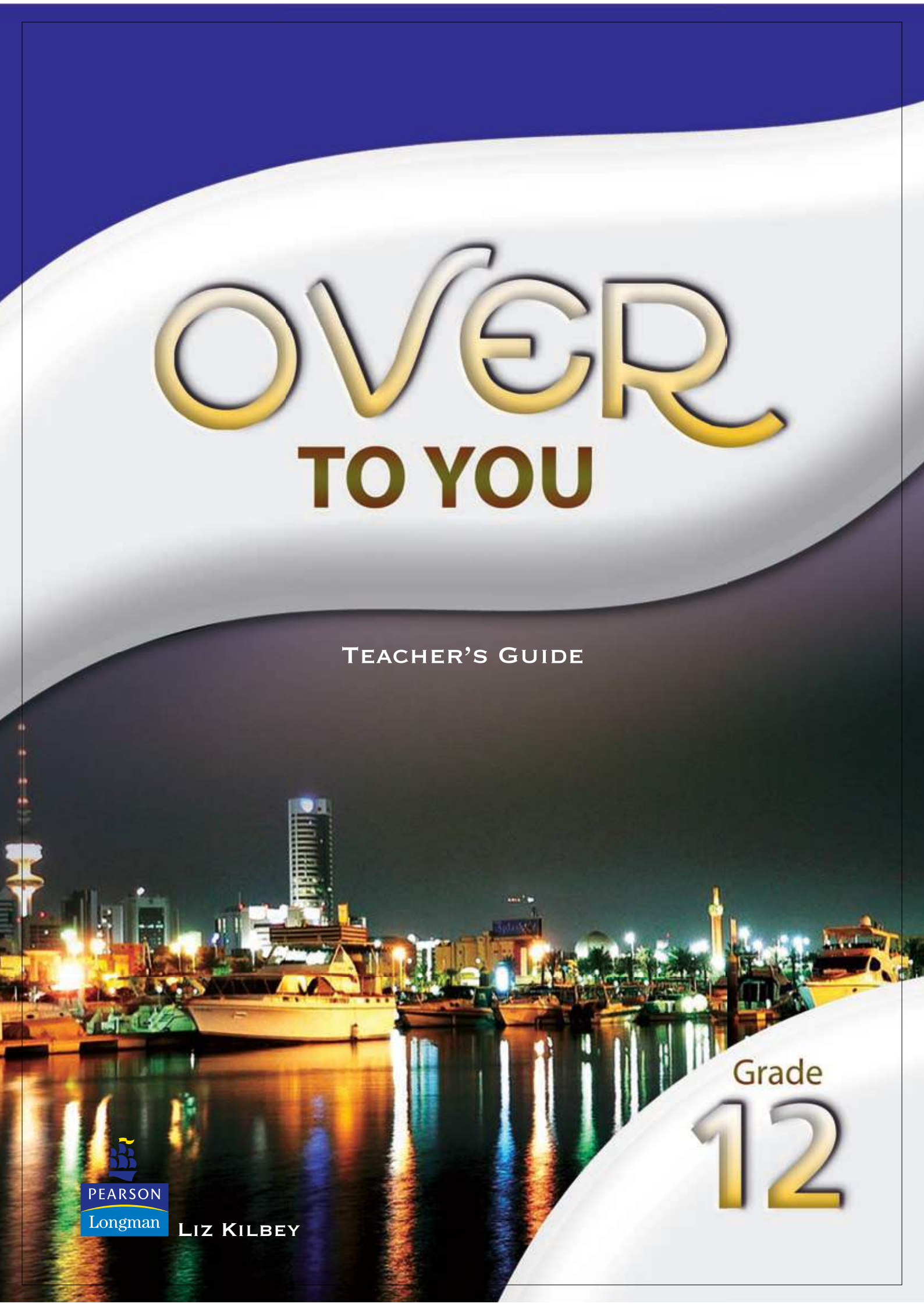
OVER TO YOU

Teacher's Guide



Grade 12

PEARSON Longman

Liz Kilbey

State of Kuwait
Ministry of Education

OVER TO YOU

Grade 12

Teacher's Guide

Liz Kilbey

PEARSON
Longman

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أمير دولة الكويت

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Amir Of The State Of Kuwait



سمو الشيخ صباح خالد الحمد الصباح
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Content map

Module 1

Unit	Educational Objectives	Grammar	Functions	Vocabulary	Activities
1 The law	**Reading skills** • Read a paragraph about Kuwaiti law • Read an essay about minor litigation • Read an article about computer crimes (WB) • Read an essay about the disadvantages of computers (WB) **Listening skills** • Listen to a lecture about law-making **Speaking skills** • Discuss pictures • Discuss the law • Give opinions about laws • Talk about legal disputes **Writing skills** • Write an essay • Write an essay to express opinion (WB) **Cognitive goals** • Develop predictive skills • Develop linguistic skills • Develop the ability to discern true from false • Develop semantic skills • Develop definition skills • Develop the skills of comparison and contrast **Affective goals** • Raise awareness of the legal system • Develop interactive skills • Develop appreciation of law • Develop the ability to form well-rounded opinions	Present perfect simple and continuous Comparative and contrastive connectors Present perfect and present perfect continuous (WB)	Describing Discussing the law Expressing opinion Comparing and contrasting ideas Making conclusions Agreeing and disagreeing Expressing intention Expressing obligation Presenting arguments Expressing absence of obligation Expressing opinion (WB) Stating what people have done (WB) Giving advice (WB) Expressing opinion (WB)	adoption bench break into (WB) brief case civil claim clog up code of law consultation contend defence define enforce fake (WB) govern grievance guilty handcuffs impose in favour of innocent intend invisible (WB) judiciary jury legal litigation note penalty persuasion petty principle property prosecute prove regardless residential area row speed limit spring sue supporter techno- criminal (WB) tolerant ultimately violence welfare worthless (WB)	Use pictures as clues for a discussion Match words with their meanings Answer questions Answer multiple choice questions Justify True or False statements Distinguish between present perfect simple and present perfect continuous Write sentences contrasting information in a list Differentiate different meanings of the same word Use a dictionary / glossary to check the different meanings of words Change nouns to their adjectival form Match paragraphs in an essay with their proper headings

Content map

Module 1

Unit	Educational Objectives	Grammar	Functions	Vocabulary	Activities
2 Migration	**Reading skills** • Read an article about migration • Read an article about animal migration (WB) • Read a story (WB) **Listening skills** • Listen to a talk on emigration **Speaking skills** • Discuss reasons for migration • Talk about advantages and disadvantages of migration • Talk about past events • Talk about important events in your life **Writing skills** • Write an e-mail about an life-changing event • Write a summary about animal migration (WB) • Write a description of a sequence of events(WB) **Cognitive goals** • Develop guessing skills • Develop linguistic skills • Develop semantic skills • Develop the ability to report • Develop the ability to reason **Affective goals** • Raise awareness of migration issues • Develop interactive skills • Develop the ability to form well-rounded opinions • Develop public speaking skills	Past perfect simple (*after, before, by the time*) Past simple and past perfect (WB)	Predicting Giving reasons Expressing opinion Discussing advantages and disadvantages Describing past events Remembering a past event Giving reasons (WB) Expressing opinion (WB) Describing past events (WB)	afford animated arduous boom decimate deteriorate disgruntled displace emigrate engage in famine foreign hard-pressed high-tech instead (WB) major mass meticulous migrant minor necessitate nervously obliterate periodic (WB) perturbed plenty of (WB) rent reside resort rift seek strenuous swallow (WB) take a breather unfortunately	Use pictures as clues for a discussion Match words to their definitions Match paragraphs and headings Complete a table Choose the correct verb form Complete a gap fill exercise Explain situations Complete sentences with a word and an appropriate prefix / suffix Complete sentences using word families Pronunciation: Identify stressed words Fill in a table Complete a mini dialogue

Content map

Module 1

Unit	Educational Objectives	Grammar	Functions	Vocabulary	Activities
3 Human values	**Reading skills** • Read an article on shared human values • Read a newsletter • Read an article about the Kuwait Red Crescent Society (WB) • Read an advert asking for volunteers for the KRCS (WB) **Listening skills** • Listen to a charity radio advert **Speaking skills** • Talk about human rights and values • Present a radio advert **Writing skills** • Write a newsletter • Write a paragraph that describes the ideal Red Crescent volunteer (WB) • Write an advert asking for volunteers (WB) **Cognitive goals** • Develop guessing skills • Develop linguistic skills • Develop semantic skills • Develop the ability to report • Develop the ability to reason **Affective goals** • Raise awareness of human values • Develop interactive skills • Develop the ability to form well-rounded opinions • Develop public speaking skills • Develop a sense of empathy	Adverbs of manner *If* conditionals type 0, type 1, type 2 and type 3 Conditionals (WB) Adverbs of manner (WB)	Describing Giving examples Giving opinions Agreeing and disagreeing Talking about possibilities Planning Asking for help Persuading Presenting information Justifying answers (WB) Justifying (WB) Persuading (WB)	abuse aftermath (WB) aggressive alleviate anthropologist apparent appeal attribute avert campaign charitable commitment compassion compassionately cry over spilt milk deploy (WB) dire discrimination diversity donate empathy enfranchisement ethnicity (WB) ethnographer extensive extravagant frail hardship (WB) humanitarian impulse in leaps and bounds incapable inevitable legislation liberty minority over a barrel over the hill over the top overview suffrage tide someone over tolerance underprivileged universal value voluntary (WB) vulnerable (WB)	Make predictions based on picture cues Answer questions Find sentences with the same meaning Change adjectives to adverbs of manner Match *if* clauses with their main clause Match words with their synonyms Use idioms Make notes Match paragraphs with correct headings Plan a newsletter **Focus on** **Reading:** Foreign Diplomatic Institute **Grammar:** Compound words **Project:** Producing a set of recommendations

Content map

Module 2

Unit	Educational Objectives	Grammar	Functions	Vocabulary	Activities
4 The Earth at risk	**Reading skills** • Read an article about the spread of the desert • Read an e-mail about water shortages • Read an article about South American rainforests (WB) • Read an outline of a speech about the preservation of natural resources (WB) **Speaking skills** • Talk about environmental problems • Discuss the causes and effects of environmental problems • Talk about climate • Describe photographs **Writing skills** • Write a reply to an e-mail • Write a summary about South American rainforests (WB) • Write a speech about the preservation of natural resources (WB) **Cognitive goals** • Develop guessing skills • Develop linguistic skills • Develop semantic skills • Develop ability to link cause and effect • Develop the ability to reason • Develop knowledge and understanding of graphic organisers • Develop taxonomic skills **Affective goals** • Raise awareness of environmental problems • Develop interactive skills • Develop the ability to form well-rounded opinions • Develop public speaking skills	Subordinate clauses of purpose and result (*in order to, because, to* + infinitive, *so that, to be the cause of, with the result that, to lead to*) Prefixes Subordinate clauses of purpose and result (*in order to, because, to* + infinitive, *so that, to be the cause of, with the result that, to lead to*) (WB) Relative pronouns (WB) Prefixes (WB)	Describing environmental problems Expressing opinion Giving explanations Describing a problem and its effects Expressing preference Describing photographs Comparing and contrasting photographs Making suggestions (WB) Giving reasons (WB) Persuading (WB)	arid atmosphere at the expense of (WB) climate curtail desertification devastating (WB) equator erode flooding forecasting frigid graze harsh humid hurdle implement increasingly intrinsic kill off logger (WB) misbehave overcultivate paucity permanently planting precipitate preservation prevailing prevail over productive proportion reclaim scarcity soil spearhead treacherous unproductive unwarranted vital (WB) wash away wildfire	Use pictures as cues for a discussion Match words with their definitions Choose correct sentence endings Justify True or False statements Identify words that introduce explanations Write questions with *Why* Answer questions using explanation words Identify words which link an action with a result Complete sentences with one's own ideas Discuss environmental problems Complete a gap fill exercise Match prefixes with their meanings Pronunciation: Rhythm(1) Describe photographs Take notes

Content map

Module 2

Unit	Educational Objectives	Grammar	Functions	Vocabulary	Activities
5 Precious resources	**Reading skills** • Read a short text about the environment • Read a report about waste and recycling • Read an article about making and recycling paper (WB) • Read a bar chart and a related report (WB) **Listening skills** • Listen to a discussion about waste products **Speaking skills** • Talk about recycling and environmental issues • Discuss a statistical chart **Writing skills** • Write a report based on waste and recycling statistics • Write a summary about recycled paper (WB) • Write a report based on statistics (WB) • Make a bar chart (WB) **Cognitive goals** • Develop guessing skills • Develop linguistic skills • Develop semantic skills • Develop the ability to discern true and false • Develop ability to interpret statistical charts • Develop the ability to reason • Transferring data from graphic form to text form **Affective goals** • Raise awareness of recycling and waste management issues • Develop interactive skills • Develop the ability to form well-rounded opinions	*Wish* + *would* *Wish* + past simple *Wish* + past perfect Phrasal verbs *Wish* + *would* (WB) *Wish* + past simple (WB) *Wish* + past perfect (WB) Present perfect simple and simple past (WB) Present perfect simple and present perfect continuous (WB) Phrasal verbs (WB)	Giving reasons Giving opinion Talking about recycling and environmental issues Talking about wishes Reporting quantity Expressing recommendations Comparing information Expressing criticism and annoyance Expressing regret Making conclusions Expressing opinion (WB) Making suggestions (WB) Making wishes (WB)	administration annoyance bureaucracy collection points come up against commercially (WB) component compost concur constant constituent crisis criticism cut down on duration get rid of go along with heartening household waste incineration incinerator irritation keep up with machinery material offence packaging paperwork partnership (WB) pass a law prohibitively put up with quantity red tape reprocess run out of trend upsurge wood pulp (WB)	Use pictures as clues for a discussion Match words with their meanings Justify True or False statements Distinguish between wishes and regrets Write wish sentences Complete sentences with the correct verb tense Match colour idioms with their meanings Match phrasal verbs with their meanings Analyse and discuss a statistical chart Answer questions about a report

Content map

Module 2

Unit	Educational Objectives	Grammar	Functions	Vocabulary	Activities
6 Under threat	**Reading skills** • Read a text about the panda bear • Read a short text about Islam and the importance of plants • Read a report about the organisation of small businesses and a council housing project • Read an article about the ways plants protect themselves (WB) • Read an argumentative essay about land reclamation (WB) **Speaking skills** • Talk about threats facing animals and plants today • Describe what happened before and after a certain event • Perform a role play **Writing skills** • Write a formal report • Write a summary about types of plants and the way they protect themselves (WB) • Write an argumentative essay (WB) **Cognitive goals** • Develop guessing skills • Develop linguistic skills • Develop semantic skills • Develop the ability to reason **Affective goals** • Raise awareness of endangered species • Raise awareness of the importance of plants to the ecosystem • Develop interactive skills • Develop the ability to express opinions • Develop self confidence	Explaining possibilities Modals + infinitive / + past participle Passive verb form (revision) Prepositions Modals + infinitive (explain possibilities) (WB) Modals + past participle (explain possibilities) (WB) Forming questions (WB)	Agreeing and disagreeing Expressing opinion Supporting opinion Describing events Giving reasons for a choice Persuading others Planning Expressing possibilities Agreeing / disagreeing (WB) Asking for information (WB) Expressing opinion (WB) Making enquiries (WB) Giving advice (WB) Stating advantages and disadvantages (WB) Making suggestions (WB) Making complaints (WB)	acute avoid aware bounty burgeoning carnivorous (WB) consensus cultivate damp dearth encroach enemy (WB) expansive extinction fascinating graduate grow hibernate housing illegitimate inject (WB) knock-on nourishment permanent pose recompense refuge reservation reticent reward solitary stem sting (WB) threatened timid trespass on unsanctioned utilise vociferously wealth wetland	Complete a panda quiz Match words with their meanings Match headings with paragraphs Complete sentences with information from an article Answer questions about protecting endangered species Match sentences with their meanings Identify passive verbs Rewrite sentences using active verbs Use a dictionary / glossary to write the definitions of words Pronunciation: Rhythm (2) Complete sentences with the correct preposition Perform a role play Write suitable titles **Focus on** **Reading:** The Arfaj **Grammar:** Questions **Project:** Writing a leaflet on environmental issues

Content map

Module 3

Unit	Educational Objectives	Grammar	Functions	Vocabulary	Activities
7 Long Lives	**Reading skills** • Read a short text about staying active • Read a magazine article • Read an article about the importance of sleep (WB) • Read paragraphs extracted from three articles (WB) **Listening skills** • Listen to a journalist talking about old people she has met **Speaking skills** • Discuss how to live a long life • Talk about ways of showing gratitude and respect to the elderly • Talk about how to show respect to the elderly • Discuss writing techniques **Writing skills** • Write an article • Write an outline for an article and complete it (WB) **Cognitive goals** • Develop linguistic skills • Develop semantic skills • Develop taxonomic skills • Develop the ability to reason • Develop the ability to give advice **Affective goals** • Raise awareness of how to treat the elderly • Develop interactive skills • Develop the ability to form well-rounded opinions	Direct and reported questions / statements Phrasal verbs with *make* and *do* Direct and reported speech (WB) Phrasal verbs with *make* and *do* (WB) *both ... and* (WB)	Making suggestions Giving reasons Discussing and comparing Reporting questions and statements Giving opinion Agreeing / disagreeing Giving advice Expressing gratitude Expressing obligation / duty Giving opinion (WB) Reporting questions and statements (WB) Making suggestions (WB)	admiration affection ailment bestow blizzard cardiovascular centenarian chronic (WB) commentary conceal cycle deprived of (WB) deserve dispute do away with do up do without drowsy (WB) due elderly excuse expectation fatal frequently genetic make-up (WB) geriatric honour in spite of integral life expectancy make up make up for onerous restful (WB) reverence shallow (WB) supple vicinity vigorous	Use pictures as cues for a discussion Complete a table Choose the correct ending Use a dictionary / glossary to find out the meanings of words Complete a gap fill exercise Report questions / statements Fill in the blanks with the correct verb tense Distinguish between make and do Match phrasal verbs with their meanings Choose a title for an article Match paragraphs of an article with the proper heading

Content map

Module 3

Unit	Educational Objectives	Grammar	Functions	Vocabulary	Activities
8 Town and country	**Reading skills** • Read a text about the end of village life • Read an e-mail • Read an e-mail giving recommendations • Read an article about Silk City (WB) • Read descriptions of places to live (WB) **Listening skills** • Listen to a conversation between two friends **Speaking skills** • Talk about why people move to the city • Talk about city life • Talk about advantages and disadvantages of living in the city • Choose suitable places to live **Writing skills** • Write an e-mail giving recommendations • Write a summary of the differences between Silk City and other modern cities (WB) • Write an advertisement describing a place to live (WB) **Cognitive goals** • Develop predictive skills • Develop linguistic skills • Develop semantic skills • Develop the ability to reason • Develop taxonomic skills • Develop comparative and contrasting skills **Affective goals** • Raise awareness of rural depopulation • Develop interactive skills • Develop the ability to form well-rounded opinions • Develop self-confidence	Inverted sentences Inverted sentences (WB) Relative pronouns (WB) Comparative and contrastive connectors (WB)	Giving reasons Giving opinion Stating advantages and disadvantages Presenting ideas Comparing and contrasting Comparing and explaining choices Giving reasons (WB) Comparing and contrasting (WB) Expressing opinion (WB) Making predictions (WB)	advantageous almond astounded bump into contentment (WB) crown jewel (WB) demarcation (WB) densely depopulation deserted disturbance embarrassed export far and wide glamour hub graduated hustle and bustle infrastructure leafy make it your own metropolis narrate odds and ends overcrowding palatial picturesque pluck up the courage public services residents' parking reverse rural skyline (WB) socioeconomic tranquil unemployment vacant vertical village (WB) vice versa	Use pictures as cues for a discussion Predict what the article is about Complete a T-bar Use a dictionary / glossary to check the meanings of words Fill in the blanks with the proper word Discuss questions Rearrange sentences so that they are inverted Identify the value of inverting sentences Create inverted sentences Match words with their definitions Complete sentences with the proper idiom Complete sentences using word families Pronunciation: Intonation patterns (1) Complete a table about people's different needs Compare and contrast places in photographs

Content map

Module 3

Unit	Educational Objectives	Grammar	Functions	Vocabulary	Activities
9 New ways and old	**Reading skills** • Read a biography • Read an article about Bayt Lothan (WB) • Read a book review (WB) **Listening skills** • Listen to three conversations about different ways of doing things **Speaking skills** • Discuss traditional and modern pastimes • Talk about skills and processes • Describe things you can have done • Talk about biographies **Writing skills** • Write a biography • Write a summary about the changes in Bayt Lothan (WB) • Write a book review (WB) **Cognitive goals** • Develop linguistic skills • Develop semantic skills • Develop the ability to reason • Develop comparative and predictive skills **Affective goals** • Raise awareness of traditional ways of doing things • Develop interactive skills • Develop the ability to form well-rounded opinions	Causative verbs (present / past / future) Suffixes Causative verbs (WB) *Used to* (WB)	Describing Talking about change Giving examples Comparing Discussing skills and processes Comparing the past and present Explaining differences Giving biographical information Planning Making inferences (WB) Expressing opinion (WB) Comparing the past and present (WB)	appoint below par bill biography call the shots competent contemporary (WB) cookery craftsman (WB) customarily custom-made degree doctorate fix immobile in parallel (WB) mail order mass-produced master's degree minister neck and neck parliament platform (WB) portfolio pottery (WB) promote (WB) put to resign seamlessly (WB) snooker socialise (WB) substandard toe the line ungentlemanly unique unusual whereas workshop	Use pictures as clues for a discussion Make a list of past and present leisure activities Identify what a speaker is talking about Complete a multiple choice exercise Justify True or False statements Compare sentences Write follow-up sentences using causative verbs Add the appropriate suffix Underline sports idioms and match them with their meanings Identify parts of a biography **Focus on** **Reading:** Games of the past **Grammar:** Appositions **Project:** Design and produce a poster

Content map

Module 4

Unit	Educational Objectives	Grammar	Functions	Vocabulary	Activities
10 Pushing the limits	**Reading skills** • Read a report about a Kuwaiti climber • Read a scenario • Read an advert • Read an article about Steve Fossett (WB) • Read an interview with an extreme sports enthusiast (WB) **Listening skills** • Listen to quiz questions **Speaking skills** • Talk about qualities needed for surviving in the Himalayas • Discuss climbing expeditions • Make difficult choices **Writing skills** • Write a response to an advert for a place on an expedition • Write a summary of a timeline (WB) • Write an interview about the dangers of extreme sports (WB) **Cognitive goals** • Develop guessing / persuasion skills • Develop linguistic skills • Develop semantic skills • Develop ability to relate personal experience with a reading text • Develop the ability to reason • Develop knowledge and understanding of graphic organisers • Develop taxonomic skills **Affective goals** • Raise awareness of mountain climbing skills • Develop interactive skills • Develop the ability to form well-rounded opinions	Past perfect simple and continuous Past perfect simple and continuous (WB) *Such ... that / so ... that* (WB)	Describing qualities Stating difficulties and problems Giving personal opinion Discussing preparations Giving reasons Comparing lists Being persuasive Explaining a choice Agreeing and disagreeing Discussing pros and cons (WB) Expressing opinion (WB) Making suggestions (WB) Persuading (WB) Giving advice (WB)	afflicted alight arson ascend assist attempt austere binoculars clamber (WB) come across come away with come down come over come round come up cope with crave dizzying elite engulf entail exhaustion exhilarated extreme fatigued feat frost-bite gruelling highlight manned (WB) mountaineer perilous reconstruction scale set a record (WB) strong-willed submerged (WB) summit traverse unconscious visible	Use photos as clues for a discussion Record ideas in a word map Justify True or False statements Suggest explanations Identify referents Write sentences using verbs in the past perfect simple or the past perfect continuous Match phrasal verbs with their correct meanings Complete sentences with adjectives beginning with *a* Pronunciation: Intonation patterns (2) Answer quiz questions Make a list of items needed on a journey

Content map

Module 4

Unit	Educational Objectives	Grammar	Functions	Vocabulary	Activities
11 The final frontier	**Reading skills** • Read a factfile • Read a paragraph about Mars • Read an article about Space and the Muslim world • Read a report about space age technology • Read an article about the Morning Star (WB) • Read notes about life in space (WB) **Listening skills** • Listen to interviews about the pros and cons of space travel **Speaking skills** • Talk about the International Space Station • Discuss space travel • Talk about choices • Talk about recent technological advancements **Writing skills** • Write a paragraph describing Earth • Write a report on space technology • Write an argumentative essay about space (WB) • Write notes in full sentences **Cognitive goals** • Develop predictive skills • Develop linguistic skills • Develop the ability to reason • Develop taxonomic skills **Affective goals** • Raise awareness of space technology • Develop interactive skills • Develop the ability to form well-rounded opinions	The passive with modal verbs *Either / or* and *neither / nor* The passive with modal verbs (WB) Mixed tenses (WB)	Identifying information Giving opinion Giving examples Justifying Giving examples Expressing opinion Giving information Expressing approval / disapproval Justifying answers (WB) Supporting opinion (WB)	abhorrent abnormal alert approximately (WB) astronomical awe-inspiring concept conducive data detriment dispatch (WB) dual durable economical emission exceptionally execute frontier GPS habitation intrepid mission monitor natural satellite obscure (WB) on board opportunity orbit perceivable (WB) revere revolutionise revolve around roughly scrutinise (WB) sentient solar system specifically spin-off superb take for granted trainers universe wane	Predict what the topic of the unit will be Match words with their meanings Match opinions with the right speaker Change passive sentences into active and vice versa Complete sentences using *either / or* and *neither / nor* Turn multiple sentences into single sentences using *either / or* or *neither / nor* Fill in the blanks with the proper word Answer questions about a report

Content map

Module 4

Unit	Educational Objectives	Grammar	Functions	Vocabulary	Activities
12 Geniuses	**Reading skills** • Read an article about talented children • Read a letter of application for an imaginary award • Read an article about Kuwaiti inventors (WB) **Speaking skills** • Talk about people's special talents • Discuss the advantages and disadvantages of being a child prodigy • Solve riddles **Writing skills** • Write a letter about a genius you know • Write a summary of the article about Kuwaiti inventors (WB) • Write a personal statement for a university (WB) **Cognitive goals** • Develop guessing skills • Develop linguistic skills • Develop semantic skills • Develop persuasion skills • Develop the ability to reason • Develop taxonomic skills **Affective goals** • Raise awareness of child prodigies • Develop interactive skills • Develop the ability to form well-rounded opinions • Develop imagination skills	Relative clauses Verbs ending in *–ing* Comparison of scale: *... as ... as* Prepositions (WB) Verbs ending in *-ing* (WB)	Describing talent Stating advantages and disadvantages Expressing possibility / guessing Giving explanations Justifying Giving recommendations Expressing praise Making wishes (WB) Expressing surprise (WB) Expressing apology (WB) Making suggestions (WB) Expressing future hopes and plans (WB) Giving reasons (WB)	abstract accolade accusation acquire (WB) agonise aligned arbitrarily attire (WB) audience bladder BSc deputy (WB) digit electrochemical (WB) eternity extravagantly forum (WB) genetics genius gifted high-living jockey medallist (WB) molecular MSc nomination non-invasive outstanding PhD precocious prodigy randomly reactor (WB) recipient repudiate researcher season sewage (WB) sponsor (WB) talent tour unprecedented (WB) virtuoso	Use photos as clues for a discussion Match words with their meanings Choose the best heading for each section of an article Complete a table Answer questions about child prodigies Rewrite sentences using - *ing* form of verbs Write sentences using ... *as* ... *as* ... Fill in the blanks with the proper noun or adjective Use nouns with prefixes in meaningful sentences Complete a text with the proper preposition Pronunciation: Intonation patterns (3) Answer riddles **Focus on** **Reading:** Maha Al-Ghunaim **Grammar:** Suffixes **Project:** A balloon debate

Introduction

Over To You is an English course for Secondary level students in Kuwait. This level is for Grade 12. 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 12 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 1, in the Student's Book, includes a reading passage, followed by an opportunity for students to produce their own set of recommendations. Furthermore, at the end of the Student's Book, there is a *Literature Time* segment consisting of two stories, *Henry V* and *Great Expectations,* 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 12.
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 – Natural world
1 The Earth at risk
2 Precious resources
3 Under threat

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, a Workbook Answer key and a Glossary 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 recording 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 text 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 and stories.
- 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 12 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 student who seems 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 logicalmathematical 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:**
Grammar:	• use present perfect simple and continuous • use comparative and contrastive connectors
Topic:	• *Law making*
Functions:	• link the past with the present • compare and contrast ideas
Vocabulary:	bench (N), brief (N and Adj), case (N), defence (N), handcuffs (N), note (N and V), prosecute (V), row (N and V), spring (N and V)

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.

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 spoken language with minimum difficulties, live or broadcast, on both familiar and unfamiliar topics encountered in social, academic or vocational life
2 Understand announcements and messages on concrete and abstract topics spoken at normal speed
3 Follow most lectures, discussions and debates with relative ease
4 Respond appropriately when participating in group discourse by adapting language and communication behaviours to the situation to accomplish a specific purpose

- **Sub-competencies:**

1 Initiate conversation that includes wide range of active listening strategies
2 Respond to higher – order skills questions i.e. comparison, inference and evaluation
3 Initiate oral classroom interaction requiring comparison, inference, generalisation, explanation, point of view, debate and discussion
4 Respond appropriately to oral communication that contains language subtleties i.e. use of register and shifting point of view
5 Respond to oral instructions containing higher – order constructs such as conditional statements
6 Listen to solve problems, make decisions and carry out tasks

B Speaking

- **Competencies:**

1 Understand and participate in almost any conversation with the range of experience and with a high degree of fluency
2 Sustain conversation, give detailed descriptions, instructions and presentations on a wide range of subjects related to his/her field of interest expanding and providing supporting ideas
3 Use new vocabulary in speech
4 Engage and initiate more extensive social and classroom discourse with peers and adults on unfamiliar topics by asking and answering questions, restating ideas, and soliciting information
5 Use description, comparison, figurative language and other appropriate strategies purposefully to elaborate ideas
6 Use a variety of sentence patterns to convey emotions, present ideas, elaborate and negotiate meaning
7 Express opinions in a logical and coherent manner
8 Prepare and deliver presentations and reports across content areas and pass on detailed information reliably

- **Sub-competencies:**

1 Report and comment on news / events
2 Accept / reject suggestions and give reasons
3 Evaluate
4 Make informed choices / decisions
5 Talk about a film, book, documentary from own point of view
6 Express alternative point of view i.e. discuss TV programmes
7 Debate
8 Share information
9 Give instructions
10 Give presentations

C Reading

- **Competencies:**

1 Scan texts in order to locate information and gather information from different parts of the text or from different texts in order to fulfil a specific task
2 Read at a normal rate of speed standard newspaper items addressed to the general reader
3 Quickly identify the content and relevance of news items, articles and reports on a wide range of topics, deciding whether closer study is worthwhile
4 Understand in detail longer, more complex texts appreciating distinctions of style and implicit as well as explicit meaning
5 Gain new knowledge from material on unfamiliar topics in areas of a general nature
6 Interpret hypotheses, supported opinions and conjectures
7 Use contextual, grammatical and lexical cues to infer attitude, mood, intentions and anticipate what will come next
8 Recognise and respond to characteristics of different literary genres with assistance such as fiction, non fiction adventure, comedy ... etc.
9 Identify and demonstrate knowledge of various types of communication (e.g. expressive, informational, argumentative, critical)
10 Interpret and evaluate representative text to deepen understanding of literature
11 Understand and use elements of poetry

- **Sub-competencies:**

1 Read to form opinions and attitudes
2 Read and answer detailed questions
3 Identify the main ideas about written text using detailed sentences
4 Draw inferences about written text using detailed sentences
5 Analyse modified text by drawing conclusions and making inferences
6 Evaluate pieces of literature to select examples of figurative language
7 Interpret and respond to literary works using appropriate and effective reading strategies
8 Identify elements of fiction and non fiction and support by using information from the text.
9 Identify a variety of text types such as persuasive, argumentative, cause and effect, and expository texts
10 Utilise reference materials for research purposes (e.g. encyclopaedia, internet, thesaurus, English dictionary)

D Writing

- **Competencies:**

1 Write an essay or report, which develops an argument systematically with appropriate highlighting of significant points and relevant supporting details
2 Use the written language effectively in most exchanges
3 Write short papers and express statements of position, points of view and arguments. Good control of structure, spelling and vocabulary
4 React to and reflect upon print, non-print text and personal experiences by examining situations from both subjective and objective perspectives
5 Evaluate problems, examine cause/effect relationships, different ideas and / or solutions to problems
6 Defend argumentative positions on literary and non-literary issues by using support and elaboration
7 Interpret and evaluate experiences, literature, language and ideas
8 Write reviews of films, books, plays
9 Demonstrate understanding of selected literature through interpretation and analysis
10 Apply conventions of grammar and language usage

- **Sub-competencies:**

1 Use appropriate format to assigned genre, audience and purpose
2 Write for social communication using appropriate language
3 Express opinion through articles, letters and essays
4 Make suggestions and recommendations in letters and essays
5 Write official letters (authority, application forms complaints, apology and recommendations)
6 Write descriptive articles
7 Write reviews on films, books, restaurants and products
8 Write argumentative essay showing pros and cons

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 Glossary 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 particuar 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 student's 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 students' 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 World issues

Student's Book page 11

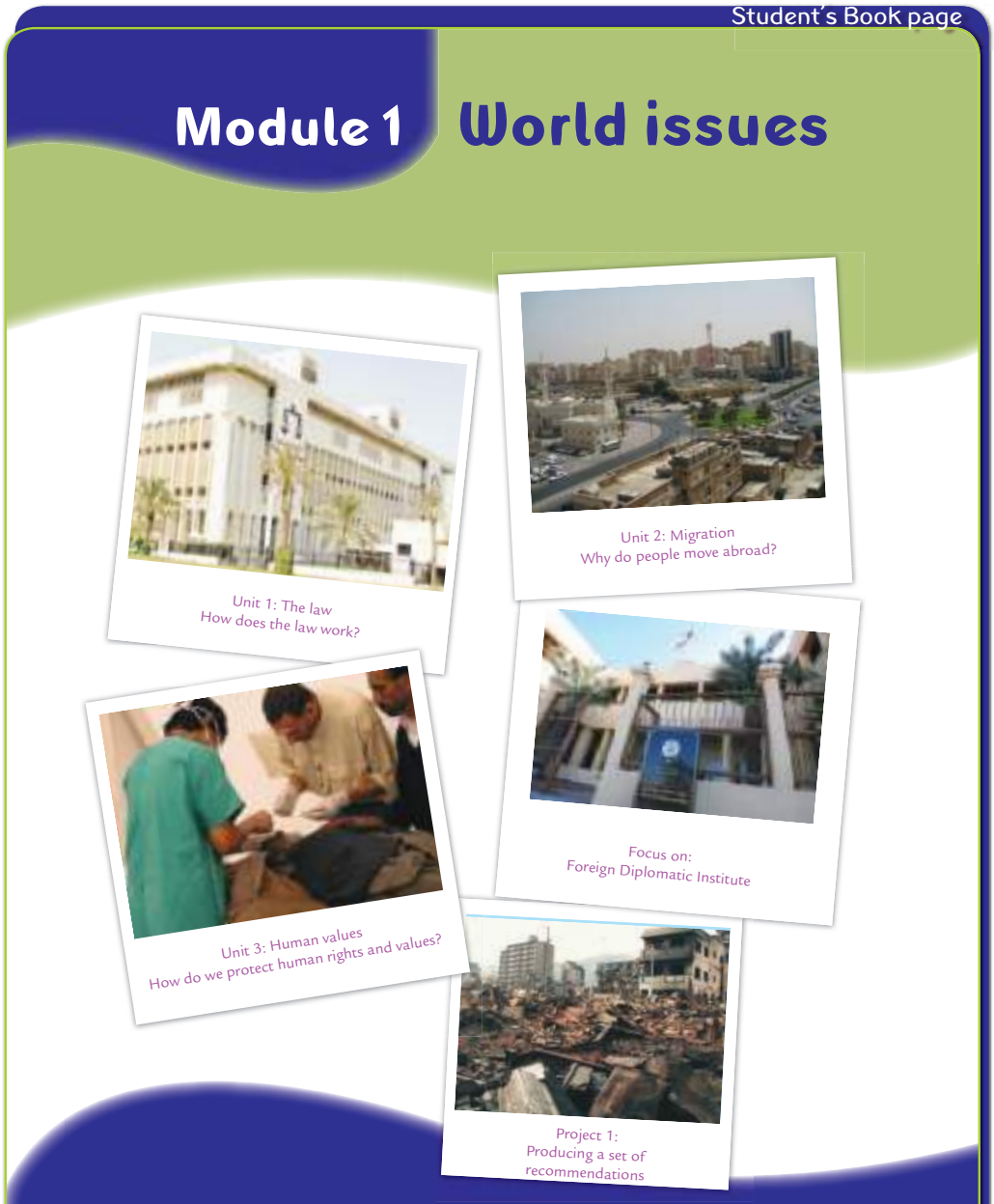
Opener (5–10 minutes)

Tell the students that this page shows them what they will be doing in the first module. Ask them to read the title ***(World issues)*** and look at the pictures.

Introduce the unit titles and invite the students to explain their ideas about the meanings of the titles.

Put the students in pairs and give them two minutes to note down as many other 'World issues' as possible. Invite suggestions and write the correct ones on the board.

Put students into small groups to discuss the questions in the Student's Book and note down their ideas for each one. Invite different students to share their ideas with the class, giving their reasons where possible.



MODULE 1: World issues

Unit 1 The law

Lessons 1 and 2

Objectives

Skills:	**At the end of this pair of lessons, students should be able to:**
Reading	• read a paragraph about Kuwaiti law
Listening	• listen to a lecture about law-making
Speaking	• discuss pictures • discuss the law • give opinions about laws
Topic	• *A tolerant society*
Functions	• describe • discuss the law • express opinion
Vocabulary	adoption (N), civil (Adj), code of law (N), consultation (N), define (V), enforce (V), govern (V), guilty (Adj), impose (V), innocent (Adj), judiciary (N), jury (N), legal (Adj), penalty (N), persuasion (N), principle (N), property (N), prove (V), tolerant (Adj), violence (N), welfare (N)

Student's Book pages 12 and 13

Present active vocabulary needed for each activity.

Discuss

1 **(10 mins)**

On the board, write ***The law***. Put students in pairs and ask them to look at the pictures, then give them two minutes to list as many relevant words as possible. Then ask for ideas and write correct words on the board. Which pair had the longest list of correct words?

Some suggestions:

court(room); judge; jury; barrister; lawyer; witness; defendant; defence; prosecution

a, **b** and **c** Put the students in pairs or small groups to discuss the questions. While they are talking, go round and listen. Offer prompts if necessary.

Invite two or three students to share their ideas with the rest of the class and encourage comments and further discussion.

Note: They will hear more information in exercise 3.

2 **(10-15 mins)**

Read out the instruction and if possible distribute dictionaries. If dictionaries are unavailable, students can refer to the glossary at the back of the Student's Book. Ask the class to match the first word ***(enforce)*** with its meaning ***(9)***, then allow time for them to complete the task in pairs. Go round and offer help where necessary.

Listen

3 **(15 mins)**

Read out the instructions and put the students in pairs. EITHER ask the students to discuss all four questions OR divide the class into four groups, **a–d**, and ask the pairs to discuss the corresponding question. Ask them to note down their ideas, especially if they are discussing all the questions.

Student's Book page

MODULE 1: World issues

Unit 1 The law

Grammar

Present perfect simple and continuous; comparative and contrastive connectors





Discuss

1 Look at the pictures and discuss these questions.

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

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

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

Listen

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

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

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

12

Go round and listen, offering ideas where necessary.
When they are ready, invite different students to report back their ideas for each question and allow brief class discussions. Tell them they will be able to check their answers when they have heard the recording.

4 (1.1) **(10 mins)**
Ask the students to read the four questions in exercise **3** again, then play the recording.
Read out each of the questions and ask different students to tell you the answer from the recording. Then play the recording again.
Listening script 1.1, TG, page 132

Check your understanding

5 (1.1) **(15 mins)**
Ask the students to read the three questions, then play the recording again and allow time for them to note down their answers. Play it again, then put them in pairs to compare answers.
Listening script 1.1, TG, page 132

6 **(5-10 mins)**
Read out the first sentence and ask students to decide if it is true or false. Ask a few students to give justifications in front of the class. See if all the students agree on the answer and justification. Give the correct answer and justification.
(*The statement is True (T): Crimes such as murder have always been considered crimes.*)
Students then complete the other questions individually.

Think and speak — Discussing the law; expressing opinion

7 **(15-20 mins)** Tell the students to read the text box ***A tolerant society*** and encourage them to talk about the tolerance of Islam and how it impacts upon the legal system. Put the students in pairs or small groups, if possible with different people. EITHER divide the class into two (**a** and **b**) and ask the students to discuss the corresponding question OR ask the students to discuss both questions. Go round and listen, offering prompts where necessary. Join in the discussions if you want to. Finally, invite different students to report back to the class. Encourage comments and questions.

Student's Book page

Check your understanding

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

a How does the speaker define 'law'?
1 a special code
2 rules which control society
3 individual rules
4 the rules of an organisation

b Who makes sure people obey codes of law?
1 governments
2 police and judges
3 members of the public
4 juries

c Which type of law deals with murder and theft?
1 criminal law
2 family law
3 civil law
4 property law



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

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

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

Think and speak **Discussing the law; expressing opinion**

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

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

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

Lesson 3

Workbook pages 4-5, Reading
Workbook answer key - see page 140

Objectives	
Skills	**At the end of this lesson, students should be able to:**
Reading	• read an article about computer crimes
Topic	• *New crimes*
Functions	• express opinion
Vocabulary	break into (PhV), fake (Adj), invisible (Adj), techno-criminal (N), worthless (Adj)

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 comparative and contrastive connectors

Topic
- *Law making*

Functions
- compare and contrast ideas

Vocabulary bench (N), brief (N and Adj), case (N), defence (N), handcuffs (N), note (N and V), prosecute (V), row (N and V), spring (N and V)

Student's Book pages 14 and 15
Present active vocabulary needed for each activity.

Grammar • Present perfect simple and continuous

1 (5-10 mins)
Explain to students that the present perfect can be used to link the past and the present.
Read out the question and ask the students to discuss the pairs of sentences with a partner. Invite suggestions from the students (*in each case, the second sentence suggests a continuous activity that may not be finished, whereas the first one tells us about a recent activity that is finished but is related to the present*).

2 (10 mins)
Read the task to the class and the first question and answer. Go round the class and ask a few students to provide sentences using the present perfect. Then ask students to write two of their own sentences for each question. Go round and offer help where necessary. If there is time, ask students to read a few of their answers to the class.

•Comparative and contrastive connectors

3 (5-10 mins)
Read out the question and sentence **a**. Ask students to identify the relevant word or phrase (***Instead of ... like his ...***). Allow time for students to consider the remaining sentences, then check their answers.

4 (10 mins) Read out the question and the example answer; then put students in pairs to discuss sentences **3a-c**. Go round and offer help where needed.

5 (10 mins)
Ask students to look at the lists and direct their attention to the comparative words and phrases. Ask a student to read out the example sentences and elicit a few more examples from the class. Students then work individually writing their own comparative and contrasting sentences.
Go round the class offering help where necessary. If there is time, ask a few students to read their sentences to the class.

Student's Book page

Grammar

• **Present perfect simple and continuous**
Grammar reference page 122

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

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

2 Write two different answers to each of these questions.

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

• **Comparative and contrastive connectors** Grammar reference page 122

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

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

4 What is being compared or contrasted in each of the sentences in exercise 3 above?
In sentence **3a** the writer is comparing the career choice of a son compared with that of his father.

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

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

	Policemen	**Lawyers**
a	arrest criminals	prosecute criminals

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

b	carry handcuffs	carry briefcases
c	have to be very fit	have to be very intelligent
d	are paid by the government	are paid by their clients

14

Vocabulary

Words with more than one meaning

1 (10-15 mins)

Ask students to match the words **a-e** with the definitions below. There are two definitions for each word. Then, read out the first sentence **(a1)** and ask the students to choose the correct definition from the list (*a public official appointed to preside over legal disputes.*). Ask the students to repeat the procedure for **(a 2)**. Then allow time for them to complete the task. When they are ready, put them in pairs to compare answers.

2 (15-20 mins)

Put the students in pairs and ask them to use dictionaries or the glossary at the back of the Student's Book to find various meanings for the word ***mean***. Ask them to write a sentence for each meaning (e.g. *What does this word mean? My brother is mean with his money.*) Invite several different students to read out their sentences and invite comments / further suggestions.

Allow time for the students to complete the task in pairs. Go round and offer suggestions where needed.

Some suggestions:

b *I wrote a note to my teacher.*
Please note down what I tell you.
C is a musical note.
c *We sat on a park bench and talked.*
Would the prisoner please approach the bench?
There was cheering from the Conservative benches.
d *Spring is my favourite season.*
We get our water from a spring.
The door opens because it's on a spring.
I always spring up when I hear the doorbell.
e *There's a row of seats in front of the screen.*
Can you row a boat?
Please don't row – be friends! (Note: row is pronounced differently in this sentence.)

Nouns and adjectives

3 (15-20 mins) Ask the students to complete the sentences with the correct form of the words in brackets. Encourage them to use dictionaries if necessary. Put them in pairs to compare answers.

Lesson 6

Workbook pages 6-7, Language practice

Workbook answer key page - see 140

Objectives	
Skills	**At the end of this lesson, students should be able to:**
Grammar	• use present perfect and present perfect continuous
Functions	• state what people have done • give advice

Student's Book page

Vocabulary

Words with more than one meaning

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

a judge
1 The judge handed down a fair sentence.
2 You shouldn't judge a book by its cover.
b sentence
1 The ten-year sentence was described as fair.
2 She wrote a complex sentence.
c defence
1 The defence asked for more time to prepare their arguments.
2 The army provided the country's defence.
d case
1 The prosecution presented their case to the jury.
2 I packed my belongings into a case.
e brief
1 It was a brief holiday.
2 The brief set out their points and arguments.

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

Words to remember
bench, brief, case, defence, handcuffs, note, prosecute, row, spring

2 Use a dictionary, or the glossary at the end of this book, to check the multiple meanings of the following words.
a mean **b** note **c** bench **d** spring **e** row

Nouns and adjectives

3 Complete these sentences with adjectives related to the nouns in brackets. You may need to use a dictionary.
a Many people believe that the worst crimes are murder and other ..... acts. (*violence*)
b There would be a ..... situation in society if there were no ..... system. (*chaos* / *law*)
c He left court a free man because he had proved that he was ..... .
The jury said he was not ..... . (*innocence* / *guilt*)

15

Lessons 7 and 8

Objectives

Skills:	**At the end of this pair of lessons, students should be able to:**
Reading	• read an essay about minor litigation
Speaking	• talk about legal disputes
Writing	• write an essay
Topic	• *Legal disputes*
Functions	• make conclusions • agree and disagree • express intention • express obligation • present arguments • express opinion • express absence of obligation
Vocabulary	claim (V), clog up (PhV), contend (V), grievance (N), in favour of (Exp), intend (V), litigation (N), petty (Adj), regardless (Adv), residential area (N), speed limit (N), sue (V), supporter (N), ultimately (Adv)

Student's Book pages 16 and 17

Present active vocabulary needed for each activity.

Reading Legal disputes

1 (15-20 mins)

Read out the instructions and questions with the class. Tell them they should read the essay for the information in the questions. Put the class in pairs and ask them to read the essay individually. Then, ask them to discuss the questions in pairs. Go around and offer help and encouragement where necessary. Bring the class together and elicit responses from some of the pairs. Encourage other students to join in the discussion.

2 (5-10 mins)

Explain to the students that they are going to match each paragraph with its heading. Ask them to read the essay and answer individually.

Think and speak

3 (15-20 mins)

Put students in pairs or small groups. EITHER divide the class into three (a, b and c) and ask the students to discuss the corresponding question OR ask the students to discuss all questions. Go round and listen, offering prompts where necessary. Join in the discussions if you want to. Finally, invite different students to report back to the class. Encourage comments and questions.

Student's Book page

Reading **Legal disputes**

1 Read the following essay and discuss these questions.

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

The amount of litigation brought against everyday people has increased dramatically in recent years. A key example is the case of a man in Yorkshire who is suing his neighbour after falling on his pathway. He contends that his neighbour was responsible for maintaining the path. The neighbour claims that the man would have fallen regardless. They are now locked in a bitter court case that looks set to drag-on for months and cost both men substantial amounts of money. ----------

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

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

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

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

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

Think and speak **Making conclusions; agreeing and disagreeing**

3 Discuss the following questions.

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

16

Writing

1 **(5-10 mins)**
Read out the instructions and ask the students to look at the picture. Then put them in pairs to discuss the two questions. Go round and listen, offering your own ideas if you wish.

2 **(15-20 mins)**
Read out the question and ask students to choose whether to work in pairs or individually.
a Ask the students to decide on their answers.
b Students then make a plan, dividing their notes into four paragraphs according to the headings. Remind them to re-read the essay on page **16** before they start.

3 **(15 mins)**
Ask the students to look at the *Useful Language* box, then allow time for them to write their essays in full. Go round and make suggestions where necessary.

Check (10 mins)

4 **a** Ask the students to read their essays through carefully, checking for spelling, grammar and punctuation. Go round and offer help where necessary.
b and **c** Tell them to read their partners' essays and check them as suggested. 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. If there is time, invite two or three students to read out their essays to the class.

Quote

Ask students what they know about Earl Warren. Read the quote aloud to the class and ask what Warren meant. Do they agree? Why or why not?
Background: Earl Warren (1891 – 1974) was born in Los Angeles, California. He was the 14th Chief Justice of the United States and the only person ever elected three times as Governor of California. Warren was the last Chief Justice born in the 19th century.

Student's Book page

Writing

task
You are going to write an essay expressing your opinion.



1 The car in the photograph has been stopped for driving too fast in a residential area. Discuss these questions with a partner.
a Should there be speed limits in areas like this? Why or why not?
b What should happen to motorists who break these speed limits?

2 You are going to write an essay in answer to this question:
Should motorists who drive too fast in residential areas be banned from driving?
a Decide what your opinions are on this subject. Is your answer 'Yes', 'No' or 'It depends'?
b Plan your essay in four paragraphs, using the essay on the previous page as a model. Write notes under these headings:

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

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

3 Write your essay in 200-220 words.
a Use ideas you discussed in exercise **1** above. You may use expressions from the *Useful Language* box below.
b Follow your paragraph plan and express your ideas clearly and simply. Make sure readers know what your opinion is.

Check

4 When you have finished writing, read your essay carefully.
a Check spelling, grammar and punctuation.
b Exchange essays with a partner. As you read, ask yourself these questions:
- Has he / she answered the question fully?
- Has he / she presented arguments for and against?
- Has he / she expressed his / her own opinions clearly?

c Return your partner's essay and exchange thoughts and ideas.

USEFUL LANGUAGE

Expressing intention: Saying what you intend to write about
In this essay I intend to look at / consider / discuss some of the arguments for and against ...
First of all, I will look at / consider / discuss the arguments in favour of / against ...
Expressing obligation: Something you are legally required to do
Motorists are obliged to / need to / must / ought to / should always ...
Presenting arguments
The main point / argument for / against ...
Another point / argument ...
Expressing opinions
In my opinion / view, ...
(In fact) it's my view that ...
I believe / think that ...
Expressing an absence of obligation: Something you are not legally required to do
Drivers need not / are not obliged to / don't have to

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

Lesson 9

Workbook pages 8-9, Writing

Workbook answer key - see page 140

Objectives	
Skills	**At the end of this lesson, students should be able to:**
Reading	• read an essay about the disadvantages of computers
Writing	• write an essay to express opinion
Functions	• express opinion

MODULE 1: World issues

Unit 2 Migration

Lessons 1 and 2

Objectives

Skills:	**At the end of this pair of lessons, students should be able to:**
Reading	• read an article about migration
Speaking	• discuss reasons for migration • talk about advantages and disadvantages of migration
Topic	• *Why do people leave their home countries?*
Functions	• predict • give reasons • express opinions • discuss advantages and disadvantages
Vocabulary	afford (V), boom (N), decimate (V), deteriorate (V), emigrate (V), famine (N), foreign (Adj), hard-pressed (Adj), high-tech (Adj), necessitate (V), seek (V), unfortunately (Adv)

Student's Book pages 18 and 19

Present active vocabulary needed for each activity.

Discuss

1 **(20-25 mins)**

Ask the students to spend a few minutes studying the pictures. Then put them in pairs to discuss what is happening in the pictures. Go round and listen, offering prompts if necessary. If possible, use a world map to check that they know where the places are.

In pairs, or small groups, students then discuss questions **a**, **b** and **c**.

Go round and listen and tell them your own ideas if you wish. When they are ready, invite different students to report their ideas to the class and encourage a short class discussion.

Extension

Ask the class to think about migrants who live in Kuwait: Where do they come from? Why have they come? What problems might they encounter?

Put them in small groups to discuss and make notes, then ask them to report back. Encourage a whole - class discussion.

Read

2 **(5–10 mins)**

Ask the class to match **a** (***boom***) with its meaning (***4***), then allow time for the students to complete the task in pairs.

Student's Book page

MODULE 1: World issues

Unit 2 **Migration**

Grammar

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



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



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



Many Europeans migrated to the Gulf after the oil boom.

Discuss

1 Look at the photographs and discuss these questions.

a Read the title of the unit and look at the photos. What kind of issues do you think will be discussed in this unit?

b Why do large numbers of people leave their homes and go to live in a foreign country? Three different reasons are illustrated in the photos.

c What other migrations like the ones shown in the photos do you know about?

Read

2 Before you read the article on page 19, match the words **a–g** with their meanings.

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

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

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

18

3 (10-15 mins)

First, ask the students to look at the map without reading the text. In pairs, students decide which countries or areas are indicated – i.e. where do the two arrows point from and to? Tell them to consult a world map or atlas if possible (purple arrow: Ireland to the USA; orange arrow: Europe to Kuwait and the Arabian Gulf.)
Read out the headings, then ask the students to read the text and decide where each heading should go. Tell them to read fairly fast and not to worry about difficult words at this stage. When they have finished, put them in pairs to compare answers.

Check your understanding

4 (15–20 mins)

Tell students to fill in the table using information from the article. They should give as much information as possible. After a few minutes, bring the students together to compare answers.

5 (10 mins)

Read out the first sentence and ask the class who ***they*** refers to (***the farmers***). Then allow time for the students to complete the task; remind them to refer back to the article where necessary. Then tell them to compare answers with their partners.

Think and speak Expressing opinion

6 (15-20 mins)

Read out the three questions. Put the students in pairs and then divide the class in three – **a**, **b** and **c**. Ask the students to discuss the corresponding question with their partners. Go round and listen, offering prompts if necessary and adding your own ideas if you wish.
When they are ready, invite two or three students to report back their ideas for each question to the class. Do the other students agree with them?

Student's Book page

Why do people leave their home countries?

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

A _____

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

B _____

The economic boom of the 1960s and 1970s helped transform Kuwait into a modern and wealthy state, funded by oil and other natural resources. The boom in the oil and construction industries necessitated a huge influx of skilled workers. By 1972, thousands of **them** moved to the region to work in high-tech cities such as Kuwait City. **These** workers, from countries such as the United Kingdom and Sweden, had come to seek a better life and help with the development of Kuwait. Kuwait affords them an opportunity for work and a standard of living that they would be hard-pressed to find anywhere else in the world.

C _____

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

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

Check your understanding

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

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

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

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

Think and speak **Expressing opinion**

6 Discuss these questions with other students.

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

19

Lesson 3

Workbook pages 10-11, Reading

Workbook answer - key see page 140

Objectives	
Skills	**At the end of this lesson, students should be able to:**
Reading	• read an article about animal migration
Writing	• write a summary about animal migration
Topic	• *Animal migration*
Functions	• give reasons • express opinion
Vocabulary	instead (Adv), periodic (Adj), plenty of (Pron), swallow (N)

Lessons 4 and 5

Objectives

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

Speaking • talk about past events

Grammar • use past perfect simple (*after, before, by the time*)

Topic • *Migration*

Functions • describe past events

Vocabulary disgruntled (Adj), displace (V), mass (Adj), meticulous (Adj), migrant (N), obliterate (V), perturbed (Adj), resort (N), rift (N)

Pronunciation: • using stress for emphasis

Student's Book pages 20 and 21

Present active vocabulary needed for each activity.

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

1 (10 mins)
Read out the first sentence, pausing for the students to tell you the correct form of the verb (***had visited***). Then put the students in pairs to compare answers before checking with the text.

2 (10 mins)
Read out sentences **a1** and **a2** ; invite the students to tell you the difference in meaning *(in sentence* **1***, we are told what happened in 1854. In sentence* **2***, we are told what happened in the years leading up to 1854)*. In pairs, students then discuss question **b**. Go round and offer help if needed.

3 (15 mins)
Ask students to read the text through and then complete it with the correct past form of the verb in brackets. Remind them that they only need the past perfect to show that the action happened before another action. Go round and listen, making corrections if necessary.
When they are ready, put them in pairs to compare answers.

4 (15 mins)
Read out the first situation and the example explanation. Then put the students in new pairs and ask them to discuss and write down explanations for each situation, using the verbs in brackets and the past perfect. Go round and listen, making corrections if necessary.

Student's Book page

Grammar

• **Past perfect simple (*after, before, by the time*)** Grammar reference pages 123 – 124

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

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

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

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

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

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

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

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

20

Vocabulary

Words with prefixes and suffixes

(10–15 mins)
Explain to students that they are going to complete the sentences by altering the words in brackets and amending the appropriate prefix. Start by asking students to suggest prefixes that can be added to words, e.g. *im-*, *un-*, *ir-*, *dis-*, and ask students to provide a few examples for each prefix. Then, read the first sentence and ask the class to provide the appropriate answer (***uncomfortable***).

Students work individually to complete the exercise. Go round and offer help and advice where necessary.

(10 mins)
Tell students they are going to do a similar exercise as before, but this time with suffixes. Check the class know what suffixes are and ask for a few examples of suffix endings and words using suffixes. Then, read the first sentence and ask the class for the correct words (***celebrating, unexpectedly***).

Students then work individually to complete the exercise. After a few minutes, bring the class together to check answers.

Word families

(5–10 mins)
Ask the students to look at the first sentence and suggest the missing word (***earnings***).
Pair students to complete the task, and go round offering help where needed – encourage the use of dictionaries.

Pronunciation Using stress for emphasis

(2.1) **(10 mins)**
Read out the explanation and the instructions, then play the first conversation. Ask the students to tell you the word that is stressed in sentence **a** (***Ireland***). Then play the remaining conversations, pausing after each one for the students to write the stressed words.
Play the recording again and then check their answers.

Listening script 2.1, TG, page 132

(2.1) **(5–10 mins)**
Play the recording again, pausing after each one for the students to repeat B's replies.

Listening script 2.1, TG, page 132

Student's Book page

Vocabulary

Words with prefixes and suffixes

1 Complete these sentences with the words in brackets and an appropriate prefix.

a The seats on the plane were very hard. It made the journey ..... (***comfortable***).
b He would become extremely disgruntled if he had to wait for anything. He was very ..... (***patient***).
c When I was younger, I never exercised. I was very ..... (***fit***).
d He was very ..... (***happy***) with his results. He was extremely ..... (***please***).

2 Complete these sentences with the words in brackets and an appropriate suffix.

a They were ..... (***celebrate***) their exam results when their friends arrived ..... (***unexpected***).
b The student felt that he had been treated ..... (***unfair***).
c Failaka is a very ..... (***desire***) holiday destination.
d She had been feeling ..... (***misery***) all week since her friend said it was ..... (***unlike***) they could go shopping.
e They said they'd had a ..... (***wonder***) time on holiday. The resort was very ..... (***peace***).

Word families

3 Complete these sentences with words related to the words in brackets. You can check your answers in a dictionary.

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

Words to remember
disgruntled, displace, mass, meticulous, migrant, obliterate, perturbed, resort, rift

Pronunciation **Using stress for emphasis**

4 (2.1) We often stress particular words in sentences to give them emphasis or to correct what someone else has said. Listen to the conversations between speaker A and speaker B then write the words that are stressed in B's replies.

a No, they're from Ireland. .....
b No, they live in America. .....
c No, but I've visited Ireland. .....
d No, it started in 1936. .....

5 (2.1) Listen to the conversations again and repeat B's replies. Make sure you stress the correct word.

Lesson 6

Workbook pages 12-13, Language practice
Workbook answer key - see pages 140-141

Objectives	
Skills	**At the end of this lesson, students should be able to:**
Grammar	• use past simple and past perfect
Functions	• describe past events

Lessons 7 and 8

Objectives

Skills:	**At the end of this pair of lessons, students should be able to:**
Listening	• listen to a talk on emigration
Speaking	• talk about important events in their lives
Writing	• an e-mail about a life-changing event
Functions	• remember a past event
Vocabulary	animated (Adj), arduous (Adj), engage in (PhV), major (Adj), minor (Adj), nervously (Adv), rent (V), reside (V), strenuous (Adj), take a breather (Exp)

Student's Book pages 22 and 23

Present active vocabulary needed for each activity.

Speaking Talking about important events in your life

1 (10-15 mins)

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

Suggested vocabulary:
crowds, rush hour, commuters, train, station;
lake, yachts, parks, trees, skyline

Read out the instructions and put the students in pairs to discuss the two questions. Go round and listen; offer prompts where necessary and your own ideas if you wish.
When they are ready, invite three or four students to report their ideas back to the class and invite brief class discussions.
Note: the students will hear the 'correct' answers in exercise **2**, but all reasonable ideas here are acceptable.

Listening

2 (2.2) (10 mins)

Ask the students to listen while you play the recording straight through. Were they right? Play it again and discuss the 'correct' answers to **1a-c**.

Listening script 2.2, TG, page 132

3 (2.2) (10 mins)

Direct students' attention to the table on the page. Ask them to read the labels for each row. Before playing the recording again, tell students they should listen specifically for information needed to complete the table. Play the recording and give students time to fill in their tables. Students then compare answers with those of a partner.

Listening script 2.2, TG, page 132

4 (10 mins)

Explain to the students that they are going to complete an incomplete dialogue. They have been given the structure as a guide. As an example, ask a student to read out the first line of dialogue and supply an appropriate response, e.g. *Well, I think that it's a great chance to see somewhere new and exciting. What about you?*

Student's Book page

Speaking Talking about important events in your life





1 You are going to hear someone talking about emigrating from England to Australia. Look at the photographs of the place the speaker left and the place she moved to. Discuss these questions with a partner.
- **a** How do you think the speaker felt when she heard that her family was moving to Australia?
- **b** How different do you think she found life in Australia?
- **c** How has emigrating changed her life?

Listen

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

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

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

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

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

22

Writing An e-mail

1 (10–15 mins)

a Ask the students to read the instructions carefully and allow time for them to think about what they will write about. Allow them to discuss ideas in pairs or small groups.

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

2 (10 mins)

a and **b** Students look at the *Useful Language* box and then practise giving their talks to a partner. Go round and make suggestions where necessary, and encourage them to ask each other questions. Finally, invite different students to tell the whole class their stories; encourage questions from the class.

3 (20 mins)

a Using the notes taken from exercise **1**, and the conversations from exercise **2**, tell students to write down a brief outline of a two-paragraph e-mail to a friend.

b Remind students that they should tell their friend about what happened to them, how they felt about it at the time and how they feel about it now. Remind them that e-mails to friends usually use informal language.

c Ask the students to look at the *Useful Language* box. For vocabulary, the students should use the glossary, as well as vocabulary from the unit.

Check

4 (10 mins)

a Ask the students to read their e-mails through carefully, checking for spelling, grammar and punctuation. Go round and offer help and suggestions where necessary.

b Tell them to read the e-mail of the person sitting next to them. Encourage them to make comments and suggestions. Collect their work in and, if there is time, ask one or two students to read out their e-mails to the class.

Quote

Ask the students what they know about Robert Louis Stevenson. Have they read any of his writings? Read the quote to the class. Do they agree with the author? Why or why not?

Background: Robert Louis Stevenson (1850 – 1894) was a Scottish novelist, poet, essayist and travel writer. In 1867, he entered Edinburgh University to study engineering, but changed to law. Instead of practising law, he devoted himself to writing travel sketches, essays and short stories for magazines. Stevenson became famous with the adventure story *Treasure Island*. Among his other popular works are *Kidnapped*, *The Strange Case of Dr. Jekyll and Mr. Hyde* and *The Master of Ballantrae*. He is greatly admired by many authors.

Lesson 9

Workbook pages 14–15, Writing

Workbook answer key see - page 141

Objectives	
Skills	**At the end of this lesson, students should be able to:**
Reading	• read a story
Writing	• write a description of a sequence of events

Student's Book page

Writing An e-mail

task

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

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

a Choose the event you are going to talk about. It could be a major change, like the speaker's move to Australia, or a more minor event. Examples:
- Your first day at school
- Changing schools
- Your first holiday
- An interesting journey

b Make a few notes in answer to these questions.
1 Who was involved? **2** Where were you? **3** How did you feel? **4** What happened?

2 Now work in pairs.

a Take turns to tell your story, referring to your notes and using some of the phrases in the *Useful Language* box below.

b Ask each other questions to find out more information.

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

a Using your notes from exercise **1**, write a rough paragraph plan for your e-mail. You should aim to write around 200-220 words.

b Briefly describe the event, before telling your friend how you felt about it at the time and how you feel about it now.

c Use vocabulary both from the unit and from the glossary at the end of this book. Make sure that your friend knows how you feel about what happened. Use the *Useful Language* box below to help you describe the event.
Don't forget that e-mails are usually written informally.

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

Check

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

a Check spelling, grammar and punctuation.

b Exchange e-mails with the person sitting next to you and make suggestions and comments to them.

USEFUL LANGUAGE

Describing past events
(Then) one day, I ...
I was about to go into the garden to play football, when ...
Two months / Ten minutes / Three days later, we ...
The first thing that struck me was ...
That was six years ago.

Remembering a past event
I can remember it very clearly.
I remember thinking / feeling ...
I'll never forget that day / how I felt that day.

Quote "There are no foreign lands. It is the traveller only who is foreign."
Robert Louis Stevenson

23

Unit 3 Human values

Lessons 1 and 2

Objectives

Skills:	**At the end of this pair of lessons, students should be able to:**
Reading	• read an article on shared human values
Speaking	• talk about human rights and values
Topic	• *Our shared humanity*
Functions	• describe • give examples • give opinions • agree and disagree
Vocabulary	abuse (N), anthropologist (N), apparent (Adj), attribute (N), charitable (Adj), compassion (N), discrimination (N), diversity (N), empathy (N), ethnographer (N), impulse (N), incapable (Adj), inevitable (Adj), legislation (N), liberty (N), minority (N), overview (N), tolerance (N), universal (Adj), value (N and V)

Student's Book pages 24 and 25
Present active vocabulary needed for each activity.

Discuss

1 (25–30 mins)

a On the board write ***Human Values***. Then, direct students to look at the pictures in the Student's Book. Ask them to give their ideas about what the photos show. Accept any sensible answers.

(The picture on the left shows an emergency medical team performing surgery. The picture on the right shows old-fashioned weighing scales that are often used as the symbol for justice.)

b Put the students into pairs or small groups and ask them to discuss what is meant by the term ***Human Values***. Go round and listen, providing new vocabulary and adding your own ideas, if you like. Then, ask different students to report their ideas back to the class. At this point, you could also ask students how the photos relate to ***Human Values***.

c and **d** Still in their pairs or groups, students discuss the questions. Go round offering help where necessary. Bring the class together and ask for their ideas. Are there any ideas they all agree upon?

Read

2 (20–25 mins)

Point students to the word map on the page and explain the concept to them. The word map does not have to be detailed, though they can record examples if they wish. Tell them to make their own word map, completing it with ideas from their discussions in exercise **1** and their own ideas. If you wish, students could make a large word map for you to display in the classroom.

3 (15 mins)

Read the question out loud to the class, then ask them to read through the text individually. When they have finished reading put them in pairs or groups to discuss the question. When they are ready, ask a student from each group to report back to the class. Does everyone agree?

Student's Book page

MODULE 1: World issues

Unit 3 Human values

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



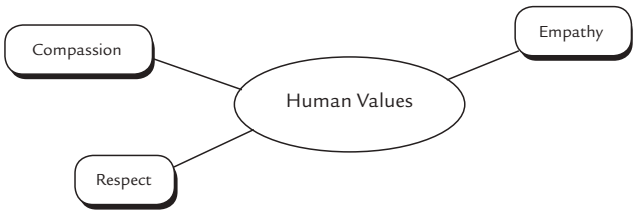


Discuss

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

Read

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



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

24

Check your understanding

(15 mins)
Explain the task to the class and ask them to answer the first question. (The answer is *Freedom is not as straightforward as its name may imply.*) Ask them to complete the task individually. Check answers as a class.

Think and speak **Giving opinions; agreeing and disagreeing**

(15-20 mins)
Put the students into small groups and ask them to answer the questions. After 10 minutes bring the class together. Go through each question in turn and ask each group to provide answers. Discuss any agreements or disagreements.

Lesson 3

Workbook pages 16-17, Reading

Workbook answer key - see page 141

Objectives	
Skills	**At the end of this lesson, students should be able to:**
Reading	• read an article about the Kuwait Red Crescent Society
Writing	• write a paragraph that describes the ideal Red Crescent volunteer
Topic	*The Kuwait Red Crescent Society*
Functions	• justify answers
Vocabulary	aftermath (N), deploy (V), ethnicity (N), hardship (N), voluntary (Adj) vulnerable (Adj)

Student's Book page

Unit 3 Human values

Our Shared Humanity

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

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

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

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

Check your understanding

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

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

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

Think and speak **Giving opinions; agreeing and disagreeing**

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

1 Cultures share several basic traits and values. ☐
---
2 Freedom means doing whatever you want to do. ☐
---
3 All countries lack legislation to protect minorities. ☐

25

Lessons 4 and 5

Objectives

Skills:	**At the end of this pair of lessons, students should be able to:**
Grammar	• use adverbs of manner • use *If* conditionals type 0, type 1, type 2 and type 3
Topic	• *Human rights and values*
Functions	• talk about possibilities
Vocabulary	aggressive (Adj), compassionately (Adv), cry over spilt milk (idiom), enfranchisement (N), extravagant (Adj), frail (Adj), over a barrel (idiom), over the hill (idiom), over the top (idiom), suffrage (N), tide someone over (idiom)

Student's Book pages 26 and 27

Present active vocabulary needed for each activity.

Grammar • Adverbs of manner

(15 mins)

First, check the students all understand what is meant by an adverb of manner (An adverb of manner shows how something is done.) Explain to students that they will be changing adjectives to adverbs. Illustrate the point with a few examples, e.g., *happy – happily – regretful – regretfully*

Then ask students to complete the first question. *(The child was behaving badly.)*

Tell students to complete the exercise individually.

(10 mins)

Direct students' attention to the example. Tell students they may need to change the word order to make correct sentences. Students complete the exercise individually. Go round and offer help where necessary. Bring the class together to check answers.

• *If* conditionals type 0, type 1, type 2 and type 3

(15-20 mins)

Ask students to provide examples of the four conditionals. Then, tell them they have to match the beginnings of the sentences with the correct endings. Read the first sentence beginning (*If I had studied harder*) and ask students to provide the correct ending (*I would have passed the test*).

Then, ask students to complete the exercise individually. After a few minutes bring students together. Ask a few students to read out their answers. Check answers as a class.

(15-20 mins)

a Read the first sentence from exercise **3**. Ask students which type it is (type 3). In pairs, students then go through the sentences from exercise **3** discussing which they think are type 0, type 1, type 2 and type 3. Check answers as a class and discuss any disagreements.

b Ask students to write a sentence for each type, working individually. Check answers as a class.

Extension

If you have time, ask students to write a few more *if* sentences in each tense. Ask them to illustrate their sentences and turn their work into a classroom display.

Student's Book page

Grammar

• **Adverbs of manner** Grammar reference page 123

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

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

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

People in need should be treated with compassion.
People in need should be treated compassionately.

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

• ***If* conditionals type 0, type 1, type 2 and type 3** Grammar reference page 123

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

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

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

b Write a sentence of your own for each type.

type 0: .....

.....

type 1: .....

.....

type 2: .....

.....

type 3: .....

.....

26

Vocabulary Human rights and values

(10-15 mins)

Explain to students that many words in English have multiple meanings. However, it is always possible to work out the meaning of the word from its context. Explain *in context* (*considering something in relation to its surrounding words and circumstances*). Explain that each of the words in this exercise has been given two meanings. The students' task is to look at the definitions and work out which is the most suitable definition in the context of the unit. Read the first word and its two possible definitions and ask students to identify which defintion is more appropriate in relation to human values (*a2*).

Then, in pairs, students go through the other pairs of definitions, choosing the more appropriate one. If there are any disagreements, ask students to explain why.

(15 mins)

Tell students they are going to match the correct words from exercise **1** with similar words from the box. Ask a student to match ***liberty*** with the correct word (***freedom***). Students then match the words in pairs. After a few minutes, bring the class together and ask students to explain any differences in meaning between the words in exercise **1** and those in exercise **2**. Ask students to explain their answers.

If there is time, check students' understanding by asking them to provide brief sentences using the words from exercise **1** and **2**.

Idioms with *over*

(15-20 mins)

Read out the first sentence in full and ask the class to provide the correct idiom in the correct form (***...crying over spilt milk***). Students work in pairs, reading the sentences to each other and providing the correct idiom to replace the words in bold. Go round offering help where necessary. Then, bring the class together to check answers. Discuss any disagreements.

If there is time, ask students to write new sentences using the idioms they have just learnt. Ask a few students to read them to the class. The class decide if they have used the idioms correctly. If you like, have a class vote on the best sentences.

Student's Book page

Vocabulary Human rights and values

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

a liberty
1 time of leave granted to an employee
2 to be free to choose one's own view in life without oppressive restriction from others

b empathy
1 the ability to understand and share the feelings of others
2 to feel pity or sorrow for someone else's problems

c fundamental
1 something of central importance to an idea
2 something simple or obvious

d compassion
1 an understanding concern felt for the sufferings and misfortunes of others
2 generously giving to those in need

e suffrage
1 the right to vote in political elections
2 a continuous state of suffering

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

basic *freedom* *enfranchisement* *sympathy* *charity*

Idioms with over

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

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

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

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

Lesson 6

Workbook pages 18-19, Language practice

Workbook answer key - see pages 141-142

Objectives	
Skills	**At the end of this lesson, students should be able to:**
Grammar	• use conditionals • use adverbs of manner

Lessons 7 and 8

Objectives

Skills:	**At the end of this pair of lessons, students should be able to:**
Reading	• read a newsletter
Listening	• listen to a charity radio advert
Speaking	• present a radio advert
Writing	• write a newsletter
Topic	• A *humanitarian appeal*
Functions	• plan • ask for help • persuade • present information
Vocabulary	alleviate (V), appeal (N), avert (V), campaign (N), commitment (N), dire (Adj), donate (V), extensive (Adj), humanitarian (Adj), in leaps and bounds (Exp), underprivileged (Adj)

Student's book pages 28 and 29

Present active vocabulary needed for each activity.

Speaking **A humanitarian appeal**

Listen

1 (3.1) **(15 mins)**

Explain to students that they are going to hear a radio broadcast by a charity asking for donations. Ask a student to read the questions to the class. Remind students that they should listen for the information requested in the questions.

Play the recording once through and ask students to provide answers. If they are struggling, or if there are disagreements, play the recording through again for students to check their answers.

Listening script 3.1, TG, page 132

2 **(10 mins)**

Put students in pairs or small groups. Explain that they are going to produce their own radio broadcast. First, however, they need to decide what the appeal will be about. In their pairs students discuss what they want to talk about. Explain that they will be producing their adverts individually, but that this group work will give them the opportunity to discuss ideas and gather other people's opinions. Make sure students discuss all three bullet points.

Planning

3 **(10 mins)**

Having talked to other students about their plans students begin to plan their broadcasts individually. Remind them to take into account the opinions of the other students, as these students are their 'target audience'.

Speak

4 **(10-15 mins)**

Put students back into their pairs or groups and tell them to read the questions. Explain that they are going to perform their adverts to each other and should use the questions to evaluate each other's performances. Allow students a few minutes to discuss each others' adverts. If there is time, ask a few students to perform their advert to the class. The class can then discuss these adverts and decide whose is best.

Quote

Draw students' attention to the Quote box. Ask them to paraphrase it in their own words. Do they agree with the quote's message, that through aiding others we also aid ourselves?

Thomas Browne (1605 – 1682) was an English author who wrote on many diverse subjects including philosophy, medicine, morality and science. His writings show a deep interest in the natural world and man's place within it. He was one of the earliest writers to embrace the new scientific methodology.

Student's Book page

Speaking **A humanitarian appeal**

Listen

1 (3.1) Listen to a radio advert for a charity. As you listen to the advert, answer the following questions.



a The purpose of the advert is to …
1 give information about struggling people worldwide.
2 highlight the work the charity is doing.
3 raise money for a humanitarian appeal.

b The speaker uses extreme contrasts to …
1 highlight the small sacrifices donations would involve.
2 complain about how expensive the modern world has become.
3 provide information on fundraising events.

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

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

Planning

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

Speak

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

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

USEFUL LANGUAGE

Asking for help	Persuading
We desperately need your help …	How would you feel if …?
Small changes in your life …	Just think what would happen if ….
The things we take for granted …	Surely it is unacceptable that ….
You can really help / make a difference by …	With only KWD 10, you could …
For the price of … you can …	For the cost of … you could …
Have you heard of the conditions in …	Given that … you should …
You can help avert a humanitarian tragedy.	
Just a few KWD will …	

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

28

Writing A newsletter

1 (15 mins)
Explain newsletters to the students. Do they ever receive newsletters? If so, who from? Instruct students to read the newsletters. Explain that each paragraph should have a heading, taken from the list above the newsletter. Ask students if they can match a heading with paragraph A (***Improving sanitation***). Then, give students time to match the other paragraphs with the headings.

2 (20 mins)
Put the students in small groups to discuss the questions. If you wish, you could provide extra questions for guidance, e.g. *Is the newsletter formal or informal? Is the language emotive? Why is each campaign named?*

Go round and offer help where necessary. Then, bring the class together to share ideas.

3 (20 mins)
Still in their small groups, students plan and write a newsletter. They can use the radio broadcasts from page **28** as guidance, but combine all of their appeals into one larger appeal. If you wish, students could each write a paragraph about their appeal, copying the style of the newsletter in the Student's Book. Remind students that the newsletter should provide information, rather than simply ask for donations. Make sure students check their letters thoroughly for spelling and grammatical errors. If there is time, ask a few groups to read their newsletters to the class. Ask the class to provide feedback.

Extension

Ask students to exchange newsletters with other groups for comment and feedback. Students then produce large versions of their newsletters for display, taking into account the views and opinions of the other groups.

Student's Book page

Writing A newsletter

task
You are going to produce a radio appeal that will be used as part of an advertising campaign asking for donations for a humanitarian project.

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

1 This is a newsletter for an English charity organisation. Charities use such letters to keep their members up-to-date with projects and events.
Read the newsletter and match the paragraphs with the correct headings. There are more headings than you need.

Progress made in Africa
Full stomachs, smiling faces
Natural disasters
What still needs to be done
Improving sanitation
What still needs to be done?
Providing hospitals worldwide

Dear Mr Abdulhameed,

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

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

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

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

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

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

3 Now, in small groups, plan and write a newsletter to be sent to people who donated to your radio advert. You can combine each other's adverts under one charity. Take the following points into account:
- The newsletter should mention successes your charity has made.
- It should be linked to your radio advert but should not repeat all the information.

Lesson 9

Workbook pages 20-21, Reading
Workbook answer key - see page 142

Objectives	
Skills	**At the end of this lesson, students should be able to:**
Reading	• read an advert asking for volunteers for the KRCS
Writing	• write an advert asking for volunteers
Functions	• justify • persuade

Preparation for the project
Tell the students they will be working on a project called ***Producing a set of recommendations*** at the end of the module. Explain that they will be making recommendations about protecting human rights and values. In pairs, students discuss what human rights are, methods to protect them and any human rights which they believe are threatened. Tell them to look in books, magazines, on the Internet, etc., and to collect any interesting articles or ideas they would like to use. Ask them to bring this material to the next lesson.

Focus on

Student's Book page 30

The Foreign Diplomatic Institute

Pre-reading (5 mins)

Point to the photo. Ask students what the photo shows. How does it relate to the reading title? Ask some general questions to guide them to the topic of the text: ***The Foreign Diplomatic Institute***.

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 are the purposes of the Foreign Diplomatic Institute? Are there any not mentioned in the text?

2 Why has the FDI recently been established? Give opinions and justifications.

3 What kind of person would make a successful diplomat? Explain.

Point to any vocabulary you think the students may find new or difficult. Try to lead them to guess meaning from context. For example, ***myriad*** in line 17 can be guessed from the content of the sentence.

Point to useful or unusual expressions, e.g. ***diplomats-in-training.***

Compound words (20 mins)

Read the note on compound words with the class, then ask students for an example of a compound word from the first paragraph. Then they find more examples in the text, working in pairs. Check answers as a class. Students answer **b** individually. Ask a few students to read their sentences to the class.

Ask students to answer question **2** individually. Check answers as a class.



Student's Book page

Focus on

The Foreign Diplomatic Institute

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

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

The centre is to be run by Ambassador Abdulaziz Al-Sharikh. Ambassador Al-Sharikh is a successful diplomat who has worked in Australia, Brussels, Germany and Japan. With his guidance and experience Kuwait can be sure of having a generation of well-trained, competent and enthusiastic diplomats representing them throughout the globe.

The Foreign Diplomatic Institute has three main aims. Firstly, the institute is a training institute. Its objective is such that the staff of the institute will be responsible for training all of Kuwait's diplomatic staff, both old and new. Newer recruits will obtain the entirety of their training from the institute, receiving twelve months of training whilst in Kuwait, and a further six months whilst on foreign soil. Old staff, on the other hand, will use the institute to update and reinforce their knowledge and skills, through refresher courses and access to a myriad of professional training programmes.

Secondly, the institute will function as a government think-tank, conducting research on foreign policy that may ultimately influence many important decisions taken by the government. Whilst the research undertaken will mainly be used by officials and dignitaries there is also the hope that some of the work undertaken may be published.

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

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

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

Compound words

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

a Find examples in the text.

---

b Give three other examples of your own.

---

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

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

30

Project 1

Producing a set of recommendations

Student's Book pages 31 and 32

Tell the class they are going to produce a set of recommendations for protecting human values, and that they will be presenting their recommendations to the class.

Students can access these websites to obtain more information:

www.UNfoundation.org
www.hrw.org

Stage 1 Assessing the current situation (20-25 mins)

First, read out the task. Put the students in pairs or small groups to discuss some initial ideas.

Student's Book page

Project 1

Producing a set of recommendations

task

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

Stage 1 Assessing the current situation

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

b Make notes under these headings:

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



Stage 2 Reading and discussing

a Read this letter which someone has written to an English newspaper. Which of these humanitarian issues does the writer complain about?

- War
- Starvation
- Unfair imprisonment
- Free speech
- Medical aid
- Natural disasters

31

a and **b** Still in pairs or small groups, students look at the photographs on the page as well as any resources you may choose to provide and discuss the state of human rights across the globe. Ask them to make notes as shown. While they are talking, write the two headings on the board, then go round and listen to their discussions, supplying vocabulary and offering ideas if necessary.

When they are ready, ask different students to come to the board to write notes under the appropriate headings.

Some ideas:

Current problems – unfair imprisonment; starvation; disease

Proposals and solutions – government intervention; food aid; worldwide immunisation

Stage 2 Reading and discussing (20-25 mins)

a Ask the students to read the letter on page 32. Ask them to make a note of any difficult words, and explain them to the class when they have all finished reading.

Read out the question and ask the class to tell you which issues are complained about in the letter.

b In small groups, students look at the table on page 31 again and decide the benefits of raising awareness of humanitarian issues. Go round and make suggestions if necessary.

Ask the groups to share ideas and have a brief class discussion. Write key points on the board.

Stage 3 Agreeing on recommendations

(25-30 mins)

a and **b** In pairs, students prepare a list and discuss how human rights could be protected. Make sure they note down their ideas.

c Refer the students to the letter again and then ask them to write their recommendations, in pairs or individually. Go round and make corrections and suggestions as necessary.

Stage 4 Presenting recommendations

(15 mins)

a The students take turns to read out their recommendations to the class. Encourage questions and comment from the class.

b Finally, have a class vote for the best set of recommendations.
If you have a recording device, the students could then record their presentations.

Module 1 Progress Test

Workbook pages 22-25

Workbook answer key – see page 142

Extra listening page 136

Student's Book page

Dear Sir / Madam,

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

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

Many thanks
Waleed

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

Stage 3 Agreeing on recommendations

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

Stage 4 Presenting recommendations

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

TRY THESE WEBSITES FOR INFORMATION:
- www.UNfoundation.org
- www.hrw.org

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Student's Book Answer Key



Module 1

Unit 1, page 12, exercise 1
(Students' own answers)

Unit 1, page 12, exercise 2
a 9 **b** 5 **c** 6 **d** 1 **e** 3 **f** 8
g 4 **h** 2 **i** 7

Unit 1, page 12, exercise 4
a theft; murder **b** 4,000 years ago
c governments **d** family law

Unit 1, page 13, exercise 5
a 2 **b** 2 **c** 1

Unit 1, page 13, exercise 6
a T: Crimes such as murder and theft have been considered crimes almost everywhere.
b F: A basic principle of most systems of law is that someone is innocent unless proven guilty.
c F: Hammurabi's code consisted of 282 laws.
d F: Governments make laws. The police and judges enforce them.

Unit 1, page 13, exercise 7
(Students' own answers)

Unit 1, page 14, exercise 1
The first sentences describe a complete action.
The second sentences describe a continuous action.

Unit 1, page 14, exercise 3
a Instead of ...
b In comparison with ...
c On the other hand ...

Unit 1, page 14, exercise 4
a The career choice of a son compared with that of his father.
b The stress suffered by those who practise a legal profession compared with those who do not.
c A lawyer's salary in comparison to a policeman's wages.

Unit 1, page 14, exercise 5
(Students' own answers)

Unit 1, page 15, exercise 1
a1 a public official ...
a2 to form an opinion ...
b1 the punishment imposed on a criminal ...
b2 a group of words ...
c1 a defendant's representative ...
c2 the action by which something resists attack
d1 a legal dispute, to be settled ...
d2 a container in which clothes ...
e1 of short duration
e2 a written summary of the legal points ...

Unit 1, page 15, exercise 3
a violent
b chaotic / legal
c innocent / guilty

Unit 1, page 16, exercise 2
a paragraph 4
b paragraph 3
c paragraph 2
d paragraph 1

Unit 2, page 18, exercise 2
a 4 **b** 5 **c** 7 **d** 6 **e** 3 **f** 2 **g** 1

Unit 2, page 18, exercise 3
A Economic necessity **B** Economic boom
C conflict

Unit 2, page 19, exercise 4 (suggested answers)

Text	Nationality	Place they migrated to	Reasons for migration
A	Irish	United States of America	Some for economic benefit. Others to escape starvation and seek a better life.
B	European	Kuwait	Kuwait needed skilled workers. Workers came seeking better life and high standard of living.
C	Spanish	France, Britain and the United States of America	The effects of war, especially the killing of civilians

Unit 2, page 19, exercise 5
a the farmers
b Irish emigrants
c skilled workers
d the emigrant workers

Unit 2, page 19, exercise 6
(Students' own answers)

Unit 2, page 20, exercise 1
a had visited
b had eaten
c had finished / had started
d left

Unit 2, page 20, exercise 2
a1 A quarter of the population of Ireland emigrated in 1854.
a2 A quarter of the population of Ireland emigrated in the years leading up to 1854.
b1 Irish people emigrated whilst lots of them were dying from starvation.
b2 Irish people emigrated after lots of them had died from starvation.

Unit 2, page 20, exercise 3
1 hit **2** lasted / had lasted **3** was
4 had been obliterated **5** had become
6 showed **7** had split **8** had moved
9 killed / had killed **10** injured / had injured

Unit 2, page 20, exercise 4 (suggested answers)

a He'd never flown before.
b She'd failed twice.
c He hadn't seen him for ten years.
d He'd worked late the night before.
e She'd passed her exams.
f He'd switched his phone off.

Unit 2, page 21, exercise 1

a uncomfortable **b** impatient **c** unfit
d unhappy / displeased

Unit 2, page 21, exercise 2

a celebrating / unexpectedly **b** unfairly **c** desirable
d miserable / unlikely **e** wonderful / peaceful

Unit 2, page 21, exercise 3

a earnings
b destruction
c disastrous
d majority
e activity
f civilians
g permanently

Unit 2, page 21, exercise 4

a Ireland **b** live **c** visited **d** started

Unit 2, page 22, exercise 2

1a She was excited.
1b There was more open space, more opportunity to swim, and she did better at school.
1c She is now studying to become a doctor and loves the Australian lifestyle.

Unit 2, page 22, exercise 3

Age she left England	12
Where she moved to and why	Perth, Australia: father was offered a job there
Intended length of stay / actual stay	3 years (possibly longer) / 6 years
Occupation	Student doctor

Unit 2, page 22, exercise 4

(Students' own answers)

Unit 3, page 25, exercise 4

a ... freedom is not as straightforward as its name may imply.
b Caring for those worse off than ourselves ... is a human attribute we find in almost every society.
c Society gives us many forms of protection that we wouldn't otherwise have ...
d ... some ethnographers and anthropologists have set out to establish a set of universal human values.

Unit 3, page 25, exercise 5

(Students' own answers)

Unit 3, page 26, exercise 1

a very **badly.**
b barking **aggressively** at the children playing **noisily.**
c drove **smoothly** ...
d talk **loudly** ... behaving **unacceptably**.

Unit 3, page 26, exercise 2

a the teacher shouted **angrily.**
b should be held **carefully.**
c The final scene ended **tragically**.
d My new shoes fit **very comfortably**.
e She creates culinary delights **masterfully.**

Unit 3, page 26, exercise 3

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

Unit 3, page 26, exercise 4

type 0: b
type 1: e, f
type 2: c
type 3: a, d

Unit 3, page 26, exercise 4b

(Students' own answers)

Unit 3, page 27, exercise 1

a 2 **b** 1 **c** 1 **d** 1 **e** 1

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

liberty; *freedom* (liberty is the state of being free within society; freedom is the state of being independent)
empathy; *sympathy* (empathy is the ability to understand peoples' problems; sympathy is feeling pity for those problems)
fundamental; *basic* (fundamental is something of central importance to an idea; basic is something simple)
compassion; *charity* (compassion is a concern for others' suffering; charity is giving aid to alleviate suffering)
suffrage; *enfranchisement* (mean the same)

Unit 3, page 27, exercise 3

a crying over spilt milk
b over a barrel
c over the top
d tide me over
e turn over a new leaf
f over the hill

Unit 3, page 28, exercise 1 (suggested answers)

a 3
b 1

Unit 3, page 29, exercise 1 (suggested answers)

A Improving sanitation
B Providing hospitals worldwide
C Full stomachs, smiling faces
D What still needs to be done?

Unit 3, page 29, exercise 2

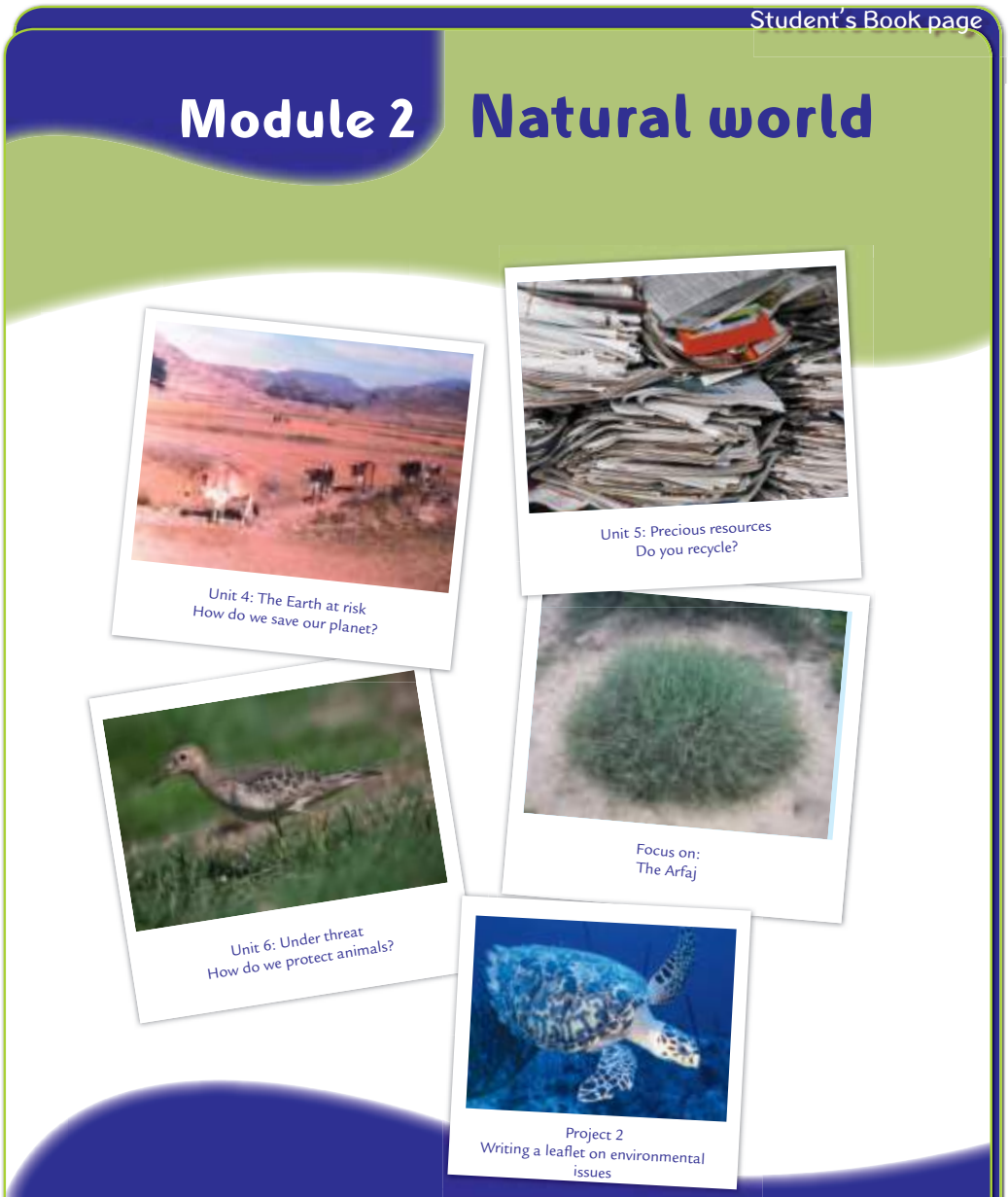
(Students' own answers)

Module 2 Natural world

Student's Book page 33

Opener (5–10 mins)
Tell students that this page shows them what they will be doing in the second module. Ask them to read the title (***Natural world***) and look at the pictures.

Put them in pairs and ask each of them to choose one picture. Allow five minutes for them to write two or three questions about the picture they have chosen. When they are ready, invite students to share their questions with the class and see if anyone can answer them. Write good questions and answers on the board.



Put them in pairs and ask them to look at the five titles and note down their ideas for each one. Go round and offer help prompts if necessary.

When they are ready, read out each title in turn and invite different students to share their ideas with the class. If students have thought of the desert, encourage one or two of them to give some information they know about the desert.

If any students say that they care for the environment, ask if they are protecting it in any way (e.g. *not littering, planting trees*, etc.).

MODULE 2: Natural world

Unit 4 The Earth at risk

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 spread of the desert
Speaking	• talk about environmental problems
Topic	• *The spread of the desert*
Functions	• describe environmental problems • express opinion
Vocabulary	climate (N), desertification (N), erode (V), graze (V), harsh (Adj), increasingly (Adv), kill off (PhV), overcultivate (V), permanently (Adv), precipitate (V), productive (Adj), proportion (N), soil (N), treacherous (Adj), unproductive (Adj), wash away (PhV), wildfire (N)

Student's Book pages 34 and 35
Present active vocabulary needed for each activity.

Discuss

1 (25–35 mins)

Allow time for students to look at the pictures. Ask them to suggest relevant vocabulary and list good ideas on the board (e.g. *desert, sand, dry, rain, climate, wind*). Ask if anyone has ever been to a desert; invite students to tell the class about their experiences.
Put students in pairs or small groups to discuss questions **a-c**. Go round and listen, making suggestions where necessary. Then invite different students to share their ideas with the class.

2 (15 mins)

Read out the first word (***climate***) and ask students to match it with the correct meaning (*2*). Then put them in pairs to complete the task, using dictionaries or the glossary at the end of the Student's Book if necessary; encourage them to find the words in the text.
Go round and offer help where necessary, then check their answers.

Prepare students for the next question by having them read the Factfile. Divide the class into groups, and ask each group which fact they found the most interesting, and which fact they found the most surprising. Encourage a class discussion, helping students with any difficult vocabulary. Feel free to share your own opinions.

Read

3 (20–25 mins)

First, put the students into pairs or small groups. Ask students to look at the title of the article. Students predict what they might read in the article. Ask them to note down their ideas. Read the question and explain to the class that they have to read the article to discover the causes of the spread of the desert. Allow time for students to read the article; go round and explain new vocabulary, noting it down to check with the whole class later. When the class are ready, invite their ideas.

Student's Book page

MODULE 2: Natural world

Unit 4 The Earth at risk

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



Discuss

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

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

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

Read

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

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Check your understanding

4 (10 mins)
Read out the instruction and the first incomplete sentence. Ask students to identify the correct ending and read the completed sentence. Allow time for the students to complete the task alone, then put them into pairs to check their answers.

5 (5-10 mins)
Read out sentence **a** and ask students if they think it is True (T) or False (F) giving their justifications. Students work individually to complete the exercise, then check answers in pairs.

Think and speak Expressing opinion

6 (10–15 mins)
Put the students in pairs or small groups to discuss the question. Go round and listen, offering ideas where necessary.

Some suggestions:
irrigation; planting shrubs and trees to nourish soil and to reduce wind erosion; crop rotation; local reduction of greenhouse gases

When the students are ready, ask the students to report their ideas back to the class. Finally, allow a short class discussion.

Lesson 3

Workbook pages 26-27, Reading
Workbook answer key - see page 142

Objectives	
Skills	**At the end of this lesson, students should be able to:**
Reading	• read an article about South American rainforests
Writing	• write a summary about South American rainforests
Topic	• *Feeding chickens is destroying the climate*
Functions	• make suggestions • give reasons
Vocabulary	at the expense of (Exp), devastating (Adj), logger (N), vital (Adj)

Student's Book page

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

The spread of the desert

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

Desertification usually occurs in dry areas where there is no rain and where the climate is harsh. In these places, the top layer of soil is destroyed so that the land can no longer be used for growing crops or grazing animals. This means that people who depend on the land for food have to move to 'greener' areas in order to survive. A proportion of the population may survive by moving, but others may die because of shortages of food and water.

Although natural changes in the climate often precipitate the process, the activities of human beings are often the real cause of desertification. Because there are growing numbers of people to feed, farmers tend to overcultivate their land, with the result that the soil becomes poor and unproductive. Other farmers overgraze their land and this permanently kills off grass and other plants. In addition to the effects of farming, deforestation – the cutting down of trees – also erodes the soil. Trees are usually cut down to make more agricultural land, but once there are no longer trees and plants on an area of land, there is nothing to stop the wind and rain from blowing or washing away the top layer of soil. The dust which this produces can travel long distances and affect the health of people living in cities thousands of kilometres away.

However, this is not the end of the story: desertification can also create conditions which produce strong winds and treacherous wildfires and this leads to even greater pressure on the Earth's most precious resource, water.

Check your understanding

4 Choose the correct endings to the following sentence beginnings.

a Land can no longer be used for growing crops if ...
1 the top layer of soil is destroyed.
2 animals are grazed on the land.
3 people move to greener areas.

b The Earth's most precious resource is ...
1 productive land.
2 water.
3 people.

c Trees and plants ...
1 grow well in deserts.
2 stop wind and rain from damaging land.
3 are a major cause of desertification.

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

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

a The actions of human beings are the only cause of desertification. ☐
.....

b Almost three-quarters of the drylands in Africa are subject of desertification. ☐
.....

c Deforestation is caused by desertification. ☐
.....

Think and speak Expressing opinion

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

Lesson 4 and 5

Objectives

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

Speaking
- discuss the causes and effects of environmental problems
- talk about climate

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

Topic
- *Climate*

Functions
- give explanations
- describe a problem and its effects
- express preferences

Vocabulary arid (Adj), atmosphere (N), equator (N), flooding (N), forecasting (N), frigid (Adj), humid (Adj), misbehave (V), planting (V), prevailing (Adj), reclaim (V)

Pronunciation
- rhythm

Student's Book pages 36 and 37
Present active vocabulary needed for each activity.

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

1 (5 mins)
Read out the question and then sentence **a**; ask the class to identify the phrase which introduces the explanation (***in order to***). Continue with sentences **b** and **c** .

2 (10 mins)
Read out the instruction and the example sentence, then ask the students to complete the task in pairs. Go round and check their work. Then ask different students to come to the board and write the questions.

3 (10 mins)
Put the students in pairs or small groups. EITHER ask them to discuss all four questions OR divide the class into four parts, **a**, **b**, **c** and **d**, and ask them to discuss the corresponding question. Go round and listen. Make sure they are using the target phrases from exercise **1**. Encourage them to note down their ideas. When they are ready, invite different students to share their ideas for each question. Make sure each pair contributes at least one idea.

Suggested answers:
a Some farmers overcultivate and overgraze their land in order to produce enough food for their growing families.
b Some countries need more agricultural land to feed their growing populations.
c Because of wind erosion and very high temperatures, desertification is getting worse.
d Lack of water is the main cause of people dying in the desert.

4 (5 mins)
Read out the question and then sentence **a**; ask the class to identify the phrase which links an action with a result (***so that***). Continue with sentences **b**, **c** and **d**.

5 (10 mins)
Read out sentence **a**, and invite ideas for how to complete the sentence. Then put the students in pairs to complete sentences **b**, **c** and **d**. Go round and discuss ideas, then invite different students to read out their ideas to the class. Encourage comments and discussion.

Student's Book page

Grammar

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

Grammar reference pages 123 – 124

1 Which words or phrases in these sentences introduce explanations?

a Some people move to greener areas in order to survive.

b Because there are growing numbers of people to feed, farmers tend to overcultivate their land ...

c Trees are usually cut down to make more agricultural land ...

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

Why do some people move to greener areas?

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

a Why do some farmers overcultivate or overgraze their land?

.....

.....

b Why do some countries need more agricultural land?

.....

.....

c Why is the problem of desertification getting worse?

.....

.....

d Why do some people die in desert areas?

.....

.....

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

a ... the top layer of soil is destroyed so that the land can no longer be used for growing ...

b ... the activities of human beings are often the real cause of desertification.

c ... farmers tend to overcultivate their land, with the result that the soil becomes poor and unproductive.

d ... this leads to even greater pressure on the Earth's most precious resource, water.

5 Complete these sentences with your own ideas.

a More and more trees are being cut down, with the result that .....

.....

b Dust from Africa which reaches large modern cities is the cause of .....

.....

c Forests are cut down so that .....

.....

d Some areas of land are being reclaimed from deserts. This can lead to .....

.....

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

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

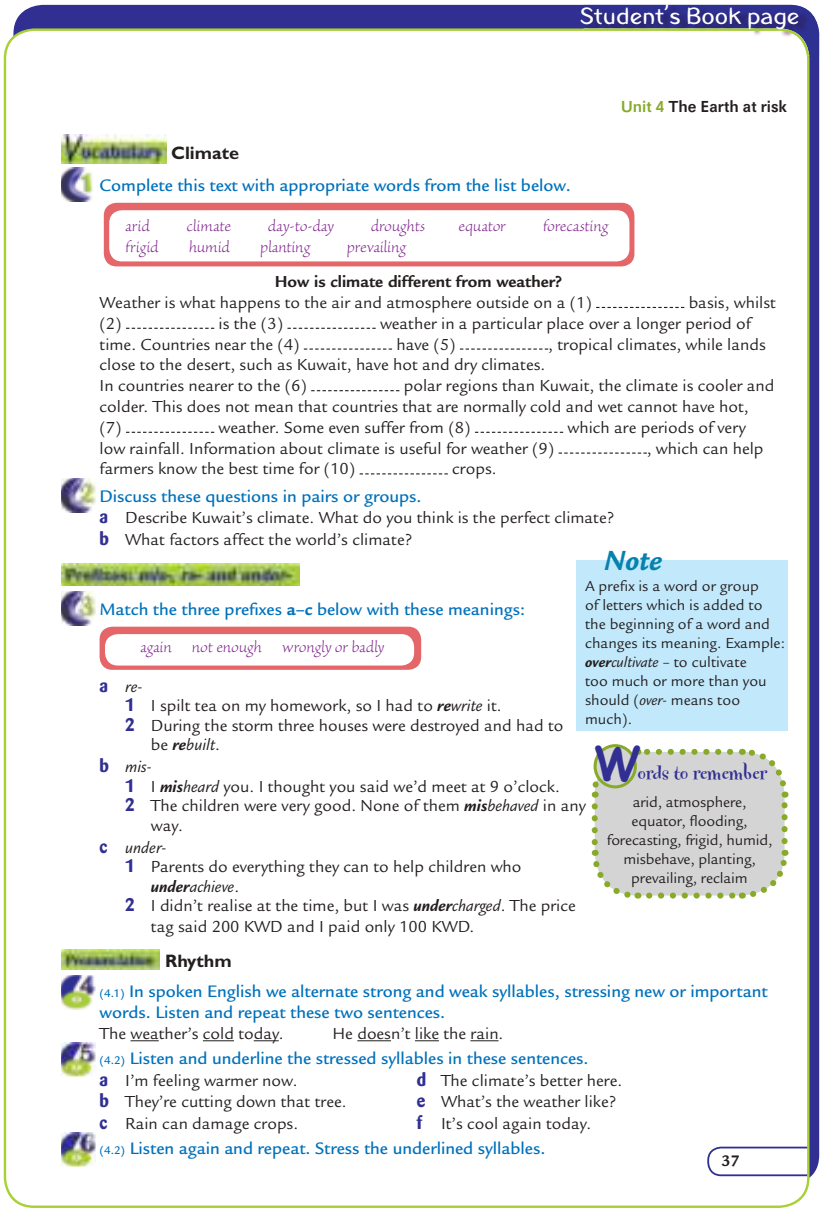
36

(10 mins)
Put the students in small groups, if possible with different students. Ask them to choose one of the topics and discuss its results. Suggest they make notes. Go round and listen, offering prompts where necessary. Finally, take each topic in turn and invite ideas from different students. Encourage a brief class discussion.

Vocabulary Climate

(10 mins)
Ask the students to read the title and then scan the text, without stopping at the gaps. Then ask them to read the text again and complete it with the words from the list. Go round and offer help if necessary, then put them in pairs to check answers.

(10 mins)
Students discuss both questions, in pairs or small groups. Go round and join in their discussions, offering your own ideas if you wish. When they are ready, invite different students to share their ideas with the class and encourage short class discussions.



Student's Book page

Unit 4 The Earth at risk

Vocabulary Climate

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

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

How is climate different from weather?

Weather is what happens to the air and atmosphere outside on a (1) ---------- basis, whilst (2) ---------- is the (3) ---------- weather in a particular place over a longer period of time. Countries near the (4) ---------- have (5) ----------, tropical climates, while lands close to the desert, such as Kuwait, have hot and dry climates.
In countries nearer to the (6) ---------- polar regions than Kuwait, the climate is cooler and colder. This does not mean that countries that are normally cold and wet cannot have hot, (7) ---------- weather. Some even suffer from (8) ---------- which are periods of very low rainfall. Information about climate is useful for weather (9) ----------, which can help farmers know the best time for (10) ---------- crops.

2 Discuss these questions in pairs or groups.
a Describe Kuwait's climate. What do you think is the perfect climate?
b What factors affect the world's climate?

Prefixes: mis-, re- and under-

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

again not enough wrongly or badly

a *re-*
1 I spilt tea on my homework, so I had to ***re****write* it.
2 During the storm three houses were destroyed and had to be ***re****built*.

b *mis-*
1 I ***mis****heard* you. I thought you said we'd meet at 9 o'clock.
2 The children were very good. None of them ***mis****behaved* in any way.

c *under-*
1 Parents do everything they can to help children who ***under****achieve*.
2 I didn't realise at the time, but I was ***under****charged*. The price tag said 200 KWD and I paid only 100 KWD.

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

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

Pronunciation Rhythm

4 (4.1) In spoken English we alternate strong and weak syllables, stressing new or important words. Listen and repeat these two sentences.
The weather's cold today. He doesn't like the rain.

5 (4.2) Listen and underline the stressed syllables in these sentences.
a I'm feeling warmer now.
b They're cutting down that tree.
c Rain can damage crops.
d The climate's better here.
e What's the weather like?
f It's cool again today.

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

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Prefixes: *mis-*, *re-* and *under-*

(10 mins)
First, read out the note and invite the students to suggest one or two more examples. Then read out the instruction and the three meanings. Put the students in pairs to match the three prefixes (***re-***, ***mis-*** and ***under-***) with the three meanings. Tell them to read the example sentences carefully before they decide.

Pronunciation Rhythm

(4.1) **(5 mins)**
Read out the explanation and the instruction. Ask the students to listen while you play the recording. Pause after each sentence for them to repeat it.

Listening script 4.1, TG, page 133

(4.2) **(10 mins)**
Play the recording, pausing after each sentence for the students to underline the stressed syllables. Play it again and check their answers by inviting students to mark the stressed syllables on the board.

Listening script 4.2, TG, page 133

(4.2) **(5 mins)**
Play the recording, pausing after each sentence for the students to repeat it.

Listening script 4.2, TG, page 133

Lesson 6

Workbook pages 28-29, Language practice

Workbook answer key - see pages 142-143

Objectives	
Skills	**At the end of this lesson, students should be able to:**
Grammar	• use subordinate clauses of purpose and result (*in order to, because, to* + infinitive, *so that, to the cause of, with the result that, to lead to*) • use prefixes • use relative pronouns

Lesson 7 and 8

Objectives

Skills:	**At the end of this pair of lessons, students should be able to:**
Reading	• read an e-mail about water shortages
Speaking	• describe photographs
Writing	• write a reply to an e-mail
Topic	• *Water shortage*
Functions	• describe photographs • compare and contrast photographs
Vocabulary	curtail (V), hurdle (N), implement (V), intrinsic (Adj), paucity (N), preservation (N), prevail over (PhV), scarcity (N), spearhead (N), unwarranted (Adj)

Student's Book pages 38 and 39
Present active vocabulary needed for each activity.

Quote

Explain that a *proverb* is a well known saying, usually with a moral message, that has existed so long that its author is no longer known.
Ask the students to read the quote and explain what it means. (*Our actions on Earth will affect our children and future generations more than us. Therefore, we all have responsibility to protect the Earth.*) Do students agree or disagree? Why?

Speaking Describing photographs

Introduction Note-making

1 (25–30 mins)
a and **b** Put the students in pairs and assign roles A and B. Read out instructions **a** and questions **b 1**, **2** and **3**.
Allow time for them to note down their answers; go round and offer suggestions where necessary. Write useful vocabulary on the board.
Then put them in new pairs, AA and BB, to share ideas and amend their notes accordingly. Again, go round and offer help where needed.
c Still in their new pairs (AA and BB) students prepare and practise short talks about the photographs. Remind them to look at the *Useful Language* box. Go round, listen and offer suggestions. Remind them to write notes, not speeches.

2 (15–20 mins)
Students return to their original pairs (A and B) and take turns to speak about their photographs, using their notes for reference.

Student's Book page

Speaking **Describing photographs**

Introduction **Note-making**

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

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



USEFUL LANGUAGE

Describing photographs
You can see ...
On the left / right of the photo, ... / In the middle ... / At the top / bottom ...
It seems that ... / It's clear that ...
Both photographs / pictures show ...
The photographs / pictures illustrate different aspects of ...
The problems are caused by / are the result of ...

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

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Writing A reply

Read

(20-25 mins)
First, put the class in small groups. Ask the students to read the e-mail and explain any new vocabulary.
Students add their ideas to the spidergram.
Go round and listen, giving suggestions where necessary.

Planning and writing

(10–15 mins)
Ask the students to use the notes they took from their discussions and to offer two or three practical ways of saving water. Students then write a reply to the e-mail. The students should use a more formal style, similar to that of the original e-mail.

Check

(10 mins)
Tell them to check carefully their spelling, grammar and punctuation and to share their ideas with their partners.

Lesson 9

Workbook pages 30-31, Writing
Workbook answer key - see page 143

Objectives	
Skills	**At the end of this lesson, students should be able to:**
Reading	• read an outline of a speech about the preservation of natural resources
Writing	• write a speech about the preservation of natural resources
Functions	• make suggestions • persuade

Student's Book page

Writing A reply

Read

task

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

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

Dear ...

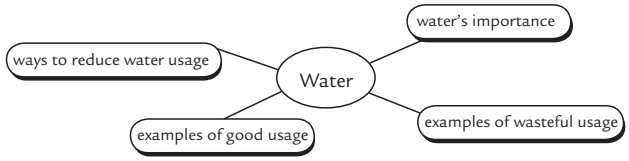
One of the most important issues of the twenty-first century is the scarcity of fresh water. A paucity of water presents major hurdles to human development. Aside from fulfilling our need to drink, fresh water also plays an intrinsic role in agricultural production.

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

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

Many thanks

Dr Abdulhameed



Planning and writing

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

Check

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

Words to remember

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

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MODULE 2: Natural world

Unit 5 Precious resources

Lessons 1 and 2

Objectives

Skills:	**At the end of this pair of lessons, students should be able to:**
Reading	• read a short text about the environment
Listening	• listen to a discussion about waste products
Speaking	• talk about recycling and environmental issues
Topic	• *Recycling resources*
Functions	• give reasons • give opinion
Vocabulary	collection points (N), concur (V), crisis (N), machinery (N), offence (N), pass a law (Exp), prohibitively (Adv), reprocess (V)

Student's Book pages 40 and 41
Present active vocabulary needed for each activity.

Discuss

1 (25–30 mins)

a On the board, write ***Recycling***. Read out the three 'definitions' of the word and ask the class which one is the best *(the second one)*.
Put the students in small groups and ask them to guess some of the vocabulary they might come across in this unit. Then invite them to share their ideas with the class. Write good suggestions on the board.

Suggested answers:
waste, litter, glass, plastic, fabric, wood, cardboard, paper, metal
burn (incinerate), bury, pollute, contaminate
dustbin, bottle bank, landfill, incinerator, tip (= waste disposal site)
climate change, carbon dioxide, emissions, the environment, the atmosphere, pollution, contamination
'green', 'environmentally friendly', biodegradable

b Ask the students to look at the title of the unit *(**Precious resources**)* and suggest what it means (*natural resources that are finite e.g. coal, wood, oil*). Put students in pairs or small groups to discuss the question. Students may find dictionaries or the glossary helpful. Go round and listen, providing new vocabulary and adding your own ideas if you like. Then ask different students to report their ideas back to the class.

2 (15–20 mins)

Put the students in small groups. Ask them to look at the pictures and discuss the three questions, with one student taking notes. Go round and listen; join in their discussions if you wish.
When they are ready, ask a student from each group to report back on their ideas for question **a**. Does everyone agree? Then repeat with questions **b** and **c**. Finally, ask the students to suggest ways in which they could become 'greener' (environmentally friendly).

Student's Book page

MODULE 2: Natural world

Unit 5 Precious resources

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


glass


rubbish


metal


plastic


paper and cardboard

Discuss

1 Discuss these questions.
a Which of these is the most accurate definition of 'recycling'?
- *using objects and materials more than once*
- *processing objects and materials so they can be used again*
- *refusing to throw away objects and materials*

b Why is recycling becoming such an important issue for many people today? The title of this unit, ***Precious resources***, may give you an idea.

2 Look at the photographs and discuss these questions.
a Which of the waste products in the photos are recycled in Kuwait?
b What happens to the waste products that are not recycled?
c How could these waste products be recycled?

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Listen

3 (5.1) **(10 mins)**

Read out the question and play the recording straight through. Ask the class to note down the waste products that are mentioned. Play it again to check, then put them in pairs to compare answers.

Listening script 5.1, TG, page 133

Check your understanding

4 (5.1) **(10 mins)**

Play the recording, pausing to allow time for the students to complete the missing words. Play the recording again for them to check, then put them in pairs to compare answers.

Listening script 5.1, TG, page 133

5 (5.1) **(10–15 mins)**

Ask the students to read the sentences first, and try to remember if they are True or False (according to the speakers) giving their justifications. Then play the recording for them to check. Who remembered everything correctly?

Listening script 5.1, TG, page 133

Think and speak

Talking about recycling and enviromental issues

6 **(15 mins)**

Instruct students to read the text. In pairs, EITHER ask half the class to discuss question **a** and the other half to discuss question **b** OR ask all the students to discuss both questions with their partners. Go round and listen, adding your own ideas if you wish. Wherever possible, students should refer to the text in their answers.

Ask different students to report their ideas back to the class, and allow comments and further discussion.

Student's Book page

Listen

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

Check your understanding

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

a put under the ground
..... they simply ..... most of their rubbish.

b unwanted, unusable
We take all our ..... glass and paper to special collection points.

c tools / machinery etc.
..... not everywhere has the ..... to reprocess it.

d these provide electricity for motorists
... places where they recycle almost everything, you know, ..., fridges, wood ...

e crime
I'd pass a law to make it a ....

f waste from people's homes
... not to recycle 100% of ....

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

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

a One of the reasons some items aren't recycled is the prohibitive costs. ☐
.....

b In most countries waste is burnt. ☐
.....

c The families of all three speakers recycle their paper. ☐
.....

d There are still plenty of places where rubbish can be buried. ☐
.....

e Burning unwanted rubbish causes pollution. ☐
.....

f In Jim's country it is a criminal offence not to recycle rubbish. ☐
.....

g Homes produce more rubbish than big companies. ☐
.....

Think and speak **Talking about recycling and environmental issues**

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

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

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

Lesson 3

Workbook pages 32-33, Reading

Workbook answer key - see page 143

Objectives	
Skills	**At the end of this lesson, students should be able to:**
Reading	• read an article about making and recycling paper
Writing	• write a summary about recycled paper
Topic	• *Paper: new from old*
Functions	• express opinion • make suggestions
Vocabulary	commercially (Adv), partnership (N), wood pulp (N)

Lessons 4 and 5

Objectives

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

Grammar
- *use wish + would*; *wish* + past simple; *wish* + past perfect
- use phrasal verbs

Topic
- *Precious resources*

Functions
- talk about wishes
- express criticism / annoyance
- express regret

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

Student's Book pages 42 and 43

Present active vocabulary needed for each activity.

Grammar • ***wish* + *would*; *wish* + past simple; *wish* + past perfect**

1 (10 mins)

First, write these words on the board: *regrets, criticism, annoyance.* Check that the students understand each word.

Then put the students in pairs to discuss the questions and note down their answers. Go round and offer prompts if necessary.

When they are ready, ask a student to read out sentence **a** and ask what it expresses *(criticism / annoyance)*.

Check sentences **b–e** in the same way.

2 (5 mins)

Read out the question and ask the class to tell you the answer (*wish + would* expresses criticism / annoyance; *wish* + past simple expresses regret; *wish* + past perfect; expresses regret).

3 (10 mins)

Ask the students to look again at sentences **a–e** in exercise **1**. Then read out 'follow-up sentence' **a** from this exercise. Which of the sentences in exercise **1** does it 'follow up'? *(c)*.

Ask the students in pairs to complete the task, noting down their answers. Go round and check.

4 (10 mins)

Ask the students to look at picture **a**, and ask if the man is expressing *regret* or *criticism*.

Put the students in pairs to discuss pictures **b** to **e**. Go round and listen, then check the answers with the class.

5 (10 mins)

Ask a student to read out the first sentence and the example answer. Then ask the students to write down wish sentences to follow sentences **b - e**. Go round and offer help if needed.

Note: *I wish I / he / she / it* ***were*** ... is correct but rather formal (it is the subjunctive). In spoken English, *was* is acceptable.

6 (10 mins)

Ask the students to complete the sentences with the correct tense of the verb between brackets. Tell them to compare answers with a partner. Then check answers as a class.

7 (5 mins)

Ask the students to complete the sentences with their own ideas. Go round and make corrections if necessary. Then tell them to compare answers with those of a partner. Finally, ask a few students to read any interesting answers either they, or their partner, have written.

Note: There are many possible answers.

Student's Book page

Grammar

• ***wish* + *would* ; *wish* + past simple; *wish* + past perfect** Grammar reference page 124

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

- In which sentences do the speakers express regret? .....
- In which sentences do the speakers express criticism or annoyance? .....

a I wish people would take the problem more seriously.
b I wish we could recycle plastic more easily.
c I wish I had kept my old newspapers.
d I wish I knew more about the enviroment.
e I wish they would stop littering everywhere!

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

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

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

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



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

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

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

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

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

a I wish I were .....
b I wish I could .....
c I wish people would .....

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Vocabulary

Colour idioms

1 (10 mins)
First, ask the class to look at the idioms in the list. Do they know any of them already? Read out sentence **a** and ask them to tell you or guess how they could replace the underlined words with one of the idioms *(saw red)*.
Put them in pairs to discuss their ideas for sentences **b–f**, then put pairs together to make small groups. Do they all have the same answers? Check their answers, then discuss 'colour idioms' in the students' own language(s). Are they similar?

2 (15 mins)
Put the students in pairs. EITHER ask them to discuss all three questions OR divide the class into three, **a**, **b** and **c**, and ask the pairs to discuss the corresponding question. Go round and listen, making sure they have understood the question correctly (they do not need to keep repeating the idiom).

Finally, invite two or three students to tell the class their ideas about each question.

Three-part phrasal verbs

3 (15 mins)
Read out the instructions and the examples. Refer students to the note, too. Then ask them to identify the three-part phrasal verb in sentence **a** ***(keep up with)***. Invite a student to match it with its correct meaning ***(2)***.
Allow time for the students to complete the task, then put them in pairs to compare answers.

4 (10–15 mins)
Put the students in pairs. EITHER ask them to discuss all three questions OR divide the class into three, **a**, **b**, and **c**, and ask the pairs to discuss the corresponding question. Go round and listen, and make a note of interesting conversations.

Lesson 6

Workbook pages 34-35, Language practice
Workbook answer key - see page 143

Objectives	
Skills	**At the end of this lesson, students should be able to:**
Grammar	• use *wish* + *would* • use *wish* + past simple • use *wish* + past perfect • use present perfect simple and simple past • use present perfect simple and present perfect continuous • use phrasal verbs
Functions	• make wishes • express opinion

Student's Book page

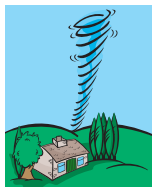
Unit 5 Precious resources

Vocabulary

Colour idioms

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

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



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

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

Three-part phrasal verbs

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

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

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

Note
The three parts of these phrasal verbs always stay together.

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

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

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

4 Now discuss these questions with a partner.
a How do you keep up with news about Kuwait?
b What are you looking forward to at the moment?
c What irritations do you have to put up with in your daily life?

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Lessons 7 and 8

Objectives

Skills:	**At the end of this pair of lessons, students should be able to:**
Reading	• read a report about waste and recycling
Speaking	• discuss a statistical chart
Writing	• write a report based on waste and recycling statistics
Topic	• *Waste and recycling 2000-2006*
Functions	• report quantity • compare information • express recommendations • express criticism and annoyance • express regret • make conclusions • compare information
Vocabulary	component (N), compost (V), constant (Adj), constituent (N), duration (N), heartening (Adj), household waste (N), incineration (N), material (N), quantity (N), trend (N), upsurge (N)

Student's Book pages 44 and 45
Present active vocabulary needed for each activity.

Reading A report based on statistics

Interpret and discuss

1 (15 mins)
Allow time for the students to study the bar chart. Go round and answer any questions; if necessary, explain the chart to the whole class.
Put them in pairs to discuss the question and note down three key facts.

Read and analyse

2 (15–20 mins)
Allow time for the students to read the text carefully. Go round and explain any problems; make a note of them and check with the whole class.
Ask the students which of the key facts mentioned in the text they had noted down in Exercise 1. Then put them in pairs to answer question **b**. (The fifth 'key fact' is wrong: the second largest component was *paper and card*, then *other materials*.)

Writing A report

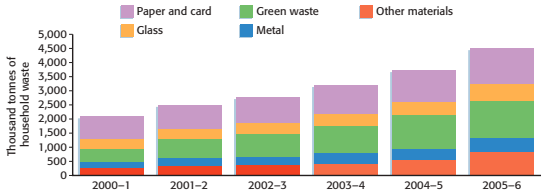
1 (15 mins)
Ask the students to read the report again. Put them in pairs to discuss the three questions. Go round and give prompts if necessary. Then discuss the questions with the whole class.

Student's Book page

Reading **A report based on statistics**

Interpret and discuss

1 Look at this bar chart. What does it tell you? Discuss your ideas with a partner and write down three key facts illustrated in the chart.
In 2005–2006, a total of 4.5 million tonnes of household waste was recycled.



Read and analyse

2 Read this report based on the chart in exercise 1. Then answer the following questions.
a Does it contain any of the key facts you wrote down?
b One key fact in the report is incorrect. Can you find it?

Waste and recycling 2000–2006

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

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

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

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

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Planning and writing

2 (15-20 mins)

a and **b** If possible, ask students to consult atlases or encyclopaedias to find out about the five countries represented in the bar chart.

Then students study the bar chart carefully, and discuss question **a** in pairs. Go round and make suggestions if necessary. Then ask them to discuss question **b**. Their answers for **a** and **b** will probably 'overlap'.

Suggested answers:

- Kuwait recycles the least, and uses the most landfill; it uses no incineration.
- Austria and Luxembourg use the least landfill.
- Austria recycles the most – more than twice as much as the second biggest recycler, which is Finland.
- Luxembourg uses the most incineration.
- Austria and Luxembourg use about the same amount of landfill (although Austria is much bigger).

c Discuss this question with the whole class. Suggest they note down main points in their notebooks (or write them on the board).

Suggested answers:
Kuwait is probably short of landfill sites; Luxembourg might have a problem with air pollution; lessons in recycling can be learned from Austria.

3 (15-20 mins)

First, ask the students to re-read the article on page 44 and to look at the *Useful Language* box.
Then ask them to consider what would be a good title for a report based on the bar chart in exercise **2**. Write good suggestions on the board. Students choose one and write it at the top of their reports.
Students then use their notes from exercise **2** to write their reports. Remind them to use the headings *Introduction*, *Key facts*, *Conclusions* and *Recommendations* and bullet points as in the model text. Go round and offer help as necessary.

Check (10 mins)

4 **a** Tell the students to read their work through carefully and check spelling, grammar and punctuation.
b and **c** Students then read their partners' reports, referring to the questions.
Encourage them to make suggestions and comments.
Finally, invite different students to read out their reports to the class. Again, encourage brief comments or questions.

Student's Book page

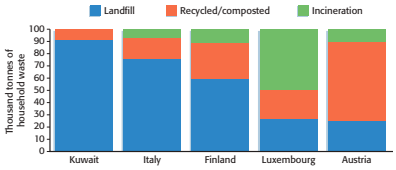
task
You are going to write a report based on waste and recycling statistics.

Writing A report

1 Read the report again and discuss these questions with a partner.
a What do you notice about many of the verbs in this report?
b Why does the writer use bullets [◘] in the ***Key facts*** part of the report?
c Which information in the ***Conclusion*** is not illustrated in the chart?

Planning and writing

2 Look at the bar chart below.



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

3 Write your report in about 200 words. Use the headings: ***Introduction, Key facts, Conclusions*** and ***Recommendations,*** and expressions from the *Useful Language* box below. Keep your language simple and your sentences short. Use bullets [◗] to separate points.

Check

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

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

USEFUL LANGUAGE

Reporting quantity
X per cent of waste material was recycled / burnt / buried in a landfill site.
Of all the countries, Kuwait buries the most waste in landfill sites.
Austria burns 10 per cent of its waste, whereas Luxembourg burns 50 per cent.
In comparison with Austria, Luxembourg recycles ... half / a quarter / twice / three times as much / much more / less than ...
Expressing recommendations: It would (also) help if people ...; It would be better if ...; I suggest that ...; It would be a good idea to ....; It would be sensible for people to ...; I don't think motorists should ...
Expressing criticism and annoyance: Frankly, it's ridiculous that we ...; We shouldn't do this, it's causing huge problems.; This situation is unacceptable / unbelievable / inconceivable ...
Expressing regret: I wish we had recycled more ...; We should have ...; If only we had ...; Things should never
Making conclusions: In conclusion, it is clear that / it can be seen; I would suggest / believe if is important to / would argue that ...; Ultimately / Finally / Primarily, we must ...

45

Lesson 9

Workbook pages 36-37, Writing
Workbook answer key - see page 143

Objectives	
Skills	**At the end of this lesson, students should be able to:**
Reading	• read a bar chart and a related report
Writing	• write a report based on statistics • make a bar chart
Functions	• make suggestions

MODULE 2: Natural world

Unit 6 Under threat

Lessons 1 and 2

Objectives

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

Reading
- read a text about the panda bear

Speaking
- talk about threats facing animals and plants today

Topic
- *The bamboo bear*

Functions
- agree and disagree
- express opinion
- support opinion

Vocabulary acute (Adj), avoid (V), damp (Adj), expansive (Adj), extinction (N), fascinating (Adj), hibernate (V), permanent (Adj), pose (V), refuge (N), reservation (N), reticent (Adj), solitary (Adj), stem (N), threatened (V), timid (Adj)

Student's Book pages 46 and 47

Present active vocabulary needed for this activity.

Discuss

1 (5 mins)

Direct students' attention to the quiz on page 46. Ask if any of them know anything about the panda. Ask students to answer the questions in pairs and record their answers. Tell them not to worry too much if they don't know the answers, as they will find the answers later on when they read the article.

Extension

In groups, students think of at least four more questions about the dangers faced by animals and plants today. (e.g. *What effect are people having on animals? Do we destroy too much plant life in building homes?*)

Read

2 (5-10 mins)

Students match the words with their meanings, using dictionaries or the glossary at the back of the Student's Book. Allow time for students to complete the exercise, then check answers as a class.

3 (5-10 mins)

Ask students to read the article on page 47, looking carefully for information relating to the quiz. How many of their answers were correct?

Check your understanding

4 (5-10 mins)

Read the first title **a** and ask students to match it with the correct paragraph (**D**). Students work individually to complete the exercise, checking answers in pairs.

5 (5–10 mins)

Students read the article again and complete the sentences with information from the text. Check answers as a class.

6 (5 mins)

Ask students to read the two sentences and answer the question. Check answers as a class.

Student's Book page

MODULE 2: Natural world

Unit 6 Under threat

Grammar
Explaining possibilities:
Modals + infinitive / Modals + past participle;
Passive verb form (revision); prepositions

Discuss

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

PANDA QUIZ

a Which country is the natural habitat of the giant panda?
A Japan B China C India D Malaysia

b What kind of food does the giant panda mainly eat?
A bamboo B fish C grass D small animals

c How many hours a day does the giant panda spend eating?
A 4 hours B 8 hours C 12 hours D 16 hours

d How tall is a male giant panda?
A 1m B 1.5m C 2m D 2.5m

e How much does a male giant panda weigh?
A 80kg B 100kg C 120kg D 140kg

f How many giant pandas are there left in the wild?
A 16 B 160 C 1600 D 16000

g What is the greatest threat to the survival of the giant panda in the wild?
A the destruction of its natural habitat
B people hunting it for its black and white fur
C shortage of food
D disease

Read

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

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

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

46

Think and speak Supporting opinion

7 (15–20 mins)

First, read out question **a** and invite suggestions from the class. Write them on the board. Then put the students in small groups to discuss all three questions. Go round and listen, giving prompts where necessary. When they are ready, invite students from each group to share their ideas with the class. Encourage comments.

Lesson 3

Workbook pages 38-39, Reading

Workbook answer key - see pages 143-144

Objectives	
Skills	**At the end of this lesson, students should be able to:**
Reading	• read an article about the ways plants protect themselves
Writing	• write a summary about types of plants and the way they protect themselves
Topic	*How plants protect themselves*
Functions	• express opinion
Vocabulary	carnivorous (Adj), enemy (N), inject (V), sting (N)

Student's Book

The Bamboo Bear

A **Although it is one of the best-known, best-loved and most fascinating wild mammals in the world, the panda is also one of the most reticent, and lives a solitary life. Pandas were originally found in several parts of Asia, including Vietnam and Tibet, but now survive only in certain parts of China.**

B Pandas spend about 12 hours every day feeding and the remaining time sleeping or resting. The average weight of a panda is 120 kg. Pandas usually live in cold, damp conditions but are protected by their thick, warm, black and white fur. A typical panda is one metre and a half tall. Unlike **some members** of the bear family, pandas do not hibernate.

C Despite their size and weight, pandas are very good at climbing. If they are being threatened by their natural enemies, such as brown bears or leopards, they climb up the nearest tree for refuge. Their acute hearing also helps them to avoid their enemies.

D Pandas mainly eat the leaves, stems, shoots and roots of bamboo plants. An adult can consume as much as 20kg a day. They also eat fruit, other plants, eggs and sometimes fish.

E There are only about 1600 pandas left in the wild. Until the 1960s pandas were being hunted for their skins, so humans posed the biggest threat to their survival. Now **their** main problem is the disappearance of their habitat, **which** is caused by the increasing use of land for farming and building. Anyone who is caught hunting pandas is severely punished. The Chinese authorities have also set up special permanent reservations which are expansive enough for 500-600 animals.

Check your understanding

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

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

5 Complete these sentences with information from the article.

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

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

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

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

Think and speak **Supporting opinion**

7 Discuss these questions with other students.

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

47

Lesson 4 and 5

Objectives

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

Reading
- read a short text about Islam and the importance of plants

Speaking
- describe what happened before and after a certain event

Grammar
- explain possibilities
- use *modals* + infinitive / + past participle
- use passive verb form (revision)
- use prepositions

Topic
- *Under threat*

Functions
- describe events

Vocabulary aware (Adj), bounty (N), cultivate (V), encroach (V), grow (V), illegitimate (Adj), nourishment (N), recompense (N), reward (N), trespass on (PhV), unsanctioned (Adj) wealth (N)

Pronunciation
- rhythm (2)

Student's Book pages 48 and 49

Present active vocabulary needed for each activity.

Grammar

- **Explaining possibilities: Modals + infinitive / + past participle**

1 (10 mins)

Ask a student to read out the two sentences in **a**. Ask the class to match them with meanings **1** and **2** (*It can't be = 2, It must be = 1*).

In pairs, students discuss the sentences in **b** and **c**. Go round and offer help if necessary.

2 (15–20 mins)

Put the students in pairs. Ask them to look at the photo and discuss what they think happened just before and just after it was taken. Before they start, invite one or two example sentences with *must have* and/or *can't have*, and write them on the board. When they are ready, invite different students to come to the board to write their ideas. Make sure there are sentences with *must have*, *can't have* and *might have*.

Suggested answers:

He must have fallen. He might have hurt himself. He might have had an important phone call. He can't have wanted to sit down in the snow. He must have been walking (because he's wearing boots). He might have been going to work (because of his suit). His car might have broken down. He might have fallen off his bike, etc.

- **Passive verb form (revision)**

3 (5–10 mins)

Read out the first sentence and ask the students to tell you the passive verb (***were ... found***). Then put them in pairs to identify the passive verbs in sentences **b–f**. Go round and offer help where necessary.

4 (15 mins)

Ask the class to name the tense in sentence **3a** (*past simple*) then allow time for them to write down the names of the remaining passive verbs. Put the students in pairs. Ask them to discuss all three questions. Go round and listen, but let them work out the answers on their own if possible. Then check their ideas with the whole class.

5 (10 mins)

Read out the example sentences, then put the students in pairs to complete the task. Go round and offer prompts if needed.

Student's Book page

Grammar

- **Explaining possibilities: Modals + infinitive / + past participle**

Grammar reference page 124

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

a
- It can't be an interesting place to work.
- It must be an interesting place to work.

1 You feel sure it is.
2 You feel sure it isn't.

b
- The crowds might have spoiled it for me.
- The crowds might spoil it for me.

1 You think it is possible in the future.
2 You think it was possible in the past.

c
- Some people might have come from Africa.
- Some people must have come from Africa.

1 You think it was possible.
2 You feel sure it was possible.



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

- **Passive verb form (revision)** Grammar reference pages 124 – 125

3 Circle the passive verbs in these sentences.

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

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

b Discuss these questions with a partner.

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

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

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

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

48

Quote

Read the quote to the class. Elicit students' opinions and ideas about the quote. How do they like to spend their free time?

Background: Jane Austen (1775–1817) was an English novelist whose realism, biting social commentary and masterful use of free indirect speech and irony have earned her a place as one of the most widely read and most beloved writers in English literature. Austen lived her entire life as part of a small and close-knit family. She was educated primarily by her father and older brothers as well as through her own reading. She wrote many novels, including *Sense and Sensibility*, *Pride and Prejudice*, *Emma* and *Persuasion*.

Vocabulary Environmental words

1 (10–15 mins)

Explain to the students that they are going to read a text about nature, environmental issues and Islam. Before they read the article, ask them to offer ideas about the subject and the value of environmental protection to our everyday lives. If necessary, make suggestions *(e.g. The state of the environment affects every aspect of our lives, therefore it is important we protect it)*.

Ask the students to read over the text carefully, paying careful attention to new and difficult vocabulary. Students then use a dictionary, or the glossary at the back of the Student's Book, to provide definitions to the words in exercise **1**. Ask a few students to read their definitions out to the class. Do the class agree?

2 (10 mins)

Using their dictionaries or the glossary at the back of the Student's Book, students match the words from exercise **1** with a word from the list in exercise **2**.

Prepositions

3 (5–10 mins)

Explain to students that they must use prepositions from the list to complete the sentences. Put students into pairs to check answers.

Pronunciation Rhythm (2)

4 (5–10 mins)

Ask a student to read out the first sentence. Check that the rhythm is correct (Pandas live alone), then ask the class which of sentences **5–8** matches the rhythm (*8*). Put them in pairs to complete the task.

5 (6.1) **(5–10 mins)**

Ask the students to listen while you play the recording straight through. Encourage them to tap the beat while they listen. Then play it again, pausing after each sentence for them to repeat it.

Listening script 6.1, TG, page 133

Student's Book page

Vocabulary Environmental words

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

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

5 The Prophet Mohammed (peace and blessings of Allah be upon him) says that any Muslim who plants or cultivates vegetation and eats from it, or allows another man, animal or bird to eat from it, will receive recompense from Allah. He (peace and blessings of Allah be upon him) also said that anyone who plants a tree under which people can seek shade or shelter from the sun will have his reward with Allah.

10 Therefore, the cutting down of trees for illegitimate reasons encroaches on the bounty of all, and disturbs the beauty of the environment which Allah has created.

Bounty .....
Cultivate .....
Recompense .....
Illegitimate .....
Encroach .....
Nourishment .....

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

reward grow unsanctioned sustenance wealth trespass on

Prepositions

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

for from in of on with

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

Words to remember

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

Pronunciation Rhythm (2)

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

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

5 (6.1) Now listen and check your answers.

Lesson 6

Workbook pages 40-41, Language practice
Workbook answer key - see page 144

Objectives	
Skills	**At the end of this lesson, students should be able to:**
Grammar	• use *modals* + infinitive (explain possibilities) • use *modals* + past participle (explain possibilities) • form questions
Functions	• make enquiries • ask for information • give advice

Lesson 7 and 8

Objectives

Skills:	**At the end of this pair of lessons, students should be able to:**
Reading	• read a report about the organisation of small businesses and a council housing project
Speaking	• perform a role play
Writing	• write a formal report
Topic	• *Under threat*
Functions	• give reasons for a choice • persuade others • plan • express possibilities
Vocabulary	burgeoning (Adj), consensus (N), dearth (N), graduate (V), housing (N), knock-on (Adj), utilise (V), vociferously (Adv), wetland (N)

Quote

Draw students' attention to the Quote box. Ask them if they know anything about George Eliot. Read the quote aloud and ask the students what the writer means. Do they agree or not?

Background: George Eliot (1819-1880) was an English novelist. She was one of the leading writers of the Victorian area. Her novels, largely set in provincial England, are well known for their realism and psychological insights.

Student's Book pages 50 and 51
Present active vocabulary needed for each activity.

Speaking Role play

Introduction The situation

1 **(10–15 mins)**
First, allow time for the students to study the information and the map. Go round and explain any problems, then ask the class for their initial reactions – where do they think the new homes should be built? Read out the question and ask different students for their opinions.

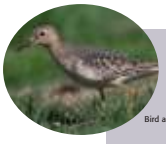
Preparing for the role play

2 **(15 mins)**
a and **b** Put the students in groups of three (AAA, BBB and CCC). Ask them to read the appropriate role card carefully. Then ask them to discuss and note down their ideas about where the new houses should be built. Go round and make suggestions if necessary.

Role play

3 **(15–20 mins)**
a First, ask the students to look at the *Useful Language* box. Then put students in new groups (ABC). Each student takes turns to put forward their character's point of view.
b In their groups, students discuss the different ideas and try to persuade each other.
c Groups vote for where the homes should be built.
d Ask each group to report back to the class. Did all the groups vote for the same place? Finally, have a 'free vote' with students' real opinions.

Student's Book page





Speaking Role play

Introduction The situation

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

- The population of your region is growing rapidly and in a few years there will be a serious dearth of housing.
- There is an area very near your town where new homes could be built, but this area is a wetland and is protected – it is the habitat of a rare type of bird.
- There are two other possible areas:

1 5 kilometres away from the town.
2 20 kilometres away from the town. A new town and new roads would have to be built here.

Preparing for the role play

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

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

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

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

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

Role play

3 Work in groups of three – A, B, C.

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

USEFUL LANGUAGE

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

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

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

50

Writing A formal report

Remind students about the previous lesson's roleplay discussions. Tell them that they are going to write a formal report about the new housing project, and that, as before, they are to imagine that they live in the affected town.

1 (15 mins)

Tell the students that they are first going to read a report written by a group of local business owners from the town. For economic reasons, they support the building of the housing project on the protected wetlands, which is the closest site to the town.

Ask them to read the report. When they have finished reading, they should fill in the four gaps for headings at the beginning of each paragraph.
Suggested answers: *Purpose of report; Why build on the wetland?; Why not build elsewhere?; Conclusion*

2 (15 mins)

Ask the students to return to the groups they were in for the speaking activity in the previous lesson. Whilst students should write their own reports by returning to their groups, students can remind each other of the points they discussed in the previous speaking exercise. Tell them to plan their reports, using the ideas from their previous discussions. They should decide on the section headings for their reports and then write down their main ideas.

3 (15–20 mins)

a Ask students to read the *Useful Language* box and remind them that the report from the local businesses used bullet points to get key points across.
b Tell them to check their spelling, grammar and punctuation very carefully, then to read another student's report. Do they express the same point of view?
Collect in the reports for correction. You could ask students to produce word-processed copies for a class display.

Student's Book page

task

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

Writing A formal report

1 This is a report by a group of local businesses who are in favour of the new houses being built on the wetlands near the town.
Read the report and fill in the text with suitable titles for the headings.

Organisation of small businesses and the council housing project

1 _____
The purpose of this report is to comment on the projected housing development for the local area, with respect to the business community in particular.
2 _____
We recognise the needs of the burgeoning population and so, by consensus, are convinced of the need to utilise undeveloped wetlands for construction purposes.
As a result:
- building here will increase demand for services, which the members of our organisation provide.
- any windfall from them will have a knock-on effect on the town and will help to improve the local economy.

3 _____
Equally, we are concerned that building the new houses out of town may represent a missed opportunity for this town to expand and modernise. Out-of-town housing will:
- require new shops and so increase competition for local businesses.
- direct investment away from our town at a time of economic recession.

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

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

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

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

USEFUL LANGUAGE

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

Lesson 9

Workbook pages 42-43, Writing
Workbook answer key - see page 144

Objectives	
Skills	**At the end of this lesson, students should be able to:**
Reading	• read an argumentative essay about land reclamation
Writing	• write an argumentative essay
Functions	• state advantages and disadvantages • make suggestions • make complaints

Preparation for the project

Tell the students that they will be working on a project called *Writing a leaflet on environmental issues*. Ask them to work in pairs. They should brainstorm any environmental issues and concerns they have. Which do they think are worth telling people about? Students then use books, magazines, the Internet, etc. to research environmental issues and find pictures they may wish to use in their leaflets. They should bring these to the next lesson.

Focus on

Student's Book page 52

The Arfaj

Pre-reading (5 mins)

Point to the photo. Ask the students if they know what it is. Ask some general questions to guide them to the topic of the text: ***The Arfaj***, e.g. *Have they ever seen one? Why is it an important plant to Kuwait?*

Reading Comprehension (15 mins)

Students read the text silently.

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

1 What is the purpose of a national plant?

2 Why was the Arfaj chosen as Kuwait's national plant?

3 What factors could have contributed to the Arfaj's decline?

Point to any new vocabulary you think students may find new or difficult. Try to lead them to guess meaning from context.

Questions

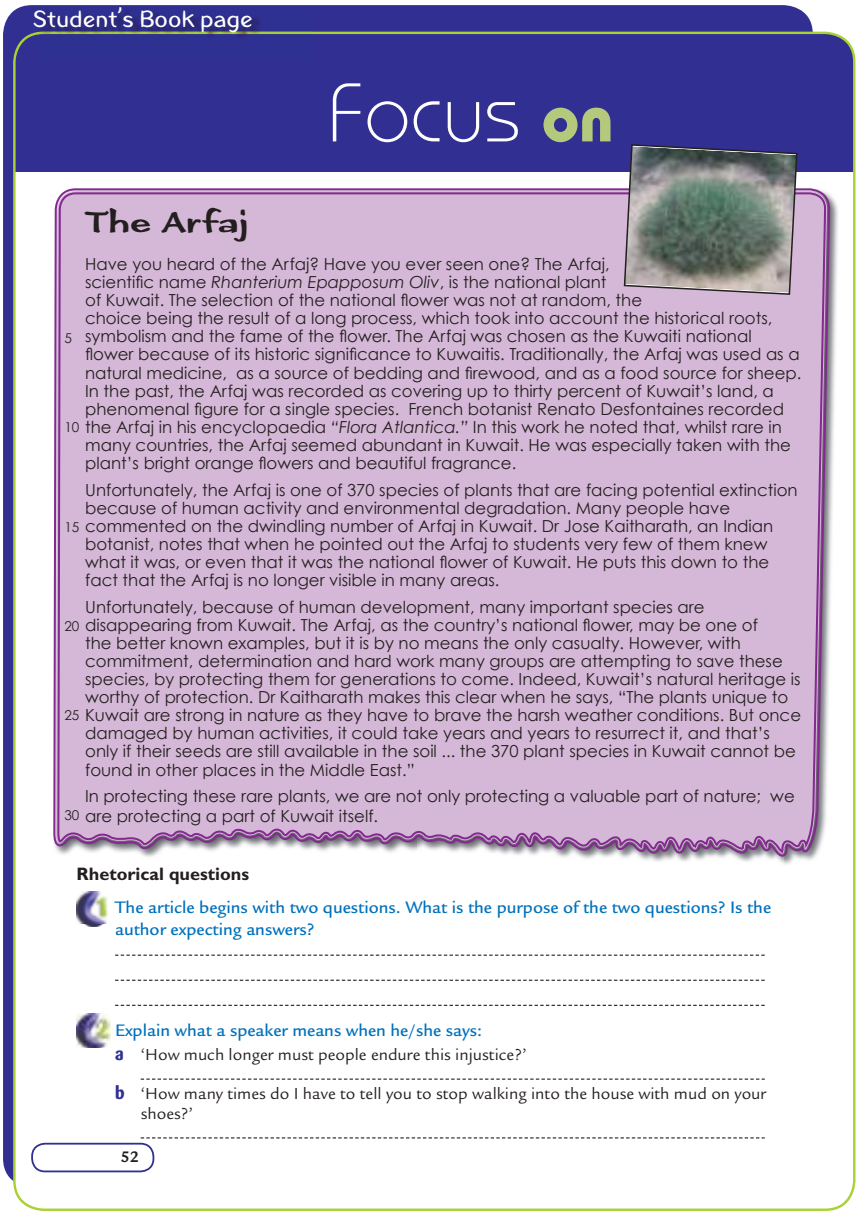
(20 mins)

Ask students to read and answer the first question. Elicit responses, then provide the following information.

The two questions are called rhetorical questions. A rhetorical question is asked for effect with no answer expected. The answer may be obvious or immediately provided by the questioner. It is posed for its persuasive effect as it encourages the listener to reflect on what the implied answer to the question must be.

Did students provide similar answers? Ask a few students to provide similar rhetorical questions to show they understand the concept.

Direct students' attention to exercise **2**. Explain that these are examples of rhetorical questions taken from everyday speech. Ask them to explain and paraphrase the rhetorical questions, so that they are in statement form.



Student's Book page

Focus on

The Arfaj

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

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

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

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

Rhetorical questions

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

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

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

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

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Project 2

Writing a leaflet on environmental issues
Student's Book pages 53-54

Tell the class they are going to write a leaflet to raise environmental awareness. If appropriate, you could also give the students the option of composing a webpage (instead of a leaflet).

Students can access these websites to obtain more information:

www.en.wikipedia.org/wiki/global-warming
www.findarticles.com/p/articles/mi-m1310/is/ai-17943143

Stage 1 **Read and discuss (10-15 mins)**

a Ask the students to read the leaflet, then put them in groups to discuss questions **1–3**. Check their answers.

b and **c** Students discuss these questions in their groups. Make sure they note down their ideas. When they are ready, discuss the leaflet with the whole class using the points in **c**.

Some ideas:
A leaflet needs an eye catching slogan as a heading / title.
The points need to be presented clearly and without too much text – bullet points are a good way of doing this.
An interesting picture catches the reader's attention.
An effective leaflet engages the reader directly.

Project 2

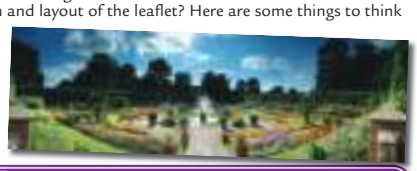
Writing a leaflet on environmental issues

task

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

Stage 1 **Read and discuss**

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



What is Kew Gardens?

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

Millennium Seed Bank

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

Kew Gardens Around the World

The scientific knowledge developed at Kew Gardens has already helped countless people around the world. By helping survey plant life in Cameroon, Kew was instrumental in the creation of the Bakossi National Park. The expertise Kew has helped to develop in propagation and germination also helped to reintroduce plant life and restore environments in Australia, Madagascar, the UK and South Africa, along with many other countries. Kew Gardens also holds some of the most impressive botanical reference materials in the world. Every year thousands of researchers from all over the world come to Kew Gardens to use the famous Herbarium and Library.

A visit to Kew Gardens is not simply a trip to one of the most impressive gardens in the world. It is also a life-changing experience through which you can become part of the commitment to protect the diverse life of planet Earth.

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

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Stage 2 **Discuss**
(10-15 mins)

a First, discuss the pictures with the whole class; write any new vocabulary on the board.
Students then discuss the question in groups. Go round and make suggestions if necessary, then invite the students to share ideas with the whole class.
b and **c** Discuss these two questions with the whole class.
d In their groups again, students look at the suggestions and then note down further ideas.
When they are ready, invite them to share ideas with the whole class.

Stage 3 **Make your decisions**
(10 mins)

In their groups, students discuss the three points and note down the main points for their leaflet or webpage.

Stage 4 **Write your leaflet**
(15-20 mins)

a, **b** and **c** Students divide the tasks among group members and prepare a first draft of their section of the leaflet or webpage.
They then comment on each other's ideas and make changes accordingly. Go round and make suggestions and / or corrections as necessary.
The groups produce the final version of their leaflets or webpages.

Stage 5 **Present your leaflet**
(about 5-10 mins)

a and **b** Groups take turns to present their leaflets or webpages to the class ('webpages' do not have to be actually on computer screens). Invite comments and finally hold a class vote for the most effective leaflet.
Use the finished work for a classroom display.

Module 2 Progress Test

Workbook pages 44-47
Workbook answer key page 144
Extra Listening pages 136-137

Student's Book page

Stage 2 **Discuss**

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

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





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

Stage 3 **Make your decisions**

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

Stage 4 **Write your leaflet**

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

Stage 5 **Present your leaflet**

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

TRY THESE WEBSITES FOR INFORMATION
- www.en.wikipedia.org/wiki/global_warming
- www.findarticles.com/p/articles/mi_m1310/is/ai_17943143

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Student's Book Answer Key

Unit 4, page 34, exercise 1
a deserts
b (students' own answers)
c (suggested answers)
environmental problems: lack of water; sparse vegetation; wind erosion; extreme temperatures
causes: climate; actions of humans

Unit 4, page 34, exercise 2
a 2 **b** 6 **c** 1 **d** 5 **e** 3 **f** 4

Unit 4, page 35, exercise 3 (suggested answers)
no rain; harsh climate; top layer of soil destroyed; overcultivation and overgrazing; deforestation

Unit 4, page 35, exercise 4
a 1
b 2
c 2

Unit 4, page 35, exercise 5
a F: Climate is also a cause of desertification.
b F: 73% of the dry lands are affected.
c F: Desertification is also caused by deforestation.

Unit 4, page 36, exercise 1
a in order to **b** Because **c** to make (i.e. the infinitive)

Unit 4, page 36, exercise 2 (suggested answers)
1 a Why do some people move to greener areas?
1 b Why do farmers tend to overcultivate their land?
1 c Why are trees usually cut down?

Unit 4, page 36, exercise 3
(Students' own answers)

Unit 4, page 36, exercise 4
a so that
b (are) the real cause of ...
c with the result that ...
d this leads to ...

Unit 4, page 36, exercise 5
(Students' own answers)

Unit 4, page 37, exercise 1
1 day-to-day **2** climate **3** prevailing **4** Equator **5** humid **6** frigid **7** arid **8** droughts **9** forecasting **10** planting

Unit 4, page 37, exercise 3
a again **b** wrongly or badly **c** not enough

Unit 4, page 37, exercise 5
a I'm feeling warmer now.
b They're cutting down that tree.
c Rain can damage crops.
d The climate's better here.
e What's the weather like?
f It's cool again today.

Unit 5, page 40, exercise 1 a
Processing objects and materials so that they can be used again

Unit 5, page 40, exercise 1 b
(Students' own answers)

Unit 5, page 40, exercise 2
(Students' own answers)

Unit 5, page 41, exercise 3
glass; paper and cardboard; plastic

Unit 5, page 41, exercise 4
a bury **b** waste **c** equipment **d** car batteries **e** criminal offence **f** household rubbish

Unit 5, page 41, exercise 5
a T: Recycling can be prohibitively expensive.
b F: In most countries, waste is buried.
c T: They all recycle paper.
d F: We're running out of places where rubbish can be buried.
e T: It pollutes the atmosphere.
f F: Jim would make it a criminal offence in his country.
g F: Big companies produce more waste than households.

Unit 5, page 42, exercise 1
a criticism/annoyance
b regret
c regret
d regret
e criticism/annoyance

Unit 5, page 42, exercise 3
a=1c **b**=1e **c**=1b **d**=1d **e**=1a

Unit 5, page 42, exercise 4
a criticism **b** regret **c** regret **d** criticism **e** regret

Unit 5, page 42, exercise 5 (suggested answers)
b I wish it was/were cooler.
c I wish they'd (= would) drive more slowly.
d I wish they are cheaper.
e I wish I had remembered it.

Unit 5, page 42, exercise 6
a had finished
b had known
c had gone

Unit 5, page 42, exercise 7
(Students' own answers)

Unit 5, page 43, exercise 1
a saw red
b put him on the black list
c given the green light
d it's in black and white
e red tape
f out of the blue

Unit 5, page 43, exercise 2
(Students' own answers)

Unit 5, page 43, exercise 3
a keep up with = 2
b cut down on = 4
c come up against = 3
d look forward to = 5

e put up with = 1
f get rid of = 6

Unit 5, page 44, exercise 1 (suggested answers)

- The overall amount of recycling has increased every year.
- The overall amount of recycling has doubled.
- The greatest overall increase in recycling is in green waste.
- The smallest overall increase is in metal waste

Unit 5, page 44, exercise 2

a (students' own answers)
b key fact # 5

Unit 5, page 45, exercise 1

a The verbs are often in the passive voice (because it is a formal report, and because it describes processes).
b Bullets are used to make the points stand out clearly.
c The second sentence of the conclusion is not illustrated in the bar chart.

Unit 6, page 46, exercise 2

a 2 **b** 5 **c** 1 **d** 4 **e** 3

Unit 6, page 46, exercise 3

a B **b** A **c** C **d** B **e** C **f** C **g** A

Unit 6, page 47, exercise 4

a D **b** B **c** E **d** A **e** C

Unit 6, page 47, exercise 5 (Suggested answers)

a ...parts of Asia, including Vietnam and Tibet.
b ...protects them from cold, damp conditions.
c ...they are large and heavy.
d ...they have sharp hearing.

Unit 6, page 47, exercise 6

a pandas/ the disappearance of their habit
b members of the bear family who do hibernate

Unit 6, page 48, exercise 1

a the first sentence = 2; the second sentence = 1
b the first sentence = 2; the second sentence = 1
c the first sentence = 1; the second sentence = 2

Unit 6, page 48, exercise 3

a were found **b** are protected **c** are being threatened
d were being hunted **e** is punished **f** have been set up

Unit 6, page 48, exercise 4 a

a past simple
b present simple
c present continuous
d past continuous
e present simple
f present perfect

Unit 6, page 48, exercise 4 b

1 b, c and f
2 d: hunters e: the authorities
3 They are not as important as the actions themselves / they're obvious

Unit 6, page 48, exercise 5

b Thick, warm coats protect pandas.
c If enemies are threatening pandas, they climb up the nearest tree.
d Until the 1960s, hunters were routinely hunting pandas for their skins.
e The authorities severely punish anyone they catch hunting pandas.
f Chinese authorities have set up panda sanctuaries.

Unit 6, page 49, exercise 1

Bounty: abundance, plenty
Cultivate: grow, raise, plant, sow
Recompense: reward someone for effort
Illegitimate: not in accordance with accepted standards
Encroach: intrude on a person's territory or rights
Nourishment: food

Unit 6, page 49, exercise 2

reward: recompense
grow: cultivate
unsanctioned: illegitimate
sustenance: nourishment
wealth: bounty
trespass on: encroach

Unit 6, page 49, exercise 3

a on
b from
c with
d in ... of

Unit 6, page 49, exercise 4

1,8 2,5 3,7 4,6

Module 3 Lifestyles

Student's Book page 55

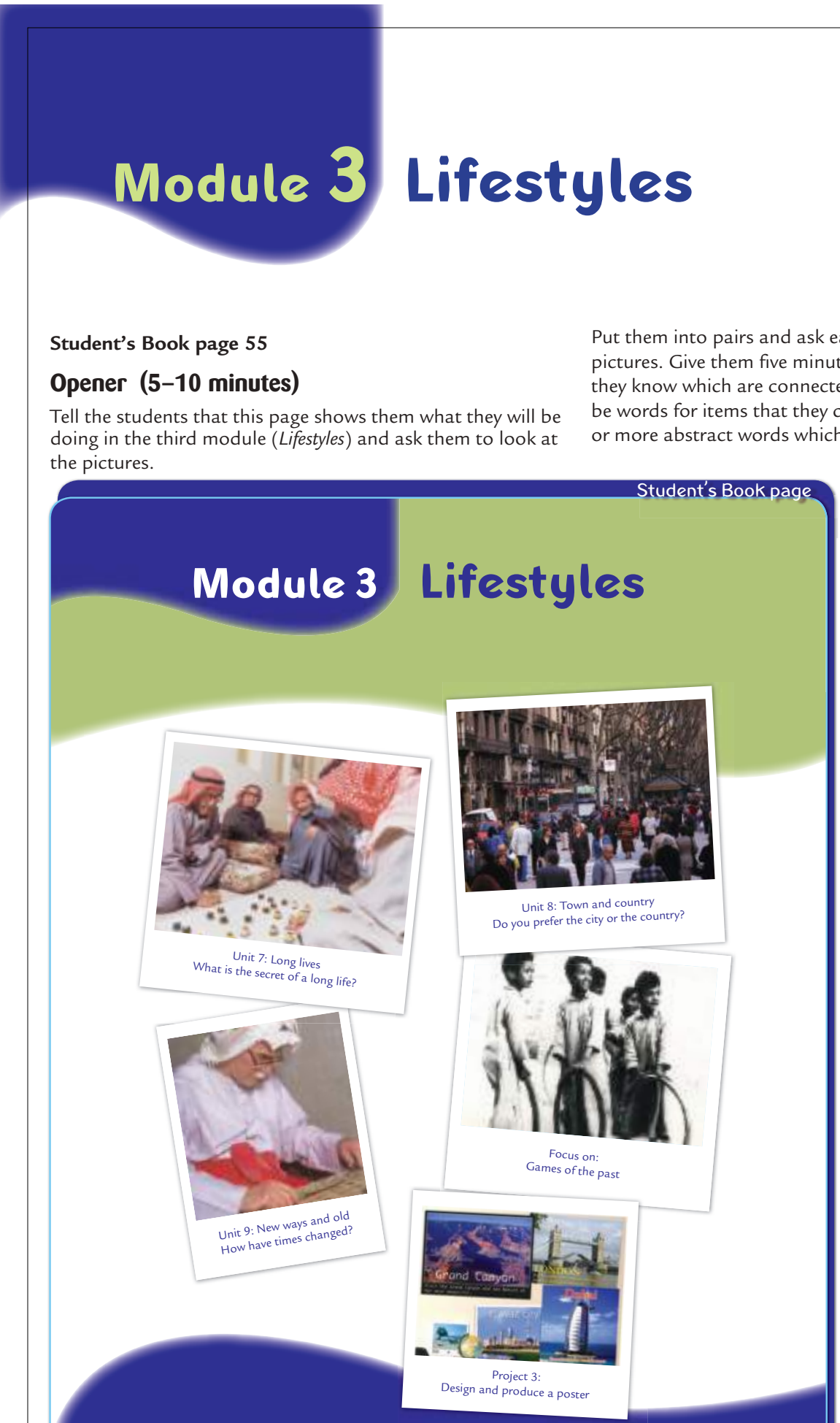
Opener (5–10 minutes)

Tell the students that this page shows them what they will be doing in the third module (*Lifestyles*) and ask them to look at the pictures.

Put them into pairs and ask each pair to choose one of the pictures. Give them five minutes to write down all the words they know which are connected to their picture. These could be words for items that they can actually see in the pictures, or more abstract words which the picture suggests to them.

When the time limit is up, ask the various pairs to share their ideas with the class. Write suggestions for each picture on the board.

Put students into small groups to discuss the questions in the Student's Book and note down their ideas for each one. Invite different students to share their ideas with the class, giving their reasons where possible.



MODULE 3: Lifestyles

Unit 7 Long lives

Lessons 1 and 2

Objectives

Skills:	**At the end of this pair of lessons, students should be able to:**
Reading	• read a short text about staying active
Listening	• listen to a journalist talking about old people she has met
Speaking	• discuss how to live a long life • talk about ways of showing gratitude and respect to the elderly
Topic	• *Staying active*
Functions	• give reasons • make suggestions • discuss and compare
Vocabulary	cardiovascular (Adj), centenarian (N), commentary (N), cycle (V), elderly (Adj), expectation (N), geriatric (Adj), honour (V), integral (Adj), onerous (Adj), supple (Adj), vigorous (Adj)

Student's Book pages 56 and 57
Present active vocabulary needed for each activity.

Discuss

1 **(10–15 mins)**
Instruct the students to read the text. Then, put the students in pairs or small groups to look at the pictures and discuss the question. Go round and listen, giving prompts and supplying vocabulary where necessary. Then invite different students to share their ideas with the class. Have a class vote for the three most important suggestions.

Listen

2 (7.1) **(10 mins)**
Ask the students to read the words, then play the recording straight through.
In pairs, students then write the definitions.
Then play the recording again for them to check.

Listening script 7.1, TG, page 133

Check your understanding

3 (7.1) **(10–15 mins)**
Allow time for the students to examine the table and read the task. Then play the recording and ask them to complete the table with information from the listening script.
Put them in pairs to compare answers. If necessary, play the recording one more time.

Listening script 7.1, TG, page 133

4 **(10–15 mins)** Remind the students of the recording they heard, and if necessary play it again to refresh their memories.
Read out sentence **a** and ask the class to complete it (… *cycles to a nearby village*). Then allow time for them to complete the task in pairs.

Student's Book page

MODULE 3: Lifestyles

Unit 7 **Long lives**

Grammar
Direct and reported questions / statements; phrasal verbs with *make* and *do*





Discuss

1 The photographs show people with busy and active lives.

Why is keeping active important for a long life? Use the pictures and the suggestions from the text below to discuss your ideas with other students.

Staying active

One of the best ways of ensuring a long life is by staying active, both physically and mentally.

Half an hour of vigorous stretching in the morning will help to keep your muscles supple, whilst running for a kilometre or two will improve your cardiovascular fitness. As you get older, you might find it easier to go for a walk, but any kind of exercise is positive.

It is also imperative to tax our brains. Sitting down with a book or a crossword is a useful way of exercising our minds and helps to keep us mentally flexible.

Listen

2 (7.1) Listen to the journalist talking about old people she has met. She uses all the words in **a-d** below. Write brief definitions of the words. You may use a dictionary or the glossary at the end of this book to help you check your answers.

a commentary .....
b onerous .....
c close friends .....
d compassionate .....

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(5–10 mins)
Ask the students to look at sentence **a** and choose the correct ending (*2*). Allow time for them to complete the task in pairs.

(10 mins)
Ask students to complete the sentences in the Student's Book. Read out the first sentence, pausing for a student to complete the missing word (*geriatric*). Allow time for them to complete the task in pairs.

Think and speak **Discussing and comparing**

(20–30 mins)
Put the students in pairs or small groups to discuss the question. Tell them to note down their ideas. Go round and offer suggestions if necessary. When the students are ready, ask them to report their ideas back to the class.
Finally, allow a short class discussion.

Lesson 3

Workbook pages 48-49, Reading
Workbook answer key - see pages 144-145

Objectives	
Skills	**At the end of this lesson, students should be able to:**
Reading	• read an article about the importance of sleep
Topic	• *Why is sleep important?*
Functions	• give opinion
Vocabulary	chronic (Adj), deprived of (PhV), drowsy (Adj), genetic make-up (N), restful (Adj), shallow (Adj)

Student's Book page

Check your understanding

3 (7.1) Listen again and complete the table with any missing information. You may also write additional information.

Location	Name(s)	Age(s)	Family information	Other information
Mexico		100 and 99		
	Sunil Narayanan			Works 6 hours a day in family shop
	May Chin		Husband died 20 years ago	

4 Choose the correct ending to these sentences.

a Every day May Chin ...
1 ... eats corn and soup.
2 ... cycles to a nearby village.
3 ... drives to the city.

b Alberto and Maria got regular exercise by ...
1 ... farming for most of their lives.
2 ... running every day.
3 ... riding horses.

c Sunil Narayanan worked as ...
1 ... a policeman.
2 ... a fisherman.
3 ... a grocer.

Words to remember
cardiovascular, centenarian, commentary, cycle, elderly, expectation, geriatric, honour, integral, onerous, supple, vigorous

5 Match the first half of each sentence **a-c** with the correct ending **1-3**.

a The journalist is doing ... **1** ... his parents had a simple life.
b In Mexico, she met ... **2** ... research about elderly people.
c Alberto and Maria's son said ... **3** ... the world's oldest married couple.

6 Using a dictionary or the glossary at the end of this book, find out the meanings of these words and put them in the correct space.

compassion *integral* *honour* *expectation* *geriatric*

Old people's homes are often known as (1) ..... homes. It is rare to find these homes in Kuwait and the Arab world, because Islam teaches children to (2) ..... their parents and show them (3) ..... in their old age. When I am older, it is my (4) ..... that my children will care for me, just as I am willing to care for my parents. Family values are an (5) ..... part of Middle Eastern lifestyles and provide a basis for living.

Think and speak **Discussing and comparing**

7 How can we show gratitude and respect to the elderly? Compare ideas in pairs or groups.

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Lessons 4 and 5

Objectives

Skills:	At the end of this pair of lessons, students should be able to:
Listening	• listen to a journalist talking about old people she has met
Grammar	• use direct and reported questions / statements • use phrasal verbs with *make* and *do*
Topic	• *Long lives*
Functions	• report questions and statements
Vocabulary	blizzard (N), conceal (V), dispute (N), do away with (PhV), do up (PhV), do without (PhV), excuse (N), frequently (Adv), in spite of (Prep), make up (PhV), make up for (PhV), vicinity (N)

Student's Book pages 58 and 59

Present active vocabulary needed for this activity.

Grammar • **Direct and reported questions / statements**

1 (10 mins)
Remind the students of the recording about very old people which they heard previously. Ask the students to fill in the gaps in the text. Read the first extract as an example and complete the missing words (*had spent*).
Put students in pairs to compare answers but do not supply the correct answers yet.

2 (7.2) **(5 mins)**
Play the recording, pausing after each sentence for the students to check their answers to exercise **1**. Invite different students to read out a completed sentence.

Listening script 7.2, TG, page 133

3 (10 mins)
Ask students to look at the completed sentences in exercise **1**, and then write down the speakers' actual words. Go round and offer help where needed.

4 (5 mins)
Put the students in pairs for this task. Tell them that there may be more than one correct answer. Then put pairs together to compare answers. Do not supply correct answers yet.

Note: In modern English ***whom*** is generally restricted to formal contexts when it forms the objective case in a sentence, e.g. To ***whom*** do you wish to speak?
The normal practice in modern English is to use ***who*** instead of ***whom***, although it is useful to maintain the distinction in formal writing.

5 (7.3) **(10 mins)**
Play the recording, pausing after each extract for the students to check their answers. Discuss which sentences could have an alternative answer (**b and c, see key**). Then ask the students to decide the actual words the journalist used.

Listening script 7.3, TG, page 133

6 (10 mins)
Put the students in pairs to discuss the three questions. Go round and listen, offering ideas if necessary. Then discuss the questions with the whole class.

7 (10 mins)
Read out question **a** and invite a student to complete the reported question. Write the correct sentence on the board (*I asked her how long she had been married*) and check the students understand why the tense has changed.
Put the students in pairs to complete the task, then invite different students to come to the board and write the answers. Make sure they do not punctuate their sentences with question marks!

Student's Book page

Grammar

• Direct and reported questions / statements Grammar reference page 125

1 In these extracts from the recording, the journalist is reporting what people said. Complete the sentences using the correct form of the verbs in brackets.

a One of their sons told me that his parents ..... (***spend***) every day of their lives together ...
b He said they ..... (***always have***) a good social life and ..... (***keep***) in regular touch with their family, friends and neighbours.
c He said he ..... (***be***) not sure, but suggested that ...
d He added that they ..... (***both be involved***) in farming for most of their lives.
e Sunil said that he ..... (***spend***) most of his life working as a fisherman.
f He said he ..... (***enjoy***) every day of his life.
g Mrs Chin said she ..... (***never do***) paid work ...

2 (7.2) Now listen to the above sentences and check your answers.

3 In extracts **1a–g**, what were the speakers' (not the journalist's) actual words?
My parents spent every day of their lives together ...

4 In these extracts the journalist is reporting the questions she asked. Complete the sentences with some of the words from this list.

if what which who whether where

a I asked their son ..... the secret of their long life was.
b I asked him ..... he remembered his wedding day.
c I asked him ..... he had enjoyed his long life.
d I asked her ..... she cycled to.
e I asked them ..... they were friends with.
f I asked her ..... she preferred, the past or the present.

5 (7.3) Listen and check your answers. In extracts **4a-f**, what were the journalist's actual questions?

6 Now discuss these questions.

a How is the order of words in a reported question different from the order of words in a direct question? Look at the order of words after ***where***.
Reported question: I asked him where he lived.
Direct question: Where do you live?
b Which extra words are added when we report a ***Yes*** / ***No*** question?
c What is the broad rule about verb tenses when we report people's words?

7 Report these statements and questions. The beginnings of the answers are given.

a 'How long have you been married?' *I asked her* .....
b 'Do you enjoy spending time with each other?' *I asked them* .....
c 'We don't have disputes about anything.' *They said they* .....
d 'We're taking our grandchildren on holiday.' *They said they* .....
e 'When did you first meet?' *She asked them* .....

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Vocabulary

Collocations: *make* or *do*

1 **(10–15 mins)**

Read out the information and instructions and sentence **a**. Invite a student to supply the first missing word (*doing*). Then ask the students to fill in the gaps in the sentences. Students complete the task on their own, then compare answers with those of a partner.

Phrasal verbs with *make* and *do*

2 **(5–10 mins)**

Ask the students to read the text and then match each phrasal verb with its meaning. Go round and offer help if needed; encourage the use of dictionaries and the glossary.

3 **(5–10 mins)**

Ask the students to match sentences **a–d** with meanings **1–4**. Go round and offer help if needed; encourage the use of dictionaries and the glossary as before.

Lesson 6

Workbook pages 50-51, Language practice
Workbook answer key - see page 145

Objectives	
Skills	**At the end of this lesson, students should be able to:**
Grammar	• use direct and reported speech • use *both … and* • use phrasal verbs with *make* and *do*
Functions	• report questions and statements

Student's Book page

Vocabulary

Collocations: *make* or *do*

1 ***Make*** and ***do*** have similar meanings, but you cannot use them with the same nouns. For example, we say ***do a job*** but ***make an arrangement***. Complete these sentences with the correct form of ***make*** or ***do***.

a The journalist said she was ..... research for an article.
b Scientists frequently ..... experiments to test their ideas.
c You will have to ..... a special effort if you want to pass your exam.
d Can I ..... a suggestion? Why don't we ..... the shopping together?
e If you ..... a mistake, you have to ..... your homework again.
f I ..... my decision very quickly.
g I've ..... myself a promise. I'm going to ..... a success of my new job.
h Last night's blizzard ..... a lot of damage to buildings in our vicinity.

Phrasal verbs with *make* and *do*

2 Match the phrasal verbs with ***make*** in this text with the correct meanings **1–3** below. You may check your answers in a dictionary or the glossary at the end of this book.

Ibrahim usually arrived at work on time, so his boss didn't know what to (a) ***make of it*** when he was an hour late one morning. He said that he was feeling ill, but actually this was an excuse he had (b) ***made up*** to conceal the truth. Ibrahim promised he would (c) ***make up for*** the time he had lost.

Meanings

1 invent (a story) .....
2 take the place of something lost or missing .....
3 think about / understand .....

Note

A phrasal verb is a verb plus a preposition or sometimes two prepositions or an adverb, which creates a meaning different from the original verb. Example:
run into = meet
run away = leave



3 Match the phrasal verbs with ***do*** in these sentences with the correct meanings **1–4** below. You may check your answers in a dictionary or the glossary at the end of this book.

a I've hurt my back which means I have to get someone to ***do*** my shoes ***up*** for me.
b The doctor told my grandmother she'd have to learn to ***do without*** sugar.
c I could ***do with*** a cup of coffee.
d Not everyone in our family has a mobile, so we can't ***do away with*** our traditional phone.

Meanings

1 need or want something .....
2 get rid of .....
3 fasten / tie .....
4 not have something and manage in spite of this .....

Words to remember

blizzard, conceal, dispute, do away with, do up, do without, excuse, frequently, in spite of, make up, make up for, vicinity

Lessons 7 and 8

Objectives

Skills:	**At the end of this pair of lessons, students should be able to:**
Reading	• read a magazine article
Speaking	• talk about how to show respect to the elderly • discuss writing techniques
Writing	• write an article
Topic	• *Long lives*
Functions	• give opinion • agree / disagree • give advice • express gratitude • express obligation / duty
Vocabulary	admiration (N), affection (N), ailment (N), bestow (V), deserve (V), due (Adj), fatal (Adj), life expectancy (N), reverence (N)

Student's Book pages 60 and 61

Present active vocabulary needed for each activity.

Reading A magazine article

Read and analyse

1 (10–15 mins)
First, ask if any of the students read magazines. Which ones? Which magazines are the most popular with their age group? Show examples of them to the class. Which ones do they recognise? What do they think of them?
Read out the introduction and instructions. Allow time for them to read the article. Go round and explain any new vocabulary; make a note and check with the whole class later.
Ask the class which of the three titles is the best one (*How to live longer*).

2 (15 mins)
Put the students in pairs to discuss each question. Go round and listen; tell them your own ideas too, if you wish.
When they are ready, ask different students to report back to the class. Have a short class discussion and then vote for the best piece of advice.

3 (5–10 mins)
Ask the students to read the text on page 60 again. In pairs, students then match headings **a–f** with the correct paragraphs.

4 (15 mins)
Put the students in pairs and ask them to discuss each question, noting down their ideas. Go round and offer prompts if necessary. When they are ready, read out each question in turn and encourage a class discussion.

Suggested answers:

a by asking direct questions

b The style is fairly informal and friendly. It is written for teenagers.

c The title should be 'eye-catching' and attract people to the article and to the magazine itself.

d It concludes the article. It ends on a positive and encouraging note, etc. (Students' own opinions)

Student's Book page

Reading **A magazine article**

Read and analyse

1 This article was written for a young person's magazine. Which of the following is the best title for the article?
- Give respect where it's due
- A guide to old age
- How to live longer



1 Are you aware that Kuwaitis are now living longer than before? Life expectancy has now reached an average of 78 years and modern medicine means that many ailments that used to be fatal can now be easily cured.

2 Of course, an aging population means that there are more elderly people than ever before, all of whom deserve our admiration and compassion. But what is the best way to demonstrate our respect for them?

3 Many old people rely on their families and friends for support. There are many things that old bodies cannot do as easily as young ones, so just being there to help an elderly person perform simple tasks is often appreciated. Similarly, being there to talk to them is a fantastic way to show reverence. Friendship is one of the greatest gifts we can bestow upon others, including the old.

4 There are other ways to show our appreciation. Simple things like holding doors open or standing when someone enters a room are effortless ways to show respect.

5 These tasks will never feel like work because they are practical ways in which we can help the elderly and show our respect to them. Remember, without the elderly, Kuwait would never have become the country we know and love today.

6 My message, then, is to look after and respect the elderly, and, one day, you'll receive the same respect and affection that they do.

2 Discuss these questions with a partner.
- **a** Which do you think is the best piece of advice in the article?
- **b** Is there any advice you do not agree with?
- **c** Can you think of any other ways to show respect to the elderly?

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Writing An article

Planning and writing

6 **(15 mins)**

a Ask the students to jot down notes about ways of showing respect to the elders. Tell them that they can use their ideas from exercise **2**.

b Students work alone or in pairs or small groups of people who have chosen the same subject. Allow time for them to plan their three paragraphs. Go round and make suggestions where necessary; remind them to use the text on page 60 as a model.

c Students choose an 'eye-catching' title for their articles.

6 **(15 mins)**

Ask the students to look at the *Useful Language* box and then write their first drafts, using their notes from exercise **5**. Go round and make suggestions and corrections where necessary.

Check

7 **(10-15 mins)**

a and **b** Ask the students to check their work carefully and then exchange articles with a partner. Refer them to the questions in **b**, and encourage them to make suggestions for improvement to each other's work, paying particular attention to the titles. If there is enough time, students should then write a second draft.

Use the finished articles for a classroom display. You could also discuss which is the best title.

Quote

Draw students' attention to the Quote box. Ask them to paraphrase it in their own words. Explain that 'mind over matter' is a common English expression.

Background: Samuel Langhorne Clemens (1835-1910) better known by the pen name Mark Twain, was an American author and humourist. Twain is most noted for his novels *The Adventures of Huckleberry Finn*, which has since been called the Great American Novel, and *The Adventures of Tom Sawyer*. He is extensively quoted. American author William Faulkner called Twain 'the father of American literature'.

Student's Book page

3 Match each paragraph of the article with one of these headings.

a An increasingly mature population .....
b Introduction .....
c A final message to the reader .....
d Practical respect .....
e Easy ways to show respect .....
f The gift of friendship .....

Words to remember
admiration, affection, ailment, bestow, deserve, due, fatal, life expectancy, reverence

4 Read the article again, and discuss these questions in pairs.

a How does the writer of the article try to interest the reader?
b How formal or informal is the style of the article? Why does the writer use this style?
c Why is it important for an article like this to have an interesting title?
d What is the purpose of the last sentence? Does it end the article successfully?

task

Writing **An article**

Planning and writing

You are going to write a magazine article giving advice to people of your own age about how to show respect to the elderly in a practical way.

5 Think about what pieces of advice you could give to people of your own age about how to respect your elders.

a Note down practical ways in which we can show respect to the elderly. Use your ideas from exercise **2**.
b Plan your article in clear and concise paragraphs, using the article opposite as a model.
c Think of a suitable title for your article.

6 Write your article in 200–220 words. Use your notes from exercise **5** and expressions from the *Useful Language* box below. Follow your paragraph plan and express your ideas clearly and simply.

Check

7 When you have finished writing, read through your article carefully.

a Check spelling, grammar and punctuation.
b Exchange articles with a partner.
As you read what your partner has written, ask yourself these questions:
- Has he / she chosen an interesting title which makes me want to read the article?
- Is the advice he / she gives helpful or interesting to me personally?
- Is the style of the article friendly?

USEFUL LANGUAGE

Giving advice
For me the golden rule is this: ...
If you do this, ...
Remember some of these tips: ...
In the end, you'll be more successful if ...
Another useful tip is this: ...
The best way to ... is to ...
Don't forget, ...
In my experience, ...

Expressing gratitude
Be thankful /appreciative of / that / for ...
Give praise / thanks for ...
Show your respect / gratitude by ...

Expressing obligation / duty
You must / should always ...
Make sure you ...
It is a sign of respect to ...
... will be appreciated / welcomed.

Quote "Age is an issue of mind over matter. If you don't mind, it doesn't matter."
Mark Twain

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Lesson 9

Workbook pages 52-53, Writing

Workbook answer key - see page 145

Objectives	
Skills	**At the end of this lesson, students should be able to:**
Reading	• read paragraphs extracted from three articles
Writing	• write an outline for an article and complete it
Functions	• make suggestions

MODULE 3: Lifestyles

Unit 8 Town and country

Lessons 1 and 2

Objectives

Skills:	**At the end of this pair of lessons, students should be able to:**
Reading	• read a text about the end of village life
Speaking	• talk about why people move to the city
	• talk about city life
	• talk about advantages and disadvantages of living in the city
Topic	• *The end of village life?*
Functions	• give reasons
	• give opinion
	• state advantages and disadvantages
Vocabulary	almond (N), depopulation (N), deserted (Adj), export (N), infrastructure (N), overcrowding (N), public services (N), reverse (V), rural (Adj), socioeconomic (Adj), unemployment (N), vacant (Adj), vice versa (Adv)

Student's Book pages 62 and 63

Present active vocabulary needed for each activity.

Discuss **(15–20 mins)**

1 First, ask the class to look at the photographs and discuss and note down relevant vocabulary in pairs.
Then ask the whole class to suggest useful words and write good suggestions on the board (e.g. crowds, traffic, busy, noisy, shops, buildings, city, town, village, quiet, peaceful, countryside ...).
Then put the students in small groups to discuss the two questions and complete the T-Bar. 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)**
a Direct students to read the title of the article but make sure they do not read the article itself. Ask students to say what they think the article is about (*people moving from villages to cities*). Can they think of any examples of this, or a similar phenomenon in Kuwait?

b Put students into small groups. Ask them to read the words in the words box and decide which ones they think will appear in the text. They must explain why. Students can use dictionaries or the glossary at the end of the Student's Book for help.

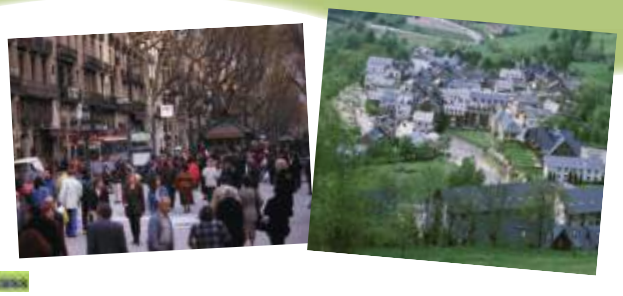
3 **(15–20 mins)**
Allow time for the students to read the article. Go round and explain new words, making a note of them to check with the whole class later.
When they are ready, read out questions **a** and **b**, asking the class to supply the answers. (*rural depopulation; the elderly; the wealthy*)

Student's Book page

MODULE 3: Lifestyles

Unit 8 Town and country

Grammar
Inverted sentences



Discuss

1 Look at the two photographs and discuss these questions in pairs.
a Many of the people who used to live in the village now live in the city. Why do you think they moved?
b What advantages and disadvantages are there to living in a city? Write your answers on the T-bar.

Advantages	Disadvantages
.....	.....
.....	.....
.....	.....
.....	.....

Read

2 **a** Before reading, look at the title of the article. What do you think the article is about?
b Which of these words do you think will appear in the text? Why? You may use a dictionary or the glossary at the end of this book for help.

deserted graduated inhabitant overcrowding public services athletics vacant socioeconomic hibernate foundation corruption referee taxonomy cardiology

3 As you read the article, answer these questions.
a What two-word phrase is used for the movement of people out of country areas?
b Who now lives in deserted villages and country areas? The article mentions two groups of people.

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Check your understanding

4 (5–10 mins)

Tell students to locate the words in the article and work out their meaning from their context in the text. Students then use the appropriate word to complete the sentences. Go round and offer help where necessary. Check answers as a class.

5 (15 mins)

Discuss question **a** with the whole class, then put the students in pairs or small groups to discuss questions **b** and **c**. Go round and offer ideas where needed.

Think and speak Presenting ideas

6 (15–20 mins)

a First, read out the first question and invite suggestions from the class. Then put the students in small groups to discuss question **a** in greater depth. 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.

b Read out the question that is more relevant to the class, and then follow the same procedure as for question **a**.

Lesson 3

Workbook pages 54-55, Reading

Workbook answer key - see page 145

Objectives	
Skills	**At the end of this lesson, students should be able to:**
Reading	• read an article about Silk City
Writing	• write a summary of the differences between Silk City and other modern cities
Topic	• *Silk City*
Functions	• give reasons • compare and contrast • express opinion
Vocabulary	contentment (N), crown jewel (N), demarcation (N), skyline (N), vertical village (Exp)

Student's Book page

The end of village life?

When large numbers of people move from their homes in country areas to find better-paid jobs in towns and cities, the villages and farms they once lived in are often left vacant. No one wants to buy the houses because they cannot make money out of them. This phenomenon, which is called rural depopulation, can lead to overcrowding in cities as well as deserted country areas and is a major socioeconomic problem nowadays.

One example of this phenomenon is the Garrigues area of Spain, about one hour's drive from Barcelona. The area has a Mediterranean climate, but because it is at high altitude and not close to the sea, winter temperatures are quite low. The area has an annual rainfall of 482mm which falls in only 47 days of the year, during the autumn and spring. Historically, this was a successful agricultural area; on the higher ground, the farmers grew almonds, while in the river valleys, wheat, corn, beans and sunflowers were the traditional crops. The area was renowned for its high-quality olive oil which was grown mainly for export.

The population of the area was at its greatest about 150 years ago, when a typical settlement might have had 500 inhabitants, whereas now some villages have as few as 100 permanent inhabitants. As farming became less and less profitable, and unemployment grew, the population began to move to the cities to find work. This trend started in 1860 and has continued until today. Now, some villages consist mainly of elderly people. The area is suffering from the effects of depopulation, poor infrastructure and deserted farms, for example.

In some parts of Europe in recent years, however, the move from the country to the city has been reversed as many wealthy people move to the countryside to escape from the overcrowding, pollution and tension of city life. Some are moving permanently, but many are buying holiday or weekend homes which are empty for much of the year.

Check your understanding

4 Choose the most appropriate word to complete these sentences.

1 The mayor said the town's _____ needed modernising.
a farms **b** overcrowding **c** inhabitants **d** infrastructure

2 The scientists observed an unusual _____ in their experiments.
a agriculture **b** tension **c** phenomenon **d** olive oil

3 _____ levels reached new highs during the recession.
a Climate **b** Export **c** Temperature **d** Unemployment

5 Think of possible answers to these questions. (The article doesn't give definite answers.)

a Why did the Spanish farmers grow different crops on the high ground and in the river valleys?
b Why do you think farming has become less profitable in recent years?
c Why are many of the inhabitants of the villages in Spain elderly people?

Words to remember
almond, depopulation, deserted, export, graduated, infrastructure, overcrowding, public services, reverse, rural, socioeconomic, unemployment, vacant, vice versa

Think and speak Presenting ideas

6 Discuss these questions with other students.

a How could city life be made less stressful for the people who live there?
b What would you miss most about city life if you moved to a country area, or vice versa?

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Lessons 4 and 5

Objectives

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

Reading • read an e-mail

Grammar • use inverted sentences

Topic • *Town and country*

Vocabulary astounded (Adj), bump into (PhV), densely (Adv), disturbance (N), embarrassed (Adj), far and wide (idiom), glamour (N), hub (N), hustle and bustle (idiom), metropolis (N), narrate (V), odds and ends (idiom), pluck up the courage (Exp), tranquil (Adj)

Pronunciation • Intonation patterns (1)

Student's Book pages 64 and 65

Present active vocabulary needed in each activity.

Grammar • **Inverted sentences**

1 (20–25 mins)

a Ask the students to carefully read the text and to look for the six examples of inverted sentences. Explain to them that in inverted sentences, the word order of the sentence is rearranged for rhetorical effect – to give greater emphasis. Very often an adverb (***rarely, seldom, never,*** etc.) is placed at the beginning of the sentence or phrase. If required, explain any unfamiliar vocabulary to the students.

b Ask the students to cover the e-mail and look at the sentences in exercise **1b**. Tell them to rearrange the sentences here into an inverted form. When they have finished, have them check their work against the text.

2 (10-15 mins)

Put the students in pairs and ask them to talk about the value of inverting sentences. In their pairs they should talk about how it might change the meaning and how it changes the emphasis.

3 (10 mins)

Tell the students to read the uninverted examples in exercise **3**. Tell them to invert these sentences, giving any help required. If necessary give the first sentence as an example (*Seldom have I been so upset about something*). Ensure that students have correct answers before moving onto the extension.

Speaking extension:

When the students have finished writing, put them back into their pairs and tell them to repeat both the original sentence from exercise **3** and the inverted sentence. Ask them to concentrate on the differences in emphasis, and get them to stress the adverb at the beginning of the inverted sentences.

Vocabulary **Town and country**

1 (10 mins)

Read out the instructions. Then ask the students to match the first word (*metropolis*) with the correct answer on the right (*8*).

Put them in pairs to complete the task, using dictionaries or the glossary at the end of the Student's Book.

Check their answers. Are there similar words in the students' language(s)?

Idioms with *and*

2 (10 mins)

Read out sentence **a**, pausing for the students to supply the missing words (*far and wide*). Then put

Student's Book page

Grammar

• **Inverted sentences** Grammar reference page 126

1 a Read the e-mail below. Look out for the six inverted sentences in the text.

I am writing to tell you about my outing to the countryside the other day – rarely do I have such a good story to narrate. I was visiting my cousins in their village when I saw my favourite musician doing some shopping. Never have I been so astounded!

I went into a village shop and spotted him, but no sooner had I plucked up the courage to speak to him, than he left for another shop. I hurried out of the shop but scarcely had I done so when I ran right into him. I was very embarrassed - little did I expect to bump into my hero!

However, he told me that not only did he value his fans, but he really enjoyed meeting them. He asked me about myself and we discovered that we had both been brought up in the village and both now live in the same area.

See you soon,

Ahmed

b Cover the text above and rearrange the sentences below so that they are inverted.

1 I rarely have such a good story to narrate.

2 I have never been so astounded!

3 As soon as I had plucked up the courage to speak to him, he left for another shop.

4 I had scarcely left when I ran right into him.

5 I little expected to bump into my hero.

6 He told me that he valued his fans and really enjoyed meeting them.

2 In pairs, talk about the value of inverting sentences.

- What effect does changing the sentence structure have on the meaning of the sentence?
- How does it change the emphasis and emotion of the sentence?

3 Now create inverted sentences from these sentences.

1 I have seldom been so upset about something. .....
2 I have never been so proud of you! .....
3 She only now understood the problem. .....
4 I could not sleep because the situation was so strange. .....
5 He had rarely seen something that made him so happy. .....
6 They had never seen such a beautiful sight. .....

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them in pairs to complete the task.
Check their answers, and remind them that the order of words is important (e.g. *peace and quiet*, not *quiet and peace*).

Word families

3 **(5–10 mins)**
Read out the first sentence and ask a student to complete it with the correct form of ***nature*** *(natural)*. Then put the students in pairs to complete the task. Tell them to read each sentence completely before they complete the missing word. Go round and offer help if needed; encourage the use of dictionaries.

Pronunciation **Intonation patterns (1)**

4 (8.1) **(10 mins)**
Read out the instructions. Then play the recording, pausing after each sentence for the students to discuss the intonation (i.e. does it fall or rise at the end?).

Listening script 8.1, TG, page 133

5 (8.1) **(10 mins)**

Student's Book page

Unit 8 Town and country

Vocabulary **Town and country**

1 Match the words on the left with their definitions.

a	metropolis	**1**	calm, free from disturbance
b	glamour	**2**	dirty air, often found in cities
c	tranquil	**3**	centre of activity
d	hub	**4**	an attractive and exciting quality
e	shielded	**5**	protected
f	smog	**6**	area outside the city
g	suburb	**7**	associated with country life
h	pastoral	**8**	densely populated city

Idioms see also

2 Complete these sentences with idioms from the box.

pick and choose *by and large* *nearest and dearest* *odds and ends* *far and wide* *hustle and bustle* *peace and quiet*

a People come from ..... to see the Green Island in Kuwait.
b I love spending time with my ..... , so we often have family get-togethers.
c While I was on holiday, I bought lots of ..... to give as presents.
d There are lots of restaurants near here. You can ..... from about fifty.
e Some people enjoy the ..... of shopping in street markets.
f He moved out of the city to get some ..... .
g City life, ... , is more stressful than living in the countryside.

Word families

3 Complete these sentences with words formed from the words in capitals.
a Switzerland is a country of great ..... beauty. (NATURE)
b Careless drivers can seriously ..... the safety of pedestrians. (THREAT)
c In Kuwait City, there is a wide ..... of entertainment to choose from. (VARY)
d I'd like to live in a small ..... village near the sea. (PEACE)
e The storm damage is a lasting ..... of the power of nature. (REMIND)
f I'll never forget the ..... I felt on my first day at school. (EXCITE)

Pronunciation **Intonation patterns (1)**

4 (8.1) Listen to a conversation between two friends. As you listen, decide if the speakers' voices fall or rise at the end of each line. Compare your ideas with those of another student.

A: Did you enjoy the concert? B: Which concert?
A: The school concert. B: I didn't go.

5 (8.1) Now listen again and repeat the conversation.

Words to remember
astounded, bump into, densely, disturbance, embarrassed, far and wide, glamour, hub, hustle and bustle, metropolis, narrate, odds and ends, pluck up the courage, tranquil

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Ask the students to listen while you play the recording. Pause after each sentence for them to repeat it.

Listening script 8.1, TG, page 133

Lesson 6

Workbook pages 56-57, Language practice
Workbook answer key - see page 145

Objectives	
Skills	**At the end of this lesson, students should be able to:**
Grammar	• use inverted sentences • use comparative and contrastive connectors • use relative pronouns
Functions	• express opinion

Lessons 7 and 8

Objectives

Skills:	**At the end of this pair of lessons, students should be able to:**
Reading	• read an e-mail giving recommendations
Speaking	• discuss choices of suitable places to live
Writing	• write an e-mail giving recommendations
Topic	• *Town and country*
Functions	• compare and contrast • compare and explain choices
Vocabulary	advantageous (Adj), leafy (Adj), make it your own (Exp), palatial (Adj), picturesque (Adj), residents' parking (N)

Quote

Draw students' attention to the quote. Ask them if they know anything about Charles Caleb Colton. Do they agree with his quote? Why or why not?

Background: Charles Caleb Colton (1780–1832) was an English writer and collector, well known for his eccentricities. Colton was educated at Eton and King's College, Cambridge graduating with a B.A. in 1801 and an M.A. in 1804. In the twentieth century and to the present day he has been read most frequently perhaps in quotation books, including Bartlett's Familiar Quotations, where many of his aphorisms have been preserved.

Student's Book pages 66 and 67

Present active vocabulary needed in each activity.

Speaking Choosing suitable places to live

1 (10 mins)

Explain the task to the class. Tell students they must assess the different needs of the three groups listed in the task box on page **67**. Students work in pairs and discuss the needs of the groups, recording their results in tabular form. Give students a few minutes to complete their tables, and then bring the class together to share ideas.

2 (15–25 mins)

First, ask the students to look at the four pictures and tell you which place they would choose to live in and why.
Read out the task and instruction, then put the students in pairs or small groups. Students look at the *Useful Language* box and then discuss ideas in their pairs or groups. Go round and listen, offering suggestions and making corrections where necessary. Make a note of any serious and / or common mistakes and go over them with the whole class afterwards.

3 (15–25 mins)

When they are ready, put pairs or groups together to compare ideas.
Invite two or three groups to share their ideas with the class. Finally, have a class vote for the most suitable place for each set of people.

Student's Book page

Speaking **Choosing suitable places to live**



city centre apartments



leafy suburban area



villa



busy tourist resort in Kuwait

1 Work in pairs or small groups. Make notes about the people's different needs in a table like the one below. Add as much information as possible.

	Family of four	Young couple	Elderly couple
Type of flat / house		*small*	
City or country		*city*	
Type of area			*quiet*
Distance from shops	*near supermarket*		

2 Compare and contrast the four places in the photographs, then decide which is the best for each person or group. Discuss your ideas before making a final decision. Use comparing and contrasting language from the *Useful Language* box below.

3 Compare your choice with that of another pair or group. Explain your choices.

USEFUL LANGUAGE

Comparing and contrasting
These people / This family need(s) ... **whereas / but** these people / this family ...
In comparison with the city centre, this part of the town is very quiet.
The flat is **in a much more convenient location than** the house.
If they lived here, it would take them **less time** to get to school.
On the other hand, it would be **noisier** living here.

Comparing and explaining choices
We think this flat would be **more suitable** for this family **because** ...
The main reason we've chosen the small house in the country is ...

Quote "If you would be known, and not know, vegetate in a village; if you would know, and not be known, live in a city."
Charles Caleb Calton

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Writing An e-mail giving recommendations

Read

1 **(15 mins)**
Ask students to read the task box on page **67** then to read the e-mail. Students discuss and answer the questions in pairs. After a few minutes bring the class together to compare ideas and discuss.
Suggested Answer:
The email was written by an estate agent trying to sell a property to a couple.

Extension

Give the students a few more comprehension questions about the e-mail, e.g. *What style is the letter in? What adjectives does the writer use?* Students give responses to these questions and discuss. These questions should help to guide students in the next task.

Planning and writing

2 **(20–25 mins)**
Using their discussions from page **66**, and the text on page **67**, as a guide, students plan and write a similar e-mail. They should write about one of the places in the photos on page **66**, but will need to use their imaginations to fill out their descriptions. Make sure students use a similar style and layout to the e-mail in exercise **1**. Give students time to write their descriptions. Go round the class, offering help where necessary.

Check

3 **(15–20 mins)**
Give students a few minutes to check their grammar and punctuation. Then, put students into pairs. Tell them to read their partner's composition, remembering to answer the questions in **b**. Students note down their responses, then return each other's letters and exchange ideas.
If there is time you could ask a few students to read their e-mails to the class. The class can offer criticism and vote on which e-mail they think is the best.

Student's Book page

task

You are going to suggest which of the four places in the photographs on page **66** would be the most suitable place to live for a family of four, a young couple or an elderly couple.

Writing An e-mail giving recommendations

Read

1 First, read the e-mail below. Who do you think wrote it and why?

Dear Mr and Mrs Al-Jaber,

I think I've found the perfect place for you. It's a palatial villa in a green suburban area that would really suit your needs. I know you've been complaining about the noise in your current apartment, so the location of the new one would be a great improvement. It's quiet and calm and there's a picturesque park just over the road. There isn't even much traffic, and with residents' parking you'll never have trouble finding a space. It's also a lot more expansive than your current place and would have lots of room for entertaining. It's not furnished, so all of the furniture you already own could go straight in. You could make it your own very quickly. It's also an advantageous location. There's a large supermarket about 5 minutes away and it's very easy to reach the motorway. I really think you should arrange a viewing of this place. It's a great find that you wouldn't want to miss out on.

Many thanks,

Mr Mohammed

Planning and writing

2 Now, using the e-mail above as a guide, write a similar one. You can write to any of the groups listed in the task box but must suggest a suitable place for them to live. Write your notes and expand them into an e-mail.

Check

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

a Check spelling, grammar and punctuation.
b Exchange letters with a partner.
As you read your partner's composition, ask yourself these questions:
- Is the e-mail successful and persuasive? Why or why not?
- Is the tone correct for this type of e-mail?
- What could your partner have done to have made their e-mail more successful?

c Return your partner's e-mail and exchange thoughts and ideas.

Words to remember
advantageous, leafy, make it your own, palatial, picturesque, residents' parking

Lesson 9

Workbook pages 58-59, Reading

Workbook answer key - see page 146

Objectives	
Skills	**At the end of this lesson, students should be able to:**
Reading	• read descriptions of places to live
Writing	• write an advertisement describing a place to live
Functions	• describe a residential place • make predictions

MODULE 3: Lifestyles

Unit 9 New ways and old

Lessons 1 and 2

Objectives

Skills:	**At the end of this pair of lessons, students should be able to:**
Listening	• listen to three conversations about different ways of doing things
Speaking	• discuss traditional and modern pastimes
Topic	• *New ways and old*
Functions	• describe • talk about change • give examples • compare
Vocabulary	competent (Adj), cookery (N), custom-made (Adj), fix (V), mail order (N), mass-produced (Adj), unique (Adj), unusual (Adj), workshop (N)

Student's Book pages 68 and 69
Present active vocabulary needed for this activity.

Discuss

(20–30 mins)

a Put students in pairs and ask them to practise describing each picture. Go round and listen, providing new vocabulary where needed. Make a note of new words, and write them on the board for the whole class. Then invite students to share their ideas with the rest of the class and encourage comments and further discussion.

Some suggestions:
She's doing embroidery / making a carpet /rug.
He's sawing wood. He's building a house.
They're having coffee / tea at the mall.

b Read out the question and invite answers from the class.

Suggested answers:
Traditional skills have disappeared as large factories emerged.
Many items that would take days to make are now made quickly by automated machinery.
People watch TV or play computer games instead of traditional games.

c The pairs discuss traditional and contemporary pastimes and complete the table with ideas from their discussions. After giving students time to complete the task, bring the students together to share ideas as a class.

Listen

(9.1) (10-15 mins)
Read out the instruction and then play the first conversation. Ask the class what they are talking about (*buying a bicycle*).
Play the remaining conversations, pausing each time to ask the same question.

Listening script 9.1, TG, pages 133-134

Student's Book page

MODULE 3: Lifestyles

Unit 9 New ways and old

Grammar
Causative verbs (present / past / future); suffixes



Discuss

1 Look at the photographs which show people doing things in a traditional way. Discuss these questions with a partner.
- a What are the people in the photos doing?
- b How have traditional pastimes and leisure activities changed in the modern world?
- c Make a list of leisure activities people enjoyed in the past and ones they enjoy nowadays. You may put some activities in both columns.

In the past	In the present day

Listen

2 (9.1) You are going to hear three conversations in which people talk about different ways of doing things. Which do the speakers talk about?
- Agriculture
- Cookery
- Medical treatment
- Car repairs
- Using a computer
- Buying a bicycle

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Check your understanding

3 (9.1) **(10-15 mins)**
Ask the students to listen while you play the recording again. Put them in pairs to discuss the questions and note down their answers, then play it again to check.

Listening script 9.1, TG, pages 133-134

4 **(5–10 mins)**
Read out sentence **a** and ask the class whether it is True (T) or False (F). *Ask students to justify their answers*. Then allow time for them to consider the remaining sentences. Go round and offer help if necessary. Then put them in pairs to check their answers.

Think and speak Giving examples; comparing

5 **(20–25 mins)**
Put the students in pairs or small groups, if possible with different students. Either divide the class into two (**a** and **b**) and ask the students to discuss the corresponding question, or ask the students to discuss both questions. Go round and listen, offering prompts where necessary. Join in the discussions if you want to. Finally, invite different students to report back to the class. Encourage comments and questions.

Lesson 3

Workbook pages 60-61, Reading

Workbook answer key - see page 146

Objectives	
Skills	**At the end of this lesson, students should be able to:**
Reading	• read an article about Bayt Lothan
Writing	• write a summary about the changes in Bayt Lothan
Topic	• *Bayt Lothan: an old house serving new purposes*
Functions	• make inferences • express opinion
Vocabulary	contemporary (Adj), craftsman (N), in parallel (Exp), platform (N), pottery (N), promote (V), seamlessly (Adv), socialise (V)

Student's Book page

Check your understanding

3 (9.1) Listen again and choose the correct answers, 1, 2, 3 or 4 to these multiple-choice questions.

a In Conversation 1, where did the boy get his bike from?
1 from a local shop
2 by mail order
3 he made it himself
4 from a local engineer

b How is his bike different from other bikes?
1 It is mass-produced.
2 It is not as heavy as other bikes.
3 It was much more expensive.
4 It has an unusual shape.

c In Conversation 2, which of these statements is true?
1 The young man is going to repair his own car.
2 The older man is going to repair the car.
3 The older man is a competent mechanic.
4 The car is going to be fixed at a garage.

d In Conversation 3, which of these statements about the boys is not true?
1 They wrote their own magazine.
2 Their magazine was printed professionally.
3 They spent more than two months writing and editing their magazine.
4 They used a computer to produce their magazine.

Words to remember
competent, cookery, custom-made, fix, mail order, mass-produced, unique, unusual, workshop

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

a It was much more expensive to have the bike custom-made. ☐
b The man's car engine is controlled by a computer processor. ☐
c The man's father was unusual because he could repair his car. ☐
d The magazine would have been cheaper if printed professionally. ☐

Think and speak **Giving examples; comparing**

5 Discuss these questions in pairs or groups.

a In the second conversation, the first speaker does not have the skills to fix his car, something which people in the past were able to do. Can you think of any other skills which were commonplace in the past but are unusual now?

b In the last conversation, a group of friends produced their magazine on a home computer. What other creative uses are there for home computers?

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Lessons 4 and 5

Objectives

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

Speaking
- talk about skills and processes
- describe things you can have done

Grammar
- use causative verbs (present / past / future)
- use suffixes

Topic
- *New ways and old*

Functions
- compare the past and the present

Vocabulary below par (Exp), call the shots (Exp), immobile (Adj), neck and neck (Exp), put to (PhV), snooker (N), substandard (Adj), toe the line (Exp), ungentlemanly (Adj)

Student's Book pages 70 and 71
Present active vocabulary needed for each activity.

Grammar • Causative verbs (present / past / future)

1 (9.2) **(5–10 mins)**
Remind the students of the three conversations which they heard in the last lesson. Tell them that sentences **a–f** are extracts from that recording. Play conversation **a** and ask the class to answer question **a** (*an engineer*). Then continue with the remaining extracts and questions.

Listening script 9.2, TG, page 134

2 **(15-20 mins)**
a Read out the question and ask the students to discuss it in pairs. Then invite suggestions.
b Students discuss how they think the causative verbs are formed. After a few minutes, invite suggestions. Correct and explain as necessary. (To form the causative, use the the verb *have* + object + past participle. e.g. *He's had his car fixed*.)

3 **(10-15 mins)**
Read out the first sentence and the example. Then put the students in pairs to complete the task. Go round and offer help where needed.

4 **(10-15 mins)**
In pairs, students study the example and then discuss and note down answers to **b** and **c**. Go round and help, adding ideas where necessary.
Note: There are several possible correct answers here.

Suggested answers:
b You can have your eyes tested.
You can have your glasses mended.
c You can have your house painted.
You can have the walls wallpapered / plastered.

Vocabulary

Words with suffixes

1 **(10 mins)**
Remind students of the usage of suffixes. Read through the first sentence and ask the class to add the correct suffix to *friend (-ship)*. Ask a student to read through the completed sentence to check it is correct. Students then complete the exercise individually. Go round and offer help where necessary.

2 **(10 mins)**
Using words of their own choice, and the suffixes in the box above, students write 4 or 5 sentences of their own. They should try to use different suffixes for each sentence. Ask a few students to read out a few of their sentences. The class discuss whether they think the suffixes are used appropriately.

Student's Book page

Grammar

• **Causative verbs (present / past / future)** Grammar reference page 126

1 (9.2) Listen to six extracts from the conversations and answer these questions.

a Who made the bike? (Conversation 1) .....
b Is the speaker going to repair his car tomorrow? (2) .....
c Who used to repair the car? (2) .....
d Who fixes the engine? (2) .....
e Does this speaker think his son produced the magazine himself? (3)
.....
f Who writes the articles and edits the magazines? (3)
.....

2 Compare the three sentences below.

a What is the difference in meaning among them?
- *They built their own house.*
- *Their house was built by a local builder.*
- *They had their house built by a local builder.*

b How is the causative sentence formed?

3 Write follow-up sentences using causative verbs.



a I didn't repair the car myself. I had it repaired.
b She didn't make the dress herself. She .....
c He isn't going to take his own photo. .....
d My father doesn't clean his car himself. .....
e We didn't cut down the trees in our garden ourselves. .....

4 Discuss these questions with a partner and then write sentences.

What can you have done ...
a by a dentist? You can have a tooth taken out.
b by an operation? .....
c by a decorator? .....



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Sports idioms

3 (10 mins)
Ask the students to read sentence **a** and to identify the idiom (*just (was) not cricket*). Then ask them to match it with the correct definition (*5*). Ask students to work in pairs and complete the exercise.

4 (5-10 mins)
In pairs, students identify which sport each idiom comes from. After giving students time to complete the task, bring the class together to compare and check answers.

Extension

If there is time, ask students to attempt to explain the answers to exercise 4, and how these sports have influenced the meaning of these idioms.

Suggested answers:

1 Cricket is a traditionally gentlemanly sport, in which players are expected to display an extreme degree of fairness and integrity. Because of this, cheating is highly frowned upon. Something which is 'just not cricket' is therefore contradictory to the normal or accepted standards of fairness.

2 'Neck and neck' describes two horses that are extremely close together in a race. There is almost nothing between them and it is extremely difficult for a spectator to judge which is winning. It is now used as a figurative expression.

3 In athletics, athletes have to put their foot to a designated line before the race begins. 'Toeing the line' is therefore to accept the rules of a game or situation.

4 'Par' is the name given to the amount of shots a professional player should take to complete a round of golf. To be 'below par' therefore, is to fail to meet a required standard.

5 In a traditional game of billiards, players would say which ball they intended to pot on their next play. This is known as 'calling a shot.' Someone who 'calls the shots' is therefore in control of the next round of play and, by extension, the game itself.

Student's Book page

Unit 9 New ways and old

Vocabulary

Words with suffixes

1 Add the appropriate suffix to the words to complete the sentences.

-able -ship -ment -ful -less -ised -ness

a Our ..... (***friend***) was put to the test last summer after we had a huge row.
b I find watching sport very ..... (***enjoy***). It gives me great ..... (***enjoy***) and ..... (***happy***).
c Some pastimes are not ..... (***fashion***) any more.
d The broken limb must be ..... (***immobile***) immediately and the patient be given ..... (***care***) attention.
e She was a ..... (***master***) tennis player and won many matches.
f He always tried his hardest and was ..... (***tire***) in his efforts.

2 Now, write your own sentences using the suffixes above with words of your own choice.

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

Sports idioms

3 Underline the sports idioms in these sentences. Then match them with one of the meanings 1-5.

a It just wasn't cricket, the way I was treated.
b Ahmed has been calling the shots in his company for a few years.
c The two candidates were neck and neck until the final votes.
d He was unpopular with the other staff and rarely toed the line.
e The restaurant we went to was really below par.

1 to control something completely; to direct action
2 to refuse to accept the authority or rules of a particular group
3 something which is substandard
4 evenly matched or paced
5 unfair or ungentlemanly conduct, contrary to accepted standards of fairness

Words to remember
below par, call the shots, immobile, neck and neck, put to, snooker, substandard, toe the line, ungentlemanly

4 Now match the idioms identified in 3 (a-e) with the sports they originate from.

1 Cricket ☐ 3 Horse Racing ☐ 5 Billiards / Pool / Snooker ☐
2 Athletics ☐ 4 Golf ☐

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Lesson 6

Workbook pages 62-63, Language practice
Workbook key - see page 146

Objectives	
Skills	**At the end of this lesson, students should be able to:**
Grammar	• use causative verbs • use *used to*
Functions	• compare the past and present

Lessons 7 and 8

Objectives

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

Reading • read a biography
Speaking • talk about biographies
Writing • write a biography
Topic • *Massouma Al-Mubarak*
Functions • explain differences
• give biographical information
• plan
Vocabulary appoint (V), bill (N), biography (N), customarily (Adv), degree (N), doctorate (N), master's degree (N), minister (N), parliament (N), portfolio (N), resign (V), whereas (Conj)

Student's Book pages 72 and 73
Present active vocabulary needed for each activity.

Reading A biography

Discussion

1 (20–25 mins)

First, read out the task and invite initial ideas – who might the students choose to write about?

a Read out the question and invite answers (*a biography is the true story of someone's life; an autobiography is the writer's account of his / her own life*).

b Invite students to tell the class about biographies they have read or would like to read. Also tell them about biographies you have read.

c Put the students in pairs to discuss this question; ask them to note down their ideas. Go round and join in their discussions, then have a class vote for the three most important kinds of information.

Read and analyse

2 (20-25 mins)

a Ask the students to read the biography quickly. Go round and explain any difficulties. Then put them in pairs to discuss the question.

b Students discuss this question in pairs and then report back to the class.

Writing A biography

Planning and writing

3 (20 mins)

a Read out the instructions and suggestions. Invite a few suggestions from the class and then ask the students to choose a person to write about. Allow them to discuss ideas with other students and to form pairs or small groups if they wish.

b Students then make a plan, dividing their notes into four paragraphs, using the text on page 72 as a model.

4 (20 mins)

a and **b** Ask the students to look at the *Useful Language* box, then allow time for them to write their biographies. Go round and make suggestions and corrections where necessary.

Student's Book page

Reading A biography

Discussion

1 Discuss these questions with a partner.
- **a** What is a biography? How is a biography different from an autobiography?
- **b** Whose biography have you read or would you like to read?
- **c** What kinds of biographical details could be included under these headings?
  - Personal details
  - Physical description
  - Family and early life
  - Career
  - Personal life
  - Important dates
  - Beliefs / opinions
  - Achievements

Read and analyse

2 Read this brief biography.
- **a** Which information from question **1c** above is included?
- **b** How is this biography constructed? What is the topic of each paragraph?

Massouma Al-Mubarak



Massouma Al-Mubarak is Kuwait's first female minister. She was born in Kuwait and grew up there. In 1971 she graduated from Kuwait university with a degree in political science. This was the beginning of her lifelong interest in politics. After this, she travelled to the US to pursue further study.

She obtained a master's degree in Political Science from Northern Texas University in 1976 and gained another master's degree in International Relations from the University of Denver, Colorado in 1980. In 1982, she received a doctorate in International Relations from the University of Denver. She used to spend long hours studying whereas nowadays she spends most of her time working for the people of Kuwait.

In 1983, she was appointed to Kuwait University as a political science professor and remained in the post until her appointment as minister. Al-Mubarak became Kuwait's first female minister when she was given the Planning and Administrative Development portfolio in June 2005, one month after parliament passed a bill granting women more political rights. Traditionally, only men had represented Kuwaitis in the government, but nowadays there are several women elected to serve their country in parliament.

In August, 2007, Al-Mubarak resigned from the post of health minister. In 2009, she and three other women won seats in Kuwait's parliamentary elections, thereby becoming the first women to enter the Kuwaiti parliament.

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Check

5 (10 mins)

a Ask the students to read their work through carefully, checking for spelling, grammar and punctuation. Go round and offer help and suggestions where necessary.

b and **c** Tell them to read their partner's biography and check it as suggested. Encourage them to make other useful comments too.

Students 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. If there is time, invite two or three students to read out their work to the class.

that are still relevant and useful.

Background: Jose Bergamin Gutierrez (1895-1983) was a Spanish writer, essayist, poet and playwright. His father served as president of the canton of Malaga. He studied law at the Universidad Central.

Lesson 9

Workbook pages 64-65, Writing

Workbook answer key - see page 146

Objectives	
Skills	**At the end of this lesson, students should be able to:**
Reading	• read a book review
Writing	• write a book review
Functions	• express opinion

Quote

Draw students' attention to the quote. Ask them to read it and paraphrase it in their own words. The quote means that tradition is the name we give to all customs

Preparation for the project

Tell the students that they will design and produce a poster to promote Kuwaiti culture for the module project. Ask them to work in pairs. They should brainstorm ideas of how they think Kuwaiti culture could be defined and expressed. What woud other people want to know about Kuwait? Are there any images or phrases that could sum Kuwait up? Tell students to look in boooks, magazines or the Internet, etc, and to collect suitable information and pictures to use in their posters. Ask them to bring their pictures next lesson.

Student's Book page

Writing A biography

Planning and writing

task You are going to write a short biography of someone you know or know about.

3 You are going to write a short biography of someone who has had an interesting or unusual life.

a Decide who you are going to write about. Here are some ideas:
- Someone you know well personally, for example, a member of your family, or a well-known figure in your town or city.
- Someone who is famous nationally or internationally, for example, a sports personality or a musician.
- An unknown person you respect and want to tell everybody about, for example, someone who has helped others, like a doctor or a teacher.

b Plan your biography in four paragraphs, using the biography opposite as a model. Make sure you compare their life in the past to their life today.

4 Write your biography in 200–220 words.

a Include the information you decided was important in question **1c** on the previous page.

b Follow your paragraph plan and write clearly and simply. Try to interest your readers in the subject of your biography. Use the *Useful Language* box below.

Words to remember
appoint, bill, biography, customarily, degree, doctorate, master's degree, minister, parliament, portfolio, resign, whereas

Check

5 When you have finished writing, read your biography carefully.

a Check spelling, grammar and punctuation.

b Exchange biographies with a partner.
As you read what your partner has written, ask yourself these questions:
- How is the subject of the biography interesting or unusual?
- Does the biography include the kinds of information I want to know?
- What other information would I find interesting?

c Return your partner's biography and exchange thoughts and ideas. Ask more questions about the subject.

USEFUL LANGUAGE

Giving biographical information
... was born in ... .
His father worked as a ...
... elder / younger brother / sister, ... , ...
In his / her spare time he / she ...
This was the beginning of his / her ...
In the following year, he / she ...

Comparing the past and present
People would / could / used to ... whereas nowadays they ...
... used to be popular ...; ... is rarely seen nowadays / at present / in the present day / in these times ...
Traditionally / historically / customarily, ...

Quote "Tradition simply means that we need to end what began well and continue what is worth continuing."
Jose Bergamin

Focus on

Student's Book page 74

Games of the past

Pre-reading (5-10 mins)

Ask the students to read the title and sub-titles and to look at the photo. Ask some general questions to guide them into discussion. Can they think of any games of the past? Have their parents ever told them about games they used to play as children?

Point to any vocabulary you think students may find difficult.

Reading (5 mins)

Students read the text silently.

Discussion (10 mins)

In pairs, students discuss the text. Had they heard of any of the games mentioned before? Have they ever played them? Would they like to play them?

Apposition (5 mins)

Read the explanation about *apposition* and the example.

(5 mins)

Ask students to do exercise **1**. Then students volunteer to give correct answers.

(10 mins)

Students write two sentences of their own, then exchange them with a partner. Students then check each other's work. If there is time, ask a few students to read their sentences to the class. The class check if the sentences are correct and vote on which is the best sentence.

Student's Book page

Focus on

Games of the past

Nowadays many of us spend free time playing computer games, talking on the Internet or watching television. But have you ever wondered how young people passed the time in the past? Before the invention of Nintendo, computers, television, radio and other modern-day entertainment devices we take for granted today, children had to make their own fun, often literally. The games of the past tended to involve groups socialising and playing a well-known game with well-known rules. They also often utilised items from their everyday life, such as rocks, shells, sand and almost any other everyday item you can think of. Here are just a few games they enjoyed.

Al-Khabsah



Al-Khabsah is a simple game, normally played by groups of girls. Each girl brings a few simple items such as shells, stones, beads and any other items the players can get their hands on. First, the girls form a pile, or cone, of sand and then wet it to make it more solid. The first girl places one of her items within the pile, and then splits this structure into smaller piles, thereby hiding her item within one of the smaller ones. At the given signal, the other girls search through these piles for the item that has been hidden. Whichever girl finds the item wins not only the game but also the item itself. It is then her turn to place an item in the large sand pile and repeat the game.

Dawama

Dawama is a game played by two players. Each player has a spinning top, or dawama, shaped like a cone and made from wood and string. The centre, or core, of the spinning top is taken out and replaced with a small piece of metal, made by a blacksmith, to make it stronger. The players wind a piece of string round it and pull it off quickly, making the cone spin rapidly on its point. The two players try to damage each other's tops. The winner is the player whose dawama suffers the least damage.

Ambar

Ambar is a team sport which uses rocks and balls. The first team throws a ball at a pile of seven rocks in an attempt to scatter them. When they have done this, the second team take the ball. The first team then have to attempt to pile the rocks on top of each other, whilst the second team attempt to hit them with the ball. If a player is hit, or tagged with the ball, then he is out of the game. The first team win if they manage to pile all the rocks up without losing all their players. The second team win if they manage to get all the first team players out the game.

So there you have three classic Kuwaiti games. Maybe next time you're thinking about playing the latest video game or watching TV, you'll think of these traditional games instead and go and see your friends. Who knows, maybe you'll even invent some exciting games of your own!

Appositions

An apposition is a grammatical construction in which a noun phrase is placed next to another one between two commas to define or modify it. An example from the text is: *The centre, or core, of the spinning top is taken out. (centre = core)*

1 **a** Find another apposition in each of the three paragraphs.
b Draw the formula ---------- = ---------- for each example.

2 Write two sentences using apposition.
Alexander the Great, the conqueror of Persia, was one of the most successful commanders. (Alexander the Great = conqueror of Persia)

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Project 3

Design and produce a poster
Student's Book pages 75 and 76

Tell students they are going to design and produce a poster to promote Kuwaiti culture, and that their final designs will be used in a classroom display.

Students can access these websites to obtain more ideas and information:

www.visit-kuwait.com
www.canada.travel
www.visitlondon.com
www.enjoyrome.com
www.dubai-tourism.net
www.visit-dubai-city.com
www.arizonaguide.com

Stage 1 **Read and analyse**
(20-25 mins)

a–e If you have some posters or advertisements, display them round the room so that the class can refer to them during the lesson.
Read out the task and ask the students to look at the posters. Have any students been to any of the places shown?
Put the students in pairs or small groups to discuss questions **a–e**; ask them to make notes. While they are talking, go round and listen to their discussions, supplying vocabulary and offering ideas if necessary. When they are ready, ask different students to share their ideas with the class and invite a general class discussion.

Stage 2 **Discussion and decisions**
(20-25 mins)

a–d In their pairs or groups, students discuss their poster, making notes; go round and offer suggestions. If they have difficulty thinking of ideas, put pairs or groups together to share ideas.

Note: Illustrations could be students' own drawings, pictures cut out of magazines, or even downloaded images.

Student's Book page

Project 3

Design and produce a poster

task
You are going to design and produce a poster to promote Kuwaiti culture. Work in small groups.

Stage 1 **Read and analyse**

Look at these posters which have been designed to promote the culture of various countries and to attract tourists and other visitors. Discuss questions **a–e** below.



a What aspects of culture do the posters show?
b Do you think any of the posters have been designed for a particular age group or nationality?
c Which images on the posters do you find attractive? Which would put you off visiting the countries?
d What do you think of the layout and design of the posters? What are the good and bad points?
e Would you like more, or less, written information to accompany the photographs, or do you think the balance of writing and pictures is about right?

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Stage 3 Produce your poster

(30-35 mins)

a–c Students divide the tasks among group members and prepare first drafts. Encourage them to refer to magazines, brochures and the Internet if possible. They then comment on each other's ideas and make changes accordingly. Go round and make suggestions and / or corrections as necessary.
The groups produce the final version of their posters. Remind them to choose an eye-catching title.

Stage 4 Display your poster

(10-15 mins)

a–c The students take turns to show their posters to the class and to explain who it is designed to attract. Encourage questions and comments from the class.
Finally, have a class vote for the most persuasive poster.

Module 3 Progress test

Workbook pages 66-69

Workbook answer key – see pages 146-147

Extra listening page 147

Student's Book page

Stage 2 Discussion and decisions

a Decide what country or region you are going to promote with your poster:
- your own country
- a group of countries to which your country belongs
- a larger region

b Decide who you would like your poster to attract: young people, older people or everyone?

c Decide what aspects of your culture to include on your poster: historical, environmental, literary, musical, sporting, architectural, etc.

d Choose six or seven images you could use to represent these aspects of your culture.

Stage 3 Produce your poster

a Share out the tasks that need to be done. Here are some possible tasks:
- Select suitable images to include on your poster. Look in magazines, travel brochures and on the Internet.
- Write short texts describing each image on the poster.
- Plan the layout and overall appearance of your poster.

b When the individual tasks have been completed, get together as a group and make the poster.

c Think of one or more eye-catching titles or slogans to make people notice your poster.

Stage 4 Display your poster

a Display your poster on the classroom wall.

b Tell the rest of the class why you have chosen your images and who you hope to attract.

c You could end this project with a class vote: which group has produced the most persuasive poster?

TRY THESE WEBSITES FOR INFORMATION
- www.visit-kuwait.com
- www.canada.travel
- www.visitlondon.com
- www.enjoyrome.com
- www.dubai-tourism.net
- www.visit-dubai-city.com
- www.arizonaguide.com

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Student's Book Answer key

Module 3

Unit 7, page 56, exercise 2

a The expression of opinions or explanations about an event or situation.
b involving an amount of effort that is burdensome
c very good friends
b feeling or showing sympathy and concern for others

Unit 7, page 57, exercise 3

Location	Name(s)	Age(s)	Family information	Other information
Mexico	Alberto and Maria Lopez-Garcia	100 and 99	Married 86 years, three sons and three daughters	Spent every day together since marriage. Simple way of life. Eat corn and soup for every meal.
South India	Sunil Narayanan	102	Married age 12.	Works 6 hours a day in family shop. Enjoyed everyday of his life.
China	May Chin	100	Husband died 20 years ago. 110 children, grandchildren and great grand children	Compassionate woman. Gets up everyday at 6 o'clock to cycle to nearby village and buy food.

Unit 7, page 57, exercise 4
a 2 **b** 1 **c** 2

Unit 7, page 57, exercise 5
a 2 **b** 3 **c** 1

Unit 7, page 57, exercise 6
1 geriatric **2** honour **3** compassion
4 expectation **5** integral

Unit 7, page 57, exercise 7 (Students' own answers)

Unit 7, page 58, exercise 1
a had spent
b had always had/had kept **c** was
d had both been involved **e** had spent
f had enjoyed **g** had never done

Unit 7, page 58, exercise 3
b They always had a good social life and kept in regular touch ...
c I'm not sure, but I suggest ...
d They were both involved ...
e I spent most of my life ...
f I have enjoyed (every single day of) my long life ...
g I never did paid work.

Unit 7, page 58, exercise 4
a what **b** whether (or if) **c** if (or whether) **d** where
e who **f** which

Unit 7, page 58, exercise 5
a What is the secret of their long life?
b Do you remember your wedding day?
c Have you enjoyed your long life? Note: NOT Did you enjoy...., because that means the life is finished.
d Where do you cycle to?
e Who are you friends with?
f Which do you prefer, the past or the present?

Unit 7, page 58, exercise 6
a Reported questions do not invert the verb as direct questions do – i.e. they do not take the interrogative form.
b *if* or *whether*
c change: the tense of the verb; pronouns and possessive adjectives; time and place of references

Unit 7, page 58, exercise 7
a I asked her how long she had been married.
b I asked them if / whether they enjoyed spending time with each other.
c They said they didn't have disputes about anything.
d They said they were taking their grandchildren on holiday.
e She asked them when they had first met.

Unit 7, page 59, exercise 1
a doing **b** do **c** make **d** make / do **e** make / do
f made **g** made / make **h** did

Unit 7, page 59, exercise 2
1 b **2** c **3** a

Unit 7, page 59, exercise 3
1 c **2** d **3** a **4** b

Unit 7, page 59, exercise 4 (Students' own answers)

Unit 7, page 60, exercise 1 (Students' own answers)

Unit 7, page 60, exercise 2 (Students' own answers)

Unit 7, page 61, exercise 3
a 2 **b** 1 **c** 6 **d** 5 **e** 4 **f** 3

Unit 8, page 62, exercise 1(a and b)
(Students' own answers)

Unit 8, page 62, exercise 2a (Students' own answers)

Unit 8, page 62, exercise 2b (suggested answers)
deserted, inhabitant, overcrowding, public services, socioeconomic

Unit 8, page 62, exercise 3(a and b)
(Students' own answers)

Unit 8, page 63, exercise 4
1d **2**c **3**d

Unit 8, page 63, exercise 5 (suggested answers)

a The different conditions meant that different crops grew better in the different locations.

b Modern technology has made it possible for big farms to price smaller farms out of the market. Cheap imports from other countries threaten indigenous farmers.

c All the young people have left for work in the cities, leaving only old people who are already retired.

Unit 8, page 63, exercise 6 (Students' own answers)

Unit 8, page 64, exercise 1 (a and b)

1 Rarely do I have ...
2 Never have I been so ...
3 ... no sooner had I ...
4 ... scarcely had I left ...
5 little did I expect ...
6 ... he told me that not only did he value his admirers..

Unit 8, page 64, exercise 2 (Students' own answers)

Unit 8, page 64, exercise 3

1 Seldom have I been so upset about something.
2 Never have I been so proud of you!
3 Only now did she understand the problem.
4 So strange was the situation that I could not sleep.
5 Rarely had he seen something that made him so happy.
6 Never had they seen such a beautiful sight.

Unit 8, page 65, exercise 1

a 8 **b** 4 **c** 1 **d** 3 **e** 5 **f** 2 **g** 6 **h** 7

Unit 8, page 65, exercise 2

a far and wide **b** nearest and dearest
c odds and ends **d** pick and choose **e** hustle and bustle
f peace and quiet **g** by and large

Unit 8, page 65, exercise 3

a natural **b** threaten **c** variety **d** peaceful **e** reminder
f excitement

Unit 8, page 65, exercise 4

A Did you enjoy the concert? (rise)
B Which concert? (fall)
A The school concert. (fall)
B I didn't go. (fall)

Unit 9, page 68, exercise 1 (Students' own answers)

Unit 9, page 68, exercise 2

buying a bicycle, car repairs, using a computer

Unit 9, page 69, exercise 3

a 4 **b** 2 **c** 4 **d** 2

Unit 9, page 69, exercise 4

a F: It wasn't much more expensive.
b T: Car engines are much more complicated than they used to be.
c F: In the past everyone would repair their own car.
d F: It was much cheaper for the boys to print it themselves.

Unit 9, page 70, exercise 1

a an engineer **b** no (he's having it repaired)
c the speaker's father **d** an expert
e no (he thinks someone else produced it)
f the boy and his friends

Unit 9, page 70, exercise 2a

In the first sentence, they were the builders of their own house. In the second sentence, a builder built their house. In the third sentence, they asked a builder to build a house for them.

Unit 9, page 70, exercise 3

b She had it made.
c He's going to have his photo taken.
d He has it cleaned.
e We had them cut down.

Unit 9, page 70, exercise 4

b You can have your eyes tested.
c You can have your house redecorated.

Unit 9, page 71, exercise 1

a friendship **b** enjoyable / enjoyment / happiness
c fashionable **d** immobilised / careless **e** masterful
f tireless

Unit 9, page 71, exercise 2 (Students' own answers)

Unit 9, page 71, exercise 3

a just (was) not cricket **5**
b calling the shots **1**
c neck and neck **4**
d toed the line **2**
e below par **3**

Unit 9, page 71, exercise 4

1 a **2** d **3** c **4** e **5** b

Unit 9, page 72, exercise 1c (Some suggestions)

personal details: name, date of birth, age
physical description: height, weight / build, hair colour
family and early life: family background, sisters / brothers, housing, education, interests
career: qualifications, previous jobs, current job, future prospects
personal life: friends, marriage, children
important dates: school, higher education, jobs
beliefs / opinions: what is important in life; principles he / she lives by
achievements: sport, examinations, music, current and future challenges, etc.

Unit 9, page 72, exercise 2

a They are **all** included **except:**
- physical description
- opinions and beliefs
- personal life

b (suggested answers)

paragraph 1: Birth and family education
paragraph 2: Details of her career
paragraph 3: Achievments

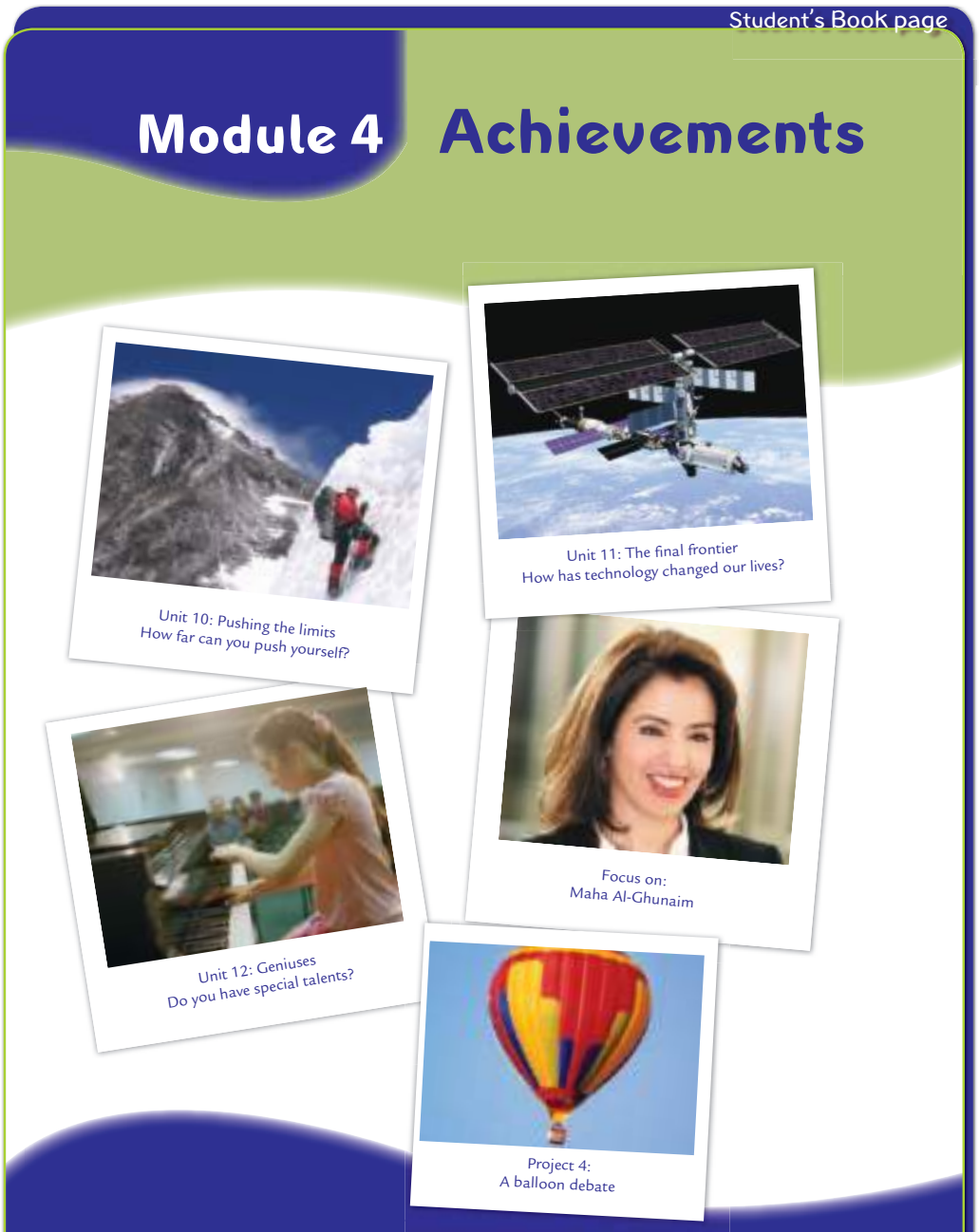
Module 4 Achievements

Student's Book page 77

Opener (5–10 minutes)

Tell the students that this page shows them what they will be doing in the fourth module. Ask them to read the title (***Achievements***) and look at the pictures.

Put them into pairs and ask each pair to choose one of the pictures. Give them five minutes to write down all the words they know which are connected to their picture. These could be words for items that they can actually see in the pictures, or more abstract words which the picture suggests to them.



When the time limit is up, ask the various pairs to share their ideas with the class. Write suggestions for each picture on the board.

Put students into small groups to discuss the questions in the Student's Book and note down their ideas for each one. Invite different students to share their ideas with the class, giving their reasons where possible.

MODULE 4: Achievements

Unit 10 Pushing the limits

Lessons 1 and 2

Objectives

Skills:	**At the end of this pair of lessons, students should be able to:**
Reading	• read a report about a Kuwaiti climber
Speaking	• talk about qualities needed for surviving in the Himalayas • discuss climbing expeditions
Topic	• *The seven summits*
Functions	• describe qualities • state difficulties and problems • give personal opinions • discuss preparations • give reasons
Vocabulary	ascend (V), attempt (N), dizzying (Adj), elite (N), exhaustion (N), extreme (Adj), frost-bite (N), highlight (V), perilous (Adj), reconstruction (N) , scale (V), summit (N)

Student's Book pages 78 and 79
Present active vocabulary needed for each activity.

Discuss

1 **(20–25 mins)**
a and **b** Ask the students to spend a few minutes studying and discussing the pictures.
Then put them in pairs to discuss questions **a** and **b**. Go round and listen and tell them your own ideas if you wish. When they are ready, invite different students to report their ideas to the class and encourage a short class discussion. Write useful vocabulary on the board.

Extension

Ask the class to think about famous expeditions (not necessarily to mountain regions).
Put them in small groups to choose a famous expedition and note down what they know about it. Encourage them to use reference books and the Internet to find out more about it. Ask them to keep their notes for later use.

Read

2 **(10 mins)**
Ask the students to look at the photos on pages **78** and **79**, the title of the unit and the title of the text on page **79**. Ask students to use these visual clues to help them think of as many words as possible related to the unit. Students record their answers on a word map, like the one shown on page **78**. Go round offering help where necessary. After a few minutes bring the students together to share ideas as a class.

3 **(15 mins)**
Explain that the students need to compare the sentences in this exercise to the article on the next page. First, however, you should ask them to read the sentences and say which they think are True (T) and False (F). Ask students to justify their answers. Then, allow time for students to read the text. Go round and explain any new words, making a note of them to check with the whole class together. Ask again whether students now think the first sentence is True or False (*it is true*). Then put them in pairs to complete the task, referring back to the text as necessary. Go round and offer help where needed.

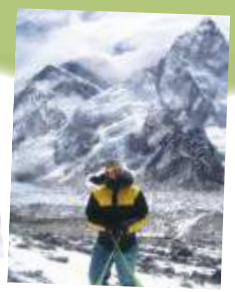
Student's Book page

MODULE 4: Achievements

Unit 10 **Pushing the limits**

Grammar
Past perfect simple and continuous





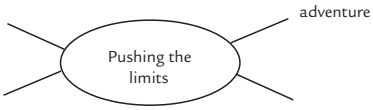
Discuss

1 Look carefully at the photographs of the Himalayas and discuss these questions.

a What qualities would a person need to survive in these conditions?
b What difficulties and problems would you face if you attempted to spend time in these conditions?

Read

2 Before reading, think of as many words as possible related to the unit and the text opposite. Use the title of the text, the pictures on both pages, and the unit title to provide hints. Record your ideas in a word map, like the one shown below.



3 Read the report and say whether these statements are True (T) or False (F)? Justify your answers.

a Zed Al Refai was the first Arab man to climb the tallest mountain on every continent. ☐

b After climbing Mount Aconcagua, Al Refai decided to retire. ☐

c Al Refai was nervous about climbing Mount Everest because he was inexperienced. ☐

d The weather on Mount Everest was extremely poor. ☐

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4 (15 mins)
Allow time for the students to read the article again and note down any ideas which are the same as the ones they discussed in **1a** and **b**.
When they are ready, invite several different students to tell the class anything from the article that they had predicted.

Extension

Ask the students to read the article again. Then put them in pairs and ask them to prepare six questions for Zeddy – the questions must all have their answers in the text (e.g. Why did you do it? How long did it take? How did you feel at the end?, etc).
Students EITHER role play an interview with Zeddy OR write a dialogue between an interviewer and Zeddy.
Go round and check, then invite two or three pairs to perform their role plays or read out their dialogues to the class.

Check your understanding

5 (10 mins)
Read out the first sentence and ask the class to suggest an explanation (e.g. *It is a very difficult mountain to climb*). Then allow time for the students to discuss **b** and **c** with a partner. Go round and offer suggestions if necessary.

6 (5–10 mins)
Read out the first sentence and ask the class to tell you what *it* refers to (*climbing Mount Everest*). Then allow time for them to complete the task and compare answers with a partner.

Think and speak **Giving personal opinion**

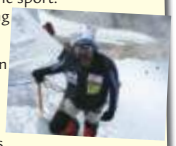
7 (15 mins)
Read out the two questions. Put the students in pairs and EITHER ask them to discuss both questions OR choose one of the questions to discuss. Go round and listen, offering prompts if necessary and adding your own ideas if you wish.
When they are ready, invite different students to report back their ideas to the class. Do the other students agree with them?

Student's Book page

Unit 10 Pushing the limits

The seven summits

On February 5th, 2004, Kuwaiti climber Zed 'Zeddy' Al Refai became the first Arab man to ascend the highest mountain on every continent. He had reached the top of Mount Aconcagua in Argentina, South America, in four days. This was five years after he had climbed Mount McKinley, the highest peak in North America. Apart from exhaustion and a little frost-bite, Zeddy was in good health and very happy to have joined the elite 'seven summit' club.
These seven summits include Mount Everest, the highest mountain on Earth. Zeddy's first attempt at Everest had almost ended in calamity and a member of his team had to carry him down the mountain and save his life.
Zeddy showed his determination. He had been preparing for his second attempt for many months, and in 2003 he was able to get to the top of Mount Everest. He knew it would be the hardest thing he had ever done and was nervous despite the fact that he was an experienced climber. Conditions were perilous and for much of the climb he had been fighting extreme cold, strong winds, dizzying heights and dangerously low levels of oxygen, but he was able to reach the top. It was very difficult, but he knew he had a great team supporting him and this had helped him to keep going.
One of Zeddy's aims in climbing the seven peaks was to highlight the importance of protecting the environment in the Gulf region and to inspire other Arabs to become involved in the sport.
The year after climbing Aconcagua, Zeddy travelled to the mountains in Pakistan to help his fellow Muslims following the huge earthquake and take part in reconstruction efforts.
You may think that Zed Al Refai had had enough of mountains after all these expeditions, but the following year he scaled the Matterhorn, a difficult and dangerous mountain in Switzerland.



4 How many of the difficulties and problems you discussed in **1b** are mentioned in the report?

Check your understanding

5 Suggest explanations for these extracts from the report.

a He was nervous despite the fact that he was an experienced climber.
---
b Zeddy's first attempt at Everest had almost ended in calamity ...
---
c ... but he knew he had a great team supporting him and this helped him to keep going.
---

6 What do the words in bold in these extracts from the report refer to?

a He knew **it** would be the hardest thing he had ever done... ---------- (lines 21-22)
b You may think that Zed Al Refai had had enough of mountains after all **these expeditions**... ---------- (lines 44-46)
c the **following year** he scaled the Matterhorn... ---------- (lines 46-47)

Think and speak **Giving personal opinion**

7 Discuss these questions with other students.

a What kind of preparations do people have to make before they go on expeditions like the one you have read about?
b Would you be interested in doing something as physically and mentally demanding as Zed Al Refai's climb up Mount Everest? Why or why not?

Words to remember
ascend, attempt, dizzying, elite, exhaustion, extreme, frost-bite, highlight, perilous, reconstruction, scale, summit

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Lesson 3

Workbook pages 70-71, Reading
Workbook answer key - see page 147

Objectives	
Skills	**At the end of this lesson, students should be able to:**
Reading	• read an article about Steve Fossett
Writing	• write a summary of a timeline
Topic	• *Steve Fossett – a record-breaker*
Functions	• discuss pros and cons • express opinion
Vocabulary	clamber (V), manned (Adj), set a record (Exp), submerged (Adj)

Lessons 4 and 5

Objectives

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

Reading • read a report about adventures

Listening • listen to quiz questions

Grammar • use past perfect simple and continuous

Topic • *Pushing the limits*

Vocabulary afflicted (Adj), alight (Adj), arson (N), austere (Adj), come across (PhrV), come away with (PhrV), come down (PhrV), come over (PhrV), come round (Phr V), come up (PhrV), exhilarated (Adj), fatigued (Adj), traverse (V), unconscious (Adj), visible (Adj),

Pronunciation • Intonation patterns (2)

Student's Book pages 80 and 81

Present active vocabulary needed for each activity.

Grammar • Past perfect simple and continuous

1 (10–15 mins)

Read out sentence **1**, pausing for the students to tell you **a** the verb tense (*past perfect simple*) and **b** the main event behind this background information (*he scaled Mount Aconcagua*). Then put the students in pairs to discuss sentences **2–5** in the same way. Go round and offer help where needed.

2 (10 mins)

a and **b** Read out sentences **1** and **2** and ask the students to tell you the verb tense (*past perfect continuous*). Then ask how the tense is formed (*had been + present participle*).

c In pairs, students then discuss the question, then discuss the answer with the whole class (*The action was continuous / the action was completed*).

3 (10 mins)

Read out the first sentence and the explanation given as an example. Then put the students in pairs to complete the task. Go round and listen, making corrections if necessary.

4 (15 mins)

Read out the two situations and the example explanations. Then put the students in new pairs and ask them to discuss and write down further background information for each situation, using the past perfect simple and / or the past perfect continuous. Go round and listen, making suggestions if necessary.

Vocabulary

Phrasal verbs with *come*

1 (10 mins)

Read out sentence **a** and ask the students to find the correct meaning of ***came out*** (meaning *3*). Allow time for the students to complete the task and then put them in pairs to compare answers. Point out that *come up* appears twice, with different meanings.

Adjectives beginning with *a*

2 (10–15 mins)

a Read out the instruction and then complete **a** as a class activity.

b Read out the instructions and check that the students understand. Then allow time for them to complete the task in pairs. Go round and check.

Student's Book page

Grammar • **Past perfect simple and continuous** Grammar reference pages 126 – 127

1 Read extracts **1-4** from the report about Zed Al Refai and answer these questions.

a Which verb tense is used in these extracts? .....

b Which main event do they provide background for? .....

1 He had reached the top ...

2 ... the hardest thing he had ever done ...

3 ... and this had helped him to keep going.

4 You may think that Zed Al Refai had had enough of mountains ...

2 Read two more extracts and answer these questions.

a Which verb tense is used in these extracts? .....

b How is this verb tense formed? .....

1 For much of the climb he had been fighting extreme cold, strong winds, dizzying heights and dangerously low levels of oxygen ...

2 He had been preparing for his second attempt for may months ...

c Which of these ideas do these verbs express?

- The action was repeated / the action happened once
- The action was continuous / the action was completed

3 Suggest explanations for these facts about Zed Al Refai's climb using the words in brackets. Make sentences using verbs in the past perfect simple or the past perfect continuous.

a When he arrived, Zed Al Refai was fatigued. (climb / four days)
He'd been climbing for four days.

b When he reached the top, he was exhilarated. (join / 'seven summit' club)

c Mr Al Refai carried oxygen with him. (oxygen levels / be / dangerously low)

d He knew he would succeed, despite the very austere weather conditions. (great team / support)

e Mr Al Refai was afflicted with frost-bite. (temperatures / be / extremely low)

f Despite his experience, he was very nervous. (know / hard thing / ever do)

4 Working with a partner, discuss what might have happened leading up to these events and then write sentences using verbs in the past perfect simple or continuous. (You will need to use your imagination.)

a On May 13, 1999, a Japanese college student, Ken Noguchi, became the youngest person to reach the summit of Mount Everest.
Before he climbed Everest, Ken Noguchi had ascended many other mountains. In fact, he first started climbing mountains since he was 8.

b In 1986, Michael Asher was the first westerner to traverse the Sahara Desert from west to east on a camel. Before he set off on his journey across the Sahara, Michael Asher had learnt how to ride a camel.



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Pronunciation Intonation patterns (2)

3 (10.1) **(5–10 mins)**
Read out the explanation and the instructions, then play the first question and answer. Ask the students to decide whether the answer is sure or unsure and to note down their answers. Then play the remaining conversations, pausing after each one for the students to write *sure* or *unsure*.
Play the recording again and then check their answers.

Listening script 10.1, TG, page 134

4 (10.2) **(5–10 mins)**
Read out the instructions, then play the first question. Choose a student to answer it – it doesn't matter if their answer is right or wrong! Ask the class if the answer sounded sure or unsure.
Play the remaining questions, pausing after each one for the students to say the answer to their partners. Do they sound sure or unsure?
Finally, play each question again, and choose different students to answer it. Ask the class if they sound sure or unsure – then ask them to check the answer by looking in the text. Were they right or wrong?

Listening script 10.2, TG, page 134

Quote

Draw students' attention to the quote. Tell them to read it carefully. Ask students to give an explanation of what it means (Hillary means that in successfully climbing a mountain, he has shown the control he has over himself.). Do students agree with this quote? Why or why not?
Background: Edmund Hillary (1919-2008) was a mountaineer and explorer from New Zealand. On 29 May 1953 at the age of 33, he and Sherpa mountaineer Tenzing Norgay became the first climbers known to have reached the summit of Mount Everest. Following his ascent of Everest he devoted much of his life to helping the Sherpa people of Nepal through the Himalayan Trust, which he founded. Through his efforts many schools and hospitals were built in this remote region of Nepal. On 11 January 2008, Hillary died of heart failure at the age of 88. Books written by Hillary include: *High Adventure, No Latitude for Error and Schoolhouses in the Clouds*.

Student's Book page

Unit 10 Pushing the limits

Vocabulary

Phrasal verbs with *come*

1 Match the verbs underlined in these sentences with the correct meanings 1–8 below.

a It had been cloudy all morning, but in the afternoon the sun came out. ------
b As we were walking up the mountain, we came across a small camp site. ------
c Come over when you're next in town. ------
d After she fell and hit her head on the ice, it was ten minutes before she came round. ------
e A job has come up at the polar research centre – I may apply for it. ------
f I wish the price of petrol would come down. ------
g When I was talking to my brother yesterday, your name came up several times. ------
h In the end, I came away with first prize. ----------

1 visit
2 become available
3 appear / become visible
4 fall / decrease
5 be mentioned
6 recover after being unconscious
7 find by chance
8 succeed in winning something

Adjectives beginning with *a*

2 a Match adjectives beginning with *a-* from List A with other adjectives which have the same meaning from List B which can be used in front of nouns.

A a afraid	b alight	c alike	d alive	e asleep
B 1 burning	2 frightened	3 living	4 similar	5 sleeping

b Complete as many of these sentences as you can using words from List A. If you can't use List A, use an alternative from List B.

The fire had started when everyone in the house was (1) ---------- . In less than ten minutes, the whole building was (2) ---------- . The family escaped, but the parents had to calm their (3) ---------- children. Some people had minor burns, but fortunately everyone was still (4) ---------- . The police suspected arson as there had been four (5) ---------- fires in the previous month.

Note
Some adjectives beginning with *a-* cannot be used in front of a noun. For example, we can say: **The frightened boy**, but not **The afraid boy**. If we want to use afraid, we have to say: **The boy was afraid.**

Words to remember
afflicted, alight, arson, austere, come across, come away with, come down, come over, come round, come up, exhilarated, fatigued, traverse, unconscious, visible

Pronunciation **Intonation patterns (2)**

3 (10.1) You are going to listen to answers given to five quiz questions. Decide whether the people are sure of their answers or not.

a Four days
b Five
c 2003
d Two
e Seven

4 (10.2) Work with a partner. You are going to take it in turns to answer some more quiz questions about Zed Al Refai's climb.
If you know the answer, make your voice sound sure. After each answer, your partner should say whether you sound sure or unsure.

Quote "It's not the mountain that we conquer but ourselves."
Edmund Hillary

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Lesson 6

Workbook pages 72-73, Language practice

Workbook answer key - see page 147

Objectives	
Skills	**At the end of this lesson, students should be able to:**
Grammar	• use past perfect simple and continuous • use *such … that / so … that*
Functions	• make suggestions • persuade

Lessons 7 and 8

Objectives

Skills:	**At the end of this pair of lessons, students should be able to:**
Reading	• read a scenario • read an advert
Speaking	• make difficult choices
Writing	• write a response to an advert for a place on an expedition
Topic	• *Do you have what it takes?*
Functions	• compare lists • be persuasive • explain a choice • agree and disagree
Vocabulary	assist (V), binoculars (N), cope with (PhV), crave (V), engulf (V), entail (V), feat (N), gruelling (Adj), mountaineer (N), strong-willed (Adj)

Student's Book pages 82-83
Present active vocabulary needed for each activity.

Speaking Making difficult choices

Introduction The situation

1 **(15–20 mins)**
Ask the students to read the scenario in pairs or small groups and discuss how they would react. Go round and listen, supplying new words as necessary.
Then invite two of the students to tell the class how they would react. Allow a short class discussion.

2 **(15 mins)**
Ask the students to look at the pictures and choose the six items they would take with them. At this stage they should work on their own. Suggest that they number them in order of importance, and note down reasons why they consider them to be important.

3 **(15 mins)**
a, **b** and **c** Put the students in pairs. Read out the instructions, then allow time for them to make their six choices. Remind them to refer to the *Useful Language* box on page **83**.

Go round and listen; offer prompts where necessary and your own ideas if you wish. Make sure they are using some of the language in the *Useful Language* box. When they are ready, invite three or four students to report their ideas back to the class and invite the class to comment. Finally, have a class vote for the six most important items.

Extension

In pairs or small groups, students prepare another list of six items, this time using their own ideas as well as the ideas on the page. Tell them to number the items in order of importance, and be ready to explain their reasons.

EITHER put pairs or groups together to discuss each other's lists OR ask each pair or group to report back to the class, and have a class discussion.

Finally, have a second class vote for the six most important items. How does the result compare with the original list?

Student's Book page

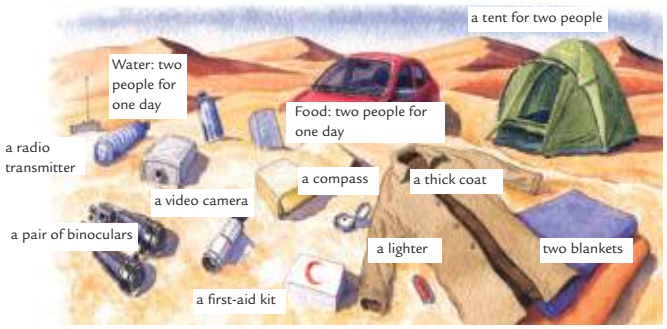
Speaking **Making difficult choices**

Introduction **The situation**

1 Read this scenario. How would you react if you were actually in this situation? Would you stay calm or would you panic?

Omar and Nader are driving across the Kuwaiti desert in their 4x4 when a sandstorm, very common to the area, blows up. There is nothing they can do about the weather and unfortunately, sand engulfs the car and gets into the engine. Regardless of their best efforts, the engine simply will not start so they are forced to change their plans.
The two men are still 30 kilometres, around 12 hours walk, away from their destination and know that it is located to the north. However, they are forced to abandon the car and continue the journey on foot, carrying all that they can with them. They have supplies in the car but can only take with them what will fit in their backpacks.
The weather is extremely hot, making walking by day very gruelling, but they are in good health and fit enough to walk 30 kilometres under normal conditions. The two men have some critical decisions to make.
They have room in their bags for three items each and have to choose from the eleven items they have in the car...

2 Look at the illustration and choose which six items Omar and Nader should take in their backpacks. Don't discuss your ideas with your friend yet.



3 Work in pairs and both make a list of the six items that Omar and Nader should take with them for the rest of their journey.

a Compare individual lists. Which items are on both lists?
b Make a final list of the six items that Omar and Nader should take with them.
c Using information in the text, try to persuade your partner that your choices are the right ones. Use the *Useful Language* box on page 83.

82

Writing A response to an advert

Read and analyse

1 (10-15 mins)
Ask the students to read the advert on page **83**. Explain that the advert is asking for companions to accompany the team of the Kuwaiti Adventure Club mountaineers on their next expedition. Ask students to tell you how the advert grabs the reader's attention.
Suggested answers:
Bold heading; rhetorical questions; informal tone; directly addresses the reader.

Discuss

2 (15 mins)
a and **b** In small groups students read and discuss the questions. Go round and help as necessary. After a few minutes, bring the class together and ask a few students for their ideas. Encourage other students to contribute. You could ask the class to vote on what they think are the most important skills and personality types needed for this expedition and what lessons they would learn.

Write

3 (20 mins)
a Basing their answers around the ideas discussed in exercise 2, students should write a reply including any of the positive personality traits or skills they have which would be helpful for the expedition. Go round and offer help where necessary.
b Students check their work for errors then exchange it with another student. They then comment on each others' work. Students could redraft their work at this point, if they wish.

Extension

If there is time, ask a few students to read their replies. The class can comment on them and vote on which reply they think is best. They can even decide which student has won the competition.

Student's Book page

task

You are going to write a response to an advert for a place on a Kuwaiti expedition to the summit of Mount Everest.

Writing A response to an advert

Read and analyse

1 Read the advert below. The advert is from an imaginary society called the Kuwaiti Adventure Club. How does the advert grab your attention?

DO YOU HAVE WHAT IT TAKES?

Are you the kind of person who loves a challenge?
Do you crave adventure and excitement?
Do you long for the chance to prove yourself?

If the answer to these questions is "Yes" then you could be just what we're looking for. The Kuwaiti Adventure Club, along with its team of experienced mountaineers, is planning a challenging and arduous expedition to the summit of Mount Everest and we're looking for motivated, strong-willed individuals to assist us. This is the chance of a lifetime to experience one of the planet's most magnificent environments and to take part in an amazing feat of human endeavour. If you think you have what it takes, please write telling us why you should be chosen for this expedition, what skills and attributes you will contribute, and how you will cope with the huge effort such an expedition entails.

Replies should be about 200 words.

Expeditions Manager, Kuwaiti Adventure Club

Discuss

2 Read the advert and discuss these questions in small groups.
a What type of personality and skills do you think are important for this challenge?
b What do you think you would learn from the expedition?

Words to remember
assist, binoculars, cope with, crave, engulf, entail, feat, gruelling, mountaineer, strong-willed

Write

3 **a** Write your reply in about 200 words.
b Check your letter for grammar, punctuation and spelling errors. Exchange letters with a partner and discuss both. What is good and bad about your partner's reply?

USEFUL LANGUAGE

Explaining a choice	Being persuasive	Agreeing and disagreeing
I'd take the ..., because ...	Would it be a good idea to take ...?	I agree.
We really need the ... to (+ verb)	It might be a better idea to take ...	Okay, I see what you mean, but I don't agree.
I think it will be necessary because ...	If we don't take the ..., X might happen.	I don't agree.
		Why don't we leave the ... and take the ... instead?

Lesson 9

Workbook pages 74-75, Writing
Workbook answer key - see page 147

Objectives	
Skills	**At the end of this lesson, students should be able to:**
Reading	• read an interview with an extreme sports enthusiast
Writing	• write an interview about the dangers of extreme sports
Functions	• give advice • make suggestions

MODULE 4: Achievements

Unit 11 The final frontier

Lessons 1 and 2

Objectives

Skills:	**At the end of this pair of lessons, students should be able to:**
Reading	• read a factfile
Listening	• listen to interviews about the pros and cons of space travel
Speaking	• talk about the International Space Station • discuss space travel
Topic	• *International Space Station*
Functions	• identify information • give opinions • give examples • justify
Vocabulary	abhorrent (Adj), awe-inspiring (Adj), concept (N), detriment (N), execute (V), frontier (N), intrepid (Adj), mission (N), orbit (V), revere (V), revolve around (PhV), sentient (Adj), universe (N),

Student's Book pages 84 and 85

Present the active vocabulary needed for each activity.

Discuss

1 **(20 mins)**

Allow a few minutes for the students to study the photographs, then ask them to close their books and describe them. Ask them to make vocabulary suggestions and put them up on the board.

Ask students to read the Factfile, then work with a partner to answer the questions about the International Space Station.

In their pairs, students then discuss question **b**, choosing and providing justification for their answer. Ask different students to report their ideas back to the class.

Listen

2 **(10 mins)**

Read out the first word (*detriment*) and ask the students to match it with its meaning (*6*). Then allow time for them to complete the task. Encourage them to use dictionaries or the glossary. Ask them to compare answers with a partner.

3 (11.1) **(15 mins)**

Play the first part of the recording, then ask the class the question (*the first speaker approves.*) Play it again to check. Repeat with the second and third sections.

Listening script 11.1, TG, page 134

Check your understanding

4 (11.1) **(15 mins)**

Play the recording again, one section at a time. After each section, allow time for the students to read through the list of sentences contained within the table and write the appropriate number after the correct ones. Play the recording again for them to check, then put them in pairs to compare answers.

Listening script 11.1, TG, page 134

Student's Book page

MODULE 4: Achievements

Unit 11 The final frontier

Grammar

The passive with modal verbs; *either/or* and *neither/nor*



Factfile

International Space Station

- Crew: 3
- Launched in 1998
- Moves at an average speed of 27,743.8 kph
- Takes 91 minutes to orbit the Earth
- Revolves around the Earth 16 times per day
- USA, Russia, Japan, Brazil and the European Space Agency are all involved in the project
- In 2006, the Kuwait Scientific Center organised radio contact with the space station – the first such communication in the Arab world.
- The space station aims to conduct experiments that are not possible on Earth.



Discuss

1 a Answer these questions with a partner.

1 How long does it take the International Space Station to orbit the Earth?
2 Why is the space station important?
3 How many times does the International Space Station orbit the Earth in a week?
4 Which countries or organisations helped to establish the International Space Station?
5 What is unique about the relationship between Kuwait and the International Space Station?

b Now, look at the photo and the unit title and predict what you think the topic of the unit will be.

1 Space exploration ☐
2 The International Space Station ☐
3 The Kuwait Scientific Center ☐

84

5 (10 mins)

In pairs or small groups, students read through the statements and discuss. Go round offering help and your own opinion where necessary. After about five minutes, tell students to stop their discussions and record their answers in the space provided. Make sure they justify their answers. Ask a few students to read out their answers and justifications. Ask the class to respond, but tell the class they are not trying to disagree with the students' opinions. Instead, they should say whether the students' justifications are an adequate explanation of their opinion.

Think and Speak **Giving examples; justifying**

6 (10–15 mins)

Put students into pairs or small groups. Students should take it in turns to answer the questions. Go round giving help, and your own ideas, where necessary.

Lesson 3

Workbook pages 76-77

Workbook answer key – see pages 147-148

Objectives	
Skills	**At the end of this lesson, students should be able to:**
Reading	• read an article about the *Morning Star*
Writing	• write notes in full sentences
Topic	• *The Morning Star*
Functions	• justify answers
Vocabulary	approximately (Adv), dispatch (V), obscure (V), perceivable (Adj), scrutinise (V)

Student's Book page

Unit 11 The final frontier

Listen

2 You are going to hear interviews with three people who are talking about the pros and cons of space travel. Before listening, match these words with their definitions. You may use a dictionary or the glossary at the end of this book for help.

a	detriment	**1**	eager to know or learn something
b	execute	**2**	interesting
c	fascinating	**3**	to carry out an order or plan
d	dramatic	**4**	the Earth, planets and stars
e	curious	**5**	fearless and brave
f	universe	**6**	the state of being harmed or damaged
g	intrepid	**7**	exciting or impressive

Words to remember

abhorrent, awe-inspiring, concept, detriment, execute, frontier, intrepid, mission, orbit, revere, revolve around, sentient, universe

3 (11.1) Listen to the interviews. Discuss whether the speakers approve or disapprove of space travel.

Check your understanding

4 (11.1) Listen again and match these opinions and ideas with the right speakers.

		Speaker 1	Speaker 2	Speaker 3
a	Exploring space costs too much money.			
b	I revere the people who work in space exploration.			
c	I would stop space exploration as soon as possible.			
d	People have always wanted to find out everything about their world.			
e	Scientific progress should proceed.			
f	Space exploration helps us progress on Earth.			

5 Read the following sentences. They are all statements from the interviews you have just heard. Do you agree or disagree with these sentences? Justify your answer.

a I think (space exploration) is very exciting and I really admire the scientists who design the spacecraft and execute the missions.

.....

b I find the concept of space travel endlessly fascinating.

.....

c I think it's an abhorrent waste of money and I don't understand why they are doing it.

.....

d Human beings are inherently curious. We want to explore everything in our universe.

.....

Think and speak **Giving examples; justifying**

6 Think about times when you have been presented with two choices.

Did you choose one of the options given? Or was neither one choice nor the other acceptable to you? Explain why.

85

Lessons 4 and 5

Objectives

Skills:	**At the end of this pair of lessons, students should be able to:**
Reading	• read a paragraph about Mars
Speaking	• talk about choices
Grammar	• use the passive with modal verbs • use *either / or* and *neither / nor*
Topic	• *The final frontier*
Vocabulary	astronomical (Adj), conducive (Adj), exceptionally (Adv), habitation (N), natural satellite (N), on board (Adj), opportunity (N), roughly (Adv), solar system (N), superb (Adj), wane (V)

Student's Book pages 86 and 87

Present the active vocabulary needed for each activity.

Grammar • **The passive with modal verbs**

(10–15 mins)

Explain to students that they have to change active sentences into passive sentences and passive sentences into active sentences. Ask a student to read the first sentence. Ask the class if it is passive or active (*passive*). Ask one of the students to change it into an active sentence (*The police should arrest hooligans*). Ask the class to go through the other sentences changing passive sentences into active sentences and vice versa.

• ***Either / or* and *neither / nor***

(10–15 mins)

On the board, write *either / or* and *neither / nor*. Invite example sentences for each and write good ones on the board. Give the students the answer to sentence **a** (*nor*). Then put students in pairs to read sentences **b-f** and fill in the gaps.

(10–15 mins)

Explain to students that they must combine all the sentences contained within each question into one sentence. To do this they must use *either / or* and *neither / nor* along with other words, such as *because*. Give students a few minutes to complete the exercise. Go round offering help where needed. Check answers as a class. Accept any correct sentences.

Student's Book page

Grammar

• **The passive with modal verbs** Grammar reference page 127

1 Change the passive sentences into active sentences and vice versa.

a Astronauts should be rewarded by the government.
.....

b Each astronaut has to wear a space suit.
.....

c Space shuttles can transport equipment into space.
.....

d Scientists might have cured diseases if they hadn't spent their time working on space technology.
.....

e Experiments can be carried out on board the International Space Station.
.....

• ***either / or* and *neither / nor*** Grammar reference page 127

2 Complete the sentences using *either / or* and *neither / nor*.

a ..... poverty ..... disease are solved through space travel.
b ..... we learn from the amazing technology that we have ..... we let it go to waste.
c I am ..... in favour of space exploration ..... against it.
d ..... we fund space programmes properly ..... we forget about exploring the boundaries of our universe.
e On Mars, there is ..... air to breathe ..... water to drink.
f Opinion is divided about the International Space Station. People ..... think it is exciting and pushing the frontiers of our knowledge ..... it is too expensive.



3 Turn the multiple sentences into single sentences using *either / or* or *neither / nor*.

a We can spend money exploring space. We can spend money feeding the homeless. We can't do both.
b Space exploration is pointless. It can't solve the problems on Earth. It can't help us escape our problems.
c He is allergic to nuts. He is allergic to dairy products. He can't eat them.
d I could stay up late and watch a film. I could get a good night's sleep. I can't do both.
e I am taller than my brother. I am heavier than my brother. We are identical twins.
f You could buy a new game. You could buy a new book. Only one is possible.

86

Vocabulary Space

1 (25 mins)

a Ask students to read the text and take note of the words in bold. Explain vocabulary where necessary. Encourage a short discussion about the differences and similarities between Earth and Mars.

b Ask the students to write a paragraph on Earth entitled *The Blue Planet*. Find out if the class know why it is called the Blue Planet (*it is the only planet with water*). Tell them to use information and vocabulary from the article on Mars, and to use their own knowledge. Give them a few minutes to complete the task. If time permits you could ask a few students to read their paragraphs to the rest of the class, inviting questions, comments and criticism from the other students.

2 (20–25 mins)

Go through the vocabulary with the students, making sure they know what the words mean. Encourage the use of dictionaries or the glossary if needed.

Divide the class into pairs and ask the students to fill in the gaps in the text. Provide the answer to question **1** (***astronomical***). Go round the class and offer help where necessary.

Allow the students time to complete the exercise. Ask a pair to provide the answer to question **2**. The rest of the class say if they agree or not. You can elicit all the answers from the class by asking different pairs to provide the solution to different gaps. If time allows, discuss with the class how they would feel about the prospect of travelling into space.

Lesson 6

Workbook pages 78-79, Language practice

Workbook answer key – see page 148

Objectives	
Skills	**At the end of this lesson, students should be able to:**
Grammar	• use the passive with modal verbs • use mixed tenses

Student's Book page

Vocabulary Space

1 a Read this brief paragraph about Mars. Take note of the words in bold.

The Red Planet

Mars has held people's fascination on Earth for a long time because it is the only other planet with the potential to **sustain life**. However, as with the other planets in **our solar system (except Earth)**, its **atmosphere lacks oxygen** and is not **conducive** to human habitation.

A Mars year lasts 687 days, meaning that it takes roughly two Earth years to **orbit** the Sun.

Mars has two tiny **natural satellites**, the moons Phobos and Deimos.

b Use the highlighted vocabulary, information from the paragraph above and your own knowledge to write a description of Earth, with the title *The Blue Planet*.

2 Fill in the gaps in this text. Use a dictionary or the glossary at the end of this book if required.

Station Shuttle hazardous space astronomical astronauts mission continual conveyed preservation audio wane transmitted

Space and the Muslim world

Islamic Civilisation has traditionally played a major role in (1) ..... science and Muslim (2) ..... have taken an active part in space exploration, engaging in hundreds of hours of (3) .....-walks. Even more amazingly, the 1971 Apollo 15 (4) ..... to the moon took with it the first *surah* of the Holy Qur'an as a prayer to protect the astronauts on an exceptionally (5) ..... mission.

The (6) ..... involvement of Muslims in space is evident in Kuwait, particularly in the form of the Kuwait Scientific Center, which hosted the 2005 World Space Week. The Center's displays include a Kuwaiti flag, which was (7) ..... into space by the Space (8) ..... Discovery. In 2006, children visiting the Kuwait Scientific Center were given the opportunity to make contact with the International Space (9) ....., the first students in the Arab world ever to do this. This amazing experience was repeated on Monday, July 14, 2008, when Gregory Chamitoff, an astronaut on board the International Space Station, answered questions from students at the Scientific Center of Kuwait.

Students from the Salmiyah region participated in the 2008 contact. The actual radio signal to the International Space Station was (10) ..... by Nance Rocheleau in Honolulu. This signal passed between Kuwait and Honolulu and was then communicated to the ISS. The (11) ..... was superb during the talk. Greg Chamitoff was answering the 17th question when the signal began to (12) ..... and finally faded out. In Kuwait, this event had been prepared by Maryam Al Joaan, for the Department of Astronomy and Space Sciences (DASS) at Kuwait Scientific Center.

The Scientific Center of Kuwait is dedicated to the advancement of science and the (13) ..... of the cultural heritage of Kuwait. The Center, which opened in April 2000, was a gift to the nation from His Highness the late Amir Sheikh Jaber Al Ahmed Al Sabah and was built by the Kuwait Foundation for the Advancement of Sciences.

Words to remember

astronomical, conducive, exceptionally, habitation, natural satellite, on board, opportunity, roughly, solar system, superb, wane

87

Lessons 7 and 8

Objectives

Skills:	**At the end of this pair of lessons, students should be able to:**
Reading	• read a report about space age technology
Speaking	• talk about recent technological advancements
Writing	• write a report on space technology
Topic	• *Space-age technology today*
Functions	• give examples • express opinion • give information • express approval / disapproval
Vocabulary	abnormal (Adj), alert (V), data (N), dual (Adj), durable (Adj), economical (Adj), emission (N), GPS (Abbr), monitor (V), revolutionise (V), specifically (Adv), spin-off (N), take for granted (Exp), trainers (N)

Student's Book pages 88 and 89

Present the active vocabulary needed for each activity.

Reading A report

Discuss

1 (15 mins)

Read out the task and ask a student to read the short text above exercise **1**. Then allow time for them to read through questions **a, b** and **c**. Answer any questions the students may have about vocabulary. Put the students in pairs or small groups to discuss the questions. Go round and listen, offering your own ideas too. Encourage the students to make notes.

When they are ready, ask students from each pair or group to report their ideas back to the class. Do they all have similar ideas? Allow a brief class discussion.

Read and analyse

2 (15–20 mins)

Read out the title of the report and ask the students to discuss with their partners what they think the report will be about. Then briefly discuss ideas with the whole class.

Allow time for the students to read the report. Go round and explain any new words, making a note of them to check with the whole class later.

When they are ready, ask if their guesses were correct.

3 (15 mins)

Ask the students to read the report again. Put them in pairs to discuss the four questions. Go round and give prompts if necessary. Then discuss the questions with the whole class.

Student's Book page

Reading A report

Discuss

The extreme conditions of space have required man to create more advanced and more durable technologies. Many of these advances have produced 'spin-offs': items used in space that improve our lives on Earth. For example, solar power was first developed for space ships and satellites.

1 Discuss these questions in groups or pairs. Use a graphic organiser to present your ideas.

a In your groups, brainstorm recent advances in technology.
b Which of the changes you have discussed have had the greatest impact on people in Kuwait? Choose two or three examples.
c Which of these advances do you think may have come from space technology?

Read and analyse

2 You are going to read a report describing some important technological advances that are spin-offs from technology developed for space.

Space-age technology today



Advances in technology designed specifically for space have enabled people to revolutionise their lives on Earth. This report will focus on two examples of this dual technology.

Aircraft technology

Space technology and flight have always gone hand in hand. Space technology has helped to make aircraft lighter, faster and more economical. Developments made in space have made aeroplane engines quieter and have also lowered fuel consumption and emissions.

Wireless communication

The enormous distance between the Earth and space, and the obvious communication problems this created, led scientists to develop wireless technology. This technology is used to access data collected by space ships from Earth. Wireless technology is now used in medicine to monitor heart activity and to alert medical staff of abnormal activity there. It is responsible for saving many lives.

Other uses

Space technology has proven very adaptable and has been applied to over 30,000 spin-offs for human benefit. For example, satellite television, weather forecasting and GPS systems rely on satellites, whilst everyday items such as sunglasses, mobile phones, air conditioning units and running trainers have been improved by technology originally used in space.

To conclude, many of the things we take for granted now were developed to resist the extreme conditions of space. In the future, we can expect that space exploration will continue to help us here on Earth.

3 **a** What is the purpose of the three headings: ***Aircraft technology***, ***Wireless communication*** and ***Other uses***?
b What is the purpose of the first paragraph?
c Does the report contain mostly facts or opinions?
d Is the language generally formal or informal?

88

Writing A report on space technology

Planning and writing

1 (25 mins)

a Put the students in pairs or small groups. Ask them to look back at the report and pick two examples of space technology. If they know of other examples, they can use these instead. Examples of other technology include solar power, running trainers using technology from moon boots, satellite technology used for weather forecasting and TV, glasses which use memory metals (metals that when bent, return to their original shape), scratch-proof lenses and lenses able to block out higher levels of solar radiation.

b Students then divide the work between members of the group and note down important facts, if possible using reference books and/or the Internet.

c In their groups, students plan their reports, following the points.

2 (20 mins)

Ask the students to re-read the article on page **88** and to look at the *Useful Language* box.

Then ask them to write their reports. Go round and offer help as necessary.

Check

3 (10 mins)

a Tell the students to read their work through carefully and check spelling, grammar and punctuation.

b and **c** Students then read their partners' reports, referring to the questions.

Encourage them to make suggestions and comments.

If necessary, allow time for students to make alterations to their work.

Finally, invite different students to read out their reports to the class. Again, encourage brief comments or questions.

Quote

Draw students' attention to the quote. Ask them to paraphrase it in their own words. Help them where necessary. Do they agree with the quote? Why / or why not?

Background: Bill Gates (born October 28, 1955) is an American business magnate, philanthropist, author, the world's richest person and chairman of Microsoft. Gates was the richest person in the world for 15 consecutive years. Gates is one of the best-known entrepreneurs of the personal computer revolution. In the later stages of his career, Gates has supported a number of philanthropic endeavours, donating large amounts of money to various charitable organisations and scientific research programmes through the Bill & Melinda Gates Foundation, established in 2000. Gates has authored two books: *The Road Ahead (1995)* and *Business @ the Speed of Thought (1999)*.

Lesson 9

Workbook pages 80-81, Writing

Workbook answer key – see page 148

Objectives	
Skills	**At the end of this lesson, students should be able to:**
Reading	• read notes about life in space
Writing	• write an argumentative essay about space
Functions	• support opinion

Student's Book page

Writing A report on space technology

Planning and writing

task

You are going to write a report describing some of the ways in which man has benefited from space technology.

1 Plan your report that describes two benefits of space technology on our lives on Earth.

a Choose either examples provided by the report on the previous page, or think of your own examples.

b Make a note of important facts about the two examples you have chosen. You may need to use an encyclopaedia or the Internet to show how they were used in space.

c Plan your report. Include the following:

- A descriptive title
- A brief introduction
- Two paragraphs focusing on the advances, with clear explanatory headings
- A brief concluding paragraph

2 Write your report in 200-220 words. Use the sample report as a model and include some expressions from the *Useful Language* box.

Check

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

a Check spelling, grammar and punctuation.

b Exchange reports with a partner.
As you read what your partner has written, ask yourself these questions:

- Can you tell from the title and headings what the report is about?
- Does the report consist mainly of facts?
- Is the language formal?

c Return your partner's report and exchange ideas and thoughts.

Words to remember

abnormal, alert, data, dual, durable, economical, emission, GPS, monitor, revolutionise, specifically, spin-off, take for granted, trainers

USEFUL LANGUAGE

Giving information
Advances in technology designed specifically for space have enabled people ...
This report will focus on ...
Developments made in space have ...
Space technology has proven very adaptable ...
... have been improved by designs used in space.
Everyday items ...
To conclude ...
Approval / Disapproval
An incredible / useful / practical / awe-inspiring innovation is ...
The changes brought about by modern technology are ...
However, such innovations are not without cost ...
This project is wasteful / pointless / unnecessary / ridiculous ...
I am totally in favour of / against ...

Quote "We're changing the world with technology."
Bill Gates

Unit 12 Geniuses

Lessons 1 and 2

Objectives

Skills:	**At the end of this pair of lessons, students should be able to:**
Reading	• read an article about talented children
Speaking	• talk about people's special talents • discuss the advantages and disadvantages of being a child prodigy
Topic	• *So talented, so young*
Functions	• describe talent • state advantages and disadvantages
Vocabulary	abstract (Adj), arbitrarily (Adv), audience (N), BSc (Abbr), digit (N), genius (N), MSc (Abbr.), outstanding (Adj), PhD (Abbr.), precocious (Adj), prodigy (N), randomly (Adv), talent (N), tour (V), virtuoso (N)

Student's Book pages 90 and 91
Present the active vocabulary needed for each activity.

Discuss

1 **(15–20 mins)**
Ask the students to look at the title for this module *(Geniuses)*. Can they think of any examples? Would they like to be geniuses? Why or why not?
Ask them to look at the photographs and discuss the first two questions in pairs. Students then answer question **c** individually. Ask a few students to report back to the class.

2 **(10 mins)**
Read out the first word (*awe-inspiring*) and ask the students to match it with the correct meaning (*6*). Then put them in pairs to complete the task, using dictionaries or the glossary at the end of the Student's Book if necessary. Remind them that the words may have several meanings but they are looking for meanings related to the unit.
Go round and offer help where necessary, then check their answers.

Read

3 **(15–20 mins)**
Ask the students to look at the title and introduction. Then ask them to look at the pictures and say what kind of talents they are going to read about.
Allow time for them to read the article; go round and explain new vocabulary, noting it down to check with the whole class later. Allow time for the students to read the article again and match the sections of text with the correct headings. Put the students in pairs to compare answers.

Student's Book page

MODULE 4: Achievements

Unit 12 Geniuses

Grammar
Relative clauses and verbs ending in *-ing*; comparison of scale: ... *as* ... *as* ... ; prepositions





Discuss

1 Look at the photographs and discuss these questions.
- a What special talents do the people in the photos have?
- b Do you know anybody who had an outstanding talent as a child?
- c Are you talented at Maths? Try multiplying 10,027 by 5. How long did it take you? Do you think this is fast enough to be considered exceptional?

2 These words are from the article on page 91. Match each word with its correct meaning. Use a dictionary or the glossary at the end of this book to check your answers.

a	awe-inspiring	1	number – 1, 2, 3, etc.
b	arbitrarily	2	natural ability to do something well
c	digit	3	having developed certain skills unusually early
d	virtuoso	4	an abstract idea or belief
e	outstanding	5	highly-skilled person
f	talent	6	amazing
g	theory	7	randomly
h	precocious	8	excellent / unusually good

Read

3 Read the article and choose the best heading for each section of the article. There are two more headings than you need.

1 A master at nine
2 Public less interested as child grows up
3 Youngest master now doing research
4 Lifelong success for young composer
5 A child prodigy and an author

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Check your understanding

4 (10 mins)
Read the task to the students and direct their attention to the table. Explain that they should work out which column is to be used for each child prodigy by comparing the information given in the table with the information in the text. Give students time to complete the table. Compare answers as a class.

5 (10–15 mins)
Read out the question to the class. Invite ideas from students and encourage discussion. After a few minutes, students could vote on what they think is the most amazing talent.

Think and speak — Stating advantages and disadvantages

6 (15–20 mins)
Put the students in pairs or small groups. EITHER ask them all to discuss both questions, OR ask half the class to discuss question **a**, and the others to discuss question **b**. Go round and listen, offering ideas where necessary.
When the students are ready, ask the students to report their ideas back to the class. Finally, allow a short class discussion for each question.

Lesson 3

Workbook pages 82-83, Reading

Workbook answer key - see page 155

Objectives	
Skills	**At the end of this lesson, students should be able to:**
Reading	• read an article about Kuwaiti inventors
Writing	• write a summary of the article about Kuwaiti inventors
Topic	• *Kuwaiti inventors return from award ceremony in Geneva*
Functions	• making wishes
Vocabulary	acquire (V), attire (N), deputy (N), electrochemical (N), forum (N), medallist (N), reactor (N), sewage (N), sponsor (N), unprecedented (Adj)

Student's Book page

So talented, so young

A child prodigy is a person who has an outstanding talent or skill at a very early age. In this article you are going to read about three of these precocious children with different talents or skills.

A _____

Shakuntala Devi, from India, is known as the 'human calculator'. People noticed her amazing mathematical skills when she was doing difficult calculations in her head at the age of only three. She could also beat adults in memory games involving numbers. Unlike some children with this capability, Shakuntala kept her talent as an adult. She demonstrated this in 1980, multiplying two 13-digit numbers in her head in 28 seconds. The numbers, which were chosen arbitrarily by a computer, were: 7,686,369,774,870 and 2,465,099,745,779.
The answer was:
18,947,668,177,995,426,462,773,730.
Shakuntala Devi has also written books on popular mathematics.

18,947,668,177,995,
426,462,
773,730



B _____

At the age of 12, Tathagat Avatar Tulsi was the world's youngest person to gain a Master's degree. He finished high school at the age of nine, gained a BSc at the age of 10 and an MSc when he was only 12. At 18, he is now a PhD student in Bangalore, India, doing high-level research. His awe-inspiring mathematical talent was noticed by his parents when he was only six.



C _____

Wolfgang Amadeus Mozart was one of the greatest musical virtuosos of all time. He was born in Salzburg, Austria, in 1756 and began writing music before he was four years old. As a child prodigy, he toured Europe, playing his own compositions on the violin and other instruments to astonished audiences which often included kings and queens. In common with many other child prodigies, Mozart lost some of his appeal to audiences when he became an adult. Despite his genius, he had to work hard throughout his short life to earn a living and died very poor at the age of 35.

Check your understanding

4 Complete the table with information from the text. Some of the information has been filled in for you.

Name	Nationality	Talent	Achievements
Shakuntala Devi			
			Youngest person with Master's degree. (BSc age 10, MSc age 12)
		Musical genius	

5 Whose talent do you think is the most amazing? Why?

Think and speak **Stating advantages and disadvantages**

6 Discuss these questions with other students.

a What are the advantages and disadvantages of being a child prodigy?

b Do you think child prodigies should be treated as special cases by their parents and teachers?

Words to remember
abstract, arbitrarily, audience, BSc, digit, genius, MSc, outstanding, PhD, precocious, prodigy, randomly, talent, tour, virtuoso

Lessons 4 and 5

Objectives

Skills:	**At the end of this pair of lessons, students should be able to:**
Reading	• read a short text
Topic	• *Geniuses*
Grammar	• use relative clauses and verbs ending in *–ing* • use comparison of scale ... *as* ... *as* ... • use prepositions
Vocabulary	accusation (N), agonise (V), extravagantly (Adv), high-living (N), jockey (N), repudiate (V), season (N)
Pronunciation	• Intonation patterns (3)

Student's Book pages 92 and 93

Present active vocabulary needed for each activity.

Grammar • Relative clauses and verbs ending in *-ing*

1 (10-15 mins)
Read out questions **A**, **B** and **C** and ask the class to answer them in relation to sentence **a** (***A:*** *the first part;* ***B:*** *to add detail;* ***C:*** *involving*). Put the students in pairs to consider sentences **b–d** in the same way. Go round and offer help where needed.

2 (15 mins)
Read out the instructions and the example sentence, then ask the students to complete the task in pairs. Go round and check their work.

3 (10–15 mins)
Read out sentence **a**, and invite ideas for how to rewrite it using the *-ing* form (… *in big competitions, becoming the youngest*…). Then put the students in pairs to complete the task. Go round and offer help where needed.

• Comparison of scale ...*as*...*as*

4 (10 mins)
Ask a student to read out the sentences so students can see how they are formed. Explain that ***...as...as*** is usually used to create figurative expressions, like the ones on the page. Give a few more examples using the words in the box, e.g. *He was as hungry as a horse. The smashed glass was as sharp as a knife.*

Students write a few of their own sentences. Give the class time to complete the exercise. Ask a few students to read out their sentences. The class vote on the best ones.

Vocabulary

Nouns and adjectives

1 (10 mins)
First, ask the students to fill in the incomplete sentences.
Ask a student to read out sentence **a**, including the missing word (*able*). Then allow time for the students to complete the task, using dictionaries or the glossary at the back of the Student's Book if necessary. Tell them to compare answers with a partner.

2 (10-15 mins)
a Ask students to read the instruction. Give them a few minutes to complete the exercise. Tell them to check answers with a partner.

b Students write a few of their own sentences then compare answers in pairs.

Student's Book page

Grammar

• **Relative clauses and verbs ending in *-ing*** Grammar reference page 127

1 Read sentences **a–d**, then answer questions A–C below.

a She could also beat adults in memory games involving numbers.
b She demonstrated this in 1980, multiplying two 13-digit numbers in her head.
c He became a PhD student in Bangalore doing high-level research.
d As a child prodigy he toured Europe, playing his own compositions on the violin.

A Which part of sentences **a–d** contains the most important information: the first or the second part? .....
B What is the purpose of the other part of each sentence? .....
C Which word in each sentence links the two parts? .....

2 Complete sentences **1a–d** with these beginnings.

a She could also beat adults in memory games which involved numbers. .....
b She demonstrated her mathematical talent when she .....
c He became a PhD student in Bangalore where .....
d As a child prodigy on tours of Europe, he .....

3 Rewrite the following, using the *-ing* form of the verbs.

a At the age of 14, my brother Nawaf started riding horses in big competitions. When he did this, he became the youngest professional jockey in Kuwait.
.....
b In his first season, he came first in every race and beat the previous record for a new jockey.
.....
c At the end of his second season, he was the highest paid jockey in the country. He was earning a million dollars a year.
.....
d Soon afterwards, a newspaper began publishing stories which accused Nawaf of spending money extravagantly on high-living.
.....
e Nawaf repudiated these accusations. He explained that he spent his money on his family and that he gave much of it to charity.
.....
f He continued to ride, trusted in his faith, and refused to let the newspaper stories agonise him.
.....



• **Comparison of scale: ... *as* ... *as* ...**

4 Read the sentences below. The sentences use the form ... *as* ... *as* ... . Write your own ... *as* ...*as* ... sentences using the words below.

He was as tall as a tree. She felt as cold as ice.

fast hungry hot happy sad dirty clean sharp

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Prepositions

(15 mins)

a Read out the first sentence, pausing for the students to supply the missing word from the list (*at*). Then put the students in pairs to complete the task. Tell them to read whole sentences before they choose the missing words. Do not check their answers yet.

b Students check their own answers by referring to the text on page **91**.

Pronunciation Intonation patterns (3)

(12.1) **(10 mins)**

Read out the explanation and the instruction. Ask the students to listen while you play parts **a** and **b** (the examples). Ask the students to explain the difference in intonation between the two (*the intonation goes up at the end in* **a**, *and down at the end in* **b**). Then play parts **c, d, e** and **f**, pausing after each one for them to say *Interested* or *Not interested*. Repeat several times.

Listening script 12.1, TG, page 134

(12.1) **(10 mins)**

Play the recording again, pausing after each sentence for the students to repeat what the second speaker says. Repeat several times.

Listening script 12.1, TG, page 134

(12.2) **(5 mins)**

Read out the instructions, then play the first statement (***I can do mental calculations really quickly***). Choose a student to respond either with or without interest. Ask the class if the answer sounded interested or uninterested. Do they guess correctly?

Play the remaining statements, pausing after each one for the students to respond (in pairs, in turn). Do their partners think they sound interested or uninterested? Finally, play each statement to the class, and choose different students to respond. Ask the class if they sound interested or uninterested. Were they right or wrong?

Listening script 12.2, TG, pages 134-135

Student's Book page

Unit 12 Geniuses

Vocabulary

Nouns and adjectives

1 Fill in the missing words related to the words in capitals.

a My sister is a very ..... student. (ABILITY)
b To my ....., I got over 90% in the exam. (AMAZING)
c Many children find young animals very ..... . (APPEAL)
d When she said she was leaving, we just stared at her in ..... . (ASTONISHED)
e I've never been very good at ..... . (MATHEMATICAL)
f I enjoy listening to all kinds of ..... . (MUSICAL)
g Sport has increased greatly in ..... in recent years. (POPULAR)

2 **a** Complete the following sentences using words from the box and the appropriate prefix.

Prefixes: ir- dis- il- un-
Words: legal respect relevant usual

1 This essay is interesting, but some of the information is ..... .
2 Criminals are people who perform ..... actions.
3 It was an ..... sight to see such a rare bird.
4 He was told off by the teacher for his ..... .

b Write two or three sentences of your own using the prefixes from the sentences above and words of your own choice.

Prepositions

3 Read this short text about child prodigies.

a Complete the text using these prepositions:

at for in of on throughout with by

Child prodigies are children who demonstrate talents (1) ..... a very young age. However, some child geniuses lose their talents (2) ..... adulthood. Mathematical geniuses are often able to do complicated calculations (3) ..... their heads (4) ..... just a few seconds. This is particularly remarkable when they are dealing (5) ..... numbers that have been selected (6) ..... random (7) ..... a computer. Musical geniuses, like Mozart, are often able to learn to play new pieces of music (8) ..... a variety of instruments very quickly. Mozart was certainly the most talented composer of his time, but many people believe he wasn't a genius, but worked hard (9) ..... his life. When he died (10) ..... 1791, some people said that overwork was the cause (11) ..... his death.

Words to remember
accusation, agonise, extravagantly, high-living, jockey, repudiate, season

b Check your answers by finding similar phrases in the main article on page **91**.

Pronunciation Intonation patterns (3)

4 (12.1) Intonation can be used to show whether we are interested in what someone says to us or not. You are going to hear some short conversations. Listen and decide whether the second speaker in each conversation is interested or not in what the first speaker says.

a Can you? Interested
b Is he? Not interested
c Great! .....
d Brilliant! .....
e Do you? .....
f Are you? .....

5 (12.1) Listen to the conversations again and repeat what the second speaker says.

6 (12.2) Work with a partner. Listen to the first speaker again and respond to what they say. Decide for each response whether to sound interested. After each response, your partner says whether you sound interested or not.

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Lesson 6

Workbook pages 84-85, Language practice

Workbook answer key - see page 155

Objectives	
Skills	**At the end of this lesson, students should be able to:**
Grammar	• use prepositions • use verbs ending in *-ing*
Functions	• express surprise • express apology • make suggestions

Lessons 7 and 8

Objectives

Skills:	**At the end of this pair of lessons, students should be able to:**
Reading	• read a letter of application for an imaginary award
Speaking	• solve riddles
Writing	• write a letter about a genius you know
Topic	• *Geniuses*
Functions	• express possibility / guess • give explanations • justify • give recommendations • express praise
Vocabulary	accolade (N), aligned (Adj), bladder (N), eternity (N), genetics (N), gifted (Adj), molecular (Adj), nomination (N), non-invasive (Adj), recipient (N), researcher (N)

Quote

Draw students' attention to the quote. Ask them what they think it means. Do they agree or disagree? Help them where necessary.

Background: Oscar Wilde (1854-1900) was an Irish playwright, poet and author of numerous short stories and one novel. Known for his biting wit, he became one of the most successful playwrights of the late Victorian era in London, and one of the greatest celebrities of his day. At a time when all citizens of Britain were finally able to embrace literature the wealthy and educated could only once afford, Wilde wrote many short stories, plays and poems that continue to inspire millions around the world. Numerous books and articles have been written on Oscar Wilde, reflecting on the life and contributions of this unconventional author since his death over a hundred years ago.

Student's Book pages 94-95

Present active vocabulary needed for each activity.

Speaking Riddles

Preparation (20–25 mins)

a and **b** Put the students in pairs (**AA** and **BB**).

Explain the concept of riddles to the students. A riddle is a question, often presented as a game, which is intentionally phrased to make its solution difficult to discover. They often suggest a far more complex solution than is actually required. Allow time for them to read and discuss the appropriate questions; go round and offer suggestions where necessary. Encourage them to use language from the *Useful Language* box. Tell them to note down their ideas.

c Then put them in new pairs, **AB**. Tell them to read each other's questions.

Explanation (20–25 mins)

a Students then take turns to explain and discuss their ideas with their partners.

b Finally, read out the 'real' explanations (see Answer key) – are they better than the students' own ideas? Allow a class discussion.

Student's Book page



Speaking Riddles

Preparation

1 **a** Work in pairs.
Student A: Try to work out a possible answer to Questions **1**, **2** and **3**.
Student B: Try to work out a possible answer to Questions **4**, **5** and **6**.



Question 1
As fast as an eagle, as slow as a slug. As tall as a tree, as small as a bug. Sometimes in front, sometimes behind. Never on top, and always aligned. Question: What is it?

Question 2
What has a mouth but cannot eat, moves but has no legs and has a bank but can't put money in it?

Question 3
What appears once in a minute, twice in a moment and never in a thousand years?



Question 4
The beginning of eternity,
The end of time and space,
The beginning of every end,
And the end of time and place.
Question: What is it?



Question 5
What gets wetter the more it dries?

Question 6
Feed me and I grow, give me a drink and I die. What am I?

b Prepare to explain your ideas to another student, using some of the words and phrases in the *Useful Language* box below. Write brief notes to refer to when you are giving your explanation.

c Now, look at your partner's questions and try to solve them.



Explanation

2 **a** Take turns to explain your ideas to your partner. If you do not understand your partner's explanation, or if you disagree with it, suggest your own ideas.

b Finally, listen to the explanations from your teacher and discuss.

USEFUL LANGUAGE

Expressing possibility / guessing	Giving explanations
Maybe …	It refers to … / The reason is …
Perhaps …	because it says …
Probably …	If you think about it then you see
It could be …	
What if …?	
Do you think …?	

Quote "Genius is born, not paid."
Oscar Wilde

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Writing A letter about a genius you know

Read and analyse

1 (15–20 mins)

Explain that the letter the students will read is a recommendation for an imaginary award recognising geniuses. Give the students a few minutes to read the letter.

a-c Direct students' attention to the questions. Ask a student to read out the first question. Ask the class for some ideas. (*The writer uses formal language, making the letter seem professional and sincere.*) In pairs students answer the other questions. Go round and offer help where necessary.

Write

2 (20 mins)

Give students a few minutes to decide who they are going to recommend for the award. It could be someone famous or someone the student knows personally. As long as they justify their recommendation there are no wrong answers. If students are struggling to come up with geniuses you could always suggest a few.

Give students time to write their letter. They should use the example letter and *Useful Language* box on page **94** as a helpful guide.

Check

3 (10 mins)

Students take a few minutes to check their work for spelling, punctuation and grammatical errors. They then swap letters with another student. After reading each others' letters they discuss who has written the more convincing letter. If there is time you could ask a few students to read their letter to the class and ask the class to vote on whose letter should receive the award.

Student's Book page

task

You are going to write a letter recommending a genius for an award.

Writing A letter about a genius you know

Read and analyse

1 Read the letter below. It is an application for an imaginary award recognising geniuses.

a What kind of language has the writer used to convince the society of his case?
b Why does the writer include information about Al-Maghrebi's previous awards?
c Is the language used formal or informal?

Genius Award Application

Genius Society members,

I am writing to you to suggest that you consider Dr May Al-Maghrebi for your new Genius Award. Dr Al-Maghrebi is an incredibly gifted molecular scientist and biologist who has developed an important, non-invasive technique for detecting bladder cancer which will help to save thousands of lives every year. In 2000, the Medical College of Virginia awarded her a PhD in molecular biology and genetics. She also received Kuwait University's "Best Young Researcher Award" in 2003 and has been the recipient of many other local and international awards. I believe that these accolades justify her nomination for the new Genius Award.

Yours sincerely,

Waleed

Write

2 Write your own letter to the Genius Society members suggesting a potential recipient for the award. State why they should, in your opinion, receive this award. You must not use more than 220 words.

Check

3 When you finish writing, read your letter carefully.

a Check spelling, grammar and punctuation.
b Compare your letter with the person sitting next to you. As you read what your partner has written, ask yourself these questions:
- Whose letter is more convincing?
- Whose chosen candidate do you think deserves the award?

Words to remember

accolade, aligned, bladder, eternity, genetics, gifted, molecular, nomination, non-invasive, recipient, researcher

USEFUL LANGUAGE

Giving recommendations	Expressing praise
I would recommend to …	He / She is an incredibly gifted …
I believe he / she deserves this award because …	Their achievements are outstanding …
He / She has made huge advances in …	Perhaps one of the greatest minds in the 21st century …
For all of these reasons … deserves this award.	

Lesson 9

Workbook pages 86-87, Writing

Workbook answer key - see page 155

Objectives	
Skills	**At the end of this lesson, students should be able to:**
Writing	• fill an application form • write a personal statement for a university
Functions	• express future hopes and plans • give reasons

Preparation for the project

Tell the students that they will be working on a project called ***A balloon debate*** at the end of the module. Ask them to work in pairs. They should discuss what could be meant by balloon debate. This shouldn't be explained to students at this stage as they will find out the answer during the project. Why do people have debates? Can students think of any good debate techniques? Students could look in books, on the Internet, etc. to find examples of recent debates as guidance. Ask students to bring any good examples they find to the next lesson.

Focus on

Student's Book page 96

Maha Al-Ghunaim

Pre-reading (10-15 mins)

Point to the title, ***Maha Al-Ghunaim***, and the picture. Have any of the students ever heard of her? What do they think she does?

Explain that Maha Al-Ghunaim is a successful Kuwaiti businesswoman. Can students think of any other famous Kuwaiti business people?

Reading Comprehension (15 mins)

Students read the text silently.

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

1 How did Al-Ghunaim's degree help her in business?

2 What is Al-Ghunaim's ultimate ambition in business?

3 How does she balance the many parts of her life?

Point to any vocabulary you think the students may find new or difficult.

Suffixes (15-20 mins)

Read the instructions to the class. Talk them through the example in the box to make sure they understand the concepts and the task. Give students time to complete the task themselves. Then, bring the class together to compare answers.

If there is time, provide students with a few words and ask them to add suffixes and write sentences with them.

Students' Book page

Focus on



Maha Al-Ghunaim

Maha Al-Ghunaim is an **extremely** successful Kuwaiti businesswoman. As head of Global, she is one of the stars of the Arab business world, commanding a company with an estimated worth of over KWD1.7 billion.

Al-Ghunaim studied for a Bachelor's degree in Mathematics at San Francisco State University. After graduating, she went on to join the Kuwait Foreign Trading Contracting and Investment Company (KFTCIC) as head of the portfolio **management** department. She later became a member of several major fund committees and was appointed assistant general manager of asset management at the Kuwait Investment Company (KIC). Eventually, in 1998, she established her own company, Global, and found herself at the helm as vice-chairman and managing director. Today, Global stock is traded on the Kuwait Stock Exchange, Bahrain Stock Exchange and Dubai Financial Market.

Asked about where she sees herself in a few years time, Al-Ghunaim says, "I would like to see myself still involved with Global in the long run, steering it to its logical end as the largest investment company in the Middle East. I admit it is quite **stressful**. It calls for strong support from my husband and family." However, with her family behind her and her strong business ethic, it seems that nothing will stop Al-Ghunaim from fulfilling her dream.

Talking about her start in business, Al-Ghunaim says that her parents' support was instrumental in helping her to achieve success. In fact, she believes that such support is essential for everyone. "Parents should encourage both their sons and daughters to choose a career they love," she emphasises. "As far as banking as a career option is concerned, my advice is simple: go for it."

Al-Ghunaim has received many awards and accolades for her work. These include being listed in Forbes international as one of 'The 100 most powerful women' and as one of the 'Top 50 Leading Arab Women' by Forbes Arabia. She was also placed as one of the 43 most **influential** people in the Middle East Newsweek Arabia.

However, Al-Ghunaim's life does not simply revolve around business. She also heads the Kuwaiti chapter of Young Arab Leaders, an organisation which tries to improve education and promote **entrepreneurship** for Kuwaiti youths. "This is part of my social responsibility to the Kuwaiti community since I believe that we have a large reserve of potential leaders who are waiting in the wings and need to be nurtured and developed," she explains.

Suffixes

Adding suffixes to some words may change the meaning and / or part of speech of these words. In the words in bold in the text, identify the suffixes added and say if they change the meaning and/or the part of speech of these words.

word	suffix	change in		from..... to.....
		meaning	part of speech	
extremely	-ly		x	adjective → adverb

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Project 4

A balloon debate
Student's Book pages 97 and 98

First, read the title ***A balloon debate*** out loud to the class. Ask the students to look at the picture and then ask them if they know (or can guess) what a balloon debate is.

Tell the students they are going to hold balloon debates to practise their persuading, debating and public speaking skills.

Stage 1 Introduction

4 (P4.1) **(20 mins)**

a Ask students to read the information. Then choose somebody to explain what a balloon debate is, using his or her own words. Make sure the class understands the basic concept – i.e. different speakers will explain why they are more important than the other speakers.

b Students then read about the situation. Again, check they understand by asking somebody to explain it in their own words.

c and **d** Play the recording straight through, then allow time for the students to discuss with a partner who should stay in the balloon.

Play the recording a second time. Allow a little more time for further discussion, then have a class vote to see who stays in the balloon.

Listening script P4.1, TG, page 135

Stage 2 Prepare for your part in the balloon debate

(25-30 mins)

a First, ask the students to read about the situation. Go round and answer any questions. Once more, ask a student to explain the situation to the class in his / her own words.

b Put the students in groups of four and ask them to choose their roles. If groups of four are not exactly possible, make some groups of five and EITHER ask them to think of a fifth role OR have two students work as a pair.

c Ask the students to read their instructions. Allow time for them to prepare their speeches. Go round and make suggestions or corrections where necessary. Make sure that they consider all the aspects suggested in their books.

Stage 3 Convince your audience

(20 mins)

a and **b** Each group presents their arguments to another group in the class. The groups who are listening, the audience, vote for who should continue the journey to the ship. You could go round the class and join in the discussions about who should stay, helping where necessary.

The groups then switch roles, the first group listening and deciding who should stay whilst the second group present their arguments.

Students' Book page

Project 4

task
You are going to take part in a balloon debate to improve your communication skills and persuade other students of your point of view.

A balloon debate

Stage 1 Introduction

a You are going to hear a short balloon debate. Before you listen, read this definition.

A balloon debate is a debate in which several speakers attempt to win the support of an audience. The audience has to imagine that the speakers are flying in a hot-air balloon which is slowly sinking. Unless someone is thrown out of the balloon, the balloon will hit the ground and no one will survive. Each speaker has to persuade the audience why they should not be thrown out of the balloon. Usually each speaker takes the part of a famous person, or a particular profession.

b Now read about the situation of the four speakers you are going to hear.

The island of Literock has been almost destroyed by a hurricane. The islanders have lost their homes and all their possessions. Nobody has been killed, but many people have slight injuries. A group of four professional people have been invited to help the islanders rebuild their community. These people are: a teacher, a doctor, an engineer and an economist. The only way of getting to Literock is by balloon. Half-way to the island, the balloon starts to lose height. Only one person will be able to reach the island, so the others will have to jump into the sea. (Fortunately they are all strong swimmers.)



c (P4.1) Listen to the debate. As you listen, decide who you think should NOT be thrown out of the balloon.

d Compare opinions with those of a partner.

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Stage 4 **A different kind of balloon debate**

(25-30 mins)

a Put the students in new groups of four (or five if necessary, as before). Tell them to read the instructions and decide who to 'be'.

b Students then prepare their speeches. Go round and make suggestions and corrections where necessary.

c Students then take turns to make their speeches to the whole class. After each group has finished, the class votes on who should stay in the balloon.

Students can access these websites to obtain more information.

www.en.wikipedia.org/wiki/Balloon-debate

www.kent.ac.uk/careers/interviews/balloondebate.htm

Module 4 Progress test

Workbook pages 88-91

Workbook answer key – see pages 155-156

Extra listening page 137

Student's Book page

Stage 2 **Prepare for your part in the balloon debate**

Work in groups of four

a **Read about your 'balloon' debate situation**.
A large passenger ship, 50 kilometres out to sea, has run aground and radioed for help. The passengers are not in any immediate danger, but some are suffering from sea-sickness and many of them are very angry. The sea is rough and the weather is too bad for a helicopter to fly. A small boat with a crew of four specialists is making its way towards the damaged ship. The specialists are a diver who is also a marine engineer, a doctor, a representative of the shipping company and a police officer. Unfortunately, the boat hits a rock and starts to take in water. Only one of the specialists will be able to reach the ship before the boat sinks, so three of the specialists will have to get out of the boat and swim back to the shore.

b **Each member of the group should choose one of the four specialist roles**:
Diver / marine engineer
Doctor
Representative of the shipping company
Police officer

c **Prepare your speech**
Remember you have about half a minute to persuade the audience that you are the best person to continue the journey to the ship. Make notes to refer to while you are speaking.
Think about these aspects of the situation:
The short-term situation: the passengers' health and comfort; law and order; letting the passengers know what is happening
The long-term situation: moving the ship; completing the journey; getting the passengers off the ship; suggesting how passengers could spend their time

Stage 3 **Convince your audience**

Work with another group of four students

a The two groups take turns to speak to the other group. When all four speakers in the first group have made their speeches, the members of the second group, the audience, vote for the person who should continue.

b The members of the second group then make their speeches with the first group as the audience.

Stage 4 **A different kind of balloon debate**

Work in different groups of four

a Each student chooses to be a famous person from Kuwait. You must choose someone everyone in the group knows about. It could be a politician, a sports personality, a writer, a musician ... anyone you like.

b Each 'famous person' prepares a speech saying why they should not be thrown out of the slowly-falling balloon.

c Each group, in turn, speaks to the rest of the class. After listening to each group, the audience votes who to keep in the balloon and who to throw out.

TRY THESE WEBSITES FOR INFORMATION
- www.en.wikipedia.org/wiki/Balloon_debate
- www.kent.ac.uk/careers/interviews/balloonDebate.htm

98

Student's Book Answer key



Unit 10, page 78, exercise 1 (Suggested answers)
a qualities needed would include: fitness, strength, perseverance, determination, ability to endure solitude.
b difficulties and problems might include: exhaustion, lack of oxygen, avalanches, sickness, injury, getting lost / losing contact with the outside world, the cold.

Unit 10, page 78, exercise 2 (Students' own answers)

Unit 10, page 78, exercise 3
a T: He was the first to ascend the highest mountain on every continent.
b F: He: climbed Matterhorn two years after Mount Aconcagua.
c F: He was very experienced but he was still nervous.
d T: The conditions were perilous.

Unit 10, page 78, exercise 4
exhaustion, lack of oxygen, extreme cold, frost-bite, strong winds, dizzing heights

Unit 10, page 79, exercise 5 (suggested answers)
a He was nervous because he knew how dangerous the expedition would be.
b He had to be carried down the mountain by a member of his team.
c He had an experienced team that he relied on for support.

Unit 10, page 79, exercise 6
a climbing Mount Everest
b his climbing of the seven summits
c the year after visiting Pakistan

Unit 10, page 79, exercise 7 (Students' own answers)

Unit 10, page 80, exercise 1
1 Past perfect simple; he scaled Mount Aconcagua
2 Past perfect simple; climbing the mountain
3 Past perfect simple; his team supporting him
4 Past perfect simple; he had climbed so many

Unit 10, page 80, exercise 2
a past perfect continuous
b *had been* + past participle
c The action was continuous / the action was completed

Unit 10, page 80, exercise 3
a He'd been climbing for four days.
b He had joined the 'seven summit' club.
c Oxygen levels had been dangerously low.
d He'd had the support of a great team.
e Temperatures had been extremely low.
f He knew it would be the hardest thing he had ever done.

Unit 10, page 80, exercise 4 (Suggested answers)
a He'd been training for a long time.
He'd bought lots of new equipment.
His mother had been worrying.
b He'd done the journey by jeep.
He'd talked to the local people.
He'd been planning it for months.

Unit 10, page 81, exercise 1
a 3 **b** 7 **c** 1 **d** 6 **e** 2 **f** 4 **g** 5 **h** 8

Unit 10, page 81, exercise 2 a
afraid – frightened
alight – burning
alike – similar
alive – living
asleep – sleeping

Unit 10, page 81, exercise 2 b
1 asleep **2** alight **3** frightened **4** alive **5** similar

Unit 10, page 81, exercise 3
a sure **b** unsure **c** sure **d** unsure **e** unsure

Unit 10, page 81, exercise 4
1 very bad **2** to inspire others **3** Zeddy
4 the Matterhorn **5** he helped with reconstruction

Unit 10, page 82, exercise 1 (Students' own answers)

Unit 10, page 82, exercise 2 (Students' own answers)

Unit 10, page 82, exercise 3 (Students' own answers)

Unit 10, page 83, exercise 1 (Students' own answers)

Unit 10, page 83, exercise 2 (Students' own answers)

Unit 11, page 84, exercise 1a
1 91 minutes
2 It conducts experiments not possible in space
3 16 x 7= 112
4 USA, Russia, Japan, Brazil and the European Space Agency
5 Kuwait was the first country in the Arab world to contact the ISS.

Unit 11, page 84, exercise 1b
1

Unit 11, page 85, exercise 2
a 6 **b** 3 **c** 2 **d** 7 **e** 1 **f** 4 **g** 5

Unit 11, page 85, exercise 3
speaker 1 approves; speaker 2 disapproves; speaker 3 approves

Unit 11, page 85, exercise 4
a 2 **b** 1 **c** 2 **d** 3 **e** 3 **f** 3

Unit 11, page 85, exercise 5 (Students' own answers)

Unit 11, page 85, exercise 6 (Students' own answers)

Unit 11, page 86, exercise 1
a The government should reward astronauts.
b A space suit has to be worn by each astronaut.
c Equipment can be transported into space by space shuttles.
d Diseases might have been cured by scientists if they hadn't spent all their time on space technology.
e Scientists carry out experiments on board the International Space Station.

Unit 11, page 86, exercise 2
a neither / nor **b** either / or **c** neither/nor **d** either / or **e** neither/nor **f** either/or

Unit 11, page 86, exercise 3 (Suggested answers)

a We can either spend money exploring space or feeding the homeless.
b Space exploration can neither solve problems on Earth nor help us escape our problems.
c He can neither eat nuts nor dairy products due to his allergies.
d I can either stay up late and watch a film or get a good night's sleep.
e I am neither taller nor heavier than my twin brother.
f You could either buy a new game or a new book.

Unit 11, page 87, exercise 1b (Students' own answers)

Unit 11, page 87, exercise 2

1 astronomical **2** astronauts **3** space **4** mission **5** hazardous **6** continual **7** conveyed **8** shuttle **9** Station **10** transmitted **11** audio **12** wane **13** preservation

Unit 11, page 88, exercise 3

a Their purpose is to give the subject of the paragraph.
b To alert the reader to the subject of the report
c facts
d formal

Unit 12, page 90, exercise 1a

playing chess; playing the piano

Unit 12, page 90, exercise 1 (b and c)

(Students' own answers)

Unit 12, page 90, exercise 2

a 6 **b** 7 **c** 1 **d** 5 **e** 8 **f** 2 **g** 4 **h** 3

Unit 12, page 90, exercise 3

A 5 **B** 3 **C** 2

Unit 12, page 91, exercise 4 (suggested answers)

Name	Nationality	Talent	Achievements
Shakuntala Devi	Indian	incredibly fast maths skills	Published author. Multiplied two 13 digit numbers in 28 seconds.
Tathagat Avatar Tulsi	Indian	Mathematics	Youngest person with Master's degree. (BSc age 10, MSc age 12)
Wolfgang Amadeus Mozart	Austrian	Musical genius	One of the greatest musical virtuosos of all time. Wrote music before age of four. Toured Europe playing music.

Unit 12, page 91, exercise 5 (Students' own answers)

Unit 12, page 91, exercise 6 (Students' own answers)

Unit 12, page 92, exercise 1

A the first part (applies to all)
B to add detail (applies to all)
C involving; multiplying; doing; playing

Unit 12, page 92, exercise 2

b ... multiplied two 13-digit numbers in her head.
c ... he does / he is doing high-level research.
d ... played his own compositions on the violin.

Unit 12, page 92, exercise 3

a ... in big competitions, becoming the youngest ...
b ... came first in every race, beating the previous ...
c ... in the country, earning a million ...
d ... stories accusing Nawaf ...
e ... these accusations, explaining ...
f ... continued to ride, trusting ... , refusing ...

Unit 12, page 92, exercise 4 (Students' own answers)

Unit 12, page 93, exercise 1

a able **b** amazement **c** appealing **d** astonishment **e** mathematics **f** music **g** popularity

Unit 12, page 93, exercise 2a

1 irrelevant **2** illegal **3** unusual **4** disrespect

Unit 12, page 93, exercise 2 b (Students' own answers)

Unit 12, page 93, exercise 3

1 at **2** by **3** in **4** in **5** with **6** at **7** by **8** on **9** throughout **10** in **11** of

Unit 12, page 93, exercise 4

c Not interested
d Interested
e Interested
f Not interested

Unit 12, page 94, exercise 2

Question 1

The answer to the riddle is a **shadow**. Shadows always move at the same speed as the object which casts them, are always in proportion to that object, can be cast in front of or behind their source and are always aligned with the object that casts them.

Question 2

The answer to the riddle is a **river**. A river has a mouth (the place where it enters the sea), a bank (the land alongside it) and moves (or flows) but has no legs.

Question 3

The answer is the letter **m**. **m** is in the word *minute* once, in the word *moment* twice, and not at all in *a thousand years*. The time phrases are chosen as distractors.

Question 4

The answer is **e**. **e** is the first letter in (The beginning of) *eternity*, *every* and *end*. It is the last letter (The end of) *time*, *space* and *place*.

Question 5

The answer to the riddle is a **towel**. A **towel** dries something else and in doing so absorbs water from the object it dries, becoming wet in the process.

Question 6

The answer to the riddle is a **fire**. You feed a **fire** wood or coal and it gets bigger. However, if you give water a drink (pour water on it) it goes out.

Unit 12, page 95, exercise 1

a formal, polite language; technical language; opinions and facts
b To justify her nomination for the prize; to back up his opinions
c formal

Literature Time

Henry V and Great Expectations

Literature Time! for Grade 12 features abridged versions of the English classics *Henry V* by William Shakespeare and *Great Expectations* by Charles Dickens.

About the Stories

HENRY V

William Shakespeare *(1564 – 1616)*
Historical plays were very popular in the Renaissance which was a period of nationalism. Shakespeare lived in the Elizabethan era which was named after Queen Elizabeth I, a major historical figure who inspired thinkers and writers by her dedication to her country, England. The theatre was flourishing at that time and many historical plays were staged in tribute to the achievements of the great kings of England. Since the main concern of such works was to promote loyalty towards the nation, playwrights would often slightly exaggerate certain facts and events, or even add characters that did not exist in reality, to serve their purpose.

Historically, *Henry V* was one of the kings who ruled England in the fifteenth century. He was a national hero and subsequently became an almost mythical figure. Songs and ballads written about him were still being sung a century later. The sixteenth-century play *Henry V* is one of Shakespeare's most famous historical plays which depicts some of the greatest achievements of *Henry V* with minor twists added to real events. It portrays Henry as a great king, highlighting his intelligence and his mastery of the art of rhetoric. Indeed, he is presented as a remarkable leader who was much admired and loved by his people and as such possessed qualities that are essential to the making of a king.

GREAT EXPECTATIONS

Charles Dickens *(1812 – 1870)*
Dickens was one of the most popular novelists in Victorian England. He wrote stories dealing with life in Victorian England, and was especially concerned with the plight of the lower classes. His novels are often read for their insightful descriptions of Victorian society and criticism of the social divisions within England at the time, coupled with their frequently humorous and exaggerated heroes and villains. Many of Dickens' novels were originally written as episodic stories, with small sections being published each month in newspapers.

Great Expectations tells the story of Pip, a young orphan who lives with his sister and brother-in-law, a blacksmith by the name of Joe Gargery. The novel charts Pip's rise from working class child to would-be-gentleman and is mainly set in London and the countryside of Kent in the south of England.

The main themes of the novel include gratitude, friendship, guilt, suffering, and social mobility. After working for a rich lady nearby, Pip is ridiculed for being working class and dreams of becoming a gentleman. He eventually achieves this aim because of the gratitude of Magwitch, a wrongly accused convict whom Pip helps as a child. However, as Pip climbs the social ladder he begins to distance himself from his old friends, most notably Joe. Pip feels guilty about this and eventually redeems himself, reaffirming his old friendships and setting his life in order.

Literature time! for Grade 12 is an episodic adaptation of two classic stories. This format corresponds to and builds on the structure used in Grade 9 of the Target English series. 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.

HENRY V

Note on the quotes

1st Quote / Episode 1 (p. 100)

King Henry sends a message to the Dauphin informing him that he will not demean himself by responding to the insult by another, but rather chooses to preserve his status as king intact. Instead, he promises to prove his greatness through actions rather than words, and that through conquering the kingdom of France. By so doing, he will have avenged his honour and claimed what he believes to be rightfully his; hence, his cause is sacred. Then, the Dauphin's joke will not seem to him as clever as when he first conceived it, for it will cause more people to cry than those who laughed at it.

2nd Quote / Episode 2 (p.101)

The French king knows that King Henry (also referred to as Harry) is powerful. He urges his princes to arm themselves well in order to face him. Henry is a descendent of a mighty family who has throughout the ages inflicted pain and destruction upon the

kingdom of France. He is thus to be feared since he too might, like his ancestors, bring about their doom.

3rd Quote / Episode 3 (p. 103)

Henry addresses his soldiers urging them to resume the fight. In order to be able to reach every member of his army, he addresses the different classes of men present. First, he asks the noblemen to be like their fathers who were invincible. He compares them to the great Alexander, for they had fought in battles from the early hours of morning till late in the evening without ever giving up. He then addresses the common people (farmers, craftsmen…) asking them to confirm their valour of which he is already confident. It's time now for them to gather all their courage and attack since everything is at stake.

4th Quote / Episode 5 (p. 106)

The king is responsible for his subjects' actions and all which they must do. But when it comes to their soul, they are the ones who must preserve it and keep it safe from harm.

5th Quote / Episode 6 (p. 107)

Those who survive this day and return home will show their scars every year to their neighbours as marks of honour and pride themselves of the fact that these wounds were the result of the battle. With age, they will end up forgetting many things, yet they will always remember what they have accomplished on this day in details. The story of this battle will be passed on from generation to generation. Ultimately, Henry declares that he will consider all those who fight with him in this battle and get wounded as his brothers.

Key Answers

Before Reading

The play is about a king called Henry V who ruled England in the 15th century. Shakespeare is telling his story as he was one of the greatest kings who ever came to the throne of England and was very much loved by his people.

Episode 1

1

King Henry was greatly offended by the tennis balls which the Dauphin of France sent him as a gift to remind him of his mischievous youth. So he decided to wage war on France to avenge his honour.

2

The French tried to bribe the Earl of Cambridge, the Lord Scroop and Sir Grey, three English courtiers, to kill the English king in order to avoid war. The three men agreed to do so. But the plan failed as King Henry was aware of the men's treachery and was not deceived by their lies.

Episode 2

The Dauphin and the King of France had two opposing views towards King Henry. The first underestimated him, thinking he would soon make an error of judgement and lose the war; while the second knew how powerful King Henry was and so was fully aware of the threat facing his own kingdom.

Episode 3

Knowing that the English troops were weakened by hunger and exhaustion, and thus no longer as strong as they were when they first started the war, the French still clung to the hope that they would be the victorious party.

Episode 4

1

Only one English soldier died. King Henry had given clear and strict orders for his troops to treat the French civilians decently and with utmost care. Since this soldier had disobeyed the king's orders, he was put to death.

2

The French considered the English foolish as the latter were advancing at night in an unknown territory. By so doing, they were endangering themselves.

Episode 5

1

In order to check up on his soldiers and to see what state of mind they were in, King Henry decided to disguise himself with a cloak belonging to one of his officers and mingle with them so he would not be recognised.

2

King Henry believed that there is a major difference between a king and a common man. The former cannot enjoy a moment of peace as he is constantly worried about the safety of his kingdom and his subjects. The latter can have peace of mind as soon as his simple domestic matters are settled.

Episode 6

1 True: The French outnumbered the English and unlike the English they were all geared up and energetic.

2 False: King Henry was quite satisfied with the number of English soldiers and addressed all his soldiers as brothers.

3 True: The French were unable to carry on. They knew that the English had won and had decided to surrender to the king of England.

4 False: King Henry attributed their extraordinary victory to the determination of his troops.

5 True: Henry's demands were all granted including the French king's daughter's hand in marriage.

6 False: Both parties took an oath never to fight each other again and become allies.

Short story analysis

1

The main theme of the text is war and its major consequences. There are many underlying themes among which are betrayal, rashness, arrogance and the art of rhetoric.

2

This play continues to be read as it is about war, human nature, mistakes and many other human characteristics which are common to people all over the world. The play mirrors universal human qualities and as such people can still relate to it although it was written over 4 centuries ago.

3

(Students' own answers)

GREAT EXPECTATIONS

Before Reading

1 Students' own answers

2 Students' own answers

Episode 1

1

a 3 **b** 1 **c** 3

2

(Students' own answers)

Episode 2

1

Miss Havisham paid for Pip's apprenticeship as a reward for the time he spent working and playing at her house. Pip feels he should be grateful but, because he no longer wishes to be a blacksmith, finds it hard to genuinely feel this sentiment.

Episode 3

1

Pip is extremely pleased about his new found wealth and happy he will no longer have to be a blacksmith. It is not clear if Miss Havisham is Pip's benefactor, but Pip certainly believes she is.

2

Pip is embarrassed by Joe because he reminds him of his past. In trying to become a gentleman Pip is breaking with his past. Pip is to blame as he makes Joe uneasy.

Episode 4

1

Pip feels remorse because of how badly he has acted towards Joe, but also because it seems like he may lose his fortune. Pip's remorse seems to be genuine in regards to his treatment to Joe. However, he feels at his worst when it seems like he may lose his wealth, which suggests possibly his feelings are not genuine.

2 (Students' own answers)

Episode 5

a F: It was a long time till Herbert came back.

b F: Compeyson was pretending to be a gentleman.

c T

d F: Wemmick warned Pip that people were searching for Maywitch.

e T

Episode 6

1

Magwitch is largely unconcerned about being caught. He is happy to have helped Pip, to whom he feels he owes a debt, and was willing to risk being captured to do so.

2

Joe felt that Pip no longer needed his help. Joe also feels that he is intruding on Pip's desire to be a gentleman and does not want to prevent Pip from fulfilling his dreams.

3 (Students' own answers)

Short story analysis

1 (Students' own answers)

2 (Students' own answers)

Listening script

Unit 1

1.1

Lecturer My talk today is an introduction to the law, law-making and legal systems. First of all, can anyone tell me what the law is?

Student 1 It's the collection of rules of a country, isn't it?

Lecturer That's right. My definition is this: the law is the code or set of rules which govern all individuals and organisations in society. Although different countries have different codes of law, some actions have always been crimes almost everywhere. Can anyone suggest an action of this kind?

Student 2 How about theft?

Lecturer Yes, that's certainly one, and of course murder is another. Another basic principle of most systems of law is that a person is innocent until someone proves that they are guilty.
Okay, so what do we know about the history of law-making? Does anyone know when the earliest code of law was established?

Student 3 Was it about two and a half thousand years ago?

Lecturer No, it was much earlier than that. The earliest code of law we know about was established nearly four thousand years ago by the Middle-Eastern ruler Hammurabi. This consisted of 282 laws which governed the family, work, personal property and trade. Since then, every country has developed its own code of law over hundreds or thousands of years. Let's move on. Can someone tell me who makes laws?

Student 4 Governments make laws, don't they?

Lecturer That's right, in most modern societies, governments make laws and the police and judges enforce them. In some countries, juries, made up of members of the public, decide whether an accused person is innocent or guilty. In most systems, there are three main types of law. Firstly, the one that people know most about: criminal law, which deals with murder and other acts of violence and crimes against property, such as theft. The second type is civil law, which deals with a wide range of actions from arguments between neighbours to the behaviour of large companies. And can anyone tell me what the third type of law is?

Student 5 Is it personal law?

Lecturer Not quite, it's family law, which is concerned mainly with family relationships: marriage, adoption and the welfare of children.
As I am sure you are aware, the law affects every area of people's daily lives, from driving their cars to paying tax. But to work effectively laws must be backed by penalties and punishments imposed by courts. So, for example, individuals who have committed murder or theft are sent to prison. But what would be a typical punishment for someone who had done something less serious, say someone who has damaged their neighbour's property?

Student 6 They usually have to pay a fine, don't they?

Lecturer Yes, that's right. Okay, my final question is this: why is it so important to have laws?

Student 7 More people would behave badly if we didn't have laws, wouldn't they?

Lecturer That's right. The simple truth is this: without laws there would be chaos.

Unit 2

2.1

a
A Are they from Spain?
B No, they're from **Ireland**.

b
A Are they on holiday in America?
B No, they **live** in America.

c
A Have you ever lived in Ireland?
B No, but I've **visited** Ireland.

d
A Did it start in 1940?
B No, it **started** in 1936.

2.2

I was born in the south of England and that's where I resided for the first twelve years of my life. I attended the local school and had many friends. I really liked sports of all kinds, and was especially keen on swimming.
Then, one day I came home from school and went into the kitchen to get myself a drink. I can remember it very clearly. It was warm and sunny and I'd had a strenuous day at school. My parents were in the kitchen, engaged in deep conversation. I couldn't hear what they were saying. I remember thinking they sounded quite animated, but I didn't think too much about it. I got my drink and was about to go into the garden to take a breather, but my Dad said "Hang on a minute. We've got some news for you. You'd better sit down."
I sat down rather nervously, I couldn't imagine what my Dad was going to say. "I've been offered a job in Perth in Australia and I've decided to take it. It's for three years, but if we like Australia, we may decide to stay."
I couldn't believe it. Australia! I'd seen films and television programmes set in Australia and I'd always wanted to go there for a holiday. But to go for three years! That was fantastic. I'll never forget that day.
We left two months later and arrived in Perth after a long and arduous flight. The house we were renting was a single-storey building about 500 metres from the beach. The first thing that struck me was how much open space there was around the house. And the weather. Of course I went swimming every day – sometimes spent the whole day at the beach. The local children were very welcoming and by the time I started school, I'd made lots of friends. I actually did better at school than I had done in England.
That was six years ago. I'm in my first semester at university now – I'm training to be a doctor. We never went back to England to live, though we have been for holidays. I just love everything about life in Australia, but of course I'm still English and I keep in regular touch with all my English friends.

Unit 3

3.1

The modern world has given us many advantages. We have roofs over our heads, food on our tables, clean water to drink, access to medical help and many other privileges we take for granted. But how would we cope if we didn't have these blessings? What would we do if we lost our security to famine, drought or war? At this very moment there are people living all over the world who don't have anyone to depend on when their crops fail, when rivers dry up or when disaster strikes. Currently over 20% of the world's population have no reliable access to clean water, over 30% of the world's population struggle for food, and over 40% of the world's population have little or no access to medical aid.
We, the members of Help the Human, believe this is unacceptable. With your help things can change. For just KWD 3 you could help feed a family of four for a week. For KWD 5 you could pay for a child's vaccinations, protecting them from fatal disease throughout their childhood. For KWD 10 you could help us install a fresh water supply in a village. KWD 15 provides a month's training for a community nurse, who helps to look after and educate people in her community. KWD 200 pays for a field ambulance, with which we can reach those most in need. These amounts of money are miniscule when compared to the joy and happiness you can bring to people in need.
For the cost of a cup of coffee you could save a life.
For the cost of a DVD you can feed a family for a month.
For the cost of a short taxi ride you can provide a village with fresh water.
Any donation you can give will be greatly appreciated.
If you would like to receive an information pack about how you can assist Help the Human, through fundraising days, sponsored runs and other charity events, then please, log onto our website.

Unit 4

4.1

The **wea**ther's **cold** to**day**.
He **does**n't **like** the **rain**.

4.2

a I'm **feel**ing **warm**er **now**.
b They're **cut**ting **down** that **tree**.
c **Rain** can **da**mage **crops**.
d The **cli**mate's **be**tter **here**.
e **What**'s the **wea**ther **like**?
f It's **cool** ag**ain** to**day**.

Unit 5

5.1

Jim: There's no doubt about it – the world's got to do something about the crises of waste management.
Helena: You're right, it's getting worse every year.
Oliver: I wish people would take the problem more seriously.
Helena: Some countries take it very seriously. Austria, for example, recycles nearly 40% of its waste.
Jim: That's still not even half.
Oliver: No, but it's more than most countries, where they simply bury most of their rubbish.
Helena: What does your family do about recycling?
Jim: We take all our waste glass and paper to special collection points.
Oliver: In our family we recycle all our paper and old clothes. We have masses of paper every week – newspapers, magazines, old letters – it's incredible.
Helena: We do that in our family. But what about plastic? I wish we could recycle plastic more easily.
Jim: It is possible to recycle plastic – but not everywhere has the equipment to reprocess it.
Helena: There are places where they recycle almost everything, you know, car batteries, fridges, wood, clothes and shoes, children's toys, books. That's fantastic!
Oliver: I wish every country had a system like that.
Helena: The problem is that recycling can be prohibitively expensive. It just isn't worth recycling some things.
Jim: That's true – but there are two problems here: the earth is running out of resources and we're running out of places to bury all our waste.
Oliver: In some countries they burn their rubbish, but I don't think that's the answer. I mean burning gets rid of the rubbish, but it also pollutes the atmosphere.
Helena: And what about green waste?
Jim: What do you mean "green waste"?
Helena: You know, anything that has grown in the ground – grass, trees, leaves and plants.
Oliver: Those kinds of things are often recycled anyway. People have always burned wood for heat or to cook with, and the other green things are often used to help new plants grow – that's real recycling.
Jim: I wish I was in charge of our country– I'd pass a law to make it a criminal offence not to recycle 100% of household rubbish.
Oliver: I concur, but it's not households that produce the most rubbish. Supermarkets sell far too many things with several layers of plastic or cardboard packaging. I wish they wouldn't do that.

Unit 6

6.1

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

Unit 7

7.1

As part of the research I'm doing for a magazine commentary I'm writing about the lives of the elderly, I've travelled all over the world and talked to some incredible people.
I started in Mexico where I met the world's oldest married couple, Alberto and his wife Maria Lopez-Garcia. Alberto, a centenarian, is 100 and Maria is 99 years old. They have been married for eighty-six years, and have three sons and three daughters with the oldest eighty-one years old. They even have a granddaughter who is herself a grandmother. Alberto married Maria at the age of thirteen. One of their sons told me that his parents had spent every day of their lives together since the day they got married. He said they had always had a good social life and had kept in regular touch with their family, friends and neighbours. I asked their son what the secret of their long life was. He said he was not sure, but suggested that it might be their very simple way of life. Apparently they eat corn and soup for every meal. He added that they had both been involved in farming for most of their lives. In other words they had had regular exercise.
After that, I travelled to the south of India, where I met Sunil Narayanan who is 102 years old. Even now Sunil still works for six hours every day in the family shop. It's not onerous work – just a little lifting and carrying. But most importantly, it keeps him busy and gives him a chance to talk to lots of people. He knows his customers' names and says they are all close friends. Sunil told me that he had got married when he was 12 years old. I asked him whether he remembered his wedding day. He described in detail what he and his bride had worn that day and told me that after they were married they had both gone back to school to finish their studies. Sunil said that he had spent most of his life working as a fisherman. I asked him if he had enjoyed his long life – he said with a smile that he'd enjoyed every single day of it and hoped that he'd live for another 102 years.
Finally, I went to China where I met the hundred-year-old May Chin. She told me that her husband had died twenty years ago, but said she was never lonely as she had 110 children, grandchildren and great grandchildren. Mrs Chin said she had never done paid work, but she was a compassionate woman and had spent all her life looking after the younger and older members of her family. She said she still gets up every morning at six o'clock and cycles to the nearby village to buy food for the day.

7.2

a One of their sons told me that his parents had spent every day of their lives together...
b He said they had always had a good social life and had kept in regular touch with their family, friends and neighbours.
c He said he was not sure, but suggested that ...
d He added that they had both been involved in farming for most of their lives.
e Sunil said that he had spent most of his life working as a fisherman.
f He said he had enjoyed every single day of his life.
g Mrs Chin said she had never done paid work.

7.3

a I asked their son what the secret of their long life was.
b I asked him whether he remembered his wedding day.
c I asked him if he had enjoyed his long life.
d I asked her where she cycled to.
e I asked them who they were friends with.
f I asked her which she preferred, the past or the present.

Unit 8

8.1

A Did you enjoy the concert? [rise]
B Which concert? [fall]
A The school concert.[fall]
B I didn't go. [fall]

Unit 9

9.1

1

A That's a beautiful bike, where did you buy it?
B I had it custom-made for me by an engineer who lives near here.
A I should think that was expensive.
B Not particularly, in fact not much more expensive than a good bike from a sports shop.
A Really? And when you say you "had it made", what do you mean?
B Well, I went to the engineer's workshop and told him exactly what I wanted, which was a very light bike with a strong frame.
A And you can't do that with a shop-bought bike, can you?
B No, that's right – that's because they're mass-produced. You see, my bike is unique – no one else has got one like it.

2

A Can you give me a lift to the airport tomorrow?
B No, sorry I can't – I'm having the car repaired tomorrow.
A Where do you take it to?
B The little garage round the corner. They're very good and not too expensive.
A My father always used to repair his own car. He was a very good mechanic.
B Things have changed now – car engines are much more complicated than they used to be. For instance, my car engine's controlled by a computer processor – if anything goes wrong I have to have it fixed by an expert.
A In the old days everyone used to do their own car repairs – it wasn't only my father.

3

A Read this new magazine Dad – I think you'll like it.
B It's very good. Who made it?
A Me and my friends.
B It looks really good.
A Thanks – it's all our own ideas. We all investigate the stories, write the articles and design the layout.
B Where did you have it put together?
A We did it all ourselves on our home computer. It took over two months to write and edit it. We could have had it printed professionally but it's much cheaper to do it this way, and you get complete control of how it looks.

9.2

a I had the bike made specially for me by an engineer who lives near here.
b I'm having the car repaired tomorrow.
c My father always used to repair his own car.
d If the engine goes wrong, I have to have it fixed by an expert.
e Where did you have it put together?
f We all investigate the stories, write the articles and design the layout.

Unit 10

10.1

Questioner How long did the climb take?
Answer 1 Four days **(Sure)**
Questioner How many years before this had he climbed Mount McKinley?
Answer 2 Five **(Unsure)**
Questioner What year did he reach the top of Mount Everest?
Answer 3 2003 **(Sure)**
Questioner How many attempts did he have at climbing Everest?
Answer 4 Two **(Unsure)**
Questioner Reaching the top of Aconcagua meant he had joined an elite club. How many mountains did he have to climb?
Answer 5 Seven **(Unsure)**

10.2

1 What was the weather like on Mount Everest?
2 What was one of Zed Al Refai's aims in climbing the seven summits?
3 What is Zed Al Refai's nickname?
4 What European mountain did he climb after Aconcagua?
5 What did he do in Pakistan?

Unit 11

11.1

Interview 1

Interviewer What do you think of space travel? Do you think it's a good idea or not?
Speaker 1 I think it's very exciting and I really admire the scientists who design the spacecraft and execute the missions. I know that it can be very costly, but it is so important to push scientific boundaries. If we explore Mars and other planets, we will discover interesting information about our own planet. I find the concept of space travel endlessly fascinating.
Interviewer What made you so interested in space travel?
Speaker 1 I visited the Scientific Center in Kuwait two years ago and we were able to speak with astronauts on the International Space Station. Establishing contact with them was one of the most awe-inspiring moments of my life!
Interviewer Thank you very much.

Interview 2

Interviewer Can I ask you what you think of space travel? Are you for it or against it?
Speaker 2 I'm completely against it! I think it's an abhorrent waste of money and I don't understand why they are doing it. What is it for? Do they think that when there are too many people on Earth, we can all move to the Moon or Mars? If I were in charge, I'd discontinue all space travel immediately.
Interviewer But maybe there is sentient life on other planets.
Speaker 2 In my opinion it is obvious humans are the only living beings in the universe. If there had been life on Mars, we would have found it.
Interviewer Thank you very much.

Interview 3

Interviewer Can I ask you what you think of space travel? Are you in favour of it or not?
Speaker 3 I think all kinds of exploration are important. Human beings are inherently curious. We want to explore everything in our Universe. If intrepid explorers in the past hadn't set sail in their boats, they wouldn't have discovered other civilisations. The world would be a very different place today. Science and exploration can either move forward and help man to progress or stand still, which will be to the detriment of technological advances.
Interviewer But space exploration is so expensive. We could use the money to end poverty in the world, or to feed the hungry.
Speaker 3 I agree we should try to end poverty, but not by halting space exploration. If we had stopped space exploration in 1960, men wouldn't have walked on the Moon. Thousands of beneficial innovations have evolved from the work of space scientists, particularly in digital technology, food production, medicine and alternative energy technology.
Interviewer Thank you very much.

Unit 12

12.1

a

A I can do mental calculations really quickly.
B Can you? (Interested)

b

A Ali's very good at doing calculations in his head.
B Is he? (Not interested)

c

A I'm learning to play the violin.
B Great! (Not interested)

d

A My sister's competing in next year's Olympic Games.
B Brilliant! (Interested)

e

A I love traditional music.
B Do you? (Interested)

f

A I'm going to a concert tonight.
B Are you? (Not interested)

12.2

a

A I can do mental calculations really quickly.

b

A Ali's very good at doing calculations in his head.

c

A I'm learning to play the violin.

d

A My sister's competing in next year's Olympic Games.

e

A I love traditional music.

f

A I'm going to a concert tonight.

Project 4

P4.1

Chair: Welcome to this week's balloon debate. You know what the situation is, so I'll introduce the four speakers in turn. Each person will speak for about half a minute. You will have to decide who should be allowed to reach the island of Literock. The first speaker is the teacher.

Teacher: Okay, let me tell you why I should be allowed to reach Literock. As far as we know, most of the islanders are homeless. They will need time to rebuild their houses and their communities, but they won't be able to do this if they have to take care of their children all the time. So, what they need most of all is a qualified teacher to look after their children during the day, and teach some of the practical skills they will need in the future – like cooking, farming, building. Then in the evenings, I could run classes for parents who need to learn new skills.

Chair: Next we have the doctor.

Doctor: Let me tell you a little about myself. As a doctor, I have experience of dealing with the kind of situation the people of Literock are in. I spent nearly a year working in a village in Pakistan that had been hit by an earthquake. In situations like this people need a qualified doctor to treat any physical and mental problems they have. We know there have been no deaths on the island, but we do not know how serious people's injuries are, or whether diseases are spreading among the population. Until people are fit and healthy again, they cannot get on with rebuilding their lives.

Chair: Now it's the engineer's turn.

Engineer: It seems to me that it's quite obvious why the people of Literock need an engineer more than any other profession. From reports we know that all the buildings and other structures on the island have been destroyed or damaged by the hurricane. Power lines are down and will need replacing and the water supply will have to be repaired. These are very basic problems which need to be dealt with before life can even begin to get back to normal. Most of the islanders are farmers who have no skills. They need an expert like me if they want to rebuild their lives on Literock.

Chair: Thank you. Our last speaker is the economist.

Economist: I am an economist who specialises in agriculture. For the last two years I have been working in a very poor part of southern Africa, advising government departments and farmers about how to get the best out of their land. Most of the agricultural land on Literock has been seriously damaged by the hurricane and this year's crops have all been lost. The people of the island are poor and cannot afford to import food from other countries – they depend on local farms for their food supply. If they do not have enough food, the people will have to leave the island or starve. I can offer practical agricultural and financial advice which will enable the islanders to stay on the island and get back on their feet.

Chair: Thank you all very much. Now it's up to you the audience to decide who you think will be most useful to the people of Literock.

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 they will listen to the text again. Read each question clearly. At this stage, students should not write anything.
3 Ask the students to listen again while you read the text a second time.
4 Read out each question, pausing after each one for the students to write their answers. If necessary, repeat the questions.

Module 1

1 Listen carefully.

Interviewer: Tonight I am hosting Mayor Johnson who is going to tell us about the new codes of law that he has adopted for this year. Welcome Mr Mayor.
Mayor: Thank you.
Interviewer: Mr Mayor, could you please tell our listeners a little bit more about the new speeding law that you are going to enforce this year?
Mayor: Sure. But before I begin, I would like to note to the listeners and to all citizens that these new principles are in favour of our citizens and for their welfare.
Interviewer: Of course.
Mayor: First, I have set a law against fast driving especially in residential areas. All those who go beyond the new speed limit will be forced to pay a penalty.
Interviewer: That is good. Speeding drivers have always caused a lot of accidents and have risked the lives of many innocent people.
Mayor: Exactly. I consider speed driving as dangerous as any other act of violence. Speeding drivers are as guilty as thieves or criminals. They are risking their own lives and the lives of others.
Interviewer: Yes. What about social issues such as migration from the state. Have you taken any action to solve such issues?
Mayor: Of course. I have spoken to the president and together we are going to look closely at the various factors that necessitate people to migrate and work on finding a solution to them.
Interviewer: Wish you all the luck Mr Mayor and thank you for your time.
Mayor: It has been a pleasure. Thank you.

2 Now answer these questions.
1 Who did the interviewer host?
2 How will speed drivers be punished?
3 Discuss why speed driving is dangerous for the driver and others.
4 What social issues did the mayor talk about?
5 How did Johnson feel about the interview?

3 Check all your answers with a partner.

Key

1 Mayor Johnson
2 Speeding drivers will be forced to pay a penalty.
3 It risks the lives of both the car's passengers and the people on the streets.
4 Migration from the state
5 He was pleased to do this interview.

Module 2

1 Listen carefully.

To whom it may concern,
I am writing this letter in response to the latest issue of your magazine in which you asked readers to share with you some ideas for saving the planet. My name is Ahmed and I come from Kuwait.
As you have mentioned in your previous issue, everybody should bear responsibility in keeping the Earth a safer environment. For example, we should have special collection points in every neighbourhood so that we could keep our household waste for recycling instead of sending it to landfills. Also we could make use of our gardens. Grass, twigs and leaves are a valuable source of nutrients which could be turned into compost. In my country, the government has come up with a solution to the issue of waste. It has assigned a committee for holding a waste management conference. The committee's administration have listened to the ideas of various leading industry companies which showcased their waste and recycling machinery and services.
Deforestation is another problem that our environment is suffering from. Trees are being cut down in an increasingly careless way. This has negative effects on the air and on the soil because floods wash away the nutrients in the soil and the rate of oxygen that the trees' leaves release into the atmosphere decreases. Deforestation makes the land arid. This is known as desertification.
Waste management, deforestation and desertification are only a few examples of environmental threats that we are coming up against today. It is our responsibility as citizens to keep up with the most recent ways and inventions to overcome these threats.
Thank you,
Ahmed

2 Now answer these questions.
1 Who is the writer of the letter?
2 Why did he write this letter?
3 Name the environmental problems that the writer mentioned in his letter?
4 Did he offer solutions to the problems? If yes, what are they?
5 How does deforestation affect the environment?

3 Check all your answers with a partner.

Key

1 A Kuwaiti citizen named Ahmed
2 In response to the editor's call for solutions about environmental problems in the previous issue.
3 Waste management, deforestation and desertification.
4 Yes, recycling, planting more trees, stopping animals from grazing in cultivated areas.
5 It makes the soil weak and increases pollution.

Module 3

1 Listen carefully

Welcome to Healthy Tips For A Vigorous Lifestyle!

My name is Faisal and I started this health blog to give you tips to become healthier. Here you will find many commentaries regarding weight loss, healthy food choices, fitness and more. Many health tips are short and to the point because I believe that changing yourself through small steps at a time will make it advantageous for you to succeed in your long-term health goals.

Health tip 1 Get active!
It is imperative to walk for half an hour daily, especially for elderly people. Walking activates the cardiovascular muscles and helps you do away with the extra fat in your body. Instead of driving to work or to school, walk to school or to work if you live nearby. If not, you can always cycle instead.

Health tip 2 Eat well - be well!
A healthy balanced diet contains a variety of types of food. Instead of chocolate and fatty snacks which may cause fatal diseases, you may have other healthier snacks such as almonds. In spite of the high percentage of fat found in almonds, these nuts are high in protein, fibre, calcium, magnesium, potassium, vitamin E, and other antioxidants which help prevent osteoporosis and regulate blood pressure.

Health tip 3 Relax!
Studies have shown that stress and lack of sleep are integral reasons for various ailments. After long hours of hard work, make sure to make up for the sleeping hours that you have missed. Furthermore, make it your own routine to go to a tranquil place to relax away from all the hustle and bustle.
Better lifestyle habits can help you reduce your risk of a heart attack. Visit my blog again for healthier lifestyle tips in the future.

2 Now answer these questions
1 Why did Faisal write on his blog?
2 What kinds of commentaries can you read in Faisal's blog?
3 Name the health tips that Faisal mentioned.
4 Add at least 2 health tips to Faisal's blog.
5 How does relaxation benefit your health?

3 Check all your answers with a partner.

Key

1 to give us tips to become healthier
2 weight loss, healthy food choices, fitness and more.
3 Get active, eat well – be well, relax.
4 Students' own answers
5 It reduces stress which causes lots of fatal diseases.

Module 4

1 Listen carefully.
Once upon a time there was a middle-aged man, Robert, who lived in a remote cottage in the countryside. He had retired to the country three years before in order to recover from his illness. One day while Robert was in the park watching birds with his binoculars, he heard a loud cry. He walked towards the source of the sound. To his surprise, he found a small boy in the lake caught in the broken ice. Since Robert had osteoporosis, it was perilous for him to dive into the freezing water. He said to himself "If I don't assist the boy now he might die of hypothermia." Without a second thought, Robert took off his coat, jumped into the lake and swam towards the boy. After a gruelling struggle, Robert managed to save the boy and swim back safely to the bank. When they reached the bank, the boy was unconscious. The hospital was far from the park, but Robert was a strong-willed man. He wrapped the boy in his coat and carried him to the hospital. At the hospital the doctors took care of the little boy who finally came around. The doctors also took care of Robert because he was very fatigued and his extremities were frost bitten. Two days later, both Robert and the little boy came out of hospital.

2 Now answer these questions
1 Where does the accident take place?
2 What was Robert doing when he heard the cry?
3 Why was it dangerous for Robert to jump into the freezing water?
4 How was the boy when Robert saved him?
5 What happened in the hospital?

3 Check all your answers with a partner.

Key

1 At the park
2 He was watching the birds with his binoculars.
3 He had osteoporosis.
4 He was unconscious.
5 The doctors took care of Robert and the boy.

Extra Material

A talk show

1 Dr Ali is discussing environmental protection on a TV talk show. Listen to the TV show.

Host: Hello and welcome to Wide Wide World, the talk show unafraid to ask those difficult questions. Today, we're talking to Dr Ali, a prominent ecologist, about environmental change and the challenges it poses. Dr Ali, thanks for joining us.
Dr Ali: It's a pleasure to be here.
Host: So, Dr Ali. What are the main ecological challenges facing the world today?
Dr Ali: Well the main one, which I'm sure we are all aware of, is global warming.
Host: You're right, I think we have all heard of it, but what exactly does it mean?
Dr Ali: Global warming is when the temperature of the earth, as a whole, increases. It might sound positive, as I'm sure many people would be happy to see more hot weather, but in fact it's an extremely dangerous phenomenon.
Host: How so?
Dr Ali: Well, putting it simply, global warming means that many natural systems don't work as they ought to. It's not as simple as saying the world gets hotter; so people need to get used to heat. Global warming effects weather systems in ways most people can't envision. Weather doesn't simply become hotter; it becomes more unpredictable. If global warming continues, we'll see more droughts, more storms; in essence nature will become more threatening to us.
Host: That sounds awful. How does it affect other species?
Dr Ali: Well, I said earlier that global warming is the main challenge facing the world, and this is especially true when we look at the animal kingdom. What we might think of as small changes in temperature, movements of about 1 or 2 degrees, actually have monumental effects on eco-systems across the globe. So global warming isn't a localised issue; like deforestation or wildfires, it affects the whole planet.
Host: Can you give us any specific animals that are under threat?
Dr Ali: Hmm. I suppose one of the most enduring images I can give you is the polar bear. Everyone is familiar with the polar bear, if only from TV, but this amazing animal is really in danger right now. The bear's habitat, the ice of the arctic, is disappearing as a result of global warming. If something isn't done soon we could well become the last generation to see this white wonder in the wild.
Host: That's terrible. Is there anything our viewers at home can do to help?
Dr Ali: Everyone at home can make small changes to their lives which will have a significant impact. Just turning lights off when not in the room, not leaving the TV on standby, getting the bus instead of taking the car; all these kinds of changing help us to conserve energy, and as energy production is a major cause of global warming, it really helps.
Host: OK, that sounds reasonable. Anything else?
Dr Ali: Also, I'd encourage anyone who is really enthusiastic about these issues to become involved in ecological projects, and to write letters to papers, radio stations, even MPs, raising awareness of the issue. The more people who know about the problems the more chance we have of overcoming the potential problems.
Host: I'm afraid that's all we have time for. Thanks for joining us today Dr Ali.
Dr Ali: My pleasure.

2 Are the following statements True or False? Justify your answers.
1 Dr Ali is a prominent economist.
2 Wildfires affect the whole world.
3 Large changes in temperature cause small changes to the planet.
4 Energy production is a major contributor to global warming.
5 The polar bear is affected by global warming because it prefers the cold.

3 Check your answers with a partner.

Key

1 False: Dr Ali is a prominent ecologist.
2 False: Wildfires tend to affect the local area (although the destruction of trees does contribute to global warming.)
3 False: Small changes in temperature cause massive changes to the planet.
4 True. Energy conservation would be helpful for people to reduce global warming.
5 False: The polar bear is affected by global warming because its habitat is disappearing.

4 Now, answer the following questions in pairs. Then check your answers.
1 Do you think it's worth making small changes in your life to help prevent global warming? What if you're the only person who changes your lifestyle?
2 Why is global warming one of the most important ecological problems?
3 Why might the name 'global warming' confuse some people?

Key

(Suggested answers)
1 It is worth making changes for several reasons. Firstly, the changes involved are very minor, so aren't a big sacrifice to make. It will also save you money to follow Dr Ali's advice. The fact other people don't change their lifestyles doesn't mean you shouldn't. If one person changes his habits others will soon follow suit. Besides, other people's inaction is no excuse for our own.
2 Global warming is one of the most important problems because it affects the whole world, not just a single area. Unlike some ecological issues, global warming is a problem for every single person alive today.
3 Global warming might confuse some people because it doesn't actually mean the world is simply going to become hotter. Whilst this will happen it will also mean that weather becomes more unpredictable and dangerous as a result.

5 Write a brief presentation about global warming, the dangers it poses and what people can do to help solve the problem. You should write your presentation in note form, as if you were going to present to a large group.

A Man at the Mechanic's

1 Listen to the conversation between a mechanic and a car owner.
Car owner: Hello, is there any chance you can take a look at my car for me?
Mechanic: Hmm, I'm quite busy today. What's wrong with it?
Car owner: I'm pretty sure that there is something wrong in the engine; it's been making a squeaking noise and stalling.
Mechanic: Hmm, that sounds like it could be serious. Have you put oil in it lately? Sometimes a lack of oil makes the engine malfunction.
Car Owner: Yes, I check the oil level every month. I've had a quick look at the engine, but obviously I'm an amateur when it comes to car maintenance.
Mechanic: Yeah, of course. It sounds like you need it looking at, but until someone gets under the hood we won't really know what the problem is.
Car Owner: I understand that. That's why I brought it here. I really need it fixed ASAP.
Mechanic: OK, well, like I said I'm pretty busy. Tell you what, how about you bring it back this afternoon and we'll see what's wrong with it?
Car owner: Is there no chance you could look at it now? I really don't feel good about driving it at the moment.
Mechanic: I see your point, but I already have other customers' cars waiting. What if one of the lads gives you a lift to wherever you need to go, and we give you a call when we're done?
Car Owner: OK, that sounds good. How will I get back here though?
Mechanic: Can someone from your work not give you a lift?

Car Owner: Hmm, maybe. If not I'll get a taxi over.
Mechanic: Well, thinking about it there's no need for you to come back if the car's not ready. Why don't you leave us your number and we'll call you when your car is ready?
Car Owner: That makes more sense. My number is 00555 792882. Anything else you need?
Mechanic: Well if you can fill in these forms and then just leave us your keys.
Car Owner: Sure thing. Here are my keys.
Mechanic: OK, thanks a lot. We'll give you a call before we do any work on the car so you know how much it will cost.
Car Owner: Thanks, I appreciate it.

2 Are the following statements True or False?
1 The mechanic is too busy to look at the car till tomorrow.
2 The man knows what is wrong with his car.
3 The man will get a taxi back to the garage.
4 The mechanic doesn't know how much it will cost to fix the car.
5 The mechanic is going to drive the man to work.

3 Now check your answers with a partner.

Key
1 False: The mechanic is busy, but will look at the car in the afternoon.
2 False: The man thinks he knows what is wrong with the car, but he could be wrong.
3 False: The man will only get a taxi if one of his work colleagues can't give him a lift.
4 True. The mechanic will call the man to tell him how much it will cost.
5 False: One of the mechanics employees will drive the man to work.

4 Answer these questions with a partner, then check your answers.
1 Who is the mechanic referring to when he says 'one of the lads'?
2 What is meant by the term 'under the hood'?
3 What does the car owner mean when he says 'I'm an amateur when it comes to car maintenance'? What is the comment intended to do?

Key
1 The mechanic is referring to the other men who work with him at the garage, presumably his employees. 'One of the lads' is a phrase denoting familiarity or group belonging.
2 'Under the hood' refers to the engine, which is situated under the hood of the car. However, in this context it also implies the whole of the car. The mechanic means that until someone begins working on the car there is no way to discover what is wrong with it.
3 The car owner is attempting to inject some humour into the conversation. However, this is more a humorous way of saying that he isn't sure what is wrong with the car than an attempt to make the mechanic laugh. The phrase also shows that he has attempted to work out what is wrong himself, but has been forced to seek the help of a professional.

6 Imagine you and your partner are the mechanic and car owner. Roleplay the conversation in which the mechanic calls the car owner to tell him what is wrong with his car and how much it will cost. The mechanic's quote can be reasonable or unreasonable, and the car owner can accept the mechanic's offer, or take his car elsewhere. Be as creative as you like.

Workbook Answer Key

Module 1 World issues

Unit 1 The law

Reading

1
a old crimes: theft / fraud
new crimes: identity theft
b to pass on confidential information and plan crimes

2
a 1
b 3
c 2
d 5

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

4
a Identity theft
b usually nothing is actually stolen or physically damaged
c growth of computer crime
d fake charity organisation... for something worthless

5 (Suggested answers)
a Computer crime is on the increase because the number of people who use Internet websites, to buy things, to book holidays or to access their bank accounts, is growing.
b Computer crime is more difficult to solve than traditional crime because criminals are often invisible and their actions may be impossible to prove.
c (Students' own answers)

6
1 c
2 a
3 b

7 (Students' own ideas)

Language practice

1
a 3 and 6
b 5 and 7
c 1 and 8
d 2 and 4

2
a property
b court
c row
d fine

3
Across
1 increasing
3 enforce
5 civil
7 penalty

Down
2 innocent
4 broke into
6 fraud
8 invisible

4 (Suggested answers)
a Sorry, I wasn't paying attention to the speed limit.
b You aren't supposed to do that! Identity theft is a crime.
c Dogs aren't allowed into the museum. Didn't you read the sign?

5 (Suggested answers)
a She's just been shopping. She's been buying food for her family.
b She's just left the library. She's been doing research for a school project.
c They've just eaten a family meal. They've been celebrating Jameela's graduation.

6
a I haven't seen my grandparents for a long time. The last time they visited us was three weeks ago.
b My headmaster promised Fatima a scholarship last week.
c Do you know that the law prohibits people from driving without a driving licence?
d This organisation has been planning for this huge project for months.

7
a A great amount of money has been spent by our school on the renovation of our library.
b If our city builds a big house for the homeless, their numbers will decrease dramatically.
c The old system was complicated, whereas the new system is very simple.
d The police have worked hard on this case, haven't they?
e Computer-based communication is extremely fast in comparison with telephone or postal services, which are slow.

8 (Self-assessment)
a **A** have you been doing
B 've passed / have been having
b **A** Have you ever done
B have just carried out / was
c **A** Have you ever broken
B threw / happened / have never been

Writing

1
a 3
b 2
c 4
d 1

2 C

3 (Students' own ideas)

Unit 2 Migration

Reading

1
The correct definition is *travel to live in a warmer place* (*move somewhere to find work* refers to people who migrate from one country to another; *sleep during the winter* is a definition of the verb *hibernate*)

2
a The days are longer in the north in the summer – so food is more readily available.
In the south it is warmer in the winter. There is also more food.
b Two theories: animals have a compass in their head / they use the sun and stars

3
a False. They do return.
b False. Most animals migrate to find food and raise their young.
c True. Animal migration is a regular event.
d True. Animal migration happens in the same way from one generation to another.
e False. They migrate to the north in the summer.
f True. Animals which have moved to better environments have been most successful.

4
a myth
b to get through
c original
d creature
e survive
f adapt
g theory
h compass

5
a ancient civilisations
b animal migrations
c the animals
d experts
e the animals

6 b

7 (Students' own answers)

8 (Students' own ideas)

Language practice

1
1 migration
2 famine

3 migrants
4 minor
5 foreign
6 seek
7 major
8 migrated

2

a destroying
b permanent
c earnings
d disastrous
e damage
f civil

3

a mispronounce
b dissatisfied
c multinational
d review
e restored

4

1 that was thirty years ago
2 I'll never forget that day
3 the first thing I did
4 I remember feeling
5 What about your house
6 two days later

5

1 emigrated
2 arrived
3 had been
4 was
5 slept
6 resided
7 provided
8 ran
9 built
10 went
11 attended
12 was
13 all worked
14 were
15 returned
16 had loved
17 had learnt
18 made / had made

6

a I went to the doctor's this morning. I had felt ill during the night. (List B 5)
b I had dreamt of visiting China for many years. Last year I spent two months there. (List B 6)
c My sister and her husband moved into a new flat at the weekend. Before that they had lived with her husband's parents. (List B 1)
d My father retired last year. He had worked for the same company all his life. (List B 3)
e I wasn't surprised that he fell asleep at the wheel of his car. He had driven nearly 1000 kilometres without a break. (List B 2)
f He had looked for work for only two weeks. Then yesterday he was offered two jobs. (List B 4)

7

a You've never lived outside Kuwait, have you?
b Ahmed's bags were packed as soon as the news was heard.
c Mohammed shouldn't have waited for his aunt to pick him up.
d Had Fadia worked on the project all by herself?
e The migration of lots of animals is caused by deforestation.

Writing

1

C 1 A 2 B 3 I 4 G 5 D 6 E 7 J 8 F 9 H 10 K 11

2

C just after midnight
A ten minutes later
B Immediately
I When I went into their bedroom
G Our (younger brother)
D he (had not been woken)
E Next
J so we
F That's when...
H outside
K Eventually

3 (Students' own ideas)

Unit 3 Human values

Reading

1

a (Students' own answers)
b to protect and assist people in hardship and to provide their basic human needs
c (Students' own answers)

2

a 4
b 9
c 10
d 6
e 7
f 1
g 8

3 (Students' own answers)

4

officially; thereby; effectively; particularly
Sentences: Students' own ideas

5 (Students' own answer)

6

a False. The KRCS joined a pre-existing international group of societies.
b True. The KRCS performs work that would drain governmental resources. In return, the government gives the volunteers training.
c True. Their motivation is compassion and the desire to assist those in need.
d False. These are the only human needs mentioned in the article. Others might include shelter, companionship or freedom.
e False. The KRCS is supported by volunteers who raise funds and provide manpower.

7 (Students' own ideas)

Language practice

1

a **A** make sure you phone me
B If my phone's battery has power
b **A** If I weren't so busy
B you would have time for all your friends
c **A** If it's raining hard
B we won't get there in time
d **A** If you do up your tie
B I won't be able to breathe
e **A** I would go on holiday
B If a had saved enough money
f **A** if my cousins arrive early
B if you tell them to come later

2

a a crying shame
b be a crybaby
c crying wolf
d crying for the moon

3

a frail / incapable
b impulse
c compassion
d discrimination
e suffrage
f donate
g inevitable
h incapable
i attribute
j minority
k overview
l legislation
m abuse
n universal
o over the hill

4

a minority
b universal
c impulse
d frail
e inevitable
f donate

L	M	O	Q	A	L	T	C	O	Q
L	I	O	R	Z	I	P	M	E	B
U	N	I	V	E	R	S	A	L	S
I	O	F	E	E	Q	T	E	B	T
H	R	B	R	A	F	Q	Z	A	V
E	I	S	M	A	X	N	D	T	W
T	T	R	H	K	I	O	E	I	A
L	Y	T	T	O	N	L	L	V	L
O	N	B	I	A	S	R	T	E	E
A	M	Z	T	P	E	Q	O	N	F
U	K	E	S	L	U	P	M	I	G

5

a If I go to the mall today, I won't go shopping next week.
b If we don't slow down, we will crash.
c If you see my friend, tell him to call me.
d If you eat too much, you'll get fat.
e If it snows heavily, school will be cancelled for the day.
f If you don't do your homework, your teacher will be angry.

6 (Self-assessment)

a impolitely
b skilfully
c gently / peacefully
d spectacularly / dangerously
e rapidly / professionally
f compassionately / regularly

Writing

1

a **(Suggested answer)** They're hoping to get an emotive response because the kind of workers they need are compassionate people.
b (Students' own answers)

2 (Suggested answers)

a a place without humanity / feeding hungry children / lending a helping hand / protecting the lives of thousands of people / restore the smile to a child's face...
b work tirelessly / compassion / kind-hearted...
c to make a link between donating through financial support and donating one's own time

3 (Students' own answers)

Module 1 Progress test

Reading

1

1 came
2 returned
3 ✓
4 ✓
5 come
6 ✓
7 came
8 earn
9 take
10 ✓
11 send
12 earn
13 ✓
14 go

2

a False: The British population had increased. More people had come to Britain than had left.
b False: Many immigrants came to secure better paying jobs.
c False: British citizens left the UK mainly to live in countries with warmer climates and cheaper housing.

3

a 2
b 3
c 3

4

a more
b Fewer
c less
d Europe
e low-paid
f better / simple

5

a I want chocolate ice-cream instead of chocolate.
b I like football whereas my friend likes tennis.
c I'm good at maths but I'm better at English.

6

a green
b blue
c red
d black
e white

7

1 lack **of**
2 don't do enough
3 **k**new
4 ✓
5 our
6 go about
7 possible
8 **the / our** town council
9 attract
10 **be**
11 boost

8

a 2
b 4
c 5
d 1
e 3

Writing

1 (Students' own answers)

2 (Students' own answers)

Module 2 Natural world

Unit 4 The Earth at risk

Reading

1

a (Students' own answers)

2

a about 180
b to feed chickens
c to grow soya beans / to make land for cattle / to look for oil / for valuable wood

3

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

4

1 b
2 a
3 c
4 (Students' own answer)

5

a illegal
b export
c consumption
d global
e tool

6 (Students' own answers)

7 (Students' own ideas)

Language practice

1

1 increasingly
2 Consequently
3 occurring
4 have resulted
5 amount
6 alter
7 permanently
8 with the result that

2

a misheard
b redo
c undercharged
d overslept
e reuse
f cover
g damaged
h mismanaged

3

a Illegal
b vital
c consumption / devastating
d global
e economies
f displaced
g sustained

4

Across

1 atmosphere
3 frigid
5 arid

Down

2 climate
4 Desertification
6 humid

5

a The Amazon rainforest has an important effect on the climate of the world because it covers such a large area.
b The rainforest has been cut down in order to make more farmland.
c Farmers need more land so that they can grow more soya beans.
d In addition to changing the world climate, deforestation is affecting the native population of the Amazon rainforest.
e Environmentalists are doing their best to protect the Amazon rainforest.

6
a whose
b which
c when
d who
e where

Writing

2
a We are gathered here today / Let me start with / Believe it or not / Are you aware of / We are responsible for / Why don't we start by / I wish you...
b we are responsible / Why don't we...
c also / In addition / And therefore / In conclusion...

3 (Students' own answers)

Unit 5 Precious resources

Reading

1 (Students' own answer)

2 (Students' own answer)

3
a 2
b 1
c 4
d 3

4
a False. Paper can be made from various different materials.
b False. We should recycle as well as make new paper because the modern world uses so much paper.
c False. When trees are cut down for making paper, new ones are planted.
d True. About half of it is newspaper and magazines.

5
a materials
b sustainable forests
c household waste
d environment
e tonne

6
a What shows Kuwait's great interest in recycling paper is the building of recycling centres with one partnership between a company and a university.
b (Students' own answers)

7 (Suggested answers)
a ... made the first paper two thousand years ago.
b ... is one of the materials used to make paper.
c ... use the parts of trees which are used to make paper.
d ... are saved for every tonne of paper used for recycling.
e ... a powerful greenhouse gas.

8
1 c
2 b
3 b

9 (Students' own answers)

10 (Students' own ideas)

Language practice

1
a black
b blue
c red
d pink
e blue

2
a The Internet has enabled us to reach out to people all around the world.
b Environmentalists are working hard to come up with new ways of saving energy.
c If this project doesn't work, we'll just have to fall back on our original plan.
d My journey to work gets worse every day. I don't think I can put up with it for much longer.
e It's almost impossible for people to keep up with all the new developments in computer technology.
f I thought that working from home was a good idea, but I'm coming up against all kinds of practical problems.

3 (Self-assessment)
b I wish she (my sister) wouldn't / didn't spend so long talking on the phone.
c I wish I wasn't so shy about speaking in public.
d I wish / She wishes she hadn't wasted so much time on computer games.
e I wish newspapers and magazines didn't contain so many adverts.
f I wish I had listened to my teacher.

4
1 b
2 b
3 c

5
a Hussein is as good at maths as Ahmed.
b Fahad spends his free time more effectively than I do.
c A lot of homework has been given to us (by our teacher) lately.
d Our old book was less interesting than our new one.

6
1 arrived
2 has worked
3 has been
4 has never wanted
5 first arrived
6 didn't imagine
7 suffered
8 wanted
9 quickly learned
10 made

7
a have come up against / have been without
b have taken up / haven't been keeping up with
c have come up with / Have you been working on

8 (Suggested answers)
a I wish I had applied for this university.
b I would suggest recycling in order to reduce the use of landfill sites.
c I wish people would start respecting the environment.

Writing

1
a The light grey colour represents the year 1996 and the dark grey colour represents the year 1997.
b Paper was recycled the most and plastics were recycled the least.
c The year 1996 records more recycling than the year 1997. The amount of recycling has decreased.
d Paper and Other materials maintained the same level of recycling.
e **A:** Introduction
B: Key facts
C: Conclusion
D: Recommendations
f (Students' own answers)

2 (Students' own answers)

Unit 6 Under threat

Reading

1 (Students' own answers)

2 c

3
1 c
2 b
3 c
4 c
5 a

4

Type of plant	protects itself with / by
Cactus	sharp thorns
Nettle	injecting painful and irritating substances
Acacia	ants
Horse chestnut	a sticky substance
Venus flytrap	consuming insects

5 (Students' own answers)
a (Nightshade is not mentioned.)

6 (Students' own answers)

7 (Students' own ideas)

Language practice

1
a on plants
b on bushes
c on trees
d under the ground

2 (Self-assessment)
a on
b for / from
c in / on
d of

3 (Suggested answers)
b It must be the postman (at the door). He always comes at this time.
c The roads might be very busy tonight. There's an important football match in town.
d She can't have forgotten to phone me.
e It might be my friend. It looks like his car.
f She must have got good grades in her exams. She has worked very hard.
g It can't be my uncle's car. It doesn't have the same sound.
h They might be building a new school.

4
a Unlike
b despite
c but
d Although

5 (Suggested answers)
a How long have you been working on this project?
b How many books have you read by George Eliot?
c How often do you go to the library?
d How tall is your brother now?
e How much progress have you made?

6
a Plants are **continually** under attack from animals and insects. Because of this, they have developed ways of **defending** themselves and ensuring **their** survival.
b Some plants cover themselves with **a** sticky substance**.** This **helps** to prevent predators from eating them.
c Have you ever tried to pick **a** flower and found that the sharp **thorns** make it impossible**?** These thorns are part of the **plant's** sophisticated **defence** system.
d Plants have ways of protecting themselves from many different threats. Not only do cactuses have spikes to ward off enemies, they also store water to ensure their **survival** in the harsh dry conditions of the desert.

7 (Suggested answers)
a I'm calling to find out when the university entrance exam will be held.
b I don't think you should work so hard.
c Why don't you ask your brother for help?
d I'd love to stay for dinner, but I've got homework to do.

8
a 6
b 5
c 1
d 3
e 2

Writing

1

The writer of the essay is neither for nor against land reclamation.

2

In this composition, I will discuss ... / I will start by considering ... / First of all, ... / Secondly, ... / Therefore, ... / I will now move onto ... / Personally, .../ I believe ... / I think ...

3
a 8
b 2
c 7
d 1
e 4
f 5
g 9

4 (Students' own answers)

Module 2 Progress test

Reading

1
1 too
2 from
3 for
4 been
5 this
6 is
7 to
8 because
9 of
10 on
11 be
12 if

2
a True. Greenhouse gases keep the heat of the sun in.
b True. They've been using fossil fuels such as coal, gas and oil.
c False. The temperature of the Earth is increasing because more of the sun's heat is being kept in by greenhouse gases.
d False. Flooding is the result of extreme weather like high winds and heavy rain.
e False. Trees and forests consume carbon dioxide.
f True. When the ice melts, its water flows into the sea, and thus the sea level rises.
g False. Scientists want authorities to take immediate action.

3
a 4
b 1
c 3

Language practice

1
a because
b in order to
c because
d so that

2
a may be
b must have posted
c must be
d might have forgotten

3
a is located
b settled
c finished
d exported / numbered
e developed

4
a habitat
b climate
c soil
d temporary
e protect
f overcharged
g re-used
h graze
i conditions

Writing

1 (Students' own answers)

2 (Students' own answers)

Module 3 Lifestyles

Unit 7 Long Lives

Reading

1 (Students' own answers)

2 (Students' own answers)

3
Para 1 E
Para 2 G
Para 3 A
Para 4 D
Para 5 C

4
a babies
b elderly (old) people
c concentrate
d hormone levels
e deprived of

5
a True: None of the information in the text is advice. For example, the text doesn't tell you how to ensure better sleep.
b True: Several factors affect how much sleep we need.
c False: Sleep is affected by our age, our daily routine, the quality of sleep and genetic make-up.

d False: If you feel tired during the day you probably need more sleep.
e True: Many teenagers need 9 hours sleep a night.

6
a need
b gift
c knowledge
d feeling
e thought
f concentration
g cause
h alteration

7 (Students' own answers)

Language practice
1
a make up for
b compassion
c admiration
d onerous
e imperative
f geriatric

2
a Your room **is** absolutely full of rubbish. You must tidy it up before your cousin arrives.
b There is a **serious** shortage of sugar at the moment. You will have to do without it in your coffee.
c You have really offended your friend. To make up for it you **should** apologise and buy her some flowers.

3
b Boushra asked Sabika where she was going.
Sabika said / replied that they were going to visit their cousins in the next town.
c Naif asked Nawwaf if he could take him to the airport the following day.
Nawwaf asked Naif what time he had to be there.
Naif replied that his plane left at 4 o'clock in the afternoon.
d Hessa asked Noura if she had enjoyed her holiday.
Noura said that it had been very relaxing.
Hessa asked (Noura) when she had got back.
Noura replied (that she had got back) very late the previous night – their plane had been delayed.
e Faisal asked Anwar if he had seen his briefcase.
Anwar said he hadn't and asked Faisal when he had last had it.
Faisal said he had brought it home from work the previous day, and added that he hadn't seen it since.

4
b I slept for ten hours last night.
c (Please) Can I go out with my friends?
d Do you want to go swimming with me?
e I'm enjoying my new job.
f Would you like to go shopping tomorrow?

5
a I have both maths and English homework.
b Both Turki and Hamza play football.
c (Both) Turki and Hamza play both football and basketball.
d Both the maths teacher and the English teacher were pleased with my homework.

6
1 h
2 d
3 a
4 g
5 b
6 e
7 i
8 f
9 c

7 (Self-assessment)
a do without
b made up
c do up
d make up for
e do away with

Writing
1
A Exercise you'll enjoy - 2
B Enjoy your food and stay healthy - 3
C Thinking is good for you -1

2 (Students' own answers)

Unit 8 Town and country

Reading
1
a 7
b 5
c 1
d 8
e 4
f 2

2
a To establish Kuwait as a commercial hub and to provide housing and jobs
b To ensure their happiness, people will always be near water or greenery
c It is 1001 metres tall / 200 storeys / houses seven 'vertical villages'.

3
a residential
b financial
c amenities
d habitation
e innovative
f crown jewel

4
a 3
b 1
c 2
d 1

5 (Students' own answers)

6 (Students' own ideas)

Language practice
1
1 far and wide
2 metropolis
3 hustle and bustle
4 densely
5 disturbance
6 spot
7 tranquil
8 bumped into

2
a pick and choose
b chalk and cheese
c odds and ends
d trial and error
e nearest and dearest

3
a The city, **which** is very **polluted**, is home to over 250,000.
b The park, **where** I play football, is **famous** throughout the country.
c The actor, **who** I went to school with, obviously gained great **enjoyment** from his profession.
d I'll always **remember** the day **when** I started school.

4 (Suggested answers)
a I'll miss you. Keep in touch.
b I don't think this house is suitable for me.
c This isn't the colour I asked for.

5
a In comparison with / Whereas
b instead of / However

6
b/1 Kuwait City is the largest city in Kuwait, but Silk City will be almost as big.
c/4 Kuwait City has a population of about 150,000, whereas Silk City will have a population of 750,000.
d/2 Many cities mix financial, business and residential areas, while Silk City will separate these sectors.
e/6 Kuwait City was established in the eighteenth century, in comparison with Silk City, which is going to be built in the 21st century.
f/3 The Burj Mubarak Al Kabir will dominate the skyline of Silk City like the Kuwait Towers, which tower above Kuwait City.

7 (Suggested answers)
b No sooner had I finished my dinner than the doorbell rang.
As soon as I had finished my dinner, the doorbell rang.
c Little did I expect to see my friend at the library.
I little expected to see my friend at the library.
d Rarely have I been so excited as when my team won.
I have rarely been as excited as when my team won.

Writing

1

Description A Picture 2
Description B Picture 3
Description C Picture 1

2

A

Descriptions of location	is located in a village two kilometres from the sea
Adjectives to describe building and garden	architect-designed / tiled / shady / colourful / well looked after / luxurious
Nouns for parts of building	storeys / roofs / ground floor / first floor / garden / swimming pool
Nouns for natural features	garden

B

Descriptions of location	is situated on the outskirts of a medium-sized town
Adjectives to describe building and garden	two-storey / modern / medium-sized / large / flat
Nouns for parts of building	garden / roof / balconies / windows /
Nouns for natural features	garden / lawn / trees / shrubs / hedges

C

Descriptions of location	is located in a residential area in the suburbs of a large city
Adjectives to describe building and garden	two-storey / modern / residential / large / small / low / quiet / flat / bright yellow
Nouns for parts of building	garden / wall / roof
Nouns for natural features	garden / trees / shrubs

3 (Students' own answers)

Unit 9 New ways and old

Reading

1 (Students' own answers)

2

a 10
b 2
c 11
d 5
e 8
f 9
g 6
h 4
i 7

3

a 3
b 2
c 1

4 (Students' own answers)

5 (Students' own ideas)

Language practice

1

Across

2 biography
3 middle
5 housewife
6 mass produced

Down

1 civil servant
4 unique

2

a to toe the line
b below par
c calls the shots
d just not cricket

3

a have it repaired
b had it built
c have them serviced
d had it taken / done

4

1 compared to when I was a lad
2 for one
3 Wow!
4 if you wanted to see your friends
5 and most people didn't have a telephone
6 people have less respect these days
7 I didn't mean you

5

a used to earn
b used to have
c used to eat
d used to have

6

a I **made** two mistakes in the last quiz
b Next week, I **will get up / am going to get up** at 7:30 every morning.
c Please don't call around 6:00 tomorrow evening because we **will be visiting** our grandparents.
d He **has lived / has been living** alone since his parents died.
e Our daughter, who is 22 years old, hasn't graduated from school yet.

7 (Self-assessment)

a calligraphy / traditional
b Exhibitions / director
c Craftsmen / pottery
d artists / contemporary

Writing

1 The purpose of the other recommendations at the end is to suggest alternative books that may interest the reader if they liked *The Pearl*.

2

a (suggested answer):
positive: moral story, great tension, suspense and flair, wonderful illustration
negative: not told in an especially realistic way, lack of realism

b Paragraph 1: Introductory information about the author
Paragraph 2: The origin of the story, *The Pearl*
Paragraphs 3-4: Summary of the plot of the story
Paragraph 5: Conclusion, including reviewer's opinion of *The Pearl*

c Generally positive, but with a few minor negative remarks. (See answer to **a** above.)

3 (Students' own answers)

Module 3 Progress test

Reading

1

1 my
2 from
3 to
4 was
5 got
6 Of
7 can
8 has
9 me
10 so
11 used
12 but

2

a on a farm in the country, in the middle of nowhere
b ten kilometres
c to go to university
d His new life was exciting, challenging, and very varied. He got to know a lot of new people and went to more places.
e It can be stressful (noise, traffic, crowds of people).

3

a 1
b 1
c 2

Language practice

1

a I asked him what his name was.
He said it was Sabeeh.
b I asked him where he lived.
He said he lived in the city centre.
c I asked him where he had lived before that.
He said he had lived in the country.
d I asked him if / whether he had enjoyed living there.
He said he had / he'd enjoyed it / living there most of the time.
e I asked him if / whether he was married.
He said he wasn't (married) yet, but that he was getting married next / the following month.
f I asked him what his job was.
He said he was a teacher.
g I asked him if / whether he worked in a school.
He said he didn't. / He said he worked in a university.
h I asked him what subject he taught.
He said he taught economics.

2

a Seldom do tourists visit this old city.
b So poorly was I treated that I left in disgust.
c Scarcely could I believe my eyes / what was happening.
d Never have I been so sure of something.

3

b No, he had it taken out.
c No, they're going to have it built.
d No, I had it put up.
e No, I'll / we'll have them cut down.
f No, I had it cleaned.

4 (Suggested answers)

a Can I help you at all?
b Excuse me. When does the next train leave, please?
c You should take a break. You look exhausted.
d Excuse me. Could you tell me how to get to the city centre, please?

5

a do it up
b make up
c do away with
d made
e splash
f do
g quiet
h tune
i wide

6

	✗	✓
a	evens	odds
b	whistle	bustle
c	do within it	do without it
d	piece	peace

7

b If we practise every day, we will blow the competition away.
c I'm so busy during the tourist season I can barely keep my head above water.
d During the first week of your new job, just try to learn the ropes.
e He blamed me even though he broke the lamp. It's just not cricket.

8

a 3
b 1
c 2
d 5
e 4

Writing

1 (Students' own answers)

Module 4 Achievements

Unit 10 Pushing the limits

Reading

1 (Students' own answers)

2

a 2
b 2
c 3

3

a 3
b 1
c 3

4 (Students' own answer)

5 (Students' own ideas)

Language practice

1

a burning
b sleeping
c similar
d alive

2

a got away / coming after
b came forward
c come in handy
d came out / coming up against
e came to an end

3

a fatigue
b highlight
c summit
d ascend
e perilous

4 (Suggested answers)

a I think that's too dangerous. I'm worried you'll get hurt.
b Quick! Someone call mountain rescue.
c It's really not that dangerous.

5 (Suggested answers)

a I'm going snowboarding with some friends.
b No, it's really safe as long as you take proper precautions.
c Yeah, I get scared sometimes, but that's part of the fun.
d Sure. It would be really nice if you did.

6

a ✓
b They finished making Reem's dress a week before the wedding. They had been making it for over a month.
c I went to the hospital to see Fahad. He had broken his leg during a football match.
d Everyone enjoyed the family celebrations. Amal had made all the food herself.
e ✓

7

b I was so scared that I couldn't move.
c Her room is such a mess that she can't find anything.
d He's such a strong man that he can lift a car.
e The computer is so complex that I can't understand it.

8 (Self-assessment)

a came round
b come over
c came out
d come across
e come down

Writing

1

a No, he's not. He advises the reader to be prepared, take a medical kit and a mobile phone, tell people where he / she is going and not to push himself / herself too much.
b (Students' own answers)

2

a Firstly, make sure... / always take... / secondly, tell... / Most importantly, don't...
b No problem / I guess the question... / it's part of the territory when you're into... / You'll always run the risk...

3 (Students' own answer)

Unit 11 The final frontier

Reading

1 (Students' own answers)

2

a 1
b 2
c 1
d 1
e 3

3

a to carry out a systematic or formal inquiry in an attempt to discover facts
b alike; resembling without being identical
c to record information
d The layer of gases which surround a planet.

e able to be likened to something else; similar
f an adjective or short phrase used to express a quality characteristic of a person of thing
g completely lacking in something.

4
a True. Venus is the second planet from the Sun.
b True. Venus is visible for 6 hours every day.
c False. The Americans launched the first mission to Venus in 1962.
d False. Venus is about the same size and age as the Earth.
e True. It is too difficult to study Venus without using probes.
f False. Because of its heavy atmosphere Venus has a surface temperature of 459 °C.
g True. Only the Sun and the Moon are brighter than Venus.

5 (Students' own answers)

6 (Students' own ideas)

Language practice

1
a exploration
b production
c discoveries
d admiration
e bravery

2
a space shuttle
b space suit
c space station
d space walk
e space mission
f space race

3
a 2
b 3
c 1

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

5
b Spacecraft and probes have also been sent to Venus by the Russians.
c I can type up this report from the meeting next week.
d We have to deliver the news from Kuwait today.

6
a I thought the TV programme about space was both dramatic and fascinating.
b I am curious about neither space travel nor deep-sea diving.
c You can either watch TV or read a book.
d None of the three crew members on the International Space Station were wearing a spacesuit.

7
a will be sailing
b ✓
c will have eaten
d will be doing

8 (Self-assessment)
a had finished / finished.
b meet
c am doing
d was looking / had been looking
e go / will go / can go

Writing
1 (Students' own answers)

2 (Students' own answers)

3 (Students' own answers)

Unit 12 Geniuses

Reading
1

Inventor	Invention
Ahmed Al-Hashash	Airbag Equipped Attire for Motorcycle Riders
Sadeq Ahmed Al-Qassem	Light Indicator System
Abdullah Al-Yateem	electrochemical reactor to produce energy

2
a 2
b 1
c 1
d 2

3
a False. He is the deputy chairman of the Science Club of Kuwait.
b False. It alerts drivers how close they are from other drivers.
c True. He hoped to do this with an electrochemical reactor.
d False. They were supported by the Kuwait Foundation for the Advancement of Science.

4
a Honour
b praised
c creativity
d sponsored
e support
f electrochemical

5 (Students' own answers)

6 (Students' own ideas)

Language practice
1
a **1** talented
2 mathematical
3 musical
4 astonished
b **1** able
2 skilful / skilled
3 amazing
4 popularity

2
1 at
2 in
3 of
4 with
5 in
6 of
7 in
8 by
9 with
10 for
11 in
12 under
13 of
14 from
15 about

3
1 prodigy
2 gifted
3 precocious
4 ability
5 researchers
6 arbitrarily
7 master
8 genius

4
a Unless you have enough general knowledge, you won't make it to the end of the contest.
b Our school library is as rich in valuable books as the public library.
c The teacher explained that he had tried several methods to deal with that student's failure, but that it had been in vain.
d Some interesting theories have been proved by the researchers concerning human genes.

5
b An American holds the world record for sending a text message, typing a text of 160 letters on his mobile phone in less than a minute.
c A 38-year-old Swede set a unicycle speed record for 100m, completing the distance in 12.11 seconds.
d In December 1998, a young British man broke the record for the most books balanced on the head, using skills he had developed as a builder.
e He actually succeeded in carrying 62 books weighing 98.4 kg.

6 (Suggested answers)
a Hello! It's been a long time!
b You have an amazing musical talent!
c Sorry for being late; my dad's car had a flat tyre.
d Why don't we study together?
e I think I should return it to the shop owner.

Writing

1 (Students' own answers)

2 (Students' own ideas)

Module 4 Progress test

Reading

1

1 had
2 in
3 by
4 to
5 were
6 the
7 them
8 at
9 be
10 not
11 than
12 on

2

a False. The first woman climbed Everest between 1953 and 1975.
b True. In 1975 two men were the first to climb a mountain without oxygen.
c True. Other climbers considered it foolish to climb without oxygen.

3

a Messner and Habeler's first achievement was climbing Gasherbrum without oxygen.
b They attempted to climb Everest 3 times.
c It took Messner and Habeler a lot of time to reach the summit because the lack of oxygen meant they kept falling down in exhaustion.

Language practice

1

a had been trying
b had attempted
c had given
d had already made
e had been falling down
f had successfully climbed

2

a It will have to be repainted. / It has to be repainted.
It couldn't be repaired.
b Have you filled in the application form for that job yet?
It has to be posted / It will have to be posted before next Tuesday.
c You took them facing the sun. Photos should always be taken with the sun behind you.
d It could have been sent to the wrong address.
e It will have to be upgraded.
f He must have seen the signs.

3

a Ali trained hard for the competition, running 3000 metres every evening for 6 months.
b He was careful about his diet, eating only healthy food.
c As a result he became slimmer and fitter, losing 10 kg while he was training.
d He managed to get plenty of rest, sleeping for eight hours every night.
e On the day of the race he felt very confident, getting up at six o'clock in the morning.
f Unfortunately he was second in the race, coming in 0.5 of a second behind the winner.

4

a talented ... ability
b mathematical
c destruction
d popularity
e historical
f skilful / skilled

Writing

1 (Students' own answer)

Glossary

A

abandon /əbˈændən/
verb Literature Time
to leave someone, especially someone you are responsible for

abhorrent /əbˈhɒrənt/
adjective p.85
inspiring disgust and loathing; repugnant

abnormal /æbˈnɔːməl/
adjective p.89
deviating from what is normal or usual, typically in a way that is undesirable or worrying

abstract /ˈæbstrækt/
adjective p.91
existing in thought or as an idea but not having a physical or concrete existence

abuse /əˈbjuːs/
noun p.25
cruel and violent treatment of a person

accolade /ˈækəleɪd/
noun p.95
an award or privilege granted as a special honor or as an acknowledgment of merit

accusation /ˌækjʊˈzeɪʃən/
noun p.93
a charge or claim that someone has done something illegal or wrong

acquire /əˈkwaɪə/
verb WB p.82
to buy or obtain for oneself

acute /əˈkjuːt/
adjective p.47
acute senses such as hearing, taste, etc are very good and sensitive

administration /ədˌmɪnɪˈstreɪʃən/
noun p.43
the process or activity of running a business, organisation

admiration /ˌædməˈreɪʃən/
noun p.61
respect and warm approval

adoption /əˈdɒpʃən/
noun p.13
the action or fact of legally taking another's child and bring it up as one's own

advantageous /ˌædvənˈteɪdʒəs/*adjective* p.67
a condition or circumstance that puts one in a favourable or superior position

affection /əˈfekʃən/
noun p.60
a gentle feeling of fondness or liking

affectionately /əˈfekʃənɪtli/ *adverb* Literature Time
showing in a gentle way that you love someone and care about them

afflicted /əˈflɪktəd/
adjective p.81
affected in an unpleasant, painful way

afford /əˈfɔːd/
verb p.19
to provide something or allow something to happen

aftermath /ˈɑːftəmæθ/
noun WB p.16
the consequences of an event, especially a disastrous one, or the period of time during which these consequences are felt

aggressive /əˈgresɪv/
adjective p.27
ready or likely to attack or confront; characterised by or resulting from hostile or violent behaviour

agonise /ˈægənaɪz/
verb p.93
to undergo great mental anguish through worrying about something

ailment /ˈeɪlmənt/
noun p.61
an illness, typically a minor one

alert /əˈlɜːt/
verb p.89
to warn (someone) of a danger, threat, or problem, typically with the intention of having it avoided or dealt with

alight /əˈlaɪt/
adjective p.81
on fire; burning

aligned /əˈlaɪnd/
adjective p.95
put into correct or appropriate position

alleviate /əˈliːvieɪt/
verb p.29
to make (suffering, deficiency, or a problem) less severe

almond /ˈɑːmənd/
noun p.63
the tree that produces a flat pale nut with brown skin that tastes sweet

animated /ˈænɪmeɪtəd/
adjective p.23
showing a lot of interest and energy

annoyance /əˈnɔɪəns/
noun p.43
the feeling or state of being annoyed; irritation

anthropologist /ænθrəˈpɒlədʒɪst/
noun p.25
a person who studies people, their societies, cultures, etc.

apparent /əˈpærənt/
adjective p.25
clearly visible or understood;

appeal /əˈpiːl/
noun p.29
a serious or urgent request, typically one made to the public

appoint /əˈpɔɪnt/
verb p.73
to choose someone for a position or a job

apprentice /əˈprentɪs/
verb Literature Time
to employ a person as an apprentice (a person who is learning a trade from a skilled employer, having agreed to work for a fixed period at low wages)

approximately /əˈprɒksɪmətli/ *adverb* *WB* p.76
roughly, almost

arbitrarily /ˈɑːbɪtrerɪli/
adverb p.91
randomly, by chance

arduous /ˈɑːdjuəs/
adjective p.23
involving a lot of strength and effort

arid /ˈærɪd/
adjective p.37
(of land or a climate) having little or no rain; too dry or barren to support vegetation

armour /ˈɑːmə/
noun Literature Time
metal or leather clothing that protects your body, worn by soldiers in battles in past times

arson /ˈɑːsən/
noun p.81
the criminal act of deliberately setting fire to property

ascend /əˈsend/
verb p.79
to climb to the summit of (a mountain or hill)

ashamed /əˈʃeɪmd/
adjective Literature Time
feeling embarrassed and guilty because of something you have done

assist /əˈsɪst/
verb p.83
to help (someone), typically by doing a share of the work

astounded /əˈstaʊndɪd/
adjective p.65
shock or greatly surprise

astronomical /ˌæstrəˈnɒmɪkəl/ *adjective* p.87
of or relating to the branch of science that deals with celestial objects, space, and the physical universe as a whole

athletics /æθˈletɪks/
noun p.62
sports such as running or jumping

at stake /ət steɪk/
expression Literature Time
if something that you value very much is at stake, you will lose it if a plan or action is not successful

at the expense of /ət ðɪ ɪksˈpens əv/
expression *WB* p.26
so as to cause harm to or neglect of

atmosphere /ˈætməsfɪə/
noun p.37
the mixture of gases that surrounds the Earth

attempt /əˈtempt/
noun p.79
an effort to surpass a record or conquer a mountain

attire /əˈtaɪə/
noun *WB* p.82
clothes

attribute /ˈætrɪbjuːt/
noun p.25
a quality or feature regarded as a characteristic or inherent part of someone or something

audacious /ɔːˈdeɪʃəs/
adjective Literature Time
showing great courage or confidence in a way that is impressive or slightly shocking

audience /ˈɔːdiəns/
noun p.91
the assembled spectators or listeners at a public event, such as a play, movie, concert, or meeting

austere /ɔːˈstɪə/
adjective p.81
severe or strict in manner, attitude, or appearance

avert /əˈvɜːt/
verb p. 29
to prevent or ward off (an undesirable occurrence)

avoid /əˈvɔɪd/
verb p. 47
to keep away from or stop oneself from doing (something)

aware /əˈweə/
adjective p. 49
having knowledge or perception of a situation or fact

awe-inspiring /ˈɔːɪnsˌpaɪərɪŋ/ *adjective* p. 85
arousing awe through being impressive, formidable, or magnificent

B

baron /ˈbærən/
noun Literature Time
a businessman with a lot of power or influence

battlefield /ˈbætlfiːld/
noun Literature Time
a place where a battle is being fought or has been fought

below par /bɪˈləʊ pɑː/
expression p.71
something which is inferior

bench /bentʃ/
noun p.15
1 a long seat for several people, typically made of wood or stone. **2** a seat in Parliament for politicians of a specified party or position. **3** (the bench) the office of judge or magistrate

benefactor /ˈbenɪˌfæktə/
noun Literature Time
someone who gives money for a good purpose

besiege /bɪˈsiːdʒ/
verb Literature Time
to surround a city or castle with military force until people inside let you take control

bestow /bɪˈstəʊ/
verb p.61
confer or present (an honor, right, or gift)

bill /bɪl/
noun p.73
a written proposal for a new law, which is brought to a parliament so that it can be discussed

binoculars /bɪˈnɒkjʊləz/
noun p.83
an optical instrument with a lens for each eye, used for viewing distant objects

biography /baɪˈɒgrəfi/
noun p.73
an account of someone's life written by someone else

bladder /ˈblædə/
noun p.95
a membranous sac in humans and other animals, in which urine is collected for excretion

blizzard /ˈblɪzəd/
noun p.59
a severe snowstorm with high winds and low visibility

bony /ˈbəʊni/
adjective Literature Time
someone or part of their body that is bony is very thin

boom /buːm/
noun p.19
increase in business

bounty /ˈbaʊnti/
noun p.49
an abundance or plenty

break into /breɪk ˈɪntə/
phrasal verb WB p.4
to enter by force

bribe /braɪb/
verb Literature Time
to illegally give someone, especially a public official, money or a gift in order to persuade them to do something for you

brief /briːf/
noun p.15
1 a digest or synopsis of a larger document or group of documents **2** an outline or summary, for example, of a book **3** an outline of how a legal case will be argued, together with evidence and supporting statements, submitted by an attorney to a court prior to a trial

brief /briːf/
adjective p.15
a short duration

BSc /ˌbiː es ˈsiː/
abbreviation p.91
Bachelor of Science

bump into /bʌmp ˈɪntə/
phrasal verb p.65
to meet by chance

bureaucracy /bjʊəˈrɒkrəsi/
noun p.43
a system of government in which most of the important decisions are made by state officials rather than by elected representatives

burgeoning /ˈbɜːdʒənɪŋ/ *adjective* p.51
growing or expanding rapidly

C

call the shots /kɔːl ðə ʃɒts/ *expression* p.71
to make the important decision; to direct a project

campaign /kæmˈpeɪn/
noun p.29
an organised course of action to achieve a particular goal

capitulate /kəˈpɪtʃʊleɪt/
verb Literature Time
to accept defeat by your enemies in a war

cardiology /ˌkɑːdiˈɒlədʒi/
noun p.62
the medical study of the heart

cardiovascular
/ˌkɑːdiəʊˈvæskjʊlə/
adjective p.57
of or relating to the heart and blood vessels

carnivorous /kɑːˈnɪvərəs/ *adjective WB* p.38
an animal that eats flesh

case /keɪs/
noun p.15
1 a legal action, esp. one to be decided in a court of law **2** a flat, rectangular container, typically made of leather, for putting your things in it

centenarian /ˌsentɪˈneəriən/
noun p.57
a person who is one hundred or more years old

chap /tʃæp/
noun Literature Time
a man, especially a man you know and like

charitable /ˈtʃærɪtəbəl/
adjective p.25
of or relating to the assistance of those in need

chronic /ˈkrɒnɪk/
adjective WB p.48
something that continues for a long time and cannot easily be solved

civil /ˈsɪvəl/
adjective p.13
relating to private relations between members of a community; noncriminal

claim /kleɪm/
verb p.17
to state or assert that something is the case, typically without providing evidence or proof

clamber /ˈklæmbə/
verb WB p.70
to climb or move slowly somewhere, using your hands and feet because it is difficult or steep

climate /ˈklaɪmɪt/
noun p.35
weather conditions in an area over a period of time

cloak /kləʊk/
noun Literature Time
a warm piece of clothing like a coat without sleeves that hangs loosely from your shoulders

clog up /ˌklɒg ˈʌp/
phrasal verb p.17
to prevent things from being dealt with as quickly as usual

code of law /kəʊd əv lɔː/
noun p.13
a set of rules and standards adhered to by a society

collection points
/kəˈlekʃən pɔɪnts/
noun p.41
particular spots, places, or positions in an area where rubbish or litter is gathered

come across /kʌm əˈkrɒs/ *phrasal verb* p.81
to meet or find by chance

come away with
/kʌm əˈweɪ wɪð/
phrasal verb p.81
to be left with a specified feeling, impression, or result after doing something

come down /ˌkʌm ˈdaʊn/
phrasal verb p.81
if a price or the level of something comes down, it becomes lower

come over /ˌkʌm ˈəʊvə/
phrasal verb p.81
to visit you at your house

come round /ˌkʌm ˈraʊnd/ *phrasal verb* p.81
recover after being unconscious

come up /ˌkʌm ˈʌp/
phrasal verb p.81
1 to be mentioned especially in a conversation; **2** to become available especially unexpectedly

come up against
/ˌkʌm ʌp əˈgeɪnst/
phrasal verb p.43
to meet; to face

commemoration
/kəˌmeməˈreɪʃən/
noun Literature Time
something that makes you remember and respect someone important or n important event in the past

commentary /ˈkɒməntəri/
noun p.57
the expression of opinions or explanations about an event or situation

commercially /kəˈmɜːʃəli/
adverb WB p.32
in commercial terms or from a profit-making point of view

commitment /kəˈmɪtmənt/ *noun* p.29
an engagement or obligation that restricts freedom of action

compassion /kəmˈpæʃən/
noun p.25
sympathetic pity and concern for the sufferings or misfortunes of others

compassionate /kəmˈpæʃənət/
adjective p.56
feeling or showing sympathy and concern for others

compassionately
/kəmˈpæʃənɪtli/
adverb p.27
sympathetically

compensation
/ˌkɒmpənˈseɪʃən/
noun Literature Time
money paid to someone because they have suffered injury or loss, or because something they own has been damaged

competent /ˈkɒmpɪtənt/ *adjective* p.69
having the necessary ability, knowledge, or skill to do something successfully

comply /kəmˈplaɪ/
verb Literature Time
to do what you have to do or are asked to do

component /kəmˈpəʊnənt/
noun p.45
a part or element of a larger whole

compost /ˈkɒmpɒst/
verb p.45
to make (vegetable matter or manure) into decayed organic material used as a plant fertiliser

conceal /kənˈsiːl/
verb p.59
to keep from sight; to hide

concept /ˈkɒnsept/
noun p.85
an abstract idea; a general notion

concur /kənˈkɜː/
verb p.41
to be of the same opinion; to agree

conducive /kənˈdjuːsɪv/
adjective p.87
making a certain situation or outcome likely or possible

consensus /kənˈsensəs/
noun p.51
general agreement

conspire /kənˈspaɪə/
verb Literature Time
to secretly plan with someone else to do something illegal

constant /ˈkɒnstənt/
adjective p.45
occurring continuously over a period of time

constituent /kənˈstɪtʃuənt/
noun p.45
being a part of a whole

consultation /ˌkɒnsəlˈteɪʃən/ *noun* p.13
the action or process of formally consulting or discussing

contemporary /kənˈtempərəri/
adjective WB p.60
belonging to or occuring inthe present

contempt /kənˈtempt/
noun Literature Time
complete lack of fear about something

contend /kənˈtend/
verb p.17
to assert something as a position in an argument

contentment /kənˈtentmənt/ *noun WB* p.54
the state of being happy and satisfied

contest /ˈkɒntest/
verb Literature Time
to compete for something or to try to win it

convict /ˈkɒnvɪkt/
noun Literature Time
someone who has been proved to be guilty of a crime and sent to prison

cookery /ˈkʊkəri/
noun p.69
the practice or skill of preparing and cooking food

cope with /ˌkəʊp ˈwɪð/
phrasal verb p.83
to deal effectively with something difficult

corruption /kəˈrʌpʃən/
noun p.62
1 dishonest, illegal or immoral behaviour, especially from someone with power
2 a changed form of something, for example a word

craftsman /ˈkrɑːftsmən/
noun WB p.60
someone who is very skilled at a particular craft

crave /kreɪv/
verb p.83
to feel a powerful desire for (something)

crisis /kraɪsɪs/
noun p.41
a time of intense difficulty, trouble or danger

criticism /ˈkrɪtɪsɪzəm/
noun p.43
the expression of disapproval of someone or something based on perceived faults or mistakes

crown jewel /ˌkraʊn ˈdʒuːəl/ *noun WB* p.54
the best or most valuable thing that a person or place has

cry over spilt milk
/kraɪ əʊvə spɪlt mɪlk/
idiom p.27
to regret something after it is too late

curtail /kɜːˈteɪl/
verb p.39
to reduce in extent or quantity; to impose a restriction on

cultivate /ˈkʌltɪveɪt/
verb p.49
to grow, raise, plant, sow

customarily /ˈkʌstəmərɪli/ *adverb* p.73
usually, habitually

custom-made /ˈkʌstmmeɪd/ *adjective* p.69
made to a particular customer's order

cut down on /ˌkʌt ˈdaʊn ɒn/ *phrasal verb* p.43
to reduce

cycle /ˈsaɪkəl/
verb p.57
to ride a bicycle

D

damp /dæmp/
adjective p.47
slightly wet

data /ˈdeɪtə/
noun p.89
facts and statistics collected together for reference or analysis

dearth /dɜːθ/
noun p.51
a scarcity or lack of something

decently /ˈdiːsəntli/
adverb Literature Time
treating people in a fair and kind way

decimate /ˈdesɪmeɪt/
verb p.19
to destroy a large part of something

dedication /ˌdedɪˈkeɪʃən/
noun Literature Time
hard work or effort that someone puts into a particular activity because they care a lot about it

defence /dɪˈfens/
noun p.15
1 the action of defending from or resisting attack **2** (usu. the defence) the counsel for the defendant in a lawsuit

define /dɪˈfaɪn/
verb p.13
to state or describe exactly the nature, scope, or meaning of

degree /dɪˈgriː/
noun p.73
a course of study at a university or college, or the qualification that is given to you when you have successfully completed the course

demarcation /ˌdiːmɑːˈkeɪʃən/ *noun WB* p.54
the point at which one area of work, responsibility etc ends and another begins

densely /densli/
adverb p.65
closely compacted in substance

deploy /dɪˈplɔɪ/
verb WB p.16
to put something to use

depopulation /diːˌpɒpjʊleɪʃən/ *noun* p.63
the process of the number of people reducing in an area

deprived of /dɪˈpraɪvd əv/
phrasal verb WB p.48
dispossess of, rob of

deputy /ˈdepjuti/
noun WB p.82
someone who is directly below another person in rank, and who is officially in charge when that person is not there

deserted /dɪˈzɜːtɪd/
adjective p.63
abandoned, neglected

desertification
/dɪˌzɜːtɪfɪˈkeɪʃən/
noun p.35
the process by which fertile land becomes desert, typically as a result of drought, deforestation, or inappropriate agriculture

deserve /dɪˈzɜːv/
verb p.61
to do something or have or show qualities worthy of (reward or punishment)

deteriorate /dɪˈtɪəriəreɪt/
verb p.19
to become worse

detriment /ˈdetrɪmənt/
noun p.85
the state of being harmed or damaged

devastating /ˈdevəsteɪtɪŋ/ *adjective WB* p.26
very impressive or effective

devise /dɪˈvaɪz/
verb Literature Time
to plan or invent a new way of doing something

dexterity /dekˈsterɪti/
noun Literature Time
skills in using words or your mind

digit /ˈdɪdʒɪt/
noun p.91
number - 1, 2, 3, etc.

dire /daɪə/
adjective p.29
(of a situation or event) extremely serious or urgent

discrimination /dɪˌskrɪmɪˈneɪʃən/
noun p.25
the unjust or prejudicial treatment of different categories of people esp. on the grounds of race, age, or gender

disgruntled /dɪsˈgrʌntld/ *adjective* p.21
annoyed or disappointed, especially because things have not happened in the way that you wanted

dishearten /dɪsˈhɑːtn/
verb Literature Time
to cause someone to lose determination or confidence

disloyalty /dɪsˈlɔɪəlti/
noun Literature Time
the action of doing or saying things that do not support your friends, your country or the group you belong to

dismissive /dɪsˈmɪsɪv/
adjective Literature Time
refusing to consider someone or something seriously

disobedience /ˌdɪsəˈbiːdiəns/ *noun* Literature Time
failure or refusal to obey rules or someone in authority

dispatch /dɪˈspætʃ/
verb p.76
to send off to a destination or for a purpose

displace /dɪsˈpleɪs/
verb p.21
to make a group of people or animals have to leave the place where they normally live

dispute /dɪˈspjuːt/
noun p.59
a disagreement, argument, or debate

disturbance /dɪˈstɜːbəns/
noun p.65
the interruption of a settled and peaceful condition

disused /ˌdɪsˈjuːzd/
adjective Literature Time
a disused building, railway, mine etc is no longer used

diversity /daɪˈvɜːsɪti/
noun p.25
the state of being diverse; variety; a range of different things

dizzying /ˈdɪzi-ɪŋ/
adjective p.79
make (someone) feel unsteady, confused, or amazed

do away with /ˌduː əˈweɪ wɪð/ *phrasal verb* p.59
to get rid of

doctorate /ˈdɒktərɪt/
noun p.73
a university degree of the highest level

do up /ˌduː ˈʌp/
phrasal verb p.59
to fasten; to tie

do with /duː ˈwɪð/
phrasal verb p.59
to need or want something

do without /ˌduː wɪðˈaʊt/
phrasal verb p.59
to not have something and manage in spite

donate /dəʊˈneɪt/
verb p.29
to give (money or goods) for a good cause, for example to a charity

dowry /ˈdaʊəri/
noun Literature Time
property and money that a woman gives to her husband when they marry in some societies

drag out /ˌdræg ˈaʊt/
phrasal verb Literature Time
to make an event or situation last longer than is necessary

dreadful /ˈdredfəl/
adjective Literature Time
used to emphasise how bad something is

drowsy /ˈdraʊzi/
adjective WB p.48
tired and almost asleep

dual /ˈdjuːəl/
adjective p.89
consisting of two parts, elements, or aspects

due /djuː/
adjective p.61
expected at or planned for at a certain time

dukedom /ˈdjuːkdəm/
noun Literature Time
the land and property belonging to a duke (the duke is the man with the highest social rank outside the royal family

durable /ˈdjʊərəbəl/
adjective p.89
able to withstand wear, pressure, or damage; hard-wearing

duration /ˌdjʊˈreɪʃən/
noun p.45
the time during which something continues

E

economical /ˌekəˈnɒmɪkəl/ *adjective* p.89
giving good value or service in relation to the amount of money, time, or effort spent

elbow /ˈelbəʊ/
noun Literature Time
the joint where your arm bends

elderly /ˈeldəli/
adjective p.57
(of a person) old or aging

electrochemical /ɪˌlektrəʊˈkemɪkəl/
adjective WB p.82
of or relating to chemical reaction brought about by electricity

elite /eɪˈliːt/
noun p.79
a group of people considered to be the best in a particular society or category, esp. because of their power, talent, or wealth

eloquence /ˈeləkwəns/
noun Literature Time
fluent or persuasive speaking or writing

eloquent /ˈeləkwənt/
adjective Literature Time
able to express your ideas and opinions well, especially in a way that influences people

embarrassed /ɪmˈbærəst/ *adjective* p.65
feeling or showing shame

emigrate /ˈemɪgreɪt/
verb p.19
to leave your own country in order to live in another country

emission /ɪˈmɪʃən/
noun p.89
the production and discharge of something, esp. gas or radiation

empathy /ˈempəθi/
noun p.25
the ability to understand and share the feelings of another

encroach /ɪnˈkrəʊtʃ/
verb p.49
to intrude on (a person's territory or a thing considered to be a right)

endorse /ɪnˈdɔːs/
verb Literature Time
to express formal support or approval for someone or something

enemy /ˈenəmi/
noun WB p.38
a thing that harms or weakens something else

enforce /ɪnˈfɔːs/
verb p.13
to put into practice; to carry out

enfranchisement
/ɪnˈfrænʧaɪzmənt/
noun p.27
the act of giving a group of people the right to vote

engage in /ɪnˈgeɪdʒ ɪn/
phrasal verb p.23
to be involved in something, especially something that continues for a long time

engulf /ɪnˈgʌlf/
verb p.83
(of a natural force) sweep over (something) so as to surround or cover it completely

entail /ɪnˈteɪl/
verb p.83
involve (something) as a necessary or inevitable part or consequence

equator /ɪˈkweɪtə/
noun p.37
an imaginary line drawn around the earth equally distant from both poles, dividing the earth into northern and southern hemispheres and constituting the parallel of latitude 0°

erode /ɪˈrəʊd/
verb p.35
to destroy slowly

eternity /ɪˈtɜːnɪti/
noun p.95
infinite or unending time

ethnicity /eθˈnɪsɪti/
noun WB p.16
ethnic affiliation or distinctiveness

ethnographer /eθˈnɒgrəfə/
noun p.25
a person whose job is to describe the customs of individual peoples and cultures

evidently /ˈevɪdəntli/
adverb Literature Time
used to say that something is true because you can see that it is true

exceptionally /ɪkˈsepʃənəli/ *adverb* p.87
unusually, remakably

excuse /ɪkˈskjuːs/
noun p.59
a reason or explanation put forward to defend or justify a fault or offense

execute /ˈeksɪkjuːt/
verb p.85
to carry out an order or plan

exhaustion /ɪgˈzɔːstʃən/
noun p.79
a state of extreme physical or mental fatigue

exhilarated /ɪgˈzɪləreɪtɪd/ *adjective* p.81
feel very happy

expansive /ɪksˈpænsɪv/
adjective p.47
covering a wide area in terms of space or scope; extensive or wide-ranging

expectation /ˌekspekˈteɪʃən/ *noun* p.57
a strong belief that something will happen or be the case in the future

export /ˈekspɔːt/
noun p.63
the selling and sending out of goods or services to other countries

extensive /ɪksˈtensɪv/
adjective p.29
large in size, amount or degree

extinction /ɪksˈtɪnkʃən/
noun p.47
the state or process of a species being or becoming extinct

extravagant /ɪkˈstrævəgənt/ *adjective* p.27
exceeding what is reasonable or appropriate; absurd

extravagantly
/ɪkˈstrævəgəntli/
adverb p.93
spending money or using resources in a wasteful way

extreme /ɪkˈstriːm/
adjective p.79
reaching a high or the highest degree; very great

F

fake /feɪk/
adjective WB p.4
not real and seeming to be something it is not, in order to deceive people

famine /ˈfæmɪn/
noun p.19
a situation in which a large number of people have little or no food for a long time and many people die

famished /ˈfæmɪʃt/
adjective Literature Time
extremely hungry

fancy /ˈfænsi/
noun Literature Time
a feeling, especially one that is not particularly strong or urgent, that you like someone or want to have something

far and wide /fɑː ənd waɪd/ *idiom* p.65
over a large area

fascinating /ˈfæsɪneɪtɪŋ/
adjective p.47
extremely interesting

fatal /ˈfeɪtl/
adjective p.61
causing death

fatigued /fəˈtiːgd/
adjective p.81
tired or exhausted

feat /fiːt/
noun p.83
an achievement that requires great courage, skill, or strength

fierce /fɪəs/
adjective Literature Time
a fierce person or animal is angry or ready to attack, and looks very frightening

fix /fɪks/
verb p.69
to repair something that is broken or not working properly

flooding /ˈflʌdɪŋ/
noun p.37
an overflowing of a large amount of water beyond its normal confines, esp. over what is normally dry land

foolish /ˈfuːlɪʃ/
adjective Literature Time
a foolish action, remark etc is stupid and shows that someone is not thinking sensibly

forecasting /ˈfɔːkɑːstɪŋ/
noun p.37
a prediction or estimate of future events, esp. coming weather or a financial trend

foreign /ˈfɒrən/
adjective p.19
from or relating to a country that is not your own

forge /fɔːdʒ/
noun Literature Time
a place where metal is heated and shaped into objects

forum /ˈfɔːrəm/
noun WB p.82
a place, meeting or medium where ideas and views on a particular issue can be exchanged

foundation /faʊnˈdeɪʃən/
noun p.62
1 an organisation that gives or collects money to be used for special purposes, especially for charity
2 the establishment of an organisation, business, school, etc

frail /freɪl/
adjective p.27
weak and delicate

frequently /ˈfriːkwəntli/
adverb p.59
on many occasions with little time between them

frigid /ˈfrɪdʒɪd/
adjective p.37
very cold in temperature

frontier /ˈfrʌntɪə/
noun p.85
the extreme limit of understanding or achievement in a particular area

frost-bite /ˈfrɒstˌbaɪt/
noun p.79
injury to body tissues caused by exposure to extreme cold

futile /ˈfjuːtaɪl/
adjective Literature Time
actions that are futile are useless because they have no chance of being successful

G

genetic make-up /dʒɪˈnetɪk meɪkʌp/
noun WB p.48
chemical structure that defines individuality

genetics /dʒɪˈnetɪks/
noun p.95
the study of heredity and the variation of inherited characteristics

genius /ˈdʒiːniəs/
noun p.91
intelligence, cleverness

geriatric /ˌdʒeriˈætrɪk/
adjective p.57
of or relating to old people, esp. with regard to their health care

get rid of /ˌget ˈrɪd əv/
phrasal verb p.43
to dispose of, throw away

gifted /ˈgɪftɪd/
adjective p.95
having exceptional talent or natural ability

glamour /ˈglæmə/
noun p.65
an attractive and exciting quality

go along with /ˌgəʊ əˈlɒŋ wɪð/ *phrasal verb* p.43
to give one's consent or agreement to a person or their views

govern /ˈgʌvən/
verb p.13
to control

GPS /ˌdʒiː piː ˈes/
abbreviation p.89
Global Positioning System, an accurate worldwide navigational and surveying facility based on the reception of signals from an array of orbiting satellites

graduate /ˈgrædʒueɪt/
verb p.51
to successfully complete an academic degree, course of training, or high school

graduated /ˈgrædʒueɪtəd/
adjective p.62
divided into different levels

graveyard /ˈgreɪvˌjɑːd/
noun Literature Time
an area of ground where people are buried

graze /greɪz/
verb p.35
to put animals in a field so that they can eat the grass

grievance /ˈgriːvəns/
noun p.17
an official statement of a complaint over something believed to be wrong or unfair

gross /grəʊs/
adjective Literature Time
clearly wrong and unacceptable

grow /grəʊ/
verb p.49
to become larger or greater over a period of time

gruelling /ˈgruːəlɪŋ/
adjective p.83
extremely tiring and demanding

guilty /ˈgɪlti/
adjective p.13
responsible for a crime

H

habitation /ˌhæbɪˈteɪʃən/
noun p.87
the state or process of living in a particular place

handcuffs /ˈhændkʌfs/
noun p.15
a pair of lockable linked metal rings for securing a prisoner's wrists

hard-pressed /hɑːdprest/ *adjective* p.19
having a lot of problems and not enough money or time

hardship /ˈhɑːdʃɪp/
noun WB p.16
difficulty or suffering caused by a lack of something, especially money

harsh /hɑːʃ/
adjective p.35
unpleasantly rough

heartening /ˈhɑːtnɪŋ/
adjective p.45
inspriring, elevating

heir /eə/
noun Literature Time
the person who has the legal right to receive the property or title of another person when they die

hesitant /ˈhezɪtənt/
adjective Literature Time
uncertain about what to do or say because you are nervous or unwilling

hibernate /ˈhaɪbəneɪt/
verb p.47
to sleep during the winter

highlight /ˈhaɪlaɪt/
verb p.79
pick out and emphasise

high-living /ˌhɑɪˈlɪvɪŋ/
noun p.93
an extravagant social life as enjoyed by the wealthy

high-tech /ˌhɑɪˈtek/
adjective p.19
using advanced technology

homeland /ˈhəʊmlænd/
noun Literature Time
the country where someone was born

honour /ˈɒnə/
verb p.57
to treat someone witrh special respect

horrific /hɒˈrɪfɪk/
adjective Literature Time
extremely bad, in a way that is frightening or upsetting

household waste
/ˈhaʊshəʊld ˌweɪst/
noun p.45
material that is not wanted at home

housing /ˈhaʊzɪŋ/
noun p.51
houses and apartments considered collectively

hub /hʌb/
noun p.65
centre of activity

humanitarian
/hjuːˌmænɪˈteərɪən/
adjective p.29
concerned with or seeking to promote human welfare

humid /ˈhjuːmɪd/
adjective p.37
marked by a relatively high level of water vapor in the atmosphere

hurdle /ˈhɜːdl/
noun p.39
an obstacle or difficulty

hustle and bustle
/ˈhʌsəl ənd ˌbʌsəl/
idiom p.65
activity, liveliness

hypocrite /ˈhɪpəkrɪt/
noun Literature Time
someone who pretends to have certain beliefs or opinions that they do not really have – used to show disapproval

I

illegitimate /ˌɪləˈdʒɪtəmɪt/ *adjective* p.49
not authorised by the law; not in accordance with accepted standards or rules

ill-mannered /ɪlˈmænəd/ *adjective*
Literature Time
not polite and behaving badly in social situations

immerse /ɪˈmɜːs/
verb Literature Time
to become completely involved in an activity

immobile /ɪˈməʊbaɪl/
adjective p.71
motionless

implement /ˈɪmplɪment/
verb p.39
to put into effect

impose /ɪmˈpəʊz/
verb p.13
to require (a duty, charge, or penalty) to be undertaken or paid

impulse /ɪˈmpʌls/
noun p.25
a sudden strong and unreflective urge to act

incapable /ɪnˈkeɪpəbəl/
adjective p.25
not able to do something

incineration /ɪnˌsɪnəˈreɪʃən/ *noun* p.45
the process of destroying (something, esp. waste material) by burning

incinerator /ɪnˌsɪnəˈreɪtə/
noun p.43
an apparatus for burning waste material, esp. industrial waste, at high temperatures until it is reduced to ash

increasingly /ɪnˈkriːsɪŋli/
adverb p.35
increasing over time

inevitable /ɪˈnevɪtəbəl/
adjective p.25
certain to happen; unavoidable

in favour of /ɪn ˈfeɪvər əv/
expression p.17
to the advantage of

infrastructure /ˈɪnfrəˌstrʌktʃə/ *noun* p.63
the basic physical and organisational structures and facilities (e.g., buildings, roads, and power supplies) needed for the operation of a society or enterprise

infuriate /ɪnˈfjʊərieɪt/
verb Literature Time
to make someone extremely angry

inhabitant /ɪnˈhæbɪtənt/
noun p.62
one of the people who live in a particular place

inject /ɪnˈdʒekt/
verb WB p.38
to put liquid into someone's body by using a special needle

in leaps and bounds
/ɪn liːps ənd baʊndz/
expression p.29
rapidly, swiftly

innocent /ˈɪnəsənt/
adjective p.13
not guilty of a crime or offense

in parallel /ɪn ˈpærəlel/ *expression WB* p.60
occurring at the same time and having some connection

inquire /ɪnˈkwaɪə/
verb Literature Time
to ask someone for information

in spite of /ɪn ˈspaɪt əv/ *preposition* p.59
regardless of

instead /ɪnˈsted/
adverb WB p.10
as an alternative or substitute

intact /ɪnˈtækt/
adjective Literature Time
not broken, damaged or spoiled

integral /ˈɪntɪgrəl/
adjective p.57
essential or fundamental

intend /ɪnˈtend/
verb p.17
to have (a course of action) as one's purpose or objective; plan

intrepid /ɪnˈtrepɪd/
adjective p.85
fearless; adventurous

intrinsic /ɪnˈtrɪnsɪk/
adjective p.39
belonging naturally; essential

invincible /ɪnˈvɪnsɪbəl/
adjective Literature Time
too strong to be destroyed or defeated

invigorated /ɪnˈvɪgəreɪtəd/ *adjective* Literature Time
feeling healthier, stronger and having more energy

invisible /ɪnˈvɪzɪbəl/
adjective WB p.4
cannot be seen

irritation /ˌɪrɪˈteɪʃən/
noun p.43
the state of feeling annoyed, impatient, or angry

J

jeopardise /ˈdʒepədaɪz/
verb Literature Time
to risk losing or spoiling something important

jockey /ˈdʒɒki/
noun p.93
a person who rides in horse races, esp. as a profession

judiciary /dʒuːˈdɪʃəri/
noun p.13
the judicial authorities of a country; judges collectively

jury /ˈdʒʊəri/
noun p.13
group of people in court who decide whether someone is guilty

K

keep up with /ˌkiːp ˈʌp wɪð/ *phrasal verb* p.43
to know the latest information about

kill off /ˌkɪl ˈɒf/
phrasal verb p.35
to destroy something utterly, or destroy the remaining members of a group of people or creatures

kneel /niːl/
verb Literature Time
to be in or move into a position where your body is resting on you knees

knock-on /nɒkɒn/
adjective p.51
of a process in which everything that happens causes something else to happen

L

lament /ləˈment/
verb Literature Time
to express annoyance or disappointment about something you think is unsatisfactory or unfair

leafy /ˈliːfi/
adjective p.67
having or characterised by much foliage because of an abundance of trees or bushes

legal /ˈliːgəl/
adjective p.13
appointed or required by the law

legislation /ˌledʒɪˈsleɪʃən/
noun p.25
laws, considered collectively

liberty /ˈlɪbəti/
noun p.25
the state of being free within society from oppressive restrictions imposed by authority on one's way of life, behaviour or political views

life expectancy
/laɪf ɪkˈspektənsi/
noun p.61
the average period that a person may expect to live

litigation /ˌlɪtɪˈgeɪʃən/
noun p.17
the process of taking claims to a court law

logger /ˈlɒgə/
noun WB p.26
a person who fells trees for timber; a lumberjack

M

machinery /məˈʃiːnəri/
noun p.41
machines collectively

madman /ˈmædmən/
noun Literature Time
someone who behaves in a wild, uncontrolled way

mail order /ˈmeɪl ˌɔːdə/
noun p.69
the selling of goods to customers by mail, generally involving selection from a special catalogue

major /ˈmeɪdʒə/
adjective p.23
very large or important, when compared to other things or people of a similar kind

make it your own
/meɪk ɪt ˌjə əʊn/
expression p.67
change something in your possession so that you reflect your personality and character

make of it
/meɪk əv ɪt/
expression p.59
to have a particular opinion about or understanding of something or someone

make up /meɪk ʌp/
phrasal verb p.59
to invent (a story)

make up for
/ˌmeɪk ˈʌp fə/
phrasal verb p.59
to take the place of something lost or missing

manned /mænd/
adjective WB p.70
run or operated especially by human control

marsh /mɑːʃ/
noun Literature Time
an area of low flat ground that is always wet and soft

mass /mæs/
adjective p.21
involving or intended for a very large number of people

mass-produced
/mæsprəˈdjuːst/
adjective p.69
produced in large quantities by an automated mechanical process

master's degree
/ˈmɑːstəz dɪˈgriː/
noun p.73
a university degree such as an MA that you can get by studying for one or two years after your first degree

material /məˈtɪəriəl/
noun p.45
the matter from which a thing is or can be made

mean /miːn/
verb p.15
to have or represent a particular meaning

mean /miːn/
adjective p.15
cruel or not kind

mean /miːn/
noun p.15
the average amount, figure or value

medallist /ˈmedl-ɪst/
noun WB p.82
someone who has won a medal in a competition

mend /mend/
verb Literature Time
to end a quarrel or difficult situation by dealing with the problem that is causing it

mercenary /ˈmɜːsənəri/
noun Literature Time
a soldier who fights for any country or group that will pay him

meticulous /mɪˈtɪkjʊləs/
adjective p.21
very careful about small details, and always making sure that everything is done correctly

metropolis /mɪˈtrɒpəlɪs/
noun p.65
densely populated city

migrant /ˈmaɪgrənt/
noun p.21
someone who goes to live in another area or country, especially in order to find work

mingle /ˈmɪŋgəl/
verb Literature Time
to move around a place and talk to lots of different people

minister /ˈmɪnɪstə/
noun p.73
a politician who is in charge of a government department

minor /ˈmaɪnə/
adjective p.23
small and not very important or serious, especially when compared with other things

minority /maɪˈnɒrɪti/
noun p.25
the smaller number or part, especially a number that is less than half the whole number

misbehave /ˌmɪsbɪˈheɪv/
verb p.37
to fail to conduct oneself in a way that is acceptable to others; behave badly

miscalculation
/mɪsˌkælkjʊˈleɪʃən/
noun Literature Time
a wrong judgment about a situation

mischievous /ˈmɪstʃɪvəs/
adjective Literature Time
causing trouble or quarrels deliberately

mission /ˈmɪʃən/
noun p.85
an expedition into space

misty /ˈmɪsti/
adjective Literature Time
not clear

molecular /məˈlekjələ/
adjective p.95
of, relating to, or consisting of molecules

monitor /ˈmɒnɪtə/
verb p.89
observe and check the progress or quality of (something) over a period of time; keep under systematic review

mountaineer /ˌmaʊntɪˈnɪə/
noun p.83
a person who takes part in the sport or activity of climbing mountains

MSc /ˌem es ˈsiː/
abbreviation p.91
Master of Science

mystery /ˈmɪstəri/
noun Literature Time
an event, situation etc that people do not understand or cannot explain because they do not know enough about it

N

narrate /nəˈreɪt/
verb p.65
give a spoken or written account of

natural satellite
/ˌnætʃərəl ˈsætɪlaɪt/
noun p.87
a naturally occurring object that orbits a planet, e.g. the moon

necessitate /nɪˈsesɪteɪt/
verb p.19
to make it necessary for you to do something

neck and neck
/nek ənd nek/
expression p.71
evenly matched

nervously /ˈnɜːvəsli/
adverb p.23
anxiously

nobleman /ˈnəʊbəlmən/
noun Literature Time
a man who is member of the highest social class and has a title such as 'Duke'

nobly /ˈnəʊbli/
adverb Literature Time
in a morally good or generous way that should be admired

nomination /ˌnɒmɪˈneɪʃən/
noun p.95
the action of proposing or formally entering as a candidate for election or for an honor or award

non-invasive
/ˌnɒn ɪnˈveɪsɪv/
adjective p.95
not requiring the introduction of instruments into the body

note /nəʊt/
noun p.15
1 a brief record of facts, topics, or thoughts, written down as an aid to memory **2** an official letter sent from the representative of one government to another. **3** Brit. a banknote : a ten-pound note. **4** a single tone of definite pitch made by a musical instrument or the human voice

note /nəʊt/
verb p.15
1 to notice or pay particular attention to (something) **2** to record (something) in writing

nourishment /ˈnʌrɪʃmənt/
noun p.49
food, or the valuable substances in food that a person, animal, or plant requires to live, grow, or remain fit and healthy

O

obliterate /əˈblɪtəreɪt/
verb p.21
to destroy something completely so that nothing remains

obscure /əbˈskjʊə/
verb WB p.76
to prevent something from being seen or heard clearly

odds and ends /ɒdz ənd edz/ *idiom* p.65
bits and pieces

offence /əˈfens/
noun p.41
a breach of a law or rule; an illegal act

on board /ɒn bɔːd/
adjective p.87
available or situated on a ship, aircraft, or other vehicle

onerous /ˈɒnərəs/
adjective p.57
(of a task, duty, or responsibility) involving an amount of effort and difficulty that is oppressively burdensome

opportunity /ˌɒpəˈtjuːnɪti/
noun p.87
a set of circumstances that makes it possible to do something

orbit /ˈɔːbɪt/
verb p.85
to fly or move around in a circle

outnumber /aʊtˈnʌmbə/
verb Literature Time
to be more in number than another group

outstanding /aʊtˈstændɪŋ/
adjective p.91
unusually good

over a barrel /əʊvə ə ˈbærəl/ *idiom* p.27
in a helpless position

over the hill /əʊvə ðə ˈhɪl/
idiom p.27
old and past one's prime

over the top /əʊvə ðə ˈtɒp/ *idiom* p.27
to an excessive or exaggerated degree, in particular so as to go beyond reasonable or acceptable limits

overcrowding /ˌəʊvəˈkraʊdɪŋ/ *noun* p.63
the process of filling an area beyond what is usual or comfortable

overcultivate /ˌəʊvəˈkʌltɪveɪt/ *verb* p.35
to cultivate too much, more than you should

oversight /ˈəʊvəˈsaɪt/
noun Literature Time
a mistake in which you forget something or do not notice something

overview /ˈəʊvəˌvjuː/
noun p.25
a general review or summary of a subject

P

packaging /ˈpækɪdʒɪŋ/
noun p.43
materials used to wrap or protect goods

palatial /pəˈleɪʃəl/
adjective p.67
resembling a palace in being spacious and splendid

paperwork /ˈpeɪpəwɜːk/
noun p.43
routine work involving written documents such as forms, records, or letters

parliament /ˈpɑːləmənt/
noun p.73
the group of people who are elected to make a country's laws and discuss important national affairs

partnership /ˈpɑːtnəʃɪp/
noun WB p.32
a relationship between two people, organisations, or countries

pass a law /pɑːs ə lɔː/
expression p.41
to approve or put into effect (a proposal or law) by voting on it

paucity /ˈpɔːsɪti/
noun p.39
the presence of something only in small or insufficient quantities or amounts; scarcity

penalty /ˈpenlti/
noun p.13
a punishment imposed for breaking a law

perceivable
/pəˈsiːvəbəl/
adjective WB p.76
could be noticed

perilous /ˈperɪləs/
adjective p.79
full of danger or risk

periodic /ˌpɪəriˈɒdɪk/ *adjective WB* p.10
happening a number of times, usually at regular times

perish /ˈperɪʃ/
verb Literature Time
to die, especially in a terrible or sudden way

permanent
/ˈpɜːmənənt/
adjective p.47
lasting or intended to last or remain unchanged

permanently
/ˈpɜːmənəntli/
adverb p.35
lastingly

persuasion
/pəˈsweɪʒən/
noun p.13
a belief or set of beliefs

perturbed /pəˈtɜːbd/
adjective p.21
worried about something that has happened or will happen

petty /ˈpeti/
adjective p.17
of little importance; trivial

PhD /ˌpiː eɪtʃ ˈdiː/
abbreviation p.91
Doctor of Philosophy

picturesque
/ˌpɪktʃəˈresk/
adjective p.67
visually attractive, esp. in a quaint or pretty style

pie /paɪ/
noun Literature Time
meat or vegetables baked inside a pastry or potato covering

planting /plɑːntɪŋ/
verb p.37
to place (a seed, bulb, or plant) in the ground so that it can grow

platform /ˈplætfɔːm/
noun WB p.60
a raised level surface on which people or things can stand

plenty of /ˈplenti/
pronoun WB p.10
a large quantity that is enough or more than enough

pluck up the courage
/plʌk ˌʌp ðə ˈkʌrɪdʒ/
expression p.65
make an effort to do something that frightens one

portfolio /pɔːtˈfəʊliəʊ/
noun p.73
the work that a particular government official is responsible for

pose /pəʊz/
verb p.47
to present or constitute

pottery /ˈpɒtəri/
noun WB p.60
clay that has been shaped and baked in order to make pots, dishes

precipitate
/prɪˈsɪpɪteɪt/
verb p.35
to cause (an event or situation, typically one that is bad or undesirable) to happen suddenly, unexpectedly, or prematurely

precocious
/prɪˈkəʊʃəs/
adjective p.91
(of a child) having developed certain abilities at an earlier age than usual

prerogative
/prɪˈrɒgətɪv/
noun Literature Time
a right that someone has, especially because of their importance or social position

preservation
/ˌprezəˈveɪʃən/
noun p.39
the action of maintaining something in its original or existing state

prevailing
/prɪˈveɪlɪŋ/
adjective p.37 widespread in a particular area at a particular time; current

prevail over
/prɪˌveɪl ˈəʊvə/
phrasal verb p.39
to prove more powerful than opposing forces; be victorious

principle /ˈprɪnsɪpəl/
noun p.13
rule; belief

prodigy /ˈprɒdɪdʒi/
noun p.91
a person, esp. a young one, endowed with exceptional qualities or abilities

productive
/prəˈdʌktɪv/
adjective p.35
producing or able to produce large amounts of goods, crops or other commodities

prohibitively
/prəˈhɪbɪtɪvli/
adverb p.41
(of a price or charge) excessively high

promote /prəˈməʊt/
verb WB p.60
support or actively encourage

property /ˈprɒpəti/
noun p.13
something valuable which belongs to someone

proportion
/prəˈpɔːʃən/
noun p.35
a part, share, or number considered in comparative relation to a whole

prosecute /ˈprɒsɪkjuːt/
verb p.15
to institute legal proceedings against (a person or organization)

prove /pruːv/
verb p.13
to show that something is true by providing facts, information, etc.

public services
/ˌpʌblɪk ˈsɜːvɪsəz/
noun p.63
a service that is run for the benefit of the general public, for example, the utilities, the emergency services, and public transportation

put to /pʊt tə/
phrasal verb p.71
to ask someone a question, especially about something important

put up with
/ˌpʊt ˈʌp wɪð/
phrasal verb p.43
to accept, stand, tolerate (something unpleasant)

Q

quantity /ˈkwɒntɪti/
noun p.45
amount or number of something

quarrel /ˈkwɒrəl/
verb Literature Time
to have an argument

R

randomly /ˈrændəmli/
adverb p.91
made, done, happening, or chosen without method or conscious decision

reactor /riˈæktə/
noun WB p.82
a coil or other component that provides reactance in a circuit

recipient /rɪˈsɪpiənt/
noun p.95
a person or thing that receives or is awarded something

reclaim /rɪˈkleɪm/
verb p.37
to bring (waste land or land formerly under water) under cultivation

recompense /ˈrekəmpens/
noun p.49
compensation or reward given for effort made

reconstruction
/ˌriːkənˈstrʌkʃən/
noun p.79
the action or process of rebuilding something after it has been damaged or destroyed

red tape /red teɪp/
idiom p.43
paperwork and administration

reckon with /ˌrekən ˈwɪð/
phrasal verb Literature Time
someone or something that is powerful and must be regarded seriously as a possible opponent, competitor, danger etc

referee /ˌrefəˈriː/
noun p.62
1 someone who makes sure that the rules of a sport such as football, basketball or boxing are followed
2 someone who provides information about you when you are trying to get a job

refuge /ˈrefjuːdʒ/
noun p.47
shelter or protection from someone or something

regardless /rɪˈgɑːdləs/
adverb p.17
without being affected by something

reinforcement
/ˌriːɪnˈfɔːsmənt/
noun Literature Time
more soldiers, police etc who are sent to a battle, fight etc to make their group stronger

relentless /rɪˈlentləs/
adjective Literature Time
strict, cruel or determined without ever stopping

rent /rent/
verb p.23
to regularly pay money to live in a house or room that belongs to someone else, or to use something that belongs to someone else

reprocess /riːˈprəʊses/
verb p.41
to process (something, esp. spent nuclear fuel) again or differently, typically in order to reuse it

repudiate /rɪˈpjuːdieɪt/
verb p.93
to refuse to accept or be associated with

researcher /rɪˈsɜːtʃə/
noun p.95
a person who systematically investigates materials and sources in order to establish facts and reach new conclusions

reservation
/ˌrezəˈveɪʃən/
noun p.47
the action of reserving something

reside /rɪˈzaɪd/
verb p.23
to live in a particular place

residents' parking
/ˌrezɪdənts ˈpɑːkɪŋ/
noun p.67
parking space reserved specifically for residents of a particular area

residential area
/rezɪˌdenʃəl ˈeəriə/
noun p.17
a part of a town that consists of private houses, with no offices or factories

resign /rɪˈzaɪn/
verb p.73
to officially announce that you have decided to leave your job or an organisation

resolutely /ˈrezəluːtli/
adverb Literature Time
doing something in a very determined way because you have very strong beliefs, aims etc

resort /rɪˈzɔːt/
noun p.21
a place where a lot of people go for holidays

restful /ˈrestfəl/
adjective WB p.48
peaceful and quiet, making you feel relaxed

restlessness /ˈrestləsnəs/
noun Literature Time
lack of patience

reticent /ˈretɪsənt/
adjective p.47
easily frightened / timid

revere /rɪˈvɪə/
verb p.85
to feel deep respect or admiration for (something)

reverence /ˈrevərens/
noun p.61
deep respect for someone or something

reverse /rɪˈvɜːs/
verb p.63
to make (something) the opposite of what it was

revolutionise
/ˌrevəˈluːʃənaɪz/
verb p.89
to change (something) radically or fundamentally

revolve around
/rɪˌvɒlv əˈraʊnd/
phrasal verb p.85
to go around, turn around, rotate, spin

reward /rɪˈwɔːd/
noun p.49
a thing given in recognition of service, effort or achievement

rhetoric /ˈretərɪk/
noun Literature Time
the art of speaking or writing to persuade or influence people

rift /rɪft/
noun p.21
a crack or narrow opening in a large mass of rock

righteous /ˈraɪtʃəs/
adjective Literature Time
morally good and fair

roughly /ˈrʌfli/
adverb p.87
in a manner lacking refinement and precision

row /rəʊ/
noun p.15
1 things or people that are arranged in a line that is usually straight, or the line itself **2** a line of seats in a theater, lecture hall, or similar public place

row /rəʊ/
verb p.15
to propel (a boat) with oars

run out of
/ˌrʌn ˈaʊt əv/
phrasal verb p.43
(of a supply of something) to be used up

ruler /ˈruːlə/
noun Literature Time
someone such as a king or queen who has official power over a country or area

rural /ˈrʊərəl/
adjective p.63
in, relating to, or characteristic of the countryside rather than the town

S

scale /skeɪl/
verb p.79
to climb up or over (something high and steep)

scarcity /ˈskeəsəti/
noun p.39
insufficiency; shortage

scepticism /ˈskeptɪsɪzəm/
noun Literature Time
an attitude of doubting that particular claims or statements are true or that something bad will happen

seamlessly /ˈsiːmləsli/
adverb WB p.60
smooth and without seams or obvious joins

scrutinise
/ˈskruːtɪnaɪz/
verb WB p.76
to examine someone or something very carefully

season /ˈsiːzən/
noun p.93
a fixed time in the year when a particular sport is played

seek /siːk/
verb p.19
to try to achieve or get something

sentient /ˈsenʃənt/
adjective p.85
able to perceive or feel things

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

set a record
/set ə ˈrekɔːd/
expression WB p.70
to reach a new limit

sewage /ˈsjuːɪdʒ/
noun WB p.82
the mixture of waste from the human body and used water that is carried away from houses by pipes under the ground

shallow /ˈʃæləʊ/
adjective WB p.48
not deep

sincere /sɪnˈsɪə/
adjective Literature Time
someone who is sincere is honest and says what they really feel or believe

skyline /ˈskaɪlaɪn/
noun WB p.54
the shape made by hills or buildings against the sky

slip off /ˌslɪp ˈɒf/
phrasal verb Literature Time
to put a piece of clothing on your body or take it off your body quickly and smoothly

snooker /ˈsnuːkə/
noun p.71
a game played with cues on a billiard table in which the players use a cue ball (white) to pocket the other balls (fifteen red and six coloured) in a set order

socialise /ˈsəʊʃəlaɪz/
verb WB p.60
to mix socially with others

socioeconomic
/ˌsəʊsiəʊekəˈnɒmɪk/
adjective p.63
relating to or concerned with the interaction of social and economic factors

soil /sɔɪl/
noun p.35
the top layer of the earth in which plants grow

solar system
/ˈsəʊlə ˌsɪstəm/
noun p.87
the collection of nine planets and their moons in orbit around the sun, together with smaller bodies in the form of asteroids, meteoroids, and comets

solitary /ˈsɒlɪtəri/
adjective p.47
done or existing alone

spearhead /ˈspɪəhed/
noun p.39
an individual or group chosen to lead an attack or movement

specifically
/spəˈsɪfɪkli/
adverb p.89
particularly, exclusively

speed limit
/ˈspiːd ˌlɪmɪt/
noun p.17
the fastest speed allowed by law on a particular piece of road

spin-off /ˈspɪnɒf/
noun p.89
items used in space that improve our lives on Earth

sponsor /ˈspɒnsə/
noun WB p.82
a person or organisation that provides funds for a project or activity carried by another in particular

spring /sprɪŋ/
noun p.15
1 a resilient metal coil used especially for cushioning and in clockwork **2** the season of the year between winter and summer during which many plants bring forth leaves and flowers

spring /sprɪŋ/
verb p.15
1 to move or jump suddenly or rapidly upward or forward **2** to originate or arise from

steadily /ˈstedɪli/
adverb Literature Time
continuing or developing gradually or without stopping, and not likely to change

stem /stem/
noun p.47
the long thin part of a plant, from which leaves, flowers or fruit grow

sting /stɪŋ/
noun WB p.38
the sharp needle-shaped part of an insect's or animal's body, with which it stings

straightforward
/ˌstreɪtˈfɔːwəd/
adjective Literature Time
simple and easy to understand

strenuous /ˈstrenjuəs/
adjective p.23
needing a lot of effort or strength

strong-willed
/ˌstrɒŋˈwɪld/
adjective p.83
determined, stubborn

submerged
/səbˈmɜːdʒd/
adjective WB p.70
under water

substandard
/ˌsʌbˈstændəd/
adjective p.71
below the usual or required standard

sue /suː/
verb p.17
to make a legal claim against someone, especially for money, because they have harmed you in some way

suffrage /ˈsʌfrɪdʒ/
noun p.27
the right to vote in political elections

summit /ˈsʌmɪt/
noun p.79
the highest point of a hill or mountain

superb /sjuːˈpɜːb/
adjective p.87
impressively splendid

supple /ˈsʌpəl/
adjective p.57
bending and moving easily and gracefully; flexible

supporter /səˈpɔːtə/
noun p.17
someone who agrees with a particular person, group, or plan

surrender /səˈrendə/
verb Literature Time
to give up something or someone because you are forced to

swallow /ˈswɒləʊ/
noun WB p.10
a migratory swift-flying songbird with a forked tail and long pointed wings, feeding on insects in flight

symbolise /ˈsɪmbəlaɪz/
verb Literature Time
if something symbolises a quality, feeling etc, it represents it

T

take a breather
/teɪk ə ˈbriːðə/
expression p.23
take a brief pause for rest

take for granted
/teɪk fə ˈgrɑːntɪd/
expression p.89
fail to appreciate someone or something that is very familiar or obvious

talent /ˈtælənt/
noun p.91
natural ability or skill

taxonomy /tækˈsɒnəmi/
noun p.62
the process or a system of organising things into different groups that show their natural relationships, especially plants or animals

techno-criminal
/ˌteknəˈkrɪmɪnəl/
noun WB p.4
a person who has committed a crime using technology

threatened /ˈθretnd/
verb p.47
endangered

throne /θrəʊn/
noun Literature Time
the position and power of being a king or queen**t**

tide someone over
/ˌtaɪd sʌmwʌn ˈəʊvə/
idiom p.27
help out, assist, aid

timid /ˈtɪmɪd/
adjective p.47
showing a lack of courage or confidence; easily frightened

toe the line
/təʊ ðə laɪn/
expression p.71
to accept the authority, principles, or policies of a particular group, esp. under pressure

tolerance /ˈtɒlərəns/
noun p.25
the ability or willingness to accept something, in particular the existence of opinions or behavior that one does not necessarily agree with

tolerant /ˈtɒlərənt/
adjective p.13
showing willingness to allow the existence of opinions or behavior that one does not necessarily agree with

tour /tʊə/
verb p.91
to visit several parts of a country or area

transgression
/trænzˈgreʃən/
noun Literature Time
the violation of a law

trainers /ˈtreɪnəz/
noun p.89
a soft shoe, suitable for sports or casual wear

tranquil /ˈtræŋkwɪl/
adjective p.65
calm, free from disturbance

traverse /trəˈvɜːs/
verb p.81
to travel across or through

treacherous /ˈtretʃərəs/
adjective p.35
hazardous because of presenting hidden or unpredictable dangers

treachery /ˈtretʃəri/
noun Literature Time
a disloyal action against someone who trusts you

trend /trend/
noun p.45
a general direction in which something is developing or changing

trespass on
/trespəs ˈɒn/
phrasal verb p.49
to make unfair claims on or take advantage of something

triumph /ˈtraɪəmf/
verb Literature Time
to gain a victory or success after a difficult struggle

twist /twɪst/
verb Literature Time
to turn something in a circle using your hands

U

ultimately /ˈʌltɪmətli/
adverb p.17
finally, after everything else has been done or considered

unconscious
/ʌnˈkɒnʃəs/
adjective p.81
unable to see, hear, or otherwise sense what is going on, usually temporarily and often as a result of an accident or injury

underprivileged
/ˌʌndəˈprɪvɪlɪdʒd/
adjective p.29
deprived of many of the rights and privileges enjoyed by most people in society, usually as a result of poverty

unemployment
/ˌʌnɪmˈplɔɪmənt/
noun p.63
the state of being jobless

unfavourable
/ʌnˈfeɪvərəbəl/
adjective Literature Time
not good

unfortunately
/ʌnˈfɔːtʃənətli/
adverb p.19
used when you are mentioning a fact that you wish were not true

ungentlemanly
/ʌnˈdʒentlmənli/
adjective p.71
dishonourable

unique /juːˈniːk/
adjective p.69
being the only one of its kind; unlike anything else

universal
/ˌjuːnɪˈvɜːsəl/
adjective p.25
applicable to all cases

universe /ˈjuːnɪvɜːs/
noun p.85
the Earth, planets and stars

unprecedented
/ʌnˈpresədentɪd/
adjective WB p.82
never having happened before, or never having happened so much

unproductive
/ˌʌnprəˈdʌktɪv/
adjective p.34
not producing or able to produce large amounts of goods, crops, or other commodities

unsanctioned
/ʌnˈsæŋkʃənd/
adjective p.49
illegal, unofficial, unauthorised

unusual /ʌnˈjuːʒuəl/
adjective p.69
not habitually or commonly occurring or done

unwarranted
/ʌnˈwɒrəntəd/
adjective p.39
not justified or authorised

uplift /ʌpˈlɪft/
verb Literature Time
to make someone feel happier

upsurge /ˈʌpsɜːdʒ/
noun p.45
an upward surge in the strength or quantity of something; an increase

utilise /ˈjuːtɪlaɪz/
verb p.51
to make practical and effective use of

V

vacant /ˈveɪkənt/
adjective p.63
(of premises) having no fixtures, furniture, or inhabitants; empty

valiant /ˈvæliənt/
adjective Literature Time
very brave, especially in a difficult situation

valour /ˈvælə/
noun Literature Time
great courage, especially in war

value /ˈvæljuː/
noun p.25
a person's principles or standards of behaviour; one's judgment of what is important in life

value /ˈvæljuː/
verb p.25
consider (someone or something) to be important or beneficial; have a high opinion of

vegetate /ˈvedʒɪteɪt/
verb Literature Time
to live or spend a period of time in a dull, inactive, unchallenging way

vertical village
/ˌvɜːtɪkəl ˈvɪlɪdʒ/
expression WB p.54
the same amount of people occupying a village but in one tall building

vice versa /vaɪs ˈvɜːsə/
adverb p.63
with the main items in the preceding statement the other way around

vicinity /vɪˈsɪnɪti/
noun p.59
the area near or surrounding a particular place

vigorous /ˈvɪgərəs/ *adjective* p.57
(of a person) strong, healthy, and full of energy

violence /ˈvaɪələns/ *noun* p.13
the unlawful exercise of physical force or intimidation by the exhibition of such force

virtuoso
/ˌvɜːtʃuˈəʊsəʊ/
noun p.91
a person highly skilled in music or another artistic pursuit

visible /ˈvɪzɪbəl/ *adjective* p.81
able to be perceived or noticed easily

vital /ˈvaɪtəl/
adjective WB p.26 extremely important and necessary for something to succeed or exist

vividly /ˈvɪvɪdli/
adverb Literature Time
clearly

vociferously
/vəˈsɪfərəsli/
adverb p.51 enthusiastically, loudly

voluntary /ˈvɒləntəri/*adjective WB* p.16
done or given freely with no promise of money or other recompense strongly

vow /vaʊ/
verb Literature Time
to make a serious promise to yourself or someone else

vulnerable /ˈvʌlnərəbəl/
adjective WB p.16
suspectible to physical or emotional attack or harm

W

wage /weɪdʒ/
verb Literature Time
to carry on a war

wander off
/ˈwɒndər ɒf/
phrasal verb Literature Time
to walk away from where you are supposed to stay

wane /weɪn/
verb p.87
to decrease in vigour, power, or extent; to become weaker

warrior /ˈwɒriə/
noun Literature Time
a soldier or fighter who is brave and experienced

wash away
/wɒʃ əˈweɪ/
phrasal verb p.35
if water washes something away, it carries it away, usually with great force

wealth /welθ/
noun p.49
an abundance of valuable possessions or money

welfare /ˈwelfeə/
noun p.13
the health, happiness, and fortunes of a person or group

wetland /ˈwetlənd/ *noun* p.51
land consisting of marshes or swamps; saturated land

whereas /weərˈæz/ *conjunction* p.73
in contrast or comparison with the fact that

wildfire /ˈwaɪldfaɪə/ *noun* p.35
a large, destructive forest- or brush-fire that spreads quickly

wood pulp /wʊd pʌlp/ *noun WB* p.32
wood crushed into a soft mass, used for making paper

workshop /ˈwɜːkʃɒp/
noun p.69
a room or building in which goods are manufactured or repaired

worthless /ˈwɜːθləs/ *adjective WB* p.4
having no value, importance or use

wrap up /ˌræp ˈʌp/ *phrasal verb*
Literature Time
to put on warm clothes

wrecked /rekt/ *adjective* Literature Time
extremely tired

List of websites to use through the course:



- www.UNfoundation.org
- www.h-w.org
- www.en.wikipedia.org/wiki/global_warming
- www.findarticles.com/p/articles/mi_m1310/is/ai_17943143
- www.visit-kuwait.com
- www.canada.travel
- www.visitlondon.com
- www.enjoyrome.com
- www.dubai-tourism.net
- www.visit-dubi-city.com
- www.arizonaguide.com
- www.wikipedia.org/wiki/Balloon_debate
- www.kent.ac.uk/careers/interviews/balloonDebate.htm

OVER TO YOU Grade 12 is a part of the English for Kuwait series, a carefully graded course in English specifically written and designed for the Kuwait school system for primary, intermediate and secondary grades.

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

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- 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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