text
- 2 Draw inferences about written texts
- 3 Use vocabulary strategies to discern the meanings of words (e.g., roots, affixes, word maps, context clues).
- 4 Identify elements of fiction and non-fiction and support by using information from the text (e.g., introduction, conclusion, elaboration).
- 5 Identify literary elements (e.g., plot, setting, theme, and mood).
- 6 Identify literary elements for example, plot, theme, characters, setting, mood, conflict, climax, resolution, etc.

D Writing

► Competencies:

- 1 Write detailed texts on a variety of subjects related to his/her field of interest, synthesising and evaluating information and arguments from a number of sources
- 2 Write social correspondence, take notes, write summaries and describe with factual topics.
- 3 Write coherent paragraphs using cohesive devices.
- 4 Write using appropriate word choice.
- 5 Use a variety of complex sentence styles and varied grammatical conventions (e.g., clauses, variety of verb tenses).
- 6 Demonstrate organisation by supporting a central idea.
- 7 Produce written expressions of opinion and reactions to information from a variety of media.
- 8 Write an organised and focused composition with supporting details on familiar with and previously studied topics.
- 9 Write multi-paragraph essays expressing reactions to print, non-print text, and personal experiences.

► Sub-competencies:

- 1 Write news report
- 2 Write essay showing advantages and disadvantages
- 3 Write cause and effect type of essays
- 4 Write informal and formal letters
- 5 Write to compare and contrast
- 6 Develop persuasive writing
- 7 Write expository essays
- 8 Write letters of complaint
- 9 Write a film review
- 10 Write research paper with proper documentation

XII How each unit works

At the beginning of each module, there is a list of skill outcomes for that module. Students should be encouraged to read the list and decide which outcomes are most important for their individual learning. The following is an example:

You will be able to:

- read and talk about the future
- make predictions

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

At the end of each module, students should fill in the Learning log at the end of each module in the Workbook. Teachers can also encourage the students to talk about what they found useful, easy and / or difficult. Areas of difficulty can be revisited using the Grammar and Vocabulary files at the back of the Student's Book.

A Lessons 1 and 2

Student's Book opener, followed by Reading or Listening and vocabulary focus

Reading / Listening and vocabulary

- Each unit begins with an 'opener' or discussion which encourages the students to talk about the topic of that unit, research and practise new vocabulary connected with the topic. The opener also helps to prepare them for the Listening or Reading text which follows.
- Some reading texts have a 'Factfile' attached to them, which contains useful facts about the topic concerned. These can be used in various ways, for example, asking the students what they already know about the information under each heading before reading it.
- The texts are presented with a short task for the students to complete while they are listening or reading. The texts usually contain examples of language which the students focus on later in the grammar section. The first, or 'gist' reading or listening section helps students to grasp the general areas of information presented. There is then a section called 'Check your understanding' which has more detailed comprehension questions. Students are encouraged to listen or read several times to complete different tasks.
- After working on the text, students are given the opportunity to voice their own opinions and think about related issues which are relevant to themselves. This 'critical thinking' is an important part of the *Over To You* syllabus. Students are asked to discuss questions in pairs or small groups, to give them confidence and allow them to express their ideas in English. In the 'Think and speak' sections, which are usually linked with the Reading / Listening and Vocabulary work, they can:
 - recount personal experiences: for example, the most exciting sports venue they have been to; their family life; personal achievements
 - speculate: for example, how specific future technologies could improve their lives; how they would feel about living and studying in another country; whether they would like to be a world champion in a sport;
 - discuss moral or cultural issues: for example, whether the best things in life are at home; whether computer games have a good or bad effect on young people; if being part of a group is more important than individuality. The text styles and topics are reflected by the texts used in the Workbook, which further develop students' skills by including other exercise types and vocabulary in the comprehension work.

Remember that these are only suggestions. You should be creative when you are presenting the modules. You can use any supportive material such as your laptop. OHPs, realia...

B Lesson 3

Workbook: Reading and vocabulary focus

The same technique mentioned above could be used to introduce the reading text and to work on it. New vocabulary related to the text should be introduced here.

C Lessons 4 and 5

Grammar / Vocabulary focus

1 Grammar

Teaching grammar plays a central role in every ESL / EFL teacher's classroom. The important question that needs to be answered is: how do I teach grammar? In other words, how do I help students learn the grammar they need. At first look, you might think that teaching grammar is just a matter of explaining grammar rules to students. However, teaching grammar effectively is a much more complicated matter. There are a number of questions that first need to be addressed for each class:

- ▶ What are the objectives of this class?
- ▶ What type of learning background do the learners have?
- ▶ What learning materials and resources are available?
- ▶ What kind of learning style does each student have?

Once you have answered these questions you can more expertly approach the question of how you are going to provide the class with the grammar they need. Each class is going to have different grammar needs and goals and it is up to the teacher to determine these goals and provide the means with which to meet them.

Inductive and Deductive

Inductive is known as a 'bottom-up' approach. Students are given the context and then are presented with the grammar rules afterwards. So, to help the students inductively understand the difference between the simple past and the present perfect, these questions could be followed with which questions spoke about a definite time in the past? Which questions asked about the person's general experience? etc. Students discover grammar rules while working through exercises. Some learners learn better this way while others need the rule in order to understand the rationale for the new grammatical structure. Teaching grammar inductively has favourable implications for communicative competence, which involves a selection of the right grammatical terms to that of the appropriate setting.

Deductive, on the other hand, is known as a 'top-down' approach. This is the standard teaching approach that has a teacher explaining rules to the students. For example, the present perfect is made up of the auxiliary verb 'have' plus the past participle. It is used to express an action which has begun in the past and continues into the present moment... etc.

Each method provides a 'recipe' for various practical classroom ideas and procedures. Obviously a good method that stems from a good theory can produce a number of ideas.

Grammar exercises present and practise the grammar focus of the unit. There are usually example sentences or phrases from the reading or listening texts used to help students work out rules and general principles.

There is a variety of practice exercises and a reference to the Grammar File found at the back of the Student's Book for extra help or revision. Some grammar items will be new to the students and some will be revising important structures that they have met previously during their studies. So, teachers may advise students to refer to the Grammar File to find further explanation if they need to. The Grammar File is not intended to be used as material for explanation of grammatical items.

The Workbook contains further grammar practice exercises, with more examples of specific grammar points in short texts and stories, and regular revision of grammar structures throughout.

2 Functions

Parallel to grammatical structures, the course introduces

language functions, which define the speaker's or writer's intention in what they are saying or writing. Typical language functions are inviting, suggesting, promising, apologising, requesting information, agreeing / disagreeing and offering. Within a communicative system, functions represent the basic units to a greater extent than either lexis or grammar.

Presenting functions

Because functions are the ways in which particular meanings are realised in language, the best way to present them is through context, in a text or a dialogue. The teacher asks why a speaker uses particular words or expressions, then draws students' attention to the choice of language used to express a meaning and expose the speaker's intention, i.e. the function presented.

So, the teacher uses the technique, 'Let's learn the verb to have today,' instead of 'Let's learn the use of have got' for possession.

The teacher provides an example such as *He has got a car* and elicits more examples from the students by asking questions such as *What have you got?* Another example is the presentation of 'inviting'. The teacher introduces the function, then points to the use of *Would you like*, *How about* to express the function. This is followed by pair work practice guided by the teacher's instructions.

The activities that aim at teaching functions start with an example of a real-life function, then ask student to generate sentences of their own to practise this function. This keeps the learning process simple and gives students tools to build on. In the exercises, students extend practice by asking one another or engaging in role-play. Students are given a situation or task with individual roles allotted. The focus is on a certain function and that function is taken as the cue for the grammar taught in the lesson. Such practice provides opportunities for students to practise improvising a range of real-life spoken language in the classroom. Remember, functions and grammar are integrated.

3 Vocabulary

Whenever there is a pre reading or pre listening activity concerning vocabulary, matching words with their definitions, you may wish to present the new words before asking the students to complete the task.

a Presenting new vocabulary

Vocabulary is an important feature of each unit. It is presented in lexical sets and there is a wide range of types of vocabulary exercises: matching, gap-filling, categorising, listing, identifying pictures, etc. Students need to learn both the meaning and the form of a new word. Both these aspects of a word should be presented in close conjunction in order to ensure a tight fit between meaning and form. The greater the gap between the presentation of a word's form and its meaning, the less likely it is that the student will make a mental connection between the two.

The book follows the sequence: meaning first, then form. At the outset, the word is presented in context so that learners can work out the meaning for themselves.

Students learn to apply different strategies to understand a new word: working out meaning in context, using dictionaries, using knowledge of grammar, and so on. To present new vocabulary, do the following.

- ▶ Make sure that you have the students' attention first.
- ▶ Use gestures, e.g. gesture with your hands to teach *Come here*.
- ▶ Use realia. Bringing objects, for example real fruit, into class or using actual classroom objects to teach vocabulary is very effective as it is unexpected and therefore memorable. You can also ask students to bring their own objects into class. For example, if the following lesson is on sports, ask them to bring in sports equipment from home.

- ▶ Use mime and Total Physical Response. Students can work out the meaning of *I can carry* from actions or mime. Students can then give one another instructions to perform actions; for example, *Come this way*.
- ▶ Ensure that you give a good model of the word when you introduce new vocabulary. The word can be said many times in a variety of different tones so that students' interest is maintained. Use choral and individual repetition.
- ▶ Present vocabulary in context wherever possible. This will be much more effective than presenting a word in isolation. When a new word or lexical set is introduced, be sure to revise the items in subsequent classes using the above materials and procedures. Students will also use the words in their Student's Book in controlled practice activities and then in a new context so that the words are memorable to them. Tasks therefore recycle vocabulary both orally and in writing. This latter stage is the production part of the 'present, practise, produce' model.

b Word building strategies

English is a very flexible language and you can build on your vocabulary to make new words. Words are not just isolated units of language. Knowing the full meaning of a word includes knowing which words it's usually associated with, the grammar of the word, and its pronunciation. In this short course, you will learn the strategies and skills needed to improve your English vocabulary use.

One way of doing this is to add prefixes, such as *anti-*= against in antibodies, *dis-* = not in disappear, *bi-*= two in bicycle and *co-*= with in cooperate.

Another way to make new words from the words we already know by using different endings. For example, "The person who employs me has a fast car". You can make this sentence simpler, by replacing "the person who employs me" with "my employer". This gives you "My employer has a fast car."

In English we can make nouns from verbs, for example *to employ* gives *employer* and *employee*. You can also make verbs from nouns or adjectives: government gives to govern, modern gives to modernise and so on. Learning what endings you can put on words means you can expand your vocabulary and say what you mean more easily.

Here are some common word endings:

In nouns: *-er / -or*= a person who does something in adviser/ advisor, teacher, learner) and *-ment*= result of action in improvement, advancement.

In adjectives: *-ic* in idiotic, periodic, *-ful* in awful, wonderful and *-able / -ible* in comfortable, terrible.

The Workbook contains many vocabulary-focused exercises which recycle what students meet in the Student's Book. Encourage students to keep their own vocabulary books that can be used in each lesson. Students can organise vocabulary in any way they find easy to remember, but useful approaches are:

- ▶ by topic, e.g. health, work, sport;
- ▶ by type, e.g. verbs, nouns, adjectives;
- ▶ by pronunciation, e.g. chew, threw.

Students should be encouraged to compare one another's vocabulary lists at the end of each week or term, thus implementing the cooperative approach.

D Lesson 6

Workbook: Grammar focus

E Lessons 7 and 8

Speaking / Writing focus

1 Speaking

- ▶ Enabling students to gain the confidence to produce fluent and accurate speech is one of the aims of *Over To You*. As well as a complete lesson developing a particular communicative function in English, there are many other opportunities to comment on aspects of a particular topic, either in pairs or groups, or individually. There are also suggestions for helping students to develop their confidence in speaking throughout the teacher's notes.
- ▶ Each Speaking lesson is carefully staged with models and examples to help students. What is particularly helpful is the *Useful Language* box at the bottom of the Speaking and Writing pages, which contains frequently-used expressions and ideas which may be referred to while students are taking part in an activity.
- ▶ Although there are no specific Speaking activities in the Workbook, teachers will find that there are many opportunities to develop students' speaking skills during the Workbook lessons, for example, comparing and discussing answers in pairs and groups.

2 Writing

- ▶ Each Writing section in *Over To You* develops a particular real-life writing skill that students will be familiar with in their own language and may need to use in English, too. These include writing emails, completing application forms, writing reports, letters, notes and messages, and designing and presenting results of research topics. The task is set out at the beginning of the section, and students follow a carefully-planned sequence of exercises which start with a model text and take them through to producing their own texts. Planning and checking are very important stages in writing any kind of text, and these are reinforced each time.
- ▶ The writing skill is usually focused on in Lesson 8, the last in each unit, so students will have a lot of appropriate language to draw on as well as the usual reference, which the 'Useful language' boxes provide.
- ▶ There is a wide range of writing practice exercises in the Workbook, from guided writing with a helpful framework for students to follow, to freer practice with guidelines for the number of words to write.

F Lesson 9

Workbook: Writing

G Focus on

Focus on is reading comprehension with a focus on grammar. Focus on texts are meant to highlight issues related to the students' life in their own country, Kuwait. They are also intended to raise the students' awareness of cultural aspects of their country. So students have to read for gist. Teachers have to guide students to infer meaning of words students may not know from context and lead discussion of the topic.

As in every reading task, the teacher has to raise some general questions to prepare students for the task. The teacher can use the accompanying pictures, the title or some key terms in the text to get students involved in the task. Then students read the text silently. In pairs, they are to discuss the text commenting on any issues or unanswered questions raised before the reading task.

The grammar section provides guidelines for a linguistic issue found in the text as an example. It also includes exercises as practice for the linguistic point.

H Project

The project offers students an opportunity to practise English in a less formal context and encourages cooperation and

interaction within groups. A project may need extra materials, and involve research and other preparation, some of which may be done as homework. Students are encouraged to present their work well, with appropriate illustrations and eye-catching headings. The projects should be displayed around the classroom if possible.

XIII Assessment Tools

Progress tests are provided after each module in the Workbook. These tests are not limited to the first level of thinking (knowledge) but progressively deal with the six known plateaux of thinking. The tests are comprehensive, valid, reliable and measure the learning outcomes previously stated. These tests are also designed to be fun, creative and interesting for the students. It is important that students do not feel unduly worried about the prospect of a test. Teachers should ensure that there is a supportive atmosphere in class to help students, and should revise material as often as possible. Tests are very useful for the teacher to diagnose areas of difficulty. If there are areas that the majority of students find difficult, ensure that more class time is spent on these language points in future. If individual students have problems with a particular language area, the teacher should talk to the student concerned and help them to orient their learning effectively. Do bear in mind, however, that individual students have different strengths; a student who may have problems in a written test could also have strong speaking skills, for example. Always try to focus on the students' strengths and praise him / her for exercises that have been done well.

A Handling errors

At this level, accuracy becomes more important than in the previous grades, so it is important to handle errors appropriately. In written work, it is easy to spot errors and to write correct models for the student to copy and build on. This is much harder to do in spoken English. Students should be encouraged to speak in English and will feel confident if they are understood. If you over-correct their English, this will damage their confidence and prevent them from wanting to speak in class. When correcting spoken English, do not focus too much on one student's errors, as this may be detrimental to their confidence: correct and practise as a class or in groups. Sometimes students have difficulty in pronouncing a word, however often they hear it. If it is a particular sound in a word, e.g. the letter 'r', think of other easier words with this sound and get them to say those. Then, they can 'transfer' the sound to the harder word.

B Testing and correcting spelling

Although it is important to correct students' spelling, it is a good idea not to over-correct written work, which can be demotivating. The best way to correct is by encouraging the students to correct themselves and their peers.

1 Get students to mark each other's spelling work. This will help both students to reinforce the spellings.

2 When taking in written work, underline frequently occurring spelling mistakes and ask students to correct the spelling, themselves by referring back to the book. This is much more effective than simply correcting every word yourself, which does not encourage the students to remember the word. Remember too that spelling is integrated with other skills: students will practise spelling skills while reading, writing and speaking, too.

The Teacher's Guide also highlights words that students may need particular help with spelling.

Remember to praise the students' efforts. English spelling is hard and takes a lot of practice to perfect. Even native

English speakers make mistakes – do not discourage the students with over-correction and over-criticism.

IVX Classroom Management Techniques

It is useful as a teacher to be able to get a large group of people to do something quickly, quietly, and efficiently, in order to do a task and learn effectively. There are many instances in *Over To You* where the teacher may want to organise the students in a way which is best for everybody, for example, when writing on the board for students to copy, asking individual students to answer a question so that the class can hear, or enabling students to get the most out of their speaking practice by working in a small group or just with a partner, but so that the teacher can listen too.

A Giving instructions

The teacher should make sure that all students in the room are listening when he/she gives instructions, and to speak naturally and clearly. It is important to check that students have understood the instruction if it involves remembering more than one thing. This can be done by demonstrating the activity or part of it with one student or group of students. The teacher may even want to note the stages of an activity on the board as a reminder. If students have to be moved to do an activity, it may be worth waiting until they are in their new places before giving the instructions for a task, and then demonstrating it if necessary.

B Presenting and practising new language

It is important that the teacher is familiar with and clear about the new language. (If it is revision for the students, it may not be necessary to spend as much time on the presentation as is suggested in the teacher's notes.) It is a good idea for the teacher to read the teacher's notes and the Grammar file for the new language point before the lesson, also to check if there is any extra reference material needed.

In *Over To You* students often have to answer questions about the example sentences, which the teacher may like to write up on the board so that they can be sure all students are looking at the right example.

The main purpose of the direct questions that are asked in the Student's Book grammar section are to check comprehension of the grammar concept. It is important that students understand these questions and are able to answer them before moving on to the practice exercises.

C Speaking practice

Some learners will be accustomed to the teacher speaking a lot during a lesson. However, a good way to increase the amount of practice all students experience is making sure there are times during the lesson when students can work in groups or pairs. There are a lot of opportunities in *Over To You* for students to discuss their ideas with each other in pairs and/or groups before demonstrating to the class. This is a good way to develop confidence, one of the main attributes of a fluent speaker of a foreign language. Students can try things out in front of their friends without the pressure of speaking to the teacher (who knows more), or to a large group (who might not all be listening). Group work gives the teacher time to walk around, virtually unnoticed, checking the student's progress as they work, at a time when they are not feeling self-conscious, and therefore what is heard is more likely to be an accurate record of the student's true ability.

If students are not used to the idea of working in pairs or groups the teacher may need to explain the benefits the first few times.

1 Large or class group activities

Even if the class is large, with fixed desks or tables, there can still be opportunities created for students to speak with others in the room. There will be a space somewhere in the room either at the front, back or sides, where students can stand together for a short time to do an activity. It is useful to have a timer or stopwatch to prevent students drifting away from the task, even if it seems that not everybody has finished. (Note the times suggested in the Teacher's Guide.)

2 Groups of four or five

If the teacher wants to get students into groups for a quick activity or discussion, the easiest way is to go around the class numbering the students up to the number required in each group. e.g. 1.....2.....3.....4 etc., and then instruct four 1s to work together, four 2s, etc.

Again, the teacher should be aware of the timing of an activity. If most groups have finished, the teacher should be prepared to stop the activity. If one group finishes early, it may be a good idea to set another related task to prevent distraction or disruption. It's possible that there will be a difficulty with the task, in which case the teacher needs to find out what the problem is, and help if necessary.

3 Pair work

It may not be a good idea to always have students who sit next to each other working together. Factors such as existing knowledge of the language, confidence / personality, and what they already know about each other can all affect the success of the activity. It also helps the atmosphere in the class if students can get to know other classmates during the language activities, and appreciate each other's difficulties and strengths.

Once students realise why it is a good idea, it should be quite easy to ask them to change places with another student on the other side of the room, or get them to organise themselves by lining up in order of when their birthday falls in the year, for example, or in alphabetical order according to their names. Then the teacher can ask them to sit with the person who is standing behind them for a particular activity. If they are going to need their notebooks and pens for the activity, the teacher should ask them at the beginning to pick them up before they move out of their seats.

D Listening to students

It is a good idea for the teacher to get used to walking around the class when students are doing group and pair work to listen to what is going on. The teacher can make notes (either mentally or on paper) of things they would like to correct later, or of anything particularly good that the student or group could report on after the activity.

E Using the board

It is worth remembering that students will need to copy examples or ideas that the teacher has written on the board into their notebooks. Board writing needs to be large and clear. The teacher can plan what is needed by reading through the teacher's notes before a lesson. The teacher may like to divide the board into sections, so that all new vocabulary is in one part, grammar examples in another, etc.

F Mixed Ability Classes

Mixed ability classes are a fact. Since no two students can be the same in terms of language background, learning speed, learning ability and motivation, it would be ideal to think that our classes could be homogeneous in terms of these aspects. The differences which cause problems in heterogeneous classes are in language learning ability, language knowledge, cultural background, learning style, attitude towards language, mother tongue, intelligence, world knowledge, learning experience, knowledge of other languages, age, gender, personality, confidence, motivation, interests, and / or educational level. However, these variations may occur in different degrees in different classes. Thus, if the teacher wants to ensure that all students perform to their maximum potential, the teacher must be aware of the problems of mixed ability classes, identify these problems, and deal with them accordingly by finding solutions.

Over To You makes use of pair work and group work in the classroom to overcome some of the problems encountered in mixed ability classes. Furthermore, tasks in the Workbook serve this purpose. Keep a positive attitude, and don't feel discouraged if you can't keep everyone fully satisfied all the time!

G Warm-up / Wrap-up activities

Many language teachers start class with a warm-up activity for many good reasons. The warm-up activity helps your students put aside their daily distractions and focus on English. It introduces the lesson topic and gets everyone's attention. That's why warm-ups are known as 'ice breakers'. They can get the class working together as a group; they encourage whole-group participation which can build a sense of community within the group. The most common is brainstorming, i.e. giving a topic and asking learners to think of anything related to it. Students are given 5 minutes or so to write the responses. Students are asked to share their answers with the group or volunteer to do so.

Over To You uses a variety of tasks such as commenting on a scene, comparing photos, matching pictures with vocabulary words...

As it is very important to start your lesson positively, it is also essential that you finish your lesson constructively. The wrap-up, i.e. the closure of your lesson, needs to foster what students have learned or are to review. And you want to do this as a whole group to establish that 'One Group' atmosphere that you established during your introduction. This will give the experience of the whole class as one team having accomplished a great project!

Module 1 Getting together

Student's Book page 11

Opener (5–10 minutes)

Tell students that these pages show them what they will be doing in the first module. Ask them to read the module title (**Getting together**) and ask a few volunteers to give their own definitions for it.

Look at the pictures together and ask students to scan the unit titles quickly. Ask a selection of students to choose their favourite photograph and encourage them to explain why they like it and to guess what they think is happening in it. Encourage contributions from the rest of the class.

Split the class into groups and allocate one picture to each group. Tell the groups that they will have five minutes to invent a story or scenario for their picture. Explain that

there are no correct or incorrect answers and that they should be as imaginative as possible in their explanations of the photos.

When they are ready, invite a speaker from each group to tell the class the story they have made for their picture. Start a brief class discussion by asking students which story they think is most convincing. Students should explain their opinions and encourage others to agree or disagree with a particular viewpoint.

Conclude the discussion with a class vote if you wish (with the group whose own photo is being voted on being exempt) to find which explanations students think are correct. Tell them that they will discover the answers as they work through the module.

Student's Book page

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

Lessons 1 and 2

Objectives

Skills

At the end of this pair of lessons, students should be able to:

Reading

- read an article about two festivals

Speaking

- talk about festivals

Topic

- *Festivals in Kuwait*

Functions

- describe festivals
- express opinion
- express preferences

Vocabulary

canopy (N), dazzling (Adj), discipline (N), extravaganza (N), gather (V), launch (V), multitude (N), nurture (V), patriotic (Adj), stream (N), unrivalled (Adj)

Read

2 (25–30 mins)

Tell the students they are going to read about the two festivals in the pictures. First, read out all the questions. Then ask them to read the two articles quickly, to find out the answers. Tell them not to worry about new words at this stage.

When they are ready, invite two students to answer the questions. Divide the class into two groups, A and B. Then put the students into pairs. Ask the pairs in A to read the first text and the pairs in B to read the second text. Tell them to read the text carefully and to find out the meaning of new words and phrases (they can guess from context, use dictionaries, use the glossary at the back at the Student's Book or ask you).

Student's Book pages 12 and 13

Present the active vocabulary needed for each activity.

Discuss

1 (15–20 mins)

Invite students to give some examples of festivals from Kuwait. Ask them to tell you which ones they enjoy the most, and why. Allow a short class discussion.

Then put the students in pairs to look at the pictures and discuss questions **a**, **b**, **c** and **d**. Go round and listen, giving prompts and supplying vocabulary where necessary. Then invite different students to share their ideas with the class.

Extension (10–15 mins)

Invite students to tell you the names of other festivals from other countries. Write them on the board. Put the students in small groups and tell them to prepare a list of questions they would like to ask about each festival (e.g. *Where do people celebrate this festival? When is it? What happens? What food do people eat? etc.*).

When they are ready, invite each group to share their ideas with the class.

Invite students to answer as many questions as they can for each festival, and ask them to find out more information for the next lesson.

If students have brought more information about festivals around the world, allow time for them to tell the class what they have found out.

Student's Book page

MODULE 1: Getting together

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

Discuss

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

- Where do you think these festivals are taking place?
- What do you think is happening in each photo?
- Which festival do you prefer most?
- 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
a When does each festival take place?		
b What does each festival celebrate?		
c Why is the Hala February Festival a patriotic celebration?		
d How does the Qurain Cultural Festival reward and honour artists?		
e What does each festival have to offer its visitors?		

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

When they are ready, tell them to read the other text and make a note of any difficult words and phrases.

Invite students in A to ask the students in B about new words in the second text. Then students in B ask students in A about the vocabulary in the first text.

Check your understanding



(10–15 mins)

Tell the students to read and complete each sentence, referring back to the texts as necessary. Go round and offer help as required. Then put the students in pairs to compare answers.

Quote

Draw the students' attention to the Quote box at the bottom of page 13. Ask them what the writer is trying to say. Elicit that the quote means that only wise people are able to enjoy their life and make it as joyful as a festival, even when they're going through hardship.

Ask the students if this quote applies to them or if they know people like that. Students should justify their answers.

Finally ask the students who Ralph Waldo Emerson is and encourage those who know something about him to tell the class what they know.

Ralph Waldo Emerson (1803 – 1882) was an American essayist, philosopher and poet in the early 19th century. His enthusiasm and respect for his audience made him one of the great orators of the time. The first essay he published was *Nature* in which he expressed the philosophy of transcendentalism.

Lesson 3

Workbook pages 4 – 5, Reading

Workbook answer key – see page 149

Student's Book page

Unit 1 Festivals and occasions

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.

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

Objectives	
Skills	At the end of the lesson, students should be able to:
Reading	• read an article about the Cherry Blossom festival in Japan
Writing	• write a response to a statement
Topic	• <i>Cherry Blossom time in Japan</i>
Functions	• agree / disagree
Vocabulary	academic (Adj), blossom (N), claim (V), cultivate (V), facilitate (V), gaze (V), meteorologist (N), outstanding (Adj), vendor (N)

Lessons 4 and 5

Objectives

Skills

At the end of this pair of lessons, students should be able to:

Reading

- read a short story

Topic

- *World Festivals*

Grammar

- use modal verbs [*can / could / be able to / manage to*]
- use intensifiers
- use phrasal verbs with *go*

Functions:

- express ability

Vocabulary

bagpipes (N), carnival (N), celebratory (Adj), display (N), festivity (N), hire (V), preoccupied (Adj), take part in (PhV)

Pronunciation

- use *elision*

- Intensifiers (*quite, really, very, a little, pretty, brand, fairly, extremely, absolutely*)



(10 mins)

Ask students to read the example sentences, and as a class identify the intensifiers. Read out sentence **a** and ask students to say which intensifiers are appropriate and where the intensifier should go. Say a correct sentence out loud, for example, *You must be very good at organising your time.*

Ask students to complete the rest of the exercise alone. Then ask a few students to read one of their completed sentences to the class. Discuss any difficulties the students faced.

Student's Book pages 14 and 15

Present the active vocabulary needed for each activity.

Grammar

- Modal verbs [*can / could / be able to / manage to*]



(10 mins)

On the board, write *abilities*. Invite students to suggest some sentences describing abilities (e.g. *I can swim.*). Ask them if it means you can swim all the time (*a general ability*) or only on one occasion. Write *I can't find my pen* on the board. Ask students if it has a general meaning or refers to one occasion (*one occasion*). Then put them in pairs to discuss and complete the task. Walk around the class to check students' progress and to offer encouragement.



(15 mins)

With students still in their pairs, ask them to discuss questions **a**, **b** and **c** and note down their answers. Make clear that the underlined parts of the sentence highlight the period of time the sentence refers to. Go round and offer help if needed. Then check their answers.



(10 mins)

This story gives students practice in the use of modal verbs. Have a brief class discussion, asking students to offer examples of time when they have **managed to** do something; i.e. *someone who managed to make it to the cinema on time even though there was bad traffic on the road*. If someone makes a mistake, correct it as a class and reinforce students' understanding of the language point. Ask them to complete the exercise alone and write the correct verb form for **1–6**.

Then ask a few students to read each sentence aloud and discuss any difficulties.

Student's Book page

Grammar

- Modal verbs [*can / could / be able to / manage to*] Grammar reference pages 123–124



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

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



Now discuss these questions with a partner.

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



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 124



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.

- You must be good at organising your time.
- They are preoccupied today.
- He is my best friend.
- That was a good book.

Vocabulary

Phrasal verbs with go

1 (15 mins)

a Read out the first sentence and ask the students to look up the correct meaning of **went out** in a dictionary or in the Student's Book glossary. Then allow time for them to complete the task. When they are ready, put them in pairs to compare answers.

b This exercise is designed to allow students the opportunity to think around a topic and to give their own opinions. In pairs, students discuss the four questions. Go round and listen, offering suggestions if necessary. Then invite different students to share their ideas with the class. Encourage comments and further discussion, and insist that students justify their opinions as fully as they can.

Parts of speech

2 (20 mins)

Read the example given in the table (**celebration; celebrate; celebratory**). Then, ask students what the parts of speech are. Give them a brief explanation about parts of speech. When you finish, ask students to fill the table using the correct part of speech. Go round and check their answers.

Pronunciation Elision

3 (1.1) (10 mins)

Ask the students to read sentences **a–e**, then play the recording, pausing after each sentence while students write down the two words that are joined together. Put them in pairs and then play the recording again while they check and compare answers.

Listening script 1.1 – see page 140

4 (1.1) (10 mins)

Play the recording again, pausing after each sentence for the students to repeat it. Allow them to ask any questions about correct pronunciation in these pauses in the recording.

Listening script 1.1 – see page 140

Students' Book page

Unit 1 Festivals and occasions

Vocabulary

Phrasal verbs with go

1 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

2 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

3 (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.

4 (1.1) Listen again and repeat the sentences.

Lesson 6

Workbook pages 6 – 7, Language practice

Workbook answer key – see page 149

Objectives	
Skills	At the end of the lesson, students should be able to:
Grammar	- use phrasal verbs - use <i>could / couldn't; was / wasn't; were / weren't / be able to</i>
Functions	apologise

Lessons 7 and 8

Objectives

Skills

At the end of this pair of lessons, students should be able to:

Reading

Listening

Speaking

Writing

Topic

Functions

Vocabulary

- read a timetable
- listen to descriptions of interesting festival experiences
- listen to a description of the *Hajj*
- talk about festivals
- talk about the *Hajj*
- write a report about a festival
- *The Hajj*
- agree / disagree
- express opinions
- share personal experience
- bubbly (Adj), chain (N), commemorate (V), embark (V), exuberant (Adj), fanciful (Adj), intricate (Adj), unison (N), weaving (N)

Think and speak

3 (10 mins)

Put students in pairs or small groups. Tell them to discuss each question and make notes. Go round and offer suggestions if necessary. Invite answers for question **a** and write them on the board. Then ask different students to answer questions **b** and **c** with reference to each festival listed. For question **d**, ask a student to read the statement to the class. Then, ask a few students whether they agree or disagree, and why. Finally, read question **e** and tell the students to discuss in their groups. Go round and take suggestions. Encourage comments and suggestions from the rest of the class.

Extension (10 mins)

Get students into groups of two or three. Tell them to discuss the last time they celebrated Eid Al-Adha. Encourage them to compare their experiences. After five minutes, tell the students to elect one person from the group as spokesperson. This student should then tell the class about the

Student's Book pages 16 and 17

Present the active vocabulary needed for each activity.

Listening

1 (1.2) (20 mins)

This type of exercise allows students to enhance their listening skills and the ability to process what they have heard. Tell students they are going to listen to three people describing festivals they have experienced. Play the recording. Then, ask students to give the definition for **a** (*intricate*) as a class (**4** *very complicated or detailed*). Then give them time to match the other words with the correct definitions individually. Once everyone has finished, go through the list, picking individual students to give the answers, checking with the rest of the class that their answers are the same. Encourage students to explain the definition in their own words if other students got an answer wrong.

Listening script 1.2 - see page 140

2 (1.2) (10 mins)

Play the recording again. Tell students to decide which of the sentences are true and which are false. Remind them to justify their answers.

Listening script 1.2 - see page 140

Student's Book page

1. 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.

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

3 Discuss these questions in pairs or groups.

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

other students' experiences of Eid Al-Adha. The spokesperson should finish his or her presentation with a brief summary of their personal memories of Eid Al-Adha. Then, give students time to write a brief diary entry of their experiences of the feast. You can set this final section of the Extension as homework if there is not enough time left in class.

Speaking Discussing religious occasions

Listen



(1.3) (10 mins)

Ask the students to look at the picture and ask them to describe it to you. Encourage them to describe what is happening, what is being celebrated and where it is happening. Read out the instruction and then play the recording.

Listening script 1.3 - see page 140

Think and speak



(10 mins)

In pairs, ask students to discuss and answer the questions. Give them a few minutes to complete the exercise, walking around to offer encouragement and support while they do so.



(5 mins)

Put the students in pairs, if possible with someone new. Tell them to imagine one of them has just returned from Hajj and the other is preparing for his journey next year. Ask students to share their preparations and experiences with each other. Try to provide students with ideas, based on your own experience and knowledge. When they have finished, each pair should present their reports to the class.

Write



(20 mins)

In pairs, students will now devise a celebration or festival for their own area. Encourage them to think about the different types of festivals and to pool from their answers to the previous tasks. They can make a schedule or plan like the one on page 17 of the Student's Book, if it helps. Then, give students time to write reports of the festival from different points of view. One report must be from the point of view of the organiser, and the other from the perspective of someone who attended the event. Walk around, encouraging each pair to be as detailed as possible in their plans. When they have finished, each pair should present their reports to the class.

Lesson 9

Workbook pages 8 - 9, Writing

Workbook answer key - see page 149

Objectives	
Skills	At the end of the lesson, students should be able to:
Reading	• read a description of a five-day trek in Nepal
Writing	• write a festival diary
Functions	• describe personal experience

Student's Book page

Unit 1 Festivals and occasions

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



Work in pairs. Discuss and answer these questions.

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



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



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.

Words to remember
bubbly, chain, commemorate, embark, exuberant, fanciful, intricate, unison, weaving



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

Lessons 1 and 2

Objectives

Skills

At the end of this pair of lessons, students should be able to:

Listening

- listen to descriptions of family celebrations

Speaking

- talk about family celebrations

Topic

- Family celebrations

Functions

- describe customs
- describe family celebrations
- express opinions
- give reasons

Vocabulary

close-knit (Adj), eldest (Adj), formal (Adj)
get-together (N), hold (V), milestone (N),
swap (V), touching (Adj)

Play the rest of the recording. Then allow time for the students to discuss questions **a** and **b** with their partners.

Go round and offer help where needed. If necessary, play the recording again before you check their answers.

Listening script 2.1 – see page 140

Student's Book pages 18 and 19

Present the active vocabulary needed for each activity.

Discuss

1 a and b (15 mins)

Put the students in pairs. Ask them to make guesses about which country each photo is from and what the occasion is. Go round and supply vocabulary as necessary (e.g. *meal, celebration, photograph, children, relatives, outside, formal, informal*). Then put students in new pairs. Ask them to tell each other their ideas about the pictures – are they the same? Finally, invite different students to share their ideas with the class.

2 (10 mins)

Have a short class discussion. Ask the students to tell you about when they meet with their family members, and why. Encourage them to describe what it is like and what they do together. If you like, tell them about your own family gatherings to get the discussion started. Ask students to make notes as they discuss.

Listen

3 (2.1) a and b (10 mins)

Tell the students they are going to hear three people describing a family celebration. Ask them to listen while you play the first section of **Listening script 2.1** (*speaker 1*). Put them in pairs to discuss who they think is speaking, and what the occasion is, then invite them to share their ideas with the class. (*A younger sibling is speaking, and the occasion is her brother's graduation party*).

Student's Book page

MODULE 1: Getting together

Unit 2 Family celebrations

Grammar

Simple past and past perfect
[once / when / before / after / by the time];
compound nouns



Discuss

1 Look at the photographs and discuss these questions.

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

2 When do members of your family meet with each other?

.....

.....

.....

.....

.....

Check your understanding



(2.1) (15 mins)

First, ask the students to read questions **a**, **b** and **c**. Then play the first section of the recording. Allow time for them to discuss the questions with their partners and note down their answers.

Do the same with questions **d**, **e** and **f** (*second section*) and **g** and **h** (*third section*).

When the pairs have stopped discussing, and have answered all the questions, play the whole recording straight through. Then, go through the answers as a class.

Listening script 2.1 - see page 140

Vocabulary



(5-10 mins)

Ask the students to complete each sentence with the correct form of one of the verbs listed. Emphasise that they can use each verb only once. Go round and offer help if needed. Put students in pairs to compare answers.

Think and speak



(30 mins)

Put the students in pairs, if possible with someone different than usual. EITHER ask half the class to follow the instruction in **a** and the others to discuss the question in **b** OR ask all the pairs to complete **a** and **b**. Go round and offer prompts if necessary.

When they are ready, invite different students to report their ideas to the class. Encourage comments and questions. Add your own ideas if you wish to.

Quote

Draw the students' attention to the Quote box. Ask them to explain the quote and give their own opinion. Do they agree that family happinesses are the greatest happinesses and that real happiness is found within the family? Students should justify their answers.

Then, ask students about Joyce Brothers. Encourage them to share what they know about her with the class.

Joyce Brothers (1927 -) is a resident of Fort Lee, New Jersey. She's an American psychologist publishing a daily syndicated newspaper column since 1960 and claims to be the first television psychologist. Brothers gained fame in late 1955 by winning *The \$64,000 Question* game show, on which she appeared as an expert in the subject area of boxing.

She has published several best-selling books, including a 1992 book called *Widowed*, inspired by the loss of her husband.

Lesson 3

Workbook pages 10 - 11, Reading

Workbook answer key - see pages 149 - 150

Student's Book page

Unit 2 Family celebrations

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

Words to remember
 close-knit, eldest, formal,
 get-together, hold,
 milestone, swap, touching

Objectives	
Skills	At the end of the lesson, students should be able to:
Reading	• read an article about baby showers
Writing	• write an inferred conclusion
Topic	• <i>The Baby Shower</i>
Functions	• express preferences
Vocabulary	baby shower (N), crib (N), expectant (Adj), parenthood (N), pram (N), replica (N), separate (Adj) silverware (N), subsequent (Adj), transition (N)

Lessons 4 and 5

Objectives

Skills

At the end of this pair of lessons, students should be able to:

Reading

- read a personal account

Writing

- write a list

Grammar

- use simple past and past perfect [*once / when / before / after / by the time*]

- use compound nouns

Topic

- *Grandmother's return from Hajj*

Functions

- give reasons
- describe past experience

Vocabulary

breathing space (N), clan (N), desert (N), interior (N), well-deserved (Adj), wind up (PhV)

Student's Book pages 20 and 21

Present the active vocabulary needed for each activity.

Grammar

- Simple past and past perfect [*once / when / before / after / by the time*]

1 (5 mins)

Remind the students of the descriptions of the three family occasions they heard previously in **Listening script 2.1**. Tell them they are going to read Aisha's personal account of her grandma's return from Makkah. Give them a few minutes to read the text individually. Encourage them to underline all the verbs in the text and to ask questions.

2 (10 mins)

This exercise will further students' understanding of the past perfect, and of how to express the order of events accurately. Read the rubric to the class and go through sentence **a** together. Tell them that there are two different tenses in each sentence, and ask a volunteer to identify the first (*had eaten – past perfect*), and another to name the second (*invited – simple past*). Ask a third student which of the activities came first (*eating a long breakfast*) and elicit the rule from the class. Point their attention to the **Grammar File** on page 124 if they need some help. Get them to complete the table individually, and compare answers as a class.

3 (5 mins)

Ask the students to look at the text again. Read it out loud as a class if you wish, inviting students to read one sentence each. When you have finished, read the rubric to the class and invite answers until students offer the correct one (*the second sentence*).

Talk through the answer together to make sure they understand and answer any uncertainties the students may have.

4 (5 mins)

This exercise tests and reinforces students' understanding of the grammar focused on during the previous exercises. Put students in pairs and allow them to discuss each sentence while they answer them. Check answers as a class.

5 (10 mins)

EITHER divide the class into four, and ask each section to complete the sentences in pairs or groups OR ask students to complete the sentences in pairs.

Go round and offer prompts where necessary. Always check that students are using the past perfect in their sentences. Offer your own ideas if you want to. Encourage them to be as imaginative as possible in their answers.

Student's Book page

Grammar

- Simple past and past perfect [*once / when / before / after / by the time*] Grammar reference page 124

- 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?
a	invited	had eaten	eating a long breakfast
b			
c			

- 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.

6 (15 mins)

Keep students in their groups and ask them to discuss what they had done by the time they went to bed yesterday. As students discuss their ideas, make sure they write individuals lists of the activities, using the simple past and past perfect structures. Get the groups to report back to the whole class. You could vary this stage of the exercise by inviting students to report other students' answers, as well as their own.

Vocabulary

Derivatives and compound nouns

1 (5 mins)

a Read the rubric and the example answer to the class. Ask the students if they know the answer to **b** (*birthday*). Then, students work alone to complete the table. Check answers as a class and discuss any problems.

b Read the second rubric to the class. Ask the students if they know the appropriate suffixes for **celebrate**. Take suggestions from the class before providing the correct answers. (*celebrate* = *celebration* / *celebrator*)

Then, ask students to complete the exercise alone. After a couple minutes, ask a few students to read their answers as a class and discuss any problems.

Words with more than one meaning

2 (10-15 mins)

The students should have their books closed. Ask the students if they can think of any English words that have two meanings. Write correct suggestions on the board. If they can't think of any, write one or two of the words in this exercise (*head*, *class* etc.) on the board and invite them to tell you their two meanings (they will be able to check their answers when they do the exercise.)

Put them in pairs or small groups to complete the task. Go round and listen. They should not need any help if they consider the context of each sentence.

Pronunciation Same word - different pronunciation

2.2 (10-15mins)

a Read out the two example sentences. Ask the class about the different pronunciations of *close* (*the first one has the sound 's', the second has the sound 'z'*). Ask them to practise saying the two sentences a few times while you go round and listen.

b In pairs, students take turns to read the sentences. Tell them to think carefully about the words in bold.

c Play the recording and then ask the students to practise saying each sentence again. If necessary, play the recording again, pausing after each sentence for the students to repeat.

Listening script 2.2 - see page 140

Lesson 6

Workbook pages 12 - 13, Language practice

Workbook answer key - see page 150

Objectives	
Skills	At the end of the lesson, students should be able to:
Grammar	• use simple past and past perfect
Functions	• accept / reject an invitation

Student's Book page

Unit 2 Family celebrations

Vocabulary

Derivatives and compound nouns

1 a

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

2.2

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?

Lessons 7 and 8

Objectives

Skills

At the end of this pair of lessons, students should be able to:

Reading

Listening

Speaking

Writing

Topic

Functions

Vocabulary

- read an e-mail
- listen to a short talk
- give a factual talk
- write an informal invitation
- *Invitation to a family celebration*
- invite
- make polite requests
- sequence information
- give / ask for information
- aborigine (N), boomerang (N), for good (Phr), nomad (N), originally (Adv), reminisce (V), roundabout (N), traditionally (Adv)

Check

3 (20 mins)

- Ask the students to read their e-mails carefully, checking for spelling, grammar and punctuation. Go round and offer help and suggestions where necessary.
- Tell the students to read their partners' e-mails and check them, using the questions as a guide.
- Students ask their partners any relevant questions not answered by the e-mail. Encourage them to make other useful comments too. They then make any necessary corrections or additions to their own work. Go round and make final checks, or collect their work in to correct and return.

Student's Book pages 22 and 23

Present the active vocabulary needed for each activity.

Writing An informal invitation

Read and analyse

1 (10 mins)

First, ask the students how often they send e-mails. Who do they send them to, and why?

Then ask them to read questions **a**, **b** and **c** and then read the text to find the answers. Put them in pairs to discuss the answers.

Ask the students to read the e-mail again and then allow time for them to note down the answers to questions **a-c**. Tell them to check their answers in pairs.

Planning and writing

2 (20 mins)

- Tell the students they are going to write a similar e-mail. Allow time for them to note down their ideas. Tell them to use the text as a model and make a plan. Go round and make suggestions where necessary.
- Ask the students to look at the *Useful Language* box. Then ask them to write their e-mails, starting and finishing in the same way as the model text. While they are working, go round and check their work.

Student's Book page

Writing An informal invitation

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?*

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.

task

You are going to write an informal invitation to a family occasion.

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



Speaking Giving a 'factual' talk**Listen****(2.3) (10 mins)**

Ask the students to look at the pictures and tell you what they can see. Ask them to guess which country the pictures are from (*Australia*). Write relevant vocabulary on the board, supplying new words as necessary.

Then play the recording and put the students in pairs to decide which of the topics are mentioned. Play the recording again to check.

Listening script 2.3 - see page 140 - 141

Prepare for speaking**(2) (20 mins)**

- a** Tell the students to prepare their talks in pairs or small groups. First, they need to choose their subject - invite some suggestions from the class, then allow time for them to decide in their pairs or groups.
- b** Students then carry out research - in lesson time if you have the resources available, or as

homework.

c Tell the students to make notes using the questions as a guide. Go round and make suggestions if necessary.

d Students then prepare their talks individually, using some of the ideas in the *Useful Language* box. Tell them to practise giving their talks to each other. Go round and make suggestions where necessary.

Speak**(3) (20 mins)**

- a** Put the students in new groups. Tell them to take turns to give their talks, while the others listen and perhaps note down any questions.
- b** Students ask each other questions about their talks. Finally, invite one student from each group to tell the class about the talks their group has heard.

Lesson 9

Workbook pages 14 - 15, Writing

Workbook answer key - see page 150

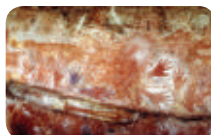
Objectives	
Skills	At the end of the lesson, students should be able to:
Reading	• read notes for a talk
Writing	• write notes for a talk
Functions	• give information

Student's Book page

Unit 2 Family celebrations

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****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**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

Lessons 1 and 2

Objectives

Skills

At the end of this pair of lessons, students should be able to:

Reading

- read a factfile
- read an article about the history of coffee houses

Speaking

- talk about meeting places
- talk about coffee drinking habits

Topic

- *Coffee houses*

Functions

- discuss meeting places

Vocabulary

cardamom (N), cordially (Adv), decaffeinated (Adj), distinctive (Adj), espresso (N), fragrance (N), hospitality (N), immediate (Adj), import (V), instant (Adj), log on (PhV), pill (N), quarrel (N), refill (V), socialise (V)

to questions **a** and **b**.

Extension (10 mins)

Have a class discussion. Divide the class into two groups and write the statement "Coffee is very good for your health" on the board. Ask students for some initial comments, inviting other students to build and elaborate on them. After this initial stage, choose three students to join you at the front of the class – they will not be part of either group.

Tell students that one group will prepare a presentation that agrees with the statement, the other group will argue against it.

Give the groups time to research the topic using in-class resources, if available, or material you have brought to class with you. Hand the relevant information to each group and allow them to read it for a few minutes before they begin planning their argument. Explain that a convincing argument should use plenty of evidence presented in clear and persuasive language. Walk around

Student's Book pages 24 and 25

Present the active vocabulary needed for each activity.

Discuss

1 (5–10 mins)

Read out the question, and ask the class for a few ideas to start the discussions. Then put the students in small groups to discuss and note down more ideas. Go round and listen – offer some ideas of your own if you wish. When they are ready, invite students from each group to share their ideas with the class. Encourage comments and further discussion.

Read

2 (10 mins)

Put the students in pairs and ask them to describe the pictures to each other. Go round and supply vocabulary as necessary (e.g. *diwaniya*, *indoor*, *outdoor*, *mall*, *luncheon*). Invite different students to describe the pictures to the class, then ask the students if they ever go to coffee shops. *Do they like instant coffee? Do they ever drink decaffeinated coffee?*

Ask the students to read the factfile and answer the questions.

3 (15 mins)

Ask the students to look at questions **a** and **b**, then allow time for them to read the text. While they are reading, go round and answer any questions about vocabulary.

When they are ready, check their answers

Students' Book page

MODULE 1: Getting together

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



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



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 25?



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?



offering advice where necessary. Tell each group to nominate one or more people to chair the discussions and to present the arguments. Give each group time to report their arguments to the class. It will be the responsibility of the three students who have sat at the front throughout the process to summarise each group's arguments and to decide which one was more convincing. The group who gains two votes or more wins the debate.

Check your understanding

4 (10 mins)

Refresh students' memories about the content of the article, and about the outcome of the **debate** exercise from the previous lesson. Ask some questions of your own, or invite students to ask and answer the questions to test how much they remember.

Ask the students to read the article again, then put them in pairs to decide which of the sentences are true and which are false. Remind them to justify their answers.

5 (20 mins)

Ask students to work in pairs to try and match the words with their meanings. Tell them to refer back to the article and find the word in context if necessary.

Extension (20 mins)

Divide the class into groups of three or four. Give all students one minute to write down three bullet points regarding what they think makes a good coffee shop. When the minute is over, nominate a handful of students to read their comments to the class. Tell students they are going to design and plan a coffee shop for their town. Tell them their coffee shops should be unique. They should think about and discuss the coffee shops in their town as a guide. Give some ideas on how to make a coffee shop unique; *incorporating elements of the town's history; the type of coffee on offer; the other items for sale; the colour scheme; the type of furniture, etc.* Walk around the class and monitor the conversations, giving advice and help where appropriate. Encourage them to be as creative as possible in their designs. After about ten minutes, draw the discussions to a close. Invite the groups to write a brief proposal for their coffee shops. These should include a description of the planned coffee shop and a full reasoning of why they have decided to plan this type of café. Invite feedback from other groups, which could lead into a brief class discussion on what makes a good coffee shop, if there is time.

Students' Book page

Unit 3 Meeting places

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.



Words to remember

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

Check your understanding

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

- People first drank coffee in Ethiopia. ☐
- Coffee became popular in Arab countries because it helped people to sleep. ☐
- Coffee was first brought to England by someone from Turkey. ☐
- Coffee is an insignificant part of Kuwaiti hospitality. ☐
- There were frequent arguments and fights in London's coffee houses. ☐
- 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 |

Lesson 3

Workbook pages 16 - 17, Reading

Workbook answer key - see page 150

Objectives	
Skills	At the end of the lesson, students should be able to:
Reading	- read an article about tea drinking habits in China - read a factfile about tea
Writing	write a short paragraph
Topic	Tea – A daily necessity
Functions	express preferences
Vocabulary	circumstance (N), civil servant (N), cocoa (N), cultivation (N), gratitude (N), porcelain (N), silk (N)

Lessons 4 and 5

Objectives

Skills

At the end of this pair of lessons, students should be able to:

Grammar

- use third conditional

Topic

- Meeting places

Functions

- express possibilities

Vocabulary

autograph (N), converse (V),
in charge of (Exp), irritated (Adj),
lonesome (Adj), plaza (N), sickly (Adj),
stadium (N), teapot (N), weary (Adj)

Pronunciation

- use stress in phrases

Student's Book pages 26 and 27

Present the active vocabulary needed for each activity.

Grammar

• Third conditional

1 (10 mins)

On the board, write *First conditional* and *Second conditional*. Ask students to provide you with example sentences for each and write good ones on the board. Then put students in pairs to read sentences **a**, **b** and **c** and decide the verb tenses.

2 (5 mins)

Still in pairs, students discuss the three questions. Then discuss the answers with the class.

3 (10 mins)

First, read out the question. Then say *If I were in charge, I'd ...* and invite a student to complete the sentence with his / her own ideas. Write the completed sentence on the board (correcting it if necessary) then ask that student to begin the sentence again, choosing someone else to finish it. Continue this chain for six or seven turns. Ask the students to write three answers to the question in their notebooks, then compare with a partner.

NOTE: *If + I were* is correct, but in everyday English *If + I was* is also acceptable.

4 (5 mins)

Read out sentence **a**, then ask the two questions (*the answer to both is no*). Put the students in pairs to discuss **b** and **c**. Go round and listen, then discuss the answers with the class.

5 (5 mins)

Ask the students to discuss these questions in pairs and note down their answers. Go round and offer help if needed.

6 (10 mins)

Ask the students whether these sentences are about the past, the present or the future (*the past*).

Ask the students to complete the first

sentence with the correct conditional, then check. Allow time for them to complete the other sentences. Then tell them to compare answers with a partner.

7 (5 mins)

This exercise allows students to practise and reinforce their understanding of the third conditional. Look at the rubric together. Tell students that they should complete the exercise with their own answers. Walk around the class offering advice and help where necessary.

Vocabulary

Verbs related to talking

1 (10 mins)

First, invite students to suggest some verbs that describe the way people talk (they could glance at sentences 1–5). Briefly explain any new words.

a Put the students in pairs to complete the task. Go round and offer help as necessary.

b Read out each sentence, asking different students to supply the missing words. Put them in pairs, if possible with somebody

Students' Book page

Grammar

• Third Conditionals Grammar reference page 125

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**



different, and allow time for them to discuss each question. Go round and listen, adding your own ideas if you wish.
Finally, read out each question and invite different students to give their answers.

Feelings

2 (10 mins)

Read out the example and then each question, pausing after each one for a student to supply the answer.

3 (5 mins)

Put the students in pairs or small groups to consider these questions. Go round and listen, but do not tell them the answers.
When they are ready, check their answers.

Extension (5 mins)

Ask the students to decide what these things are called:

- 1) A box with chocolates in it. (*a box of chocolates*) / Just the box. (*a chocolate box*)
- 2) A box with eggs in it. (*a box of eggs*) / Just the box.

(*an egg box*)

3) A vase with flowers in it. (*a vase of flowers*) / Just the vase. (*a flower vase*)

4) A bowl with fruit in it. (*a bowl of fruit*) / Just the bowl. (*a fruit bowl*)

Pronunciation Stress in phrases

4 (3.1) (10 mins)

Play the recording, pausing after each phrase for them to underline the stressed parts. Put them in pairs to compare answers, then play the recording a second time.

Listening script 3.1 - see page 141

5 (3.2) (5-10 mins)

Play the recording, pausing for the students to repeat each sentence. If necessary, play it a second time.

Listening script 3.2 - see page 141

Quote

Draw students' attention to the Quote box. Ask them to paraphrase it in their own words. Make sure they understand that the quote implies the importance of friendship, that friends are a crucial part of one's life because they create a new world in us and make it a better one. Ask them if they agree with the quote and tell them to give their own opinion about the meaning of friendship in their lives. Students should justify their answers.

Anais Nin (1903 – 1977) was a Cuban-French author who became famous for her published journals, which span more than 60 years, beginning when she was 11 years old and ending shortly before her death. In 1990 Philip Kaufman directed the film *Henry & June* based on Nin's novel *Henry and June* from *The Journal of Love*.

Lesson 6

Workbook pages 18 – 19, Language practice

Workbook answer key - see pages 150 – 151

Objectives	
Skills	At the end of the lesson, students should be able to:
Grammar	• use conditionals
Functions	• make plans

Students' Book page

Unit 3 Meeting places

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.

- 1 I often spend hours *arguing* / *chatting* / *conversing* to my friends.
- 2 It's good to *discuss* / *speak* / *talk* your future plans with your parents.
- 3 Best friends should not *argue* / *discuss* / *talk* with each other.
- 4 A scientist is here to *chat* / *speak* / *tell* to us about his subject.
- 5 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.

- 1 How long do you spend to your friends on the phone?
- 2 Who do you your plans with?
- 3 Do you ever with your friends?

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



Feelings

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

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

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

- | | |
|------------------------------------|-------|
| a a cup of coffee / a coffee cup | ..... |
| b a pot of tea / a teapot | ..... |
| c a box of matches / a matchbox | ..... |
| d a carton of milk / a milk carton | ..... |

Pronunciation Stress in phrases

4 (3.1) Listen and underline the stressed words or parts of words.

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

5 (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."

Anais Nin

Lessons 7 and 8

Objectives

Skills

At the end of this pair of lessons, students should be able to:

Listening

- listen to a telephone conversation

Speaking

- have a telephone conversation

Writing

- write a conversation
- write a description of your favourite meeting place

Topic

- *Favourite meeting places*

Functions

- give reasons
- express likes and dislikes
- make plans
- make suggestions
- reject a suggestion and give a reason
- agree to a suggestion

Vocabulary

beverage (N), catch up (PhV), make it (PhV), meet up (PhV), reschedule (V), sales (N), window shopping (N)

Think and speak

3 (10 mins)

Put the students in small groups to discuss questions **a–c**. Go round and listen, giving prompts where necessary. Join in with your own opinions if you want to.

When they are ready, invite students from each group to share their ideas with the class. Encourage comments.

Write

4 (10 mins)

Ask the students to look at the pictures at the bottom of the page. Then ask them to write three or four sentences about each of the pictures. Then let them write a paragraph about their favourite meeting place using the sentences they have written using the pictures as cues.

Student's Book pages 28 and 29

Present the active vocabulary needed for each activity.

Writing

1 (10-15 mins) a and b

Begin by asking a few students where they meet their friends to provide examples to the class. Working in pairs, students ask each other the questions and provide suitable answers. Allow a few minutes for them to talk and go round offering help where necessary. Then, tell students to record their answers in the space provided. If time allows, ask a few students to read out their answers to the class.

2 (10-15 mins)

Tell the students they are going to invite their partner to an event. This could be a meal, a celebration - anything the students decide. When they have chosen an event, students role-play a brief conversation, using appropriate language.

Example:

A: *Hello. Would you like to come to a celebration next week?*

B: *That sounds great. Where is it being held?*

Go round and help where necessary. Students speak for a few minutes, then record their conversations in the space provided. If time permits, ask a few students to read their conversations to the class.

Students' Book page

Writing

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?

.....

.....

.....

.....

.....

.....



Speaking Arranging to meet**Listen****1** (3.3) (10 mins)

Read out the instruction and the three questions, then play the recording.

Put the students in pairs to discuss their answers, then check. If necessary, play the recording a second time.

Listening script 3.3 – see page 141

2 (3.3) (5 mins)

Put the students in pairs, and assign them the roles A and B. Tell them to read their instructions, then play the recording again, pausing if the students ask you to. Play the recording again, then ask a few pairs to share their notes with the rest of the class.

Listening script 3.3 – see page 141

Prepare for speaking**3** (15 mins)

First, ask the students to read and follow instructions **a**, **b** and **c**. Go round and check that they are making appropriate notes. Offer

suggestions if necessary.

Speak**4** (20 mins)

a Put the students in new pairs. Tell them to decide who is going to make the call.

b If possible, students move their chairs to sit back to back to help them simulate a telephone call.

c Ask them to look at the *Useful Language* box and then to practise their conversations – if possible without referring to their notebooks or student's books. Go round and listen, offering prompts if necessary. Make a note of any serious and / or common mistakes and go over them with the whole class afterwards.

d Students change roles and make a different arrangement for later. Go round and listen.

Finally, invite different pairs, not necessarily students who have been working together, to role play a similar 'phone' conversation for the class.

Lesson 9

Workbook pages 20 – 21, Writing

Workbook answer key – see page 151

Students' Book page**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:

- three times next week when you could meet.
For example: *Tuesday morning; Thursday afternoon*
- two or three possible places to meet.
For example: *the café in the plaza*
- 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.

- Before you start, decide who is going to make the call and who is going to answer the phone.
- Sit back to back with your partner so that you can't see each other's face.
- Start the conversation. You may use some of the words and phrases from the *Useful Language* box below to help you.
- 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.

Objectives	
Skills	At the end of the lesson, students should be able to:
Reading	read descriptions of postcard scenes
Writing	- write descriptions of postcard scenes - write a persuasive paragraph
Functions	- describe a scene - persuade - compare and contrast

Preparation for the project

Tell the students they will be working on a project called **Creating a festival leaflet** at the end of the module in which they will produce some holidays programmes for tourists visiting their country. Ask them to work in pairs, and to decide what festival to include in their leaflet. Tell them to research festivals in their country to help them brainstorm ideas. Ask them to bring this research to the next lesson.

FOCUS on

Student's Book page 30

Meeting Friends in Kuwait

Pre-reading (5 mins)

Point to the photo. Ask students what the place is and what the man is doing. Ask some general questions to guide them to the topic of the text: *Meeting Friends in Kuwait and the Diwaniya*.

Reading Comprehension (15 mins)

Students read the text silently.

Ask students some questions to check their comprehension and to lead them into discussion. The following are suggestions:

1 What is a Diwaniya? Write a short definition using your own words as far as possible

2 What was the original purpose of a Diwaniya?

3 Describe its modern function.

4 Show how the function and structure of the Diwaniya have changed over the years.

5 Why do people meet at Diwaniya? Give as many reasons as you can.

6 Are Diwaniyas only for men? Explain.

7 What do you think are the most interesting features of Diwaniya? Why?

8 Help students understand any vocabulary you think they may find new or difficult. Encourage them to guess meaning from context. For example, *gathering* in the first line can be guessed through the usage of *meet* and *assembly*. Lead the students to find the meaning of *literally*, *etymologically*, *public* and *transformed* in paragraph one, and the meaning of *vital*, *reinforcing* and *ceremonies* in paragraph two.

Discuss with the students as a class the meaning of the words *constituents*, *face-to-face*, *campaigns*, *potential* and *grievances* in paragraph three, and the use of *exclusively*, *simultaneously* and *preserving* in the last paragraph.

9 You may choose to use the board for this exercise.

Match the words from the text in Column A with the word with the same meaning in Column B.

Column A	Column B
1 issues	a change
2 transform	b present
3 direct	c love
4 current	d topics
5 cherish	e control

The use of commas after adverbs and conjunctions (20 mins)

Explain to the students that the grammar lesson is about the use of comma after adverbs and conjunctions. Ask students to work in pairs and read the first exercise. Elicit answers to be shared by the whole class.

Ask students to do exercise 2. Then students volunteer to give correct answers.

Student's Book page

FOCUS on



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

1 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.

2 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

Creating a festival leaflet

Student's Book pages 31 and 32

Tell the class they are going to produce some holiday programmes for tourists visiting their country, and that the final results will be used as a classroom display.

Students can access these websites to obtain more information:

www.greenfestivals.org

http://en.wikipedia.org/wiki/Lantern_Festival

Stage 1 What makes a good leaflet?

(15 mins)

Check that students know the word **leaflet**. Ask for examples of what they are used for.

Ask students to look at the leaflets reproduced on the page. Put them in groups of three to discuss questions **a**, **b**, **c** and **d**. Go round and listen, offering your own ideas if you wish.

Stage 2 Get quick information

(15 mins)

First, instruct the students to read through the questions quickly. Then, in pairs or small groups, students answer the questions without reading the text. They should record their answers in note form. Finally, ask groups to provide answers and, as a class, find the appropriate place in the text and the correct answer.

NOTE: For questions **d** and **g**, students should provide personal opinions, not facts.

Student's Book page

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.

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 3 Plan a leaflet

(10 mins)

Working in pairs, students choose a local festival to create a leaflet for. In pairs, and using the list in the Student's Book as a guide, students discuss what the leaflet should contain and then create a draft leaflet. Give each group appropriate materials to make their leaflets if they are not using computers. Then, ask students to discuss their leaflet with other pairs, focusing on any changes that need to be made. Go round offering encouragement and advice where necessary.

Stage 4 Create your leaflet

(15 mins)

Students spend a few minutes creating the final version of their leaflet. If they have time, they can add colour and pictures. Ask as many pairs as possible to show their leaflets to the class and to briefly discuss their design and content.

Invite comments and questions. Have a class vote for the best leaflets. Collect the leaflets and use them in a classroom display.

Module 1 Progress test

Workbook pages 22 – 25

Workbook answer key – see page 151

Extra listening page 145

Student's Book page

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://en.wikipedia.org/wiki/Lantern_Festival



Student's Book Answer Key

Module 1

Unit 1, page 12, exercise 1

- a Kuwait.
- b Accept students' guesses – tell them they will find out what is happening when they read the text on the next page.
- c (Students' own answers)
- d (Students' own answers)

Unit 1, page 12, exercise 2

- a Hala February Festival takes place during the spring season.
Qurain Culture Festival takes place annually from late November to early December.
- b Hala celebrates the spread of joy, happiness and delight.
Qurain celebrates Kuwaiti artistic culture.
- c It coincides with National Day and Liberation Day.
- d By awarding 'Appreciation', 'Encouragement' and 'Personality of the Year' awards.
- e Hala: Arabian hospitality, cultural celebrations, colourful events, spring's arrival, discounts in shops
Qurain: artists performing, exhibitions, concerts, films, awards ceremony

Unit 1, page 13, exercise 3

- a atmosphere
- b guaranteed
- c patriotism
- d participating
- e disciplines
- f unrivalled

Unit 1, page 14, exercise 1

- a general ability
- b ability on one occasion
- c ability on one occasion
- d general ability
- e ability on one occasion
- f ability on one occasion

Unit 1, page 14, exercise 2

- a a: present time b–f: past time
- b a, b, c and d
- c was able to start

Unit 1, page 14, exercise 3

- 1 couldn't
- 2 could
- 3 managed to
- 4 couldn't
- 5 could
- 6 managed to

Unit 1, page 14, exercise 4

- a You must be very / quite / really / pretty / fairly / extremely good at organising your time.
- b They are quite / really / very / a little / pretty / fairly / extremely preoccupied today.
- c He is my very best friend / He is absolutely my best friend.
- d That was a quite / really / very / pretty / fairly / extremely good book.

Unit 1, page 15, exercise 1 a (Suggested answers)

- 1 went out: to become extinguished
- 2 went on: continued
- 3 went off: to begin to sound
- 4 going away: leaving
- 5 gone up: to increase
- 6 go without: to miss or not have something

Unit 1, page 15, exercise 1 b (Suggested answers)

- 1 When water is thrown on them; When everything is burnt
- 2 When someone tries to break into the car; When someone goes too near the car by accident; When they go wrong
- 3 When the government increases or reduces tax; When there is a surplus or shortage; When there is competition with another retailer
- 4 You feel hungry; You lose weight; Your body doesn't work properly

Unit 1, page 15, exercise 2

festival (N), festive (Adj)
crowd (N), crowd (V)
joy (N), joyful (Adj)
occasion (N), occasion (V), occasionally (Adv)
extravagant (Adj), extravagantly (Adv)

Unit 1, page 15, exercise 3

- a wante(d) to
- b affor(d) to
- c go(t) off
- d wan(t) to
- e dance(d) down

Unit 1, page 16, exercise 1

- a 4
- b 5
- c 6
- d 7
- e 3
- f 2
- g 1

Unit 1, page 16, exercise 2

Speaker 1

- a False. National Day is celebrated annually on the 25th of February.
- b True. They stay at home to spend time with family that are visiting.

Speaker 2

- a False. The large decorated vehicle is called a float.
- b True. Thousands of people from across the world come to see the festival.

Speaker 3

- a True. Intricate pictures are made from coloured sand.
- b False. Losar is when Tibetans celebrate the New Year.

Unit 1, page 17, exercise 2

- a (Students' own answers)
- b No, the speaker had been preparing for it his whole life but couldn't understand the experience of the Hajj until he experienced it himself.
- c 'A sea of white cloths' refers to the men who are all dressed in white.

Unit 2, page 19, exercise 3 a

Speaker 1: brother's graduation from university

Speaker 2: family dinner on Friday evenings

Speaker 3: fiftieth wedding anniversary

Unit 2, page 19, exercise 3 b (Suggested answers)

Speaker 1: daughter of the family / sister

Speaker 2: son of the family

Speaker 3: grandfather

Unit 2, page 19, exercise 4

- a older; 10 years
- b a hall
- c (Students' own answers)
- d shopping, watching TV, eating
- e 15-20
- f (Students' own answers)
- g He said he didn't look any different from when he last saw him the day they left school.
- h (Students' own answers)

Unit 2, page 19, exercise 5

- a host
- b swap
- c made
- d signed

Unit 2, page 20, exercise 1

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 fruits 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.

Unit 2, page 20, exercise 2

	Simple past	Past perfect	Which action came first?
a	invited	had eaten	eating a long breakfast
b	surprised	had decorated	decorating the house
c	finished	had begun	beginning to tell us

Unit 2, page 20, exercise 4

- a watched; had already seen
- b had broken; felt
- c had never eaten; enjoyed
- d were; had been

Unit 2, page 20, exercise 5

(Students' own answers)

Unit 2, page 21, exercise 1 a

- a lunchtime
- b birthday
- c teapot
- d grandfather
- e fireworks
- f necklace
- g freelance

Unit 2, page 21, exercise 1 b

celebrate: celebration, celebrator
 decorate: decoration, decorator
 congratulate: congratulation, congratulator
 collect: collection, collector
 participate: participation, participator, participant
 arrive: arrival
 invite: invitation
 visit: visitor

Unit 2, page 21, exercise 2

- a 2
- b 1
- c 1
- d 2
- e 1

Unit 2, page 22, exercise 1

- a next Thursday; at Amal's house
- b because her sister is coming home from France
- c a big feast, a poetry reading and a film about Khaleda's life

Unit 2, page 23, exercise 1

The Aborigines' history; Their traditional lifestyle;
 Their situation today; Their treatment by the Europeans

Unit 3, page 24, exercise 3

- a Pasqua Rosee
- b businessmen, writers, politicians and scientists

Unit 3, page 25, exercise 4

- a False. Coffee was first grown in Ethiopia.
- b False. Arabs liked coffee because it had an interesting taste and gave them more energy when they felt sleepy.
- c True. The first coffee house was opened in London, England by Pasqua Rosee, who was from Turkey.
- d False. Coffee is a central part of Kuwaiti hospitality.
- e False. There were few / no arguments in London's coffee houses. They were calm places where quarreling was penalised.
- f True. It was first drank as a medicine.

Unit 3, page 25, exercise 5

- a 4
- b 6
- c 5
- d 1
- e 2
- f 3

Unit 3, page 26, exercise 1

- a present; future with *will*
- b past simple; *would* + infinitive
- c past simple; *would* + infinitive

Unit 3, page 26, exercise 2

- a sentences **b** and **c** are unlikely
- b sentence **c** is never going to happen
- c sentence **a** is likely to happen

Unit 3, page 26, exercise 3 (Suggested answers)

If I were in charge, I'd ban cars in X street.
 If I were in charge, I'd build a new high school for local students, etc.

Unit 3, page 26, exercise 4

- a no; no
- b yes; yes
- c no; yes

Unit 3, page 26, exercise 5

- a past perfect; *would* + *have* + past participle
- b the past
- c The first conditional describes an event that is likely to happen in the future, i.e. an event that *will certainly* happen *if* another event *does happen*.

The second conditional usually describes something that is *unlikely to happen* but *possible* in the future, i.e. an event that *would happen* if another event *did happen*.

The third conditional does not relate to the future at all. It describes an *imaginary situation* in which an event *would have happened* if another earlier event *had happened*, but as the earlier event *did not happen*, the second event *could not happen*.

Unit 3, page 26, exercise 6

- a had not eaten; wouldn't have become
- b had not visited; would not have seen
- c had not bought; would not have been

Unit 3, page 26, exercise 7 (Suggested answers)

- 1 **a** If he hadn't been sick, he wouldn't have gone to the hospital.
b If he had taken all his medicine, he wouldn't have been sick.
- 2 **a** If the plane hadn't been delayed, he would have arrived in Kuwait earlier.
b If he had run faster, he wouldn't have missed the plane.
- 3 **a** If they had listened to the weather forecast, they wouldn't have been stuck in the flood.
b If it hadn't rained so heavily, the car would have been able to move.

Unit 3, page 27, exercise 1 a

- 1 chatting
- 2 discuss
- 3 argue
- 4 speak
- 5 tell

Unit 3, page 27, exercise 1 b

- 1 chatting
- 2 discuss
- 3 argue

Unit 3, page 27, exercise 2 (Suggested answers)

- a** They need to talk to someone.
- b** They need something to do.
- c** They need some rest.
- d** They need to find some friends.
- e** They need to relax.
- f** They need to see a doctor.

Unit 3, page 27, exercise 3

- a** the first is a cup with coffee in it, the second is just the cup.
b, c and **d** follow the same idea as in **a** The first phrase describes the substance and its container, whilst the second phrase just describes the container.

Unit 3, page 27, exercise 4

- a** a carton of milk
- b** a cup of coffee
- c** a box of matches
- d** a glass of water
- e** a piece of paper
- f** a bar of chocolate

Unit 3, page 29, exercise 1

- a** the café on the top floor of the shopping mall
- b** Thursday at 3
- c** have coffee and a catch-up, maybe go window shopping

Unit 3, page 29, exercise 2

- a** Make suggestions: I was wondering if you'd like to meet....; I was thinking of Tuesday; Can we reschedule for Thursday?; How about the shopping mall?; Is three o'clock all right?; We could have coffee and a catch up, and then maybe we could go window shopping...
- b** Agreeing or rejecting a suggestion: That'd be great; I'm sorry, I can't make it on Tuesday; Thursday afternoon would be fine; That's okay for me; Okay, good idea; Yes, that's fine; Okay

Module 2 Communication

Student's Book page 33

Opener (5–10 minutes)

Invite students to tell you which methods of communication, and which pieces of communication equipment, are being used in the photos. Use students'

answers to have a brief class vote on which of the methods of communication they have named are used most frequently by members of the class.

Ask a student to name all the words they can that are related to the module topic (*telephone, speaking, writing, letters, postcards, e-mails, text messages, Internet, etc.*). Make a list on the board. Choose some of the words from the list and ask the class what they think the history of that particular method of communication might be. For example, *Who wrote the first post card? Where was it sent from and to whom? Why was it sent?* and so forth.

Continue with other words from the list to encourage students to think critically and imaginatively about how modern methods of communication have evolved, and where they began.

Tell them that they will prove or disprove their theories on the development of methods of communication as they progress through the module.

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

Lessons 1 and 2

Objectives

Skills

At the end of this pair of lessons, students should be able to:

- Reading**
- read an article about effective listening
- Listening**
- listen to a talk about the barriers to effective communication
- Speaking**
- talk about characteristics of a good listener
- Topic**
- *Communication breakdown*
- Functions**
- describe characteristics
 - express opinions
 - give reasons
- Vocabulary**
- adjustment (N), assumption (N), block out (PhV), capacity (N), defensiveness (N), distraction (N), empathy (N), enhance (V), interlocutor (N), non-verbal (Adj)

Student's Book pages 34 and 35

Present the active vocabulary needed for each activity.

Discuss

1 (10 mins)

- a** Tell the students to read question **a**. Invite a few suggestions from them and then ask them to write down brief notes about what they think are the characteristics of a good listener. Walk round and offer help where necessary.
- b** Put the students in pairs and ask them to decide whether their partner is a good listener according to the characteristics they identified. Elicit a few sentences from students (e.g. *Ahmed is a good listener because he is considerate and thoughtful.*)

2 (15 mins)

Using the characteristics they identified in exercise 1, students complete the characteristics of a good listener's column. They then tick the boxes that apply to their partner or themselves. Get students to compare results to see if they agree with each other. They then decide who the better listener is. Ask a few pairs to tell the class who the better listener is and why. The class can decide if the pairs are correct and who the best listener in the entire class is.

Read

3 (15 mins)

Tell the students they are going to read an article about the skills needed for effective listening. Before reading invite them to look at the questions and to offer their ideas and discuss them with you. Ask students to read the article silently and answer the questions. Get them to compare answers as a class.

Quote

Draw students' attention to the Quote box at the bottom of the page. Invite a student to read it to the class. Ask students why Rollo May believes that communication leads to community. What does he mean? Invite students to discuss each other's answers. Elicit that it is important for people in a society to interact and exchange ideas. By talking and listening to each other, they can create

Student's Book page

MODULE 2: Communication

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



connections and develop a positive relationship which would help them to be tolerant, to form close bonds and to be capable of appreciating others.

Rollo May (1909 – 1994) was an American psychologist, who tried to help people to solve their problems by facing their fears and making healthy choices in life.

Listen

4 (4.1) (15 mins)

Tell the students they are going to hear a speaker talking about the barriers to effective communication. Ask them to read questions **a-c**, then play recording **4.1** straight through while students listen without noting down anything.

Play the recording again while they take the necessary notes for them to answer the questions.

Invite different students to tell you their answers, and then play the recording again so that they correct their wrong answers.

Listening script 4.1 – see page 141

Vocabulary

5 (10 mins)

Ask the students to complete the sentences using words in the box. Put them in pairs to check their answers.

Extension

(15 mins)

Remind the students of the listening article, and play the recording again (**Listening script 4.1**).

Then allow time for the students to prepare a short talk on the same subject relating it to their own life. Tell them to practise giving their talks in small groups, then invite volunteers to talk to the class. If possible, record the talks and use them either with the same class for revision purposes or with future classes when they reach this unit.

Student's Book page

Unit 4 Communicating

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 (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?

Vocabulary

5 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

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

Lesson 3

Workbook pages 26 – 27, Reading

Workbook answer key – see page 152

Objectives	
Skills	At the end of the lesson, students should be able to:
Reading	• read an article about how the Internet is used by postal services in India
Topic	• <i>Letters to the mountains</i>
Function	• give reasons
Vocabulary	chime (N), illiteracy (N), inaccessible (Adj), integrate (V), lifeline (N), mailbag (N), transcribe (V)

Lessons 4 and 5

Objectives

Skills

At the end of this pair of lessons, students should be able to:

Speaking

- talk about means of communications
- discuss instructions for a digital camera

Grammar

- use definite and indefinite articles [*a, an, the*]
- use correlative conjunctions [*both ... and / either ... or / neither ... nor*]
- use subordinating conjunctions [*but, although, however, in spite of*]
- use quantity words

Topic

Functions

- *Communicating*
- compare and contrast
- state advantages and disadvantages
- give instructions

Vocabulary

accountant (N), annual (Adj), continent (N), courteous (Adj), deem (V), demand (N), diva (N), flattering (Adj), harshly (Adv), insult (N), meticulously (Adv), mountain range (N), owe (V), pane (N)

Pronunciation • stress in verb / noun words

the Student's Book and ask them to answer the question.

Invite students to suggest more sentences using correlative conjunctions. Write good examples on the board.

• Subordinating conjunctions (*but, although, however, in spite of*)

4 (5 mins)

Explain to the students what a contrast word is. Read aloud the definition of a contrast word in their Student's Book and the examples following it. Tell the students to complete sentences **a-c** with the correct contrast word. Invite more sentences with contrast words. Write good examples on the board.

Speaking

5 (10 mins)

Put the students in small groups to discuss each subject. Go round and listen, making sure they use articles correctly. When they are ready, invite students from every group to report back on their discussions. Add your own ideas if you wish.

Student's Book pages 36 and 37

Present the active vocabulary needed for each activity.

Grammar

• Definite and indefinite articles [*a, an, the*]

1 (10 mins)

Read out the first sentence and ask a student to supply the missing article (*a*). Ask the students to explain this answer (*the friend has not been referred to before – that is, he is not mentioned as a specific friend, so we use the indefinite article*).

Students complete the task individually, then compare and discuss answers with a partner.

2 (4.2) (5 mins)

Play the recording while students check their answers. Repeat or pause as necessary. Check the answers again with the whole class, and check that students can explain them.

Listening script 4.2 - see page 141

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

3 (10 mins)

Explain to the students what a correlative conjunction is. Make clear that a correlative conjunction links balanced words, phrases and clauses. Read the examples given in

Student's Book page

Grammar

• **Definite and indefinite articles [*a, an, the*]** Grammar reference pages 126-127

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

- If I'm writing to (1) friend, I prefer letters.
- ... just click (2) reply button on your phone.
- ... you have to find (3) pen – sometimes (4) pen doesn't write.
- ... put it in (5) envelope, stick (6) stamp on (7) envelope and take it to (8) post box.
- 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.

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

Speaking

5 Work in small groups. Talk about these subjects.

- The best and the worst things about text messages
- Your preferred means of communication
- 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.



6 (10 mins)

Put the students in pairs or small groups, making sure that at least one person in each knows how to use a digital camera. Students prepare notes and then write a first draft. Go round and make corrections; pay particular attention to their use of articles, correlative conjunctions and subordinating conjunctions if needed. Students then write a second draft. Invite two or three students to read their instructions out to the class.

Vocabulary

Quantity words with uncountable nouns

1 (10 mins)

Read out the explanation (about meat) and invite more examples of uncountable nouns in English. Write good examples on the board.

a Ask the students to match the first word (**bar**) with a word in the second list (**chocolate**). Then allow time for them to complete the task, reminding them that some words in List A go with several of the words in List B. Put them in pairs to compare answers.

b Read out sentence 1, completed as the example. Ask the students to complete the rest of sentences using the words from exercise 1a. Put them in pairs to compare answers.

Place names and articles

2 (15 mins)

a Put the students in pairs and ask them to read each sentence carefully, noting which place names are underlined. Then read out the first words in the box (**countries and continents**) and ask which sentence contains an example (*number 3, the Himalayas*). Can the students think of any more examples? (e.g. *the Pyrenees, the Alps*).

In pairs, students consider the remaining words in the box, ticking the ones which are used with *the*.

b Students work in pairs or small groups to prepare two or three sentences about Kuwait using the sentences in exercise 2a as models. Go round and check their use of articles. Finally, ask three or four students to read out their sentences to the class.

Pronunciation

Stress in verb / noun words

3 (4.3) (10 mins)

Play the first word and ask the students to notice where the primary stress lies. Continue this procedure with the remaining words.

Play the recording again and then tell the students to practise saying the words in pairs.

Listening script 4.3 - see page 141

4 (4.4) (10 mins)

In pairs, students practise saying the sentences. Go round and listen, making sure they are pronouncing the sounds correctly.

Listening script 4.4 - see page 141

Lesson 6

Workbook pages 28 - 29, Language practice

Workbook answer key - see page 152

Objectives	
Skills	At the end of the lesson, students should be able to:
Grammar	- use countable and uncountable nouns - use correlative conjunctions [<i>both ... and</i> / <i>either ... or</i> / <i>neither ... nor</i>]
Functions	- apologise - express gratitude

Student's Book page

Unit 4 Communicating

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.

- I want to write a letter. Can you pass me two pieces of paper?
- I read an interesting about volcanoes in the paper this morning.
- Can I give you a? I think you owe him an apology.
- For breakfast Salma usually has two with butter and honey.
- 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.

- I've got two penfriends - one in the United Arab Emirates and another in Japan.
- 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.
- Everest is in the Himalayas on the border of Nepal and Tibet.
- Malta is an island in the Mediterranean Sea.
- Kuwait has borders with the Gulf, Saudi Arabia and Iraq.
- London is the capital of the United Kingdom.
- 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.

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

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

- The diva received flattering comments about her concert. The review commented that the book was meticulously written.
- The company's annual report was discouraging. It was reported that the fire was an accident.
- The decrease in sales has worried the salesmen. The demand for this product has decreased sooner than expected.
- 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

Lessons 7 and 8

Objectives

Skills

At the end of this pair of lessons, students should be able to:

Reading

Writing

Topic

Functions

Vocabulary

- read a formal letter of application
- write an application form
- write a letter of application to a university
- *Letters of application*
- plan
- give information
- explain choices
- express gratitude
- attestation (N), cardiac (Adj),
doctorate (V), enclose (V),
extensive (Adj), in advance (Phr),
reference (N)

Student's Book pages 38 and 39

Present the active vocabulary needed for each activity.

Reading A formal letter of application

Read and analyse

1 (10 mins)

Tell the students to read the letter silently and to find the answers to questions a-c. Help them with any hard vocabulary such as *doctorate*, *attestation*, etc. but don't let them stop on each and every word because they only need to understand the general content.

As a class, discuss the answers to questions a-c.

2 (15 mins)

a Put the students in pairs and ask them to discuss the answer to the question. What characteristics do they think make the letter formal? Tell them to give a general answer (e.g. *the beginning and the ending; formal vocabulary* ...).

Invite them to share their ideas with the whole class.

b Tell the students to complete the question on their own with examples from the letter in order to be more specific about the formality of the letter.

c Put the students in pairs again and ask them to compare their answers with their partner. Invite them to discuss which examples should be kept on their list and which should be removed.

d Point the students' attention to the beginning and the ending of the letter and tell them that this is the formal way of writing a letter.

Ask them if they know any other way of starting and ending a formal letter.

Note that if the letter starts with *Dear Sir(s)* or *Dear Madam(s)* it should end with *Yours faithfully*, but if the sender knows the name of the addressee (e.g. *Dear Mr Smith*) the letter should end with *Yours truly*.

Writing

1 (15 mins)

Ask the students to imagine themselves applying to a university, which they will most probably do when they graduate.

Ask them to fill in the application form with real information about themselves. In case any requirement doesn't apply to them (e.g. *work telephone*, *work experience*, etc.), they could make up fictitious information.

Student's Book page

Reading A formal letter of application

Read and analyse

1 Read the following letter of application and answer the questions.

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



Dear Sirs,

10 April 2009

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

2 Answer the following questions:

- What makes the letter above formal?
.....
.....
- Extract words or phrases from the letter that provide examples of
full verb forms:
.....
formal words and phrases:
.....
- Compare your answers with those of a partner. Have you mentioned the same words and phrases?
- Notice how the letter starts and ends. What other ways can be used to start and finish a formal letter?

2 (20 mins)

a Tell the students to make an outline of the letter of application they are going to write, following the outline given. Go round and help if necessary.

b Ask the students to write their letter of application, which should be based on their outline.

Invite some students to read their letter to the class if they would like to.

Encourage the others to make suggestions and comments about the formality of the letter they hear. Students then write second drafts.

Lesson 9

Workbook pages 30 - 31, Writing

Workbook answer key - see page 152

Objectives	
Skills	At the end of the lesson, students should be able to:
Reading	read a formal letter of application and its reply
Writing	fill in an application form

Student's Book page

Unit 4 Communicating

Writing

task

You are going to write a formal letter of application.

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, enclosure, 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

Lessons 1 and 2

Objectives

Skills

At the end of this pair of lessons, students should be able to:

Reading

Listening

Speaking

- read an article about the history of writing
- listen to an article about the history of writing
- talk about writing in different languages
- talk about the history of writing

Topic

- *The history of writing*

Functions

- express difficulties
- predict

Vocabulary

ameliorated (Adj), BCE (Abbr), character (N), cuneiform (N), empire (N), financial (Adj), gradually (Adv), hieroglyphics (N), inscribe (V), pictogram (N), practical (Adj), precious (Adj), quotidian (Adj), reed (N), scribe (N), throughout (Prep)

Extension (10 mins)

Using reference books and/or the Internet, students research more writing systems and produce examples of them. Which ones do they think would be the most difficult to learn?

Student's Book pages 40 and 41

Present the active vocabulary needed for each activity.

Discuss

1 (5–10 mins)

First, ask the students to study the map and the illustrations carefully. Then tell them to name the countries and areas on the map, and to match them to the illustrations in the key. Check answers briefly as a class.

2 (20–25 mins)

Tell students to close their books or cover the page. In pairs, students remind each other of the seven kinds of writing, then check by looking back at the page. Students could also note down any more kinds of writing that they can think of. Invite students to share and discuss their ideas with the class.

Put the students in pairs or small groups. All students discuss questions **a** and **b**, then discuss EITHER one of the following two questions OR both of them. Go round and listen to their discussions, asking questions as prompts and offering your own ideas where necessary. Encourage them to back up their opinions with reasons.

Then invite students to share their ideas about each question with the class. Allow further class discussions.

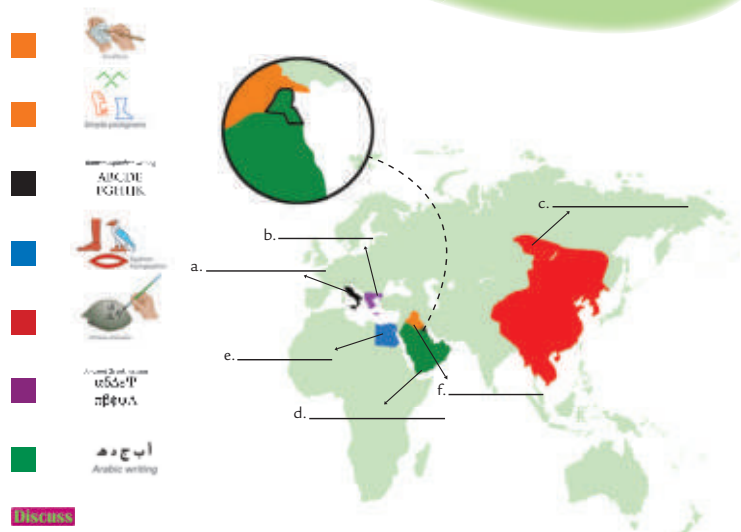
Student's Book page

MODULE 2: Communication

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.

- What did you find most difficult when you started to write in English?
- What did you find most difficult about writing in your own language?
- Imagine a world without writing. How would people transmit information to each other?
- 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?

Read

3 (15 mins)

Ask the students to look again at the pictures on page 40 and then, in pairs, try to put them in order of age. Tell them they will be able to check their ideas when they have read the text.

4 (5.1) (15 mins)

Allow time for the students to read the text. Go round and explain new words, making a note of them in order to check them with the whole class later. When they are ready, play the recording and check their answers to exercise 3. Who guessed correctly?

Listening script 5.1 - see pages 141 - 142

Check your understanding

5 (20 mins)

Ask the students to read the text again. Then put them in pairs to complete the task. Go round and offer help where needed. Put pairs together to make small groups and tell them to compare answers. Then ask a student from each group to share their answers with the class.

Quote

Read the quote from the box at the bottom of page 41 to the class. Ask students what the writer is trying to say and invite more courageous students to paraphrase it into more familiar language (*for example, write with truth, honesty and sincerity*). Ask them if they think writing is a form of communication that lends itself to honesty of expression (*lead them towards thinking about diaries, letters, e-mails, etc.*) or do other forms, speaking for example, allow a greater degree of honesty?

Ask them who William Wordsworth was and encourage students who know something about him to tell the class what they know. Wordsworth (1770-1850) was a British poet, known for being one of the most famous members of the Romantic movement in English poetry in the 19th Century. Most of his works examine the world of nature, and how its beauty can sometimes echo and ease the emotions of humankind. Famous works by him include *I Wandered Lonely as a Cloud* and *Tintern Abbey*.

Lesson 3

Workbook pages 32 - 33, Reading

Workbook answer key - see pages 152 - 153

Objectives	
Skills	At the end of the lesson, students should be able to:
Reading	• read an article about the history of ballpoint pens
Writing	• write a summary of the meaning of a quote
Topic	• Ballpoint pens: a short history
Vocabulary	industrial design (N), mechanism (N), reliable (Adj), socket (N)

Student's Book page

Unit 5 Writing

(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.

- Pictograms were mainly used
a for writing about quotidian life.
b for keeping important records of writers.
c for communicating economic information.
- 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.
- 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

Lessons 4 and 5

Objectives

Skills

At the end of this pair of lessons, students should be able to:

Grammar

- use present perfect simple and continuous
- use *for/since*

Topic

- *Ways of writing*

Functions

- describe past and present experience

Vocabulary

acquire (V), amateur (N), ballpoint (N), call-in (N), falloff (N), literacy (N), pride and joy (Exp), publish (V), tryout (N), writer's block (N)

- Pronunciation stress in phrasal verbs and compound nouns

Student's Book pages 42 and 43

Present the active vocabulary needed for each activity.

Grammar

• Present perfect simple and continuous; *for / since*

1 (5 mins)

Read sentence a with the class and try to match it with the correct ending. Elicit the answer from the students (5). Make sure that students agree. In cases of disagreement ask students to justify their answers. Allow time for students to complete the task individually. Check answers as a class.

2 (5 mins)

In pairs, students compare the two pairs of sentences and name each tense (*a present perfect; present perfect continuous; b present perfect; present perfect continuous*).

3 (5 mins)

Read out the question and invite the answer from the class (*the present perfect continuous describes an activity over a length of time; the present perfect describes a finished action*).

4 (5 mins)

Put the students in pairs and ask them to discuss how they would explain the use of *since* and *for* to a new student of English, using their own examples as well as sentences **a** and **b**. Go round and offer suggestions if necessary. Invite different students to explain their ideas to the class, and write useful examples on the board.

5 (10 mins)

Read out the first sentence and invite the answer (*have been drawing / since*). Then put the students in pairs to complete the exercise.

6 (10 mins)

Read out the first unfinished sentence and invite a student to complete it (e.g. *for three years; since last October, etc.*).

Then tell the students to complete the sentences using their own ideas. Go round and check the use of *for* and *since*.

7 (10 mins)

In pairs, students compare and discuss their sentences. Ask different students to read out their sentences to the class

Student's Book page

Grammar

• Present perfect simple and continuous; *for / since* Grammar reference pages 128–129

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

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

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

- a I've **written** three letters this morning.
 b I've **been writing** letters all morning.
 c He's **just played** tennis.
 d 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** (5 mins)

Refer the students to the picture of Chinese writing on page 40. Then read out the first unfinished sentence and ask them to complete it with the correct form of one of the verbs in the box and two of the nouns (*painted, brush, ink*). Then ask them to look at the second sentence and refer them to the picture of cuneiform, again on page 40. Students then complete the exercise and compare answers with a partner.

2 (5 mins)

- a** Read out the first adjective (*ancient*) and ask the students to find its opposite in the second box (*modern*). Students then complete the task and check answers with a partner.
- b** Students then use the words in list B to complete sentences 1–5. Put them in pairs for this task. Go round and check.

Pronunciation Stress in phrasal verbs and compound nouns**3** (5.2) (20 mins)

Play the first pair of words and ask the students to notice where the stress lies. Explain that in phrasal verbs the stress is always on the preposition while in the equivalent compound noun the stress is on the word. Continue this procedure with the remaining pair of words. Play the recording again and then tell the students to practise saying the words in pairs.

Listening script 5.2 - see page 142

4 (5 mins)

Invite different students to read out each sentence to the class. Check the pronunciation of the words.

5 (5.3) (5 mins)

Play the recording, pausing after each sentence for the students to check and repeat.

Listening script 5.3 - see page 142

Student's Book page

Unit 5 Writing

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

Lesson 6

Workbook pages 34 - 35, Language practice

Workbook answer key - see page 153

Objectives	
Skills	At the end of the lesson, students should be able to:
Grammar	- use present perfect: <i>for / since</i> - use present perfect continuous
Functions	describe past experience

Lessons 7 and 8

Objectives

Skills

At the end of this pair of lessons, students should be able to:

- Listening**
 - listen to an interview with a Kuwaiti poet
- Speaking**
 - give an interview
- Writing**
 - write an essay about languages
- Topic**
 - Verbal communication
- Functions**
 - give reasons
 - express opinions about languages
 - discuss the history of writing
 - identify types of writing
 - introduce a subject
 - conduct an interview
- Vocabulary**
 - contribution (N), dominate (V), economic (Adj), honorary PhD (N), impact (N), mainly (Adv), wordsmith (N)

Tell them to be as imaginative as possible in their answers; it is their opinions and their ability to justify them that is important in this exercise, not knowledge of hard fact. Have one or two students read sections from their essays to the class, if there is time.

Vocabulary

4 (10 mins)

Tell the students that all the words **a-g** are from the text on page 41. Read out the first word (**record**) and ask them to match it with one of the words **1-7** (6). Allow time for them to complete the task and then to check their answers with a partner.

5 (10 mins)

On the board, write BCE and CE and ask or explain what it stands for (*before common era*). Read out the first date (**three thousand BCE**) and ask students to write it in their books in words (*three thousand BCE*). Then allow time for the students to complete the task. Go round and check while they are working.

Student's Book pages 44 and 45

Present the active vocabulary needed for each activity

Writing

Think and speak

1 (5 mins)

In groups, students discuss each question briefly, noting down their ideas. Then invite different students to share their ideas with the class, and add your own ideas too.

2 (10 mins)

Invite students to look at questions **a, b** and **c** in their groups. They should discuss them using their own ideas and using the text as support, but they should not rely on it too heavily. After a few moments draw the class back together and have a brief class discussion where students compare their thoughts and ideas.

Planning and writing

3 (5 mins)

Ask students to open their notebooks and to write an essay on which written language they think has had the biggest impact on the history of humanity, and why. The essay should be 170-200 words.

Student's Book page

Writing

Think and speak

1 Discuss these questions with other students.

- Why do you think the first forms of writing were used mainly to record economic information?
- How do you think the development of computers will affect people's use of pens, pencils and paper?
- 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.

- Why do you think the earliest writing was in the form of pictograms rather than letters?
- Why do you think that only some people could write?
- 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 45 to help you.

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

Vocabulary

4 Match the words from the article on page 41 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 |

6 (10 mins)

Again, students complete this task while you go round and check.

Speaking Interviewing

Listen

1 (5.4) (5 mins)

Tell the students they are going to hear an interview with the poet Abdul Aziz Al-Babtain. Encourage students who know something about him to tell the class what they know. Play the recording straight through.

Put them in pairs to discuss their answers, then invite them to share their answers as a class.

Listening script 5.4 - see page 142

2 (5.4) (10 mins)

Play the recording as far as the end of the first question, then ask the class to complete question **a** (*about this library you have founded*). Then play the rest of the recording, pausing after each question for the students to repeat it. Then play the recording again, pausing

after each question for the students to complete it in their books.

Listening script 5.4 - see page 142

Prepare for speaking

3 (15 mins)

a Put the students in pairs, if possible with someone new. Then read out the instruction and allow time for them to agree on a suitable subject for each interview.

b Students then work individually to prepare their questions. If necessary, play the recording (5.4) again, to give them some ideas.

c Students read the extract from the interviewer's introduction, then prepare a brief introduction for their own interviews. Go round and make suggestions and corrections as necessary.

d Students practise their interviews in pairs. Go round and listen, offering help if necessary.

Speak

4 (20 mins)

a and **b** Put pairs together to make groups of four. Students take turns to perform their interviews. Encourage the interviewers to ask 'interviewees' further questions, and remind the students to look at the *Useful Language* box. Make a note of two or three strong pairs, and invite them to 'perform' for the class.

Lesson 9

Workbook pages 36 - 37, Writing

Workbook answer key - see page 153

Student's Book page

Unit 5 Writing

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.

- Can I start by asking you ...?
- Do you have any ...?
- Can you tell us more about ...?
- How many ...?
- What about ...?
- And do you have any future plans ...?



Prepare for speaking

3 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.

- Agree on suitable subjects for the interview.
- 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.
- 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.

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

Speak

4 Work in groups of four.

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

Words to remember
contribution, dominate, economic, honorary PhD, impact, mainly, wordsmith

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

Lessons 1 and 2

Objectives

Skills

At the end of this pair of lessons, students should be able to:

Reading

- read an article about using mobile phones
- read a factfile

Listening

- listen to conversations about using mobile phones

Speaking

- talk about different uses for mobile phones

Topic

- Mobile phone

Functions

- discussing uses of mobile phones
- give reasons
- state advantages and disadvantages
- share personal experience

Vocabulary

agenda (N), a great deal of (Phr), browse (V), calendar (N), cell phone (N), complement (N), customise (V), dominant (Adj), function (V), lately (Adv), miscellaneous (Adj), necessity (N), notepad (N), rely on (PhV), reminder (N), teleputer (N), tend (V), theme (N), via (Prep), weblog (N)

people communicate. Do your students think it is a good or bad thing that most people are now only a text message away? How did people communicate quickly in the past? Do your students think the prevalence of mobile telephones is a good or bad thing? Encourage them to justify their opinions.

Then, split the class into four groups. They are going to write an imaginary account of a week without a mobile phone. Ask them to think about how different things like making plans, meeting people and keeping in touch with friends and family would be without mobile phones. Would a week without a mobile telephone be positive or negative? After they are happy with their account, encourage one student from each group to report back to the class. Give comments on students' work, and suggestions on how it could be enhanced.

Student's Book pages 46 and 47

Present the active vocabulary needed for each activity

Discuss (20 mins)



Ask the students to look at the title of the unit and the pictures. Put them in pairs to discuss what the people are using their phones for. When they are ready, invite different students to share their ideas with the class (e.g. *In picture a, the man is using his phone for work; In picture b, one boy is texting and the other is listening to a message or talking; In picture c, the man is chatting to a friend.*). Ask them who has a mobile, and how they usually use them (e.g. *text messaging, chatting, for emergencies etc.*) and allow a brief class discussion.

In pairs, students discuss the question. Go round and offer ideas if necessary, then have a class discussion to compare ideas.

Extension (15 mins)

Ask students if they can remember a time when mobile telephones didn't exist. If they cannot, explain that it is only in the past ten to twenty years that mobile telephones have been accessible to so many people. Instigate a class discussion. Ask students how they think the development of the mobile telephone has transformed the way

Student's Book page

MODULE 2: Communication

Unit 6 On the phone

Grammar

Question tags; imperatives

a



b



c



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 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 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 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 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

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 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 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 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 remote control of our life. Soon they will become, what George Gilder has called 'teleputers', if they haven't already.

Read

2 (10 mins)

Allow time for the students to read the text. Go round and explain new words, making a note of them in order to check them with the whole class later. In pairs, students check their answers to exercise 1. Who guessed correctly?

3 (5 mins)

Read through the questions with the class, then allow time for them to note down their answers. Then put them in small groups to compare answers. Invite a student from each group to report back to the class. If you wish, tell them your own answers too.

4 (15 mins)

a and **b** Read the questions with the class, then put students in small groups to note down their answers. Allow time for students to discuss their own ideas. When they are ready, invite a student from each group to report back to the class.

Listen

6.1 (15 mins)

a and **b** Play the first part of the recording, then ask the students to tell you what the conversation is about (*the boy needs to borrow a phone in order to tell his mother he will be late home because of a football match*). Play the first part again to check. Repeat this procedure with the second and third parts of the recording.

Then read out question **b** and put the students in pairs to discuss their answers. After a few minutes, play the whole recording again to remind them, then allow a few more minutes before you check their answers.

Listening script 6.1 - see page 142

6.1 (10 mins)

Ask the students to read questions **a** and **b**, then play the first conversation again.

Ask them to note down their answers to **a** and **b**, then repeat the procedure with conversations 2 and 3.

Put them in pairs to compare answers.

Listening script 6.1 - see page 142

7 (5-10 mins)

Read out the first phrase (*it isn't my fault*) and ask the class to match it with the correct meaning (5). Allow time for students to complete the task and compare answers

Lesson 3

Workbook pages 38 - 39, Reading

Workbook answer key - see page 153

Student's Book page

Unit 6 On the phone

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?

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

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

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

6.1 (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. ☐

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.

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.

Words to remember

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

Objectives	
Skills	At the end of the lesson, students should be able to:
Reading	- read a table about old mobile phones - read a paragraph of rewritten tabular information
Writing	write tabular information as a paragraph
Topic	What happens to your old mobile phone when you are finished with it?
Vocabulary	bin (V), disposable (Adj), pass on (PhV), reclaim (V), sibling (N)

Lessons 4 and 5

Objectives

Skills

At the end of this pair of lessons, students should be able to:

Speaking Grammar

- make a dialogue with question tags
- use question tags
- use imperatives

Topic

• On the phone

Vocabulary

hike (V), mountainous (Adj), notify (V), recognise (V), security (N), usher (N)

Pronunciation • intonation in question tags

Student's Book pages 48 and 49

Present the active vocabulary needed for each activity.

Grammar

• Question tags



(6.2) (30 mins)

a Remind the students of the conversations they heard (**Tapescript 6.1**). Read out the explanation and first question, then allow time for the students to discuss the answer with a partner. When they are ready, invite a student to supply the answer.

b and **c** In pairs, students discuss and note down the question tags for sentences 1–4. Go round and check, reminding them to check the tenses. Then play the recording for them to check their answers.

Listening script 6.2 - see page 142

d Tell students that sometimes question tags have irregular forms. Point their attention to the example sentences. Encourage students to induce the rule for forming similar question tag forms. Elicit answers from volunteers before you give students the correct answer. Then, in pairs, ask students to give one extra example for each irregular question tag form.



(10 mins)

Ask the students to look at the picture and invite them to describe it. Invite two students to read out parts **A** and **B**, then divide the class into pairs to practise similar exchanges about the picture. Go round and check they are using question tags correctly. Finally, invite two or three pairs to perform their questions and answers for the class.



(10 mins)

a Put the students with different partners. Read out the instructions, and invite one or two examples from the class, as examples. Then allow time for them to write their six sentences. Go round and check while they are working.

b Students then take turns to ask their partners a question, checking each time that the answer is correct.

c Ask students to choose two sentences they wrote in **a** and change them into imperative statements. Remind students that imperative statements begin with a verb and end in a full stop. Go round and check while they are working. When they are ready, invite volunteers to share their answers with the class.

NOTE: Tell the students that it's fine if they want to disagree with a statement for example:

You like football, don't you?

expected answer: *Yes, I do.*

actual answer: *No, I don't.*

• Imperatives



(5 mins)

Ask students to complete the first sentence with the correct verb form, then check their answers as a class. Allow time for them to complete the other sentences individually. Then tell them to compare their answers with a partner.

Student's Book page

Grammar

• **Question tags** Grammar reference page 129

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,



(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 130

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

Quote

Draw the students' attention to the Quote box. Ask them to tell you what a proverb is and then to explain what this proverb is saying. Once they have given their explanations, ask whether or not they believe it to be true. They should justify their responses.

The proverb says that it is a human instinct to talk, but it is a more valuable skill to sit back, listen and reflect on other people's words and the world around us.

Vocabulary

Communicating

1 (10 mins)

Read out the first phrase (*I can only just hear your voice*) and ask the class to match it with the correct ending (5). Allow time for students to complete the task and compare answers. Explain any new vocabulary (e.g. **ring tone**; **signal**; **break up**; **recharge**).

2 (10 mins)

Read out sentence **a** and ask the students to complete it with a verb and a noun from the box (*left a message*).

Then ask the students to complete the sentences using the words in the box. Put them in pairs to compare answers.

Pronunciation Intonation in question tags

3 (6.3) (10 mins)

Play the first question and ask the students to tell you if the speaker's voice goes up or down at the end (*down*). Continue this procedure with the other questions.

Refer the students to the explanation in the box, then play the recording again, pausing after each question for the students to repeat it.

Listening script 6.3 - see pages 142 - 143

4 (5 mins)

In pairs, students practise saying the sentences, paying attention to the instruction in brackets. Go round and listen, making corrections if necessary.

5 (6.4) (5 mins)

Play the recording, pausing for them to repeat each question as before, then tell the students to practise the questions again in pairs.

Listening script 6.4 - see page 143

Lesson 6

Workbook pages 40 - 41, Language practice

Workbook answer key - see pages 153 - 154

Objectives	
Skills	At the end of the lesson, students should be able to:
Functions	- make requests - apologise

Student's Book page

Unit 6 On the phone

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.

Words to remember
 hike, mountainous, notify,
 recognise, security, usher

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)

5 (6.4) Listen and repeat the same sentences.

• 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.

Lessons 7 and 8

Objectives

Skills

At the end of this pair of lessons, students should be able to:

Listening

- listen to instructions for using a mobile phone

Writing

- write instructions for sending a text message

Topic

- *Sending a text message*

Functions

- plan
- give instructions

Vocabulary

beforehand (Adv), bookmark (N), don't tell a soul (Exp), GPRS (Abbr), modem (N), paste (V), phone book (N), press (V)

Student's Book pages 50 and 51

Present the active vocabulary needed for each activity.

Listening

Instructions for using a mobile phone

(20 mins)

First, ask the students to look at the two cartoons. What point are they making about mobile phones? (*people tend to use them in public places, even though everybody can hear their conversations.*) Do the students find this kind of behaviour annoying – or do they do it themselves?

Read out the task and allow a few minutes for the students to consider how they would give these instructions in their own language (it is not as simple as it may sound!).



(6.5) (20–25 mins)

a Play the recording once for gist.

Read out the first instruction in text **A**, and ask the students to provide the first missing word (*Menu*). Then put the students in pairs or small groups to complete the two texts. Go round and offer help where needed. Write all new vocabulary on the board and check it with the whole class later.

Listening script 6.5 - see page 143

b Ask the students to decide in pairs which of the headings matches **A**, and which one matches **B**. (*A is connecting to the Internet through a mobile phone and B is creating a photo album on your mobile phone.*)

Student's Book page

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 (10 mins)

Students read the two texts again and then discuss the three questions in pairs. Go round and discuss their answers.

Planning and writing

2 (15 mins)

Read out the instructions and allow time for the students to re-read the texts on page 50. The students then make their notes, using the prompts. Go round and offer help where necessary.

3 (15 mins)

Students write the first draft of their instructions. Remind them to use expressions from the two texts and from the *Useful Language* box.

Check

4 (10 mins)

a, b and **c** Tell the students to read their work through carefully and check spelling, grammar and punctuation. Go round and make corrections. Students then read each other's work. Encourage them to make suggestions and comments, using the prompts. Students then write their final drafts. Finally, invite different students to read out their instructions to the class. Encourage helpful comments and suggestions.

Lesson 9

Workbook pages 42 - 43, Writing

Workbook answer key - see page 154

Objectives	
Skills	At the end of the lesson, students should be able to:
Reading	read a conversation about advantages and disadvantages of mobile phones
Writing	write an argumentative article
Functions	- argue - state advantages and disadvantages

Preparation for the project

Tell the students they will be working on a project called **Conducting an English language survey** at the end of the module in which they will design and carry out a survey to find out how important English is to other students in their school or people in their community. Ask them to work in pairs, decide how they are going to conduct their survey, the people they are going to ask, the question types that they are going to use and the way they are going to record answers. Tell them to carry out their survey either in pairs or individually. Ask them to bring their surveys to the next lesson.

Student's Book page

Unit 6 On the phone

Writing

1 Before you start planning, look at the texts on page 50 and answer these questions.

- What kind of words does the writer use to give instructions?
.....
- How does the writer give a negative instruction?
.....
- How does the writer try to make these instructions clear and easy to follow?
.....

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.)

- Think about what you do when you send a text message, then write a short note for each step.
- Think about the kinds of messages the person you are thinking about might want to send.

3 Write your instructions.

- Make sure they are clear, short and straightforward.
- You may use expressions from the *Useful Language* box below and the instructions above to help you.

Check

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

- Check spelling, grammar and punctuation.
- 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?
- 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 ...

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.

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

FOCUS on

Student's Book page 52

Sheikha Suad Mohammed Al-Sabah

Pre-reading (7 mins)

Ask students about Kuwaiti poets they know and if they have read any of Sheikha Suad Mohammed Al-Sabah's poems before.

Explain that the text is about a female Kuwaiti poet.

Read aloud the extract to the students. Tell them it is an English translation and the original is written in Arabic.

Do they think this would effect the meaning of the poem. Did they enjoy it?

Reading Comprehension (15 mins)

Students read the text silently.

As they read, ask students to work out the meanings of the following words from the context: *linelight*, *refusal*, *swallowed*, *down-trodden*, *grapple*.

Then, you may ask the following questions:

- 1 What is the attitude of the speaker towards the traditional role of women?
- 2 The phrase "I could" is repeated many times in the poem. Why do you think this is?
- 3 What decision does the speaker come to at the end of the poem?
- 4 Does the poem have a message? If yes, what is it?

Metaphors and similes (20 mins)

Read the explanation about metaphors and similes. Involve students in a discussion.

Put students in pairs to do exercises 1. Then students volunteer to give correct answers.

Students work individually on exercise 2. Students volunteer to share their sentences with the class.

Student's Book page

FOCUS on

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.



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.

1 Find two metaphors in the poem and explain them.

.....

.....

.....

2 Now invent one metaphor and one simile of your own.

.....

.....

.....

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

Project 2

Conducting an English language survey

Student's Book pages 53 and 54

(5 mins)

Tell the class they are going to plan, design and carry out a survey to find out how important English is to other students in their school or people in their community. As a warm up, put them in small groups to discuss how important English is to them. Invite volunteers to share their ideas with the whole class.

Student's can access these websites to obtain more information:

www.wikipedia.org

www.sciencebuddies.org

www.surveysystem.com

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

(10 mins)

a Read out the task and invite some initial ideas from the class. Put the students in small groups to discuss the options in **a** and choose at least one. Go round and help them with their decisions if necessary.

b Students then discuss the options in **b** and choose one.

c Allow time for them to discuss the question.

Invite the groups to compare their ideas with the rest of the class.

Stage 2 Design your survey

(10 mins)

a In their groups, students decide on the question types they will use in their surveys. Make sure they consider all four types carefully before deciding. Go round and offer advice if necessary.

b One student in each group records the questions for the group; the group decides how to arrange the questions for the final survey. Give each group several sheets of paper (enough for one or two rough copies and the final one) and ask them to copy the questions and prepare their surveys. Go round and discuss their ideas, making suggestions and comments.

Student's Book page

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.

- 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?
- Who are you going to ask? Choose one option.
 - People of your own age
 - People of older generations
 - People of different ages
- How are you going to record the answers people give to your questions?

Stage 2 Design your survey

Continue working in groups.

- 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

Stage 3 Carry out your survey

(15 mins)

- a** The groups then carry out their interviews, individually or in pairs. Make sure they record the answers!
- b** Ask the students to study the different ways of presenting summaries, then to choose one and record their own ideas. Hand out sheets of paper, and make sure their summaries are large, clear and neat enough to be used in presentations. Go round and make corrections and suggestions as necessary. Encourage the use of coloured pens for maximum visual impact.

Stage 4 Display/Presentation

(10 mins)

In their groups, students present their findings to the rest of the class. Encourage comments and suggestions. Use the presentations for a classroom display.

Stage 5 Class discussion

(10 mins)

Discuss the two questions with the whole class. Finally, have a class vote for the best presentation.

Module 2 Progress Test

Workbook pages 44 - 47

Workbook answer key - see page 154

 Extra listening page 145

Student's Book page

3 Several options.

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

- | | |
|--|---|
| ☐ In my work | ☐ For reading books, magazines or newspapers |
| ☐ In my studies | ☐ For understanding foreign TV or films |
| | ☐ 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:

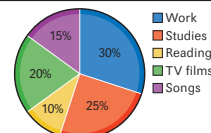
1 Simple sentences using percentages (%)

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
- www.sciencebuddies.org
- www.surveysystem.com



Student's Book Answer Key

Module 2

Unit 4, page 34, exercise 3

- a** Defensiveness is the major problem in communication. (Students give their own answer about how to deal with it.)
- b** Empathy is an essential factor of a healthy communication because it enables people to empathise with their interlocutors and understand what really mean. It also helps them avoid misunderstandings. (Students' own answer)
- c** "Listening between the lines" means not to listen to someone shallowly, but to attempt to understand what the other is trying to say indirectly.
- d** (Students' own answers)

Unit 4, page 35, exercise 4

- a** poor listening skills; assumptions; non-verbal signals; improper use of questions
- b** lack of interest; distractions; disagreement with the speaker; passive listening
- c** (Students' own answer)

Unit 4, page 35, exercise 5

- a** effective
- b** one-way
- c** interpersonal
- d** supportive
- e** valuable
- f** skilful
- g** threatened

Unit 4, page 36, exercise 1

- a** 1 a
- b** 2 the
- c** 3 a; 4 the
- d** 5 an; 6 a; 7 the; 8 a
- e** 9 an; 10 the; 11 0 (zero article)

Unit 4, page 36, exercise 4

- a** but
- b** in spite of
- c** although

Unit 4, page 37, exercise 1a

- bar – chocolate
- grain – rice, salt
- item – clothing, news
- lump – sugar
- pane – glass

- piece – bread, cake, cheese, chocolate, advice, information, toast
- slice – bread, cake, lemon, toast

Unit 4, page 37, exercise 1 b

- 1** pieces of paper
- 2** item of news
- 3** piece of advice
- 4** slices / pieces of toast; slices / pieces of bread
- 5** piece of bread / cheese / cake

Unit 4, page 37, exercise 2 a

- Types of place names used with *the*: rivers; seas and oceans; mountain ranges; groups of islands
- A few countries and continents also use *the*.

Unit 4, page 37, exercise 2 b

- (Students' own answers)

Unit 4, page 37, exercise 3

- a** 'comment (N)
com'ment (V)
- b** re'port (N)
'report (V)
- c** 'decrease (N)
de'crease (V)
- d** 'insult (N)
in'sult (V)

Unit 4, page 38, exercise 1

- a** This letter is a letter of application for a job at a hospital.
- b** It is written by Dr Faisal Assaif to the people responsible for building the new hospital.
- c** Faisal is applying for a new job because he's moving back to Kuwait.

Unit 4, page 38, exercise 2 (Suggested answers)

- a What makes the letter formal is that the verbs are not contracted but are written in their full form (e.g. 'you are building' not 'you're building') and formal words and phrases are also used (e.g. offer my services, extensive...) The beginning and ending of the letter also make it formal (Dear Sirs; Yours faithfully).
- b full verb forms: you are building; I am a 31-year old Kuwaiti; I have been working; I have decided; I am enclosing; I will provide formal words and phrases: in response; offer my services; extensive; The main motive for; excellent opportunity; I am enclosing my curriculum vitae; attestation; Thank you in advance...
- c (Students' own answer)
- d The letter starts with "Dear Sirs" and ends with "Yours faithfully". Another way could be starting by "Dear Mr X" and ending in "Yours sincerely".

Unit 5, page 40, exercise 1

Cuneiform = Iraq
Simple pictograms = Iraq
Roman alphabet = Italy
Egyptian hieroglyphics = Egypt
Chinese characters = China
Ancient Greek = Greece
Arabic = Arab world

Unit 5, page 40, exercise 3 (Oldest first)

pictograms
hieroglyphics and cuneiform
Chinese characters
ancient Greek
Arabic
Roman alphabet

Unit 5, page 41, exercise 5

- 1 c
- 2 b
- 3 b

Unit 5, page 42, exercise 1

- a 5
- b 1
- c 4
- d 2
- e 3

Unit 5, page 42, exercise 4 (Suggested answers)

for is used to describe the length of time that the action lasts, e.g. for a year; for a minute; for my whole life; for centuries.

since is used to describe the point in time when the action started, e.g. since 1999; since last year; since my graduation; since yesterday.

Unit 5, page 42, exercise 5

- a been drawing; since
- b acquired
- c lost; been looking
- d since; read; for
- e been using; for

Unit 5, page 43, exercise 1

- a wrote; brush; ink
- b inscribed; clay
- c paper; pen
- d draw; pencil; paint

Unit 5, page 43, exercise 2 a

practical-impractical; precious-worthless;
professional-amateur; simple-complicated

Unit 5, page 43, exercise 2 b

- 1 worthless
- 2 Amateur
- 3 complicated
- 4 impractical
- 5 modern

Unit 5, page 44, exercise 1 a and b

(Students' own answers)

Unit 5, page 44, exercise 1 c

blue: Greek
purple: Italian
yellow: Thai
red: Spanish
green: Russian
black: German

Unit 5, page 44, exercise 4

- a 6
- b 4
- c 7
- d 5
- e 1
- f 3
- g 2

Unit 5, page 44, exercise 5

- a three thousand BCE (Before Common Era)
- b one thousand five hundred BCE
- c the fourth century CE
- d nineteen ninety-nine
- e two thousand and eight
- f the twenty-first century

Unit 5, page 44, exercise 6

- a 35 sounds
- b 26 letters
- c 2000 years
- d £160
- e 31 days
- f 1887

Unit 5, page 45, exercise 2

- a Can I start by asking you about this library you have founded?
- b Do you have any other projects serving the same purpose?
- c Can you tell us more about this foundation of yours?
- d How many honorary PhD certificates have you been granted?
- e What about medals?
- f And do you have any future plans you can tell us about?

Unit 6, page 47, exercise 5

- a mobile phone
- b phoning home with important messages; emergency calls; work; keeping in touch with family

Unit 6, page 47, exercise 6

- a True. This is implied: he hasn't brought it with him.
- b True. They are playing football after school.
- c False The passenger provides the number.
- d True. They will be there in about fifteen minutes.
- e True. He uses it ten or twenty times a day for work.
- f False. When he is away from home he calls his wife and children every evening.

Unit 6, page 47, exercise 7

- a 5
- b 4
- c 3
- d 1
- e 2

Unit 6, page 48, exercise 1a

Question tags are formed like this:

1 and 2 negative main verb (e.g. You haven't brought your phone with you) → positive auxiliary + pronoun + question mark (e.g. have you?)

3 and 4 positive main verb (e.g. We are playing football after school) → negative auxiliary + pronoun + question mark (e.g. aren't we?)

Unit 6, page 48, exercise 1b

- 1 can we?
- 2 have we?
- 3 don't you?
- 4 isn't it?

Unit 6, page 48, exercise 1d

In positive imperative requests, we form the question tag as follows: *would / shall* + pronoun (Examples: students' own answers)

Unit 6, page 49, exercise 1

- a 5
- b 1
- c 2
- d 4
- e 3

Unit 6, page 49, exercise 2

- a left; a message
- b received; an e-mail
- c sent; a text message
- d send; fax

Unit 6, page 49, exercise 3

- a up
- b up
- c up
- d down
- e down
- f up

Unit 6, page 50, exercise 1a

A

- 1 Menu
- 2 click
- 3 Address
- 4 surfing
- 5 typing
- 6 Bookmarks
- 7 access
- 8 forget
- 9 GPRS
- 10 modem

B

- 1 Menu
- 2 button
- 3 Click on
- 4 folder
- 5 Type
- 6 Save
- 7 pictures
- 8 Select
- 9 Return
- 10 Paste
- 11 similar

Unit 6, page 50, exercise 1b

- A** Connecting to the Internet through a mobile phone
B Creating a photo album on your mobile phone

Unit 6, page 51, exercise 1

- a Verbs in the imperative form
- b Negative instructions begin with '*Don't*'.
- c Bullet points make each point very clear

Module 3 The media

Student's Book page 55

Opener (5–10 minutes)

Bring some props with you to the first lesson. These should include a small radio tuned into an appropriate station, some newspaper clippings, a television schedule, pages from a magazine and printouts of some appropriate web pages.

Welcome students to the new semester and give them a moment or two to look at the photos and unit headings. Tell them they will spend the first part of the semester learning about **The media**, its uses and impact in the modern world.

Turn the radio on and let it play while you hand out the other props to the class. Give students a few minutes to read what they have been given. If you wish you can invite some students to report back what they've just read, and give a brief critique of it. Ask them what links all of these things. Encourage guesses and channel the discussion towards the topic of the module.

Elicit that all the materials are forms of what we call **The media**. Ask students what forms of the media they use and invite them to elaborate why they use it and how informative they find it.

Set-up a language game for the second half of the Opener. Split the class into groups of four and give each team a sheet of blank paper and a pen. Ask all students to offer vocabulary items they learnt in the previous module and write them on the board. Once you have ten words, tell the groups that their task is to compose an imaginary news story that must include at least six of the words on the board. Tell them that the stories can be as far-fetched as possible, but that the language must be as correct as they can make it. After a few minutes of discussion, a member of the group should write the story down and present it to the class.

The class (or you) can then decide which story they thought was the most imaginative use of the vocabulary on the board. Collect the stories and the props, turn the radio off and begin the lesson.

Module 3 The media



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



Unit 8: Television watching habits
How many hours of television
do you watch per week?



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



Focus on:
Kuwait Times
and Yousuf Saleh Alyan



Project 3:
Designing a new TV channel

Outcomes

You will be able to:

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

Unit 7 Broadcasting

Lessons 1 and 2

Objectives

Skills

At the end of this pair of lessons, students should be able to:

Reading

- read an article about the history of broadcasting

Speaking

- talk about broadcasting

Topic

- *History of broadcasting*

Functions

- guess

Vocabulary

- broadcast (N), collectively (Adv), digital (Adj), dispatch (V), entertainment (N), evolve (V), film industry (N), invention (N), set (N), station (N), transistor (N), video recorder (N)

Read

3 (15–20 mins)

Tell the students they are going to read a text detailing the history of broadcasting. First, students should read the text in its entirety. Then, remind students of the quiz they answered for exercise 1b. Tell students to quickly find the answers to the questions. As a class, check answers and see who was correct.

Check your understanding

4 (15–20 mins)

Students read the article again, then complete the missing words. Suggest they work alone then check their answers with a partner.

Student's Book pages 56 and 57

Present the active vocabulary needed for each activity.

Discuss

GUESS! 1 (20 mins)

Ask the students to look at the pictures and guess what they are and which periods in the history of broadcasting they come from. Ask a student to define what **broadcasting** means. Elicit that it stands for communicating by radio or television. Compare guesses as a class.

Then, tell the students to answer the questions individually and record their answers to the three questions. Put them in pairs or small groups to compare ideas. Tell them they will be able to check their answers later in the lesson.

In new pairs, students take a few minutes to compare their answers to the quiz.

2 (20 mins)

Put the students in pairs. Students locate the words in bold in the text, write the origin of these words and check the meaning of all new words, using English-English dictionaries or the glossary in the Student's Book. Finally bring the class together to check answers.

Student's Book page

MODULE 3: The media

Unit 7 Broadcasting

Grammar

Relative clauses (defining and non-defining); prefixes



a



b



c



d Digital television. 2008

Discuss



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

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

RADIO and TV QUIZ

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

- Compare answers with those of other students.



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

physicist physics

Extension (15–20 mins)

Split the class into three groups. Write a list of six topics on the board: *sport, entertainment, politics, art, music* and *social issues*. Ask each group to choose one topic from the list. Tell them they are going to invent and write a news bulletin for a radio broadcast on the topic they have chosen.

Explain that a radio broadcast is different from a television broadcast because there are no images to engage radio listeners, only words. The language used in a radio broadcast is therefore of paramount importance. The language should be clear, concise and engaging and should, most importantly, reflect the topic being discussed. For example, the language used in a sports programme will be considerably less formal than that used to discuss politics.

Give them ten minutes or so to write three or four new bulletins as a group. When they have finished, groups should present their work to the class. A different member of each group should read each bulletin, so most students will have a chance of reading. Have a brief group discussion afterwards for students to comment on and discuss their own work and that of the other groups. You can conclude the activity with a

grading system if you wish, marking each bulletin on the language used, the presentation and interpretation of the topic.

Lesson 3

Workbook pages 48 – 49, Reading
Workbook answer key – see pages 154 – 155

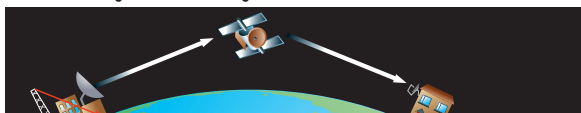
Objectives	
Skills	At the end of the lesson, students should be able to:
Reading	read an article about the power of the media
Topic	<i>The power of the media</i>
Functions	- talk about effects - express opinion
Vocabulary	adversely (Adv), dedication (N), deterrent (N), glorify (V), innumerable (Adj), remote (Adj)

Student's Book page

Unit 7 Broadcasting

Read

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

A short history of broadcasting

A German **physicist**, Heinrich Hertz, discovered radio waves in 1888, and eight years later an **Italian** engineer, Guglielmo Marconi, designed a system which could transmit radio signals to anywhere in the world in less than a second. Until this time, messages could only be dispatched short distances along telegraph wires, and messages which were sent to other countries could take months. At first, most broadcasts were news programmes, but soon music and other **entertainment** programmes were broadcast. The early radios, which were in large **wooden** cases, were heavy to lift. In the 1950s, scientists invented transistors, and radios became much smaller. The first television system was developed in 1926 by John Logie Baird, who was a Scottish **inventor**. The first television sets, which were very expensive, had small screens with black and white pictures. In 1951, the first colour broadcasts were made, but it was not until twenty years later that most people had colour televisions in their homes. In the 1990s and 2000s, digital TV, and satellite and cable television systems have given people a wider choice of television channels, and DVDs are now replacing videos. People have always worried about new inventions. In the 1960s, they thought that television would replace radio, and in the 1970s they were sure TV and video would damage the film industry, but these things have not happened. In fact, **broadcasting** continues to evolve in interesting and surprising ways. Radio in Kuwait has come a long way since its first **transmission** in 1951. By 1998 alone, there were 6 AM, 1 shortwave and 11 FM radio stations. Radio Kuwait now offers daily **informative** programming in four foreign languages. Television transmission began in 1957, and the process of development accelerated in 1961 when the Ministry of Information took charge. By 1997, 13 television stations existed in Kuwait. Kuwait Television (KTV) offered the first colour broadcasts in 1974; at present it operates several television channels. Kuwait's official media, supervised by the Minister of Information, follows a flexible policy. It is based on mutual **cooperation** and respect for the affairs of other countries. The policy is planned collectively with emphasis on **intellectual**, social, political and economic development.

Check your understanding

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

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

Words to remember

broadcast, collectively, digital, dispatch, entertainment, evolve, film industry, invention, set, station, transistor, video recorder

Lessons 4 and 5

Objectives

Skills

At the end of this pair of lessons, students should be able to:

Speaking

- talk about sport on television

Grammar

- use relative clauses (defining and non-defining)
- use prefixes

Topic

- Television / radio programmes

Functions

- express likes and dislikes
- give reasons
- state advantages and disadvantages
- talk about effects

Vocabulary

bring about (PhV), demonstrate (V), disappointing (Adj), half (N), potential (Adj), prominent (Adj), resident (N), reveal (V), telecommunication (N), teleprinter (N), tension (N), transatlantic (Adj), victory (N), zealous (Adj)

Pronunciation • identify strong and weak stresses

4 (10 mins)

Read out sentence **a**, and invite suggestions for a suitable ending (e.g. ...presents TV programmes).

Ask the students to complete the sentences.

Put them in pairs to compare ideas. Then invite different students to read out their sentences to the class.

5 (10 mins)

Tell the students to read the whole paragraph through and complete it with *who*, *which*, *whose* and *where*, adding commas where necessary. Put them in pairs to compare answers.

Think and speak

6 (10 mins)

Put the students in pairs or groups to discuss the questiona **a-c**. Go round and listen. If you like, tell them about you.

Finally, invite different students to report back to the class.

Student's Book pages 58 and 59

Present the active vocabulary needed for each activity.

Grammar

• Relative clauses (defining and non-defining)

1 (10 mins)

On the board, write **Relative clauses**.

Ask the class to give some examples of sentences with relative clauses, and write good ones on the board. Then ask them to look at sentence **a**, which has the relative clause underlined as an example. Put them in pairs to complete the task, and go round offering help if needed.

2 (5 mins)

Ask the students to discuss questions **a-b** in pairs or small groups. Go round and listen. Read out each question and invite different students to tell you the answers.

3 (5 mins)

Ask the students to discuss this in pairs. Then invite the answer (sentence 1) from the class. Ask what the other sentence means. (It means that the speaker has more than one brother; one of them lives in Al Wafra.)

Student's Book page

Grammar

• **Relative clauses (defining and non-defining)** Grammar reference page 130

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

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

2 Answer these questions about sentences 1a-d.

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

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

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

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

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

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

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



Think and speak

6 Discuss these questions in pairs or groups?

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

Vocabulary

The prefix tele-

1 (10 mins)

a Explain that **tele-** means long distance in Latin. In pairs, students combine **tele** and the words in the exercise to create new terms. Go round and offer help.

b Read out the example sentence, then invite the students to suggest a similar sentence about another word. (e.g. *A television is something which transmits sounds and moving pictures.*)

Put the students in pairs or small groups to complete the task. Go round and offer help where needed. Invite different students to read out their sentences to the class.

c Students discuss the word in pairs, then check their ideas with a dictionary or the Student's Book glossary. Whose ideas were correct? (*telecommunications means long distance communication*).

Compound nouns

2 (15 mins)

Ask the class to combine the first word in list **A** (*colour*) with a word from list **B** to make a compound noun (*colour television*). Then put them in pairs to complete the task. Go round and offer help if necessary. Tell the students to complete the sentences with the compound nouns that they have completed, then invite different students to share their answers with the class.

Pronunciation Strong and weak

3 (7.1) (10 mins)

Read out the instruction, then play the first sentence and ask the students if the word 'had' is strong or weak (stressed or unstressed). Then play the remaining sentences, pausing after each one to ask the same question. Play the recording again to check.

Listening script 7.1 - see page 143

4 (10 mins)

Ask the students to say the first sentence out loud to themselves and then to tell you if *was* should be stressed or not. Then put them in pairs to practise saying the sentences and decide whether or not to stress the underlined words. Go round and offer help if needed.

5 (7.2) (5 mins)

Play each sentence, pausing for the students to repeat them and to check their answers to exercise 4.

Listening script 7.2 - see page 143

Lesson 6

Workbook pages 50 - 51, Language practice
Workbook answer key - see page 155

Objectives	
Skills	At the end of the lesson, students should be able to:
Grammar	• use compound nouns • use relative pronouns • use relative clauses
Functions	• predict

Student's Book page

Unit 7 Broadcasting

Vocabulary

The prefix tele-

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

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

visualise	.....	phone	.....
text	.....	print	.....
communicate	.....	fax	.....

b Make sentences about four of these things.

Teletext is written information which you can read on a TV screen.

c What are telecommunications? Work out a definition with a partner, then check your ideas in the glossary / dictionary.

Compound nouns

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

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

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

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

Pronunciation Strong and weak

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

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

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

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

5 (7.2) Listen and repeat the sentences.



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

Lessons 7 and 8

Objectives

Skills

At the end of this pair of lessons, students should be able to:

Speaking Writing

- present a short talk about modern electronics
- write an essay about the advantages and disadvantages of radio and TV
- write a brief history of a radio station

Topic

- *Modern inventions*

Functions

- express opinions
- give reasons
- persuade
- disagree

Vocabulary

consume (V), electronic device (N), electronics (N), rank (V)

Student's Book pages 60 and 61

Present the active vocabulary needed for each activity.

Writing

1 (5 mins)

Put the students in pairs for this task. Go round and offer help where needed. Then check their answers with the whole class.

2 (15 mins)

Draw a Venn Diagram. Invite students to share with the class any information they know about watching television or listening to the radio. Write students' ideas in the diagram. (Remember to write common characteristics in the intersecting part). After five minutes, ask students to write an essay in which they discuss the advantages and disadvantages of radio in comparison to those of television. Remind them that they may use the diagram on the board for ideas. Go round and offer help if necessary.

3 (10 mins)

Put students with a partner they have not previously worked with and ask them to write a brief history or profile of a radio station they listen to regularly. It can be a national or international station. Encourage them to give as much detail as possible (allow them time to research or ask them to bring material in before the lesson), and express their opinions fully. Select a few pairs to report to the class, if there is time.

Think and speak

4 (15 mins)

Put the students in pairs, if possible with new partners.

EITHER divide the pairs into three (a, b and c) to discuss the corresponding question

OR ask each pair to discuss all three questions. Go round and listen, adding your own ideas if you wish. When they are ready, invite one or two students to share their ideas about each question. Allow brief class discussions.

Quote

Draw students' attention to the Quote box at the bottom of the page. Invite a student to read it to the class. Ask students why Steve Allen thinks radio is the theatre of the mind. What does he mean? Invite students to discuss each other's answers. Elicit that the quote means that radio entertains our mind by making us create images in our mind which the radio expresses by words, and thus, a theatre of images and stories is created in our mind as if it was a play.

Steve Allen (1921 – 2000) was a famous broadcaster, who began his career acting in radio productions. He later became famous for hosting entertainment shows on television.

Student's Book page

Writing

1 Complete the table with ideas from the text on page 57.

	General	Kuwait
Radio		
TV		

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

Advantages:

Disadvantages:

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

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



Think and speak

4 Discuss these questions with a partner.

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

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

Speaking Comparing modern electronics**Think and make notes****1** (15 mins)

a and **b** Check the names of all the electronics illustrated (**a** radio, **b** satellite, **c** mobile phone, **d** portable DVD player, **e** laptop/computer, **f** TV)). Students rank them in order of importance then compare ideas with their partners.

Prepare for speaking**2** (10-15 mins)

Put students in groups of three.

a Ask the students to tell you their 'most important' electronic device. If you wish, tell them your own. Tell them to look at the four questions and note down their ideas.

b Students prepare a short talk explaining why their choice is the most important electronic device, using their ideas in **2a**. Tell them to use some of the expressions in the *Useful language* box. Go round and offer help where needed.

Speak**3** (15-20 mins)

a In groups of three, making sure they are with people who have chosen different inventions. Students take turns to give their talks.

b Groups then discuss each other's ideas, using language from the *Useful Language* box.

c Have a class vote for the top three electronic devices.

Lesson 9

Workbook pages 52 - 53, Writing

Workbook answer key - see page 155

Objectives	
Skills	At the end of the lesson, students should be able to:
Reading	• read a description of a digital camera
Writing	• write a description of an electronic device
Functions	• describe a device

Student's Book page

Unit 7 Broadcasting

Speaking Comparing modern electronics**Think and make notes****1** Look at the photographs.

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

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

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

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

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

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

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

USEFUL LANGUAGE**Giving reasons**

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

Expressing opinions

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

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

Persuading

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

Disagreeing

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

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

That's not true!

You said that ..., but ...

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

Unit 8 Television watching habits

Lessons 1 and 2

Objectives

Skills

At the end of this pair of lessons, students should be able to:

Reading

- read a text about TV guidelines for teens

Listening

- listen to interviews about television watching habits

Speaking

- discuss results of a survey
- conduct a survey
- talk about television watching habits

Topic

- TV guidelines for teens

Functions

- describe personal experience
- compare information
- express criticism
- express opinions (agreement / disagreement)

Vocabulary

age-appropriate (Adj), channel-surf (V), comedy (N), inactivity (N), mentally (Adv), miss out on (PhV), promote (V), provoke (V), tune out (PhV)

Extension (10–20 mins)

Students prepare a questionnaire about TV habits, designed to find out how much TV people of their own age watch, what types of programmes they prefer and what types of programmes they dislike. It should also include information about other free time activities.

Check their questionnaires and then allow time for them to answer each other's questions. Discuss ways in which they could present their findings in a report (e.g., a graph, a short paragraph, a list of percentages). Ask them to produce 'best copies' of their questionnaires and reports and use them for a class display.

Student's Book pages 62 and 63

Present the active vocabulary needed for each activity.

Discuss

1 (10 mins)

a, b and c First, ask the students to estimate how many hours they spend watching TV every week. If you wish, tell them about yourself. Check the Factfile and briefly discuss their favourite types of programmes. Put the students in small groups to discuss the three questions. Go round and join in briefly with their discussions. When they are ready, invite a student from each group to report back to the class.

Listen

2 (8.1) (15 mins)

a Put the students in pairs or small groups to ask each other the five questions. Go round and listen, offering your own answers too if you wish.

b (8.1) Play the first part of the recording (as far as ...**not to watch rubbish**) and ask the students which of the five questions the speaker is answering (*question 5*). Play it again if necessary. Then play the remaining two sections, pausing after each one for the students to match it with the correct question. Repeat as necessary.

Listening script 8.1 - see page 143

Student's Book page

MODULE 3: The media

Unit 8 Television watching habits

Grammar

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

phrasal verbs with *get*; indefinite pronouns



Discuss

1 Discuss these questions after studying the Factfile given.

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

Listen

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

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

Check your understanding

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

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

Factfile

• What do you do when a TV commercial comes on?
Here are the results of a survey conducted in a particular area in 2008.

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

Check your understanding

3 (8.1) (5 mins)

Ask the students to read the questions first, then play the recording again, pausing after each speaker for the students to note down their answers. Play it again to check, then put them in pairs to compare answers.

Listening script 8.1 - see page 143

Vocabulary

4 (10 mins)

Remind the students of the interviews, and if necessary play the recording (Listening script 8.1) again. Then put them in pairs to match the words and phrases from the interviews with their meanings. Go round and offer help if needed.

Read

5 (15 mins)

Tell students to read the text individually. Ask them to volunteer any new or difficult vocabulary they may have encountered while reading it. Then, in pairs, students discuss the question using the text to help provide answers. Bring the class together and ask pairs

to volunteer their ideas. (The advice of the text is recorded in the bullet points at the end of the text.) Students could also offer their own ideas at this point.

Think and speak

6 (20 mins)

Read out the first question. Ask two or three students their opinions, and allow a brief class discussion. Then put the students in small groups to discuss questions **a** and **b** and note down their ideas. Go round and listen, offering your own ideas if you wish. When they are ready, ask different students to share their ideas with the class. Do most students have similar opinions?

Quote

Draw the students' attention to the Quote box and ask them to explain it. Elicit that David Frost means by this quotation that television enables us to meet all kinds of people, even people whom we might never encounter in our life. Thus, by just sitting in our living room watching TV we would be socialising. Then tell students to discuss their opinion about the quote.

David Frost (1939 –) is a British satirist, writer, journalist and television presenter. On 20 and 21 July, 1969, during the British television Apollo 11 coverage, he presented David Frost's Moon Party, a ten hour discussion and entertainment on the night Neil Armstrong walked on the moon. He is recently hosting the weekly programme Frost over the World, on Al Jazeera English.

Lesson 3

Workbook pages 54 – 55, Reading

Workbook answer key - see page 155

Student's Book page

Unit 8 Television watching habits

Vocabulary

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

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

Read

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

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

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

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

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

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

Think and speak

6 Discuss these questions in small groups.

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

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

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

Lessons 4 and 5

Objectives

Skills

At the end of this pair of lessons, students should be able to:

Speaking

Grammar

- discuss TV programmes
- use reported speech: infinitives with *to* [*advise, like, prefer, tell, want*]
- use phrasal verbs with *get*
- use indefinite pronouns
- *Television watching habits*
- report what people say
- give advice

Topic

Functions

Vocabulary

get behind with (PhV), get down to (PhV), get on (PhV), get over (PhV), get through (PhV), occasionally (Adv), record (V), tune in (PhV)

Pronunciation • identify stressed and unstressed words

Student's Book pages 64 and 65

Present the active vocabulary needed for each activity.

Grammar

• Infinitives with *to* [*advise, like, prefer, tell, want*]

1 (10 mins)

Read out the instruction and ask them which word should be underlined in sentence **a**. Check that students agree *want* is the main verb. Then ask students to underline the main verb in each sentence. Put them in pairs to check their answers.

2 (5 mins)

Put the students in pairs to discuss the questions. Go round and offer prompts if necessary.

3 (5 mins)

Read out the question and allow a few minutes for students to discuss it in pairs. Then ask for their ideas. Check answers as a class.

4 (10 mins)

On the board, write *tell*, *ask* and *advise*. Then ask the students to look at the three pictures, and ask them to match them with the three verbs (*in order: tell, ask, advise*). Discuss the difference in meaning between the three verbs (*ask is more polite than tell, but they are both instructions – advise is not an instruction.*)

Read out the example sentence. Point out that *please* has been dropped, as it is part of the direct speech, not the report. Then ask them to write similar sentences about the other two pictures, using prompts **b** and **c**. Go round and check.

5 (5 mins)

Read out the first quotation and example sentence. Ask the students to find the pronouns in both sentences and note how *your* changes to *his*. Put the students in pairs to complete the task. Go round and offer suggestions where necessary.

Think and speak

6 (10 mins)

Divide the class, then put the students in pairs. Ask half the pairs to discuss **a** and the others to discuss **b**. Go round and listen, and offer your own opinions if you wish. Finally, invite two or three students from each half of the class to report back to the class. Encourage comments and class discussion.

Student's Book page

Grammar

• **Reported speech: infinitive with *to*** [*advise, like, prefer, tell, want*] Grammar reference page 131

1 Underline the verbs in these extracts a–f.

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

2 Discuss these questions with a partner.

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

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

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

4 What are the people saying? Follow the example.

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

Tune in to Channel 15, please.



Could you find out about the TV programmes at 10 o'clock?



If I were you, I'd listen to the news on the radio.



5 Write more sentences following the same pattern.

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

Think and speak

6 Discuss these questions.

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

Vocabulary**Phrasal verbs with get****1 (15–20 mins)**

a On the board, write **phrasal verbs** and ask students to give some examples. Explain that you are going to study phrasal verbs with *get*. Read out sentence **1** and ask the students to match **get up** with the correct meaning (**B**). Put them in pairs to complete the task. Go round and offer help if necessary.

b Put the students in pairs. EITHER tell them to discuss each question in turn OR allocate one of the questions to each pair, so that they have more time to discuss it in depth. When they are ready, invite different students to share their ideas with the class and allow brief class discussions about each question.

Using else**2 (10 mins)**

Read out the information and the example sentence. Then, read out the first unfinished sentence and invite a student to complete it using words from the box (something else).

Then allow time for the students to complete the sentences. When they have finished, ask them to compare answers with a partner.

Pronunciation How many words?**3 (8.2) (15–20 mins)**

a Play the recording, pausing after each sentence for the students to write it down. Repeat as necessary.

Listening script 8.2 - see page 143

b Students compare their sentences with those of another student. Are they the same?

4 (8.2) (15–20 mins)

Play the recording again, pausing after each sentence for the students to repeat it.

Listening script 8.2 - see pages 143

Lesson 6

Workbook pages 56 – 57, Language practice

Workbook answer key - see pages 155 – 156

Student's Book page**Unit 8 Television watching habits****Vocabulary****Phrasal verbs with get**

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

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

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

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

b Discuss these questions in pairs.

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

Using else Indefinite pronouns Grammar reference page 131

2 Else means 'other' and is often used with words like *something, everybody* or *nowhere*. Complete these sentences with a word from the list and *else*.

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

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

Pronunciation How many words?

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

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

4 (8.2) Listen and repeat the sentences.

**Words to remember**

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

Lessons 7 and 8

Objectives

Skills

At the end of this pair of lessons, students should be able to:

Reading

Speaking

Writing

Topic

Functions

Vocabulary

- read a TV schedule
- talk about a TV schedule
- write a TV schedule
- A television schedule
- guess / predict
- give reasons to support choices
- plan
- present information
- convict (V), equestrian (Adj), evidence (N), newcomer (N), news team (N), prosecution (N), thriller (N)

Extension

(15-20 mins)

Give each student a piece of paper and ask them to tear it in two. Ask them to write the name of a (real) TV programme on one of the pieces of paper, and its 'programme notes' on the other. Divide the class into two (or more) teams. Each team collects all the names in one container (e.g. a bag or box) and all the programme notes in a different container. Each student then takes a piece of paper from each box. The students within each team then work together to match the names with the notes. The first team to complete the task wins the game.

Student's Book pages 66 and 67

Present the active vocabulary needed for each activity.

Reading

1 (30 mins)

Give students a few moments to read the TV schedule alone. Have a brief discussion about it; the variety of programmes on offer; why there is such a big choice for viewers to choose from etc, and general remarks from the students regarding what they think about it. Then, split the class into groups of four and name each group **a**, **b**, **c** or **d**. Give each group one of the questions. Tell them to discuss it for five or ten minutes. Groups then report back to the class. Offer comments on their conclusions and instigate a class discussion. If there is time, students should write a summary of their discussions, and summaries of the other groups', in their notebooks.

Student's Book page

Reading

1 Read the TV schedule below and answer the questions.

Channel 1

5.00 p.m. – Sport
Live Football

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



7.00 p.m. – News
Main Evening News

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

8.00 p.m. – Drama
Courtroom

Will the prosecution find enough evidence to convict the suspect?



9.00 p.m. – History
Living history

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

Channel 2

5.00 p.m. – Folk Music
Al Samri

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

7.00 p.m. – History
Architecture Today

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

8.00 p.m. – Film
The Big Land

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

9.00 p.m. – Sport
World Equestrian Championship

The final of this year's event is from Kuwait. This will be exciting!



Channel 3

5.00 p.m. – Film
Someone's Watching

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

7.00 p.m. – Nature
The World of Nature

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

8.00 p.m. – Drama
Hospital Ward

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



9.00 p.m. – News
Tonight at Nine

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

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

Writing A television schedule

Read and discuss

1 (10 mins)

a Allow time for the class to study the TV schedule on page 66. Go round and explain any new words, making a note of them in order to check them all with the whole class.

Students then choose the four programmes they would like to watch between 5 and 10 p.m. (it must be 'possible' – so, for example, they can't choose **Live Football** and **Folk Music** because they are both shown at the same time).

b Ask students to sit in pairs. Invite them to predict what four programmes their partner might have chosen. Encourage them to write their predictions in their notebooks.

c Put the students in pairs to compare their choices. Go round and listen; encourage them to explain their choices. Ask if any one's predictions matched their partner's choices.

Planning and writing

2 (15 mins)

a Ask the students to tell you some of their favourite TV programmes (NOT from the schedule), then ask them to note down three or four of their personal favourites. They could do this in pairs or individually.

b The students then make their notes, using the prompts.

c Students then re-read the text on page 66 and use it as a model for their own programme notes. Remind them to look at the *Useful Language* box before they start.

3 (20 mins)

a Tell the students to read their work through carefully and check spelling, grammar and punctuation.

b Students then read each other's schedules. Encourage them to make suggestions and comments. Students then write second drafts.

c Finally, the students discuss the programmes and produce the 'ideal' schedule. Invite students to share their ideas. How similar are the schedules?

Student's Book page

Writing A television schedule

Read and discuss

1 Study the television schedule for the three channels on page 66.

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



task

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

Unit 8 Television watching habits

Planning and writing

2 Plan your ideal evening's television schedule.

- Write a list of three or four of your favourite programmes, and schedule them between the hours of 5.00 p.m. and 10.00 p.m.
- Make brief notes about each programme. Include:
 - the channel and the start time;
 - the type of programme – sport, drama, etc.;
 - important details (if it's a film, tell a little of the story and note who the stars are; if it's a documentary, note the topic);
 - write a note on why you think people should watch the programme.

It will be exciting.
- Write your programme notes, using the schedules of Channels 1, 2 and 3 opposite as a model. Refer to any notes you have made. The *Useful Language* box below may help you.

Words to remember
convict, equestrian,
evidence, newcomer, news
team, prosecution, thriller

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

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

USEFUL LANGUAGE

Presenting information

Channel 1 presents a new series about ...
The programme covers / deals with / investigates ...
This exciting thriller / hospital drama / true life adventure ...
In tonight's episode, ... / In this week's programme, ...

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

Lesson 9

Workbook pages 58 – 59, Writing

Workbook answer key – see page 156

Objectives	
Skills	At the end of the lesson, students should be able to:
Reading	read reviews of television programmes
Writing	write a review of a television programme
Topic	reviewing TV programmes
Functions	- give reasons - give examples

Unit 9 Uses of cameras

Lessons 1 and 2

Objectives

Skills

At the end of this pair of lessons, students should be able to:

Reading

- read an article about video cameras

Speaking

- talk about types of video cameras

Writing

- write about the uses of video cameras

Topic

- Video camera

Functions

- discuss uses of cameras

Vocabulary

- give reasons
- capability (N), consumer (N), ENG (Abbr), high-end (Adj), hydraulic (Adj), motion picture (N), nowadays (Adv), pedestal (N), period drama (N), stabilising (Adj)

Check your understanding

4 (20 mins)

Allow students time to read the text carefully. Go round and offer help with vocabulary, making note of difficult words in order to check them with the whole class later.

Read out the instruction, and ask students for their suggestions regarding paragraph 1. Then, in pairs, students discuss the purpose of paragraphs 2 and 3. Go round offering help where necessary.

Student's Book pages 68 and 69

Present the active vocabulary needed for each activity.

Discuss

1 (15 mins)

Ask students to look at the photos as a class, and then draw their attention to the box below them. Tell them to guess the meanings of words, with help from you or their glossaries / dictionaries. Check answers as a class. Their definitions will be clarified in the next exercise.

2 (15 mins)

a and **b** Ask the students to look at the title of the unit and then to study the pictures. Allow time for them to discuss the questions in pairs. Go round and supply vocabulary as requested. Note useful words on the board and check them with the whole class later.

Read

3 (15 mins)

Tell the students they are going to discuss the use of cameras in the modern world. You could start by giving them an example sentence:

Example: 'Cameras are used during surgery to help doctors operate safely upon patients.'

Then, students discuss other uses of cameras, using the pictures and their own knowledge for prompts.

Student's Book page

MODULE 3: The media

Unit 9 Uses of cameras

Grammar

Passive verbs; collective and compound nouns



a



b



c



d



e

Discuss

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

surgical surveillance security web television / film

2

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

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

Read

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

.....

.....

.....

.....



(15 mins)

Tell students to read the instruction and provide them with an example, e.g. *high-end*. Then, in their pairs, students find the other words used to describe video cameras.



(10 - 15 mins)

Students discuss the question in pairs. After a few minutes, bring the class together and ask a few students to give examples to the class.

If time permits, the class could vote on what they think is the most important event.

When they are ready, invite different students to share their ideas about each question. Allow brief class discussions.

Lesson 3

Workbook pages 60 - 61, Reading

Workbook answer key - see page 156

Objectives	
Skills	At the end of the lesson, students should be able to:
Reading	• read an article about film reviews
Topic	<i>The next generation of critics</i>
Functions	• compare and contrast
Vocabulary	anticipation (N), cast (N), everyone's a critic (Exp), soundtrack (N), up to scratch (Exp)

Student's Book page

Unit 9 Uses of cameras

Video Camera

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



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

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

Check your understanding

4 What is the purpose of each paragraph?

Paragraph 1

Paragraph 2

Paragraph 3

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

.....

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

.....

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

Lessons 4 and 5

Objectives

Skills

At the end of this pair of lessons, students should be able to:

- Listening** • listen to a newspaper article about the Gulf Film Festival
- Grammar** • use passive verbs
• use collective and compound nouns
- Topic** • *Uses of cameras*
- Vocabulary** amicably (Adv), audience (N), beckon away (PhV), bring up (PhV), category (N), characterise (V), cityscape (N), commentator (N), court (N), feature (N), producer (N), screen (V), spotlight (N), sprawling (Adj)
- Pronunciation** • use stress in compound nouns

Student's Book pages 70 and 71

Present the active vocabulary needed for each activity.

Grammar

• Passive verbs



(9.1) (5 mins)

On the board, write **The passive**, and ask the class for sentences containing verbs in the passive voice. Write two or three good examples on the board. Ask the students to listen to the text first, then they look at sentences **a-f** and underline the passive verb. Compare answers with a partner.

Listening script 9.1 - see page 143



(5 mins)

Ask the students to look again at sentence **a** in exercise 1. Ask them what tense the verb is (*past simple*). Then put them in pairs to do the same with the rest of the sentences.



(10 mins)

Put the students with partners. Ask them to discuss question **a**, then invite students to tell the class their ideas. Explain that we use the passive when we need to focus on the thing affected by the action and not who did it. Allow time for students to discuss questions **b** and **c** with their partners.



(10 mins)

Put students in pairs to rewrite the sentences from exercise 1 in the active. Walk round and assist where appropriate.



(5 mins)

Keep students in their pairs to rewrite sentences **a-c** in the passive. Remind them to check the tenses.



(10 mins)

a and **b** Ask students to work in pairs to rewrite the corresponding paragraph in the passive. When they are ready, students look at each other's work and make suggestions. Finally, ask them to read out each sentence.

Student's Book page

Grammar

• **Passive verbs** Grammar reference page 132



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

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



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



3 Discuss these questions with a partner.

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



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

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



5 Write the passive forms of these sentences.

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



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

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

Vocabulary

Singular and plural words / Group nouns

1 (10 mins)

a Read out the first word (*audience*) and its matching definition. Then allow time for the students to complete the task individually. Tell them to check their answers with a partner.

b and **c** Discuss the questions briefly with the class. The words are all singular while the definitions use plural nouns. The difference between the two sentences is an implied one – the second sentence (*My team are...*) reminds us that the team consists of individuals.

Matching people

2 (10 mins)

Tell students they need to fill in the gap in each sentence with connected words to create correct sentences. Do the first sentence as an example (*criminal, arrested, police officer*). Then, in pairs, students complete the task.

Pronunciation Stress in compound nouns

3 (9.2) (10 mins)

Play the first pair of words (*shopping centre*) and ask which word is stressed (*shopping*). Then continue, pausing after each pair of words to check which one is stressed. Repeat as necessary.

Listening script 9.2 – see page 143

4 (9.3) (15 mins)

Play each sentence, pausing after each one for the students to repeat it. Then put them in pairs to practise saying the sentences to each other.

Listening script 9.3 – see page 143

Quote

Draw the students' attention to the Quote box and ask one of them to read it to the class. Ask a handful of students to give their explanations and their opinion of it. Orson Welles means by this quote that a film is good when it reflects the director's ideas and thoughts very realistically, and the camera is the means for achieving this aim. The director should tell a story very creatively just like a poet.

Orson Welles (1915 – 1985) is one of the most notable filmmakers of the 20th century. In 1938, he made a radio broadcast of H.G. Wells's *The War of the Worlds*. Some listeners thought his performance was so realistic that they began to evacuate their homes.

Lesson 6

Workbook pages 62 – 63, Language practice

Workbook answer key – see page 156

Student's Book page

Unit 9 Uses of cameras

Vocabulary

Singular and plural / Group nouns Collective nouns Grammar reference page 132

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

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

Matching people

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

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

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

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

Pronunciation Stress in compound nouns

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

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

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

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



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

Lessons 7 and 8

Objectives

Skills

At the end of this pair of lessons, students should be able to:

Speaking

- conduct a debate about the influences of television

Writing

- write a description of a new TV camera

Topic

- *Influence of TV*

Functions

- state advantages and disadvantages
- express opinion
- agree
- disagree

Vocabulary

basically (Adv), catch (V), congested (Adj), fundamentally (Adv), inexpensive (Adj), voice-over (N), wholeheartedly (Adv)



(20–25 mins)

In pairs, students discuss the task and note down their ideas. Then put pairs together to make small groups. Students discuss and share ideas. When they are ready, invite students from each group to report back to the class. Which group has the most interesting ideas? If you wish, you can invite students to draw a plan of their invention, complete with labelled components and a brief written summary of their discussion for homework.

Student's Book pages 72 and 73

Present the active vocabulary needed for each activity.

Writing



(20–25 mins)

Read out the first unfinished sentence and ask the students to complete it with a word in list A and a word in list B (*radio stations*). Then allow time for the students to complete the task individually. Go round and offer help where needed. Put them in pairs to compare answers.

Student's Book page

Writing



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

A

animated
city
medical
radio
television
traffic
video

B

cameras
conferencing
centre
film
news
staff
stations



task

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

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



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

.....

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.....

Speaking Expressing opinions**Think and make notes****1** (10 mins)

a Ask the class to look at the four photos of the uses of TV. Invite suggestions of how these uses might sometimes be 'good' and sometimes 'bad'. Remind them that they are expressing opinions, not facts. Students make their notes in pairs, using the framework given in their books. Go round and make suggestions if they need them. (e.g.: for **'negatives'**, have they considered the following things? *cost; over reliance on technology; possibility of misleading the public, etc.*)

b Now, put the students in new pairs to compare ideas. Do they agree with what the other has written?

Preparing to speak**2** (10 mins)

a, b and **c** First, divide the class into two halves, **a** and **b**. In pairs, students in one half prepare notes agreeing, and in the other half disagreeing with the statement. Encourage them to compare ideas with other pairs in 'their' half.

Each student then takes two ideas and makes notes to back them up. Refer students to the *Useful Language* box.

3 (20-25 mins)

a Then put the students in groups of four. They take turns to talk for two minutes (*see Student's Book instructions*).

b EITHER still in their groups OR as a whole class, students express their real opinions in a general discussion.

c Finally, have a class vote.

Lesson 9

Workbook pages 64 – 65, Writing

Workbook answer key – see page 156

Objectives	
Skills	At the end of the lesson, students should be able to:
Reading	• read a film review
Writing	• write a film review
Functions	• express criticism

Preparation for the project

Tell the students they will be working on a project called **Designing a new TV channel** at the end of the module in which they will plan a radio or TV programme for young people in Kuwait. Ask them to work in pairs, decide what aspects of a radio or TV programme they enjoy the most and find any information they need. Tell them to research programmes from around the world to help them brainstorm ideas. They could also begin to research the topic of their programme, such as local news stories. Ask them to bring this research to the next lesson.

Student's Book page

Unit 9 Uses of cameras

Speaking Expressing opinions**Think and make notes****1** Look at the photographs of the different uses of television.

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

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

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

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

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

a In each group, two students should agree and two should disagree with this statement.

b Each student should choose two ideas to support their point of view.

c Write notes to refer to. The language in the *Useful Language* box below may help you.

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

a Students take turns to express their opinions for and against the statement, trying to include some of the opinion expressions. Each student should talk for about two minutes.

b When every student has expressed their ideas, have a brief general discussion, expressing your real opinions.

c Finish with a vote on the statement. Vote for what you really believe.

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

USEFUL LANGUAGE**Expressing opinions**

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

Agreeing

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

Disagreeing

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

FOCUS on

Student's Book page 74

Kuwait Times and Yousuf Saleh Alyan

Pre-reading (10 mins)

Point to the title. Ask students if they recognize the newspaper The Kuwait Times and the name of the person, Yousuf Saleh Alyan. Ask some general questions to raise a discussion about the two.

Write on the board any vocabulary you think is essential for students to read more easily (*expatriates, international, multilingual, tabloid, forum and patriotic*).

Reading Comprehension (30 mins)

Guided by the discussion and vocabulary, students read the text silently.

Ask students some questions to check their understanding and to guide them in exploring the text. Here are some suggestions.

1 Draw a timeline and mark on it all the main events in the life of Yousuf Saleh Alyan and **Kuwait Times**.

2 List the different ways in which **Kuwait Times** has been 'first'.

3 What were Alyan's main achievements?

4 Use each of the words below in a sentence of your own.

- a institution
- b reliable
- c incisive
- d abroad
- e in-depth
- f expatriates
- g innovate
- h riveting
- i forum

5 What do you find most impressive about **Kuwait Times**, based on the information in the reading text?

6 Buy or borrow a copy of **Kuwait Times**. (It doesn't need to be an up-to-date edition.) To what extent does the actual newspaper match the description in the text?

Prepositions of time and place (10 mins)

Ask students, in groups, to find two or three examples of expressions of time (including dates and years) in the text. Ask them to identify the prepositions that occur in these expressions and to explain what they mean. Then do the same for expressions of place.

Put students in pairs to do exercise 1. Then students volunteer to give correct answers.

Students work individually on exercise 2. Students volunteer to share their sentences with the class.

Student's Book page

FOCUS on



Kuwait Times and Yousuf Saleh Alyan

Kuwait Times

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

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

Yousuf Saleh Alyan

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

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

Prepositions of time and place

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

on:
in:
from - to:

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

in:
throughout:
to:

Project 3

Designing a new TV channel

Student's Book pages 75 and 76

(5 mins)

Tell the class they are going to plan a radio or TV programme for young people in Kuwait, and present it to the class. Ask them if they listen to any particular radio programmes – if so, why do they like them? If not, why not, and what kind of programmes would they prefer to listen to?

Student's can access these websites to obtain more information:

<http://media.gov.kw>
www.faq5.org
www.radiotimes.com

Stage 1 What makes a good TV channel?

(15 mins)

If you have some real TV schedules, show them to the class and invite comments about the programmes and types of programmes. Read out the task and invite some initial ideas from the class. Put the students in small groups and tell them to make a list of young people's TV channels. Students then discuss questions **a**, **b** and **c**. Go round and listen, offering your own ideas if you wish.

Invite the groups to share their ideas with the class and allow a brief class discussion.

Stage 2 Make an outline plan

(15 mins)

- a** In their groups, students decide on the programme types they will include on their channel. Check through the words in the box before they begin their discussions.
- b** Give each group several sheets of paper (enough for one or two rough copies) and ask them to copy the outline and prepare a first draft of their schedules. Go round and discuss their ideas, making suggestions and comments. Remind them that at this stage they are still just thinking about kinds of programmes.

Student's Book page

Project 3

Designing a new TV channel

Stage 1 What makes a good TV channel?

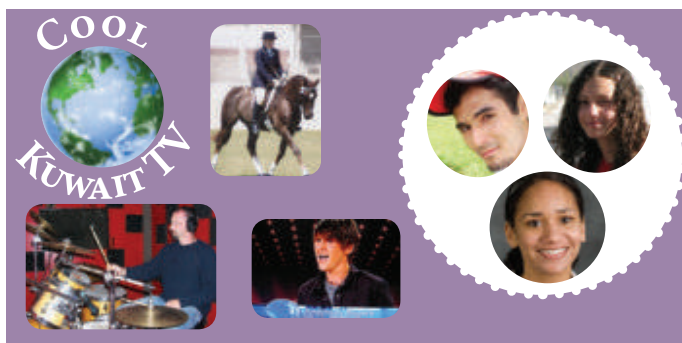
Work in groups.

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

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

task

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



Stage 2 Make an outline plan

Continue working in groups.

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

Film / Drama	Educational	News / Documentaries
Music	Food and cookery	Science / Technology
D-I-Y*	Quizzes / Game shows	Arts

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

Stage 3 Make a detailed plan

(10 mins)

a-d The groups then allocate a day or days to each member. Working individually, students prepare more details for each programme, including suitable titles and presenters. Go round and offer suggestions where necessary.

When they are ready, students take turns to explain their ideas to the rest of the group and to make comments and suggestions.

Stage 4 Display / Presentation

(15 mins)

a In their groups, students produce their final versions of their individual schedules. Go round and make any corrections that are necessary and then give them some fresh paper to produce one complete schedule.

b Use the schedules for a classroom display.

c Encourage the students and visitors to the classroom to read and comment on the schedules.

d Have a class vote for the best schedule – or different votes for different categories (eg most educational, most entertaining; most interesting, most original etc.)

Module 3 Progress Test

Workbook pages 66 – 69

Workbook answer key – see page 157

 Extra listening pages 145 – 146

Student's Book page

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

School days 6.00 p.m. – 9.00 p.m.

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

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

Stage 3 Make a detailed plan

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

a Include a varied mix of programmes for each day. Programmes should last one or two hours.

b Give each programme a name and write one sentence describing what it is about.
8.00 p.m. *Art in Action*

Tonight, the winners of the recent competition for young painters are revealed.

c Choose suitable presenters for programmes that need them.

d Students take turns to show the rest of their group the schedule they have planned. Other students can suggest improvements at this stage.

Stage 4 Display / Presentation

a Make any final changes to programme schedules.

b Display each day's schedule on the classroom wall.

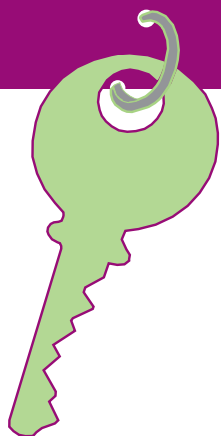
c All students should read and discuss the schedules of the other groups.

d Have a vote to decide for the best schedule.

TRY THESE WEBSITES FOR INFORMATION

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

Student's Book Answer Key



Module 3

Unit 7, page 56, exercise 1a

(Suggested answers)

- a** early radio / wireless radio; 1930s
- b** early television / black and white television; 1950s
- c** digital radio; 2000s

Unit 7, page 56, exercise 2

physicist - physics; Italian - Italy; entertainment - entertain; wooden - wood
inventor - invent; broadcasting - broadcast;
transmission - transmit; informative - inform; cooperation - cooperate; intellectual - intellect

Unit 7, page 57, exercise 3

- 1** C
- 2** B
- 3** C

Unit 7, page 57, exercise 4

- a** German physicist
- b** short distances
- c** first television system
- d** Ministry of Information

Unit 7, page 58, exercise 1

- a** who was a Scottish engineer
- b** which demonstrate working television broadcasts
- c** when he made the first transatlantic television from London to New York
- d** no relative clauses

Unit 7, page 58, exercise 2

- a** sentences a and b
- b** sentence c

Unit 7, page 58, exercise 3

sentence 1

Unit 7, page 58, exercise 4

(Students' own answers)

Unit 7, page 58, exercise 5

- 1** who
- 2** who
- 3** which
- 4** ,which
- 5** which
- 6** , whose + comma after crowd
- 7** , who + comma after time

Unit 7, page 59, exercise 1 a

visualise; television
text; teletext
communicate; telecommunication
phone; telephone
print; teleprinter
fax; telefax

Unit 7, page 59, exercise 1 b and c

(Students' own answers)

Unit 7, page 59, exercise 2

- 1** film industry
- 2** radio signal
- 3** short distance
- 4** news programme
- 5** video recorder

Unit 7, page 59, exercise 3

- a** unstressed
- b** unstressed
- c** stressed
- d** unstressed
- e** unstressed
- f** stressed

Unit 7, page 59, exercise 4

- a** unstressed
- b** unstressed
- c** unstressed
- d** stressed
- e** unstressed
- f** stressed

Unit 8, page 62, exercise 2 a

(Students' own answers)

Unit 8, page 62, exercise 2 b

speaker 1: 5

speaker 2: 4

speaker 3: 1

Unit 8, page 62, exercise 3

a speaker 2

b speaker 1

c speaker 1

d speaker 3

e speaker 3

Unit 8, page 63, exercise 4

a 3

b 1

c 4

d 2

Unit 8, page 63, exercise 5 (Suggested answers)

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

Unit 8, page 64, exercise 1

- a want; to watch
- b tell; to turn off; go
- c advise; to stop watching
- d prefer; not to watch
- e like; to watch
- f warned; not to watch

Unit 8, page 64, exercise 2

- a pronoun (e.g. me) + infinitive with *to* + noun
- b They are negative

Unit 8, page 64, exercise 3

In both pairs of sentences, the first one describes the speakers' own opinions, the second one describes what other people think and includes subject and object pronouns.

Unit 8, page 64, exercise 4

- b His mother asked him to find out about the TV programmes at 10 o'clock.
- c Boushra advised her friend to listen to the news on the radio.

Unit 8, page 64, exercise 5

- b Jumana advised me to record the programme and watch it later.
- c Shaikha's mother asked her to watch the film with her.
- d Shaikha's mother warned her not to touch the DVD player.

Unit 8, page 65, exercise 1 a

- 1 B
- 2 F
- 3 E
- 4 A
- 5 D
- 6 C

Unit 8, page 65, exercise 1 b

(Students' own answers)

Unit 8, page 65, exercise 2

- b something else/anything else
- c Everybody else
- d somewhere else
- e nobody else

Unit 8, page 65, exercise 3

- a Have you got satellite television?
- b I'd prefer you to watch a DVD if you don't mind.
- c Can you turn the telly off, please?
- d There's very little on TV at the moment
- e I've only got a small TV.

Unit 9, page 68, exercise 1

- a television / film
- b web
- c security
- d surgical
- e surveillance

Unit 9, page 68, exercise 2 a**The pictures show:**

a camera is being used to create animations (television / film camera); a web cam on a computer (web cam); security cameras at an airport (security camera); a surgical camera being used by doctors (surgical camera); speed cameras on a motorway (surveillance camera)

Unit 9, page 68, exercise 2 b

(Students' own answers)

Unit 9, page 69, exercise 4

paragraph 1 Introduce professional video cameras

paragraph 2 Explain the different types of professional video cameras

paragraph 3 List the kind of work done using professional TV

Unit 9, page 69, exercise 5 (Suggested answers)

Type 1 high-end portable recording cameras, similar to consumer recorders, bigger, light, small, cable bound

Type 2 lack recording capability, fixed on studio pedestals, light and small

Unit 9, page 69, exercise 6

(Students' own answers)

Unit 9, page 70, exercise 1

- a was held
- b were screened
- c are characterised
- d are being beckoned away
- e is conveyed
- f has been proven

Unit 9, page 70, exercise 2

- a past simple (passive)
- b past simple (passive)
- c present simple (passive)

- d present continuous (passive)
- e present simple
- f present perfect (passive)

Unit 9, page 70, exercise 3 b
sentences a and c**Unit 9, page 70, exercise 3 c**

It is obvious.

Unit 9, page 70, exercise 4

- a. Various prominent Arab filmmakers held a five-day festival between 13th and 18th April 2008.
- b Sixteen filmmakers / They screened their films in three competitive categories.
- c Commentators characterise them as being thrilling and dramatic.
- d In 'Sharq', the sprawling cityscapes of modern Kuwait beckon six friends away from their familiar deserts
- e 'Symphonic Poem' conveys the importance of music and harmony in today's world.
- f The Arab filmmakers have proved their success in the Gulf Film festival.

Unit 9, page 70, exercise 5

- a The spotlight was shared by sixteen filmmakers from Kuwait.
- b Life in the Arab World was represented in all the features, shorts and documentaries.
- c A window into Arabic culture was offered by the diverse films presented in the festival.

Unit 9, page 70, exercise 6 a

Speed cameras are being introduced (by the authorities) in some countries....speed cameras are being installed....fines are being increased by the courts...motorists who cause serious accidents are being sent to prison (by judges).

Unit 9, page 70, exercise 6 b

...TV cameras and other equipment are taken to the stadiumTwo whole days are spent... All the equipment is tested ... the commentators and cameramen are given their final instructions OR final instructions are given to the commentators and cameramen.

Unit 9, page 71, exercise 1 a

- 1 e
- 2 d
- 3 a
- 4 f
- 5 b
- 6 c

Unit 9, page 71, exercise 1 b and c

- b The words are all singular whilst the definitions use plural nouns
- c My team are... reminds us that the team consists of many individuals

Unit 9, page 71, exercise 2

- a The runaway criminal has finally been arrested by a police officer after laborious attempts and has been put in prison.
- b The doctor of this clinic treated his last patient quickly, before his urgent operation at the hospital.
- c The shop assistant of this department store serves his customers amicably
- d Kuwaiti parents insist on bringing up their children on the basis of developing their appreciation of human values.

Unit 9, page 71, exercise 3

It's the first word each time

Unit 9, page 72, exercise 1

- a radio stations
- b video conferencing
- c medical staff
- d city centre
- e traffic news
- f television cameras
- g animated film

Module 4 Being prepared

Student's Book page 77

Opener (5–10 minutes)

Split the class into groups of four or five and write the module title (*Being prepared*) on the board. Give the groups a few moments to look at the photos and unit

titles. Ask students from each group to name one of the unit titles and write them on the board until they have all been given.

Using realia or photos displayed on a laptop or OHP, present to the class images or items relevant to the module. Have students decide which unit they may feature in, if any.

Ask each group to give a brief summary of what they think each unit will be about. Then, ask the class how they think these topics are related to the module title. Give students a few moments to discuss this question in their groups.

Walk around and monitor the conversations, offering advice and suggestions where necessary.

Invite groups to present their discussions to the class. Conclude this by telling students that 'being prepared' can refer to an action we can take to prevent something from happening completely, or things we can do to stop something that is already underway.

Draw their attention once more to the photos and invite them to compose short proposals of what can 'be prepared' against the things that are shown in the photos. Encourage students to use any knowledge they have from outside the classroom that will enrich the discussion. Have the groups join for a class discussion at the end of their conversations. These discussions will provide an active foundation on which they can begin to consider the issues raised in this final module.

Module 4 Being prepared



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



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



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



Focus on:
Sheikh Sabah Al-Ahmed Nature Reserve



Project 4:
Creating guidelines for making the
world safer

Outcomes You will be able to:

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

Unit 10 Accidents

Lessons 1 and 2

Objectives

Skills

At the end of this pair of lessons, students should be able to:

Reading

read an article about innovations that keep us secure

Listening

listen to an article about innovations that keep us secure

Speaking

talk about safety equipment

Topic

Innovations that keep us secure

Functions

describe safety equipment

express opinions

Vocabulary

attached (Adj) automatically (Adv), cloth (N), collide (V), cushion (V), detect (V), diluted (Adj), feasible (Adj), inflate (V), plug (N), safeguard (V), strain (N), restraint (N), strip (N), vehicle (N), warning (N)

2 (20–25 mins)

a and **b** Put students in pairs or in groups of three to discuss and answer the questions. Walk round the class to monitor the discussion and add suggestions. Encourage them to use their own ideas and to express their opinions. Compare answers as a class.

Ask the students to suggest more 'everyday' items that keep us safe. Tell them to make lists in pairs or small groups. Then, have students rank the items on their lists according to how important they think they are for everyday safety. Ask each pair or group to tell the class which safety item they thought was the most and the least important. Did they think of the same items? Compare ideas as a class.

Student's Book pages 78 and 79

Present the active vocabulary needed for each activity.

Discuss

1 (15 mins)

First, ask the students to study the pictures carefully. Then tell them to match the picture with the correct definition. They can work individually or in pairs if you wish. Check answers as a class once they have finished. Then, have students close their books or cover the page. Ask the class what items they can remember, and write the items on the board.

Useful Vocabulary

seat belt
airbag
plug / wires / fuse
pill / medicine bottles / cap
smoke alarm
parachute
medicine / vaccination / thermometer
safety equipment (rope, harness, pickaxe)
protective clothing (helmet, gloves, visor)
Students then look again at the pictures to check and complete the list if necessary.

Student's Book page

MODULE 4: Being prepared

Unit 10 Accidents

Grammar
should / shouldn't have; suffixes



Discuss

1

Guess which definition matches the picture and write the letter.

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

2

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

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

Read

3 (20 mins)

In pairs, students use the glossary at the end of the Student's Book or a dictionary to find the synonyms of the words **a-h**. Go round and offer help if necessary. Ask the students if the words have anything in common.

4

(10.1) Allow time for the students to read the text. Go round and explain new words, making a note of them in order to check them with the whole class later. Ask if their answers for **exercise 3** were correct. Play the recording to check answers.

Then, tell the students to read the text again. Put them in pairs to discuss the questions and to complete the sentences. Go round and offer help where needed. Put pairs together to make small groups and tell them to compare answers.

Listening script 10.1 - see pages 143 - 144

5 (15-20 mins)

Read out the first sentence, given as an example, and check that students understand the task. Then ask students to complete the task either individually or with a partner. Go round and offer help if necessary. Make sure they refer to the text for each question.

Lesson 3

Workbook pages 70 - 71, Reading

Workbook answer key - see page 157

Objectives	
Skills	At the end of the lesson, students should be able to:
Reading	• read an article about road accidents
Topic	• Road accidents
Functions	• agree / disagree
Vocabulary	bias (N), collision (N), considerably (Adv), foolproof (Adj), retain (V), skid (V)

Student's Book page

Unit 10 Accidents

Read

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

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

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

Innovations that keep us secure

Airbags

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

Smoke alarms

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

Vaccinations

Vaccination is a medical treatment which can prevent people from acquiring dangerous diseases and stop these from spreading. Many childhood illnesses, which were ubiquitous in the past, have disappeared because of the mass vaccination of infants.

When doctors vaccinate their patients, they give them a diluted strain of the infection they intend to prevent. This assists the body in resisting the disease in the future. Many vaccinations are permanent.

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

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

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

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

Lessons 4 and 5

Objectives

Skills

At the end of this pair of lessons, students should be able to:

Reading

read three short news stories

Speaking

talk about an accident from personal experience

Grammar

use *should* / *shouldn't have*
use suffixes

Topic

News stories

Functions

describe personal experience
give advice
express criticism

Vocabulary

acquainted with (Adj), cautious (Adj),
confidential (Adj), daydream (V),
decelerate (V), deviate (V), disregard (V),
drag (V), falsehood (N),
fundamental (Adj), inexperienced (Adj),
intentional (Adj), overcome (V),
perseverance (N), securely (Adv),
shred (V), slam into (PhV), toothy (Adj),
unsung (Adj), venomous (Adj),
watchful (Adj)

4 (10 mins)

In pairs, students talk about their own experiences. Go round and listen, making sure they are using *should* / *shouldn't have*. Then invite two or three students to tell the class about their partners' stories, and encourage the whole class to suggest what they should or shouldn't have done.

Student's Book pages 80 and 81

Present the active vocabulary needed for each activity.

Grammar

• Should / shouldn't have

1 (10 mins)

In pairs, students study the two sentences and discuss the questions. Then discuss the answers with the class.

2 (10 mins)

Still in pairs, students study the three sentences and discuss the questions. Then check the answers with the class.

3 (15–20 mins)

Ask students to read the first story. Go round and explain any new words, then ask a student to read out the two example sentences (*The fisherman should have..., etc.*). Check that the students understand the task. Can they think of any other *should have* sentences about this story?

Allow time for them to read the second and third stories and to prepare some sentences in pairs. Go round and offer help where needed.

Put the pairs together to make small groups and ask them to compare their sentences. Then invite students from each group to read out sentences to the class. Allow brief discussions if appropriate.

Student's Book page

Grammar

• *should* / *shouldn't have* Grammar reference page 133

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

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

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

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

3 Read these three short news stories about everyday accidents.

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

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

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



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

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

4 Work in pairs.

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

Vocabulary

1 (15 mins)

- a** Read out the explanation, and allow time for the students to consider **1a** in pairs.
- b** Ask the students to answer the question in pairs.
- c** Still in pairs, students note down their answers to this question. Go round and make a few suggestions if necessary. Then invite different students to make suggestions and write them on the board.
- d** Ask the students to read the incomplete sentences **1-8**. Ask them to supply the first missing word (**cautious**) then allow time for them to complete the rest of the sentences and to compare answers with a partner.

Verb suffixes

2 (10 mins)

Ask the students to study the words in the box. Help them with any unfamiliar vocabulary. Explain that the word endings listed are common verb suffixes, and they may need to use them in a different tense. Ask them to supply the first missing word (**hospitalised**) then allow time for them to complete the task and compare answers with a partner.

Lesson 6

Workbook pages 72 - 73, Language practice

Workbook answer key - see pages 157 - 158

Objectives	
Skills	At the end of the lesson, students should be able to:
Grammar	- use suffixes - use <i>should</i> / <i>shouldn't have</i>
Functions	give advice

Student's Book page

Unit 10 Accidents

Vocabulary suffixes

Note

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



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

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

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

- c** What other words do you know with these endings?

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

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

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

Verb suffixes

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

light wide glory hospital
valid hyphen beauty

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

Words to remember

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

Lessons 7 and 8

Objectives

Skills

At the end of this pair of lessons, students should be able to:

Listening

listen to a description of an accident scene

Speaking

roleplay a telephone call to the emergency services

describe an accident scene

Writing

write a description of a car accident

Topic

Accident scenes

Functions

ask for help

give explanations

describe a scene

guess

Vocabulary

CEO (Abbr), emergency services (N), fire drill (N), monkfish (N), object (V), over the moon (Exp), wed (V)

Pronunciation

identify word stress

Word stress

2 (15–20 mins)

- Read out the explanation, and allow time for students to read the sentence pairs. Help them with any difficult vocabulary. In pairs, students decide which words stress the first syllable, and which stress the second syllable. Compare answers as a class.
- Still in pairs, students discuss the question and make brief notes. Then, check answers as a class.

Pronunciation Identifying word stress

3 (10.2) (10–15 mins)

Play the recording, pausing after each sentence for the students to underline the words that should be stressed. Then allow time for them to practise saying the sentences to their partners.

Listening script 10.2 - see page 144

Student's Book pages 82 and 83

Present the active vocabulary needed for each activity.

Speaking

1 (10 mins)

a Tell students they are going to take part in a role-play in which a witness to an accident requests help from the emergency services. Ask the students what they know about the emergency services in Kuwait. What accidents require help from the emergency services? Encourage students to share ideas, either imaginary or from their own experiences. Put the students in pairs and decide who will perform role **A** and who will perform role **B**.

b Allow students time to note down any information, phrases or questions they want to use in the role-play.

c Ask students to sit back to back with their partner, to emphasise that they are taking part in a telephone conversation rather than a face-to-face dialogue. Then have students perform the role-play, using the guides in the box.

d Have students perform the same conversation, this time exchanging roles.

Student's Book page

Speaking

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

- Choose one of these roles.
 - A** A witness to an accident (a fire, a car accident, an earthquake, etc.)
 - B** An emergency services operator
- Make a note of any important information you may need to give or ask for.
- Sit back to back with your partner.
 - A** Describe the accident in detail and request the appropriate emergency service.
 - B** Make sure you get all the necessary information. Interrupt if needed.
- Exchange roles and repeat steps **b** and **c**.

Word stress

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

- I was over the moon to receive this *present*.
- In the meeting, they will *present* their case.
- What's this *object*? I haven't seen it before!
- My parents *object* to me sleeping late at the weekend.
- He was looking for the right *address*.
- I *addressed* my letter to the CEO directly.

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

Pronunciation Identifying word stress

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

- They had finished the fire drill before I arrived.
- Sami ordered a huge monkfish for dinner.
- They will have to stay up late if they are going to finish their homework.
- It must have been something in the atmosphere that caused Anwar to shout.
- Could you please be quiet?

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

Quote

Draw the students' attention to the Quote box and ask them what the word **obedience** means. Elicit that it means to comply with someone's wishes. Ask them to explain the quote and to say if they think it is true. Elicit that in this quote Aeschylus means that obedience and safety lead us to success; thus, if we obey those who care for us and are wiser than us, then we are taking a safe road which will help us to succeed in our life.

Ask the students if they know anything about Aeschylus and encourage them to share their knowledge with the class.

Aeschylus (c. 525 – c. 456 BCE) was a Greek dramatist who is most famous for writing tragedies, the most famous of which is his Oresteia trilogy, composed around 458 BCE.

Writing

Describing an accident

Listen and discuss



(10.3) (10 mins)

Tell the students they are going to hear somebody describing an accident. Before you play the recording, ask them to look at the pictures and identify some of the vocabulary they will hear (**cars, bus, van, traffic, crash, etc.**). Then play the recording and ask them which picture is the correct one (d).

Play it again to check. Ask students which words helped them guess the correct picture.

Listening script 10.3 - see page 144



(15–20 mins)

a Read out the instructions first. Ask the students to choose one of the remaining three pictures and imagine they had witnessed the accident.

b Ask them to look at the *Useful Language* box and then note down ideas.

c When they are ready, put the students in pairs to practise telling each other about the accident they 'saw'. Can they guess which picture is being described?

Finally, invite three or four students to describe their 'accidents' to the class and invite comments.



(15 mins)

Ask students to read the rubric. Tell them to think of everything they have learnt during the unit as they write their descriptions and their advice. Their descriptions should be 170–200 words. Walk around and check students' work and offer vocabulary and assistance where it is needed.

Lesson 9

Workbook pages 74 – 75, Writing

Workbook answer key - see page 158

Student's Book page

Unit 10 Accidents

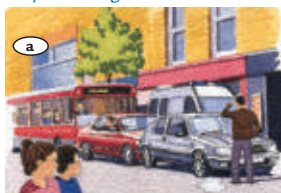
Writing

Describing an accident

Listen and discuss



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



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

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



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

USEFUL LANGUAGE

Describing a scene

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

Guessing

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

Words to remember

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

Unit 11

The planet in danger

Lessons 1 and 2

Objectives

Skills

At the end of this pair of lessons, students should be able to:

Reading

read a text about Kuwait Bay

Listening

listen to an interview with four teenagers about environmental damage

Speaking

talk about environmental damage

Topic

Kuwait Bay

Functions

express worries

compare

Vocabulary

appraise (V), aquaculture (N), deforestation (N), ecological (Adj), fund (V), joint (Adj), marine (Adj), overall (Adj), partnership (N), recreation (N), red tide (N), sting (V), sustainable (Adj), unbearable (Adj)

Quote

Draw the students' attention to the Quote box and ask them to explain the quote. What do they think Sagan is trying to say? Why do they think Sagan says that we have the power to save the planet 'for the first time'? Why wasn't it possible before? Encourage a brief class discussion if you have time. Elicit that Sagan is trying to say that human beings have the power in their hands to either save and protect the planet or to cause further damage. The future of the planet directly affects our own future; however Sagan believes human beings have the qualities needed to guide both the planet and our own lives away from danger.

Provide the students with some background information to explain to them why Sagan says 'for the first time': he believes that his research concerning the greenhouse effect provides us with new knowledge that helps us limit the damages done to our planet.

Student's Book pages 84 and 85

Present the active vocabulary needed for each activity.

Discuss (15–20 mins)

Ask the students to look at the title of the unit and the photographs. Invite the class to describe what the pictures show, and write relevant vocabulary on the board (*forest, trees, disease, pollution, poison, panda, endangered, smoke, chimneys, atmosphere, air, ice, water, melt, etc.*). Put them in pairs to note down more ideas. When they are ready, invite different students to share their ideas with the class, and to add to the words on the board.

1 (15 mins)

a Read through the words in the box and check their meaning with the class, then allow time for them to discuss their ideas in pairs. Then ask different students to match the words in the box with the pictures.

b and **c** Put the pairs together to make small groups. Students discuss the two questions and note down their answers. Go round and listen, adding your own ideas if you wish.

2 (10 mins)

Tell the students they are going to rank the photographs according to how dangerous they are, 1 being the most dangerous. Have students complete the table in pairs. They may use their notes from 1c.

Then, ask the pairs to share their ideas with the class. Encourage a class discussion.

Student's Book page

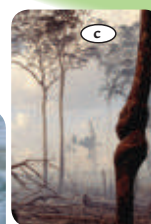
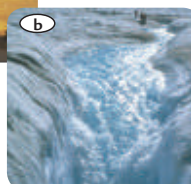
MODULE 4: Being prepared

Unit 11

The planet in danger

Grammar

stative vs. dynamic verbs;
compound nouns



Discuss

1 Look at the photographs and discuss these questions.

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

endangered species

pollution

deforestation

global warming

b What other similar types of damage can you think of?

c What worries you most? Which types of damage do you think are the most serious?

2

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

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

Quote

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

Carl Sagan

Carl Sagan (1934 – 1996) was an astronomer and author who worked to make the field of astronomy more accessible to more people. He is world-famous for writing popular science books and for co-writing and presenting the award-winning 1980 television series *Cosmos: A Personal Voyage*.

Listen



(11.1) (10 mins)

Read out the information and ask the students to look at the two questions, then play the recording. In pairs, students note down their answers to question **a**. Play the recording again, and then have students check their answers with the whole class.

Listening script 11.1 – see page 144

Check your understanding



(11.1) (15 mins)

Play the recording again, then ask the students to note down the missing words. Tell them to compare answers with a partner. Play it a final time for them to check.

Listening script 11.1 – see page 144



(15 mins)

Tell the students they are going to complete the lists using words from the interview which are formed from the words given. Invite a student to supply the first missing word (**pollution**) then allow time for them to complete the task. If necessary, play recording 11.1 again (it contains all the target words).

Put the students in pairs to compare answers.



(10 mins)

In pairs, students read the text and answer the questions. Go round and listen, offering your own ideas if you wish. When they have completed the three questions, have a brief class discussion about question **d**.

Student's Book page

Unit 11 The planet in danger

Listen



(11.1) You are going to hear four teenagers talking about the types of environmental damage that they take most seriously.

- Which of the types of damage listed in question 1a do they mention?
- Do any of the speakers have the same worries as you?

Check your understanding



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

Speaker 1

- The boy takes global warming most seriously because it affects

Speaker 2

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

Speaker 3

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

Speaker 4

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



Complete these lists with words from the interviews.

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

Words to remember

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

Kuwait Bay

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

Lesson 3

Workbook pages 76 – 77, Reading

Workbook answer key – see page 158

Objectives	
Skills	At the end of the lesson, students should be able to:
Reading	• read an article about endangered animals
Topic	• A fight for survival
Functions	• give reasons
Vocabulary	hybrid (N), kidnap (V), latter (Adj), nominal (Adj), toenail (N), tusk (N)

Lessons 4 and 5

Objectives

Skills

At the end of this pair of lessons, students should be able to:

Speaking

- talk about global warming

Grammar

- use stative vs. dynamic verbs
- use compound nouns

Topic

- *The environment*

Functions

- suggest solutions
- predict

Vocabulary

anticipate (V), consent (V), contradict (V), dread (V), dump (V), exhaust pipe (N), fell (V), landfill site (N), smokestack (N), suspect (V)

Pronunciation

- identify stress patterns

Think and speak

4 (15-20 mins)

Put the students in pairs or small groups. Allocate questions **a**, **b**, **c** and **d** around the groups so that each group discusses only one question. Go round and listen, giving prompts where necessary. When they are ready, invite one or two students per question to report back to the class, and encourage a class discussion. Did all the groups have similar ideas?

NOTE: If the students find question **a** difficult, allocate a different question, then ask them to do some research about the causes and effects of global warming, and ways to combat it. Ask them to bring the information to the next lesson.

Student's Book pages 86 and 87

Present the active vocabulary needed for each activity.

Grammar

• Stative vs. dynamic verbs

1 (10 mins)

Remind the students of the interviews they heard. Listening script (11.1). Read out the first sentence, with the verb (*I don't think*) underlined as the example. Ask what tense it is (*present simple*). Then allow time for the students to underline the verbs which describe thoughts and feelings in the remaining sentences, noting the tense each time. When they are ready, invite different students to supply the answers.

2 (10 mins)

Ask the students to look again at **exercise 1**, and to draw up the lists with a partner. Go round and offer help if necessary. When they have made their lists, ask them to complete them with words from the box. Read out the *Note* and ask the students if they can think of any more examples (e.g. *like, dislike, prefer*). Explain that these verbs are usually in the present simple because they describe a state, i.e. something that does not change.

3 (10 mins)

Put the students in small groups to discuss questions **a** and **b**. Go round and listen to their ideas. When they are ready, or if they have no ideas, call the class back together and discuss the answers. Explain to the students that the differences between the sentences are the differences between stative and dynamic verbs.

Student's Book page

Grammar

- Stative vs. dynamic verbs Grammar reference pages 134-135

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

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

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

- Thoughts
- Feelings

Then add these verbs to your lists:

consent anticipate dread realise suspect contradict

Note

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

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

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

Think and speak

4 Discuss these questions in pairs or groups.

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



Vocabulary

The environment

1 (5 mins)

Read out the words in the box and ask the class to match them with the correct illustrations. Help them with any unfamiliar vocabulary, if necessary.

2 (5 mins)

Ask the students to complete the sentences using the words in **exercise 1**. Put them in pairs to compare answers.

Compound nouns

3 (15 mins)

a Read out the first word in **list A** (*animal*) and ask a student to match it with a word in **list B** (*habitat*). This creates a compound noun. Allow time for the students to complete the task in pairs.

b Put the students in small groups. Students take turns to talk about one of the compound nouns for one minute, while the others time them. Allow them to discuss their topics and make notes first.

Pronunciation Stress patterns

4 (15 mins)

Before they start, ask the whole class to practise saying the first pair of sentences (given as the example). Then allow time for them to complete the task individually. Go round and check they are saying the sentences out loud.

5 (5 mins)

Put the students in pairs to compare their answers to **exercise 4**.

6 11.2 (5 mins)

Play the recording to check, then play it again, pausing after each pair of sentences for the students to repeat them.

NOTE: If students have difficulty with this exercise, try tapping out the stress patterns with your hand or a ruler on a hard surface.

Listening script 11.2 - see page 144

Lesson 6

Workbook pages 78 - 79, Language practice

Workbook answer key - see pages 158 - 159

Objectives	
Skills	At the end of the lesson, students should be able to:
Grammar	- use dynamic verbs - use stative verbs - use connectors
Functions	make requests

Student's Book page

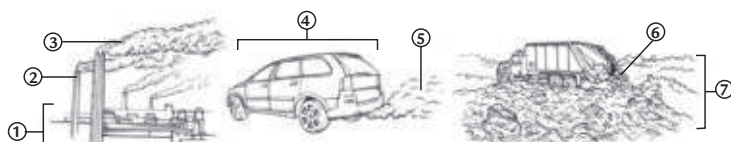
Unit 11 The planet in danger

Vocabulary

The environment

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

smokestack exhaust fumes factory landfill site smoke vehicle waste



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

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

Compound nouns Grammar reference page 125

3 These nouns have two or more parts.

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

- | | |
|------------|----------|
| A | B |
| 1 animal | change |
| 2 climate | site |
| 3 global | fumes |
| 4 landfill | habitat |
| 5 exhaust | warming |

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

Pronunciation Stress patterns

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

- | | |
|-------------------------------|--------------------------------|
| A | B |
| a Do you work at home? | a She's really worried. |
| b It's getting worse. | b Taxis are fast. |
| c I don't believe him. | c Does he like to swim? |
| d I'm very frightened. | d I want to see you. |
| e Buses are slow. | e He's feeling ill. |

5 Compare your answers with a partner.

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

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

Lessons 7 and 8

Objectives

Skills

At the end of this pair of lessons, students should be able to:

Reading

read an open letter

Speaking

talk about deforestation

Writing

write an open letter

Topic

The planet in danger

Functions

give advice

describe events or situations

guess

express opinions

suggest and warn

Vocabulary

amend (V), anxiety (N), chiefly (Adv), confront (V), international (Adj), plight (N), symposium (N), tackle (V), worldwide (Adj)

c Ask students if the letter is written in formal or informal language (*formal*). Have them find two examples: (e.g. *Dear Sir/Yours faithfully*, no contractions, choice of vocabulary – no colloquialisms)

d Allow students to suggest their ideas for this question. Explain that open letters are written so that the general public is made aware of the issue the writer is concerned with.

3 (15–20 mins)

Tell the students they are going to fill in a table similar to the one they filled in on page 84, using knowledge they have learnt throughout the unit and in the open letter. Put the students in pairs or small groups to discuss their ideas before they complete the table. Then encourage them to discuss their ideas as a class, arguing their point if necessary.

Student's Book pages 88 and 89

Present the active vocabulary needed for each activity.

Reading An open letter

(5 mins)

First, read out the task, and make sure all students understand what an open letter is. Discuss with them what style will be appropriate (*fairly formal*).

Discuss

1 (10 mins)

In pairs, students study the picture and discuss the three questions. Go round and listen, offering suggestions if necessary.

Read and discuss

2 (15 mins)

Allow time for the students to read the letter. Go round and explain any difficult vocabulary, noting it down to check with the whole class later. Then put the students in pairs to discuss questions a and b.

Student's Book page

Reading An open letter

Discuss

1 Look at the photograph and discuss these questions.

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

Read and analyse

2 Read this open letter and answer these questions.

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

The Editor
Natural Kuwait Magazine

Dear Sir,

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

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

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

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

Yours faithfully,
56 pupils from Kuwait High School

task

You are going to write an open letter* to a person or an organisation who you think could help protect or improve the environment.
* an open letter is a letter which many people can read – for example to a newspaper.



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

	Pollution	Solution
1		
2		
3		
4		
5		

Writing

1 (10 mins)

Read out the instructions and allow time for the students to re-read the letter on page 88. The students then choose one of the three issues in **a** and make their notes, using the prompts in **b**. Go round and offer help where necessary.

2 (30 mins)

Students write the first draft of their letters. Remind them to use expressions from the letter on page 88 and from the *Useful Language* box.

Check

3 (15 mins)

Tell the students to read their work through carefully and check spelling, grammar and punctuation. Go round and make corrections.

Students then read each other's letters and consider the question in **b** whilst reading. Then have students return the letters to their partners. Encourage them to make suggestions and comments, using the questions as prompts. Students discuss their letters and then write their final drafts.

Lesson 9

Workbook pages 80 - 81, Writing

Workbook answer key - see page 159

Objectives	
Skills	At the end of the lesson, students should be able to:
Reading	• read an open letter about endangered animals
Writing	• write an open letter asking for donations
Functions	• ask for help

Student's Book page

Unit 11 The planet in danger

Writing

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

- a** Choose one of these kinds of issues to write about:
- a local issue in your area, city or town
 - a national issue which worries people in your country
 - an international issue which affects many people on Earth
- b** Use the following questions in order to brainstorm your ideas.
- Who are you writing to?
 - On whose behalf are you writing this letter?
 - Why are you writing this letter?
 - How is the problem affecting you and your environment?
 - When and where did the problem start?
 - What can be done in order to solve this problem?

Words to remember
 amend, anxiety, chiefly,
 confront, international,
 plight, symposium, tackle,
 worldwide

2 Write your letter in 170–200 words.

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

Check

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

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

USEFUL LANGUAGE

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

Unit 12 The power of nature

Lessons 1 and 2

Objectives

Skills	At the end of this pair of lessons, students should be able to:
Reading	read an article about natural threats and calamities
Speaking	discuss natural threats
Topic	<i>Natural threats and calamities</i>
Functions	discuss natural threats suggest solutions
Vocabulary	accumulate (V), alongside (Prep), calamity (N), costly (Adj), dam (N), expert (N), flare up (PhV), mullet (N), overflow (V), prohibit V, prolonged (Adj), quake (V), remarkable (Adj), remedy (N), shortage (N)

NOTE: This activity will depend on local circumstances. If there has been a recent natural disaster, it may be appropriate to discuss it for longer – or not at all.

You may wish to discuss the Aswan High Dam in the photo at the bottom of the page. Students can talk about what they know about dams, and what they are designed to prevent.

This will prepare them for the reading text on page 91.

Read

2 (30 mins)

Ask the students to read the five headings, then allow time for them to read the text and decide where the headings go. Go round and explain any new vocabulary, making a note of it to check with the class later.

Student's Book pages 90 and 91

Present the active vocabulary needed for each activity.

Introduction (10-15mins)

Put the students in pairs and ask them to look at the top four pictures and note down relevant vocabulary for each one. Go round and offer prompts if necessary. Then ask them to close their books and invite them to describe each picture in turn. Supply vocabulary as necessary and write it on the board (e.g. *flood, earthquake, volcano, tornado*).

Discuss

1 (20-25 mins)

a Read out the four headings, and ask the students to match them with the pictures.

b, c and d Put the students in small groups to discuss these questions. Go round and listen, joining in if you wish.

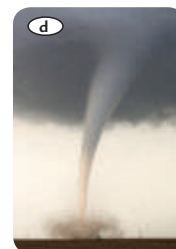
Finally, invite one or two students to report back to the class, and allow a brief class discussion.

Student's Book page

MODULE 4: Being prepared

Unit 12 The power of nature

Grammar
Reported speech



Discuss

1 Discuss these questions in pairs or groups.

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



Aswan High Dam

Red tide in Kuwait Bay





(15-20 mins)

Ask the students to find sentence **a** in the text, then invite a student to tell you what the words in bold and italic refer to (*these threats*=natural threats e.g. from floods or volcanoes / scientists / the threats. *they*=scientists). Then put them in pairs to complete the task. Go round and check they are referring to the text.

Lesson 3

Workbook pages 82 - 83, Reading

Workbook answer key - see page 159

Objectives	
Skills	At the end of the lesson, students should be able to:
Reading	• read an article about tornadoes
Writing	• write a paragraph about protection against tornadoes
Topic	• Only five minutes
Functions	• agree / disagree
Vocabulary	intensity (N), lethal (Adj), moist (Adj), spinning (Adj), storm cellar (N), vortex (Adj)

Student's Book page

Unit 12 The power of nature

Read

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

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

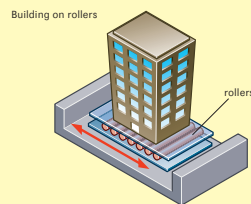
Words to remember
accumulate, alongside, calamity, costly, dam, expert, flare up, mullet, overflow, prohibit, prolonged, quake, remarkable, remedy, shortage

Natural threats and calamities

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

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

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



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

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

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

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

Lessons 4 and 5

Objectives

Skills At the end of this pair of lessons, students should be able to:

Speaking talk about water flow

Writing rewrite a short story

Grammar use reported speech

Topic *Water flow*

Functions report what people say
describe processes

Vocabulary announce (V), come in (PhV),
go out (PhV), mansion (N),
perilously (Adv), previous (Adj),
regularly (Adv), turnoff (N)

Pronunciation phrasal verbs vs. compound nouns

2 (10–15 mins)

Read out the first sentence, completed as the example. Then ask the students to complete the task individually. Go round and check, then put them in pairs to compare answers.

3 (20 mins)

Point students' attention to the example sentence. Remind them that in exercise 2 they reported what people said. In this exercise they are going to rewrite the sentences using the speaker's actual words. Tell students to rewrite the story in their notebooks. Go round and check, then put students in pairs to read their finished story to one another.

Student's Book pages 92 and 93

Present the active vocabulary needed for each activity.

Grammar

Reported speech

1 (15 mins)

a Read out the first two sentences (number 1) and ask the class which sentence is exactly what was spoken (*the first one – the second one is reporting it*).

Ask them to read the remaining pairs of sentences, noting which sentences are the exact spoken words, and which are the reported statements each time.

b In pairs, students study the pairs of sentences to answer the question.

c Still in pairs, students discuss this question. Go round and point out differences if necessary. Then check through all the differences with the class.

Student's Book page

Grammar

● **Reported speech** Grammar reference pages 135–137

1 Compare these pairs of sentences.

a Which sentence in each pair tells you exactly what someone said? Which sentence tells you about what someone said in the past?

1 "Our town floods regularly."

She said that their town floods regularly.

2 She said that it had flooded twice the previous month.

"It flooded twice last month."

3 "The volcano is erupting."

The reporter announced that the volcano was erupting.

4 People told the journalist that they had heard noises coming from the volcano.

"We heard noises coming from the volcano."

5 "There had been other eruptions before the volcano erupted last week."

Geologists confirmed that there had been other eruptions before the volcano erupted last week.

b Look at each pair of sentences. How are the verbs different?

c What other differences are there between the sentences? Think about punctuation, pronouns, time and place words, etc.

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

a 'My house is near the river.'

Omar said that his house was near the river.

b 'They're building flood defences.'

Waleed said that they ...

c 'The river flooded the town last week.'

Amal said that ...

d 'The water came into my house.'

Noura said that ...

e 'They built the hotel on springs.'

The journalist said that ...

3 Now rewrite this story using Nazrul's words.

a (Ten-year-old Nazrul from Bangladesh said that) he had been trapped on the roof of his house.

I was trapped on the roof of my house.

b The river in his town had overflowed its banks after heavy rain.

The river ...

c (He explained that) his father had woken him early in the morning because the house had been full of water.

d (Nazrul said that) he had looked after his baby brother while his parents had carried all the furniture upstairs.

e (He said that) he and his family had spent a night on the roof of their house and that nobody had rescued them until the following day.

f (Nazrul said that) he had been staying with his aunt since the flood.



Vocabulary

Water

1 (10–15 mins)

First, ask the students to look at the first diagram only. Put them in pairs and ask them to practise talking about what happens to the water as it travels from the cloud to the sea, using the labels to help them. Go round and help if necessary. (e.g. *Rain falls from the cloud. It goes down the hill into a stream. The stream becomes a river and goes into a lake. The lake goes into the sea.*)

Next, read through the words in the box and check their meanings. Read out the first sentence, relating to the first diagram, and ask the students for the missing word (*falls*).

Put them in pairs to complete the task, and offer help where needed.

High or tall

2 (10 mins)

Read out the instructions and make sure the students understand the task. Read out the first sentence and ask students if the correct word is **high** or **tall**. Then, ask the students to complete the rest of the sentences with the correct word. Have students compare answers as a class once they have finished the exercise.

Pronunciation

Phrasal verbs vs. compound nouns

3 (12.1) (10 mins)

Play the first sentence and ask the students to notice where the stress lies. Explain that in phrasal verbs the stress is always on the preposition while in the equivalent compound noun the stress is on the word. Continue this procedure with the remaining sentences. Play the recording again and then tell the students to practise saying the words in bold.

Listening script 12.1- see page 144

4 (12.2) (5 mins)

Students say the sentences to their partners attempting to use the correct stress. Play the recording, pausing after each sentence for the students to repeat it and check their pronunciation. Then allow time for them to practise saying the sentences to their partners.

Listening script 12.2 - see page 144

Lesson 6

Workbook pages 84 - 85, Language practice

Workbook answer key - see page 159

Objectives	
Skills	At the end of the lesson, students should be able to:
Grammar	- use reported speech - use phrasal verbs
Functions	report what people say

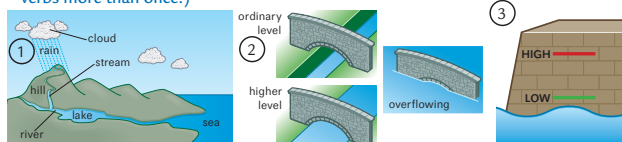
Student's Book page

Unit 12 The power of nature

Vocabulary

Water

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



come in fall flood flow go out overflow rise run

Diagram 1

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

Diagram 2

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

Diagram 3

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

High or tall

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

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

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

Pronunciation Phrasal verbs vs. compound nouns

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

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

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

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

Lessons 7 and 8

Objectives

Skills	At the end of this pair of lessons, students should be able to:
Reading	read a scenario
Listening	listen to three possible ways of solving a problem
Speaking	talk about ways of preventing disasters discuss the remarkable power of nature perform a role-play
Writing	write an account of a tempest
Topic	<i>Water flow</i>
Functions	describe personal experience give reasons give examples state advantages and disadvantages express opinions predict
Vocabulary	absolutely (Adv), demanding (Adj), impractical (Adj), lessen (V), map out (PhV), propose (V), pros and cons (Exp), standard (Adj), supply (N), wasteful (Adj)

c Put the students in different groups to discuss this question. Go round and offer help if necessary, making sure they refer to the text. Encourage them to discuss more safety ideas. Then ask each group to present their ideas to the class.

4 (10 mins)

Explain to the students that they are going to use their imagination to write a description of a tempest. Read out the instructions and allow time for the students to make their notes, using the prompt questions. Go round and offer help where necessary.

Quote

Draw the students' attention to the Quote box and ask one of them to read the quote to the class. Ask them to explain it and give their own opinion. Elicit that man, i.e. people, can control nature not by destroying it but by respecting it. Ask for examples from Kuwait, or from across the world, where 'man' has 'understood' nature in order to 'master' it. Then encourage students to think of examples where man has mastered nature through force

Student's Book pages 94 and 95

Present the active vocabulary needed for each activity.

Writing

1 (10 mins)

Read out the first question and invite ideas from the class – e.g. *heavy rainfall, melting snow or ice, building on flood plains, deforestation*. Then put the students in small groups to discuss questions **b**, **c** and **d**.

Go round and listen, adding ideas if necessary. When they are ready, invite one or two students from each group to report back to the class. Allow brief class discussions for each question.

2 (15 mins)

Read out the first verb (**avoid**) and ask the students to match it with the correct meaning (**4**). Allow time for them to complete the task by writing sentences containing each verb, and then to check their answers with a partner.

Think and speak

3 (10 mins)

Put the students in small groups to discuss questions **a** and **b**, and note down their ideas. Go round and join in their discussions. Then invite a student from each group to report back. Allow a brief class discussion.

Student's Book page

task

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



1 Answer these questions.

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

2 Match these verbs from the article on page 91 with their correct meanings. Use each word in a meaningful sentence.

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

-
-
-
-
-
-

Think and speak

3 Discuss these questions with other students.

The article on page 91 says: '... they have learned to respect the remarkable power of nature.'

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

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

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

Quote "Man masters nature not by force but by understanding."
Jacob Bronowski

rather than understanding, and the negative effects on the natural world this has caused. Give students encouragement to express their own ideas and help them to justify them.

Jacob Bronowski (1908 – 1974) was a British mathematician and biologist. He is best remembered as the presenter and writer of the 1973 BBC television documentary series, *The Ascent of Man*. This was an inspiration for Carl Sagan to make *Cosmos* in 1980.

Speak Role-playing

Introduction

1 (5 mins)

Ask the students to read the scenario. Read out the question and invite ideas from the class.

2 (12.3) (10 mins)

In pairs, students study the three possible solutions and discuss other advantages and disadvantages. Play the recording and have students write notes as they listen. When the recording has finished, encourage them to discuss what they have heard. Go round and listen, offering prompts if necessary. Add your own ideas if you wish.

Listening script 12.3 – see page 144

Preparing for the role-play

3 (15 mins)

Put the students in groups of three (A, B and C). Allow time for the students to read their role cards and choose one of the solutions in **exercise 2** (they don't have to all choose different ones, but they do need to be able to explain their reasons 'in role'). Tell them to note down their ideas. Go round and explain any new words; offer ideas if necessary.

Role-play

4 (25 mins)

Ask the students to look at the *Useful Language* box and then take turns to present their ideas to the other members of the group (remind them to stay 'in role'). Groups then discuss the different ideas, still 'in role'. They then vote for the best idea, and decide how the money will be raised.

Finally, invite a student from each group to tell the class what they have decided. Have all the groups decided the same thing? Allow a brief class discussion, this time not as a role-play.

Lesson 9

Workbook pages 86 – 87, Writing

Workbook answer key – see page 159

Student's Book page

Unit 12 The power of nature

Speaking Role-playing

Introduction

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

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

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

Drill new wells



+ New sources of water.
– Expensive process.

Convert more sea water into drinking water



+ Plentiful supply of sea water.
– Expensive.

Improve ways of storing water



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

Preparing for the role-play

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

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

Role A – Environmentalist

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

Role B – Member of public

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

Role C – Scientist

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

Role-play

Work in groups of three – A, B, C.

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

Words to remember

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

USEFUL LANGUAGE

Expressing opinions

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

Predicting

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

FOCUS on

Student's Book page 96

Sheikh Sabah Al-Ahmed Nature Reserve

Pre-reading (5 mins)

Point to the picture. Ask students about what it is. Ask students if they have been to the Sheikh Sabah Al-Ahmed Nature Reserve. Guide students to talk about it.

Reading Comprehension (15 mins)

Guided by the discussion, students read the text silently.

Lead the students into a discussion by raising some questions such as:

- 1 What is the history of the reserve?
- 2 What is so unique about the reserve?
- 3 In what ways does Kuwait show care and interest in the environment?
- 4 What is the purpose of the reserve?
- 5 Describe the landscape of the reserve.
- 6 What should young Kuwaitis do?
- 7 Give a single word or a very short phrase that means the same as the following:

- a stressing
- b restoring
- c issues
- d participate
- e flora
- f fauna
- g haven
- h habitat
- i stopover
- j widespread

- 8 Why is it important to protect rare animals and plants? Give as many reasons as you can think of.

Point to the use of the following expressions: unique position, is just one in a long list, take an interest in, committed to restoring, a truly awe-inspiring variety.

The Passive

(20 mins)

Read exercise 1 loud and elicit answers from the students.

Clarify the use of the passive.

Put students in pairs to do exercises 2 and 3. Then students share answers with the whole class.

Student's Book page

FOCUS on



Sheikh Sabah Al-Ahmed Nature Reserve

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

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

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

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

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

The Passive

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

- 2 Classify them in this table.

Simple Present Passive	Simple Past Passive	Present Progressive Passive

- 3 Add one example of your own for each tense.

Project 4

Creating guidelines for making the world safer

Student's Book pages 97 and 98

(5 mins)

Tell the class they are going to write a set of guidelines suggesting what people can do to make the world a safer place to live in. Ask them if they know any reserves in Kuwait or any organisations which work to protect nature and its animals and plants.

Students can access these websites to obtain more information:

www.alreem.com

www.dft.gov.uk/think

www.statefarm.com/learning/be_safe/home/home.asp

Stage 1 What are guidelines?

(15 mins)

Read out the task and invite some initial ideas from the class. Note down good ideas on the board, for reference later.

Allow time for the students to read the text and discuss questions **a** and **b** in pairs. Go round and explain any new words, making a note of them to check with the whole class later.

Stage 2 First decisions

(10 mins)

a In groups of three or four, students discuss the questions and plan their guidelines. Make sure they consider all the age groups suggested and choose three or four of the headings. Go round and offer advice if necessary.

b The students decide who will be responsible for each heading. Suggest that students look for suitable illustrations (e.g. from magazines) to illustrate their guidelines.

Student's Book page

Project 4

Creating guidelines for making the world safer

Stage 1 What are guidelines?

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

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

GUIDELINES FOR VISITORS TO AL-DOHA NATURE RESERVE

Protecting wildlife

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

Respect the environment

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

Be safe

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



Stage 2 First decisions

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

Who do you want to write the guidelines for?

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

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

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

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

Stage 3 Individual writing

(10 mins)

- a** Give each group several sheets of paper (enough for one or two rough copies and the final one) and ask them to write rough drafts, using the text on page 97 as a model. Go round and discuss their ideas, making suggestions and comments.
- b** Students check that at least one of their guidelines begins with *Don't*, and make sure their language is as clear as possible.
- c** Remind students that their guidelines should use clear and simple language.

Stage 4 Final decisions

(10 mins)

- a** In their groups, students read each other's drafts. Encourage comments and suggestions.
- b** Students then write their second drafts.
- c** The group then decides how to present the guidelines. Encourage them to add illustrations if possible and to present their work in an attractive way, suitable for a class display.

Stage 5 Presentations

(10 mins)

- a** Each group presents their guidelines to the class, either as a presentation or by passing them round.
- b** The class comments on each group's work and makes suggestions.
- c** Finally, have a class vote for the best set of guidelines.

Module 4 Progress test

Workbook pages 88 – 91

Workbook answer key – see page 160

 Extra listening page 146

Student's Book page

Stage 3 Individual writing

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

Stage 4 Final decisions

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

Stage 5 Presentations

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

TRY THESE WEBSITES FOR INFORMATION:

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





Student's Book Answer Key

Module 4

Unit 10, page 78, exercise 1

- 1 e
- 2 a
- 3 g
- 4 c
- 5 h
- 6 b
- 7 f
- 8 i
- 9 d

Unit 10, page 79, exercise 3 (Suggested answers)

- a accident
- b soften
- c reduce
- d fade away
- e put in place
- f fill with air
- g stop
- h keep safe

Unit 10, page 79, exercise 4

- a car drivers and passengers.
- b drop down behind the driver.
- c at the top of the stairs or in halls and corridors.
- d they are so sensitive that they can be set off by the smoke from cooking.

Unit 10, page 79, exercise 5

- a car drivers and passengers
- b airbag
- c people who died
- d smoke alarms
- e dangerous diseases
- f childhood illnesses
- g doctors / patients

Unit 10, page 80, exercise 1

- a the infinitive
- b the past participle
- c The first one is general advice. The second refers to the past and is therefore talking about a precaution that should have been taken, but that is now impossible.

Unit 10, page 80, exercise 2

- a the first sentence
- b the second and third sentences
- c the second and third sentences

Unit 10, page 80, exercise 3 (Suggested answers)

- 1: The fisherman should have told someone where he was going.
The fisherman should have cut his fishing line when the fish pulled him.
- 2: He shouldn't have been thinking about the weekend.
He shouldn't have been driving so fast.
He should have concentrated on the road.
He should have driven more slowly.
- 3: He shouldn't have waved to his friend.
He should have watched what he was doing.

Unit 10, page 81, exercise 1 a

- noun** merriment, equipment, management, physicist, falsehood, regulation, reliability, perseverance, foreigner
- adjective** intentional, toothy, watchful, cautious, fundamental, venomous, slither

Unit 10, page 81, exercise 1 b

-er

Unit 10, page 81, exercise 1 c (Suggested answers)

- Nouns** amazement, parliament, agreement, pavement; examination, exhaustion, station, hesitation; driver, leader, brother;
- Adjectives** pretty, ugly, funny, lovely; beautiful, wonderful, skillful, careful; adventurous, generous, famous

Unit 10, page 81, exercise 1 d

- 1 cautious
- 2 fundamental
- 3 physicist
- 4 perseverance
- 5 intentional
- 6 venomous
- 7 merriment
- 8 toothy

Unit 10, page 81, exercise 2 a

- a hospitalised
- b validate
- c widen
- d hyphenated
- e beautify
- f lighten
- g glorify

Unit 10, page 82, exercise 2 b

in the first two pairs of sentences. The stress occurs on the first syllable of the italicised word in the first sentence, and the second syllable of the italicised word in the second sentence. In the third pair of sentences, the second syllable is stressed in both sentences.

Unit 10, page 82, exercise 3

- a They had finished the fire drill before I arrived.
- b Sami ordered a huge monkfish for dinner.
- c They will have to stay up late if they are going to finish their homework.
- d It must have been something in the atmosphere that caused Anwar to shout.
- e Could you please be quiet?

Unit 11, page 84, exercise 1 a

- a pollution
- b global warming
- c deforestation
- d endangered species

Unit 11, page 84, exercise 1 b and c

(Students' own answers)

Unit 11, page 85, exercise 3

- a global warming, endangered animals, pollution, deforestation
- b (Students' own answers)

Unit 11, page 85, exercise 4

- a everything
- b unbearable
- c ill
- d buses
- e eyes; difficult
- f rainforests
- g people
- h animals
- i hunting

Unit 11, page 85, exercise 5

- 1 pollution
- 2 breathe
- 3 disappear
- 4 destruction

Unit 11, page 85, exercise 6

- a Center for Environment, Fisheries and Aquaculture Science.
- b It is to appraise and improve the ecological quality of Kuwait Bay.
- c Kuwait Bay is an important marine resource. It provides employment, recreation, food and wildlife habitats.
- d (Students' own answers)

Unit 11, page 86, exercise 1

- a I don't think
- b I suppose
- c I believe
- d I reckon
- e I love...hate to think
- f I know

Each verb is in the present simple tense.

Unit 11, page 86, exercise 2

- | | |
|-----------------|--|
| thoughts | think, suppose, believe, reckon, know, consent, anticipate, realise, suspect, contradict |
| feelings | love, hate, dread |

Unit 11, page 86, exercise 3

- a I think is a 'permanent' opinion (= I believe); I am thinking refers to something which the speaker is considering at the moment (= I have in my mind).
- b I anticipate is a general opinion (= I imagine); I am anticipating describes a current situation (= waiting for).

Unit 11, page 87, exercise 1

- 1 factory
- 2 smokestack
- 3 smoke
- 4 vehicle
- 5 exhaust fumes
- 6 waste
- 7 landfill site

Unit 11, page 87, exercise 2

- a smoke / smokestack
- b Exhaust fumes / vehicles
- c landfill site / waste

Unit 11, page 87, exercise 3 a

- 1 animal habitat
- 2 climate change
- 3 global warming
- 4 landfill site
- 5 exhaust fumes

Unit 11, page 87, exercise 3 b

(Students' own answers)

Unit 11, page 87, exercise 4

- b It's getting worse. / He's feeling ill.
- c I don't believe him. / I want to see you.
- d I'm very frightened. / She's really worried.
- e Buses are slow. / Taxis are fast.

Unit 11, page 88, exercise 1 (Suggested answers)

- a The trees are probably being cut down either to make paper or to make furniture or building materials.
- b The wood will be transported, possibly by water, to factories
The land may be replanted or it may be built on, or left as wasteland.
- c It is an environmental issue because trees remove carbon dioxide (a 'greenhouse gas') from the air and store it. Trees also help to prevent flooding and of course provide a habitat for many creatures.

Unit 11, page 88, exercise 2

- a The editor of Natural Kuwait Magazine from pupils at Kuwait High School.
- b global warming
- c formal (students find two examples of their own)
- d (Suggested answer) So as many people as possible could read it, thereby helping spread the letter's message.

Unit 12, page 90, exercise 1a

- | | |
|-----------------------------------|-----------|
| Volcano erupts at dawn | picture c |
| Earthquake causes serious damages | picture b |
| Flood leaves 200 homeless | picture a |
| Tornado hits major city | picture d |

Unit 12, page 90, exercise 1b

(Students' own answers)

Unit 12, page 90, exercise 1c

(Students' own answers)

Unit 12, page 90, exercise 1d

(Students' own answers)

Unit 12, page 91, exercise 2

- 1 Science can help
- 2 Stopping floods, saving water and producing electricity
- 3 Trying to find a solution
- 4 Making earthquakes less dangerous
- 5 Learning to live with nature

Unit 12, page 91, exercise 3

- a Natural threats / scientists
- b the Aswan Dam
- c massive fish-kill (red tide)

Unit 12, page 92, exercise 1 a

In sentences 2 and 4, The first sentence tells what someone said in the past. The second tells exactly what someone said.

In sentences 1, 3 and 5, The first sentence tells exactly what someone said and the second tells what someone said in the past.

Unit 12, page 92, exercise 1 b

The verbs in the reported speech are 'further in the past' than the direct speech – e.g. *floods changes to flooded, heard changes to had heard*

Unit 12, page 92, exercise 1 c

- 1 our – their
- 2 the previous month – last month
- 3 ✓
- 4 they – We
- 5 ✓

Unit 12, page 92, exercise 2

- a Omar said that his house was near the river.
- b were building flood defences.
- c The river had flooded the town the week before.
- d The water had come into her house.
- e they had built the hotel on springs.

Unit 12, page 92, exercise 3

- a I was trapped on the roof of my house.
- b The river in my town has overflowed its banks after heavy rain.
- c My father woke me early in the morning because the house was full of water.
- d I looked after my baby brother while my parents carried all the furniture upstairs.
- e Me and my family spent a night on the roof of our house and nobody rescued us until the next day.
- f I have been staying with my aunt since the flood.

Unit 12, page 93, exercise 1

Diagram 1:

- a falls
- b flows

Diagram 2:

- c runs
- d rises
- e overflows
- f floods

Diagram 3:

- g comes in / rises
- h goes out / falls

Unit 12, page 93, exercise 2

- a tall
- b high
- c high
- d tall
- e high
- f high

Unit 12, page 93, exercise 3

- a turn off
- b lookout
- c take over
- d turnoff

Unit 12, page 94, exercise 1 (Suggested answers)

- a Rain falling on hills runs into rivers and raises the water level.
- b It had to be built in a river where the water level was constantly rising and falling with the tides.
- c Earthquakes are too powerful.
- d Non-rigid materials, for example rubber, wood, some plastics.

Unit 12, page 94, exercise 2

- a 4
- b 3
- c 2
- d 5
- e 6
- f 1

(Sentences should be students' own answers)

Unit 12, page 94, exercise 3 a and b

(Students' own answers)

Unit 12, page 94, exercise 3 c

the text mentions: dams, flood barrier, buildings on rollers or springs, special building materials

Literature time

The Adventures of Huckleberry Finn and David Copperfield

Literature time! for Grade 11 features abridged versions of the classic English novels *The Adventures of Huckleberry Finn* by Mark Twain and *David Copperfield* by Charles Dickens.

Students will have already come across an abridged version of a classic novel in *Over To You Grade 10*, Literature time!, where students read and studied *Three Men in a Boat* by Jerome K. Jerome and *Treasure Island* by Robin Louis Stevenson.

About the Novels

The Adventures of Huckleberry Finn has been popular with young readers since its publication and is taken as a sequel to *The Adventures of Tom Sawyer*. Twain wrote the story on paper between 1876 and 1883, and published it in 1884 in England and in 1885 in the United States. *The Adventures of Huckleberry Finn* established Twain as a noteworthy American writer. Some have called it the first ‘Great American Novel’, and the book has become required reading in many schools throughout the United States. The main premise behind *The Adventures of Huckleberry Finn* is the young boy’s belief in the right thing to do even though some people believe he is wrong. The story embodies the search for freedom, recounting the adventures of Huck and Jim, and the obstacles they face in search for their freedom.

David Copperfield is a novel by Charles Dickens, first published in 1850. Dickens began to write it in 1849 and, like most of his works, it originally appeared in serial form (published in monthly installments).

The story follows David as he becomes an adult, and is enlivened by the many well-known characters who enter, leave and re-enter his life. These include Mrs Peggotty, his

faithful former housekeeper for his mother, her family, Emily, Agnes, the Micawber family and many others. Many of the secondary characters spring from Dickens’ experiences as a young man in financial distress in London.

Many elements within the story follow events in Dickens’ own life, and it is probably the most autobiographical of all of his novels. Like Dickens, David works as a child, pasting labels onto bottles. David also becomes first a law clerk, then a reporter, and finally a successful novelist. Mr Micawber is a satirical version of Dickens’s father, a likable man who can never scrape together the money he needs.

In later years, Dickens called David Copperfield his “favourite child,” and many critics consider the novel to be one of his best depictions of childhood.

Literature time! for Grade 11 is an episodic adaptation of two classic stories. This format corresponds to and builds on the structure used in Grade 10. The inclusion of two longer texts is intended to reflect your students’ enhanced understanding of the English language, and to challenge them as their language skills progress. At this level, students should be able to approach a longer, continuous text confidently, and indeed benefit from the linguistic challenges it presents them with. Its division into episodes also allows students greater opportunity to revise what has gone before, and predict what will follow, developing both language and cognitive skills in the process.

THE ADVENTURES OF HUCKLEBERRY FINN

Episode Five

Before reading

(Students' own answer)

Episode One

- a Widow Douglas and her sister, Miss Watson wanted to civilise Huck.
- b Huck resigned from Tom Sawyer's gang because he didn't see any elephants or camels as he was promised.
- c (Students' own answer)

Episode Two

- 1 ... he feels free, easy and comfortable on it.

- 2 e, c, d, f, a, b

- 3 (Students' own answers)

Episode Three

- 1 e, c, d, b, a
- 2
 - a False. Only the duke was an actor.
 - b True
 - c False. The duke came up with the idea.
 - d True
 - e True
 - f True
 - g False. The king and the duke ran away knowing that eggs will be thrown at them.

Episode Four

- a Huck tells the truth to Mary Jane, who reveals it to everyone the next day.
- b Huck was frightened of Jim because the latter was wearing his white robes and his face was painted blue.
- c Huck was unhappy when he saw the king and the duke heading for the raft again because he and Jim were trying to run away from them and it didn't work.

1

- a ... Jim has been a good friend to him and considered Huck his best friend.
- b ... he was welcomed in the Phelps's farm as being Tom Sawyer.

2

- a 3
- b 1

Episode Six

1

(Students' own answers)

2

(Students' own answers)

Short story analysis

1

The story is told in the first person, by Huck Finn.

2

General theme: We should always search for our freedom no matter how hard it gets, but at the same time we should respect other people and their values.

Underlying theme: Good happens to us when we treat people well, but if we keep tricking people and making fun of them, we will eventually be treated the same way.

DAVID COPPERFIELD

Before Reading

(Student's own answers)

Episode One

- a Mr Murdstone
- b Emily
- c Mrs Peggotty
- d Barkis
- e Steerforth

Episode Two

1

- a True
- b False. Mr Micawber went to prison because he could not pay his debts.
- c False. Janet chased donkeys away from the grass outside Betsey Trotwood's gate.

2

- a Mrs Micawber's family paid her husband's debts.
- b David had to walk all the way to Dover because he had no money for the coach.

Episode Three

- a Betsy Trotwood, David's aunt – she wants to make sure her nephew becomes well-educated.
- b Agnes – she was explaining why she studies at home.
- c Mr Micawber – David wished to lend him money but couldn't.
- d Mr Micawber – he thinks that Uriah Heep is a capable man.

Episode Four

1

b, a, d, c

2

- a Trotwood should be nice to Uriah Heep because he's half-owner in her father's business and thus can make him suffer.
- b (Students' own answer)

Episode Five

- a unhappy
- b forced
- c alarmed
- d books

Episode Six

- a 1
- b 2

Short story analysis

1

(Students' own answer)

2

(Students' own answers)

Listening script

Unit 1

1.1

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

1.2

Speaker 1

I always look forward to February because of National Day on the 25th. It's been celebrated every year since 1961. On the day, I normally stay at home, as lots of my family take advantage of the holiday to come and visit us. Last year, me and my cousins dressed up in our traditional Kuwaiti clothes, and joined some of the crowds in the street. The streets were buzzing and everyone was waving flags. The buildings were decorated especially for the occasion, and one hotel chain hung lights in the colours of the Kuwaiti flag. I felt really patriotic. That's why National Day is my favourite Kuwaiti holiday.

Speaker 2

The *Rio de Janeiro Carnival* is only two weeks away and my friends and I are very excited. We have been preparing our costumes and our float throughout the year. A float is a large vehicle that we decorate in fantastic ways. This year our float is decorated like a huge peacock, and we will all dress up as different animals from around the world. We all play traditional Brazilian instruments and wave at all the people who have come out to see us. The Carnival lasts for four days at the start of February each year and thousands of people from across the world come to watch the festivities.

Speaker 3

Losar is the most important time of year for my family and I. It is when Tibetans celebrate the New Year. We make special biscuits and drink tea made with butter. We also decorate the streets with multicoloured flags that will bring us good luck for the year to come. Some people make intricate pictures out of coloured sand to commemorate the event. When the sand picture is finished, the artists throw it into the breeze to make sure the New Year will be a good one for us all.

1.3

Speaker

Like most Muslims, I had been preparing my entire life to one day embark on the Hajj. The Hajj is the annual pilgrimage to Makkah, and one of the five Pillars of Islam. Yet when I set off to Saudi Arabia I could not have imagined what an intensely spiritual journey it would be. During the Hajj, Muslims from every corner of the planet gather in Makkah. Rituals are performed simultaneously in order to worship and attain complete forgiveness from Allah.

At around 3 a.m., we got our first glimpse of the Ka'aba. The Ka'aba is the holiest and most sacred site in Islam. All Muslims around the world face towards the Ka'aba during prayers, no matter where they are. That same morning, I walked through the huge doors of Al-Masjid al-Haram 'the Holy Mosque'. I was barefoot and had two pieces of plain white cloth wrapped around me, which is what all men wear during the Hajj.

A sea of white cloths moved in smooth, slow motion as thousands and thousands of people circled the Ka'aba in unison. I was overwhelmed.

We spoke different languages and came from different countries, yet all dressed as one, we became equal and united.

Unit 2

2.1

Speaker 1

As far as I can remember, my brother has never had a proper party before. He probably had parties when he was little, but he's ten years older than me and I've certainly never been to one. Anyway, as he graduated from university this year, we decided to have a special party for him. The whole family got together to help. It was really good fun. We hired a hall near to where we live so that there was room for everyone. We invited all his friends, including people he hadn't seen for many years and somebody he'd met in Australia and, of course, all his friends who live round here. There was plenty of food, and we got lots of people to play music or sing a song. We thought our brother was going to refuse to sing, even though he's got a good voice and he plays the guitar very well. In the end, he did sing and everybody loved his songs. We all really enjoyed the party, including the new graduate himself. He said it was the best party he'd ever been to.

Speaker 2

As a family, we don't go to many parties or other occasions where there are lots of people. We're a very close-knit family – we enjoy each other's company

and spend a lot of time together – you know, just doing ordinary things, like shopping or watching TV. As far as we're concerned, the most important time of the week is dinner on Friday because that's when we always have a meal together. Whatever anybody is doing, however busy they are, we always eat together on Friday evening. Most weeks between fifteen and twenty of us sit down to eat together. 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. It's not at all formal, but our father usually says a few words before we start eating – just to say hello to everyone at the end of a busy week. We all sit round a large round table and from time to time, we change places to make sure we all talk to everyone else. We all enjoy our get-togethers and nobody misses them if they can possibly help it.

Speaker 3

It was a fantastic occasion. We really enjoyed it – everyone was so kind. People we've known for over fifty years were there. One of my oldest school friends came – he said I didn't look any different from when he last saw me on the day we left school. I told him he should get his eyes checked.

But most of all it was a family occasion – all our children were there, and our grandchildren. And they all found time to talk to us. They were interested and amazed that two people could know each other and live together for so long. Our eldest son made a short speech which was very touching. People wanted me to make a speech, but I couldn't because I was too emotional. So I just thanked people for coming. Everyone in the family had signed a big card – and our youngest grandchild presented it to us.

It's a day that neither of us will ever forget. They say they're going to do it again in ten years for our sixtieth anniversary, but we'll have to see about that.

2.2

- 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.

2.3

Today, I'd like to tell you something about the Aborigines of Australia. First of all, how long have Aborigines lived in Australia and where did they come from?

Their story begins 40,000 years ago, when large numbers of people came from Asia to Australia. There were 750,000 of them. They were called 'Aborigines', which means 'from the beginning', by the Europeans when they arrived to Australia 200 years ago. Traditionally, Aborigines were nomadic and hunted animals with spears and boomerangs. They travelled long distances looking for food. So what happened when the Europeans arrived? In general they treated the Aborigines very badly. The first thing they did was to move them off their land and force them to change their way of life.

And what about today? There are now only 250,000 Aborigines, that's 1% of the population of Australia. Their lives are improving because the government has given back some of their lands and set up educational programmes for their children.

Unit 3

3.1

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

3.2

- a Have you got a carton of milk?
- b Would you like a cup of coffee?
- c Have you got a box of matches?
- d Would you like a glass of water?
- e Have you got a piece of paper?
- f Would you like a bar of chocolate?

3.3

- Hanan** Hi, it's Hanan. Is that Basma?
- Basma** Yes, it's me. Hi Hanan.
- Hanan** How are you?
- Basma** I'm fine, thanks. And you?
- Hanan** I'm very well. Listen, I was wondering if you'd like to meet up for a coffee later this week.
- Basma** That'd be great. Which day is best for you?
- Hanan** Well, I was thinking of Tuesday, but...
- Basma** I'm sorry, I can't make it on Tuesday – I'm shopping in the sales with my mother. Can we reschedule for Thursday?
- Hanan** Thursday afternoon would be fine.
- Basma** That's okay for me, too. Where shall we meet?
- Hanan** How about the shopping mall? There's a nice little café on the top floor.
- Basma** Okay, good idea. What time?
- Hanan** Is three o'clock all right?
- Basma** Yes, that's fine.
- Hanan** Great. We could have a coffee and a catch-up, and then maybe we could go window shopping together.

Basma Okay. So, see you then. Thanks for ringing.

Hanan That's okay. See you Thursday. Bye.

Basma Goodbye.

Unit 4

4.1

Why does communication so often go wrong? Here are the top four reasons for failure in communication:

First, poor listening skills top the list when it comes to barriers to communication. Poor listening skills can result from:

- 1 lack of interest in the other person or the topic at hand: you just don't care enough to listen;
- 2 distractions in the environment such as excessive noise or activity;
- 3 disagreement with the speaker, resulting in mentally blocking out the other person;
- 4 passive listening rather than active involvement with the speaker.

The second reason for failure in communication is that there are many assumptions we make while communicating with others. For instance, you might think that you know what the other person is going to say, so you simply don't listen to the conversation anymore.

Then, another barrier to communication has to do with non-verbal signals. One recent study showed that only 7% of our communicating is tied to what we actually say! A full 55% of communication happens through non-verbal signals, and another 38% is based on tonality. So if your

non-verbal signals are contradicting what your mouth is saying, people are going to remember what you didn't say instead. The last barrier to communication is the improper use of questions. Many people believe that if they ask a multitude of questions, they are communicating well and connecting with the other person. This may or may not be the case! We must ask the right questions at the right time to get the information we need to communicate effectively. That means asking open-ended questions – questions that begin with who, what, when, why, where, and how. Open-ended questions help true discussion and understanding to take place.

4.2

- a If I'm writing to a friend, I prefer letters.
- b ... just click the reply button on your phone.
- c ... you have to find a pen – sometimes the pen doesn't write.
- d ... put it in an envelope, stick a stamp on the envelope and take it to a post box.

- e I'm an accountant and I deem traditional letters to be the most courteous way of getting in touch with clients.

4.3

- a comment (noun) / comment (verb)
- b report (noun) / report (verb)
- c decrease (noun) / decrease (verb)
- d insult (noun) / insult (verb)

4.4

- 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.

Unit 5

5.1

The history of writing

Human beings have been writing their languages 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.

5.2

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

5.3

- a** He fell off his bike the first day he bought it.
The market has been witnessing a falloff 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.

5.4

- Interviewer** Good evening. 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 of modern Arabic poetry. My guest this week is Abdul Aziz Al-Babtain.
- Abdul Aziz** Abdul Aziz, welcome to Writer's World.
- Interviewer** Hello, it's good to be here. And we are honoured to have you here. Can I start by asking you about this library you have founded? What's unique about it?
- Abdul Aziz** Ok, Al-Babtain Central Library is the world's first library that specialises in Arabic poetry. I believe this library is a major project serving Arabic poetry, classical and modern.
- Interviewer** Do you have any other projects serving the same purpose?
- Abdul Aziz** Of course. The foundation of Abdul Aziz Al-Babtain's Prize for Poetic Creativity emphasises communication between different generations through poetic creativity in addition to the courses of prosody which I organise all over the Arab world.

Interviewer Can you tell us more about this foundation of yours?

Abdul Aziz Well, this foundation organises a lot of seminars about Arabic poetry as well as global issues that seriously affect human relationships. For example, one of the seminars was about the role of the media in the dialogue between Arabs and the West. Another was about the Arabic Poetry Spring Festival.

Interviewer How many honorary PhD certificates have you been granted?

Abdul Aziz I've been granted around six honorary PhD certificates from different universities for various contributions.

Interviewer What about medals? How many and why have you been granted those medals?

Abdul Aziz They're about seven. I received them in appreciation of my efforts in the field of Arabic culture.

Interviewer That's very impressive! And do you have any future plans you can tell us about?

Abdul Aziz Well it doesn't end here, does it? But I guess I'll let the days reveal that to you.

Interviewer Abdul Aziz Al-Babtain, thank you very much for being here and we look forward to hearing more about your marvellous contributions to the Kuwaiti and Arabic culture.

Unit 6

6.1

Conversation 1

- Teenager 1** You haven't brought your phone with you, have you?
- Teenager 2** No, I haven't.
- Teenager 1** Do you want to borrow mine?
- Teenager 2** Yes, please. I need to phone Mum to tell her we're going to be late home.
- Teenager 1** She won't be very easygoing about it, will she?
- Teenager 2** No, she won't, but it isn't my fault. We are playing football after school, aren't we?
- Teenager 1** But, you notified her this morning, didn't you?
- Teenager 2** No, I forgot.
- Teenager 1** Okay, here's my phone. Don't talk for too long. Thanks.
- Teenager 2** Hi, Mum. I'm just ringing to tell you we're going to be late home.

We forgot to tell you we had a football match after school.
Sorry.

Conversation 2

- Passenger** What are we going to do? We can't walk from here, can we?
- Driver** No, it's too far. It would take us at least two hours to get to the nearest town.
- Passenger** Have you got your mobile with you?
- Driver** Yes. Shall we phone the breakdown service?
- Passenger** We haven't got any choice, have we?
- Driver** No, we haven't. Do you know the number?
- Passenger** Yes, here it is.
- Driver** Thanks.
Hello, is that the National Breakdown Service?

(pause)

Good. My car's broken down on the motorway, between Junction 2 and 3.

(pause)

Yes, that's right. My membership number is 758920.

Thanks. Goodbye.

Passenger Are they coming now?

Driver Yes, they'll be here in about fifteen minutes.

Conversation 3

- Older man** You use your mobile phone mainly for work, don't you?
- Young man** That's right, and I couldn't do without it.
- Older man** How often do you use it?
- Young man** It depends - it could be ten or twenty times a day. I have to travel a lot in my job - in this country and abroad, and I need to be able to contact my colleagues at head office wherever I am.
- Older man** What about contacting your family?
- Young man** Yes, I use it for that, too. If I'm away from home, I phone my wife and children every evening.
- Older man** But it's sometimes difficult to get a strong signal, isn't it?
- Young man** Occasionally, but it's getting better.

6.2

- 1** We can't hike from here, can we?
- 2** We haven't got any choice, have we?
- 3** You use your mobile phone mainly for work, don't you?
- 4** But it's sometimes difficult to get a signal, isn't it?

6.3

- a** You're Kuwaiti, aren't you? [Down]
- b** He's seventeen, isn't he? [Up]
- c** You're not going already, are you? [Up]

- d It isn't very late, is it? [Down]
 e It's time to go, isn't it? [Down]
 f You didn't phone him, did you? [Up]

6.4

- 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]

6.5

- A
- Go to Menu, then click on Web.
 - Click on Go to Address.
 - Start surfing the net by typing the address of the required website.
 - You can also select the option Bookmarks instead of Go to Address. This option enables you quick access to certain websites which you can choose and save yourself beforehand.
 - Do not forget to check if your mobile phone has GPRS which must be modem enabled in order to be able to connect to the Internet.
- B
- Go to Menu and select the option My Files.
 - Click on Pictures, then press the Select button.
 - Click on Options and then on Create folder.
 - Type the name of the folder and click on Save.
 - Now you have created an empty folder. In order to fill it with pictures, go back to the Options menu and click on Open pictures.
 - Select one or more pictures, and then click on Options and Copy.
 - Return to the empty folder you created, select Options and Paste.
 - Note that not all the mobile phones follow exactly the same instructions but they're all similar.

Unit 7

7.1

- a Fortunately, he had set the timer to record the film.
 b We can watch a DVD now if you like.
 c Everyone knows that!
 d 1926 was an important date for TV.
 e I want to hear the news.
 f You have to go and see that film.

7.2

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

Unit 8

8.1

Speaker 1

It depends. Usually I choose what I watch, but occasionally my parents want me to watch educational programmes. And if it's getting late, they tell me to turn off the TV and go to bed – especially when I have to get up early for school the next day. My parents know what kind of programmes I watch, but from time to time they advise me to stop watching a particular programme. And of course, they prefer me not to watch rubbish.

Speaker 2

We've got lots of DVDs – mainly films – but I only watch them when there's nothing worth watching on TV. My parents have lots of old videos – they like watching old television programmes over and over again, but I find them quite boring. They like comedy programmes, but often I don't think they're funny.

Speaker 3

That's quite a difficult question to answer, because different days are different. When I'm at school, probably only about one or two hours a day, but in the school holidays it's more – probably three or four hours. I'd rather go out with my friends in the holidays though – so those days I don't watch any at all – sometimes I go for a whole week without watching any programmes.

8.2

- a Have you got satellite television?
 b I'd prefer you to watch a DVD if you don't mind.
 c Can you turn the telly off, please?
 d There's very little on TV at the moment.
 e I've only got a small TV.

Unit 9

9.1

Speaker

The Gulf Film Festival
 A five-day film festival was held by various prominent Arab filmmakers between 13th and 18th April 2008 at the Dubai Community Theatre and Arts Center at Mall of Emirates. Sixteen filmmakers from Kuwait shared the spotlight at the festival and their films were screened in three competitive categories. All the features, shorts and documentaries represented life in the Arab world. They were characterised by commentators as being thrilling and dramatic. Among the most important features and documentaries, which showcased the creative depth of filmmakers, were the following:
 'Sharq' by Erik Sandoval is the story of six friends on their search for the world's strongest soccer ball. They are

being beckoned away from their familiar deserts to the sprawling cityscapes of modern Kuwait.

Tarek Al Zamel's 'In a Blink of an Eye' is a mystery drama that explores the importance of being responsible in life. 'Symphonic Poem' from Habib Hussein is a musical documentary about a Kuwaiti artist. In this documentary, the importance of music and harmony in today's world is conveyed. The success of the Arab filmmakers has been proven in the Gulf Film Festival. Diverse films presented in the festival have offered a window into the Arab countries, providing hope for a new Hollywood in the Arab world!

9.2

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

9.3

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

Unit 10

10.1

Innovations that keep up secure

Airbags

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

Smoke alarms

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

from cooking can activate them, so they shouldn't be put in or near kitchens.

Vaccinations

Vaccination is a medical treatment which can prevent people from acquiring dangerous diseases and stop these from spreading. Many childhood illnesses, which were ubiquitous in the past, have disappeared because of the mass vaccination of infants.

When doctors vaccinate their patients, they give them a diluted strain of the infection they intend to prevent. This assists the body in resisting the disease in the future. Many vaccinations are permanent.

10.2

- a They had finished the fire drill before I arrived.
- b Sami ordered a huge monkfish for dinner.
- c They will have to stay up late if they are going to finish their homework.
- d It must have been something in the atmosphere that caused Anwar to shout.
- e Could you please be quiet?

10.3

I came out of college and started walking towards the bus station to catch my bus home. I was thinking about what I was going to do that evening when I heard a terrible crash. It sounded like a traffic accident, so I ran as fast as I could in the direction of the noise. As I came round the corner, this is what I saw.

There was a van and two cars, one red and one silver, in the middle of the road – the van had crashed into the back of the red car, and the red car had crashed into the back of the silver car. The driver of the red car was very angry – he was shouting at the van driver. The driver of the silver car was standing looking at the front of his car. Two young men were standing and watching. A police car arrived.

Unit 11

11.1

1 Boy 1

What do I take most seriously? Hmm – that's a difficult question. There are lots of problems at the moment – and I don't think things are getting better. I suppose global warming is the most serious problem for me, because it changes everything. So if the Earth gets warmer, this will change our weather and that means more animals will become extinct. So, that's the answer – global warming worries me most.

2 Girl 1

For me this is a very easy question. I take pollution very seriously, for the simple reason that I live in the city centre and on most days, the pollution is unbearable. I believe it's making people ill. It's mainly from traffic – cars and

buses – the buses are really bad. If you're walking along the street your eyes sting and sometimes it's difficult to breathe. Also, on the outskirts of the city there are big factories and sometimes you can see and smell smoke from their chimneys above the city.

3 Boy 2

Pollution used to be my main worry, but last night I saw a TV programme about the rainforests. They are disappearing very quickly and this really worries me. I reckon this is causing global warming and also destroying animal habitats. People live in these forests as well, so we are destroying their homes and lives. We must try to stop this destruction now.

4 Girl 2

I take everything seriously – which means I'm quite worried about the future. I love wild animals, and I hate to think that more of them will become extinct. If an animal disappears, you can't bring it back. I know what the problems are: people are hunting animals and destroying their homes – usually for money. I think everyone has a responsibility to look after animals in every way they can.

11.2

- a Do you work at home? / Does he like to swim?
- b It's getting worse. / He's feeling ill.
- c I don't believe him. / I want to see you.
- d I'm very frightened. / She's really worried.
- e Buses are slow. / Taxis are fast.

Unit 12

12.1

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

12.2

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

12.3

Speaker 1

Drilling new water wells is one of the best ways to provide fresh sources of water. We have developed sophisticated technology that allows us to drill for water where we weren't able to before. This means that more people can have quick, easy access to clean drinking water. It is, however an expensive process because it takes a lot of time to research areas of land that have water beneath them, and drilling deep into the earth is a very technical procedure.

Speaker 2

The Earth has plenty of water for everyone to use. Around seventy percent of the Earth's surface is covered with water. The problem is that ninety seven percent of that water is salt water. New technology has been developed that pumps water from the sea into a water purification plant. The salt is then removed from the water, making it suitable for drinking and washing with. The problem is that these purification plants are expensive to build and to run.

Speaker 3

We already have suitable places to store clean, fresh water. It is possible to extend the water storage facilities that already exist. By making reservoirs bigger, we don't need to find new sources of water, which will save time and money. The problem is, it is difficult to know how far to extend a reservoir because we don't know how much water we will need in the future.

Extra Listening Material

Teacher's Notes

There is one extra listening exercise at the end of each module. Each exercise follows the same sequence. The teacher's instructions are as follows:

- 1 Ask the students to listen carefully to the text.
- 2 Tell the students they will hear five questions and that you will then play the text again. At this stage, students should not write anything.
- 3 Ask the students to listen again while you read the text a second time.
- 4 Play each question, pausing after each one for the students to write their answers. If necessary, repeat the questions.
- 5 Put the students in pairs to check each other's work

Module 1

1 Listen carefully.

Reporter: The Gift Exhibition in Kuwait is a traditional biannual event that focuses on gift articles and showcase items. We're going to interview an author who happened to be at the exhibition. Excuse me sir, do you mind if I ask you a few questions?

Author: No, that's fine.

Reporter: Do you think that the Gift Exhibition is a communal celebration?

Author: It's an exuberant gathering that everyone can attend, especially tourists.

Reporter: What do you like most about it?

Author: The coffee stall! They have all kinds of coffee from espresso to decaffeinated coffee. I love to socialise with the people while I am signing autographs.

Reporter: Thanks for your time.

Author: No problem.

2 Now listen to five questions. Then I'll play the text again.

- 1 How often does the Gift Exhibition take place?
- 2 Who can come to the Gift Exhibition?
- 3 What did the author like most about the exhibition?
- 4 What kinds of coffee can you find at the coffee stall?
- 5 Have you ever been to a Gift Exhibition?

3 Check all your answers with a partner.

Key

- 1 twice a year
- 2 everyone, especially tourists
- 3 the coffee stall
- 4 all kinds of coffee from espresso to decaffeinated coffee
- 5 (Students' own answers)

Module 2

1 Listen carefully.

Dear Customer,

I am writing this letter in order to introduce you to our newest laptop computer. This new model has multiple purposes. You can use it to watch and record all your favourite TV programmes such as documentaries, dramas, soap operas and thrillers. Moreover, you may use this laptop as a notepad to record your work and ideas. A webcam is also installed in the laptop to make video-conferencing easier and more fun. Finally, this laptop may be very helpful for security professionals in their surveillance operations.

Thank you

Mr. Dawood, Sales Manager

2 Now listen to five questions. Then I'll play the text again.

- 1 Who is the letter to? Who is it from?
- 2 What is the purpose of this letter?
- 3 Name some ways in which you can use this new laptop computer.
- 4 Is the language used formal or informal?
- 5 In your opinion, how can the laptop be helpful in surveillance operations?

3 Check all your answers with a partner.

Key

- 1 to a customer, from Mr Dawood the sales manager
- 2 to introduce the company's newest laptop computer
- 3 as a video recorder, as a notepad, for video-conferencing and for surveillance operations
- 4 formal
- 5 (Students' own answers)

Module 3

1 Listen carefully.

Last week I visited my father in his bureau. When my dad was called into a meeting I decided to wait for him. I felt bored so I picked up a fountain pen, some draft paper, an envelope and a stamp to write to my penfriend Hassan. I wanted to tell him about an interesting book that I had been reading lately. The book was about life in the past when people didn't have phonebooks or ball-point pens. Life was simpler then, people communicated through pictograms which later developed into a system of cuneiform symbols. They also depended on agriculture and trading for their economic survival. Later that afternoon, I sent the letter to Hassan and I am currently looking forward to receiving his answer.

2 Now listen to five questions. Then I'll play the text again.

- 1 To whom did the narrator write a letter?
- 2 What did he write about?
- 3 Name some ways in which life in the past is different from life in the present.
- 4 What differences can you think of between communication in the past and today?
- 5 Do you have a pen friend? How often do you write to them?

3 Check all your answers with a partner.

Key

- 1 to his penfriend Hassan
- 2 a book he was reading lately
- 3 (Students' own answers)
- 4 (Students' own answers)
- 5 (Students' own answers)

Module 4

1 Listen carefully.

Many people are concerned about the various ecological dilemmas which confront our world today. Physicists, biologists and chemists have sounded the alarm warning people about the many ecological problems that are caused by pollution. They have proposed ways of safeguarding our remarkable planet. On the other hand, other scientists have contradicted these suggestions, claiming that they are impractical. However, the government have consented to hosting a symposium on international plights. Hopefully, this will provoke governments worldwide into action through which we can overcome these issues.

2 Now listen to five questions. Then I'll play the text again.

- 1 What is the purpose of this text?
- 2 What are scientists warning people about?
- 3 What action has the government taken?
- 4 Imagine that you were a member in the symposium. What actions would you take?
- 5 In pairs or groups hold a classroom debate about the suggestions offered in question 4.

3 Check all your answers with a partner.

Key

- 1 to raise awareness of ecological dilemmas
- 2 scientists are warning people about the many ecological problems that are caused by pollution.
- 3 The government has consented to hosting a symposium on international plights.
- 4 (Students' own answers)
- 5 (Students' own answers)

Extra Material

Radio Coverage of an Arts Festival.

1 The radio is broadcasting coverage of an arts festival, featuring interviews with some of the exhibitors. Listen to the interview with the festival organiser.

Presenter: Hello, welcome to *Culture Spot*, and good morning from the newly opened Arts Festival in Berlin. I'm here talking to Mr Hamad, the event organiser. Good morning, Mr Hamad.

Hamad: Good morning.

Presenter: I know there's been a lot of coverage of the festival in the papers and on the Internet, but can you briefly explain the event to us, for those listeners who are unaware of what's happening?

Hamad: Certainly. The Arts Festival is an exciting new event that incorporates major artwork with grassroots groups, artists and performers. It gives an incredible mix of, what we might call, established work and new projects, and gives everyone the chance to get involved and create their own art right here.

Presenter: That sounds interesting. What exactly do you mean when you say people can create their own art?

Hamad: Well, exactly that. Once inside the festival there are countless classes and meetings to teach you how to draw, paint and make pottery. It's a really great opportunity to come and try something new. Who knows, we might even discover the next Rembrandt or Picasso today.

Presenter: So who leads these classes?

Hamad: Well it's a mix. The really hands-on stuff is organised by local arts groups, made up of volunteers. There probably won't be any big names amongst them but they're all very friendly, talented and, most importantly, enthusiastic. There are also going to be some talks by more established artists, but there will be more demonstrations than interactive lessons.

Presenter: That's really exciting, but presumably there's some charge.

Hamad: Not at all. The event's free, thanks to some great sponsorship from companies and the council, as are all the classes. The only thing you need to pay for inside is refreshments.

Presenter: That's brilliant. What about those people who just want to look at some art, rather than make some.

Hamad: Well, for those people there's an incredible gallery. We've amassed quite a collection. We're really thankful for all the galleries who've loaned us things. We have work by Van Gogh, Matisse, Klimt and some artists who are probably not well-known to many of our visitors but are, nonetheless, very impressive.

Presenter: So, just from looking around it's clear that this is a very ambitious event. Can you tell us what first inspired you to organise it.

Hamad: We really wanted to create a place where art wasn't simply about looking. Art should be interactive, people should engage with art. Hopefully that is what we've achieved here.

Presenter: I really think you have. It's a fantastic event. Unfortunately, I'm afraid we're running out of time. Thanks for your time Mr Hamad.

Hamad: Not at all.

Presenter: Right, that's it for this edition of *Culture Spot*. Join us next week for a review of a new and exciting piece of theatre. Right now though, I think I'm going to go and try my hand at pottery.

2 Are the following statements True or False? Justify your answers.

- 1 No one has heard of the Arts Festival before.
- 2 You can create art at the Arts Festival.
- 3 You have to take a class.
- 4 There are pictures by many famous artists.
- 5 Interactive classes are held by famous artists.

3 Check your answers with a partner.

Key

- 1 False. Some people have heard of the Arts Festival through newspapers and the Internet.
- 2 True. There are classes where you can make your own piece of art.
- 3 False. The classes are optional.
- 4 True. There are paintings by famous artists and by artists who are less well known.
- 5 False. The interactive classes are held by volunteers. The famous artists are giving talks.

4 Answer the following questions.

- 1 What does Mr Hamad mean when he says '... we might even discover the next Rembrandt or Picasso today'? Does he mean it?
- 2 What is meant by 'grassroots groups' and 'hands-on stuff'?
- 3 Do you agree with Mr Hamad's comment that 'Art should be interactive, people should engage with art'?

5 Check your answers with a partner.

Key

(Suggested Answers)

- 1 Mr Hamad doesn't mean the comment to be taken seriously, although obviously he'd be very pleased if they did discover a new artistic genius. Mr Hamad is humorously showing how people who try the art classes may discover they are very talented at something they had never tried before.
- 2 Grassroots groups are ones that emerge from a community, rather than being created by professional organisations or governments. *Grassroots* is used to illustrate the apparently organic and spontaneous growth of such a group. Hands-on stuff refers to things which are physically orientated. Creating art is hands-on in comparison to viewing art, as it requires effort and activity, whereas viewing a piece of art could be entirely passive.
- 3 Students' own answers.

6 Now, imagine you are tasked with advertising the Arts Festival, or a similar festival within Kuwait. Decide how you would advertise such an event and do it. You could make a poster, write a radio or TV advert, or an article detailing information about the event.

A Talk about Telephones

1 Professor Snow is giving a talk about communication. Listen to his biography of Alexander Graham Bell.

Snow: Hello. Today I am going to talk to you about a man we all owe a huge debt to. Without the work of this man there would be no Internet, no mobile phones, no landlines. People would still be writing letters, and long distance messages would either never arrive, or take weeks or months. Many of you will by now have realised that the man I am referring to is Alexander Graham Bell, the inventor of the first working telephone and the father of modern communication. However, did you know that Bell's invention was the result of his desire to help the deaf? The telephone was actually the result of years of work on designs to help the deaf. Alexander Graham Bell was born in Scotland on the 3rd of March, 1847. His parents were Alexander Melville Bell and Eliza Grace Bell. From an early age Bell showed significant ability in creating objects to meet difficult needs. At the age of 12 he successfully constructed a machine with which to de-husk wheat at his friend's father's mill. He was also an incredibly intelligent child. He was an accomplished piano player, despite never receiving formal training, and learnt an early version of sign-language to help his mother when she began turning deaf during his teenage years. His mother's deafness was actually one of the most important contributions to his invention of the telephone. He was extremely close to his mother and was deeply pained by her partial withdrawal from the world as her hearing wavered. Many commentators have suggested that this, more than anything, inspired him to pursue the career he chose. Throughout much of his youth and young manhood Bell was deeply interested in elocution, that is to say the way words are formed. His father was a distinguished elocutionist who had published many papers and this interest was inherited by the son. Bell experimented with sound by building a replica human head that, through the use of a pump, was able to say a few basic words. He then published his own papers. Eventually, after experiments with tuning forks, Bell came to believe that it would be possible to transmit sound via electric currents. After stints teaching and helping speech impaired people, Bell moved to Canada with his parents in 1870. Here, he demonstrated his incredible ability with language by mastering the Mohawk language and recording it in writing. It was whilst in Canada that his work on the telephone really took off. Still adamant that sound could be transmitted through electrical wires, Bell was able to build a piano which, by means of electricity, could transmit sound at a distance. However, much of his time in Canada was spent teaching deaf people, mainly children, how to read lips and communicate with others. It is fitting that the man who gave us the telephone dedicated his life to making sure all of us could communicate on even-footing. Eventually, and after much hard work, Bell, along with one of his assistants, produced the first working telephone. Patented on the 7th of March, 1876, this amazing piece of technology has transformed the world and helped create the society we live in today.

2 Are the following statements True or False? Justify your answers.

- 1 Bell's first invention was the telephone.
- 2 Bell spent much of his life helping deaf people learn to communicate.
- 3 Bell's mother was born deaf.
- 4 Bell built a replica head that could say complex words and phrases.
- 5 Bell mastered the Mohawk language and recorded it in writing.

3 Now check your answers with a partner.

Key

- 1 False. Bell's first invention was the de-husking machine built for his friend's father.
- 2 True. He spent much of his time in Canada teaching the deaf.
- 3 False. Bell's mother became deaf whilst he was a teenager.
- 4 False. Bell built a replica head that could say simple words.
- 5 True. He did this whilst living in Canada.

4 Answer the following questions in pairs.

- 1 Was the telephone Alexander Graham Bell's only invention?
- 2 How important do you think the invention of the telephone was?
- 3 Which do you think was more important, Bell's invention of the telephone or his work with the deaf?

5 Check your answers with a partner.

Key

(Suggested Answers)

- 1 No, it wasn't. Bell invented many other items, such as devices to help his patients, and the de-husking machine mentioned in the text. However, he is most famous for his invention of the telephone.
 - 2 Students' own answers.
 - 3 Students' own answers.
- 6 Now, prepare to present a brief biography about an important figure of your choosing. They could be a scientist, sports star or historical figure. You should prepare notes, not an essay, as if you were going to present to a group.

Workbook Answer Key

Module I Getting together

Unit 1 Festivals

Reading

- 1
a 2
b 3
c 1 the time during which the cherry trees blossom
2 people who don't like noise and crowds
3 cherry trees in other parts of the world
- 2
a to make chewy snacks (*dango*)
b the start of the academic and financial years
c around the 7th century CE
d *Sakura*
e they don't produce fruit
f Japanese meteorologists tell them
- 3
a historian
b national
c gaze / view
d flour
e custom
f financial
g elsewhere
- 4
a custom
b noise; crowds; view
c elsewhere
d street vendors
e national; spring
f write poems
- 5 (Students' own answers)

Language practice

- 1
a go to
b goes up
c goes off
d went on
e went out
f are not going
- 2
a impossible
b frightened
c astonished
d big
e perfect
f tired
g pleased
- 3
1 vendor
2 world
3 festival
4 blossom
5 food
6 castle

- 4
a Have you ever been to the Qurain Cultural Festival?
b Would you like to come to my house for dinner?
c Did Salma use to spend all her time studying indoors?
d Did the supermarket use to be at the end of this street?
- 5
1 can't
2 could
3 couldn't
4 could
5 couldn't
6 could
7 managed to
8 managed to
9 couldn't
10 managed to
- 6 (Students' own answers)
7 (Students' own answers)

Writing

- a Sunday
b Tuesday
c Monday
d Thursday
e Wednesday

- Sunday as soon as I woke up / after breakfast / at six o'clock
Monday that first night / straight after breakfast / today / when we reached
Tuesday when I got up / yesterday's walk / today / Wednesday's trek
Wednesday after about an hour / eventually / late
Thursday this morning / for three hours / for another three hours / until we reached / five days ago

- 3 (Students' own answers)

Unit 2 Family celebrations

Reading

- 1 a It celebrates the birth of a child and welcomes parents into parenthood.
b It is organised by friends or relatives so that they can show their support to the new parents.
- 2 a because it is an event for the parents, normally held before the baby is born
b Silverware is given to commemorate the child's birth.
c to ease the transition into parenthood and show the parents support and friendship
d family items, such as clothing or toys
e the mother, her friends and family - sometimes men
f (Students' own answer)
- 3 (Students' own answer)

4

Present Simple: is; suggest; involves; are; organise; occur
 Present Continuous: is becoming
 Present Perfect: has evolved; has become
 Present Passive: are needed; are given; is arranged; is intended;
 are held
 Present Perfect Passive: have been inherited

5

- a extended
- b economic
- c important
- d different
- e independent
- f successful
- g extremely

Language practice

1 (Suggested answers)

- a · a financial establishment that invests money deposited by customers
- the land alongside a river
- b · large mammals with thick fur and a short tail
- to endure; to put up with
- c · piece of furniture at which meals are often eaten
- a set of facts or figures displayed in columns and rows
- d · the dark circle at the centre of the eye
- students

2 (Suggested answers)

- a an informal gathering or meeting
 - b bound by a close relationship
 - c a significant point of development
 - d an opportunity to relax and decide what to do next
 - e something inside, especially of a house or building
 - f extremely worthy of something
- Sentences: (students' own answers)

3

- a 3
- b 5
- c 2

4

- 1 A How are you?
B and you?
- 2 A The reason I'm calling is to invite you to a celebration.
B What are we celebrating?
- 3 A My sister is going to be married.
B I'll definitely come.
- 4 A See you next weekend.

5

- a After Waleed had passed his driving test, his father lent him his car.
- b The family had finished preparing the food for the party before the guests started arriving.
- c As soon as the tourists had got off their coach in the city centre, they went on a guided tour of the city.
- d After the businessman had checked in at the airport, he had breakfast.
- e The audience asked questions when the lecturer had finished speaking.
- f The cousins had arrived at the stadium at 11 a.m., before the volleyball tournament started at 12 p.m.

6

- a 4
- b 1
- c 5
- d 2
- e 3

7 (Self-assessment)

- a reminisce
- b captured
- c was holding
- d just touched
- e don't you swap
- f had passed
- g have not seen
- h met / will meet / is meeting / is going to meet

Writing

- 2 I am going to tell you something about the nomadic people who live in Ireland.
 - They are called Travellers or Tinkers and traditionally they used to travel around the country in horse-drawn caravans selling things they had made. They were particularly well-known for making pans and kettles.
 - Now more and more Travellers are moving into modern houses and settling down.
 - They still travel, usually in modern cars and lorries now, but not as often as in the past. Their children go to school regularly and do the kinds of things children all over the world do: watch TV, listen to music and have their favourite football teams.
 - Travellers have their own language, called Gammon, but this is now dying out as their traditional lifestyle is changing.
 - The speaker doesn't follow the exact order of his notes.
- 3 (Students' own answers)

Unit 3 Meeting places

Reading

- 1 (Students' own answers)
- 2 (Students' own answers)
- 3
 - a False: It is more popular than coffee.
 - b False: 90% of the world's tea is grown in Asia.
 - c False: People drink tea in the summer because they believe it helps them to keep cool and relax.
 - d True
 - e True
 - f False: The word for tea is similar in many languages.

4 (Self-assessment)

- a porcelain
- b civil servant
- c chat
- d cultivation
- e skilled
- f apologies
- 5 (Students' own answers)

Language practice

- 1
- b ✓
- c ✗ / discuss
- d ✗ / spoke or talked
- e ✓
- f ✗ / told
- g ✗ / talking, speaking, arguing or chatting

2

2b tea-houses

3b driver

4b enjoy

5b quickly

6b daily

7b popularity

8b meet

Sentences: (students' own answers)

3

a 4

b 6

c 5

d 2

e 8

f 1

4

a hadn't discovered

b had arrived

c hadn't used

d hadn't developed

5 (Suggested answers)

1 Sorry, I can't make it tomorrow.

2 Yes, I'm free.

3 What time do you want to meet?

4 Shall we meet in Central Café?

5 Yes, see you later.

6

b If he wanted to sell cakes too, he would make them in the kitchen.

c If he wanted to become a café owner, he would need to do a training course first.

d If he owned a café, he would count the day's money at the end of each day.

7

b If he had wanted to sell cakes too, he would have made them in the kitchen.

c If he had wanted to become a café owner, he would have needed to have done a training course first.

d If he had owned a café, he would have counted the day's money at the end of each day.

8 (Students' own answers)

Writing

1

A picture 1

B picture 2

2

a white clouds / sunny day / little children / light clothes / small hill / dark blue / little boy / nice sand castle

b on to the beach / in the background / on the horizon / on the beach / behind the man / on their heads / the far right / as we look at the left

c doesn't look remote / they look very enthusiastic / looks huge / looks sandy

3 (Students' own answers)

4 (Students' own answers)

Module 1 Progress Test**Reading**

1

If you don't feel confident, ask your driving instructor... / Don't worry if you feel nervous. / Everybody makes a few mistakes... so don't try to drive perfectly. / If you don't understand something... ask him or her to... / ... forget about it and go on driving... / You won't fail because of one or two small mistakes. / ... don't get upset.

2

a You can ask them for their advice.

b It can help you concentrate on your driving.

c Arrive early and take plenty of time to relax.

3

1 b

2 c

3 c

Language practice

1

1 had studied

2 managed to

3 were able to

4 was

5 waited

6 had come

7 wasn't able to

8 had been

9 managed

10 could

11 managing

2

b If he hadn't got up late, his taxi wouldn't have got stuck in heavy traffic on the way to the driving academy.

c If his taxi hadn't got stuck in heavy traffic, he wouldn't have missed his turn for the driving test.

d If he hadn't missed his turn, he wouldn't have had to wait for one more hour.

e If he hadn't waited one more hour, he wouldn't have met an old school friend.

3

a difficult

b exhausted / going without

c absolutely / went on

d space shuttle / perfect

e artist / big

4

a similarity

b traditional

c difference

d production

e discoveries

f bravery

Writing

1 (Students' own ideas)

2 (Students' own ideas)

Module 2 Communication

Unit 4 Communicating

Reading

- 1 (Students' own answers)
- 2 (Students' own answers)
- 3
- a the north of India
 - b they are copied
 - c mail runners
 - d over 1600
- 4
- a unrivalled
 - b local
 - c bell
 - d rarely
 - e recipient
- 5
- a The second statement is true. Himachal Pradesh introduced a postal service in northern India.
 - b The first statement is true. It is inaccessible.
 - c The second statement is true. The postmen wear a special uniform and carry a bell.
- 6
- 6 Letters are carried by 'mail runners' who travel long distances on foot.
- 4 E-mails are printed out and taken to the correct address.
- 1 People write the letters.
- 3 The letters are copied and sent by e-mails.
- 7 Letters are delivered to their addresses.
- 5 Some letters are taken by hand to their destinations.
- 2 People take the letters to the post office.
- 7
- a mountainous, remote, inaccessible
 - b People write letters, letters are taken to post office, letters are copied and sent by e-mails, e-mails are printed and taken by mail runners to their correct destinations.
 - c Modern communication: Internet / e-mail
Traditional communication: letters

Language practice

- 1
- a slice
 - b pieces
 - c glass
 - d clothing
 - e grain
- 2 (Students' own answers)
- 3 (Students' own answers)
- 4
- a an / an / the
 - b an / the / a / a / X / the
 - c a / a / a / an
- 5
- a live
 - b are
 - c wants
 - d intend
 - e believe
 - f have

- 6
- a For some reason, neither Ahmed nor Waleed's numbers are in my phone book.
 - b Both Samira and Salma started a degree in medicine last year.
 - c Next season's Premier League will be won by either Liverpool or Arsenal.
 - d The long distance charges will have to be paid by either the caller or the receiver.

7 (Students' own answers)

8 (Self-assessment)

- 1 the
- 2 The
- 3 The
- 4 the
- 5 the
- 6 a
- 7 a
- 8 The
- 9 The
- 10 The
- 11 a
- 12 the
- 13 a

Writing

- 1
- a Both letters are formal because the writers use complete structures and formal words and phrases.
 - b **Letter A:** The student wants to join the International Exchange Programme.
Letter B: The director of Study Abroad replies to the student and gives more information about the International Exchange Programme.
- 2
- a Letter B
 - b Letter A
 - c (Students' own answers)
 - d (Students' own answers)
- 3 (Students' own answers)

Unit 5 Writing

Reading

- 1
- a 1943
 - b ten dollars
 - c France
 - d As the pen moves the ball revolves in its socket and transfers quick-drying ink on to the paper.
- 2
- a True
 - b False: Bicos were stronger than 'normal' pens.
 - c False: The first American ballpoint pens were very expensive.
 - d False: Americans could buy Bic pens for one hundredth of the cost of the first American ballpoint pens.
 - e False: The Bic company still produces these cheap pens.
 - f True
- 3
- a 3
 - b 1
 - c 4

- 4
 a 7
 b 10
 c 4
 d 1
 e 8
 f 3
 g 5
 h 6
 i 2
 j 9
 5 (Students' own answers)

Language practice

- 1
 1 characters
 2 alphabet
 3 scribes
 4 tortoise shells
 5 ancient
 6 symbols
 7 Traditionally
 8 ink
 9 brush
 10 calligraphy
 11 decorative
 12 stylised
- 2
 a have been making cakes
 b has been avoiding
 c have been learning to play
 d practised / was practising
 e have read
- 3
 a since
 b for
 c for
 d since
 e since
 f for
- 4
 a Have you had / I've talked / Have you done / I've sent / I've tidied
 b I've cut / I've told
 c have you been doing / We've had / you've done / I've been revising
 d He's just heard / he's passed / he's taken
- 5
 a 5
 b 1
 c 8
 d 3
 e 4
 f 7
 g 6
 6 (Students' own answers)
- 7 (Self-assessment)
 a a professional
 b impractical
 c complicated
 d precious
 e a modern

Writing

- 1
 1 i
 2 h
 3 j
 4 b
 5 a
 6 d
 7 g
 8 f
 9 c
 10 e
- 2
 a Can I / When did you / Do you / Could you / Can you / What do you / Have you ever / How long / Did you
 b Can I start by asking you / And finally, can I ask you about the past / the present / the future
 3 (Students' own ideas)

Unit 6 On the phone

Reading

- 1 a
 1 Give their old phone to friend or family member.
 2 Return it to the shop to get a discount on the new phone.
 3 Throw the old phone away.
 4 Recycle the phone.
 5 Sell the phone to a specialist company.
- 1 b
 1 Phones can damage the environment if you throw them away.
 2 In some part of the world, people use second-hand phones instead of buying new ones.
- 2 (Students' own answers)
- 3
 a discount
 b simply
 c landfill site
 d disposable
 e recycled
 f second-hand
 g exchange
 h model
 i upgrade
- 4
 1 hassle
 2 recycled
 3 sold
 4 environment
 5 landfill
 6 disposable
 7 second-hand
 5 (Students' own answers)

Language practice

- 1
 a I couldn't do without it
 b It was like that when I got here. / It wasn't my fault.
 c I'm not too keen on it.
 d it's getting better.
 e That's right.

- 2
- 1 notify
- 2 hiking
- 3 mountainous
- 4 weak signal
- 5 break up
- 6 recharge
- 7 security number
- 8 delighted
- 9 designed
- 10 shock-resistant

- 3
- a I'll have to call you later, because I'm running out of battery.
- b Aisha won't be late for our meeting, will she?
- c The novels of Mahfouz are well-known throughout the Arab world, but I don't like him.
- d The chicken soup is too thick and spicy, isn't it?
- e I haven't upgraded my phone since last February because it costs too much.

4 (Students' own answers)

- 5
- a A haven't you?
B I have
- b A won't you?
B I won't
- c A isn't it?
B it is
- d A do you?
B I don't
- e A would you?
B I would
- f A could you?
B I could

6

Question	Affirmative	Negative
We're going shopping later, aren't we?	Yes, we are going shopping later.	No, we're not going shopping later.
You'll make me a cup of tea, won't you?	<i>Yes, I'll make you a cup of tea.</i>	<i>No, I won't make you a cup of tea.</i>
<i>He's looking thinner than he used to, isn't he?</i>	Yes, he is looking thinner than he used to.	<i>No, he isn't looking thinner than he used to.</i>
<i>Your uncle works for your father, doesn't he?</i>	<i>Yes, my uncle does work for my father.</i>	No, my uncle doesn't work for my father.
<i>You can come to my house for dinner, can't you?</i>	Yes, of course I can come to your house for dinner.	<i>No, I can't come to your house for dinner.</i>
<i>You can give me a lift to the mall, can't you?</i>	<i>Yes, I can give you a lift to the mall.</i>	No, I can't give you a lift to the mall.
You couldn't help me with my homework, could you?	<i>Yes, I could help you with your homework.</i>	<i>No, I couldn't help you with your homework.</i>

Writing

- 1
- A in favour of mobile phones
- B unsure
- C against mobile phones

2 (Students' own answers)

3 (Students' own answers)

Module 2 Progress Test

Reading

- 1
- a ... in a serious car accident.
- b ... talks to the computer.
- c ... speech recognition technology.
- d ... understand the sound of their voice.

2

Paragraph A: Fahd's story which led him to use a speech recognition programme

Paragraph B: development and types of speech recognition programmes

Language practice

1 (Suggested answers)

- a ... can he?
- b You are studying computer programming, aren't you?
- c You didn't have any Internet connection, did you?
- d It was raining, wasn't it?
- e You've been revising for the exam, haven't you?

2

- a vague; clear
- b useful; useless
- c precious; worthless
- d active; passive

3

- 1 have been working
- 2 for
- 3 have been
- 4 since
- 5 haven't stopped
- 6 since
- 7 have gone
- 8 have you used
- 9 Has it compensated
- 10 has it been giving

4

- a grain / bar
- b slices / panes
- c pencil / pen
- d write / put

Writing

1 (Students' own answers)

2 (Students' own answers)

Module 3 The media

Unit 7 Broadcasting

Reading

- 1
- a (Students' own answers)
- b (Students' own answers)

- 2
 a False. People can decide in what ways they want to be involved in the area of the media.
 b False. The media cannot always be reliable.
 c True
 d True
 e False. Kuwait has given the press freedom within the limits of the law.
 f False. Kuwait was ranked second in the Middle East in the Freedom of the Press Index.

- 3
 a effect
 b information
 c achievement
 d promote
 e encourage
 f regulation
 g advertise
 4 (Students' own answers)
 5
 a innumerable
 b remote
 c glorify
 d deterrent

Language practice

- 1
 a self-sufficient
 b forerunner
 c teleworking
 d disagreement
 e antiviral
 2
 a portable radio
 b video recorder
 c colour television
 d news programme
 3
 1 which
 2 who
 3 where
 4 which
 5 who
 6 where
 7 where
 8 whom
 9 whom
 10 which

- 4
 a Guglielmo Marconi, to whom we owe a debt of gratitude, made great contributions to wireless telegraphy.
 b Marconi, who was born in Italy in 1874, invented the first radio system.
 c In his first experiments, which he did at his family's home, Marconi sent radio signals a short distance.
 d In 1896 Marconi took his ideas to England, where he gained the interest and support of important physicists.
 e The first transatlantic radio transmission, which took place on 18 January 1903, originated in the United States.

- 5
 a Television sets, which transmit visual images and sound, are a form of entertainment. (Non-defining)
 b Television sets that you buy at the local shops are very expensive. (Defining)

- c Television sets that have a flat screen are a recent innovation. (Defining)
 d Television sets, which were invented about a century ago, are very popular today. (Non-defining)
 Sentences: (Students' own answers)

6 (Suggested answers)

- a Can you change the channel, Dad?
 b The features of this TV meet all your requirements.
 c I think TV is more important than the radio because you can not only hear it, but also watch it.

Writing

- 1
 a LCD screen; rechargeable battery; zoom lens; memory card
 b to take pictures and record video clips
 c It captures high-resolution pictures; it can record two-minute video clips; it has face recognition technology; it provides various scene modes; it has ASR technology.
 d (Students' own answers)
 2 (Students' own ideas)

Unit 8 Television watching habits

Reading

- 1, 2
 a The student describes the figure as 'staggering' because it is astonishing.
 b because it helps the students to learn more, especially about other cultures or languages
 c because they help the students visualise what they had been learning
 d We don't learn much from them.
 e Suggested answer: we should make use of television as it can be an educational tool helping us to learn more effectively.
 3
 a 2
 b 3
 c 3
 d 1
 3 (Students' own ideas)
 4

Programme	Writer's Attitude
Geography programmes	<i>Good at giving students information and ideas about different cultures</i>
Maths and science programmes	<i>They revise things the teacher has already taught in normal lessons</i>
<i>A programme about a family who lives in Paris</i>	Helpful to practise the language
Educational programmes	<i>Can teach you things in a different way from books</i>
Children's programmes	<i>One doesn't learn much from them</i>

- 5 (Students' own answers)

Language practice

- 1
 a get through
 b get behind with
 c get on
 d get over
 e get down to
 f get up

- 2
b He asked him to turn up the volume for him.
c He told him to rewind the video for him.
d He asked Hani to watch that film with him.
e He wanted him to look for the remote control.
- 3
b Parents told their children not to watch television for more than two hours a day.
c The teacher told the students to ask him if they don't understand something.
d Parents asked their children to show them their homework.
e Teachers asked the students to tell the class what they learned from the TV programme.
f The teacher advised his students to make notes while they are watching that programme.
g One student advised another student to rewrite his notes at home so they were easier to revise from.

- 4
b Watch TV programmes about the environment.
c Please, record the programme for me.
d You shouldn't watch television in the dark.
e Make sure you know what programmes your children are watching.
f Sit and watch programmes with very young children.
g Plan your TV viewing in advance.
h Turn on the subtitles because I have poor hearing.

- 5
a 6
b 5
c 3
d 1
e 7
f 2
g 4

6 (Self-assessment)

- 1 anybody
 2 anywhere
 3 everywhere
 4 somebody
 5 anybody
 6 anybody
 7 nobody
 8 anywhere

Writing

- 1 (Students' own answers)
 2 (Students' own answers)
 3 (Students' own answers)

Unit 9 Uses of cameras

Reading

- 1
a (Students' own answers)
b (Students' own answers)
- 2
 1 D
 2 E
 3 A
 4 C
 5 B

- 3
a blog
b cast
c biased
d handy
e storyline
f anticipation
g editor
h respected
- 4 (Students' own answers)
 5 (Students' own answers)

Language practice

1 (Self-assessment)

- a** ✓
b work
c are
d ✓
e ✓
f watch
g ✓
h ✓

- 2
 1 I thought it was absolutely brilliant
 2 It was quite exciting, I suppose
 3 My favourite character
 4 disagree with that
 5 He was really good
 6 I suppose so
 7 That's true
 8 I found

3
 A two-hour programme about volcanoes was shown on TV last night. Some of the world's most famous volcanoes were filmed from an aeroplane. Some amazing shots of the red-hot centre of the volcano were taken. While the programme was being made, one of the cameramen was burned by hot ash. He was rescued and taken to the nearest hospital by helicopter. The programme was watched by nearly 10 million people. It was so popular that it is being shown again tomorrow night.

- 4 **a**
 1 G
 2 F
 3 B
 4 C
 5 D
 6 E
 7 A

- 4 **b**
 2 Words are being learned by other actors.
 3 Lights are being positioned by the technician.
 4 The set is being built by men.
 5 The camera is being put into position by a cameraman.
 6 The script is being rewritten by the scriptwriter.
 7 One of the walls is being painted by decorators.

Writing

- 1 (Students' own answers)
 2 (Students' own answers)

Module 3 Progress Test

Reading

- 1
- 2 in
- 3 to
- 4 their
- 5 has
- 6 for
- 7 in
- 8 used
- 9 to
- 10 to
- 11 and
- 12 with
- 13 in
- 14 on
- 15 much
- 16 some
- 17 or
- 18 take

- 2
- a share documents
- b Guest speakers
- c two-way
- 3 (Students' own answers)

Language practice

- 1
- a Video-conferencing lets people, who are often miles apart, talk to each other face-to-face.
- b Video-conferencing, which can be used in business or education, is a cheap and easy way of communicating.
- c My dad's office, which is in Kuwait City, has a special meeting room for video-conferencing.
- d Schools which have decent funding should invest in the latest technology for their students.
- 2
- a Thousands of computers are being sold every day on the Internet.
- b Our lives have been made a lot easier by computers.
- c More and more programs are being downloaded from the Internet.
- d In the past, some of these downloads weren't paid for by people.
- 3
- a somebody
- b a minute
- c crew
- d radio
- e telescope
- 4
- a get down to
- b get over
- c get up
- d get on
- e get through
- 5 (Students' own answers)

Writing

- 1 (Students' own answers)
- 2 (Students' own answers)

Module 4 Being prepared

Unit 10 Accidents

Reading

- 1
- a The driver or front-seat passenger can be thrown through the windscreen
- b (Students' own answers)
- 2
- b Car safety
- 3
- a the seat belts
- b cars
- c the car
- 4
- a False. In modern vehicles, seat belts are also designed to work as the key part of wider injury prevention measures and safety systems, such as airbags and head restraints, which will not be as effective in reducing the risk of injury if an occupant is not wearing a seat belt.
- b False. They have evolved considerably.
- c True
- d False. Safety devices do not offer a foolproof guarantee: only when everyone drives more carefully will road accidents become a thing of the past.
- 5
- 1 hurt
- 2 manufacturers
- 3 constantly
- 4 methods
- 5 minimising risks
- 6 enhancements
- 7 launched
- 8 lately
- 9 plans
- 10 stop
- 6 (Students' own answers)
- 7
- 1 lengthen
- 2 sharpen
- 3 shorten
- 4 widen
- 5 darkening
- 8 (Students' own answers)

Language practice

- 1
- a -ous; -hood
- b -ful; -ist
- c -y
- d -al
- e -ment
- f -er
- g -y; -iful
- h -ist; -al
- i -er; -ful
- 2
- a 4
- b 2

- 3
- a This morning, I was stuck in a major traffic jam on the motorway.
 - b Two vehicles have had an accident near the city centre.
 - c The Local Council has declared a new initiative to improve road safety in Kuwait.
 - d I've been learning to drive for three years.
 - e They have been studying all night for the Maths exam.
 - f Road traffic safety aims to reduce the harm resulting from road vehicles' collisions.
 - g The Kuwaiti government is trying to find ways to reduce the number of road accidents and their consequences.
 - h The main road in the city is too narrow for all the cars to pass.
- 4
- a He always gets his car out of the garage at nine o'clock in the morning.
 - b She often takes Mrs Hodges into town after breakfast.
 - c They rarely find a parking place near the shops.
 - d Mr Hodges sometimes parks his car in a garage.
 - e I sometimes fly to Florida with my parents in winter.
- 5
- 1 h
 - 2 c
 - 3 f
 - 4 g
 - 5 d
 - 6 a
- 6
- a He shouldn't have ridden his bike on the road.
 - b The bus driver should have paid attention to the road signs.
 - c You should have worn your seat belt.
 - d You shouldn't have driven too fast.
 - e Mum shouldn't have forgotten it on the stove.
- 7
- a in
 - b on
 - c on
 - d at... at
- 8
- a There isn't a new restaurant on Road Park.
 - b I haven't got a problem with my homework.
 - c We don't often go for a walk with our dog.

Writing

- 1 (Students' own answers)
- 2 (Students' own answers)
- 3 (Students' own answers)

Unit 11 The planet in danger

Reading

- 1
- C; E; B; A; F
- 2
- a (Students' own answers)
 - b (Students' own answers)
- 3
- a False. Hybrids between the two species commonly occur.
 - b False. Illegal hunting has nominally stopped as a result of law reinforcement.
 - c False. Animal habitats are destroyed by farmers cutting down trees.

- d False. Several charity organisations are working to save the orangutans of Borneo and Sumatra.
 - e True
 - f False. Farmers kill adult orangutans and kidnap and sell the baby orangutan as a pet.
 - g False. The illegal trade in animals has significantly reduced the population of African elephants.
- 4 (Self-assessment)
- a approximately
 - b widespread
 - c habitat
 - d acre
 - e crops
 - f shelter
 - g threat
 - h aggressive
 - i poaching
 - j survival
- 5
- a number of orangutans
 - b farmers
 - c forests
 - d orangutans
 - e African Bush Elephant
 - f African Forest and African Bush elephants
- 6 (Students' own answers)

Language practice

- 1
- a pollution
 - b destruction
 - c global
 - d difficulty
 - e persuade
 - f environmental
 - g dangerous
 - h extinction
- 2
- a habitat
 - b warming
 - c climate
 - d landfill
 - e fumes
- 3 (Students' own ideas)
- 4
- a are you going
 - b did you wear
 - c think
 - d doesn't usually sit
 - e am not taking
- 5
- 1 believes
 - 2 says
 - 3 don't think
 - 4 spends
 - 5 always thinks
- 6
- a 2
 - b 5
 - c 4
 - d 1

Sentences: (Students' own answers)

7

- a You can hear what I'm saying if you keep quiet.
 b I won't invite my classmates to a party until I know them well.
 c By the time he arrived home, I had already cleaned the house.
 d Whereas the first quiz was easy, this one is extremely difficult.
 OR
 The first quiz was easy whereas this one is extremely difficult.
 e She's snobbish, yet people like her.
 f Since we're broke, we can't buy anything.

Writing

1

- 1 paragraph 4
 2 paragraph 5
 3 paragraph 3
 4 paragraph 2
 5 paragraph 1

2

a: 1 b: 2 c: 3 d: 4 e: 5

3 (Students' own answers)

Unit 12 The power of nature**Reading**

1

- a False. Governments can warn people and educate them about what to do.
 b False. These are just some of the types of tornadoes.
 c True
 d False. The column must connect the ground and a cloud.
 e True (inferred from waterspout being above water)

2

Places tornadoes can occur	<i>Everywhere, but especially USA, Caribbean and parts of Europe</i>
Types of tornadoes	There are several varieties: multiple vortex tornadoes, satellite tornadoes and waterspouts.
Lifespan of tornadoes	They can last between ten minutes and several hours.
Distance tornadoes travel	They travel anywhere between 3 km and 100 km depending on their strength.
Information collection sites	Meteorologists can collect information from satellites, radar, weather stations and weather balloons.

3

- a 2
 b 3
 c 2

4

- a severe
 b frequent
 c safety procedures
 d collect / predict
 e waterspout

5 (Students' own answers)

6 (Students' own answers)

Language practice

1

Verb	Noun	Adjective	Adverb
to demand	demand	demanding	demandingly
to regulate	regulation	regular	regularly
to hazard	hazard	hazardous	hazardously
to remark	remark	remarkable	remarkably
-----	calamity	calamitous	calamitously
to imperil	peril	perilous	perilously
to incorporate	incorporation	incorporated	-----
-----	expert	expert	expertly
to remember	memory	memorable	memorably
to propose	proposal	proposing	-----

2 (Self-assessment)

- a remember... memory
 b peril... hazardous
 c corporation... regularly

3

- a back out
 b turned off
 c took over
 d go off
 e look over

4

- 1 do you say that
 2 do they have so many
 3 Conditions are perfect
 4 why people live there
 5 but I'm not sure
 6 to just leave your home
 7 That's true
 8 Me too

5

- b The policeman said that the tornado had been 150 metres wide at the bottom and 700 metres wide at the top. He said that as it had come towards them, they had all run in different directions.
 c Another resident said that he / she had seen the building fall down. He / she had seen parts of houses, clothes, plants going round and round in the air. He / she said that he / she hadn't been able to believe his / her eyes.
 d A taxi driver said that he had seen tornados before. He said that he'd driven through several bad ones, but that he had never seen one like that before.

6

- b 'The rain came down so quickly that the water reached my knees in less than five minutes.'
 c 'We were sitting in our garden when the snow started to fall. We have never seen snow in July before.'

Writing

1

- a to help people reduce the amount of waste they create
 b (Students' own answers)

2 (Students' own answers)

3 (Students' own answers)

Module 4 Progress Test

Reading

- 1
- 3 ✓
- 4 physical
- 5 safety
- 6 ✓
- 7 crucial
- 8 attention
- 9 technique
- 10 ✓
- 11 another
- 12 ✓
- 13 routes
- 14 ✓
- 15 although
- 16 tips
- 17 confidence
- 18 ✓
- 19 helpful
- 20 expert

2

- a 1
- b 2
- c 2
- d 3

3 (Students' own answers)

Language practice

1 (Suggested answers)

- a He should have called a breakdown service. / He should have walked home.
- b They should have done homework together. / They should have visited a school friend.
- c They should have reserved a table. / They shouldn't have arrived half an hour late.
- d Anwar should have rung to tell his parents he was going to be late. / He shouldn't have left his phone at home.

2

- a Anwar's parents asked him if he was going to be home late.
- b The restaurant manager was sorry because the restaurant was full, but told Anwar that he could wait if he liked.
- c The teacher asked Anwar if he could read his essay to the class.
- d Anwar told his friend that he had found himself in a very critical situation while climbing the last rock.

3

- a 3
- b 1
- c 5
- d 2
- e 7

4

- a treatment
- b appearance
- c theorising
- d historical
- e shorten
- f mountainous

Writing

1 (Students' own answers)

2 (Students' own answers)

Glossary

- A**
- aborigine** /əbəˈrɪdʒəni/
noun p.23
a person, animal or plant that is an inhabitant of Australia
- absolutely** /æbsəluːtli/
adverb p.94
with no qualification, restriction or limitation; totally
- academic** /ækəˈdemɪk/
adjective WB p.4
of or relating to education and scholarship
- accountant** /əkaʊntənt/
noun p.36
a person whose job is to keep or inspect financial accounts
- accumulate** /əkjuːmjəleɪt/
verb p.91
to gather together or acquire an increasing number or quantity of
- accuracy** /ˈækjərəsi/
noun WB p.54
the quality or state of being correct or precise
- accurate** /ækjərət/
adjective p.25
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 p.42
to learn or develop (a skill, habit, or quality)
- adjustment** /ədʒʌstmənt/
noun p.35
a change in the way that someone behaves or thinks
- adversely** /ədˈvɜːsli/
adverb WB p.48
harmfully
- age-appropriate** /eɪdʒəprəʊpriət/
adjective p.63
suitable for a certain age
- agenda** /ədʒendə/
noun p.46
a list of items of business to be considered and discussed at a meeting
- a great deal of** /ə greɪt diːl əv/
phrase p.46
much or a lot
- alongside** /əˈlɒŋsaɪd/
preposition p.91
close to the side of; next to
- amateur** /ˈæmətʃə/
noun p.43
a person who engages in a pursuit, esp. a sport, on an unpaid basis
- amazed** /əmeɪzd/
adjective WB p.32
very surprised
- ameliorated** /əˈmɪliəreɪtəd/
adjective p.41
(of something bad or unsatisfactory) made better
- amend** /əˈmend/
verb p. 88
to make better; to improve
- amicably** /əˈmɪkəbli/
adverb p.71
friendly
- announce** /əˈnaʊns/
verb p.92
to make a public and typically formal declaration about a fact, occurrence or intention
- annual** /ˈænjʊəl/
adjective p.37
occurring once every year
- anticipate** /æntɪsəˈpeɪt/
verb p.86
to regard as probable; to expect or predict
- anticipation** /æntɪsəˈpeɪʃən/
noun WB p.60
the act of predicting and expecting something
- anxiety** /æŋˈzaɪəti/
noun p.88
a feeling of worry, nervousness, or unease, typically about an unpleasant event or something with an uncertain outcome
- appraise** /əpreɪz/
verb p.85
to judge the value or quality of
- aquaculture** /ækwəˈkʌltʃə/
noun p.85
the rearing of aquatic animals or the cultivation of aquatic plants for food
- assumption** /əˈsʌmpʃən/
noun p.35
a thing that is accepted as true or as certain to happen
- attached** /əˈtætʃt/
adjective p.78
joined to something
- attestation** /ˌætesˈteɪʃən/
noun p.38
a legal statement made by someone in which they say that something is definitely true
- audience** /ˈɔːdiəns/
noun p.71
all the people who listen to a speech or a concert

autograph /'ɔ:təgrɑ:f/
noun p.26
a signature, esp. that of a celebrity
written as a souvenir for an admirer

automatically /,ɔ:tə'mætɪkli/
adverb p.78
spontaneously, without conscious
thought or intention

B

baby shower /'beɪbi ʃaʊə/
noun WB p.10
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 /'bæɡpaɪps/
noun p.14
a musical instrument with reed pipes
that are sounded by the pressure of
wind emitted from a bag squeezed by
the player's arm.

ballpoint /bɔ:lpoɪnt/
noun p.43
a pen with a tiny ball as its writing
point. The ball transfers ink from a
cartridge to the paper.

bank /bæŋk/
noun WB p.12
¹the land alongside a river
²an organisation who invest money for
you and keep it safe

barge /bɑ:dʒ/
noun Literature Time
a flat-bottomed boat for carrying
freight, typically on canals and rivers,
either under its own power or towed by
another

basically /'beɪsɪkli/
adverb p.73
fundamentally, essentially

BCE /bi: si: 'i:/
abbreviation p.41
Before Common Era

bear /ber/
noun WB p.12
a large strong animal with thick fur that
eats flesh, fruit and insects
verb WB p.12
to bravely accept or deal with a difficult
or painful situation

beckon away /'bekən ə'weɪ/
phrasal verb p.70
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 /brɪfɔ:hænd/
adverb p. 50
before an action or event; in advance

beverage /'bevərɪdʒ/
noun p.28
a drink, esp. one other than water

bias /'baɪəs/
noun WB p.70
imbalance; unequal distribution of force

bin /bɪn/
verb WB p.38
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 p.35
to prevent light from reaching
something from being seen or heard.

blossom /'blɒsəm/
noun WB p.4
a flower or a mass of flowers on a tree
or bush

bookmark /'bʊkmɑ:k/
noun p. 50
a record of the address of a file, web
page or other data used to enable quick
access by a user

boomerang /'bu:məræŋ/
noun p.23
a curved flat piece of wood that can

be thrown so as to return to the
thrower, traditionally used by Australian
Aboriginals as a hunting weapon

breathing space /'bri:ðɪŋ speɪs/
noun p.20
an opportunity to pause, relax or decide
what to do next

bring about /brɪŋ ə'baʊt/
phrasal verb p.58
to cause something to happen

bring up /brɪŋ ʌp/
phrasal verb p.71
to raise children

broadcast /'brɔ:dkɑ:st/
noun p.57
a radio or television programme or
transmission

browse /braʊz/
verb p.46
to survey objects casually, esp. goods
for sale

bubbly /'bʌbli/
adjective p.16
lively; high-spirited

C

calamity /kə'læməti/
noun p.91
an event causing great and often sudden
damage or distress; a disaster

calendar /'kæləndə/
noun p.46
a chart or series of pages showing the
days, weeks and months of a particular
year, or giving particular seasonal
information

call-in /kɔ:lɪn/
noun p.43
a telephone conversation that is
broadcast during a radio or television
programme

camelopard /kə'meləpɑ:d/
noun Literature Time
a giraffe

canopy /'kænəpi/
noun p.13
an ornamental cloth covering hung or
held up over something, esp. a throne
or bed

capability /ˈkeɪpəˈbɪləti/
noun p.69
 power or ability

capacity /kəˈpæsəti/
noun p.35
 the ability or power to do, experience or understand something

cardamom /ˈkɑːdəməm/
noun p.25
 the aromatic seeds of a plant of the ginger family, used as a spice and also medicinally

cardiac /ˈkɑːdiæk/
adjective p.38
 of or relating to the heart

carnival /ˈkɑːnəvəl/
noun p.15
 a period of public celebration that takes place at a regular time each year

carpetbag /ˈkɑːpətbæg/
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 WB p.60
 the actors in a play or film

catch /kætʃ/
verb p.72
 to capture or seize

catch-up /kætʃʌp/
noun p.29
 a meeting among friends who haven't seen one another for a long time

category /ˈkætəgəri/
noun p.70
 a class or division of people or things regarded as having particular shared characteristics

cautious /ˈkɔːʃəs/
adjective p.81
 attentive to potential problems or dangers

celebratory /ˌsɛlɪˈbreɪtəri/
adjective p.15
 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 /ˈsel fəʊn/
noun p.46
 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 p.82
 Chief Executive Officer

chain /tʃeɪn/
noun p.16
 a group of establishments, such as hotels, stores or restaurants, owned by the same company

channel-surf /ˈtʃænlsɜːf/
verb p.62
 to change frequently from one television channel to another, using a remote control device

character /ˈkærəktə/
noun p.40
 a printed or written letter or symbol

characterise /ˈkærəktəraɪz/
verb p.71
 to describe the qualities of something or someone in a particular way

chiefly /ˈtʃiːfli/
adverb p.88
 above all; mainly

chime /tʃaɪm/
noun WB p.26
 a sound made by a bell or a metal bar or tube

circumstance /ˈsɜːkəmstæns/
noun WB p.16
 a condition connected with an event or action

cityscape /ˈsɪtiskeɪp/
noun p.70
 the visual appearance of a city or urban area; a city landscape

civil servant /ˈsɪvəl ˌsɜːvənt/
noun WB p.16
 a member of the civil service

claim /kleɪm/
verb WB p.4
 to state that something is the case, typically without providing evidence

clan /klæn/
noun p.21
 a group of close-knit and interrelated families

close-knit /ˌkləʊsˈnɪt/
adjective p.19
 united or bound together by strong relationships and common interests

cloth /klɒθ/
noun p.78
 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 /ˈkəʊkəʊ/
noun WB p.16
 a chocolate powder made from roasted and ground cacao beans

collectively /kəˈlektɪvli/
adverb p.57
 cooperatively

collide /kəˈlaɪd/
verb p.79
 to hit with force when moving

collision /kə'liʒən/

noun WB p.70

a crash of an object into something

comedy /'kɒmədi/

noun p.62

a play, film or programme that makes one laugh

come in /kʌm 'ɪn/

phrasal verb p.93

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

commemorate /kə'meməreɪt/

verb p.16

to mark or celebrate a special occasion

commentator /'kɒmən.tetə/

noun p.70

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

complement /'kɒmpləmənt/

noun p.46

a thing that completes or brings to perfection

confidential /kɒnfə'denʃəl/

adjective p.80

intended to be kept secret

confront /kən'frʌnt/

verb p.88

to threaten

congested /kən'dʒestəd/

adjective p.72

so crowded with traffic

consent /kən'sent/

verb p.86

to give permission for something to happen

considerably /kən'sɪdərəbli/

adverb WB p.70

significantly; greatly

consume /kən'sju:m/

verb p.60

to use up (a resource)

consumer /kən'sju:mə/

noun p.69

the person purchasing goods and services for personal use

continent /'kɒntənənt/

noun p.37

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

contradict /kɒntrə'dɪkt/

verb p.86

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

contribution /kɒntrə'bju:ʃən/

noun p.45

a gift or payment to a common fund or collection

converse /kən'vɜ:s/

verb p.27

to engage in conversation

convict /kən'vɪkt/

verb p.66

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

core programming

/'kɔ: prəʊ.græmɪŋ/

noun WB p.54

the central or most important programme

cordially /'kɔ:rdiəli/

adverb p.25

warmly and friendly

costly /'kɒstli/

adjective p.91

costing a lot; expensive

court /kɔ:t/

noun p.70

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

courteous /'kɜ:tiəs/

adjective p.36

polite; respectful

crash /kræʃ/

noun p.78

a violent collision

crib /krɪb/

noun WB p.10

a young child's bed with barred or latticed sides

cultivate /'kʌltɪveɪt/

verb WB p.4

to prepare and use (land) for crops or gardening

cultivation /kʌltɪ'veɪʃən/

noun WB p.16

agriculture

cuneiform /'kju:ni,fɔ:m/

noun p.40

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 p.79

to soften the effect of an impact on

customise /'kʌstəmaɪz/

verb p.46

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

D

dam /dæm/

noun p.90

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 /'deɪdri:m/

verb p.80

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

dazzling /'dæzəlɪŋ/

adjective p.13

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 p.24
 (of coffee or tea) not containing
 caffeine

decelerate /di:'selə'reɪt/
verb p.80
 (of a vehicle, machine or process) to
 reduce speed; to slow down

decrease /di:'kri:s/
verb p.79
 to become smaller or less in size,
 amount or degree; to diminish

dedication /'dedɪ'keɪʃən/
noun WB p.48
 the quality of being dedicated or
 committed to a task or purpose

deem /di:m/
verb p.36
 to regard or consider in a specified way

defensiveness /di'fensɪvnəs/
noun p.35
 the state of behaving in a way that
 shows you feel that other people are
 criticising you

definitely /'defɪnɪtli/
adverb WB p.54
 without doubt

deforestation /di:'fɒrəs'teɪʃən/
noun p.84
 the cutting or burning down of all the
 trees in an area

dejected /di'dʒektəd/
adjective Literature Time
 sad and depressed

delirious /di'lɪrɪəs/
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'mænd/
noun p.37
 the desire of consumers, clients,
 employers, etc., for a particular
 commodity, service, or other item

demanding /dɪ'ma:ndɪŋ/
adjective p.94
 requiring much skill or effort

demonstrate /'demənstreɪt/
verb p.58
 to clearly show the existence or truth of

desert /'dezət/
verb p.21
 the act of running away or leaving

detect /dr'tekt/
verb p.78
 to discover or identify the presence or
 existence of

deterrent /di'terənt/
noun WB p.48
 a thing that discourages or is intended
 to discourage someone from doing
 something

deviate /'di:vɪət/
verb p.81
 to depart from an established course

digital /'dɪdʒɪtl/
adjective p.57
 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 /dar'lu:təd/
adjective p.79
 (of a liquid) made thinner or weaker
 by having had water or another solvent
 added to it

disappear /,dɪsə'piə/
verb p.79
 to cease to exist; to vanish

disappointing /,dɪsə'pɔɪntɪŋ/
adjective p.58
 failing to fulfill someone's hopes or
 expectations

discipline /'dɪsɪplən/
noun p. 13
 a branch of knowledge, typically one
 studied in higher education

discount /'dɪskaʊnt/
noun WB p.38
 a deduction from the usual cost of
 something

dispatch /dɪs'pætʃ/
verb p.57
 to send off to a destination or for a
 purpose

display /dɪs'pleɪ/
noun p.15
 a performance, show or event intended
 for public entertainment

disposable /dɪs'pəʊzəbəl/
adjective WB p.38
 intended to be used once and then
 thrown away

disregard /,dɪsrɪ'gɑ:d/
verb p.80
 to pay no attention to; to ignore

distinctive /dɪs'tɪŋktɪv/
adjective p.25
 characteristic of one person or thing,
 and so serving to distinguish it from
 others

distraction /dɪs'trækʃən/
noun p.35
 something that interferes with
 concentration or takes attention away
 from something else

diva /'di:və/
noun p.37
 a famous female opera singer

doctorate /'dɒktərət/
noun p.38
 the highest degree awarded by a
 graduate school or other approved
 educational organisation

dominant /'dɒmɪnənt/
adjective p.46
 most important, powerful or influential

dominate /'dɒmənert/
verb p.44
to have a commanding influence on; to exercise control over

don't tell a soul
/dəʊnt tel ə səʊl/
expression p.50
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 p.80
to pull (someone or something) along forcefully, roughly or with difficulty

dread /dred/
verb p.86
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 p.87
to deposit or dispose of (garbage, waste or unwanted material), typically in a careless or hurried way

E
ecological /ɪkə'lɒdʒɪkəl/
adjective p.85
biological, environmental

economic /,ekə'nɒmɪk/
adjective p.44
of or relating to economics or the economy

eldest /'eldəst/
adjective p.19
(of a member of a group of people) of the greatest age; the oldest

electronic device
/,elɪktrɒnɪk dɪ'vaɪs/
noun p.61
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 p.61
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'bɑ:k/
verb p.17
to go on board a ship, aircraft or other vehicle

emergency services
/ɪ,mɜ:dʒənsɪ 'sɜ:vɪsəz/
noun p.82
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 p.35
the ability to understand and share the feelings of another

empire /'empaɪə/
noun p.41
an extensive group of states or countries under a single supreme authority

enclose /ɪn'kləʊz/
verb p.38
to place (something) in an envelope together with a letter

ENG /i: en dʒi:/
abbreviation p. 69
Electronic News Gathering

enhance /ɪn'hɑ:ns/
verb p.35
to intensify, increase, or further improve the quality, value, or extent of something

entertainment /,entə'teɪnmənt/
noun p.57
the action of providing or being provided with amusement or enjoyment

equestrian /ɪ'kwestrɪən/
adjective p.66
of or relating to horse riding

espresso /es'presəʊ/
noun p.24
strong black coffee made by forcing steam through ground coffee beans

everyone's a critic
/'evriwʌnz ə kɪtɪk/
expression WB p.60
everyone has a right to express an opinion (often used in an ironic manner)

evidence /'eɪdɪəns/
noun p.66
the available body of facts or information indicating whether a belief or proposition is true

evolve /ɪ'vɒlv/
verb p.57
to develop gradually, esp. from a simple to a more complex form

exhaust pipe /ɪg,zɔ:st 'paɪp/
noun p.87
a pipe on a car or machine through which waste gases pass

expectant /ɪks'pektənt/
adjective WB p.10
having or showing an excited feeling that something is about to happen, esp. something pleasant and interesting

expert /'ekspɜ:t/
noun p.91
a person who has a comprehensive and authoritative skill in a particular area

extensive /ɪks'tensɪv/
adjective p.38
containing or dealing with a lot of information and details

extravaganza
/ɪk'strævə'gænzə/
noun p.13
an elaborate and spectacular entertainment or production

exuberant /ɪg'zu:bərənt/
adjective p.16
filled with or characterised by a lively energy and excitement
to depart from an established course

- F**
facilitate /fə'sɪləteɪt/
verb WB p.4
 to make easy or easier
- falloff** /'fɔ:lɒf/
noun p.43
 a decrease in something
- falsehood** /'fɔ:ls,hʊd/
noun p.81
 the state of being untrue
- fanciful** /'fænsɪfəl/
adjective p.16
 overimaginative and unrealistic
- feasible** /'fi:zəbəl/
adjective p.79
 possible to do easily or conveniently
- feature** /'fi:tʃə/
noun p.70
 a distinctive attribute or aspect of something
- fell** /fel/
verb p.86
 to cut down (a tree)
- festivity** /fes'tɪvəti/
noun p.14
 the celebration of something in a bubbly and exuberant way
- feud** /fju:d/
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 p.57
 motion picture business
- financial** /fə'nænfəl/
adjective p.41
 economic activity concerned with the processing of or relating to finance
- fire drill** /'faɪə ,drɪl/
noun p.82
 a practice of the emergency procedures to be used in case of fire
- fit** /fɪt/
verb p.79
 to place; to connect; to equip
- flare up** /'fleə 'ʌp/
phrasal verb p.91
 to burn with a sudden intensity
- flattering** /'flætərɪŋ/
adjective p.37
 full of praise and compliments
- foolproof** /'fu:lpru:f/
adjective WB p.70
 incapable of going wrong or being misused
- for good** /fɔ: god/
phrase p.22
 forever; definitively
- formal** /'fɔ:məl/
adjective p.19
 done according to rules of convention
- fractional** /'frækʃənəl/
adjective WB p.54
 relating to the separation of components of a mixture
- fragrance** /'freɪgrəns/
noun p.25
 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 p.46
 to work or operate in a proper or particular way
- fund** /fʌnd/
verb p.85
 to provide with money for a particular purpose
- fundamental** /fʌndə'mentl/
adjective p.81
 forming a necessary base or core; of central importance
- fundamentally** /fʌndə'mentli/
adverb p.73
 in central or primary respects
- G**
gather /'gæðə/
verb p.13
 to come together; to assemble or accumulate
- gaze** /geɪz/
verb WB p.4
 to look steadily and intently, esp. in admiration, surprise or thought
- get behind with**
 /get br'hænd wɪð/
phrasal verb p.65
 to not make as much progress as others
- get down to** /get 'daʊn tu:/
phrasal verb p.65
 to start doing something seriously
- get on** /get 'ɒn/
phrasal verb p.65
 to have a good relationship with someone
- get over** /get 'əʊvə/
phrasal verb p.65
 to recover
- get through** /get 'θru:/
phrasal verb p.65
 to manage to contact someone
- get-together** /get tə'geðə/
noun p.19
 a sociable meeting or conference
- glorify** /'glɔ:rəfaɪ/
verb WB p.48
 to describe or represent as admirable, esp. unjustifiably or undeservedly

go away /,gəʊ ə'weɪ/
phrasal verb p.15
to leave for another destination

go off /,gəʊ 'ɒf/
phrasal verb p.15
to begin to sound

go on /,gəʊ 'ɒn/
phrasal verb p.15
to continue

go out /,gəʊ 'aʊt/
phrasal verb pp.15 & 93
1 to become extinguished
2 to recede to low tide

go up /,gəʊ 'ʌp/
phrasal verb p.15
to increase

go without /,gəʊ wɪ'ðaʊt/
phrasal verb p.15
to do without

GPRS /,dʒi: pi: ɑ: 'es/
abbreviation p.50
General Packet Radio Services; a technology for radio transmission of small packets of data, especially between cellular phones and the Internet

gradually /'grædʒuəli/
adverb p.41
slowly

gratitude /'grætɪtju:d/
noun WB p.16
the quality of being thankful

H
half /hɑ:f/
noun p.58
either of two equal periods of time into which a sports game or a performance is divided

harshly /hɑ:ʃli/
adverb p.37
cruelly or severely

heartbroken /'hɑ:t,brəʊkən/
adjective Literature Time
(of a person) suffering from overwhelming distress; very upset

hieroglyphics /,haɪə'glɪfɪks/
noun p.40
incomprehensible symbols or writing

high-end /haɪend/
adjective p.69
denoting the most expensive of a range of products

hike /haɪk/
verb p.48
to walk for a long distance, esp. across the country or in the woods

hire /haɪə/
verb p.14
to obtain the temporary use of (something) for an agreed payment; to rent

hold /həʊld/
verb p.19
to arrange and take part in

honorary PhD
/'ɒnərəri pi: ɛɪtʃ 'di:/
noun p.45
a doctorate given as an honour, without the usual requirements or functions

hospitality /,hɒsprɪ'tæləti/
noun p.25
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 WB p.76
the offspring of two plants or animals of different species or varieties

hydraulic /haɪ'drɒlɪk/
adjective p.69
denoting, relating to or operated by a liquid moving in a confined space under pressure

illiteracy /ɪ'lɪtərəsi/
noun WB p.26
inability to read or write

immediate /ɪ'mɪdiət/
adjective p.25
occurring or done at once; instant

impact /'ɪmpækt/
noun p.44
the action of one object coming forcibly into contact with another

import /ɪm'pɔ:t/
verb p.24
to bring (goods or services) into a country from abroad for sale

impractical /ɪm'præktɪkəl/
adjective p.94
not sensible or realistic

inaccessible /ɪnək'sesəbəl/
adjective WB p.26
unreachable; out of reach

in advance /ɪn əd'vɑ:ns/
phrase p.38
ahead of time

inactivity /ɪnæk'tɪvəti/
noun p.63
idleness, immobility

in charge of /ɪn 'tʃɑ:dʒ əv/
expression p.26
responsible

industrial design
/ɪn'dʌstriəl dɪ'zʌn/
noun WB p.32
design related to industry

inexpensive /ˌɪnɪksˈpensɪv/
adjective p.73
cheap; low-priced

inexperienced
/ˌɪnɪksˈprɪəriənst/
adjective p.80
unpractised; untrained

inflate /ɪnˈfleɪt/
verb p.78
to fill (a balloon, tire or other expandable structure) with air or gas so that it becomes enlarged

innumerable /ɪˈnjuːməɹəbəl/
adjective WB p.48
too many to be counted

inscribe /ɪnˈskraɪb/
verb p.41
to write or carve (words or symbols) on something, esp. as a formal or permanent record

instant /ˈɪnstənt/
adjective p.24
happening or done immediately

insult /ˈɪnsʌlt/
noun p.37
a disrespectful or scornfully abusive remark or action

integrate /ˈɪntəɡreɪt/
verb WB p.26
to combine something with another so that they become a whole

intensity /ɪnˈtensəti/
noun WB p.82
strength; power

intentional /ɪnˈtenʃənəl/
adjective p.81
done on purpose; deliberate

interior /ɪnˈtɪəriə/
noun p.21
the inland part of a country or region

interlocutor /ˌɪntəˈlɒkjətə/
noun p.35
a person who takes part in a dialogue or conversation

international /ˌɪntəˈnæʃənəl/
adjective p.88
existing, occurring or carried on between two or more nations

intricate /ˈɪntrɪkət/
adjective p.16
very complicated or detailed

invention /ɪnˈvenʃən/
noun p.57
economic activity concerned with the processing of

irritated /ˈɪrətetəd/
adjective p.27
annoyed, angry

J
joint /dʒɔɪnt/
adjective p.85
shared, held or made by two or more people or organisations together

K
kidnap /ˈkɪdˌnæp/
verb WB p.76
to take (someone) away illegally by force

L
landfill site /ˌlændfɪl ˈsaɪt/
noun p.87
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 /ˈleɪtli/
adverb p.46
recently; not long ago

latter /ˈlætə/
adjective WB p.76
denoting the second or second mentioned of two people or things

launch /lɔːntʃ/
verb p.13
to start or set in motion

lecture /ˈlektʃə/
noun p.25
an educational talk about a particular subject

lessen /ˈlesən/
verb p.94
to make or become less; to diminish

lethal /ˈliːθəl/
adjective WB p.92
sufficient to cause death

lifeline /ˈlaɪfˌlaɪn/
noun WB p.26
(figurative) a thing that is essential for the survival of someone or something

literacy /ˈlɪtrəsi/
noun p.42
the ability to read and write

log /lɒɡ/
noun Literature Time
a part of the trunk or a large branch of a tree that has fallen or been cut off

log on /ˌlɒɡ ˈɒn/
phrasal verb p.25
to do the necessary actions on a computer system that will allow one to begin using it

lonesome /ˈləʊn.səm/
adjective p.27
solitary or lonely

loose /luːs/
adjective WB p.32
moving too freely

M
mailbag /ˈmeɪl.bæg/
noun WB p.26
a large sack or bag for carrying mail

mainly /ˈmeɪnli/
adverb p.44
more than anything else

make it /ˈmeɪk ɪt/
phrasal verb p.29
to attend
mansion /ˈmænjən/
noun p.93
a large, impressive house

map out /ˌmæp 'aʊt/

phrasal verb p.94

to plan something carefully or to explain carefully what your plans are

marine /mə'ri:n/

adjective p.85

of, found in or produced by the sea

mechanism /ˌmekəˈnɪzəm/

noun WB p.32

a natural or established process by which something takes place or is brought about

meet up /ˌmi:t 'ʌp/

phrasal verb p.29

to meet someone, either by arrangement or by chance

mentally /ˈmen.təli/

adverb p.62

in one's mind

meteorologist

/ˌmi:tɪəˈrɒlədʒɪst/

noun WB p.4

a specialist in the branch of science that is concerned with the phenomena of the atmosphere

meticulously /mə'tɪkjələsli/

adverb p.37

very carefully and precisely

milestone /ˈmaɪl.stəʊn/

noun p.19

(figurative) an action or event marking a significant change or stage in development

miscellaneous /ˌmɪsəˈleɪniəs/

adjective p.46

of various types or from different sources

miss out on /ˌmɪs 'aʊt ɒn/

phrasal verb p.63

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 /ˈmɒdəm/

noun p.50

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 /məɪst/

adjective WB p.82

slightly wet; damp or humid

monkfish /ˈmʌŋk.fɪʃ/

noun p.82

a bottom-dwelling anglerfish of European waters

motion picture

/ˌməʊʃən 'pɪktʃə/

noun p.69

a story or event recorded by a camera as a set of moving images and shown in a theatre or on television

mountain range

/ˌmaʊntən 'reɪndʒ/

noun p.37

a line of mountains connected by high ground

mountainous /ˈmaʊn.tənəs/

adjective p.49

(of a region) having many mountains

mullet /ˈmʌlɪt/

noun p.91

a chiefly marine fish that is widely caught for food

multitude /ˈmʌltɪ.tu:d/

noun p.13

a large number

N

necessity /nəˈsesəti/

noun p.46

the fact of being required

newcomer /ˈnjuː.kʌmə/

noun p.66

a person or thing that has recently arrived in a place or joined a group

news team /ˈnjuːz ˌtiːm/

noun p.66

two or more people working together on broadcast or published report of news

nomad /ˈnəʊməd/

noun p.23

a member of a people having no permanent home, and who travel from place to place to find fresh pasture for their livestock

nominal /ˈnɒmɪnəl/

adjective WB p.76

existing in name only

non-verbal /ˌnɒnˈvɜːbəl/

adjective p.35

not involving or using words or speech

notepad /ˈnəʊt.pæd/

noun p.46

a pad of blank or ruled pages for writing notes on

notify /ˈnəʊtɪˌfaɪ/

verb p.49

to inform someone of something, typically in a formal or official manner

nowadays /ˈnaʊədeɪz/

adverb p.69

at the present time; in contrast with the past

nurture /ˈnɜːtʃə/

verb p.13

to care for and encourage the growth or development of

O

object /əbˈdʒekt/

verb p.82

to say something to express one's disapproval of or disagreement with something

occasionally /əˈkeɪʒənəli/

adverb p.64

sometimes; from time to time

on average /ɒn ˈævərɪdʒ/

expression WB p.54

normally; usually

originally /əˈrɪdʒɪnəli/

adverb p.23

from or in the beginning; at first

outstanding /aʊtˈstændɪŋ/

adjective WB p.4

exceptionally good

overall /,əʊvər'ɔ:l/
adjective p.85
 total

overcome /,əʊvə'kʌm/
verb p.81
 to succeed in dealing with (a problem or difficulty)

overflow /,əʊvə'fləʊ/
verb p.91
 to flood or flow over a surface or area

over the moon /əʊvə ðə mu:n/
expression p.83
 happy; joyful

owe /əʊ/
verb p.37
 to be under a moral obligation to give someone (gratitude, respect, etc.)

P
pane /peɪn/
noun p.37
 a single sheet of glass in a window or door

parenthood /'perənt,hʊd/
noun WB p.10
 the state of being a mother or a father

partnership /'pɑ:tənʃɪp/
noun p.85
 association; collaboration

pass on /,pɑ:s 'ɒn/
phrasal verb WB p.38
 to give something to someone else, after one has had it or finished with it first

paste /peɪst/
verb p.50
 to insert (a text) into a document

patriotic /,pætri'ɒtɪk/
adjective p.12
 having or expressing devotion to and support for one's country

pedestal /'pedəstəl/
noun p.69
 the base or support on which a statue or column is mounted

perilously /'perɪləsli/
adverb p.93
 dangerously, hazardously

period drama
 /'piəriəd ,dra:mə/
noun p.69
 a play belonging to or characteristic of a past historical time

perseverance /,pɜ:sɪ'vɪərəns/
noun p.81
 persistence in doing something despite difficulty or delay in achieving success

phone book /'fəʊn ,bʊk/
noun p.51
 a telephone directory

pictogram /'pɪktə,græm/
noun p.40
 a pictorial symbol for a word or phrase

pier /piə/
noun Literature Time
 a platform supported on pillars or girders, used as a landing stage for boats

pill /pɪl/
noun p.25
 a small round mass of solid medicine to be swallowed

plaza /'plɑ:zə/
noun p.26
 a public square, marketplace or similar open space in a built-up area

plight /plaɪt/
noun p.88
 a dangerous, difficult or otherwise unfortunate situation

plug /plʌg/
noun p.78
 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 WB p.16
 a hard shiny white substance used for making expensive plates, cups, etc.

potential /pə'tenʃəl/
adjective p.58
 natural qualities or abilities that may be developed and lead to future success or usefulness

practical /'præktɪkəl/
adjective p.41
 of or concerned with the actual doing or use of something rather than with theory and ideas

pram /præm/
noun WB p.10
 a baby carriage

precious /'preʃəs/
adjective p.41
 (of an object, substance, or resource) of great value; not to be wasted or treated carelessly

preoccupied /pri:'ɒkjə,paɪd/
adjective p.14
 be so engrossed or absorbed in (something) that one does not notice other people or things

press /pres/
verb p.50
 to exert continuous physical force on (something), typically in order to operate a machine

prevent /pri'vent/
verb p.79
 to stop something from happening

previous /'pri:vɪəs/
adjective p.93
 existing or occurring before in time or order

pride and joy /praɪd ənd dʒɔɪ/
expression p.42
 the main source of satisfaction and happiness

primarily /praɪ'merəli/
adverb WB p.54
 for the most part; mainly

prime time /'praɪm ,taɪm/
noun WB p.54
 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 WB p.32
 method; system

procession /,prə'seʃən/
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 p.70

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 p.91

to prevent; to make impossible

prolonged /ˌprəˈlɒŋd/

adjective p.91

continuing for a long time or longer than usual; lengthy

prominent /ˈprɒmɪnənt/

adjective p.58

important; famous

promote /ˌprəˈməʊt/

verb p.63

to further the progress of (something, esp. a cause, venture, or aim); to support or actively encourage

promotion /ˌprəˈmɒʃjən/

noun Literature Time

the action of raising someone to a higher position or rank

propose /ˌprəˈpəʊz/

verb p.95

to put forward (an idea or plan) for consideration or discussion by others

pros and cons

/ˌprəʊz ənd kɒnz/

expression p.95

advantages and disadvantages

prosecution /ˌprɒsɪˈkjuːʃən/

noun p.66

the institution and conducting of legal proceedings against someone in respect of a criminal charge

protect /ˌprəˈtekt/

verb p.79

to keep from harm; to preserve; to save; to shelter

provoke /ˌprəˈvəʊk/

verb p.63

to stimulate or give rise to (a reaction or emotion, typically a strong or unwelcome one) in someone

publish /ˈpʌblɪʃ/

verb p.42

(of an author or company) to prepare and issue (a book, journal, piece of music or other work) for public sale

pupil /ˈpjuːpəl/

noun WB p.12

¹someone who is being taught, especially a child
²the small black round area in the middle of the eye

Q

quake /kweɪk/

verb p.91

(esp. of the earth) to shake or tremble

quarrel /ˈkwɒrəl/

noun p.25

an angry argument or disagreement, typically between people who are usually on good terms

quotidian /kwəʊˈtɪdiən/

adjective p.41

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 p.61

to give a place within a grading system based on quality

reclaim /ˌrɪˈkleɪm/

verb WB p.38

to retrieve or recover (something previously lost, given or paid)

recognise /ˈrekəɡˌnaɪz/

verb p.49

to identify someone or something from having encountered them before; to know again

record /ˌrɪˈkɔːd/

verb p.64

to set down in writing or some other permanent form for later reference, esp. officially

recreation /ˌrekriˈeɪʃən/

noun p. 85

activity done for enjoyment when one is not working

red tide /ˌred ˈtaɪd/

noun p. 85

a discoloration of seawater caused by a bloom of toxic red organisms

reed /riːd/

noun p.41

a tall, slender-leaved plant of the grass family that grows in water or on marshy ground

reference /ˈrefrəns/

noun p.38

a source of information that ascertains something and proves it reliable

refill /ˌrɪˈfɪl/

verb p.25

to fill a container again

regularly /ˈregjələli/

adverb p.92

often, frequently

reliable /rɪˈlaɪəbəl/

adjective WB p.32

consistently good in quality or performance; able to be trusted

rely on /rɪˈlaɪ ɒn/

phrasal verb p.46

to depend on

remarkable /rɪˈmɑːkəbəl/

adjective p.91

worthy of attention; striking

remedy /ˈremədi/

noun p.91

a means of counteracting or eliminating something undesirable

reminder /ˌrɪˈmaɪndə/

noun p.46

a thing that causes someone to remember something

reminisce /ˌreməˈnɪs/

verb p.22

to indulge in enjoyable recollection of past events

remote /ˌrɪˈməʊt/

adjective WB p.48

far away; distant

replica /ˈreplɪkə/

noun WB p.10

an exact copy or model of something

reschedule /ˌrɪˈʃedjʊl/

verb p.29

to change the time of a planned event

resident /ˈrezɪdənt/

noun p.58

a person who lives somewhere permanently or on a long-term basis

restraint /ˈrɪsˈtreɪnt/*noun* p.78

a measure or condition that keeps someone or something under control or within limits

retain /ˈrɪteɪn/*verb* WB p.70

to keep possession of

reveal /ˈrɪviːl/*verb* p.58

to make (previously unknown or secret information) known to others

revolve /ˈrɪvɔːlv/*verb* WB p.32

to go round

rightful /ˈraɪt.fəl/*adjective* Literature Time

having a legitimate right to property, position or status

roundabout /ˈraʊndəˌbaʊt/*noun* p.22

a road junction at which traffic moves in one direction around a central island

S**safeguard** /ˈseɪfɡɑːd/*verb* p.79

to protect against something

sales /seɪlz/*noun* p.29

an event for the rapid disposal of goods at reduced prices for a period, esp. at the end of a season

screen /skriːn/*verb* p.70

to show (a movie or video) or broadcast (a television programme)

scribe /sraɪb/*noun* p.41

a person who copies out documents, esp. one employed to do this before printing was invented

securely /sɪˈkjʊəli/*adverb* p.80

firmly

security /sɪˈkjʊərɪti/*noun* p.49

freedom from risk or danger; safety

separate /ˈseprɪt/*adjective* WB p.10

forming or viewed as a unit apart or by itself

set /set/*noun* p.57

a radio or television receiver

shortage /ˈʃɔːtɪdʒ/*noun* p.91

a state or situation in which something needed cannot be obtained in sufficient amounts

shred /ʃred/*verb* p.80

to tear or cut into shreds

sibling /ˈsɪblɪŋ/*noun* WB p.38

a brother or sister

sickly /ˈsɪkli/*adjective* p.27

often ill; in poor health

silk /sɪlk/*noun* WB p.16

a fine, soft fibre produced by silkworms and collected to make fabric

silverware /ˈsɪlvəˌweə/*noun* WB p.10

dishes, containers or cutlery made of or coated with silver

skid /skɪd/*verb* WB p.70

(of a vehicle) to slide, typically sideways or obliquely, on slippery ground or as a result of stopping or turning too quickly

skittles /ˈskɪtlz/*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 ˈɪntuː/*phrasal verb* p.80

to crash into something with a lot of force

smallpox /ˈsmɔːlpɒks/*noun* Literature Time

a contagious disease that is caused by a virus, with fever and small raised spots or rounded swellings

smokestack /ˈsməʊkˌstæk/*noun* p.87

a chimney or pipe for discharging smoke from a locomotive, ship, factory, etc.

socialise /ˈsəʊʃəˌlaɪz/*verb* p.25

to mix socially with others

socket /ˈsɒkɪt/*noun* WB p.32

a natural or artificial hollow into which something fits or in which something revolves

soundtrack /ˈsaʊndˌtræk/*noun* WB p.60

a recording of the musical accompaniment to a movie

spinning /ˈspɪnɪŋ/*adjective* WB p.82

rotating; revolving; turning around

spotlight /ˈspɒtˌlaɪt/*noun* p.70

a lamp projecting a narrow, intense beam of light directly onto a place or person, esp. a performer on stage

sprawling /ˈsprɔːlɪŋ/*adjective* p.70

spreading out in different directions

stabilising /ˈsteɪbəˌlaɪzɪŋ/*adjective* p.69

causing to become stable

stadium /ˈsteɪdiəm/*noun* p.26

a sports arena with rows of seats for spectators

staggering /ˈstæˌɡərɪŋ/*adjective* WB p.54

astonishing

standard /ˈstændəd/*adjective* p.95

serving as or conforming to a standard of measurement or value

station /ˈsteɪʃən/*noun* p.57

a company involved in broadcasting of a specified kind

sting /strɪŋ/*verb* p.85

to feel or cause to feel a sharp tingling or burning pain

storm cellar /ˈstɔːm ˌselə/*noun* WB p.82

a room below ground level, typically used for hiding in during strong storms such as tornadoes

strain /streɪn/*noun* p.79

a specific type of animal, micro-organism or plant

stream /stri:m/

noun p.13

a large number of things that happen or come one after the other

strike /straɪk/

verb Literature Time

to indicate the time by sounding a chime or stroke

strip /stri:p/

noun p.78

a long, narrow piece of cloth, paper, plastic etc.

subsequent /'sʌbsəkwənt/

adjective WB p.10

coming after something in time; following

supply /sə'plai/

noun p.95

an amount available or sufficient for a given use; stock

suspect /səs'pekt/

verb p.86

to doubt the genuineness or truth of

sustainable /səs'teɪnəbəl/

adjective p.85

able to be maintained at a certain rate or level

swap /swɒp/

verb p.19

to take part in an exchange of

symbol /'sɪmbəl/

noun p.44

a written sign which stands for something else

symposium /sɪm'pəʊziəm/

noun p.88

a conference or meeting to discuss a particular subject

T

table /'teɪbəl/

noun WB p.12

¹a piece of furniture with a flat top supported by legs

²a list of numbers, facts or information arranged in rows and columns

tackle /'tækəl/

verb p.88

to make determined efforts to deal with a problem or difficult task

take part in /'teɪk (pɑ:t) ɪn/

phrasal verb p.14

to participate

tatters /'tætəz/

noun Literature Time

irregularly torn pieces of cloth, paper or other material

teaching aid /'ti:tʃɪŋ ,eɪd/

noun WB p.54

materials and equipment used in teaching

teapot /'ti:pɒt/

noun p.27

a pot with a handle, spout and lid, in which tea is brewed and from which it is poured

telecommunication

/,telɪkə'mju:nɪ'keɪʃən/

noun p.59

communication over a distance by cable, telegraph, telephone or broadcasting

teleprinter /'teli,prɪntə/

noun p.59

a device for transmitting and receiving telegraph messages

teleputer /'teli,pju:tə/

noun p.46

a combination of the words 'telephone' and 'computer' used to describe increasingly advanced mobile phones

tend /tend/

verb p.46

to regularly or frequently behave in a particular way or to have a certain characteristic

tension /'tenʃən/

noun p.58

the state of being stretched tight

theme /θi:m/

noun p.46

a subject of artistic representation

thriller /'θrɪlə/

noun p.66

a novel, play or movie with an exciting plot, typically involving crime

throughout /θru:'aʊt/

preposition p.41

all the way through

tight /taɪt/

noun WB p.32

unable to move

toenail /'təʊneɪl/

noun WB p.76

the nail at the top of each toe

toothy /'tu:θi/

adjective p.81

having or showing large, numerous or prominent teeth

touching /'tʌtʃɪŋ/

adjective p.19

arousing strong feelings of sympathy, appreciation or gratitude

traditionally /,trə'dɪʃənəli/

adverb p.23

habitually done, used or found

transatlantic

/,trænzət'læntɪk/

adjective p.58

of, relating to, or situated on the other side of the Atlantic

transcribe /,træns'kraɪb/

verb WB p.26

to put (thoughts, speech or data) into written or printed form

transfer /,træns'fɜ:/

verb WB p.32

to move from one place to another

transistor /træn'zɪstə/

noun p.57

a portable radio using circuits containing transistors rather than vacuum tubes

transition /træn'zɪʃən/

noun WB p.10

the process or a period of changing from one state to another

trickster /'trɪkstə/

noun Literature Time

a person who cheats people

tryout /'traɪ.aʊt/*noun* p.43

a test of the potential of someone or something, esp. in the context of entertainment or sports

tune in /,tʃʊn'ɪn/*phrasal verb* p.64

to listen to or watch a particular programme on radio or television

tune out /,tʃʊn'aʊt/*phrasal verb* p.62

to stop paying attention to something, esp. because one is tired or bored

turnoff /'tɜːn.ɒf/*noun* p.93

a junction at which a road branches off from a main road

tusk /tʌsk/*noun* WB p.76

a long, pointed tooth that sticks out of the mouth of animals like elephants

U**unbearable** /,ʌn'beərəbəl/*adjective* p.85

not able to be tolerated

unison /'juːnɪsən/*noun* p.16

simultaneous performance of action

unrivalled /,ʌn'raɪvəld/*adjective* p.13

better than everyone or everything of the same type

unsung /,ʌn'sʌŋ/*adjective* p.81

not celebrated

up to scratch /ʌp tə 'skrætʃ/*expression* WB p.60

up to standard

usher /'ʌʃə/*noun* p.49

a person who shows people to their seats, esp. in a theatre

V**vehicle** /'viːkəl/*noun* p.78

a thing used for transporting people or goods, esp. on land, such as a car, truck or cart

vendor /'vendə/*noun* WB p.4

a person or company offering something for sale, esp. a trader in the street

venomous /'venəməs/*adjective* p.81

(figurative) full of hatred or anger

via /'vaɪə/*preposition* p.46

travelling through (a place) en route to a destination; by way of; by means of

victory /'vɪktəri/*noun* p.58

an act of defeating an enemy in a battle, game or competition

video recorder

/'vɪdɪəʊ rɪˌkɔːdər/

noun p.56

a device that, when linked to a television set, can be used for recording on and playing videotapes

visualise /'vɪʒʊəlaɪz/*verb* WB p.54

to imagine

voice-over /'vɔɪs.əʊvə/*noun* p.72

a piece of narration in a movie or broadcast, not accompanied by an image of the speaker

vortex /'vɔːteks/*adjective* WB p.82

(of a mass of wind or water) spinning rapidly and pulling things into the centre

W**warning** /'wɔːnɪŋ/*noun* p.78

a statement or event that indicates a possible danger, problem, or unpleasant situation

wasteful /'weɪstfəl/*adjective* p.95

using or expending something of value carelessly

watchful /'wɒtʃfəl/*adjective* p.81

watching or observing someone or something closely

weary /'wiəri/*adjective* p.27

feeling or showing tiredness

weaving /'wiːvɪŋ/*noun* p.17

the act of forming fabric by interlacing long threads passing in one direction with others at a right angle to them

weblog /'webləg/*noun* p.46

another term for blog: a Web site on which an individual or group of users produces an ongoing narrative

wed /wed/*verb* p.82

to link or combine closely

well-deserved /,weldrɪ'zɜːvd/*adjective* p.20

well-earned

wholeheartedly /,həʊl'hɜːtədli/*adverb* p.73

sincerely

wind up /,waɪnd 'ʌp/*phrasal verb* p.21

to make a clock or other device operate by turning a key or handle

window shopping

/'wɪndəʊ ʃɒpɪŋ/

noun p.29

looking at merchandise in store windows or showcases without buying anything

wordsmith /'wɜːd,smɪθ/*noun* p.45

a skilled user of words

worldwide /,wɜːld'waɪd/*adjective* p.88

extending or reaching throughout the world

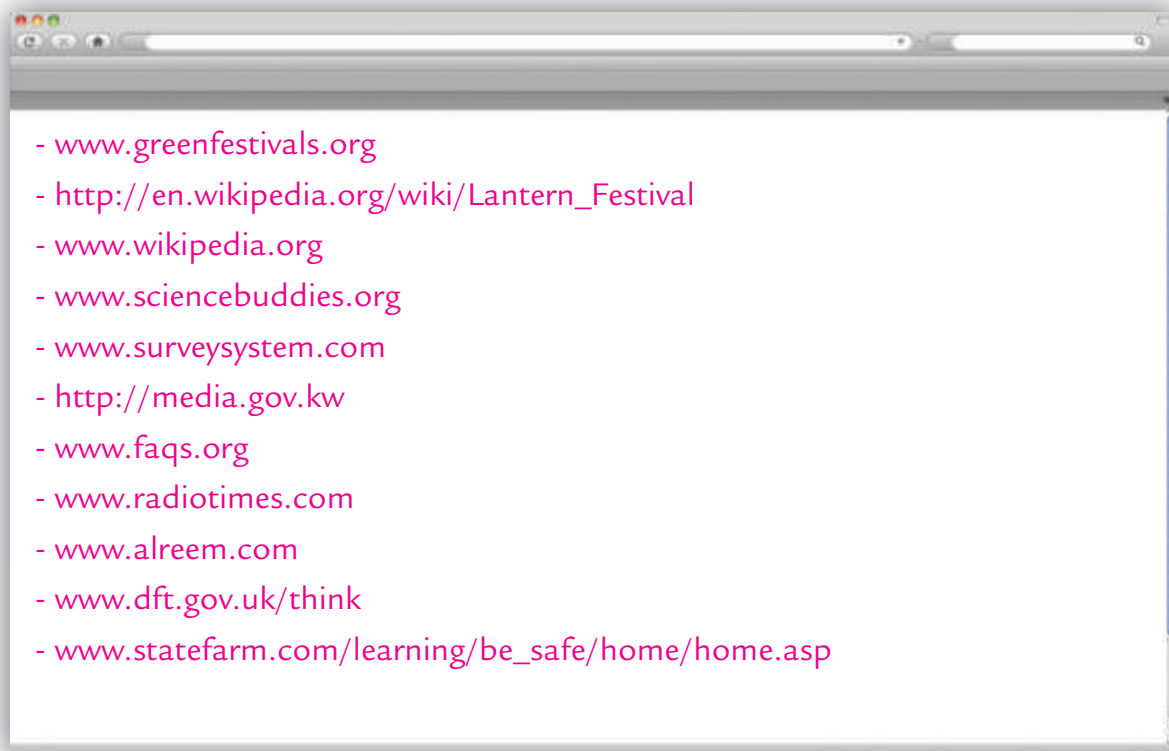
writer's block /'raɪtəz ,blɒk/*noun* p.42

the condition of being unable to think of what to write

Z**zealous** /'zeləs/*adjective* p.58

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.

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TO YOU
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