

# Target English

Grade 9

## Workbook

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**Egyptian International Publishing Company – Longman,**  
10a Hussein Wassef Street,  
Messaha Square,  
Dokki,  
Cairo,  
Arab Republic of Egypt

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First printed in 2008  
Reprinted 2010  
ISBN: 977-16-1176-3  
Deposit no. 13144/2008

*Acknowledgement:*

The publisher wishes to thank the Evaluation  
Committee of Kuwait Ministry of Education:

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## 1

## World stories

## Language practice

- 1 Look up these words in the dictionary.  
Write a sentence using each.

excited upset angry worried  
nervous afraid impressed

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Help box

- Use the present simple to talk about routines and habits.  
*They always go skiing in winter.*
- Use the past simple to talk about finished events in the past.  
*He moved to Canada when he was five.*
- Use the present continuous / past continuous to talk about something that is or was in progress at the time of speaking.  
*I am studying for my exams this week.*  
*The last time I heard from her, she was working in Dubai.*

- 2 Complete the dialogues. Use the present simple or the present continuous.

1. A: What are you studying in History this year?

B: \_\_\_\_\_

2. A: What do you do at the weekend?

B: \_\_\_\_\_

3. A: I am thinking of starting a reading club.

B: \_\_\_\_\_

4. A: Which book do you enjoy reading?

B: \_\_\_\_\_

- 3 Complete the sentences. Use the past simple and the past continuous.

1. Omar **was riding** his bike when he **fell** off. (ride, fall)

2. I \_\_\_\_\_ for the bus,  
when it \_\_\_\_\_ to rain.  
(wait, start)

3. I \_\_\_\_\_ about my English  
homework, when I \_\_\_\_\_  
an idea for a story. (think, have)

4. I \_\_\_\_\_ in bed, when  
I \_\_\_\_\_ a noise  
downstairs. (lie, hear)

5. I \_\_\_\_\_ dinner, when the  
phone \_\_\_\_\_. (have,  
ring)

- 4 Complete the postcard. Circle the correct verbs.

Dear Ahmed  
 I (1) **enjoy** / **am enjoying** my holiday in London. We (2) **visit** / **are visiting** all the famous places. Yesterday we (3) **went** / **were going to** Covent Garden Market. Here, you always (4) **see** / **are seeing** lots of interesting actors. One man (5) **wore** / **was wearing** silver clothes. He (6) **stood** / **was standing** so still. I (7) **thought** / **was thinking** he was a statue. I (8) **walked** / **was walking** away, when suddenly he (9) **put** / **was putting** his hand on my shoulder. I (10) **screamed** / **was screaming**! Then I (11) **saw** / **was seeing** everyone laughing. I (12) **felt** / **was feeling** so embarrassed!  
 See you soon  
 Abdulhameed



- 5 Circle the correct word to complete the sentence.

- If we had no homework, my friends and I (would/used to) go to the beach every weekend in the summer.
- When I was a child we (would/used to) live near the coast.
- I (would/used to) play tennis when I was a teenager and I still play it now.
- If my father gave me some money, I (would/used to) spend it on adventure books.



- 6 Rewrite the following statements and questions in the negative.

- They found the dog in the garden.  
 \_\_\_\_\_
- Does your father work for this company?  
 \_\_\_\_\_
- I always travel to Russia in November.  
 \_\_\_\_\_
- Did you have salad and cheese for lunch?  
 \_\_\_\_\_
- If you learned to speak Spanish, you could live in South America.  
 \_\_\_\_\_
- I finished reading the book so I could do my homework.  
 \_\_\_\_\_

- 7 Complete the text with *used to* / *didn't use to* and one of these verbs.

drive live play ride have walk  
 watch write

When my grandfather was a boy, he  
 (1) **used to live** in a village. They  
 (2) \_\_\_\_\_ TV. At night they  
 (3) \_\_\_\_\_ games or read.  
 They (4) \_\_\_\_\_ cars - they  
 (5) \_\_\_\_\_ horses into town  
 to do the shopping. They  
 (6) \_\_\_\_\_ the Internet to  
 send emails. They (7) \_\_\_\_\_  
 letters to each other. My grandfather  
 (8) \_\_\_\_\_ a long way to  
 school every day.

### Help box

- Use *used to / didn't use to* + infinitive to talk about states or repeated actions in the past.  
*I used to go to be a doctor, but now I want to be a teacher.*  
*We used to go on holiday every summer.*
- Use *would* + infinitive to talk about repeated habits in the past (not states).  
*Every afternoon, my friends and I would talk for hours on the phone.*  
*After dinner, Grandfather would sit and tell us all stories from long ago.*

**8 OVER TO YOU** Think about how life was in the past. Write some sentences using *used to* / *didn't use to*.

9 **Agreeing and disagreeing.** Complete the dialogue with these words and expressions.

think      don't agree      my opinion      personally      right

Fawzi: What do you (1) think about zoos?

Omar: In (2) \_\_\_\_\_, they are a good thing. I'm for them.

**Fawzi:** Well, I (3) \_\_\_\_\_, I'm against them. I don't like to see animals in cages.

(4) \_\_\_\_\_, I think zoos are bad for the animals.

**Omar:** That's not (5) \_\_\_\_\_, Animals are aggressive and we have to put them in cages.

**Fawzi:** I (6) \_\_\_\_\_, I (7) \_\_\_\_\_ animals like chimps and elephants can't live a happy life in a cage.

**Omar:** That's not (8) \_\_\_\_\_, First, elephants don't live in cages and, secondly, why don't they escape all the time? In (9) \_\_\_\_\_ that's because they are happy in zoos.



## Skills development

### Reading

1. In 1976, a student in Poland wrote to his parents. The student was living and studying at a university, a long way from where his parents were living. The postcard arrived – 30 years later!  
The writer of the postcard is now married, with two children. While he was growing older – sailing around the world on a boat, having a serious heart operation in hospital – the postcard was slowly travelling around Poland.  
The writer's parents moved not long before the card arrived so the neighbours sent the card back to him.

2. A train going from London to Manchester suddenly came to a halt. The passengers were wondering why the train wasn't moving. They were shocked when they heard the train driver's voice, 'We've got a broken windscreen wiper. Can anyone help to fix it?' Four passengers got up and went to check what was happening. One of them said: 'I couldn't believe what was happening. When I got to the front of the train, I

saw a man standing with one foot on the platform. He was stretching across the window, holding up the broken windscreen wiper. I was even more surprised when he told me he was a passenger, too!' The passengers tried to repair the broken windscreen wiper, but in the end, they gave up. They made everyone get off the train to take a different one to Manchester.



3. A woman was walking to a stadium in Munich, Germany, to watch a match during the last World Cup football tournament. She was standing in the queue outside the stadium, when a little thief saw the ticket in her bag. He stole the ticket, and ran into the stadium and sat in her place. But he didn't realise that he was sitting next to the woman's husband, who immediately called a security guard. Soon, the thief was sitting behind bars .... in a police station.

#### 1 Match the headlines with the stories.

- a. ☐ Football ticket leads man to prison  
b. ☐ Postcard takes thirty years to arrive  
c. ☐ Passengers asked to fix their own train

**2 Circle the correct definition.**

- 1. operation**
  - a. when a doctor or surgeon tries to repair a part of someone's body
  - b. when a nurse checks your temperature
  - c. when you make an appointment to see a doctor
- 2. windscreen wiper**
  - a. a machine that stops the wind from coming into your car
  - b. the mechanical part of a vehicle that wipes water from the window
  - c. a piece of material that you use to clean windows
- 3. neighbours**
  - a. people living next door
  - b. a group of people who like the same things
  - c. two people who work in the same place
- 4. platform**
  - a. the pedestrian walkway along the side of a street
  - b. a stage that actors perform on
  - c. the part of a train station where people stand and wait for the train

**3 Read the stories and answer the questions.**

1. Why did the student's parents never read the postcard?

\_\_\_\_\_

2. What would you do if you were on the train travelling to Manchester?

\_\_\_\_\_

3. Why did the person sitting next to the thief call the police?

\_\_\_\_\_

**4 OVER TO YOU What do you think? Which story is the funniest? Why?**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

## Writing

### 5 Read the statement.

It's better to watch news on TV than read newspapers.

Organise the following points into two lists – for and against the statement. Write F (for) and A (against) next to each sentence. Add any more points you can think of to the table.

You can find out about the news more often, on TV. ( — )

You can read newspapers anywhere – on the bus or train, for example. ( — )

TV news is more interesting because you can listen to people speaking. ( — )

Reading is more relaxing than watching TV. ( — )

You can understand news better when you see it on TV. ( — )

There aren't always pictures of things you are reading about in the newspaper. ( — )

Students don't have enough time to read a newspaper every day. ( — )

For	Against
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

### Help box

When you are presenting different points of view (for or against a statement), use the following expressions:

- to explain your point: *I think ... / In my opinion ..., because ...*
- to give an example: *For example, ...*
- to give an opposite point of view: *On the other hand, ... / However, ...*

### 6 Complete the essay.

First of all, I think that it is important for students to know what's happening in the world. But there are lots of ways to find out about the news. Newspapers are a good way to find out the latest news, because (say some of the points for reading newspapers)

However, there are many advantages of watching the news on TV, instead. For example, (give some examples of points for news on TV)

Many people think that

On the other hand, (give some of the points against news on TV)

As a conclusion, we can say that although newspapers are a useful way to find out about the news, many people these days find TV easier, more convenient and more interesting.



## 2

## Storytelling

## Language practice

## Help box

• Use *could* to describe general possibility or ability in the past.

*I could answer all the questions in the test. I couldn't go to the concert, because I didn't have a ticket.*

• Use *was / wasn't able to; were / weren't able to or managed to* when you want to say that someone was or wasn't in a position to do something.

*After my father broke his leg, he wasn't able to drive for two months.*

*I managed to stay awake until midnight last night.*

1 Complete the text with *could, couldn't or manage(d) to*.

One summer's evening, the men in the garden of a coffee house were playing a game. Because it was dark, they had candles on their tables, so that they (1) \_\_\_\_\_ see. They noticed a man looking anxiously for something on the ground. 'What's wrong, my friend?' someone asked him. 'Didn't you (2) \_\_\_\_\_ find what you had lost?' 'No,' said the man, sorrowfully. 'I lost some money earlier this evening. I looked all over the garden, but I (3) \_\_\_\_\_ find it.'

'Where did you lose it?'

'In the street next door.'

'But it (4) \_\_\_\_\_ still be there! Why are you looking here, and not there?'

'Because it was dark there. I

(5) \_\_\_\_\_ see anything. Here it is much lighter,' the foolish man replied.

2 Complete the story with the correct form of *was / wasn't able to; were / weren't able to; managed to or could / couldn't*.

A One day, some people were discussing the things they (1) \_\_\_\_\_ do when they were young, and the things they (2) \_\_\_\_\_ do now that they were old.

Mr Ali said, 'When I was young, I

(3) \_\_\_\_\_ do exactly the same things that I can do now.'

'What do you mean?' the others asked.

'In my garden, there is a heavy stone,' he said. 'I tried to lift it many times when I was young, but I didn't (4) \_\_\_\_\_ move it. And when I grew old, I still (5) \_\_\_\_\_ lift it. Nothing has changed!'

B Last week, I (1) \_\_\_\_\_ sit for my exam because I was at home with a bad cold. The teacher said I (2) \_\_\_\_\_ sit for it the next morning. First, my alarm didn't work. Then, my sister (3) \_\_\_\_\_ find her school bag. We (4) \_\_\_\_\_ to catch the bus, so Dad took the car. There was lots of traffic - we (5) \_\_\_\_\_ move! When I got to school, the teacher hadn't arrived. He was stuck in traffic too! I (6) \_\_\_\_\_ believe it. I (7) \_\_\_\_\_ do my test and I (8) \_\_\_\_\_ pass.

- 3 OVER TO YOU** Work in pairs. Write sentences using the pictures of Jack trying to get to his elder sister when she was locked out of the house. Use *could / could not, was able to / was not able to, managed to / didn't manage to*.




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### Help box

- Use *have to* to express strong obligation, when the obligation comes from someone else.  
*We have to wear a uniform to school.*
- Use *must* to express strong obligation, when the obligation comes from you.  
*I must go home – my mother is waiting for me.*
- Use *should* to express mild obligation.  
*You should go and see him soon.*

- 4** There are two spelling mistakes in each sentence. Correct them.

1. Your CV has information about your qualifications and expereince.  
\_\_\_\_\_
2. More people are conected to the Internet as communication is a top priority.  
\_\_\_\_\_
3. The speed of change is accelerating, even for technologically advansed nations.  
\_\_\_\_\_

- 5** Complete the text with *should / shouldn't, must / mustn't or have to / don't have to*.

When you write a story, you (1) \_\_\_\_\_ remember to use the correct punctuation. Remember, in English, you (2) \_\_\_\_\_ start a sentence with a capital letter, and you (3) \_\_\_\_\_ forget to put a punctuation mark at the end of it. To make your writing more interesting, you (4) \_\_\_\_\_ try to use lots of descriptive words and phrases. You (5) \_\_\_\_\_ write the story from your own personal point of view, but it's better to try to write about something you know about. Before you start, you (6) \_\_\_\_\_ write a plan of what you are going to say. And when you finish, you (7) \_\_\_\_\_ always read your work through, checking carefully for mistakes.

Self-assessment

- 6** Complete the sentences with *should / shouldn't* and a verb from the box.

repair buy eat smoke help drive

1. You \_\_\_\_\_ all those snacks. We're having a big meal in half an hour.
2. You \_\_\_\_\_ Omar with his homework so much. Let him try to do it himself.
3. We \_\_\_\_\_ the old car, not buy a new one.
4. You \_\_\_\_\_ so fast, it's dangerous.
5. You \_\_\_\_\_ cigarettes. It's very bad for your health.
6. I think you \_\_\_\_\_ the white shirt, not the blue one.



### Help box

- Use *ought to* to advise people (or yourself) to do things. It has a similar meaning to *should*.  
*We ought to leave soon – it's quite late.*
- Use *had better* to tell people what to do, or give strong advice. It has a stronger meaning than *should* or *ought to*.  
*You had better hurry up, or we'll be late.*

#### 7 Complete the advice with *had better* or *ought to*.

I have to take a test soon. I haven't had much time to study – I've been so busy doing sports and other things. Now I'm really nervous. How am I going to be ready for the test?

You (1) \_\_\_\_\_ start studying immediately! You (2) \_\_\_\_\_ be able to spend at least one hour studying every day, after your sports. You (3) \_\_\_\_\_ work out a timetable, so that you have time to do all the things you need to do. You really (4) \_\_\_\_\_ take your school work more seriously now.

#### 8 OVER TO YOU Work in pairs. Write a short imaginary problem. Then give it to your partner. Your partner should write some sentences giving advice. Use *should* / *shouldn't*, *must* / *mustn't*, *have to* / *don't have to*, *had better*, *ought to*.

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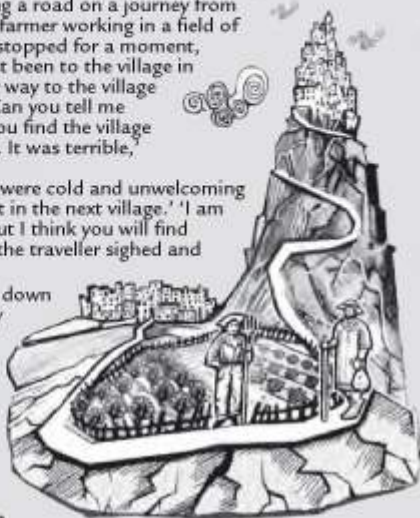
## Reading

One day a traveller was walking along a road on a journey from one village to another. He noticed a farmer working in a field of crops beside the road. The traveller stopped for a moment, greeted the farmer and said, 'I've just been to the village in the mountains, and I am now on my way to the village in the valley. Have you been there? Can you tell me what that village is like?' 'How did you find the village in the mountains?' asked the farmer. It was terrible,' replied the traveller.

'I couldn't wait to leave. The people were cold and unwelcoming to me. I hope things will be different in the next village.' 'I am sorry to tell you,' said the farmer, 'but I think you will find things just the same there.' At that, the traveller sighed and walked on, looking downcast.

A while later, another traveller came down the same road. 'Are you on your way to the village in the valley?' asked the farmer. 'Yes!' answered the traveller. 'I've just come from the village in the mountains. Do you know what it's like in the village in the valley?' 'Tell me first – how did you find the village in the mountains?' asked the farmer. 'It was wonderful! I'm sorry I wasn't able to stay longer. The people made me feel so welcome there.'

We had such a happy time. So, what about the village in the valley? How do you think I will find it there?' 'I think you will find things just the same there,' replied the farmer. The traveller smiled, and continued his journey.

**1** Read the story and choose the correct answers.

1. What is the moral (message) of the story?
  - a. A positive attitude leads to positive experiences.
  - b. You can't always manage to find happiness.
  - c. Not everyone will be friendly to you.
2. Why did the farmer tell the first traveller that he would find the village in the valley unfriendly, too?
  - a. Because he knew the traveller would complain about the people there.
  - b. Because the farmer didn't like travellers.
  - c. Because the farmer didn't want the traveller to go to the valley village.
3. Why did the second traveller want to stay longer in the mountain village?
  - a. Because he didn't want to go to the valley.
  - b. Because he liked it there so much.
  - c. Because he was a kind person.

2 Find words in the story that mean:

1. trip \_\_\_\_\_
2. plants grown for food \_\_\_\_\_
3. unfriendly, unsociable \_\_\_\_\_
4. unhappy, miserable \_\_\_\_\_

Writing

Help box

- Choose the topic. Think about a day when you felt:  
*happy / sad / embarrassed / excited / nervous / angry*
- Make notes about the information for your story.

The worst day of my life!

first day of my holiday – our team was playing a big match – didn't hear my alarm clock – missed the bus – ran to the sports centre – tripped in the street – broke my leg – went to hospital – our team lost – I spent my holiday indoors!

- Write the title.
- Start: *I'll never forget ...*
- Use connectors to link the events in your story:  
*First, so, then, next, after that, finally*
- Finish with a sentence that sums up the day, or describes how the day ended, and how you felt.

3 Write a story about a day in your life that you will always remember. First, outline your ideas.

The topic: \_\_\_\_\_

Notes

Time: \_\_\_\_\_

What happened: \_\_\_\_\_

Who was there: \_\_\_\_\_

How you felt: \_\_\_\_\_

How it ended: \_\_\_\_\_

The title: \_\_\_\_\_

Now write your story.

## Module 1: Progress test

### Reading

#### Drama

1-The word *drama* is derived from Greek; it means *action*. A drama can be acted out in various ways, such as in: theatre, film or television. Drama is often combined with music and dance. Drama can be either tragedy or comedy.

2-Ancient tragedy was invented by ancient Greeks to show the actions of the main character, who has a desire to do good things but dies at the end of the play. Though main characters seem 'better' than the other characters, fate overpowers them. A comedy, on the other hand, shows the humorous actions of characters when they try to solve social problems.

3-Drama can entertain as well as teach. There are many forms of educational drama, such as *pantomime* and *drama in education*. This creates awareness of an issue.

4-*Pantomime* follows in the tradition of fables and folktales. It uses only actions, not words. In these stories, there is usually a lesson learned. With some help from the audience, the hero/heroine - seen in a masque - solves a problem. In these plays, good always wins against evil.

5-*Drama in education* is based on the work of groups creating their own scenarios, ideas and even subject matter which may lead to the creation of a play. It is usually run in youth clubs, school clubs and community centres.

#### 1 Read the article and match the questions with each paragraph. Answer the questions.

- What does pantomime share with fables and folktales? \_\_\_\_\_
- Where can we watch drama? \_\_\_\_\_
- Where does *drama in education* normally take place? \_\_\_\_\_
- What happens in a tragedy? \_\_\_\_\_
- What is the main aim of *drama in education*? \_\_\_\_\_

#### 2 Match the words and phrases with the definitions.

- |                     |              |
|---------------------|--------------|
| 1. derives _____    | a. known     |
| 2. various _____    | b. society   |
| 3. identified _____ | c. comes     |
| 4. fate _____       | d. amuse     |
| 5. entertain _____  | e. defeat    |
| 6. community _____  | f. different |
| 7. overpower _____  | g. destiny   |

## Language practice

### 1 Complete the questions and answers. Use the present simple or present continuous.

1.

A: Why \_\_\_\_\_ the police \_\_\_\_\_ that car? (pursue)

B: Because the people inside \_\_\_\_\_ too quickly. (drive)

2.

A: How \_\_\_\_\_ your brother \_\_\_\_\_ with his new job in Kuwait City? (cope)

B: He \_\_\_\_\_ very hard. (work)

3.

A: What message \_\_\_\_\_ the book \_\_\_\_\_? (convey)

B: It \_\_\_\_\_ that prejudice towards people with disabilities is wrong. (say)

4.

A: Why \_\_\_\_\_ your cousin \_\_\_\_\_ every time his football team loses a match? (despair)

B: Because he \_\_\_\_\_ it when his team loses. (not like) He \_\_\_\_\_ football. (love)

### 2 Complete the story. Use the past simple or past continuous.

#### The day I (1) \_\_\_\_\_ (meet) my best friend

It (2) \_\_\_\_\_ (be) the first day of my new secondary school. I (3) \_\_\_\_\_ (walk) to school on my own. I remember, I (4) \_\_\_\_\_ (think) about the new teachers and students I would meet when suddenly I (5) \_\_\_\_\_ (see) someone across the road. She (6) \_\_\_\_\_ (wave) at me. I (7) \_\_\_\_\_ (stop) to talk to her. She said, 'I live in your street. I (8) \_\_\_\_\_ (talk) to your mother, and she told me you (9) \_\_\_\_\_ (start) at the school today. I (10) \_\_\_\_\_ (come) to the school last year. Would you like me to show you around?' And we have been best friends since that day!

### 3 Complete the dialogue with *used to* / *didn't use to* or *would*. Sometimes both are possible.

**Nadia:** Grandmother, you (1) \_\_\_\_\_ live in this town when you were a child. What was it like then? Have things changed much?

**Grandmother:** Yes, they have. We (2) \_\_\_\_\_ have a cinema, or a sports centre, like we do now. So in our free time, we (3) \_\_\_\_\_ play imaginary games. Every day, for example, we (4) \_\_\_\_\_ dress up and pretend we were living a time long ago. That (5) \_\_\_\_\_ be our favourite game! And sometimes we (6) \_\_\_\_\_ take a table outside, turn it upside down and pretend it was a ship, sailing to another country! So although we didn't have entertainment, we (7) \_\_\_\_\_ have a lot of fun anyway!

**4** Rewrite these sentences using *should / shouldn't, must / mustn't or have to / don't have to*.

It isn't a good idea to do your homework in a hurry.

You **shouldn't** do your homework in a hurry.

1. It's a good idea to make a revision timetable.  
You \_\_\_\_\_ make a revision timetable.
2. Don't be late because the bus won't wait for you!  
You \_\_\_\_\_ be late, because the bus won't wait for you!
3. We are only allowed to wear black shoes to school.  
We \_\_\_\_\_ wear black shoes to school.
4. It's important for me to remember my aunt's birthday next week.  
I \_\_\_\_\_ remember my aunt's birthday next week.
5. It isn't necessary to bring your own lunch. You can have lunch in the school dining room, too.  
You \_\_\_\_\_ bring your own lunch.

**5** Complete the sentences with *had better or ought to*.

1. Ayman really \_\_\_\_\_ be kinder to his younger brother.
2. You \_\_\_\_\_ find your bus ticket. You won't be able to travel without it.
3. Students \_\_\_\_\_ always do their homework.
4. You \_\_\_\_\_ try some of this food – it's delicious.
5. Jaber \_\_\_\_\_ do more regular exercise. It would keep him fit and healthy.

**6** Make suggestions. Use *had better or ought to* and one of these verbs.

ask   come   get up   go to bed   help   return

1. Your friend has borrowed a library book and hasn't returned it.  
You say: You \_\_\_\_\_ it. (had better)
2. Your friend is always tired in the morning.  
You say: You \_\_\_\_\_ earlier. (ought to)
3. It's time for school and your brother is still in bed.  
You say: You \_\_\_\_\_ now! (had better)
4. Your sister doesn't help in the house.  
You say: You \_\_\_\_\_ more. (ought to)
5. You want to go out this evening.  
Your parents say: You \_\_\_\_\_ home before it gets late. (had better)
6. You borrowed your sister's new pen without asking her permission.  
Your mother says: You \_\_\_\_\_ before you borrow something. (ought to)



## Writing

**7** Write an email to a friend. Tell your friend about something that happened to you, or someone in your family, recently.

In the first paragraph, write:

- who the story is about
- what happened

- when it happened
- where it happened

In the next paragraph, write:

- what happened next

In the final paragraph, write:

- how the story ended

The image shows a screenshot of a 'New Message' window in an email client. The window has a title bar with standard OS icons and the text 'New Message'. Below the title bar is a toolbar with icons for 'Text', 'Chat', 'Attach', 'Address', 'Font', 'Color', and 'Save As Draft'. The main area of the window is divided into three sections: a 'To:' field, a 'Subject:' field, and a large text area for the message body. The text area contains horizontal lines for writing.

1. Look at the outcomes on page 11 of the Student's Book.

How did you find:

talking about the past?  
reading about newspapers?  
writing a story?  
making suggestions?

easy?	difficult?	easy?	not difficult?	interesting?	not interesting?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Was the reading in this module  
easy? ☐ difficult? ☐  
interesting? ☐ not interesting? ☐  
What was your favourite passage in  
this module? \_\_\_\_\_

3. Was the listening in this module  
easy? ☐ difficult? ☐  
interesting? ☐ not interesting? ☐  
What was your favourite passage in  
this module? \_\_\_\_\_

4. Was the writing in this module

easy? ☐ difficult? ☐

What did you do to plan your  
writing? How can you improve?

5. Was the vocabulary in this module

easy? ☐ difficult? ☐

Are there any words or sounds that  
you have difficulty with? \_\_\_\_\_

6. Write your result from your Progress  
Test

What did you do well in? \_\_\_\_\_

What do you need to revise? \_\_\_\_\_

7. Was the grammar in this module

easy? ☐ difficult? ☐



## 3

## Countries

## Language practice

## Help box

To report what someone said:

- use *say / said*
- change the verbs if the introductory verb is in the past:  
present simple → past simple  
Khadija: 'I **want** to go skiing this winter.'  
Khadija said (that) **she wanted** to go skiing that winter.

present continuous → past continuous

Ali: 'We **are having** a picnic on Friday.'  
Ali said (that) **they were having** a picnic on Friday.

- change the pronouns:  
I → he / she / it  
we → they

1 Read these people's opinions. Then write what they said.

1. I think Moscow is the most beautiful city in the world.

He said that \_\_\_\_\_

2. It rains a lot in Britain, but it isn't always cold.

She said that \_\_\_\_\_

3. In Antarctica, in winter, the sun doesn't shine for days!

Our teacher said that \_\_\_\_\_

4. It's better to go to India when it isn't too hot.

He said that \_\_\_\_\_

2 Write what these people said about their holiday plans.

**Aishah:** We always go to Egypt, because we love diving, and the shopping is great!

1. \_\_\_\_\_

**Rabab:** My relatives from France are coming to visit us in July.

2. \_\_\_\_\_

**Ahmed:** My class are going on a study tour of Britain, because we want to practise our English.

3. \_\_\_\_\_

**Faris:** My parents are taking us to India, because they have got some business there.

4. \_\_\_\_\_

**Nader:** I'm flying to Kenya to see my grandparents, and we're going to a game park!

5. \_\_\_\_\_

3 Imagine you interview a famous person who does one of the jobs below. Write five sentences that this person says.

actor    footballer    musician    doctor  
teacher

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Help box

- Use **said** or **told** to report what someone said to someone else.

Samira: 'Yaser, I'm sorry about what happened.'

Samira **told Yaser** that she was sorry about what had happened.

Samira **said to** Yaser that she was sorry about what had happened.

### 4 Complete each sentence using **say** or **tell**.

1. Sally \_\_\_\_\_ she needed some help.
2. 'You are lucky,' \_\_\_\_\_ Ahmed.  
'I \_\_\_\_\_ you that you would win!'
3. Sarah \_\_\_\_\_ her friend what the teacher \_\_\_\_\_ to the class the other day.
4. The teacher \_\_\_\_\_ the class to be quiet.
5. The manager \_\_\_\_\_ that the project was important.
6. The director \_\_\_\_\_ his secretary that the meeting was postponed.

### 5 Report the statements. Use the beginnings provided.

1. 'I hope you enjoy your holiday, Abdullah.'  
Ahmed said \_\_\_\_\_
2. 'My mum works in a school for disabled children.'  
Noura said \_\_\_\_\_
3. 'My brother takes my CDs all the time!'  
Omar told his friend \_\_\_\_\_
4. 'I don't look after my little brother on Saturdays.'  
Amal said \_\_\_\_\_
5. 'I am afraid of the dark.'  
Basma told her cousin \_\_\_\_\_

### 6 Match the beginnings and endings of these sentences.

1. Amani's friend wanted to know how long \_\_\_\_\_
  2. The journalist was interested to know if \_\_\_\_\_
  3. The new teacher asked me what \_\_\_\_\_
  4. The waiter asked us if \_\_\_\_\_
  5. The tourist wanted to know if \_\_\_\_\_
- a. there was a bus station near here.  
b. my favourite subject was.  
c. she had spoken German.  
d. the rock group were going to stay together.  
e. we all wanted a starter.

### 7 Rewrite this e-mail, correcting the spelling and adding any necessary capital letters and punctuation.

dear salah,

it was grate too here from you after so long i enjoyed hearing all youre knews i didn't realize that you had traveled you must have had fun in italy i have dicided to go their next sumer maybe we could go twogether im thinkeng of coming to kuwait for a few days to visit my sister woud you like to meat you could show me the sites and we could talk about our old skooldays  
best wishes  
Fawzi

I really like your new camera, Khalifa!

You can borrow it  
any time.



- Your story is very good, Lulwa!

I love writing,  
Mrs Jinan.



- I'm going to the library after school.

I'm going too,  
Hamad.



- I'm making your favourite cake, Manal!

And I'm making  
you a cup of tea,  
Mum!



- Write sentences describing a natural landscape in your country. You may use some or all of these words:

landscape sea plain hill mountain  
strait lane



[illegible]



## Skills development

### Reading

Cities	1. ----- It lies	even palm trees!
Geography	in the centre of Europe. It borders	5. ----- It is
Languages	Germany to the north, France to the	popular with hikers and people
Location	west, Italy to the south and Austria	who like animals. There are lots
Weather	and Lichtenstein to the east.	of animals and birds in the park
Wildlife	2. ----- German,	including ibex and birds of prey, like
	French, Italian and Romansch.	golden eagles.
	3. ----- In the	6. -----
	centre, there are: the Alps, and the	The country is rich in
	Jura, which is a smaller mountain	arts and culture. Some
	range in the northwest. The snow	of the most
	covered mountains offer some of the	well-known cities and
	best skiing in the world. In summer,	places to see include:
	the number of lakes and rivers make	• Berne, the capital – for The
	watersports very popular.	Botanical Garden
	4. ----- In	• Geneva, for Lake Geneva, with 21
	Switzerland, you can have many	castles
	different types of weather at the	• Zurich, for The Swiss National
	same time. In one valley, it may	Museum, the old city and new city
	be sunny, while in another, it may	with coffee shops and restaurants.
	be raining. The sky can turn from	
	clear to cloudy in an hour. The	
	temperatures vary a lot too. On	
	mountain tops it may be cool even	
	in summer and there may even	
	be snow. But in low areas like the	
	Rhône valley, the weather is warm	
	and sunny in summer, and there are	

1 Read each paragraph carefully, then give an appropriate title from the links above.

- Paragraph 1: \_\_\_\_\_
- Paragraph 2: \_\_\_\_\_
- Paragraph 3: \_\_\_\_\_
- Paragraph 4: \_\_\_\_\_
- Paragraph 5: \_\_\_\_\_
- Paragraph 6: \_\_\_\_\_

**2 Add sentences a–f to the beginning of each paragraph.**

- a. The weather is as changeable as the landscape.
- b. Switzerland is famous for its magnificent mountains.
- c. But there's more to Switzerland than mountains!
- d. Switzerland is a small country, with a population of about 7.5 million.
- e. The Swiss National Park was one of the first national parks in Europe.
- f. There are four official languages.

**3 OVER TO YOU Has the fact file made you interested in visiting Switzerland? Why? Why not?**

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**4 Read the text below and rewrite it with capital letters and full stops.**

there are olympic games for disabled people, called the paralympic games the paralympic games take place every four years, like the olympics the first games were held in rome in 1960 most olympic sports are in the paralympics too, like basketball and judo there have also been winter paralympics since 1976

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## Writing


Write a fact file about a tourist site you would like to visit anywhere in the world. Surf the Internet to find more information. Here is a website you could try:

• [www.touristsites.com](http://www.touristsites.com)


- 5 Which of the following information do you think tourists will want to know? Which information is not relevant? Tick the relevant information.

☐ opening times   ☐ location   ☐ facilities at the site  
☐ prices   ☐ how to get there   ☐ things to see   ☐ historical background

- 6 Now find this information in the fact file below. Number the information in the text 1-7 according to the above list.



### WACO Aircraft Museum



<b>Where:</b>	Ohio
<b>Directions:</b>	Troy, southwest Ohio, 22 miles north of Dayton
<b>Background:</b>	The WACO Historical Society has a dual purpose: presentations of History of the WACO Aircraft Company and the Golden Age of Flight; and the education of young people in the area of maths, science, technology and history, using aviation themes as a means towards enhancing student enthusiasm. The WACO, founded in 1978, is a non-profit organisation.
<b>Highlights:</b>	WACO primary glider, 1902 Wright Brothers Glider replica, WACO 4 replica, the Mackey Tapeswing. These last two are fully functional flying aircrafts. Thousands of rare WACO photographs held by the WACO Historical Society in addition to numerous combat glider aircrafts and photos.
<b>Entrance fee:</b>	\$5.00 for adults; students and WACO Historical Society members are admitted free.
<b>Hours:</b>	March - December: Saturday and Sunday, 1 p.m - 5 p.m January - November: Wednesdays, 5:30 p.m - 9:30 p.m
<b>Facilities:</b>	A museum archive library, and a museum gift shop

- 7 Now write your fact file.

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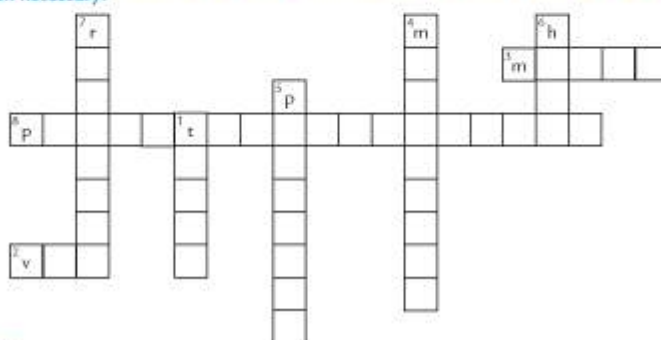
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# 4 Cities

## Language practice

- 1 Complete the puzzle. You may use the glossary at the end of your Student's Book when necessary.



### Vertically

1. a large, heavy motor vehicle, used for transporting goods, materials or troops
4. a lightweight motorcycle
5. a sidewalk
6. an instrument sounding a warning or other signal
7. a sign giving information or instructions to road users

### Horizontally

2. a covered boxlike motor vehicle, typically having a rear door and sliding doors on the side panels, used for transporting goods or people
3. a low-power, lightweight motorised bicycle
8. a marked part of a road where pedestrians have right of way to cross

### Help box

- For countable nouns, use *too many* / *too few* + noun.  
*There are **too many** cars on the road.*  
***Too few** people use bicycles or walk.*
- For uncountable nouns, use *too much* + noun.  
*There is **too much** pollution in cities these days.*
- Use *more* or *enough* before the noun to describe quantity or number.  
*We don't need **more** roads. We've got **enough** roads.*
- Use *too* + adjective, or *not* + adjective + *enough* to describe nouns.  
*The pavements are **too narrow**. They **aren't wide enough**.*

**2** Rewrite the sentences, using *too* / *not... enough* and the words in brackets.

1. I can't drive a car yet. I'm too young. (old)  
I'm **not old enough**.
2. I don't like this building. It's not modern.  
(old-fashioned)
3. I prefer to live in a big city. This town is too small. (big)
4. You can't get around quickly in this city.  
The pavements are not wide enough.  
(narrow)
5. These buildings are too dark. (light)
6. You can't see the view from here. The building is too low. (high)

**3** Complete the sentences with these words and phrases.

enough too much too many too few more

1. There are too many cars in the city. There isn't \_\_\_\_\_ space for them all.
2. They can't all park, because there are \_\_\_\_\_ parking spaces available.
3. There is \_\_\_\_\_ pollution in the city. We need to find a solution to this problem.
4. \_\_\_\_\_ people drive cars. It's bad for the environment.
5. \_\_\_\_\_ people should use bicycles.

## Help box

- a. Use a plural noun without *the*, for talking about things in general.
- b. Use *the* for regions or names of countries.
- c. Use *the* the second time you mention something.
- d. Use *a* the first time you mention something.
- e. Use *a* for one of many possible examples.

**4** Write the words for the places in a city where you can:

1. study for a degree: \_\_\_\_\_
2. buy petrol: \_\_\_\_\_
3. borrow books: \_\_\_\_\_
4. see important and valuable objects from the past: \_\_\_\_\_
5. get money: \_\_\_\_\_
6. see a play: \_\_\_\_\_
7. do sports: \_\_\_\_\_
8. be treated if you are ill: \_\_\_\_\_

**5** Complete the text with *a*, *the* or *nothing*.

I'm going to tell you about (1) \_\_\_\_\_ city called Sparta, in (2) \_\_\_\_\_ south of Athens. It is (3) \_\_\_\_\_ city full of beauty and wonder. You can move around (4) \_\_\_\_\_ city on your own feet - or in (5) \_\_\_\_\_ metro, by (6) \_\_\_\_\_ bus or on (7) \_\_\_\_\_ horses.





- 6 Write the jumbled words again correctly. Then write a sentence using each. The first letter is given.

1. wbol: blow \_\_\_\_\_
2. tipol: p \_\_\_\_\_
3. vdeire: d \_\_\_\_\_
4. relamin: m \_\_\_\_\_
5. yelarr: r \_\_\_\_\_

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### Help box

- Use **some** to talk about unspecified quantities (countable and uncountable nouns).  
*There are **some** very interesting places to visit just outside the city.*  
*Let's go into the countryside for **some** fresh air.*
- Use **any** to ask or talk about quantities.  
*Have you got **any** ideas about things to do?*  
*There aren't **any** restaurants in this part of the city.*
- Use **all** to include every example of the subject.  
***All** the houses in this street were built more than 300 years ago.*
- Use **many** to talk about a large, but unspecified number of things.  
***Many** people moved to the cities from the countryside to work.*

- 7 Complete the postcard with *a, the, some, any, all or many*.

Hi, Jamal!

*I'm in Istanbul! I didn't realise what a huge place this is. Do you know how (1) \_\_\_\_\_ people live in (2) \_\_\_\_\_ city? More than 12 million! It's noisy and busy, but very exciting. Today we went across (3) \_\_\_\_\_ Bosphorus River to visit (4) \_\_\_\_\_ islands, the Princes Islands. They lie just outside (5) \_\_\_\_\_ city. It's quiet and peaceful there. There aren't (6) \_\_\_\_\_ cars - (7) \_\_\_\_\_ the transport on (8) \_\_\_\_\_ islands is provided by horses and carts. But now we're back, and on our way to (9) \_\_\_\_\_ restaurant for dinner.*

Anwar

- 8 OVER TO YOU Write about the area where you live. Do you live in the city centre or on the outskirts? Is there a shopping centre, hospital, mosque or supermarket nearby? Where is the nearest library or museum?

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## Skills development

### Reading



**TOKYO** is one of the largest cities in the world. It is a city of great contrasts. Busy motorways and crowded underground trains carry people to and from huge office blocks and factories every day. The streets are noisy and full of people. But just around the corner, you can find peaceful squares and quiet places where life seems unhurried, and unchanged for centuries. Tokyo really is a combination of the old and the new, the traditional and the modern.

Harajuku, for example, is an area famous for teenage culture – the streets are lined with fashion shops and fast food restaurants, and many of Tokyo's most fashionable young people come here to shop.

Asakusa, on the other hand, is a district that is still traditional in many ways. One of the most beautiful temples, Sensoji, can be found here. It was built in the 7<sup>th</sup> century, and is Japan's oldest and most famous temple. To reach it, wander down the street called Nakamise. This street still sells traditional silk dresses, Japanese fans and local snacks.

Tokyo's newest area, built in 2003, is 'a city inside a city'. It is called Roppongi Hills, and consists of four high-rise blocks of flats, around the Mori Tower, a 54-storey skyscraper. It contains 43 storeys of offices, an art museum, shops and restaurants.

Travelling around Tokyo is an experience that will take you from the past into the future, from one century into the next – in a day!

#### 1 Read the article and answer the questions.

- How can you describe Tokyo? \_\_\_\_\_
- What is the main activity in Harajuku? \_\_\_\_\_
- Where can we find the temple of Sensoji? \_\_\_\_\_
- What two traditional Japanese souvenirs can you buy in Asakusa? \_\_\_\_\_
- Why is Roppongi Hills called 'a city inside a city'? \_\_\_\_\_

#### 2 Find words in the article which mean:

- opposites \_\_\_\_\_
- slow \_\_\_\_\_
- small meals \_\_\_\_\_
- very tall \_\_\_\_\_
- levels of a building \_\_\_\_\_

#### 3 OVER TO YOU What do you think you would find interesting about Tokyo? Which areas of Tokyo would you like to visit? Why?

\_\_\_\_\_

\_\_\_\_\_

## Writing

- 4 Write a story about a journey in a town or city.

A First, answer these questions and make notes.

1. Which town or city did you go to? Who did you go with? When did you go?

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2. Why did you visit it?

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3. How did you get there?

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4. Who did you speak to / help / meet on the trip? How did this happen?

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5. What was your opinion of your day out, in general?

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- B Now read this story. Match the paragraphs with the questions above.



A We were studying the history of Kuwait, and we were going to draw pictures of the Red Palace in our notebooks.

B It was a fascinating and interesting day out, and we learned a lot about the history of our country.

C About a month ago, our class went on a school trip to the Red Palace in Al-Jahra District.

D As we were walking around, admiring the place, we met a group of tourists. They told us they were on a study tour of Kuwait. We told them about the history of many tourist sites in Kuwait, and they said that we were very good guides!

E We set off for Al-Jahra in a bus. It took us about an hour to drive there. As we reached the district, we saw the old fort of the Red Palace. It was really magnificent.

- A. \_\_\_\_\_  
B. \_\_\_\_\_  
C. \_\_\_\_\_  
D. \_\_\_\_\_  
E. \_\_\_\_\_

**C** Now write your story.

**5** Look at the example and write the correct punctuation in each sentence.

'It's an interesting place,' said Yousef.

1. We were studying the history of Kuwait said Amina
2. We visited the Red Palace added Omar
3. Where are we going asked Aisha
4. I said I really like this place
5. There is nobody here answered Fawzi

## Module 2: Progress test

### Reading

Encyclopaedia		Facts
<p><b>Did you know?</b></p> <p><b>World facts</b></p> <p>Most of us know that the <b>highest mountain</b> in the world is Mount Everest, on the border between Nepal and China (8,850 m). But something that most of us don't think about, is <b>the deepest point on Earth!</b> It is called the Mariana Trench and it is in the middle of the Pacific Ocean, near Japan. It reaches</p>	<p>down to about 10,911 m deep.</p> <p><b>The lowest lake</b> is, interestingly, not called a lake at all, but a 'sea' - the Dead Sea. The surface of the water is about 400 m below sea level. The water in the Dead Sea is also the saltiest in the world. Hardly anything can live in it, except simple organisms like green algae.</p> <p><b>The deepest lake</b>, however, is Lake</p>	<p>Baikal, in Russia. It is more than one and a half kilometres deep.</p> <p>There are many <b>long rivers</b> in the world, but the Nile River in Egypt is the longest. It's 6,671 km long. And <b>the highest waterfall</b> is in Venezuela; Angel Falls is 979 m high.</p> <p>Most people think that a <b>desert</b> is a hot, dry, sandy place, but in fact, any place that receives hardly any rainfall, can be called</p>

#### 1 Read the text and answer the questions.

- What is the importance of the Mariana Trench? \_\_\_\_\_
- Which measurement is bigger - the height of Mount Everest, or the depth of the Pacific Ocean? \_\_\_\_\_
- Why can't anything except simple organisms exist in the Dead Sea? \_\_\_\_\_
- What are the following places famous for?
  - Lake Baikal \_\_\_\_\_
  - The Nile \_\_\_\_\_
  - Angel Falls \_\_\_\_\_
- What is surprising about the largest desert in the world? \_\_\_\_\_
- What happened at El Azizia to make it a famous place? \_\_\_\_\_

#### 2 Match the figures with the correct place.

- |                   |                       |
|-------------------|-----------------------|
| 1. 400 m _____    | a. Nile River         |
| 2. 979 m _____    | b. Lake Baikal        |
| 3. 8,850 m _____  | c. the Dead Sea       |
| 4. 1.5 km _____   | d. Angel Falls        |
| 5. 6,671 km _____ | e. the Mariana Trench |
| 6. 10,911 m _____ | f. Mount Everest      |



## Language practice

### 1 Write the following sentences in reported speech.

**Issa:** I'm going to Turkey for my holiday.

**Issa said he was going to Turkey for his holiday.**

**Faisal:** My parents go to Italy every year to see my aunt.

1. \_\_\_\_\_

**Nada:** I think the best tourist sites are in Kuwait.

2. \_\_\_\_\_

**Salwa:** Our class is going to do a project on the Kuwait Towers.

3. \_\_\_\_\_

**Yaseen:** My parents are thinking of taking us to London this summer.

4. \_\_\_\_\_

**Hisham:** The next time I go to Egypt, I want to visit Luxor.

5. \_\_\_\_\_

### 2 Write the dialogue in reported speech.

**Amal:** My brother is going to university in Kuwait City soon.

**Amal said that her brother was going to university in Kuwait City soon.**

**Samia, to Amal:** (1) My cousins live in Kuwait City! (2) It's a really nice city. (3) I'm going to visit them next year.

1. Samia told \_\_\_\_\_

2. She said \_\_\_\_\_

3. She said \_\_\_\_\_

**Amal:** (4) It sounds lovely, Samia. (5) My brother is very pleased about it. (6) He's going to study Computer Science. (7) He wants to be a website designer.

4. Amal told \_\_\_\_\_

5. She said \_\_\_\_\_

6. She said \_\_\_\_\_

7. She said \_\_\_\_\_

**Samia:** (8) Kuwait City is a good place for anything to do with computers and the Internet.

(9) University Street has a lot of Internet cafés.

8. Samia told \_\_\_\_\_

9. She said \_\_\_\_\_





**3 Complete the sentences with *a, an, the* or *nothing*.**

One of (1) \_\_\_\_\_ best places for (2) \_\_\_\_\_ tourists to visit in Kuwait is Bayt Al-Sadu. It is (3) \_\_\_\_\_ exciting museum which tries hard to preserve (4) \_\_\_\_\_ traditional Kuwaiti handmade industries such as (5) \_\_\_\_\_ knitting wool, weaving and tent making. It was established in 1979 in order to preserve and revive those handicrafts. In 1991, (6) \_\_\_\_\_ museum was formed into (7) \_\_\_\_\_ cooperative society. Located beside (8) \_\_\_\_\_ National Museum, Al-Sadu House aims to make (9) \_\_\_\_\_ nation aware of (10) \_\_\_\_\_ importance of its heritage, to develop and save it.

**4 Complete the sentences with *any, some, many* or *all*.**

1. Who ate \_\_\_\_\_ the biscuits? The packet is empty!
2. The amazing shopping centres in Dubai are the reason why \_\_\_\_\_ people come here.
3. I haven't got \_\_\_\_\_ news about my exam results yet.
4. There is still \_\_\_\_\_ water left in the jug. Do you want \_\_\_\_\_ more?
5. \_\_\_\_\_ people in Switzerland can speak Romansch, but not many.
6. I often listen to music while I study, but not \_\_\_\_\_ of the time.

**5 Complete the sentences with *too much / too many / too few, (not) enough* or *more*.**

1. \_\_\_\_\_ rain will damage the crops.
2. I'm sorry, I can't buy a ticket, because it costs \_\_\_\_\_ and I haven't got \_\_\_\_\_ money.
3. Many people move to the city, because there are \_\_\_\_\_ jobs for them in smaller towns.
4. There are already eight hotels in the town, and they are planning to build \_\_\_\_\_ in future.
5. You can't cycle on the pavements, because they are not wide \_\_\_\_\_ for pedestrians as well as bicycles.
6. In the future, \_\_\_\_\_ cars will mean \_\_\_\_\_ traffic jams, \_\_\_\_\_ pollution - and in my opinion, not \_\_\_\_\_ is being done about the problem.

**6 Expressing preferences. Use the functions in the box to write about the preferences of people you know.**

quite like(s)   like(s)   prefer(s)   hate(s)   enjoy(s)

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## Writing

**7** Use the notes to write about South Africa. Organise your writing into these paragraphs:

1. Size, population, ethnic groups
2. Languages
3. Geographical features
4. Cities and sights

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*South Africa*  
 - 48.6 million people  
 - located at the southern tip of Africa  
 - three capital cities: Cape Town, Pretoria and Bloemfontein  
 - eleven official languages  
 - oldest archaeological sites in Africa  
 - Johannesburg: largest city - Cape Floral Region: fynbos species

Learning-log

1. Look at the outcomes on page 25 of the Student's Book.

How did you find:

reporting what people said?  
 discussing what people should do?  
 talking about quantity?  
 discussing good and bad points?  
 having a debate?

easy?	difficult?	easy?	not useful?	interesting?	not interesting?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Was the reading in this module  
 easy? ☐ difficult? ☐  
 interesting? ☐ not interesting? ☐  
 What was your favourite passage in this module? \_\_\_\_\_

3. Was the listening in this module  
 easy? ☐ difficult? ☐  
 interesting? ☐ not interesting? ☐  
 What was your favourite passage in this module? \_\_\_\_\_

4. Was the writing in this module  
 easy? ☐ difficult? ☐  
 What did you do to plan your writing? How can you improve? \_\_\_\_\_

5. Was the vocabulary in this module  
 easy? ☐ difficult? ☐  
 Are there any words or sounds that you have difficulty with? \_\_\_\_\_

6. Write your result from your Progress Test  
 What did you do well in? \_\_\_\_\_  
 What do you need to revise? \_\_\_\_\_

7. Was the grammar in this module  
 easy? ☐ difficult? ☐



## 5

## Get well

## Language practice

1 Fill in the missing form of the verbs below.

1. take, took, taken
2. \_\_\_\_\_, dealt, \_\_\_\_\_
3. \_\_\_\_\_, \_\_\_\_\_, spread
4. \_\_\_\_\_, understood, \_\_\_\_\_
5. feed, \_\_\_\_\_, \_\_\_\_\_
6. \_\_\_\_\_, dug, \_\_\_\_\_
7. tear, \_\_\_\_\_, \_\_\_\_\_
8. \_\_\_\_\_, \_\_\_\_\_, broken
9. \_\_\_\_\_, forgot, \_\_\_\_\_
10. \_\_\_\_\_, \_\_\_\_\_, stuck

## Help box

- Use the present perfect with *just* to say that something has been completed very recently.  
*I've just finished reading this book.*
- Use the present perfect with *already* to say that something has been completed in the present or past.  
*I've already read this book. / I've read this book already.*
- Use the present perfect with *yet* to say that something hasn't been completed by the time of speaking.  
*I haven't read it yet (but I will read it soon).*

2 Write sentences with *just* or *yet*. Use the words beside the pictures.



1. She / drink her tea  
She hasn't drunk her tea yet.



2. She / cut the onions



3. He / receive the letter



4. He / eat his lunch



5. She / win a prize



6. They / sell their house

3 Complete the question and answers, using *just*, *yet* or *already*.

1. Has our train \_\_\_\_\_ left the station?  
Don't worry, it hasn't left \_\_\_\_\_.
2. Have you made a birthday cake \_\_\_\_\_?  
Yes, I've \_\_\_\_\_ finished it.
3. Have you visited the new museum exhibition? I haven't seen it \_\_\_\_\_.  
Sorry, I've \_\_\_\_\_ seen it.
4. I've \_\_\_\_\_ got a new football, do you want my old one?  
No thanks, I \_\_\_\_\_ have a new football.

- 4 Read the situations and write what the people haven't done yet, have just done or have already done.

Walid	Fatima
1. He's still doing his Maths homework.	4. She phoned her friend five minutes ago.
2. He arrived home ten minutes ago.	5. She ate her lunch two hours ago.
3. He finished his English homework at school this morning.	6. She's waiting to check her email.

1. Walid hasn't finished his Maths homework yet.

2. He \_\_\_\_\_

3. He \_\_\_\_\_

4. Fatima \_\_\_\_\_

5. She \_\_\_\_\_

6. She \_\_\_\_\_

- 5 Read about the situations and write sentences giving advice.

1. I cannot see the writing on the whiteboard clearly.

2. We have no bread left at home.

3. My father's car has broken down.

4. I arrived at the airport without my passport.

### Help box

• Dashes (–) are more common in informal writing. They are used in the same way as colons, semicolons and brackets.

- 6 Read the following sentences and add dashes where appropriate.

1. We had a great time last summer the children loved Disney!

2. We'll see you on Friday I hope!

3. The teacher who rarely gets angry was upset last Monday.

4. I need to buy some stuff for dinner fruit, bread and napkins.

- 7 Write positive and negative sentences using *already* and *yet*.

1. She / drink her tea  
She hasn't drunk her tea yet.

2. Omar / complete his homework

Omar has already completed his homework

3. I / call an ambulance.

4. We / visit Kubbar Island.

- 8** Use the glossary at the end of your Student's Book to match the words in column A with their definitions in column B.

A	B
1. blind	a. fundamental
2. incredible	b. a physical or mental condition that limits a person's movements, senses or activities
	c. extraordinary
3. disability	d. a solemn promise
4. basic	e. unable to see
5. oath	

- 9** Complete column A using the present perfect. Then, match column A with column B and write the complete sentences.

A	B
1. Jameela — (not see)	a. a car accident.
2. Salma — (sprain)	b. grandma in hospital.
3. We — (visit)	c. a doctor yet.
4. Abdulhameed ... already — (take)	d. my bike.
5. They — just — (have)	e. her ankle.
6. I — (fall off)	f. two aspirin.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## Help box

- Use the present perfect to talk about events in the recent past, when no specific time is mentioned.  
*I've cut my finger!*  
*Have you been to the dentist during the last six months?*
- Use the past simple when a specific time in the past is mentioned.  
*I broke my leg two years ago.*  
*I went to the dentist last week.*

- 10** Complete the dialogue. Use the present perfect and the past simple.

Omar: (1) \_\_\_\_\_ (you ever be) to hospital, Sabeeh?

Sabeeh: Yes, I (2) \_\_\_\_\_ (be) in hospital about five weeks ago.

Omar: What (3) \_\_\_\_\_ (happen) to you?

Sabeeh: I (4) \_\_\_\_\_ (be) on my way to school one day, when I (5) \_\_\_\_\_ (slip) and (6) \_\_\_\_\_ (fall) off the school bus! I (7) \_\_\_\_\_ (break) my wrist. I (8) \_\_\_\_\_ (only just start) writing properly again! (9) \_\_\_\_\_ (you ever hurt) yourself badly?

Omar: No, I (10) \_\_\_\_\_ (not have), luckily. I (11) \_\_\_\_\_ (sprain) my ankle once, in a basketball match, but nothing more serious than that.





## Skills development

### Reading

Brian is a nurse anaesthetist. He did this specialised course after he qualified as a nurse. First, he had to get several years' experience working in a critical care unit, such as an emergency department or heart care department.

But what does a nurse anaesthetist do? 'Basically, we assist the anaesthetist. A very important first part of the job is getting everything ready, long before the patient comes in for the operation. We have to line up all the things we are going to need – needles, syringes, supplies for breathing. I even bring a CD player! I play music to help the patient relax.'

'I give the patient a drug to make them fall asleep, and it works after about half a minute. They won't feel anything or know anything from this moment on, until they wake up after the operation. There are other drugs to give the patient too – to paralyse the muscles. About a teaspoon of this drug goes into the veins, and after about half a minute, none of the muscles can move. In order to keep the patient breathing, we put a tube in their lungs, and a machine does the breathing for them.'

'While the surgeon is operating we keep a constant check on the patient's heart rate, blood pressure and breathing. And our role doesn't end after the operation. We have to wake the patient up, and make sure we administer the right painkillers and care in the ward, while they are recovering. So really, we are there at the beginning, and at the end, of their hospital treatment.'

**1** Read the article. Write Brian's different duties in the correct place in the table.

bring CD player	give drugs to paralyse the muscles
check heart rate	give painkillers
line up everything they need	play music
wake patient up	put a tube in the lungs
give drugs to make the patient fall asleep	

Before the operation	During the operation	After the operation

**2 Circle the correct definition.**

**1. surgeon**

- a. the person who does operations in a hospital
- b. the person who treats people who are ill
- c. the person who cleans rooms in a hospital



**2. nurse**

- a. the person who takes appointments for a doctor
- b. the person who cooks healthy food in a hospital
- c. the person who helps a doctor in the hospital



**3. anaesthetist**

- a. the person whose job is to treat problems with muscles
- b. the person who studies the human mind and its functions
- c. the person who puts people to sleep before an operation



**4. patient**

- a. the person who handle payments and receipts in a hospital
- b. the person who has an operation in a hospital
- c. the person who answers the telephone, deal with clients and guides people



**3 Read the text and decide if the sentences are true (T) or false (F). Correct the false sentences.**

- 1. Brian had to work in a critical care unit for one year. \_\_\_\_\_
- 2. The nurse anaesthetist prepares the patient for surgery. \_\_\_\_\_
- 3. The patient feels everything during the operation. \_\_\_\_\_
- 4. The nurse puts a tube in their lungs to paralyse the muscles. \_\_\_\_\_
- 5. Brian is there for the start and finish of the hospital treatment. \_\_\_\_\_

**4 Find the opposite word in the text.**

- 1. general  $\neq$  \_\_\_\_\_
- 2. stimulate  $\neq$  \_\_\_\_\_
- 3. insignificant  $\neq$  \_\_\_\_\_
- 4. stress  $\neq$  \_\_\_\_\_
- 5. irregular  $\neq$  \_\_\_\_\_
- 6. end  $\neq$  \_\_\_\_\_

## Writing

**S** Read this problem and give advice.

**I want to be fitter and healthier. What should I do?**

Use these notes

### Food

avoid sweets and too much sugar  
don't eat too late at night  
eat healthy snacks like fruit or nuts



### Exercise

do regular exercise – at least 30 minutes – three times a week  
do exercise that makes your heart rate faster – as well as stretching exercises like yoga  
warm up before exercise – relax after exercise

### Sleep

get enough sleep at night

### Help box

Don't forget to use:

*First of all ... Also ... In addition ...*

*You should ... It's a good idea to ...*

*Another thing you could do is ...*

*What about ...? Why don't you try ...?*

Write your advice.

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## 6

## Hygiene

## Language practice

## Help box

- Use the past simple to describe something that happened in the past.
- Use the past perfect to describe something that happened before that time.

*I **had already cooked** the dinner by the time my mother came home.*

*When we arrived at the theatre, the concert **had already started**.*

- 1 Past simple or present perfect? Read and complete the text with the correct form of the verbs in brackets.



Stephen Hawking is a world-famous scientist. He (1) \_\_\_\_\_ (not win) a Nobel Prize yet. He (2) \_\_\_\_\_ (tell) us more about time than anyone in the world. He (3) \_\_\_\_\_ (always be) interested in time and questions like

'How (4) \_\_\_\_\_ the world \_\_\_\_\_ (start)?' and 'Can we go back in time?' He (5) \_\_\_\_\_ (write) his famous book about time in 1988 and it (6) \_\_\_\_\_ (already sell) more than eight million copies. Stephen Hawking (7) \_\_\_\_\_ (be) in a wheelchair for most of his life because he has ALS. This means that information that tells his arms and legs to move does not go up his spinal cord to his brain. Both his arms and legs don't move and breathing is a problem. In 1985, he (8) \_\_\_\_\_ (go) to hospital because he couldn't breathe. Doctors (9) \_\_\_\_\_ (help) him to breathe but they had to take out his voice. He now speaks with the help of an American computer. 'The computer (10) \_\_\_\_\_ (give) me a voice but it's an American voice,' Stephen often says, with a smile.

- 2 Join the sentences. Use the past perfect.

- Carol learnt to speak three languages. She went to school.  
Before she went to school, Carol had learnt to speak three languages.
- She got married. She was 21.  
By the time she was 21, \_\_\_\_\_
- My friends left. I arrived at the restaurant.  
When I arrived at the restaurant, \_\_\_\_\_
- He grew a moustache. He looked so different.  
He looked so different, because \_\_\_\_\_
- The lesson ended. I spoke to the teacher.  
After the lesson \_\_\_\_\_
- Their car broke down on the way. They were late.  
They were late, because \_\_\_\_\_

- 3 Unscramble and write the correct sentences.

- by the time / had already / closed / The museum / we arrived
- took off / the airport / I had / when the plane / just arrived / at
- tidied her room / mine / My sister / tidied / because I had
- We / when the waiter / our drinks / just finished / served our / dinner / had
- favourite cartoon / the TV / had already / I / started / turned on / because my

**4 Complete the text with the past simple or past perfect.**

When Mark (1) **had finished** (finish) his university studies, he (2) \_\_\_\_\_ (go) to work in Uganda. A few months earlier, he (3) \_\_\_\_\_ (read) about a project there: a charity (4) \_\_\_\_\_ (start) building schools in villages and they (5) \_\_\_\_\_ (need) more volunteers. When Mark (6) \_\_\_\_\_ (arrive) in Uganda, he was surprised to see how much the charity (7) \_\_\_\_\_ (already do). They (8) \_\_\_\_\_ (clear) trees to make space for the school. They (9) \_\_\_\_\_ (dig) a well to create a water supply for the school, and they (10) \_\_\_\_\_ (employ) a teacher. The children were so excited about their new building. They (11) \_\_\_\_\_ (never study) in a classroom before, only outside. A few months earlier, they (12) \_\_\_\_\_ (write) letters to schools in other parts of the world, and people (13) \_\_\_\_\_ (send) them books and classroom equipment. Mark (14) \_\_\_\_\_ (plan) to stay for a year, but after the year (15) \_\_\_\_\_ (end), he decided to stay longer. He said he (16) \_\_\_\_\_ (never feel) so useful and so satisfied with a job before.

**5 Use the glossary at the end of your Student's Book to match the words with the definitions.**

1. blind \_\_\_\_\_
  2. fetch \_\_\_\_\_
  3. fizzy \_\_\_\_\_
  4. cholera \_\_\_\_\_
  5. sanitation \_\_\_\_\_
- a. containing bubbles of gas
  - b. go for and then bring back
  - c. unable to see
  - d. an infectious and often fatal bacterial disease of the small intestine
  - e. conditions relating to public health

**6 Write these figures in words.**

1. 12,000,000 \_\_\_\_\_
2. 120,000 \_\_\_\_\_
3. 75% \_\_\_\_\_
4. 6.563 \_\_\_\_\_
5. 191 \_\_\_\_\_

**Help box**

- Use *which* / *that*, *who* or *where* to say exactly what or who you are talking about:  
*The man (who / that) I was talking to, is my uncle.*  
*Tourists who come to Kuwait usually go to the Liberation Tower.*
- To give extra information about something or someone, use *which* for things, *who* for people. Separate the extra information from the rest of the sentence by commas.  
*My uncle, who works in a hotel, is coming to visit us soon.*  
*Tourists in Kuwait usually go to the Liberation Tower, which is in Kuwait City.*
- You cannot use *that* in extra information sentences.
- You cannot leave out *who* or *which*.

**7 Complete the sentences with *who* or *which*.**

1. Mrs Al Refae, \_\_\_\_\_ is a teacher at my school, is leaving soon.
2. The charity, \_\_\_\_\_ is based in France, has several projects in Africa too.
3. My cousins, \_\_\_\_\_ live in Spain, email us often.
4. I met Tareq, \_\_\_\_\_ said he was on his way to an interview.
5. Thank you for taking me to the exhibition, \_\_\_\_\_ I enjoyed a lot.
6. She told me she had passed her test, \_\_\_\_\_ was really good news.
7. It began to rain suddenly, \_\_\_\_\_ nobody had expected.
8. Mr Hamad, \_\_\_\_\_ is here on business, came for dinner last night.
9. Has anyone seen my bag, \_\_\_\_\_ I left here a few minutes ago?

**8 Join the sentences. Use *who* or *which*.**

- I spent a weekend by the sea. It was wonderful.  
**I spent a weekend by the sea, which was wonderful.**
- The earth is getting hotter. It is causing the ice caps to melt.  
\_\_\_\_\_
- Some children in Africa live very far from a school. They have to walk a long way every day.  
\_\_\_\_\_
- The water is used for washing and cooking, as well as drinking. It comes from a well.  
\_\_\_\_\_
- People are travelling by plane more frequently. It is causing a lot of damage to the environment.  
\_\_\_\_\_
- The new town hall has been built in three months. It is opening tomorrow.  
\_\_\_\_\_

**9 There is one spelling mistake in each sentence. Find it and correct it.**

- Please be quiet, I can't consentrate.  
\_\_\_\_\_
- She was reading an intresting book in the bookshop.  
\_\_\_\_\_
- You must wear that lether jacket to the job interview.  
\_\_\_\_\_
- My friend offered me beautifull handcrafts from Kuwait.  
\_\_\_\_\_

**10 Rewrite the sentences, adding the appropriate extra information.**

which is clean    which is bad news for farmers  
who were born in Lebanon  
who won a scholarship    which arrived today



- My grandparents came to Kuwait in 1980.  
**My grandparents, who were born in Lebanon, came to Kuwait in 1980.**
- Thank you for your birthday card.  
\_\_\_\_\_
- Drinking water comes from the new well.  
\_\_\_\_\_
- There hasn't been much rain.  
\_\_\_\_\_
- Suleiman is studying maths in Paris.  
\_\_\_\_\_

**11 Choose *who* or *which*, and add commas to the sentences.**

- The panda *which / who* is an endangered animal sleeps all day.  
\_\_\_\_\_
- My brother *which / who* works as a teacher likes his job.  
\_\_\_\_\_
- The weather at the weekend *which / who* will be very hot is perfect for the beach.  
\_\_\_\_\_
- The pound sterling *which / who* is the currency of the UK is divided into 100 pennies.  
\_\_\_\_\_
- The Eskimo people *which / who* live in the Arctic wear warm clothes.  
\_\_\_\_\_



## Reading

Encyclopaedia		Facts
<p><b>Amazing body facts</b></p> <p><b>Did you know?</b></p> <p>Your heart beats more than <u>one hundred thousand</u> times a day – or close to three billion times during an average lifetime.</p> <p>For humans the normal pulse is 70 heartbeats per minute. Elephants have a slower pulse of <u>twenty-seven</u> and for a canary it is <u>a thousand</u>!</p>	<p>If all the blood vessels in your body were laid end to end, they would reach about <u>sixty thousand</u> miles.</p> <p>Your lungs are made up of about <u>three hundred million</u> tiny air sacs. If they were laid flat, they would cover an area about the size of a tennis court.</p> <p>Around <u>two-thirds</u> of a person's body weight is water. Blood is</p>	<p><u>ninety-two per cent</u> water, and your brain is 75% water.</p> <p>The human head contains 22 bones.</p> <p>While babies are born with over 300 bones, adults only have <u>two hundred and six</u>; many bones join together as people grow up.</p> <p>By the time you are 70, you will have easily drunk over <u>twelve thousand</u> gallons of water.</p> <p>You blink your eyes over <u>ten million</u> times a year.</p> <p>Your forearm (from inside of elbow to inside of wrist) is the same length as your foot.</p> <p>Fingernails grow four times faster than toenails.</p> <p>It takes more muscles to frown than it does to smile.</p>

### 1 Read the text and answer the questions.

- Whose heart beats faster – an animal's or a bird's? \_\_\_\_\_
- 'Humans consist mostly of water.' Why is this statement true? \_\_\_\_\_
- Why do adults have fewer bones than babies? \_\_\_\_\_
- How can you find out the size of your foot, without measuring it? \_\_\_\_\_
- What is more relaxing for the body – smiling or frowning? Why? \_\_\_\_\_

### 2 Write the underlined numbers in the text in figures.

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

### 3 Find these words in the text.

- the red liquid that travels around the body \_\_\_\_\_
- the organs used for breathing \_\_\_\_\_
- the joint in the middle of the arm \_\_\_\_\_
- the number of heart beats in a minute \_\_\_\_\_
- the many hard pieces of material that make up your skeleton \_\_\_\_\_

## Writing

- 4 Write a proposal for a healthy-living group at your school, using as many of the words and phrases from the list below as you can.
- A First, organise the following into the three topic areas in the table.

breakfast	go to bed early	do yoga
dinner	walk to school	drink coffee
do P.E. at school	play basketball	drink water
nutrition	stretch	go running
nutrients	relax muscles	go swimming
fitness	snacks	lunch
nourishment	play tennis	well-being
	vitamins	

[illegible]

- B** Now write your proposal. Outline what parts of healthy living your group will target. Explain in detail how it will help members lead a healthy life. Include tips on eating and exercise, and explain the biological effects your club will have on these areas.



### Module 3: Progress test

#### Reading

##### HOW TO AVOID SPORTS INJURIES

**We all know how important it is to exercise regularly. But many of us don't realise that exercise or sport can be dangerous – unless you know the rules. Here are five ways to avoid being injured during sport or exercise.**

**A.** Different sports require different protective equipment. Many sports insist on participants wearing helmets – horse-riding, baseball and skateboarding are just a few examples. Your helmet has to be the right type for the sport, the right size and must be fastened properly. Some sports require protection for the head (boxing) and eyes (swimming). But the correct shoes are essential for all sports and types of exercise.

**B.** An essential part of any exercise is getting your body prepared for action. Starting physical exercise without stretching your muscles first can be dangerous. You need to get your blood moving

faster, and your body temperature warmer, so that you are less likely to get injured during sport.

**C.** A lot of unnecessary injuries can be avoided if players know and respect the rules of the game. For example, in hockey, you can't raise your stick higher than shoulder level. These rules were made to help keep injuries and accidents to a minimum.

**D.** Many of the rules of a game were created to keep others safe. Good communication with others means a safer, more enjoyable sport. In swimming, for example, moving in the same direction as other swimmers means there won't be a collision between swimmers.

**E.** Occasionally accidents will happen, and if you have been injured, you need to recover fully before doing the sport again. An injury can become more serious if you continue to exercise and don't take enough rest first.

#### 1 Read the article. Match the headings with the paragraphs.

1. Remember, there are others around you! \_\_\_\_\_
2. Rest your injuries \_\_\_\_\_
3. Keep to the rules \_\_\_\_\_
4. Warm up before you start \_\_\_\_\_
5. Wear the right clothing \_\_\_\_\_

#### 2 Find words in the article that mean:

1. people who take part in something \_\_\_\_\_
2. very important; you can't do without it \_\_\_\_\_
3. obey, treat seriously \_\_\_\_\_
4. lift up \_\_\_\_\_
5. crash into someone or something \_\_\_\_\_
6. get better \_\_\_\_\_

## Language practice

### 1 Rewrite the sentences, using the word in brackets and the present perfect.

I read that book last week. (already)

**I have already read that book.**

1. I bought these shoes recently. (just)  
\_\_\_\_\_
2. I didn't ride my new bike (but I will ride it soon). (yet)  
\_\_\_\_\_
3. Did you tidy your room, as I asked you to? (yet)  
\_\_\_\_\_
4. Come in! I made tea a few minutes before you came. (just)  
\_\_\_\_\_
5. I packed my suitcase for the trip. (already)  
\_\_\_\_\_

### 2 Write sentences. Use the past simple and the past perfect.

Before the match / start / team / already / warm up.

**Before the match started, the team had already warmed up.**

1. Ahmed / be excited / because / he / never be / to Kuwait before.  
\_\_\_\_\_
2. The train / already leave / by the time / we get / to the station.  
\_\_\_\_\_
3. They / never learn English / until / they come / to this school.  
\_\_\_\_\_
4. I / leave a message / because / she / go out.  
\_\_\_\_\_
5. I / know the answers to the test / because / I study / the night before.  
\_\_\_\_\_

### 3 Join the sentences. Use the words in brackets.

She finished her essay. Then she helped her mother. (as soon as)

**As soon as she had finished her essay, she helped her mother.**

1. Ahmed didn't eat his supper. He wasn't hungry. (because)  
\_\_\_\_\_
2. I got to school. I realised I left my book at home. (when)  
\_\_\_\_\_
3. I read the book. Then I saw the film. (before)  
\_\_\_\_\_
4. The child was crying. He hurt his leg. (because)  
\_\_\_\_\_
5. We managed to put the fire out. The firemen came. (by the time)  
\_\_\_\_\_



**4 Complete the text with the past simple or past perfect of the verbs in brackets.**

A few weeks ago, a woman (1) \_\_\_\_\_ (buy) some bananas. But later that day, when she (2) \_\_\_\_\_ (put) her hand into the bag to eat one, a spider suddenly (3) \_\_\_\_\_ (bite) her. By the time she (4) \_\_\_\_\_ (get) to hospital, she (5) \_\_\_\_\_ (become) very ill. Luckily, she (6) \_\_\_\_\_ (take) a photo of the spider on her mobile phone. The doctors (7) \_\_\_\_\_ (send) the photo to an expert. After he (8) \_\_\_\_\_ (identify) it, they could choose the correct medicine for the woman. She (9) \_\_\_\_\_ (recover). Apparently, the spider (10) \_\_\_\_\_ (hide) in the bananas as they made their way across the seas.

**5 Complete the sentences with *who* or *which*.**

1. *Titanic*, \_\_\_\_\_ was made a few years ago, is one of my favourite films.
2. Asma, \_\_\_\_\_ is a very good cook, made me a delicious cake.
3. The Great Wall of China, \_\_\_\_\_ is 3,460 km long, is the longest wall in the world.
4. I went to the dentist, \_\_\_\_\_ told me I should eat less sugar.
5. The new restaurant, \_\_\_\_\_ was once a cinema, is very popular.
6. I'm afraid Dr Tareq, \_\_\_\_\_ examined you last time, isn't here today.

**6 Rewrite the sentences. Add the extra information in brackets.**

We often go for picnics in the hills. (The hills are only a few kilometres away.)  
We often go for picnics in the hills, which are only a few kilometres away.

1. Next summer I am going to visit my aunt. (She lives in Bahrain.)  
\_\_\_\_\_
2. My neighbour gave me a lovely painting. (She is an artist.)  
\_\_\_\_\_
3. I did very well this term. (It made my parents proud.)  
\_\_\_\_\_
4. They invited me for dinner. (It was very kind of them.)  
\_\_\_\_\_
5. Mr Quassimi has been a teacher all his life. (He teaches History.)  
\_\_\_\_\_

## Writing

7

- A My uncle asked me to visit him in Norway in the summer. I prefer to spend the time in Kuwait. How can I tell him?

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- B My friends invited me to join them on a school trip on Friday. How can I ask my parents to permit me to skip the weekly family gathering?

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1. Look at the outcomes on page 39 of the Student's Book.

**How did you find:**

describing recent events? ☐ easy ☐ difficult ☐ not interesting ☐ interesting

describing illnesses? ☐ easy ☐ difficult ☐ not interesting ☐ interesting

writing a health diary? ☐ easy ☐ difficult ☐ not interesting ☐ interesting

giving explanations? ☐ easy ☐ difficult ☐ not interesting ☐ interesting

4. Was the writing in this module easy? ☐ difficult? ☐

What did you do to plan your writing? How can you improve?

---

2. Was the reading in this module easy? ☐ difficult? ☐

interesting? ☐ not interesting? ☐

What was your favourite passage in this module? \_\_\_\_\_

5. Was the vocabulary in this module easy? ☐ difficult? ☐

Are there any words or sounds that you have difficulty with? \_\_\_\_\_

---

3. Was the listening in this module easy? ☐ difficult? ☐

interesting? ☐ not interesting? ☐

What was your favourite passage in this module? \_\_\_\_\_

6. Write your result from your Progress Test \_\_\_\_\_

What did you do well in? \_\_\_\_\_

---

What do you need to revise? \_\_\_\_\_

---

7. Was the grammar in this module easy? ☐ difficult? ☐

## 7

## Finding answers

## Language practice

## Help box

- Use *will* to predict the future.  
*The weather **will** get hotter – it **won't** get colder.*
- Use *will* for actions that we decide now, at the moment of speaking.  
*I'll make some tea.*
- Use *going to* for actions that we have decided before we speak.  
*I'm not going to watch TV tonight.  
I'm going to read a book.*
- For suggestions and offers, use  
*Shall I / we ...? or I'll ...*  
*Shall I give you a lift to the station?*

1 Write P for a prediction or D for a decision. Complete the sentences with the correct form of *will* or *going to*.

1. I'm sure it **won't** (not) rain. The sky looks clearer now. P
2. Amal is very good at Science. I think she \_\_\_\_\_ be a famous doctor one day. \_\_\_\_\_
3. What \_\_\_\_\_ (you) do when you finish school? \_\_\_\_\_
4. I've decided – I \_\_\_\_\_ study French next year, as well as Biology. \_\_\_\_\_
5. If we don't hurry up, we \_\_\_\_\_ (not) get to school on time. \_\_\_\_\_

2 Offer to help in these situations.

1. I need help with my homework.  
Shall I help you? / I'll help you.
2. I would like to close the window, but it's too high for me.  
\_\_\_\_\_ for you?
3. Grandmother needs someone to do the shopping for her.  
\_\_\_\_\_ shopping for her.
4. I'd love to learn to speak German.  
I speak German. \_\_\_\_\_?

3 Write sentences with *if* and *will* / *won't*. Use the advice from each person.

1. Chef: add more salt = (not) taste good  
If you add more salt, it won't \_\_\_\_\_  
\_\_\_\_\_
2. Salesperson: buy the skirt = look great  
\_\_\_\_\_
3. Dad: watch TV all evening = (not) pass your exams  
\_\_\_\_\_
4. Weatherman: rain further tomorrow = flood  
\_\_\_\_\_

## Help box

- Use *if* + present simple + *will / won't* for things that will possibly happen.  
*If the tickets are too expensive, we **won't** be able to go.*  
*If we have time, **we'll** go and see the counsellor.*
- We can put the 'if part' or the 'will part' of the sentence first.  
*If he doesn't feel well, he **won't** go to school.*  
*He **won't** go to school if he doesn't feel well.*  
We usually put a comma after the 'if part' of the sentence.

### 4 Imagine you are going to a language school in London. Write questions and answers. What will happen if ...?

1. you go to London without your friends?  
Q: What will happen if you go to London without your friends?  
A: (not know anyone) If I go to London on my own, I won't know anyone.
2. you don't know anyone in London?  
Q: \_\_\_\_\_  
A: (have to speak English) \_\_\_\_\_
3. you speak only English for a week?  
Q: \_\_\_\_\_  
A: (improve a lot) \_\_\_\_\_
4. your English gets much better?  
Q: \_\_\_\_\_  
A: (do well at school) \_\_\_\_\_

5. you do well in your exam?

Q: \_\_\_\_\_  
A: (go to university) \_\_\_\_\_

## Help box

- Join sentences with these words or phrases.
- *when* = at the time something else happens  
*Can you call me **when** dinner is ready?*
- *as soon as* = immediately  
***As soon as** I saw the advertisement, I phoned to book some tickets.*
- *until* = up to a point in time  
*They played football in the park **until** it got dark.*
- *before* = at an earlier time  
*It's best to get there at 8 am, **before** the crowds of tourists arrive.*
- *after* = at a later time  
***After** I had seen the film, I read the book.*

### 5 Circle the correct word.



I didn't know a crab could climb a tree, (1) (*as soon as / after / until*) I read it in a book. It's amazing! This kind of crab is called a Coconut Crab. (2) (*Before / When / Until*) it gets hungry, it climbs up a palm tree. (3) (*Before / Until / After*) it gets a coconut, it cracks it open with its claws. It doesn't wait (4) (*until / as soon as / before*) it gets back down on to the beach (5) (*as soon as / after / before*) eating the coconut. It starts eating (6) (*before / until / as soon as*) it picks the coconut!

**6** Rewrite the sentence pairs as one sentence. Use the words in brackets.

1. I'll stay indoors. It hasn't stopped raining. (until)  
I'll stay indoors until it stops raining.
2. Promise you'll phone me and tell me. You get your results. (as soon as)

\_\_\_\_\_

3. I'll come out with you. I finish work at 5 o'clock. (after)

\_\_\_\_\_

4. You can wait here. It's not time for you to go home. (until)

\_\_\_\_\_

5. I'd never seen her. I met her at the conference. (before)

\_\_\_\_\_

6. I'll phone you. I get to the station at 4 o'clock. (when)

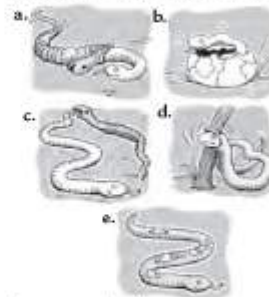
\_\_\_\_\_

7. I'll wait here. My mother hasn't arrived. (until)

\_\_\_\_\_

**7** Match the sentences with the pictures.

How does a snake shed its skin?



1. As soon as the the snake comes out of the egg, it loses the outer layer of its skin. This process will happen many times right up to the time the snake dies. Picture \_\_\_\_\_
2. The snake grows, but the outer layer of skin doesn't grow. Picture \_\_\_\_\_
3. When the skin gets tight, the snake rubs against a tree. Picture \_\_\_\_\_
4. As soon as the skin begins to get loose, the snake slides out of it. Picture \_\_\_\_\_
5. Before the snake loses the old skin, it grows a new skin underneath. After the old skin has dropped off, the snake has a shiny new skin. Picture \_\_\_\_\_

**8** Unscramble the words. Then write a sentence using each.

1. saro: \_\_\_\_\_
2. telhsiw: \_\_\_\_\_
3. forfet: \_\_\_\_\_
4. ebeerz: \_\_\_\_\_
5. ricstt: \_\_\_\_\_




## Skills development


### Reading

More questions you've always wanted to ask – answers you've always wanted to know!


**Can water go bad?**  
 As you know, water can be stored in wells until you need it. But, will it still be fresh when you want it? Water *can* go bad. If you store it in an open container, insects and other tiny organisms will make their homes in the water. You won't want to drink that water. It can also go bad in a closed container, unless chemicals have been added before it goes into the container. If you add chlorine or iodine, it will stop bacteria from forming.



**Can lightning strike you when you are indoors?**  
 Yes, it can, and every year over 1,000 people will get hit by lightning this way. When lightning strikes a phone line, it travels down the phone line, and if you are holding the phone at that time it will reach you. So if there is a lightning storm, you should not use the phone. You should not be in the bath or shower, either, because lightning can strike metal pipes and cause an electric shock. It's best to stay away from computers too – or anything that can carry an electrical charge from the lightning to your body.



**What will happen if all the icebergs melt?**  
 We all know that the Earth is getting warmer. This will cause the icebergs to crack and pieces will break off. And when that happens, the water level will rise. Scientists have predicted a significant sea level change by the year 2100. They estimate that the sea will rise 50 centimetres, on average, by that time. The rise will come from warmer sea temperatures, and from melting ice. This rise in sea level will have a dramatic effect on coastal cities and towns all over the world.



1 Read the text and decide if the sentences are true (T) or false (F). Correct the false sentences.

1. There is no way to stop bacteria from forming in water. \_\_\_\_\_
2. It is better not to use the phone or to have a bath during a lightning storm. \_\_\_\_\_
3. Any electrical object can increase the danger of injuries by lightning. \_\_\_\_\_
4. If we don't try to stop the Earth from getting warmer, sea levels will rise in the future. \_\_\_\_\_

2 Match the beginnings and the ends of the following sentences.

- |  |   |
|--|---|
| 1. It's possible to store water _____              | a. in their homes every year.             |
| 2. Many people are struck by lightning _____       | b. if the sea continues to become warmer. |
| 3. Pieces of ice will break off the icebergs _____ | c. until you need to use it.              |

## Writing

3 Write instructions. Use the pictures to help you.

How do you make a pasta salad?

1.



2.



3.



4.



5.



6.



### Help box

- Use these words: *first*, *then*, *next*, *after that*, *finally*.

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## 8

## Solving problems

## Language practice

## Help box

- Use *if* + past simple + *would* / *wouldn't* for imaginary situations.  
*If you told me a secret, I wouldn't tell anyone.*  
*If I wanted to get fit, I would do regular exercise.*
- We can put the 'if part' or the 'would part' of the sentence first.  
*If I got some money for my birthday, I would save up for a new CD player.*  
*I would save up for a new CD player if I got some money for my birthday.*
- We usually put a comma after the 'if part' of the sentence.

## 1 Write sentences with these words.

- If / she / want / me / to help / her, she / ask / me.  
If she wanted me to help her, she would ask me.
- I / do / it / if / you / ask me.
- If / I / break / my mother's vase / she / be / very angry.
- You / not be / so tired / if / you / go to bed / earlier.
- If / I / left / my homework / at home / I / get into trouble.

## 2 Write the correct form of the verbs in brackets.

Faris: Do you want to come to the zoo with me tomorrow, Yaseen?

Ahmed: I (1) \_\_\_\_\_ (go) if I

(2) \_\_\_\_\_ (have) some money.

Faris: Well, if you (3) \_\_\_\_\_ (not spend) a lot of money on computer games, you (4) \_\_\_\_\_ (be able to) go to the zoo!

Ahmed: I know, you're right. If my brother (5) \_\_\_\_\_ (lend) me his games, I (6) \_\_\_\_\_ (not have to) buy them myself!

Faris: If you (7) \_\_\_\_\_ (offer) to lend him some of your games, maybe he (8) \_\_\_\_\_ (feel) bad about his selfishness.

Ahmed: Mmm, if you (9) \_\_\_\_\_ (know) my brother better, you (10) \_\_\_\_\_ (not say) that!

## 3 Correct the sentences.

- if i had a Swimming Pool i would swim every day
- We would go by taxi if We didnt have a car
- if you Recycled itd really help The environment
- if i wanted a pet which i dont i would want a Dog
- he would like to visit Rome which is in italy if he took a holiday

**4** How would things be different? Read each situation and complete the sentences.

- I'm not going to watch the football match tonight. It ends so late.  
If the football match **didn't end so late**, I **would go and watch it tonight**.
- We don't speak English outside the classroom, so we don't improve.  
We \_\_\_\_\_ if \_\_\_\_\_ outside the classroom.
- The weather is bad, so we are not going to the beach.  
If the weather \_\_\_\_\_, \_\_\_\_\_ to the beach.
- I can't help you. I'm not good at Maths.  
If I \_\_\_\_\_ good at Maths, \_\_\_\_\_.
- I don't understand this book. The language is so difficult.  
I \_\_\_\_\_ this book \_\_\_\_\_ so difficult.

**5** OVER TO YOU Write sentences.

What would you do if ...

- you lost your first-aid kit during a trip?
- you broke a promise?
- you upset someone?
- you wanted to take up a new hobby?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**6** Complete the dialogue. Use these words or phrases.

a club a hobby friends in touch pieces sad something new sorry the problem to people

- A: I feel (a) \_\_\_\_\_ that you're leaving the school, Reem.  
B: So do I. We must promise to keep (b) \_\_\_\_\_.
- A: I'm bored, Mum!  
B: If I were you, I'd take up (c) \_\_\_\_\_. Join (d) \_\_\_\_\_ or something - it's a good way to make new (e) \_\_\_\_\_ and talk (f) \_\_\_\_\_. If you started (g) \_\_\_\_\_, it would stop you from being bored.
- A: Mrs Saleh, I want to say (h) \_\_\_\_\_ about what happened to your vase. I was carrying it to the shelf, when I dropped it and it broke into two (i) \_\_\_\_\_. I promise I'll try and mend it with glue. That should solve (j) \_\_\_\_\_.

**7** Match the problem in column A to the advice in column B. Write the full sentences using *if* and *would*.

- A**
- want to lose weight \_\_\_\_\_
  - anxious \_\_\_\_\_
  - shout at your sister \_\_\_\_\_

- B**
- try to relax
  - apologise
  - diet

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## Help box

- Use *If I were ...* to imagine what you would do if you were in someone else's place, or if your situation was different.

*If I were you, I'd apologise to the teacher for being so impolite.*

*If I were rich, I would buy my parents a new car.*

- 8** Rewrite Nader's mother's warnings. Use *If I were you, ...*

1. Don't come home too late.

If I were you, I wouldn't come home too late.

2. You should take a coat.

3. You shouldn't wait for the bus alone.

4. Take some money with you.

5. Find out what time the last bus leaves.

- 9** OVER TO YOU Are you a good friend? Try the quiz! Circle the best answer.

1. Your best friend has got a new shirt. You don't think it suits her. If she asked you what you thought, you would ...
  - a) tell the truth.
  - b) pretend you didn't hear the question.
  - c) tell her to ask someone else.
2. If you walked past some people at school, who were saying bad things about a friend of yours, you would
  - a) stop them and tell them they were wrong.
  - b) carry on walking, and pretend you didn't hear.
  - c) tell your friend what you had heard.
3. If your best friend was angry with you, you would ...
  - a) ask what was wrong.
  - b) ignore the problem.
  - c) get angry, too.

Score:

**Mostly a:** I'd be pleased to have a friend like you.

**Mostly b:** If I were you, I'd try to be a better friend.

**Mostly c:** If I were you, I'd be grateful I had any friends at all! You should treat your friends with more respect.



## Skills development

### Reading

#### Why can't I remember?!

**W**e all forget things – and it's true that as we grow older, it becomes harder to remember things as quickly as we used to. But just like any other part of the body, the brain, and the power of memory, can be exercised and improved. Here are some tips for improving memory.

**Association** This can be a helpful way to remember names, for example. Try to associate the name of someone with another image, something that reminds you of that name. Imagine meeting someone called Mike, for example – try to visualise a microphone to remember his name. The next time you meet Mike, you'll immediately think of a

microphone, and you won't need to be embarrassed by forgetting his name.

**Acronyms** are a good way to memorise lists, or any sequence of items. An acronym is a word or phrase made from the initial letter or letters of other words. Acronyms are very common in everyday language: NBA (National Basketball Associations) and SCUBA (Self Contained Underwater Breathing Apparatus) are just two examples of acronyms that have now become words in their own right.

**Acrostics** are sentences made up to remember items. An example is the sentence to remember the order of the planets (Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune). You

take the first letter of each planet's name – m, v, e, m, j, s, u and n – to make up a sentence, for example: 'My very elegant mother just served us noodles.'

**Chunking** This is especially useful for remembering numbers. It is based on the idea that we can only remember about seven items in our short-term memory. Chunking involves breaking up a long number into smaller pieces. A telephone number of 97472365 would be easier to remember like this: 97-47-23-65. Or, if you can find a meaningful 'number' inside the item you need to remember, you can chunk it differently: 9-(Boeing)747-2365.

#### 1 Read these people's tips. What technique do they use to help them remember?

1. I always remember how to spell *because*: Big elephants can't actually use small entrances.
2. I'm always amazed at the way the head teacher remembers every student's name. Then one day I overheard him as he met a new student. While the student was walking away, the head teacher said to himself, 'Claire – she has *clear* eyes.' Every time he saw her, he remembered that she had clear eyes and her name is Claire.
3. The way I remember my mobile phone number is this way: 76007 (James Bond double oh 7) 42 (my father's age) 1971 (before I was born!) And that's it – 76007 42 1971.
4. I had to find my way from the station to a house in London once. I just kept saying to myself, **DESH!** It was the initial letters of the street names I had to pass: **D**alling Street, **E**dgar Avenue, **S**hirley Street and **H**errick Road.





## Module 4: Progress test

### Reading



**Q: What has the following food and drink got in common?** *curry, kebabs, tabbouleh, hummus, coffee*

**A:** They all have an Arab connection!

**F**or instance, did you know that coffee was first used and grown in Yemen, as long ago as the 10<sup>th</sup> century? The Yemenis used to boil the beans, and so they created the drink, Al-Qahwa, coffee.

**O**ne of the most important of the early Arab writers on coffee was Abd al-Qadir al-Jaziri. In his writings of 1587 he tells how one Sheikh, Jamal-al-Din al-Dhabhani, mufti of Aden, used coffee as a medicine to cure his illness. He recovered, and at the same time, discovered that coffee made him feel more energetic, cleared his headaches and kept him awake.

**I**t then spread through the whole of the Middle East, as people travelled and took it with them. It reached Turkey in the 15<sup>th</sup> century, and Egypt in the 16<sup>th</sup> century.

**T**he trade between Venice, Italy and Egypt brought the drink of coffee to Europe, where it was very popular. The first coffee houses opened in Venice in 1645, and a little over seventy years later, there were 208 coffee houses in Venice alone! From Italy, the popularity of the drink spread to the rest of Europe.

**N**owadays, many people all over the world enjoy a cup of coffee.

#### 1 Read the article and number the events 1–6 in the correct order.

- ☐ a. The drink spread throughout Europe.
- ☐ b. Coffee was used to cure someone.
- ☐ c. Coffee reached Egypt.
- ☐ d. The Yemenis grew coffee beans.
- ☐ e. The first coffee house opened in Venice.
- ☐ f. People travelling through the Middle East introduced many countries to Al-Qahwa.

#### 2 Find words or phrases in the text which mean:

- 1. share the same thing \_\_\_\_\_
- 2. a hundred years \_\_\_\_\_
- 3. lively \_\_\_\_\_
- 4. reach other parts \_\_\_\_\_
- 5. the business of buying and selling things \_\_\_\_\_
- 6. when something is liked by many people \_\_\_\_\_

## Language practice

1 Use the glossary at the end of your Student's Book to find

1. a word that starts with the letter *i* and means *to cause*: .....
2. a word that starts with the letter *e* and means *a determined attempt*: .....
3. a word that starts with the letter *b* and means *a gentle wind*: .....
4. a word that starts with the letter *d* and means *having a strong desire to do something*: .....

2 Write a sentence using each of the words in exercise 1.

.....

.....

.....

.....

3 Write these people's predictions about the future.

1. There ..... be computers on every desk at school.

2. Some people think there ..... be any teachers. But we ..... always need human teachers. Computers ..... be able to teach us everything!

3. Cars ..... be used any more. We ..... have personal aeroplanes instead.

4. The weather ..... be warmer all over the world. In wet countries like Britain, there ..... be palm trees and tropical fruit.



**4 Complete the offers of help. Then match them with the situations.**

- |   |   |
|---|---|
| a. I've forgotten my ruler.   | 1. _____ read it to you. _____                    |
| b. I just haven't got time to take these books back to the library. | 2. _____ turn the music down a bit? _____         |
| c. What are we going to buy Rakan for his birthday?                 | 3. _____ get him a book? _____                    |
| d. I can't find my purse!   | 4. Don't worry, _____ help you look for it. _____ |
| e. I can't read the sign - I've forgotten my glasses.               | 5. _____ lend you mine. _____                     |
| f. It's really noisy in here, I can't hear what you're saying.      | 6. _____ take them for you. _____                 |

**5 Complete the questions and answers. Use *will* / *won't*.**

1. Q: What / you do / if / you / be / late?

A: If / I / be / late / I / phone you.

2. Q: What / you buy / if / you go / shopping today?

A: If / I go / shopping / I / buy / some new pens.

3. Q: How / you get home / if / you miss / the train?

A: I / go / by bus / if / I miss / the train.

**6 Circle the correct word or phrase.**

- I'll phone you (*until* / *as soon as*) I arrive.
- I always brush my teeth (*before* / *as soon as*) I go to bed.
- I hope I manage to see you (*until* / *before*) you go on holiday.
- (*When* / *After*) a few hours, I got tired of playing video games.
- (*As soon as* / *When*) you see Abeer next time, tell her I said hello.
- Do we really have to wait (*before* / *until*) July to visit them?

**7 Complete the sentences about imaginary situations. Use the words in brackets.**

- What \_\_\_\_\_ (you do) if \_\_\_\_\_ (you find) money in the street?
- If a tourist \_\_\_\_\_ (ask) you to recommend an interesting place to visit in Kuwait, what \_\_\_\_\_ (you say)?
- If I \_\_\_\_\_ (not be) interested in art, I \_\_\_\_\_ (not go) to the art gallery.
- Salwa \_\_\_\_\_ (not invite) you to dinner if she \_\_\_\_\_ (not want) you to come.
- I \_\_\_\_\_ (buy) a new camera if I \_\_\_\_\_ (have) enough money.
- If I \_\_\_\_\_ (win) a holiday anywhere in the world, I \_\_\_\_\_ (go) to Japan.

**8 Give advice to Riyadh.**

get the right shoes.  
don't run in the dark.

**If I were you, I'd get the right shoes.**

**If I were you, I wouldn't run in the dark.**

I'm taking up running. Have you got any advice for me?



1. warm up before you start.

2. don't do too much at first.

3. increase the distance slowly and regularly.

4. wear comfortable clothing.

5. don't eat just before running.

**9 Unscramble the sentences. Add punctuation and capital letters.**

1. suitcase / shall i / with your / help you

2. she is older / fadia is / a teacher / when / going to be

3. more energetic / will be / drinking coffee / after / hamad

4. great barrier reef / visit the / travels to australia / he will / if he

5. what will / recycle / if we don't / happen

**10 Match words in column A with definitions in column B. Then write a sentence using each.**

**A**

1. drowsy \_\_\_\_\_  
2. breeze \_\_\_\_\_  
3. extract \_\_\_\_\_  
4. counsellor \_\_\_\_\_

**B**

- a. causing sleepiness  
b. a person trained to give guidance on personal, social or psychological problems  
c. a gentle wind  
d. remove or take out

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## Writing

**11** Write a letter giving advice to this student.

I am a student preparing for my final exams. I don't know what type of study timetable I should plan. For example, is it better to study the night before the exam, or should I relax just before the exam? Should I study all day, or spread the work across different days? How can I remember all the things I have to learn?

Faisal

1. Look at the outcomes on page 53 of the Student's Book.

How did you find:

making decisions?  
talking about conditions?  
solving problems?  
giving advice?  
writing explanations?

easy?	difficult?	useful?	not useful?	interesting?	not interesting?
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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Was the reading in this module

easy? ☐ difficult? ☐

interesting? ☐ not interesting? ☐

What was your favourite passage in this module? .....

3. Was the listening in this module

easy? ☐ difficult? ☐

interesting? ☐ not interesting? ☐

What was your favourite passage in this module? .....

4. Was the writing in this module

easy? ☐ difficult? ☐

What did you do to plan your writing? How can you improve? .....

5. Was the vocabulary in this module

easy? ☐ difficult? ☐

Are there any words or sounds that you have difficulty with? .....

6. Write your result from your Progress Test .....

What did you do well in? .....

What do you need to revise? .....

7. Was the grammar in this module

easy? ☐ difficult? ☐

# 9

## Emergency & rescue

### Language practice

- 1 Read the extracts from newspaper reports. Which of the following are they describing?

earthquake flood hurricane drought  
tsunami volcano avalanche

- The liquid rock flowed out towards the town.
- Fast winds around the eye at over 120 kilometres per hour.
- It measured 8.2 on the Richter scale.
- Killer waves were 30 metres high.
- The heavy rainfall caused the walls of the dam to break, and water poured into the town.
- There has been no rain for over three months, and crops have failed.
- Huge amounts of snow began to slide down the mountain sides, onto the town below.

### Help box

- Use the present passive (simple and continuous) to talk about processes and facts.
- Use it when the focus is on the action, not on who does it.  
*Every year new technology is developed to warn people about possible disasters.*  
*Walls are being built to keep the sea from flooding the village.*
- Use the passive with *can* to talk about possibility.  
*Storms can be predicted by satellites.*
- When it is important to say who did the action, use *by*.  
*There has been an earthquake. People are being rescued by helicopter.*

- 2 Rewrite these sentences in the passive.

- If you get hungry, you can buy snacks at the shop.  
If you get hungry, snacks can be bought at the shop.
- Every year, thousands of tourists visit the islands.  
Every year, \_\_\_\_\_
- We recycle paper and make new products.  
Paper \_\_\_\_\_
- Scientists can predict natural disasters more accurately these days.  
Natural disasters \_\_\_\_\_
- They are building new walls around the village to stop flood water.  
New walls \_\_\_\_\_
- They are cutting down the rainforest at a fast pace.  
The rainforest \_\_\_\_\_

- 3 Asking for permission. Write questions asking for permission from these people: your parents, a friend, a teacher, your doctor.

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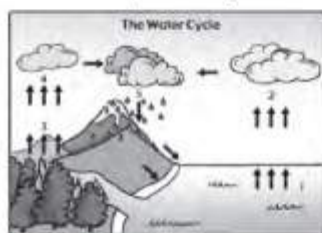
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- 4 Look at the picture and complete the text. Use the correct passive form of the verbs in brackets.

#### How rain is formed

The water in the ocean (1) \_\_\_\_\_ (heat) by the sun. The water (2) \_\_\_\_\_ (turn) into tiny droplets in clouds. At the same time, plants and trees lose water from their leaves, too. This water (3) \_\_\_\_\_ (carry) into the air too, and clouds (4) \_\_\_\_\_ (also form) this way. When the clouds move over cool air on the land, rain (5) \_\_\_\_\_ (form). The rain falls back into the sea and the land, and the whole water cycle starts again.



- 5 Write sentences in the passive form, using each of the following verbs. You may refer to the glossary at the end of your Student's Book for any verb that you find difficult.

rescue push out lift deliver exchange

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- 6 Complete the text with these words.

found got lost rescued saved search sunk stranded

#### Teenagers (1) \_\_\_\_\_ from storm at sea

After a terrifying few days for a group of teenagers and their worried parents, they were brought home safely yesterday. The teenagers were on a canoeing trip near Sandy Beach, when a sudden change of weather meant they (2) \_\_\_\_\_ in heavy fog. Moments later, a storm came up and rescue boats were sent out to (3) \_\_\_\_\_ for the teenagers. But although the rescuers (4) \_\_\_\_\_ the canoes quite quickly, there was no sign of the teenagers until a while later. 'At least we knew the canoes had not (5) \_\_\_\_\_,' said the rescue team. 'Eventually, we found the teenagers - they were (6) \_\_\_\_\_ on a tiny island. They managed to hold on to some trees there, while their canoes were swept away in the storm.' 'As soon as we heard the sound of the motorboats, we knew we were going to be (7) \_\_\_\_\_,' said the relieved teenagers.

## Help box

- Use the past simple passive to talk about processes and facts in the simple past. Use it when the focus is on the action, not on who does it.

*The climbers were rescued from the top of the mountain.*

- When it is important to say who did the action, use *by*.

*The city of New Orleans was badly damaged by Hurricane Katrina in 2005.*

Silk (7) \_\_\_\_\_ (also use), but it was very expensive. The idea for making paper from wood (8) \_\_\_\_\_ (develop) in China. Today, paper (9) \_\_\_\_\_ (consider) to be one of the great Chinese inventions. However, it is also possible to make paper from other materials: wheat straw and sugar cane (10) \_\_\_\_\_ (can use) for example. Today, recycling paper is essential, if we want to continue producing paper in the future.

### 7 Choose the correct word to complete each sentence.

- This painting \_\_\_\_\_ painted by Monet in the 19<sup>th</sup> century.  
a) is      b) was      c) is being
- The ancient pyramids \_\_\_\_\_ built by the Egyptians.  
a) were      b) are being      c) are
- Today, millions of mobile phone calls \_\_\_\_\_ made every second.  
a) were      b) are being      c) can
- Traditionally on this day, special food \_\_\_\_\_ eaten, and this is still the case today.  
a) can be      b) is being      c) was
- Exams in schools \_\_\_\_\_ usually done at the end of each school semester.  
a) can be      b) were      c) are

### 8 Complete the text with the correct passive form of the verbs in brackets.

Paper (1) \_\_\_\_\_ (first produce) as early as 3000 BC in Egypt, Ancient Greece and Rome. It (2) \_\_\_\_\_ (make) from a plant called papyrus. Later, papyrus (3) \_\_\_\_\_ (replace) by sheep skin or calf skin. The skins (4) \_\_\_\_\_ (first stretch), then (5) \_\_\_\_\_ (dry) to make them hard. In China, writing (6) \_\_\_\_\_ (do) on bamboo.

### 9 Use the information to write three news headlines using the passive form.

- new shopping centre / opened / famous actress
- football match / postponed / bad weather
- message / carried / bird

headline 1: \_\_\_\_\_

headline 2: \_\_\_\_\_

headline 3: \_\_\_\_\_

### 10 OVER TO YOU Write a sentence on each subject. Use the present and the past passive.

#### 1. Library

Present: The books are rearranged by the librarian.

Past: \_\_\_\_\_

#### 2. Internet

Present: \_\_\_\_\_

Past: The Internet was used to find the criminal.

#### 3. Public transport

Present: \_\_\_\_\_

Past: \_\_\_\_\_

#### 4. Rainforest

Present: \_\_\_\_\_

Past: \_\_\_\_\_





## Skills development

### Reading

#### Project: Jobs

A magazine recently did a survey to find the top ten jobs in the country. It compared them, using criteria such as earnings, level of difficulty or stress and the positive and negative factors of each one. Here is the list of the top ten jobs.

- |                        |                            |
|------------------------|----------------------------|
| 1. Software designer   | 2. College professor       |
| 3. Financial advisor   | 4. Personnel manager       |
| 5. Doctor or nurse     | 6. Market research analyst |
| 7. Computer technician | 8. Property agent          |
| 9. Pharmacist          | 10. Psychologist           |

We decided to look at some of the jobs on the list.

A. In today's world, lots of people feel under stress or worried about something, so the need for people in this job is growing. The pay is good, the hours are flexible and it's very rewarding to feel you are helping people. The worst thing about it? Many years of study!

C. These professionals are needed in almost every field today. That's why this is one of the fastest-growing jobs in the world. You need to be very good at maths and problem solving. You can end up working long hours, but on exciting projects like designing new video games or life-saving medical equipment. The money is very good - but many people in this area of work suffer from eyestrain, backache, hand and wrist problems.

B. Demand for people in this job is also growing mainly because we are all living longer! More and more drugs are being developed, and people are needed to sell these medicines to patients. People qualified to do this job can also give advice to people about medicine and treatment for illnesses. It isn't so pleasant having to talk to angry patients, though ..

D. Are you the kind of person who always wants to find out what the next trend is? Then this could be the job for you. Before any product or service is developed, companies use people to do surveys, to collect information from possible customers and find out whether the product or service will be popular. You could be working on a lot of different projects, from testing a new car to finding out which politician people will vote for. Exciting? Yes - but working with graphs, data and calculations maybe not!

#### 1 Correct the spelling mistakes in the definitions. Then, find the word in the text.

- a parson, plan etc. that can be changed easily \_\_\_\_\_
- the need or desyre for something \_\_\_\_\_
- someone who is getting medikal treatment \_\_\_\_\_
- a person engaged or qualeefied in a profession \_\_\_\_\_
- a generall pain in yur back \_\_\_\_\_
- to asc a large number of peopl questions to find out about their opinions \_\_\_\_\_



## Writing

5 Use the information in the table to complete the text.

	Bank clerk	
Place of work	in a bank or financial department of a company	
Uniform	usually, in a bank	
Requirements	be able to speak the language of the country	
Abilities	good at working with people, good at working with numbers and sums	
Study	must have good school leaving qualifications	
Hours of work	office hours	
Career prospects	depends on experience and progress at work	

A bank clerk usually works in (1) \_\_\_\_\_, but it is also possible to do this sort of work in (2) \_\_\_\_\_. If the clerk works in a (3) \_\_\_\_\_, it is usually a requirement to wear (4) \_\_\_\_\_. It isn't important to be physically strong or fit for this job, but you must (5) \_\_\_\_\_. You should also be (6) \_\_\_\_\_ and (7) \_\_\_\_\_. In order to become a bank clerk, (8) \_\_\_\_\_ are essential. The hours are usual (9) \_\_\_\_\_, and the career prospects are good, if (10) \_\_\_\_\_.

6 Now complete the table with information about a job of your choice. Use the notes in the table to write a paragraph about this job.

Place of work		
Uniform		
Requirements		
Abilities		
Study		
Hours of work		
Career prospects		

.....

.....

.....

.....

.....

.....

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.....

.....

.....

# 10 Journeys

## Language practice

### Help box

- Use the present perfect to talk about actions and situations that started in the past and continue up to the present.  
*I've lived here for fourteen years / for most of my life.*
- Use *for* with a period of time or time expressions.  
*I've done gymnastics since I was a child / since 1989.*
- Use the present perfect continuous to talk about actions that were in progress at a time in the past, and are continuing in the present or have just recently finished.  
*Why are you crying? - I've (just) been watching a sad film.*  
*I've been looking after my neighbour's son all afternoon.*

### 1 Choose the correct answer.

1. I've (*known / been knowing*) my best friend all my life.
2. My mother has (*taught / been teaching*) me to play the piano, but I can't play very well yet.
3. I've already (*tidied / been tidying*) my room.
4. I haven't (*visited / been visiting*) Europe yet.
5. Hurry up! You've (*talked / been talking*) on the phone for an hour!
6. Where have you been? I've (*waited / been waiting*) for you all morning.
7. Badria! The post has just (*arrived / been arriving*). Maybe there's a letter for you.

### 2 Complete the poster with the present perfect continuous of the verbs in brackets.

#### We need to save the environment!

Here are some of the ways we are damaging our world:

- People waste paper, so paper manufacturers (1) \_\_\_\_\_ (cut) down more and more trees to make more paper.
- Cattle farmers (2) \_\_\_\_\_ (clear) rainforests, too, to use as fields for their cattle.
- In the cities, factories and cars (3) \_\_\_\_\_ (fill) the air with smoke and gases.
- People kill endangered animals and then sell their skins and fur to make money.

But our Environment Club

(4) \_\_\_\_\_ (think) of ways to help save the world!

Here are some of the things we

(5) \_\_\_\_\_ (do):

- We (6) \_\_\_\_\_ (recycle) paper, glass and plastic.
- We (7) \_\_\_\_\_ (encourage) people to walk or use public transport instead of cars.

**Why don't you join our club and help save the world, too!**

**3** Write what these people have been doing.



1. She / cut / onions  
She's been cutting onions.



2. He / paint / the room



3. She / make / a cake.



4. She / do / exercise.



5. He / wash / the car.

### Help box

• We use question tags (mini questions) at the end of sentences, to ask for information, to check information or to make a question sound more polite.

Positive question	Negative tag
You are English,	aren't you?
You will help me,	won't you?
It's a lovely day,	isn't it?
Negative question	Positive tag
They didn't do their homework,	did they?
You couldn't help me with this heavy box,	could you?
He can't drive yet,	can he?

**4** Match the questions and the question tags.

1. Somebody left the door open, \_\_\_\_\_
  2. It takes five hours to get there, \_\_\_\_\_
  3. You can speak English, \_\_\_\_\_
  4. We have to wear sports shoes, \_\_\_\_\_
  5. I should say sorry to him, \_\_\_\_\_
  6. He won't be late, \_\_\_\_\_
  7. Anne couldn't answer the question, \_\_\_\_\_
  8. It's too dark to see properly, \_\_\_\_\_
  9. I'm not responsible for it, \_\_\_\_\_
  10. It's not time to go home yet, \_\_\_\_\_
- a. can't you?
  - b. could she?
  - c. didn't they?
  - d. doesn't it?
  - e. isn't it?
  - f. shouldn't I?
  - g. don't we?
  - h. is it?
  - i. am I?
  - j. will he?

**5** Add question tags to these sentences.

1. They've already been to Kuwait, \_\_\_\_\_?
2. You're the new teacher, \_\_\_\_\_?
3. You don't think someone stole your new bike, \_\_\_\_\_?
4. You didn't bring your coat, \_\_\_\_\_?
5. Someone has eaten all the biscuits, \_\_\_\_\_?
6. This weather is awful, \_\_\_\_\_?
7. I can't do everything, \_\_\_\_\_?
8. He's British, \_\_\_\_\_?

Self-assessment

**6** Look at the pictures and complete the questions.



1.

You *couldn't* help me lift this box, could you?



2.

They \_\_\_\_\_ really suit me, do they?



3.

\_\_\_\_\_ hot today, isn't it?



4.

You \_\_\_\_\_ Kuwaiti, aren't you?



5.

We \_\_\_\_\_ have to go and see something else, won't we?



6.

You \_\_\_\_\_ the match, didn't you?

**7** Unscramble the sentences. Add punctuation and capital letters.

1. didnt you / the oven / you / turned / off
2. too spicy / is / the tomato / isnt it / sauce
3. he wouldnt / would he / the bill / leave / without paying
4. another bottle / wont we / we / of water / will have
5. pass / you / the salt / couldnt / could you
6. at the / arent they / meeting us / they are / restaurant
7. isnt she / really late / salma / for dinner / is
8. more bread / couldnt / we / we could / order some

**8** Complete the questions using question tags. Complete the answers using *since* or *for*.

1. You've lived in Kuwait all your life, haven't you?
2. Khalid has only been playing piano for one year.
3. They're waiting for Omar, aren't they?
4. I've had this computer since my birthday.
5. You could have arrived sooner, couldn't you?





## Skills development

### Reading

#### A journey by balloon

The desire to reach the North or South Pole has always attracted sailors and explorers. Many ships have been lost in the ice during these polar expeditions.

One Swedish exploration team had the idea of flying to the North Pole in a hydrogen balloon. The leader was Andrée, an experienced Arctic explorer. He took with him two other men, Strindberg, a scientist, and Fraenkel, an engineer. They set off on 11<sup>th</sup> July, 1897, from Danes Island, in the Arctic. The balloon was called Ornen, which is the Swedish word for 'eagle'. In the basket with the three men was food,

fuel for cooking, tents, guns, a boat and sledges, in case they landed on the ice. They would then be able to make their way on foot across the ice to the North Pole.

A crowd of spectators watched and cheered as the balloon took off. But that was the last time the men were ever seen alive. The balloon started leaking hydrogen gas, and began to drop lower and lower. On 14<sup>th</sup> July, the balloon got caught in freezing fog. The weight of the ice meant the balloon became too heavy to continue flying. The men tried to save themselves from crashing by throwing everything out of the basket. It didn't work – but they survived

the crash into the ice.

They travelled across the ice for two months, before they died. It wasn't until more than thirty years later that their skeletons were found near White Island, east of Spitsbergen Island, by two Norwegian sailors. The sailors also found Andrée's diary and camera. The diary, along with the photos when they were developed, told the story of their long and difficult journey across the ice.



#### 1 Read the article and answer the questions.

1. Why did they choose the name 'Eagle' for their balloon? \_\_\_\_\_
2. Why did they take sledges and tents with them in the basket? \_\_\_\_\_
3. What was the first serious problem with the balloon? \_\_\_\_\_
4. What happened three days after take-off? \_\_\_\_\_
5. Why did they throw all their food and equipment out of the basket? \_\_\_\_\_
6. How do we know the details of the balloonists' journey? \_\_\_\_\_

#### 2 Find words in the text that mean:

1. a long and difficult journey to discover a new area \_\_\_\_\_
2. a gas that is lighter than air \_\_\_\_\_
3. a type of 'ski' for transporting people or goods across ice or snow \_\_\_\_\_
4. people watching an event \_\_\_\_\_
5. stayed alive, despite a crash \_\_\_\_\_
6. only the bones of the body \_\_\_\_\_



## Writing

### Help box

When you write about a journey, answer these questions.

1. Where did you go? When did you go there? Why?
2. How did you travel?
3. What do you remember most about the journey?
4. Was there anything you didn't enjoy? Did anything go wrong on the journey?
5. Would you make this journey again? Why or why not?



- 3 Read this person's account of a journey, and find the answers to the questions in the Help box above.

The first time I ever flew in a plane was when I was about eleven. My parents were taking me to visit my cousins in Egypt. It was only a short flight, about an hour and a half – but it was an experience I'll never forget!

I remember watching our suitcases disappear behind a screen and wondering if I would ever see them again! I am still amazed at how your luggage ends up at the same destination as you.

Once on the plane, before we left the ground, I almost became bored. I remember thinking that perhaps flying wasn't such an exciting event, after all ... then we took off. I was sitting by the window and seeing the plane rise into the air was magical! The view of my city from the sky was wonderful. I loved every minute of that journey – and I still love flying. Even though I have flown many times now, I still find it as exciting and thrilling as I did then.

- 4 Now write about a journey you have made.

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## Module 5: Progress test

### Reading

**Days 1–4** Our overland adventure starts in Nairobi. After a short drive, we enter the grasslands, passing zebras and giraffes as we head towards Tanzania.

In the town of Arusha we join a local safari company to drive us through the Serengeti National Park in open trucks, so that we can view the wildlife here – elephants, lions, cheetahs, white rhinos, buffalos, hippos, crocodiles and flamingos.

**Days 5–9** We drive to Dar Es Salaam, passing the towering peak of Mt Kilimanjaro. We camp for about 3 nights in a campsite on a beautiful beach on the Indian Ocean coast. From here we take the ferry to the island of Zanzibar to explore the old streets and spice markets.

**Days 10–18** When we arrive back in Dar Es Salaam, we continue on southwards, through the mountains. Passing rivers and small waterfalls, we reach Malawi, with its huge fresh water lake. This is where we spend 3 days camping. The lakeshore offers a variety of watersports – canoeing, windsurfing and diving. We then head for the capital, Blantyre, where we spend a day and a night. From there, we cross into Mozambique and head for Zimbabwe.

**Days 21–23** From Zimbabwe's capital city, Harare, we head south to Gweru to visit an unusual game park. Here you can look at wildlife while horse riding or on the back of an elephant!

**Days 24–27** From Gweru we travel to the Great Zimbabwe Ruins. This is the site of the ancient, magnificent medieval city. From the city of Bulawayo we catch a train to take us to the wonderful Victoria Falls.

**Day 28** We have reached our destination. The African name for the Victoria Falls means 'the smoke that thunders' – and no one can fail to be impressed by this majestic sight. It's a wonderful way to end an amazing expedition across Africa.

#### 1 Read the diary and circle the best title.

1. Journey to Zanzibar
2. Journey from Kenya to Zimbabwe
3. Travelling south from Cairo

#### 2 Read the diary. Which of the following activities can you do on this trip? Circle the correct answers.

- |                                     |                        |
|-------------------------------------|------------------------|
| 1. canoe down a river in the jungle | 4. fly in a helicopter |
| 2. view wildlife on safari          | 5. do watersports      |
| 3. take a ferry to an island        |                        |

#### 3 Read the diary again and find:

- |  |   |
|--|---|
| 1. three types of animals you can see on this trip | 4. a place where you can ride an elephant |
| 2. an island                                       | 5. an ancient city                        |
| 3. a country with a large lake                     | 6. a country with a famous waterfall      |

## Language practice

1 Write about how paper is made. Use the passive form of the verbs in brackets.



1. The trees in the forest \_\_\_\_\_ (chop down).



2. Then they \_\_\_\_\_ (cut) into big pieces, called logs.



3. They \_\_\_\_\_ (drive) to the paper mill in lorries.



4. They \_\_\_\_\_ (break) into tiny pieces by a machine.



5. After that, water \_\_\_\_\_ (add) and  
\_\_\_\_\_ (mix) with the tiny pieces of wood.



6. This water \_\_\_\_\_ (remove) later and the paper  
\_\_\_\_\_ (dry out) by a special machine.



7. Finally, the paper \_\_\_\_\_ (make) into large rolls on another machine.

- 2 Complete the rules with the passive form of the verbs in brackets, and *can* or *can't*.

*The Odéon Theatre, Stratford*

✓ Seats \_\_\_\_\_ (book) in advance, by phone or on the internet.  
 ✓ Programmes \_\_\_\_\_ (download) from the Internet.  
 ✓ They \_\_\_\_\_ (also obtain) at the box office.

X Food and drink \_\_\_\_\_ (take) into the theatre.  
 X Ticket holders \_\_\_\_\_ (allow) to enter the theatre after a play has started.  
 X Mobile phones \_\_\_\_\_ (use) during the performance.

- 3 Complete the sentences with the present or past passive.

- The telephone \_\_\_\_\_ (invent) by Alexander Graham Bell, in 1876.
- The game of basketball \_\_\_\_\_ (first think) of by James Naismith, a Canadian.  
 Nowadays, basketball \_\_\_\_\_ (play) all over the world.
- A lot of the world's gold \_\_\_\_\_ (still produce) in South Africa.
- Penicillin \_\_\_\_\_ (discover) by Alexander Fleming.
- In the past, most letters \_\_\_\_\_ (write) by hand, or \_\_\_\_\_ (type) on machines. But nowadays, computers \_\_\_\_\_ (use) for letters.
- Every year, a lot of money \_\_\_\_\_ (spend) by people sending each other greeting cards.

- 4 Complete the letter with the present perfect or present perfect continuous.

Dear Mum and Dad

I (1) \_\_\_\_\_ (have) a wonderful time here on the farm! You won't believe how early I (2) \_\_\_\_\_ (get up)! At the end of such busy days, I (3) \_\_\_\_\_ (fall) asleep quite early, too, I must admit.

For the last few days, Uncle Saud (4) \_\_\_\_\_ (teach) me to milk the cows. Holding a newborn lamb (5) \_\_\_\_\_ (be) one of my most memorable experiences here on the farm.

We (6) \_\_\_\_\_ (just come) back from a ride across the fields on one of the horses. It (7) \_\_\_\_\_ (rain) for the last few days, and the fields are very wet and muddy. I (8) \_\_\_\_\_ (just spend) a very relaxing hour in a hot bath!

Well, you'll be pleased to hear that I (9) \_\_\_\_\_ (change) my mind about the countryside ... it's not boring, after all! In fact, I think this is the best holiday I (10) \_\_\_\_\_ (ever have).

See you soon  
 Khaled

**5 Circle the correct tense.**

1. Your eyes are red. Have you *cried* / *been crying*?
2. For the past three weeks, I've *read* / *been reading* a very sad story.
3. Phew! I'm so tired! I have *cleaned* / *been cleaning* the house all day.  
I've just *finished* / *been finishing*.
4. It's 10 a.m and you've only just *woken* / *been waking up*! You must have *gone* / *been going* to bed very late last night.
5. I hope our team wins today. We've *practised* / *been practising* hard all week.

**6 Write the correct question tags.**

1. You aren't going to the shops, \_\_\_\_\_?
2. That's our new teacher, \_\_\_\_\_?
3. Alexander's parents are both doctors, \_\_\_\_\_?
4. You've been to Paris and Rome, \_\_\_\_\_?
5. That couldn't possibly be true, \_\_\_\_\_?
6. It takes a long time to fly to Australia, \_\_\_\_\_?
7. Most students in Britain have lunch at school, \_\_\_\_\_?
8. I can sit here, \_\_\_\_\_?

**7 Match column A and B. Write sentences using *since* or *for***

- | A                                     | B                 |
|---------------------------------------|-------------------|
| 1. I've wanted to see the film        | a. an hour        |
| 2. Jameela has been studying hard     | b. it escaped     |
| 3. I've been scared of spiders        | c. read the book  |
| 4. We've been looking for the gorilla | d. was a child    |
| 5. They were waiting for the bus      | e. whole semester |

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**8 Unscramble the sentences. Add punctuation and capital letters.**

1. can't he / with your / suitcase / help you / hamed can  
\_\_\_\_\_
2. visiting / in hospital / i've just / grandma / been  
\_\_\_\_\_
3. fadia / a great / isn't she / to be / is going / teacher  
\_\_\_\_\_
4. outside the / we could / national museum / couldn't we / meet  
\_\_\_\_\_
5. i stopped / my ankle / tennis / since i / playing / sprained  
\_\_\_\_\_
6. they have / three years / every summer / rome / been visiting / for  
\_\_\_\_\_

## Writing

- 9 Write about a visit you have made to an interesting place.

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**Learning-log**

Look at the outcomes on page 67 of the Student's Book.

- How did you find:
  - describing how things work?
  - talking about the recent past?
  - checking information?
  - writing about a job?
  - discussing ideas?

easy?	difficult?	easy?	difficult?	easy?	difficult?	easy?	difficult?	easy?	difficult?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- Was the reading in this module
  - easy? ☐ difficult? ☐
  - interesting? ☐ not interesting? ☐
  - What was your favourite passage in this module? .....
- Was the listening in this module
  - easy? ☐ difficult? ☐
  - interesting? ☐ not interesting? ☐
  - What was your favourite passage in this module? .....
- Was the writing in this module
  - easy? ☐ difficult? ☐
  - What did you do to plan your writing? How can you improve? .....
- Was the vocabulary in this module
  - easy? ☐ difficult? ☐
  - Are there any words or sounds that you have difficulty with? .....
- Write your result from your Progress Test .....
- What did you do well in? .....
- What do you need to revise? .....
- Was the grammar in this module
  - easy? ☐ difficult? ☐



## 11

## About our lives

## Language practice

## Help box

Use reported speech to report what someone says or said.

In reported speech, the verbs change.

Direct speech	Reported speech
present simple: 'I always play tennis on Saturdays,' said Ibrahim.	past simple: Ibrahim said (that) <b>he</b> always played tennis on Saturdays.
past simple: 'Last summer, I went to Japan,' said Aisha.	past perfect: Aisha said (that) <b>she</b> had gone to Japan last summer / the summer before.
future: 'I'll show <b>you</b> the photos from <b>my</b> holiday,' she said.	would: She said that <b>she</b> would show <b>me</b> the photos from <b>her</b> holiday.
(am / is / are) going to / can: ' <b>We</b> 're going to the zoo,' said Eman. ' <b>You</b> can come with <b>us</b> .'	(was / were) going to / could: Eman said (that) <b>they</b> were going to the zoo. She said (that) I could come with <b>them</b> .

In reported speech, the pronouns change.

I → he / she / it      me → him / her  
we → they              us → them  
you → I / we          you → me / us


In reported speech, *that* can be omitted after *said*.


## 1 Write the sentences in reported speech.

1.  'I am sorry I forgot to phone you.'  
Saif said \_\_\_\_\_

2.  'I bought a new shirt a few weeks ago.'  
Huda said \_\_\_\_\_

3.  'I worked very hard at school.'  
Waleed said \_\_\_\_\_

4.  'On Saturday, our class is going to the museum.'  
Amal and Samia said \_\_\_\_\_

5.  'We are going to have lunch at our grandparents' house.'  
Hussein and Nada said \_\_\_\_\_

6.  'I fell and broke my wrist.'  
Ahmed said \_\_\_\_\_



**2 Read Faisal's words.**



Faisal to Khalifa:  
 'I'm going to the market. I want to take photos with my new camera. I'm going to photograph some of the spices in the market. I think they will make good photos for a competition called 'A day in the life of a city'. I hope to win first prize, which is a trip to Australia!'

**Khalifa is telling his father what Faisal said. Complete the paragraph.**

'I saw Faisal today. He said (1) \_\_\_\_\_ to the market. He said (2) \_\_\_\_\_ to take photos with (3) \_\_\_\_\_ new camera. He said he (4) \_\_\_\_\_ some of the spices in the market. He said (5) \_\_\_\_\_ good photos for a competition called 'A day in the life of a city'. He said (6) \_\_\_\_\_ to win first prize, which (7) \_\_\_\_\_ a trip to Australia.'

**Help box**

- Remember to change the tenses and the pronouns in reported questions.  
 'Why are **you** laughing?'  
 He asked (me) why **I** was laughing.  
 'What are **you** going to do after school?'  
 She wanted to know what **I** was going to do after school.
- In reported Yes / No questions, use *asked / wanted to know + if or whether*.  
 'Did **you** enjoy the class?'  
 She asked me if / whether **I** had enjoyed the class.  
 She wanted to know if / whether **I** had enjoyed the class.

**3 Write the questions Nawal was asked at her job interview.**

'Where did you go to school?'

1. They asked her **where she had gone to school.**

'What was your favourite subject at school?'

2. They wanted to know \_\_\_\_\_

'When did you start learning English?'

3. They asked \_\_\_\_\_

'Did you enjoy your English classes?'

4. They wanted to know whether \_\_\_\_\_

'What was the last book you read?'

5. They asked her \_\_\_\_\_

'How did you hear about the job?'

6. They wanted to know \_\_\_\_\_

'Do you have any questions about it?'

7. They asked her if \_\_\_\_\_

**4 Writing about holidays.** Imagine you went on holiday. Write a dialogue about it and think of the replies of your friend.

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- 5 Ali talked to Sami about his holiday. Write the conversation.



Ali: Where did you go on holiday?

Sami: I went to Morocco with my family.

Ali: Did you like it there?

Sami: I had a great time. I particularly liked the buildings, the streets - and the food.

Ali: Did you ride a camel?

Sami: Yes, I did! It was a very bumpy ride, but it was great fun.

Ali: What was your favourite place in Morocco?

Sami: I loved Marrakesh. I saw so many interesting things.

1. Ali asked Sami \_\_\_\_\_  
\_\_\_\_\_
2. He said \_\_\_\_\_  
\_\_\_\_\_
3. Ali wanted to know if \_\_\_\_\_  
\_\_\_\_\_
4. Sami told him \_\_\_\_\_  
\_\_\_\_\_  
He said \_\_\_\_\_  
\_\_\_\_\_
5. Then Ali asked whether \_\_\_\_\_  
\_\_\_\_\_
6. Sami replied \_\_\_\_\_  
\_\_\_\_\_  
He added \_\_\_\_\_  
\_\_\_\_\_
7. Ali asked \_\_\_\_\_  
\_\_\_\_\_
8. Sami told him \_\_\_\_\_  
\_\_\_\_\_  
He said \_\_\_\_\_  
\_\_\_\_\_

- 6 Make nouns from these adjectives and verbs. Choose the correct endings and write the nouns in the table.

**Adjectives**

angry  
blind  
dangerous  
different  
disappoint  
happy  
hungry  
intelligent  
obedient  
sad

**Verbs**

contribute  
examine  
excite  
improve  
possess

+ ness	+ tion / ion	+ er	+ (e)nce	+ ment

- 7 Correct the mistakes and rewrite the sentences.

1. The chif asked me to chopped the vegetables.  
\_\_\_\_\_
2. The salesperson asked she if she was goin to bought the skirt.  
\_\_\_\_\_
3. Dad asked us weather we could done the watshing up.  
\_\_\_\_\_



## Skills development

### Reading

#### How to be a good listener

We all listen to people talking, all the time. But how much do we actually listen, rather than just hear what someone is saying?

**U**se eye contact to let the speaker know that you are listening. There's nothing worse than talking to someone who is looking at someone else in the room, or at something else more interesting!

**D**on't feel you have to respond too quickly. Sometimes a speaker needs time to organise his or her ideas. Interruptions from the listener make this difficult. And sometimes a speaker just wants someone to listen, not to say anything at all. Be sensitive. Know when to respond and when to be silent.

**S**how the speaker you are listening by being involved in the conversation. Even though you are not speaking, saying things like, 'Mmm, Yes, I see. Really? That's true ...' show that you are really thinking about what the speaker is saying.

**C**oncentrate! If you find your attention fading, start repeating what the speaker has just said, aloud, as if agreeing or reflecting on the content. It'll help to keep your mind focused on what the speaker is saying.

**D**on't get too involved! When you become emotionally involved in a subject, it's easy to miss what the speaker is actually saying. You hear what you want to hear instead. Try to stay objective.

**L**et the speaker talk! It's tempting to start talking about a similar experience

or problem you had, but wait until the speaker has finished talking. Don't turn the attention on yourself.

**A**void distractions. If the room is too hot or cold to concentrate on what the speaker is saying, do something about it! If there is background noise and you can't hear very well, or focus completely on the speaker, say so. It's much better to stop the speaker while you try to solve the problem of distractions, than let someone talk while you are clearly unable to listen properly.



#### 1 Match the beginnings and ends of sentences.

- |   |   |
|---|---|
| 1. Try not to get too emotionally involved in the subject _____ | a. because you might miss what the speaker is really saying.      |
| 2. Repeat or summarise what the speaker has just said _____     | b. if all the speaker really wants is to have someone to talk to. |
| 3. Making short responses while the speaker is talking _____    | c. proves that you are involved in the conversation.              |
| 4. Sometimes it's best not to say anything at all _____         | d. to show that you are thinking about what he or she is saying.  |

#### 2 Circle the correct answer.

- |   |                        |                                  |                                  |
|---|------------------------|----------------------------------|----------------------------------|
| 1. What makes a speaker's task difficult?                     | a lack of time         | b interruptions                  | c sensitive listeners            |
| 2. If you want to hear what the speaker is saying, you should | a be objective         | b get emotionally involved       | c listen with only one ear       |
| 3. If there are distractions, you should                      | a make the room colder | b listen to the background noise | c try to solve the problem first |

3 Find words in the text that mean

- |                                |             |
|--------------------------------|-------------|
| 1. aware of someone's feelings | s _ _ _ _ _ |
| 2. disappearing, becoming less | f _ _ _ _   |
| 3. took part in                | i _ _ _ _ _ |
| 4. thinking about              | r _ _ _ _ _ |
| 5. fair, balanced              | a _ _ _ _ _ |

Writing

4 Read the help box

**Help box**

Read the notes for a composition and organise them under the following headings.

1. introducing the subject
2. reasons for choice
3. examples of the subject
4. further information about the subject, e.g. where, when, how
5. summary

5 Now find and underline the most important points in the composition. How has the writer combined the headings into paragraphs?

*What I enjoy doing most is reading. I read many different kinds of books - fiction, non-fiction, biographies and travel books.*

*I have always enjoyed reading, because I find it relaxing and stimulating at the same time. When I was a child, I used to go to the library every week with my mother, and choose about six books. Before the week was over, I had finished them already! My weekly trips to the library were the highlight of my childhood. I still go to the library - only now, with all my studies and sports, I can't read six books every week!*

*During the holidays, however, when I am not studying, I read a lot. I am never happier than when I am reading an exciting book. And the best thing about books is that there are so many of them! It's nice to know that I will never run out of books to read.*

6 Write a composition about what you enjoy doing most.

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## 12

## Wishes &amp; regrets

## Language practice

## Help box

• Use *if* + past perfect + *would* / *wouldn't have* + past participle to talk about imaginary situations in the past.

*If I had seen the accident, I would have phoned for help.*

*If I hadn't got up so late, I wouldn't have missed the train.*

• We can put the '*if*' part or the '*would have*' part of the sentence first.

*If I had wanted to borrow your book, I would have asked you first.*

*I would have asked you first if I had wanted to borrow your book.*

• We usually put a comma after the '*if*' part of the sentence.

• We also use *If it had been me* + *would* / *wouldn't have* + past participle to talk about what we would have done in a similar situation.  
*If it had been me, I would have told the teacher I didn't understand the question.*

1 What would have happened if these situations had been different? Complete the sentences.

- Our football team lost three matches. We didn't win the Cup.  
If our football team **hadn't lost** three matches, we **would have won** the Cup.
- Sally didn't study. She didn't pass her test.  
If Sally \_\_\_\_\_, she \_\_\_\_\_ her test.
- You didn't ask me. I didn't help you.  
If you \_\_\_\_\_ me, I \_\_\_\_\_ you.

Self-assessment

4. I was in a hurry. I left my school books at home.

If I \_\_\_\_\_ in a hurry, I \_\_\_\_\_ my school books at home.

5. The TV was broken. We didn't watch the programme.

If the TV \_\_\_\_\_, we \_\_\_\_\_.

2 Read the situation. Then complete the paragraph. Write what would have happened if things had been different.



Last night, Harry started watching a TV quiz show, and he stayed up late. This morning he was very tired. He got up late and had to run to school. He didn't

see the hole in the pavement. He fell and hurt himself badly. He sprained his ankle. Now he won't be able to act in the school play tonight.

If Harry (1) \_\_\_\_\_ watching a TV quiz show last night, he (2) \_\_\_\_\_ up so late. If he (3) \_\_\_\_\_ gone to bed earlier, he (4) \_\_\_\_\_ so tired this morning. If he (5) \_\_\_\_\_ got up so late, he (6) \_\_\_\_\_ run to school, and if he had been walking, he (7) \_\_\_\_\_ the hole in the pavement. If he (8) \_\_\_\_\_ the hole, he (9) \_\_\_\_\_ and hurt himself badly. If he (10) \_\_\_\_\_ his ankle, he (11) \_\_\_\_\_ in the school play tonight.

**3 OVER TO YOU** What would you have done? Answer the questions.

1. Jenny was carrying her mother's best glass vase to the kitchen, when she dropped it. She didn't know whether to try to fix it, or to buy a new one instead.  
If it had been me, \_\_\_\_\_

\_\_\_\_\_

2. Naief left his homework at home. He realised this on his way to school. He didn't know whether to go back and fetch it, and be late for school, or to go to school without his homework.  
If it had been me, \_\_\_\_\_

\_\_\_\_\_

**4 Unscramble the sentences. Add punctuation and capital letters.**

1. embarrassed / fallen off / have been / the horse / i would / if i had  
I would \_\_\_\_\_
2. she would / if / salmas / yesterday / have emailed you / computer / hadn't crashed  
If \_\_\_\_\_
3. if the / said poland / newspaper / believe it / you / was in africa / would  
If the \_\_\_\_\_
4. i would / sooner / if it had / started / my homework / been me / have  
If \_\_\_\_\_
5. if he / paul would / healthy / to be / stop / wanted / eating cake  
Paul would \_\_\_\_\_
6. have been / driving / an accident / been me / there wouldn't / if it had / There wouldn't  
\_\_\_\_\_

**Help-box**

• Use *I wish* + past perfect to talk about past situations that you wish had been different.  
*I wish I had studied more languages at school.*  
(But I only studied one.)  
*I wish I had known that you were ill – I would have come to see you.* (I didn't know, so I couldn't come to see you.)

**5 Write what these people are thinking.**



bring a map

1. I wish I had brought a map.



bring an umbrella

2. I wish I \_\_\_\_\_



stay at home

3. I wish I \_\_\_\_\_



phone

4. I wish I \_\_\_\_\_

before I came.



not forget

5. I wish I \_\_\_\_\_

Omar's number!



**6 Write what you would think in these situations.**

1. I broke my favourite lamp. I knocked it off the table.  
I wish \_\_\_\_\_
2. I didn't buy a new jacket and I've lost my old one.  
I wish \_\_\_\_\_
3. I didn't see the step. I fell over.  
I wish \_\_\_\_\_
4. I ate too many sweet cakes. I don't feel well.  
I wish \_\_\_\_\_
5. I didn't save my work on the computer. Now I'll have to start all over again.  
I wish \_\_\_\_\_

**7 Match the sentences which mean the same thing.**

1. I regret giving up swimming lessons.  
a I wish I hadn't stopped swimming lessons.  
b I wish I had stopped swimming lessons.
2. I regret not reading many books when I was younger.  
a I wish I hadn't read as many books when I was younger.  
b I wish I had read more books when I was younger.
3. I regret not getting a holiday job.  
a I wish I had got a holiday job.  
b I wish I hadn't got a holiday job.

**8 Match column A and column B. Write the sentences using *I wish* + past perfect.**

- | A                               | B                       |
|---------------------------------|-------------------------|
| 1. Watch the weather forecast — | a see a giraffe         |
| 2. Study harder —               | b (no) headache         |
| 3. Visit the zoo —              | c pass the history exam |
| 4. Drive slower —               | d post the letter today |
| 5. Buy a stamp —                | e bring an umbrella     |
| 6. Take aspirin —               | f (no) accident         |
- 
1. \_\_\_\_\_
  2. \_\_\_\_\_
  3. \_\_\_\_\_
  4. \_\_\_\_\_
  5. \_\_\_\_\_
  6. \_\_\_\_\_





## Skills development

### Reading

#### What makes a true friend?

1 I think a true friend is someone who is always **there for you**, someone who understands how you are feeling, without even having to ask. I met my best friend, Lynette, when we were both at primary school. Even though we were only children, we knew immediately that we would stay friends forever. She is the one I tell all my secrets to – I know I can trust her, and I value her opinion on things that are important to me. She doesn't always see things the same way as I do, but that's a good thing – she helps me to look at problems from a **different point of view**, and that often helps me to find solutions.

Katie, Chicago, USA

2 I agree with you Katie, but to me, a true friend is not only someone who is sympathetic... although, of course, that is essential. What I love best about my best friend is, he makes me laugh! We share the same **sense of humour**. That's why we stay friends, even though we argue sometimes, we always end up laughing about it.

Daniel, Edinburgh, UK

3 I think a true friend is someone who forgives you. My best friend and I had a huge **argument** about something once, and we didn't speak to each other for **ages**, but when we met up recently, it was as though nothing had ever happened. We both decided to forget about it.

Nick, Melbourne, Australia

4 My best friend is someone I don't even see any more. She emigrated years ago. Our lives are completely different – we don't share the same culture any more. We don't have the same interests or friends, or ambitions... but we are still very close. It sounds impossible, but what we have is a true friendship.

Shahd, Kuwait City

#### 1 Read the web page. Write the topic sentence for each paragraph.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

#### 2 Look at the words and phrases in bold in the text. Which ones mean:

1. a long time \_\_\_\_\_
2. a serious disagreement \_\_\_\_\_
3. another possible way \_\_\_\_\_
4. available to help you \_\_\_\_\_
5. idea of what is funny \_\_\_\_\_

#### 3 Read the article and find the word that the underlined pronoun refers to:

- |               |               |
|---------------|---------------|
| 1. we: _____  | 3. you: _____ |
| 2. she: _____ | 4. he: _____  |

## Writing

- 1** Read the Help box.

### Help box

When you write a description, make notes for the following topics:

appearance – what does the person look like?

character – what is the person like? \_\_\_\_\_

relationship – what is your relationship with this person?

personal memories – mention one or two examples of why you have a special relationship

conclusion – summarise your relationship with this person \_\_\_\_\_

- 2** Read Salma's description. Write the correct paragraph number next to each topic in the Help box.

- 1.

I have a very good friend called Huda. She has beautiful silver hair, big brown eyes and a lovely smile. When she laughs - which she does often - her whole face lights up!

- 2.

She is very different from me in many ways - but in many ways, we are very alike, even though there is a difference of nearly forty years in our ages. That's because she is 54 - and she's a grandmother. Huda is my best friend's grandmother!

- 3.

She is the kindest person I have ever met. She tries to see the good things in everyone and in every situation. I wish I was able to do that more often! And even though she was my age such a long time ago, she seems to understand exactly how I feel about things.

for example, family, school and friendships. I can tell her everything. She is always interested, and always willing to listen to me.

- 4.

*I hope one day, when I am a grandmother, I'll be like her.*

### Help box

Useful language for

- **giving examples:** *for instance, for example*
- **contrasting:** *even though, although, but*
- **adding information:** *and, also*

- 3** Now write a description of someone who is special to you.

## Module 6: Progress test

### Reading

Yang Lei is fifteen years old. She is a student at a large secondary school in Beijing, China. Like many of the students, Yang Lei lives in a suburb quite a long way from the school, and travels there by bicycle. School starts early – at 7.00 a.m. and finishes at 5.00 p.m. Because the students are at school for a long time, they start each day with an exercise session – this is a very important part of their daily routine.

Lunch is at noon in the canteen. It usually consists of rice, meat or fish and noodles. The students then have 30 minutes of sport – table tennis, football and basketball are the most popular – followed by 30 minutes of free time. Many students enjoy going to the library during their free time to read.

Yang Lei's favourite subjects are Maths, the sciences, Art, English and Chinese. Most students start learning English at primary school. They want to do well in English, because of its international value.

Yang Lei dreams of becoming an artist. She hopes to do Fine Art at a university in Beijing one day. But first, she must pass the very difficult university entrance exam. It takes place every year in June, and it lasts three days.

1 Read the article and decide if the sentences are true (T) or false (F). Correct the false sentences.

1. Students usually bring a packed lunch to school.  
\_\_\_\_\_
2. Learning English and going to university are considered to be very important in China.  
\_\_\_\_\_
3. Before Yang Lei can go to university, she has to pass a long and difficult exam.  
\_\_\_\_\_

2 Refer to the article and answer the questions.

- 1 Yang Lei is at school each day for about:  
a five hours      b seven hours      c ten hours
- 2 A lot of students spend their 30 minutes of free time:  
a eating lunch      b in the library      c studying English
- 3 At university, Yang Lei wants to study:  
a Maths      b English      c Art

3 Refer to the article and answer the questions.

1. At what time of day does Yang Lei do sport? \_\_\_\_\_
2. Why do Chinese students want to do well in English? \_\_\_\_\_
3. What do the underlined pronouns refer to? \_\_\_\_\_

4 Read the article again and find words which mean:

1. a residential area outside the city centre \_\_\_\_\_
2. midday \_\_\_\_\_
3. communal dining room \_\_\_\_\_
4. importance \_\_\_\_\_

## Language practice

### 1 Write what these people said.

1. 'I'm going to study medicine at university.'

Fatima said \_\_\_\_\_

2. 'Our teacher is going to show us a film about Japan.'

Amina said \_\_\_\_\_

3. 'My father took us to his office.'

Sultan said \_\_\_\_\_

4. 'My friend Ghada went to Russia on a study tour.'

Mariam said \_\_\_\_\_

5. 'I saw you in the shopping centre.'

Omar told Hisham \_\_\_\_\_

### 2 Report the conversation.

Sara: What are you going to do after school?

1. Sara asked Salma \_\_\_\_\_

Salma: I'm going to play table tennis. Do you want to play, too?

2. \_\_\_\_\_

Sara: I can't. I'm going to the dentist.

3. \_\_\_\_\_

Salma: Have you got toothache?

4. \_\_\_\_\_

Sara: No, I go every six months for a check-up.

5. \_\_\_\_\_

Salma: Last time I went to the dentist, he found nothing wrong with my teeth.

6. \_\_\_\_\_

Sara: I hope it will be the same for me!

7. \_\_\_\_\_

### 3 Write the questions the class asked Omar when he came back from a visit to Britain.

'Who did you go with?'

1. They asked me \_\_\_\_\_

'What did you do in Britain?'

2. They wanted to know \_\_\_\_\_

'Where did you stay?'

3. They asked me \_\_\_\_\_

'Did you go to Oxford?'

4. They wanted to know \_\_\_\_\_

'What was the food like?'

5. They asked me \_\_\_\_\_

'How did you travel around?'

6. They wanted to know \_\_\_\_\_

**4** How would these situations have been different if the opposite had happened? Write sentences.

I didn't listen to the radio, so I didn't hear the news.

**If I had listened to the radio, I would have heard the news.**

1. Helen forgot to water the plants, so they died.  
\_\_\_\_\_
2. Victoria baked the cake for too long, so it was burnt in the oven.  
\_\_\_\_\_
3. My father parked the car in the wrong place, so he got a parking ticket.  
\_\_\_\_\_
4. I wrote the wrong address on the envelope, so the letter didn't arrive.  
\_\_\_\_\_
5. I posted the card too late, so you didn't get it on your birthday.  
\_\_\_\_\_

**5** What would you have done in the following situations? Write sentences with the words in brackets.

*I bought my mother an expensive glass bowl from a trip to Egypt. While I was travelling back home on the bus, I dropped it, and it broke.*

(wrap it up in newspaper first)

**If it had been me, I would have wrapped it up in newspaper first.**

1. (carry it with two hands)  
If it had been me, \_\_\_\_\_
2. (wrap it in a blanket or thick coat)  
If it had been me, \_\_\_\_\_
3. (not buy something made of glass!)  
If it had been me, \_\_\_\_\_

*It's my brother's birthday tomorrow. I wanted to buy him a book. But when I got to the shop today, the book I wanted to buy was sold out. Now I don't have a present for him.*

4. (buy something else)  
If it had been me, \_\_\_\_\_
5. (look for the book in another shop)  
If it had been me, \_\_\_\_\_

**6 Write these people's wishes about things that happened.**

'I went for a run this afternoon – now I'm really tired'

**I wish I hadn't gone for a run.**

1. 'I spent all my money on new clothes.'

2. 'I lost my bus ticket.'

3. 'He said something unkind to me.'

4. 'I didn't read the book before I saw the film.'

**7 OVER TO YOU Write a sentence for each person. Use *I wish* + past perfect.**

1. Waiter: dropped the pizza

**I wish I hadn't dropped the pizza, then the customer wouldn't be angry.**

2. Boy: bought new computer

3. Footballer: broken leg

4. Musician: forgot the guitar

5. Shopkeeper: hired more staff

**8 Look up these words in the glossary at the end of your Student's Book. Write a sentence using each.**

modest: \_\_\_\_\_

fashion: \_\_\_\_\_

raw: \_\_\_\_\_

identify: \_\_\_\_\_

community: \_\_\_\_\_

upset: \_\_\_\_\_



## Writing

9 Describe five qualities you think are important in a good friend. Write your reasons for your choices. Provide an example of each quality.

Look at the outcomes on page 81 of the Student's Book.

1. How did you find:

reporting what people say?  
talking about an imagined past?  
writing a description of someone?  
expressing regret?

easy?	difficult?	useful?	enjoyable?	interesting?	uninteresting?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Was the reading in this module

easy? ☐ difficult? ☐  
interesting? ☐ not interesting? ☐  
What was your favourite passage in  
this module? \_\_\_\_\_

3. Was the listening in this module

easy? ☐ difficult? ☐  
interesting? ☐ not interesting? ☐  
What was your favourite passage in  
this module? \_\_\_\_\_

4. Was the writing in this module

easy? ☐ difficult? ☐  
What did you do to plan your  
writing? How can you improve?  
\_\_\_\_\_

5. Was the vocabulary in this module

easy? ☐ difficult? ☐  
Are there any words or sounds that  
you have difficulty with? \_\_\_\_\_

6. Write your result from your Progress  
Test \_\_\_\_\_

What did you do well in? \_\_\_\_\_

What do you need to revise? \_\_\_\_\_

7. Was the grammar in this module

easy? ☐ difficult? ☐

# Literature time !

## Around the World in Eighty Days

### Episode 1

#### Before reading



**1** Look at the title of the story and the author's name.

1. What do you think this story will be about?

2. Write down anything you know about Jules Verne.

**2** Look at the world map above.

1. If you wanted to travel around the world by road, rail and sea, which way would you go?

Start from Kuwait and draw your route.

2. Write the name of some of the countries you would visit on your journey.

3. What equipment would you take with you? What other things would you buy on the way?

**3** Look at the two pictures in Episode 1 of the story.

1. What is the man in the first picture doing?

2. Where is the same man in the second picture? What is he doing now?

#### Reading and listening

**4** Read and listen to Episode 1 of *Around the World in Eighty Days* and answer the questions.

1. Complete the table below with information about the main (first) character in the story.

Main character	
Name	
Male / female	
Address	
Age	
Family	
Name of club	

2. Complete the similar table below with information about the second most important character in the story.

Second character	
Name	
Male / female	
Nationality	
Job	
Exact time and date when employment began	

3. Mr Fogg is a man of 'regular habits'. Give an example from Episode 1 that shows this to be true.
4. Why is Passepartout 'amazed'? Explain why and how Mr Fogg made his surprising decision.
5. Find the names of places in Episode 1 and complete the table below. Then find these places on a world map.

A small country west of Europe	
The capital city of the same country	
A man-made river that joins the Mediterranean Sea and the Red Sea	
A big country in Asia	

6. Invent a title for Episode 1.

\_\_\_\_\_

### Speaking

- 5 The story takes place in the year 1872. What things does Mr Fogg use that we would not use today? What things do we use instead?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Around the World in Eighty Days

### Episode 2

#### Before reading

**1** Look at the pictures in Episode 2.

1. Which three forms of transport do Fogg and Passepartout use?  
\_\_\_\_\_
2. Do any of these forms of transport seem surprising?  
\_\_\_\_\_
3. In the second picture, which country do you think Fogg is in?  
\_\_\_\_\_

#### Reading and listening

**2** Read and listen to Episode 2. Circle the correct answer.

1. Fix is a: a) rich man; b) detective; c) bank robber.
2. Fix lives in: a) Suez; b) Bombay; c) London.
3. In Bombay, Fix hopes to receive: a) an arrest warrant; b) a telegram; c) a letter.

**3** Read Episode 2 again. Answer the questions.

1. Why does Passepartout take Fogg's passport to be stamped at the British Embassy?  
\_\_\_\_\_
2. What is a telegram? In the 21st century, what would we use instead?  
\_\_\_\_\_
3. What problem does Fogg face in India?  
\_\_\_\_\_
4. Who suggests a solution to the problem? What is the solution?  
\_\_\_\_\_
5. How does Fogg show that he is a kind man?  
\_\_\_\_\_
6. Invent a title for Episode 2.  
\_\_\_\_\_

#### Speaking and writing

**4** Work in groups. Read Episode 1 and 2 again.

Make a summary of Phileas Fogg's journey so far, from London to Calcutta. Complete the first five lines of the table on page 109. Refer to a world map if one is available. Leave spaces for the rest of Phileas Fogg's journey. Fill in the missing information later. Use your world map to estimate the distances covered in each phase of Mr Fogg's journey. How far do you think he has travelled altogether to reach Calcutta? Check your estimates in an atlas or on the Internet.

## Around the World in Eighty Days

### Episode 3

#### Before reading

**1** Look at the pictures in Episode 3.

1. How do Fogg and Passepartout get from Calcutta docks to the steamer *Rangoon*?  
\_\_\_\_\_
2. Who also wants to get on the same ship?  
\_\_\_\_\_
3. What problem does the ship have on the way to Hong Kong?  
\_\_\_\_\_
4. Who steers the ship during this problem?  
\_\_\_\_\_
5. Which two people have an argument in a Hong Kong hotel?  
\_\_\_\_\_

#### Reading and listening

**2** Read and listen to Episode 3. Mark the sentences T (true) or F (false). Rewrite the false sentences as true statements.

1. Fix wanted to meet Phileas Fogg in Hong Kong. \_\_\_\_\_  
\_\_\_\_\_
2. Fix was a member of the Gentlemen's Club. \_\_\_\_\_  
\_\_\_\_\_
3. Fogg travelled from Calcutta to Hong Kong aboard the *Rangoon*. \_\_\_\_\_  
\_\_\_\_\_
4. Fogg arrived a day late in Hong Kong because of a storm. \_\_\_\_\_  
\_\_\_\_\_
5. Fogg stole 55,000 pounds from the Bank of England. \_\_\_\_\_  
\_\_\_\_\_

**3** Read Episode 3 again and answer the questions.

1. What did Passepartout mean when he called Fix a 'clever fellow'?  
\_\_\_\_\_
2. What did Fix and Passepartout argue about?  
\_\_\_\_\_
3. How and why did Fix trick Passepartout?  
\_\_\_\_\_
4. What disappointed Fogg on the morning of 7th November?  
\_\_\_\_\_
5. How did Fogg solve this problem?  
\_\_\_\_\_



## Writing

- 4 Imagine you are Passepartout, locked in Fix's hotel room. Write a paragraph about how you feel, how you hope to escape and what you will do when you are released.

- 5 Invent a title for Episode 3

- 6** Write a summary of the story so far.

## Around the World in Eighty Days

### Episode 4

#### Before reading

**1** Look at the pictures in Episode 4.

1. In the first picture, who do you think Mr Fogg is talking to?  
\_\_\_\_\_
2. Why is Fogg's hand reaching inside his jacket?  
\_\_\_\_\_
3. Who is watching Fogg from a distance? What might this person be thinking?  
\_\_\_\_\_
4. Who do you recognise in the second picture? How could he have got into this situation?  
\_\_\_\_\_

#### Reading and listening

**2** Read and listen to Episode 4. Number the sentences in the correct order.

- a. Passepartout hurried across the city and found the *Carnatic*. \_\_\_\_\_
- b. Fogg recognised Passepartout and rescued him. \_\_\_\_\_
- c. Passepartout banged on the hotel door. \_\_\_\_\_
- d. Passepartout found a job. \_\_\_\_\_
- e. Passepartout walked the streets of Yokohama. \_\_\_\_\_
- f. Passepartout fell asleep, exhausted. \_\_\_\_\_

**3** Read Episode 4 again. Match the characters in the left-hand column in the table below with the actions in the right-hand column. Then write the sentences below.

1. Phileas Fogg	a) did what Phileas Fogg asked.
2. The captain	b) gave Passepartout a job.
3. Passepartout	c) asked the captain to signal the <i>General Grant</i> .
4. The circus owner	d) behaved impolitely.
5. Detective Fix	e) told Passepartout he would help Fogg.
6. Colonel Stamp Proctor	f) had his own ticket for the <i>Carnatic</i> , but no money.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

## Writing

- 4 Write a paragraph about Colonel Stamp Proctor.

- 5 Invent a title for Episode 4.

Imagine you are one of the following characters: the Indian guide (Episode 2), the captain of Fogg's boat (Episode 4), the owner of the circus (Episode 4). Write a letter to someone telling them about your encounter with Phileas Fogg or Passepartout, explaining what happened, how you felt and what you think of the characters you met.

## Around the World in Eighty Days

### Episode 5

#### Before reading

**1** Look at the pictures in Episode 5.

1. Describe the landscape that Fogg and Passepartout are travelling through.  
\_\_\_\_\_
2. What is unusual about the type of transport they are using in the second picture?  
\_\_\_\_\_

#### Reading and listening

**2** Read and listen to Episode 5 and answer the questions.

1. What is Passepartout's opinion of the Rocky Mountains?  
\_\_\_\_\_
2. Why is Passepartout worried on the second day of the train journey?  
\_\_\_\_\_
3. How does he solve the problem?  
\_\_\_\_\_
4. What is Passepartout's advice when the train is about to cross the bridge at Medicine Bow?  
\_\_\_\_\_
5. Why does the train stop at Hastings?  
\_\_\_\_\_
6. Where does Fogg arrive on 11th December?  
\_\_\_\_\_
7. What problem does Fogg face on arrival?  
\_\_\_\_\_
8. What does he decide to do?  
\_\_\_\_\_

#### Speaking

**3** What do the railway passengers decide that surprises Passepartout? What would you do in this situation?

\_\_\_\_\_  
\_\_\_\_\_

#### Writing

**4** Invent a title for Episode 5.

\_\_\_\_\_

## Around the World in Eighty Days

### Episode 6

#### Before reading

**1** Look at the picture in Episode 6.

Do you think Fogg will succeed in going around the world in eighty days? Why / why not?

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#### Reading and listening

**2** Read and listen to the final episode. Then answer the questions.

1. Where was the *Henrietta* going?
2. How did Fogg persuade the captain to sail to Liverpool instead?
3. Why did Fogg take control of the ship?
4. What did Fogg plan to use as fuel when there was no more coal?
5. How did Fogg persuade the captain to agree to his plan?
6. Why did the *Henrietta* stop at Cork in Ireland instead of sailing to Liverpool?
7. What problem did Fogg have when he finally arrived in England?
8. What mistake had Fogg made about time?

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#### Speaking and writing

**3** Make a list of the countries you would like to travel through if you were going on a journey around the world. Give information on how you would get there, why you would go there and how visiting it would help your journey as a whole.

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## Around the World in Eighty Days

### The whole story

### Reading, speaking and writing

**1** Reread the whole story. Then work in groups.

1. Refer to your answers to exercise 4 from Episode 2. Go through the whole story carefully. Find the information you need to complete the table below.

Phileas Fogg's journey around the world in 1872				
Departure date	Departed from	Arrival date	Arrival at	Type(s) of transport
	London			Train and ship
	Suez			
		22 October		
	Satna			Elephant
24 October			Calcutta	



2. Look at the table below. This is Phileas Fogg's planned timetable, made before he left London. Compare his planned journey with his actual journey. Write a paragraph describing the similarities and differences.

Phileas Fogg's original plan for his journey around the World in 1872				
Departure date	Departed from	Arrival date	Arrival at	Type (S) of transport
2 October	London	9 October	Suez	Train and ship
9 October	Suez	22 October	Bombay	Ship
22 October	Bombay	25 October	Calcutta	Train
25 October	Calcutta	7 November	Hong Kong	Ship
7 November	Hong Kong	13 November	Yokohama	Ship
13 November	Yokohama	5 December	San Francisco	Ship
5 December	San Francisco	12 December	New York	Train
12 December	New York	21 December	Liverpool	Ship
21 December	Liverpool	21 December	London	Train

## Writing

### 3 Answer the questions.

- List all the ships named in the story.  
\_\_\_\_\_
- Where did each ship travel to and from?  
\_\_\_\_\_
- Which of these ships did Phileas Fogg *not* travel on?  
\_\_\_\_\_
- Write a paragraph describing the character of either Phileas Fogg or Passpartout.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- Draw Fogg's actual route on the world map below. Also write the name of each place he visited and the date on which he arrived there.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



6. Imagine you are Detective Fix. Write a diary for each day of your trip around the world. Include Fix's personal thoughts on each stage of the journey, what he hopes to achieve and what he thinks of the places he visits.

## Self-assessment answer key

### Module 1: page 11, exercise 5

1. must
2. must
3. mustn't
4. should
5. don't have to
6. should
7. should

### Module 2: page 27, exercise 4

1. university
2. petrol station
3. library
4. museum
5. bank
6. theatre
7. sports centre
8. hospital

### Module 3: page 38, exercise 8

1. e
2. c
3. b
4. a
5. d

### Module 3: page 43, exercise 1

1. hasn't won
2. had told
3. had always been
4. did the world start
5. wrote
6. has already sold
7. has been
8. went
9. helped
10. has given

### Module 4: page 53, exercise 5

1. until
2. When
3. After
4. until
5. before
6. as soon as

### Module 4: page 58, exercise 6

- a. sad
- b. in touch
- c. a hobby
- d. a club
- e. friends
- f. to people
- g. something new
- h. sorry
- i. pieces
- j. the problem

### Module 5: page 70, exercise 8

1. was first produced
2. was made
3. was replaced
4. were first stretched
5. dried
6. was done
7. was also used
8. was developed
9. is considered
10. can be used

### Module 5: page 75, exercise 5

1. haven't they
2. aren't you
3. do you
4. did you
5. haven't they
6. isn't it
7. can I
8. isn't he

### Module 6: page 89, exercise 1

2. had studied, would have passed
3. had asked, would have helped
4. hadn't been, I wouldn't have left
5. hadn't been broken, would have watched the programme

## My vocabulary

## Module 1

## My vocabulary

## Module 2

## My vocabulary

## Module 3

## My vocabulary

## Module 4



## My vocabulary

## Module 5

## My vocabulary

## Module 6

My vocabulary

Literature time

My vocabulary

Literature time

## Target English

**Target English Grade 9** is part of the English for Kuwait series, a carefully graded course in English specifically written and designed for the Kuwait school system for primary, intermediate and secondary grades.

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