



State of Kuwait
Ministry of Education



OVER TO YOU

STUDENT'S BOOK



SIMON HAINES

Grade
10



State of Kuwait
Ministry of Education



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Grade 10

Student's Book

Simon Haines



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Committee of Kuwait Ministry of Education:

Evaluation and Adaptation Committee

- Mrs Sakina Ali Hussain, ELT Supervisor General, MoE
- Mrs Nouria Al Sedra, ELT Senior Supervisor, MoE
- Ms Helena Mohammad, ELT Senior Supervisor, MoE
- Mrs Huda Al Ammar, ELT Senior Supervisor, MoE
- Mr Mohamed Nagib Ali, ELT Supervisor, MoE
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- Mrs Hanan Al Fuzai, Teacher of English, MoE
- Mr Abdelaziz El Mahboubi, Teacher of English, MoE
- Mrs Joza Al Otaibi, Head of Foreign Languages, MoE

الكتاب كاملاً



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



**H. H. Sheikh Nawwaf Al-Ahmad Al-Jaber Al-Sabah
The Crown Prince of the State of Kuwait**

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Introduction

What the book provides

This book is for Grade 10 students. It provides a wide range of topics and activities, broadens your general knowledge and develops your vocabulary. You'll enjoy reading the *Factfiles* and *Quote* boxes.

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

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

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

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

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

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

Reference material

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

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

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

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

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

How each unit works

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

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

Outcomes may read as follows:

Outcomes

You will be able to:

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

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

Reading / Listening

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

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

In the Think and Speak sections, you can:

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

Speaking

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

USEFUL LANGUAGE

Saying what one likes about something

The healthiest thing about Café X is ...

I really like Café X because ...

It's my favourite café because ...

You'll enjoy learning frequently-used English expressions.

Vocabulary

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

Grammar

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

Pronunciation

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

Writing

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

Focus on

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

What the Workbook provides

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

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

Unit	Language	Skills
1 We are what we eat (page 12)	<p>Grammar past simple and past continuous; adjectives</p> <p>Functions expressing preferences; expressing personal opinions; talking about past events; planning; stating advantages and disadvantages; describing a place; saying what one likes about something; making recommendations; making comparisons; introducing oneself; expressing uncertainty; asking questions to an audience; asking for permission</p> <p>Vocabulary absorb, antioxidant, appeal to, arthritis, atmospheric, boost (WB), caffeine, calcium, cholesterol, combat, comprise (WB), crammed, deficiency, dietician, dehydration (WB), digestive, eatery, fanatic, fatigue (WB), fibre, grilled, iron, irresponsibly, malnutrition, metabolise, metabolism, neutralise, nutrition, obesity (WB), organic, pomegranate, probiotic, protein, RDA, salad bar, saturated fat, sodium, speciality, stimulant, supplement, unsaturated fat, vegetarian, vitamin, wholesome</p>	<p>Reading an article about diet; a food pyramid; a notice; a guide to eating places</p> <p>Listening a talk; a story</p> <p>Speaking eating habits; healthy eating; what people were doing; nutrition; a short talk</p> <p>Writing an online guide to healthy eating places</p>
2 Respecting cultures (page 18)	<p>Grammar present perfect; prepositions [<i>on, amongst, in, for, of, with, at, by</i>]</p> <p>Functions making suggestions; describing past experiences; conducting a survey; interviewing; starting a conversation; asking permission to ask questions; agreeing; thanking; responding to thanks; planning; making recommendations</p> <p>Vocabulary account, adorn (WB), aspiration, calligraphy, commemorate (WB), conduct, consistently, cover, creed, cursive (WB), delegate, diverse, diversity, embellish (WB), figure, ground-breaking, high-ranking, initiative, inspirational, interfaith, master, mentor, paraphrase (WB), pilgrimage, relevant, review, richly, seminar, tolerance</p>	<p>Reading a leaflet; an article about the Culture of Peace; speech bubbles; book reviews</p> <p>Listening a survey</p> <p>Speaking mentoring; respect and tolerance; interesting experiences; a survey</p> <p>Writing interesting or unusual experiences; survey questions; an informal book review</p>
3 Inspiring architecture (page 24)	<p>Grammar comparatives and superlatives; compound adjectives</p> <p>Functions guessing; stating advantages and disadvantages; making comparisons; expressing likes and dislikes; making suggestions; agreeing / disagreeing with a suggestion; stating one's purpose; giving reasons</p> <p>Vocabulary advocate, apprehensive, benefit, boutique (WB), brand (WB), chic, concrete, council, design, detrimental, drill, edutainment (WB), evoke, expressionist, forecourt, foundation, framework, geometric, gourmand (WB), governmental, influx, mainstream (WB), modernistic, objective, profitable, public, renowned, residential, slightly, spacious, state, state-of-the-art (WB), studio, sturdy, substantial, venue, voice</p>	<p>Reading a description of a building; a formal report</p> <p>Listening a description of a building; a conversation</p> <p>Speaking modern architecture; different buildings; a fantasy house or flat in Kuwait; plans for a new airport; ideas and suggestions</p> <p>Writing phrases and sentences of comparison; a formal report</p> <p>Focus on Reading: Traditional dress in Kuwait Grammar: paired conjunctions</p> <p>Project: planning a cultural holiday</p>

Module 2 Free time

Unit	Language	Skills
4 Computer games (page 34)	<p>Grammar the future tense / present continuous; <i>the more ... the more ...</i></p> <p>Functions talking about the future; stating advantages and disadvantages; expressing opinions (agreement / disagreement); predicting; planning for the future; identifying a problem; asking for advice; giving advice; suggesting solutions; planning and writing instructions</p> <p>Vocabulary analogue, anti-reflective, arcade, idle (WB), incredibly (WB), Artificial Intelligence (AI), bonus, breathtaking, built-in, caller, compete, competitive, computer-friendly, console, convoluted, discourse, drive, employ, exclusive, helpline, hold button, joystick, keypad, mundane (WB), mode, naturalistic, out of shape (WB), perception, rival, sensor, simulate, speech recognition, touchscreen, visual effects, wireless, wizard</p>	<p>Reading an article about games in the future; a text about playing games; game instructions</p> <p>Listening a computer helpline</p> <p>Speaking future games; the effects of playing computer games; spending; future plans and arrangements; computer problems; advice</p> <p>Writing predictions; future plans and arrangements; game instructions</p>
5 Sports psychology (page 40)	<p>Grammar questions and imperatives; modal verbs [<i>can, could, should, would</i>]</p> <p>Functions asking and answering questions; justifying one's answer; giving instructions; expressing opinions (agreement / disagreement); checking information; greeting and enquiring on the telephone; responding on the telephone; expressing gratitude; requesting politely</p> <p>Vocabulary able-bodied, adversity, aggression, application, badminton, determination, equestrian, extrovert, feedback, interpersonal (WB), introvert, gymnastics, member, mentality, motivation, navigate (WB), neurologist, observe, opponent, paralympics, personal trainer (WB), phenomenon, physiotherapy, rehabilitation, sauna, self-discipline, solarium, sportsmanship, stimulation, teammate, stamina (WB), virtue</p>	<p>Reading a text about the Paralympics; a revision guide; an application form</p> <p>Listening a sports quiz; a telephone conversation to check information</p> <p>Speaking numbers and dates; big sporting events; psychological factors; role-play for checking information</p> <p>Writing questions; instructions; an application form</p>
6 Nature (page 46)	<p>Grammar countable and uncountable nouns; present perfect and present perfect continuous</p> <p>Functions expressing opinions (agreement / disagreement); talking about quantity; describing character; forming an action plan; giving advice; being persuasive; saying why something is important; planning and writing a formal letter</p> <p>Vocabulary adjacent, aggressive, bed out, call (WB), carbon monoxide, cleanup, conservation, deserve, effluent, exotic, fauna, fence off, fierce, finance, flora, genus (WB), global, hectare, herbivore, hostile, imperative, mammal, marsh, nest, on behalf of, pesticide (WB), poacher (WB), propagation, proud, sanctuary, stubborn, sustenance, tame, toxin, underpart (WB), vegetation, wasteland, widespread (WB)</p>	<p>Reading an article about a nature reserve in Kuwait; small texts; information about wildlife; a formal letter</p> <p>Speaking nature reserves; opinions about protecting wild animals; an action plan; a talk to persuade</p> <p>Writing animal descriptions; an action plan; a formal letter</p> <p>Focus on Reading: Kuwait: a shopper's paradise Grammar: inversion</p> <p>Project: planning a radio or TV programme</p>

Module 3 Power

Unit	Language	Skills
7 Power - the alternatives (page 56)	<p>Grammar <i>if</i> sentences: conditional</p> <p>Functions expressing opinions (agreement / disagreement); predicting; stating disadvantages; giving conditions; giving warnings; saying why one is worried; saying why one is pleased; introducing a topic with a question; making suggestions; talking about feelings</p> <p>Vocabulary actually, appliance, asthma, breakdown, congestion, consult, crude oil, diminish, end up with, entirely, finite, fossil fuel, fractional distillation, generate, government, hazardous, invisible (WB), irreversible, last, megawatt (WB), motorist, polymer, procure, recently, refining, resolve (WB), self-employed, smog, spoil (WB), squander, strong, waste</p>	<p>Reading a text about the power of oil; role cards; a magazine article</p> <p>Listening a radio programme about world energy</p> <p>Speaking advantages and disadvantages of the different kinds of energy; conversations using the conditional; the consequences of environmental change; a statement from different points of view; role-play</p> <p>Writing sentences using the conditional; a magazine article</p>
8 The power of technology (page 62)	<p>Grammar Modals [<i>can / could; must / should</i>]; wish + simple past / past perfect</p> <p>Functions predicting; expressing opinions (agreement / disagreement); expressing wishes; talking about abilities; talking about possibilities; supporting ideas; expressing obligation; introducing a subject; stating advantages; analysing advertisements; persuading</p> <p>Vocabulary anniversary, bifocal, biofuel (WB), contact lens, cure-all, currently, draw, frequent, gold-coated, heart rate, implement (WB), innovate, instantly, instigate, latest, legible, micro-robot, nanoshell, obedient, obstacle (WB), outlandish (WB), patient, recharge, remind, reputation, satnav, shock, software, sophisticated, spot, suspension (WB), terminal, torso, transmit, trespass, tumour, wearer, windscreen wipers (WB)</p>	<p>Reading an article about inventions; a short article about smart clothes; an advertisement</p> <p>Speaking modern technology; future inventions; abilities and possibilities; difficult behaviour; a sales talk</p> <p>Writing a list; a magazine advertisement for a new invention</p>
9 Money (page 68)	<p>Grammar <i>have to / should / must</i>; reported speech</p> <p>Functions expressing opinions (agreement / disagreement); discussing money plans; guessing; expressing preferences; expressing obligation; discussing rules and laws; describing objects for sale; reaching agreement; stating advantages and disadvantages; exchanging ideas; agreeing / disagreeing; giving reasons to support opinions; stating one's purpose; expressing an opposite opinion</p> <p>Vocabulary accounting, affluent, auction, barter, billionaire (WB), charitable (WB), complimentary, confidentiality, economics, evil, extinct, generosity, gross, inherit (WB), insurance, in this sense, invest, investment, loan, login, management, philanthropic (WB), profit, shipping, spur, success, tax, tax return (WB), transaction</p>	<p>Reading an article by a local bank manager; a factfile; an opinion composition</p> <p>Listening a talk about the history of money; a discussion</p> <p>Speaking opinion about forms of payment; rules; objects for an online auction; advantages and disadvantages in order to reach agreement</p> <p>Writing a set of rules; an opinion composition</p> <p>Focus on Reading: The National Assembly Building Grammar: adverb clauses (cause / effect and opposition) Project: doing a technology survey</p>

Module 4 Fact and fiction

Unit	Language	Skills
10 Stories (page 78)	<p>Grammar adverbs of manner; <i>use to / used to</i></p> <p>Functions giving advice; describing past experiences; expressing opinions (agreement / disagreement); stating advantages and disadvantages; interviewing and being interviewed; beginning a letter; ending a letter</p> <p>Vocabulary</p> <p>border, chuckle (WB), composure, constancy, crazily, dreadful, drop off, emotive, enjoin, firmly (WB), fleet (WB), gratefulness, injustice, insolence, knock off, monotonous, overtake, pick up, recuperate, register, re-load, retire (WB), self-restraint, set off, smuggle, stacks of, sudden, touch down, turn up</p>	<p>Reading instructions from the Holy Qur'an; a story; a friendly letter</p> <p>Listening a radio news report</p> <p>Speaking stories in the Holy Qur'an; parental advice; advantages and disadvantages of different forms of transport; an interview</p> <p>Writing Luqman's pieces of advice; an informal letter</p>
11 Messages (page 84)	<p>Grammar passive verbs (mixed tenses)</p> <p>Functions understanding different types of messages; expressing possibility; accepting / rejecting invitations; visualising; apologising; giving information; leaving / recording a message; e-mailing; text messaging</p> <p>Vocabulary</p> <p>activate, alarm, answerphone, asap, band, briefly, colleague, conference call, confident, current, deadline, fasten (WB), flash, frequency, handy, harmony, hassle, homing (WB), illegally (WB), impromptu, instinct (WB), next of kin, portable, rearrange, ring, slide, starvation, tone, tutor, unlock, unreliable, upgrade, urgent, well-sealed</p>	<p>Reading different types of messages; a factfile; a story; a text about SIM cards; role-play cards; e-mails</p> <p>Listening a radio programme; answerphone messages</p> <p>Speaking messages; a message in a bottle story; answerphone messages</p> <p>Writing notes and messages; a reply to e-mails and text messages</p>
12 Flying stories (page 90)	<p>Grammar relative clauses and pronouns [<i>who, which, where, whose</i>]; third conditional; phrasal verbs</p> <p>Functions sharing personal experience; stating advantages and disadvantages; comparing achievements; expressing opinions (agreement / disagreement); expressing feelings using body idioms; describing past experiences; identifying background information: setting the scene for a narrative; sequencing information; interviewing an eyewitness; planning and writing a news story</p> <p>Vocabulary</p> <p>acclaimed, altitude, attendant, aviate, aviation, baby carriage, biplane (WB), buzzing, cabin, coincide with, confrontational, control, co-pilot, corporation, courteously, custom-built, endeavour, exemplary, expression, eyewitness, fog, gliding, headline, incident, instructor, intensely, landmark (WB), mumble, notably, plague (WB), prejudicial (WB), radar, resemble, rusty (WB), stern, stunned, transcontinental (WB), velocity, voice-activated</p>	<p>Reading a short biography; a joke; a newspaper story</p> <p>Listening an eyewitness account</p> <p>Speaking travelling in a plane; an eyewitness account</p> <p>Writing a short paragraph about a friend or family member; a news story</p> <p>Focus on</p> <p>Reading: Ahmed Meshari Al-Adawni and the national anthem</p> <p>Punctuation: using commas</p> <p>Project: creating a booklet about Kuwait</p>

Module 1 Culture



Unit 1: We are what we eat
What do you eat? Do you eat healthy food?



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



Focus on:
Traditional dress in Kuwait



Unit 3: Inspiring architecture
Describe your favourite building.



Project 1: Where do you
recommend that tourists visit in
Kuwait? Why?

Outcomes

You will be able to:

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

Unit 1

We are what we eat

Grammar

Past simple and past continuous;
adjectives

Discuss

1 Answer these questions about healthy eating.

- a Look at the pictures on page 13. Rank them in order of their nutritional value, starting with the highest.
- b What did you eat for breakfast this morning? How could it be healthier?
Now compare your answers with those of other students.

Read

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

Diet insider

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



PROBIOTIC DRINKS

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

GREEN TEA

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

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

CHOCOLATE (yes, really!)

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

3 Answer these questions with a partner.

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

Listen Vitamins and minerals

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

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



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

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

Check your understanding

5 (1.1) Listen again and answer these questions.

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

Think and speak (expressing preferences; expressing personal opinions)

6 Work in pairs or groups.

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

Words to remember

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

Grammar

• Past simple and past continuous tenses Grammar reference pages 123-125



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

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



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

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



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

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

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

• Adjectives Grammar reference page 124



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

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

Pronunciation



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

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



(1.4) Now listen and repeat this sentence.

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

Vocabulary The food pyramid

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

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



Types of food

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

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

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

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

Words to remember

deficiency, grilled, metabolism, organic, pomegranate, RDA, sodium, supplement

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

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

Writing An online guide to healthy eating places

Read and analyse

1 Read this guide which describes four eating places.

- Which menu is the healthiest? Which is the least healthy?
- Why does the writer recommend these places?
- How could each place improve the nutritional value of its menu?

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

Eliza Blues Restaurant

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

Places to eat

Shawarma House

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



Kuwait Bay Grill

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

Palace Café

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

Plan your online guide

2 Plan your own online guide recommending healthy eating places for visitors to your town or city.

- Choose one or two places to describe.
- Use spider diagrams to make notes about each place under these headings:
 - Location
 - Healthy specialities: food and drinks
 - Other good points

Write and check

3 Write your guide based on your plan and your notes.

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

USEFUL LANGUAGE

Saying what one likes about something

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

Making recommendations

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

Speaking Giving a short talk

Read and discuss

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

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



MENU

Sandwiches

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

Desserts

Chocolate mousse
Fresh pineapple
with honey
Ice cream

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

Here's what we have in mind ...

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

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

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

Prepare and give your talk

2 Continue planning your talk in groups of three.

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

Words to remember

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

USEFUL LANGUAGE

Introducing oneself

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

Expressing personal opinions

In my opinion, the menu should include ...

I think the food should be high in protein.

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

Expressing uncertainty

I'm not sure about the amount of fat.

Maybe there should be special menus for vegetarians.

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

Asking questions to an audience

Are there any questions?

Please ask any questions you'd like to.

Unit 2 Respecting cultures

Grammar

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

Mentoring matters

As a mentor, you will have the opportunity to:

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

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

10 *work with others."*

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



Discuss

1 Look at the leaflet above and discuss these questions.

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

Read

2 Look at the photograph below, the Factfile and the headings of the article on page 19. Don't read the article yet.

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



3 Now read the article and the Factfile on page 19 and check your answers to question 2.

Factfile

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

Culture of Peace

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

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

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

numerous world leaders in private meetings.

What has Kuwait done to further the Culture of Peace?

- Kuwait has been a key innovator in furthering the Culture of Peace. Kuwait has organised conferences in London and Washington to promote mutual understanding and respect. Within Kuwait, the government has arranged seminars and programmes to raise awareness and promote respect and understanding amongst Kuwaiti citizens. Kuwait has also sponsored many regional and international conferences about religious tolerance among peoples and respect for the followers of other religions.
- With all of these activities, Kuwait is an exemplar of the kind of tolerance, dignity and respect that all people should aspire to in the hope of making the modern world a better place. As Ban Ki-moon, the Secretary-General of the UN has said, "One of the great challenges of our time must now surely be to ensure that our rich cultural diversity makes us more secure — not less."

Check your understanding

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

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

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

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

Words to remember

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

Think and speak (expressing personal opinions)

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

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

Grammar

• Present perfect Grammar reference pages 125–126

1 Look at sentences 1–4 from the article on page 19.

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

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

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

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

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

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

b Write sentences like this:

I've seen a rare copy of the Holy Qur'an.

I've visited the largest mosque in Europe.

c Now use them to make conversations with a partner.



• Prepositions [on, amongst, in, for, of, with, at, by] Grammar reference page 126

4a Complete the sentences with the correct prepositions.

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

b What difference in meaning does each preposition have?

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

Vocabulary Verbs with similar meanings

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

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



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

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

Words to remember
calligraphy, consistently,
diverse, inspirational,
master, richly

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

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

Pronunciation

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

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

5 (2.2) Now listen and repeat these sentences.

Speaking

Conducting a survey

Listen



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

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



(2.3) Listen again and answer these questions.

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



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

Do a survey



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

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



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

USEFUL LANGUAGE

Starting a conversation

Hello. / Good morning. / Excuse me.

Asking permission to ask questions

Could I ask you a few questions?

Is it okay if I ask you a few questions?

Would you mind if I ...

Agreeing to answer questions

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

Thanking

I appreciate it.

I'm grateful.

Thanks for your time.

Responding to thanks

That's all right.

You're welcome.

That's okay.

A review

Read and analyse

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

- 



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

- Words to remember**
account, conduct,
cover, figure,
ground-breaking,
high-ranking, pilgrimage,
relevant, review

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

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

Unit 3 Inspiring architecture

Grammar

Comparatives and superlatives;
compound adjectives

Discuss



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

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

2 Read the Factfile on page 25.

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

Read

3 (3.1) Listen and read the description on page 25.

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

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

A Celebrated Construction ...

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

Check your understanding

4 (3.1) Listen again and answer these questions.

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

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

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

Words to remember

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

Think and speak (describing; expressing likes and dislikes; giving reasons)

6 Look at the photographs again.

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

Grammar

• Comparatives and superlatives Grammar reference pages 126-127

1 Find the adjectives in this short text.

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

Note

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

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

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

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

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

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

1 spacious

a modern / chic

2 affordable

b weak

3 cosy

c well-lit

4 dark

d tiny

5 traditional

e costly

6 sturdy

f uncomfortable

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

The flat is more modern than the hut.
The villa is the most modern building.

• Compound adjectives Grammar reference page 127

4 Look at this compound adjective and its meaning.

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

Now rewrite these phrases using compound adjectives:

a a journey of 20 kilometres

b a meal with three courses

c a block of 44 storeys



KWD 27,000



KWD 152,000



KWD 36,000



KWD 570,000

Vocabulary Buildings in Kuwait

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

residential commercial cultural governmental public state
private trade educational



b Discuss these questions with a partner.

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

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



Words to remember

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

Think and speak

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

Pronunciation

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

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

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

Speaking

Discussing plans for a new airport

Listen

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

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



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

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

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

Discussion and presentation

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

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

USEFUL LANGUAGE

Making suggestions

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

Agreeing with a suggestion

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

Disagreeing with a suggestion

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

Quote

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

Johann Wolfgang Von Goethe

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

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

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

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

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

1 _____

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

2 _____

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

3 _____

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

4 _____

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

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

Plan your report

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

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

Write and check

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

Words to remember

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

USEFUL LANGUAGE**Stating one's purpose**

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

Giving reasons

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



Traditional Dress in Kuwait

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

The Ghutra

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

The Igal

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

The Gahfiah

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

Dishdasha

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

Paired Conjunctions

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

1 Match the sentence halves to make a complete sentence.

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

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

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

Project 1

task

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

Planning a cultural holiday

Stage 1 Read

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

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

A week in Kerala

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

Day 1 Arrival at Cochin

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

Day 2 Munnar

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

Day 3 Munnar

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

Day 4 Thekkady / Periyar

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

Day 5 Periyar

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

Day 6 Kovalam

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

Day 7 Departure

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



Stage 2 Discuss and decide

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

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

Stage 3 Write the programme

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

Stage 4 Add extras

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

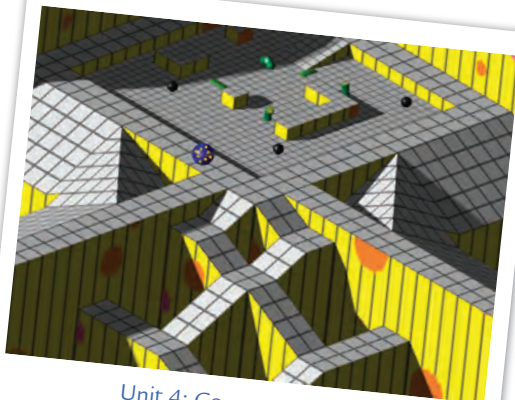
Stage 5 Presentation

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

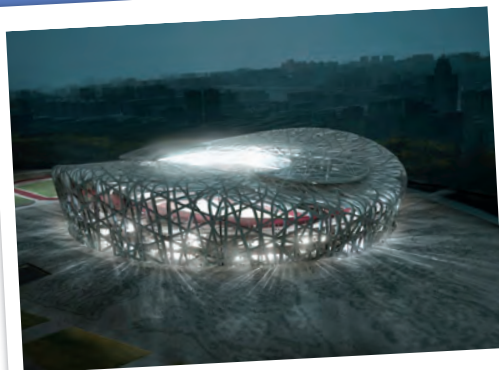
TRY THESE WEBSITES FOR INFORMATION:

- www.keralatourism.org/kerala-glance.php
- www.visit-kuwait.com
- www.kuwaitiah.net/tourism.html

Module 2 Free time



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



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



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



Focus on:
Kuwait: a shopper's paradise



Project 2:
Planning a radio or TV programme.

Outcomes You will be able to:

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

Unit 4 Computer games

Grammar

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

Discuss

1 Answer these questions about computer games.

Do you play computer games?

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

Compare your answers with a partner.

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

Read

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

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

4 Read the article on page 35 quickly and note how future computer games will be different from the games we play now.

Fast forward to the future of games

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

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

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

These constant changes make game technology a rapidly developing business. Rival companies are just as competitive as their consumers. This competitive atmosphere will always produce exciting new ways to play, and ensures future consoles won't fall behind the times. Sony's latest hand-held console, the PSP, has recently been updated with an anti-reflective screen, as well as a built-in microphone for headset-free use. And game designers will be working hard to compete with the success of the Nintendo Wii, which has been flying off the shelves since its release. This is largely due to the Wii's simple design and 'wand'; a wireless controller that uses motion sensors to imitate the movement of the player.

Check your understanding

5 Read the article again and answer these questions.

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

Vocabulary

6 Find the hyphenated words that mean the following:

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

Words to remember

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

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

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

Grammar

● The future tense / present continuous Grammar reference pages 127-128

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

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

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

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

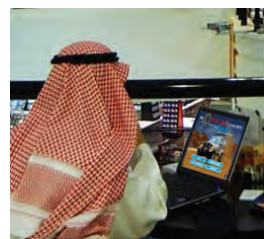
- ▶ Start sentences with one of these expressions:

I expect... ..

I think... ..

I predict that... ..

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



3 Think about your future plans and arrangements.

- a Write three answers for each question.

1 What are your plans and arrangements for next weekend?

.....

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

.....

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

.....

- ▶ Write about a plan / intention like this:

I'm going to play football on Saturday.

- ▶ Write about an arrangement like this:

I'm playing football on Saturday.

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

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

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

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

● the more... the more... Grammar reference page 128

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

a The more realistic games become, the more

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

c I predict that the more, the more

Vocabulary Computer-friendly

1 Work in pairs.

a Find these console components in the picture:

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



b Complete these sentences with words from the box above.

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

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

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

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

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

b Discuss these questions in pairs or small groups.

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

Pronunciation

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

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

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

Speaking Giving advice



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



Work in pairs.

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

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

- d Change roles and roleplay the third problem situation.



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



Work in small groups.

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

USEFUL LANGUAGE

Identifying a problem

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

Asking for advice

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

Giving advice and suggesting solutions

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

Quote

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

Louis Gerstner

Writing

Game instructions

task

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

1 As you read the instructions, answer these questions.

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

Welcome to Marble Madness 3D!

Instructions

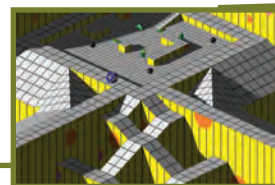
- Your mission is to navigate the marble to the end of the maze.
- Hurry up! You only have a limited amount of time.
- Beware of edges and holes. Falling into space will cost you valuable seconds.
- Control the marble with the built-in motion sensor to obtain the classic 'marble madness' feeling. Alternatively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

Ways of playing

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

Extras

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



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

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

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

Words to remember

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

Make a plan

3 Discuss and make notes in pairs.

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

Write and check

4 Write your instructions on a piece of paper.

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

Unit 5

Sports psychology

Grammar

Questions and imperatives; modal verbs

[can, could, should, would]

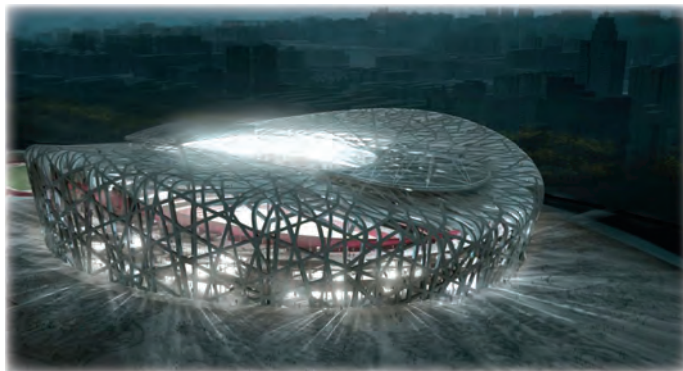
Discuss

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

Read

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

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



Why the Paralympics matter

Why the Paralympics matter

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

Triumph over adversity

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

Beijing Games 2008

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

Kuwaiti pioneers

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

3 Read the Factfile on the right.

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

Listen

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

- a (5.1) Listen and choose the correct answer, A, B or C, for each question.

- | | | |
|-------------------------------|---------------------|-------------------|
| 1 A 1944 | B 1953 | C 1964 |
| 2 A Kuwait | B Egypt | C Algeria |
| 3 A 2006 | B 2007 | C 2008 |
| 4 A Brazil | B Germany | C France |
| 5 A Australia and New Zealand | B Norway and Sweden | C Korea and Japan |
| 6 A London | B Paris | C Athens |
| 7 A about 150 | B about 200 | C about 250 |

- b Compare answers with those of a partner.

- c (5.2) Now listen to the answers to find out your score.

Check your understanding

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

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

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

35 venues
11,028 athletes
in 1953
in 2008

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

7 Now say these dates and numbers with a partner.

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

Think and speak (justifying your answer)

8 Discuss these questions in pairs or groups.

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

Factfile

Olympic Games Beijing 2008

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

Words to remember

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

Grammar



• Questions and imperatives Grammar reference pages 128-129

Questions

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

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

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

How many What When Where Which Who

.....

.....

.....

b Exchange questions with a partner and answer their questions.

Imperatives for instructions

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

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

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

.....

.....

.....

.....

• Modal Verbs [*can, could, should, would*] Grammar reference page 129

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

.....

.....

.....

.....

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

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

Vocabulary Sports mentality

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

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

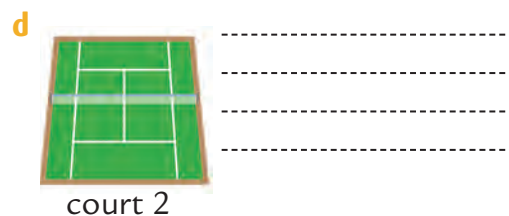
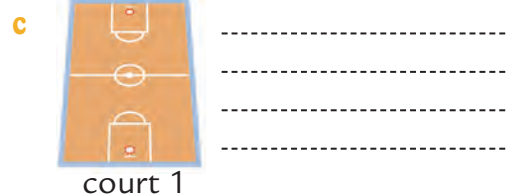
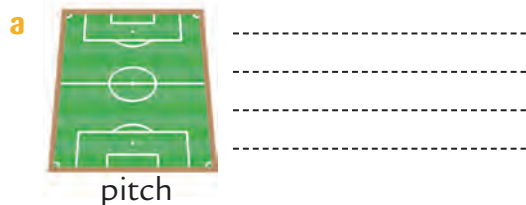
In sport, you have to want to perform and to improve your performance. Your determination to do this is called motivation. The intensity of it is called stimulation. If training leads to boredom, you will lose motivation. Feedback is information about the outcome of a performance and it can greatly affect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

Your personality can affect your choice of sports and performance:

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

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

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



Think and speak

- 3** Discuss these questions in pairs or groups.

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

Words to remember

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

Writing Completing an application form

Read and check

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

New Kuwait Bay Sports Club

Personal Details:

Family name (1)
Middle name (2)
First name (3)
Age (4)
Home address (5)
Telephone number (6)
e-mail address (7)

PHOTO

Sports you would like to do (8)

(Please give level: Beginner / Intermediate / Advanced)

<input type="checkbox"/> Athletics	<input type="checkbox"/> Football	<input type="checkbox"/> Judo	<input type="checkbox"/> Badminton
<input type="checkbox"/> Golf	<input type="checkbox"/> Karate	<input type="checkbox"/> Baseball	<input type="checkbox"/> Gymnastics
<input type="checkbox"/> Squash	<input type="checkbox"/> Basketball	<input type="checkbox"/> Hockey	<input type="checkbox"/> Tennis
<input type="checkbox"/> Cycling	<input type="checkbox"/> Horse-riding		

Which of these facilities would you be interested in using? (9)

<input type="checkbox"/> Restaurant	<input type="checkbox"/> Snack bar	<input type="checkbox"/> Sauna	<input type="checkbox"/> Solarium
-------------------------------------	------------------------------------	--------------------------------	-----------------------------------

Signature (10) _____

Date (11) _____

Write

- 2 Complete the application form with your own information.

- 3 Work in pairs.

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

Speaking Checking information

Listen



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

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



Pronunciation Asking questions



(5.5) Listen and repeat these question tags.

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



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



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

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

Role-play



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

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

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

USEFUL LANGUAGE

Greeting and enquiring on the telephone

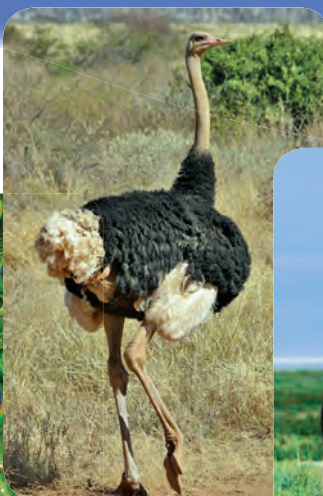
Hello, could I speak to X, please?
(Hello), this is (Noura) from ...
I'm ringing to (find out) ...
So that's ...
Thank you very much.
Goodbye.

Responding on the telephone

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

Unit 6 Nature

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

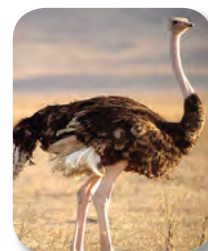


Discuss

1 Discuss these questions in pairs or small groups.

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

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



Read

3 Read the article on page 47 quickly and choose the best title:

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

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

The reserve has become a crucial sanctuary for birds, with over 220 recorded species, including 17 birds of prey. This makes the wetlands one of the best bird-watching sites in the Middle East. In just one day spent beside the reed-lined pools, bird-watchers can see a variety of buzzards, eagles, vultures and harriers. Autumn and spring are the best time for bird-watchers. During these seasons, the area attracts an estimated total of 2000 to 3000 birds, who migrate to refuel themselves on the reserve's rich vegetation.

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

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

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



Check your understanding

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

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

Words to remember

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

Vocabulary

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

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

Think and speak (expressing opinions)

6 Work in groups. Discuss these questions.

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

Grammar

• Countable and uncountable nouns Grammar reference pages 129–130

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

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

2 Find the five uncountable nouns in this text.

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

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

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

Singular countable nouns					
Plural countable nouns					
Uncountable nouns					

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

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

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

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

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

• Present perfect and present perfect continuous Grammar reference pages 130–131

5a Complete the sentences from the article on page 47.

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

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

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

b What difference in meaning does each tense have?

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

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

2 He (just arrive).

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

Vocabulary Animals

Adjectives to describe character

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

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



Animals and idioms

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

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

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

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

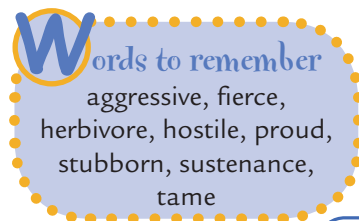
- 3** Match these sentence beginnings with the correct endings.

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

Pronunciation Intonation in lists

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

Lions are brave, fierce and proud.



Speaking Presenting ideas; being persuasive

Read

1 Read the Factfile and the information below.

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

Factfile

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

What you can do to help

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

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

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

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

Discuss and make notes

2 Discuss this question in groups of three or four.

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

Being persuasive

3 Now persuade someone in authority about your plan.

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

USEFUL LANGUAGE

Saying why something is important

It is really important for us to (look after our wildlife) because ...

The main reason we must (protect the birds) is that they ...

I'd like to explain why we shouldn't forget (the insects) ...

If we don't do something soon, ...

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

Thomas Fuller

Writing A formal letter

Read and analyse

task

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

1 Read this formal letter and answer the questions.

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



Dear Sirs,

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

Yours sincerely,

- c Now match each paragraph with a purpose.

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

Make a paragraph plan

2 Look back at the notes you made in Speaking.

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

Write and check

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

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

Kuwait: A Shopper's Paradise

Kuwait is a great place to go shopping. It has some of the best stores and shopping centres in the whole of the Middle East. It's little wonder a lot of people like to spend their free time shopping when they can go to places like Villa Moda. Villa

5 Moda is a series of luxury designer boutiques selling fashion and clothing items from top designers from all over the world. The designers include names such as Gucci, Bottega Veneta, Prada, Dolce & Gabbana and Miu Miu, along with many others.

Villa Moda was founded by Sheikh Majed Al-Sabah in 1991.

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

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

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

Other traditional ideas are turned on their heads, sometimes literally. Large trays, usually

25 used for communal eating whilst seated on the floor, are flipped over, attached to stainless steel stands and transformed into attractive coffee tables. Even the fashion designers have helped to add to the sense of East meets West. Diane von Furstenburg and Rachel Roy were employed to create kaftans and long gowns, thereby literally weaving together the traditions of East and West in fashionable and desirable garments.

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



Inversion

Inversion refers to an irregular verb placement form.

Case One:

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

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

Case Two:

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

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



Find one example of each case in the text.



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

Project 2

Planning a radio or TV programme



task

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



Stage 1 Read

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

It's Competition Time !

We want to hear YOUR VOICE

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

Programme guidelines

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

Contents could include:

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

Listeners will be teenagers with lots of different interests.

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

At least three people must plan and present the show.

What to do next

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

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

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

We will announce the competition winners on January 25.

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

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

Stage 2 Discuss and decide

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

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

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

Stage 3 Plan each topic in more detail

For example:

NEWS

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

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

Stage 4 Write

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

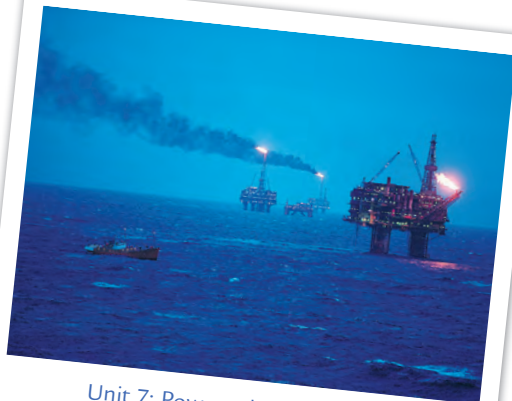
Stage 5 Presentation

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

TRY THESE WEBSITES FOR INFORMATION:

- <http://radiohigh-djs.blogspot.com>
- www.ehow.com/how_2002078_write-a-radio-script.html

Module 3 Power



Unit 7: Power - the alternatives
Why is it important to save energy?



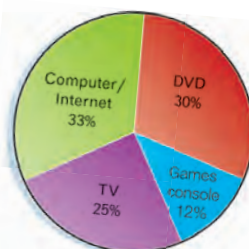
Unit 8: The power of technology
Have you ever thought of an invention?



Focus on:
The National Assembly Building



Unit 9: Money
What do you spend your money on?



Project 3: Doing a technology survey

Outcomes You will be able to:

- ▶ listen to a programme and a talk
- ▶ read about future inventions
- ▶ discuss possibilities for future technology
- ▶ express opinions about global issues
- ▶ make suggestions
- ▶ give a sales talk
- ▶ reach agreement through discussion
- ▶ write a magazine article and an opinion composition

Unit 7

Power -
the alternatives

Grammar

If sentences: conditional

Discuss

**1 a** Read the list of energy sources. Which is the odd one out? Why?

- coal ► solar ► oil ► gas ► nuclear

b What are the advantages and disadvantages of the different kinds of energy?

Discuss these ideas with your partner.

- costs ► the situation now and in the future ► the environment

Read

**2** Read the article below. What ideas did you mention in your discussion?

The Power of Oil

Now and the Future

Without oil, the world would be a very different place. In fact, you'd struggle to find any area of modern life that doesn't involve oil in some way. However, oil is a finite resource. Scientists have estimated

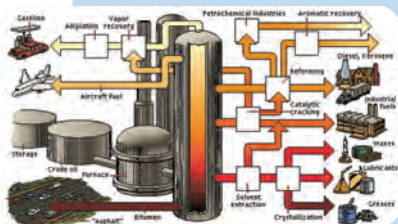
- 5 that if the world continues to use oil at a constant rate, oil supplies could run out by 2050. No one really knows how much oil there is in the world, and oil companies are always looking for more undiscovered oil supplies. Regardless of continuing discoveries, it is important that we develop new ways to provide energy. Scientists are developing sustainable fuels for use worldwide. Currently, scientists are proposing that
- 10 motorists use renewable oils. These oils are derived from renewable sources such as grain, wood chips and even agricultural waste. Most vehicles can run on fuel made from a mixture of renewable and crude oil. This reduces costs and pollution, and ensures the supply of natural oil lasts longer. Unfortunately, the many other uses of oil make it extremely difficult to replace entirely.

The Environment

- 15 The use of oil and other fossil fuels is contributing to environmental damage and global warming. Pollution from vehicles, factories and power stations has contributed to environmental problems. Drilling for oil can also have detrimental effects on the environment as it sometimes involves the destruction of animal habitats. However, some scientists have argued that the use of natural oil has actually saved several animal species, such as the sperm whale, which was previously hunted
- 20 to make oil. Some oil companies also contribute towards environmental projects in an attempt to limit the damage they cause.

Cost

- Although it is expensive to make and set up the necessary equipment extract oil from the ground, once these are in place the cost of oil
- 25 extraction is relatively low. The real cost of oil is generally incurred by fractional distillation during oil refining. This is the process by which oil is split into many different types of oil, which can then be used for different purposes. For example, crude oil can be made into petrol for cars, polymers for plastic and even tar for roads.



Vocabulary

3 Match these 'energy' words a–e with their meanings 1–5. You may use the dictionary or the glossary at the end of the book.

- | | | |
|---------------|-------|--|
| a finite | ..... | 1 the process by which impurities are removed from a substance |
| b contribute | ..... | 2 limited |
| c refining | ..... | 3 in natural or raw form; unprocessed |
| d crude | ..... | 4 natural energy formed over a long period of time |
| e fossil fuel | ..... | 5 aid in causing something to occur |

Listen

4 (7.1) You are going to hear part of a radio programme about world energy. Which types of energy do the speakers mention?

**Check your understanding**

5 (7.1) Listen again and note the correct numbers for the gaps in these sentences.

- Coal and oil will last for years. Natural gas will last for years.
- The Aswan Dam in Egypt produces over kilowatts of electricity every year.
- The Rogun hydro-electric dam in Tajikistan is metres high.
- The world's first wind-powered generator was built in the year
- In parts of Africa, women walk over kilometres a day to find wood.
- The average American uses times as much energy as an Ethiopian.

6 Read the article again.

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

- Reserves of coal and oil will last longer than reserves of natural gas. ☐
- The world's largest oilfield is in Saudi Arabia. ☐
- Wind, waves and the sun produce only five per cent of the world's energy needs. ☐
- In some places, plants provide most of the energy people use. ☐

b (7.1) Compare your answers with those of a partner, then listen again and check your answers.

Think and speak (predicting; discussing advantages and disadvantages)

7 Discuss these questions in pairs or small groups.

- What are some possible consequences if the world's industry reduces its energy use?
- What are the disadvantages of natural sources of energy like wind power, wave power and solar energy? Discuss.

Words to remember
crude oil, entirely, finite, fossil fuel, fractional distillation, polymer, refining

Grammar

• If sentences: conditional Grammar reference page 131

1 There are three different examples of *if* sentences (conditionals) in the radio discussion.

a Find the verbs in these examples.

1 If we continue to use coal at today's speed, it will last for 60 years.

2 Women walk over 10 km if they need wood for fuel.

3 If we were more careful, our energy would last longer.

b Choose one of the words below to describe each of the sentences.

always likely unlikely

• General conditional

2 a Read this short conversation, then answer questions 1 and 2 below.

A What do you do if you have no money? B If I have no money, I ask my dad.

1 Have the speakers been in a situation where they have no money?

2 How often has this happened to them? Once, or more than once?

b Complete these sentences so that they are true for you.

If I feel hungry, I

If I can't sleep at night, I

c Make conversations in pairs. Take turns to ask the first question.

A What do you do if you feel hungry? B I look in the kitchen.

• First conditional

3 a Read this short conversation, then answer questions 1 and 2 below.

A What will we do if our car breaks down? B If it breaks down, we'll try to fix it.

1 Are the speakers talking about past, present or future time?

2 Do the speakers think a breakdown is likely or unlikely?

b Complete these sentences as if you were speaking.

1 policeman (to driver) If you drive too fast,

2 coach (to footballer) If you don't train more often,

c Complete this sentence in four different ways.

If I accept the job,

.....

.....

If I accept the job,

.....

.....

If I accept the job,

.....

.....

If I accept the job,

.....

.....



● Second conditional

4 a Read this short conversation. Are **A** and **B** talking about past, present or future time?

A If we use our cars less, we will create less pollution.

B Crude oil separates into composite parts if it is heated at high temperatures.

A If I owned a power station, I would reduce energy costs.

b Is it **likely** or **unlikely** that the oil will run out tomorrow?

c Complete these sentences by adding the correct form of the verbs in brackets.

1 If we (find) a way of using water instead of petrol, the cost of motoring (fall).

2 If the cost of motoring (fall), everyone (use) their cars more often.

3 If everyone (use) their cars more often, the roads (be) much more crowded.

d Work in pairs. Discuss what would happen if sea levels around the world rose by two metres next week.

Vocabulary Strong and heavy

1 Complete the sentences with one of these phrases.

strong lights heavy work heavy traffic strong coffee
heavy fall strong smell heavy fighting strong wind



- 1** Some people don't drink at night because it stops them from sleeping.
- 2** It took him two hours to drive there because of the
- 3** To play football at night, you need very
- 4** The boat sailed quickly because of the
- 5** My uncle broke his leg when he suffered a
- 6** There is a of curry coming from the kitchen.
- 7** The newspaper reports in central Africa.
- 8** Building houses is



Word families

2 Work in pairs. Complete this text with one of the words in *italics*.

The British coal **(1)** *industry / industrial* employs just over 9,000 people. In 2002/03, total British **(2)** *product / production* was 28.9 million tonnes. About a third of this coal is used to **(3)** *generate / generator* electricity. This means that when people use **(4)** *electricity / electrical* appliances in their homes, they are actually **(5)** *useful / using* coal.

Words to remember

actually, appliance, breakdown, generate, last, motoring, strong

Pronunciation

3 (7.2) Listen and repeat these words. Notice how the two words are linked together.

a If you ... **c** If we ... **e** If oil ...

b If I ... **d** If the ... **f** If Faisal ...

4 (7.3) Listen and repeat the same words in the following sentences.

Speaking Expressing opinions

1 You are going to discuss this statement in groups of five.

"To help save the world's energy resources, the government should increase the price of petrol by 100%."

Introduction and preparation

- a Each group chooses one of the roles A–E.
- b Read your role card and decide what you think about the statement.

A – Petrol station owner

- ▶ You own a petrol station.
- ▶ Most of your income is from selling petrol to local people and companies.

B – Someone who wants to protect nature

- ▶ You think there is too much congestion on the roads and that the smog is a danger to nature and to people's well-being.
- ▶ You go everywhere by public transport or on foot and you suffer from asthma.

C – Car driver

- ▶ You use your car every day: for work, for shopping and to visit friends.
- ▶ You are self-employed and for most of the week you have to travel and consult different companies.

D – Teenage cyclist

- ▶ You are too young to drive, so you travel everywhere by bicycle.
- ▶ Your journey to work is hazardous because the traffic is very heavy in the mornings. Cars have knocked you off your bike twice.

E – Student

- ▶ At the moment you walk everywhere but you'd like to procure a car when you leave university and get a job.
- ▶ You are worried about the environment.

Role-play

2 Work in groups of five – A, B, C, D, E.

- a First, each 'character' should say what he / she thinks about the statement in exercise 1. Say why you are pleased or worried by the idea. How does the language differ? Use some of the expressions from the *Useful Language* box below.
- b When everyone has expressed their opinions, have a general discussion.
- c Finally, organise a vote to find out whether your group agrees or disagrees with the statement.

USEFUL LANGUAGE

Saying why one is worried

I'm really worried about (the idea) because ...
I'm afraid X would (happen) if they increased the price of petrol.

Saying why one is pleased

I'm really pleased ...
I think it's a great idea.
It sounds good to me.

Quote

"Environmental protection doesn't happen in a vacuum. You can't separate the impact on the environment from the impact on our families and communities."

Jim Clyburn

Writing A magazine article

Read and analyse

task

You are going to write an article for a school magazine suggesting practical ways in which we could all save energy.

1 Read the magazine article below and answer these questions:

- What do you know about the writer and the readers of the article?
- How does the writer start and finish the article?
- Is the style formal or informal?
- What is the main purpose of the article?

DO YOU REALLY HAVE TO DRIVE?

When you're in your car, do you ever think, 'Do I have to drive?' or 'Could I travel by bus?' Recently, I've asked myself these questions more often. Sometimes I have good answers, 5 but not always.

When I drive to work, I'm the only person in my car. Most other cars on the road also carry only one person. We're all going to the same place in our own cars. What a waste of energy 10 and money! I don't enjoy my journey because of all the traffic, but I'm more worried about air pollution and the energy which motorists

like me are squandering.

So here are my suggestions for diminishing the amount of energy we use in our cars. Firstly, 15 we could share cars with other people who are going to the same place as us. Secondly, we could use alternative modes of transportation. And finally, if you have a big car, you could 20 replace it with a smaller one. If we don't do something to save energy, we'll end up with irreversible environmental problems. What are YOU going to do to prevent this?



2 Compare your answers to questions 1a-d in pairs.

Plan your article

3 a Brainstorm ideas in groups. Collect them in a graphic organiser using the following headings:

- ▶ Think about electricity: lights, air-conditioning, travelling, etc.
- ▶ How could you save some energy at home?
- ▶ What would be a suitable title for the article?
- ▶ How could you start and finish your article?

b Write a plan for an article with four paragraphs.

- 1 Introduce the topic.
- 2 State the problem.
- 3 Make your suggestions.
- 4 Conclude the article.

Write and check

- 4 a Write your article in about 150-170 words, using your plan.
- b Now check your article and exchange it with a partner.



Words to remember

asthma, congestion, consult, diminish, end up with, government, hazardous, irreversible, motorist, procure, recently, self-employed, smog, squander, waste



USEFUL LANGUAGE

Introducing a topic with a question

Do / Have you ever ...?
What are you doing to ...? / What could you do ...?

Giving warnings

If we don't do ..., ... will happen.
It sounds good to me.

Making suggestions

We could ... (share cars).
If you have a big car you could ... (replace it).

Unit 8

The power of technology

Grammar

Modals (*can / could; must / should*); *wish* + simple past / past perfect



Discuss

1 Work in pairs. Think about the power of technology.

a What can human beings do now that they couldn't do 100 years ago? Make a list.

We can travel around the world in a few hours.

We can talk to people thousands of kilometres away.

We can

.....

.....

.....

b Read the following statement. Why do you think modern science is important?

An important part of modern science is to strive for clear understanding. Therefore, scientific explanations are always welcomed as they help us to have a greater understanding of the world. That's why Islamic society has always respected and had an interest in science.

Read

2 Read the article on page 63 about some of the inventions scientists are working on now. Predict inventions the writer will refer to.

As you read, note any of your ideas in exercise 1 which the writer mentions.

Check your understanding

3 Match four of these headings with sections 1–4 in the article on page 63. You do not need to use two of them.

A A 'smart' future

B The world of work

C Cure-all

D In the home

E Connections

F Clothes and fashion

Future Shock

Our grandparents thought they were fortunate because they could travel by car and they could see films at the cinema. Now, we think we're very lucky because we have appliances that can do the jobs we hate, like washing up or cooking; we have computers that can help us to communicate with people instantly; we have cars with 'satnav' that can tell us how to get to where we are going; and we have AC systems which can keep our houses and offices cool when the weather is hot.

But in just a few years, these latest inventions will seem old-fashioned compared to things that scientists are currently innovating. Here are a few of the ideas they are developing.

- 1
 Within a few years, we will all be able to watch 3D television without special glasses.
- 2
 We will have more spare time because robots will be doing almost any job in and around our homes, including cleaning, washing, gardening and mail delivery.
- 3
 There will be big changes in medicine, too. Gold-coated 'nanoshells' are being developed. They will be able to find cancer tumours and destroy them, using heat.
- 4
 Within ten years, researchers will have developed micro-robots which we can swallow. These will be able to travel through our bodies and repair organs that are not working properly.
- 5
 In the next ten years, we will be able to buy 'intelligent' or 'smart' refrigerators which will automatically inform us when we are running out of food and will be able to order supplies directly from an online supermarket.
- 6
 By 2020 we could see the end of traffic jams and road accidents: cars will drive themselves along 'smart roads'. Some people predict that we will even be able to buy flying cars.
- 7
 Mobile phones will continue to get smaller and become more and more sophisticated. We may be able to use our phones to pay for things we buy in shops. We will simply pass our phone over an electronic reader and money will be drawn from our bank accounts.
- 8
 We will soon be able to wear 'active contact lenses' which display our e-mails and Internet web-pages. According to scientists we will be able to 'see' these with our eyes closed.

4 Read the article again and answer these questions.

- a Why did our grandparents think they were lucky?

- b How will housework change in the future?

- c How will very small robots help doctors?

- d Which future invention do you think is the most useful?
 Summarise its benefits.

Words to remember
 contact lens,
 cure-all, currently, draw,
 gold-coated, innovate,
 instantly, latest,
 micro-robot, nanoshell,
 satnav, shock,
 sophisticated, tumour

Think and speak (expressing opinions: agreement / disagreement)

5 Discuss these questions in pairs or groups.

- a Do you think any of these inventions could improve your life? If so, how?
- b Which future development do you think is the most exciting? Why?

Grammar

• Modals (*can / could; must / should*) Grammar reference pages 131–132

1 Complete the sentences with *can / can't* and *could / couldn't*.

- I need my bifocal glasses. I see without them.
- Computers help us to instigate new learning technology.
- I research at school because there is a new software library.
- Ten years ago, you easily find a spot to park in town.
- I wanted to text you but I remember your number.

2 Read these extracts from a guide written for foreign businessmen and women who are visiting countries in the Middle East.

- What should / shouldn't visitors do? What must / musn't they do?

Clothes / Appearance	Behaviour in public and at meetings
1. Visitors must cover most of their body.	3. You mustn't keep your shoes on when you visit a mosque.
2. Men should wear a tie for business meetings.	4. When you meet someone, you should not shake hands with your left hand.
3. Clothing should not attract attention or be worn to show off.	5. You should use the greeting 'Al-salaam alaykum'.

- Compare your answers with those of a partner, then together write a few more helpful guidelines for businessmen and women visiting Kuwait.

Talking about abilities and possibilities

3 Look at the inventions in the pictures and answer these questions in pairs.

- What can these things do? **or** What can't we do with these things?
- What will these things be able to do in the future?
- What technology do you have that your grandparents didn't?

4 Think about these future possibilities.

- What would people do if computers started to act by themselves? Explain.
- What could happen if all the computers in the world stopped working at the same time? Elaborate.

• Wish + simple past / past perfect Grammar reference page 132

- What difference in meaning does each sentence have?
They wish they had studied harder when they were young.
He wishes he were rich.

- Complete the sentences with the correct form of the verb.

- Now that he is in China, he wishes he (understand) Chinese.
- I wish you (call) earlier.
- They wish they (listen) to us sooner.
- When we begin the trip, they will wish they (be) with us.



Vocabulary Negative adjectives

Note

1 Prefixes are often used to give a negative meaning to an adjective.

Example: lucky – **unlucky**

- a Do you know any more negative adjectives which start with **un-**?
- b What are the negative forms of the following adjectives? The notes in the box in question c may help you.

formal frequent friendly honest legal legible
obedient patient polite regular relevant tidy

- c Check your negative adjectives in a dictionary or the Student's Book glossary.

Negative adjective prefixes

un-	is the most common negative prefix
dis-	is used with some adjectives
il-	is used with some adjectives beginning with l ...
im-	is used with some adjectives beginning with p ... or m ...
ir-	is used with some adjectives beginning with r ...
in-	is used with a few adjectives

- d Complete these sentences with the negative form of some adjectives from question b.
- 1 My room is a bit I wish I had a robot to clean up the mess.
 - 2 It is to drive faster than the speed limit.
 - 3 children should learn to do what their parents tell them.
 - 4 People who live in cities often have a reputation for being, but I always get on very well with them.
 - 5 I can't read your writing. It's completely

Words to remember

bifocal, frequent,
instigate, legible,
obedient, patient,
reputation, software,
spot

Think and speak

2 Answer these questions in pairs.

- a What should parents say to their disobedient children?
- b In what situations do you get impatient? Explain.
- c What should companies do with dishonest employees? Elaborate.

Pronunciation

3 (8.1) Listen and repeat. Underline the most stressed word in each sentence.

- a Gold-coated 'nanoshells' are being developed.
- b We will be able to buy 'smart' clothes.
- c According to scientists, we will be able to 'see' these with our eyes closed.

4 (8.2) Listen to the sentences again. How have they changed?

Quote

"The machine does not isolate man from the great problems of nature but plunges him more deeply into them."

Antoine de Saint Exupéry

Speaking Selling an idea

Introduction

- 1 Read this short article about 'smart clothes' of the future.
Which of the clothes do you think would be the most useful?

In a few years, we will be able to buy 'smart clothes' which can control our temperature, keeping us cool in the summer and warm in the winter. One company



is already working on 'smart trainers' which can generate electricity as you walk, and power an electronic terminal you wear on your torso. Other clothes will help to save lives by checking the wearer's heart rate and blood pressure and transmitting this information to a doctor. Life-saving ski jackets will heat up if the wearer's body temperature falls too low, and will transmit a message to a satellite to help rescue teams to find the wearer.



Plan a sales talk

- 2 Work in pairs or groups. You are going to sell a new item of 'smart clothing' to other students in the class.

- a How could the language of the article change if the writer wanted to sell the items?
- b Choose **one** of the articles of clothing in the photograph, and discuss these questions.
 - 1 What is it and what do you think it can do?
 - 2 What are its special features?
 - 3 Who would find it particularly useful?
 - 4 How would it improve the wearer's life?
- c Plan a 'sales talk' to persuade other people to buy this article of clothing. Use your answers to questions **b1–4** as the different sections of your talk. Use some of the expressions from the *Useful Language* box below.



Give your talk

- 3 Work with another group of students.

- a Take turns to give your sales talk to the other group.
- b Finally, each student in the two groups should say whether they found the talk persuasive. Would they buy the new article of 'smart clothing'?

USEFUL LANGUAGE

Introducing a subject

I'd like to tell you about our fantastic new invention.
It's a ... which can ...
This is the invention you have all been waiting for.
It's a ... which ...

Stating advantages

The best thing about (our new shoes) is ...
This is what our ... can do for you.
It isn't expensive. It only costs ...
It's available in these sizes / colours: ...

Writing An advertisement

Read and analyse

task

You are going to write a magazine advertisement for a new invention.

- 1 Read this advertisement for a new household robot. Which of Robomate's abilities would you find most useful?

ROBOMATE

This is Robomate and here are some of the things it can do for you:

- It can translate between languages.
- You can ask it to do jobs around the house for you. It particularly likes the jobs you find boring.
- It can look after the house when you go out. If someone trespasses, Robomate will phone you.
- If you are away, and you want to check everything is okay at home, you can see what's going on through a special webcam.
- It can remember everything you tell it and remind you about important dates like birthdays and anniversaries. This is particularly useful if you have a busy life or a bad memory.
- Its batteries last for 48 hours without recharging.

So, what are you waiting for?
Order your own personal Robomate today. It'll change your life!
Still not sure? Check our website and watch Robomate in action!



- 2 Read the advertisement again and answer these questions.

- a Why does the writer of the advertisement use the word *you*?
You can ask it to do jobs ...
- b Why does the writer ask questions?
So, what are you waiting for?
- c Is the style of writing formal or informal? What effect does this have?
- d Why does the writer use a list of bullet points [•]?

Words to remember
anniversary,
heart rate, recharge,
remind, terminal, torso,
transmit, trespass,
wearer

Write and check

- 3 Write your own magazine advertisement for a new invention which will save time in your school or your home.

- a
 - 1 Think of your invention and give it a suitable name. It can be big or small, cheap or expensive, simple or complicated.
 - 2 Write in the same style as the advertisement for Robomate.
 - 3 Include the price of your invention.
- b Now check your spelling, grammar, punctuation and style. Exchange advertisements with another student.

Unit 9 Money

Grammar

have to / should / must; reported speech

Discuss

- 1 a** Look at the pictures. Which do you think is worth the most?
- b** How many different ways of paying for things do you use? Think of a fact and an opinion for each method. Compare ideas with those of a partner.



Read

- 2** Read this extract from a careers prospectus written by a local bank manager. Do you have any qualities that would make you a good bank manager?

Financial prospects

You don't have to have a university degree to become a bank manager, but it can help. When I left school, I started working in a bank as a clerk to earn money for my family. I worked hard and was eventually promoted, but because I didn't have a degree, I had to take professional examinations. Not going to university is one of my biggest regrets. I

⁵ would love to study economics, accounting or computer science, and a degree in business management would really help my career now. But I think it takes more than just a university education to be a successful bank manager.

As a bank manager, you need good communication skills. You must be completely honest and trustworthy and be able to respect confidentiality. It is also important that you are ¹⁰ able to demonstrate leadership qualities and to motivate staff to meet targets. You must be able to handle a lot of complex information, including monitoring accounts, loans and investments. Our bank also offers home and business insurance. I officially work 35-40 hours per week, but sometimes I work overtime to meet important clients.

Some people say that money is corrupting and causes greed, but ¹⁵ I believe money management is a skill and a discipline.

Money is not an end in itself, but a means to higher values. If it is earned, invested and spent carefully, it will reward the individual, their family and society. This is where banks and bank managers can help!



3 Read the extract on page 68 again and find a word to match each definition.

- a a university qualification
- b time that you spend working in addition to your normal working hours
- c a selfish desire

Listen

4 (9.1) You are going to hear a talk about the history of money.

As you listen, answer these questions.

- a What did people barter with in the past? (Barter = exchange things instead of using money. Examples: animals, things they made, etc.)
- b When and where were the first coins made?
- c When and where were the first bank notes made?

Words to remember

accounting, barter, confidentiality, economics, insurance, invest, investment, loan, management, transaction

Check your understanding

5 (9.1) Listen to the talk again. Are these statements True (T) or False (F)? Justify your answer.

- a In parts of Africa shells are still used as money. ☐
- b The first coins were made of silver. ☐
- c Before they used coins, the Greeks paid for things with long nails. ☐
- d The Chinese made paper money because they did not have enough gold. ☐

6 (9.1) Which facts in the Factfile are mentioned by the speaker?

When you have made your choice, listen again and check your answers.

Think and speak (expressing opinions: agreement / disagreement; exchanging ideas)

7 Discuss these questions in pairs.

- a If people in your town had no money, how could they get things they needed? Could they barter? What could they exchange?
- b What could you and your friends exchange?



Factfile

10 Money Dates	
9000 BCE	Cattle were the oldest form of money.
6000 BCE	The first banks were in Babylon in Mesopotamia.
1200 BCE	Cowry shells were first used as money in China.
640 BCE	The first coins were produced in Lydia.
550 BCE	The Persians used gold coins, but the Greeks used silver.
800 CE	The first paper money notes were made in China.
1520 CE	The Aztecs used gold dust and cocoa beans as money.
1660 CE	The first cheque was used in Britain.
1961 CE	Fils and Dinars were introduced in Kuwait.
1995 CE	Ninety per cent of all transactions in the USA were electronic.

Grammar

● **have to / should / must** Grammar reference pages 132-133

1 Match the modal verbs in sentences a–c with their meanings 1–3.

- a Most people **have to** work to earn money.
 b You **shouldn't** waste your money.
 c You **must** be more careful with your money.
- 1 This is necessary.
 2 I feel very strongly about this.
 3 This is my advice or suggestion.

2 Rewrite each sentence using one of the modal verbs from the list. Start with the words given.

must should have to mustn't shouldn't don't have to

- a It isn't a good idea to carry lots of money around with you. **You**
 b It's wrong to take things from shops without paying. **You**
 c It isn't necessary to pay for these drinks. They're complimentary. **You**
 d If you earn money, I think it's right that you pay tax. **If you earn money, you**
 e It's a good idea to put your money in a bank. **You**
 f It's necessary to use a personal login for the bank website. **You**

3 Work in pairs. A group of university students from Kuwait are going to work in another country for a year. Write a set of rules which will help them prepare for this new situation. Think about these things:

- Money ► Clothes ► Public behaviour ► Driving a car

4 Now work in small groups. Tell each other about any rules or laws in other countries that you have visited or know about. Use *must / mustn't; have to / don't have to; should / shouldn't*.

● **Reported speech** Grammar reference page 133-135

5 Complete the paragraph using the first paragraph of the article on page 68.

A local bank manager said that when he had left school, he started working

.....

.....

.....

.....

.....

.....

.....

.....

Vocabulary List and sell

1 Look carefully at this website for buying and selling goods.

a Describe three of the items for sale, following the information in the box.

e-Sell Kuwait's Online Auction

Sell your first item now! List:

- Item title
- Item description & history
- How you would like to be paid
- Shipping methods



b Work in pairs. Ask and answer questions about the objects.

Adjective + to + verb

2 Adjective + to + verb is a common pattern in English.

It's hard to imagine the world without money.

a Complete these beginnings.

- 1 It's hard to imagine
- 2 It's impossible to believe that
- 3 I find it difficult to understand
- 4 I'm lucky to have

b Compare answers with a partner, then think of one or two more ways of ending the same sentences.

Words to remember

auktion,
complimentary, login,
shipping, tax

Pronunciation

3 (9.2) Listen and repeat these sentences. Notice when the preposition **to** becomes reduced.

a It's hard to imagine.

c I'm going to tomorrow.

b You shouldn't have to.

d They couldn't afford to.

4 (9.3) Now listen and repeat this sentence.

I only want to pay separately if you want to.

Quote

"Getting money is not all a man's business: to cultivate kindness is a valuable part of life."

Samuel Johnson

Speaking Reaching agreement

The situation

1 You and a group of friends have entered a competition together and you have won the first prize – a lot of money.

BUT you will only get this money if you can **all** agree how to invest it. You have the three choices below. Look at the choices and put them in your ideal order. (1 = your first choice)



Pay for the building of a new sanctuary for a bird that is nearly extinct in Kuwait.

Pay for the building of a new study centre at your school.

Buy a hotel in your town which is losing money. If you make it a success you could gross a profit for yourself.

Advantages and disadvantages

2 Make a list of the advantages of your first and second choices and the disadvantages of your third choice.

Choices	Advantages	Disadvantages
1 New school study centre	► Improve the school	
2 New bird sanctuary		
3 Hotel		► We could lose the money ► A lot of hard work

3 (9.4) Before you have your discussion, listen to three people discussing the same choices.

What is each speaker's first choice?

Exchange ideas

4 Work in groups.

- Discuss the three choices in turn. As each choice is discussed, describe the advantages of your first and second choices and the disadvantages of your third choice.
- If there is no agreement, try to persuade the others in the group that your first choice is the best.

Remember: **You must reach agreement or you will not get the money!**



An opinion composition

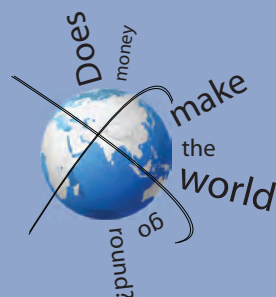
Read and analyse



1 Does money make the world go round?

- a In the composition, the writer gives his / her opinion. Do you agree?

In the modern world, money is very important to most people. Everyone needs money and everyone would like to be more affluent than they are.



For some people, their main reason for doing anything is to make money. However, there are other reasons.

- 5 Most people go to work because they need money to pay for food, clothes and a home. Some people start businesses to make more money for themselves and their families. These businesses pay their employees. If a business closes, the employees lose their jobs and cannot afford to buy anything. So in this sense, it is true to say that
- 10 *'Money makes the world go round'.*

On the other hand, some people believe that money has become too important. They say that money spurs criminal behaviour and can lead to wars between countries. These people think that family and generosity are more important than money.

- 15 In my opinion, we need money to live, but life without friends would not be worth living. So, in answer to the question, 'Does money make the world go round?' I would say 'No.' Of course money is great, but I also believe that good friends and families are what really make the world go round.

- b Work in pairs. Do you and your partner agree with the writer?
- c Now match these descriptions with the correct paragraphs.
- ▶ Ideas which answer **Yes** to the question
 - ▶ The main idea of the composition
 - ▶ The writer's own opinions
 - ▶ Ideas which answer **No** to the question

Words to remember

affluent, evil, extinct, generosity, gross, in this sense, profit, spur, success

Plan your composition



2 You are going to write your own four-paragraph composition.

- ▶ Do you agree that love of money is the root of all evil?
- ▶ Do you think that the best things in life are free?

Choose one of these subjects and plan your ideas with a partner.

Write and check



- 3 a Write your composition in about 150-170 words, using your plan and the ideas you have discussed.
- b Now check your composition, exchange it with another student, and discuss any opinions you and your partner disagree about.

USEFUL LANGUAGE

Stating one's purpose

I am going to write about ...

Expressing opinions

In my opinion, ...

I believe that ...

It seems to me that ...

Expressing an opposite opinion

On the other hand, many people think ...

The National Assembly Building

This incredible white building houses the Kuwaiti parliament. The building is an amazing combination of styles and draws its influence from both the modernist architectural movement and Islamic tradition. For example, the sloping roofs serve both a functional and a figurative purpose. They provide shade for the parking area on one side of the building and evoke the traditional Kuwaiti past by representing a traditional souk covered by a tent. Although the style of the building is extremely contemporary, even 30 years after its completion, it still evokes Kuwait's rich cultural heritage whilst embracing modern building styles.

The project to build the National Assembly Building began in 1969 with an international competition which drew entries from many famous and successful architects. The competition was eventually won by Jorn Utzon, the Danish Architect who designed the Sydney Opera House. Utzon was eager to be involved in the project as it allowed him to combine his passion for Middle Eastern culture and tradition with his love of modernist architecture.

The dramatic front of the concrete building flows upward toward the sea, like a leaning canopy of sweeping fabric, shading what looks like a smaller structure underneath. Skylights are repeated through the ceilings in the halls of the building. The large canopy, which covers the entire building below, also hovers above an open courtyard. The view from inside the Parliament is almost as striking as the outside.

The National Assembly Building has also become a symbol of political representation within Kuwait and an important icon for Kuwaiti citizens. The building houses Kuwait's National Assembly, otherwise known as the *Majlis Al-Umma* or House of the Nation. It is an especially important building as it houses Kuwait's parliament, the only parliament in the Gulf.

The building also houses the offices of Kuwait's leading politicians. Members of the public can even go to hear Parliament in session and translation is available for those who don't speak Arabic. These sessions are extremely interesting for anyone who wants to learn about the governmental processes of Kuwait, and reflect the open nature of Kuwait's legislative body.

Adverb Clauses (cause / effect and opposition)

Adverb clauses express when, why, opposition and conditions. They are dependent clauses. This means that an adverb clause cannot stand by itself; it needs to be completed by an independent clause. When an adverb clause begins the sentence, use a comma to separate the two clauses, e.g.: *As soon as he arrives, we will have some lunch.*

When the adverb clause finishes the sentence there is no need for a comma, e.g.: *He gave me a call when he arrived in town.*

This is a list of subordinating conjunctions introducing adverb clauses:



CAUSE AND EFFECT

because, since, as, as long as, so long as, due to the fact that

OPPOSITION

although, even though, though, whereas, while

1 Find in the text one *cause / effect* clause and one *opposition* clause.

2 Write similar adverb clauses with other subordinating conjunctions from the table.

Project 3

task

You are going to work individually and in groups to carry out a survey about the importance of technology in people's everyday lives. Work in groups of 3–4 students, and follow stages 1–5.

Doing a technology survey



Stage 1 Design your own survey

- a Decide on a topic. Choose one of these titles:
Technology in your home / Technology in your school / My personal use of technology
- b Decide what type of questions to ask.

Type 1

Which of these items do you use? Choose one or both of them.

- ☐ Digital camera ☐ DVD player

Type 2

Put these items in order of importance for you. [1 = highest / 4 = lowest]

- ☐ Television ☐ Computer ☐ DVD player ☐ Games console

Type 3

How easy is it get help if something goes wrong with your computer? Choose one answer.

- ☐ Very easy ☐ Quite easy ☐ Not very easy ☐ Difficult

Type 4

How far do you agree with this statement? Choose one answer.

‘Technology is becoming too important in modern life.’

- ☐ Strongly agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly disagree

- c Now write your own questions.

Stage 2 Carry out the survey

Work with another group. Take turns to ask your questions.

Every student in the group should answer the other group's questions. Don't forget to make a written note of the answers other students give to your questions.

Stage 3 Summarise your survey results

Work in your original groups again. Summarise the answers other students gave to your questions.

Here are some different ways of presenting the summaries:

Type 1

Eighty-five per cent of students use a camera.

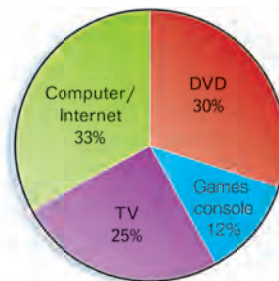
Twenty-five per cent of students strongly disagree that technology is becoming too important.

Type 2 Tables of figures

4	3	2	1	Order of importance / Item of technology
6	7	9	8	television
1	2	12	15	computer
3	17	5	5	DVD player
20	4	4	2	games console

Note: Number in class 30

Type 3 Graphs or diagrams



% of students who thought each item most important

Stage 4 Present your results

Now take turns to present your group's findings to the rest of the class.

You can do this presentation in a number of ways.

- ▶ Speaking: read out the results of your survey.
- ▶ Visual: display your results in writing or diagrams on the wall.
- ▶ Speaking and visual: read and display.

Stage 5 Class discussion

Discuss these questions about the results of your surveys.

- a** What facts stand out from your survey?
- b** Were there any differences of opinion between different groups?

TRY THESE WEBSITES FOR INFORMATION:

- www.misterpoll.com/237738
- www.statpac.com/surveys
- www.technologyquestions.com

Module 4

Fact and fiction



Unit 10: Stories
Do you like telling stories?



Unit 11: Messages
How do you communicate with different people?



Unit 12: Flying stories
Do you know any stories about flying?



Focus on:
Ahmed Meshari Al-Adwani and the National anthem



Project 4:
Creating a booklet

Outcomes

You will be able to:

- listen to a programme and a description
- read stories
- give advice and share personal experience
- discuss advantages and disadvantages of means of transportation
- carry out an interview
- express opinions
- take and leave messages
- write an informal letter and a news story

Unit 10 Stories

Grammar

Adverbs of manner; *use to/used to*; *phrasal verbs*

Discuss

- 1 a What different types of stories are there in the Holy Qur'an?
- b How do you think they benefit us?
- c What do you know about Luqman and his wisdom?

Read

2 Read the text on page 79 and answer these questions.

- a What are the pieces of advice Luqman gives to his son?
- b Luqman lists many virtues. Find the verse that expresses each of the following:

Modesty

Respectfulness

Gratefulness

Patience

Self-restraint

Composure

Although not a prophet, Luqman was granted enormous wisdom by Allah. The following are Luqman's words of wisdom, as described in the Holy Qur'an. They are given as instructions to his son, but serve as instructions to all humanity.

Verse 13

"Behold, Luqman said
To his son admonishing him
"O my son!
Join not in worship
(Others) with Allah: for
False worship is indeed
The highest wrong-doing.

Verse 14

"And We have enjoined on man
(To be good) to his parents:
In travail upon travail
Did his mother bear him.
And in years twain
Was his weaning: (hear
The command), "Show gratitude
To Me and to thy parents:
To Me is (thy final) Goal.

Verse 17

"O my son! establish
Regular prayer, enjoin what is
Just, and forbid what is wrong:
And bear with patient constancy
Whate'er betide thee; for this
Is firmness (of purpose)
In (the conduct of) affairs.

Verse 18

"And swell not thy cheek
(For pride) at men.
Nor walk in insolence
Through the earth:
For Allah loveth not
Any arrogant boaster.

Verse 19

"And be moderate
In thy pace, and lower
Thy voice; for the harshest
Of sounds without doubt
Is the braying of the ass.

Check your understanding

3 Fill in the table using Luqman's advice.

You should...	You shouldn't...

4 Use the table to write a short paragraph containing Luqman's advice.

Think and speak (giving advice)

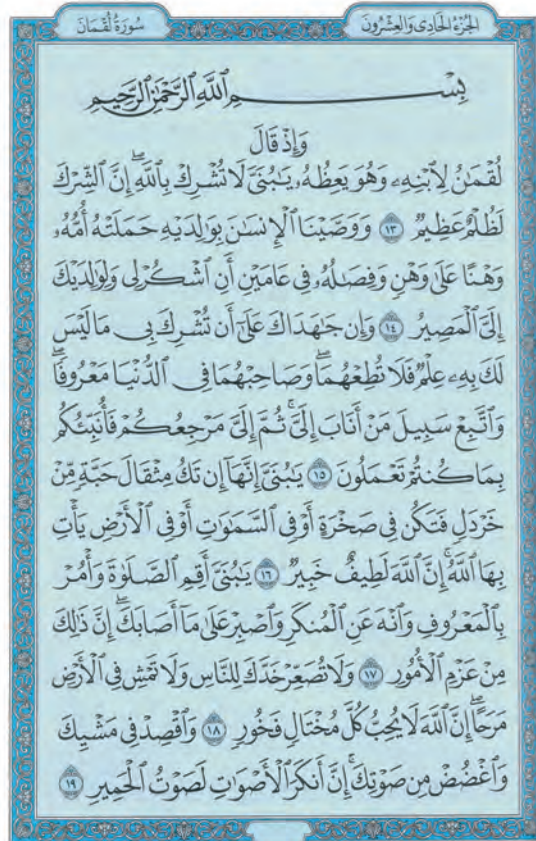
5 What pieces of advice do your mother and father give you?

6 Work in groups. Find words of wisdom from the words of Luqman. Choose one of the virtues from exercise 2b and give advice from a parent to their son or daughter.

[illegible]

Words to remember

composure, constancy,
enjoin, gratefulness,
injustice, insolence,
self-restraint



• **Adverbs of manner** Grammar reference page 135

1 Adverbs of manner are words which tell us how someone does something.

Note

- ▶ Most adverbs are formed by adding **-ly** to an adjective.
Adjective: He's a **dangerous** / **careless** driver.
Adverb: He drives **dangerously** / **carelessly**.
- ▶ Some adverbs of manner are the same as adjectives.
Adjective: He's a **fast** / **hard** worker.
Adverb: He works **fast** / **hard**.

- a Can you think of any more adverbs of manner? Which are not formed by adding **-ly** to an adjective?
- b Where do we usually put adverbs of manner in sentences?

2 You are going to add adverbs to a story to make it more interesting.

- a Make adverbs from each of these adjectives.

angry	calm	careful	cheerful	curious	polite
quick	rude	secret	slow	sudden	suspicious

- b Now complete gaps **1–9** in this story with some of the adverbs. Sometimes more than one answer is possible.



Crossing the border

A man was hurrying across the US-Mexican border on his bicycle when **(1)** he was stopped by a guard. The guard pointed to two bags on the man's back, and asked **(2)** 'What's in the bags?'

'Sand,' said the cyclist **(3)**

'Get them off – we'll have a look,' said the guard **(4)** The cyclist took the bags off his back **(5)** and emptied them to show that they held only sand. Then he re-loaded the bags **(6)**, put them on his shoulders and continued to cycle across the border.

The next week, the same thing happened. Again the guard demanded to see the two bags, which again contained nothing but sand. This went on every week for six months, until one day the cyclist did not appear.

A few days later, the guard happened to meet the cyclist in the town. 'Say friend, can you tell me something?' asked the guard **(7)** 'We knew you were **(8)** smuggling something across the border, but we didn't know what. What were you smuggling?'

'Bicycles!' replied the man **(9)**

• **use to / used to** Grammar reference page 135

3 a Read the following sentences. Explain the difference between *use to* and *used to*.

- ▶ Did you use to be in my geography class?
- ▶ I didn't use to take the bus.
- ▶ We used to go to school together every morning.

- b Complete the sentences.

- 1** Did Ahmed live in Qatar?
- 2** The airport staff didn't wear a uniform.
- 3** We own a black sports car.

Vocabulary Travel

Ways of travelling



- 1 a Work in pairs. Discuss which of the words in the list can be used with these verbs.

train car bicycle motorbike bus plane taxi boat

- | | | |
|----------------|----------------------------|------------|
| 1 to go by | 4 to catch | 7 to drive |
| 2 to ride | 5 to get on / get off | 8 to miss |
| 3 to travel on | 6 to get into / get out of | |
- b Which of the words has a driver / a pilot?
- c What are the words for people who go by bicycle and by motorbike?

2 How do you think these people usually travel?

- a A king or president visiting another country
- b A businessman visiting an office on the other side of the city
- c A student travelling to school every day

Phrasal verbs connected with travel

3 Read this description of somebody's journey.

- a Replace the phrasal verbs in 1–7 with the correct form of one of these words or phrases.

land leave leave (the ground) let (someone) get out register stop to collect arrive

Words to remember
border, drop off, pick up,
register, re-load, set off,
smuggle, sudden,
touch down, turn up

We (1) **set off** for the airport at 7.30 a.m. in the morning. As soon as we got to the airport, we (2) **checked in**. Forty-five minutes later our plane (3) **took off**. We (4) **touched down** on time. Unfortunately nobody had (5) **turned up** to meet us at Madrid Airport, so we called a taxi. Ten minutes later the taxi (6) **picked us up**, drove us into the city and (7) **dropped us off** right outside our hotel.

- b Now replace each verb in bold in sentences 1–4 with one of the phrasal verbs in question a.

- 1 Do you know when our plane **leaves**?
- 2 My father **collected** me from the station.
- 3 The taxi driver said: 'Where shall I **let** you **out**?'
- 4 When have we got to **register** at the airport?

Think and speak (stating advantages and disadvantages)

- 4 Work in groups. Discuss the advantages and disadvantages of travelling by plane, train, car, taxi and bicycle.

Quote "Life isn't about finding yourself. Life is about creating yourself."
George Bernard Shaw

Speaking Taking part in an interview

What's the story?

- 1 a Put these pictures into the correct order to make a story with a happy ending.
 ---- ---- ---- ---- ----
- b Compare your order with a partner.

Listen

- 2 (10.1) Listen to a radio news report and check the order.

Interview

- 3 Work in pairs. A news reporter is going to interview the van driver.

- a Choose one of these roles:

A – the van driver
 B – a news reporter

- b Prepare for the interview.

A Look at the pictures again to remind yourself what happened.

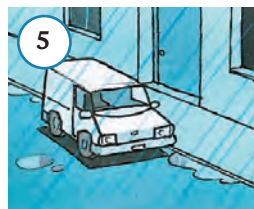
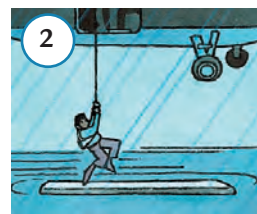
- ▶ What questions could the reporter ask you?
- ▶ How could you describe your feelings? Worried? Terrified?

B Write **five** questions to ask the driver.

- c Do the interview.

- d Change roles. Repeat the interview with different questions.

- e Which role uses more emotive language? Why?



Pronunciation Word stress

- 4 (10.2) Underline the stressed part of the words you hear.

- | | | |
|-------------|---------------|--------------|
| a motorbike | c historical | e helicopter |
| b bicycle | d traditional | f reporter |

- 5 (10.3) Listen to the words in sentences and check your answers.

- 6 Now work with a partner. Read these sentences aloud to each other. Remember to stress the right part of the long words.

- a He was on a black motorbike.
- b I've got a silver bicycle.
- c It's a traditional story.

Writing An informal letter**Read and analyse****task**

You are going to write a letter to a friend, telling him / her about a recent event.

1 This is a letter which a friend from an English-speaking country has written to you.

- a** As you read the letter, match these summaries with the five paragraphs.
- ▶ The situation now
 - ▶ A greeting, an apology and an excuse
 - ▶ A final request
 - ▶ The result of the accident
 - ▶ A description of the accident

Hi ...

- 1 How are you? Sorry I didn't reply to your letter – I've been crazily busy. This week, I've got stacks of time. Why? Because I'm in hospital with a broken leg. I'll tell you what happened.
- 2 I was going to school as usual last Wednesday – on my bike. The traffic was dreadful. The bus I was behind stopped at a bus stop and people got off. I started to overtake the bus, but suddenly it pulled out. You can guess what happened next. The bus knocked me off my bike and into the middle of the road. Thank goodness I was wearing a helmet!
- 3 Unfortunately a car was coming in the other direction. It couldn't stop in time and it crushed my leg. The next thing I remember is waking up in hospital with my leg in plaster. I may be smiling, but it's still very painful.
- 4 The doctor says I have to rest and recuperate for another week. It's so monotonous – the daytime TV programmes are terrible, so I'm writing letters to all my friends.
- 5 Please write soon and tell me your news. Hope you haven't been as unlucky as me.

Bye

Marcus

- b** What shows you that this is an informal letter? Think about:

- ▶ verb forms
- ▶ missing words
- ▶ particular words or phrases
- ▶ punctuation

Make a paragraph plan**2** Decide what to tell your friend in your letter.

- a** Choose something that happened to you or somebody else, or make up a story.
- b** Plan what you are going to write in each paragraph. Make sure your story has a beginning, a middle and an end.

**Write and check**

- 3 a** Now, write the letter using your notes. Make sure you use an appropriate beginning and ending.
- b** Now check your letter. Exchange letters with another student and ask questions to find out more about the story.

Words to remember

crazily, dreadful, emotive, knock off, monotonous, overtake, recuperate, stacks of

USEFUL LANGUAGE**Beginning a letter**

Hi ... (informal)

Dear ... (more formal)

Ending a letter

That's all for now. Write back soon.

Bye / Love (informal)

Best wishes / Regards / Yours sincerely (more formal)

Unit 11

Messages

Grammar
Passive verbs (mixed tenses)

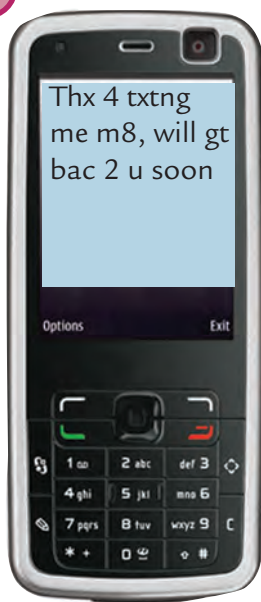
Discuss

1 Look at the messages below and discuss these questions with a partner.

- a Where could you find each message?
- b Who do you think wrote them and why?
- c Who were they written to?
- d Who do **you** send messages to? Who do **you** receive messages from?



1



2

To: _____
Cc: _____
Subject: _____

Hussein
Thanks for letting me know in advance. I actually have the same problem as you, and was just about to contact you.
Let's rearrange things then. How about 27th March? My schedule is pretty free that day so I will be able to travel to your office instead.
Ahmed

Original message

Dear Ahmed,
I'm afraid I can't make our meeting tomorrow afternoon. A colleague is out of the office and I have to take his place. If we could reschedule asap I would really appreciate it, as there are many things to discuss about our forthcoming project.
Hussein

3

Nadia
Reem phoned. Can you get back to her as soon as possible – it's urgent. She'll be at home until 4.30.
Dalia

4

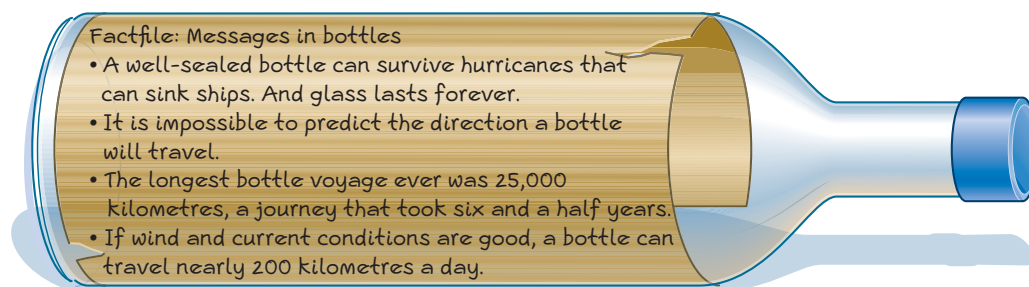
I am sending this message out to sea to see if anyone will find it. If you are reading this message, wherever you are in the world ... please send it back to me at ...

Listen

2 (11.1) You are going to hear part of a radio programme called 'Strange Stories'. Listen and answer these questions.

- How many strange stories do you hear?
- What nationalities are the people in the stories? (We do not know the nationality of one person.)
- When does each story take place?

3 (11.1) Which of the information in the Factfile below does the radio programme give you more details about? Read the Factfile, then listen again.



Check your understanding

4 Choose the correct answer, **A** or **B**, for each question about the stories.

- How did Matsuyama and his men die?
A They drowned. **B** They had no food.
- What happened to the Lusitania in May 1915?
A It ended its voyage. **B** It started its voyage.
- The people who found the German scientists' bottle didn't break it. Why not?
A The glass was too strong. **B** They could read the message through the glass.
- Why did Paolina reply to the sailor's message?
A As a joke. **B** Because she wanted to please her father.

Words to remember

asap, colleague, current, impromptu, rearrange, starvation, unreliable, urgent, well-sealed

Think and speak (visualising)

5 Imagine you are on the beach and you find an empty bottle.

- What message would you send in the bottle?
- Where could your bottle go to?
- Would you like the finder to contact you?
- Why are 'message in a bottle' stories so memorable?

Quote

"It usually takes me more than three weeks to prepare a good impromptu speech."

Mark Twain

● **Passive verbs (mixed tenses)** Grammar reference pages 135–136**1** Read the story and choose the best title:

- ▶ Faisal and Ahmed ▶ Mixed messages ▶ Home alone

It's the last lesson of the day and Faisal is hungry. He can't wait for the family dinner at 3 o'clock. 'I hope Mum makes a chicken curry, he thinks. As he leaves school, he sees his twin brother Ahmed at the entrance. 'I have to stay an hour late for football practice this afternoon. So I'll miss dinner,' Ahmed tells Faisal.

⁵ 'Don't worry, I'll ask Mum to keep a plate warm for you.' Faisal replies.

Faisal takes a long walk home, but when he arrives the house is empty. The answer machine light is flashing red. 'I hope it's not bad news,' he worries, and plays the message.

'Hi, it's Mum. I went to the supermarket but now I'm stuck in traffic. My phone battery is nearly dead, too. I'll be home at 5 o'clock.'

¹⁰ In his office, Faisal's dad is really worried. He has a project deadline tomorrow, but he doesn't want to miss dinner. 'Really sorry. Emergency conference call. I'll be an hour late. Love Dad.' he types.

'I hope somebody reads this e-mail,' Dad thinks.

¹⁵ At exactly 5 o'clock, Ahmed, Mum and Dad all arrive at the house. 'Sorry I'm late, did you get my message?' They apologise in perfect harmony. Faisal laughs and laughs.

2 The first in each pair of sentences below is active and the second is passive.

- | | |
|--|--|
| ▶ Dad <i>sent</i> an e-mail. | The e-mail <i>was sent</i> by Dad. |
| ▶ Mum <i>left</i> an answer machine message. | The answer machine message <i>was left</i> by Mum. |

- a** What is the difference between the two sentences in each pair?
- b** Are these statements True (T) or False (F)? Justify your answer in your notebooks.
- | | |
|---|--------------------------|
| 1 Active and passive sentences give different information. | <input type="checkbox"/> |
| 2 Active and passive sentences use different verb forms. | <input type="checkbox"/> |
| 3 Active and passive sentences have different subjects or focuses. | <input type="checkbox"/> |

3 How is the passive formed? Rewrite each sentence using the word in brackets.

- a** Last year, I painted my room. (had)
.....
- b** My father is upgrading his phone tomorrow. (having)
.....
- c** We've just installed an AC unit. (had)
.....
- d** Nader will finish the construction project. (have)
.....
- e** Mum had cooked a large meal for the family. (been)
.....
- f** By the end of this year, I will have read ten books. (been)
.....

Vocabulary Verbs with more than one meaning: *take, make*

1 We often need to read words in a sentence to understand the right meaning.

a What does the verb **take** mean in sentences 1–4? Choose meanings from this list.

carry steal (remove without permission) swallow travel by

- 1** He takes his father's car without asking.
- 2** I'm too tired to walk – let's take a taxi.
- 3** You'd better take your coat. It might be cold later.
- 4** I've got a bad headache so I'm going to take some tablets.

b What does the verb **make** mean in sentences 1–4?

attend earn force someone to produce

- 1** My parents made me tidy my room before I went to bed.
- 2** They make Volvo cars in Sweden.
- 3** How much does he make a year?
- 4** I'm sorry, but I can't make the meeting tomorrow.



2 Read the text. Fill the gaps with the correct form of the verbs below. One verb is used twice.

upgrade hold slide activate run out unlock switch

TEXT ME

A SIM card or Subscriber Identity Module is a portable memory chip. The SIM card makes it easy to **(1)** to a new phone by simply **(2)** the SIM out of one phone and into another. The SIM **(3)** personal identity information, your phone book, text messages, photos and other data. It can be thought of as a mini hard disk that automatically **(4)** the phone into which it is inserted. A SIM card can come in very handy. For example, when your phone **(5)** of battery power at a friend's house. Also, if you **(6)** your phone there's no hassle involved. Just **(7)** it into the new phone and you're good to go. You must **(8)** the phone first, however, and operate on the carrier's frequency or band. This is great for international travellers.

Pronunciation /spr/, /skr/ or /str/

3 (11.2) Listen to six words. How many syllables do they have?

Example: **strong** has **one** syllable **surprise** has **two** syllables

4 (11.3) Repeat these one-syllable words.

5 (11.4) Now listen and repeat the sentences.

Words to remember

activate, band, conference call, deadline, flash, frequency, handy, harmony, hassle, portable, slide, unlock, upgrade

Speaking Taking messages

Listen



(11.5) Listen to four answerphone messages and complete a form like this for each message.

Phone message	
Name of caller:	Day / Time of call:
Message:	
Action:	

Speak



Work in pairs. Choose who is student A and who is student B.

a You are going to leave messages on each other's answerphones.

A Make up a message that callers will hear when they phone you.

B Make up a message to leave on your partner's answerphone.
Use the information below.

Situation 1

You arranged to go to the library with your friend this afternoon, but you cannot go because you have to look after your little sister. Apologise to your friend and suggest going tomorrow.

Situation 2

You are a doctor in a hospital and an emergency patient has arrived. Phone their next of kin and leave a message. Ask him / her to ring back, and make sure not to alarm them.

Situation 3

You have seen an advert for a summer job in a restaurant in Kuwait City. Leave a message for the restaurant manager. Ask for more details and describe yourself briefly. Be confident.

b Sit back to back with your partner.

B Make a ringing noise. When you hear the answerphone message, say your message.

A Say your answerphone message. Then when your partner speaks, make a note of his / her message.

c Exchange roles and repeat steps a and b.

USEFUL LANGUAGE

Giving information in an answerphone message

This is ..., I can't come to the phone at the moment.
Please leave a message after the tone.
Message received on (day and date) at (time + a.m. or p.m.)

Leaving a message

This is a message for (Anwar).
Hi (Anwar) – this is (YOUR NAME).
Can you give me a ring?

Writing

Notes and messages

task

You are going to write a reply to an e-mail and a phone text message

Emails



1 Read the original e-mail and the reply to it.

a Is Nasser going to meet Anwar?

Dear Nasser,
Good to see you again yesterday.
Thanks for the lunch.
Must meet up again soon. Would you like to come to us next Sunday?
Let me know.
Anwar

Dear Anwar,
Thanks for your e-mail.
Yes, we enjoyed your visit very much.
Very kind of you to invite me over.
Great idea! Will have to ask my parents.
Will let you know as soon as possible.
Nasser

b In e-mails, words are often left out for speed. What words have Anwar and Nasser left out of their e-mails? Show where words are missing.

1 ▲ Good to see you again

3 ▲ Will have to ask my parents

2 ▲ Must meet up again soon

4 ▲ Great idea!

2 Now reply to this e-mail.

Dear ...

> Having a party next weekend. Hope you can make it.
> Starts at 5.30 and should end about 10. Is that OK?
> Most of the students in our class will be there.
> Let me know ASAP.
> Your friend

Words to remember
alarm, answerphone,
briefly, confident,
next of kin, ring,
tone, tutor

Mobile text messages

3 Read and 'translate' these phone text messages.

a THX 4 CALLN.

b IM W8NG 4 U.

c CU L8R

IM = I am

L8R = later

THX or TKS = thanks

PLZ = please

RU = are you

CU = see you

2DAY = today

4 = for

W8 = wait

4 Now write your own text messages and send them to a partner.

.....

Flying stories

Grammar

Relative clauses and pronouns [who, which, where, whose];
third conditional; phrasal verbs



Discuss

1 Discuss these questions with a partner.

a Have you ever travelled anywhere by plane?

If your answer is Yes ...

- 1 Where did you fly to?
- 2 How long was the flight?
- 3 Did you enjoy the experience?
- 4 What were the best and the worst things about your flight?

If your answer is No ...

- 1 Would you like to travel in a plane?
- 2 Where would you like to go?
- 3 What do you most look forward to about flying?
- 4 Does anything worry you about flying?

b Would you like to learn to be a pilot?

c Make a list of the advantages and disadvantages of working as a pilot.

.....

.....

Read

2 You are going to read a short biography about a young woman who became a pilot. As you read, answer these questions.

a What was Munirah's childhood dream?

b What is unusual about the story? Have you heard any similar stories before?

A woman of distinction



1 This is the story of an unusual young woman: Munirah Mohammed Buruki. At the age of 19, Munirah has become Kuwait's first female pilot and one of the world's youngest captains. So how did this unusual story begin? From a young age, Munirah was fascinated by planes, and told her father she wanted to become a pilot. If Munirah's father had told her to go out and play with her friends, she wouldn't have been able to achieve her aim. Instead, he took her seriously and arranged for Munirah to go to the best gliding school in the region. Munirah's childhood fantasies soon turned into adult ambitions, however, when Munirah was travelling with her family, and passed through Kuwait International Airport. As soon as she saw the fantastic planes there, she knew she wanted to fly commercial planes.

30 And that is what she did. Munirah had to work intensely and forget her private life to make her childhood dream a reality. She studied flight physics, learned how to use aviation computers, improved her English, serviced aircraft engines and spent time flying. And the young woman had to do all this away from home and her parents.

Munirah's efforts certainly paid off. Following her training on single engine and other planes, Munirah graduated first in her class at the Jordanian Royal Academy, five months earlier than the rest of her class. After qualifying for her private pilot's licence, Munirah immediately began courses in commercial aviation. Now she is well on her way to becoming a commercial aviation pilot too. She told her local Kuwaiti newspaper, 'During my first solo flight my heart was in my mouth, especially when I took off. But

60 now, I'm a natural. I shall succeed again, God willing.' Captain Nawwaf Qiblan, the Royal Academy instructor, was notably impressed by Munirah's commitment and determination throughout her training. He said Munirah was an exemplary representation of what Kuwaiti women can achieve.

This unusual story certainly proves that. As a young girl, Munirah did not let her gender stand in her way. Now, Munirah's accomplishments are a victory and testimony to all Kuwaiti women, and also coincide with the appointment of the country's first female minister, Dr Massouma Al-Mubarak. Both of the hard-working women should be role models to the younger generation of Kuwaiti girls, whether they decide to have a career as a professional or in the home.

Check your understanding

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

- a Munirah was the youngest Kuwaiti to become a pilot. ☐
- b Munirah's father took his daughter's idea seriously. ☐
- c Munirah only trained on a single-engined plane. ☐
- d It took Munirah five months more than the rest of her class to get her private pilot's licence. ☐
- e Munirah did not live with her parents while she was training. ☐

Think and speak (comparing achievements)

4 Discuss these questions.

- a Do you appreciate Munirah's achievements?
- b Would you like to do what she did?
- c What qualities and skills do you need to achieve your goals?

Words to remember
aviation, coincide with
exemplary, gliding,
instructor, intensely,
notably

Grammar

• Relative clauses and pronouns [*who, which, where, whose*] Grammar reference page 136

Note

1 The underlined parts of sentences 1–3 are relative clauses. *Who, which* and *where* are relative pronouns.

- a** What do the words *who, which* and *where* refer to? For example, in sentence 1 *who* refers to Captain Nawwaf Qiblani.
- 1** Captain Nawwaf Qiblani, *who* was her instructor, was impressed by her determination.
 - 2** The gliding school, *which* was in the region, provided Munirah with her first training.
 - 3** At the Jordan Royal Academy, *where* she studied, Munirah came top of her class.
- b** Relative clauses give extra information about people, things or places. In 1–3, which relative pronouns refer to:
- 1** people?
 - 2** things?
 - 3** places?

2 Complete the joke below with these relative pronouns.

where which who whose



The wrong seat

An acclaimed film director, (1) is wearing an expensive suit, gets on a plane. He sits in the first class area, (2) is at the front of the plane. A flight attendant, (3) knows the film director does not have a first class ticket, asks him courteously to move to the economy area. The film director, (4) expression suddenly becomes very stern, replies, 'I'm an important film director and

I have won many important awards. I'm sitting here until we get to Kuwait City, (5) I have a very important meeting.' The attendant, (6) doesn't want to be confrontational, doesn't know what to do. The flight, (7) is already 15 minutes late, cannot get underway until everyone is in their seat. Eventually the attendant calls the pilot, (8) is waiting to take off. The pilot leaves his

cabin, walks up to the film director and mumbles something in his ear. The director stands up and goes to his seat, (9) is at the back of the plane. The attendant, (10) is completely stunned, asks the pilot what he said. The pilot, (11) face is now relaxed and smiling, says, 'I told him that his latest film is only being shown in the rear half of the plane.'

3 Write a short paragraph about your friends or members of your family. Use the four relative pronouns: *who, which, whose* and *where*.

• Third conditional Grammar reference page 136

- 4**
- a** Find a sentence in the article on page 91 that uses the third conditional.
 - b** Did Munirah achieve her aim according to this sentence?
 - c** Write a sentence using the third conditional about one of your own achievements.

.....

.....

.....

Vocabulary Phrasal verbs with *take*

1 Match phrasal verbs 1–6 with their meanings a–f. You may use the dictionary or the glossary at the end of the book.

- | | |
|-----------------------------|--|
| 1 take after someone | a start flying / leave the ground |
| 2 take something back | b start a new activity |
| 3 take off | c go somewhere with someone socially |
| 4 take someone out | d be or look like / resemble |
| 5 take something over | e return something to where it is from |
| 6 take something up | f get control of something (e.g. a business) |

2 Complete sentences a–d with the correct part of a phrasal verb with *take*.

- a When I have more time, I'm going to tennis.
 b Mohammed his father. They're both very good at maths.
 c A big corporation is trying to our family business.
 d Our plane couldn't on time because of strong winds.

Body idioms

3 In the article, Munirah Mohammed Buruki says *My heart was in my mouth*. This means she was nervous and frightened.

Match the sentence beginnings a–e with the endings 1–5, which give a definition of the body idioms.

- a If you pull someone's leg,
 b If you twist someone round your little finger,
 c If something makes your hair stand on end,
 d If someone is a pain in the neck,
 e If you can't keep a straight face,
 1 ... it frightens you.
 2 ... it's impossible to stop yourself from smiling or laughing.
 3 ... they are very annoying.
 4 ... you make them do everything you want.
 5 ... you laugh at them or make fun of them.

Words to remember
 acclaimed, attendant,
 cabin, confrontational,
 corporation,
 courteously, expression,
 mumble, resemble,
 stern, stunned

Pronunciation *ed* endings

4 (12.1) Listen and repeat these pairs of verbs. In each case the first word is the present simple and the second is the past simple of the verb. How many syllables does each word have?

- | | | |
|--------------------|-------------------|--------------------|
| a arrive / arrived | c learn / learned | e want / wanted |
| b start / started | d land / landed | f change / changed |

5 (12.2) Now listen and repeat the past tense verbs in sentences.

Quote

"The strongest principle of growth lies in human choice."

George Eliot

Speaking Describing what happened

Listen

- 1** (12.3) You are going to hear an eyewitness account of a night-time incident. Listen to the speaker and put these events in the correct order.

Note

An eyewitness is someone who sees something happen (an accident or a crime), but is not involved.

- a The bright light stopped above the speaker.
- b There was a buzzing noise.
- c The light came towards the speaker.
- d The light followed the speaker.
- e The bright light was in front of the speaker.
- f The light vanished.

- 2** Can you remember any words the speaker used to describe how they felt during their experience?
-
-

Prepare for speaking

- 3** Think of an event that you were an eyewitness to. Your story does not have to be connected with planes or air travel. Follow these steps.

- a Choose an event that you saw.
- b Make a note of any useful background information. For example, the time of day; what you were doing; what other people were doing; weather conditions.
- c What order did things happen in? Note the sequence of events like this:

1	2	3	4	5
going to school	saw a mother pushing a baby carriage	heard a loud crash	car knocked the baby carriage in the road	baby carriage was full of shopping

Speak

- 4** Work in pairs.

- a Tell your eyewitness account to a partner, using your notes and any expressions from the *Useful Language* box below.
- b When you are listening to your partner's story, interrupt to ask questions.
- c Change roles: the student who has just told their story is now the listener.

USEFUL LANGUAGE

Background information: setting the scene for a narrative

It was last Thursday night.
I was walking home from work.

Sequencing information

Suddenly, ... / All of a sudden,
... / Without warning, ...
Next, ... / Then ... /

Asking an eyewitness for information

What (exactly) happened?
What happened next?

Writing A news story


task

You are going to write a news story based on a headline.

Read and analyse

- 1 Look at the headline, then think of two questions you would like to ask the pilot.
- 2 a Read the story. Can you find the answers to your questions?

To:



Blind pilot will fly round Britain

A British man, who lost his sight at the age of 12, took off in a small plane from an airport in southern England yesterday. He is endeavouring to become the first blind pilot to fly around Britain. His journey will take five days.

Steve Cunningham, who is 41, is flying a plane with custom-built computer equipment which calculates his altitude, his velocity and is equipped with a voice-activated radar to locate his position. This technology allows Steve to aviate without the assistance of eyesight.

Vince Coultan, who is Steve's co-pilot, will not pilot the controls during the flight. Steve Cunningham says, 'Vince is coming to watch out for other planes in the sky. Pilots who can see normally often have to fly 'blind' at night, or in fog. What I'm doing is not very different.'

- b Make a note of all the facts in the story.
Steve Cunningham has been blind since the age of 12.
- c What other information is in the story? Find sentences which give explanations or reasons, or make a comparison.
- d Which paragraphs contain the most important information?

Planning and writing

- 3 a Choose one of these headlines.

Helicopter makes emergency landing on beach

Plane turns back after bird flies into engine

Sporting hero wins gold medal

- b Plan an outline story and decide on facts to include in each paragraph.
- c Give explanations or reasons for any of the facts in your story.
- d Write your story in 150–170 words using your plan.

Check

- 4 a Check spelling, grammar, punctuation and style.
- b Exchange stories with another student. Read their story and suggest one improvement.

Words to remember

altitude, aviate, baby carriage, buzzing, control, co-pilot, custom-built, endeavour, eyewitness, fog, headline, incident, radar, velocity, voice-activated

AHMED MESHARI AL-ADWANI AND THE NATIONAL ANTHEM

Ahmed Meshari Al-Adwani was a Kuwaiti poet, writer and teacher. He was born in 1923 in Kuwait. He went to school in Kuwait then left to go to Egypt to study at the College of Arabic Language Studies at Al-Azhar University. After graduating in 1949 with the title of Sheikh he went on to co-edit Al-Ba'thah a monthly magazine based in Cairo. Despite this setback in 1952 Al-Adwani helped to establish Al-Ra'ed magazine published by the Kuwait Teachers Club. Throughout his life he helped to establish countless other magazines.

In his commitment to Arabic culture Al-Adwani helped to transform Kuwait into an important cultural, social and artistic capital in the Middle East. He helped with the establishment of the Fine Arts Gallery, the Department of Arabian Culture and the Department of Musical Culture, but perhaps his most well-known contribution to Kuwait is his skilful penmanship of the Kuwaiti national anthem, which was first broadcast on 25 February 1978.

Al-Adwani died in 1990, at the age of 67. He left behind an extensive collection of unpublished and unedited stories, poems and scripts. Since his death, many of these have been printed in posthumous collections.



Using Commas

The comma is a valuable, useful punctuation device because it separates the structural elements of sentences.

1 Use commas after introductory

a clauses, **b** phrases or **c** words that come before the main clause.

► Having finished the test, he left the room.

2 Use a pair of commas in the middle of a sentence to set off clauses, phrases, and words that are not essential to the meaning of the sentence.

► This restaurant has an exciting atmosphere. The food, on the other hand, is rather bland.

3 Use commas to separate three or more words, phrases, or clauses written in a series.

► The Constitution establishes the legislative, executive and judicial branches of government.

4 Use commas wherever necessary to prevent possible confusion or misreading.

► To Anwar, Al-Adwani had been a sort of idol.

1 The first paragraph in bold in the text has missing commas. Add them.

2 Now, give every comma you add a number from one to four depending on the case it matches in the explanation.

Project 4

Creating a booklet

task

You are going to work individually and in groups to make a booklet about Kuwait.

Jeita Grotto: The Wonder of Lebanon

Few caves in the world approach either the astounding beauty or dimensions of Jeita Grotto. Located 20 kilometres north of Beirut, Lebanon, the caves were rediscovered in 1836. They have now become a major tourist attraction, and were recently voted the 22nd wonder of the world.

⁵ The grotto consists of two large caves, formed by deposits from water dripping for millions of years onto limestone rock. The upper gallery is 9000m long, and filled with a multitude of rock formations. The stalactites and stalagmites create a remarkable underground canyon of various sizes, colours and shapes. And they are sculpted entirely by nature.

¹⁰ Incredibly, the upper cave is still forming today. If you journey 800 metres into the cave's opening, you can see the 'Pantheon' rock. This is where explorers, who rediscovered the cave in the mid-nineteenth century, wrote their names on a piece of paper, sealed it in a bottle and placed it on top of a stalagmite. Water hitting the rock has since covered the bottle with a white film, permanently fixing it to the stone.

¹⁵ The lower cave is equally magnificent. The dramatic subterranean lake is actually a tunnel for a 6230m long underground river. The cave can only be viewed via a boat ride, and is closed completely during the winter when the water level becomes too high.

The caves are well-protected against damage from tourists. No photography is permitted whilst visiting either cave, to preserve their beauty for generations to come.



Stage 1 Make decisions

- a Read the extract from a booklet about Jeita Grotto, Lebanon. In small groups, decide on the focus of your project: an area of culture, a place or an event in Kuwait.
- b Choose some important and interesting points to focus on. These could be
 - ▶ Important facts
 - ▶ Information for tourists
 - ▶ Historical events with key dates

Stage 2 Do research

- a Each member of the group should choose an area to research.
- b Do the research using books, the Internet, tourist leaflets, etc.
- c Decide, as a group, what to include in each part of your booklet, and who is going to produce each part of the booklet. It's good to outline the booklet before you start.



Stage 3 Discuss

- a What did you find most interesting in your research?
- b How has your knowledge changed?
- c Make a list of the most important information you would include to educate students from an Arabic country. How would the list change if the students were not from an Arabic country?

Stage 4 Writing the booklet

- a Write up your research. Include pictures, together with descriptions of what they show.
- b Make sure to review your written work carefully. Watch out for spelling and grammar mistakes, and edit any unnecessary information.

Stage 5 Presentation

Display your booklet in the classroom. Make it as attractive and interesting as possible.

TRY THESE WEBSITES FOR INFORMATION:

- www.jeitagrotto.com
- www.ehow.com/how_2307803_write-booklet.html
- www.asiarooms.com/travel-guide/kuwait/index.html
- www.lonelyplanet.com/kuwait

Literature Time!

Three Men in a Boat

by Jerome K. Jerome

Episode One

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

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

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

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

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

"We need a rest," said Harris.

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

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

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

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

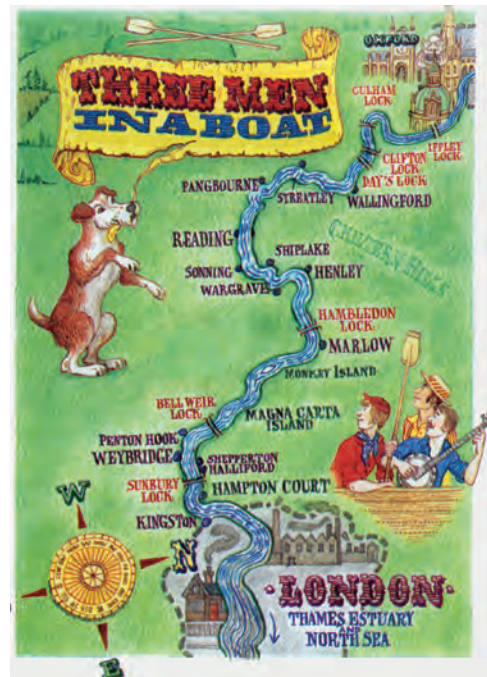
"I know," said George. "How about a river trip? We could go up the Thames to Oxford."

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

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

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

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



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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

"Seven o'clock," said Harris.

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

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

Episode Two

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

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

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

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

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

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

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

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

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

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



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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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



Episode Three

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

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

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

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

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

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

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

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

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

George, however, had other ideas. "Let's put the cover on the boat first while it's still light," he suggested. "Then our work will be done and we can enjoy our meal. It will only take ten minutes."

Ten minutes indeed! First we had to attach the ends of five metal half-circles to both sides of the boat. Easier said than done! When one end was in place, the other would not go into its hole. We had to push and pull and bend the bits of metal. Two or three times the hoop jumped out of its hole and nearly knocked us into the water.

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

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

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

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

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

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

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

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

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

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

“Is the water all right?” asked George.

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

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

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

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

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

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

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

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

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

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

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

After breakfast, I sat on the bank and watched the river go by. George interrupted my thoughts.

“Perhaps you can help with the washing up,” he suggested, “when you’re rested.”

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

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

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

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

No one had packed it!

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

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

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

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

Perhaps we could use one of the oars to open the tin, I thought. So I took an oar, raised it above my head and brought it down hard. The tin was now flatter, but it was still not open. I hit the tin several times. It became flatter and flatter, it changed shape many times, but it didn't open.

We looked at the tin on the ground in front of us: it was now a very strange shape. It looked like a face, a face that was laughing at us. This made us very angry. So Harris picked up the tin and threw it into the middle of the river.

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

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

Episode Four

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

"Where?" we asked.

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

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

one of the islands near Shiplake for the night.

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

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

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

Montmorency watched the preparations with great interest.

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

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

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

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

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

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

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

"Which island? How many islands are there?"

"Four," I replied.

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

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

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

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

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

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

Episode five

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

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

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

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

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

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

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

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

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

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

On our way back to the boat, we stopped at a small hotel for a rest. We chatted to an old man. High up on the wall was a glass case. Inside the case was an enormous fish. Harris and I looked hard at the fish. The man followed our eyes.

"That's a fine fish," he said. We agreed with him. It was indeed a fine fish.

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

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

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

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

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

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

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

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



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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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



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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Treasure Island

by Robert Louis Stevenson

Episode One

My name is Jim Hawkins, and my story begins in the year 17-. My father was at the Admiral Benbow Inn at Black Hill Cove, and I was still a boy.

I well remember the day the old seaman arrived. I was outside the inn, and I saw him coming – a tall, strong man, with a cut on one side of his face. He was pulling a sea-chest behind him, and was singing loudly.

“Fifteen men on the dead man’s chest.
Yo- ho- ho!”

The seaman sat down on a table and called to me.

“Bring me a glass of water, boy!” he shouted.

I hurried away and came back with the water.

“Do many people come to this cove?” he asked.

“No”, said my father.

“Then this is the place for me,” said the seaman.

He told us to call him Captain.

“Watch for a seaman with one leg, boy,” he told me, “and I’ll give you a silver coin every month.”

Oh, how I dreamed about that ghostly, faceless seaman with one leg, and every night woke up shaking with fear!

The captain stayed week after week. He didn’t care enough about his diet. And soon there was no money to pay his bill. But my father was too ill to ask for more.

Dr Livesey visited, and one afternoon he stayed to have dinner with my mother and me.

“The bad diet will kill you,” Dr Livesey told the old captain. The captain was angry and pulled out a knife.

“Put it away,” said Dr Livesey.

The two men looked at one another with hate, but the captain put away his knife.

Soon after this came the first of the strange events that began my long adventure. One cold January morning, when the captain was walking on the beach, a man arrived at the inn. I saw that there were only three fingers on his left hand.

“I’ll take some juice,” he said. “Is this breakfast for my old friend, Bill?”

I told him I didn’t know his friend Bill. “The breakfast is for a man staying at the inn.” I said.

Just then, the captain came back from his walk.

“Bill!” said the man. “Billy Bines!”

The captain looked at the man. “Black Dog!” he said. And his face went white.

I got them some juice and they told me to go away. I went out of the room, but I heard them shouting.

“No, no, and that’s the end of it!” I heard the captain say. “If one hangs, we all hang!”

I heard a table and chair fall over, and the sound of swords.



They were fighting! Then, Black Dog ran out with blood coming from his shoulder. He ran along the road and was soon gone.

"Jim, bring me water!" said the captain to me.

I looked, and saw him fall to the floor.

Just then, Dr Livesey arrived to see my father. He looked at the captain. "We must get him up to his room," he said. "His heart can't take much more of this."

Later that day, I took the captain some tea.

"They will come for me!" he said.

"Who will?" I said. "Black Dog?"

"There's worse than him," he said. "They want my old sea-chest. If I get the Black Spot, Jim, go to that doctor. Tell him to bring law officers. They can catch all Flint's crew at the Admiral Benbow."

"What is the Black Spot, Captain?" I asked.

"It means something bad will happen," he said. "I'll tell you if they give me the Black Spot. Look out for me, Jim, there's a good lad."

Then he fell asleep, and I left him.

That night, my father died, and all other matters were forgotten. I had no time to worry about the captain.

The day after my father's burial, I was standing outside the inn when I saw a blind man coming. He carried a stick which he tapped in front of him.

"Will any kind friend tell a poor blind man where he is?" he said.

"You're at the Admiral Benbow Inn, Black Hill Cove, my good man," I said.

"Give me your hand, my young friend," he said, "and take me inside."

I put out my hand, and the horrible, soft-spoken, eyeless creature held it with strong fingers.

"Now boy!" he said in a cold, cruel voice, "take me to the captain or I'll break your arm!"

I was very frightened and obeyed him immediately. I took him into the room where the sick captain was sitting in a chair. When the captain saw us, a look of terror spread across his face.

"Now, Bill, sit where you are," said the blind man. "I can't see you, but I can hear a finger move. Hold out your right hand."

He put a piece of paper into the captain's hand. "Now, that's done," he said, and hurried from the inn, his stick tapping away into the distance.

The captain looked at the paper. "The Black Spot!" He cried, and his face went white.

Then he fell face down on to the floor.

I ran to him, calling my mother. But he was dead.

My mother and I wanted to run to the village and hide before the blind man and his friends came back. But first, we opened his sea-chest to look for the money we were owed. The key was round the captain's neck on a piece of thin rope. I cut the rope and took the key.

Inside the chest were two very handsome pistols, some tobacco and an old sailor's coat. Under this were some papers and a bag of gold coins.

"I'm an honest woman, Jim," said my mother. "I'll take what I'm owed and no more."

She began to count the coins from the bag. There were Spanish and French gold coins, and pieces-of-eight, but my mother took only English money.

We were half-finished when I heard a sound that filled my heart with terror – the tap-tapping of the blind man's stick on the road and the noise of running feet!

"We must go now!" I cried.

"I'll take what I have," said my mother.

"And I'll take these for what I'm owed," I said, picking up the papers inside the cloth.

We ran down the stairs and out into the night. There was a moon, but a low mist hid us from the men coming towards the inn.

“Run on and take the money with you!” my mother told me. “I’m going to faint!” But I would not leave her. I quickly helped her off the road and under a small bridge where we hid. We were just in time! Seven or eight men ran past us. One was carrying a light. Then three men ran together, and I saw that the blind man was the one in the middle.

“Down with the door!” he shouted.

They rushed at the door at the Admiral Benbow and it crashed down. Four or five of them ran inside.

A moment later, there was a shout.

“Bill’s dead.”

“Search him, some of you!” screamed the blind man. “The rest go upstairs and find the chest!” I could hear feet running up the stairs. Then there were some shouts of surprise, and an upstairs window was pushed open. A man put his head out.

“Pew!” he said. “They’ve been here before us. Someone’s searched the chest.”

“Is it here?” called the blind man Pew.

“The money’s here,” came the reply.

“What about Flint’s papers?”

“They’re gone,” replied the man at the window.

“It’s those people of the inn – it’s that boy!” shouted Pew. “They were here only a little while ago. Find them!”

Episode Two

The men inside the inn crashed about in their search, kicking doors and throwing furniture around. But then came the sound of horses on the hill, and a warning pistol shot. The men came rushing out and ran into the fields around the inn, disappearing into the darkness. They did not wait for Pew, who tried to follow them.

“Johnny! Black Dog! Dirk!” shouted Pew. “Don’t leave your old friend, Pew! Not old Pew!”

He was waving his stick and turning round in the road as four or five horses thundered towards him. Pew turned the wrong way. Down he went, under them, with a cry that rang high into the night. He fell on his face, then moved no more.



I jumped up and called to the riders. They were law officers from the nearby town, led by Captain Dance. He had heard there was a pirate’s ship in the bay at Black Hill Cove, and he and his men were looking for the pirates. They turned and rode off towards the beach.

Pew was dead. I helped my mother to the village and somebody gave her a drink of water.

“They got away,” said Captain Dance, when he returned. “The ship is already out at sea.”

I told him everything as we went back to the Admiral Benbow, where all inside was broken.

“They got the money, you say,” said Captain Dance. “So what were they looking for, Hawkins?”
 “I think I have it in my pocket,” I replied. “But I want to get it to a safe place. I thought, perhaps, Dr Livesey –”

“Quite right,” said Captain Dance. “I’ll go with you myself and report Pew’s death. Both the doctor and Squire Trelawney are at the squire’s house.”

We walked back to the village where the horses were waiting, and then Captain Dance and I rode off together into the moonlit night.

Squire Trelawney and the doctor were sitting beside a fire. The squire was a big tall man with a red face.

Captain Dance told his story and the two men listened. Then I gave Dr Livesey the papers.

Captain Dance left and I was given some supper.

“Have you heard of Flint?” asked Dr Livesey.

“He was the worst pirate that ever went to sea,” answered the squire. “But also the richest.”

“Suppose I have here a paper that shows where Flint buried his treasure?” said Dr Livesey.

“If you have,” said the squire, “I’ll get a ship at Bristol, take you and Hawkins with me and have that treasure if I have to search for a year!”

The squire opened the papers. There was a book naming all the ships that Flint had robbed, and a map of an island. A hill marked Spyglass was in the centre, a red X beside it. And the words: *Most of the treasure here.* On the back it said:

Tall tree, Spyglass shoulder, to a point to the N of NNE.

Skeleton Island ESE and by E. Ten feet.

“Tomorrow I will go to Bristol!” said the squire. “We’ll have the best ship and the best crew in England! You, Hawkins, can come as cabin-boy. Livesey, you are the ship’s doctor. I am admiral. We’ll talk to Redruth, Joyce and Hunter.”

“Remember, none of us must say a word about what we have found,” said Dr Livesey.

“I’ll be as silent as the grave,” said the squire.

Weeks passed, then one day a letter arrived from Squire Trelawney.

I have bought a ship, he wrote. It is called the Hispaniola. I had trouble getting a crew together at first, but then I had the good fortune to meet a sailor – quite by accident – who keeps an inn. His name is Long John Silver, and he is to be our ship’s cook. I felt very sorry for him, because he lost a leg fighting for his country, but he found a crew for me, after he heard the reason for our voyage – treasure, I mean.

Dr Livesey was angry. “The squire’s been talking too much,” he said.

The next day, the doctor and I went to Bristol. The squire was staying at an inn and was waiting for us outside.

“Here you are!” he said, smiling happily. “Now we can sail tomorrow!”

After breakfast, I was sent to Spyglass Inn with a note for Long John Silver. He was very tall, his left leg was cut off above the knee, and he walked with a crutch. I gave him the note.

“Oh!” he said, loudly. “You’re our cabin-boy.”

And immediately, a man ran out of the door.

“Stop him!” I shouted. “It’s Black Dog!”

Silver told another man to run and catch him. “What was his name?” he said to me. “Black what?”

“Dog, sir,” I said. “He’s a pirate.”

“A pirate!” said Silver. “I didn’t know that. I’ve seen him before, with a blind man.”

“That was blind Pew,” I said.

When I first read about Long John in the squire's letter, I was afraid he might be the one-legged man old Bill, the captain, talked about. But Long John did not look like a pirate to me.

I watched the sea cook carefully. He seemed angry when the man came back without Black Dog – and I believed that he was. Oh, he was too clever for me!

"You're only a boy, Hawkins, but you're quick," said Silver. "I saw that immediately. Now, I'll come with you and explain things to Mr Trelawney."

When they heard Silver's story, Dr Livesey and the squire were sorry that Black Dog had escaped.

"The crew must all be aboard by four o'clock this afternoon," Trelawney told Long John.

"Yes, sir," said Silver, and went back to his inn.

Later, we went out the Hispaniola in a small boat, and it was soon clear to us that the captain – Captain Smollett – was angry about something.

"I was employed on secret orders," he said. "Now I find every other man on this ship knows more than I do! Is that fair?"

"No," agreed Dr Livesey. "It's not."

"And I understand we are looking for a treasure," Captain Smollett went on. "I don't like treasure voyages. I've heard there's a map showing where the treasure is, and that the island is –" And he told us the exact place.

"I never told that to anyone!" said the squire.

"The crew know it," said Captain Smollett. "And why could I not choose my own crew and officers? No, I don't like this voyage, gentlemen."

"What is it that you want?" asked Dr Livesey.

"The men are putting the gunpowder and weapons on board," said the captain. "Why not put them under your cabin? Then let your people sleep beside the cabin."

"Do you fear a mutiny, Captain?" said the doctor.

"I did not say that," replied Captain Smollett.

The captain went to give the men their new orders.

"Trelawney," said Dr Livesey. "You have two good and honest men aboard – that man and John Silver."

"Silver, yes," said Mr Trelawney. "But the captain acts neither like a man, nor like a good seaman."

When Long John came aboard later, the men were moving the weapons and powder nearer the cabin. The cook came up over the side as quickly as a monkey. He looked at the men.

"What are you doing?" he asked.

"My orders!" said the captain. "Now, you may go below. The crew will want their supper soon."

"Yes, sir," answered Silver.

"Boy, go with him and do some work!" The captain shouted at me. "I'll have no favourites on my ship!" And I hated him deeply.

Episode Three

All that night we were busy getting things into their places, but a little before daylight we were ready to sail. I was more tired than I had ever been in my life, but everything was new and interesting and I would not leave the deck.

“Let’s have a song!” cried someone.

“Yes!” shouted Long John. And he began to sing that song I knew so well.

“Fifteen men on the dead man’s chest –”

And the whole crew joined in:

“Yo- ho- ho!”



The song reminded me of the Admiral Benbow and old Billy Bones. I could almost hear him singing with them. But soon the anchor was up, and land and ships were moving past on each side of us. The Hispanolia had begun her voyage to Treasure Island.

I am not going to describe the voyage in detail. The ship was a good ship, the crew were good seaman, and the captain knew his business.

All the crew liked and obeyed Long John Silver. He was always glad to see me in his kitchen, which he kept as clean as a new pin and where, in one corner, he kept his parrot.

“I call my parrot Captain Flint,” Silver told me, “after the famous pirate.”

And the parrot screamed: “Pieces of eight! Pieces of eight! Pieces of eight!”

The crew were happy, with plenty to eat and drink, and there was a barrel of apples on deck for them.

On the last evening of our outward voyage, I went to get myself an apple. The barrel was almost empty, so I climbed right inside to find one. I was about to climb out again, when I heard Silver’s voice. And what I heard made me realise that the lives of all the honest men aboard depended upon me!

“Flint was captain,” Silver was saying. “I lost my leg, and old Pew lost his sight. But I got two thousand with Flint. A pirate lives rough and takes risks, but he goes home with pounds instead of pennies.”

“I’m with you now, John,” said the voice of the youngest seaman. Silver had turned an honest seaman into a pirate!

Then another man joined them.

“Dick’s with us,” said Silver.

“Good,” said the voice of Hands, an old seaman. “But how long must we wait, John?”

“Until the doctor and the squire have got the treasure aboard,” said Silver. “Then they can die! Now, get me an apple, Dick.”

You can imagine the terror I felt! But suddenly, someone shouted: "Land!" And I heard feet running.

I quickly got out of the barrel and went to join the others. We saw two hills to the south-west, and a third one behind them, its top hidden in mist.

"Has anyone seen that land before?" asked Captain Smollett.

"Yes, sir," said Silver, "when I was a cook on another ship. There's a smaller island called Skeleton Island. That's a safe place to anchor."

"Thank you," said the captain.

I was frightened when Silver came towards me. He put his hand on my shoulder, but I moved away.

I quietly told the doctor to bring the squire and the captain down to the cabin.

I told them what I'd heard, and they were shocked.

"We can't go back or they will suspect that we know their plans," said Captain Smollett. "We're seven, with young Hawkins here, but they are nineteen. We must wait and watch."

The next afternoon, all but six of the crew went ashore. At the last moment, I decided to go with them. It was the first of my mad ideas which, in the end, helped so much to save our lives.

I jumped into the nearest boat. "Jim?" Silver called from the other boat, but I hid silently.

We were first to reach the island and I ran towards the trees. Silver was some way behind. "Jim, Jim!" he shouted, but I did not stop.

Dr Livesey continues the story...

When Hunter, one of the squire's men, came to tell us that Jim had gone ashore with the others, Captain Trelawney and I discussed what to do. Silver had left six men on board, so we could not take control of the ship. So Hunter and I went ashore secretly to see what was happening.

We rowed in and walked towards the stockade, which was shown on the map. It was on a hill, and there was a wooden house in the centre. It was big enough for forty people, with holes for guns on all sides. There was a wide space all around it, and then a tall fence all the way around this. Most important of all, there was a spring of clear water nearby. We had food and weapons on the Hispaniola, but very little water. Here there would be plenty.

At the moment, we heard a terrible cry come from somewhere on the island. "They've killed Jim!" was my first thought.

Hunter and I quickly returned to the boat and rowed back to the Hispaniola.

Trelawney and the captain had heard the cry and were afraid we were dead, so were pleased to see us.

We climbed back aboard the Hispaniola.

"What do we do now?" asked Trelawney.

I told them my plan to get ourselves off the ship, then Hunter brought the captain's little boat round under the cabin window, where Joyce and I loaded it with guns and food and my medicine chest. Redruth, Trelawney and the captain went on deck carrying guns, and surprised Hands and the other men.

"If any man makes a move," shouted the captain, "that man is dead!"

By this time, the captain's boat was loaded. Joyce and I went with Hunter as he rowed ashore. We left everything at the stockade, then Hunter and I rowed back to the ship, leaving Joyce behind to guard our things.

Hunter and I brought more guns and food to the stockade, then I rowed back alone. This time, Trelawney helped me load the little boat.

The captain managed to persuade one man, Abraham Gray, to join us, while Redruth dropped the rest of the weapons and powder over the side of the ship. Then the five of us got into the boat and began to row ashore.

But we forgot the ship's gun and were halfway to the island when the men aboard fired it at us. Our little boat was shaken and began to go down. Trelawney fired his pistol at Hands, but killed another man. Then we were in the water ourselves, and most of the food was lost. We had only two dry guns out of five. But the water was not deep and we were able to walk ashore.

We ran across the beach and into the trees, and heard shouts from the mutineers who were already ashore. We heard the sound of their running feet and, at the very moment that we got into the stockade, seven of them ran out from the trees and pistols began to fire around us.

One of the enemy was killed almost immediately, then another was wounded. A moment later, poor Tom Redruth fell dead at my side.

At last, we managed to frighten the pirates away. But it was not over yet. Suddenly, a shot from the ship's gun passed over the roof and fell beyond the fence.

The second shot fell inside the stockade, making a cloud of sand but doing no damage.

All through the evening the ship's gun thundered. One shot came through the roof, but it sank into the sandy floor. No shot did us any real damage.

I began to wonder about poor Jim Hawkins when, suddenly, there was a shot and I ran outside.

"Doctor! Squire! Captain! Hunter, is that you?" came the cry.

"Jim!" I shouted.

And there was Jim himself climbing over the stockade fence!



Episode Four

Jim Hawkins' story...

I was so pleased to get away from Silver that I began to explore the island. I found many strange plants and flowers to look at. At last I came to a place where the trees were close together, and where their branches hung near to the ground.

Just then I heard voices, getting closer – and one of them was Silver's! I quickly hid under a tree.

"Tom, it's because I'm your friend that I'm warning you," Silver was saying.

The other man's face was red and his voice shook. "Silver, are you going to stay friendly with those terrible men?" he said, "I'd rather die than –"

His words were stopped by the long, horrible scream of a dying man, from somewhere on the island.

"What was that?" said Tom.

"That?" said Silver, smiling. "That was Alan."

"You've killed Alan?" shouted Tom. "Then you're no friend of mine! Kill me too, if you can!"

He turned and walked away. With a shout, Silver threw his crutch, and it hit poor Tom between the shoulders. He fell to the ground – and Silver was on him, twice stabbing that poor body with his knife!

I moved away quietly, and then began to run as I had never run before.

Suddenly, a man jumped out from the trees. His skin was burnt by the sun and his clothes were torn.

“Who are you?” I asked, pointing my pistol at him.

He looked wild and frightening, but he watched me closely. “Ben Gunn,” he answered.

“Were you shipwrecked?” I said.

“No,” he said, “marooned three years, and living on goats and fish.” He looked excited. “You don’t have a piece of cheese, do you? I dream of cheese, sometimes – toasted mostly!”

“If I can get to my ship again,” I said, “you can have as much cheese as you want.”

“What’s your name?” he asked.

“Jim,” I said.

“Is that Flint’s ship?” he said.

“No,” I said. “Flint is dead, but some of his men are on board.”

“Is there a man with one leg?” he whispered.

“Silver? Yes, he’s the cook, and their leader,” I said.

He gasped and looked shocked.

I told him the whole story of our voyage.

“I’ll help you,” Ben Gunn said at last. “Will your squire take me home on his ship, and give me a thousand pounds from money that is already mine?”

“I’m sure he will, if we escape,” I said.

“I was on Flint’s ship when he took six men ashore to bury his treasure,” said Ben. “He killed them all before coming back. Then, three years ago, I was on another ship and I told the crew about the treasure. We came here to search, but after twelve days they went back to the ship. “You can find the treasure yourself,” they said, and they left me here.” He gave a sudden, half-crazy laugh. “Now, will you go and tell your squire that Ben Gunn is a good man, and that I’ll help him? Will you?”

He came close and pinched my arm.

“How can I get on board the ship?” I asked.

“I made a boat which is hidden under the white rock,” he said. “After dark, we can try –”

Suddenly, we heard the ship’s gun.

“They’ve begun to fight!” I said.

“Your friends are at the stockade,” said Ben.

“I must join them,” I said.

“I’ll come when you’ve got your squire’s promise,” said Ben. “And if these pirates sleep on shore tonight, they may be sorry for it!”

Later, when the ship’s gun stopped, I went quietly to the stockade to meet my friends. They gave me supper and told me their story, then I slept.

A voice woke me the next morning.

“A white flag of truce!” someone shouted.

I looked and saw two men by the fence – one was holding a white flag, and the other was Silver himself!

“It’s Cap’n Silver,” said the man with the white flag, “come to make peace!”

“Cap’n Silver?” said the captain. “Who is he?”

Long John answered. “The men made me cap’n when you deserted the ship, sir. One of your men was clever with a knife last night, but he won’t kill another man because we’ll keep a better watch tonight.”

“So Ben Gunn visited the pirates during the night,” I thought, remembering the wild little man’s last words and suddenly understanding them.

“Now, give me the treasure map,” said Silver, “and I’ll spare your lives.”

“Never!” said Captain Smollett.

Silver’s eyes filled with anger. “I’ll smash your old house like a bottle!” he shouted.

Within the hour, the fighting began on all sides of the stockade. Pirates ran from the trees and climbed over the fence, the squire and Gray fired at them, and two fell dead while another ran back into the trees. Four more were inside the stockade.

“Fight them in the open!” shouted the captain.

I took a sword and ran outside. But suddenly we had won the battle. Only one of the four pirates on the stockade was not wounded, and he was climbing out the stockade with a look of terror on his face. But we had paid the cost of our victory, for both Hunter and Joyce were shot dead, and Captain Smollett was wounded.

The pirates did not return and, a little after noon, Dr Livesey put the map into his pocket.

Then he walked off quickly through the trees.

I guessed he was going to see Ben Gunn. This reminded me of Ben’s boat, and I decided to try to find it. I did not stay at the stockade a minute longer, but without telling anyone, I hurried away.

I made my way to the east coast, and it was late afternoon when I reached the sea.

I found the white rock near the beach, and the little boat was hidden in tall grass. It was a simple, coracle-type of boat, made of wood and goatskins.

It was then that I had an idea.

When it was dark, I carried the coracle to the water and rowed out to the Hispaniola.

Carefully, I cut through the anchor rope. The ship began to move! I pushed my little boat away before the ship crashed into me. But then I saw another rope over the end of the ship.

I don’t know why I took hold of the rope, but I did, and I pulled myself near and stood up to look through the cabin window.

Inside, Hands and a man in a green cap were fighting, each with a hand round the other’s neck. I dropped down into Ben’s boat again.

Suddenly, the wind turned the Hispaniola in the water, taking my coracle with it, and we both sailed towards the open sea! And there was nothing I could do to stop it!

I heard the two men running up on deck. I lay flat in my boat, sure that I was about to drown.

Time passed. At last, I fell asleep and dreamed of the Admiral Benbow.

Episode Five

When I woke up, it was daylight. I was near the south-west end of Treasure Island, and I could see the rocks near the beach. It was too dangerous to try to get ashore there.

Suddenly, the Hispaniola was coming towards me – thundering over the waves, and out of control!

I jumped up and caught one of the ship's ropes as the Hispaniola smashed into Ben's little boat.

Now there was no way back!

I climbed up the rope and looked over the side. Green-cap was lying on the deck. Hands sat against the side, his face white. There was blood around them and I was sure they were both dead after their fight. I dropped down on to the deck just as Hands turned and said, "Water!"

I went below and found a bottle with some water in it. I was thirsty too, after my night spent in the boat, so I took a drink of water, then gave the bottle to Hands. He took it from me and drank from it greedily.

"By thunder, I wanted some of that!" he said.

"I'm taking control of the ship, Mr Hands," I said. "Remember, I am your captain now."

And I took the pirates' flag down and threw it overboard.

"You'll want to go ashore," said Hands. "Give me food and drink, and I'll tell you how to sail her." I agreed, and in minutes the Hispaniola was sailing towards the North Inlet, where I hoped to put her on the beach. Hands swallowed more water.

"Can you fetch me another bottle from the cabin, Jim?" he said.

"He wants me off the deck," I thought. "But why?"

I went below, took my shoes off, then went back up the stairs – just in time to see Hands take a knife from among some ropes and hide it under his coat!

I hurried back, got a bottle of water, put my shoes on again and went up on deck and gave it to him.

Soon we were sailing into the North Inlet, and Hands watched me with a strange little smile.

Suddenly, I turned and saw him holding his knife! He threw himself at me, but I jumped to one side, took a pistol from my pocket and pulled the trigger – but the gunpowder was wet and it wouldn't fire!

I climbed up the main mast, and Hands followed, the knife between his teeth. I got to a safe place to load my pistols again. "One step more and I'll blow your brains out!" I shouted. But he threw his knife and pinned my shoulder to the mast. In the pain and surprise of the moment, both my pistols went off and fell from my hands. They did not fall alone.

With a cry, Hands fell back into the sea. He came up once, in a pool of blood, then went under again – forever.



I managed to free myself from the knife and climbed down. My wound wasn't deep, and I tied it up quickly, then I lowered the sails. It was low tide and the ship was beached. I dropped over the side and walked ashore, then hurried off towards the stockade and my friends.

The house was dark and silent, and there was no sound, except for the wind in the trees. I could see nothing when I looked inside.

Then, something screamed: "Pieces of eight!"

It was Captain Flint, Silver's parrot!

I turned and ran – straight into the arms of a pirate. Somebody brought a light, and I saw six pirates, one lying down with a head wound.

"It's friendly of you to visit us, Jim," said Long John Silver, smiling.

"Where are my friends?" I asked.

"Dr Livesey came to see us yesterday morning," said Silver. "The ship was gone so he said, 'Let's bargain.' And we did, and your friends walked off. And here we are in the house. Now, join us, Jim."

"No!" shouted one man – Morgan by name – jumping forward with a knife.

"Get back, Tom Morgan!" cried Silver. There were angry whispers from the others. "Do any of you want to argue with me? I'm ready!"

For a moment, not a man moved or answered. Then they began to whisper together and got outside.

When Silver and I were alone, he said, "They're going to kill you and stop me being captain, Jim, so we must stay together. I'll try to save your life, but you must save Long John from hanging."

"I'll try to help you," I said.

"The doctor gave me the map," said Long John. "Now, why did he do that? It's strange."

I agreed, but could not answer his question.

The men came back, and one put a piece of paper into Silver's hand. Silver looked at it.

"The Black Spot!" he said. He turned it over. "What's this? 'No longer captain.' Thank you, George Merry. Will you be captain next?"

"You've made too many mistakes," said Merry, "Why did you bargain with Livesey and the others?"

Silver threw another piece of paper on the floor. It was the treasure map! "For that!" he cried. The pirates jumped on it, excitedly.

"Very pretty," said Merry. "But how are we going to get the treasure away with no ship?"

"You tell me, George!" shouted Silver. "I wanted the squire to find the treasure for us but you and the others wouldn't wait. Now we've lost the ship, and I'll not be your captain any more! I resign. Choose who you like!"

"Silver for cap'n!" shouted the others.

Early next morning, Dr Livesey came to help the wounded pirates. This was part of Silver's bargain with him. After the doctor finished giving the men their medicine, Silver said, "I've got a surprise for you." And he brought me forward.

"Jim!" cried Dr Livesey. He turned to Silver. "I want to speak privately to the boy."

"All right," said Silver. "But remember, I saved his life. Jim, give me your word of honour that you'll not run away." And I gave him my word.

When the doctor and I were alone, he said, "Why did you run away, Jim? We needed your help."

"I've got the ship back for you," I said. "It's in the North Inlet." And I told him my story.

"It's you that saved our lives, Jim," he said. "Quickly, jump over the fence and run with me!"

"I can't," I said. "I promised to help Silver."

So, Dr Livesey shook hands with me and went away. After breakfast, the pirates left the stockade, taking me with them.

We went in boats to the bottom of Spyglass Hill then, following the map, began to climb. When we were near the top, a man shouted and we ran across. He was staring at the bones of a human skeleton!

"It's pointing ESE by E, telling us where to go!" said Silver. "And there are the three tall trees!"

Suddenly, a shaking voice began to sing from the trees:

"Fifteen men on the dead man's chest!"

"It's Flint!" cried George Merry.

"No!" said Silver. "It's a trick! I know that voice. It belongs to Ben Gunn!"

"It's still the voice of a dead man!" said Morgan.

But George Merry laughed. 'Nobody minds Ben Gunn, dead or alive!' And the others laughed with him.

Now they began to run, desperate to get their hands on the treasure, which lay somewhere under the tall trees. "All together, boys!" shouted George.

They stopped by a large hole and cried out. Silver moved quickly over to them, pulling me with him. We looked into the hole – and it was empty.

The treasure was gone!

Silver passed me a pistol, quickly and quietly. "Be ready for trouble," he whispered.

The pirates turned and looked at us instead of into the hole.

"Get them!" shouted George. "They've brought us here for nothing!"

There was a crack! crack! crack! And Merry fell into the hole, dead. Then another man fell dead, and the other three turned and ran.

Livesey, Gray and Ben came out from the trees with smoking guns in their hands, shouting, "After them!"

"You came at the right time, doctor," said Silver. Then he looked at Ben. "And it was you playing the ghost, Ben." He smiled.

We walked to the boats as the doctor explained. "Ben Gunn found the treasure when he was alone on the island. He took it to a cave two months before our ship arrived, so the map was useless.

Ben told me this, so I gave you the map, Silver. This morning, we came to save you, Jim."

We smashed the pirates' boats then went to Ben's cave where the wounded Captain Smollet was with the squire. And there was the treasure that had cost the lives of so many men – in coins and gold bars!

Next morning, we moved it to the Hispaniola, ready to sail. We left the three pirates on the island, with powder, food and clothes, then sailed the ship to the nearest port.

There, Silver ran away while we were ashore getting a new crew. He took a bag of gold coins, worth three or four hundred pounds, but we were pleased to lose him at so small a price.

After this, we had a good voyage home, but only five of the men who first sailed from Bristol returned.

We shared all of the treasure between us. Some used it sensibly; some did not. I will never return to Treasure Island, but sometimes in my worst dreams I can hear Silver's parrot, Captain Flint, screaming: "Pieces of eight! Pieces of eight!"

Grammar File

Revision

Present simple

A Form

Statements

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

Negative statements

We use the auxiliary verb **don't** / **doesn't** + the base form:
*I **don't** walk to school. / He **doesn't** ride his bike to school.*

Questions and short answers

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

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

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

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

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

B Use / Meaning

We use the present simple for

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

Adverbs of frequency

We use these adverbs to say how often something happens.

Order of frequency:

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

The position of these adverbs is important.

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

Past simple

A Form

Statements

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

Negative statements

We use **didn't** + the base form to make negative statements:
*I **didn't** walk to school. / She **didn't** catch the bus.*

Questions and short answers

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

Q **Did you walk** to school?

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

B Use / Meaning

We use the past simple for

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

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

Present continuous

A Form

Statements, questions, negative forms

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

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

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

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

Short answers

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

Q Are you **studying** law?

Is he **learning** to ride?

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

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

-ing forms

To make the **-ing** form

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

B Use / Meaning

We use the present continuous for

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

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

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

Order of adjectives

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

Opinion wonderful / attractive

Size small / huge

Age old / young

Shape fat / round

Colour black / green

Origin Kuwaiti / Brazilian

Material woollen / metal

Examples:

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

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

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

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

Unit 1 Describing past actions and events

Past simple

(Check revision pages 123-124)

Past continuous

A Form

Statements, questions, negative forms

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

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

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

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

Short answers

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

Q ***Were you watching** TV?*

***Was he playing** football?*

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

Yes, **he was**. / No, **he wasn't**.

-ing forms

(Check revision page 124)

B Use / Meaning

We use the past continuous for

1 activities which started before the main action:

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

2 past actions or events in progress:

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

Adjectives

(Check revision page 124)

Unit 2 Describing past and present experiences; Prepositions

Present perfect (simple)

A Form

Statements, questions, negative forms

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

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

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

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

Short answers

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

Q ***Has he won** the competition?*

***Have you seen** the Temple of Anzak on Failaka Island?*

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

Yes, **I have**. / No, **I haven't**.

The past participle

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

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

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

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

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

With time words and phrases

Already, just, never and **often** (and other frequency adverbs – see page 123) are used in statements:

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

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

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

B Use / Meaning

We use the present perfect to refer to

- 1 the fact that something happened in the past (we don't need to say when):

*My brother **has met** Mohammed Ibrahim.*

Note: If we want to say *when* this happened we use the past simple:

*My brother **met** Mohammed Ibrahim yesterday.*

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

*I've **broken** my leg ... (so I can't walk.)*

*He's **passed** his exams ... (so he can go to university.)*

- 3 how long something has happened for:

*He's played football **for** 3 years. / She's played tennis **since** 2004.*

Note: **For** is used with lengths of time.

Since is used with particular points in time.

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

Most English prepositions have several different functions.

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

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

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

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

Unit 3 Describing and comparing things

Comparative and superlative adjectives

A Form

1 Short adjectives (one syllable)

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

2 Longer adjectives (with two or more syllables)

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

3 Irregular adjectives

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

4 Other words and phrases used to compare

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

B Use / Meaning

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

Compound adjectives

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

A phrase containing a compound adjective is formed as such:

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

A street of two kilometres → *A two-kilometre street*

A car with four wheels → *A four-wheel car*

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

The will future form

A Form

Statements, questions, negative forms

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

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

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

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

Short answers

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

Q *Will you get home before six o'clock?*

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

Q *Will it rain tomorrow?*

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

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

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

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

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

*Laptop computers **will definitely** get cheaper.*

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

- ▶ We can also use **may** instead of **will** if we are not sure about a prediction:
*It **may** be sunny tomorrow.*

B Use / Meaning

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

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

The going to future form

A Form

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

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

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

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

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

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

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

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

B Use / Meaning

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

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

The present continuous with future meaning

A Form

(Check revision page 124)

B Use / Meaning

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

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

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

the more ... the more

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

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

Unit 5 Asking questions; Giving instructions; Modal verbs **[can / could / should / would]**

Asking questions

We use these words to begin questions:

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

***How** did you learn to swim?*

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

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

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

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

***What** are you doing this evening?*

- ▶ **When** to ask about a time:

***When** did you get home?*

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

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

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

***Which shoes** are you going to wear?*

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

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

Note: **Who**, **what**, **how much**, **how many** and **which** + noun can be the subject or the object of the question.

Subject: **Who** lives here? / **How many** people came to the party?

Object: **What** do you want to eat? / **Which** T-shirt are you wearing?

Giving instructions (Imperatives)

A Form

- ▶ The base form of the verb is also the imperative form:

***Have** a nice day. / **Phone** me later. / **Shut** the door, please. / **Be** quiet!*

- ▶ The negative imperative is **don't** + base form:

***Don't be** late. / **Don't forget** to send me a postcard. / **Don't tell** anyone!*

B Use / Meaning

We use the imperative form for

- 1 Giving instructions: ***Press** the black button.*
- 2 Giving directions: ***Turn** left at the corner.*
- 3 Giving orders: ***Don't touch** the red switch.*

Modal verbs [**can** / **could** / **should** / **would**]

A Form

- ▶ The modal verbs **can** and **could** are followed by the base form without **to**.

Statements: *She **can speak** three languages.*

Questions: ***Can you swim?***

Negative forms: *He **cannot** / **can't drive** a car.*

- ▶ The forms **can** and **could** do not change with different pronouns:

*I **can**, **can't** / **could**, **couldn't** He **can**, **can't** / **could**, **couldn't**, etc.*

B Use / Meaning

Can and **could** have two main meanings:

- 1 Ability / inability

present / general: *I **can swim**. / She **can't see** without her glasses.*

past: *I **could swim** when I was two years old.*

*She **couldn't read** until she was six.*

- 2 Possibility / impossibility

general: *Fast cars **can be** dangerous.*

*I **can't come** to your graduation.*

present or future: *The roads **could be** very busy this weekend.*

- ▶ **Should** and **would** are used with other verbs to add various meanings, mostly to do with degrees of certainty and obligation:

*You **should** visit your grandparents more often. / I **would** accompany you under other circumstances.*

Unit 6 Talking about quantity – Countable and uncountable nouns; Present perfect and present perfect continuous

Countable nouns

- ▶ Countable nouns have singular and plural forms:

*I have one **brother** and four **sisters**. / You can see **animals** in **zoos** and on **farms**.*

- ▶ We use these words with countable nouns:

a / one

*I've got **a / one brother**.*

two / four / six, etc.

*People walk on **two legs** but dogs walk on **four legs**.*

a few

*I went out with **a few** friends.*

a lot of / lots of
any
How many
many
no
some
the

She's won **a lot of / lots of competitions**.
Have you got **any CDs** with you?
How many students are in your class?
I don't read **many books**.
My family has **no pets**.
There are **some birds** in that tree.
The mountains are really high.

Uncountable nouns

- Uncountable nouns do not have a plural form, and are not used with **a / an**:

*When I'm thirsty, I drink **water**.*

*The Internet is the best place to find all kinds of **information**.*

- We use these words with uncountable nouns:

a little

*We've still got **a little time** before the train.*

a lot of / lots of

*He's got **a lot of / lots of money**.*

any

*Have you got **any paper**?*

How much

***How much tea** have we got left?*

much

*There isn't **much food** in the fridge.*

no

*There is **no milk** in the bottle.*

some

*I'd like **some advice** about university courses.*

the

***The homework** last night was really easy.*

Note: **Much** and **many** are usually used in questions and negative sentences.

A lot of / lots of are usually used in affirmative sentences.

Nouns which can be countable and uncountable

Some nouns have two meanings: a countable meaning and an uncountable meaning.

- meat / animals:

*I like **lamb / chicken / turkey / duck**. (meat)*

*On his farm he's got **lambs / chickens / turkeys / ducks**. (animals)*

- drinks:

*I love the taste of **coffee / tea**. (coffee / tea in general)*

*Can I have two **coffees / teas**, please? (cups of coffee / tea)*

- portions:

***Cake** is not good for you. (cake in general)*

*Would you like **a cake**? (an individual cake)*

Present perfect continuous

A Form

Statements, questions and negative forms

We use **have / has been** + the **-ing** form:

*I **have been living** in this area for a long time.*

*She **hasn't been working** well recently.*

***Has it been raining** all day?*

Short answers

We use **have / has been** + the **-ing** form:

Q ***Have they been travelling** a lot?*

***Have you been listening** to me?*

A Yes, they **have**. / No, they **haven't**.

Yes, I **have**. / No, I **haven't**.

B Use / Meaning

We use the present perfect continuous to talk about progressive actions and events without mentioning how often they have happened:

***I've been playing** a lot of tennis recently.*

NOT

***I've been playing** tennis three times this week.*

Present perfect (simple)

(Check Grammar file, Unit 2, pages 125-126)

Unit 7 Expressing conditions for future possibilities – *If* sentences**General conditional****A Form***If* + present simple + present simple:*If I feel thirsty, I drink water. / I work hard if I want to pass an exam.***Note:** The **if clause** can start or end a conditional sentence. When the **if clause** starts a sentence, we use a comma after the **if clause**.In these conditional sentences we can use **when** or **whenever** instead of **if**:*When / Whenever I feel thirsty, I drink water.***B Use / Meaning**

We use the general conditional to talk about something that regularly happens.

The general conditional has a general meaning and does not refer to the future.

*If I feel thirsty, I always drink water.***First conditional****A Form***If* + present simple + **will** + base form:*If I have time, I'll go shopping at the weekend. / You'll have an accident if you drive too fast.***B Use / Meaning**

We use the first conditional to talk about something that is possible and quite likely to happen in the future.

Second conditional**A Form***If* + past simple + **would** + base form:*If I did more exercise, I would (I'd) be fitter. (I probably won't do more exercise.)**I would (I'd) buy a sports car if I had lots of money. (I probably won't have lots of money.)***B Use / Meaning**

We use the second conditional to talk about

1 something that is improbable and unlikely to happen in the future.**2** something that is impossible:*If I were younger, I'd travel more. (I can never be younger than I am now.)***Unit 8 Expressing abilities, possibilities and obligations****[can / could / be able to / must / should]; wish + simple past / past perfect****Can / could / be able to**

(Check Grammar file, Unit 5, page 129)

- For some tenses, we have to use the verb **be able to** + the base form:

Future:

I hope I'll be able to come to your graduation.

Present perfect:

She hasn't been able to find a new job.

Infinitive:

I'd like to be able to climb mountains.

Must

A Form

- ▶ **Must** + base form:

Statements: *You **must be** more careful with your money.*

Questions: ***Do I have to get** a new passport?*

Negative forms: *You **mustn't drive** someone's car without asking them first.*

Note: The more normal way of asking questions is: ***Do I have to...?***

This is better than: ***Must I...?***

- ▶ The form **must** does not change with different pronouns:
***I must / mustn't He must / mustn't**, etc.*
- ▶ We use **must / mustn't** to refer to the present and the future:
*You **must pay** your university fees either today or tomorrow.*
- ▶ For some tenses we use the verb **have to** + base form.
Past simple: ***I had to pay** a large fine.*
Present perfect: ***He has had to go** to the police station.*

B Use / Meaning

- 1 **Must / mustn't** is used for obligations that the speaker feels strongly about:
***I must finish** this letter before I go to bed. / You **must wear** a seat belt at all times.*
- 2 We also use **must / mustn't** for strong advice or recommendations:
*You **must see** your doctor – you look terrible!*
- 3 We use the negative, **mustn't**, to tell someone not to do something or to say that something is wrong.
*You **mustn't steal**. / You **mustn't make** a noise after midnight.*

Note: We use **mustn't** or **can't** to refer to things people are not allowed to do:

*You **mustn't / can't eat** in the library.*

- 4 For rules or laws, we normally use **have to / don't have to**, but if you personally agree strongly with the rule or law, use **must / mustn't**:
*You **must wear** a school uniform. / You **mustn't make** a loud noise in public places.*
*You **have to register** with the police. / You **don't have to pay** for water in restaurants.*

Should

(Check Grammar file, Unit 5, page 129)

Wish + simple past / past perfect

We use **wish** + the past simple tense of the verb to express that we want a situation in the present (or future) to be different:

*I wish I **spoke** Italian. (I don't speak Italian.)*

*I wish I **had** a big car. (I don't have a big car.)*

We use **wish** + the past perfect tense of the verb to express a regret, or that we want a situation **in** the past to be different:

*I wish I **hadn't eaten** so much. (I ate a lot.)*

*I wish they'd **come** on holiday with us. (They didn't come on holiday with us.)*

Unit 9 Expressing necessity; Giving advice – Have to / should / must; Reported speech

Have to

A Form

- ▶ **Have to** + base form:

Statements: ***I have to work** late tonight.*

Questions: ***Do you have to go** already?*

Negative forms: **I don't have to go** to work tomorrow – I'm on holiday.

- ▶ We can use **have to** with all the normal tenses.

Past simple: She **had to leave** work early.

Future: I'll **have to go** to the bank tomorrow.

Present perfect: I've **had to cancel** our holiday.

Note: We can use **have got to** instead of **have to**:

I've got to work late tonight. / **Have you got to go** already?

I haven't got to go to work tomorrow.

B Use / Meaning

- 1 We use **have to** when it is necessary to do something, such as when it is a rule or law:

*My boss told me I **have to work** late this evening.*

*When I was at school, I **had to wear** a smart uniform.*

- 2 We use the negative, **don't have to**, when it is not necessary to do something:

*My daughter **doesn't have to wear** a school uniform.*

*I **don't have to work** on Saturdays if I don't want to.*

Should

A Form

- ▶ **Should** + base form:

Statements: You **should get** more sleep.

Questions: **Should I apply** for that job?

Negative forms: You **shouldn't work** so hard.

- ▶ The form **should** does not change with different pronouns:

*I **should** / **shouldn't** He **should** / **shouldn't**, etc.*

- ▶ We use **should** / **shouldn't** to refer to the present and the future:

*You **should go** and see him either now or this afternoon.*

B Use / Meaning

We use **should** for advice and to say something is or isn't a good idea:

*You don't look well – you **should see** your doctor.*

*Do you think I **should apply** for that job?*

Note: The normal way of asking for advice is: *Do you think I should...?*

This is better than: *Should I...?*

Must

(Check Grammar file, Unit 8, page 132)

Reported speech

1 Reported speech

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

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

2 Other changes

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

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

3 Other reporting verbs

- Say** is the most common reporting verb, but there are others:
explain He **explained** that he was late because of a sandstorm at the airport.
'I'm late because of a sandstorm at the airport.'
report The journalist **reported** that everything was back to normal.
'Everything is back to normal.'
admit He **admitted** that he had been driving dangerously.
'It's true – I was driving dangerously.'
promise She **promised** that she wouldn't be late.
'I won't be late – I promise.'
reply They **replied** that they would come if they could.
'We'll come if we can.'
confirm The experts **confirmed** that there had been a volcanic eruption the night before.
'Yes, there was a volcanic eruption last night – I can confirm that.'

- ▶ **Note:** We must use a noun or a pronoun after the verb **tell**:
*He **told his father** he had won a prize for English.*
'I've won a prize for English.'
*I **told you** not to wait for me.*
Don't wait for me.'

Unit 10 Using description; *Use to / used to*

Adverbs of manner

A Form

- ▶ Most adverbs are formed by adding **-ly** to an adjective:
*He's a **dangerous** driver. He drives **dangerously**.*
*She's a **slow** worker. She works **slowly**.*
- ▶ Some adverbs have the same form as adjectives:
*He's a **fast** driver. He drives **fast**.*
*She's a **hard** worker. She works **hard**.*
- ▶ Adverbs of manner usually come after the main verb:
*He's always driven **fast**.*

B Use / Meaning

We use adverbs of manner to describe **how** someone does something.

Use to / used to

- ▶ The construction **used to** describes a past action:
*He **used to** travel everywhere by taxi.*
- ▶ However, in negative sentences using the auxiliary verb **do**, the correct form is **use to**:
*She **didn't use to** play the piano very well.*
- ▶ Questions also use this form:
*Did you **use to** wear glasses?*

Unit 11 Giving information in different ways

The passive

A Form

- ▶ The most common type of sentence in English is an **active** sentence:
***They make** Fiat cars in Italy.*

But we can give the same information in a different way in a **passive** sentence:

- ▶ *Fiat cars **are made** in Italy.*
- ▶ We form the passive with the verb **be** + past participle.
 Statements: *This football match **is being watched** all over the world.*
 Questions: *When was the meeting **changed**?*
 Negative forms: *I **haven't been told** what to do.*

Note: The past participle is also used for the present perfect. Check Grammar file Unit 1.

- ▶ We can use a **by phrase** to say who does the action:
*The amphitheatre was built **by the Romans**.*
*The football match will be watched **by twenty million people**.*
 Often we do not include **by phrases** if we think that the person who does the action is not important:
*The bottle **was found** on the beach.*
*The time of my appointment **has been changed**.*

B Use / Meaning

- 1 We use passive sentences to emphasise the information we think is important.
In this passive sentence, the Pyramids are more important than the Egyptians:
*The Pyramids **were built by the Egyptians.***
In this active sentence, the Romans are more important than the amphitheatre:
*The Romans **built** the amphitheatre.*
- 2 Passive sentences are more common in writing than in speech.
- 3 Passive sentences are more formal than active sentences.

Unit 12 Giving additional information about people, things and places; Third conditional

Relative clauses and pronouns

A Form

- ▶ Relative clauses combine facts about a thing or a person.
*My father, **who really enjoys his job**, is a teacher.*
There are two facts here:
 - 1 My father is a teacher.
 - 2 My father enjoys his job.
- ▶ Relative clauses follow the nouns they refer to.
*His car, **which was very expensive**, is a Rolls Royce.*
The word **which** refers to **His car**.
- ▶ Relative clauses usually start with one of these relative words:
Who refers to people:
*My brother, **who** lives in Kuwait City, is called Omar.*
*Captain Nawwaf Qiblan, **who** was her instructor, was impressed by her determination.*
Which refers to things:
*My mobile phone, **which** was made in Japan, is very small.*
*My school, **which** has over 1000 students, is near the city centre.*
Whose refers to possession:
*My sister, **whose** name is Salma, is 17 years old.*
*The pilot, **whose** home is in Al-Jahra, flies all over the world.*
Where refers to places:
*In Abu Dhabi, **where** she was born, Munirah has become famous.*
*In Kuwait, **where** she learned to fly, Munirah had to study hard.*
- ▶ Relative clauses are more common in writing than in speech.

B Use / Meaning

We use relative clauses to give extra information.

Third conditional

A Form

If + past perfect + **would** + **have** + past participle:
If there had been life on Mars, we would have found it.
If we had stopped space exploration in 1960, men wouldn't have walked on the Moon.

B Use / Meaning

We use third conditional sentences to talk about imagined past situations:
If I had seen you, I would have talked to you.
This means: 'I didn't talk to you because I didn't see you.'
I wouldn't have phoned you, if I hadn't wanted to ask you a question.

Function File

Unit 1	
Function	Expressions
Expressing preferences	<i>I prefer to eat fish for health reasons.</i>
Expressing personal opinions	<i>In my opinion, the menu should include...</i> <i>I think the food should be high in protein.</i> <i>I (really) don't think the packaging should be too dark...</i>
Talking about past events	<i>He was working yesterday.</i> <i>Yesterday, I ate ...</i>
Planning	<i>My online guide is going to be about Restaurant X, recommending it as a health eating place.</i>
Stating advantages and disadvantages	<i>Vegetable soups and salads are an important part of any diet.</i> <i>The disadvantage of the menu is ...</i>
Describing a place	<i>Eliza Blues Restaurant is right in the city centre, and overlooks the sea.</i> <i>Atmospheric setting, near to the park.</i>
Saying what one likes about something	<i>The healthiest thing about Café X is...</i> <i>I really like Café X because...</i> <i>It is my favourite eatery...</i>
Making recommendations	<i>I'd recommend the pitta bread at...</i> <i>If you come here, you should try the...</i>
Making comparisons	<i>I believe (Anwar) has got better advertising for a new menu than (Ahmed).</i>
Introducing oneself	<i>Good morning / afternoon. My name is..., this is ... and we're here to talk about...</i>
Expressing uncertainty	<i>I'm not sure about the amount of fat.</i> <i>Maybe there should be special menus for vegetarians.</i> <i>It's difficult to say how much the advertising will cost.</i>
Asking questions to an audience	<i>Are there any questions?</i> <i>Please ask any questions you'd like to.</i>
Asking for permission	<i>Can I have falafel, tahini and lettuce?</i>
Using expressions in a restaurant (WB)	<i>Excuse me, could I have another fork, please?</i> <i>Do you have any dishes without pepper?</i>

Unit 2	
Function	Expressions
Making suggestions	<i>We could ... Perhaps they might want to ... I suggest ...</i>
Describing past experiences	<i>I've seen a rare copy of the Holy Qur'an. I've visited the largest mosque in Europe.</i>
Conducting a survey	<i>Could I ask you a few questions?</i>
Interviewing	<i>Is it okay if I ask you a few questions?</i>
Starting a conversation	<i>Hello. / Good morning. / Excuse me.</i>
Asking permission to ask questions	<i>Would you mind if I...</i>
Agreeing	<i>Yes, that's fine. / Yes, sure. / Yes, okay.</i>
Thanking	<i>I appreciate it. / I'm grateful. / Thanks for your time.</i>
Responding to thanks	<i>That's all right. / You're welcome. / That's okay.</i>
Planning (R)	<i>I'm going to write a review about Dickens' Oliver Twist.</i>
Making recommendations (R)	<i>If you get the chance, read... This is an excellent account of... You will learn a lot from it.</i>
Using expressions of gratitude / congratulations / greetings / wishes (WB)	<i>Thank you and I look forward to hearing from you. Congratulations, you must be very proud. Welcome to our school. Have a safe journey.</i>
Reporting facts (WB)	<i>Alan Villiers' journey began in 1938. Wilfred Thesiger studied at Oxford University before becoming an explorer.</i>
Expressing opinions (WB)	<i>I thought it was fascinating! Isn't that incredible!</i>

Unit 3	
Function	Expressions
Guessing	<i>The Sydney Opera House is probably Picture b. My guess is it's Picture d.</i>
Stating advantages and disadvantages (R)	<i>The best / worst thing about modern buildings is...</i>
Making comparisons (R)	<i>The flat is more modern than the hut. The villa is the most modern building.</i>

Expressing likes and dislikes	<i>I'd love / would not like to live or work in a huge modern building...</i>
Making suggestions (R)	<i>Do you think it would be a good idea to...? What about...? I / we suggest that... I / we recommend that...</i>
Agreeing / Disagreeing with a suggestion	<i>That's a good idea. / That sounds good. / Why not? / Brilliant idea! / I agree. No I don't think so. I'm not so sure. I don't think that's a very good idea. I'm not really keen on that idea.</i>
Stating one's purpose	<i>The purpose of this report is... This report will consider...</i>
Giving reasons	<i>I'd love to live or work in a huge modern building because... For this / these reason(s)... Because of this,...</i>
Describing (WB)	<i>There was more traffic than there was last year and it was getting harder and harder to drive through the city centre.</i>
Persuading (WB)	<i>Why don't we stop driving our cars and take the bus to work?</i>

Unit 4

Function	Expressions
Talking about the future	<i>Advancements in technology will enable companies to create more convoluted games. Players will have to pay for every episode.</i>
Stating advantages and disadvantages (R)	<i>Playing computer games can widen the imagination of children. Computer games might badly affect children's lives and stop them from developing good social skills.</i>
Expressing opinions (agreement / disagreement)	<i>In my opinion, computer games are an amusing educational tool.</i>
Predicting	<i>I expect / think / predict that laptop computers will get smaller. Laptop computers will definitely / probably / possibly get cheaper.</i>
Planning for the future	<i>I'm going to play / I'm playing football on Saturday.</i>
Identifying a problem	<i>Hi. I'm calling about... I was...(ing) when...</i>

Asking for advice	<i>What do you think I should do? What would you do if you were me? What would you do in my position?</i>
Giving advice	<i>(I think) you should... If I were you, I'd buy a plastic cover to protect the keyboard in the future. If I were in your position, I'd...</i>
Suggesting solutions	<i>Why don't you...? Have you tried...? What about...?</i>
Planning and writing instructions	<i>I'm going to write instructions for Sonic the Hedgehog. Control the marble with the built-in motion sensor...</i>
Talking about games (WB)	<i>Players have to move their whole bodies to play games with the new joystick.</i>
Describing processes (WB)	<i>To start with, prepare all the ingredients. Break the eggs into a bowl, grate some cheese and chop an onion.</i>

Unit 5	
Function	Expressions
Asking and answering questions	<i>Where did you learn to ride a horse? You've been doing athletics, haven't you? Yes, I have. / No, I haven't. I've been at the New Kuwait Bay Sports Club for more than three years.</i>
Justifying one's answer	<i>I enjoy watching big sporting events because the competition is very intense.</i>
Giving instructions (R)	<i>For each question, choose the correct answer: A, B or C. Give yourself a point for each right answer. Now add up your score.</i>
Expressing opinions (agreement / disagreement) (R)	<i>I think boxing is the most extrovert sport. In my opinion, rugby is the most exciting sport.</i>
Checking information	<i>Do you know your new address? Faisal is originally from Al-Doha, isn't he?</i>
Greeting and enquiring on the telephone	<i>Hello, could I speak to X, please? (Hello), this is (Noura) from... I'm ringing to (find out)... So that's... Thank you very much. Goodbye.</i>

Responding on the telephone	<i>Yes, this is X.</i> <i>Yes, I'll get him / her for you.</i> <i>No, I'm afraid he's / she's not here.</i> <i>Can I take a message?</i> <i>Yes, of course, it's...</i> <i>That's right. / No. It's...</i> <i>Goodbye.</i>
Requesting politely	<i>Could you spell the road name, please?</i> <i>You didn't tell us your level at tennis, did you?</i>
Expressing gratitude	<i>Thank you for calling. I appreciate it.</i>
Interviewing (WB) (R)	<i>When is the basketball practice?</i> <i>What other activities do you offer?</i>

Unit 6

Function	Expressions
Expressing opinions (agreement / disagreement) (R)	<i>I think it is a very crucial issue to protect wild birds.</i> <i>I don't really believe that much money should be spent on birds.</i>
Talking about quantity	<i>Zoo animals need lots of water.</i> <i>I've got five cats, a horse, some birds and a few mice.</i>
Describing character	<i>Ostriches have a reputation for being clumsy, cowardly animals, but they can be quite hostile.</i> <i>Lions are brave, fierce and proud.</i>
Forming an action plan	<i>Here are a few things you can do to help protect wildlife in your area.</i>
Giving advice (R)	<i>Look after birds by...(ing)...</i> <i>Have an environmental cleanup...</i> <i>Don't buy exotic birds...</i> <i>Never bring home any wild animals you find.</i>
Being persuasive	<i>If you are interested in protecting wildlife, then Al-Jahra Pools Nature Reserve certainly deserves your support.</i> <i>Do you want to be part of the solution or part of the problem?</i>
Saying why something is important	<i>It is really important for us to (look after our wildlife) because...</i> <i>The main reason we must (protect the birds) is that they...</i> <i>I'd like to explain why we shouldn't forget (the insects)...</i> <i>If we don't do something soon,...</i>

Planning and writing a formal letter	<p><i>Dear Sirs,...</i></p> <p><i>I am writing on behalf of a group of students to apply for...</i></p> <p><i>The reason we have chosen this project is...</i></p> <p><i>We hope your organisation can help us...</i></p> <p><i>Please feel free to contact us...</i></p>
Describing (WB)	<i>The parrot is a talkative bird with vividly coloured feathers.</i>
Justifying (WB)	<i>This is an important organisation because it is vital to protect animals and our environment...</i>

Unit 7	
Function	Expressions
Expressing opinions (agreement / disagreement) (R)	<i>I believe the government should increase the price of petrol by 100%.</i>
Predicting (R)	<i>Scientists have estimated that if the world continues to use oil at a constant rate, oil supplies could run out by 2050.</i>
Stating disadvantages (R)	<i>Drilling for oil can also have detrimental effects on the environment as it sometimes involves the destruction of animal habitats.</i>
Giving conditions	<p><i>If oil ran out tomorrow, our lives would change completely.</i></p> <p><i>If we wanted to go anywhere, we'd have to walk or go by bike.</i></p>
Giving warnings	<i>If we don't do..., ... will happen.</i>
Saying why one is worried	<p><i>I'm worried about (the idea) because...</i></p> <p><i>I'm afraid X would (happen) if they increased the price of petrol.</i></p>
Saying why one is pleased	<p><i>I'm really pleased...</i></p> <p><i>I think it's a great idea.</i></p> <p><i>It sounds good to me.</i></p>
Introducing a topic with a question	<p><i>Do / Have you ever...?</i></p> <p><i>What are you doing to...?</i></p> <p><i>What could you do...?</i></p>
Making suggestions (R)	<p><i>We could... (share cars).</i></p> <p><i>If you have a big car you could... (replace it).</i></p>
Talking about feelings	<p><i>I'm afraid X would happen if...</i></p> <p><i>I'm really pleased...</i></p>
Giving advice (WB)	<p><i>If you are tired, go to bed early.</i></p> <p><i>Turn the air conditioning up if you are too hot.</i></p>

Asking for information (WB) (R)	<i>What are you going to do?</i> <i>What do you think I should do?</i>
Suggesting solutions (WB) (R)	<i>Many people have welcomed wind farms as the answer to an energy crisis.</i>

Unit 8	
Function	Expressions
Predicting (R)	<i>Some people predict that we will even be able to buy flying cars.</i> <i>In a few years, we will be able to buy 'smart clothes'...</i>
Expressing opinions (agreement / disagreement) (R)	<i>In my opinion, gold-coated 'nanoshells' will contribute a lot to a healthy life for human beings.</i> <i>I believe developments in mobile phones aren't as important as those in medicine.</i>
Expressing wishes	<i>They wish they had studied harder when they were young.</i> <i>He wishes he were rich.</i>
Talking about abilities	<i>We can travel around the world in a few hours.</i> <i>It can translate between languages.</i>
Talking about possibilities	<i>By 2020 we could see the end of traffic jams and road accidents.</i> <i>We may be able to use our phones to pay for things we buy in shops.</i>
Supporting ideas	<i>One company is already working on smart trainers...</i>
Expressing obligation	<i>Visitors' clothes should cover most of their body.</i> <i>You must take off your shoes before you visit a mosque.</i>
Introducing a subject	<i>I'd like to tell you about our fantastic new invention.</i> <i>It's a... which can...</i> <i>This is the invention you have all been waiting for.</i> <i>It's a... which...</i>
Stating advantages (R)	<i>The best thing about (our new shoes) is...</i> <i>This is what our... can do for you.</i> <i>It isn't expensive. It only costs...</i> <i>It's available in these sizes / colours:...</i>
Persuading (R)	<i>What are you waiting for?</i> <i>Order your own personal Robomate today. It'll change your life!</i>

Giving examples (WB)	<i>For example, scientists have designed intelligent cars that can drive themselves...</i> <i>For instance, the car can adjust certain features such as suspension or engine power ...</i>
Expressing possibility (WB)	<i>The talky-walky would count your steps as you walk. It would tell you how far you have walked at any time.</i>

Unit 9	
Function	Expressions
Expressing opinions (agreement / disagreement) (R)	<i>In my opinion,...</i> <i>I believe that...</i> <i>It seems to me that...</i>
Discussing money plans	<i>My friends and I could exchange seashells if people in my town had no money.</i>
Guessing (R)	<i>I guess paper money is usually worth more than coins.</i>
Expressing preferences (R)	<i>I'd go for the hotel.</i>
Expressing obligation	<i>You must be very careful with your money.</i>
Discussing rules and laws	<i>Most people have to work to earn money.</i> <i>You shouldn't waste your money.</i>
Describing objects for sale	<i>I'd like to tell you about our fantastic new invention.</i> <i>It's a... which can...</i> <i>This is the invention you have all been waiting for.</i> <i>It's a... which...</i>
Reaching agreement	<i>Do you all agree on investing the money for the building of a new study centre?</i>
Stating advantages and disadvantages (R)	<i>It'd be a fantastic feeling to stop the birds from becoming extinct.</i> <i>The third choice isn't such a good idea; we could lose a lot of money.</i>
Exchanging ideas	<i>My first choice is the bird sanctuary.</i> <i>I don't agree with either of you.</i>
Agreeing / Disagreeing (R)	<i>In my opinion, we need money to live...</i> <i>I would say 'No'.</i> <i>I don't agree with either of you.</i>
Giving reasons to support opinions	<i>Some people believe that money has become too important because...</i>

Stating one's purpose	<i>I am going to write about...</i>
Expressing an opposite opinion	<i>On the other hand, many people think...</i>
Participating in a dialogue (WB)	<i>Do you agree with this proverb? So do you think that money is as precious as time?</i>
Expressing opinions (agreement / disagreement) (WB) (R)	<i>I think money isn't important as family and human values.</i>
Justifying opinions (WB)	<i>I consider money to be important because sometimes you can buy time with money...</i>
Giving explanations (WB)	<i>'Money talks' is a proverb meaning that wealth gives power to those who possess it.</i>

Unit 10

Function	Expressions
Giving advice (R)	<i>Establish regular prayer, enjoin what is just and forbid what is wrong.</i>
Describing past experiences (R)	<i>We used to go to school together every morning.</i>
Expressing opinions (agreement / disagreement) (R)	<i>I think a king or president visiting another country should travel by private plane.</i>
Stating advantages and disadvantages (R)	<i>Travelling by plane saves us a lot of time. However, travelling by car is very tiring, especially for the driver.</i>
Interviewing and being interviewed (R)	<i>How could you describe your feelings then? I'm a very lucky man. The helicopter arrived just in time.</i>
Beginning a letter	<i>Hi... (informal) Dear... (more formal)</i>
Ending a letter	<i>That's all for now. Write back soon. Bye / Love (informal) Best wishes / Regards / Yours sincerely (more formal)</i>
Guessing (WB)	<i>I guess the story is about a fisherman.</i>
Making suggestions (WB) (R)	<i>A suitable title for this article might be, 'The wise fisherman'.</i>
Describing morals (WB)	<i>The moral of the story is that human and family values are much more important than money.</i>
Comparing and contrasting (WB)	<i>It was better than yesterday because ... In comparison ...</i>

Unit 11	
Function	Expressions
Understanding different types of messages	<i>The message in Picture two is an e-mail while the one in Picture four is the message in a bottle.</i>
Expressing possibility (R)	<i>I would send information about myself in a bottle. I would like the finder to contact me.</i>
Accepting / Rejecting invitations	<i>Yes, thank you. I'll be there. Sorry, I can't make it.</i>
Visualising	<i>I would send a message to Canada, and I would write about myself.</i>
Apologising	<i>Really sorry. Emergency conference call. We're sorry about this but one of our tutors is ill.</i>
Giving information	<i>A SIM card or Subscriber Identity Module is a portable memory chip.</i>
Leaving / Recording a message	<i>This is a message for (Anwar). Hi (Anwar) – this is (YOUR NAME) Can you give me a ring?</i>
E-mailing	<i>Having a party next weekend. Hope you can make it. Starts at 5.30 and should end about 10.</i>
Text messaging	<i>Thx 4 txtng me m8, will gt bac 2 u soon</i>
Using expressions on the telephone (WB)	<i>I called earlier but no one answered. Could you take a message for me?</i>
Identifying the purpose of letters (WB)	<i>Request: Can we get together 4.00 p.m. Wednesday Room 293? Apology: Sorry we didn't make it last week...</i>
Editing messages (WB)	<i>Sure you'll enjoy it. → I'm sure you'll enjoy it.</i>
Giving instructions for writing letters (WB)	<i>Decide who the reader is.</i>

Unit 12	
Function	Expressions
Sharing personal experience	<i>I'll never forget it as long as I live.</i> <i>I was shocked of course, but I continued walking home.</i>
Stating advantages and disadvantages (R)	<i>Working as a pilot enables me to travel all around the world.</i> <i>Unfortunately, a pilot rarely stays at home and seldom sees his family.</i>
Comparing achievements	<i>I would like to achieve success, just as Munirah has done.</i> <i>I don't think I would be able to achieve my goals the way she did.</i>
Expressing opinions (agreement / disagreement) (R)	<i>This story is unusual because it talks about an unusual woman.</i> <i>I would not choose to do the same as her.</i>
Expressing feelings using body idioms	<i>My heart was in my mouth.</i>
Describing past experiences (R)	<i>There was a buzzing noise.</i> <i>I looked up and I saw a bright light right in front of me.</i>
Identifying background information: setting the scene for a narrative	<i>It was last Thursday night.</i> <i>I was walking home from work.</i> <i>It was a cold, clear night.</i> <i>It was about 11 o'clock.</i>
Sequencing information	<i>Suddenly,... / All of a sudden,... / Without warning,...</i> <i>Next,... / Then,... / After a few minutes,... / Several seconds later,...</i>
Interviewing an eyewitness	<i>What (exactly) happened?</i> <i>What happened next?</i> <i>Did / Could you see...?</i> <i>What do you mean?</i>
Planning and writing a news story	<i>A young Kuwaiti man invented a machine to explore space.</i>
Making requests (WB)	<i>Can you change this, please?</i>
Identifying a problem (WB) (R)	<i>The technical problem was a flat tyre.</i>
Describing causes and effects (WB)	<i>They couldn't fix the problem and therefore had to cancel the flight.</i>

Irregular Verbs List

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

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

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

Glossary

A

able-bodied /'eɪbəl'bɒdɪd/

adjective p.40

fit, strong and healthy; not physically disabled

absorb /əb'sɔ:b/

verb p.12

to take in or soak up (energy, or a liquid or other substance) by chemical or physical action

acclaimed /ə'kleɪmd/

adjective p.92

highly praised

account /ə'kaʊnt/

noun p.23

a report or description of an event or experience

accounting /ə'kaʊntɪŋ/

noun p.68

the action or process of keeping financial accounts

activate /'æktɪveɪt/

verb p.87

to make (something) active and able to operate

actually /'æktʃʊəli/

adverb p.59

as the truth or facts of a situation; really

adjacent /ə'dʒeɪsənt/

adjective p.51

next to or adjoining something else

adorn /ə'dɔ:n/

verb WB p.10

to make more beautiful or attractive

adversity /əd'vɜ:səti/

noun p.40

difficulties; misfortune

advocate /əd'vəkeɪt/

verb p.29

to publicly recommend or support

affluent /'æfluənt/

adjective p.73

having a great deal of money; wealthy

affordable /'əfɔ:dəbəl/

adjective p.26

having a reasonable price

aggression /ə'ɡresʃən/

noun p.43

hostile or violent behaviour or attitudes towards another; readiness to attack or confront

aggressive /ə'ɡresɪv/

adjective p.49

behaving in an angry, threatening way, as if you want to fight or attack someone

alarm /ə'lɑ:rm/

verb p.88

to cause someone to feel frightened, disturbed or in danger

altitude /'æltɪtju:d/

noun p.95

the height of a plane in relation to sea level

analogue /'ænələg/

adjective p.37

(of technology) using physical quantities such as voltage, often contrasted to digital technology

anniversary /,æni'vɜ:səri/

noun p.67

the date on which an event took place in a previous year

animator /'ænɪmeɪtə/

noun p.34

an artist who creates computer images

annoy /ə'nɔɪ/

verb Literature Time

to make (someone) a little angry

answerphone /'ɑ:nsərfəʊn/

noun p.88

another term for answer machine

antioxidant /'ænti'ɒksɪdənt/

noun p.12

a substance in some foods that cleans the body and protects it from diseases

anti-reflective /,æntɪ'rɪflekʃɪv/

adjective p.35

incapable of reflecting light or other radiation

appeal to /ə'pi:l tu:/

verb p.17

attract to one's interest

appliance /ə'plaɪəns/

noun p.59

a device or piece of equipment designed to perform a specific task, typically at home

application /,æplɪ'keɪʃən/

noun p.44

a formal, usually written, request for something such as a job or club membership

apprehensive /,æprɪ'hensɪv/

adjective p.29

anxious or fearful that something bad will happen

arcade /ɑːˈkeɪd/

noun p.39

a type of computer game that was first popular in amusement arcades (an amusement arcade is a place where one plays games by putting coins in machines)

arthritis /ɑːˈθraɪtɪs/

noun p.12

a disease that causes painful inflammation and stiffness of the joints

Artificial Intelligence (AI)

/ɑːtrɪfɪəl ɪnˈtelɪdʒəns/

noun p.35

the theory and development of computers to things that usually require human intelligence

asap /eɪ es eɪˈpiː/

expression p.84

as soon as possible

aspiration /æspɪˈreɪʃən/

noun p.18

a hope or ambition of achieving something

asthma /æzmə/

noun p.60

a medical condition that causes difficulties in breathing

atmospheric /ætˈmɒsˈferɪk/

adjective p.16

(of a mood) pleasurable and interesting or exciting

attendant /əˈtendənt/

noun p.92

a person employed to provide a service to the public, such as on a flight

auction /ˈɔːkʃən/

noun p.71

a public sale in which goods or property are sold to the highest bidder

aviate /ˈeɪviət/

verb p.95

to pilot or fly in an aeroplane

aviation /ˌeɪviˈeɪʃən/

noun p.91

the flying or operating of aircraft

B

baby carriage /ˈbeɪbi kærɪdʒ/

noun p.94

a four-wheeled carriage for a baby, pushed by a person on foot

badminton /ˈbædmɪntən/

noun p.44

a game with rackets in which a shuttlecock is played back and forth across a net

band /bænd/

noun p.87

the wavelength of a radio or digital signal

bargain /ˈbɑːɡɪn/

verb Literature Time

to negotiate the terms and conditions of a transaction

barter /ˈbɑːtə/

verb p.69

to exchange (goods or services) for other goods or services without using money

beach /biːtʃ/

verb Literature Time

to run or pull by force (a boat or ship) onto a beach

bed out /bed aʊt/

verb p.51

to transfer (a plant) from a pot or seed tray to a garden plot

bend /bend/

noun Literature Time

a curve, especially a sharp one, in a road, river, racecourse or path

benefit /ˈbenəfɪt/

verb p.29

receive an advantage; profit; gain

bifocal /baɪˈfəʊkəl/

adjective p.64

(of special glasses) having two different focal lengths, one for distant vision and one for near vision

billionaire /ˌbɪljəˈneə/

noun WB p.64

someone who has assets more than a billion dollars or pounds

bio-fuel /ˌbaɪəʊˈfjuːəl/

noun WB p.58

fuel made from living matter

biplane /ˈbaɪpleɪn/

noun WB p.88

an early type of aeroplane with two pairs of wings

bird of prey /bɜːd əv preɪ/

noun WB p.38

a predatory bird, distinguished by a hooked bill and sharp claws

bonus /ˈbəʊnəs/

adjective p.39

describing something extra, especially as a reward for good performance

boost /buːst/

verb WB p.4

to help or encourage (something) to increase or improve

border /ˈbɔːdə/

noun p.80

a line separating two geographical areas, especially countries

boutique /buːˈtiːk/

noun WB p.16

a small store selling fashionable items

brand /brænd/*noun* WB p.16

a product made and sold by a particular store

brave /breɪv/*adjective* WB p.43

not afraid of danger

breakdown /'breɪkdaʊn/*noun* p.58

a mechanical failure

breakneck /'breɪknek/*adjective* WB p.34

dangerously or extremely fast

brehtaking /'breθteɪkɪŋ/*adjective* p.39

astonishing or awe-inspiring in quality, so as to take one's breath away

briefly /'briːfli/*adverb* p.88

of short duration

built-in /'bɪltɪn/*adjective* p.39

forming a necessary part of a structure or device

buzzing /'bʌzɪŋ/*adjective* p.94

low, continuous humming or murmuring

C**cabin** /'kæbɪn/*noun* p.92

the area for passengers in an aircraft

caffeine /'kæfiːn/*noun* p.12

a stimulant found in tea and coffee that can cause health problems

calcium /'kælsiəm/*noun* p.13

a metallic element that forms and strengthens bones and teeth

call /kɔːl/*noun* WB p.40

the characteristic sound of a bird or other animal

caller /'kɔːlə/*noun* p.38

a person who makes a telephone call

calligraphy /kə'lıgrəfi/*noun* p.20

decorative handwriting or handwritten lettering

carbohydrate /,kɑːbəʊ'haidreɪt/*noun* WB p.5

a substance in foods such as sugar, bread, potatoes, etc. which provides one's body with heat and energy

carbon monoxide /,kɑːbən*mə'nɒksaɪd/ noun* p.51

a poisonous gas produced when carbon, especially in petrol, burns in a small space

charitable /'tʃærɪtəbəl/*adjective* WB p.64

relating to giving help to those in need

chess /tʃes/*noun* WB p.76

a board game of strategic skill for two players

chic /ʃiːk/*adjective* p.26

elegantly and stylishly fashionable

chime /tʃaɪm/*verb* Literature Time (of a bell or clock) to make melodious ringing sounds, typically to indicate the time**cholesterol** /kə'lestərɒl/*noun* p.12

a chemical substance found in your blood, causing heart diseases

chuckle /'tʃʌkəl/*verb* WB p.76

to laugh, especially quietly or inwardly

cleanup /'kliːnʌp/*noun* p.50

the removal of waste and rubbish from land and returning it to its natural state

coincide with /,kəʊn'saɪd wɪð/*verb* p.91

to happen at the same time as something else, especially by chance

colleague /'kɒliːg/*noun* p.84

a person with whom one works, especially in a profession or business

combat /'kɒmbæt/*verb* p.12

to take action to reduce, destroy or prevent

commemorate /kə'meməreɪt/*verb* WB p.10

to recall and show respect for (someone or something) in a ceremony

compete /kəm'piːt/*verb* p.35

to make efforts to win something by defeating others who are trying to do the same

competitive /kəm'petətɪv/
adjective p.35
of, relating to, or characterised
by competition

complimentary
/ˌkɒmplɪ'mentəri/
adjective p.70
something given for free

composition /ˌkɒmpə'zɪʃən/
noun WB p.11
an artistic creation or
arrangement

composure /kəm'pəʊzə/
noun p.78
the state or feeling of being
calm and in control of oneself

comprise /kəm'praɪz/
verb WB p.4
to be made up of

computer-friendly
/kəm.pju:tə'frendli/
adjective p.37
able to use or be used by a
computer

concrete /'kɒŋkri:t/
adjective p.25
a substance used for building
that is made by mixing sand,
very small stones, cement and
water

conduct /kən'dʌkt/
verb p.22
to organise and carry out

conference call
/'kɒnfərəns ,kɔ:l/
noun p.86
a linking of several telephones,
so that people in different
places can speak

confident /'kɒnfɪdənt/
adjective p.88
feeling assured about
something

confidentiality
/ˌkɒnfɪdənsɪ'ælɪti/
noun p.68
where someone is trusted to
keep private information a
secret

confrontational
/ˌkɒnfrən'teɪʃənəl/
adjective p.92
likely to seek argument or
disagreements

congestion /kən'dʒestʃən/
noun p.60
the state of being congested –
full of traffic

conservation /ˌkɒnsə'veɪʃən/
noun p.47
the protection of natural things,
such as animals, to prevent
them from being destroyed

consistently /kən'sɪstəntli/
adverb p.20
continuing to happen or
developing in the same way

console /'kɒnsəʊl/
noun p.35
a computer especially designed
for playing games on

constancy /'kɒnstənsi/
noun p.79
the quality of being faithful and
dependable

consult /kən'sʌlt/
verb p.60
to ask for information or advice

contact lens /'kɒntækt lenz/
noun p.63
a thin plastic lens placed
directly on the surface of the
eye to correct visual defects

control /kən'trəʊl/
noun p.95
the switch or devices by which a
machine is operated

convoluted /'kɒnvəlʊ:tɪd/
adjective p.35
complicated and difficult to
understand

co-pilot /'kəʊ,pɑɪlət/
noun p.95
a second pilot in an aircraft,
assisting the pilot

copious /'kəʊpiəs/
adjective WB p.17
existing or being produced in
large quantities

coracle /'kɒrəkəl/
noun Literature Time
a small, round boat made of
wickerwork covered with a
watertight material, propelled
with a paddle

corporation /ˌkɔ:pə'reɪʃən/
noun p.93
a big company or a group of
companies

cosy /'kəʊzi/
adjective p.26
giving a feeling of comfort,
warmth and relaxation

council /'kaʊnsəl/
noun p.29
an advisory, deliberative or
legislative body of people
formally constituted and
meeting regularly

courageous /kə'reɪdʒəs/
adjective WB p.34
extremely brave

courteously /'kɜ:tiəsli/
adverb p.92
said or done in a polite manner

cove /kəʊv/
noun Literature Time
a small sheltered bay

cover /'kʌvə/
verb p.23
to travel a particular distance

cowardly /'kəʊədli/
adjective WB p.43
 lacking courage

crammed /kræmd/
adjective p.16
 full of healthy properties

crazily /'kreɪzili/
adverb p.83
 to a great degree

creature /'kri:tʃə/
noun p.34
 a living thing / animal

creed /kri:d/
noun p.19
 a faith

crude oil /kru:d 'ɔɪl/
noun p.56
 oil in its natural condition,
 before it is separated into
 different products

crutch /krʌtʃ/
noun Literature Time
 a long stick with a crosspiece
 at the top, used as a support
 under the armpit by a lame
 person

cure-all /'kjʊə:ɔ:l/
noun p.62
 a medicine or product that can
 cure a wide variety of problems

current /'kʌrənt/
noun p.85
 a body of water or air moving in
 a definite direction

currently /'kʌrəntli/
adverb p.63
 at the present time

cursive /'kɜ:sɪv/
adjective WB p.10
 written with the characters
 joined

custom-built /,kʌstəm'bilt/
adjective p.95
 (of a product) made for a
 customer's special order

D
deadline /'dedlaɪn/
noun p.86
 the latest time or date by which
 something should be completed

decline /dr'klaɪn/
verb WB p.40
 to decrease; to become fewer or
 smaller

deficiency /dr'fɪʃənsi/
noun p.15
 a lack of the nutrients that our
 bodies need

dehydration /,di:haɪ'dreɪʃən/
noun WB p.4
 the loss of a large amount of
 water from the body

delegate /'delɪɡɪt/
noun p.19
 a person sent or authorised to
 represent others, in particular
 an elected representative sent
 to a conference

deserve /dr'zɜ:v/
verb p.47
 to be worthy of something
 especially as a reward or
 punishment

design /dr'zam/
noun p.25
 the way that something has
 been planned and made

desperate /'dezperɪt/
adjective Literature Time
 a plan or drawing produced to
 show the look and function or
 workings of a building, garment
 or other object before it is built
 or made

determination /dr,tɜ:mɪ'neɪʃən/
noun p.43
 firmness of purpose;
 resoluteness

detrimental /,detrə'mentəl/
adjective p.29
 damaging

dietician /,daɪə'tɪʃən/
noun p.12
 a professional who advises on
 healthy eating

digestive /dar'dʒestɪv/
adjective p.12
 of or relating to the process of
 digesting food

diminish /də'mɪnɪʃ/
verb p.61
 to get smaller

discourse /'dɪskɔ:s/
noun p.35
 speaking and conversation

dishonest /dɪs'ɒnɪst/
adjective p.65
 not faithful and true to people

disobedient /dɪsə'bi:diənt/
adjective p.65
 refusing to obey rules or
 someone in authority

diverse /dar'vɜ:s/
adjective p.20
 showing a great deal of variety

diversity /dar'vɜ:sɪti/
noun p.19
 the state of being diverse;
 variety

draw /drɔ:/
verb p.63
 to take

dreadful /'dredfəl/
adjective p.83
 very bad

drill /drɪl/
verb p.25
to make a hole in something

drive /draɪv/
noun p.37
device that allows a computer to read discs

drop off /,drɒp 'ɒf/
phrasal verb p.81
to transport and leave someone somewhere

E
easy-going /iːziː'gəʊɪŋ/
adjective WB p.43
not easily upset or annoyed

eatery /iːtəri/
noun p.16
a restaurant or other place where people can be served food

economics /,ekə'nɒmɪk/
noun p.68
relating to trade, industry and the management of money

edutainment /,edʒu'teɪnmənt/
noun WB p.16
a form of entertainment that is also educational

effluent /'efluənt/
noun p.47
liquid waste or sewage discharged into a river or the sea

embellish /ɪm'belɪʃ/
verb WB p.10
to make (something) more attractive by the addition of decorative details or features

emotive /ɪ'məʊtɪv/
adjective p.82
making people have strong feelings

employ /ɪm'plɔɪ/
verb p.35
to hire for work

enable /ɪ'neɪbəl/
verb p.34
to give (someone or something) the authority or means to do something

endeavour /ɪn'devə/
verb p.95
to try or attempt

end up with /,end 'ʌp wɪð/
phrasal verb p.61
to be in a situation that you did not intend or want to be in because of something that has happened to you or something you have done

enjoin /ɪn'dʒɔɪn/
verb p.79
to instruct or urge (someone) to do something

entirely /ɪn'taɪəli/
adverb p.56
completely

equestrian /ɪk'westriən/
adjective p.40
relating to horseriding

evil /iːvəl/
adjective p.73
very bad, harmful or wicked

evoke /ɪ'vəʊk/
verb p.25
to produce a strong feeling in someone

exclusive /ɪks'klʊːsɪv/
adjective p.39
restricted or limited to the person, group or area concerned

exemplary /ɪg'zempləri/
adjective p.91
excellent, providing a good example to others

exotic /ɪg'zɒtɪk/
adjective p.50
unusual and related to a foreign country

expression /ɪks'preʃən/
noun p.92
the look on someone's face that shows a particular emotion

expressionist /ɪks'preʃə'nɪst/
noun p.25
(of a style of building / art) seeking to express emotions

extinct /ɪk'stɪŋkt/
adjective p.72
(of a species, family or other larger group) having no living members

extrovert /'ekstrəvɜ:t/
noun p.43
an outgoing personality

eyewitness /'aɪ,wɪtnɪs/
noun p.94
a person who has seen something happen and so can give a first-hand description of it

F
fanatic /fə'nætɪk/
noun p.17
someone who likes a particular thing or activity very much

fasten /'fæsən/
verb WB p.82
to fix or join securely

fatigue /fə'tiːg/
noun WB p.4
extreme tiredness

fauna /'fəʊnə/
noun p.47
the animals of a particular region, habitat or geological period

feather /'feðə/*noun* WB p.40

one of the soft, light things that covers a bird's body

feedback /'fi:d.bæk/*noun* p.43

advice or information about something done

fence off /'fens of/*phrasal verb* p.47

to enclose a space with a fence

fibre /'faɪbə/*noun* p.13

important nutrient found in wholegrain products like brown rice

fierce /'fɪəs/*adjective* p.49

angry or ready to attack

figure /'fɪɡə/*noun* p.23

person of a particular kind, often important

finance /'famæns/*verb* p.51

to provide funding for a person or enterprise

finite /'faɪnaɪt/*adjective* p.56

having limits or bounds

firmly /'fɜ:mli/*adverb* WB p.76

strongly and clearly

flash /flæʃ/*verb* p.86

to shine a bright light on and off

fleet /fli:t/*noun* WB p.76

a group of boats belonging to one company

flora /'flɔ:rə/*noun* p.47

the plants of a particular region, habitat or geological period

fog /fɒɡ/*noun* p.95

thick cloud which is difficult to see through

forecourt /'fɔ:kɔ:t/*noun* p.25

an open area in front of a large building

fossil fuel /'fɒsəl fju:l/*noun* p.56

a natural fuel such as coal or gas, formed from the remains of living organisms

foundation /'faʊn'deɪʃən/*noun* p.25

the solid layer of cement, bricks, stones, etc. that is put under a building to support it

fractional distillation

/'frækʃənəl dɪstɪleɪʃən/

noun p.56

separation of a liquid mixture into fractions by boiling at different temperatures

framework /'freɪmwɜ:k/*noun* p.25

the main supporting parts of a building

frequency /'fri:kwənsi/*noun* p.87

the wavelength of a radio or digital signal, see *band*

frequent /'fri:kwənt/*adjective* p.65

happening or doing something often

fry /fraɪ/*verb* WB p.7

to cook something in hot fat or oil

G**gasp** /gə:sp/*verb* Literature Time

to inhale suddenly with the mouth open, out of pain or astonishment

generate /'dʒenə,reɪt/*verb* p.59

to make electricity

generosity /,dʒenə'rɒsɪti/*noun* p.73

the quality of being kind and sharing

genus /'dʒɪ:nəs/*noun* WB p.40

one of the groups into which scientists divide animals or plants; it is smaller than a species and larger than a family

geometric /,dʒɪ:ə'metrɪk/*adjective* p.25

of or relating to geometry, or according to its methods

gliding /'glɑɪdɪŋ/*noun* p.91

the sport of flying in a light engineless aircraft

global /'glɒbəəl/*adjective* p.50

of or relating to the whole world

glory-seeker /'glɔ:ri'si:kə/*noun* WB p.34

someone who seeks glory or fame

gold-coated /gəʊldkəʊtəd/*adjective* p.63

covered with gold

gourmand /'guəmənd/

noun WB p.16

a person who enjoys eating, especially good food

government /'gʌvəmənt/

noun p.60

the governing body of a nation, region or community

governmental /'gʌvə'mentl/

adjective p.27

of a government

gratefulness /'greɪtfəlnəs/

noun p.78

feeling or showing an appreciation of kindness; thankfulness

greenery /'gri:nəri/

noun p.47

green foliage, growing plants or vegetation

grilled /grɪld/

adjective p.15

cooked over the fire in a grill

gross /grəʊs/

verb p.72

to produce or earn (an amount of money) as total profit or income

ground-breaking

/'graʊnd breɪkɪŋ/

adjective p.23

innovative; involving new discoveries

gymnastics /dʒɪm'næstɪks/

noun p.44

exercises developing or displaying physical agility and coordination

H

handsome /'hænsəm/

adjective WB p.40

attractive

handy /'hændi/

adjective p.87

convenient to handle or use; useful

harmony /'hɑ:məni/

noun p.86

agreement or concord

hassle /'hæsəl/

noun p.87

irritating inconvenience

hazardous /'hæzədəs/

adjective p.60

risky; dangerous

headline /'hedlɪn/

noun p.95

a heading at the top of an article or page in a newspaper or magazine

heart rate /hɑ:t reɪt/

noun p.66

the speed of your heart beat

hectare /'hektə:/

noun p.47

a metric unit of square measure, equal to 100 acres (2.471 acres or 10,000 square metres)

helpline /'helplɪn/

noun p.38

a telephone service providing help with problems

herbivore /'hɜ:bəvɔ:/

noun p.48

an animal that feeds on plants

high-ranking /haɪræŋkɪŋ/

adjective p.23

great, or greater than normal, in quantity, size or intensity

hold button /həʊld 'bʌtn/

noun p.37

a button that pauses the game and prevents the game from being used momentarily

homing /'həʊmɪŋ/

adjective WB p.82

relating to an animal's ability to fly home from a great distance

honour /'ɑ:nər/

verb WB p.11

to show respect for someone or something; to revere; to venerate

hostile /'hɒstail/

adjective p.49

unfriendly; antagonistic

howl /haʊl/

verb Literature Time

a make a long, loud, sorrowful cry

hunting /'hʌntɪŋ/

noun p.47

the activity of chasing and killing wild animals

I

idle /'aɪdl/

adjective WB p.28

lazy, especially avoiding work

illegal /ɪ'li:gəl/

adjective p.65

contrary to or forbidden by law

illegally /ɪ'li:gəli/

adverb WB p.82

against the law

illegible /ɪ'ledʒəbəl/

adjective p.65

not clear enough to be read

imperative /ɪm'perətɪv/

adjective p.51

of vital importance; crucial

implement /'ɪmplɪmənt/

verb WB p.58

to put an action or a change into effect

impromptu /ɪm'prɒmptjuː/
adjective p.85
 done without being planned,
 organised or rehearsed

incident /'ɪnsɪdənt/
noun p.94
 an event, especially one that is
 unusual

incredibly /ɪn'kredɪbli/
adverb WB p.28
 extremely or unusually

increase /'ɪnkriːs/
noun p.34
 a rise in number, amount or
 degree

influx /'ɪnflʌks/
noun p.29
 an arrival or entry of large
 numbers of people or things

informal /ɪn'fɔːməl/
adjective p.65
 unofficial; casual

infrequent /ɪn'friːkwəntli/
adjective p.65
 not occurring often; rare

impolite /ɪmpə'laɪt/
adjective p.65
 not having or showing good
 manners

inherit /ɪn'herət/
verb WB p.64
 to receive money or property
 from someone who has died

initiative /ɪ'nɪʃətv/
noun p.18
 the ability to assess and initiate
 things independently

injustice /ɪn'dʒʌstəs/
noun p.79
 lack of fairness or justice

innovate /'ɪnəveɪt/
verb p.63
 to make changes in something
 established

insolence /'ɪnsələns/
noun p.79
 showing a rude and arrogant
 lack of respect

inspirational /ɪnspə'reɪʃənəl/
adjective p.20
 providing or showing creative or
 spiritual inspiration

instantly /'ɪnstəntli/
adverb p.63
 at once; immediately

instigate /'ɪnstəgeɪt/
verb p.64
 to bring about or initiate (an
 action or event)

instinct /'ɪnstɪŋkt/
noun WB p.82
 a natural or intuitive way of
 behaving

instructor /ɪn'strʌktə/
noun p.91
 a person who teaches
 something

insurance /ɪn'ʃʊərəns/
noun p.68
 an arrangement with a
 company in which you pay
 small amounts of money to
 guarantee loss of property or
 damage

intensely /ɪn'tensli/
adverb p.91
 strongly; in a high degree

interfaith /ɪntə'feɪθ/
adjective p.19
 of, relating to, or between
 different religions or members
 of different religions

interpersonal /ɪntə'pɜːsənəl/
adjective WB p.34
 of or relating to relationships
 or communication between
 people

in this sense /ɪn ðɪs sɛns/
expression p.73
 a way in which an expression or
 a situation can be interpreted

introvert /'ɪntrəvɜːt/
noun p.43
 a shy and typically self-centred
 person

invest /ɪn'vest/
verb p.68
 to buy shares, property or
 goods because you hope the
 value will increase and you can
 make a profit

investment /ɪn'vestmənt/
noun p.68
 the sum of money invested to
 make a profit

invisible /ɪn'vɪzəbəl/
adjective WB p.52
 cannot be seen

iron /'aɪən/
noun p.13
 a mineral found in food

irregular /ɪ'regjələ/
adjective p.65
 not even or balanced

irrelevant /ɪ'reləvənt/
adjective p.65
 not connected with or relevant
 to something

irresponsibly /ɪrɪ'spɒnsɪbəl/
adverb p.17
 in an irresponsible manner

irreversible /ɪrɪ'vɜːsɪbəl/
adjective p.61
 not able to be undone or
 changed

J

joystick /'dʒɔɪ stɪk/

noun p.39

a lever that can be moved in several directions to control the movement of an image on a computer

K

keypad /'ki:pæd/

noun p.39

a miniature keyboard or set of buttons used to control an electronic device

knock off /'nɒkɒf/

phrasal verb p.83

to fall off after a collision

L

landmark /'lændmɑ:k/

noun p.88

a feature of a landscape or town that is easily seen and recognised from a distance

last /lɑ:st/

verb p.58

to continue for a specified period of time

latest /'leɪtəst/

adjective p.63

the most recent

legible /'ledʒəbəl/

adjective p.65

(of handwriting or print) clear enough to read

light /laɪt/

adjective WB p.82

not heavy

loan /ləʊn/

noun p.68

a thing that is borrowed, especially a sum of money, that is expected to be paid back

lock /lɒk/

noun Literature Time

a short confined section of a canal or other waterway in which the water level can be changed by the use of gates and sluices, used for raising and lowering vessels between two gates

login /lɒɡɪn/

noun p.70

a process of starting a computer system

luggage /'lʌɡɪdʒ/

noun Literature Time

suitcases or other bags in which to pack personal belongings for travelling

M

mainstream /'memstri:m/

adjective WB p.16

related to the most popular or dominant trend

malnutrition /,mælnj'trɪʃən/

noun p.17

the lack of proper nutrition

mammal /'mɑ:məl/

noun p.50

a warm-blooded animal

management /'mænɪdʒmənt/

noun p.68

the process of dealing with or controlling things or people

market /'mɑ:kɪt/

noun WB p.76

a place where the public can buy food and other things

maroon /mə'ru:n/

verb Literature Time

to leave (someone) trapped and isolated in an inaccessible place, especially an island

marsh /mɑ:f/

noun p.47

an area of low-lying land that is flooded in wet seasons or at high tide, and typically remains waterlogged at all times

mast /mɑ:st/

noun Literature Time

a tall upright post, spar, or other structure on a ship or boat, in sailing vessels generally carrying a sail or sails

master /'mɑ:stə/

verb p.20

to acquire complete knowledge or skill in an accomplishment, technique or art

maze /meɪz/

noun Literature Time

a network of paths and hedges designed as a puzzle through which one has to find a way

medal /'medl/

noun WB p.82

a round metal coin which soldiers are given for being brave

megawatt /'megəwɒt/

noun WB p.52

a unit of power equal to one million watts

member /'membə/

noun p.45

an individual belonging to a group such as a club or team

mentality /men'tælɪti/

noun p.43

attitude or way of thinking

mentor /'mentɔ:/

noun p.18

an experienced and trusted advisor

metabolise /mɪ'tæbəlaɪz/

verb p.12

to change food in your body into energy

metabolism /mɪ'tæbəlaɪzəm/

noun p.15

the chemical processes by which food is changed into energy in your body

micro-robot /,maɪkrəʊ'rəʊbɒt/

noun p.63

a tiny robot

military /'mɪlɪtəri/

adjective WB p.82

describing soldiers and the army

mode /məʊd/

noun p.39

an option allowing a change in the method of operation of a device

modernistic /,mɒdənɪstɪk/

adjective p.26

of or associated with modernism, a style that is more modern than traditional

monotonous /mə'nɒtənəs/

adjective p.83

dull, tedious and repetitious

motivation /,məʊti'veɪʃən/

noun p.43

the general desire of someone to do something

motoring /'məʊtərɪŋ/

noun p.59

the activity of driving a car

motorist /'məʊtərɪst/

noun p.61

the driver of a car

move /mu:v/

verb WB p.76

to change one's place of residence or work

mumble /mʌmbəl/

verb p.92

to say something quietly, making it too difficult for others to hear

mundane /mʌnd'eɪn/

adjective WB p.28

lacking interest or excitement

mutiny /'mju:tɪni/

noun Literature Time

an open rebellion against the proper authorities, especially by soldiers or sailors against their officers

N

nanoshell /nænəʃəl/

noun p.63

an extremely tiny case implanted in the body to fight disease

naturalistic /,nætʃərə'lɪstɪk/

adjective p.35

derived from or imitating real life

navigate /'nævɪgeɪt/

verb WB p.34

to travel on a set route, especially carefully or with difficulty

nest /nest/

noun p.51

a structure made by a bird for laying eggs and sheltering its young

neurologist /,njʊərə'lɒdʒɪst/

noun p.40

a doctor who studies the nervous system

neutralise /'nju:trəlaɪz/

verb p.12

to make a substance chemically neutral

next of kin /nekst əv kɪn/

noun p.88

a person's closest living relative

notably /'nəʊtəbli/

adverb p.91

especially; in particular

nutrition /nju:'trɪʃən/

noun p.12

the process of providing the food necessary for good health and growth

O

oar /ɔ:r/

noun Literature Time

a pole with a flat blade, pivoting in an oar lock, used to row or steer a boat through the water

obedient /ə'bi:diənt/

adjective p.65

obeying commands

obesity /əʊ'bi:səti/

noun WB p.4

the state of being unhealthily overweight

objective /əb'dʒektɪv/

noun p.29

aim or goal

observe /əb'zɜ:v/

verb p.40

to notice or perceive (something) and register it as being significant

obstacle /'ɒbstəkəl/

noun WB p.58

a thing that blocks one's way

on behalf /ɒn br'hɑ:f/

phrasal noun p.51

in the interests of a person, group or principle

on the coast /ɒn ðə kəʊst/

adjective WB p.71

by the sea

opponent /ə'pəʊnənt/

noun p.43

someone who competes against or fights another in a contest, game or argument

organic /ɔ:'gænik/

adjective p.15

produced without the use of chemicals

outlandish /aʊt'lændɪʃ/

adjective WB p.58

looking or sounding strange or unfamiliar

out of shape /aʊt əv ʃeɪp/

expression WB p.28

unfit and unhealthy

overtake /əʊvə'teɪk/

verb p.83

to catch up with and pass while travelling in the same direction

P

Paralympics /ˌpærə'lɪmpɪks/

noun p.40

an international athletic competition for disabled athletes

paraphrase /'pærəfreɪz/

verb WB p.10

express the meaning of something said or written by using different words

patient /'peɪʃənt/

adjective p.65

able to wait without becoming annoyed or anxious

perception /pə'seɪʃən/

noun p.35

the ability to see, hear or become aware of something through the senses

personal trainer

/ˈpɜːsənəl ˌtreɪnə/

noun WB p.34

a fitness coach who works one-on-one

pesticide /'pestɪsaɪd/

noun WB p.40

a chemical substance used to kill insects and small animals

phenomenon /fɪ'nɒmɪnən/

noun p.40

a fact or situation that is observed to exist or happen, especially one whose cause or explanation is in question

philanthropic /ˌfɪlən'θrɒpɪk/

adjective WB p.64

(of a person or organisation) donating money to good causes and promoting the welfare of those in need

physiotherapy /ˌfɪziəʊ'therəpi/

noun p.40

a treatment that uses special physical exercises to treat injuries and diseases

pick up /'pɪk ʌp/

phrasal verb p.81

to go somewhere to collect someone, typically in one's car

pilgrimage /'pɪlgrɪmɪdʒ/

noun p.23

a journey to a holy place for religious purposes

plague /pleɪg/

verb WB p.88

to cause continual trouble or distress to a group of people

poacher /'pəʊtʃə/

noun WB p.40

a person who hunts animals illegally

polished /'pɒlɪʃt/

adjective WB p.11

made shiny by being rubbed; buffed; burnished

polymer /'pɒlɪmə/

noun p.56

a substance that has a molecular structure consisting chiefly or entirely of a large number of similar units bonded together, e.g. many synthetic organic materials used as plastics and resins

pomegranate /'pɒməgrænt/

noun p.15

a round fruit that has a red skin and juicy red seeds

port /pɔ:t/

noun WB p.76

a town by the sea where ships arrive and leave from

portable /'pɔ:təbəl/

adjective p.87

easily carried

predator /'predətə/

noun WB p.40

an animal that tries to eat other animals

predominance /prɪ'dɒmɪnəns/

noun p.29

the greater number or amount

prejudicial /ˌpredʒʊdɪʃəl/

adjective WB p.88

having a bad effect on something

probiotic /ˌprəʊbɪə'tɪk/

adjective p.12

containing 'good' bacteria to improve health

procure /prə'kjʊə/

verb p.60

to obtain something

profit /'prɒfɪt/

noun p.72

a financial gain, especially the difference between the amount earned and the amount spent

profitable /'prɒfɪtəbəl/

adjective p.29

producing a financial gain

propagation /prɒpə'geɪʃən/

noun p.47

the breeding of plants and animals by natural processes

protein /'prəʊtiːn/

noun p.13

a natural substance that exists in foods such as meat, eggs and beans and which the body needs in order to grow healthily

proud /praʊd/

adjective p.49

feeling of happiness as a result of something you have achieved

public /'pʌblɪk/

adjective p.27

open to all people

pull away /pʊl ə'weɪ/

phrasal verb Literature Time

(a vehicle) to start moving away from the place where it has stopped

R

radar /'reɪdɑː/

noun p.95

a system for detecting the speed and position of aircrafts

RDA /,ɹ: di: 'eɪ/

abbreviation p.15

recommended daily allowance

rearrange /,ri:ə'reɪndʒ/

verb p.84

to change the position, time or order of something

recently /'ri:səntli/

adverb p.61

a short time ago, in the past few days / weeks / months, a little while back

recharge /,ri:tʃɑːdʒ/

verb p.67

to restore electrical power in a device

recuperate /rɪ'kju:pəreɪt/

verb p.83

to recover from illness or exertion

redefine /ri:drɪ'faɪn/

verb WB p.17

to define again or differently

refining /rɪ'faɪnɪŋ/

noun p.56

the removal of impurities or unwanted elements from a substance, typically as part of an industrial process

register /'redʒɪstə/

verb p.81

to enter your name and details on an official list

rehabilitation /,ri:həbɪlɪ'teɪʃən/

noun p.40

the helping of someone to live a healthy life again

relaxing /rɪ'læksɪŋ/

adjective WB p.17

making one feel relaxed

relevant /'reləvənt/

adjective p.23

closely connected or appropriate to the matter at hand

re-load /,ri:'ləʊd/

verb p.80

to load something again

remind /rɪ'maɪnd/

verb p.67

to cause (someone) to remember someone or something

reminiscent /,remɪ'nɪsənt/

adjective WB p.11

tending to remind one of something; evocative

renowned /rɪ'naʊnd/

adjective p.25

known and admired by a lot of people, especially for a special achievement or quality

reputation /,repjʊ'teɪʃən/

noun p.64

the beliefs or opinions that are generally held about someone or something

resemble /rɪ'zembəl/

verb p.93

to look or seem like

residential /,rezɪ'denʃəl/

adjective p.27

designed for people to live in

resign /rɪ'zam/

verb Literature Time

to voluntarily leave a job or other position

resolve /rɪ'zɒlv/

verb WB p.52

to settle or find a solution

retire /rɪ'taɪə/

verb WB p.76

to stop working (usually because you are a certain age)

review /rɪ'vjuː/

noun p.23

a critical evaluation of a book

richly /'rɪtʃli/

adverb p.20

in an elaborate, generous or plentiful way

ring /rɪŋ/

noun p.88

an informal term for a telephone call

rival /'raɪvəl/

adjective p.35

competing with a person or thing for the same objective or for superiority in the same field of activity

rusty /'rʌsti/

adjective WB p.88

(of a metal object) covered in a reddish-brown substance, mostly formed when iron or steel gets wet

S

salad bar /'sæləd bɑː/

noun p.16

a place in a restaurant with different vegetables that you can choose to make your own

sanctuary /'sæŋktʃuəri/

noun p.47

a place of refuge or safety

satnav /'sætneɪv/

noun p.63

navigation that uses information from satellites

saturated fat /'sætʃəreɪtɪd fæt/

noun p.13

a type of fat from meat and milk products that is thought to be less healthy than other kinds of fat from vegetables or fish

sauna /'sɔːnə/

noun p.44

a small room using hot-air for cleaning and refreshing the body

sea-chest /'siːtʃest/

noun Literature Time

a sailor's storage chest

self-discipline /,self'dɪsəplɪn/

noun p.40

the ability to focus and achieve your goals and resist temptations

self-employed /,selfɪm'plɔɪd/

adjective p.60

working for oneself rather than for a company

self-restraint /,selfrɪ'streɪnt/

noun p.78

restraint imposed by oneself on one's own actions; self-control

seminar /'seminɑː/

noun p.19

a conference or other meeting for discussion or training

sensibly /'sensɪbli/

adverb Literature Time

wisely

sensor /'sensə/

noun p.35

a device that detects or measures a physical property and records, indicates or otherwise responds to it

set off /,set 'ɒf/

phrasal verb p.81

to begin a journey

shipping /'ʃɪpɪŋ/

noun p.71

the transport of goods by sea or other means

shock /ʃɒk/

noun p.63

a sudden upsetting or surprising event or experience

shy /ʃaɪ/

adjective WB p.43

nervous or uncomfortable with other people

simulate /'sɪmjuleɪt/

verb p.35

to imitate the character or feeling

slide /slaɪd/

verb p.87

to move smoothly over a surface

slightly /'slaɪtli/

adverb p.25

a little bit

smash /smæʃ/

verb Literature Time

to completely defeat, destroy or foil

smog /smɒɡ/

noun p.60

fog that is filled with pollution

sodium /'səʊdiəm/

noun p.15

a chemical found in salt

software /'sɒftweə/

noun p.64

the programs used by a computer

solarium /səʊ'leəriəm/

noun p.44

a room with tanning beds, used for an artificial suntan

solar power /,səʊlə 'paʊə/

noun WB p.52

power of the sun

sophisticated /sə'fɪstɪkeɪtɪd/

adjective p.63

(of a machine, system or technique) developed to a high degree of complexity

spacious /'speɪʃəs/

adjective p.26

having plenty of space

spare /speə/

verb Literature Time

to refrain from killing, injuring or distressing

speciality /,speʃi'ælti/

noun p.16

a type of food that a person or restaurant is famous for making well

speech recognition
/spi:tʃ ˌrekəɡ'nɪʃən/

noun p.35

the ability of a computer to identify and respond to the sounds produced in human speech

spoil /spɔɪl/

verb WB p.52

to damage or destroy the value of something

sportsmanship /'spɔ:tsmənʃɪp/

noun p.43

behaviour in sport that is fair, honest and polite

spot /spɒt/

noun p.64

a particular place or point

spur /spɜ:/

verb p.73

to encourage

squander /'skwɒndə/

verb p.61

to waste or lose something foolishly

stacks of /stæks əv/

noun p.83

a pile of objects, typically one that is neatly arranged

stamina /'stæmɪnə/

noun WB p.34

physical and mental strength over a long period of time

starvation /stɑ:'veɪʃən/

noun p.85

lack of food

state /steɪt/

adjective p.27

related to the civil government of a country

state-of-the-art /steɪt əv ði ɑ:t/

adjective WB p.16

modern and cutting-edge

steam /sti:m/

verb WB p.7

to cook something by hot mist that water produces when it is boiled

stern /stɜ:n/

adjective p.92

serious and unrelenting

stimulant /'stɪmjələnt/

noun p.12

a substance that increases nervous activity in the body

stimulation /ˌstɪmjə'leɪʃən/

noun p.43

the interest or motivation in something

stockade /stɒk'eɪd/

noun Literature Time a barrier

formed from upright wooden posts or stakes, especially as a defense against attack

stripes /straɪps/

noun WB p.40

long, narrow lines of colour

strong /strɒŋ/

adjective p.59

great or powerful

stubborn /'stʌbən/

adjective p.49

determined not to change your mind, especially in spite of a good reason to do so

studio /'stju:diəʊ/

noun p.25

a small room used for performances

stunned /stʌnd/

adjective p.92

astonished or shocked

sturdy /'stɜ:di/

adjective p.26

strongly and solidly built

substantial /səb'stænʃəl/

adjective p.26

of considerable importance, size or value

success /sək'ses/

noun p.72

achievement

sudden /'sʌdn/

adjective p.80

done quickly without warning

supplement /'sʌplɪmənt/

noun p.15

a substance taken to add vitamins, etc. to a person's diet

suspension /səs'penʃən/

noun WB p.58

a part attached to the wheels of a vehicle to cushion it from road conditions

sustenance /'sʌstənəns/

noun p.48

food and drink regarded as a source of strength; nourishment

T

take after /ˌteɪk 'æftə/

phrasal verb p.93

to resemble someone

take back /ˌteɪk 'bæk/

phrasal verb p.93

to return something to where it is from

take out /ˌteɪk 'aʊt/

phrasal verb p.93

to go somewhere with someone socially

take over /ˌteɪk 'əʊvə/

phrasal verb p.93

to get control of something (e.g. a business)

tame /teɪm/

adjective p.49

not dangerous or frightening; domesticated

tax /tæks/

noun p.70

a compulsory payment to the government, used to pay for public services

tax return /tæks rɪ'tɜːn/

noun WB p.64

a form used to calculate the amount of tax owed

tea /tiː/

noun WB p.71

a hot drink

teammate /'tiːmeɪt/

noun p.43

a fellow member of a team

terminal /'tɜːmɪnəl/

noun p.66

a device at which a user enters data for a computer system and that displays the received output

testing device /ˌtestɪŋ dɪ'vaɪs/

noun WB p.52

something used to check an experiment

thunder /'θʌndə/

verb Literature Time

to make a loud, deep resounding noise especially whilst travelling

tolerance /'tɒləreɪns/

noun p.19

the ability or willingness to tolerate something, in particular the existence of opinions or behaviour that one does not necessarily agree with

tone /təʊn/

noun p.88

a musical note or sound used as a particular signal on a telephone or answering machine

torso /'tɔːsəʊ/

noun p.66

the trunk of the human body

touch down /tʌtʃ daʊn/

phrasal verb p.81

to make contact with the ground in landing

touchscreen /'tʌtʃskriːn/

noun p.37

a display device that allows a user to interact with a computer by touching areas on the screen

toxin /'tɒksɪn/

noun p.50

chemical that has a negative effect on the body

transaction /træn'zækʃən/

noun p.69

an instance of buying or selling something

transcontinental

/ˌtrænzkontɪ'nentl/

adjective WB p.88

crossing a continent, especially a transport route

transmit /trænz'mɪt/

verb p.66

to send an electric signal

trespass /tres'pæs/

verb p.67

to enter the owner's land or property without permission

truce /truːs/

noun Literature Time

an agreement between enemies or opponents to stop fighting or arguing for a certain time

tumour /'tjuːmə/

noun p.63

a swelling of a part of the body

turn up /ˌtɜːn 'ʌp/

phrasal verb p.81

to arrive somewhere, especially when you are expected there

tutor /'tjuːtə/

noun p.88

a private teacher, typically one who teaches a single student or a very small group

U

underpart /'ʌndəpɑːt/

noun WB p.40

the underside of an animal's body

unfriendly /ʌn'frendli/

adjective p.65

not kind and pleasant

unique /juːniːk/

adjective WB p.82

particularly remarkable, special or unusual

unlock /ʌn'lɒk/

verb p.87

to make a phone accessible to the user

unreliable /ˌʌnrɪ'laɪəbəl/

adjective p.85

untrustworthy, irresponsible

unsaturated fat

/ʌn'sætʃəreɪtɪd fæt/

noun p.13

describing the unhealthy fats found in food

untidy /ʌn'taɪdi/

adjective p.65

not arranged neatly and in order

upgrade /ʌp'ɡreɪd/

verb p.87

to raise (something) to a higher standard

urgent /'ɜːdʒənt/

adjective p.84

requiring immediate action or attention

V

vegetarian /ˌvedʒə'teəriən/*adjective* p.17

of or relating to the exclusion of meat or other animal products from the diet

vegetation /ˌvedʒə'teɪʃən/*noun* p.47

plants considered collectively, especially those found in a particular area or habitat

velocity /vɪ'ləsɪti/*noun* p.95

the speed of something in a given direction

venue /'venju:/*noun* p.25

the place where something happens, especially an organised event such as a concert, conference or sports event

virtue /'vɜ:tʃu:/*noun* p.40

behaviour showing high moral standards

visual effects /ˌvɪʒuəl ɪ'fekt/*noun* p.35

the graphics, sound, etc. used in films and computer games

vitamin /'vɪtəmin/*noun* p.13

a chemical substance in food that is necessary for good health

vividly /'vɪvɪdli/*adverb* WB p.43

lively and vigorously

voice /vɔɪs/*verb* p.29

to express (something) in words

voice-activated

/ˌvɔɪs'æktɪveɪtɪd/

adjective p.95

(of a device) can be controlled by voice

W

waste /weɪst/*noun* p.61

the careless, extravagant or purposeless use of something

wasteland /'weɪstlənd/*noun* p.50

an unused area of land that has become barren or overgrown

wave farm /'weɪv ˌfɑ:m/*noun* WB p.52

a collection of 40 wave machines

wealthy /'welθi/*adjective* WB p.71

rich

wearer /'weərə/*noun* p.66

the person wearing something, especially clothing

well-sealed /ˌwel'si:ld/*adjective* p.85

closed very securely

wholegrain /'həʊlɡreɪn/*adjective* p.15

made with or containing unprocessed grain

wholesome /'həʊlsəm/*adjective* p.17

conducive to or suggestive of good health and physical well-being

widespread /'waɪdˌspred/*adjective* WB p.40

found or distributed over a large area

willpower /'wɪlˌpaʊə/*noun* WB p.34

the faculty by which a person decides on and initiates action

windscreen wiper

/'wɪndskri:n ˌwaɪpə/

noun WB p.58

a rubber blade used to clear rain from a windscreen

wingspan /'wɪŋspæn/*noun* WB p.40

the maximum distance across the wings of an aircraft, bird or other flying animal, measured from tip to tip

wireless /'waɪələs/*adjective* p.36

lacking or not requiring wires

wizard /'wɪzəd/*noun* p.35

a person who is very skilled in a particular field or activity

List of websites to use through the course:

