

7

Happiness

Module 3

Before you read

Reading: Persuasive

1



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

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

You
family
friends
health

Your partner
money
games
travelling



Read the text about happiness, and answer the given questions

Happiness

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

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

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

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



2 Comprehension questions

1. Happiness is linked to health. Explain.

It gives you a strong immune system and you recover from surgery quickly

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

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

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

Happiness is good for health our thoughts affect our happiness

Happiness doesn't need a lot of money There are main sources of happiness

5. How does being happy affect society positively?

If we feel happy, we become more sociable and helpful to others

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

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

Positive Thoughts

excitement - happiness

hope - success

clarity - friendship

able - goodness

calm - thankful



Negative Thoughts

fear - worry

failure - sadness

loneliness - loss

confusion - anger

anxiety - unpleasant



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



Mary arrived after the bus **had left**.

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



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

1. The careless driver got a ticket because he **hadn't stopped** at the red light. (not stop)

2. The woman **hadn't heard** the good news, until they told her. (not hear)

3. Sam **had seen** the movie, but couldn't remember the title. (see)

4. My mother was worried because I **had been** sick all week. (be)

5. After Jake **had trained** for two months, he won the marathon! (train)

Of course, food can change our moods
When we eat healthy food, we feel better

Listening

Emotional eating is eating large amounts of food in response to feelings instead of hunger



Before you listen

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

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

Lifestyle

Eat healthy meals
Do some exercise

Social Life

Socialise
Smile at people
Be grateful

Do something to help people
Talk to your family and friends




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

1. What other kinds of food affect your happiness?
They are nuts, bananas and avocados

2. Some people believe that ice cream, chocolate and fast food make you happy. Is that true?
No, it is not true

Vocabulary: Change the following verbs and adjectives into nouns.

You can use a dictionary to help you.

Verbs: contribute, examine, excite, improve, possess

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

| ness | tion/ion | er | (e)nce | ment |
|-----------|--------------|--------|--------------|----------------|
| blindness | possession | anger | obedience | excitement |
| happiness | contribution | danger | difference | improvement |
| sadness | examination | hunger | intelligence | disappointment |

Speaking

Grammar:


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



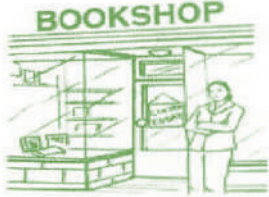


It is **raining** heavily. → I **wish** it **stopped** raining.

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



- I don't speak Chinese, I wish **I spoke Chinese**
- I lost my wallet. I wish **I hadn't lost my wallet**
- The movie was long and boring. I wish **I hadn't watched it**
- My brother can play the piano, but I can't. I wish **I could play the piano**

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

| | | |
|---|--------------------------------|--|
|  | Lost in another country | 1) I wish I hadn't travelled |
|  | Stuck in traffic | 2) I wish I hadn't driven here |
|  | Closed bookshop | 3) I wish I hadn't come at that time |
|  | Forgot information | 4) I wish I had remembered the information. |
|  | Rainy weather | 5) I wish I had brought my umbrella |

Grammar:

- 1 **Third conditional. We use if to talk about something in the past that did not happen, and imagine its consequences.**

We use (if + past perfect, would + have + past participle).

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

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



Read and circle the correct answers:

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

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

Family gatherings

How often do families have a gathering?

Families gather many times every year



Diwaniya

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

Because it is a famous meeting place



Celebrations

What celebrations can you think of?

Eid Al-Fitr - National Day



Festivals



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

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

Title Festivals

Introduction festivals are nice times for fun and joy

people take part in the activities of festivals

Activities people enjoy in festivals



shopping
fharcing



Why?



offers and discounts
meeting people



What I find most exciting



Meeting my friends



Why?



To enjoy my time



Conclusion

Festivals are moments for excitement and happiness

People relax and entertain themselves in festivals

8 Sports

Module 3

Before you read



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

Reading

2

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

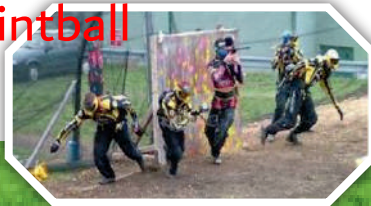
Reading: Expository



tennis



paintball



football



1

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

2

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

3

If you are not **traditionally** a fan of **conventional** sports, but are still looking for a semi-organized, physical, team activity that requires strategy and endurance, then this sport is just what you need. People from all walks of life play it, both male and female. This game will have you do a ton of walking, running, climbing and jumping in order to avoid being shot at while capturing a flag. It is a super fun activity and a great year-round hobby. It is a team sport, where the aim is to **mark** players of the opposing team with paintballs so as to **eliminate** them from the game. Players may be **struck** on any part of the body. The sport provides healthy exercise, gets you away from TV or computer for a while, and helps you learn how to work as part of a team. It is a great game!

2  **B. Read the text and choose the best answer**

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

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

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

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

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

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

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

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

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

- 1. A sport that is watched by an audience (paragraph 2): A spectator sport
- 2. Vision controls the movement of the foot (paragraph 1): Foot-eye coordination
- 3. People doing different types of jobs (paragraph 3): People from all walks of life

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

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

The athletic skill is important for me to be professional
Friends are important for me to do more practice together
Fun is important for me to enjoy the sport and spend a nice time
Team work is important for me to win the matches
Training is important for me to improve my skills

recommend for
I would recommend him to play football, basketball and volleyball

1  **Grammar Focus: Collocations:**

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

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

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

| PLAY | GO | DO |
|------------|----------|------------|
| Football | Swimming | Karate |
| Chess | Cycling | Judo |
| Tennis | Sailing | Athletics |
| Volleyball | Fishing | Yoga |
| Basketball | Skiing | Gymnastics |

Before you listen:

Name these sports:




Karate



Skiing



Rugby

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

a. How many steps are there?

There are five steps


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

"Play various sports" to make me fit and build new skills

Post-Listening

3 **Talk about your favourite activity by answering these questions:**

1. What is your favourite activity or sport? My favourite sport is football
2. How many times a week do you do this activity? I play football once a week
3. Where do you do this activity? I play football in the club
4. Do you do this alone or with someone else? I play football with my friends
5. What do you like most about this activity? It is interesting and keeps me fit

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

Ask Dr. Salem

Dear Dr. Salem,

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

Yours faithfully,
Ahmed



Dear Dr. Salem,

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

Yours faithfully,
Fatma



Dear Dr. Salem,

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

Best regards
Mariam



2 Complete the following table:

| | Ahmed | Fatma | Mariam |
|-----------------------------|---------------------|--------------------------------------|----------------------------|
| Problem | He is overweight | Her daughter spends her time on line | Her son exercises too much |
| My own solution | Playing sports | Make friends and become active | Exercising twice a week |
| My friend's solution | Eating healthy food | Playing team sports | Go running every day |

Grammar: Countable and uncountable nouns

Countable nouns have a singular and a plural form.

an apple – two apples a peach – two peaches

Uncountable nouns do not usually have a plural form.

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

Some and any

You usually use some in affirmative sentences.

I'd like some peaches and some milk.

You usually use any in negative sentences and questions.

We haven't got any butter.

Are there any eggs?

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

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

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

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

Writing

Pre- writing activity:

Match the sports with the definitions:

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



a. football



e. golf



c. bowling



d. basketball



f. gymnastics

1



Use the prompts below to write a riddle about your favourite team sport.

Read it to the class and see if they can guess it.

Example: There are **eleven** players in each team.

There are **five** players in each team.

The players wear **uniform**

The players use **running, jumping and dribbling**

The players can **bounce the ball**

The players can't **punch other players**

This sport is played in / on / at **court**

The game lasts **forty-eight** Minutes.

2

My Favourite Game

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

A. Complete the following outline:

Introduction: Football is the most popular sport nowadays. It is very fun

Paragraph 1:

Topic sentence: There are special rules and equipment for football

Supporting details:

- pitch and a football
- two 45 minutes halves
- 11 players in each team

Paragraph 2:

Topic sentence: Football has got a lot of benefits to students

Supporting details:

- improve health
- build muscles
- promote teamwork

Conclusion: Football is an exciting sport, It is simple but very useful

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

Remember to:

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

It is a type of disease that causes problems with memory, thinking and behavior.

Reading: Informative Text

- a- What do you know about Alzheimer's disease?
 b- Circle the things you think are related to Alzheimer's:

poor memory infected body non spreadable spreadable
 disturbed feelings curable

ALZHEIMER'S DISEASE (AD)

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

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

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

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

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

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

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

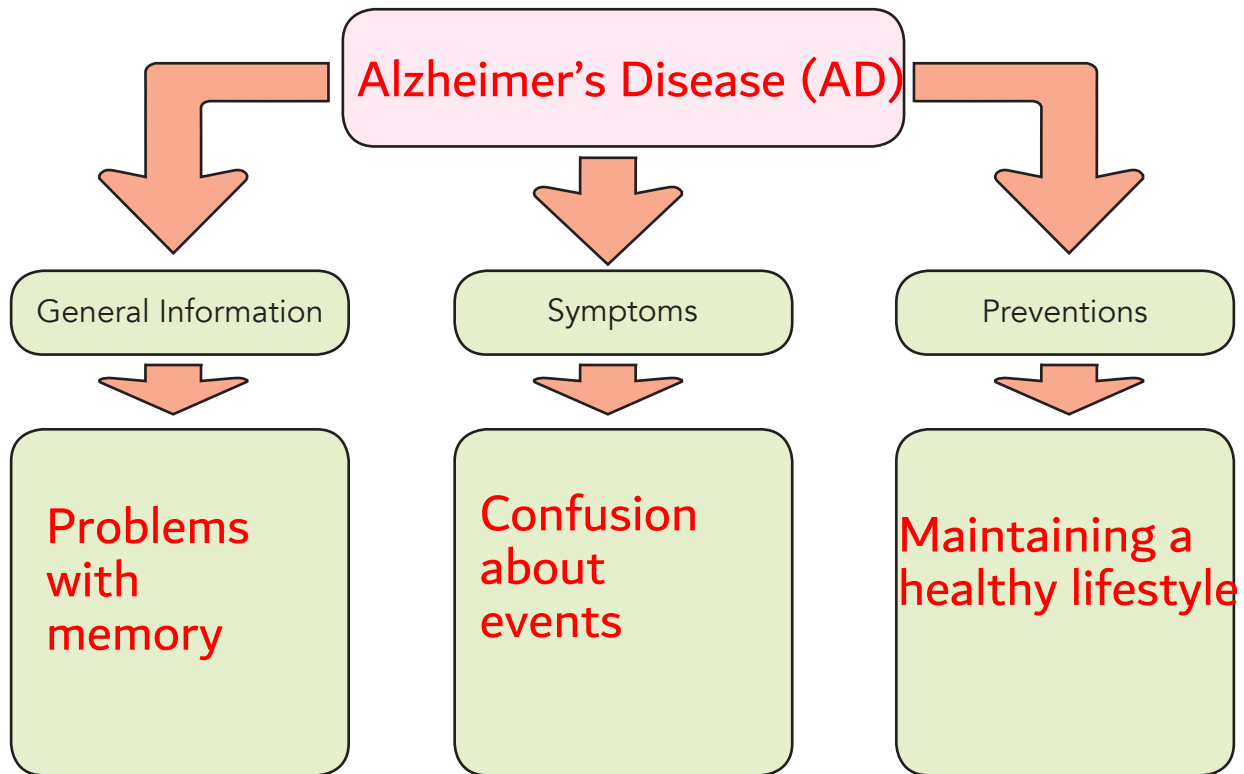


Alois Alzheimer's patient [Auguste Deter](#) in 1902. Hers was the first described case of what became known as Alzheimer's disease.



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

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



- 3 Answer the following questions:

1- Write another title for the article?

The Disease of the Century

2 - Find a word in the article that means:

- Show: **indicate**

- Finally: **eventually**

- Spread to others: **contagious**



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

it refers to people

4 - This article was most likely written to:

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





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

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

Listening

Before you listen

1  Match the following words with their definitions:

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


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

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

- 1 - **Blood groups**
- 2 - **Antiseptic**
- 3 - **Vaccination**
- 4 - **Anaesthetic**


Remember

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

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

| medical discovery | why it is important |
|---------------------|---|
| Blood groups | Blood saves thousands of lives every day |
| Antiseptic | Antiseptic kills bacteria |
| Vaccination | Vaccination fight dangerous diseases |
| Anaesthetic | Anaesthetic prevents pain during surgery |

Post listening

3  In groups, discuss the following: **It is the blood groups because it saves a lot of lives every day**

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

2 - What medical invention do you still hope for? **I hope for a cure for cancer**

Pronunciation Word stress

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

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

 9.2 b. Listen again and repeat the words.

Grammar Reported Speech

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

Here is an example of reported speech:

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

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



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

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

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

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

The nurse said that **the bandage would heal my sprained ankle**



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

The patient said **that he had started taking that medicine two days before**



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

The doctor said that he had prescribed an antibiotic for my throat infection



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

The pharmacist said that that painkiller could reduce my headaches and toothaches



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

- Complete the following dialogue

Doctor: Hello. What's **the problem with you** ?

You: I've got this terrible **pain**

Doctor: How long have you had it?

You: **I have had it for many hours**

Doctor: **How do you feel now** ?

You: I feel **so tired with much pain**

Doctor: Let me have a look. Yes, I think you've got **a headache** I'll give you

some **painkillers**. Here's the prescription. And you should **take it regularly**

You: **Thank you so much, doctor**

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



Writing

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

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

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

The following pictures may help you:



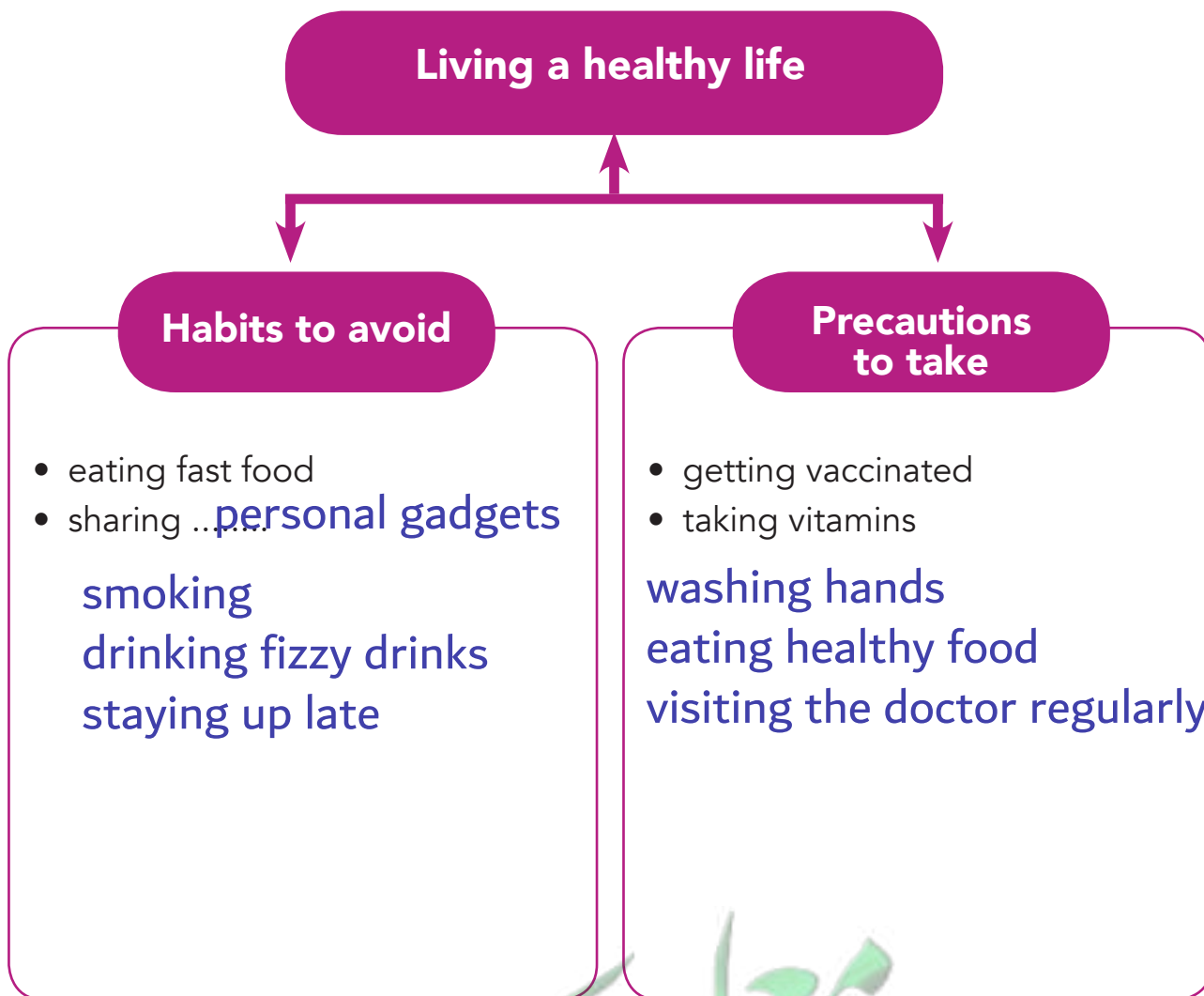
- b. Write down your notes and add more healthy habits:

- Washing hand before eating food
- Having more fruits
- Visiting the doctor regularly
- Eating healthy meals
- Practicing sports



2 In groups, write a report of two paragraphs about how to live a long healthy life.

Start your writing by filling in the following diagram, then use the ideas in the diagram to write your report in your notebook.



Checklist:

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

MULTIPLE INTELLIGENCES

Module Four



You are expected to:

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

Activities:

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

10 Animal Intelligence

Module 4

Before you read

Reading: Expository

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



Dolphins



Ants



Parrots



Monkeys

Yes, these animals are clever
1 - Are these animals clever? They serve as companion
2 - Can they help people? How? animals
3 - What do you know about their nature? They live in the jungle

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

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

B
C
A



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

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

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

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

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

3  Read the text and answer the following questions.

1. Where can we find ants?

Ants can be found in deserts, forests and cities

2. What does ants' cooperation exhibit?

It exhibits that they are highly organized and work well in groups

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

They use it to locate food faster

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

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

5  Suggest a moral lesson you have learned from the passage.
Ants teach us to be cooperative

6  Find words in the text that mean the following:

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

giant

supreme

perseverance

demonstrate

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

| | Verb | Noun | Adjective | Adverb |
|---|-------------|---------------|---------------|-----------------|
| 1 | doubt | doubt | doubtful | doubtfully |
| 2 | demonstrate | demonstration | demonstrative | demonstratively |
| 3 | collect | collection | collective | collectively |
| 4 | communicate | communication | communicative | communicatively |

Listening

Before you listen

1 Pre- listening:

Discuss the following questions: **It is the squirrel**

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

2-What do you know about it? **It is a clever animals**



Listening A short story

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

- Location (place) **A forest**
- Characters **The squirrel and the owl**
- The problem **The squirrel is afraid of the owl**
- The solution **The squirrel collects its food in the middle of the day**

Remember

When you take notes, don't write everything you hear. Think about

- why am I taking notes?
- the information you need
- why you need it.

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

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

(frightened - sensed - upset - autumn - daylight)

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

4 Answer the following questions:

A) The purpose of the narrator is to:

- a. entertain us by telling a story
- b. inform us about the forest
- c. persuade us to live in the forest
- d. show us how to catch a squirrel

B) What lesson have you learned from this story?

We must be careful of our enemies

c) Suggest a different ending to this story.

The squirrel went to another place to collect his food

Grammar

CONJUNCTIONS

1 Study this table of English conjunctions:

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

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

(furthermore / therefore / however)

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

Elephants are clever animals ;therefore they have been known to learn more than 60 commands.

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

Dogs can react to human body language Furthermore, they can understand human voice commands

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

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

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

I think that the dog is the cleverest because it can understand people well They have learning abilities and can save people's lives They help in hunting, guiding and sending messages



Dogs can understand people and save their lives



Pigeons can help people in sending messages



Elephants have learning abilities and help people in many services

Before you write:

- 1  Discuss the following facts about some animals.



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



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

cats - Falcons - Raccoons

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

- 2 **If you were to choose an animal pet, which one** **All these animals have skills and learning abilities**
The fact file below might help you

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




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



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



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

Start by filling in the outline below with your ideas.

Introduction: Bees are wonderful insects. They live in hives

Paragraph 1:

Topic sentence: There are many reasons for choosing bees

Supporting details:

- Clever insects
- Important for nature
- Useful to people

Paragraph 2:

Topic sentence: We can learn many lessons from bees

Supporting details:

- Teach patience
- Learn cooperation
- Inspire teamwork

Conclusion:

In fact, bees are so organized and skillful in their life

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

Remember to:

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

11

Human Intelligence

Module 4

Before you read

Reading: Expository

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

- 1- Do you think these scientists are genius people?
- 2- How can they help people?
- 3- What does **IQ** stand for?



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

- A competitive woman
- Overcoming health challenges



A Professor Stephen William Hawking is a world famous physicist and brilliant scientist. He was born on the 8th of January in 1942. When he was 17 years old, he received a **scholarship** to study Physics and Chemistry at Oxford University. He got a Bachelor's degree in 1962 and then moved to Cambridge to study **Cosmology**. **Diagnosed** with Motor Neuron Disease, which led him to suffer from muscle weakness, at the age of 21, Hawking became sad and almost stopped his studies. However, influenced by his wife – Jane Wilde, he returned to his academic **life** and got his PhD in 1965. Hawking is perhaps best known for his pioneering theories on black holes and his bestselling 1988 book A Brief History of Time. Despite his undoubted intelligence, Hawking was modest about his gifts. When asked in a 2004 interview with The New York Times what his IQ was, Hawking gave this reply: "I have no idea." **World-renowned** Stephen Hawking, seen by many as the world's smartest person, never revealed his IQ score.



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

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

3  **Read the text and answer the following questions.**

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

.....

2. How would you describe Professor Stephen? Why?

.....

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

.....

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

1. Stephen Hawking was seen, by many people, as the world's smartest person. ()

2. There is a formula that measures distance in space without the use of light. ()

3. Neurone Disease, which weakens muscles, makes patients unable to move properly. ()

5  **What lessons have you learned from these articles?**

.....

6  **Find words in the text that mean the following:**

1. Being the first to develop or use.

.....

2. An award of financial aid for students to further their education.

.....

3. To change fundamentally or completely.

.....

4. Give someone / something a place in a grading system.

.....

5. To change fundamentally or completely.

.....

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

| | Noun | Verb | Adjective | Adverb |
|---|-----------|------|------------|---------------|
| 1 | | | measurable | |
| 2 | knowledge | | | |
| 4 | | | | influentially |

Before you listen

1  Look at the picture then discuss the following questions:

- 1 - Who do you think the woman in the picture is?
- 2 - What do you think this story might be about?



Listening

2   A- Listen and complete these notes:

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

3  B-Listen again to complete the following text.

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

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

4  Answer the following questions:

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

- a. The life of Maria
- b. The effects of Maria's theory
- c. The rules of new schools
- d. The children self-care skills

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

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

Speaking

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

Reported questions are one form of reported speech.

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

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

- 1 - "Where are you?"
My friend asked me
- 2 - "Are you flying soon?"
He wanted to know
- 3 - "Don't stay up late"
The doctor advised me

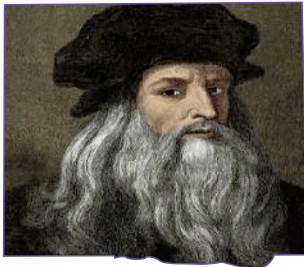
3 Discuss these questions with your friend, and present your findings to the class

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

1 Before you write:

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

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



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



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



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

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

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



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



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



3



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

Introduction:

.....

Paragraph 1:

Topic sentence:

Supporting details:

-
-
-

Paragraph 2:

Topic sentence:

Supporting details:

-
-
-

Conclusion:

.....

4



Expand your notes to write the report in your notebook:

Remember to:

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

12 Artificial Intelligence

Module 4

1 Before you read

Reading: Expository

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

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



Read the text and answer the following questions:

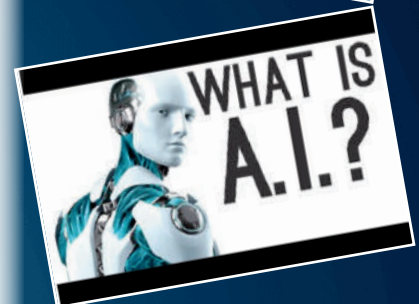


Artificial Intelligence (AI) is the ability of machines to think, learn and imitate the way human beings act. They are called “smart” machines because they can work on their own. The ideal characteristic of AI is its ability to take action that may **achieve** a specific **goal**. The term can be applied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

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

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

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



2  **Comprehension questions:**

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

.....

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

.....

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

.....

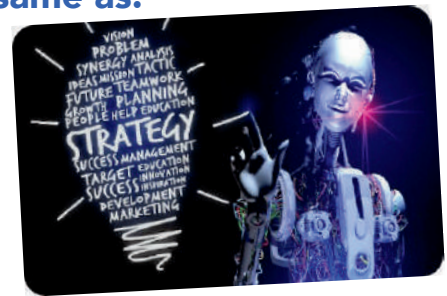
4. Why are AI machines more suitable to certain jobs than humans?

.....

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

1. features :

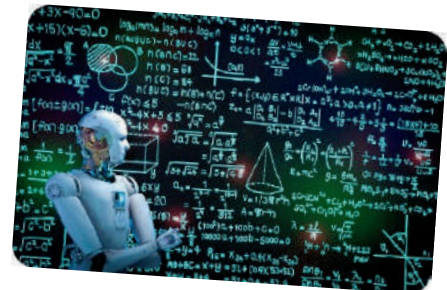
2. because of :



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

4. decreased X

5. shortage X



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

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

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

Before you listen


1  In groups, discuss the following questions:

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



Listening

Robots: Friends or Foes?

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

1. Expert A is optimistic about the consequences of AI. ()
.....
2. According to expert B, AI will become completely independent in about 100 years. ()
.....
3. Expert C says AI has more disadvantages than advantages. ()
.....

Artificial Intelligence Vs Human Intelligence

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

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



Supercomputers

- 1.
- 2.
- 3.

Human Brains

- 1.
- 2.
- 3.

Speaking

1 Grammar Focus: Comparative & Superlative Adjectives

Comparative adjectives

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

faster nicer lazier or *more careful*

Example:

- Robots will be *smarter than* humans.
- AI machines will be *more intelligent than* humans.

Superlative adjectives

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

fastest nicest laziest or *most careful*

Example:

- Humans are *the smartest* now.
- Humans are *the most intelligent* now.

There are irregular comparative and superlative forms too:

Example:

good – better / best - bad / worse – worst

- The service at the local stores is better / worse than online stores.
- The service here is the best / the worst of all local stores.

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

| |  Smartphone |  Tablet |  Laptop |
|--------|--|--|--|
| screen | | | |
| apps | | | |
| price | | | |

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

- has screen than (large)
- is than (expensive)
- has the amazing apps of all devices. (amazing)
- is the of all devices. (good)

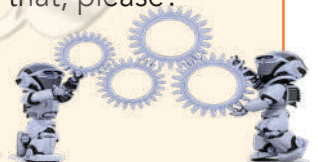
Speaking

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

Use phrases for checking that you understand:

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

B Present your conversation to the class.



Pre- writing activity:

1  Match the icons with the definitions below:

1.



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

2.



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

3.



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

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

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

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

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

Useful for humans:

.....

.....

.....

.....

.....

.....

.....

Harmful for humans:

.....

.....

.....

.....

.....

.....

.....

3



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

Introduction:

Paragraph 1:

Topic sentence:

Supporting details:

-
-
-

Paragraph 2:

Topic sentence:

Supporting details:

-
-
-

Conclusion:

4



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

Remember to:

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



Aims

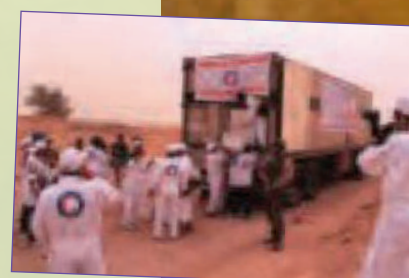
- To protect human life and health
- To encourage respect for human beings
- To prevent and reduce human problems
- To treat people the same, whatever their nationality, race, religion or politics

What they do

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

Fact File: Kuwait Red Crescent Society

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



Now you try!

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

WORDS TO REMEMBER

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

WORDS TO REMEMBER

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

Around the World in Eighty Days

By Jules Verne

Episode 1

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



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

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

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

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

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

'Eighty days,' said Fogg, quietly.

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

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

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

'Around the world?' repeated Passepartout, amazed.

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

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

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



Episode 2

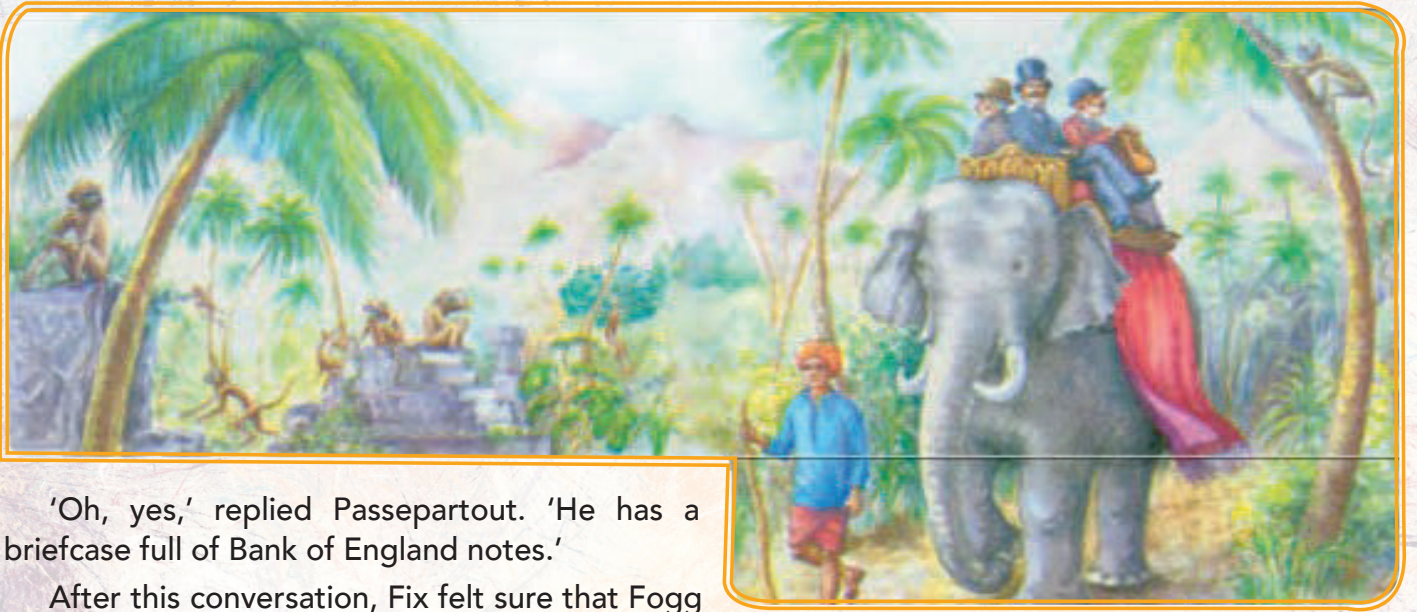
Seven days later, Fogg and Passepartout arrived in Suez. Passepartout took Fogg's passport to the British Embassy to get it stamped. They planned to board the steamship *Mongolia* to travel to Bombay.

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



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

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



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

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

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

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

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

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

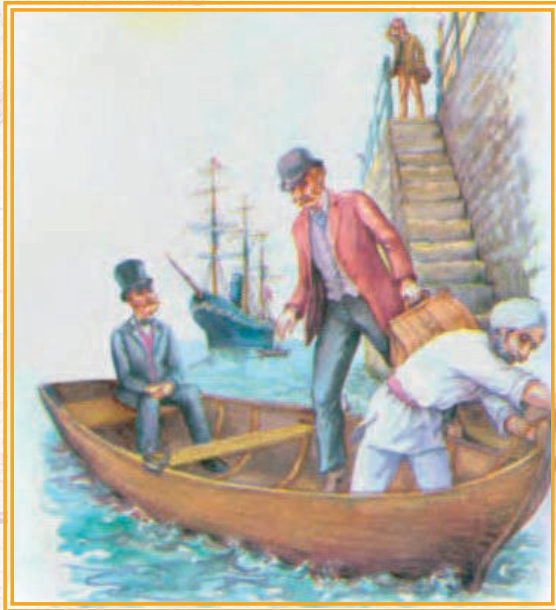
'All passengers must get out here!'

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

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

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





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

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

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

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

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

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

Episode 3

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

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

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

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

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



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

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

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

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

So Phileas Fogg was only one day behind his schedule.

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

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

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

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

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

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

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

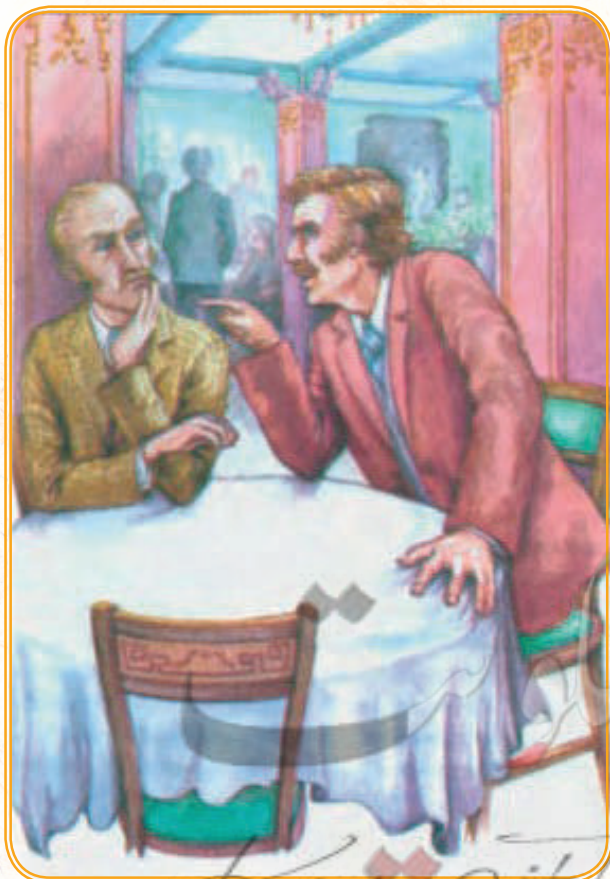
Fix had found out that the *Carnatic* was going to leave Hong Kong twelve hours early. But, of course, Phileas Fogg did not know this. When he arrived at the dock next morning, he found that the *Carnatic* had sailed the night before.

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

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

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

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



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

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

Episode 4

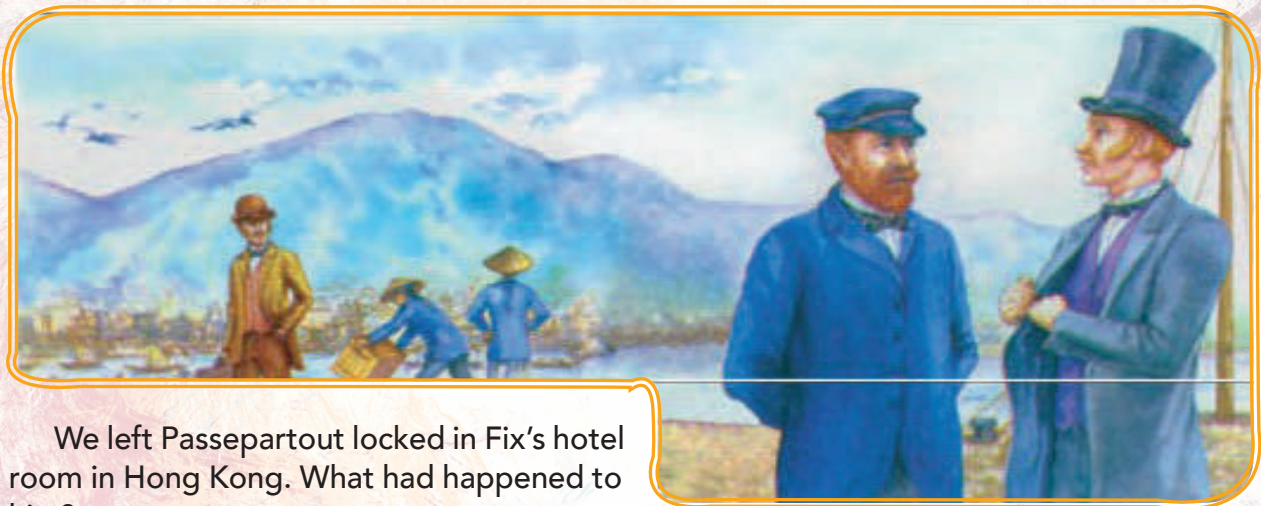
There was a big storm between Hong Kong and Shanghai and the little boat was delayed. They reached the mouth of the Shanghai River at six thirty. The steamer to Yokohama was due to leave Shanghai at six o'clock. Just then they saw a big ship coming towards them.

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

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

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

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



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

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

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

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

Somehow he had to get food and money.

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



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

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

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

'Myself.'

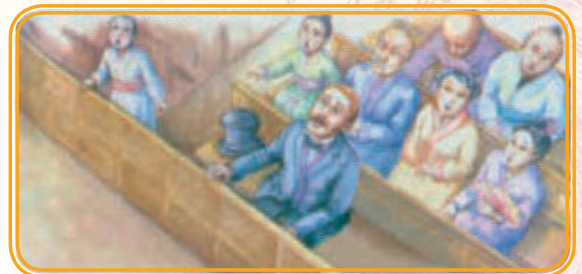
'Then let us go to the steamer, young man.'

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

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

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

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



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

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

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

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

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

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

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

'Phileas Fogg.'

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

Episode 5

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

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

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

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

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

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

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

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

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

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

'I would make a different move.'

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

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

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

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





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

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

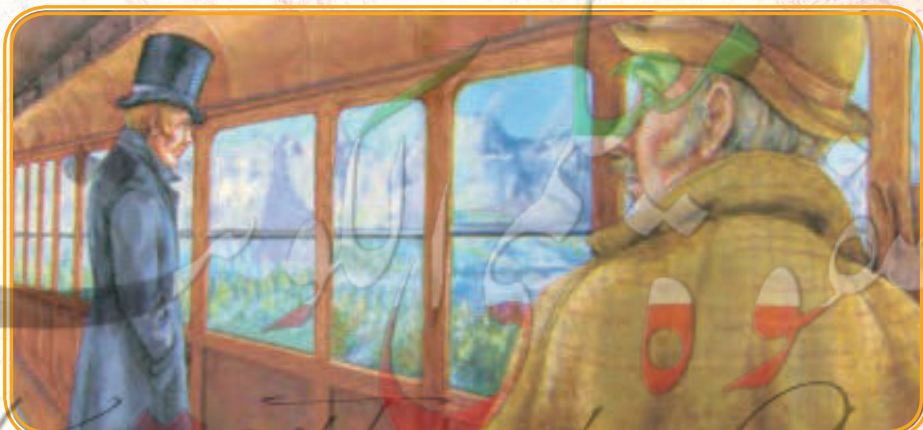
'How long will it be until the snow melts?' Phileas Fogg asked the stationmaster. 'Nobody knows,' he replied. 'It may be two days, it may be ten. You can never tell at this time of year.'

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

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

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

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



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

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

Episode 6

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

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

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

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

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

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

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

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

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

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

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

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

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

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



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

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

Meanwhile, Fogg was, as usual, perfectly calm. He sat in his prison cell. He showed no sign of

disappointment. What was he thinking? He still had nine hours to get to London. Did Phileas Fogg still have hopes of arriving there on time? It was impossible to say. But he took his watch out of his pocket and put it on the table of his cell. He took out his diary, opened it, and wrote these words on it: December 21st, Saturday, Liverpool: 80th day, 11:40 a.m.

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

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

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

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

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

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

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

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

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

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

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

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

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



معا
فنوة
KuwaitTeacher.Com