

State of Kuwait Ministry of Education

AND ADDRESS OF A DECK





Modified Target English Student's Book

White appropriate balance & Some Hill











© Ministry of Education - State of Kuwait. 2019

All rights reserved; no part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior written permission of the Publishers

First edition: 2008

Second edition: 2019/ 2020 - 2020/ 2021- 2021/ 2022 - 2022/ 2023 Printed in Kuwait by: International Group Press Company.

Rviewed by:

Joza AL Otaibi Mona AL Amir

Mariam AL Matouq

Graphic Designer Mohammed Zafarullah The publisher wishes to thank the Evaluation Committee of Kuwait Ministry of Education: Evaluation and Adaptation Committee (2008) 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):

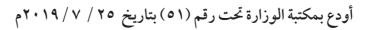
- Mrs. Suzan AI-Bashiti. ELT, General Supervisor, MoE
- Dr. Ghada Al Yaqout, Assisstant Professor of English Department, College of Basic Education PAAET.
- Mr. Jaouad Amrani, ELT Supervisor, MoE
- Mr My Abdelaziz Adnani, ELT Supervisor, MoE
- Mr Sameh Hamdy Ali, ELT General Supervisor, MoE
- Mr Anas 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



Pdf Book







حضرة صاحب السمو الشيخ نواف الأحمد الجابر الصباح أمير دولة الكويت H.H. Sheikh Nawaf AL-Ahmad Al-Jaber Al-Sabah The Amir Of The State Of Kuwait



سمو الشيخ مشعل الأحمد الجابر الصباح ولي عهد دولة الكويت H.H. Sheikh Meshal 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
→ A · · · · ·	Unit 5	The Environment	40
ALLEN SAL	Unit 6	Cultural Attractions	46
		Project	52
		About Our Lives	
	Unit 7	Happiness	54
πππ	Unit 8	Sports	60
	Unit 9	Medicine	67
	M	Iultiple Intelligences	
	Unit 10	Animal Intelligence	74
Peters Rear	Unit 11	Human Intelligence	80
Suff Shart	Unit 12	Artificial Intelligence	86
		Project	92
(Words to Remember	93
	<	Literature Time	95

Module One: Exploration

Unit title	Spec	ific Competences	Speech Acts	Language Structures
S	L	1 /2 / 3 / 4	Expressing preferenceTalking about likes and	 Parts of speech Present simple
I. Explorers	S	1 /2 / 3 / 4	dislikes Describing present experiences 	 Past simple Form questions
l. Exp	R	1 /2 / 3 / 4	Describing past experiences	 Make negative
	w	1 /2 / 3 / 4		
	L	1 /2 / 3 / 4	 Agreeing and disagreeing Talking about future plans Interviewing Role-playing a dialogue 	 Parts of speech Future simple with
2. Authors	S	1 /2 / 3 / 4		"will" • Future with "going to" • Wh Questions – short
2. AL	R	1 /2 / 3 / 4		answers
	w	1 /2 / 3 / 4		
>	L	1 /2 / 3 / 4	Expressing opinionDescribing experiences	 If conditional type 2 Acronyms
3. Philanthropy	S	1 /2 / 3 / 4	• Re W • Tc sit • Le ar • Us	Spelling ruleRelative clauses who which whose
hilan	R	1 /2 / 3 / 4		Talk about imaginary situations
З. Р	w	1 /2 / 3 / 4		 Learn how to prepare and present a speech Use polite greetings to give a speech

Module Two: The World

Unit title	Spec	ific Competences	Speech Acts	Language Structures
pup	L	1 /2 / 3 / 4	Making guessesDescribing places	 Present continuous Past continuous
untries (Cities	S	1 /2 / 3 / 4	Giving reasonsTalking about plans	
4. Countries and Cities	R	1 /2 / 3 / 4	 Using persuasive language 	
4.0	w	1 /2 / 3 / 4		
_ 0	L	1 /2 / 3 / 4	Describing picturesMaking suggestions	• The passive: Present continuous
. Cultural ttractions	S	1 /2 / 3 / 4	 Debating Giving advice Expressing opinion Persuading 	 Past continuous and modals Derivatives
5. Cu Attrac	R	1 /2 / 3 / 4		
	w	1 /2 / 3 / 4		
nent	L	1 /2 / 3 / 4	Describing objects and Present perfect	Order of adjectivesPresent perfect simple
vironr	S	1 /2 / 3 / 4		
. The Environment	R	1 /2 / 3 / 4		• Collocations
6. Th	w	1 /2 / 3 / 4		

Module Three: About Our Lives

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

Module Four: Multiple Intelligences

Unit title	Spec	ific Competences	Speech Acts	Language Structures	
_ 0	L	1 /2 / 3 / 4	Describing picturesExpressing opinion	 Parts of speech Conjunctions 	
nima genc	S	1 /2 / 3 / 4	Giving reasonsComparing and contrasting	 (addition / contrast / cause & effect) 	
10. Anima ntelligence	R	1 /2 / 3 / 4	Talking about abilityExpressing likes and		
	w	1 /2 / 3 / 4	dislikes		
- 0	L	1 /2 / 3 / 4	 Describing pictures Asking for and giving information 	Parts of speechReported speech	
uman Jence	S	1 /2 / 3 / 4	information • Stating advantages and disadvantages • Talking about ability	 (questions / commands and requests) 	
11. Hu ntelliç	R	1 /2 / 3 / 4			
_	w	1 /2 / 3 / 4			
	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	
ificial Jence	S	1 /2 / 3 / 4		Role playing a dialogue Use more	 Superlative adjectives Use morethan and the most
2. Art htellig	R	1 /2 / 3 / 4			
- <u>-</u>	w	1 /2 / 3 / 4			

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

Module

ne

- Reading to identify facts and opinions
- Talking about plans



Module 1

Before you read

Reading: Narrative

In pairs, look at the pictures; tick (\checkmark) 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

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	

Tick the following statements either with True (\checkmark) 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:

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?

Read the fourth paragraph and complete the following table:

Verbs	Nouns	Adjectives
explained	quest	deep
		,

Pre-Listening

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

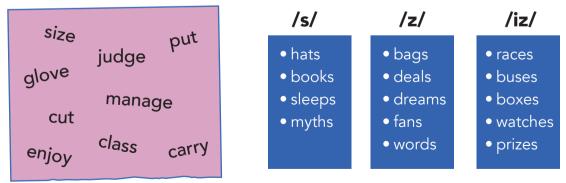
weather	equipment	risks

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:



/s/	/z/	/iz/





🚯 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





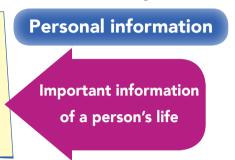
Remember, Use the past tense to talk about your expedition

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.





Achievments

Person's Important work 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.

These are the common features of writing a biography

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

Personal Information	
Name	
Date of birth	
Place of birth	

	Achievements
1 -	
2 -	
3 -	



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

Topic Sentence:	
Personal information:	Facts & Achievements:
Name:	
Date of Birth:	
Place of Birth:	

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.



Extention





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 which have been translated into several languages.

Writing Checklis	t	
Did I include		
Topic Sentence		
Supporting details		
Concluding sentence		
Punctuation marks		



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



Module 1

Before you read

1

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:

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 fiftyfour 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.

Reading: Expository

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

1 Match the following words with their definitions:

2 Choose the best title for each text:

Text 1: Text 2:

In Search for History A Famous Sci-fi Writer

A Journey to The Future

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?

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.



Decide the purpose of the author for the following :

- 1 History books:
- 2 Comics:
- 3 Cooking books.....
- 4 Advertisements: 5 - Brochures :
- What is the purpose behind writing the above texts?
- 6 Fiction stories:

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



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.		<u></u>		\bigcirc
1	3		\bigcirc	
2 Check your answers with your o		~	O	

5 -

Speaking



Future Simple Tense

For future plans I am going to buy a new car.		Í	
Going to	For predictions with evidence	Look at those clouds. It is going to rain soon.	N
What are you going to do this evening?			
	For future events	You seem cold . I will make you some hot soup.	
	For predictions	This movie is great. You will love it.	Å Å

 without evidence
 Inis movie is great. You will love it.

 Will
 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.

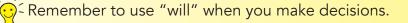
a. Work in groups, discuss and decide on a visit itinerary for your friends.

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.

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

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.



Writing



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
	(name) remembers				
				•••••	
	<u> </u>	·····			



Module 1

Before you read

Reading: Narrative

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

- What is Kuwait's foreign policy?
 What does "even when the Kuwaiti people faced hardships in the past" mean to you?
 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

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

AcronymPhrase/NameDIYDid you know that
many banks and
companies all over
the world also use
acronyms?ASAPAt the moment

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

Listening: Interview

Before you listen



• 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.

Listen to an interview with her describing her experience with 2 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 \checkmark or FALSE imes1. 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 th	at she used to help po	or children but couldn't anymore
because the campaign wa	s only for	
back to the organization an	d the t	eam. The volunteers' age ranged
from 7 to,	they joined with eithe	er their parents or older siblings.
Manal never	that young boys and	l girls would have so much ability
and potential for	They organiz	ed a celebration for Eid Al-Fitr
for orphans and visited a	centre for children wi	th special, they
collected	positive messages fror	n the children in
to give to the children in n	eed. It was one of the	ir most wonderful successes and
she hopes to have more	in the fu	iture.

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

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.

The man arrived late. He had an accident.

The man left quickly. The man's car is red.

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

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

- **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: everv 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!



Speaking







This car, which is old, works well.

Writing

Grammar: If conditional type 2. Used to talk about hypothetical situations that are unlikely to happen, but possible. We use <u>the if +</u> 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.	lf 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 disabilitie	s, they gre	at things (support, do)
5.	If they	,they	a lot of people (volunt	teer, 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.





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:								

Hodule 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

Countries & Cities

Module 2

Reading

Before you read

Mix, Pair, Share

Match the following countries with their capitals and flags:

France	() Kuala Lampur			1	-
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 crystalclear 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:

 Economy of Malaysia Tourist Attraction General Information Celebrations of Malaysia Weather in Malaysia Answer the folic What is the type of 	A sia owing questions:						
a) Argumentative		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 - a) Obvious	clear waters" in parag b) Original	r aph D means: 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. 							
c) I think that all peop		((a festival. ()))				
7 - Mention the countries that border Malaysia. Which of them have you visited so far? Did you like them? Why? Why not?							

					Liste	n in ig
Before you	listen					
cou	th your gro untries [wea d write their	ather – cu	urrency –	vou knov languag	w about th e – traditio	ne followin ons – food
Countries: Nationalities:	India	China	Mexico	Japar	n USA	Austral
2 🕜 4.	1 a. Listen	and gues	is the thre	e count	ries being	described:
4.	1 b. Listen mentione				pieces of	informatio
ē	a) Weather		d) Streets		g) Cur	rency
ŀ			N I I I I		b) Lan	guage
ĸ	b) Flag		e) Industries		II) Lali	guage
С) Museums		e) Industries) Celebratio			oulation
c Think, Pair, Think, Pair,) Museums	wing adje	Celebration Celebration Cectives un Cou can in s	ons	i) Pop ir appropri	iate colum
c Think, Pair, Think, Pair,	c) Museums Share ist the follow	wing adje	Celebration Celebration Cectives un Cou can in s	ons	i) Pop ir appropri	iate colum
c Think, Pair, Think, Pair,	c) Museums Share ist the follow then use as m major	wing adje any as yo	Celebration Celebration Cectives un Cou can in s	ons	i) Pop ir appropri s of your o heavy d	iate colum
c Think, Pair, D 😧 Li th	c) Museums Share ist the follow then use as m major	wing adje any as yo	celebration cectives un ou can in s rozen noisy	ons	i) Pop ir appropri s of your o heavy	iate column
c Think, Pair, D 😧 Li th	c) Museums Share ist the follow nen use as m major id	wing adje any as yo dry	celebration cectives un ou can in s rozen noisy	ons	i) Pop ir appropri s of your o heavy d	iate column
c Think, Pair, D 😧 Li th	c) Museums Share ist the follow nen use as m major id varied	wing adje any as yo dry	celebration cectives un ou can in s rozen noisy	ons	i) Pop ir appropri s of your o heavy crowded	iate column
c Think, Pair, D 😧 Li th	c) Museums Share ist the follow nen use as m major id varied	wing adje any as yo dry	celebration cectives un ou can in s rozen noisy	ons	i) Pop ir appropri s of your o heavy crowded	iate column
c Think, Pair, D 😧 Li th	c) Museums Share ist the follow nen use as m major id varied	wing adje any as yo dry	celebration cectives un ou can in s rozen noisy	ons	i) Pop ir appropri s of your o heavy crowded	iate column
c Think, Pair, D 😧 Li th	c) Museums Share ist the follow nen use as m major id varied	wing adje any as yo dry	celebration cectives un ou can in s rozen noisy	ons	i) Pop ir appropri s of your o heavy crowded	iate column
c Think, Pair, D 😧 Li th	c) Museums Share ist the follow nen use as m major id varied	wing adje any as yo dry	celebration cectives un ou can in s rozen noisy	ons	i) Pop ir appropri s of your o heavy crowded	iate column
c Think, Pair, D 😧 Li th	c) Museums Share ist the follow nen use as m major id varied	wing adje any as yo dry	celebration cectives un ou can in s rozen noisy	ons	i) Pop ir appropri s of your o heavy crowded	iate column

I the later of

of course surely I'm sure that Just think about 4.2 a. Listen to these words. Underline the stressed syllables: historical spectacular archaeological colourful mosaic experience ecological caravan Malaysian adventurous 4.2 b. Listen again and repeat the words.

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

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

Pronunciation word stress

history

Malaysia



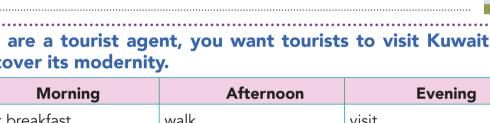
Grammar present continuous for future arrangements * Use the present continuous to talk about future arrangements. He/She/It + is + v. inq They/We/You + are + v. ing I + am + v. ing

a: What are you doing tomorrow evening?

b: I'm playing volleyball tomorrow evening, but Tom isn't playing with us.

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."





Writing

1 (1) Discuss the following:

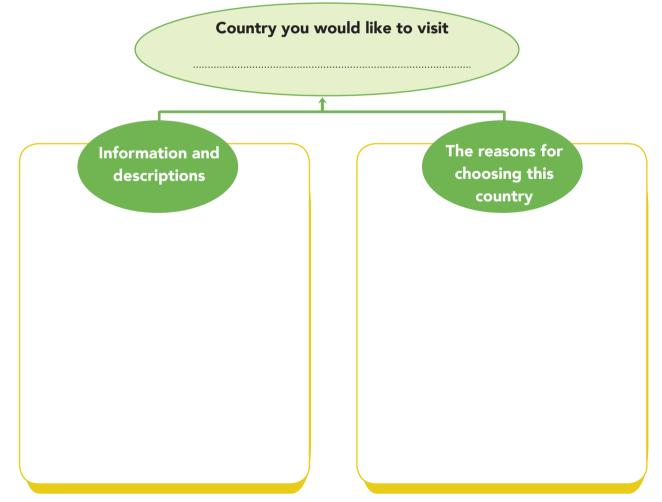
- 1 Why do people travel?
- 2 Why do people prefer to travel to certain countries

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.



3 M) 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. Attach a Choose the Choose the Set the font Add emojis if document if font you like text colour size appropriate needed Ξv A 2 🛑 🖋 B I U & 트 프 프 🗄 🗸 → 🗸 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 **Remember:** End your e-mail with • Reread your e-mail before a closing, such as: sending it. • Punctuate your sentences Yours sincerely correctly. Yours faithfully • Don't repeat the same words. Best wishes • Include enough information to Take care meet the task. Type your name

5 The Environment

Module 2

Before you read

Reading

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.



• 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 -



Find the synonyms of the following words in the text:

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

•

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



Listening

Before you listen:

Which environmental threat do the pictures illustrate?



Listening

2 (a) 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	

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 <mark>will be</mark> 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.

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.

Speaking

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





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
	-	-
	-	-
	-	-

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.

🕫 Untitled Message	
Ele Edit Yiew Insert Format Icols Table Window Help	Type a question for help 🔹 🗙
[□] Send () • []] 9/ □] 1 1 1 1 2 2 1 1 2 2	
(L) To	
(L) Cc	
[12] BCC	
Subject:	Remember to use:
[]] X 2 (] And · 10 · ▲ · B Z U) 臣 喜 君 / 臣 臣 读 读	Remember to use:
	• a topic sentence for each
	paragraph.
	 appropriate supporting
	details.
	 suitable linkers.
	 the right punctuation marks

Cultural Attractions Module 2

Before you read

Reading: Expository

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

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:



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

Listening

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:

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:

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

Speaking

Grammar in context:

Study the order of adjectives in the table. Then, correct the sentences in vour 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 Tareg 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.

- 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...

The present perfect continuous

S + have/ has + been + V-ing

The kids have been playing since

eight o'clock in the morning.

Unfinished action

- It was originally a private property.
- Kuwaitis always pride themselves on its uniqueness. It marvellously exhibits.

Writing

Before you write:

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

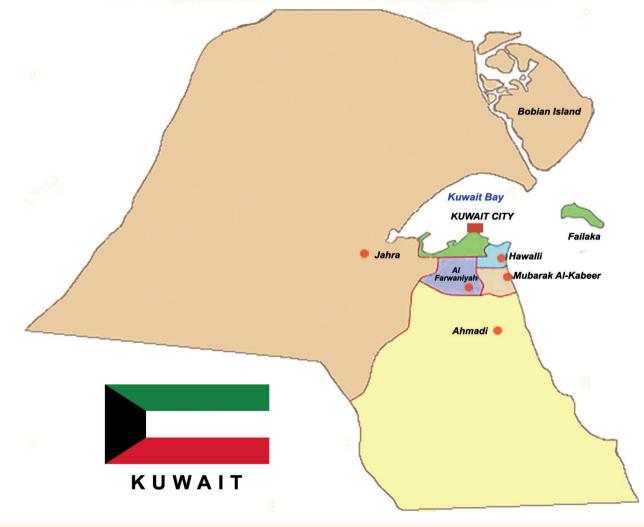
- 1 Seif Palace 5 Gate Mall
- 2 Red Fort 6 Mutla Ridge
- 3 Taraq Rajab

- 9 Scientific Centre
- 10- National Museum
- 11 Kuwait Towers

- 4 The Zoo
- 8 Al-Kout Mall

7 - Martyrs' Museum

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.

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



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

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 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.



Hassan II Mosque, Morocco



Jeita Grotto, Lebanon



Burj Al-Arab, Dubai



Al Hashimi Dhow, Kuwait

52

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:

۲

ives

- Listening and transferring information
- Reading and matching headings with paragraphs

Module

Three

- Discussing healthy habits
- Presenting opinion about one's favourite games

7

Happiness

Module 3

Before you read

Reading: Persuasive

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?



Positive Thoughts

Negative Thoughts



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

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

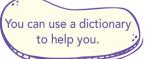
Listen to Happiness Tips, and write the tips under the correct column heading.

Lifestyle		Social Life	
	······		
	••••••		
		37.	

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?

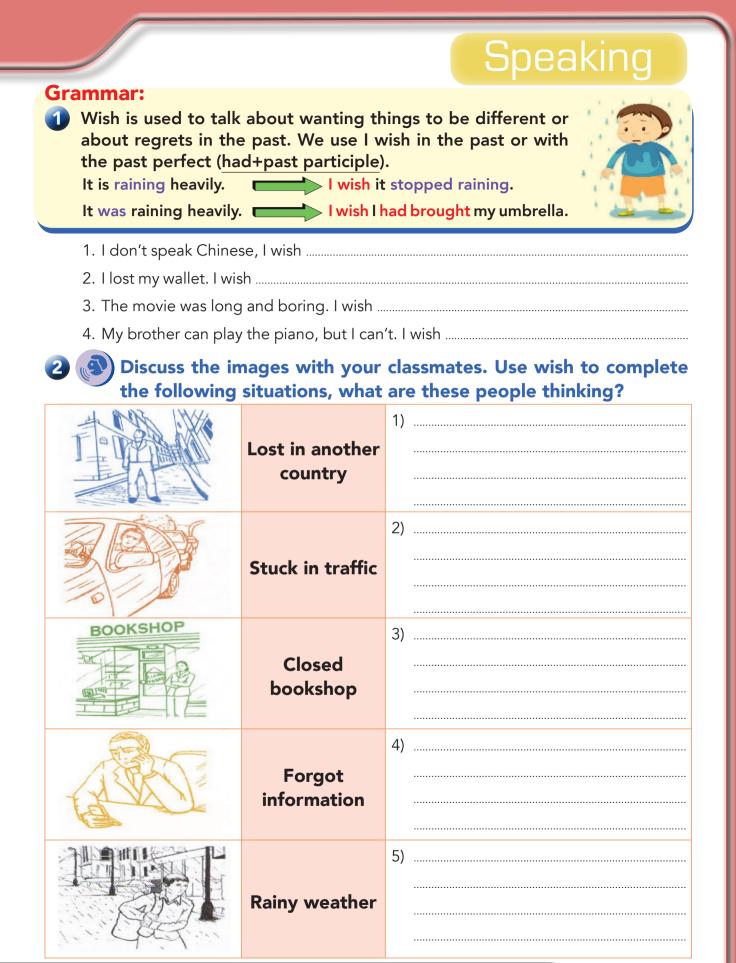
Vocabulary: Change the following verbs and adjectives into nouns.



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	



Writing

Grammar:

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.

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

Family gatherings

How often do families have a gathering?

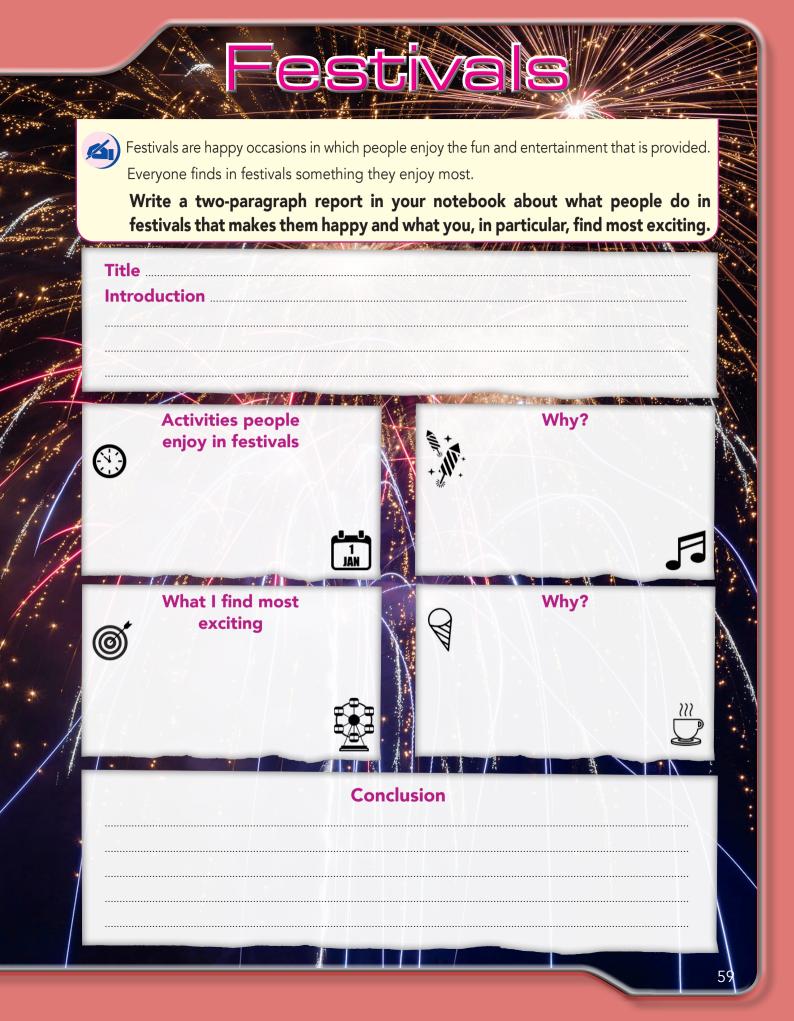
Diwaniya

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

Celebrations

What celebrations can you think of?







Module 3

Before you read

Reading: Expository

- 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.

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.

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 (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?

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- tennisvolleyball- skating- golf- basketball- running- yoga- skiing- gymnastics- rugby

PLAY	GO	DO

Before you listen: Name these sports:







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

2 🕻

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

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



d. basketball





c. bowling



f. gymnastics

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.

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:
•
•
•
Development 2
Paragraph 2:
Topic sentence:

Supporting details:

- , _____
- •
- •

Conclusion:

2

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.

Before you read

Think, Pair, Square

Answer the following questions:

Medicine

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.

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.

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, brainhealthy 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.

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

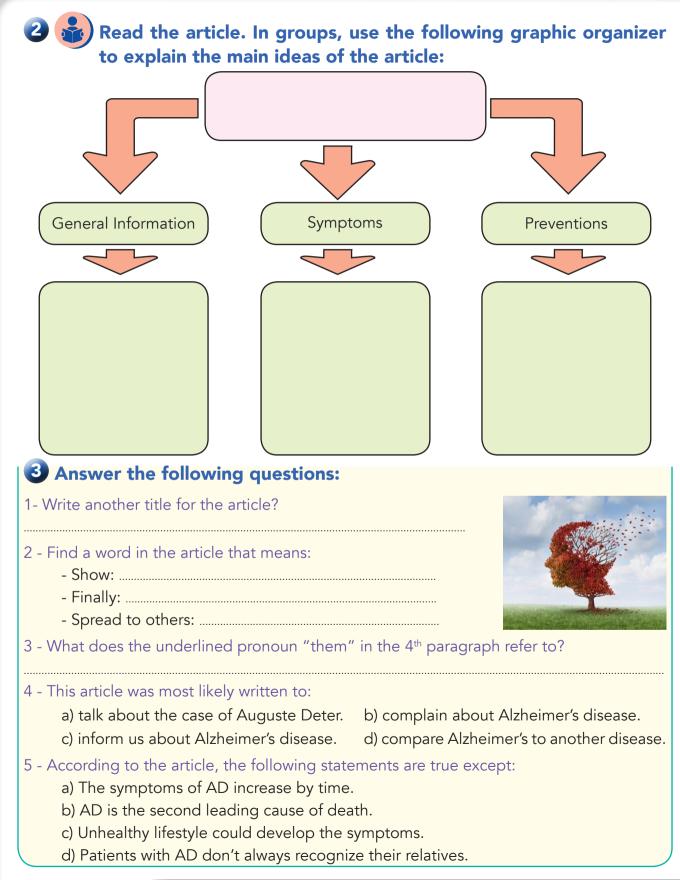
Intellectual activities such as playing chess or regular social interaction have been linked to a reduced risk of AD.



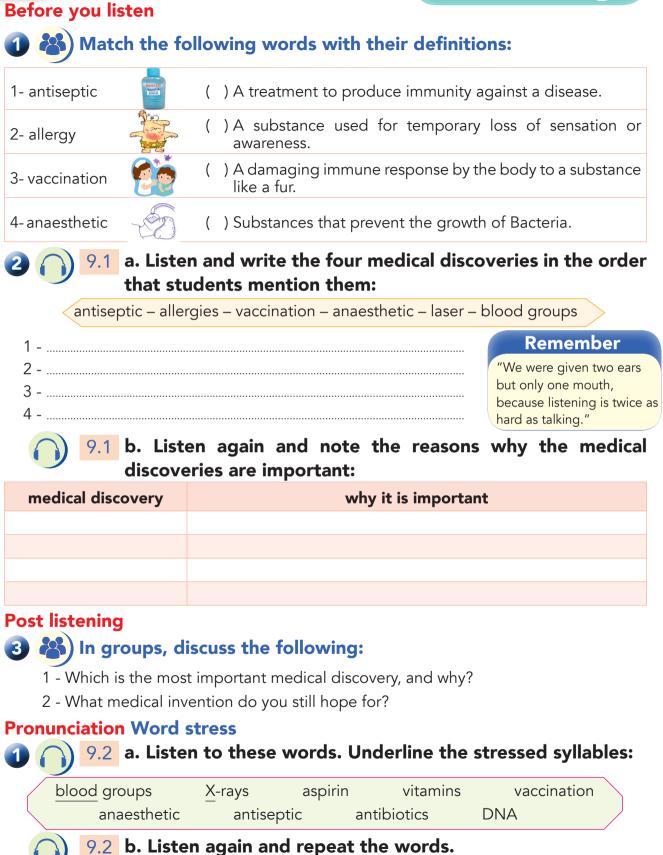




Module 3



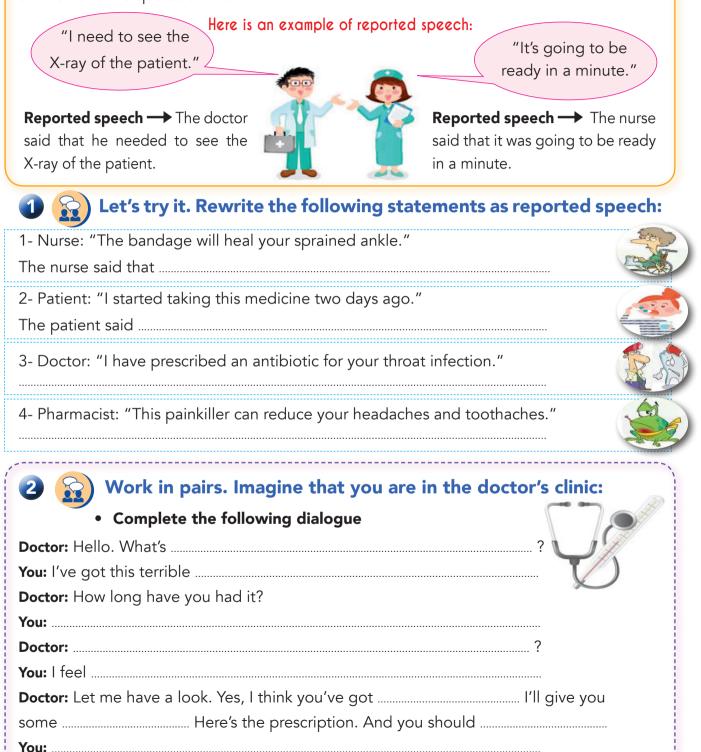
Listening



Speaking

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.



• Report to your friend what happened between you and the doctor



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

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

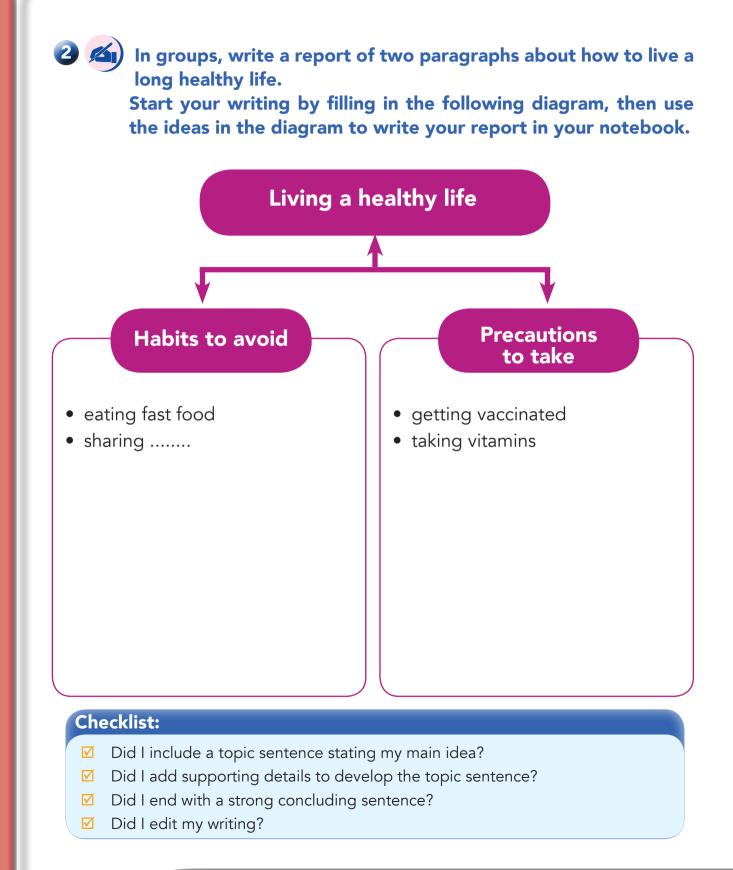
a. In groups, discuss how unhealthy habits lead to illness and frequent visits to doctors, whereas healthy habits and precautinary measures keep you healthy and well.

The following pictures may help you:



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

•





10 Animal Intelligence

Module 4

Before you read

2

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?

Reading: Expository

3 - What do you know about their nature?

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

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) (4) 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?

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.	()

Suggest a moral lesson you have learned from the passage.

Find words in the text that mean the following:

- 1. Something unusually large or powerful
- 2. Very great or the greatest

6

- 3. Showing determination in doing something despite difficulty
- 4. Showing the truth by giving proof or evidence

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

🚺 🙀 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

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

Location (place)
Characters
The problem
The solution
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 O B - Fill in the blanks with suitable words from the list. Then listen again to check your answers.

(frightened - sensed - upset - autumn - daylight)

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

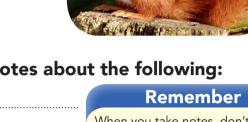
c. persuade us to live in the forest

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.





Speaking

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 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:

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? 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.



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:	
Expand your notes to write the report in your noteboo	ok:
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

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?



Read the following texts and match them with these id A competitive woman

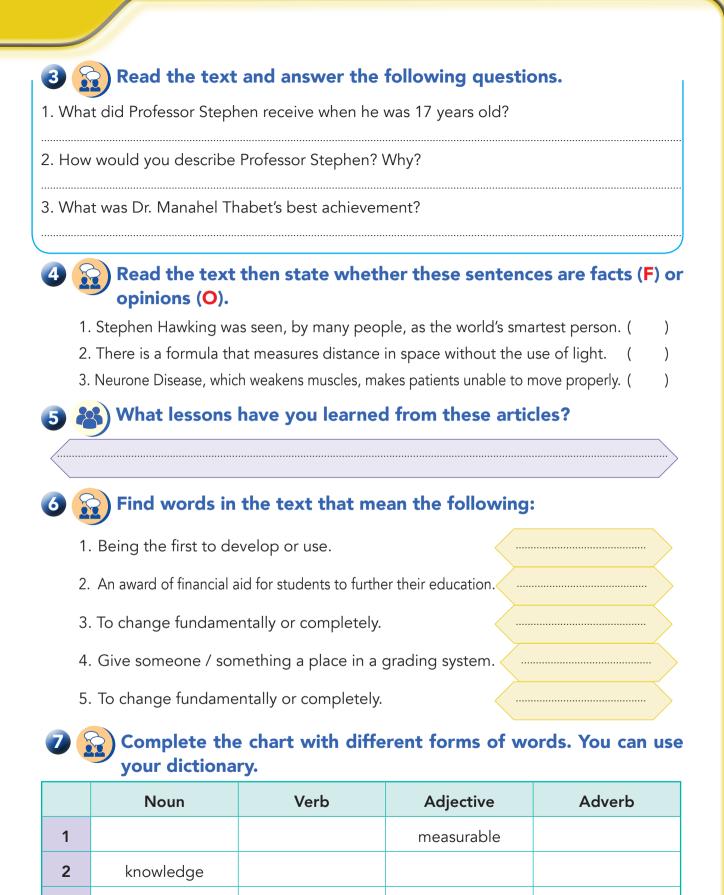


Professor Stephen William Hawking is a world famous physicist and brilliant scientist. He was born on the 8th of January in1942. When he was 17 years old, he received a scholarship to study Physics and Chemistry at Oxford University. He got a Bachelor's degree in 1962 and then moved to Cambridge to study 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.

Overcoming health challenges

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.



influentially

Listening

Before you listen

1 Cook 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) (a) A- Listen and complete these notes:

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



3 (1) B-Listen again to complete the following text.

Upon graduation from the University of 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 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.

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

Find in the text words that mean the same as:

	(v) to say or think that someone or something is unimportant or not very go					
	(n) the act of receiving a diploma or degree after finishing a course of study a 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 abo						

Speaking

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

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



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





2 (a) 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:

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

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?

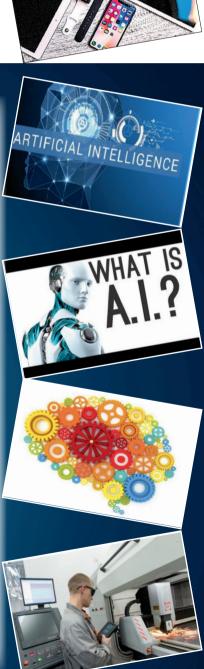


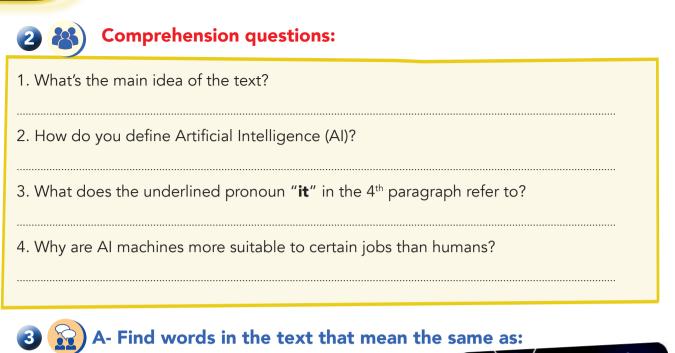
Artificial Intelligence (AI) is the ability of machines to think, learn and imitate the way human beings act. They are called "smart" machines because they can work on their own. The ideal characteristic of AI is its ability to take action that may **achieve** a specific **goal**. The term can be applied 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!





1. features	:	
2. because of	:	



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

4. decreased	Х	
5. shortage	Х	



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

[differently - supports - research - suitable	- self-driving]
Al technology highly the digital information tod	ay. 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 Al	

Listening

Before you listen

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?

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 Al.

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

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

Grammar Focus: Comparative & Superlative Adjectives

Comparative adjectives

You form the comparative of most adjectives by adding -er, -r, -ier or more+ adjective: faster nicer lazier 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: fastest nicest laziest 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:

Example:

good – better / best - bad / worse – worst

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 (large)
- 2. is than (expensive)
- 3. amazing apps of all devices. (amazing)
- 4. 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: If necessary, ask for repetition

– Sorry, did you say ...?

Sorry, can / could you repeat that, please?

- Does that mean ...?
- Do you mean ...?
- Present your conversation to the class.

Writing

Pre- writing activity:



3.

Match the icons with the definitions below:



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

() 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.

() 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:

90



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:

A MAD 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

Wha<mark>t they do</mark>

- 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		fusion	Ν
	Accompany	V	UNIT 4	monsoonal	Adj
	wilderness	N		peninsula	N
	cracked	Adj		appeal	V
	constant	Adj		habitat	N
Z	prey on	Ph.verb		species	N
	embarking on	Ph.verb		major	Adj
	quest	N		consist	V
	bond	N		showcase	V
	seek	V		obviously	Adv
	novelist	N		suffocate	V
	variety	N		emit	V
	regard	V	С С	depend on	Ph. verb
	influence	N	UNIT	fossil fuels	N
Γ2	popularity	N	5	pollutant	N
UNIT	reputation	N		toxic	Adj
5	Association	N		pesticides	N
	literature	N		seriously	Adv
	devotedly	Adv		hard-packed	Adj
	significant	Adj		splendid	Adj
	document	V	•	hark back	V
	essentially	Adv	E	marvellously	Adv
	assistance	N		flank	V
	regardless	Adv		prodigious	Adj
က	ethnic	Adj		depict	V
E	catastrophe	N		convert	V
UNIT	annual	Adj			
	rush	V			
	extend	V			
	appreciation	N			
	gratitude	Ν			

WORDS TO REMEMBER

	MODULE 3			MODULE 4	
UNIT 7	spiritual	Adj		thrive	V
	material	Adj		scorching	Adj
	massive	Adj		supreme	Adj
	depression	Ν		perseverance	N
	quality	N		collective	Adj
	confusion	N		giant	Adj
	anxiety	Ν	5	demonstrate	V
	regret	N / V		squeeze	V
	vendor	N		give up	Ph.verb
	Immune	N		come up with	Ph.verb
	Spectator	N			
	endurance	N		scholarship	N
	coordination	N		Cosmology	N
Ø	opponent	N		diagnose	V
UNIT	bounce	V	UNIT 1	World-renowned	Adj
Z	tournament	N		economist	N
	traditionally	Adv	5	formula	N
	conventional	Adj		groundbreaking	Adj
	eliminate	V		revolutionise	V
	strike / struck	V		rank	V
	Symptom	N		Artificial Intelligence	N
	interfere	V		achieve	V
	contagious	Adj		goal	N
0	currently	Adv		trait	N
E	indicate	V	JNIT 12	relatively	Adv
UNIT	suspicions	Adj	5	due to	Prep
	eventually	Adv		abundance	N
	concern	N		increased	Adj
	intellectual	Adj		advance	N
	maintain	V			

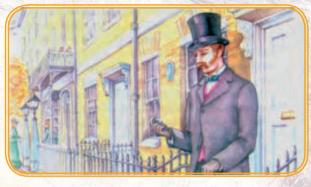
Jiterature

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

literature

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.



iterature

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'.

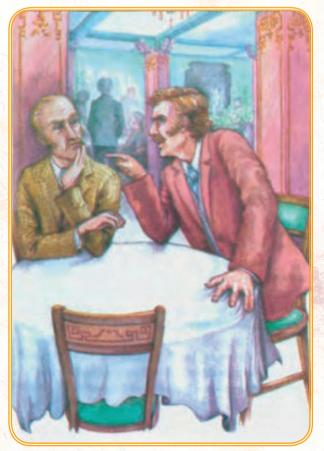
So Phileas Fogg was only one day behind his schedule.

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.

iterature

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

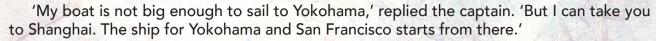
Fix had found out that the *Carnatic* was going to leave Hong Kong twelve hours early. But, of course, Phileas Fogg did not know this. When he arrived at the dock next morning, he found that the *Carnatic* had sailed the night before.

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.



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

Episode 4

Jiterature

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!

Uiterature

'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.'



Uiterature

'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!



Uiterature

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.

