



وزارة التربية
Ministry of Education
State of Kuwait | دولة الكويت

OVER TO YOU

WORKBOOK



SIMON HAINES

Grade

10
B



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Simon Haines



PEARSON
Longman

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Evaluation and Adaptation Committee

- Mrs Sakina Ali Hussain, ELT Supervisor General, MoE
- Mrs Nouria Al Sedra, ELT Senior Supervisor, MoE
- Ms Helena Mohammad, ELT Senior Supervisor, MoE
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أودع بمكتبة الوزارة تحت رقم (٣٩) بتاريخ ٦ / ٥ / ٢٠٠٩

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

A highly stylized calligraphic representation of the Basmala (Bismillah) in Arabic. The text is written in a bold, black, cursive script. The letters are thick and interconnected, with long, sweeping flourishes extending downwards and outwards. The word 'بِسْمِ' (Bism) is at the top, followed by 'اللَّهِ' (Allah) and 'الرَّحْمَنِ الرَّحِيمِ' (The Most Gracious, The Most Merciful). The entire piece is accented with numerous small, golden-yellow characters and lines, which appear to be decorative elements or smaller-scale calligraphic details. The background is plain white.



حضرة صاحب السمو الشيخ مشعل بن أحمد الجابر الصباح

أمير دولة الكويت

H.H. Sheikh Meshal AL-Ahmad Al-Jaber Al-Sabah
Amir Of The State Of Kuwait



سَمُو الشَّيْخِ صَبَّاحٍ كَهْدِ الْهَمَادِ الْهَامِدِ الصَّبَّاحِ
وَلِيِّ مَعْهَدِ دَوْلَةِ الْكُوَيْتِ

H. H. Sheikh Sabah Khaled Al-Hamad Al-Sabah
Crown Prince Of The State Of Kuwait

Contents

Module 3

Unit 7	Power - the Alternatives	4
Unit 8	The Power of Technology	10
Unit 9	Money	16
Progress Test 3		22

Power

Module 4

Unit 10	Stories	28
Unit 11	Messages	34
Unit 12	Flying Stories	40
Progress Test 4		46

Fact and fiction

Literature Time		52
Self-assessment Answer Key		54

Power - the Alternatives

Key words

invisible, megawatt, resolve, spoil

Reading

- 1 Read the article about one source of alternative energy. Answer the question. Why is wave power a particularly suitable form of energy for Britain?

Invisible Power



For several years, countries around the world have been looking for new energy sources to replace fossil fuels. The country which makes the most use of solar power is Japan, and Holland uses more wind power than any other country. Now Britain, with its long coastline, is trying to lead the world in wave power technology.

Experts say that in the future, the sea, with its wave and tide energy, could provide enough power for the whole planet. Twenty wave farms¹ could supply electricity to a city the size of Edinburgh, with its population of 450,000.

Scientists are also constantly working to improve solar power technology. Although initially expensive, solar panels fitted to the roofs of houses can greatly reduce the bills households have to pay throughout the year, as the houses can take energy directly from the sun to power household appliances. As technology improves more and more things will start running from solar power.

Scientists are working on the “Wave Hub”. This is a testing device, which will be located in the sea 15 km from the south-west coast of Britain and will cover 20 square kilometres. It will produce 30-40 megawatts of electricity every year.

One of the greatest advantages of wave farms is that they will be invisible, unlike wind farms, which are very unpopular with some people who say they “spoil the countryside”. However, there are some disadvantages to wave machines: the machines are just below the surface of the sea and so could be a danger to ships. In addition to this, some people think wave farms may put tourists off and could be a danger to fish. Also, the technology is not cheap: it will cost £50 million to produce just 15% of Britain’s power by the year 2015. In the future, these disadvantages may be resolved, but it is certain that the world, for now, will still be relying on gas, oil and coal energy sources.

¹a wave farm = about 40 separate wave machines

Language practice

Grammar assistant

if + past simple + would / wouldn't

- Use *if + past simple + would / wouldn't* for imaginary situations.

If you told me the answer, I wouldn't tell anyone.

If I wanted to lose weight, I would stop eating fast food.

- We can put the 'if part' or the 'would part' of the sentence first.

If I found a summer job, I would save up for a new CD player.

I would save up for a new CD player if I found a summer job.

- We usually put a comma after the 'if part' of the sentence when the 'if part' comes first.

1 Complete the sentences with the correct form of the verb in brackets.

If I **am** (be) thirsty, I drink water.

- Turn the air conditioning up if you (be) too hot.
- If she's hungry, she (eat) a sandwich.
- If you (be) tired, go to bed early.
- If he (travel) to Kuwait, he'll visit the Great Mosque.
- If they (release) a new mobile phone, I (buy) it with my savings.
- If I (not find) the books I need, I (use) the Internet.
- I (not be) happy if my friend (read) my e-mails before I did.

2 Complete the sentences with the correct form of the verbs. There are more words than you need.

become block burst fall
flood go stop think wait



If it doesn't stop raining, the water **will flood** our house.

- If our house floods, we and stay with friends.
- If the wind doesn't stop blowing, trees down.
- If that tree falls down, it the main road.
- If the main road is obstructed, we isolated.
- If we still have electricity, we for the weather report.
- If the weather report is positive, we worrying!

3 Complete the dialogue with an appropriate expression.

- A: I'm **(1)** about the amount of electricity my family uses at home.
- B: Me too. **(2)** for us all to save electricity.
- A: What **(3)** ?
- B: Well, we've started switching off all the lights and appliances when we're not using them.
- A: That's **(4)** What do you think I should do?
- B: The same thing!

4 Match the sentence beginnings with the correct endings. There are more endings than you need.

- a If you always turn off lights, -----
 b If we don't try out new technology now, -----
 c If people walked instead of driving their cars, -----
 d If we run out of fossil fuels, -----
 e If the world ran out of fossil fuels tomorrow, -----
 f If the wind farms were not so ugly, -----
- 1 the fossil fuels would be renewable.
 2 we'll have to use alternative energy sources.
 3 we wouldn't have enough energy from other sources.
 4 people would not object to them.
 5 they'd save money and they'd be fitter.
 6 you will save energy and money.
 7 there would an increase in traffic.
 8 we may be short of energy in the future.

5 Complete the conversations with the correct form of the verbs in brackets.

- a **A:** If it goes on (go on) raining, our house will flood.
B: Our house wouldn't flood even if it (rain) every day for a week.
- b **A:** If it's sunny tomorrow, I (not go) to work. I (take) the day off.
B: If your boss (find out), you'll lose your job.
A: If you (be) in my situation, what would you do?
B: If I were you, I (go) to work as usual.
- c **A:** Will you take the job if they (offer) it to you?
B: If they (offer) it to me, I (have to) take it. I need the money.

6 Complete the sentences with *strong* or *heavy*.

- a It's difficult for me to wake up in the morning, because I'm a very sleeper.
 b I can't lift that box - I'm not enough.
 c There's always traffic on the motorways - especially at rush hour.
 d I like black coffee.
 e Sorry I can't hear you, my signal is not very

Self-assessment

7 Complete the sentences with the correct form of the words in brackets.

- a There's a lot of traffic in town today. Be when you cross the road. (care)
 b The lights went out because of an problem. (electricity)
 c My teacher gave me some advice about revising for the exam. (use)

Grammar assistant

Commas

Use commas to separate parenthetical words and phrases.

Surprisingly, the director was 45 minutes late for the meeting.

I e-mailed you the document, as requested.

8 Unscramble the sentences in your notebooks. Add punctuation and capital letters.

- a electricity / stop / the world / functioning / would / without / as we know it
 b brave and / once upon / a / wise man / a time / lived / there
 c peaceful / in the / the city / of rome / early days / and quiet / was / calm

Writing

1 Look at the titles of five articles about energy.

a What is the subject of each article? If you are not sure, guess.

Title	Subject
1 Are we doing enough?
2 Energy saving tips
3 Is there life after coal?
4 Solar power can be beautiful
5 Wind farms: not everyone loves them

b Read the first paragraph of each article. Write the correct title for each one.

A

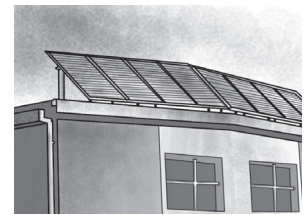
Whether you want it or not, the summer will be hot as usual this year. But there are things you can do to minimise the effects of summer on your energy bills.

B

Our lives, your life and mine are in danger! By polluting our air and our water, and burning rainforests, we are damaging our world. Everyone knows that: I know it and you know it. But what are we doing about it? What is the world doing about it? The simple answer is: not enough!

C

What do you think of when you hear the phrase 'solar power'? If you're like me, you think of roofs covered with ugly black water heating panels. But it doesn't have to be like that. Interested? Read on.



D

Many people have welcomed wind farms as the answer to an energy crisis. But not everyone! Thousands of people who live in country areas are protesting because they don't want these ugly new windmills to spoil their view.



E

We all depend on coal for fuel and heating and on the millions of things we produce from coal. But with experts predicting that the world's coal will run out in 50-90 years, we have very little time to find a successful alternative energy source.

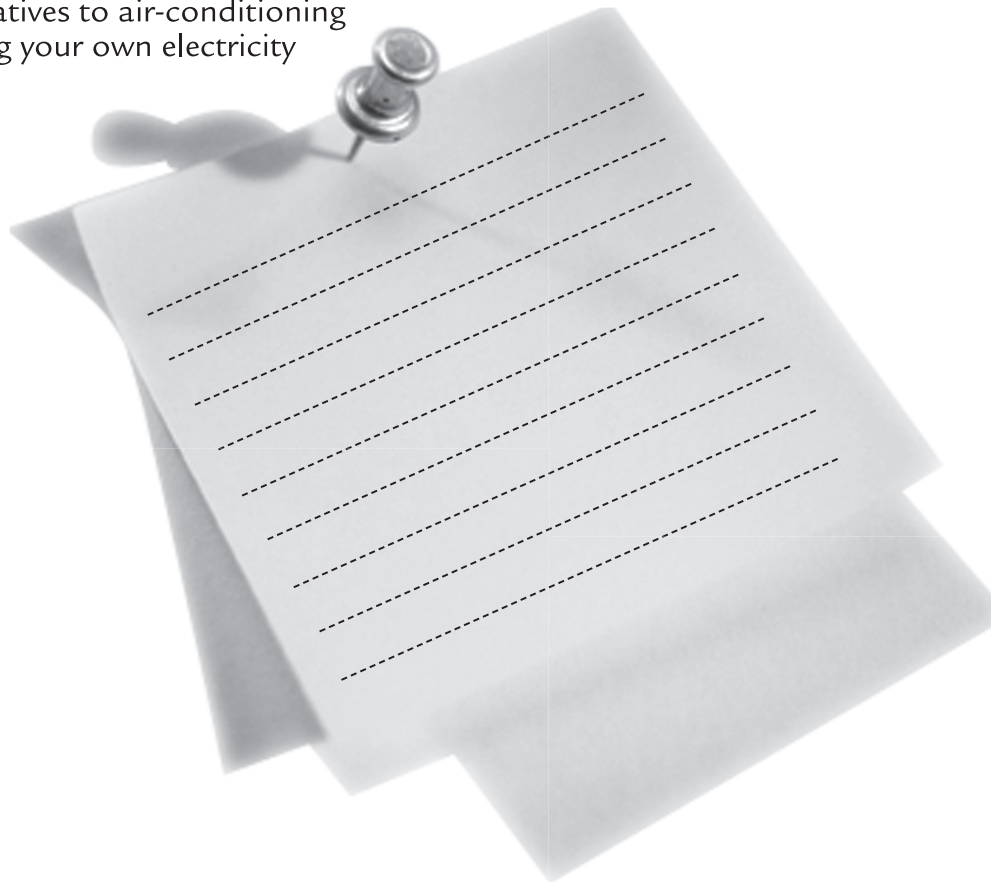
2 How does each title and article try to interest its readers? Write the article letters.

Which articles, A-E ...

- a surprise, worry or shock the reader?
- b ask the reader a question?
- c give the reader practical advice?
- d suggest a conflict?

3 Think of a title and a first sentence for an article on one of these subjects. Use one or more of the methods in exercise 2 to interest your readers.

- Cars of the future
- Alternatives to air-conditioning
- Making your own electricity



4 Now write the rest of the article about the problems and solutions of your choice. Make it interesting.

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The Power of Technology

Key words

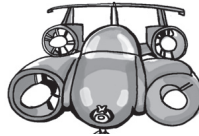
bio-fuel, implement, obstacle, outlandish, suspension, windscreen wiper

Reading

1 Read the text about future car technologies.

- How are cars changing? Why?
- How is vegetable oil used?
- Why is bio-fuel preferable to petrol as a fuel source?

Future Travel



If you ask people about how cars might change in the future they might say that cars will fly, go underwater, or even drive themselves. Whilst these suggestions might seem outlandish, some of the ideas we have about future travel really could happen. For example, scientists have designed intelligent cars that can drive themselves and, through the use of complex sensors and computer systems, avoid danger and obstacles. This technology has already been implemented in some high-end cars. For instance, the car can adjust certain features such as suspension or engine power depending on the situation. There are also cars whose lights come on automatically and whose windscreen wipers activate if they detect rain. To summarise, our fantasy cars are becoming a reality!

Perhaps the most important innovations in travel technology are those based on engine technology. In short, by making engines more efficient and economical, we can create less pollution and save the environment. Engines are constantly being improved to go further on less fuel. For example, scientists have developed systems which allow normal car engines to run on bio-fuels, namely used vegetable oil. After filtering and cleaning, the cooking oil that you use at home can be reused to power your family car. Using bio-fuel also helps to conserve petrol, which is in limited supply. Because vegetable oil is derived from plants it is a completely renewable fuel source. In conclusion, bio-fuel engines help to save the environment by emitting far less pollution than traditional car engines and by reducing wasted oil.

2 Find words with these meanings in the text.

Paragraph 1

put into action or effect implemented

- something bizarre or unfamiliar
- superior, deluxe or exclusive
- a system of springs and shock-absorbers that cushion a car from road conditions
- a piece of equipment which detects objects and things around it

Paragraph 2

- a new or improved product or technology
- fuel made from living matter
- to remove unwanted material or impurities
- to produce and discharge something
- to prevent wasteful overuse of something

Language practice

1 Complete the conversations with the correct verb form. Some verbs are used more than once.

can can't could couldn't
haven't been able to
won't be able to to be able to

- a** **A:** What's on TV tonight?
I can't read the newspaper without my glasses.
B: Where are your glasses?
A: I lost them two days ago. I read anything since then, and I read anything until I get my new glasses tomorrow.
- b** **A:** you drive a car?
B: Yes, I I passed my test last week.
A: Great! you drive me to the airport tomorrow morning?
B: No, sorry, I - my car's in the garage.
- c** **A:** you fly a plane?
B: Well, I probably if I had to, but I've never had flying lessons.
- d** **A:** How many languages you speak?
B: Only two now, but when I was three years old I speak four.
A: I only speak Arabic, but I'd love speak two or three.
B: I teach you French if you like.
A: you? Brilliant. When we start?

2 Expand this paragraph using words from the box.

for example for instance namely
to summarise in short in conclusion

People need to wear glasses for different reasons. Some people feel completely lost without their glasses. Others only need them for watching TV or reading. Every eye problem is different. Advancements in technology, such as the development of the contact lens, are helping people repair their eyesight. More and more people now have the option of permanent operations, laser surgery. Modern science means that ordinary glasses may soon become a thing of the past.

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3 Put the verbs in brackets in the right tense.

- a** I wish it possible to finish the work tonight. (to be)
- b** She wished she how to sew. (to know)
- c** You wished you better. (to feel)
- d** I wish I the subject more interesting. (to find)
- e** They will wish it warmer. (to be)

4 Write *wish* sentences using the cues provided.

we / not eaten / so much / lunch / too full
I wish we hadn't eaten so much at lunch: I'm too full now.

- a we / won the match / play this weekend

- b you / not / do that / really irritating

- c I / studied / harder / pass / exam

- d teacher / not given / homework / relax / tonight

- e I / not missed bus / arrived on time / not told off

- f I / entered competition / won prize

- g you / told me / problems / I / help

- h I / stay up late / not tired today

- i I / not spent / money / buy / new book

- j I / gone shopping / new game / not bored

5 Complete the first gap in each part of the conversation with the correct adjective. Complete the second gap with the negative form of the same adjective. There are more words than you need.

comfortable frequent friendly happy
 honest legal loyal polite tidy

- Q: Are there**frequent**..... flights to Rome from here?
- A: No, I'm afraid flights to Rome are very**infrequent**..... - only twice a week.
- a Q: Were the cabin crew on your flight ?
 A: No, they were very - they were often really rude.
- b Q: Were they ?
 A: No, in fact they were quite When I bought some gifts, they didn't give me enough change.
- c Q: But the other passengers were quite , weren't they?
 A: No, they were very - nobody smiled or even talked to me.
- d Q: Was the plane ?
 A: No, it wasn't. It was very - there was rubbish all over the place.
- e Q: What about the seats? Were they ?
 A: No, the seats were terribly They were hard and rough.
- f Q: So when you got off the plane you weren't ?
 A: No, I was very In fact, I'm going to complain to the airline company.

Self-assessment

Writing

1 Look at the four magazine advertisements. How do the advertisers try to sell each thing? Choose one of these methods:

- a Good price / value for money
- b It's essential – everyone needs one
- c It's fun and it's good for you
- d It will save you time or money
- e It will protect you from some kind of danger

Mini-bouncer - Home trampoline

Essential for everyone who wants to keep fit.

It will keep you fit and healthy.

It will last for years.

You can use it inside or outside for gentle exercise or a full workout.

You can use it whatever your age: suitable for children and the elderly.

Try it out in our showroom – or in your own home.

Call now on 965 6 123 45 67



Talky-Walky

The talking pedometer that makes walking fun.



It counts your steps as you walk.
It can tell you how far you have walked at any time.
It can play music to make walking more fun.
It can tell you the time and has an alarm.
You can clip it on to your belt.

Order one tomorrow. You won't regret it!

Special offer: Buy One Get One Free if you order online.

The realistic video camera that keeps you safe.

YOU WON'T REGRET IT

- It 'sees' people if they are somewhere they shouldn't be.
- It says: "Leave the room now!" or "Don't touch anything!"
- It has a flashing red light and moves round like a real security camera.
- Put one in your room to keep people out.

RED ALERT SECURITY CAMERA

A bargain at only KWD 56.700

Visit our showroom or order online.



Dr CD

Don't throw your old CDs away – Dr CD can repair damaged or scratched CDs.

It can get rid of scratches in just a few seconds. Just spray your discs and turn the handle. Watch scratches, dust and fingerprints disappear!

Don't buy new CDs – Buy a Dr CD

It's a bargain at KWD 2.650
Order by phone or online.



2 Complete this advertisement for a bio-fuel car. Use the information from the text on page 58, along with your own ideas.

BIO – CAR

An environmentally friendly way to travel.

Bio – Car can run on _____, thereby reducing your fuel costs.

After _____ and _____, the oil you cook with at home can _____ and you can help to _____.

Bio – fuel is _____ and _____ than traditional fuels.

Bio – Car: It will change your life.

Contact us now – _____

3 Now write your own advertisement for a new product. Use the outline below and some of the words and phrases from the advertisements in exercise 1.

(Name of product)

(Headline: Summary of the best things about the product)
 It can _____
 It can _____
 You can _____
 You can _____

 And it's only _____ (Price)

Order _____ now!

It'll change your life!

Want to find out more?

Look at our website: _____

4 Imagine you are directing a television advert for the product you advertised in the previous exercise. Storyboard (plan out the events within) your advert. You should think about

- the different kinds of adverts (dramatic, funny, serious) and which best suits your product.
- people in your advert and the situation they find themselves in.
- the set, amount of actors and any specialised equipment you would need.
- A potential voice-over or slogan you could use for your advert.

Money



Key words

billionaire, charitable, inherit, philanthropic, tax return

Reading

1 Read the following article on a philanthropic businessman and answer the questions.

- How large is Buffett's fortune?
- How did Buffett make his fortune?
tax return pinball machine undervalued stock
- How much money does Buffett spend each year?
- How much money is Buffett giving to charity?



Warren Buffett: Philanthropic billionaire

1 A A young entrepreneur

Warren Buffett was born on 30th August, 1930 in Omaha, Nebraska. Buffett submitted his first tax return at the age of 13, asking for a tax refund of \$35 for the bike he used during his paper round. At the age of 15 he bought a used pinball machine for \$25 and placed it inside a barber shop. Within 3 months he owned three other pinball machines in different locations.

B

Buffett made most of his fortune from investing in undervalued stocks of companies, buying them at prices which he thought were below their true value. In this way Buffett was eventually able to amass a fortune estimated at over \$60 billion. At the start of 2008 Buffett became the richest man in the world, knocking Bill Gates from the position he had held for the last 15 years.

C

Despite his immense business wealth Buffett lives a relatively modest life. He still lives in the same house that he bought in 1958, and has an annual salary of \$100,000, a figure substantially lower than many other business leaders. It has been estimated that Buffett spends approximately \$50,000 a year, on himself and his family, and chooses not to accumulate extravagant possessions. He has also said that it would be foolish to allow his children to inherit too much money, instead suggesting that they should inherit 'enough money to do anything, but not enough to do nothing.'

D

Instead, Buffett is giving most of his fortune to charity. In 2006, he announced that he would donate \$37 billion in shares to charity, giving 5% of his total donation each year. However, because he is donating shares the total value of his donation is hard to determine as the shares fluctuate in value. At their current value his donation is the biggest, most generous charitable gift in history.

2 Write the correct heading over each paragraph. There are two extra headings.

- Extravagant living
- The thrifty billionaire
- The largest charitable donation ever
- Making a fortune
- Buffett's family

3 Find words in the text that mean the same and then match them with their opposites.

The most wealthy
 richest 2

- a** accumulate a substantial amount of something

- b** moderate or limited; not excessive

- c** lacking good sense or judgement

- d** extremely large or great

- e** showing a readiness to give more than necessary

- 1 extravagant
- 2 poorest
- 3 tiny
- 4 selfish
- 5 expend
- 6 sensible

4 Are these statements True (T) or False (F)? Justify your answers.

- a** Warren Buffett has been the richest man in the world for 15 years.

- b** Buffett used to sell overvalued stock to make money.

- c** Buffett is thought to have accumulated over \$60 billion in wealth.

- d** Buffett spends a lot of money on things he doesn't need.

- e** Buffett has lived in the same house for more than 50 years.

- f** Buffett is giving exactly \$37 billion dollars to charity.

Over to you

5 Should the wealthy help those worse off than themselves? Why or why not?

.....

Language practice

1 Choose the correct verbs.

- He earns a lot of money but he (has to/must/should) work ten hours a day.
- a I (*don't have to/mustn't/shouldn't*) forget to pay him the money I owe him.
 - b I haven't got any money left. I (*have to/must/should*) go to the bank before it closes.
 - c Students (*don't have to/mustn't/shouldn't*) pay for their books. They are free.
 - d You (*don't have to/mustn't/shouldn't*) use his mobile phone without asking. It's wrong.
 - e You never have any money. You (*have to/must/should*) save some every week.
 - f Children (*don't have to/mustn't/shouldn't*) borrow money from each other.
 - g I have a holiday job now, so my parents (*don't have to/mustn't/shouldn't*) give me any money.
 - h The essay is due on Monday and it (*has to / must / should*) be under 2000 words or it will not be marked.
 - i The football team (*don't have to / mustn't / shouldn't*) do extra training, but it will help improve their performance.
 - j If you are travelling by air, you (*have to / must / should*) always carry your passport.

2 Complete the following paragraph with the correct form of *be able to*, *can*, *can't*, *must* and *mustn't*.

Every year, Omar collects some money for Eid Al-Adha so that he would (1) buy gifts for his family and friends. However, this year is a little bit different. Omar (2) put any money aside because he has spent a large amount to buy the most recent PlayStation. He (3) be feeling very bad for being so selfish! He (4) have waited a little longer to buy the PlayStation, at least until Eid Al-Adha was over. He (5) turn back in time now and change what he's done, but he (6) do something about it because this holiday means a lot to him as well as to his family and friends. At this stage, Omar decides to work at his friend's restaurant at the weekend. That's the only chance for him to (7) fix the problem. He's aware that he (8) spend any of the money he earns at the restaurant.

The weekend is over and, unfortunately, Omar (9) collect all the money he needs. He's very disappointed for not (10) do so. This is when he decides to sell his PlayStation. He (11) feel sorry about selling it because Eid Al-Adha is the symbol of sacrifice. Omar believes in this strongly and thinks that this is the least he (12) do for his loved ones!

3 Complete this dialogue about the value of time and money with the following expressions.

do you think consider I believe
 In my opinion Do you agree
 I think that difficult to interact
 hard to imagine easy to interact
 I don't know about that

- A** "Time is money."
 (1)
 with this proverb?
- B** Well, (2)
 it's true. (3)
 time is very precious and that we
 should make use of every minute of
 our life. I also (4)
 money an important idea in this
 proverb because sometimes you can
 buy time with money, if you know
 what I mean ...
- A** So (5)
 that money is as precious as time?
- B** (6)
 it's (7)
 the world without money. I find it
 (8)
 with people if we have nothing to
 offer them in return for their service.
- A** (9)
 But for sure it is (10)
 with people who do not value money
 as much as time.

4 Rewrite this paragraph written by a student giving his opinion about money and its value. Correct the spelling and add any necessary capital letters and punctuation.

money is evrywhere poeple even utter expressions uzing this world althought most of us agree that money is the route of all evil, we couldn't care less

about this fact on top of this although we care alot for money most of us cant stop ourselves from throwin our money around isn't it ironic i beleive that we shud not give money to much importance and shoud spent it apropriately

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5 Complete the sentences with an adjective and the correct form of a verb. There are several possible answers.

Adjectives: difficult easy hard
 impossible lucky

Verbs: be do lift understand
 wake up

She speaks so fast that it's **impossible to understand** what she's saying.

- a** The accident was quite serious—he's to alive.
- b** It isn't to if you're very tired.
- c** I found my English homework to without help.
- d** It's to heavy objects.

Writing

1 Read the extracts from students' compositions about money. Make a list of the opinion expressions.

A

I believe that a person doesn't have to earn money to be valuable. Nowadays, it isn't unusual for women to work in Kuwait. However, running the family home is the woman's traditional role, especially if she has children. It is important that mothers develop strong bonds with their children. Sometimes managing a home is more difficult than managing an office, especially when it comes to social problems within the family. In my opinion, it is more important to nurture your family and look after your house than to earn a large salary.

B

People say that money does not bring happiness. In general, I agree with this, but on the other hand many poor people are unhappy because they do not have enough money to buy food or clothes. Commodities and possessions that improve our lives also cost money. People cannot be completely happy if they are worrying about their income.

C

I enjoy watching football on TV, but I really think that the most famous footballers earn too much money. Some of them earn more than a million pounds a year. To me this is unfair. Football is only a game. I firmly believe that footballers are not worth as much as business managers or directors of schools and hospitals. Although footballers entertain people and inspire others to play sport, they earn significantly more than people who work to save lives. They are also paid more than athletes who play other sports.

A

.....
.....

B

.....
.....

C

.....
.....

2 "Money talks." Explain this proverb and indicate to what extent you agree with it.

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

Progress Test 3

Reading

1 Read the text about life before electricity. There is one language mistake in every line. Underline the mistake then write the corrected word in the gap at the end of the line.

The good old days?

Life before electricity was hard. After the sun went down in the evening it was dark. Inside the streets there were gas lamps but in peoples homes there were no electric lights, so everyone used oil lamps, candles and fire-light. In general, they went to bed earlier and got up as soon as the sun come up and they could see everything again. In many homes there was no running water four cooking, drinking or washing. In towns there wear pumps, but in the country people had to carry water from wells or stream's. Because there were no machines, people had to do everything buy hand. This meant that household jobs all took longer. Washing cloths, especially, took a lots of time and energy.

Home entertainment was also very different from today: they're no televisions to watch; no personal stereoes, CD players or radios to listen to the news or you're favourite music, and of course, no computer games or the Internet. Familes made their own entertainment: playing bored games, chatting to each other and making their own music. For dairy farmers, there were no fridges to keep their milk cheese and butter fresh This meant that they could not make much money because they had to cell their products soon after they were made. Some people still call these times the good-old days.

- 1
- 2
- 3.....
- 4
- 5
- 6
- 7
- 8.....
- 9
- 10
- 11
- 12
- 13
- 14
- 15
- 16.....
- 17
- 18
- 19
- 20

2 Read the text again and answer the questions.

- a How did people light their homes before electricity?
.....
- b When did people get up in the morning?
.....
- c Where did people who lived in the country get their water from?
.....
- d Which particular household job took a lot of time?
.....
- e What did people do instead of watching TV and listening to CDs?
.....
- f What three things did dairy farmers produce?
.....
- g Why did they have to sell their products quickly?
.....

3 Look at these lists of words and phrases from the reading passage. Circle the word that does not belong in each list and give the reason why.

a 1 oil lamps 2 candles 3 sun 4 gas lights

b 1 washing 2 chatting 3 drinking 4 cooking

c 1 went 2 used 3 had 4 keep

d 1 money 2 milk 3 cheese 4 butter

e 1 streets 2 families 3 machines 4 people

f 1 soon 2 after 3 made 4 much

g 1 television 2 personal television 3 CD player 4 radio

h 1 bed 2 time 3 different 4 water

4 Choose the best meaning for the following words as used in the reading passage on page 70.

a general
1 usually 2 occasionally 3 sometimes 4 never

b running
1 sliding 2 hurrying 3 flowing 4 standing

c energy
1 time 2 trouble 3 electricity 4 power

d jobs
1 employment 2 tasks 3 professions 4 careers

e chatting
1 writing 2 cooking 3 singing 4 talking

f longer
1 more energy 2 more time 3 more money 4 more distance

g by hand
1 without walking 2 without feet 3 without machines 4 without people

h entertainment
1 amusement 2 work 3 music 4 travel

i hard
1 not soft 2 accurate 3 difficult 4 reliable

j especially
1 gifted 2 in particular 3 different 4 unknown

Language practice

1 Choose the correct verbs.

- I would buy a new mobile phone if I (*have / had*) enough money.
- If you (*speak / spoke*) too quickly, she won't understand you.
 - If I eat too much, I (*feel / felt*) ill.
 - What would you do if you (*are / were*) in my position?
 - If I (*am / was*) hungry, I eat an apple.
 - If he (*practises / practised*) more, he'd be a better tennis player.
 - He'll lend you his bike if you (*ask / asked*) him politely.
 - If you (*take / took*) more exercise, you would be fitter.

2 Complete the sentences with the correct form of the verbs.

can could be able to
must have to should

It's National Day in Kuwait tomorrow, so the streets **could be** very busy.

- A:** you fly a plane?
B: Yes, I In fact I fly for three years.
- Abdelhameed speak Arabic and English fluently, but he speak French very well. He read when he was only two years old.
- Do you think I tell her?
- You tell lies! It's wrong!
- You collect me from the airport. I can get a taxi.
- You look really tired. You go to bed so late.

3 Complete the sentences with the negative form of the words in brackets.

Why are you being so **unfriendly** ?
You haven't spoken to me all day.
(friendly)

- When you write to your friend, you can write in English.
(formal)
- It is to tell lies.
(honest)
- She gets very when she has to wait in a queue.
(patient)
- It is to drive without a licence. (legal)
- He never remembers his commitments. He is extremely
(reliable)

4 Complete the sentences with *strong* or *heavy*, followed by one of the words in the box.

position mind belief smoker
clouds heart impression

- My father is a (1) , but he's trying hard to quit.
- The company is in a very (2) to compete with the new one.
- Sami left the country with a (3) He knew he would miss his home.
- I think it's going to rain very soon because I saw (4) in the sky.
- She knows that her (5) in her faith will give her patience to deal with her many problems.

5 Complete the text with one of the words in italics. Circle the correct word.

Everybody depends upon modern (1) *technological* / *technology*. We all (2) *use* / *useful* gadgets such as mobile phones, (3) *computing* / *computers* and motor cars. Our whole (4) *social* / *society* system depends upon these devices. How can we (5) *survive* / *survival* without them?

6 Complete the sentences with words from the box.

suggest think believe
imagine know

- a I that the capital of Kuwait is Kuwait City.
- b I that you go to bed early tonight.
- c I don't in making promises you can't keep.
- d I the situation before I write the story.
- e I this is the correct street, but I'm not sure.

7 Use the phrases in the box to give your opinion about the following statements.

in my opinion
I feel strongly that
without doubt
it is probably true that
as far as I know

- a Water power is a more useful source of energy than oil.
.....
.....

- b Summer is more pleasant than winter.
.....
.....
- c Travelling by air is more fun than travelling by land.
.....
.....
- d In the future, robots will do all the boring work.
.....
.....
- e Life in the past was better than it is now.
.....
.....

8 Complete the sentences using the correct verb tense.

- a If I forget to warm up, I
.....
.....
- b If I finish revising tonight, I
.....
.....
- c If the committee reaches a decision, they
.....
.....
- d If you e-mail me your contact details, I
.....
.....
- e If you succeed in your studies, I
.....
.....
- f If my printer runs out of ink, I
.....
.....

Writing

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

	1900	Nowadays
Communication	Handwritten letters sent in the post or delivered by messengers	
Information	Information was collected in libraries	
School	Teachers used blackboards and gave some lessons outside	
Shopping	Towns and cities had markets where different items could be traded	
Travel	Overland by horse and over seas by boat	

Modern technology has made the world a faster place. In the past, you couldn't just search the Internet to access information. Instead, people relied on public and private (1) _____, and stayed in touch by sending (2) _____ to each other. These were written by (3) _____. Travelling was also a lot more time-consuming. Journeys from country to country by (4) _____ or (5) _____ could take weeks, if not months. Shopping was a very different experience too. Instead of browsing a shopping mall people faced the hustle and bustle of the (6) _____. Traditionalists argue that even though the libraries and letters of 'the good old days' were slower, they were a lot more personal.

2 Now complete the table with information about the present. In your notebooks, use your notes to write a composition about whether you agree or disagree with this statement.

Life was better in the 'good old days'.

Write 150-170 words.

Before you start writing, follow this paragraph plan and map out your ideas using a graphic organiser.

- 1 *Introduction.* What does the phrase 'the good old days' mean to you?
- 2 Describe how life was different for most people in the good old days. Was it better or worse than it is now?
- 3 Give your personal opinion with reasons. Do you agree or disagree with the statement? Why?
- 4 *Conclusion.* Say why you think the people who think life was better in the past are right/wrong.

3 Think about your own abilities and answer these questions.

a What could you do when you were younger that you can't do now?

b What can you do now that you are proud of?

c What do you hope you will be able to do in the next ten years?

d What has learning English helped you to do?

e What can you do better than all of your friends?

Learning-log

1. Look at the outcomes on page 55 of the Student's Book.

How did you find:

	easy?	difficult?	useful?	not useful?	interesting?	not interesting?
listening to a programme and a talk?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
reading about future inventions?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
discussing possibilities for future technology?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
expressing opinions on global issues?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
giving advice?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
giving a sales talk?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
reaching agreement through discussion?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
writing a magazine article and an opinion composition?	<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?

Stories

Key words

chuckle, firmly, fleet, retire

Reading

1 Look at the picture and answer the questions.

- a What do you think the story is about?
- b What do you think the two men are talking about? Boats? Money? Work? Family?

2 Read the story and check your answers.

A businessman was on holiday in a little fishing village on the coast. As he was looking at the sea, a small boat with a fisherman came slowly into the port. In the boat with the fisherman were several large fish. The businessman started talking to the fisherman.

5 'Great fish!' he said. 'How long did it take you to catch them?'

'Not very long,' the fisherman replied.

'Why don't you stay at sea longer and catch more fish?' asked the businessman.

10 'Because I've got enough fish for my family,' replied the fisherman.

'How do you spend the rest of your time?' asked the businessman.

15 The fisherman said, 'I sleep late, fish a little, play with my children, talk to my wife. In the evening, I walk to the village, have some tea with my friends and play chess. I have a very busy life.'

The businessman smiled, 'I am a businessman,' he said firmly. 'I can help you. If you spend more time fishing you will have more money and you will be able to buy a bigger boat. If you had a bigger boat, you would catch more fish and you could buy another boat. Eventually you would have a fleet of boats. You would have so many fish, you could open your own fish market. Then you could leave this village and move to the city and live like a rich businessman.'

25 'But, how long will this take?' the fisherman asked.

'Fifteen or twenty years,' replied the businessman.

'And what then?' asked the fisherman.

The businessman chuckled, 'That's the best part,' he said. 'When the time is right, you could sell your company and become very wealthy, maybe a millionaire.'

30 'Me, a millionaire?' said the fisherman. 'Then what?'

The businessman said, 'Then you could retire. Move to a small fishing village where you could sleep late, fish a little, play with your grandchildren and talk to your wife. In the evening, you could walk to the village, have some tea with your friends and play chess.'

35



3 Read the story again and answer the questions.

- a Why is the businessman in the fishing village?
.....
.....
- b Why doesn't the fisherman try to catch more fish?
.....
.....
- c What does the fisherman do in the evenings?
.....
.....
- d Why does the businessman suggest that the fisherman buy more boats?
.....
.....
- e How long would it take the fisherman to become rich?
.....
.....
- f What would he have to do to become a millionaire?
.....
.....
- g How would he spend his life after this?
.....
.....

4 Find words or phrases with these meanings in the text. Check your answers in a dictionary or in the glossary.

Paragraph 1

- small town **village**
- a by the sea (3 words)
- b a town by the sea where ships arrive and leave from

Paragraph 2

- c in the end, especially after a long delay
- d place where the public can buy food and other things
- e rich

Paragraph 3

- f to stop working (usually because you are a certain age)
- g change one's place of residence or work
- h a board game of strategic skill for two players

5 Suggest a title for the story. Then, describe the moral of the story.

.....

.....

.....

.....

.....

.....

Over to you

6 Which is more important, stories that entertain or that have a moral message? Why?

.....

.....

4 Read the story. Replace the underlined verbs with the correct form of the correct phrasal verb.

check in drop off go back pick up
set off take off touch down

A Journey to Forget

The day started very well. I woke up early and was waiting with my suitcase when the taxi arrived to collect me (1) pick me up. Luckily, the journey was very quick because there was no traffic. I always get nervous that I will arrive too late to register (2) We left (3) for the bus station at 8.30 a.m., and the bus arrived on time. That is when everything started to go wrong. The bus let me out (4) me at the wrong airport entrance, so I tried to register (5) at the wrong desk. The airport staff were very unhelpful and rude. I was worried the plane would leave the ground (6) without me. Eventually I boarded the plane five minutes before it left the ground (7) I thought the worst part of the journey was over with. Half an hour into our journey the pilot told us there was a problem with the engine and we had to return (8) to the airport. I couldn't believe it! I wondered if I would ever arrive at my destination. As we landed (9) at the airport, I could see that one of the engines was on fire. In the end, I think it was a lucky escape for all the passengers. The airport staff had to collect us (10) us from the runway in a special bus.

5 Complete the sentences. Use adverbs formed from the adjectives below. There are more words than you need.

joyful formal secure desperate
rapid silent vivid

- a In the library, Huda read her book
- b 'Give me the money!' the thief said
- c You should always dress for a graduation.
- d 'I am so happy I visited Doha Village,' the tourist said
- e The fire destroyed the forest

Grammar assistant

Commas

- We use commas after subordinate clauses used at the beginning of sentences:
If you fly to Kuwait soon, come and visit.
- We use commas between a reporting expression and a direct speech:
Ahmed said, "I like this story."

6 Correct the punctuation and spelling mistakes in each sentence.

- a don't worrie he said a ship will resque us soon
.....
.....
- b if i moved to europe i wood miss kuwait terribly
.....
.....
- c did you here that noize asked the pilot
.....
.....

Writing

- 1 The seven paragraphs in this e-mail are in the wrong order. Read the paragraphs and number them in the correct order.

New Message

Send Chat Attach Address Fonts Colours Save As Draft

To:

Subject:

Hi Fahad,

a — After two hours, the teacher came and took my test. I had written nothing on it. The teacher looked at me and then looked at my test paper. ‘I am sorry,’ he said. ‘But you came to the wrong room. Your Maths test was in room 204 – this is room 402.’

b — Anyway, that is (1) the reason I have not replied to your e-mail. In the end I did well in my Maths test. I (2) obtained 89%.

c — I (3) arrived at school and went to the classroom for my Maths test. A teacher I did not know was waiting for me, but there were no other students. I sat down and opened the test paper. The first question was very difficult and the second question was impossible. All the questions were too difficult for me.

d — I felt even more stupid. (4) I was obliged to do the test the next day. When the other students heard my story, they laughed. They could not believe I had been so stupid.

e — So I went home again. Although I was really tired, I could not sleep, so I watched football all evening, and went to bed late again. The next day, I woke up in time and (5) departed for school at 7.30 a.m. as usual.

f — (6) Thank you for your e-mail. I am very (7) apologetic that it has taken me so long to reply, but it has been a busy week for me. On the day I (8) received your letter, I had a Maths test at school. I had spent all (9) the previous evening revising for the test and I went to bed too late.

g — You can guess what happened. On the morning of the test I did not wake up and I (10) arrived at school half an hour late. The teacher told me I was too late to do the test with the other students. He said I would have to do it (11) the following day.

(12) Yours sincerely,
Fawaz

MODULE 4: Fact and fiction
Messages

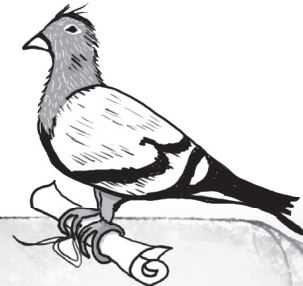
Key words

fasten, homing, illegally, instinct

Reading

1 Read the text about carrier pigeons and find out what these numbers and dates refer to.

- a 20,000
- b 15-20
- c 1,000
- d 30
- e 5,000



Five thousand year-old postal service

Pigeons have carried messages for humans for over 5,000 years. The Egyptians were probably the first to use them in 3000 BCE. Between 770 BCE and 390 BCE, the Greeks used them to carry news of the early Olympic Games. The first regular pigeon post service was in 1146 CE when the Caliph used pigeons to carry mail all over the Arab world. In the Mamluk period in Egypt, there were thousands of pigeons in the postal service. In more recent times, pigeons have been used in wartime to send military reports back to leaders when it was too dangerous or impossible to use normal postal services. During the First World War, 20,000 pigeons were killed, and 30 British pigeons were given medals for bravery. Pigeons have even been used to smuggle diamonds illegally out of South Africa.

10 Pigeons are unique birds. A healthy pigeon can live for 15-20 years and can travel up to 1,000 km in one flight. Most important of all, pigeons have a natural instinct to fly back to their nests or homes from wherever they are. This is why they are sometimes called 'homing pigeons'. This ability makes them perfect for carrying messages over long distances.

15 They are trained and fed in one area, then taken to other areas where they are used when someone wants to send a message to their 'home'. Normally messages are written on light paper and then fastened to the feet of the pigeon. When they are released they always return home. There are even 'boomerang' pigeons which are trained to deliver one message and return with another.

2 Find words with these meanings in the text. Check your answers in a dictionary or in the glossary.

Paragraph 1

- a adjective to describe soldiers and the army
- b like a round metal coin / soldiers are given this for being brave
- c take things in and out of a country against the law

Paragraph 2

- d particularly remarkable, special or unusual
- e home where birds lay their eggs
- f not heavy
- g let (someone) go / allow (someone) to be free

3 Complete the sentences with one, two or three words.

Pigeons first carried messages 5000 years ago.

- a The first service was started in the Arab world in 1146 CE.
- b In wartime, it may be or impossible to use normal postal services.
- c Healthy pigeons can live to between years old.
- d Pigeons have a natural instinct to their nests.
- e Light paper messages are their feet.

4 Choose the most appropriate endings to create true sentences.

- a Pigeons...
 - 1 are only used to carry messages.
 - 2 have been used to smuggle goods.
 - 3 fought against enemies during the First World War.
 - 4 carry messages on their backs.
- b Pigeons...
 - 1 are trained to fly home when they are released.
 - 2 have many different homes.
 - 3 fly away from home.
 - 4 have an innate impulse to return home.
- c Messages are...
 - 1 attached to the pigeon's feet.
 - 2 fastened round the pigeon's neck.
 - 3 written on the pigeon.
 - 4 attached to the pigeon's wing.

5 Write your own factfile about carrier pigeons with information from the text and any facts you already know.

Factfile

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

6 Write a paragraph expanding on the information you have included in your factfile. Make sure you paraphrase any information that is also contained within the reading text, rather than simply repeating it.

.....

.....

.....

.....

.....

.....

Over to you

7 In what ways has sending messages changed since the first carrier pigeons?

.....

.....

.....

Language practice

Grammar assistant

Past simple passive

- Use the past simple passive to talk about past processes and facts. Use it when the focus is on the action, not on who does it.
The first telephones were used in 1876.
- We normally make passive forms of a verb by using tenses of the auxiliary **be**. For the past simple passive **was** or **were** is used.
- You need to know the past participles for the past passive, too.
*I **wasn't invited**, but I went anyway.*

1 Rewrite the sentences about early postal services. Start with the words given and change the underlined verbs into the passive form.

The Chinese introduced a postal service in about 1200 BCE.

A postal service was introduced by the Chinese in about 1200 BCE.

- a** At first, the Chinese used this service mainly for official documents.
At first, this service
- b** Originally, they sent messages using fire and smoke.
Originally, messages
- c** The Romans organised an advanced postal system.
An advanced postal system
- d** They developed a system of post roads with many places where tired riders passed messages to other fresh riders.
A system of post roads , where

messages

- e** The Romans sent messages 270 kilometres in 24 hours by this system.
.....
- f** Britain introduced the first postage stamps in 1840.
.....
- g** The Greeks used homing pigeons to deliver messages.
.....

2 Rewrite the sentences about modern communication. Start with the words given and change the underlined verbs into the active form.

In the 21st century, mobile phones are used for phone calls and text messages.

In the 21st century, people use mobile phones for phone calls and text messages.

- a** Phone calls are made to friends wherever they are.
People
- b** Text messages are sent over very long distances very cheaply.
People
- c** These messages are written very quickly and are received by their friends a few seconds later.
People
- d** E-mail is being used by more and more businesses.
.....
- e** In some organisations, traditional letters or memos have been replaced by e-mail.
.....

3 Complete the sentences with the correct form of *make* or *take*.

If you are going to the post office, could you take this letter for me?

- a Nobody pigeons fly home – it’s a natural instinct.
- b They special food for homing pigeons.
- c ‘Oh no! Someone has our best pigeon.’
- d If you’ve missed your bus, you could a taxi instead.
- e You look exhausted, why don’t you a five minute break.
- f I was too busy lunch to notice the phone ringing.
- g He was district manager after his excellent performance.

Self-assessment

4 Match the expressions to their responses. There are more responses than you need.

- a Hi, is Aisha there please?
- b Could you take a message for me?
- c I’ll call you back in five minutes.
- d I think you have the wrong number.
- e I called earlier but no one answered.

- 1 Sorry, isn’t this 4744421?
- 2 Ok, speak to you soon.
- 3 We don’t have voicemail.
- 4 Did you leave a message?
- 5 No she’s not, sorry.
- 6 He can’t come to the phone right now.
- 7 Sure, I’ll just get a pen.

5 Read the following text messages and match them with their meanings.

- a alrite m8. do u wnt 2 meet ltr?
- b sry had 2 leave. brb asap.
- c on way bk from hols now. c u in Q8

- d did ne1 c my coat after football?
- e g2g. bout 2 eat.
- f cnt tlk now. spk soon.

- 1 I’m busy and can’t talk at the moment. I’ll call you when I’m less busy.
- 2 Hello. Would you like to meet up later?
- 3 I think I left my coat at football practice. Has anyone seen it?
- 4 I have to leave. It’s dinner time.
- 5 I’m sorry I had to leave suddenly. I’ll be back as soon as possible.
- 6 I’m on my way back from holiday. I’ll see you when I get to Kuwait.

6 What would you say in the following situations. Write full sentences.

- a One of your friends has just called you to cancel a prearranged study meeting. You and your other friends are already there.

.....

- b Your network provider has charged you for calls you didn’t make. You are phoning their helpline.

.....

- c A new phone you bought last week has stopped working. You are talking to a salesman in the shop you bought it from.

.....

- d Your parents have decided you are using your mobile phone too much. They have decided to confiscate it from you for a few weeks. You think this is unfair.

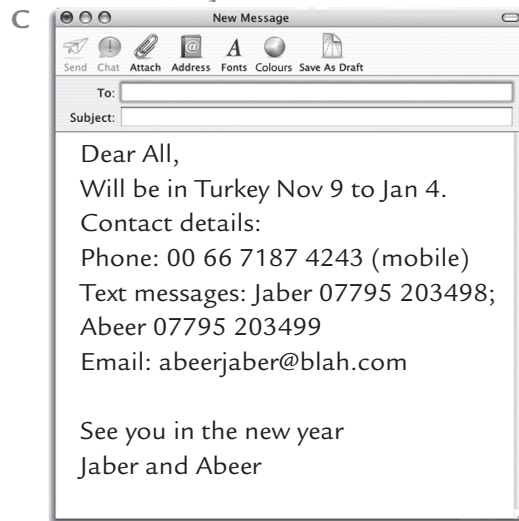
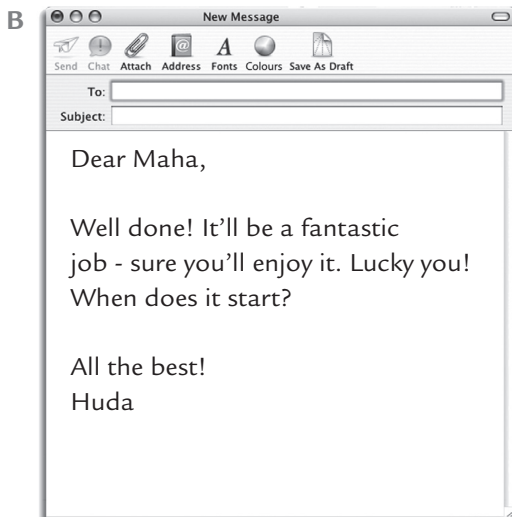
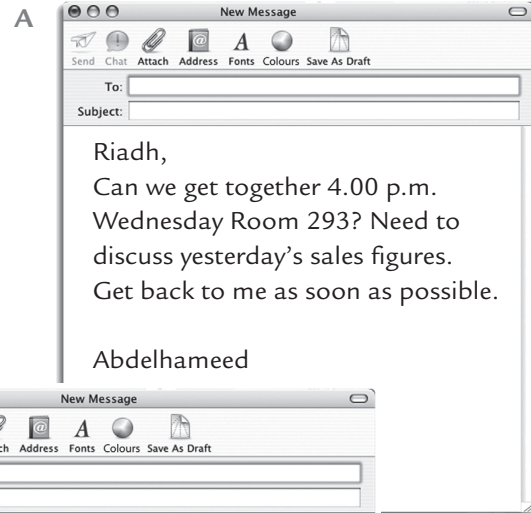
.....

Writing

1 What are the purposes of the three e-mail messages below? Write the message letter (A–C) next to the appropriate purpose. (There are more purposes than you need.)

Purposes

- a request for information
- b apology
- c complaint
- d congratulations
- e giving information
- f request for a meeting



2 The messages have been written in a hurry and some words have been left out. Choose two messages to rewrite from exercise 1, adding any missing words and making them sound more polite.

A

B

3 Read Nada's letter. Then, answer the following questions:

Al-Maarri Street
Kuwait City
Kuwait
16th February

Dear Salma,

This is Nada Ahmed. Remember me? We were friends in primary school. We haven't seen each other for about ten years – right?

Anyway, how are you? I got your address from Dalia. What are you doing now? Are you working? You always wanted to be a translator!

At the moment, I'm studying medicine at the university here. I think I've changed a lot over the years. I don't like history anymore – I prefer maths and science now. Do you remember Layla? She's on the same course as me, and guess what – we're best friends now!

Well, I must finish now because I've got an exam tomorrow. Write back soon and tell me all your news.

All the best,
Nada

1 Match each paragraph with one of the following:

- | | |
|--|---|
| a a reason to end the letter | b questions about the other person |
| c information about Nada's life | d saying who you are |

2 Find examples of informal style:

- a** contractions (e.g. *isn't*)
- b** punctuation (e.g. exclamations ! and dashes –)
- c** informal words and phrases (e.g. *anyway, well*)

3 Write a paragraph giving instructions on how to write a letter. Describe the following stages, and add other details.

Stage 1: deciding who to write to

.....

Stage 2: making notes

.....

Stage 3: writing the letter

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

MODULE 4: Fact and fiction

Flying Stories

Key words

biplane, landmark, plague, prejudicial, rusty, transcontinental

Reading

1 Look at the picture of Amelia Earhart and her plane. When do you think the photograph was taken? Choose one of these dates.

1900 1930 1960 1990

2 Read the story of Amelia Earhart and check your answer.

When 10-year-old Amelia Earhart saw her first plane at a local fair, she was not impressed. "It was a thing of rusty wire and wood... not at all interesting," she said. Nevertheless, it was Earhart's destiny to become a female pioneer in aviation, and her tragic fate still remains one of air travel's greatest mysteries.

Earhart took her first flying lesson on January 3, 1921, a ride that changed her life. "By the time I had got two or three hundred metres off the ground," she said, "I knew I had to fly." In six months she saved enough money to buy her first plane, a bright yellow biplane she named 'Canary'. In October 1922, Earhart used it to set her first women's record by rising to an altitude of 4,300 metres. Although Earhart's convictions were strong, challenging prejudicial and financial obstacles awaited her.

Eventually, in 1928, Earhart joined a team of male pilots to fly across the Atlantic. The team left Newfoundland on June 17, 1928, and arrived in Wales, approximately 21 hours later. Their landmark flight made headlines worldwide, and when the crew returned home they were greeted with a parade.

From then on, Earhart was determined to complete her own solo Atlantic crossing, a feat that took many years to plan.

On May 20, 1932, she started the trek from Newfoundland to Paris. Strong winds, icy conditions and mechanical problems plagued the flight and forced her to land in a small pasture in Ireland. "After scaring most of the cows in the neighbourhood," she said, "I pulled up in a farmer's back garden." As word of her flight spread, she quickly became a celebrity, and was nicknamed 'Queen of the Air'.

Three months later, Earhart completed the flight and broke the women's transcontinental speed record, flying 2,447.8 miles in 19 hrs 55 min. However, she was not satisfied. In June 1937, she began an attempt to circle the globe, and became the first person to fly from the Red Sea to India. But on 2 July, her plane vanished. After leaving New Guinea, Amelia and her co-pilot had lost communication with land and were never seen again.



3 Read the story again and fill in the table.

Date	Event	Record broken
January 3, 1921 flying lesson	
.....	Bought her first plane, named 'Canary'	
October 1922	Set	Altitude of
June 17, 1928	Flew from Newfoundland to hours
..... 20, 1932	Flew from to	
..... 24-25, 1932	Flew from to, set women's transcontinental speed record	
June 1, 1937	Began	
.....	Plane vanished	

4 Complete sentences using words from the text.

- a The head of the department was with his CV and hired Anwar straight away.
- b Clouds are often described according to their shape and
- c He was 'The Eagle' because of his skydiving skills.
- d On the railway you can travel from Central Europe to Asia.
- e In retail, it's important to keep the customer

5 Match these sentence beginnings to their endings. There are more endings than you need.

- | | |
|--|---|
| a The Atlantic Ocean | 1 features a coastline and a desert inland. |
| b Wales has a strong cultural identity | 2 coast of Saudi Arabia. |
| c New Guinea is a large | 3 run parallel to the Mediterranean coast. |
| d The Lebanese mountains | 4 is divided into two by the equator. |
| e The geography of Kuwait | 5 and is part of the United Kingdom. |
| f Jeddah is on the Red Sea | 6 the third largest population. |
| g The population of Cyprus | 7 was a major ancient city. |
| | 8 island off the coast of Australia. |
| | 9 speak Greek and Turkish. |

Over to you

6 In what ways has air travel changed the way people live?

.....

.....

Language practice

1 Complete the sentences with the correct relative pronouns.

Amelia Earhart, who was born in 1897, started work as a nurse.

- a She worked in Toronto, she became interested in flying.
- b She flew to an altitude of 4,300 metres in a plane she nicknamed 'Canary'.
- c Amelia, journey had taken a record 20 hours and 40 minutes, was the first woman to fly across the Atlantic.
- d She departed from Newfoundland, is an island off the coast of Canada.
- e Her husband, name was George Putnam, supported Amelia's ambitions.
- f Amelia became an associate editor of a top women's magazine, she wrote about female aviation.
- g Amelia's plane, was last seen in New Guinea, mysteriously disappeared.

Self-assessment

2 In your notebooks, expand the sentences using the extra information.

The plane was in fantastic condition. (The plane was brand new.)

The plane, which was brand new, was in fantastic condition.

- a The pilot welcomed the passengers on board. (The pilot was wearing a smart uniform.)
- b The passengers sat down in their seats. (The seats had no numbers.)
- c The cabin crew brought snacks round. (The cabin crew spoke good English.)
- d The flight finally left at 10 o'clock. (The flight was delayed by snow.)

- e The plane arrived in Rome two hours late. (It was warm and sunny in Rome.)

3 Complete the mini-dialogue with words and phrases from the box.

I'm a good driver would you ever consider
that would be great It's safer than driving
What if you crashed Really
Let's both get lessons really love to

- A: (1) taking flying lessons?
- B: Yes, I'd (2) I think flying would be really exciting.
- A: I agree, but I'd be terrified. (3)
- B: Well, I heard that flying is actually one of the safest methods of travel. (4), that's for sure.
- A: (5)? I didn't know that. (6), so maybe I'd make a good pilot.
- B: I'm not sure the two are connected, but you should get lessons and see!
- A: (7)
- B: Ok, (8)!

4 Complete the sentences with the correct form of the phrasal verbs.

take after take back take off
take over take up

We borrowed a car for two days, but we've got to **take it back** tomorrow.

- a Yesterday our plane couldn't on time because of thick fog.
- b When I'm older and have more time, I'm going to painting.
- c I my mother. We're both very calm, patient people.
- d One of the small shops in our town has been by a multi-national company.

5 Rewrite this information from an airline website. Correct the spelling and add any necessary capital letters and punctuation.

its always good to be prepared and we want you to have the best journee possiblle when you traevel with us their are some thinges you can do befour you get to the airoport like check in onl-in or you can just brouse through some of our uthul infomation you can also acess our arrivalls and depeartures infomation to make shure your fleight is on time

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6 Complete the body idioms with the correct form of the verbs.

give keep learn pull stand

- The end of the film was so frightening that it made my hair stand on end.
- a He looked so funny, I couldn't a straight face.
 - b I'd my right arm to learn to fly.
 - c Don't listen to him – he's just your leg.
 - d I find it difficult to revise for tests, because I can't things by heart.

7 Complete these sentences by adding the correct form of the verbs in brackets.

- a If he (not have) a late meeting, he (not miss) his plane.

- b If their car (not break down), they (not buy) a new one.
- c If Salma (visit) the museum, she (find) the book she was looking for in the library.
- d If Ahmed (not complain), he (not upgrade) his phone.
- e If we (not see) our friend, we (not invite) him to dinner.

8 What would you say in the following situations? Choose the most appropriate response.

- a You are on a commercial flight and asked for the vegetarian meal. However, you've been given chicken to eat. You're speaking to a flight attendant.
 - 1 I'm not hungry any more.
 - 2 This service is appalling. I'm very angry.
 - 3 Excuse me. I asked for the vegetarian meal. Can you change this please?
 - 4 Get me a cheese sandwich. I'm not eating this.
- b You're calling an airline to book tickets. You've seen a special offer in the paper.
 - 1 I want a flight.
 - 2 I've just seen your offer and I'd like to book some tickets.
 - 3 Your special offer is really good.
 - 4 I liked your advert.
- c Your luggage has been sent to the wrong destination. You're speaking to a staff member of the airline.
 - 1 Get my luggage back now. This is your fault.
 - 2 Never mind. I'll buy new things.
 - 3 I want a complete refund.
 - 4 My luggage has gone to the wrong airport. I need it sent to me as soon as possible.

Writing

- 1 Read the story about a problem at take-off. Identify the 'technical problem' and how they tried to solve it.

Technical problem

How they tried to solve it



Late yesterday afternoon, thirty passengers boarded the plane at a small airport in the north of England, and were ready for take-off, when the pilot noticed one of the tyres was flat. After a few moments, he announced that there would be a short delay while he dealt with a small technical problem.

However, neither the pilot nor the airport officials could find a spare tyre. To make matters worse, the machine to inflate tyres at the airport was broken.

After half an hour, one of the passengers suggested calling an experienced engineer who lived in a nearby town, to come and repair the tyre.

Unfortunately, the man who had the engineer's number found that his phone's battery was flat. Then, the airport operator managed to find the number, only to find that the engineer, was on holiday. After that, the pilot tried to follow the engineer's instructions to inflate the tyre over the phone, but he couldn't understand and failed.

Finally, the pilot announced that the flight would have to be abandoned. Although he was very apologetic, one of the passengers became very angry and said he was going to complain to the airline company.

After a short pause, the pilot told him very politely that there was nothing he could do and said: 'I'm sorry, Sir, but you'll have to be patient. There's another flight in two weeks.'

Progress Test 4

Reading

- 1 Read the text about Pompeii. There is an unnecessary word in most lines. Underline any unnecessary words, then write them in the gap at the end of the line. Tick any correct lines.



Mount Vesuvius and Pompeii

Pompeii and Herculaneum were fashionable in southern Italian seaside in towns at the foot of Mount Vesuvius. On 24 August 79 of BCE, the people who lived there were just about to be
5 have the dinner when there was a terrifying crash. Mount Vesuvius had erupted, in covering the surrounding the areas with ash and lava. Most of the people of Herculaneum were escaped, but unfortunately the people of Pompeii were not so
10 lucky. But many of them decided to wait for and get together their most valuable possessions, or hide from in their cellars until the eruption was over. They all died, either because of they were
15 poisoned by fumes or were buried by ash. In all, 15,000 of people of Pompeii died in the eruption. The two cities they were not disturbed by for more than sixteen hundred years. When archaeologists started to investigate in 1709, they found out that how the ancient Romans really lived. They
20 uncovered the houses of Pompeii one by one and wrote it down everything they found inside. They found in people doing all kinds of everyday things. One woman, who was been cooking when Vesuvius erupted, still had bread in her hands. And
25 a dog died of because it was tied up and could not escape from. According to scientists, Vesuvius has erupted for over thirty times since 79 BCE.

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- 26

2 Fill in the following sentences using words from the text.

- a The sudden of the volcano had dramatic effects on the area.
- b The from the traffic are increasing the carbon monoxide levels.
- c He arrived alone with no money or
- d, they missed their flight connection by only five minutes.

3 Choose the correct answer.

- a The inhabitants of Pompeii and Herculaneum
 - 1 were wealthy.
 - 2 lived a rural life.
 - 3 were ancient Greeks.
- b After the eruption on Mount Vesuvius, the cities
 - 1 were abandoned.
 - 2 were rebuilt.
 - 3 were undiscovered for 500 years.
- c believe that the volcano has erupted many times since 79 BCE.
 - 1 Anthropologists
 - 2 Experts
 - 3 Professors

4 Answer the following questions.

- a What happened to the people of Pompeii after Mount Vesuvius erupted? Why?

- b What did the archaeologists find out in 1709?

- c Why are the ruins of Pompeii valuable to us now?

5 Are the following statements True (T) or False (F)? Justify your answers.

- a The people were having dinner when the volcano erupted.

- b The eruption covered the town with ash and lava.

- c The people of Herculaneum were fortunate.

- d The people of Pompeii were ancient Romans.

- e Pompeii and Herculaneum were in the valley.

- f The archaeologists uncovered all the houses at the same time.

- g All of the people died by inhaling deadly fumes.

Language practice

1 Write sentences, changing the underlined verbs into the passive and any other words necessary.

The eruption of Vesuvius in 79 BCE destroyed Pompeii and Herculaneum.

Pompeii and Herculaneum were destroyed by the eruption of Vesuvius in 79 BCE.

a Ash and lava covered the two cities.

.....
.....

b Fumes poisoned some of the people of Pompeii. Ash and lava buried others.

.....
.....

c Nobody disturbed Pompeii for more than sixteen hundred years, then archaeologists excavated it.

.....
.....

d They uncovered the houses of Pompeii and wrote down everything they found inside.

.....
.....

e They found a woman hiding under a table, and a dog which someone had tied up.

.....
.....

2 Choose the correct relative pronouns.

Pompeii, (*which / where*) was a fashionable seaside town, is near Vesuvius.

a The people of Pompeii, (*which / who*) were getting ready to have dinner, were buried by ash and lava.

b The people of Herculaneum, (*who / whose*) city was also destroyed, managed to escape.

c One woman was found in the kitchen, (*which / where*) she was making bread.

d A dog, (*which / who*) was tied up, was also found by archaeologists.

3 Write sentences containing the extra information.

My sister goes to the University of Kuwait. (My sister is called Nada.)
My sister who is called Nada, goes to the University of Kuwait.

a My brother has a great view of the bay. (My brother's house is in Kuwait City.)

.....
.....

b Faisal lives in the flat next to ours. (Faisal is in Ahmed's class at school.)

.....
.....

c Our flat has four bedrooms. (Our flat is on the fourth floor.)

.....
.....

d My father is at a conference. (My father is a businessman.)

.....
.....

e Natasha is very angry. (Natasha has lost her keys.)

.....
.....

4 Correct the sentences by replacing a verb with one from the box. There are two extra verbs.

catch drive get on get out of miss
land ride wait



He is catching a motorbike.
He is getting on a motorbike.



a She is waiting for a bus.

.....
.....



b He is getting on a train.

.....
.....



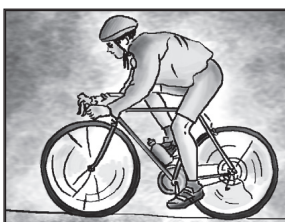
c She is getting off a taxi.

.....
.....



d He is landing a car.

.....
.....



e He is driving a bike.

.....
.....

5 Complete the sentences with the correct form of the verbs *make* or *take*.

If you're not feeling well, you should take some medicine.

- a some money with you. You might see something you want to buy.
- b Fiat cars in Italy.
- c It was raining hard, so we a taxi.
- d My train was late – that's why I didn't the 9 o'clock meeting.
- e I didn't feel like school, but my parents me go.

6 Complete the sentences with the correct words. There are two extra words.

upgrade slide operate activate
run out unlock switch

- a If I my mobile, I'll give my old one to my sister.
- b To insert a new SIM card, just it into the back of your phone.
- c Can I borrow your charger? My battery has
- d My calls are too expensive so I've decided to to a cheaper network.
- e Do you know a nearby shop where I can my phone? It's locked.

7 Choose the correct phrasal verbs.

I've had this book for two months. I must (~~take it off~~ / take it back) to the library.

- a I'm good with my hands. Everyone says I (~~take after~~ / take over) my grandfather.
- b If I had more money, I'd (take up / ~~take off~~) flying as a hobby.
- c In business, big companies often (~~take over~~ / take back) small companies.
- d It was wonderful – our plane (took up / ~~took off~~) on time and arrived early.

Writing

1 You are going to write a story which begins with this sentence.

As he arrived at the station, he saw his bus leaving.

Before you start writing, fill in the following table with the information you need to write the story.

Who is he?	
Why is he going to catch the bus?	
Where is he going?	
Are other people involved in the story?	
What does he do next?	
What happens after that	
Is anyone else involved?	
How does the story end? (a happy, sad or funny ending)	

2 Now, decide which of the following linking words you are going to use in your story. Put a tick next to them and then put them in the right order.

- | | | | |
|----------|--------------------------|---------------------|--------------------------|
| Although | <input type="checkbox"/> | Because | <input type="checkbox"/> |
| However | <input type="checkbox"/> | Furthermore | <input type="checkbox"/> |
| Then | <input type="checkbox"/> | Since | <input type="checkbox"/> |
| First | <input type="checkbox"/> | Later | <input type="checkbox"/> |
| Next | <input type="checkbox"/> | At about 11 o'clock | <input type="checkbox"/> |
| Suddenly | <input type="checkbox"/> | After a few minutes | <input type="checkbox"/> |
| Others | <input type="checkbox"/> | | |

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3 Write the story in 150-170 words.

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Learning-log

1. Look at the outcomes on page 77 of the Student's Book.

How did you find:

- listening to a programme and a description?
- reading stories?
- giving advice and sharing personal experience?
- discussing advantages and disadvantages?
- carry out an interview?
- expressing opinions?
- taking and leaving messages?
- writing an informal letter and a news story?

easy? difficult? useful? 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"/>
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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"/>

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!

Three Men in a Boat

Before Reading

Read the title. What do you expect the story will be about?

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

Episode One

1 How does the story start? What is the initial incident?

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2 Who did these things?

- a made the men's supper
- b wrote the first list of things they needed
- c packed the suitcase
- d packed the food bags
- e said he would wake the others up

Episode Two

Put these events in the order in which they happened:

- a George went to work.
- b A taxi took Harris and the writer to the station.
- c The writer woke up.
- d The two men reached Kingston.
- e George read the newspaper.
- f George woke up.

Episode Three

In what order did the friends visit these places?

- a Bell Weir Lock
- b Magna Carta Island
- c Marlow
- d Monkey Island
- e Penton Hook

Episode Four

Are these statements True (T) or False (F)? Justify your answers.

- a George was irritated by the lock-keeper.
- b Harris was upset by the hole in the field.
- c The writer was annoyed by the potatoes.
- d Harris was angry with the banjo.
- e The writer was furious with Montmorency for barking late at night.

Episode Five

Are these statements True (T) or False (F)? Justify your answer.

a Jim told Captain Smollett that he was going to look for Ben Gunn's boat.

b Ben Gunn's boat was hidden near the black rock.

c Jim took down the pirate's flag on the ship and threw it overboard.

d Hands took a knife from among some ropes and hid it under his coat.

e Hands threw his knife and pinned Jim's leg to the mast.

f Squire Trelawney put the map in his pocket and walked off through the trees.

Short story analysis

1 In Episode Three the author mentions that Dr Livesey continues the story. And then in Episode Four, we read Jim Hawkins's story. Why do you think the author uses this storytelling technique?

.....
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2 Did you expect this ending of the story? Explain your view.

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3 Who do you think is the most interesting character in the story? Why?

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4 The story *Treasure Island* is over one hundred years old. Why do you think it is still a popular story?

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Self-assessment answer key

Module 1: page 7, exercise 4

- a baked
- b steam
- c grill
- d boiling
- e frying

Module 1: page 12, exercise 3

- a has played ... for
- b have been ... for
- c has written ... for
- d has read ... since
- e has visited ... since

Module 2: page 30, exercise 2

- 2 are flying
- 3 are staying
are going to spend
- 5 am going to buy
- 6 is going to take
- 7 will see
- 8 are travelling
- 9 are going to see
- 10 will have
- 11 are going to have
- 12 will send
- 13 will phone

Module 2: page 36, exercise 1

- b How many players are there in a football team?
- c Where do people play tennis?
- d What do boxers need to be?
- e When were the first Paralympics?
- f How do you score in football?
- g Why do swimmers wear goggles?
- h How long is a football match?
- i What is your favourite sport?

Module 2: page 43, exercise 4

- a proud
- b stubborn
- c shy
- d fierce

Module 3: page 55, exercise 6

- a heavy
- b strong
- c heavy

- d strong
- e strong

Module 3: page 61, exercise 6

- a polite ... impolite
- b honest ... dishonest
- c friendly ... unfriendly
- d tidy ... untidy
- e comfortable ... uncomfortable
- f happy ... unhappy

Module 3: page 66, exercise 2

- 1 be able to
- 2 couldn't
- 3 must
- 4 could
- 5 can't
- 6 must
- 7 be able to
- 8 mustn't
- 9 couldn't
- 10 being able to
- 11 mustn't
- 12 can

Module 4: page 78, exercise 1

- a both work hard
- b firmly
- c very loudly
- d happily
- e smiles cheerfully
- f innocently
- g politely

Module 4: page 85, exercise 3

- a makes
- b make
- c taken
- d take
- e take
- f making
- g made

Module 4: page 90, exercise 1

- a where
- b which
- c whose
- d which
- e whose
- f where
- g which

OVER TO YOU Grade 10 is a 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.

OVER TO YOU teaches English through cross-curricular topics, using prose, stories, listening tasks, games, puzzles and other varied activities.

OVER TO YOU encourages learners to practise communicating with English at every available opportunity.

OVER TO YOU adopts an integrated approach to language teaching.

OVER TO YOU follows the Kuwait Ministry of Education syllabus.

At each level, the course consists of:

- a Student's Book which presents new language for class activities, including pair and group work,
- a Workbook which utilises a variety of activities to practise the language presented in the Student's Book,
- the Teacher's Guide with clear, step-by-step lesson plans, as well as a full explanation of the teaching methodology,
- the CD with all the listening activities.

OVER TO YOU 10



قيّم مناهجنا



الكتاب كاملاً