



State of Kuwait  
Ministry of Education

# Target English

Student's Book



Grade  
**7**



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Julia Starr Keddle  
Martyn Hobbs

Grade  
**7**

**Egyptian International Publishing Company - Longman,**  
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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ





صاحب السمو الشيخ صباح الأحمد الجابر الصباح

أمير دولة الكويت





سَيِّدُ الشَّيْخِ نَوَافُ بْنُ فَهْدٍ بْنِ عَبْدِ الصَّبَّاحِ  
وَلِيَّ عَهْدَ دَوْلَةِ الْكُوَيْتِ





# Table of Contents

	<b>My World</b>	<b>Pages</b>
<b>Module 1</b>	<b>Unit 1</b> Family and Friends	3
	<b>Unit 2</b> Sports and Activities	9
	<b>Unit 3</b> School Life	15
<b>Module 2</b>	<b>Tell Me How</b>	
	<b>Unit 4</b> Instructions and Directions	23
	<b>Unit 5</b> Free Time	29
	<b>Unit 6</b> Celebrations and Food	35
	<b>Project 1</b>	41
<b>Module 3</b>	<b>Now and Then</b>	
	<b>Unit 7</b> Journey to the Past	45
	<b>Unit 8</b> The Work We Do	51
	<b>Unit 9</b> Jobs and Personality	57
<b>Module 4</b>	<b>Facing Challenges</b>	
	<b>Unit 10</b> Travels and Exploration	65
	<b>Unit 11</b> Energy and Recycling	71
	<b>Unit 12</b> Predicting the Future	77
	<b>Project 2</b>	83
	<b>Words to Remember</b>	85
	<b>Literature Time</b>	89



# Synopsis

## Module One: *My World*

Unit Title	Specific Competencies		Speech Acts	Language Structures
1. Family and Friends	L	<ul style="list-style-type: none"> <li>• 1.1</li> <li>• 1.2</li> <li>• 1.3</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about oneself</li> <li>• Talk about favourite possessions</li> <li>• Express preferences</li> <li>• Describe buildings</li> </ul>	<ul style="list-style-type: none"> <li>• Use possessive 's</li> <li>• Use "Have you got? I've got/ I haven't got"</li> <li>• Use words related to home</li> <li>• Use contractions</li> </ul>
	S	<ul style="list-style-type: none"> <li>• 2.1</li> <li>• 2.2</li> <li>• 2.3</li> </ul>		
	R	<ul style="list-style-type: none"> <li>• 3.1</li> <li>• 3.2</li> <li>• 3.4</li> </ul>		
	W	<ul style="list-style-type: none"> <li>• 4.1</li> <li>• 4.2</li> <li>• 4.3</li> </ul>		
2. Sports and Activities	L	<ul style="list-style-type: none"> <li>• 1.1</li> <li>• 1.2</li> <li>• 1.3</li> </ul>	<ul style="list-style-type: none"> <li>• Express likes/ dislikes</li> <li>• Describe pictures</li> <li>• Guess and make predictions</li> <li>• Talk about abilities</li> <li>• Talk about nationalities and languages</li> </ul>	<ul style="list-style-type: none"> <li>• Use simple present</li> <li>• Make negative (don't/ doesn't)</li> <li>• Form questions</li> <li>• Use "modal verb: Can you? Yes, I can. / No, I can't"</li> <li>• Identify words with /p/ and /b/</li> <li>• Use connectors (and/ but/ or/ also)</li> <li>• Use capitalization</li> <li>• Use gerund</li> </ul>
	S	<ul style="list-style-type: none"> <li>• 2.1</li> <li>• 2.2</li> <li>• 2.3</li> <li>• 2.4</li> </ul>		
	R	<ul style="list-style-type: none"> <li>• 3.1</li> <li>• 3.2</li> <li>• 3.3</li> <li>• 3.4</li> </ul>		
	W	<ul style="list-style-type: none"> <li>• 4.1</li> <li>• 4.2</li> </ul>		

Unit Title	Specific Competencies		Speech Acts	Language Structures
3. School Life	L	<ul style="list-style-type: none"> <li>• 1.1</li> <li>• 1.2</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about school life</li> <li>• Compare and contrast</li> <li>• Make suggestions</li> <li>• Accept or refuse suggestions</li> <li>• Describe things and pictures</li> <li>• Express likes/ dislikes</li> <li>• Give opinion</li> </ul>	<ul style="list-style-type: none"> <li>• Use present continuous</li> <li>• Use adjectives and adverbs</li> <li>• Use demonstrative pronouns</li> </ul>
	S	<ul style="list-style-type: none"> <li>• 2.1</li> <li>• 2.2</li> </ul>		
	R	<ul style="list-style-type: none"> <li>• 3.1</li> <li>• 3.2</li> <li>• 3.3</li> </ul>		
	W	<ul style="list-style-type: none"> <li>• 4.1</li> <li>• 4.2</li> <li>• 4.3</li> <li>• 4.4</li> </ul>		

# Synopsis

## Module Two: *Tell Me How*

Unit Title	Specific Competencies	Speech Acts	Language Structures	
4. Instructions and Directions	L	<ul style="list-style-type: none"> <li>• 1.1</li> <li>• 1.2</li> <li>• 1.3</li> <li>• 1.4</li> </ul>	<ul style="list-style-type: none"> <li>• Give and follow instructions</li> <li>• Give and understand directions</li> <li>• Give advice</li> <li>• Follow rules</li> <li>• Give a speech</li> <li>• Share ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Use sequence words</li> <li>• Use imperatives (do/ don't)</li> <li>• Use preposition of place</li> <li>• Use adverbs of frequency</li> </ul>
	S	<ul style="list-style-type: none"> <li>• 2.1</li> <li>• 2.2</li> <li>• 2.3</li> <li>• 2.4</li> </ul>		
	R	<ul style="list-style-type: none"> <li>• 3.1</li> <li>• 3.2</li> <li>• 3.4</li> </ul>		
	W	<ul style="list-style-type: none"> <li>• 4.1</li> <li>• 4.2</li> <li>• 4.3</li> </ul>		
5. Free Time	L	<ul style="list-style-type: none"> <li>• 1.1</li> <li>• 1.2</li> <li>• 1.3</li> </ul>	<ul style="list-style-type: none"> <li>• Give advice</li> <li>• Make decisions and choices</li> <li>• Make suggestions</li> <li>• Express agreement</li> <li>• Ask for / give information</li> <li>• Describe pictures</li> <li>• Express likes/ dislikes</li> </ul>	<ul style="list-style-type: none"> <li>• Form Wh- questions</li> <li>• Use "There is / are"</li> <li>• Use "some / any / a / an"</li> <li>• Countable / uncountable nouns</li> <li>• Question tags</li> <li>• Use connectors (but/ also/ because/ so)</li> </ul>
	S	<ul style="list-style-type: none"> <li>• 2.1</li> <li>• 2.2</li> <li>• 2.3</li> </ul>		
	R	<ul style="list-style-type: none"> <li>• 3.1</li> <li>• 3.2</li> <li>• 3.3</li> <li>• 3.4</li> </ul>		
	W	<ul style="list-style-type: none"> <li>• 4.1</li> <li>• 4.2</li> <li>• 4.3</li> </ul>		

Unit Title	Specific Competencies		Speech Acts	Language Structures
6. Celebrations and Food	L	<ul style="list-style-type: none"> <li>• 1.1</li> <li>• 1.2</li> <li>• 1.3</li> </ul>	<ul style="list-style-type: none"> <li>• Interpret information from pictures</li> <li>• Discuss and exchange information</li> <li>• Guess and make inferences</li> <li>• Give advice</li> <li>• Express likes/ dislikes</li> <li>• Describe people and places</li> </ul>	<ul style="list-style-type: none"> <li>• Use pronouns</li> <li>• If conditional (1st &amp; 2nd )</li> <li>• Use (How much/ many)</li> <li>• Countable / uncountable nouns</li> <li>• Identify the /p/ and /b/ sounds</li> </ul>
	S	<ul style="list-style-type: none"> <li>• 2.1</li> <li>• 2.2</li> <li>• 2.3</li> </ul>		
	R	<ul style="list-style-type: none"> <li>• 3.1</li> <li>• 3.2</li> <li>• 3.3</li> </ul>		
	W	<ul style="list-style-type: none"> <li>• 4.1</li> <li>• 4.2</li> <li>• 4.3</li> <li>• 4.4</li> </ul>		

# Synopsis

## Module Three: *Now & Then*

Unit Title	Specific Competencies	Speech Acts	Language Structures	
7. Journey to the Past	L	<ul style="list-style-type: none"> <li>• 1.1</li> <li>• 1.3</li> </ul>	<ul style="list-style-type: none"> <li>• Ask for and give information</li> <li>• Take part in a debate</li> <li>• Talk about the past</li> <li>• Give a speech</li> <li>• Describe pictures</li> <li>• Describe the culture of Kuwait</li> </ul>	<ul style="list-style-type: none"> <li>• Use past simple (regular/irregular verbs)</li> <li>• Make negative</li> <li>• Use past continuous (when/while)</li> <li>• Use 'used to'</li> </ul>
	S	<ul style="list-style-type: none"> <li>• 2.1</li> <li>• 2.2</li> <li>• 2.3</li> <li>• 2.4</li> </ul>		
	R	<ul style="list-style-type: none"> <li>• 3.1</li> <li>• 3.2</li> <li>• 3.3</li> <li>• 3.4</li> </ul>		
	W	<ul style="list-style-type: none"> <li>• 4.1</li> <li>• 4.2</li> <li>• 4.3</li> <li>• 4.4</li> </ul>		
8. The Work We Do	L	<ul style="list-style-type: none"> <li>• 1.1</li> <li>• 1.2</li> <li>• 1.3</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about jobs</li> <li>• Describe pictures</li> <li>• Guess and predict</li> <li>• Retell a story</li> <li>• Give instructions</li> <li>• Set rules</li> <li>• Compare and contrast</li> <li>• Guess and make inferences</li> <li>• Role-play</li> </ul>	<ul style="list-style-type: none"> <li>• Use must/ mustn't</li> <li>• Use have/ has to</li> <li>• Use don't/ doesn't have to</li> <li>• Identify words with the silent /h/ sound</li> </ul>
	S	<ul style="list-style-type: none"> <li>• 2.1</li> <li>• 2.2</li> <li>• 2.3</li> </ul>		
	R	<ul style="list-style-type: none"> <li>• 3.1</li> <li>• 3.2</li> <li>• 3.3</li> <li>• 3.4</li> </ul>		
	W	<ul style="list-style-type: none"> <li>• 4.1</li> <li>• 4.2</li> <li>• 4.3</li> </ul>		



Unit Title	Specific Competencies		Speech Acts	Language Structures
9. Jobs and Personality	L	<ul style="list-style-type: none"> <li>• 1.1</li> <li>• 1.2</li> <li>• 1.3</li> </ul>	<ul style="list-style-type: none"> <li>• Describe people</li> <li>• Role-play</li> <li>• Give advice</li> <li>• Make suggestion</li> <li>• Express gratitude</li> <li>• Make decisions and choices</li> </ul>	<ul style="list-style-type: none"> <li>• Use should/ shouldn't</li> <li>• Use why don't you .....?</li> <li>• Use words related to personal qualities</li> <li>• Use had to/ didn't have to</li> <li>• Identify the / ð/ and / θ/ sounds</li> <li>• Use adjectives and adverbs</li> <li>• Use punctuation marks</li> </ul>
	S	<ul style="list-style-type: none"> <li>• 2.1</li> <li>• 2.2</li> <li>• 2.3</li> </ul>		
	R	<ul style="list-style-type: none"> <li>• 3.1</li> <li>• 3.2</li> <li>• 3.4</li> </ul>		
	W	<ul style="list-style-type: none"> <li>• 4.1</li> <li>• 4.3</li> <li>• 4.4</li> </ul>		

# Synopsis

## Module Four: *Facing Challenges*

Unit Title	Specific Competencies		Speech Acts	Language Structures
10. Travels and Exploration	L	1.1	<ul style="list-style-type: none"> <li>Describe pictures</li> <li>Guess and make inferences</li> <li>Talk about science and inventions</li> <li>Recount experiences and events</li> <li>Exchange information</li> </ul>	<ul style="list-style-type: none"> <li>Use relative pronouns (which/ where/ that/ who/ when)</li> <li>Use prepositions</li> <li>Form questions</li> </ul>
		1.3		
		1.4		
	S	2.1		
		2.2		
		2.3		
	R	3.1		
		3.2		
		3.4		
	W	4.1		
		4.2		
		4.3		
11. Energy and Recycling	L	1.1	<ul style="list-style-type: none"> <li>Guess and make inferences</li> <li>Retell a story</li> <li>Talk about recycling</li> <li>Describe pictures</li> </ul>	<ul style="list-style-type: none"> <li>Use passive voice (past/ present)</li> <li>Use 'going to'</li> <li>Question tags</li> </ul>
		1.2		
		1.3		
	S	2.1		
		2.3		
		3.1		
	R	3.2		
		3.3		
		W		
	4.2			
	4.3			

Unit Title	Specific Competencies		Speech Acts	Language Structures
12. Predicting the Future	L	1.1 1.3	<ul style="list-style-type: none"> <li>• Describe the weather</li> <li>• Make predictions</li> <li>• Express opinion</li> <li>• Compare and contrast</li> <li>• Talk about environmental problems</li> <li>• Make suggestions</li> <li>• Exchange opinions and information</li> <li>• Express likes/ dislikes</li> </ul>	<ul style="list-style-type: none"> <li>• Use will/ won't</li> <li>• Use modals of certainty and possibility</li> <li>• Make negative</li> <li>• Use capitalization and punctuation</li> </ul>
		S		
	R			
		W		

# My World



## **You are expected to:**

- ▶ Listen and complete tasks
- ▶ Exchange opinions on a variety of topics
- ▶ Read to make inferences

## **Activities:**

- ▶ Listening and identifying information
- ▶ Discussing personal issues
- ▶ Designing an advertisement



**1** Before you read



*Think, pair, share*

Talk about yourself.

My name is ..... I'm ..... years old.  
 I like/dislike ..... My favourite ..... is .....

**2** Comprehension



*Read the emails below and complete the table.*

Name	Age	Country	City	Family	Favourites
Ahmed	.....	.....	.....	Two sisters	.....
Dan	.....	Australia	.....	.....	.....
Lucy	.....	.....	.....	.....	Zoo

Dear Mark,  
 How are you doing? I hope you are doing well. I'm Ahmed. I'm from Al-Jahra, Kuwait. I'm thirteen and I've got two sisters. Their names are Eman and Noura. Eman is eight and Noura is fourteen. I like school and love sports. My favourite football team is the Kuwait National Team. I've got a personal tablet which I use for reading about sports and doing other school tasks. Have you got any brothers or sisters?  
 Yours, Ahmed



Hi Ali,  
 I'm Dan. I'm twelve. I'm from Melbourne, Australia. I had a car accident when I was seven. I was with my parents, my baby brother and my older sister. I broke my left hip, and although I had three operations, I still can't walk so I use a wheelchair. Being in a wheelchair didn't limit my abilities; it rather helped me to see the world in a completely different way. I have many hobbies; my favourite is listening to audio stories.  
 Best wishes, Dan



Hello Fatma,  
 I'm Lucy from Kansas in the USA. I'm twelve. I've got two brothers and a sister. My brothers' names are Alan and Richard. Alan is fifteen and Richard is only five. My sister, Noreen, is twenty, she is a chess champion. I love animals and enjoy going to the zoo. I've got a pet goldfish! My favourite place to visit is the zoo.  
 Kind regards, Lucy



3



In groups, discuss the following question:

What difficulties might the **physically challenged** people and those with special needs face?

4

### Grammar in context

We use apostrophes before or after the possessive -s ending of nouns.

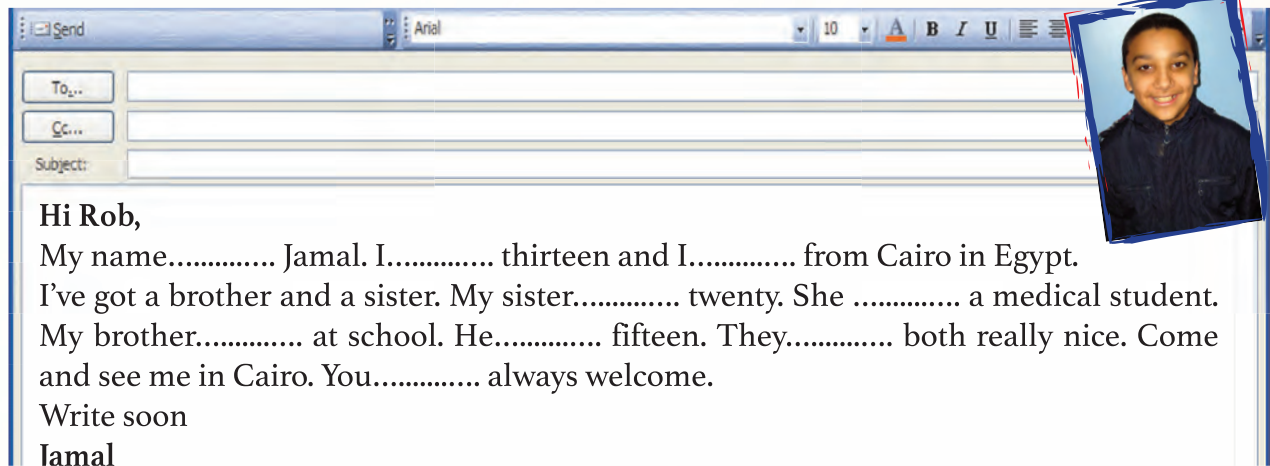
**The girl's father. / Kamel's book.**

We use apostrophes ( ' ) to show where we have left letters out of contracted form.

**can't** =cannot; **it's** =it is/ has;

**who's** =who is/ has

Complete Jamal's email with 'm, 's or 're.



Hi Rob,  
 My name..... Jamal. I..... thirteen and I..... from Cairo in Egypt.  
 I've got a brother and a sister. My sister..... twenty. She ..... a medical student.  
 My brother..... at school. He..... fifteen. They..... both really nice. Come  
 and see me in Cairo. You..... always welcome.  
 Write soon  
 Jamal

5



Study the previous email and discuss the following questions:

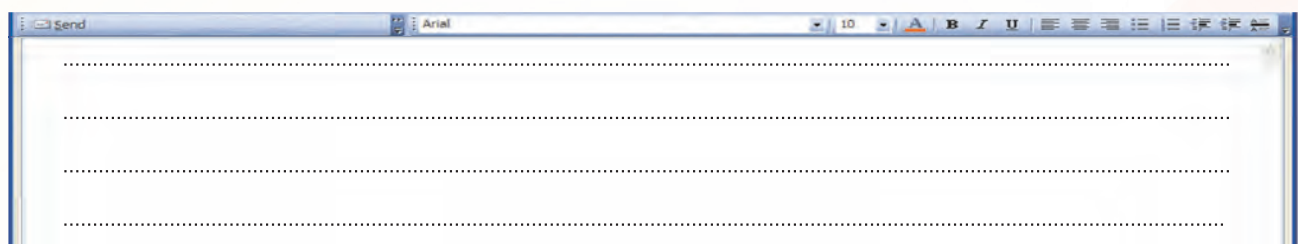
1. Who wrote this email? To whom?
2. How did the writer start and end the email?
3. Is the language formal or informal? Give examples.

## Writing:

6



Write a short email to your friend suggesting two ideas on how to support people with special needs in your country.




# Favourite Things

**1**  Look at Ahmed's school project and match the sentences with the pictures.

- a. I need it to watch films.
- b. It's delicious. Mmmm!
- c. I use it to take amazing pictures.
- d. He is a Kuwaiti athlete.



**2**  Fill in the bubbles with your favourites: (*animals, films, food, sports, books, devices*) then talk about them.



## Speaking:

**3**  Talk about your favourites.

- A: What's your favourite device? Why?
- B: My ..... because it's .....



## Listening:

4



1.1 Listen to Omar and Ghada, complete the table.

adventure films computer shish kebab fish tennis comedy  
films mobile phone football

My favourite	Omar	Ghada
thing	computer	
sport		
food		
type of films		



5



Ask your partner about Omar's and Ghada's favourites.

6

Grammar in context *have got / haven't got*



**Talking about possessions** Work in pairs

**A:** Have you got sunglasses?

**B:** Yes, I have. / No, I haven't.

**A:** I've got a calculator.

**B:** So have I. / I haven't.

**A:** I haven't got a smartphone.

**B:** Neither have I. / I have.

## Writing:



Write a paragraph describing your favourite thing. Mention details like its shape, colour and what it's used for. Then read it aloud to your class and let them guess what it is.

.....

.....

.....

.....


.....

.....

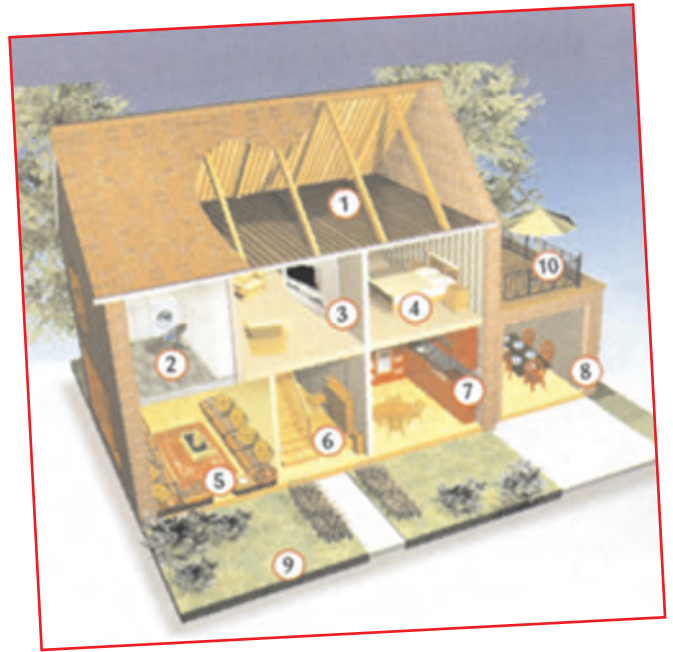
# My Home

## Listening:

**1**  **Vocabulary** *Parts of the house*

 **1.2** *Work in pairs. Write the parts of the house. Then listen and check.*

- |          |          |
|----------|----------|
| 1. attic | 2. ....  |
| 3. ....  | 4. ....  |
| 5. ....  | 6. ....  |
| 7. ....  | 8. ....  |
| 9. ....  | 10. .... |



**2**  **1.3** *Listen to Amal and Jaber.*

*Complete the sentences. What have they got in their homes?*

- Amal's home has got .....
- It hasn't got .....
- Amal's favourite place is .....
- Jaber's home has got .....
- It hasn't got .....
- Jaber's favourite place is .....

## Speaking:

**3**  **Tell your friend about your home.**

Our home has got .....

I prefer studying in .....

We have got ..... / We haven't got .....

# Home Sweet Home

## Reading:

### Mud Houses

Old Kuwaiti houses were made using rocks and mud. They had a spacious courtyard in the middle where the family would usually get together. The roof was made of 'Jandal' which is strong wood.




### Igloos

An igloo is a temporary home for Inuit people in the Arctic. It is easy to build out of ice blocks, and has got a fire in the middle. It is warm, comfortable and very safe, especially against storms.

### Wooden Houses

In Poland, the tradition of wooden homes is 1,000 years old. Wooden homes are easy to build with trees. They are eco-friendly and healthier to live in. They are naturally warm in winter and cool in summer.



**4**  Read the article and write a sentence about each type of houses.

- a. Mud: .....
- b. Igloo: .....
- c. Wooden: .....

## Writing:

**5**  Write about the type of house you would like to live in and why.

.....

.....

.....

.....

.....



Search the net or other sources for the strangest house you can find and tell your class about it or show them pictures.

## 1 Before you read

 Name the water activities in these pictures:

Which one do you like to practise? Why?



## 2 Comprehension (Cave Diving)

 Read the story and decide if the sentences are true (T) or false (F).

1. Yaser plays tennis, but Ahmed does not. ( )
2. Yaser wants to try cave diving. ( )
3. Ahmed's equipment is very heavy. ( )
4. Ahmed feels cold in the water. ( )



Ahmed loves all kinds of sports. He plays in the school football team. His best friend, Yaser, plays in the team, too. Both of them can play tennis. Ahmed is also very good at swimming.

One day, Ahmed and Yaser saw a programme on TV. It is about a new sport called cave diving.

**Ahmed:** I want to try that!

**Yaser:** It looks dangerous to me.

**Ahmed:** I need good equipment and a good teacher, that's all.

It is the day of Ahmed's first cave dive. His diving equipment is very heavy. He holds a coloured blue line to show him where to

swim. He follows his teacher. He dives down into a very big cave.

The water is warm. The cave is quite dark. He can see his teacher's light in front of him. Then, suddenly, he can't see the light. Ahmed is afraid! Does he follow the teacher? No! He holds the blue line and waits. He waits for five minutes, but it feels like a long time. He remembers two important things. One: don't leave the line. Two: don't follow, think!

His teacher comes back. Ahmed is very happy. Together they swim out of the cave to safety.

### 3 Grammar in context *Present Simple*



Fill in the spaces with the present simple tense of the verbs between brackets.

**For habits**  
I get up early every day.  
Use with: often, always, sometimes, every (Monday)

**For facts**

- A dog has four legs.
- The earth moves around the sun.

**Present Simple**

**Negative**

- Don't / Doesn't

A footballer (play) ..... in a team of eleven players.  
Footballers (not use) ..... their hands to move the ball across the football pitch. They (kick) ..... his team (score) ..... one point. The team with the most points (win) ..... The referee (control) ..... the game. Players (not argue) ..... with the referee. If they do, the referee (send) ..... them off the football pitch.

### Writing:

#### 4



Write a short paragraph about your favourite sports activity describing *why you like it, when you practise it and the benefits you get from it.*

.....

.....

.....

.....

.....

.....

.....

# What Can you Do?

1 Match the pictures with the activities in the table in exercise 3.



1



2



3



4



5



6

## Speaking:

2 Ask your partner about the activities in the pictures.

A: Do you enjoy waterskiing?      B: Yes, I do. / No, I don't.

3 Tick (✓) the activities that you and your partner can do.

A: Can you throw the javelin?      B: Yes, I can. / No, I can't.

Can you:	You	Your Friend
a) throw the javelin?		
b) ride a quad bike?		
c) play the drums?		
d) snorkel?		
e) waterski?		
f) jump on a trampoline?		
g) ride a horse?		



**4** Grammar in context *can / can't*

 Based on the chart on the previous page, write sentences about you and your partner.

1. Both my friend and I can .....
2. I can ..... but my friend .....
3. ....
4. ....

**5** a. Complete the following sentences guessing what these animals *can or can't* do.

## Animal Activities



- Grey parrots ..... say 800 words.
- Camels ..... drink 130 litres of water.
- Ants ..... sleep.
- Tigers ..... communicate with their ears.
- Whales ..... sing for 20 minutes.
- Bats ..... walk.
- Snakes ..... close their ears.




**b.**  **2.1** Now, on your own listen and check your answers



In your opinion, what can animals do that humans can't?  
You can search for the most amazing facts about animals.

# Pride in Nationalities

## 1 Vocabulary *Where are you from?*

 Match the names of countries with the numbers on the map. Can you name the nationalities? Choose four.

India China the USA Brazil Lebanon Russia Spain Japan Egypt Kuwait  
Australia France

1. *China*      *Chinese*
2. ....
3. ....
4. ....
5. ....



## 2 Listening



**2.2** Listen to these students and complete the table below.



Name				
Country				

## Speaking

### 3 Talking about nationalities *Role Playing*

Take turns in asking and answering these questions.

- |                         |                    |
|-------------------------|--------------------|
| A: What's your name?    | B: It's Haruki.    |
| A: Where are you from?  | B: I'm from Japan. |
| A: So, you're Japanese. | B: Yes, I am.      |



### 4 How can we show respect to people from other nationalities?

### 5 Pronunciation *the 'b' and 'p' sounds*



**2.3** Listen and underline the 'b' and 'p' sounds..

1. brother    2. mobile    3. sport    4. number    5. play    6. people



## Reading:

**6** Look at the fact file and answer the questions about *Ahmad Al-Mutairi*.

1. When was he born?
2. How old is he?
3. Where is he from?
4. What sport does he play?

**Date of birth:** 13 May 1994

**Place of birth:** Kuwait

**Nationality:** Kuwaiti

**Sport:** Wheelchair racing



## Sky is the Limit

### **RIO DE JANEIRO, Sept 11, 2016 (KUNA):**

Ahmad Al-Mutairi came first in the men's 100 m race at the Rio 2016 Paralympics.

Ahmad Al-Mutairi is a Kuwaiti para-sport athlete who has broken numerous world records in wheelchair racing. Al-Mutairi was introduced to sport while at school, playing wheelchair basketball. One of his PE teachers saw potential in Almutairi and suggested that he join the Kuwaiti Sports Club for the Disabled. Initially he joined the basketball team, but after five months, one of the trainers advised him to try other sports. Almutairi tried out wheelchair racing and found that he excelled at the sport. In 2009 he entered his first track and field competition, held in the United Arab Emirates.

In 2011, he took part in the World Championships in New Zealand. In 2012, Al-Mutairi was selected for the Kuwait team at the Summer Paralympics in London. The next year, Al-Mutairi travelled to Lyon to compete in the 2013 Athletics World Championships. His first major medal success came the following year at the 2014 Asian Para Games in South Korea where he was able to win two silver medals. Throughout 2015, Almutairi continued to improve his times, and set a new world record in Switzerland. Later that year he represented Kuwait at his third World Championship, in Doha, Qatar. In the final he set a championship record of 17.53 to beat his nearest rival by over a second and a half.




**7** Read the article and decide if the following sentences are true (T) or false (F).

1. Ahmad Al-Mutairi first played wheelchair basketball. ( )
2. He received two silver medals in 2014. ( )
3. He won the 200 m race at the Rio 2016 Paralympics. ( )
4. He started taking part in competitions when he was 14. ( )

1  Before you read

Think of your regular school day. What do you do every day?

2  Tom is 13 years old. He's from England. Look at his school day and decide whether these sentences are true (T) or false (F). Correct the false ones.

- 1. Tom gets up at five o'clock. ( ) .....
- 2. His father takes him to school at 6:30. ( ) .....
- 3. He has lunch in the school canteen. ( ) .....
- 4. He goes to painting classes in the afternoon. ( ) .....

<i>05:30</i>	The alarm clock rings. I have to get up. I take a shower. Then I go to the kitchen to prepare my breakfast. I read the local newspapers and check my school bag.
<i>06:30</i>	I set off for school. I sometimes go to school by bus. However, I normally go by bicycle. It all depends on the weather.
<i>07:30</i>	Classes begin. We usually have five classes and a twenty-minute break between the third and fourth classes.
<i>13:30</i>	Morning classes end, but we can't go home. After lunch in the school canteen, we spend half an hour in the school leisure hall where we can do different activities. I often play table tennis with my friends.
<i>14:30</i>	Afternoon activities begin. Although these classes don't determine our success, we have to take one. The school provides us with opportunities to learn poetry, painting, music, acting or any other activity we prefer. Personally, I go for reading classes where I learn a lot about the world.
<i>16:30</i>	I'm home again. This means I can have some time with my family before I do my homework. We watch TV or talk about the busy day. Most of the time I go to bed before midnight.

3  In groups, compare your school day to Tom's. What do you like about his school?



.....

.....

.....

Reading



**4** Read Tom's timetable again and complete the following paragraph.

Tom's mother does not ..... him his breakfast. He prepares it .....  
After that, he goes to school by ..... if the weather is bad, otherwise he goes  
by ..... At school, he takes ..... classes in the morning and a free  
one in the ..... Although the school day is ..... Tom enjoys its  
..... activities.

**5** Grammar in context *Present Continuous*

Complete the sentences using  
the *present continuous*

**Present  
Continuous**

**Now (at this moment)**


■ It usually shines at this time of  
the year but now it is raining.

1. Tom is in the school canteen. He (have) ..... lunch.
2. It's break time. The kids (play) ..... games.
3. Tom usually plays tennis, but today he (read) ..... a story.
4. Tom is at home. He (watch) .....TV with his family.

*Speaking:*

**6**  Ask and answer questions about people you know.

A: What's your father doing at the moment?    B: He's working in his office.

**7**  *Making suggestions* With you partner, accept or refuse suggestions.

A: Let's go to the movies!

B: Good idea. / I can't. I help my dad in the afternoon.



What would your ideal school timetable be? Design one.



# My School

## 1 Think, Pair, Share



Talk about the main facilities of your school.

## 2



Read the following messages, which were posted by some students in an online chatroom, and discuss in your group what the students like about their schools.

A: Why does Abdullah like his school?

B: He likes it because .....



**Chatroom 1**

**Abdullah**  
(Kuwait): Our school is running an interesting project. We've got a garden where we grow fruit and vegetables. I enjoy gardening and watching things grow.

**Sam**  
(England): My school's got a wonderful new art studio. I love doing art in the classes after school. I'm making a model at the moment.

**Dexter**  
(Scotland): There's a breakfast club in my school. You go there before class for breakfast. I usually have cereal and orange juice. I chat with my friends. I don't have time for breakfast at home, so it's great.

**Charles**  
(Australia): I love the chess club in my school. It starts in the break and I usually go there twice a week. Sometimes I win!

Abdullah  
Sam  
Dexter  
Charles

B I U S @ C

Emoji and icon bar

## 3



Whose school do you like best? Why?

## Listening:



**3.1** Listen and circle the things that Jaber Al Ahmed School has.



**Places:** gym   library   art studio   swimming pool   theatre   playing field  
computer lab   music room   tennis courts

**After school:** orchestra   Homework Club   Science Club   Art Class   Drama Class  
Sports Club   school magazine   Outdoor Survival Class

## Writing:



Write a short paragraph comparing your school to Jaber Al Ahmed school.

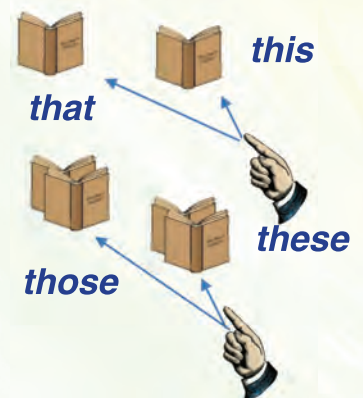
.....  
.....  
.....  
.....

## 6 Grammar in context *demonstrative pronouns*





*Choose the correct answers in pairs.*

(*This / These*) are the students who will take part in the school project. They will make models in (*this / these*) art studio. They should display their work on (*that / those*) tables.



# After School Activities

-  How do you spend your time after school? Discuss with your partner.
-  Now read the following advertisements of some *after-school activities* in Kuwait and decide which one you would probably join.



If you want to learn the Holy Quran, join one of our centers in the six governorates of Kuwait.

We help not only to recite the Holy Quran, but also to understand the contemporary Islamic issues. Our classes are convenient to everyone.



+965 25448913

We offer martial arts training for adults and kids.



Our main branch is located in Salmiya, but we have more branches all over Kuwait.

For registration,



+965 25756633



مركز الكويت للفروسية  
Kuwait Riding Center



This thriving riding center provides both new and experienced riders with the opportunity to learn more about horses and riding with our experienced instructors.

For parents and friends who do not ride themselves, you can enjoy a coffee and a snack in KRC's interesting grounds. We look forward to welcoming you to our Center!

Equestrian club for children and adults.

Open from 9 am–1 pm, 4–8 am  
Saturday to Thursday.

**3**  **Who can go to the following places?**

- a. Kuwait Riding Center: **Someone who** .....
- b. The Holy Quran Centers: .....
- c. Kuwait Karate Federation: .....

**4**  **Read the adverts to find the words that mean:**

- a. Of the present time; modern. ....
- b. Successful, lively and profitable. ....
- c. Any of the traditional forms of self-defense. ....

**Writing:**

**5**  **Write some pieces of advice about how to write an effective advert.**

- Design: .....


.....

- Information: .....

.....

- Language: .....

.....

 What after-school activity would you like to have in your area? Write your own advert.  
Design it using your tablet or personal computer.

Give information about the activity

.....

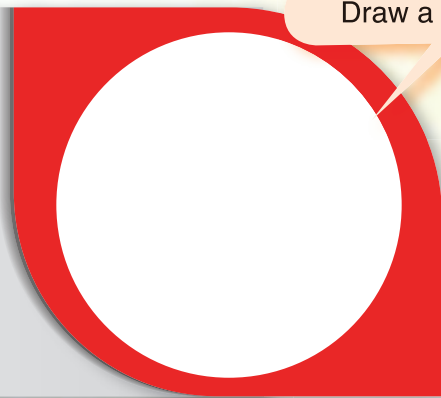
.....

.....

.....

.....

Draw a logo



Contact information

.....

.....

# Tell Me How

TELL ME HOW



## **You are expected to:**

- ▶ Read and interpret information
- ▶ Explore various sources to find information
- ▶ Present topics using varied sources of media

## **Activities:**

- ▶ Discussing and exchanging information
- ▶ Matching paragraphs with their headings
- ▶ Writing rules and instructions





# Instructions and Directions


## Reading


1  Before you read

*In pairs or small groups match the instructions with the pictures.*

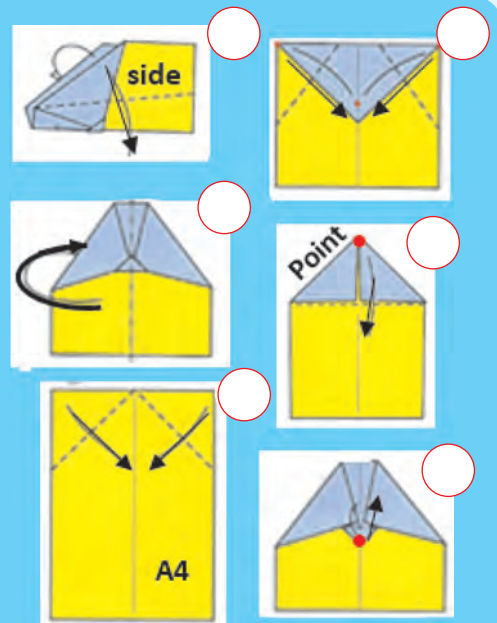
- |                            |                                    |
|----------------------------|------------------------------------|
| a. Don't turn left. ( )    | d. Don't block the fire exit. ( )  |
| b. Keep off the grass. ( ) | e. Wet floor, watch your step. ( ) |
| c. Put your tray here. ( ) | f. Don't sound the horn. ( )       |



2  Where would you find the above signs?

3  Read aloud with your partner and match the following instructions with the pictures

1. Use a regular A4 size piece of paper. First, fold the paper in half then unfold it. Fold the two top corners of the paper towards the middle line.
2. Next, fold down the point (●). Now the paper should look somewhat like the back of an envelope.
3. Then, fold the two top corners down to the center.
4. After that, fold up the point.
5. Then, fold the paper to the back in half along the original center fold.
6. Finally, make the wings. Fold both sides down to the bottom.



4  Follow the instructions to make the model. What have you made?

## 5 Grammar in context *Sequence words*

**First** → **Next** → **Then** → **After that** → **Finally**

- They are usually written at the beginning of the sentence/ paragraph.
- They are always followed by commas.



Complete the instructions for how to *grow a plant*. Use sequence words and draw the missing pictures.

1

First, fill .....



.....  
.....  
.....  
.....

2

Next,  
sprinkle  
your seeds  
onto the soil.



3

Then, cover



.....  
.....  
.....

4

.....



.....  
.....  
.....  
.....

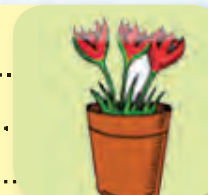
5

After that, put  
your pot in  
the sunshine.



6

Finally .....



.....  
.....  
.....

### *Writing:*



Give simple instructions on how to (play a computer game, draw an object or make a model). You can add pictures, if needed.

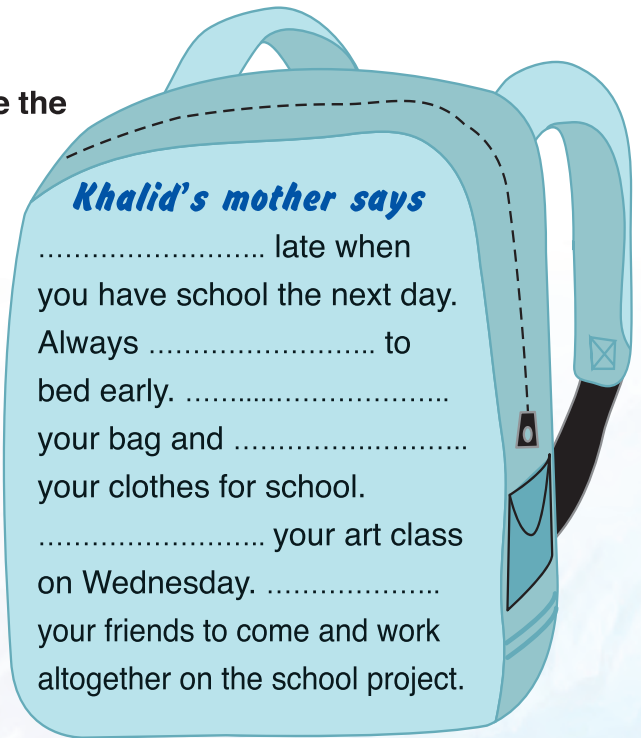
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.....  
.....  
.....

# Directions

## Listening:



**4.1** Listen to Khalid's mother. Complete the pieces of advice she gives him



### *Khalid's mother says*

..... late when you have school the next day. Always ..... to bed early. .... your bag and ..... your clothes for school. .... your art class on Wednesday. .... your friends to come and work altogether on the school project.



**2** Grammar in context *do / don't; imperatives*

Complete the following instructions about school rules. Use these verbs:

do	run	forget	listen	talk
----	-----	--------	--------	------

1. ✗ Don't ..... in the corridor.
2. ✗ ..... your books.
3. ✓ ..... well to the teacher.
4. ✓ ..... your homework.

## Writing:



**3** Write a list of Do's and Don'ts about your school library. You can ask the school librarian.



### Do's

.....  
.....  
.....  
.....  
.....  
.....

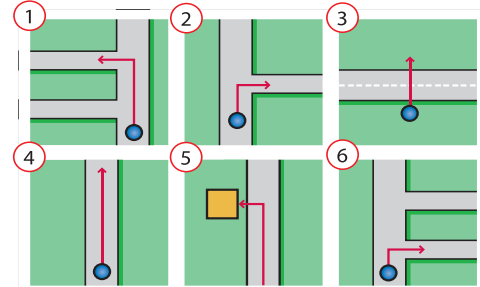


### Don'ts

.....  
.....  
.....  
.....  
.....  
.....

**4**  Match the phrases with the pictures

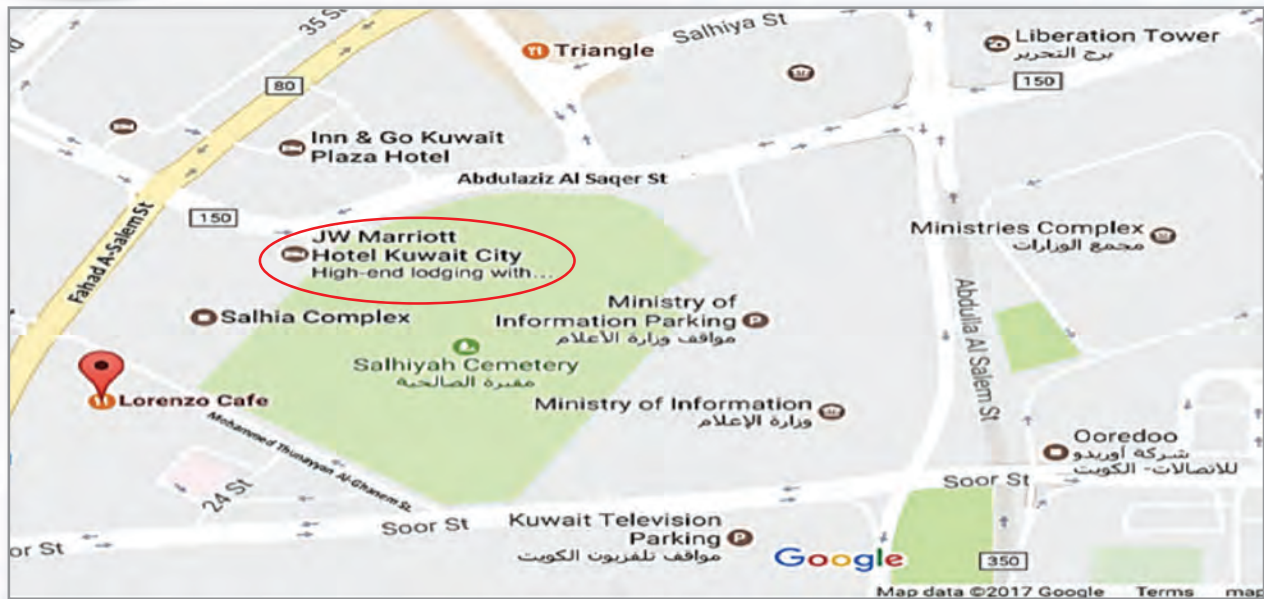
- a. take the first right ..... d. take the second left .....
- b. turn right ..... e. go straight on .....
- c. it's on the left ..... f. cross the road .....



**5**  Look at the map. Locate the places in reference to J W Marriot. Use these words: *(behind / near / opposite / in front of / in the center / south / east / next to)*



**Ministries Complex / Salhia Complex / Liberation Tower /  
Kuwait Television / Triangle Restaurant**



**6**  Read the following message and follow the route on the map.

Good morning Salwa 😊  
I'm glad you are comfortable at the JW Marriott hotel. Let's meet for dinner at Lorenzo Café at 7:00 p.m. It's easy to walk there from the hotel. First, head west on Abdulaziz Al Saqer St. Next, turn left onto Fahad A-Salem St. Go straight on for about 6 minutes. Then, take a sharp left on Mohammed Thunayyan Al-Ghanem St. Your destination will be on the right. See you there, Laila 😊🍷

**7**  Your friend is visiting Kuwait and staying at JW Marriott.

1. Discuss the shortest way to get to (Ministries Complex, Liberation Tower or Kuwait Television).
2. Write the directions in your notebook.

# Working in the Lab

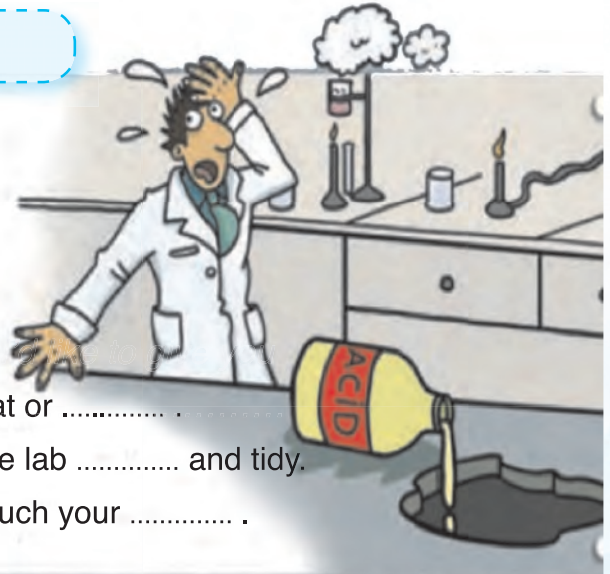
## Listening:



**1** **4.2** Listen and complete the safety rules with these words.

face clean drink wear games work

## SAFETY IN THE SCIENCE LAB



- Always ..... a lab coat and goggles.
- Never ..... alone.
- Don't play ..... or play tricks.
- Don't eat or .....
- Keep the lab ..... and tidy.
- Don't touch your .....



## 2 Speaking

a. Imagine you are a school principal.

What pieces of advice would you give students before exams?

b. Share your ideas with the class by giving a short speech.

**You can start the speech by saying:**

My dear students, exams are next week so I'd like to give you some advice. Always .....



## 3 Pronunciation the final 'S' sound



**4.3** a. Listen to the words. What happens to the final 's'?

1. drinks 2. says 3. watches

b. Work in pairs. Which 's' sound do these words have? Is it like 1, 2 or 3:

films (1) eats finishes gets listens packs studies  
presses likes goes pushes reduces



**4.4** c. Now listen and check.

4  Read the experiment and match the instructions with the pictures


## Thirsty work experiment

- You need:
- a drinking straw
  - a glass jar with a lid
  - some water
  - some clay

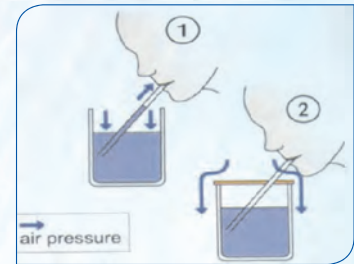
- 1 Fill a jar with water.
- 2 Make a hole in the lid of the jar. Make the hole the same size as the straw.
- 3 Push the straw into the hole.
- 4 Put the clay around the straw so it is sealed.
- 5 Now try to suck the water through the straw!



What do you expect to happen?

5  In pairs or small groups, do the experiment and write down your observations answering the following questions:

- What things did you use for the experiment?
- Who did it with you?
- What did you try to do?
- What happened? Why?



.....

.....

.....

.....

.....

.....

.....



With the help of your parents, watch the "**Incredible Science Channel**" on YouTube: <https://www.youtube.com/user/IncredibleScience>

Or search the net or other sources for an interesting experiment:  
Demonstrate it to your class, or tell them how to do it.

## 1 Before you read



*Think, pair, share*

- Why is it important to read newspapers?
- What does a newspaper contain?

Kuwait Times

## DESERT DELIGHTS: CAMPING IN KUWAIT

**Kuwait:** One of the joys of life for Kuwaitis is to spend time in the desert. Desert camping is a popular old Kuwaiti tradition. It's ideal between November and March when temperatures go down and the weather is cold.

In the past, camping required only a tent. At night, lights were provided by oil lamps, and cooking was done over the campfire.

Today's modern camping experience involves so much more. There are modern appliances and facilities available in the camps. People use small



tents as sleeping places and large family tents as family gathering places which are supplied with lights, satellite television and couches. There is usually a kitchen that is made of aluminum and may include a gas stove for cooking.

People spend a day or a week in camps. They enjoy many desert activities.


During the day, children and young people enjoy playing different ball games, board games and kite flying. Family members and friends have Arabic coffee and dates, walk in the desert, watch TV and finish with barbecue dinner. At night, they all sit around the campfire and tell stories.






**2**  Read the newspaper article, then match the headings with the paragraphs.

- ▶ *Camping Nowadays* ( )
- ▶ *An Old Kuwaiti Tradition* ( 1st )
- ▶ *Camping Activities* ( )
- ▶ *Camping in The Past* ( )

**3**  Ask your partner three questions about camping in Kuwait. (*What, When, Who ...ect*)

**4**  a. Look at the following list.  
In groups, decide which one is the most important to you and why?  
b. What other pieces of advice would you add?



### Desert Camping

- Carry a lot of water and take enough food.
- Take a warm jacket. It gets very cold at night.
- Protect your eyes with sunglasses.
- Wear a lot of sun cream, even on your hands.
- Wear a hat to protect your head.


**5**  Grammar in context *there is/was there are/were*

Look at the two pictures and find 5 of the differences between them.

In picture 1, there is a model of a globe on the teacher's table, but in picture 2 there isn't.



## Writing:

**6**  In your notebook, write an invitation to your friend to join you in your camp and describe the activities you are having.

# Getting Ready for a Trip

## Listening:

### 1 Vocabulary *Camping equipment*



**5.1** Match the words with the pictures. Then listen and check.

batteries	( )
a compass	( )
water	( )
a tin opener	( )
a camping stove	( )
fuel	( )
matches	( )
sun cream	( )
insect repellent	( )
soap	( )
a torch	( )
a map	( )



### 2 5.2

Nadia and Zeinab are organizing a camping trip. Listen and tick (✓) the things they've got and the things they need to buy.

Items	have got	need to buy
a torch		
soap		
batteries		
a tin opener		
matches		
sun cream		

### 3 Grammar in context *some/ any; countable and uncountable nouns*

Complete the sentences with *some / any*.

1. Have Nadia and Zainab got ..... soap?
2. They have got ..... batteries.
3. They haven't got..... matches.

### 4 Complete the table with words from exercise 1.

Countable nouns	Uncountable nouns

5



a. Read aloud with your partner and write the missing words (*a, some, or any*) to describe the following picture.



Anwar and Abdelaziz are camping in the desert. But have they got all they need? They've got (1) ....a.... tent, (2) ..... fuel and (3) ..... matches. But they haven't got (4) ..... camping stove. Anwar has got sunburn but they haven't got (5) ..... sun cream. They've got (6) .... map but they haven't got (7) ..... compass. They are thirsty but they haven't got (8) ..... water. They've got (9) ..... food but they haven't got (10) ..... tin opener.

6



b. What pieces of advice can you give Anwar and Abdelaziz to enjoy their camp?

### Speaking and Writing:

7



a. You and your friends are going camping. You can take three things from the list in exercise 1 and three new things. Suggest what to take then compare your list with the other groups.

b. Write three of the things you have all agreed on and explain why.



.....  
.....  
.....  
.....



Search different sources for answers to the following questions:

- a. How many days can we survive without food or water?
- b. What can we do if we are lost in the desert?

# Shopping

## 1 Look at the pictures. What do you see?

Make sure you visit the Avenues, one of Kuwait's largest malls, which will definitely take your shopping experience to a different level.

It was officially opened in April 2007 and is located in Al Rai area. The Avenues has been designed to reflect the natural lines of the Arabian Desert.

The mall has been divided into four phases which include the world's famous stores and international high fashion and luxury brands from across Europe, the United States, Asia and Africa. The roof of the 2nd Avenue is made of glass to allow the sun to light up the internal area giving an outdoor feel. The Souk, which is located in Phase III, brings back the feeling of old Kuwait as it is similar to a traditional Kuwaiti souk with many small shops.



The Avenues Cinema has multi-screen movie theaters with 11 screens (including a VIP cinema).

The Avenues is the house to a wide variety of the finest outdoor and indoor restaurants in Kuwait. Furthermore, some of the greatest cafés in Kuwait are located in this mall.

The Avenues stands as an iconic symbol of development and modern civilization.

## 2 Read the passage and decide if the following statements are true (T) or false (F):

1. The Avenues looks like an old ship. ( )
2. The sun lights the second Avenues because it has no roofs. ( )
3. Paragraph 3 is about the phases of the mall. ( )

**3**  In your notebook, write a paragraph of six sentences describing what you like about the Avenues.

*Listening:*

**4**  **5.3** Listen and tick (✓) the things that the customers bought in the gift shop.





**5**  In pairs or small groups, complete the dialogue with the following words and phrases:

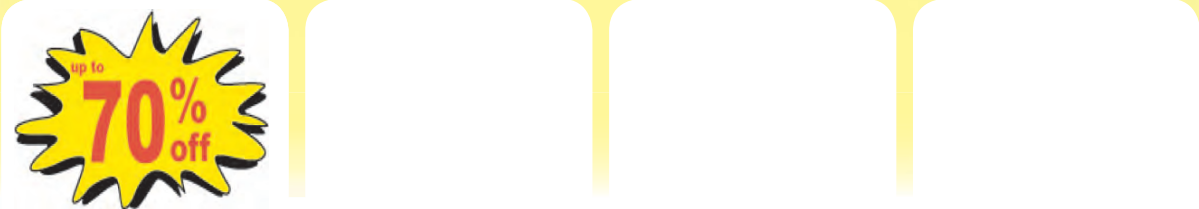
*try it / colour / How much / I'd like/ Excuse me / I'm looking for / Here you are / size / how can I / changing room*

<p><b>Customer:</b> ....., could you help me, please?</p> <p><b>Assistant:</b> Of course, ..... help you?</p> <p><b>Customer:</b> ..... a sweater.</p> <p><b>Assistant:</b> What ..... do you wear?</p> <p><b>Customer:</b> Medium, I think.</p> <p><b>Assistant:</b> What ..... would you like?</p> <p><b>Customer:</b> ..... a dark red one.</p> <p><b>Assistant:</b> How about this one?</p>	<p><b>Customer:</b> It's nice. Can I .....on?</p> <p><b>Assistant:</b> There is a ..... over there.</p> <p>-----</p> <p><b>Customer:</b> .....is it?</p> <p><b>Assistant:</b> It's KD20.</p> <p><b>Customer:</b> .....</p> <p><b>Assistant:</b> Thank you. Have a nice day.</p> <p><b>Customer:</b> Same to you, goodbye.</p>
---	---

*Speaking:*

**6**  **Buying things:** Imagine you are a customer and you want to buy a t-shirt. Talk to your partner (the assistant). Then exchange roles.

 What offers do shops usually make to attract customers? Design and write a few using your computer or tablet then show them to your class.



1 Before you read

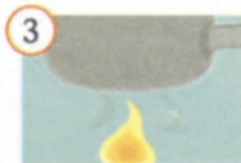


What food can you or your mother cook?

2 Vocabulary Food

Match the words with the pictures.

to pour ( 5 ) to chop ( ) to stir ( ) to bake ( ) to heat ( )



3 Look at the pictures and write the ingredients.

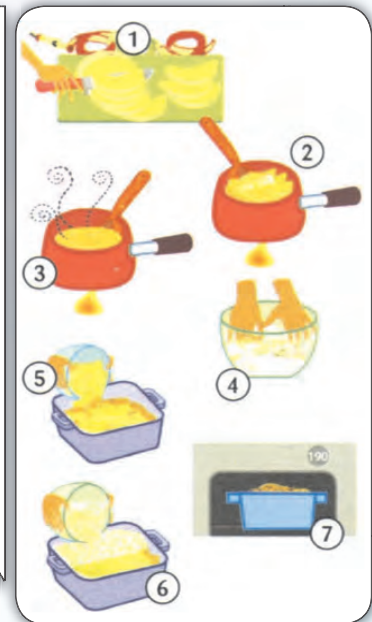
APPLE CRUMBLE

Ingredients

1/2 teaspoon



- cooking apples
- butter
- cinnamon
- sugar
- plain flour
- oats



4 Reorder the instructions according to the pictures then read them aloud.

- Put the apple slices in a saucepan with 30 grams of butter. Heat gently for about 5 minutes. ( )
- Add the cinnamon and 150 grams of sugar and stir gently for another 3 minutes. ( )
- Pour the topping mixture over the apples. ( )
- Bake in the oven for 30 minutes or until the top is golden brown. ( )
- First, make the filling. Chop the apples into small pieces. ( 1 )
- Now, make the topping. In a large bowl, rub the rest of the butter into the flour, oats and the rest of the sugar until it looks like crumbs. ( )
- Put the apples into a baking dish after greasing it. ( )

**5** Grammar in context *pronouns/ If conditional (first/ second)*



**6.1** Listen and complete the dialogue with these words.

her my it theirs us ours them me (x3)

*Nadia and Waleed are brother and sister. Nadia is cooking and Waleed comes into the kitchen.*

**Waleed:** What are you doing, Nadia?

**Nadia:** I'm making an apple crumble. It's for .....  
friend Maha and ..... family. I'm going to give it to  
.....



**Waleed:** Fantastic! Aren't you making some for..... ,  
too?

**Nadia:** Of course, I'm making two dishes. One is for ..... and one is for Maha's  
family.

**Waleed:** This is making ..... hungry! How long does ..... take to be cooked?

**Nadia:** Half an hour.

**Waleed:** Oh, that's too long for..... !

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

*Sara decided to bake a cake yesterday. It took her three hours to finish.  
Unfortunately, her cake was tasteless, dry, burnt and got stuck to the pan.*

- What did she do wrong?
- What advice would you give her?
  - o If I were you, I would .....
  - o Next time, if you ....., the cake will .....



**c.** In your notebook, write some of your advice.

**7** Read and match the sentence halves.

I would tell you the answer, .....

If there isn't enough food for the guests, .....

If I were you, .....,

**a.** we will get some Indian takeaway.

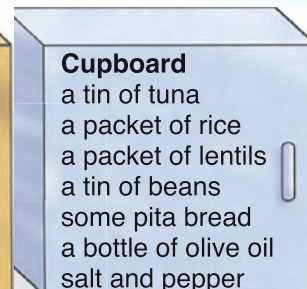
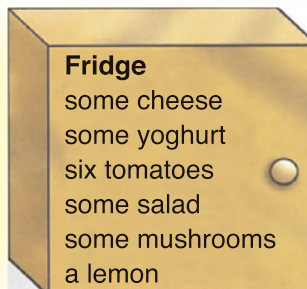
**b.** I wouldn't do that.

**c.** If I knew it.



You want to make lunch. You find this food in the kitchen.

- What dishes can you make from these ingredients?
- Have a class debate on the best dish.



1  Do you like eating at restaurants? What type of cuisine do you like?

## Leaflet

### Marina Shopping Mall- Where to eat?

#### The Garden Café

##### Salads

- mixed
- green
- Steamed Veggies



##### Sandwiches

- tuna wraps
- low fat cheese sandwiches
- spinach and egg white toast
- grilled salmon wraps

#### Pizza Fort

##### 30 different pizzas including:

1. original pepperoni pizza
2. mushrooms, garlic and meat
3. olives, artichokes and peppers
4. tuna and onion



#### Kuwaiti House

##### Delicious and traditional

- Chicken Machboos
- Meat Machboos
- Balaleet with eggs
- Gabout (stuffed flour dumplings in thick meat stew)




#### Indian Feast

##### Spicy and Hot

- Madras Curry
- Tandoori Chicken barbecued in a traditional Indian oven
- Biryani (traditional dish with basmati rice and spices)
- Bombay Potatoes




2  Read the leaflet and answer the following questions:

1. Which restaurant sells healthy food?
2. Where would you take a tourist?
3. Which pizza would you recommend for a vegetarian person?



## Listening:

**3**  **6.2 a.** Complete the dialogue with the following lines. Then, listen and check.

- a. And how much rice would you like?
- b. Ok, let's go to Indian Feast.
- c. I'd like the Biryani.
- d. How many places are there?
- e. Anything to drink?
- f. I quite like it.

*Danielle, from England, is visiting Amal. They are at the shopping mall with Salwa, Amal's mother.*

**Danielle:** I'm really hungry. Shopping is very tiring!

**Amal:** Let's eat here.

**Danielle:** .....

**Amal:** A lot! Do you like Italian food?

**Danielle:** .....

**Amal:** What about Indian?

**Danielle:** Yes, great idea! I love curries!

**Amal:** .....

*They are at the counter in the restaurant*

**Assistant:** What would you like?

**Danielle:** Oh, I'd like the Madras Curry. What about you?

**Amal:** .....

**Salwa:** And I'd like the Tandoori Chicken.

**Assistant:** .....

**Danielle:** That's enough rice, thanks.

**Assistant:** .....

**Salwa:** Three orange juices, please.

**Assistant:** Here you are.

## Speaking:

**b. Role Playing:** You are at one of the restaurants in the leaflet. Order food and drink.

**4 Grammar in context** *How much/ How many*

Complete the questions with **much** or **many**. Then, answer the questionnaire.

**How healthy are you?**

**In a week:**

- 1 how ...**much**... fruit juice do you drink?
- 2 How ..... biscuits and cakes do you eat?
- 3 How ..... lentils and beans do you eat?
- 4 How ..... fish do you eat?
- 5 How ..... vegetables do you eat?
- 6 How ..... packets of crisps do you eat?

**A lot   Quite a lot   Not a lot   Not any**

--	--	--	--



**5**  **a.** Ask and answer.

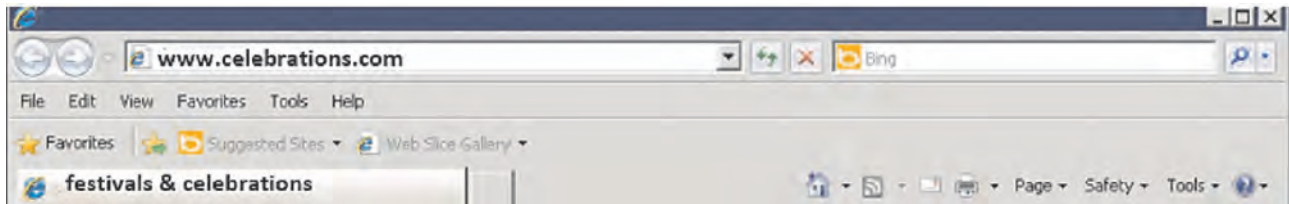
**A:** How much fruit juice do you drink?

**B:** I drink a lot. / I drink quite a lot. / I don't drink a lot. / I don't drink any.



**b.** Is your partner healthy or unhealthy? In your notebook, write a short paragraph about your partner's diet.

## 1 Look at the pictures. What celebrations can you think of?



1. ....

This Eid celebrates the end of Ramadan, in the ninth month of the Islamic calendar. It is a religious festival of happiness and joy. It's not always on the same date because it follows the calendar of the new moon.

In the morning, people go to Eid Prayer. They wear new clothes and young people receive gifts and money. It is a time when Muslims think about the poor and help them, and a time for forgiveness. The celebrations last for three days and schools and offices close.

**By: Jassim Hussein**



2. ....



This celebration happens in late January or early February in China and follows the calendar of the new moon. It celebrates spring and lasts fifteen days.

People clean their homes and decorate them with red decorations, flowers, fruit and sweets. People wear new clothes and visit their family and friends. Red is a lucky colour and young people receive gifts of money in red envelopes. On the fifteenth night, a lantern festival is held in the streets. There is a huge lion parade with dancers and musicians playing loud drums.

**By: Yi Lina**


3. ....

Kuwaitis celebrate this day every 25th of February. It is a mark of the historic struggle for independence and the wonderful past of the country.

This day is celebrated with great activities. Public get-togethers are held. Official buildings as well as modern hotels are magnificently decorated with lights and flags. Kuwaitis wear the national costume of the country as part of the holiday tradition. Fireworks displays are common on this day.

**By: Hamad Saleh**




**2**  Read the webpage on the previous page then match the paragraphs with the headings.

- ◆ Chinese New Year
- ◆ Eid Al-Adha
- ◆ Eid Al-Fitr
- ◆ Kuwait National Day
- ◆ Hala February


**3**  Match each of the following activities with the right celebration:

- |                           |     |                           |     |
|---------------------------|-----|---------------------------|-----|
| have fireworks displays   | ( ) | having a lion parade      | ( ) |
| clean the house           | ( ) | give money to poor people | ( ) |
| wear the national costume | ( ) | say special prayers       | ( ) |

## Speaking and Writing:

**4**  **a.** During Hala February Festival, Kuwait becomes a tourist attraction. In groups, discuss why many tourists visit Kuwait at this time of the year.



 **b.** Use your ideas to complete the following paragraph.

The streets .....

.....


Shopping malls .....

.....


Cinemas and theaters .....

.....

**5** **Pronunciation** pizza, bread

 **a** **6.3** Listen to the words and underline the sounds.

- p:** 1 pizza      2 parsley      3 pastry      4 pasta  
**b:** 5 bread      6 bake      7 burger      8 biscuit

 **b** **6.4** What sound do you hear? Listen and write (p) or (b)

- 1 .....**p**.....      3 .....      5 .....  
 2 .....      4 .....      6 .....



During celebrations and family occasions we prepare more food than we need. How can we reduce the amount of food waste?



# Choose either Project 1 or 2

## Project 1

# MY IDEAL SCHOOL

### *My ideal school would be:*

a school with flexible rules.

a modern school with computers and internet connections for all the students.

a school with a big green garden and sports facilities.

a school with varied entertainment activities.

a school with a big cafeteria that serves delicious food and a variety of snacks.



### ***Work in pairs or small groups. Choose one of these ideas.***

1. Design a poster about your ideal school and use the model above to write a few sentences about it. Use the internet to collect some information and photos to illustrate your project.
2. Draw some pictures of your ideal school. Write why they represent your ideal school, then present and explain your drawings to the class.
3. Imagine you are taking part in a TV show called 'My Ideal'. Talk about your ideal school providing as many details as possible.



## Project 2

Work in pairs or small groups. Choose one of these ideas.

1. Imagine you can build the restaurant of your dreams:

- Where would it be?
- What would it look like?
- How will the chairs and tables be like?
- What colours would you use?
- What kinds of lights would you have?

Design a poster describing your restaurant.

Draw or find pictures to show your design.



2. Imagine you are a restaurant owner, design a menu for your restaurant.

Include a description of every dish on the menu and give a price for each item.



# Now and Then

Now and Then



### You are expected to:

- ▶ Use listening strategies to comprehend texts
- ▶ Take part in a debate
- ▶ Read and comprehend nonfiction texts

### Activities:

- ▶ Role-playing
- ▶ Using smart devices to prepare presentations
- ▶ Writing about different topics



## 1 Before you read



*Think, pair, share*

What questions would you like to ask about life in Kuwait in the past?

My history teacher asked me to write a report about life in Kuwait before and after oil, so I decided to pay my grandpa a visit and ask him to help me write the report.

**Abdurrahman:** Grandpa, can you tell me what you know about Kuwait before oil?

**Grandpa:** Sure dear, what do you want to know?

**Abdurrahman:** Was life easy? Were people happy?

**Grandpa:** No, life wasn't easy at all but people were happy. Let me tell you that things weren't as easy or fast as they are nowadays. Our homes were made of mud. We didn't have electricity, so for cooling we slept on the roofs of the houses.

Jobs weren't as varied as nowadays. People worked in pearl diving, fishing and spice trading. We didn't have schools, we went to Al-Katatib where we learned reading, writing and basic arithmetic.

Let me tell you another thing, we weren't privileged with things like refrigerators or stoves. We rather had fresh preserved food and all things were made by hand such as Sadu.

**Abdurrahman:** That's amazing grandpa, but I have one more question. Are you happier now with all the things you have like cars, modern houses and technology?

**Grandpa:** Oh, Abdurrahman happiness has nothing to do with cars, oil or money. When you come to be my age you will realise that happiness is health, family, and good friends.





**2** Read the dialogue and answer the following questions:

- Why did people sleep on the roofs of the houses?
- What did people do before oil?
- What did Kuwaitis study in Al-Katatib?
- Can money buy happiness? Why?

**3** Grammar in context *past simple; negative; (regular/irregular verbs)*



What did / didn't people do in the past? *People didn't watch TV.*

watch TV

work in the sea

make Sadu

phone friends

sleep on the roof

surf the net



**4**  In your notebook, write a short paragraph about what you did last weekend.

*Last weekend, I didn't play computer games but I went shopping. ....*

**5** Write the missing words. Use the past simple of the verbs in brackets.

Last year, Abdurrahman went to a beautiful nature reserve in Kuwait called Sabah Al Ahmed. This is the report he wrote about his visit:

**A Visit to a Nature Reserve**


In March 2004, His Highness the Amir Sabah Al Ahmed (open) opened a new wildlife reserve. During the opening ceremony, he (release) ..... some endangered animals and birds into the wild. The reserve (encourage) ..... the cultivation of many plants, and (help) ..... restore the local ecosystem. The opening of the Sabah Al Ahmed Wildlife Reserve (be) ..... one in a long line of steps Kuwait (take) ..... to preserve the environment.



Your school is organising an exhibition called "Old is Gold". What old things can you bring? What were they used for?

Item	Used for
Al Bishtakhta	.....
Al Hib	.....
.....	.....
.....	.....



**1**  In groups, name some historical places around the world.

ANTONIUS and JULIA lived with their family in Jerash, in 75AD. Jerash used to be an important ancient Roman town.

They had a big house and servants. They didn't have much furniture. They used to sit on beds during the day and slept on them at night.



Antonius was 14. He studied a lot of subjects, including history, geography, astronomy and philosophy. Julia was 12. She studied reading, writing and mathematics and how to look after a home.

People in Jerash used to go to the South Theatre. It held 3,000 people. When gladiators fought wild animals, people were watching **them** cheerfully. There were **chariot** races too at the Hippodrome.

Antonius loved the races but he didn't like the fights. So, while the fights were taking place, he went to his father's office. The family had a simple but interesting life.



2



Read the article, then choose the correct answer from a, b, c and d:

- The best title for this article could be .....
  - Chariot Races
  - Gladiators Fights
  - Ancient Jerash
  - Historical Subjects
- Jerash is located in .....
  - Saudi Arabia
  - Syria
  - Jordan
  - Iraq
- The underlined word '**them**' in the 4<sup>th</sup> paragraph refers to .....
  - people
  - gladiators
  - wild animals
  - races
- The meaning of the underlined word '**chariot**' is .....
  - subject
  - horse
  - fight
  - carriage

3

Grammar in context *past continuous (when, while)*

a. Read the article and complete the following sentences:

*When* gladiators fought wild animals, .....

*While* the fights were taking place, .....

b. Complete the following sentences with '*when*' or '*while*':

- ..... I was watching a movie, the screen went blank.
- The sun was shining ..... I woke up this morning.

'While' or 'When' is used when a continuous long action in the past was interrupted by a short action.

*While* I was doing homework, my mother knocked at the door.

I was doing homework, *when* my mother knocked at the door.

4



*Speaking and Writing:*

a. Are you **For** or **Against** the following statement:

***"Life in the past was much better than now."***

Hold a debate in your group, decide if you agree or disagree with the statement, then select a member to represent your thoughts to the class.



b. In your notebook, write a short paragraph summarising your opinion and supporting it with reasons or examples then revise and edit it in groups.



Search the internet or other sources for a historical place in Kuwait. Use your tablet or personal computer to prepare a short power point presentation about it. Then present it to your class.

**1**  Look at the pictures, how do they relate to the title?

## MEDIEVAL SPAIN

In the MEDIEVAL PERIOD, most of Spain was under Islamic rule. The Umayyad dynasty ruled for over 300 years. They made Spain the cultural centre of Europe.

**1** Cordoba was an important city with a population of over one million. The great library of Cordoba had 500,000 manuscripts. There were many gardens too. Students from all over Europe came to Islamic Spain to study.



**2** Most of the musical instruments played in medieval Europe came from the Arab world. These included the flute and the 'oud (the lute).



**3** The arts included beautiful calligraphy and painting. Arabs made glass objects and taught glassmaking to Europe. They also taught Europeans new techniques for working with wool, silk and cotton.



**4** Scholars in Islamic Spain studied science. They curiously studied ancient texts and made new discoveries. Many astronomical words came from the work of Arab scholars. Muslim astronomers such as Al-Farghani and Al-Battani built observatories and studied the stars.

**5** Arab mathematicians brought numbers from India. With these numbers, they could do difficult calculations. Muslims in Europe were very advanced in medicine. They knew a lot about how the body works.


**2**  Read the article, then match the paragraphs with their main ideas:

- a. Arab scholars were interested in science. ( )
- b. Many musical instruments had an Arabic origin. ( )
- c. Muslims were advanced in Medicine. ( )
- d. Cordoba was important for students. ( )
- e. Art was taught by Arabs. ( )

**3**  Read again and find these things:

- 1. an improvement in mathematics *Arabic numbers*
- 2. the names of two Islamic astronomers .....
- 3. three sorts of material we use to make clothes .....
- 4. two musical instruments introduced into Europe .....

### Listening:

**4**  **7.1** Listen and write if these words were originally:

European    Middle Eastern    Ancient Egyptian    Chinese    Indian    American

### INVENTIONS AND DISCOVERIES

- |                             |        |          |
|-----------------------------|--------|----------|
| 1 Pyjamas and cotton sheets | Indian | 5 Tiles  |
| 2 Clock                     |        | 6 Plates |
| 3 Mirrors                   |        | 7 Coffee |
| 4 Radiators                 |        |          |



### Writing:

**5**  In your notebook, write sentences about some of the inventions.

originally Pyjamas and cotton sheets came from India.

## 1 Before you read



Describe the picture and guess what the story is about.



A hard-working farmer had three sons. They were very lazy. They rarely agreed on anything. The farmer was worried about their future. He wanted them to work in the field and earn their living by growing vegetables.

One day, he fell ill. He was on his death-bed. He called his sons and said, "There are hidden treasures in the field." Then, he advised them saying, "You must work hard. You must live in peace and you mustn't disagree." Then, the old farmer died.

The sons went to the field. They dug up every inch of the field to find the hidden treasures. They did not find anything. After a few days, it rained hard. One of them suggested they should sow seeds in the field. And that's what they did. They grew good crops. They sold them and got a lot of money. They were really happy. Now they understood the value of hard work. The real treasures were the good crops in the field.

## 2 Read the story and answer the questions:

1. Why was the farmer unhappy?
2. What did he tell his sons when he fell ill?
3. How did they become rich?
4. What did you learn from the story?

## 3 Retell the story in your own words.

*Tip*  
While reading, try to guess the meaning of a new word from the words around it, (from the context.)

**4** Grammar in context *must/ mustn't*

to talk about something you are obliged or strongly advised to do:  
*'You must fasten your seat belt.'*

**must/ mustn't**

to talk about something you aren't allowed to do or you are strongly advised not to do:  
*'You mustn't lean out of the window.'*

a. Complete the sentences from the story with **must** or **mustn't**.

- You ..... work hard.
- You ..... live in peace.
- you ..... disagree.



b. Work in groups to answer the question. What must you do to...

- earn money? I must / mustn't .....
- pass an exam? I must / mustn't .....
- be healthy? I must / mustn't .....

**5**



a. Look at the signs and complete the sentences with **must** or **mustn't**.



You **mustn't** smoke.



You .....



You ..... turn left.



You .....



You ..... run in the corridors.



You .....



You ..... queue here.



You .....



b. What rules would you set to keep the park clean?

- Children mustn't .....
- Parents must .....
- You .....



What new signs would you invent to ensure the safety of people?

- Design different types of signs (safety, warning, road, danger ..etc), and write things people **must/ mustn't** do.
- Show your signs to your class. Can they understand what they mean?

1



Ask and answer questions about what you would like to be in the future, why?

I'd like to be ..... because .....

## Animal Trainer



*trains animals to work, perform or help people*

- I have to be patient and understand animal behaviour.
- I have to work with actors, the police and members of the public.
- My work is different every day. I never get bored.
- I have to be physically strong and fit.
- I don't have to use a computer or work in an office.

## Zoo Keeper

*works with animals in a zoo*

- I have to look after **animals** and feed them.
- I do not have to be **physically** strong.
- I do not have to deal with the public, just the animals!
- I don't need a computer for my job.



2



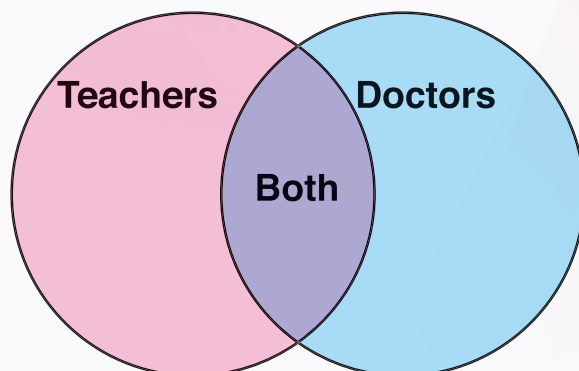
Read the previous texts to fill in the blanks in the following paragraph:

- An animal trainer must be .....
- A zoo keeper doesn't have to .....
- Both the animal trainer and the zoo keeper .....

3



a. Copy the following diagram in your notebook and fill it with similarities and differences between '*Teachers*' and '*Doctors*'.





#### 4 Grammar in context (*have/ has to*) / (*don't/ doesn't have to*)



a. Choose the correct option to complete these sentences:

1. On Sunday morning, I (*have to / don't have to*) get up early because I have school.
2. I (*have to / don't have to*) play football with my friends if I don't want to play.

b. Talk about what you have and don't have to do at home.

- I have to help my mother.
- I don't have to cook.

#### 5



#### *Speaking and Writing:*

a. Talk about what the following jobs have / don't have to do:

### Park Ranger

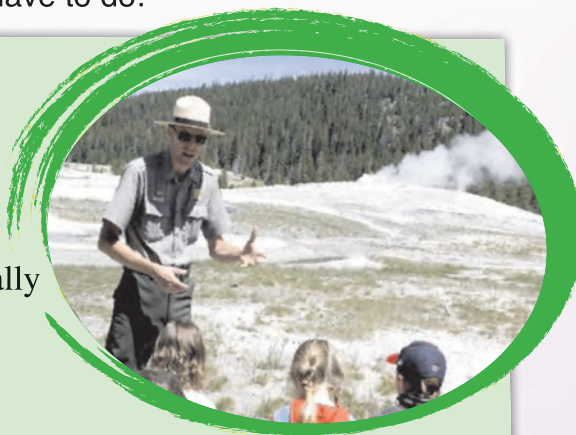
#### *works in national parks*

- *has to:*

(wear a uniform / work in a team or be independent/ physically strong/ teach the public)

- *doesn't have to:*

(work office hours/ do the same thing every day)



### Marine Biologist

#### *studies marine plants and animals*

- *has to:*

(work in the sea/ a good swimmer/ put data into a computer/ write reports/ teach students and the public and communicate ideas.)

- *doesn't have to:*

(travel to work)



b. In your notebook, write two paragraphs describing each job using (have / don't have to).

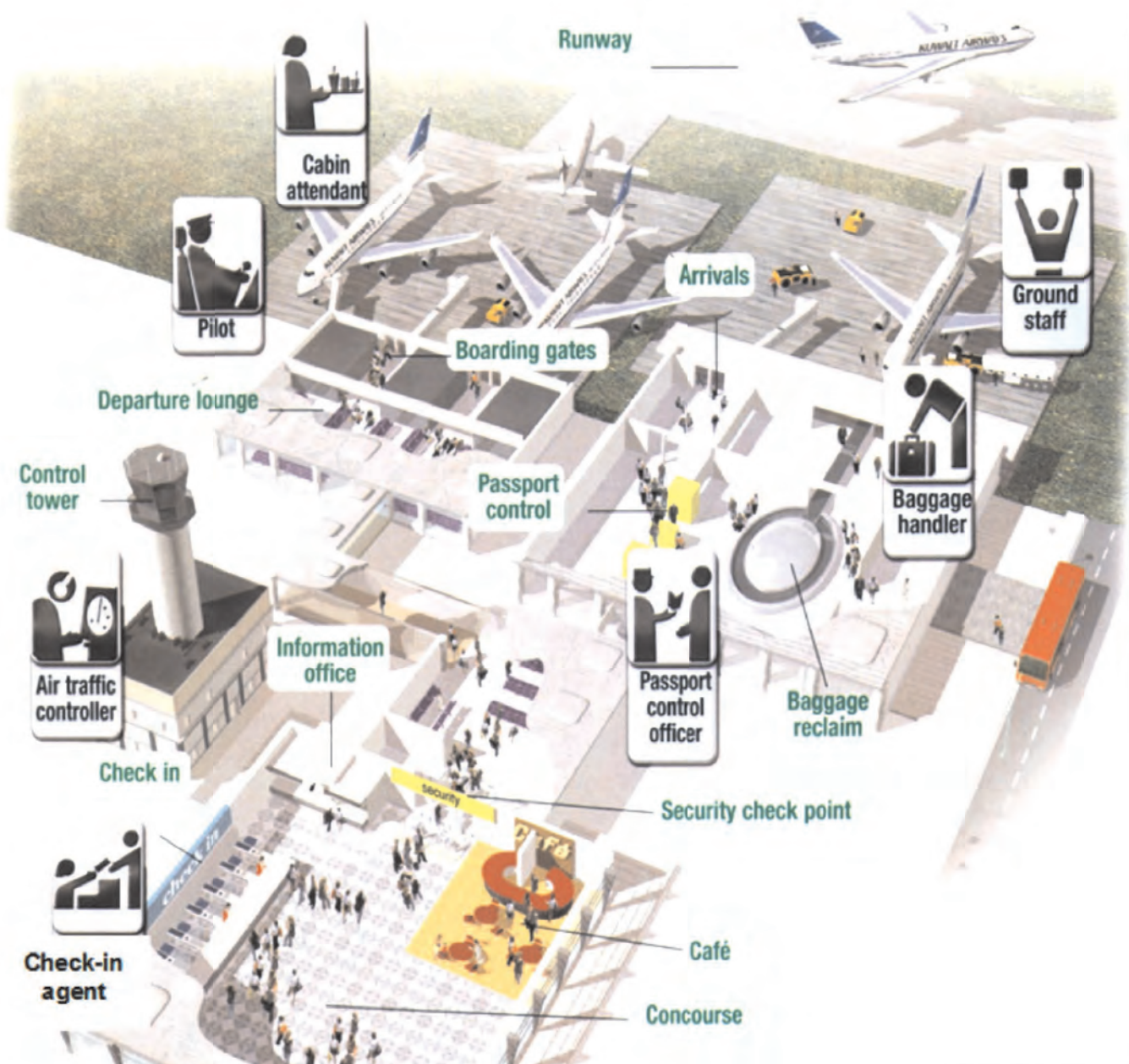


Search the net or other sources for the most dangerous job in the world and tell your classmates about it.

1



Look at the picture and list the different jobs at the airport.



I have to be very well-trained for my job. The safety of thousands of people depends on me. My first language is Arabic but I use English in my job.

I have to make sure that I use the correct words so that everyone understands me. That can be hard because I speak to people from all over the world every day. I work in a really busy place. Every minute is important and I have to make decisions very quickly.



**2**  a. Look at the picture on the previous page; Where do you .....


- show your passport?      ask for information?      wait for your plane?  
 drink coffee?      collect your luggage?      arrive?

 b. Read what the person on the previous page says about his job. Which job does he do?

**3**  **8.1** Listen to the announcements. Write the missing information.

FLIGHT NUMBER	DESTINATION	TIME	GATE	
[1] BA634	LONDON	[2] -----	[3] -----	ON TIME
DLN810	[4] -----	[5] -----	STAY IN LOUNGE	DELAYED UNTIL [6] -----
[7] -----	DUBAI	[8] -----	[9] -----	ON TIME
[10] -----	[11] -----	15.35	[12] -----	ON TIME



**4**  a. You are at the check-in desk, complete the following dialogue between you and the agent.

**You:** .....

**Agent:** Good morning! Where are you flying today?

**You:** .....

**Agent:** May I have your passport, please?

**You:** .....

**Agent:** Are you checking any luggage?

**You:** .....

**Agent:** Would you like an aisle or a window seat?

**You:** .....

**Agent:** Here is your boarding pass. We'll be boarding at gate 6 at nine forty-five.  
 Your seat number is 25C. Have a pleasant flight.

**You:** .....

## Speaking

b. Perform the dialogue in front of the class.

**5**  **8.2** Pronunciation *the 'h' sound, silent 'h'*

Listen to the words. Which two words are different?

- 1 hotel    2 happy    3 hour    4 hello    5 hand    6 hold    7 high    8 honour

1 Before you read



Which job do you like best? Why?

Reading

Quiz

Personality Profile

What kind of person are you?

1. Are you good at Maths, Science and puzzles?
2. Are you happy when you are drawing or painting?
3. Are you good at sport?
4. Do you find playing a musical instrument easy?
5. Are you good at languages and word games?
6. Do you prefer being outside with animals or plants?
7. Do you like looking after children or people?



Job Profile

What kind of job is right for you?

You should:

- a. write articles in a magazine.
- b. work with animals or plants, or in farming.
- c. work in science, or do research.
- d. work in a hospital or look after people.
- e. paint, draw, or make clothes or pots.
- f. do an active job, or be a sports person.
- g. work in the music industry or be a composer.



**2** a. Do the '**Personality Profile**' on the previous page and tell your partner about yourself.

**b.** Match each question in the '**Personality Profile**' with the 'Job', then complete the table below.

Personality profile	Job profile	Job
1	c	scientist



**3** Choose three jobs from the job profile and write sentences about them:

- Someone who ..... can work as .....
- .....
- .....



**4** Vocabulary **Personal qualities**

Choose the best word to describe each person.

generous	friendly	imaginative	shy	selfish	impatient
----------	----------	-------------	-----	---------	-----------

- Hamad likes being with people. **friendly**
- Tom doesn't like sharing things. ....
- Kerry can't wait for things. ....
- Ali likes giving people things. ....
- Jane is nervous with new people.....
- Mona has a lot of ideas. ....



**5** Grammar in context **should / shouldn't, Why don't you ...?**

Complete the sentences with **should**, **shouldn't** or "**Why don't you..?**"

- They **shouldn't** be late for work. **x**
- You .....work in business. **✓**
- I ..... eat too much.
- ..... have a haircut?

**Use should/shouldn't + infinitive to give advice:**

- 'You should do some exercise.'
- 'You shouldn't sleep too much.'



**Role play:** You are at a job interview. Talk about your personality.

## English Morning Broadcast

A local magazine interviewed three students from around the world. They asked them how they show gratitude to their mothers. The following are their answers:



### Fauzia

from Kuwait

#### Do you help your mother? How?

Yes, I do. I help at home. I have two sisters. We take it in turns to do jobs, so I don't have to do it every day. Yesterday was my turn. I had to do the washing up but I didn't have to do the ironing.



### Kerry

from Australia

#### Do you help your mother? How?

Yes, I do. I help my mother a lot. I have to lay the table for dinner every night. Two days ago, I had to help my mother in organising kitchen cabinets and cooking breakfast, lunch and dinner. It's a hard job but it's fun too.

### Nawwaf

from Saudi Arabia

#### Do you help your mother? How?

Yes, I do. I regularly help my mother in the garden. I mow the lawn. I also help her in fixing things in the house, but last week I didn't have to do anything because I had a swimming training.



**1**  **Read the interviews and answer the following questions:**

1. What did Fauzia have to do yesterday?
2. In your opinion, why did Kerry say that helping at home is a hard job?
3. Why didn't Nawwaf have to help at home last week?

**2**  **Choose the correct word to complete the following housework list:**

do (x3)      lay      mow      fix      iron      sweep

- |                             |                     |
|-----------------------------|---------------------|
| 1. ....do..... the shopping | 5. .... the washing |
| 2. .... the clothes         | 6. .... the table   |
| 3. .... the lawn            | 7. .... the floor   |
| 4. .... the laundry         | 8. .... things      |



**3** **Grammar in context** *had to / didn't have to*



Look at the interviews again and complete the following sentences:

1. Nawwaf **had to** take a swimming training.
2. Fauzia ..... do the ironing but ..... do the washing up.
3. Kerry ..... to help in organizing the cabinets and cooking.

**4**  **Speaking and Writing:**

**a.** Think about last week, how did you help at home?

Ask each other questions about how you helped your parents. Take notes then talk about your friends.



**b.** Write a short paragraph about one of your friends describing what he had / didn't have to do at home last week.

.....


.....

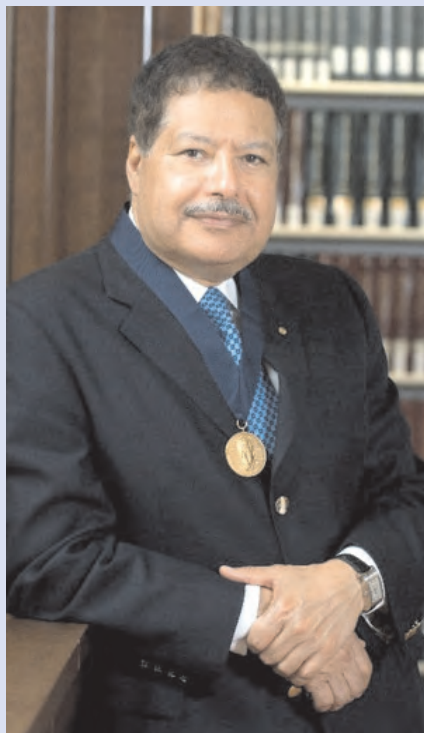
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.....

.....

1 Do you know what a Nobel Prize is? What kind of person receives one?

2  a. Read paragraph 1 and guess the missing words.




## The Nobel Prize in Chemistry 1999

*Ahmed Zuwail*

Ahmed Zuwail ..... in 1946 in Egypt. He ..... an Egyptian scientist. He ..... his first degree from the University of Alexandria before moving from Egypt to the United States to complete his PhD at the University of Pennsylvania.

In 1999, he ..... a Nobel Prize in chemistry. He contributed to the understanding of chemical reactions at the atomic level. After he won the award, he ..... to serve as a faculty member at the California Institute of Technology. He also ..... a book called “Voyage Through Time: Walks of Life to the Nobel Prize.”

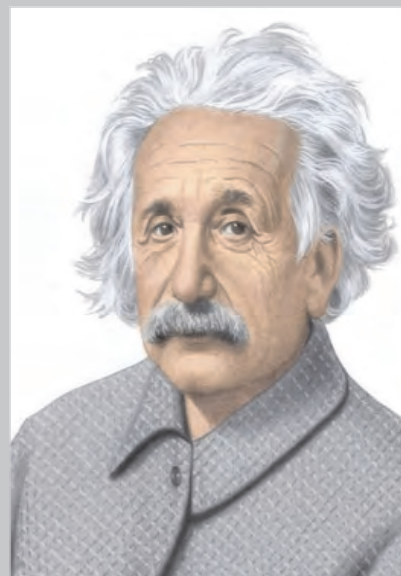
 9.1 b. Now, listen and check your answers.

c. In pairs, discuss the main idea of paragraph 1?

## The Nobel Prize in Physics 1921

*Albert Einstein*

Albert Einstein was born in Germany in 1879. His family went to Switzerland. He studied at Zürich University and developed an important scientific theory – Einstein’s Theory of Relativity. In the 1920s, he went to the United States and became a professor at Princeton University. He became an American citizen in 1940. He worked hard for peace.





**3**  **Read about the prize winners and answer the following questions:**

1. Where did Ahmed Zuwail get his first degree from?
2. What did he win a Nobel Prize for?
3. Where did Einstein develop his Theory of Relativity?
4. When did Einstein become an American citizen?



**4**  **In your opinion, which prize winner:**

- changed people's lives the most?
- do you admire the most? Why?

**5**  **Speaking and Writing:**

a. Imagine your class is going to give someone at school a prize for achievement. In groups, decide who should receive this prize.



b. Write a paragraph about your reasons for this decision with the help of the following phrases:

he/she should receive the prize because .....

he/she could .....

he/she helped in .....

I would like to choose .....

.....

.....

.....



**6** **Pronunciation *the, three***



**9.2** Put the words in the correct column. Then listen and check.

those think they thirty birthday this other maths there Thursday

<b>the</b>		<b>three</b>	
those	.....	.....	.....
.....	.....	.....	.....
.....	.....	.....	.....
.....	.....	.....	.....



Einstein said many beautiful things. Search the net or other sources for his quotes. Write them on an A4 paper using your personal computer or tablet, then discuss them with your class.

# Facing Challenges



## **You are expected to:**

- ▶ Talk about the future
- ▶ Read for a variety of purposes
- ▶ Write about future energy

## **Activities:**

- ▶ Listening for details
- ▶ Describing pictures
- ▶ Designing posters



# Travels and Exploration

**1** Before you read



Name some famous inventors and their inventions.

## Reading

### Great Inventors

Muhammad Al-Idrisi was a great scientist and geographer. He was born in 1099 in Morocco. He travelled a lot in Europe, Asia and Africa. Al-Idrisi collected information about different places, and in 1154 he wrote an important book, Roger's Book. It had a beautiful map made of silver. He also collected and studied plants to make medicine.



Leonardo da Vinci was a great artist and inventor. He was born in Italy in 1452. He wanted to understand how things worked. He invented many machines such as an aeroplane, a submarine and a helicopter. He painted the Mona Lisa; it is probably the most famous painting in the world.



Willbur and Orville Wright were two ambitious and clever inventors. They were called the Wright Brothers. They were born in the USA. Wilbur was born in 1867 and Orville in 1871. They invented the first aeroplane. They had a bicycle repair shop. They wanted to fly, so they decided to make a bicycle with wings and an engine. On 17th December 1903, their plane travelled for 12 seconds.



**2** Work in pairs. Read and complete the following table.

Name	Origin	Date of birth	Achievements	Field of study
	Morocco		Roger's Book	
		1867 and 1871		
Leonardo da Vinci				Arts

**3** Read the text again and find what the following underlined words refer to.  
 their ..... it .....

**4** Grammar in context *Relative pronouns*

Choose the best answer:

1. Al-Idrisi is the geographer (who/ where/ when) wrote Roger's book.
2. In 1903, the plane (where / which / who) was invented by the Wright Brothers flew for 12 seconds.
3. Leonardo da Vinci was born in Italy (which/ who/ where) he invented many machines.

<b>Which that</b>	➔	animals/ things
<b>Where</b>	➔	place
<b>Who</b>	➔	people
<b>When</b>	➔	time

**5**  Do as shown between brackets:


1. My father works at KOC. It was founded in 1934. (Join using 'which')

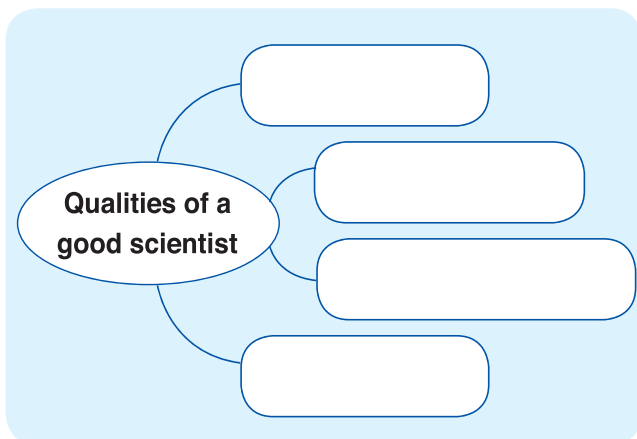
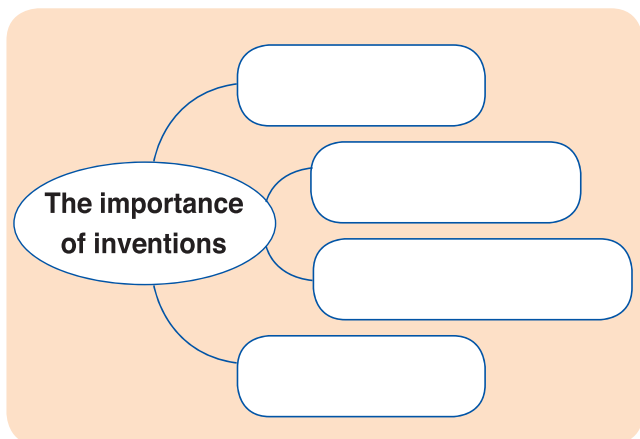
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- 2 This is my brother. He speaks two languages. (Join using 'who')

---

3. Spring is the time ..... (Complete using 'when')

**6**  a. Discuss and complete diagram A or B.




 b. Use your notes to write 2 paragraphs about your topic in your notebook.





If you were a scientist, what would you invent to make life better?

# Holidays


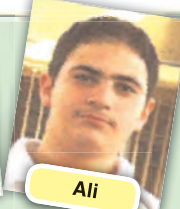
## Listening:


**1**  In pairs, discuss the following question:  
*Why do people travel?*

**2**  **10.1** Dalia is asking Rakan and Eman about their holidays. Listen to the interviews and fill in the spaces.



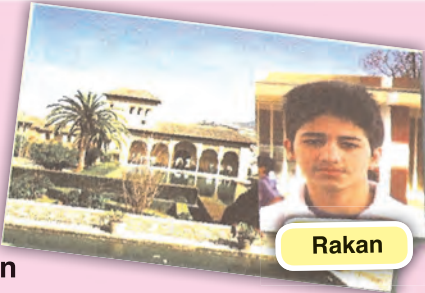
Welcome to the latest issue of Links. This week we're asking you about your holidays. Dalia asked the questions, Anwar filmed the interviews and I neatly created the web page. What a team! Hope you like it.



**Dalia**

Where did you travel?  
Whom did you travel with?  
Where did you stay?  
How long did you stay?  
What did you visit?  
What was your favourite moment?



**Rakan**

To .....


My .....

In a .....

For a .....


The ..... in .....

When we .....



**Dalia**


Where ..... ?  
Whom ..... ?  
Where ..... ?  
How long ..... ?  
Did you ..... ?  
What ..... ?




**Eman**

Thailand  
With my family and cousins.  
In my uncle's house by the sea.  
For two weeks.  
Yes, I did. It was brilliant.  
When we played beach volleyball.

## Speaking:

- 3**  Complete the following questions to interview your partner about his last holiday, then exchange roles.



When ..... ?

Whom ..... ?

Where ..... ?

How long ..... ?

Did you ..... ?

What ..... ?

**4**  Grammar in context *Prepositions*

 Fill in the space with the correct preposition:

1. Omar plays tennis **on** Sunday.
2. My birthday is ..... May.
3. We always go camping ..... the weekend.
4. Never walk alone in the streets ..... night.
5. Where are you going ..... the afternoon?
6. Many people go to work ..... bus.



- 5**  Look at the picture and write 5 sentences using the following prepositions.



( on – under – next to – in – between – in front of )

1. ....
2. ....
3. ....
4. ....
5. ....

1 Describe the picture and guess where this place is.



**To: Omar**

Here we are in India. Last week we travelled to Agra in the north. We visited the Taj Mahal, built in 1653. It's an amazing mausoleum. We listened to a wonderful concert of Indian music and watched an Indian dance. People there were friendly. India is a huge country. The population is over 1,000 million here. It has one of the world's largest Muslim populations. Yesterday we spent the night on a boat – it was a boat hotel! I loved it. The food was really good – I love Indian curries and rice. The weather was lovely all last week. At the moment, we're in the Himalayas. Tomorrow, we are having a walk in the mountains. I'm waiting impatiently for it.

**Best wishes**

**From: Khalid**



**2**  **What did Khalid write?**

a. e-mail

b. e-card

c. letter

**3**  **Read and decide if the sentences are true or false. Correct the false ones.**

1. Agra is in the south. ( )

2. Taj Mahal is a museum. ( )

3. Khalid was in the mountains when he wrote the card. ( )

### *Speaking and Writing:*

**4**  **Tell your partner about a place you visited in Kuwait or abroad. Discuss the following points:**

(People / Food / Buildings / What you liked best)

**5**  **In groups, place these sentences in the table to get a coherent paragraph.**

- First, you can walk and collect shells on the beach.
- Al- Khiran Resort is a nice place where you can spend a wonderful time.
- Then, you can ride your bike and watch the seagulls.
- So, I advise everybody to visit Al- Khiran Resort.
- In the evening, you will be fascinated by the view of the sunset.



<b>Topic sentence</b>	.....
<b>Supporting details</b>	..... ..... .....
<b>Concluding sentence</b>	.....



Watch the [national geographic channel](http://www.nationalgeographic.com) on TV for this week **OR** visit the site [www.nationalgeographic.com](http://www.nationalgeographic.com) and take notes of some interesting places to visit. Describe them.

1 Before you read



Look at the picture and guess what the story is about.



There was a small village on top of a mountain that didn't have any water. The closest river was in the valley below. The people had to walk up the steep hill from the river cautiously, with heavy buckets of water for the vegetable fields. They were tired from such difficult work.

One day, the mayor telephoned Jim Gibb, an engineer. He asked him to find a solution to the water supply before the village gets into more trouble. Jim said that he would build a pump that takes water out of the river and brings it up to the village.

Three parts were needed to make the pump: pipes to carry the water from the river and some old lorry parts to make the pump itself. But Jim had a problem with the third thing. 'How am I going to make energy to operate the pump?' he thought. Then his wife Emma had a brilliant idea. 'Attach a bicycle to the pump,' she said. 'If someone rides it, they will make energy for the pump.'

The pump was built and it worked well. People from the village rode the bicycle on the pump and water flowed up into the village. The vegetable fields were full of delicious food and everyone was very happy.


**2**  a. In groups, read the story and fill in the table.

<b>Title</b>	.....
<b>Characters</b>	.....
<b>Problem</b>	.....
<b>Solution</b>	.....

**b. What do you think of the engineer's solution?**

Can you think of a different one?




**3**  Read aloud and complete the following paragraph with information from the table to retell the story.

The people of the village were tired because .....  
 ..... The mayor asked the engineer to .....  
 ..... Jim used old lorry parts to .....  
 but ..... His wife told him to .....  
 ..... Finally .....  
 .....

**4** **Grammar in context** *Passive Voice*

a. Read and complete the table with sentences from the text.

<b>Active</b>	<b>Passive</b>
• Jim needed three parts to make the pump.	Three parts .....
• Jim built the pump.	The pump .....

 b. Change the following sentences into passive:

- Mum prepares the food.  
.....
- The Wright brothers invented the plane.  
.....
- The police arrested the criminals.  
.....
- The dentist checks our teeth.  
.....

# Reusing Things

**1**  In groups, name the different types of materials that can be recycled.

**2**  Read the following paragraph and talk about why we need recycling.

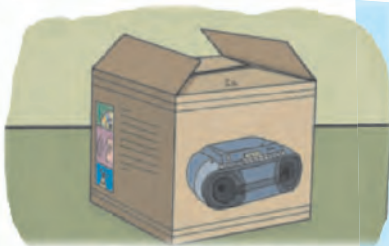
Recycling is very important as waste has a huge negative impact on the natural environment. It helps reduce pollution remarkably. Recycling also reduces the need for raw materials so that forests can be preserved.



**3**  In pairs, read and choose the best option to reduce waste:

**1. You drink a tin of soda. What are you going to do?**

- a. Remove the top and use the tin to keep your pens and pencils in.
- b. First crush it and then put it aside for metal recycling.
- c. Throw it away.



**2. You buy a device. It is in a small cardboard box. What are you going to do with the box?**

- d. Use it to keep your gadgets in.
- e. Crush it and put it aside for recycling.
- f. Throw it away.

**4**  How can you reuse these items?

**3. You find an empty plastic container in the kitchen.**

What are you going to do?

.....  
.....



**4. You pour juice from a glass bottle. Now the bottle is empty. What are you going to do?**

.....  
.....

## 5 Grammar in context *going to*

We use “*going to*” to talk about future plans.

be + going to + verb (infinitive)

I’m *going to stay* home this weekend.

## Listening and Writing:



**11.1** Listen and write what the students are going to do at the weekend.

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



**6** Write sentences about what these people are going to do:



1. ....
2. ....
3. ....

## Speaking:



**7** Talking about the future

a. Discuss what you are going to do:

after this lesson	this afternoon	this evening	at the weekend
tomorrow	next week	next month	next year

A: What are you going to do this afternoon?

B: I don’t know. I think I’m going to surf the net.

b. In your notebook, write a short paragraph about your plans for the weekend.



Look at the old objects at home. Choose one and think of how you are going to make it useful. Explain to your class.



**1** Look at the pictures. Describe what you can see.

There are several different kinds of energy. Some are renewable. This means that we can go on using these sources of energy again and again. Other kinds of energy are non-renewable. This means that the supply of energy is limited.

Coal is a non-renewable source of energy. We find coal under the ground. It is made of very old trees. It gives a lot of energy when we burn it.




Oil is another non-renewable source of energy. Oil is a thick, black liquid. It is made of tiny pieces of very old dead animals and plants. We usually find oil deep under the ground. We make fuels like petrol and diesel from oil. Kuwait is one of the biggest producers of oil in the world.

Natural gas is a third kind of non-renewable energy. We often find natural gas above deposits of oil.

One example of renewable energy is the heat from the sun, or solar energy. We can collect solar energy using very big mirrors to make electricity.


Wind power is also a renewable source of energy. We can use special windmills to make electricity. Wind energy is free and does not damage the air around us. Water can also give us energy. Like solar energy and wind power, flowing water is another renewable source. Water flowing powerfully along a river can turn a big wheel, called a turbine, and make electricity, just like a windmill.

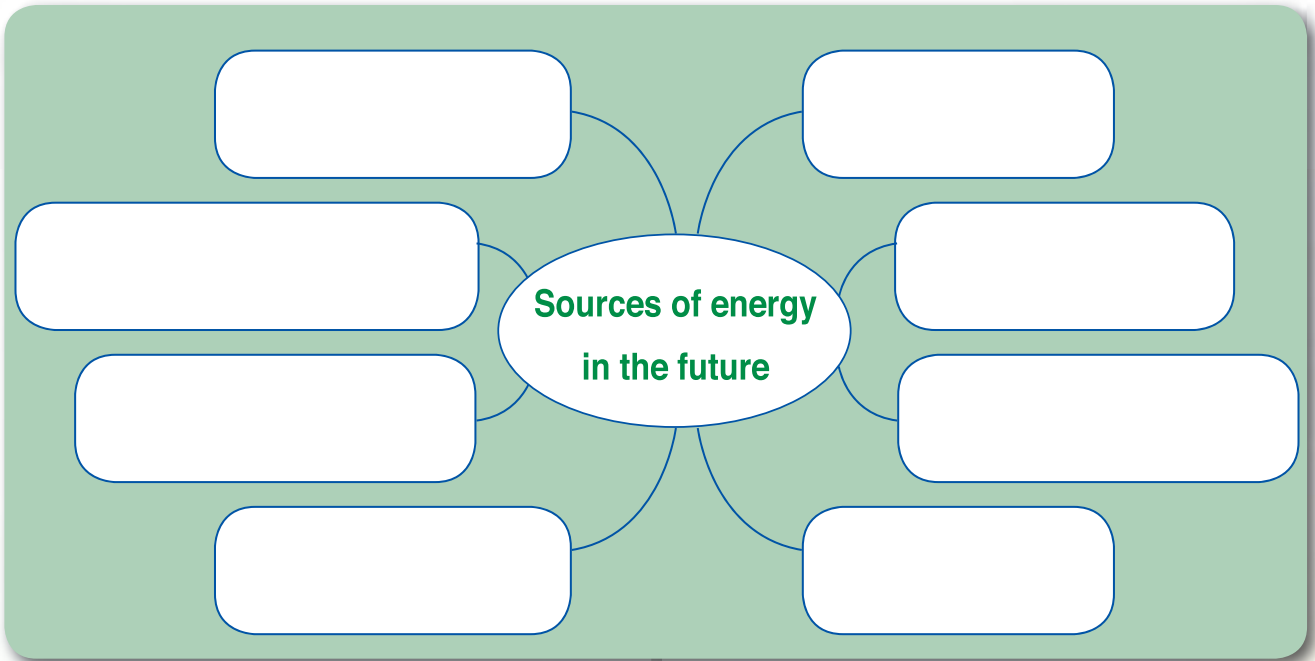


**2**  Read the text and answer the following questions:


1. Give one example of the use of each of the sources of energy.
2. Which of these sources of energy will we use in the future? why?
3. What is the main idea of the text?




**3**  **a.** In groups, discuss and fill in the spidergram with notes about sources of energy we are going to use in the future.



### *Listening and Writing:*

 **11.2** **b.** Now, listen to the experts talking about the sources of energy we are going to use in the future and add more information to your diagram.

**4**  **In your notebook, develop the notes in the spidergram to write a paragraph about the future sources of energy. Work in groups.**

*Tip*

To write a good paragraph, start with a topic sentence that states your main idea clearly. Follow with supporting details to develop and explain the topic sentence, and finish with a strong, concluding sentence.



Make a poster to encourage people to save energy.

# Predicting the Future

## Reading

**1**  Before you read

Look at the weather symbols and describe the weather, then write simple sentences.



1. It's snowy and cold.	4. ....
2. ....	5. ....
3. ....	6. ....

**2**  Read the article below and answer the following questions:

- Who is Dr Al-Ojairi? Talk about him.
- What do you know about *Al-Ojairi Astronomical Museum*?

### Prominent Kuwaiti Astronomer:

#### Dr. Saleh Al- Ojairi

Dr. Saleh Al- Ojairi was born in Kuwait in 1920. At school, he learned reading, mathematics, the Holy Quran and other subjects. Then he continued his university studies in Egypt. He spent seventy years of his life learning astronomy. He had different publications such as wall calendars, pocket diaries and office diaries.

Dr. Al-Ojairi received many medals and certificates which made him well-known in the Arab world. In August 2013, *Al-Ojairi Astronomical Museum* was opened at the Scientific Club to honour and reward Dr. Saleh Al-Ojairi for his efforts in the field of astronomy.





## Listening:

**3**  **12.1** Listen and write the missing information.

### The weather around the world tomorrow

CITY	WEATHER	TEMPERATURE
Kuwait	cloudy	(1) .....12°C.....
Beijing	(2) .....	3°C
Beirut	cloudy	12°C
Cairo	cloudy	(3) .....
Istanbul	sunny	(4) .....
London	rainy	(5) .....
Mexico City	cloudy	19°C
Montreal	(6) .....	-10°C
Moscow	snowy	(7) .....
Riyadh	sunny	23°C
Sydney	stormy	28°C



**4** Choose the suitable definitions of the underlined *weather idioms*:

(a time of need or trouble / raining heavily / not to feel well)

1. It's better to stay home today, it's raining cats and dogs outside.

.....

2. Don't spend all your money, save it for a rainy day.

.....



**5** Grammar in context *will/ won't*



**a.** Study the weather table and talk about the weather in the different countries. Work in pairs.

- The weather **will** be cloudy in Kuwait, but it **won't** rain.
- The temperature **will** be 12 degrees.



**b.** What do you think the weather will be like tomorrow? In your notebook, write your prediction and compare it with yesterday's.

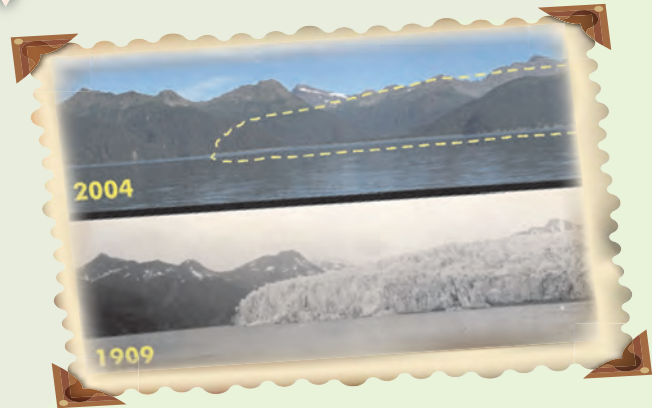


Download a weather application on your tablet or smartphone and check the weather forecast for the next 7 days. Discuss with your friends.

**1**  **What environmental problems does our planet face nowadays?**

*Scientists now agree that the world's climate is changing.  
Here are some things they predict.*

The ice in the polar icecaps and in glaciers is turning into water. This will increase the sea level and it may go up by two metres. Glaciers in Switzerland, Italy and Austria are also melting and soon there won't be snow for skiing.



When the sea gets warmer, the sea level gets higher. In the USA and India, parts of the coast will go under water and many islands will flood. It also means that the river plains of the Nile Delta in Egypt will disappear.

In the world's drier nations, wells will be empty, lakes will become polluted and it will rain less. And forest fires will happen more often as regions become drier.



Without enough water, some hot countries won't be able to grow plants at all. World food levels will fall by about 20%.



**2**  Read the article and write a list of some of the problems caused by climate change.

- Glaciers will turn into water.
- .....
- .....
- .....

**3**  **Vocabulary** *Environment*



**Match the words with their definitions:**

glaciers wells floods coast regions



1. When large amounts of water cover a place and cause damage. **Floods**
2. Enormous pieces of ice that move slowly in the mountains. ....
3. The part of a country where the land meets the sea. ....
4. Deep holes in the ground from where people get drinking water. ....

**4**  **Speaking and Writing:**

The world's climate is changing and the temperature may rise by six degrees over the next 100 years.

a. In pairs or small groups, discuss the causes of climate change.



b. Write your ideas in your notebook, then present them to the class.

**5**  **Grammar in context** *Modals*

Look at the underlined phrases. Do they mean this is certain (C) or this is possible (P)?

1. The sea level may go up by two metres. ...P...
2. Farm lands in the Nile Delta will disappear. ....
3. More regions could become deserts. ....
4. Some hot countries won't be able to grow food at all. ....
5. In China, 30 million people could become homeless. ....



Suggest ways to save our environment. You can:

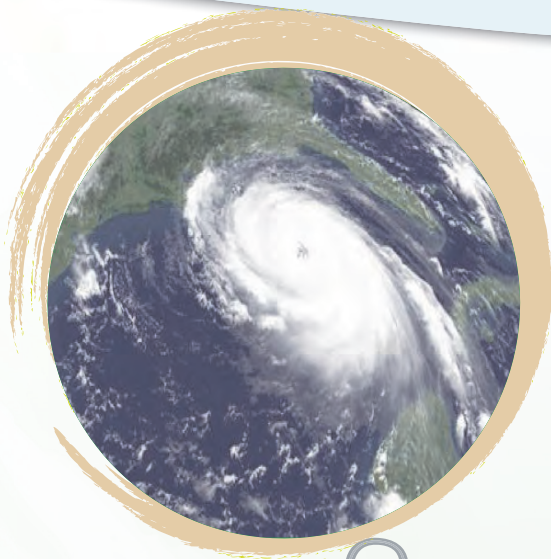
- a. present them to your class using your tablet,
- b. write an article to one of your local magazines or
- c. design a poster calling for the protection of the environment.



1  How will we live in 50 years? In pairs, talk about the future.

## Downloading Your Memory

You will be able to download all your memories and experiences to a computer in a way that allows you to recall them later. This would give you the chance to have a collection of all your thoughts and life memories.



## Weather Modification

Scientists predict that in the near future, they will be able to modify the weather. This will help stop global warming, reduce flooding and drought and prevent disasters and hurricanes from ever reaching land.

## Future Cities

People will be able to live and work in 'Bubble cities' underwater and 'Earth-scrappers' deep under the ground. Preparing food will become easier, as recipes from our favourite chefs will be downloaded and 3D printed, ready to eat within minutes.



2



Read the notes on the previous page, then complete the following sentences with suitable words.

1. It will be nice to be able to easily download and ..... memories from favourite events.
2. Scientists will be able to predict and stop ..... before they happen.
3. We will live in ..... which go deep underground.
4. Different dishes from our favourite chefs will be easily ..... by 3D food printers.

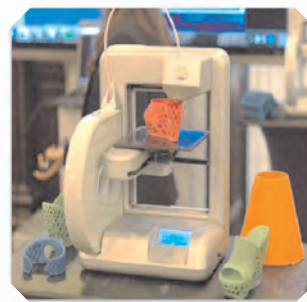
### Listening:

3



**12.2** Listen to the interview. Tick (✓) the predictions you hear, and cross (✗) the ones you don't.

1. One in four students won't have an education. ( ✗ )
2. Doctors will visit their patients at home. ( )
3. There won't be a cure for cancer. ( )
4. There will be enough water for everybody. ( )
5. China will be the country with the biggest population. ( )



3D Printer

### Writing:

4



Write a short paragraph about life in the future. Work in pairs or small groups.

#### LIFE IN THE FUTURE

I think the future world will be ... (Write a sentence introducing your ideas.)

Some things will be much better. (Write two of your ideas.)

I would like to live in my future world because ...

.....

.....

.....

.....

.....

.....

# Choose either Project 1 or 2

## Project 1

## An Award Winner

### Work in pairs or small groups

1. Go to the Nobel Prize winner website [www.nobelprize.org](http://www.nobelprize.org) and choose a prize winner you are interested in, OR select a famous award winner.
4. Do research about this person in books or other websites and take notes.
5. Design a poster about this person; draw diagrams and put photos. Use your notes to write about his/her achievements.



### Dr. Souad Al-Sabah : An Influential Author

Dr. Souad Muhammad Al-Sabah is a Kuwaiti economist, writer and poet and a member of the ruling family. She was born in 1942 in Kuwait. She has published several books and works in poetry and literature and established a literary prize that carries her name. She also has written a lot of economic and political articles in Arabic local and international newspapers and magazines.

She was honoured in many countries for her publications and literary achievements.



## Project 2

# A Time Capsule

### Work in pairs or small groups

A time capsule is a container with objects inside it. They represent your life today. Later generations can open the time capsule and learn about the way you lived.

- Plan a time capsule to be opened in the year 2250.
- Choose 4 objects that represent your life today and write about them; explain why they are important.
- Write a short letter to people in the future. Talk about your home and family, your interests and the things that you use in your life.



This is my video game console. I spend my leisure time playing games online against my friends; It's great fun!



This is a mobile phone. I use this device to speak to my friends and family. I can also take photos and watch videos.

This is a school book. We study English from this book. It contains a lot of interesting information.



This is a photo of my family. I'm the one on the left. There is my mum and dad and my brother and sister.

*Dear future people,*

*I would like to tell you about my life. I live in the 21<sup>st</sup> century, in Kuwait. I live with my mum, dad, my sister and brother in a villa.*

*In the 21<sup>st</sup> century, people use a lot of technology. In my house, there are a lot of machines that we can't live without. I like to play games in my free time and my favourite subject is English.*

# Words to Remember

Module 1					
Unit 1	hip	(N)	Unit 2	snorkel	(V)
	operation	(N)		nationality	(N)
	wheelchair	(N)		para-sport	(N)
	limit	(V)		numerous	(Adj)
	physically challenged	(Adj)		potential	(N)
	delicious	(Adj)		initially	(Adv)
	adventure	(N)		excel	(V)
	attic	(N)		rival	(N)
	spacious	(Adj)		canteen	(N)
	temporary	(Adj)		local	(Adj)
	Inuit	(N)	depend on	(PhV)	
	especially	(Adv)	leisure	(N)	
	against	preposition	personally	(Adv)	
	eco-friendly	(Adj)	facility	(N)	
	source	(N)	post	(V)	
Unit 2	equipment	(N)	Unit 3	chatroom	(N)
	quite	(Adv)		run =(organise)	(V)
	pitch	(N)		survival	(Adj)
	score	(V)		probably	(Adv)
	referee	(N)		recite	(V)
	waterski	(V)		convenient	(Adj)
	javelin	(N)		equestrian	(Adj)
	quad bike	(N)		registration	(N)
			lively	(Adj)	



# Words to Remember

## Module 2

Unit 4	instructions	(N)	Unit 5	survive	(V)
	regular	(Adj)		definitely	(Adv)
	fold	(V)		officially	(Adv)
	envelop	(N)		reflect	(V)
	original	(Adj)		luxury	(N)
	sprinkle	(V)		theater	(N)
	seeds	(N)		iconic	(Adj)
	soil	(N)		civilisation	(N)
	pot	(N)		sweater	(N)
	corridor	(N)		attract	(V)
	librarian	(N)		pour	(V)
	altogether	(Adv)		chop	(V)
	liberation	(N)		stir	(V)
	route	(N)		ingredient	(N)
	destination	(N)		slice	(N)
	trick	(N)		gently	(Adv)
	lid	(N)		grease	(V)
	seal	(V)		stick/ stuck	(V)
	suck	(V)		tasteless	(Adj)
observation	(N)	cuisine	(N)		
require	(V)	vegetarian	(Adj)		
appliance	(N)	counter	(N)		
available	(Adj)	questionnaire	(N)		
supply	(V)	religious	(Adj)		
stove	(N)	argument	(N)		
globe	(N)	independence	(N)		
thirsty	(Adj)	magnificently	(Adv)		
compass	(N)	costume	(N)		
insect repellent	(N)	occasion	(N)		

# Words to Remember

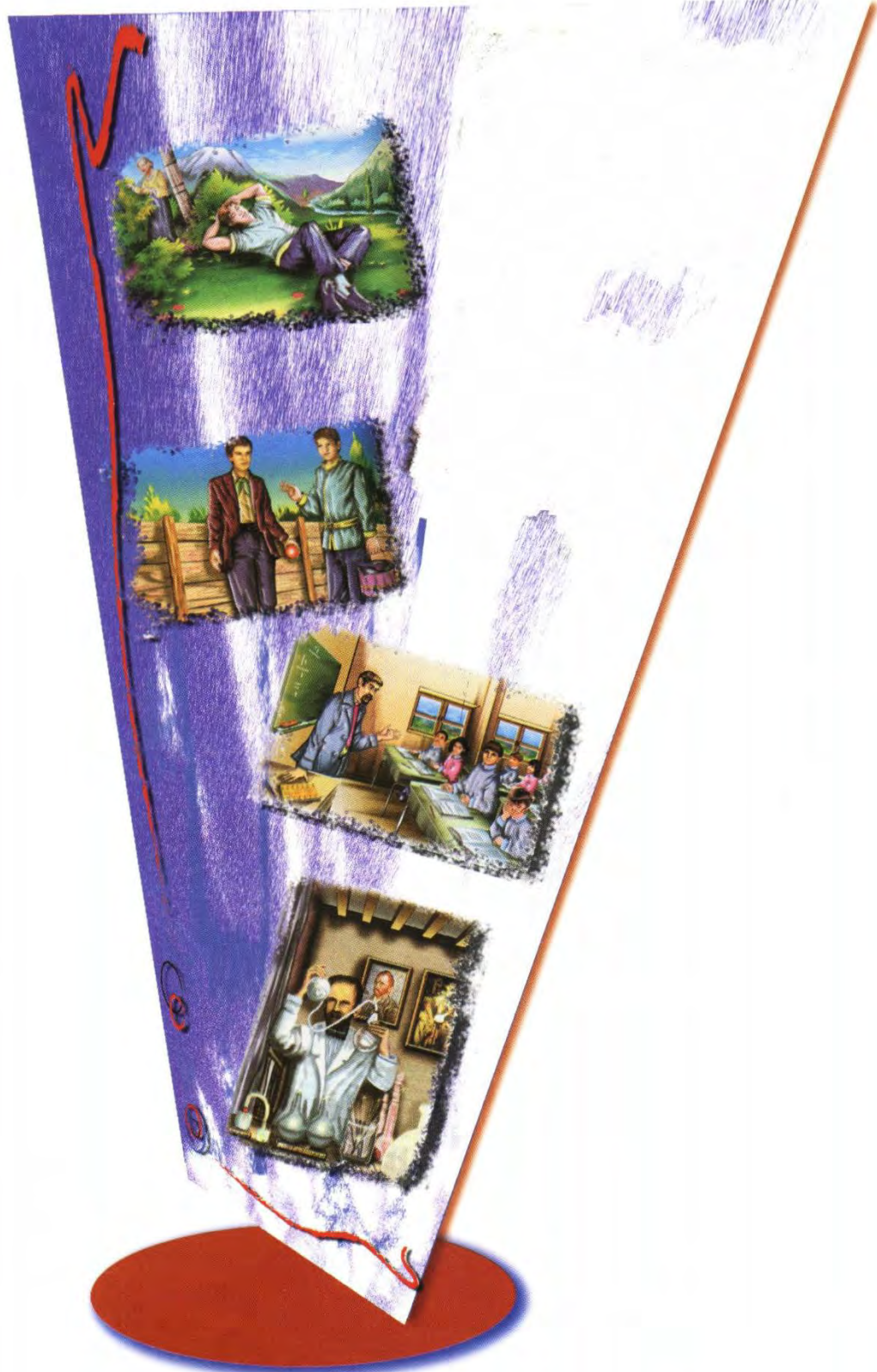
Module 3					
Unit 7	trade	(V)	Unit 8	public	(N)
	trading	(N)		park ranger	(N)
	privileged	(Adj)		biologist	(N)
	rather	(Adv)		runway	(N)
	preserve	(V)		staff	(N)
	realise	(V)		luggage	(N)
	endangered	(Adj)		passport	(N)
	cultivation	(N)		aisle	(N)
	restore	(V)		agent	(N)
	ancient	(Adj)		boarding pass	(N)
	gladiator	(N)		profile	(N)
	cheerfully	(Adv)		composer	(N)
	chariot	(N)		generous	(Adj)
	take place	(PhV)		imaginative	(Adj)
	rule	(V)		selfish	(Adj)
	cultural	(Adj)		organise	(V)
	instrument	(N)		cabinet	(N)
include	(V)	regularly	(Adv)		
calligraphy	(N)	sweep	(V)		
curiously	(Adv)	laundry	(N)		
Unit 8	hard-working	(Adj)	Unit 9	Nobel prize	(N)
	rarely	(Adv)		contribute	(V)
	hidden	(Adj)		faculty	(N)
	dig up	(V)		voyage	(N)
	sow	(V)		theory	(N)
	value	(N)		citizen	(N)
	earn	(V)		admire	(V)
	queue	(V)		achievement	(N)
	perform	(V)		quote	(N)
	behaviour	(N)			

# Words to Remember

## Module 4

Unit 10	silver	(N)	Unit 11	container	(N)
	ambitious	(Adj)		several	(Adj)
	repair	(V)		renewable	(Adj)
	engine	(N)		coal	(N)
	submarine	(N)		tiny	(Adj)
	quality	(N)		deposit	(N)
	issue	(N)		solar	(Adj)
	film	(V)		powerfully	(Adv)
	neatly	(Adv)		windmill	(N)
	create	(V)		prominent	(Adj)
	brilliant	(Adj)		publication	(N)
	mausoleum	(N)		calendar	(N)
	concert	(N)		honour	(V)
	population	(N)		reward	(V)
	impatiently	(Adv)		idiom	(N)
	seagull	(N)		heavily	(Adv)
	fascinated	(Adj)		degree	(N)
Unit 11	valley	(N)	Unit 12	prediction	(N)
	steep	(Adj)		forecast	(N)
	cautiously	(Adv)		environmental	(Adj)
	mayor	(N)		polar	(Adj)
	pump	(N)		icecap	(N)
	operate	(V)		coast	(N)
	attach	(V)		enormous	(Adj)
	flow up	(PhV)		rise	(V)
	recycle	(V)		homeless	(Adj)
	impact	(N)		download	(V)
	reduce	(V)		recall	(V)
	pollution	(N)		disaster	(N)
	gadget	N		hurricane	(N)

# Literature time



# Work is What You Make It

“What a wonderful world!” thought Tom Sawyer as he lay in the tall, cool grass. “Look at the wide, blue sky with its little white clouds drawing pictures as they hurry by. See the green hills cut by fast-moving rivers. It’s good to be alive,” he decided, “on a day like this when there’s no school and no work.” Then he rolled over and went to sleep.

“Tom! Oh, Tom! Where are you, boy? There’s work to be done!” Tom’s ears moved at the loud voice of his Aunt Polly, but his eyes did not open. Neither did his body move.

“Tom!” Her voice was getting closer and louder. “I’m coming after you, Tom. It is foolish to hide from me, because I’ll find you.”

In a moment the boy was face to face with his aunt, who was looking very angry, even behind her thick glasses. “I knew I’d find you, lazy boy,” she said. “Now get up and try to do some work for a change.

This fence needs painting and the sun is bright. You can do it all



today if you try really hard.”

“But, Aunt Polly, I have other things to do,” said Tom sadly. She turned her back and went away to the house. Suddenly Tom’s sunny world had turned very dark indeed.

He looked at the fence that now seemed to climb higher and wider than the sky above him. Then he saw the pot of paint and decided that it was not so good to be alive after all. “It’s no good,” he cried. “I’ll be here for the rest of my life! It would take ten people to paint this fence in one day.”

He started to paint. Suddenly he thought of a plan to get his friends to help him do the work. “Aunt Polly told me to try very hard, and that is what I’m going to do.” He smiled and began singing.

Just then his friend Ben came past. He laughed when he saw Tom painting. “What’s the matter, Tom? Does your aunt want you to work on such a nice day?”



Tom did not stop painting. "Work? Oh no, Ben. You see, painting is an art. First you must choose the right day, then you must get the best paint and brush. But most important of all, you must have the right person. Aunt Polly says that there isn't a boy in town who can paint this fence like me!"

Ben's eyes opened wider. "Really, Tom? Let me try a bit."

"Oh that isn't possible," said Tom. "My Aunt Polly is very certain of the way she wants her fence painted. Remember, she chose me."

"Come on, Tom. I'll give you half my apple if you let me paint," Ben promised. "Your aunt will never know the difference!"

"Oh, you're wrong about that, Ben," answered Tom. "She has very good eyes. And think how I would feel. After all, she asked ME to paint her fence."

"You may have my whole apple," Ben said. "Give me the paintbrush now."

"Well, if you really think you can do it - here, take the brush, but do be careful the way you paint." Tom took a bite into the red apple.

Half an hour later, when his friend had painted four boards of the fence, Tom said, "You're doing it quite well, Ben, but of course you need to do much more before you can really call yourself a painter."

As each hour passed, Tom's painting became more complete. Each friend who happened to walk past took his turn at painting a few boards - all for a price, of course. "You have to make them think it's something wonderful," thought Tom. "They'd never want to do it without paying for it."

By the end of the day he had quite a business going. When a boy got tired of the new "art", Tom had other friends waiting to have a turn. They gave him objects like a ball, a bag of sand, a small coin, sugarcake and wooden soldiers - just to try the paintbrush.

"Work?" he wondered. "You can turn work into play if you only know how." And he ran to the house to show Aunt Polly his shining white fence.

# Life that Kills



Today we can protect ourselves against many illnesses that once meant death to thousands of people. This is because of the work of a famous French scientist who suffered much in his own life so that others might live.

Louis Pasteur was a bright boy, although his teachers said he was slow and always behind the rest of his class. The reason for this was simple: Louis was very careful in everything he did. He wanted to understand all that he studied and he asked many questions. "Listen," shouted an angry teacher one day. "You're supposed to answer the questions, not ask them!"

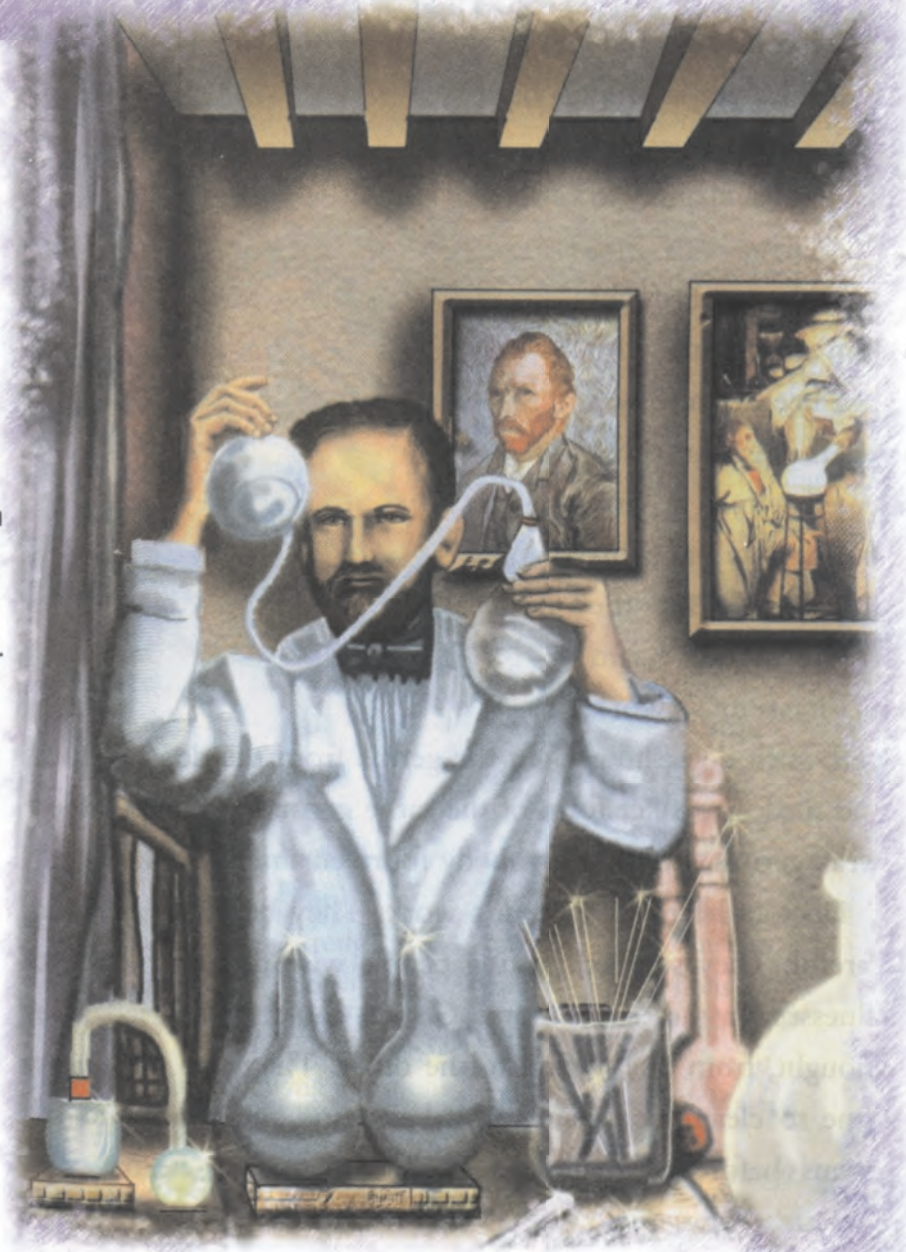
But he never stopped asking questions. There was one special question he asked: What were illnesses caused by? In time, he discovered the answers that have helped people to live longer ever since. He worked very hard to keep life going on, both in animals and people.



When the silkworms began dying, and France's silk-makers were losing money, they turned to Pasteur for help. He found the trouble. Certain living germs, called bacteria, attacked the silkworm eggs. "These same germs, or ones like them, can attack food, animals and even people," he said. "We must learn how to fight them. We must kill the germs without killing the animals or people."

Pasteur found a way to kill the germs on silkworm eggs and the whole country was thankful. But during his years of work three of his own children died. Even in his sadness he believed that other children's lives could be saved if he could stop germs from spreading.

Next he helped farmers to fight germs that were killing their chickens. He also went one step further: he made the germs weak and fed the chickens with the weak germs. They did not become ill; their own bodies went to work against the germs. Then they were safe from any more attacks from the same germs.



Thus began Pasteur's plan of vaccinations to stop illness. It was a success with animals. "But what about people?" Pasteur wondered. While he was asking himself this question he had a chance to answer it.

A woman brought him her son, who had been bitten by a mad dog. In those days, such a bite meant slow and painful death. But the child's mother heard of Pasteur's work with such dogs; he took the germs from the dog's mouth and made a weaker form of the same germ. Pasteur put these weak germs into the boy's body fourteen times and he lived! Doctors heard of Pasteur's work. They began to be more careful. They stopped putting people with different kinds of illnesses in the same room. Germs could be carried, they thought, from one person to the other. They also took more time to clean their hands, the beds and the rooms, to kill germs before they spread. There were fewer deaths after Pasteur's discoveries. He also studied different kinds of food and discovered new kinds of germs, so small they could only be seen through a microscope.

Pasteur's life was filled with working and waiting for answers. Because his answers were right, the world is a healthier place in which to live.







أودع بمكتبة الوزارة تحت رقم (١٥) بتاريخ ٢٠١٧/٥/٩

شركة مجموعة فور فيلمز للطباعة ذ.م.م.

