State of Kuwait
Ministry of Education

كويت جديدة
NEWKUWAIT

Modified

Target English

Student's Book



Grade 9

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Ms Sakina A. Hussain, ELTSupervisor General, MoE
Ms Helena Mohammad, ELTSenior Supervisor, MoE
Ms Huda Al-Ammar, ELTSenior Supervisor, MoE
Ms Lubna Abo-Abdou, ELTSupervisor, MoE
Ms Khawla Al Refaee, ELTSupervisor, MoE
Ms Hadeel Al Kandari, ELTSupervisor, MoE
Ms Naseema Al Rashed, ELTSupervisor, MoE
Mr Mohammed Azatour, ELTHead of Department, MoE
Ms Amal Al-Jimaz, ELTHead of Department, MoE
Mr Abdelaziz El Mahboubi, Teacher of English, MoE
Ms Khalida Al Failakawi, Teacher of English, MoE
Ms Hanan Al Fuzai, Teacher of English, MoE
Ms Joza Al Otaibi, Head of Foreign Languages, MoE

The Ministry of Education wishes to thank the Amendment Committee (2019):

- Mrs. Suzan AI-Bashiti. ELT, General Supervisor, MoE
- Dr. Ghada Al Yaqout, Assisstant Professor of English Department, College of Basic Education PAAET.
- Mr. Jaouad Amrani, ELT Supervisor, MoE
- Mr My Abdelaziz Adnani, ELT Supervisor, MoE
- Mr Sameh Hamdy Ali, ELT General Supervisor, MoE
- Mr Anas Mohammad Eleushy, Head of Department, MoE
- Mrs Amina Hamad AlMalhouf, Head of Department, MoE
- Mrs Tahra Hamza Abbas, Head of Department, MoE
- Mrs Hawraa Khalid Ashour, Teacher, MoE
- Amal Mohammd AL Qahtani

Foreign Languages Department, MoE

Rviewed by:

Joza AL Otaibi

Mona AL Amir

Mariam AL Matouq

Graphic Designer

Mohammed Zafarullah

Pdf Book

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صاحب السمو الشيخ صباح الأحمد الجابر الصباح

أمير دولة الكويت

H.H. Sheikh Sabah Al-Ahmad Al-Jaber Al-Sabah

The Amir of the State of Kuwait



سمو الشيخ نواف الأحمد الجابر الصباح

ولي عهد دولة الكويت

H.H. Sheikh Nawaf Al-Ahmad Al-Jaber Al-Sabah

The Crown Prince of the State of Kuwait

Table of Contents

Module	Exploration		Pages
	Unit 1	Explorers	14
	Unit 2	Authors	20
	Unit 3	Philanthropy	26
	The World		
	Unit 4	Countries and Cities	34
	Unit 5	The Environment	40
	Unit 6	Cultural Attractions	46
		Project	52
	About Our Lives		
	Unit 7	Happiness	54
	Unit 8	Sports	60
	Unit 9	Medicine	67
	Multiple Intelligences		
	Unit 10	Animal Intelligence	74
	Unit 11	Human Intelligence	80
	Unit 12	Artificial Intelligence	86
		Project	92
		Words to Remember	93
		Literature Time	95

Synopsis

Module One: Exploration

Unit title	Specific Competences		Speech Acts	Language Structures
1. Explorers	L	1 /2 / 3 / 4	• Expressing preference • Talking about likes and dislikes • Describing present experiences • Describing past experiences	• Parts of speech • Present simple • Past simple • Form questions • Make negative
	S	1 /2 / 3 / 4		
	R	1 /2 / 3 / 4		
	W	1 /2 / 3 / 4		
2. Authors	L	1 /2 / 3 / 4	• Expressing opinion • Agreeing and disagreeing • Talking about future plans • Interviewing • Role-playing a dialogue • Making polite requests	• Parts of speech • Future simple with "will" • Future with "going to" • Wh Questions – short answers
	S	1 /2 / 3 / 4		
	R	1 /2 / 3 / 4		
	W	1 /2 / 3 / 4		
3. Philanthropy	L	1 /2 / 3 / 4	• Expressing opinion • Describing experiences • Giving a speech	• If conditional type 2 • Acronyms • Spelling rule • Relative clauses who which whose • Talk about imaginary situations • Learn how to prepare and present a speech • Use polite greetings to give a speech
	S	1 /2 / 3 / 4		
	R	1 /2 / 3 / 4		
	W	1 /2 / 3 / 4		

Synopsis

Module Two: The World

Unit title	Specific Competences		Speech Acts	Language Structures
4. Countries and Cities	L	1 /2 / 3 / 4	• Making guesses • Describing places • Giving reasons • Talking about plans • Using persuasive language	• Present continuous • Past continuous
	S	1 /2 / 3 / 4		
	R	1 /2 / 3 / 4		
	W	1 /2 / 3 / 4		
5. Cultural Attractions	L	1 /2 / 3 / 4	• Describing pictures • Making suggestions • Debating • Giving advice • Expressing opinion • Persuading	• The passive: Present continuous • Past continuous and modals • Derivatives
	S	1 /2 / 3 / 4		
	R	1 /2 / 3 / 4		
	W	1 /2 / 3 / 4		
6. The Environment	L	1 /2 / 3 / 4	• Describing events • Describing objects and places • Giving reasons • Persuading	• Order of adjectives • Present perfect simple • Present perfect continuous • Collocations
	S	1 /2 / 3 / 4		
	R	1 /2 / 3 / 4		
	W	1 /2 / 3 / 4		

Synopsis

Module Three: About Our Lives

Unit title	Specific Competences		Speech Acts	Language Structures
7. Happiness	L	1 /2 / 3 / 4	• Expressing opinion • Debating • Expressing regrets • Expressing wishes	• The past perfect • Wish in the past • Wish with the past perfect • If conditional type 3 • Punctuation • Spelling rule • Verb and adjective change to noun
	S	1 /2 / 3 / 4		
	R	1 /2 / 3 / 4		
	W	1 /2 / 3 / 4		
8. Sports	L	1 /2 / 3 / 4	• Making comparisons • Making inferences • Making guesses • Talking about likes • Discussing and exchanging information • Discussing and comparing possible solutions • Expressing agreement and disagreement • Describing sports	• Collocations with play, do and go • Countable nouns • Uncountable nouns • Determiners: a, an, some and any
	S	1 /2 / 3 / 4		
	R	1 /2 / 3 / 4		
	W	1 /2 / 3 / 4		
9. Medicine	L	1 /2 / 3 / 4	• Giving reasons • Giving opinion • Expressing hopes • Role-playing a dialogue	• Reported speech
	S	1 /2 / 3 / 4		
	R	1 /2 / 3 / 4		
	W	1 /2 / 3 / 4		

Synopsis

Module Four: Multiple Intelligences

Unit title	Specific Competences		Speech Acts	Language Structures
10. Animal Intelligence	L	1 /2 / 3 / 4	• Describing pictures • Expressing opinion • Giving reasons • Comparing and contrasting • Talking about ability • Expressing likes and dislikes	• Parts of speech • Conjunctions • (addition / contrast / cause & effect)
	S	1 /2 / 3 / 4		
	R	1 /2 / 3 / 4		
	W	1 /2 / 3 / 4		
11. Human Intelligence	L	1 /2 / 3 / 4	• Describing pictures • Asking for and giving information • Stating advantages and disadvantages • Talking about ability	• Parts of speech • Reported speech • (questions / commands and requests)
	S	1 /2 / 3 / 4		
	R	1 /2 / 3 / 4		
	W	1 /2 / 3 / 4		
12. Artificial Intelligence	L	1 /2 / 3 / 4	• Making predictions • Asking and answering questions • Role playing a dialogue • Discussing and exchanging information • Comparing information • Checking understanding • Asking for repetition • Making presentations	• Comparative adjectives • Superlative adjectives • Use more…than and the most…
	S	1 /2 / 3 / 4		
	R	1 /2 / 3 / 4		
	W	1 /2 / 3 / 4		

Module One





Exploration

You are expected to:

- listen to recognize moods and attitudes
- recognize the varied structures and features of texts
- Discuss and present ideas
- Write coherent and cohesive paragraphs

Activities:

- Listening and transferring information
- Reading to identify facts and opinions
- Talking about plans

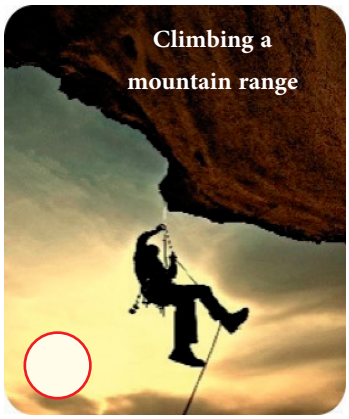
1 Explorers

Module 1

Reading: Narrative

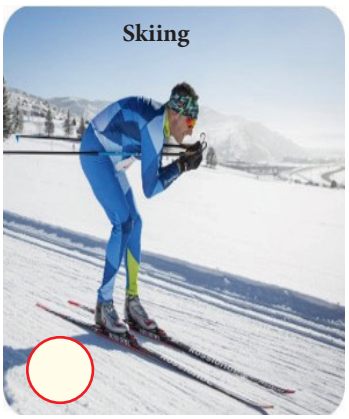
Before you read

1 **In pairs, look at the pictures; tick (✓) the activities you would like to attempt and explain why**













2 **Read the text about a Kuwaiti explorer and fill in the table that follows**


Kuwaiti explorer Lamees Najim

In 2018, Lamees Nijem became the first Kuwaiti to reach the North Pole. She was part of a Euro-Arabian **expedition** organized and led by Felicity Aston, who was the first person to ski across Antarctica on her own.

Three of the participants who **accompanied** Lamees from the Arabian Gulf region were Sheikha Asma Al-Thani from Qatar, Anisa Al-Raissi from Oman and the Saudi Arabian Mariam Haidaddin. Unfortunately, Mariam's injuries forced her to cut her trip shorter in order to meet them at the North Pole.

On an expedition, the adventurers slept in tents in the Arctic **wilderness** for ten days. They skied about 100 km across **cracked** ice above water, in temperatures below minus forty degrees centigrade (-40°C) and under the **constant** threat of attacks by polar bears, known to **prey on** human beings.

In an interview with the Kuwait Times, Lamees explained the main reasons for her adventure as a desire to escape the familiar and to **embark on** a cultural **quest**. The experience created a deep connection and **bond** between the team members.

Kuwait's first North Pole skier, Lamees, is an inspiration for all those who **seek** an adventurous life.

Name of the explorer	Lamees Nijem
Nationality	
Name of team leader	
Itinerary (Route)	
Year of the expedition	
Distance covered	

1 Tick the following statements either with True (✓) or False (×):

1 - Lamees's only aim was to escape the familiar. ◯

2 - Polar bears are not the only danger in Antarctica. ◯

3 - All team members were from the Arabian Gulf region. ◯

4 - Mariam Haidaddin was the only member who could not complete the expedition. ◯

2 Find a word for each definition:

1 - (.....) An icy continent that covers Earth's South Pole. (Paragraph1)

2 - (.....) Going somewhere with someone. (Paragraph 2)

3 - (.....) A shelter made of cloth supported by poles & ropes. (Paragraph 3)

4 - (.....) An act or instance of seeking. (Paragraph 4)

3 Discuss the following questions:



1 - How would you describe the team's journey?

2 - What was the message behind the journey?

3 - Is it safe to go on such expeditions alone? Why? Why not?

4 Read the fourth paragraph and complete the following table:

Verbs	Nouns	Adjectives
explained	quest	deep

Listening

Pre-Listening

1 Fill in the table with words from the box below. Make sure they fit in the category:

Low temperatures/tents/freezing/injuries/polar bear/slides/lack of food/ snow storms/backpacks

weather	equipment	risks

2 Listen to Lamees speaking about her journey, then tick (×) the wrong sentences:

1 - Lamees started her journey in 2018. ☐

2 - Living in the wilderness helped Lamees to appreciate life. ☐

3 - Felicity Aston was a member of Lamees' team. ☐

4 - The expedition to the South Pole included 11 women. ☐

5 - The journey pushed her to go beyond the limits of her comfort zone. ☐



Pronunciation of final 's':

3 Add 's' , 'ies', or 'es' to the words below, pronounce the word, and put them in the appropriate column according to the final 's' sound:

size judge put glove manage cut class carry enjoy

/s/	/z/	/iz/
• hats • books • sleeps • myths	• bags • deals • dreams • fans • words	• races • buses • boxes • watches • prizes

/s/	/z/	/iz/

Speaking

Grammar

Present Simple Tense

A polar bear | usually preys on | fish.

A polar bear | does not prey on | penguins.



What does a polar bear prey on?

Past Simple Tense



The team | slept | in tents | during the trip.

The team | didn't sleep | in houses | during the trip.

Where did the team sleep during the trip?

1 Complete the following table about you and your friend (You need to ask him/her):

Activities		You	Your classmate
Every day	prepare bag		
	sleep		
Last week	go ski		
	join		

Group work

Your group went on a weeklong expedition across the desert from Kuwait to Saudi Arabia. Share your experience of this crossing by discussing the following:

- Purpose of the expedition
- Pre-expedition preparation
- Your expedition team leader
- The challenges you faced
- The equipment
- Itinerary
- Activities



Remember, Use the past tense to talk about your expedition

Writing

A biography is a written account of someone's life.

A biography contains many details about a person who is usually famous.

Roald Amundsen was born in Borge, Norway in 1872. In 1911, he became the first person to reach the South Pole. He hoped to follow the footsteps of his hero—the British Arctic explorer: John Franklin. When he turned twenty-one years of age, he set out to turn his dream into a reality by preparing for a polar expedition.

Personal information

Important information of a person's life



On 14 January 1911, in preparation for his expedition to the South Pole, that took almost a year, he created a camp in the Bay of Whales, Antarctica. It included planning the journey, selecting his team members, organising supplies and practising with sled dogs and Siberian ponies. Amundsen set off on the expedition on the 20th of October, leading a team of five people and fifty-two dogs with four sleds. They reached their destination on the 14th of December 1911. In 1926, he reached the North Pole by airplane. This made him the first person to stand at both ends of the globe. Admundsen's exact date of death is unknown because he disappeared in June of 1928 when his plane crashed into the Arctic Ocean while he was trying to rescue a friend.

Achievments

Person's Important work

These are the common features of writing a biography

1 Complete these tables with the needed information from the biography above:

Personal Information	
Name	
Date of birth	
Place of birth	

Achievements
1 -
2 -
3 -

2 Complete the diagram below about **Felicity Aston** using the information from the pictures, and then write a two-paragraph biography in your notebook.

Topic Sentence:

Personal information:

Name:

Date of Birth:

Place of Birth:

Facts & Achievements:

Concluding Sentence:

Felicity was appointed MBE in 2015 for services to Polar Exploration.

She was awarded the Queen's Polar Medal

One of only 10 women ever to have been recognized in this way.







ALONE IN ANTARCTICA

Long day's journey into white

Felicity Aston is a British Polar Exlorer living in Iceland. In 2012 she became the first person in he world to ski alone across Antarctica using just muscle power (no kites or machines). The journey of 1744 km took her 59 days and gave her a place in the book of Guinness World Records. She went on to complete numerous journeys in Antarctica and other cold regions of the world including Greenland and Siberia.

Felicity regularly speaks to a variety of audiences around the world about her expedition experiences as well as more generally about Polar Science, Antarctica and Meteorology, and has written three books about the polar regiouns whch have been translated into several languages.

Writing Checklist	
Did I include...	
Topic Sentence	
Supporting details	
Concluding sentence	
Punctuation marks	

Extention

Visit the school library to find information about one of these explorers (Ibn Battuta / Christopher Columbus / Vasco da Gama)

2 Authors

Module 1

Reading: Expository

Before you read

Classify the following words:

fascinating / original / ending

literature / encyclopaedia

setting / biography / plot / recommended

Story elements	Book review	Type of book

Read the following texts, then answer the related questions:

1

Jules Verne was born in 1828. He was a French **novelist** (author) who wrote many plays, poems, and short stories, as well as a **variety** of essays and non-fiction. He is **regarded** as the father of science fiction. His novels had a wide **influence** on sci-fi writers, scientists and explorers.

Between 1863 and 1905, he wrote fifty-four novels grouped under the heading '*Extraordinary Journeys*'.

Verne's **popularity** grew among readers due to the highly successful novel '*Around the World in Eighty Days*' that led to a gradual change in his literary **reputation**.



A number of Jules Verne's original texts were found, restored, and published in the late 20th and early 21st centuries.

2

Talal Al-Rumaidi is the Secretary- General of the **Association** of Kuwaiti writers, and a researcher for the heritage about everything related to Kuwait **literature** and history.

He received the State Award in 2010 for his historical book "*Kuwait and the Arabian Gulf in the Ottoman Calendar*". The book included historical sources dating back to the Ottoman and British documents.

The pages of the book included valuable facts about Kuwait such as information about its rulers, judges, Arab tribes and other news.

Talal still **devotedly** continues his historical and literary research for its **significant** importance, and he hopes for the new generations of historians to **document** what is related to our beloved country.



1 Match the following words with their definitions:

1- reputation		Writing about real events and facts.
2- non fiction		The way people see someone's character and ability.
3- document		Very unusual or remarkable.
		To record (something) in written, or other form.

2 Choose the best title for each text:

In Search for History

A Famous Sci-fi Writer

A Journey to The Future

Text 1: .....

Text 2: .....

3 Discuss the following questions:

1- If you were given the choice to be an author, which type of books would you write? Why?

2- What makes a successful author / book?

4 In pairs, fill in the table with words from the previous texts:

Verbs	Adjectives	Nouns
	documentary	document
value		value
influence	influential	
popularize	popular	

Author's Purpose:

Persuade

The author tries to get you to do or try something.

Inform

The author tries to give you information and teach you facts.

Entertain

The author tries to make you enjoy the story by keeping attention.

As easy as PIE



Decide the purpose of the author for the following :

1 - History books: .....

2 - Comics: .....

3 - Cooking books.....

4 - Advertisements: .....

5 - Brochures : .....

6 - Fiction stories: .....

What is the purpose behind writing the above texts? .....

Listening

Pre-Listening

Discuss the following statements. How far do you Agree / disagree:

* E-books will replace paper books within the next twenty years.

* E-books are more environmentally friendly than paper books.

LISTEN to the speaker in part 2 talking about e- readers. List four of their features:

Features
1 - Light (weight)
2 -
3 -
4 -
5 -



Listening part 2 : Understanding Tone

The tone is the attitude that the speaker has towards the topic or audience.

We can identify the tone by looking closely at word choice and the way the sentence is uttered.

ironic	**angry**	**sad**
optimistic	**formal**	**curious**
guilty	**satisfied**	**calm**

{It is not what you said that counts; it is how you said it}

Listen to part 2 to identify the TONE of the speaker in each sentence.

1 - ..... 3 - .....

2 - ..... 4 - .....

Check your answers with your classmate .



Speaking

Grammar

Future Simple Tense

Going to	**For future plans**	I am going to buy a new car.
	For predictions with evidence	Look at those clouds. It is going to rain soon.
What are you going to do this evening?		

Will	**For future events**	You **seem cold**. I will make you some hot soup.
	For predictions without evidence	This movie is great. You will love it.
	For quick decisions	Oh, it is raining! I will take my umbrella.
	For making offers	You seem busy. I will pick up kids from school today.
	For making promises	Do not worry. I will be careful.
Where will you spend your next holiday?		

1 Choose the correct answers:

Our teacher has decided to take us to the school library next Monday. We (**are going to have / will have / have**) a lesson there. I think we (**will enjoy / are enjoying / are going to enjoy**) it. Everyone (**will read / is going to read / reads**) a different book and write a review of it. I hope I (**am finding / am going to find / will find**) something about science fiction, my favourite subject. Probably, the teacher (**chooses / will choose / is going to choose**) the best review and publish it in the school magazine.

Your friends from England are visiting Kuwait for the first time during the weekend. So, you want to show them the beauty of Kuwait and give them a good time.

a. Work in groups, discuss and decide on a visit itinerary for your friends.

Think about:



- Where you will go.
- What you will do.
- What you would show your friends.
- Where you will stay.
- What souvenirs you will buy.

Weekend	Morning	Afternoon	Evening
Thursday	We are going to pick up our frinds from the airport at 9 a.m.		
Friday			
Saturday			We are going to drop off our friends at the airport at 9 p.m.

b. When you have finished, present your plan itinerary to the class using " going to".

Remember to use "will" when you make decisions.

Writing

Grammar: Question formation

There are two types of questions:

1. WH Questions

When we are asking for information, we begin a question with a 'Wh-' question word:

e.g.: **What** are the different types of books? / **Who** did the author write about?

2. Yes/no Questions

When we just need a yes or no answer, we begin directly with the helping verb:

e.g.: **Did** you write about real events? / **Are** you a historian?

1 Form questions to the sentences below:

1 - Our English teacher gave us an assignment for the weekend.

.....

2 - The taxi diver drives his car carefully.

.....

3 - Yes, the book author attended the bookfair yesterday.

.....

Pre-writing

'Oral historians collect and study historical information about individuals, families, important events, or everyday life memories using audiotapes, videotapes, or planned interviews.'

Be an oral historian

2 Collect information about one of your classmates:

a. Write questions about the following points:

(Place and date of birth / childhood games / special family celebrations / family traditions / first day at school memories …etc)

- *Where were you born?*
- .....
- .....
- .....
- .....
- .....
- .....
- .....

b. Use the questions in exercise 2 to conduct an interview with your classmate. Record his/ her answers by filling in the following chart:

Date of Birth	.....
Birthplace	.....
Childhood Games	.....
Family Celebrations	.....
Family Traditions	.....
First School Memories	.....
Other Important Memories	.....

2 Write a paragraph about what your classmate remembers using your notes in the chart. Start by filling in the gaps, then continue on your own.

..... (***name***) was born in ..... (***place***) in ..... (***month and year***). As a child, s/he played .... (***games***). His/ her family's special celebrations were .... (***name***) remembers .....

.....

.....

.....

.....

.....

.....

.....

.....

.....

3 Philanthropy

Module 1

Reading: Narrative

Before you read

1 • When do people give speeches?
• What should a speech begin with?

KUNA: "On September 9, 2014, the United Nations organized a celebration during which it honoured the State of Kuwait the title of Humanitarian Centre and His Highness the Amir, the title of Humanitarian Leader."

Read His Highness's speech at the United Nations and answer the given questions



In the name of Allah – the Merciful the Compassionate

Your Excellency/ Mr. Ban Ki-moon
Secretary-General of the United Nations (UN)
Excellencies,
Ladies & Gentlemen,

May Peace, Mercy and Blessing of Allah be upon you

Since gaining its independence and membership in this Organization, the State of Kuwait has followed a steady approach in its foreign policy. Based, **essentially**, on providing humanitarian **assistance** to all countries in need, **regardless** of their geographic location, religious beliefs or **ethnic** origins. This policy follows Kuwait's belief in the importance of international partnership.

Started by the late Amir, Sheikh Jaber Al Ahmad, and adopted by the State of Kuwait in 2008, 10% of Kuwait's total humanitarian assistances, is sent to countries affected by natural or man-made **catastrophes** through UN organizations and agencies in the humanitarian field. This was followed by official decisions to double the **annual** contributions to many international organizations such as: the International Committee of the Red Cross (ICRC), and the United Nations Children's Fund (UNICEF).

Kuwaiti charitable associations, and Kuwaiti peoples' fundraising committees have set an example in their continued support of many humanitarian projects in Asia and Africa. Acts of kindness and philanthropy are values of the Kuwaiti people. Inherited generation after generation from their forefathers, they are well known for **rushing** to help and **extending** a helping hand to all those in need, even when the Kuwaiti people were facing hardships in the past.

This honour bestowed upon us is a tribute to all the people of Kuwait, in **appreciation** of their longstanding generosity which, God willing, shall continue.

Mr. Secretary-General, in conclusion, I would like to extend to your Excellency and the officials of this Organization, our thanks and **gratitude** for all your achievements and efforts.

May Peace, Mercy and Blessings of Allah be upon you.

2 Comprehension questions

1. What is Kuwait's foreign policy?

.....

2. What does "even when the Kuwaiti people faced hardships in the past" mean to you?

.....

3. In paragraph 2 the sentence "This was followed by official decisions to double …" is?

a) supporting detail b) main idea c) topic sentence d) concluding

.....

4. What does the pronoun "their" in paragraph 4 refer to?

.....

5. To whom does His Highness the Amir attribute the award?

.....

6. In your opinion, how did people respond to the honouring of His Highness the Amir of Kuwait?

.....

3 Acronym: A word or name formed using the first letters from each word, to shorten it. UN is the acronym for the United Nations. Find other acronyms of aid organisations in the speech.

4 The internet is full of acronyms, try to complete the following table:

Acronym	Phrase/Name
DIY	
FYI	
BTW	
VIP	
ASAP	
ATM	At the moment

Did you know that many banks and companies all over the world also use acronyms?

Listening: Interview

Before you listen

1 • What do you think volunteering is?

Mrs. Manal Al-Musalam, a Kuwaiti female volunteer, was named the "Hope Maker" of 2018 in a ceremony held in Dubai by UAE Vice President, Prime Minister and Ruler of Dubai Sheikh Mohammed bin Rashid Al Maktoum. This award is given to Arab youth who have ongoing Humanitarian projects, that help and inspire people.

2 **Listen to an interview with her describing her experience with voluntary work to answer the questions below.**

3 **Part 1: Complete the following table**

Award name	Hope Makers
Award amount	
Number of participants	
Number of winners	
Presented by	

4 **Part 2: Decide if these following statements are TRUE ✓ or FALSE ×**

1. Manal Al-Musalam started the voluntary team because Dana asked her to. ( )
2. The International Islamic Charity Organization is an official organization. ( )
3. Dana Voluntary Team receives cash donations from people by hand. ( )
4. One of the campaign's goals is to provide medical supplies. ( )
5. Orphans and poor children prepare a celebration for the volunteers to have fun. ( )

5 Part 3: Complete the following summary

The idea behind Dana Junior Team started ..... April 2018, after Yasmeen told the trainer that she used to help poor children but couldn't anymore because the campaign was only for ..... That's why her mother went back to the organization and ..... the team. The volunteers' age ranged from 7 to ....., they joined with either their parents or older siblings. Manal never ..... that young boys and girls would have so much ability and potential for ..... They organized a celebration for Eid Al-Fitr for orphans and visited a centre for children with special ....., they collected ..... positive messages from the children in ..... to give to the children in need. It was one of their most wonderful successes and she hopes to have more ..... in the future.

6 If you were doing an interview with Manal Al-Musalam, what would you ask her?

.....

.....

.....

Speaking

1 Grammar: Relative Clauses: who, which , whose. Who is used for people, while which is used for things or animals and whose is used for possessions. Read the examples to help:

This car is old. This car works well. → This car, which is old, works well.

The man arrived late. He had an accident. → The man, who arrived late, had an accident.

The man left quickly. The man's car is red. → The man, whose car is red left quickly.

Join the following sentences using who or which:



1. The man was a volunteer. He put out the fire with the rest of firemen.

.....

2. The charity is purely medical. It operates in developing countries.

.....



3. The campaign's name is Hope. The campaign gives out food supplies.

.....

Before speaking

2 In groups, choose the three most important points needed to give a speech



good memory – loud voice – charisma – expressive face – confidence – acting – belief – smiling – body language – eye contact

3 Speaking activity: On the occasion of His Highness the Amir's honouring as "Humanitarian Leader" you have been asked to give a speech about humanitarian work in Kuwait. Discuss these ideas with your group before you start making your speech.

- How does the award inspire you to do more for your community?
- What type of humanitarian work is there in Kuwait?
- Which charities do you know?
- How can you support charities?
- Is there any voluntary work in your school?



Tips for making a speech

* Talk about what you know
* Organize: every speech should have an introduction, a body, and a conclusion.
* Tell stories.
* Avoid words, like "well", and "um".
* Vary your tone, volume, and speed.
* Smile at the audience.
* Practice, practice, practice!

Writing

1 **Grammar: If conditional type 2. Used to talk about hypothetical situations that are unlikely to happen, but possible. We use the if + past tense, would + verb in the infinitive.**



If I were you, I wouldn't eat so much junk food.

If The team trained more, they would win the match.



Complete the sentences using the correct form of the verbs:

1. If I (be) ..... Manal, I ..... happy to get an award. (feel)
2. If I (be) ..... her, I ..... my money to charity (donate)
3. If we ..... away food for the poor, no one ..... hungry (give, stay)
4. If they ..... people with disabilities, they ..... great things (support, do)
5. If they ..... ,they ..... a lot of people (volunteer, help)

2 **Read the following text about The Environmental Voluntary Foundation to get information on the foundation and how they help the community through volunteer work.**

The Environmental Voluntary Foundation started in 1986. Its projects aim to protect the Kuwaiti environment. The Kuwait Diving Team is one of these projects, and they study sea-animals and the coral reef in Kuwait, in order to keep them safe and protected from water pollution and oil spills.

They have beach cleaning campaigns every year for 6 months for students and young people. They educate people about the importance of the environment, sea-life in Kuwait, community service and what we can do to save our environment. They organise cleaning campaigns for everyone in Kuwait to help remove trash, paper, plastic and fishing nets from the beach and from the water. Keeping the sea and beaches clean also means keeping the community safe from polluted water and the danger of sick sea-animals.

The Environmental Voluntary Foundation
المبرة التطوعية البيئية

1 **Write a two-paragraph report about the ways you can volunteer in your community, and what benefits you and the community get from volunteering. Use the provided outline to organise your ideas.**





Title: .....

Paragraph one

Topic sentence: .....

.....

Supporting details: .....

.....

.....

.....

.....

.....

.....

Paragraph two

Topic sentence: .....

.....

Supporting details: .....

.....

.....

.....

.....

.....

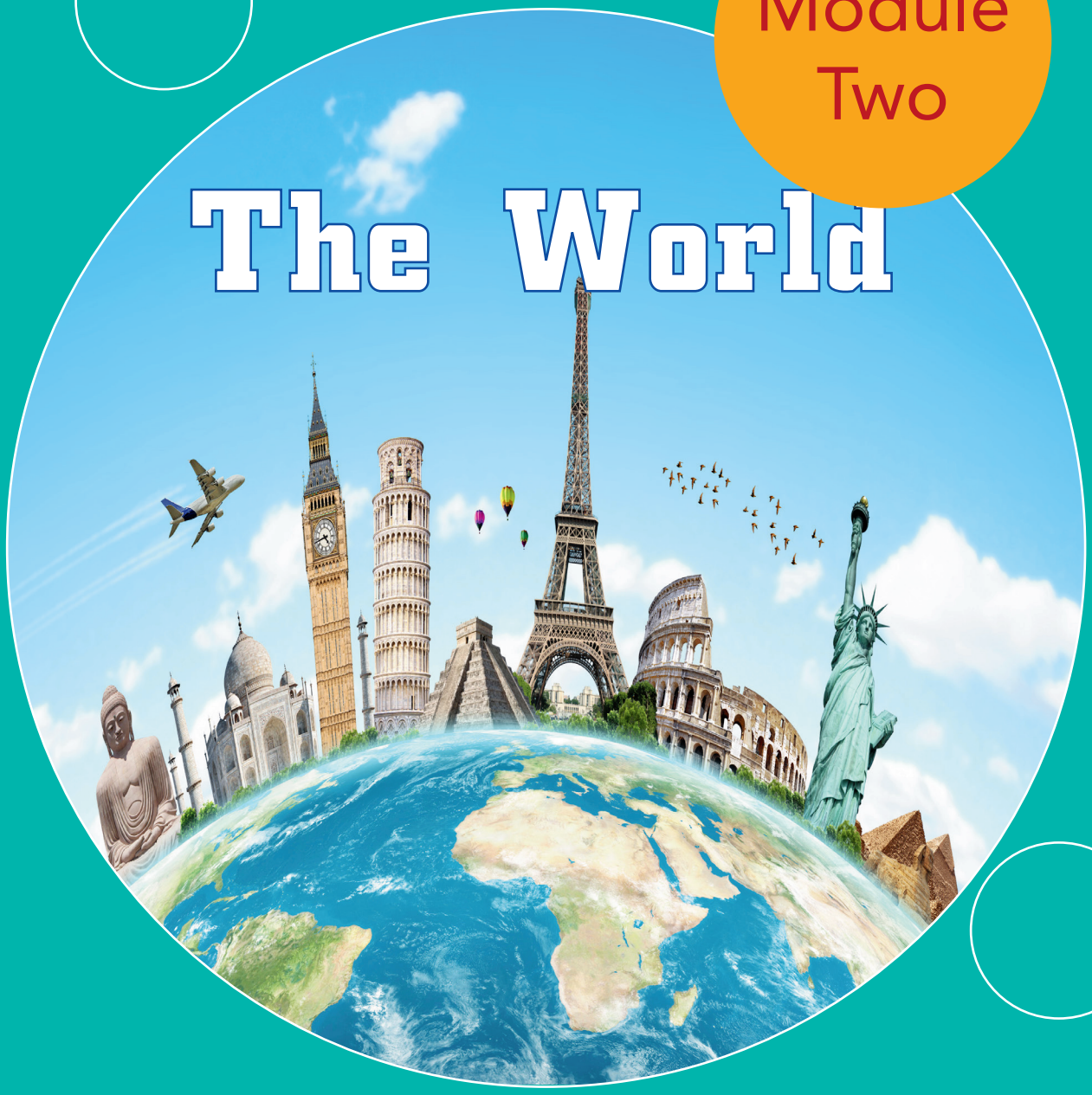
.....

Concluding sentence: .....

.....

Module Two

The World



You are expected to:

- Determine factual information, implied meanings and purpose in oral texts
- Apply reading strategies to identify the writer's purpose, explicit and implicit information
- Use presentation skills to convey messages in different contexts
- Implement the writing process to plan, revise and edit different types of writing tasks

Activities:

- Listening and retrieving factual information
- Engaging in a debate about environmental issues
- Reading and matching paragraphs with titles
- Planning and writing paragraphs about pollution

4 Countries & Cities

Module 2

Reading

Before you read

Mix, Pair, Share

1 **Match the following countries with their capitals and flags:**

France	( ) Kuala Lampur
Brazil	( ) Baku
Azerbaijan	( ) Paris
Malaysia	( ) Brasilia


( )


( )


( )


( )

MALAYSIA



A. Malaysia is located in southeast Asia. Its capital city is Kuala Lampur. Malaysia borders Thailand, Indonesia, Singapore, Brunei and the Philippines. It is a **fusion** of Malay, **Chinese**, Indian and native cultures and customs.

B. The climate in Malaysia is hot and humid, usually above 30 °C all year long, with temperatures rarely dropping below 20 °C. The region has a **monsoonal** climate, but only the east coast of the Malaysian **peninsula** is tropical and rainy.

C. Malaysia is among the world's top producers of natural products such as rubber, palm oil, cocoa, pepper, pineapple and tobacco. Natural resources such as tin and petroleum are significant to the Malaysian economy.







D. It is a pleasant country to visit as it **appeals** to people with various tastes. There are museums, art galleries, hiking trails, shopping malls, UNESCO heritage sights and national parks. For beach lovers, there are islands with powder-white shores and crystal-clear waters. One of the main tourist attractions is the butterfly park, which houses six thousand butterflies consisting of over a hundred and twenty **species**. The park is an imitation of the butterfly's natural **habitat**, including more than 15,000 plants from 100 different species.

E. Malaysia is culturally rich. A **major** Malaysian festival to look out for is "Hari Raya Puasa" or "Hari Raya Aidilfitri", which marks the end of Ramadan and **consists** of three days of joyful celebrations. For concertgoers, the Rainforest World Music Festival (RWMF) is held annually in July or August. It is a three-day event **showcasing** bands and performers from every corner of the world. It is no wonder there are over 25,000,000 tourists, on average, a year.

2 Read the article. Match the following headings with the five paragraphs:

1. Economy of Malaysia .....
2. Tourist Attraction .....
3. General Information ..... **A** .....
4. Celebrations of Malaysia .....
5. Weather in Malaysia .....



3 Answer the following questions:

1 - What is the type of this text?

a) Argumentative b) Descriptive c) Informative d) Persuasive

2 - What is the writer's purpose in writing this article?

.....

3 - Find words in the article that mean:

attracts: ..... main: .....

4 - The phrase "crystal-clear waters" in paragraph D means:

a) Obvious b) Original c) Transparent d) Cloudy

5 - Which of the following sentences could conclude the article:

a) Malaysia is a worthy country to visit.

b) Concertgoers enjoy visiting Malaysia every year.

c) There are many countries like Malaysia people can fly to.

d) Natural products are significant to the Malaysian economy.

6 - State whether these sentences are facts (F) or opinions (O):

a) It is a pleasant country to visit. ( )

b) The climate in Malaysia is hot and humid. ( )

c) I think that all people enjoy Hari Raya Puasa festival. ( )

d) The butterfly park includes more than 15,000 plants. ( )

7 - Mention the countries that border Malaysia. Which of them have you visited so far? Did you like them? Why? Why not?

.....

.....

Listening

Before you listen

1 **With your group, discuss what you know about the following countries [weather – currency – language – traditions – food] and write their nationalities:**

Countries:	India	China	Mexico	Japan	USA	Australia
Nationalities:	.....	.....	.....	.....	.....	.....

2 4.1 **a. Listen and guess the three countries being described:**

....

4.1 **b. Listen again and choose the pieces of information mentioned about the countries:**

a) Weather ☐	d) Streets ☐	g) Currency ☐
b) Flag ☐	e) Industries ☐	h) Language ☐
c) Museums ☐	f) Celebrations ☐	i) Population ☐

Think, Pair, Share

1 **List the following adjectives under their appropriate column, then use as many as you can in sentences of your own:**

frozen major dry unpaved heavy humid noisy dusty varied Korean narrow crowded

Weather	Streets	Industries
.....	.....	.....
.....	.....	.....
.....	.....	.....

.....

.....

.....

Speaking

Grammar present continuous for future arrangements

✲ Use the present continuous to talk about future arrangements.

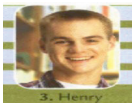
I + am + v. ing **He/She/It + is + v. ing** **They/We/You + are + v. ing**

a: What are you doing tomorrow evening?
b: I'm playing volleyball tomorrow evening, but Tom isn't playing with us.

1 **Correct the verbs between brackets:**









1 - Ibrahim: "I (leave) to Turkey after work today."

.....

2 - Olivia: "My family (arrive) early in the morning."

.....

3 - Henry: "We (not prepare) our suitcases tomorrow."

.....

4 - Samira: "I (go) to the airport to pick up my cousins tomorrow."

.....

2 **You are a tourist agent, you want tourists to visit Kuwait and discover its modernity.**

Days	Morning	Afternoon	Evening
Thursday	eat breakfast Murouj	walk Al Shaheed Park	visit Kuwait Towers
Friday	visit Heritage Village	watch a movie Cinescape	attend a performance JACC
Saturday	go on a picnic Anjafa Beach	shop at Avenues	go to Al Mubarakiya

Discuss how you would persuade tourists to visit Kuwait. The following expressions can help you to persuade them:

You won't regret it if — surely — of course
I am certain — Just think about — I'm sure that

Pronunciation word stress

1 4.2 **a. Listen to these words. Underline the stressed syllables:**

history historical spectacular archaeological colourful mosaic
Malaysia experience ecological caravan Malaysian adventurous

4.2 **b. Listen again and repeat the words.**

Writing

1 Discuss the following:



1 - Why do people travel?

2 - Why do people prefer to travel to certain countries rather than others?

3 - Which country would you like to visit again? why?

2 With your group, choose a country you would like to visit in your summer holiday. In the diagram below, write information and descriptions about the country, and state the reasons for choosing this country to persuade your friend to visit the country with you.

Country you would like to visit

.....

Information and descriptions

The reasons for choosing this country



3 **Use your information in the diagram to write an e-mail of two paragraphs to your friend. Copy the e-mail below in your notebook.**

Choose the font you like

Set the font size

Choose the text colour

Attach a document if needed

Add emojis if appropriate

Times New Roman 16

To:

Write your friend's e-mail

Subject:

Write a meaningful subject line

Start with a salutation, followed by your friend's name

Start with a greeting. Ask how they're doing

End your e-mail with a closing, such as:

Yours sincerely

Yours faithfully

Best wishes

Take care

Remember:

- Reread your e-mail before sending it.
- Punctuate your sentences correctly.
- Don't repeat the same words.
- Include enough information to meet the task.

Type your name

5 The Environment

Module 2

Before you read

Reading

1 **In groups of four, describe the following pictures and say what they have in common. How does it affect the environment? How could this be controlled?**







Reading

Read the text and answer the questions that follow.



Obviously, it is a fact that pollution arises because of the harm we cause to the environment; our planet is **suffocating** and we are definitely the source of the problem. Air pollution is the consequence of human actions. Firstly, chimneys on top of factories **emit** a lot of smoke and fumes into the air. Wastes from industries, power plants and petroleum refineries emit high levels of carbon monoxide and chemicals into the air.

Secondly, these days, we **depend** heavily **on** vehicles and engines to transport people and goods. Cars, trucks, trains, shipping vessels, and airplanes all consume plenty of **fossil fuels** to work. Emissions from their engines contain **pollutants**. On their own, they cause great harm to people who breathe them. Additionally, they react with environmental gases to create further **toxic** gases.

Last but not least, household cleaning products, painting supplies, **pesticides** and fertilizers release harmful chemicals into the air and cause pollution. We are in a state of worldwide emergency. Unless we address the issue wisely and **seriously**, we will surely face a disaster. Pollution is as an environmental problem that requires urgent attention and action.

2 Choose the right answer:

- **The best title to the text could be:**

a - Air Pollution
b - Man- Made Activities
c - Means of Transport
d - Non-Renewable Sources of Energy

- **The text could be best described as:**

a - expository
b - narrative
c - persuasive
d - descriptive

- **The purpose of the writer is to:**

a - explain the real causes of air pollution
b - advertise some different means of transport
c - inform us of the consequences of air pollution
d - raise awareness of the necessity to save fossil fuels

3 Answer the following questions:

Who did the writer blame air pollution on?

.....

What ideas did he use to defend his opinion? Mention two.

a - .....

b - .....

4 Find the synonyms of the following words in the text:

a - clearly : .....
b - release : .....
d - poisonous : .....
e - contaminants : .....

5 With the help of these pictures discuss practical ideas to reduce pollution:





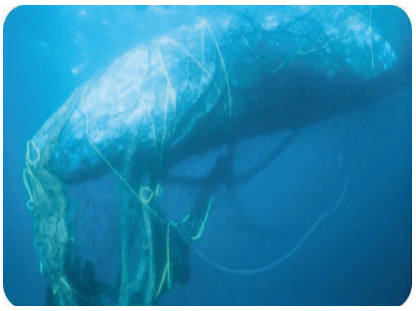


Listening

Before you listen:

1 Which environmental threat do the pictures illustrate?





Listening

2 Listen and tick the words you hear:

turtles	coral reefs	seals
albatross/ albatrosses	fish	octopuses/ octopi
whales	crabs	squids

3 The purpose of the speaker is to raise awareness of:

- the importance of plastic products in our life.
- the role that certain creatures play in their environments.
- the danger of living in areas bordering the sea.
- the danger plastic pollution causes to marine life.

4 Listen again and complete the following table:

Statistics	Facts
300 million tons	.....
.....	marine species affected by plastic pollution
15 percent	.....

5 After listening:

In groups, suggest ways to control plastic pollution. Share your ideas with the rest of the class

Speaking

Passive: Present progressive/ Past progressive/ Models

Study the following examples to know how the passive is formed:

Active	Passive
Ahmad **is translating** the email into Arabic	The email **is being** translated.
The painter **was painting** the house.	The house **was being** painted.
Amina **will buy** a new car.	A new car **will be** bought.
The students **can/ could/ must do** the task.	The task **can/ could/ must be** done.

1 Change the following sentences into the passive:

1- Chimneys emit a lot of smoke into the air.

.....

2 - In the past, people overused natural resources.

.....

3 - Nowadays, scientists are exploring new sources of energy.

.....

4 - Environmentalists were saving endangered species after the oil spill.

.....

5- The government should take serious measures to protect our beautiful beaches.

.....

Speaking

In groups of three, discuss one of the following environmental problems: sea pollution / land pollution/ air pollution in terms of reasons, consequences and possible solutions.

For this activity you need 3 students: A TV presenter, an environmentalist and a representative of the government.

Use the following expressions:

- That's unbelievable/ incredible/ awful/ shocking/ horrible...
- As I see it, ...
- Why don't...?
- It's advisable to...
- It is widely thought that...
- It is generally agreed that...
- Must/ could

Writing

Before you write:

1 a. Where do you see these notices?

Fires are allowed only in some designated places.

Lights should be switched off before leaving the classroom.

Please help keep the area clean.

Cars should not be fully filled.

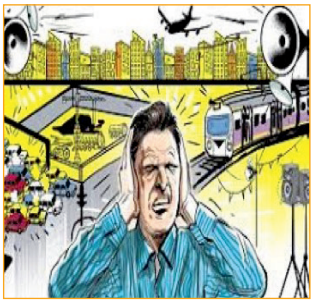
Plastic trash must be put in this bin.

b. Think of extra notices to remind people to take care of the environment.

2 Label each picture with the correct expression:

air pollution – noise pollution- land pollution – water pollution

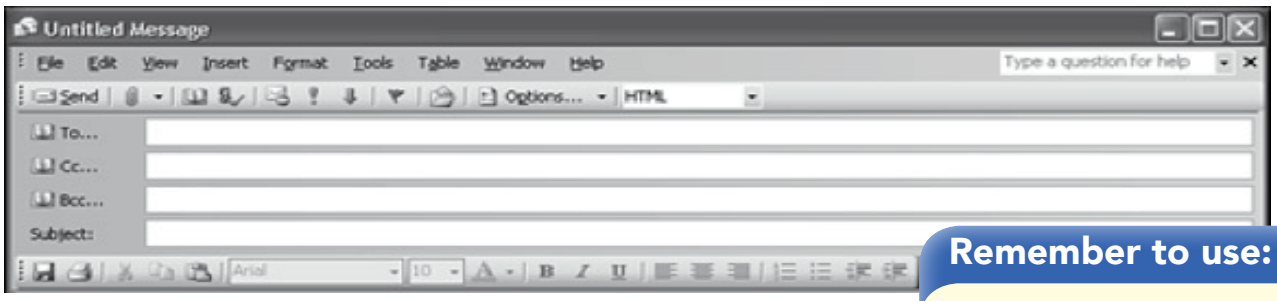





3 **In groups, discuss the causes and solutions of the different types of pollution.**

	Causes	Solutions
Air pollution	- smoke from cars - - -	- electric and hybrid vehicles - - -
Land pollution	- rubbish thrown everywhere - - -	- reusing and recycling - - -
Water pollution	- waste thrown into the sea - - -	recycling used waters correctly - - -
Noise pollution	construction activities - - -	soundproof doors and windows - - -

4 **Based on the notes you took above, write an e-mail to a local magazine calling for action to protect your neighbourhood from the type of pollution it suffers from.**



.....

.....

.....

Remember to use:

- a topic sentence for each paragraph.
- appropriate supporting details.
- suitable linkers.
- the right punctuation marks.

6 Cultural Attractions

Module 2

Before you read

Reading: Expository

1 Think, pair, share. In groups, suggest some places for a tourist to visit in Kuwait. Give reasons.

2 Read the text to complete the table below. Compare your answers with your classmates.



A The highest point in Kuwait, Mutla Ridge, is a perfect place for camping and hiking. It is a steep slope of rocks and one of the geological features of interest in the country. This area is great for mountain biking during winter because of its **hard-packed** ground.



B It is an unusually extraordinary museum in Kuwait City displaying the creativity and energies developed inside the building. The exterior walls of the House of Mirrors are covered with murals of mirror mosaic. Each piece symbolizes a unique meaning. The interior part is completely covered with **splendid** mirror mosaic tiles. Some rooms **hark back** to the good old days of Kuwait. Located in Qadsiya, the house is a private property and belongs to Khalifa and Lidia Al-Qattan. They have turned their house into a museum of incredible mirror art.



C This impressive museum should not be missed. It houses a great collection of items from different countries such as musical instruments, silver and gold jewellery, costumes and pearls. In spite of all these **marvellously** presented pieces, it's the Arabic manuscripts that give the museum its international importance. The museum is a private collection of antiquities by Tareq Rajab and his wife. It is easily identified by its entrance – a carved wooden doorway **flanked** by two smaller doors on each side.



D Several museums in Kuwait exhibit the great history, art, artifacts and much more. Sadu House is a **prodigious** museum that **depicts** Bedouin crafts namely Sadu **weaving**. It is located next to the National Museum of Kuwait. Visitors can discover the art of weaving in different styles and history, too. Sadu House or Bait Al Sadu was previously an old Kuwaiti house which has been **converted** into a cultural center.

Place	What can one do there?
Bait Al Sadu	....
Mutla Ridge	....
The House of Mirrors	enjoy the beautiful mirror mosaic murals
Taraq Rajab Museum	....

3 **Find the synonyms of the following words in the text:**

a - show : ..... b- making cloth : .....

c- wonderfully : ..... d- a hard, smooth surface : .....

4 **a. Which place interests you most. Why?**

.....

.....

.....

b. What other attractions would you wish to add to the text above?

.....

.....

.....

Listening

Before you listen:







1 What makes Ramadan a special month for you?
What preparations does your family make?

Listening

2 **Listen and decide if the following statements are true (T) or false (F). Correct the wrong ones:**

- ✯ Ramadan in Kuwait is an ordinary month. ( )
  .....
- ✯ Kuwaitis preserve Ramadan traditions for their delightful effect on kids only. ( )
  .....
- ✯ In The Gulf Countries, Gergea'aan is celebrated on the same day in Ramadan. ( )
  .....
- ✯ Sweets and nuts are served in special packages during Gergea'aan ( )
  .....

3 **Listen again and answer the following questions:**

a - How important is the celebration for kids?

.....

b - Where does the word Gerga'aan originate from?

.....

Post listening:

4 **What other celebrations, dishes and rhymes are unique to Kuwait and are still preserved? Match an expression from column A with another from column B to get the right collocation.**

5 **Use the collocations in sentences:**

	B	Collocation	Sentence
~~deeply~~	greeted	**deeply rooted**	**Ramadan is deeply rooted in our faith and culture.**
beautifully	~~rooted~~	.....	.....
cordially	dressed	.....	.....

Speaking

Grammar in context:

1 **Study the order of adjectives in the table. Then, correct the sentences in your notebook.**

Opinion	Size	Age	Shape	Colour	Origin	Material	Noun
		new		blue		silk	T-shirt
ugly		old	round			wooden	table
lovely					Chinese	ceramic	mugs
wonderful					French		clock
	small			black	Italian	leather	bag

1 - Mirror splendid mosaic tiles.

2 - Some rooms hark back to the old good days of Kuwait.

3 - A wooden huge carved doorway

4 - There are some Arabic marvellous old manuscripts in Tareq Rajab Museum.

2 **Study the examples and then use the present perfect simple or continuous to complete the sentences below:**

The present perfect simple and the present perfect continuous

The present perfect simple

S + have/ has + past participle

Completed action in the present

The kids have just finished a football match.

The present perfect continuous

S + have/ has + been + V-ing

Unfinished action

The kids have been playing since eight o'clock in the morning.

1 - ..... (they/arrive) yet?

2 - Lucy ..... (run) 2000 metres today.

3 - I ..... (drink) more water recently, and I feel better.

4 - Museums in Kuwait ..... (exhibit) the great historical work since they were opened.

As a group of tourist guides, choose a cultural attraction in Kuwait. Plan and present a description of its cultural aspects to convince the tourists of its importance .

Use the following expressions:

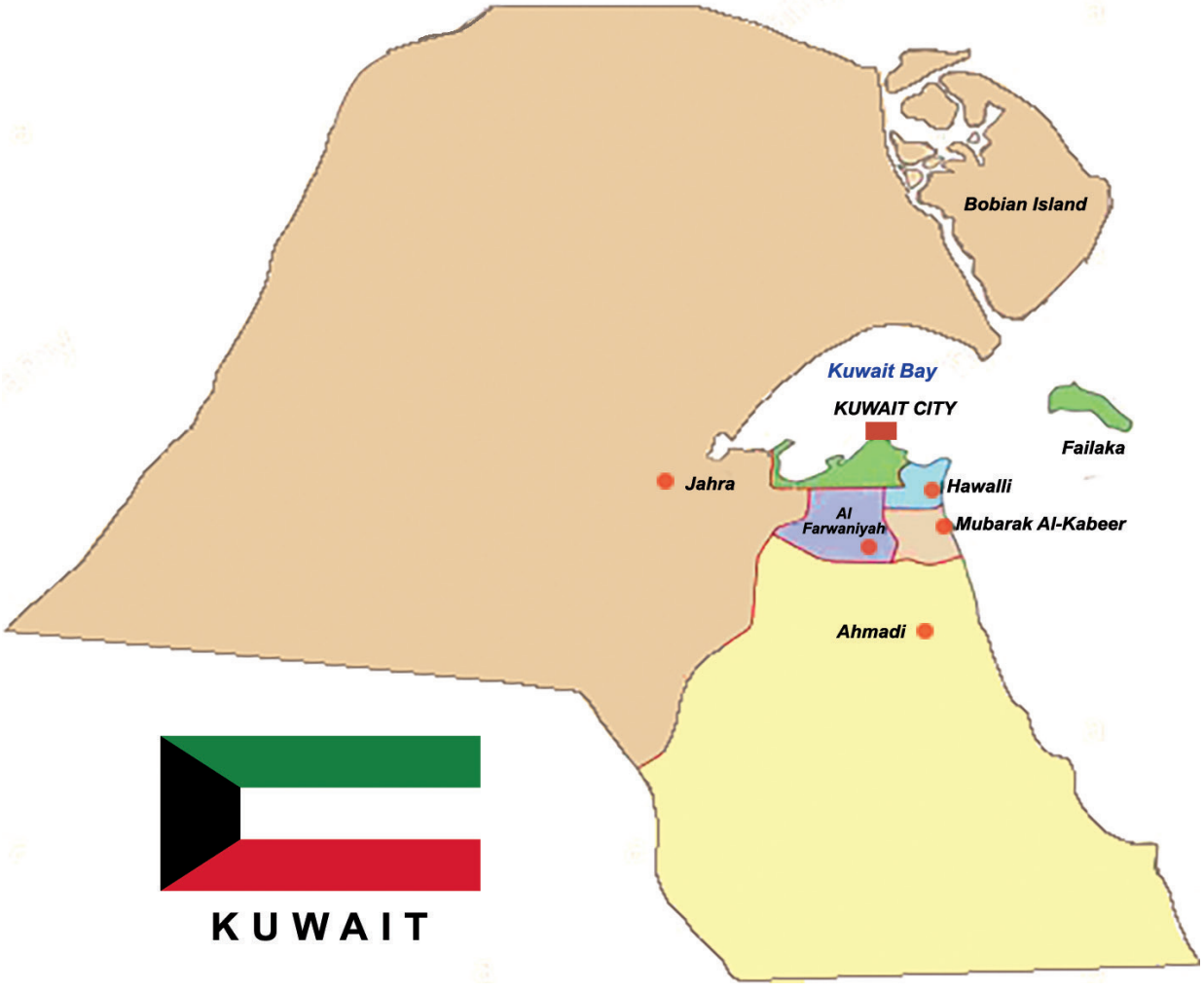
- **It is one of the most splendid places...**
- **It depicts.../ It symbolizes...**
- **It was originally a private property.**
- **Kuwaitis always pride themselves on its uniqueness.**
- **It marvellously exhibits.**

Writing

Before you write:

1 **a - Think, pair, share. Put the following attractions on the map. Just put the number.**

1 - Seif Palace
2 - Red Fort
3 - Taraq Rajab
4 - The Zoo
5 - Gate Mall
6 - Mutla Ridge
7 - Martyrs' Museum
8 - Al-Kout Mall
9 - Scientific Centre
10- National Museum
11- Kuwait Towers
12- Sheikh Jaber Al-Ahmad Cultural Centre



b - Tell your classmates how many of the places mentioned above you have visited so far and how much you know about them.
Tell them also what you liked about the places you've been to and which ones you would like to visit.

1 In groups, choose three places you think one shouldn't miss seeing in Kuwait and complete the table.

Attraction?			
Location?			
Working days/ hours?			
What can one do?			
What makes it special?			

Writing

2 Develop your notes in task 2 into a brochure about three top cultural attractions in Kuwait

Kuwait Is Your Ideal Destination

The Top Three Cultural Attractions to Visit in Kuwait







Remember to use:

- a topic sentence for each paragraph.
- appropriate supporting details.
- suitable linkers
- the right punctuation marks.

Project Welcome to my town or city

Write a website page for tourists about a town/city you have visited or would like to visit.

history
population
sights and famous buildings
museums and galleries
shopping
entertainment
transport
things to do

Adjectives

international / exciting / old / new / famous / large / important / cultural / financial / historical / colourful / polluted / lively / busy / cosmopolitan / superb / fascinating / unique / one of the greatest / most famous / busiest / biggest in the world



Hassan II Mosque, Morocco



Jeita Grotto, Lebanon



Burj Al-Arab, Dubai



Al Hashimi Dhow, Kuwait

Now you try!

- Find out from local guide books, reference books and the Internet.
- Make your notes under the headings.
- Download or scan photos, or take them yourself.
- Plan what you are going to write, using some of the adjectives.
- Write your guide and illustrate it.
- Don't forget to check your facts and information.

Module Three



About our Lives

You are expected to:

- Determine detailed facts, implied information and purpose in diverse media
- Talk about solutions using supporting evidence
- Analyze the features of texts to locate information
- Plan, revise and edit pieces of writing with relation to purpose and audience

Activities:

- Listening and transferring information
- Reading and matching headings with paragraphs
- Discussing healthy habits
- Presenting opinion about one's favourite games

7 Happiness

Module 3

Reading: Persuasive

Before you read

1 **Sources of happiness are different for everyone. In order of importance to you, re-order these words, and compare them with your partner.**

family - friends - money - health - reading - movies - games - travelling - work - art - technology - food - shopping - driving - sports

You	Your partner

Read the text about happiness, and answer the given questions

Happiness



Did you know that happiness is good for your health? Experiments prove that it gives you a strong **immune** system, and you recover from surgery more quickly. Some psychologists have identified three elements to happiness – experiencing the joys in life, using your strengths in a positive way and having a **spiritual** life.

You don't need to have a lot of money to be happy, although living in poverty makes life difficult. But once you reach a reasonable level of income, more money doesn't make you happier. The **material** things that make life easier don't make us happier. The World Database of Happiness has found that people in the West have not got happier in the past 50 years, **despite massive** improvements in their standards of living.

Our thoughts also affect our happiness. If we are always thinking negatively, we will experience a negative state of mind, which leads to experiencing moments of unhappiness. The more negative thoughts you have, the longer you experience unhappiness, and sometimes even **depression**. However, the opposite is also true. Positive thinking gives you a positive state of mind, and moments of happiness. Positive thoughts can be about yourself, your success, and the things that make you happy. They can also be thoughts about other people, their good **qualities** and how they affect you positively.

The main sources of happiness are said to be family, friends, enough money, work, a social life, faith and health. The happiest people spend the least time alone and don't care about buying material things. Research has shown that if we feel happy, we also become more sociable and helpful to others. This also means we contribute more to the community.



2 Comprehension questions

1. Happiness is linked to health. Explain.

.....

2. What does the underlined word **despite** (paragraph 2) mean? .....

3. Find the opposite of the word **small** in the text .....

4. The text uses four different sources of information to persuade readers, write them down.

....

....

5. How does being happy affect society positively?

.....

3 Vocabulary: In groups, organize the following words in the correct columns

Fear – worry – excitement – failure – happiness – hope – sadness – success – clarity - loneliness – friendship – loss – **confusion** - anger – **anxiety** – able – goodness – unpleasant – calm – thankful – **regret**

Positive Thoughts	Negative Thoughts
	

4 Grammar: The past perfect is an event or action that happened before another one. We use had + the past participle.



Mary arrived after the bus had left.

I arrived at the building, but the meeting had already started.



Complete the sentences with the past perfect form of the verbs in brackets:

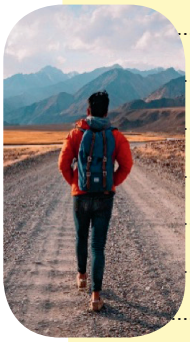
1. The careless driver got a ticket because he ..... at the red light. (not stop)
2. The woman ..... the good news, until they told her. (not hear)
3. Sam ..... the movie, but couldn't remember the title. (see)
4. My mother was worried because I ..... sick all week. (be)
5. After Jake ..... for two months, he won the marathon! (train)

Listening

Before you listen

1
- Do you think food can change our moods?
- What do you think emotional eating means?

2 **Listen to Happiness Tips, and write the tips under the correct column heading.**

Lifestyle	Social Life
	
	

3 **Based on the listening, in groups, discuss and answer the following:**

1. What other kinds of food affect your happiness?

2. Some people believe that ice cream, chocolate and fast food make you happy. Is that true?

Vocabulary: Change the following verbs and adjectives into nouns.

You can use a dictionary to help you.

Verbs: contribute, examine, excite, improve, ~~possess~~

Adjectives: angry, blind, dangerous, different, disappoint, happy, hungry, intelligent, ~~obedient~~, sad

ness	tion/ion	er	(e)nce	ment
	possession		obedience	

Speaking

Grammar:

1 **Wish is used to talk about wanting things to be different or about regrets in the past. We use I wish in the past or with the past perfect (had+past participle).**

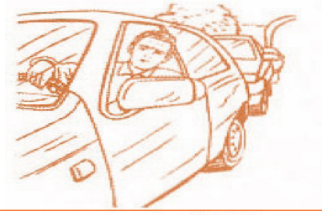
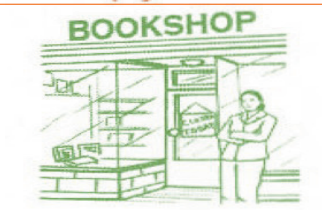


It is raining heavily. → **I wish it stopped raining.**

It was raining heavily. → **I wish I had brought my umbrella.**

1. I don't speak Chinese, I wish .....
2. I lost my wallet. I wish .....
3. The movie was long and boring. I wish .....
4. My brother can play the piano, but I can't. I wish .....

2 **Discuss the images with your classmates. Use wish to complete the following situations, what are these people thinking?**

	**Lost in another country**	1) ....
	**Stuck in traffic**	2) ....
	**Closed bookshop**	3) ....
	**Forgot information**	4) ....
	**Rainy weather**	5) ....

Writing

Grammar:

1 Third conditional. We use if to talk about something in the past that did not happen, and imagine its consequences.
We use (if + past perfect, would + have + past participle).

If I had driven more carefully, I would have avoided the accident.

If I hadn't crashed my car, I wouldn't have paid so much to repair it.



Read and circle the correct answers:

1. If the food **had arrived/arrived** on time, we wouldn't have been so hungry.
2. If I had saved enough money, I **would have bought/ would buy** a new bicycle.
3. If the weather had been better, **I would have gone/would go** to the beach for a swim.
4. If I had been at home when he called, I **wouldn't have missed/wouldn't miss** his message.

2 Using these given information and images, write what you know about social life in Kuwait.

Family gatherings

How often do families have a gathering?





Diwaniya

Why is it an important part of social life in kuwait?

Celebrations

What celebrations can you think of?



Festivals

Festivals are happy occasions in which people enjoy the fun and entertainment that is provided. Everyone finds in festivals something they enjoy most.

Write a two-paragraph report in your notebook about what people do in festivals that makes them happy and what you, in particular, find most exciting.

Title .....

Introduction .....

.....

.....

.....

Activities people enjoy in festivals

Why?

What I find most exciting

Why?

Conclusion

.....

.....

.....

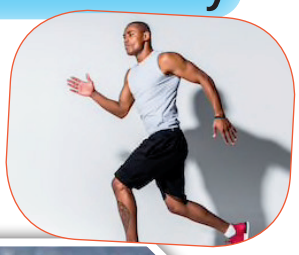
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.....

8 Sports

Module 3

Reading: Expository



Before you read

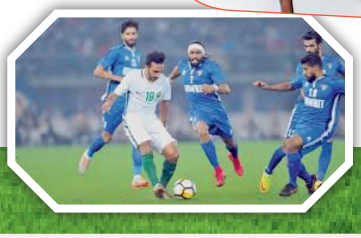
1 • Make a list of all the sports you can think of.
• Compare your list of sports with your classmate's.

Reading

2 A. Read the following texts and guess the names of sports.







1

Have you ever seen a player's leg muscles? The world's most popular sport will leave you with strong arms and legs. Few sports require a longer period spent running, the benefits of which are many. Increased **endurance**, increased strength and power in the legs, less fat, more muscle, and better foot-eye **coordination** are all the benefits offered by playing this sport. It is the world's most popular ball game in terms of the number of participants and **spectators**. Simple in its principal rules and essential equipment, the sport can be played almost anywhere, from official playing fields to school playgrounds, streets, parks, or beaches.

2

Is a very popular individual sport in the world. To play this game, there are certain rules to follow: The player uses a racket to hit a ball over a net into the **opponent's** court. The ball must be kept in play and can only **bounce** once on the court surface before the opponent strikes the ball back over the net. The standard ball is made of rubber. It is often played with one player per side (singles) or with two players per side (doubles). There are four international **tournaments** called the Grand Slam Tournaments. They are: the US Open, Wimbledon, The Australian Open, and the French Open. Millions of people watch these tournaments, making it a great spectator sport as well.

3

If you are not **traditionally** a fan of **conventional** sports, but are still looking for a semi-organized, physical, team activity that requires strategy and endurance, then this sport is just what you need. People from all walks of life play it, both male and female. This game will have you do a ton of walking, running, climbing and jumping in order to avoid being shot at while capturing a flag. It is a super fun activity and a great year-round hobby.

It is a team sport, where the aim is to mark players of the opposing team with paintballs so as to **eliminate** them from the game. Players may be **struck** on any part of the body. The sport provides healthy exercise, gets you away from TV or computer for a while, and helps you learn how to work as part of a team. It is a great game!

2 B. Read the text and choose the best answer

1. The main purpose of passage No. 1 is to:

a. describe the rules of football.
b. state the benefits of football.
c. discuss the dangers of football.
d. illustrate where football can be played.

2. According to passages No. 1 and 3 one of the following is TRUE about the two sports:

a. They help develop self-confidence.
b. They build endurance.
c. They emphasize the need for safety in sports.
d. They teach young people to play sports.

3. What can be inferred about the writer's attitude in passage No. 3?

a. He believes it's hard to play paintball.
b. He thinks only young people can play paintball.
c. He is in favour of sports like paintball.
d. He finds paintball physically challenging.

4. The following sentence "*.....is one of the most popular individual sports in the world*" in passage No. 2 is:

a. a topic sentence
b. a supporting idea
c. a title
d. a concluding sentence

3 Find the idiomatic expressions in the passages that mean the same as these ideas:

1. A sport that is watched by an audience (paragraph 2): .....
2. Vision controls the movement of the foot (paragraph 1): .....
3. People doing different types of jobs (paragraph 3): .....

4 Work with a partner. Which five points of the following are most important for you when choosing a sport? Why?

athletic skill - coach – cost – equipment – friends – fun – safety – sense of danger – social status – team – time – training – uniform – venue

Based on your partner's answers, which sports would you recommend for him /her?

Listening

1 Grammar Focus: Collocations:

As a basic rule, people **PLAY** activities that use a ball, people use **GO** with activities that end in -ing, and people use **DO** with activities such as martial arts and other exercises.

Decide whether to use PLAY, GO or DO and complete the table:

football- swimming- boxing- cycling- chess- sailing- karate- judo- athletics- fishing- tennis- volleyball- skating- golf- basketball- running- yoga- skiing- gymnastics- rugby

PLAY	GO	DO
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....

Before you listen:

Name these sports:



.....



.....



.....

2 Getting fit and healthy should be fun. Listen to "How to Get Fit by Playing Fun Sports," to find out how to enjoy yourself while exercising.

a. How many steps are there?

.....

b. Which step is the most important for you and why?

.....

Post-Listening

3 Talk about your favourite activity by answering these questions:

1. What is your favourite activity or sport?
2. How many times a week do you do this activity?
3. Where do you do this activity?
4. Do you do this alone or with someone else?
5. What do you like most about this activity?

Speaking

1 **Read the problems below and discuss possible solutions. Compare your solutions with your classmates. Do you agree or disagree with their ideas?**

Ask Dr. Salem



Dear Dr. Salem,

My personal doctor says I am overweight and that I should lose at least 10 to 15 kilogrammes. Unfortunately, I don't have a lot of free time. After getting back from work, I usually help my kids with their homework for two hours. Then I have dinner and relax a little and I read a book before going to bed. Could you please give me some advice about which exercise is best to me to lose weight?

Yours faithfully,
Ahmed



Dear Dr. Salem,

Our 15-year-old daughter doesn't play any kind of team sports at school. She believes that playing sports is a waste of time if you aren't the best and you don't always get the first place. She says that winning is the most important thing about playing sports. Instead of exercising, she spends most of her time chatting on-line. Her mother would really like to see her make more friends and become more active.

Yours faithfully,
Fatma



Dear Dr. Salem,

How much exercise is too much exercise? My son exercises almost every day. He practices boxing for an hour. Then goes swimming for an hour and a half and does judo every other day. That's between 10 and 16 hours every week. He has a lot of energy and looks generally healthy, but I am worried that he might push himself to extreme limits. Too much exercise may be dangerous for him. What do you think?

Best regards
Mariam

2 Complete the following table:

	Ahmed	Fatma	Mariam
Problem			
My own solution			
My friend's solution			

Grammar: Countable and uncountable nouns

Countable nouns have a singular and a plural form.

an *apple* – **two** *apples* **a** *peach* – **two** *peaches*

Uncountable nouns do not usually have a plural form.

bread, beef, butter, coffee, water, milk, sugar

Some and any

You usually use some in affirmative sentences.

I'd like **some** *peaches and* **some** *milk*.

You usually use any in negative sentences and questions.

We haven't got **any** *butter*.

Are there **any** *eggs?*

A. Are these things *countable* or *uncountable*? Write C or U

egg - money - orange - juice - apple - sugar - potato - butter - rice - strawberry - cheese

B. Complete these sentences with *a, an, some* or *any*

1. Have you got ..... oranges?
2. I'd like ..... tea, please.
3. I don't have ..... money with me.
4. I'd like to have ..... apple and ..... banana.

Writing

Pre- writing activity:

Match the sports with the definitions:

1. A game in which a heavy ball is rolled down a long, narrow lane toward a group of objects known as pins. .....
2. A game played in a stadium by two opposing teams of 5 players; points are scored by throwing the ball through an elevated horizontal basket. .....
3. A game played on a large open course with 9 or 18 holes; where the objective is to use as few strokes as possible in playing all the holes. .....
4. A sport that involves exercises intended to display strength, balance and agility. .....
5. A ball game played with a ball between two teams of 11 players. .....



a. football



e. golf



c. bowling



d. basketball



f. gymnastics

1 **Use the prompts below to write a riddle about your favourite team sport.**
Read it to the class and see if they can guess it.

Example: There are eleven players in each team.

There are ..... players in each team.

The players wear .....

The players use .....

The players can .....

The players can't .....

This sport is played in / on / at .....

The game lasts ..... Minutes.

2

My Favourite Game

Write an article for your school magazine recommending a sport to be included in your school activities, describing its rules and equipment, and showing its benefits to students.

A. Complete the following outline:

Introduction: .....

.....

Paragraph 1:

Topic sentence: .....

Supporting details:

- .....
- .....
- .....

Paragraph 2:

Topic sentence: .....

Supporting details:

- .....
- .....
- .....

Conclusion: .....

B. Use the notes taken in task A to write the article in your notebook.

Remember to:

- Use a capital letter after a full stop.
- Start a sentence with a capital letter.
- Use a full stop to show the end of a sentence.
- Use a comma to show a pause in a sentence.
- Use a question mark at the end of a sentence to show a direct question.

9 Medicine

Module 3

Reading: Informative Text

Before you read

Think, Pair, Square

1 **Answer the following questions:**

a- What do you know about Alzheimer's disease?

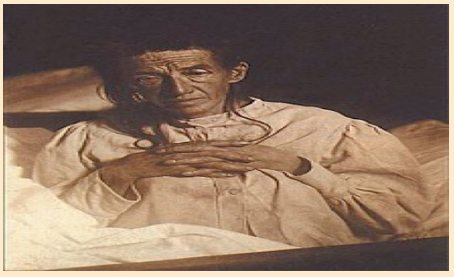
b- Circle the things you think are related to Alzheimer's:

poor memory	infected body	non spreadable	spreadable
	disturbed feelings	curable	

ALZHEIMER'S DISEASE (AD)

Alzheimer's is a disease that causes problems with memory, thinking and behaviour. **Symptoms** usually develop slowly and get worse over time, becoming severe enough to **interfere** with daily tasks. The most common early symptom of AD is difficulty remembering newly learned information.

Though it is not a **contagious** disease, it is **currently** ranked as the sixth leading cause of death in the United States, but recent studies **indicate** that it may rank third, just behind heart disease and cancer, as a cause of death for older people.



Alois Alzheimer's patient Auguste Deter in 1902. Hers was the first described case of what became known as Alzheimer's disease.

The disease was first described by and named after the German psychiatrist and pathologist Alois Alzheimer. In 1906, Dr. Alzheimer noticed changes in the brain tissue of a woman who had died of an unusual mental illness.

People with AD have trouble performing daily activities like driving, cooking, or paying bills. They may ask the same questions over and over, get lost easily, lose things or put **them** in strange places.

As AD advances through the brain, it leads to increasingly severe symptoms. These include confusion about events, time and place, **suspicions** about family and friends, and inability to recognize people they know. Some people become worried, angry, or violent due to mood and behaviour changes and may have difficulty speaking, swallowing and walking. **Eventually**, a person with AD is likely to need full-time care.

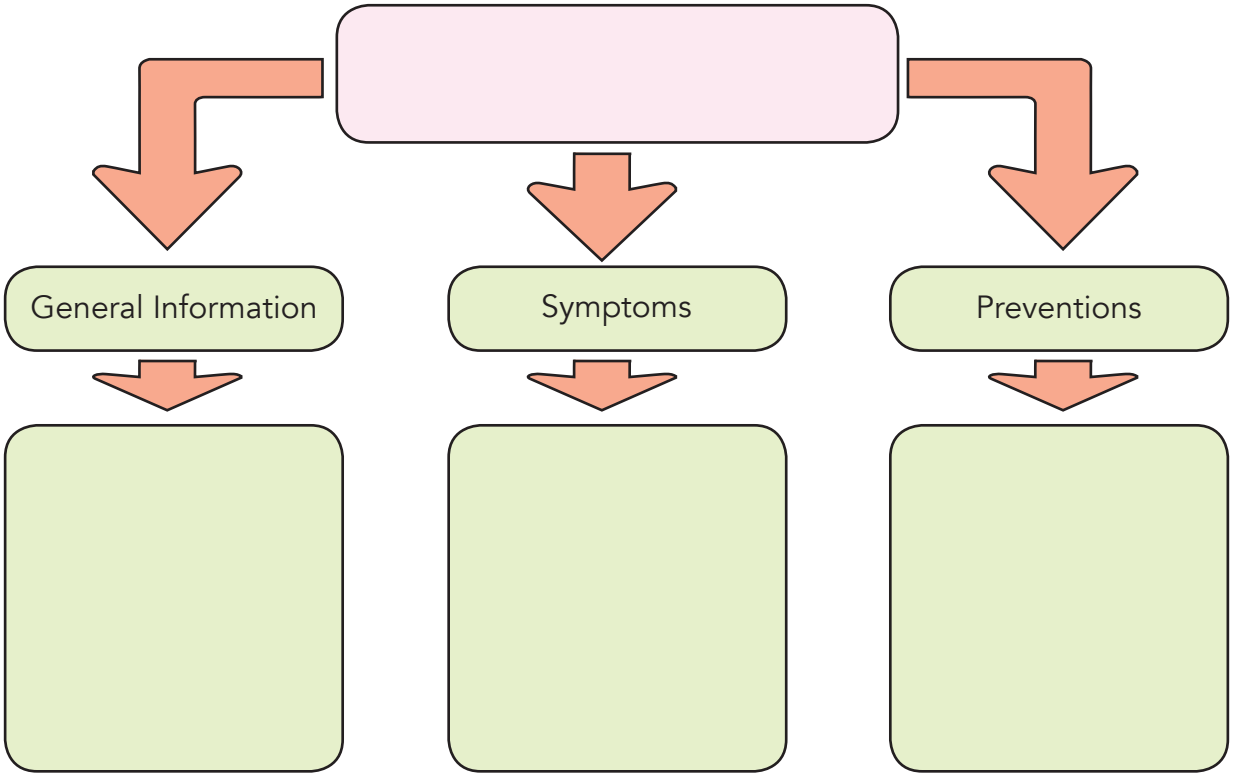
This disease is one of the biggest **concerns** many of us have as we get older. However, promising research discovered that it may be possible to prevent or delay the symptoms of AD through a combination of simple but effective physical, mental and healthy lifestyle habits.



Intellectual activities such as playing chess or regular social interaction have been linked to a reduced risk of AD.

People who engage in **intellectual** activities and continue learning new things and challenging their brains throughout life are less likely to develop AD. You can do that by reading, playing musical instruments, or through regular social interaction. Brain teasers and strategy games such as Scrabble or Sudoku also help improve memory. So, by **maintaining** a physical, brain-healthy lifestyle, you can maximize your chances of lifelong brain health and reduce the risk of AD which has been one of our biggest health concerns.

2 Read the article. In groups, use the following graphic organizer to explain the main ideas of the article:



3 Answer the following questions:

1- Write another title for the article?

.....

2 - Find a word in the article that means:

- Show: .....
- Finally: .....
- Spread to others: .....



3 - What does the underlined pronoun "them" in the 4th paragraph refer to?

.....

4 - This article was most likely written to:

a) talk about the case of Auguste Deter.
b) complain about Alzheimer's disease.
c) inform us about Alzheimer's disease.
d) compare Alzheimer's to another disease.

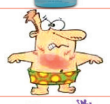
5 - According to the article, the following statements are true except:

a) The symptoms of AD increase by time.
b) AD is the second leading cause of death.
c) Unhealthy lifestyle could develop the symptoms.
d) Patients with AD don't always recognize their relatives.

Listening

Before you listen

1 **Match the following words with their definitions:**

1- antiseptic		( ) A treatment to produce immunity against a disease.
2- allergy		( ) A substance used for temporary loss of sensation or awareness.
3- vaccination		( ) A damaging immune response by the body to a substance like a fur.
4- anaesthetic		( ) Substances that prevent the growth of Bacteria.

2 9.1 **a. Listen and write the four medical discoveries in the order that students mention them:**

antiseptic – allergies – vaccination – anaesthetic – laser – blood groups

1 - .....
2 - .....
3 - .....
4 - .....

Remember

"We were given two ears but only one mouth, because listening is twice as hard as talking."

9.1 **b. Listen again and note the reasons why the medical discoveries are important:**

medical discovery	why it is important

Post listening

3 **In groups, discuss the following:**

1 - Which is the most important medical discovery, and why?

2 - What medical invention do you still hope for?

Pronunciation Word stress

1 9.2 **a. Listen to these words. Underline the stressed syllables:**

blood groups X-rays aspirin vitamins vaccination
anaesthetic antiseptic antibiotics DNA

9.2 **b. Listen again and repeat the words.**

Grammar Reported Speech

When we report someone's direct speech, we need to change the tense form of the verb and remove the quotation marks.

Here is an example of reported speech:

"I need to see the X-ray of the patient."

"It's going to be ready in a minute."



Reported speech → The doctor said that he needed to see the X-ray of the patient.

Reported speech → The nurse said that it was going to be ready in a minute.

1 Let's try it. Rewrite the following statements as reported speech:

1- Nurse: "The bandage will heal your sprained ankle."

The nurse said that .....



2- Patient: "I started taking this medicine two days ago."

The patient said .....



3- Doctor: "I have prescribed an antibiotic for your throat infection."

.....



4- Pharmacist: "This painkiller can reduce your headaches and toothaches."

.....



2 Work in pairs. Imagine that you are in the doctor's clinic:

- **Complete the following dialogue**



Doctor: Hello. What's ..... ?

You: I've got this terrible .....

Doctor: How long have you had it?

You: .....

Doctor: ..... ?

You: I feel .....

Doctor: Let me have a look. Yes, I think you've got ..... I'll give you some ..... Here's the prescription. And you should .....

You: .....

- **Report to your friend what happened between you and the doctor**

Writing

1 *"Prevention is better than cure" "An apple a day keeps the doctor away"*

These are proverbs which call for protecting ourselves from possible illnesses.

a. In groups, discuss how unhealthy habits lead to illness and frequent visits to doctors,whereas healthy habits and precautinary measures keep you healthy and well.

The following pictures may help you:











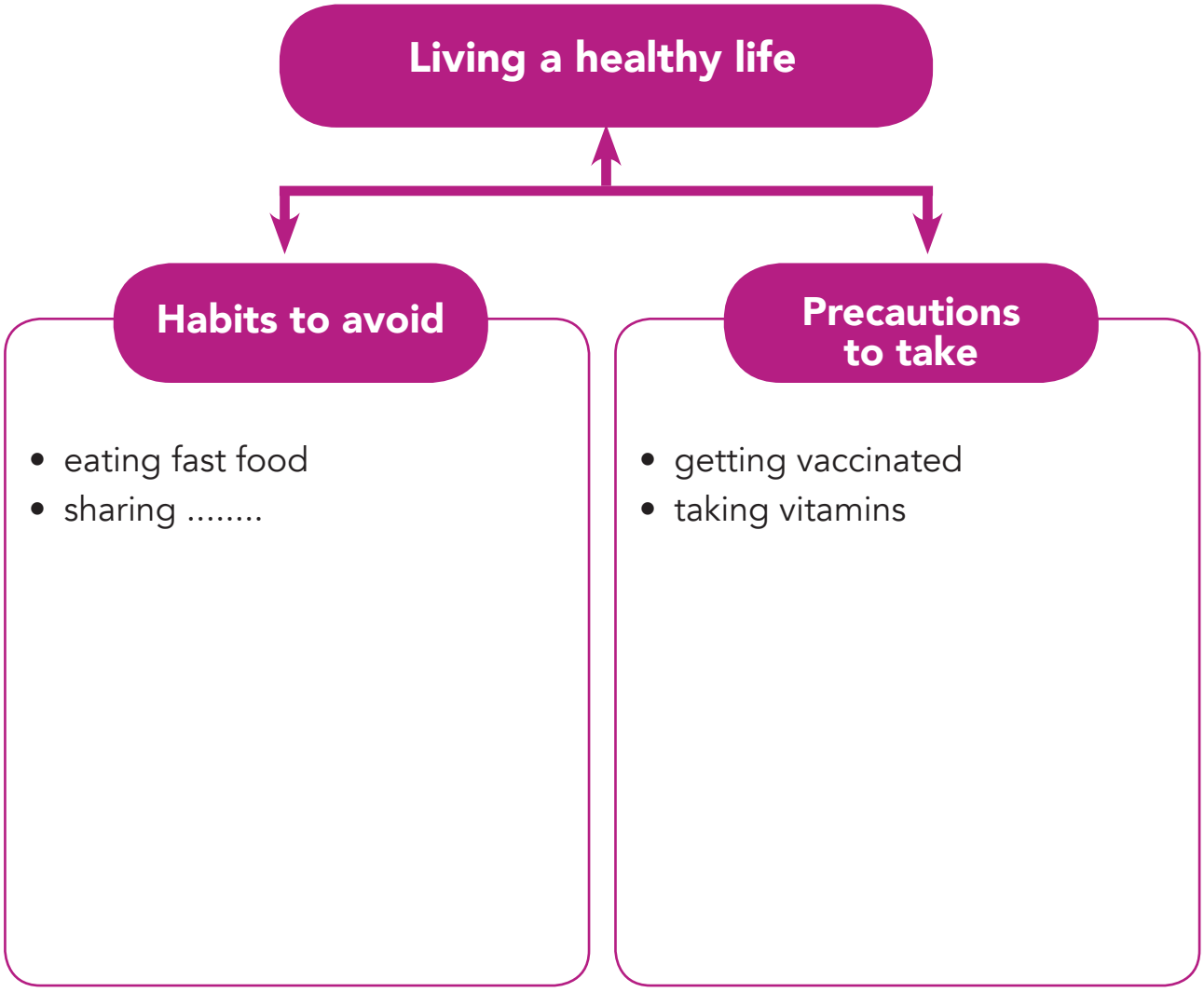




b. Write down your notes and add more healthy habits:

- .....
- .....
- .....
- .....
- .....

2 **In groups, write a report of two paragraphs about how to live a long healthy life.**
Start your writing by filling in the following diagram, then use the ideas in the diagram to write your report in your notebook.



Checklist:

- ☑ Did I include a topic sentence stating my main idea?
- ☑ Did I add supporting details to develop the topic sentence?
- ☑ Did I end with a strong concluding sentence?
- ☑ Did I edit my writing?

MULTIPLE INTELLIGENCES

Module Four



You are expected to:

- Determine the purpose of different texts.
- Exchange information and personal opinions about different topics.
- Write connected paragraphs (emails, short stories) for different purposes.

Activities:

- Identifying the main idea of texts.
- Identifying the author's purpose.
- Discussing familiar topics.

10 Animal Intelligence

Module 4

Reading: Expository

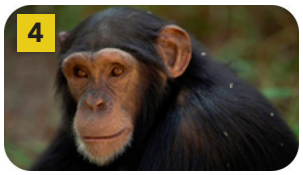
Before you read

1 **In pairs, look at the pictures and name them, then discuss the following questions.**









1 - Are these animals clever?
2 - Can they help people? How?
3 - What do you know about their nature?

2 **Read the following text and match the main ideas with the right paragraphs.**

- Ants cooperate and exhibit teamwork .....
- Ants teach and communicate .....
- Ants are intelligent .....



A Ants, small and unnoticed by many, have proven to be intelligent and highly organized creatures.

Ants are the most organized **species** on Earth. They have **thrived** for millions of years on every continent and in every environment, except for Antarctica. Ants can be found in **scorching** deserts, forests, and cities. They exhibit a **supreme** form of intelligence and **perseverance**, building cities, farms, communicating, and accomplishing tasks through a highly efficient behaviour. Unfortunately, perhaps because ants are tiny, most people consider their advanced intellect as instinct.

B To a great extent, ants cooperate closely with each other to perform daily functions. They are highly organized and work well in groups. Ants are able to move large objects and even cut down trees through **collective** effort, just like the skillful workers who built the pyramids by moving **giant** blocks.

C Research has **demonstrated** ants can pass on knowledge to one another and teach each other how to search for food. Ants use a technique known as ‹tandem running› in which one ant directs another to food. In this way, ants locate food faster than they would have on their own.

No doubt, ants are advanced species that share our community-planning methods. When we learn more about them, we will develop an even greater respect for them.

3 Read the text and answer the following questions.

1. Where can we find ants?

.....

2. What does ants' cooperation exhibit?

.....

3. Ants use a technique called «tandem running». Why do they use it?

.....

4 Read the text, and then state whether these sentences are facts (F) or opinions (O).

1. Ants can pass on knowledge from one ant to another. ( )
2. Ants share our community-planning methods. ( )
3. People attribute ants' behaviours to blind instinct. ( )

5 Suggest a moral lesson you have learned from the passage.

.....

6 Find words in the text that mean the following:

1. Something unusually large or powerful .....
2. Very great or the greatest .....
3. Showing determination in doing something despite difficulty .....
4. Showing the truth by giving proof or evidence .....

7 Complete the chart with different forms of words. You may use your dictionary.

	Verb	Noun	Adjective	Adverb
1	doubt			
2				demonstratively
3			collective	
4		communication		

Listening

Before you listen

1 **Pre- listening:**



Discuss the following questions:

1-What is the name of the animal in this picture?

2-What do you know about it?

Listening — A short story

2 **A- Listen to the story and take notes about the following:**

- Location (place) .....
- Characters .....
- The problem .....

.....

- The solution .....

.....

Remember

When you take notes, don't write everything you hear. Think about
- why am I taking notes?
- the information you need
- why you need it.

This will lead you to the important ideas to write down.

3 **B - Fill in the blanks with suitable words from the list. Then listen again to check your answers.**

(frightened - sensed - upset - autumn - daylight)

A clever squirrel was collecting food. At that moment, the squirrel ..... danger. "Oh no, there is an owl over there!", cried the squirrel. The squirrel got ..... and hid in the forest. The owl slowly opened his eyes. "But it's too sunny for me to catch it." The owl closed his eyes again. The squirrel had found a cave to hide in. "I can't just **give up** all those nuts," the squirrel said. Suddenly, it **came up with** an idea. "I've got it! The owl can't catch me in the ....". So, the squirrel went back to pick the nuts every day in the middle of the day. Every night the owl got ..... . "That little squirrel is taking all my nuts. I'll get him next time." It wasn't long before the squirrel had gathered plenty of nuts. "This is enough for the winter," he said to himself. So, what happened to the owl? "The squirrel has picked all the nuts! I guess I'll just have to catch him next ..... ." said the owl. Then he slept.

4 **Answer the following questions:**

A) The purpose of the narrator is to:

a. entertain us by telling a story

b. inform us about the forest

c. persuade us to live in the forest

d. show us how to catch a squirrel

B) What lesson have you learned from this story?

.....

c) Suggest a different ending to this story.

.....

Grammar CONJUNCTIONS

1 Study this table of English conjunctions:

Relation	Linking sentences	Examples
ADDITION	**furthermore / in addition / moreover**	Octopuses have a good short and long term memory. Furthermore, they have a remarkable ability to learn new skills from the moment they're born.
CONTRAST	**however / on the other hand / in contrast**	The engineers said that the bridge was safe; however, they were still not prepared to risk crossing.
CAUSE & EEFFECT	**for this reason / therefore / because of this / as a result**	Kuwait lies on the Arabian Gulf; therefore it has got long beaches.

2 Join the following sentences using the suitable conjunction from the list:

(furthermore / therefore / however)

1. Elephants are clever animals. They have been known to learn more than 60 commands.

.....

2. Dogs can react to human body language. They can understand human voice commands.

.....

3 Work with a partner. Ask and answer the questions below then share your answers with the other groups. These ideas may help you:

hunting / service / rescue animals / understand / eyesight / homing / learning abilities / guide / sending messages / save life

- Which animal do you think is the cleverest? Why?
- What skills and talents do these animals have?
- How can they benefit human beings?

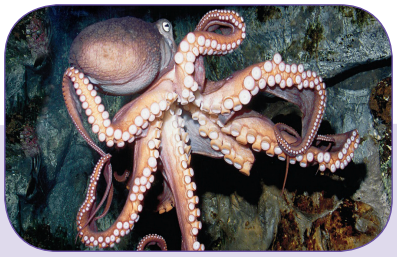




Writing

Before you write:

1 **Discuss the following facts about some animals.**



The octopus is a smart animal. It can play games, throw and catch things, and learn shapes and patterns. Octopuses can learn to open pill bottles protected by childproof caps.



Horses are able to recognise body language cues; they can read human facial expressions. They can also remember a person's mood.

Mention other animals you think are intelligent. What do you know about them?

2 **If you were to choose an animal pet, which one would you choose and why?**

The fact file below might help you.

Genetically speaking, chimpanzees are the most closely related animals to humans. We share nearly 95% of our DNA so they are closer to us than they are to other animals like gorillas. They cannot swim due to the structure of their bodies.



Parrots have an incredible ability to know different human faces and have a high skill for communication. In addition, they can imitate human voices. Besides this, these birds have an excellent memory, which helps them solve difficult problems.



Crows are remarkable birds. They are clever in creating tools; using and saving them for future use. They have many mental abilities including problem-solving, reasoning and even self-awareness. Despite their small brain, they have a good memory.



3 **Choose an animal and write a report of two paragraphs about it explaining the reasons for your choice and what lessons you can learn from it.**

Start by filling in the outline below with your ideas.

Introduction: .....

.....

Paragraph 1:

Topic sentence: .....

Supporting details:

- .....
- .....
- .....

Paragraph 2:

Topic sentence: .....

Supporting details:

- .....
- .....
- .....

Conclusion: .....

.....

4 **Expand your notes to write the report in your notebook:**

Remember to:

- begin with an interesting introduction such as a question.
- develop the body by adding facts and details.
- use the conjunctions you have learnt in this lesson.
- edit your writing and check spelling and punctuation.

11 Human Intillegence

Module 4

Before you read

Reading: Expository

1 **In pairs, look at the picture then discuss the following questions.**



1- Do you think these scientists are genius people?

2- How can they help people?

3- What does **IQ** stand for?

2 **Read the following texts and match them with these ideas:**

- A competitive woman
- Overcoming health challenges



A Professor Stephen William Hawking is a world famous physicist and brilliant scientist. He was born on the 8th of January in1942. When he was 17 years old, he received a **scholarship** to study Physics and Chemistry at Oxford University. He got a Bachelor's degree in 1962 and then moved to Cambridge to study **Cosmology**. **Diagnosed** with Motor Neuron Disease, which led him to suffer from muscle weakness, at the age of 21, Hawking became sad and almost stopped his studies. However, influenced by his wife – Jane Wilde, he returned to his academic **life** and got his PhD in 1965. Hawking is perhaps best known for his pioneering theories on black holes and his bestselling 1988 book A Brief History of Time. Despite his undoubted intelligence, Hawking was modest about his gifts. When asked in a 2004 interview with The New York Times what his IQ was, Hawking gave this reply: "I have no idea." **World-renowned** Stephen Hawking, seen by many as the world's smartest person, never revealed his IQ score.



B Dr. Manahel Thabet is an **economist** driven by deep feeling. Dr. Thabet is the youngest economist in the world and an Arab graduate with a PhD degree in Financial Engineering. Dr. Thabet's research has also been included in the Financial Engineering Society Research focusing on knowledge-based economy. The research made achievements in the finance research studies.

In 2012, Thabet improved a **formula** that measures distance in space without the use of light. The formula was **groundbreaking** in the field of quantum mathematics (A new science of money) and is 350 pages of numbers. Her work to **revolutionise** our understanding of Math and Physics led her to get a second PhD in Quantum Mathematics. Moreover, she was selected to be in the World Genius Directory representing Asia for 2013. She says that her IQ is over 168, from a Stanford-Binet test. Also, she was **ranked** among the most influential 100 Arab Woman by the CEO Magazine and among the most powerful 500 Arabs in the world.

3 Read the text and answer the following questions.

1. What did Professor Stephen receive when he was 17 years old?

.....

2. How would you describe Professor Stephen? Why?

.....

3. What was Dr. Manahel Thabet's best achievement?

.....

4 Read the text then state whether these sentences are facts (F) or opinions (O).

1. Stephen Hawking was seen, by many people, as the world's smartest person. ( )
2. There is a formula that measures distance in space without the use of light. ( )
3. Neurone Disease, which weakens muscles, makes patients unable to move properly. ( )

5 What lessons have you learned from these articles?

.....

6 Find words in the text that mean the following:

1. Being the first to develop or use. .....
2. An award of financial aid for students to further their education. .....
3. To change fundamentally or completely. .....
4. Give someone / something a place in a grading system. .....
5. To change fundamentally or completely. .....

7 Complete the chart with different forms of words. You can use your dictionary.

	Noun	Verb	Adjective	Adverb
1			measurable	
2	knowledge			
4				influentially

Listening

Before you listen

1 **Look at the picture then discuss the following questions:**



1 - Who do you think the woman in the picture is?

2 - What do you think this story might be about?

Listening

2 **A- Listen and complete these notes:**

- Who : .....
- When: .....
- Where: .....
- What: .....

3 **B-Listen again to complete the following text.**

Upon **graduation** from the University of ..... in ..... Maria Montessori became Italy's first woman doctor. At that time, if women succeeded in male professions, they were **belittled**. Montessori was determined to use her abilities for the good of society, so she turned her ..... to the education of children with disabilities and learning difficulties. "If children with disabilities were given ..... education, maybe they would learn just as well as other children," she thought.

Montessori believed that children learn best when they are happy. So she **devised** theories that allowed them to learn at their own pace. She invented special equipment that help children learn using senses. Her system was a huge ..... . Children with disabilities learned how to read, paint, and sing as well as normal students. Later, she opened a school called "The Children's House" that gave children freedom to learn in an engaging and lively way. If she hadn't changed society's view of disabled children, they would never have been allowed the opportunity to become full members of society. Her ideas have been influential across the world and her theories have provided a creative approach to the education of children.

4 **Answer the following questions:**

A: Which best describes the main idea of the 2nd paragraph?

a. The life of Maria

b. The effects of Maria's theory

c. The rules of new schools

d. The children self-care skills

5 **Find in the text words that mean the same as:**

	(v) to say or think that someone or something is unimportant or not very good
	(n) the act of receiving a diploma or degree after finishing a course of study at a school , college, or university
	(adj) to able to influence the way other people think or behave
	(adv) at some time in the future, or after the time that you have been talking about

Speaking

1 Grammar in context *"Reported Questions / infinitive with to –not to (command / request)"*

Reported questions are one form of reported speech.

direct question / *command* / *request*	reported question / *command* / *request*
She said: "Are you cold?"	She asked **me if I was** cold.
He said: "Where's my pen?"	He asked where **his** pen **was**.
He said: "Why didn't you say something?"	He asked me why **I hadn't said anything**.
The teacher told me, "Work hard."	The teacher **advised me to work** hard.

2 Study the previous grammar box then change the following into reported speech.

1 - "Where are you?"

My friend asked me .....

2 - "Are you flying soon?"

He wanted to know .....

3 - "Don't stay up late"

The doctor advised me .....

3 Discuss these questions with your friend, and present your findings to the class

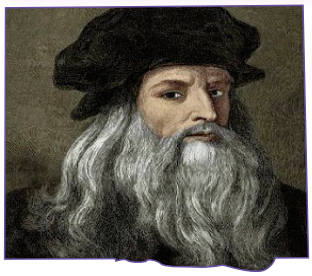
	Always	Sometimes	Never
1. Can you prevent problems?			
2. Do you waste a lot of time?			
3. Can you solve real-life problems?			
4. Do you often succeed in achieving your goals?			
5. Can you predict people's behaviour accurately?			
6. Do you choose the right people for the right jobs?			
7. Do you know how to focus and organise your work neatly?			
8. Are you able to create something new?			
9. Are you excited when you are asked how and why questions?			

Writing

1 Before you write:

- According to the boxes below, who was the smartest person?
- How can geniuses benefit our world?

Leonardo Da Vinci - IQ level: 200.
(Architecture - Engineering - Geology - Arts)



Johann Goethe - IQ level: 220.
(Poems - Essays - Novels -Scientific Studies)



Isaac Newton – IQ level: 192
(Mathematics - The laws of nature)



2 Intelligence is a mental ability, not a physical one. These are physically challenged people who managed to prove their exceptional intelligence.

- What do they have in common?
- How do they differ from each other?
- Who do you admire most?

Taha Hussein is one of the Egypt's greatest thinkers. Although he was **blind**, he became the first to hold a PhD degree from Cairo University. After that, he got a second PhD degree from the Sorbonne in 1919 on the philosophy of Ibn Khaldun. He reminded people that disability and economic hardship are not accepted excuses for failure. He said "Education is a right as water and air."



Helen Keller was one of the most famous American handicapped in the world. At the age of 19 months, Keller became blind and **deaf** and hardly able to communicate. Keller became an excellent student and eventually attended Radcliffe College, where she graduated with honours in 1904. As an author she published 12 books apart from writing numerous articles.



Beethoven was a great German composer and pianist. After he became deaf, he started to observe the vibrations of piano. Beethoven noticed that he could not hear high notes when playing piano. The important thing is that Beethoven did not give up and realized that he had to face the truth and continue living his dream of composing music.



3 **Choose one of the people you read about on the previous page, and write a two paragraph report describing his / her achievements despite his / her disability and concluding a moral lesson that you would advise your friends to believe in.**

Introduction: .....

.....

Paragraph 1:

Topic sentence: .....

Supporting details:

- .....
- .....
- .....

Paragraph 2:

Topic sentence: .....

Supporting details:

- .....
- .....
- .....

Conclusion: .....

.....

4 **Expand your notes to write the report in your notebook:**

Remember to:

- begin with an interesting introduction such as a question.
- develop the body by adding facts and details.
- edit your writing and check spelling and punctuation.

12 Artificial Intelligence

Module 4

1 Before you read

Reading: Expository

A. List intelligent machines, which help in your everyday life such as smartphones and other electronic devices at home.

B. Which one is most important to you and why?



Read the text and answer the following questions:

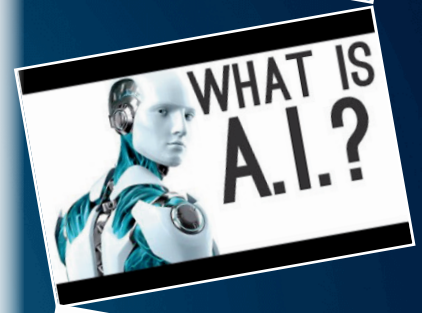
Artificial Intelligence (AI) is the ability of machines to think, learn and imitate the way human beings act. They are called "smart" machines because they can work on their own. The ideal characteristic of AI is its ability to take action that may **achieve** a specific **goal**. The term can be applied to any machine, which has **traits** associated with the human mind, like learning and problem solving.

Some examples of machines with artificial intelligence include computers that play chess, which have been around for years, and self-driving cars, which are **relatively** new. In chess, the end result is winning the game. For self-driving cars, the computer system must consider all external data and act in a way to help prevent accidents.

Ten years ago, if you mentioned the term "artificial intelligence", people would probably laugh at you. Today, AI technology is a great support to the digital information taking place today.

So how has this change come about? Well, **it** is partly **due to** the **abundance** of data. This has led to more research into ways data can be processed, analysed and acted upon. Machines are more suitable to do this work than humans. They are trained to do this in the "smartest" way possible. This **increased** interest in research in the field has led to **advances** that are leading to big changes. From computers to self-driving cars, no one is laughing now!









2 Comprehension questions:

1. What's the main idea of the text?

.....

2. How do you define Artificial Intelligence (AI)?

.....

3. What does the underlined pronoun "**it**" in the 4th paragraph refer to?

.....

4. Why are AI machines more suitable to certain jobs than humans?

.....

3 A- Find words in the text that mean the same as:

1. features : .....

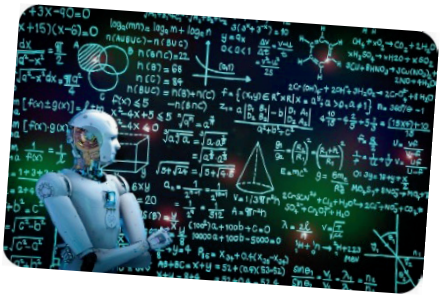
2. because of : .....



B- Find words in the text that mean the opposite of:

4. decreased X .....

5. shortage X .....



4 Fill in the blanks in the following paragraph, which summarizes the text:

[differently - supports - research - suitable - self-driving]

AI technology highly ..... the digital information today. Some examples of AI machines are ..... cars. Machines are more ..... for this work than humans. This development in ..... is leading to big changes. People think about AI ..... now.

Listening

Before you listen

1 **In groups, discuss the following questions:**



1. What do you think artificial intelligence (AI) will be like in the future?
2. Will robots become smarter than humans?

Listening — Robots: Friends or Foes?

2 **Three experts are asked what they think about the future of AI. Listen to them and decide if the following statements are TRUE (T) or FALSE (F). Write the answers and correct the false statements:**

1. Expert A is optimistic about the consequences of AI. ( )

.....

2. According to expert B, AI will become completely independent in about 100 years. ( )

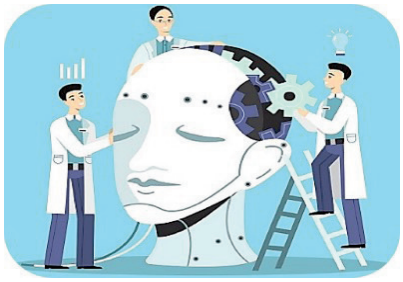
.....

3. Expert C says AI has more disadvantages than advantages. ( )

.....

Artificial Intelligence Vs Human Intelligence

3 **Write the following statements in the right column under the two headings:**



- Designed for a few tasks.
- Has the ability to be creative.
- The time needed to teach the system is high.
- Can hardly compete with a 6-year old child.
- Usually learns how to manage different skills during life.
- Has the ability to learn how to make decisions based on experiences.

Supercomputers	Human Brains
1.	1.
2.	2.
3.	3.

Speaking

1 Grammar Focus: Comparative & Superlative Adjectives

Comparative adjectives

You form the comparative of most adjectives by adding *-er, -r, -ier or more+ adjective*:

*fast**er** nice**r** lazy**ier** or **more** careful*

Example:

a. Robots will be *smarter than* humans.

b. AI machines will be *more intelligent than* humans.

Superlative adjectives

You form the superlative of adjectives with *-est, -st, -iest or most+ adjective*:

*fast**est** nice**st** lazy**iest** or **most** careful*

Example:

a. Humans are *the smartest* now.

b. Humans are *the most intelligent* now.

There are irregular comparative and superlative forms too:

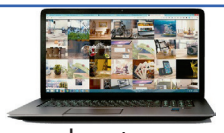
good – better / best - bad / worse – worst

Example:

a. The service at the local stores is better / worse than online stores.

b. The service here is the best / the worst of all local stores.

Look at the table and discuss the information to compare the three smart devices. Use comparative and superlative adjectives.

	 Smartphone	 Tablet	 Laptop
screen			
apps			
price			

Write sentences about the three devices using comparative and superlative adjectives.

1. ..... has ..... screen than ..... (large)
2. ..... is ..... than ..... (expensive)
3. ..... has the ..... amazing apps of all devices. (amazing)
4. ..... is the ..... of all devices. (good)

Speaking

A **Work in pairs. Prepare a conversation about AI in the future. One of you thinks that they will make our life better, the other fears that they will be a danger.**

Use phrases for checking that you understand:

- **Ask the other person a question:**
  - – Sorry, did you say …?
  - – Does that mean …?
  - – Do you mean …?
- **If necessary, ask for repetition**
  Sorry, can / could you repeat that, please?

B **Present your conversation to the class.**



Writing

Pre- writing activity:

1 **Match the icons with the definitions below:**

1. 

( ) is a navigation programme which uses AI technology to suggest the most convenient routes for different means of transportation for your destination.

2. 
( ) is a built-in "intelligent assistant that enables users of Apple devices to speak natural voice commands in order to operate the mobile device and its apps.

3. 
( ) is an AI robot that gathers facts about a situation through sensors or human input.

2 **a. Work in groups A, B, C and D.**

- Groups A and C think of as many points as you can about how AI robots / Machines may be useful for humans.
- Groups B and D think of as many points as you can about how AI robots/ Machines may be harmful for them.

b. Compare your ideas with the other groups. (A with B and C with D)

c. Make a list of all the points you have heard about AI robots / machines

Useful for humans:	Harmful for humans:
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....

3 **A. Write a short article for a science magazine about AI applications or machines, discussing how they may be useful for humans and how they may be harmful for them.**

Introduction: .....

.....

Paragraph 1:

Topic sentence: .....

Supporting details:

- .....
- .....
- .....

Paragraph 2:

Topic sentence: .....

Supporting details:

- .....
- .....
- .....

Conclusion: .....

.....

4 **B. Use the notes in the outline to develop your article and write it in your notebook.**

Remember to:

- Start a sentence with a capital letter.
- Use a capital letter after a full stop.
- Use a full stop to show the end of a sentence.
- Use a question mark at the end of a sentence to show a direct question.
- Use a comma to show a pause in a sentence.







Project The power of humanity

Aims

- To protect human life and health
- To encourage respect for human beings
- To prevent and reduce human problems
- To treat people the same, whatever their nationality, race, religion or politics

What they do

- Respond quickly to disasters
- Help countries to prepare for disasters
- Promote respect for human beings
- Promote health

Fact File: Kuwait Red Crescent Society

- It is a voluntary society providing help to people all over the world.
- It was established in December 1964 in The State of Kuwait.
- Its work covers all the governorates of Kuwait with the right to open branches in any of them.
- The society was founded on 10 January 1966.
- It joined the International Union of Red Cross and Red Crescent Societies in June of 1968.
- The Society is the only organisation in Kuwait that represents the Red Cross Red Crescent Movement.
- The Society has helped people in Bangladesh, Iran, Turkey and all over the world.
- The Red Crescent is the symbol used in Muslim countries.
- The symbol is red on white so it can be seen easily in wars and disasters.









Now you try!

- Think of a charity (either local or international) you know, or look for charities on the Internet.
- Download and print some pictures.
- Make notes under these headings:
  Aims Activities Fact file
- Write your project. You may not need to write paragraphs. See the example above.

WORDS TO REMEMBER

MODULE 1			MODULE 2		
UNIT 1	expedition	N	UNIT 4	fusion	N
	Accompany	V		monsoonal	Adj
	wilderness	N		peninsula	N
	cracked	Adj		appeal	V
	constant	Adj		habitat	N
	prey on	Ph.verb		species	N
	embarking on	Ph.verb		major	Adj
	quest	N		consist	V
	bond	N		showcase	V
	seek	V	UNIT 5	obviously	Adv
UNIT 2	novelist	N		suffocate	V
	variety	N		emit	V
	regard	V		depend on	Ph. verb
	influence	N		fossil fuels	N
	popularity	N		pollutant	N
	reputation	N		toxic	Adj
	Association	N		pesticides	N
	literature	N		seriously	Adv
	devotedly	Adv	UNIT 6	hard-packed	Adj
	significant	Adj		splendid	Adj
	document	V		hark back	V
UNIT 3	essentially	Adv		marvellously	Adv
	assistance	N		flank	V
	regardless	Adv		prodigious	Adj
	ethnic	Adj		depict	V
	catastrophe	N		convert	V
	annual	Adj			
	rush	V			
	extend	V			
	appreciation	N			
	gratitude	N			

WORDS TO REMEMBER

MODULE 3			MODULE 4		
UNIT 7	spiritual	Adj	UNIT 10	thrive	V
	material	Adj		scorching	Adj
	massive	Adj		supreme	Adj
	depression	N		perseverance	N
	quality	N		collective	Adj
	confusion	N		giant	Adj
	anxiety	N		demonstrate	V
	regret	N / V		squeeze	V
	vendor	N		give up	Ph.verb
	Immune	N		come up with	Ph.verb
UNIT 8	Spectator	N			
	endurance	N	UNIT 11	scholarship	N
	coordination	N		Cosmology	N
	opponent	N		diagnose	V
	bounce	V		World-renowned	Adj
	tournament	N		economist	N
	traditionally	Adv		formula	N
	conventional	Adj		groundbreaking	Adj
	eliminate	V		revolutionise	V
	strike / struck	V		rank	V
UNIT 9	Symptom	N	UNIT 12	Artificial Intelligence	N
	interfere	V		achieve	V
	contagious	Adj		goal	N
	currently	Adv		trait	N
	indicate	V		relatively	Adv
	suspicions	Adj		due to	Prep
	eventually	Adv		abundance	N
	concern	N		increased	Adj
	intellectual	Adj		advance	N
	maintain	V			

Literature time!

Around the World in Eighty Days

By Jules Verne

Episode 1



In the year 1872, Mr Phileas Fogg was living at 7 Saville Row, London. He was a strange man, who was about 40 years old. He was rich, but no one knew where his money came from. He did not seem to have a job. He was a member of the Gentlemen's Club, and that was all that was known about him.

Phileas Fogg lived alone. He had no family and few friends. He was a man of regular habits, who lived his life according to a strict routine. He got up at exactly the same time every day, and also ate his lunch and dinner at the Gentlemen's Club at exactly the same time every day. He timed his life with his pocket watch and followed a timetable in everything he did.

One day Phileas Fogg employed a new servant, Passepartout, a young Frenchman. Mr Fogg took out his watch and said, 'From this moment, twenty-nine minutes past eleven, on the morning of Wednesday, October 2nd, 1872, you are in my service.' Then he put his watch away and went to the Gentlemen's Club.

Mr Fogg sat and talked to his few friends as usual. They were excited. They had read in the newspaper about a robbery at the Bank of England. Someone had stolen £55,000.

'They will never catch the robber,' said one of Mr Fogg's friends. 'The world is a big enough place to hide in.'

'Perhaps no longer,' said another friend. 'Why, nowadays you can go around the world in three months!'

'Eighty days,' said Fogg, quietly.

'In theory, you are right,' said the first man. 'There is the Suez Canal and a new railway across India. But in practice, there are always delays. I'm sure you couldn't go around the world in eighty days, Fogg!'

'I'm sure I could,' Phileas Fogg replied. The man's remark was intended as a joke, but Fogg interpreted it as a challenge. 'In fact, I will travel around the world, and I will prove you wrong. I will be back here on the twenty-first of December at eight forty-five.'

When Mr Fogg returned home, he said to Passepartout, 'We leave for Dover in ten minutes. We are going to travel around the world.'

'Around the world?' repeated Passepartout, amazed.

'In eighty days,' replied Fogg. 'Pack an overnight bag. We will buy clothes on the way.' Mr Fogg handed Passepartout a black leather briefcase. 'Take good care of this,' he said. 'It contains a lot of money in Bank of England notes. We will need it on our journey.'

Ten minutes later, Passepartout was ready. Fogg was pleased. Then they took a horse-drawn carriage

to Charing Cross Station, where Mr Fogg's friends were waiting to wish him well. 'Gentlemen,' said Fogg. 'I will have my passport stamped in every country I visit to prove to you that I have travelled around the world in eighty days.' Then the Dover train pulled slowly out of the station.



Episode 2

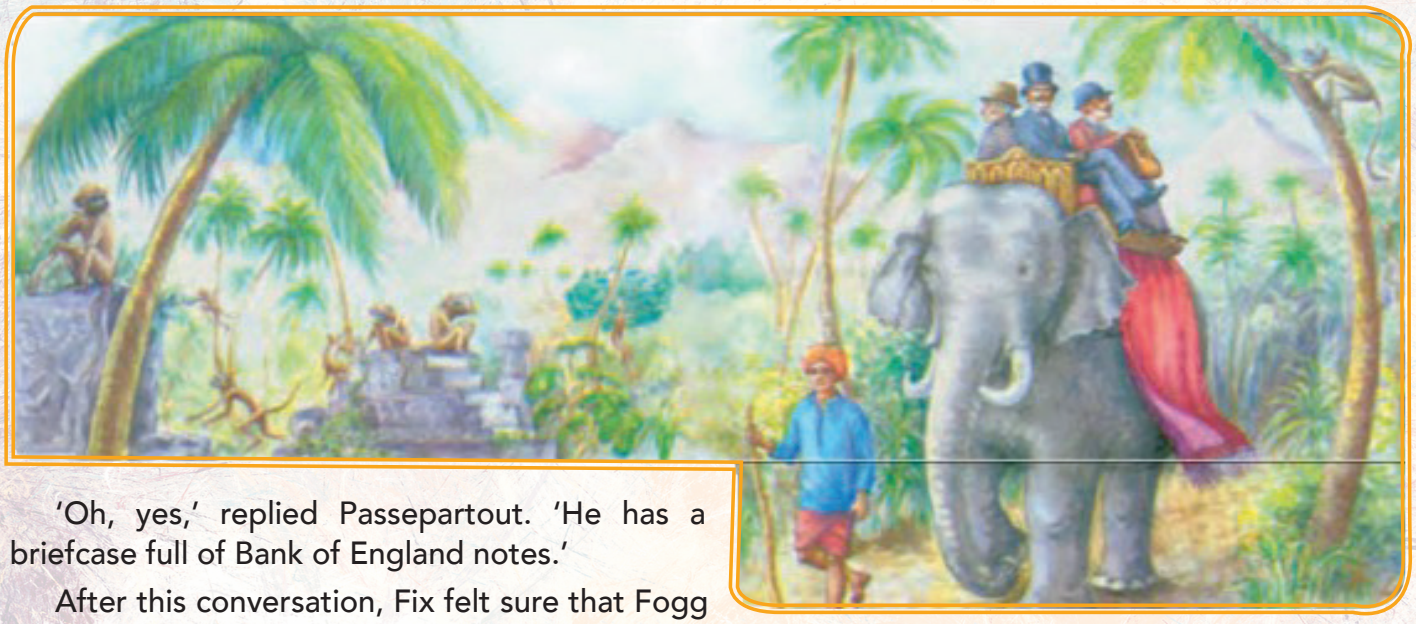
Seven days later, Fogg and Passepartout arrived in Suez. Passepartout took Fogg's passport to the British Embassy to get it stamped. They planned to board the steamship *Mongolia* to travel to Bombay.

A man was watching Passepartout. He was a detective from London called Fix. He was looking for the Bank of England robber. Phileas Fogg looked something like the man in the description.



Fix met Passepartout outside the embassy. Passepartout told Fix that he and Fogg were travelling around the world.

'Mr Fogg must be a rich man,' said Fix.

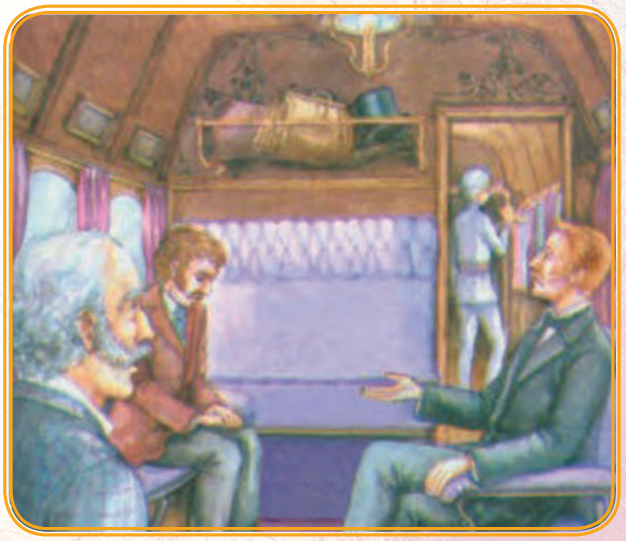


'Oh, yes,' replied Passepartout. 'He has a briefcase full of Bank of England notes.'

After this conversation, Fix felt sure that Fogg was the Bank of England robber. He decided to follow Phileas Fogg.

Fix sent a telegram to the London police. He asked them to send a warrant for the arrest of Phileas Fogg to Bombay. He would collect it when the *Mongolia* arrived there.

The voyage from Suez to Bombay took eleven days. On the 20th of October, the *Mongolia* landed in Bombay – two days ahead of schedule. Fix immediately called at the police station, but the warrant had not yet arrived.



Phileas Fogg was leaving by train for Calcutta that same evening. He went to the railway station and ordered dinner.

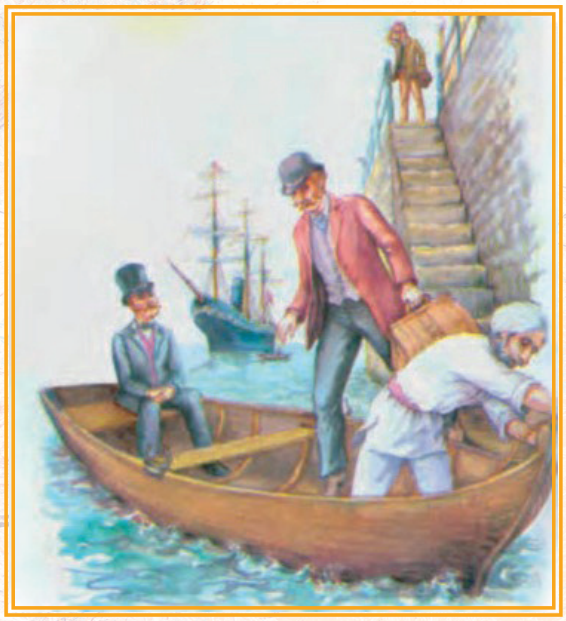
On the train, Phileas Fogg was discussing his schedule with Passepartout and another passenger. As they were talking, the train stopped. The conductor of the train called out.

'All passengers must get out here!'

The railway did not go all the way to Calcutta. There was a gap of seventy miles in the railway line from a small town called Satna to the next station at Allahabad. How were they to get there?

Passepartout suggested that they buy an elephant to take them to Allahabad. After some bargaining, Phileas Fogg bought an elephant for £2,000 and hired a guide to take them.

Chairs were fitted onto the elephant's back for the men and the guide led them through the jungle. It was not a very comfortable ride and Passepartout wished that he was back on the train. They travelled twenty-five miles the first day and spent the night in an old house. They covered forty miles on the second day. They stopped in a village overnight. They eventually reached the railway station at Allahabad at ten o'clock the next morning the 24th October.



Passepartout wondered what Phileas Fogg would do with the elephant, now that they no longer needed it. He was pleased when Phileas Fogg gave it to the Indian guide.

'You are giving me a great gift, sir,' the guide said.

'Take him, guide. I am very grateful for your help,' said Phileas Fogg.

The overnight train from Allahabad arrived in Calcutta on time. Mr Fogg's attention was now focused on his next destination, Hong Kong.

At exactly ten minutes to twelve, Phileas Fogg's carriage stopped at the docks, where the steamer Rangoon was waiting.

They climbed down the steps to a small boat, which took them to the ship. They boarded the Rangoon with just two minutes to spare! Fogg noted that the voyage to Hong Kong should take twelve days.

Episode 3

Meanwhile, Fix had also managed to join the *Rangoon*. He hoped to arrest Phileas Fogg in Hong Kong. His warrant was only good in countries ruled by Britain. Hong Kong was the last of these countries.

Passepartout was surprised to meet Fix again on the *Rangoon*. They talked in a friendly way, but Passepartout was puzzled. Fix seemed to be following them. But why? At last Passepartout guessed the answer: Fix was a member of the Gentlemen's Club who wanted to make sure that Phileas Fogg was really travelling around the whole world, and was not cheating!

'Are you in a great hurry to reach Hong Kong?' Fix asked Passepartout one day.

'A very great hurry,' Passepartout replied. 'We must catch the *Carnatic* for Yokohama. If we miss it, we will not complete our journey around the world in eighty days.'

'I don't believe in Mr Fogg's journey around the world,' said Fix. 'Don't you?' smiled Passepartout. 'You're a clever fellow!'



Fix was worried by this conversation. Did Passepartout know that he was a detective? Would he tell his master? When Passepartout asked him if he was going to stay in Hong Kong or go on with them to Yokohama, Fix didn't know what to say.

During the last few days of their voyage to Hong Kong, the weather was bad. There were storms and high winds. The *Rangoon* made slow progress. The ship was going to be a day late arriving in Hong Kong. There wouldn't be another ship for several days.

They arrived in Hong Kong on 6th November. Phileas Fogg immediately asked the captain when the next ship for Yokohama was due to leave.

'The Carnatic sails for Yokohama tomorrow morning,' the captain said. 'She should have left yesterday. But there were problems with her engines, and she was delayed'.

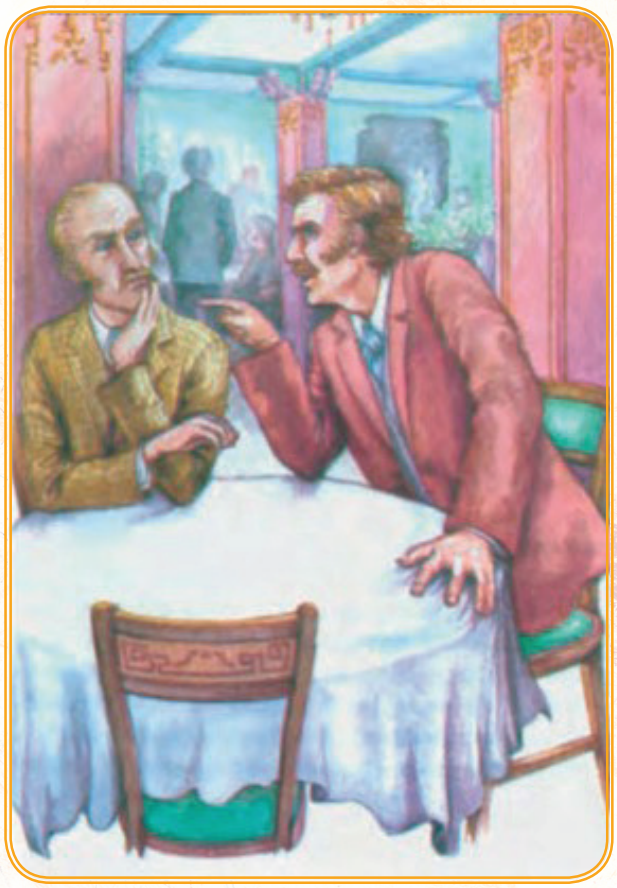
So Phileas Fogg was only one day behind his schedule.

Fix the detective was very worried. The warrant for the arrest of Phileas Fogg had not arrived in Hong Kong. If Phileas Fogg left British territory now, Fix's warrant would be useless. He would never be able to arrest the man he thought was a bank robber. He was desperate, so he decided to tell Passepartout everything and ask for his help.

Fix took Passepartout to the hotel where he was staying. He told Fogg's servant that he was a detective and that he believed Fogg was a bank robber. Fix showed Passepartout papers to prove that he was speaking the truth.

'Your master robbed the Bank of England of £55,000. If I catch him, I will get a reward of two thousand pounds. I will share it with you if you help me.'

'Never!' cried Passepartout. 'My master is a good, kind man, and I will never betray him.'



'Don't shout!' replied Fix. 'You're attracting too much attention. Let's go and talk in my room.'

Fix led the way. He opened the door and moved aside to let Passepartout into the room first.

As soon as Passepartout entered, Fix quickly stepped back from the doorway and locked the door, trapping Passepartout inside.

Fix had found out that the *Carnatic* was going to leave Hong Kong twelve hours early. But, of course, Phileas Fogg did not know this. When he arrived at the dock next morning, he found that the *Carnatic* had sailed the night before.

Just then Fix approached Phileas Fogg. He asked to speak to Passepartout. Phileas Fogg explained that he was not there.

'Perhaps he left on the *Carnatic* last night, Fix said. 'There is not another boat to Yokohama until next week.'

'There are other ships,' said Phileas Fogg calmly.

Phileas Fogg soon found the captain of a fast boat. He offered the captain £200 to take him to Yokohama in time to catch the steamer to San Francisco.

'My boat is not big enough to sail to Yokohama,' replied the captain. 'But I can take you to Shanghai. The ship for Yokohama and San Francisco starts from there.'

Phileas Fogg agreed to this plan, and invited Fix to join them. The detective had no choice but to accept.

Episode 4

There was a big storm between Hong Kong and Shanghai and the little boat was delayed. They reached the mouth of the Shanghai River at six thirty. The steamer to Yokohama was due to leave Shanghai at six o'clock. Just then they saw a big ship coming towards them.

It was the Yokohama steamer, the *General Grant*. The captain of Fogg's boat was angry because they were too late, but Phileas Fogg was calm.

'Signal her,' he said. 'Fire your gun and lower your flag.'

Phileas Fogg knew that the Yokohama steamer would stop when it saw the signal.

The captain of Fogg's boat did just what Fogg had said, and fired his gun and lowered his flag. The *General Grant* changed course and came alongside the small boat. Fogg, as he has always done, kept his promise and paid the captain his money. He then boarded the big steamer with Fix. The journey from Shanghai to Yokohama took three days.



We left Passepartout locked in Fix's hotel room in Hong Kong. What had happened to him?

He banged on the door to attract attention, but nobody came to release him. In despair, and filled with exhaustion, he fell asleep on the bed. Eventually, a member of the hotel staff knocked on the door. Passepartout awoke immediately. He thanked the man, told him that he had been locked in the room by accident and hurriedly left the hotel. The name *Carnatic* filled his mind. He ran across Hong Kong towards the harbour and found the ship.

He reached it just in time. As the Carnatic sailed gracefully out of Hong Kong, Passepartout searched the vessel for any sign of Phileas Fogg, but he was nowhere to be seen.

Passepartout had his own ticket, but he had no money and he did not know what to do. When the *Carnatic* arrived in Yokohama on November 13th, he walked the streets.

Somehow he had to get food and money.

The next day he saw an advertisement for a circus and asked the owner if he would give him a job.



Passepartout's first job was to climb on top of a human pyramid, where men balanced on each other's shoulders. Passepartout was to be the man on the top of the pyramid. He climbed up and stood on the top of the human pyramid. The audience clapped, then they cried out in surprise. For Passepartout had jumped from the top of the pyramid and into the audience!

'My master! my master!' Passepartout cried, for he had seen Phileas Fogg in the audience.

Phileas Fogg showed no surprise. 'Is it you, Passepartout?' he asked.

'Myself.'

'Then let us go to the steamer, young man.'

They returned to the *General Grant* and they set sail for San Francisco that same evening.

Fix was also on the ship. His warrant had arrived in Yokohama, but it was no use to him there. So Fix decided to follow Phileas Fogg to America and back to England.



One day he met Passepartout on deck. Passepartout was very angry with Fix, because the detective had locked him in the hotel room in Hong Kong. He shouted at Fix for a full five minutes.

When Passepartout had finished, Fix asked to speak to him about his master. At first Passepartout did not want to listen to the detective, but after a few minutes he calmed down.

'If your master is going back to England, I will help him,' said Fix. Then we will both know if he is an honest man. But in the meantime, you must say nothing to your master.'

Passepartout agreed to the detective's plan. On the 3rd of December, the *General Grant* sailed into San Francisco Bay. Phileas Fogg was again exactly on schedule.

In San Francisco, Phileas Fogg met Fix in the street. The detective seemed surprised. They agreed to continue their journey together across America. As they were walking through the city, they saw a great crowd of people. There were so many people pressed together that it became difficult for Fogg, Fix and Passepartout to make their way. A short man with a black beard and a big stomach approached.

'Excuse me,' said Phileas Fogg. 'Get out of my way!' said the man.

'Certainly, if you show some politeness,' said Mr Fogg.

'Get out of my way,' the man repeated, pushing Phileas Fogg aside. 'Englishman!' he said. 'We will meet again.'

'Certainly,' said Fogg calmly. 'What is your name?' 'Colonel Stamp Proctor. And yours?'

'Phileas Fogg.'

'I will come back to America to find Colonel Proctor,' said Fogg. 'An Englishman cannot be insulted in that way.'

Episode 5

They boarded the train with Passepartout on 4th December. In seven days' time they would be in New York to catch the steamer to Liverpool on 11th December.

As they passed through the great Rocky Mountains, the views from the train were magnificent. Passepartout had never seen anything so beautiful.

The next day Passepartout saw Colonel Stamp Proctor on the train. He was afraid that Colonel Proctor and Phileas Fogg would argue if they met. Passepartout told Fix about his worries. They knew they must prevent Fogg and Colonel Proctor from meeting. Fix suggested to Phileas Fogg that they play a game of *dama*. He agreed and soon Fogg and Fix were playing *dama* all day.

Suddenly the train stopped. There were no stations nearby and at first no one knew why the train had stopped.

'It's the bridge at Medicine Bow a mile up the track,' the train driver said. 'It's not strong enough to take this train.'

The passengers would have to walk to Medicine Bow. There would be a six-hour delay. The passengers complained.

At last the engine driver decided to try to cross the bridge. If he drove it as fast as possible, they would have a good chance of crossing the bridge safely.

The passengers were very excited and they all decided to take the risk. Passepartout was amazed. He suggested that the passengers should get off the train before it tried to cross the bridge, but no one listened to the logical Frenchman.

The train got up top speed and raced over the bridge. When they crossed it safely, there was a great cheer from the passengers. When they looked back, they saw the bridge falling into the river behind them.

Next morning, Phileas Fogg and Fix were playing *dama* again. Fogg heard a voice behind him.

'I would make a different move.'

Fogg looked up into the face of Colonel Stamp Proctor. 'You know nothing of this game,' Proctor said rudely.

'You have insulted me again, sir,' said Phileas Fogg, standing up. 'I demand an apology.'

Proctor said nothing. He simply smiled in a most unfriendly manner and turned and walked away.

The weather changed as the train travelled north-eastwards and into the centre of America. It began to get very cold. Snow began to fall, gently and lightly at first, then more heavily.





The train arrived at a station in a small town called Hastings. The stationmaster informed the driver that the railway line ahead was covered in snow. The train could not go any further. The passengers would have to wait on the train until the snow melted.

People from the town helped. They brought hot food and warm blankets.

'How long will it be until the snow melts?' Phileas Fogg asked the stationmaster. 'Nobody knows,' he replied. 'It may be two days, it may be ten. You can never tell at this time of year.'

Mr Fogg began to think he could not succeed. He was stuck in snow in the middle of America on a train that could not move. But all was not lost!

Fix had an idea. They could travel to Omaha on a sledge with a sail on it. This sail- sledge could travel over the snow at great speed. The land was very flat here and they could travel the two hundred miles in five hours.

Phileas Fogg agreed with Fix's plan. They set off early the next morning. It was very cold, but the strong wind blew the sail-sledge along quickly.

They arrived in Omaha in the afternoon of the 7th December. There was a train waiting to take them to Chicago. The next day they arrived in the city, then immediately boarded a train for New York. At eleven o'clock on the evening of the 11th of December, Phileas Fogg and his friends arrived in New York. There they discovered that the steamer *China* had left for Liverpool three-quarters of an hour before!



It now seemed impossible for Phileas Fogg to reach London by 21st December. There were no steamers going directly to Liverpool for several days. Phileas Fogg had already spent a good deal of money on the journey.

But Phileas Fogg remained calm. 'We will think about our journey tomorrow,' he said. 'Now we must get some sleep.'



Episode 6

The next day Phileas Fogg went around the New York docks, looking for a ship to take them to Europe. He saw a steamer, the *Henrietta*, which was ready to sail.

But the captain told him he was going to Bordeaux in France. Phileas Fogg tried to persuade the captain to take them to Liverpool, but he failed.

'Very well then,' said Fogg. 'Take me to Bordeaux.' 'I don't take passengers,' the captain replied rudely. 'I will pay you $2,000 for each of the three passengers,' said Fogg.

The captain immediately changed his mind. 'The *Henrietta* leaves at nine o'clock,' he said.

'We will be on board at nine,' said Phileas Fogg.

The *Henrietta* left on time and was soon sailing out of New York and into the Atlantic Ocean.

Fogg talked to the captain again. Fogg offered to pay $20,000 to the captain if he would take the ship to Liverpool instead of Bordeaux. At last, the captain agreed.

The next morning, a man came on deck and took the wheel of the Henrietta. But it was not the ship's captain – it was Phileas Fogg!

But where was the captain? He had been taken ill during the night. Mr Fogg went to see him and suggested that he should take charge of the ship himself. The captain was too ill to do anything but accept Mr Fogg's proposal.

Phileas Fogg soon showed himself to be a clever seamen and the ship made good time. There was a storm, but Phileas Fogg sailed the ship through it safely. They had travelled half the distance to Liverpool when the ship's engineer told Phileas Fogg that they were short of coal.

'In that case,' said Phileas Fogg calmly, 'we must burn some of the wooden parts of the ship.'

The captain was angry when he heard this, but Fogg said he would buy his ship for $60,000. The captain agreed.

The *Henrietta* arrived in Cork in Ireland on the evening of 20th December. Phileas Fogg and his friends immediately took the train to Dublin. The next day, they caught the steamer to Liverpool. At twenty minutes to twelve on 21st December Phileas Fogg finally arrived back in England, exactly eighty days after he had left London.

The detective then showed Fogg the warrant for his arrest. 'Phileas Fogg,' he said. 'I arrest you in the Queen's name!' Passepartout was amazed. Phileas Fogg was taken away to prison.



Passepartout blamed himself for his master's arrest. If only he had told Phileas Fogg that Fix was a detective, he could have escaped.

Passepartout wept tears of anger. It was all his fault!

Meanwhile, Fogg was, as usual, perfectly calm. He sat in his prison cell. He showed no sign of disappointment. What was he thinking? He still had nine hours to get to London. Did Phileas Fogg still have hopes of arriving there on time? It was impossible to say. But he took his watch out of his pocket and put it on the table of his cell. He took out his diary, opened it, and wrote these words on it: December 21st, Saturday, Liverpool: 80th day, 11:40 a.m.

He sat and waited. At thirty three minutes past two, he heard a noise outside. He heard Passepartout's voice and then Fix's voice. The door of the cell opened and Fix rushed in, followed by Passepartout. Fix was out of breath. He could hardly speak.

'Sir,' he said, 'sir – forgive me – terrible mistake – bank robber arrested three days ago – you – are – free!'

Phileas Fogg said nothing. He stood up, walked up to the detective, and looked him straight in the eye. 'I am not impressed by your professional abilities, Detective Fix,' he said.

Fix could not bear to look at Fogg. He stared down at his shoes for a moment, then he turned and walked away.

Phileas Fogg and Passepartout left the prison immediately and took a carriage to the railway station. The fast train for London had just left, so Phileas Fogg ordered a special train to take him to London. He now had five and a half hours to get to London, but there were delays on the railway line and the train did not reach London until ten minutes to nine. Phileas Fogg had travelled around the world, but he was five minutes late. He had lost!

Phileas Fogg had spent almost all of the £20,000 he had started with. He returned to his house in Saville Row. That night perhaps even Phileas Fogg found it difficult to sleep. Next morning he was busy with his business affairs.

Passepartout could not understand how his master could be so calm. He blamed himself for his master's failure.

'Why do you not blame me, sir?' he cried. 'It was my fault that – ' Phileas Fogg interrupted him. 'I blame no one,' he said.

At the Gentlemen's Club, Phileas Fogg's friends waited for him. It was twenty past eight. One of his friends spoke.

'Gentlemen,' he said, 'in twenty-five minutes the time agreed will be up. Unless Fogg returns by a quarter to nine, he will fail.'

They waited and watched the clock. The minutes passed. Only seconds remained. Then there was a great cheer from the street outside.

At a quarter to nine exactly, Phileas Fogg walked into the Gentlemen's Club. 'Here I am, gentlemen,' he said calmly.

It was Saturday, not Sunday. By travelling around the world from west to east, Phileas Fogg had gained a day. So he had completed his journey in just over seventy-nine days and had proved it could be done.