



وزارة التربية

Ministry of Education

دولة الكويت | State of Kuwait

OVER TO YOU

WORKBOOK

Grade

12^A



PEARSON

Longman

SIMON HAINES



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Simon Haines



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وَلِيِّ عَهْدٍ دَوْلَةِ الْكُوَيْتِ

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The Law



ey words

break into, fake, invisible, techno-criminal, worthless

Reading

1 Read *New crimes* and answer these questions.

a What examples of old and new crimes does the writer give?

.....

.....

b Why do criminals use the Internet to communicate with each other?

.....

.....

New crimes

An area of the law which is changing very quickly in the modern world is the law related to computer crime. Increasingly, criminals are using computers to help them commit new crimes, like identity theft, and to make it easier to commit old crimes, like theft or fraud. Technological criminals may get into

5 computer systems to find out confidential information and use this to make money. Unfortunately, computer crimes are often more difficult to solve than traditional crimes because the criminals are invisible and their actions may be impossible to prove. It can also be

10 difficult to prosecute a computer criminal successfully because usually nothing is actually physically stolen or damaged.



A particular factor in the growth of computer crime has been the increase in the number of ordinary people who use Internet

15 websites to buy things, to book holidays or to access their bank accounts in order to transfer money or pay bills. This new type of business has attracted techno-criminals who may order goods and services without paying, or break into the computer systems of businesses or financial organisations and either move money to their own account or send viruses which can seriously

20 damage computers and the information they contain. These viruses can affect millions of people worldwide.

Computers with Internet connections can also be used more safely by criminals than face-to-face meetings or telephone conversations to pass on confidential information or to plan crimes. In addition to **this**, computers

25 allow criminals access to millions of people worldwide who they may persuade to pay for something worthless or to support a fake charity organisation.

2 Read the article again and match each beginning a–d with one of the endings 1–5. You do not need to use one of the endings.

- a Criminals may make money
 b The fact that actual things are not stolen by computer criminals
 c Many people all over the world can be affected
 d For criminals who want to plan a crime, using the Internet is
 1 ... by using confidential information they have found on a computer.
 2 ... if viruses are left on computers.
 3 ... makes it more difficult for police to prosecute them successfully.
 4 ... not as secure as communicating on the Internet.
 5 ... safer than telephone conversations.

3 Match these words a–f from the article with the meanings 1–6.

- a confidential
 b fake
 c identity theft
 d prosecute
 e solve a crime
 f transfer
 1 to accuse someone of a crime and try to prove it in a law court
 2 crime of stealing someone's personal details
 3 to discover who commits a crime
 4 secret / private
 5 to move from one place to another
 6 not real

4 Complete these sentences with words or phrases from the article on page 4.

- a is a computer crime which uses a person's information, usually for financial gain.
 b It is difficult to indict computer criminals because
 c The increasing use of Internet websites is one of the factors which are causing the

- d Techno-criminals are able to fabricate a or even get people to pay

5 Answer the following questions.

- a Why is computer crime on the increase?

 b What makes computer crime more difficult to solve than traditional crime?

 c Is there any law in Kuwait that protects Internet users from computer crimes?

6 Complete each of the sentence beginnings with their correct ending.

- 1 Computer criminals access confidential information to
 a know more about the people involved.
 b modify it to their own advantage.
 c make money.
 2 The pronoun *this* in line 24 refers to
 a computers with Internet connections being used by criminals.
 b passing on confidential information or planning crimes.
 c computers allowing criminals access to millions of people worldwide.
 3 Computer crimes are very difficult to solve because
 a they are usually committed in a very professional way.
 b criminals are invisible.
 c computers are stolen or physically damaged.

Over to you

7 What laws need to be enforced to prevent computer crimes?

Language practice

1 Match each of the words a–d with TWO of the meanings 1–8.

- a property
- b court
- c fine
- d row

- 1 noun – money paid as a punishment
- 2 noun – line of seats, e.g. in a cinema or classroom
- 3 noun – possessions of someone
- 4 noun – an argument
- 5 noun – place where people play tennis or squash
- 6 noun – a building, a piece of land or both together
- 7 noun – where a judge listens to evidence about crimes
- 8 adjective – how to describe the weather when it is sunny with clear skies, cool and dry

2 Use one of the words in 1a–d twice in each of these sentences.

- a Not only did he lose the that was his home but he couldn't recover his stolen either.
- b The heard that the crime had taken place on a tennis
- c Four people in the third of the cinema were having a terrible – they couldn't agree where to sit.
- d The weather made me feel happy, but my mood changed when the police officer gave me a for driving too fast.

3 Complete the sentences with the appropriate word or words, then write the word in the following crossword puzzle.

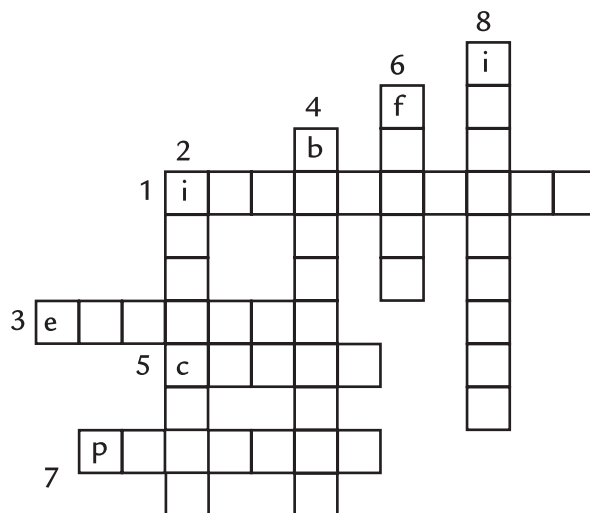
Across

- 1 The strictness of this city's law keeps every year.
- 3 The police laws in a country.
- 5 The country's law is derived from European systems.

- 7 The charge carries a maximum of ten years' imprisonment.

Down

- 2 Although, he has been sentenced to two years in prison.
- 4 The man who our house has been prosecuted. (2 words)
- 6 The accountant of my dad's company turned out to be a complete
- 8 Techno-criminals are hard to track down because they are



4 What would you say in the following situations?

- a A policeman asked you to pull over because you have exceeded the maximum speed limit.
.....
.....
.....
- b Your brother has accessed some confidential information on the Internet.
.....
.....
.....
- c Your sister wants to take her dog into the museum, although there is a sign prohibiting it.
.....
.....
.....

Grammar assistant

Present perfect (simple and continuous)

- Use the present perfect simple and present perfect continuous to link actions in the past with the present.
- He **has spilt** the milk – he should clean it up. (He spilt the milk in the past – it should be cleaned up now.)
- She's **been crying** for three hours now. (She started crying three hours ago and is still crying now.)

- 5 Look at these illustrations a–c. What has just happened? What have these people been doing? Write two sentences for each illustration, using the present perfect tense of the verbs below.



a go / buy

b leave / research

c eat / celebrate

- 6 Rewrite these sentences, correcting the verb tenses where necessary.

- a I didn't see my grandparents for a long time. The last time they have visited us was three weeks ago.
- b My headmaster is promising Fatima a scholarship last week.
- c Do you know that the law prohibited people from driving without a driving licence?
- d This organisation is planning for this huge project for months.

- 7 Do as shown between brackets.

- a Our school has spent a great amount of money on the renovation of our library. (Make passive)
- b Our city might build a big house for the homeless; the number of homeless people will decrease dramatically. (Join with *if*)
- c The old system was complicated; the new system is very simple. (Join with *whereas*)
- d The police have worked hard on this case. (Add a tag question)
- e Computer-based communication is extremely fast. Telephone or postal services are slow. (Join with *in comparison with*)

- 8 Correct the verb form to complete these conversations.

- a A What (you do) since I last saw you?
B I (pass) my driving test and I (have) interviews for a university place.
- b A (you ever do) a scientific experiment?
B Of course. In fact, my classmates and I (just carry out) an experiment with the help of our chemistry teacher. It (be) very helpful for understanding the lesson.
- c A (you ever break) the law in any way?
B Well, to be honest, yes. Once I (throw) litter where I wasn't supposed to and it (happen) to be right in front of the eyes of a policeman! I (never be) so ashamed in my life!

Writing Expressing opinions in an essay

1 Read this student's essay and put the four paragraphs in the correct order.

a

Another result of people spending too much time at their computers is that their health suffers. Sitting for long periods of time can hurt their eyes, cause headaches or damage their hands and arms. In some cases this means that people cannot do their jobs properly.

b

In my opinion, the main disadvantage is that people may spend so much time on their computers that they see less of their friends and family. Children who spend too long playing computer games may become unsociable and forget how to communicate normally with other people.



c

There is no doubt that computers are here to stay. Some jobs and many leisure activities would be impossible without them, but we should be aware of the possible dangers of spending too much time at our computers.

d

Today, more and more people in Kuwait are using computers for activities at home, at school or at work. Such is the demand that the government has launched a 'digital awareness programme' to train hundreds of thousands of employees in IT skills. Many people use computers at home too, writing letters, searching the Internet or just playing games. It is a great thing that Kuwait has embraced modern technology so successfully, but in this essay I am going to consider two disadvantages of computers.

2 What question was the essay writer answering? Choose A, B, C or D.

- A In what situations do you think computers are most useful?
- B What has been the impact of computers in Kuwait?
- C What problems or dangers are associated with using computers?
- D From your point of view, what are the advantages of computers?

Migration



Key words

instead, periodic, plenty of, swallow

Reading

1 You are going to read an article about why animals migrate at certain times of the year. Which is the best definition of the verb *migrate*?

- *move somewhere to find work*
- *sleep during the winter*
- *travel to live in a warmer place*

2 Read the article and answer these questions.

a Why do some animals migrate northwards in summer and southwards in winter?

b How do animals know where to go when they migrate?

Animal Migration

Migration has captured the interest of humans for centuries. Ancient civilisations had many myths to explain the periodic appearance and disappearance of great numbers of animals. For instance, *they* believed that tiny birds, called swallows, buried themselves in the mud at the bottom of lakes to get through the winter. Instead, scientists found out that swallows fly all the way from Europe to Africa and back in one year. Perhaps the truth was harder to believe than the myth.

When we talk about animal migration we mean the movement of an animal from the place where it has been living to a different place and the return journey to that animal's original home. Most animal migrations are regular events *which* happen at certain times of the year. Animals usually migrate to find food or to raise their young.

Incredibly, most migrating animals follow the same route every year and from generation to generation. Land animals may cross mountains or rivers, while birds and insects travel very long distances, sometimes across continents and oceans. Fish and other sea creatures may migrate halfway round the world. For example, the grey whale can travel as much as 20,000 kilometres.

Many animals migrate to northern regions during the summer, because the long summer days mean that there is always plenty of food. In the autumn, when the weather gets colder, many animals migrate south to find food and warmer weather. Some animals migrate every year, doing the two journeys in one year, but others migrate only if they need to, for food or warm weather.

Many scientists think that animal migration is part of the process of adaptation. Those animals which have learned to move to find better environments are *those* which have survived by adapting to their situation. Nobody is quite sure, however, how animals know where to go when they migrate. There are two theories: firstly, some experts believe that animals have a kind of 'compass' inside their head. *Others* have suggested that they may use the sun and stars to help *them* find their way.



3 Read the article again. Are these statements True (T) or False (F)? Justify your answers.

- a** Migrating animals do not return to their original homes. ☐
-
- b** Most animals migrate to escape from their enemies. ☐
-
- c** Many animals migrate at the same time every year. ☐
-
- d** Animals make the same journeys as their parents did. ☐
-
- e** Many animals migrate to the south in the summer. ☐
-
- f** Some scientists believe that migration has helped certain animals to survive.

4 Find words in the text which mean almost the same as ...

- a** something that people wrongly believe to be true (paragraph 1)
- b** to manage to deal with a difficult situation (paragraph 1)
- c** first (paragraph 2)
- d** a living thing / animal (paragraph 3)
- e** to remain alive (paragraph 5)
- f** to change in order to suit a different situation (paragraph 5)
- g** an idea or belief about something (paragraph 5)
- h** a device for finding your way (paragraph 5)

5 What do these words from the text refer to?

- a** *they* (line 4)
-
- b** *which* (line 11)

- c** *those* (line 23)

- d** *Others* (line 26)

- e *them* (line 27)

6 Tick the statement that can be inferred from the text.

- a** Animal migration is a problematic issue that scientists need to find solutions for. ☐
- b** Animal migration is a natural process that has to happen so that animals keep surviving. ☐
- c** Some animals don't migrate because they can adapt to any environment. ☐
- d** There are lots of different types of migration. ☐

7 Make a summary of paragraphs 2-4 of the text on page 10, expressing coherently what migration is, why animals migrate, as well as how, when and where.

Over to you

8 Do animals and people migrate for the same reasons?

Language practice

- 2 Complete this paragraph about migration with the words from the box. There are two extra words.

foreign	minor	reside	migration
famine	major	migrated	seek
migrants	obliterated		

The word (1) has acquired negative connotations. It is used to describe people escaping wars, (2), poverty and natural disasters. Some people believe that (3) enjoy welfare benefits, while making only (4) contributions in return. However, many people leave secure homes and jobs for an uncertain life in (5) lands, where they (6) a better understanding of people of different races and different faiths. That's certainly how Islam sees migration. And migration is of (7) importance since the Islamic calendar, the Hijra, begins with the migration of the Prophet Mohammed, peace and blessings be upon Him, from Makkah to Madinah. From Islam's earliest days, Muslims have (8) to distant lands, bringing with them learning, scholarship, culture and cuisine.

- 2 Choose the correct words to complete these sentences.

- Some human activities are *destroying* / *destruction* the natural world.
- Unemployment is falling as more people find *permanent* / *permanently* work.
- Average *earn* / *earnings* are expected to double in the next ten years.
- It has been a *disaster* / *disastrous* year for the tea industry.
- Storms caused *damaged* / *damage* to most of the crop.
- The *civil* / *civilian* war killed many ordinary people in Spain in the 1930s.

- 3 Complete the following sentences with words from the box, adding to them the correct prefix. There is one extra word and one extra prefix.

view	national	satisfied	read
stored	pronounce		

dis-	pre-	mis-	re-	multi-
------	------	------	-----	--------

- Aisha knows a lot of French words, but she tends to them.
- Fahad was with the service at the hotel. He should have complained to the manager.
- It's a organisation. Are you sure you've never heard of it?
- Did you your work before submitting it to the teacher?
- Peace and order were finally after the massive earthquake.

- 4 Complete the missing parts of this dialogue with one of the following expressions.

I remember feeling	that was thirty years ago
What about your house	I'll never forget that day
two days later	the first thing I did

Sami: Grandpa, have you lived in this city all your life?

Grandpa: No, we haven't. We moved into this area in 1979. So (1)

Sami: And you still remember the date?

Grandpa: Of course. In fact, (2) A huge earthquake hit our city and everyone had to run away, leaving all their belongings. Your dad was at university by that time, and (3) was to go and pick him up. (4) extremely worried that I might find the whole university destroyed. Fortunately, the earthquake didn't reach that area.

Sami: (5)

Grandpa: Our house was badly damaged. (6), we moved into this house.

Grammar assistant

Past perfect

- Use the past perfect to explain which of two past actions happened first.
*John took a taxi because the bus **had gone**.*
(The bus left so John was forced to take a taxi.)
- Use the past perfect to talk about a state, situation, feeling or action in the past.
*John **had suffered** from headaches throughout his childhood. (John experienced headaches during the time when he was a child.)*

5 Using the past simple or the past perfect form of the verbs in brackets, complete this story of a family who left England to live in Kuwait.

In 1975 my family (1) (*emigrate*) from England by air. Eight hours later we (2) (*arrive*) in Kuwait. My mother (3) (*be*) worried about the plane journey as she is scared of flying. But there (4) (*be*) no turbulence and she (5) (*sleep*) during the trip. In Kuwait my family (6) (*reside*) in a lovely apartment, which was (7) (*provide*) by my father's new job. My father (8) (*run*) an engineering firm that (9) (*build*) skyscrapers. We (10) (*go*) to an international school and (11) (*attend*) school with children from all over the world. At first, it (12) (*be*) difficult getting used to being away from home, but we (13) (*all work*) hard to fit in and the locals (14) (*be*) very friendly. In 1986, my family and I (15) (*return*) to England, but I (16) (*love*) my time in Kuwait. I (17) (*learn*) so much about an interesting culture and (18) (*make*) so many good friends.

6 Match a sentence from List A with another from List B, then complete the sentences with two verbs – one in the past simple and the other in the past perfect.

List A

- I **went** (*go*) to the doctor's this morning.
- I (*dream*) of visiting China for many years.
- My sister and her husband (*move*) into a new flat at the weekend.
- My father (*retire*) last year.
- I wasn't surprised that he (*fall*) asleep at the wheel of his car.
- He (*look for*) work for only two weeks.

List B

- Before that they (*live*) with her husband's parents. ☐
- He (*drive*) nearly 1000 kilometres without a break. ☐
- He (*work*) for the same company all his life. ☐
- Then yesterday he (*be offered*) two jobs. ☐
- I (*feel*) ill during the night. ☐
- Last year I (*spend*) two months there. ☐

7 Rewrite the sentences following the instructions in brackets.

- You've never lived outside Kuwait. (Add a question tag.)
.....
- Ahmed packed his bags as soon as he heard the news. (Make it passive.)
.....
- Mohammed should have waited for his aunt to pick him up. (Make it negative.)
.....
- Fadia had worked on the project all by herself. (Make it a question.)
.....
- Deforestation causes the migration of lots of animals. (Make it passive.)
.....

Writing

Describing a sequence of events in the past



A night to remember

- A** Ten minutes later my bedroom window shattered with a terrible crash.
- B** Immediately, I leapt out of bed and rushed to my brothers' bedroom to check that Khalid and Khalifa were all right.
- C** I had gone to bed just after midnight and I was only half asleep when the wind started blowing.
- D** Luckily, he had not been woken up by the noise of the wind and rain.
- E** Next, Khalid and I went to check that our parents were okay. We knocked on their bedroom door.
- F** No one was in the bedroom! That's when we heard Dad shouting outside: 'Can you help me with this?'
- G** Our younger brother, Khalifa, was still sleeping peacefully.
- H** We hurried outside and saw Dad removing a huge tree branch from his car with the help of our neighbour. Mum was collecting the laundry from the line.
- I** When I went into their bedroom, I found Khalid staring out of the window, watching the storm.
- J** There was no reply, so we opened the door and went in.
- K** Khalid and I helped both of them. Eventually, the storm died down and we all went back to sleep, after cleaning up the broken glass.



2

- time or sequence words and phrases: *ten minutes later*
- pronouns: *he*

[illegible]

3 Write your own description of a sequence of events that happened in the past and in which you felt very scared / anxious / sad / excited. Write 200-220 words. Fill in the graphic organiser below before writing your description.

Setting	Who: When: Where:
Order of events	First, Next, After that, Then,
End	End:

This image shows a full page of white paper with horizontal dashed lines, typical of primary-ruled notebook paper. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Human Values



Key words

aftermath, deploy, ethnicity, hardship, voluntary, vulnerable

Reading

1 Read the article about the Red Crescent Society and answer these questions.

- a Why is the society's name important?
.....
- b What are the aims of the Red Crescent Society?
.....
- c Why do you think these actions are carried out by an NGO, rather than the government?
.....

THE KUWAIT RED CRESCENT SOCIETY

The Kuwait Red Crescent Society is a voluntary humanitarian society that provides assistance to vulnerable people, without discrimination based on nationality, ethnicity, gender, race, colour or beliefs. The society is an independent organisation that often works in conjunction with the government. As a recognised charity it works both within and outside Kuwait.



The aims of the KRCS are to protect and assist people in hardship, and in doing so, to ensure the provision and protection of basic human needs such as health care, water supplies and sustenance. The society is a manifestation of the great compassion and empathy that people are capable of.

The first meeting of the Kuwaiti Red Crescent Society was held in December 1965. In this meeting the basic organisational structure of the foundation was agreed upon. The Kuwaiti government approved the foundation of the KRCS, officially declaring the organisation a legal non-governmental organisation (NGO) on January 10th, 1966. This approval also allowed the KRCS to become part of the international network of Red Crescent societies, thereby enabling them to work more effectively in conjunction with their sister bodies.

The KRCS depends on youth groups and volunteers to carry out many of its activities and programmes, particularly those related to fundraising. The volunteers support all the other committees by providing manpower and funds, without which the KRCS would be unable to operate. These volunteers are motivated by compassion and the desire to assist others in need. They work without the expectation of reward or praise and gain satisfaction from the knowledge that they have helped their fellow human beings.

After brief training periods, during which volunteers receive first aid training from the Ministry of Health, the volunteers are deployed wherever they are needed. Within Kuwait, their work includes distributing food and aid to needy families and participating in awareness-raising activities in schools and universities. Outside Kuwait they provide basic health care assistance, and some even participate in rescue operations with specialist teams in the aftermath of natural disasters.

2 Read the article again and choose the correct word for these definitions. There are more words than you need.

- | | |
|---|-------------------------|
| a unjust or prejudicial treatment, for example based on skin colour | 1 manpower |
| b seeking to promote human welfare | 2 volunteer |
| c to generate financial support | 3 foundation |
| d to move something to where it is needed | 4 discrimination |
| e to give someone a reason for doing something | 5 committee |
| f the people available for work | 6 deploy |
| g a global system, often of businesses or organisations | 7 motivate |
| | 8 international network |
| | 9 humanitarian |
| | 10 fundraise |

3 Make up sentences of your own using each of the words from Exercise 2 above.

.....

.....

.....

.....

.....

.....

.....

.....

4 Make a list of all the adverbs in the reading passage on page 16. Then use each one in a sentence of your own.

.....

.....

.....

.....

5 Write a paragraph that describes the ideal Red Crescent volunteer.

.....

.....

.....

.....

.....

.....

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

a The KRCS was the first organisation of its kind. ☐

.....

b The KRCS has a mutually beneficial relationship with the government of Kuwait. ☐

.....

c The volunteers for KRCS are extremely kind-hearted individuals. ☐

.....

d The only human needs are health care, water supplies and sustenance. ☐

.....

e The KRCS is run entirely by volunteers. ☐

.....

Over to you

7 Would you want to volunteer for the KRCS or a similar organisation? Why or why not?

Language practice

1 Complete these dialogues with the correct phrases from the box.

if my cousins arrive early I won't be able to breathe
 make sure you phone me we won't get there in time
 you would have time for all your friends
 if I had saved enough money if it's raining hard
 if you do up your tie if you tell them to come later
 if I wasn't so busy if my phone's battery has power
 I would go on holiday

- a A If you are running late,

 B, I
 definitely will.
- b A
, I would
 visit my friends every weekend.
 B Of course, but if you played fewer
 computer games,

- c A, you
 should drive slowly.
 B If I drive too slowly,

- d A, you'll
 look much smarter.
 B But if I do it up too much,

- e A If I were you,
 instead of staying home.
 B I know.
 I would have gone for sure.
- f A I won't be able to concentrate on
 my studies
 B That's right, so
 you'll have more time to study.

2 Replace the underlined parts of the sentences with the appropriate idiom using *cry*. There is one extra idiom.

be a crybaby a crying shame
 to cry for the moon to cry out loud
 to cry wolf

- a It's an upsetting event that they hadn't
 bought insurance before the crash.

- b Don't act like an upset child. Cheer up
 and stop complaining.

- c He always acts like he has big problems
 to gain attention but he is just making
 things up unnecessarily.

- d He wants a huge pay rise, but based on
 the standard of his work he's asking for
 the impossible.

3 Use some of the words and phrases in the box to complete the sentences below.

abuse anthropologist apparent attribute
 compassion discrimination donate
 enfranchisement ethnographer
 extravagant frail impulse incapable
 inevitable legislation minority overview
 over the hill universal suffrage

- a My grandmother is so
 that she can only
 walk very short distances.
- b Hessa didn't plan to purchase
 that jacket: she bought it on

- c If you feel towards
 me, you will understand my emotions.
- d In the apartheid era, the South African
 government adopted a policy of racial

- e Universal is achieved when all adults have the right to vote.
- f If you blood, you will save lives.
- g Malnutrition is the consequence of poor eating habits.
- h The committee is of making sensible decisions.
- i It is a necessary of a triangle that it must have three sides.
- j Most of my friends will come for the picnic: only a have other plans.
- k Let's not worry about the details; the is the most important thing.
- l The government needs to pass some new to solve the problem of global warming.
- m The football fans shouted at the referee.
- n Coffee is drunk throughout the world. It has a appeal.
- o Beckham is: he's too old to play for England.

4 Complete the word search by finding the words with the following definitions. Write your answers in the space provided. Remember, in a word search words may be written left to right, right to left, top to bottom, bottom to top, or diagonally.

- a the smaller number or part
- b done by all people in the world
- c sudden urge or desire to act
- d weak and delicate
- e certain to happen
- f give something, especially to charity

L	M	O	Q	A	L	T	C	O	Q
L	I	O	R	Z	I	P	M	E	B
U	N	I	V	E	R	S	A	L	S
I	O	F	E	E	Q	T	E	B	T
H	R	B	R	A	F	Q	Z	A	V
E	I	S	M	A	X	N	D	T	W
T	T	R	H	K	I	O	E	I	A
L	Y	T	T	O	N	L	L	V	L
O	N	B	I	A	S	R	T	E	E
A	M	Z	T	P	E	Q	O	N	F
U	K	E	S	L	U	P	M	I	G

5 Write your own *if* sentences using the cues provided.

- a today / I go to the mall / not go shopping next week.
.....
- b we not slow down / crash
.....
- c you see my friend / tell him / call me
.....
- d you eat too much / get fat
.....
- e snows heavily / school cancelled for day
.....
- f you not do homework / teacher angry
.....

6 Change the words below into adverbs of manner. Then use these adverbs to complete the sentences.

danger gentle skill profession
impoliteness rapid compassion
peace spectacular regular

- a I don't like him since he spoke to my friend.
He needs to learn some manners.
- b The football team played
.....
- c The mother
rocked the baby, which was sleeping
.....
- d The man crashed
because he was driving
- e The ambulance responded
and the paramedics acted
- f He acted very when
he volunteered to do charity work
.....

1 Read the advert asking for volunteers for the KRCS, then answer these questions.

- a Despite being an advert for volunteers, it hardly mentions the fact that these people are needed. Why is this?

- b Why is the structure 'From feeding hungry children ... throughout the Middle East,' used?

KRCS

COMPASSIONATE VOLUNTEERS NEEDED

Sometimes, the modern world feels like a place without humanity. Natural disasters, war, disease; all these things take a toll on human life and happiness. We do not believe this needs to be so.

- 5 From feeding hungry children in famine - stricken Africa to lending a helping hand to struggling families throughout the Middle East, the Kuwait Red Crescent Society is just one part of a global network dedicated to improving and protecting the lives of thousands of people throughout the world. Through projects as diverse as well
- 10 building, disaster relief, health education and food supply, the members of the KRCS work tirelessly to ease the suffering of the world's most needy people. But they cannot do this alone.



- KRCS relies upon the compassion and financial support of thousands of volunteers and donors to continue its important mission. Without these kind-hearted people we
- 15 could help no one. Our volunteers work countless unpaid hours to raise awareness and funds, to provide services to old people, hospital patients, disaster victims and anyone else in need.

- Most of our volunteers don't talk about their work. They don't expect any compensation for their tireless efforts. For them, the chance to help others, to restore
- 20 the smile to a child's face, and to change someone's life for the better, is the real reward.

If you think you could help the KRCS, whether through donating a small portion of your income or donating your free time, please come and see us this weekend at our offices in Kuwait City.

2 Answer the following questions.

- a** What words or phrases does the writer use to gain the reader's attention and create compassion?

- b** What words does the writer use to describe volunteers and the members of the KRCS? Can you think of any others that could be used?

- C** In the last paragraph, why does the writer use the phrase ‘donating your free time’?

- 3** Now, using the words and phrases you identified in exercise 2, plan and write your own advert for volunteers. It could be for the KRCS, for a specific humanitarian project, or for a different charity of your own choosing. Your advert should be about 200–220 words long.

[illegible]

Progress Test 1

Reading

1 Complete the article below by correcting or ticking the verbs in bold.

Who are the economic migrants?

In 2003, 410,000 non-British citizens **were coming** (1) to live in the UK and 100,000 British people **had** 5 **returned** (2) to their home country from Spain, Australia and other countries where they had gone to live and **work** (3) In the same period, 170,000 non-British citizens left 10 the UK to live in other countries. 190,000 British people also **left** (4) This means a total increase of 150,000 in the British population, but where did all these immigrants **came** (5) 15 from and **go** (6) to? Many new arrivals were economic migrants – people who **come** (7) because they can **have** **earned** (8) more money 20 in Britain than in their own country. Traditionally, many of these migrants used to come from countries in Africa or Asia, but now growing numbers are from poor countries of Eastern Europe, like Poland, 25 Hungary or Russia. Many new migrants **took** (9) low-paid jobs that British people do not want to do, like cleaning, picking fruit and vegetables, looking after old people or 30 **doing** (10) repetitive factory work. A minority come to do well-paid jobs, like dentists or doctors. Many of these migrants do not intend to stay in Britain, and **sent** (11) some of their 35 earnings to families at home. But even though they **earned** (12) higher wages than they would in their own countries, most economic migrants **can** (13)

40 only afford to live a simple life. Some share accommodation with another migrant family. British citizens who leave the UK to live abroad **went** (14) mainly to countries with 45 warmer climates and cheaper houses, countries like Spain, Greece, France or Portugal.

2 Read the article again. Are these statements True (T) or False (F)? Justify your answers.

a The British population had decreased by the beginning of the third millennium. ☐

b Some immigrants came to Britain to fight poverty. ☐

c British citizens mainly left the UK to find more job opportunities. ☐

3 Choose the correct answer.

a Many economic migrants intend to
1 stay in Britain indefinitely.
2 return home when conditions improve.
3 keep looking for better countries to go to.

b The best definition of an economic migrant is

- 1 a person who travels to another country to work in the financial sector.
- 2 a person who keeps travelling back and forth to solve an economic crisis.
- 3 a person who travels to another country to improve their standard of living.

- c The word 'migrants' in line 33 refers to
 1 dentists or doctors.
 2 the minority of the migrants.
 3 all the migrants to Britain.

4 Read the article again. Choose the correct words or phrases in these sentences.

- a In 2003, *more* / *fewer* people in total came to live in Britain than left Britain to live in other countries.
 b *More* / *Fewer* British people arrived in Britain than left Britain.
 c Economic migrants earn *more* / *less* money in their home countries than in Britain.
 d More and more migrants are arriving from Eastern *Europe* / *Africa*.
 e Most migrants who come to Britain do *high-paid* / *low-paid* work.
 f Despite earning *better* / *worse* wages than they would in their own countries, most migrants have *simple* / *privileged* lifestyles.

5 Write sentences using the cues given.

- a I want chocolate ice-cream. Not chocolate. (instead of)

 b I like football. My friend likes tennis. (whereas)

 c I'm good at maths. I'm better at English. (but)

6 Choose the correct colour words in this text.

The authorities have just given the (1) (*blue* / *green*) light for the building of a new airport. The news has come out of the (2) (*black* / *blue*), shocking many villagers. The thought of a new airport near their homes has made many of them see (3) (*black* / *red*). Unfortunately the plans have already been prepared – I've seen them in (4) (*black* / *white*) and (5) (*black* / *white*).

7 Read the letter below carefully. Decide which lines have mistakes. If there are one or more mistakes write out the correct spelling, correct word or missing word next to the line. If the line is correct then (✓). Mistakes include omitted words, spelling errors and incorrect words.

1	I am writing to your paper regarding the lack tourists to our town.	
2	I believe that we do'nt enough to tell people from other	
3	places how delightful our town is. Certainly, if tourists only new about	
4	how wonderful and delightful our town is they would flock here.	
5	Therefore, I believe it is are duty to tell the world about our fantastic	
6	town. There are several ways we could about this. Firstly, I think it is	
7	the responsibility of all locals to tell as many people as passable	
8	about our town. Secondly, I believe town council should organise	
9	an international advertising campaign to retract tourists.	
10	Whilst it may expensive to begin with, such a campaign	
11	would bring a much needed baste to the local economy.	

8 Match sentences 1-5 to the people who say them.

- | | | |
|----------------------------|-------|--|
| a policeman | ----- | 1 You should be able to finish it by the due date. |
| b security guard in a mall | ----- | 2 You're not allowed to park here. |
| c director of a school | ----- | 3 I find Mr Smith not guilty. |
| d manager at work | ----- | 4 Can I check your bag, please? |
| e judge | ----- | 5 Please bring a note from your parents after every time you've been absent. |



A letter giving recommendations

1 Write a letter to a local newspaper making recommendations which might help to solve ONE of these problems.

- There are very few public places in your town where people can go to keep fit.
- Very few tourists come to your town because they know nothing about it.

Follow this paragraph plan.

- 1 Say why you are writing the letter and briefly describe the problem you have chosen.
- 2 Make your main recommendation.
- 3 Make a second recommendation.
- 4 Conclude the letter, saying what you hope will happen next.

Write 200–220 words.

[illegible]

- 2** Imagine your letter has been published in the newspaper. One of their reporters disagrees with your recommendations. Write a brief reply from the point of view of the reporter disagreeing with your points.

.....

.....

.....

.....

.....

.....

.....

.....

.....

1. Look at the outcomes on page 8 of the Student's Book.

How did you find:

listening to a talk and a description?
 recalling an important event?
 scanning for specific information?
 presenting ideas and suggestions?
 writing an essay?

easy?	difficult?	useful?	not useful?	interesting?	not interesting?
☐	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	☐

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? ☐

The Earth at Risk



Key words

at the expense of, devastating, logger, vital

Reading

1 Before you read the article about South American rainforests, try to answer this question.

Note the title “Feeding chickens is destroying the climate.” What does it suggest to you?

.....

2 As you read the article, find the answers to these questions.

a How many different groups of people live in the South American rainforests?

.....

b What are most soya beans used for?

.....

c Why are the rainforests being destroyed? (four reasons are given)

.....

.....

.....

Feeding chickens is destroying the climate

The rainforest of the Amazon region of Brazil in South America covers five per cent of the world’s land surface and is home to at least 30 per cent of the world’s animals and plants. The area is also the home of 220,000 people from about 180 different tribes who live in the forest. The rainforest itself is an important environment but, because of its size and location, it also

5 plays a vital role in controlling the world’s climate. It does this by taking in carbon dioxide and turning it into fresh air.

Recently, however, large areas of the Amazon rainforest have been cut down to make more land for farmers. In the last three years, for example, 70,000 square kilometres have been destroyed – this is the same as six football pitches every minute. Much of this destruction,

10 which leaves the land dry and dusty, is illegal.

Farmers use most of the new land to grow soya beans, which they export to other parts of the world to be used as animal food. Millions of chickens in Western European countries are fed on South American soya beans. Increasingly, some soya beans are also being turned into food for human consumption; many vegetarian foods are based on soya beans.

15 Other areas of the rainforest are cleared by ranchers who use the land for their cattle, by loggers who sell the valuable tropical hardwood from the trees they cut down, or by oil companies who are trying to find more oil. These activities help to improve the economy of the region, but at the expense of the future of the global environment.

20 In addition to destroying ancient forests and changing the world’s climate, deforestation is having a devastating effect on the native populations, who are dependent on the rainforest for everything they need, from food and tools to medicines and shelter.



3 Read the article again and match each beginning a–f with one of the endings 1–7. You do not need to use one of the endings.

- a Nearly a third of the world's animals and plants
 - b The rainforest has an important influence on
 - c Extra farming land is created when
 - d Vegetarians, as well as animals,
 - e Loggers are people who
 - f The rainforest provides everything
- 1 ... areas of the rainforest are cut down.
 - 2 ... that the inhabitants of the forest need.
 - 3 ... cut down trees because their wood is worth a lot of money.
 - 4 ... live in the Amazon rainforest.
 - 5 ... consume soya beans.
 - 6 ... cut down trees and use the land for their cattle.
 - 7 ... the Earth's climate.

4 Complete each of the four sentence beginnings with their correct ending.

- 1 The Amazon rainforest is very important to the world climate because ...
 - a it isn't environmentally polluted by man.
 - b it turns carbon dioxide into fresh air.
 - c it is home to 30 per cent of the world's plants.
- 2 The trees in the Amazon rainforest are being cut down ...
 - a for growing soya beans and for cattle.
 - b for growing soya beans and for building houses.
 - c for cattle and for industry.

- 3 The cutting down of trees has positive effects on ...
 - a the environment.
 - b the population.
 - c the economy.
- 4 In your opinion, the Amazon rainforest ...
 - a should be completely destroyed because such a large area could be more useful for industrial developments.
 - b should be left as it naturally is because man doesn't have the right to destroy what he hasn't created or invented.
 - c should have no population living in it so that it would be protected carefully.

5 Find the words in the text which mean ...

- a against the law (paragraph 2)
- b to send something for sale in another country (paragraph 3)
- c the eating and drinking of something (paragraph 3)
- d affecting the whole world (paragraph 4)
- e piece of equipment for doing a particular job (paragraph 5)

6 Make a summary of the text on page 26 by writing one sentence for each paragraph.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Over to you

7 How does man affect the environment negatively?

Language practice

1 Complete the paragraph about climate change with the words from the box below. There is one extra word.

permanently amount occurring killed off
Consequently increasingly with the result that
alter have resulted

There is a scientific agreement on climate change that human activity is the main explanation for the (1) rapid changes in the world's climate. (2), international debates have largely shifted onto ways to reduce human impact and adapt to change that is already naturally (3) Humanity's largest influence on local climate is likely to (4) from land use. Irrigation, deforestation and agriculture fundamentally change the environment. For example, they change the (5) of water going into and out of a given location. They also influence the ground cover and (6) the amount of sunlight that is absorbed. For example, there is evidence to suggest that the climate of Greece and other Mediterranean countries was (7) changed by widespread deforestation between 700 BC and 1 AD, (8) the modern climate in the region is significantly hotter and drier.



2 Complete these sentences with the correct form of verbs from the list.

mismanage mishear damage oversleep
redo cover re-use undercharge

- a I'm sorry, I you. I thought you said you'd prefer tea.
- b I did my homework too quickly, so the teacher asked me to it.

- c If I realise that a shop assistant has me, I always tell them and pay the correct money.
- d I this morning because I worked very late last night.
- e You should as many things as possible instead of throwing them away.
- f Deserts now huge amounts of previously fertile land.
- g Human actions have the Earth.
- h This company couldn't face competition for long because it was

3 Complete these sentences with the correct form of the words below.

economy displace vital devastate
sustain consumption global illegal

- a logging is putting the rainforest at risk.
- b It is that our environment is protected.
- c Rapid of raw materials has a impact on our world.
- d It is time to think big. Environmental issues are a problem.
- e Sometimes local benefit to the detriment of the environment.
- f Indigenous people are by the destruction of the rainforest.
- g These people have been by the rainforest for generations.

4 Complete the sentences with the appropriate word, then write the word in the following crossword puzzle.

Across

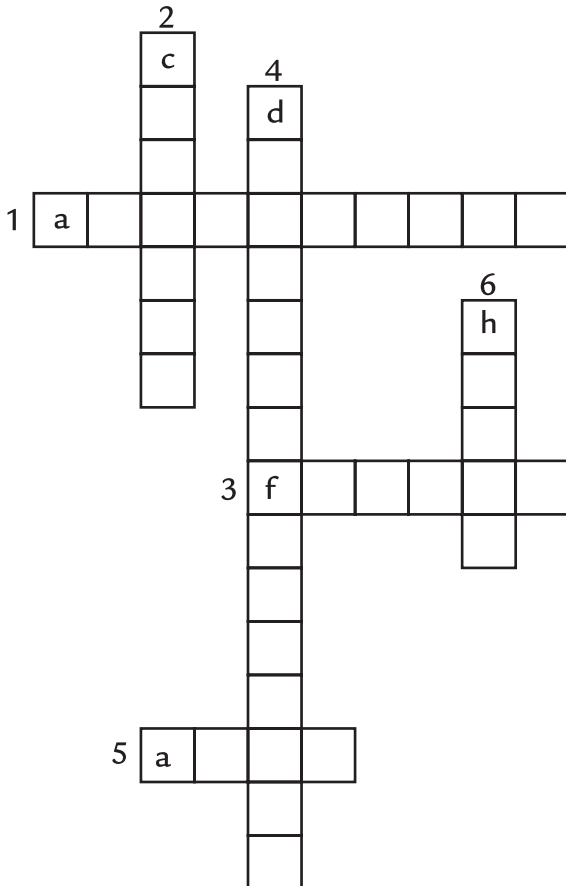
- 1 We can't breathe in this dusty
- 3 It was a January night when we got stuck in the snow.
- 5 The drought has caused the farmers' lands to become

Down

2 The agricultural development of a country depends on its

4 is unfortunately expanding over large areas of the world.

6 A climate is marked by a high level of water vapour in the atmosphere.



5 Join the following sentences using conjunctions such as *because*, *in addition to*, *so that* and *in order to*.

a The Amazon rainforest has an important effect on the climate of the world. It covers such a large area.

.....

b The rainforest has been cut down. Make more farmland.

.....

c Farmers need more land. They can grow more soya beans.

.....

d Deforestation is changing the world climate. It is affecting the native population of the Amazon rainforest.

.....

e Environmentalists are doing their best. They want to protect the Amazon rainforest.

.....

6 Complete the following sentences with the correct relative pronoun.

a He's a man opinion I respect.

b The guidebook we bought has been very helpful.

c I can't remember I borrowed that book from the library.

d Do you know Mohammed works for?

e My brother doesn't tell anyone he puts his diary.

Grammar assistant**Subordinate clauses of purpose and result**

• To introduce explanations use **in order to** + infinitive, **because** + clause, **to** + infinitive.

*You need to pay **in order to** get in.*

*I need a drink **because** I am feeling thirsty.*

*Farmers use machinery **to harvest** their crops.*

• To link actions with results use **so that** + clause, **to be the cause of**, **with the result that** + clause, **to lead to**.

*I closed the window **so that** the wind couldn't get in.*

*Lack of vitamins **is the cause of** his illness.*

Writing a speech

1 Read the outline of a speech that highlights the importance of preserving natural resources and describes ways of doing so.

- We are gathered here today to discuss the importance of preserving our natural resources; an issue which is not receiving the attention it deserves.
- Let me start with a quotation by Pinchot, who says, “Conservation means the greatest good to the greatest number for the longest time.”
- I believe that what he’s trying to say is, ...
- Believe it or not, recent statistics have shown that, ...
- Are you aware of what that really means?...
- Our world is in serious danger and needs the help of each and every one of us, ...
- We are responsible for the destruction of our natural world, ...
- Consequently, we should ...
- In addition, we are accountable for, ...
- And therefore, we all share the responsibility to protect and conserve our natural world, ...
- Why don’t we start by recognising that we all are involved in this process, individual by individual? Why don’t we, ...
- A small amount of cooperation from each one of you will provide a chance for our natural world to breathe again, ...
- In conclusion, I wish you, ...
Thank you.

2 The writer of this speech uses many techniques in order to persuade his audience. Extract from the speech:

a introductory phrases which get the audience involved

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

b repetition of structures

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

c linking words and expressions

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

3 Write your own speech about the preservation of natural resources, following the outline on page 30, and present it to the class.
Write 200-220 words.

This image shows a full page of a handwriting practice worksheet. It consists of multiple rows of horizontal dashed lines spaced evenly down the page, providing a guide for letter height and placement. The background is plain white, and there are no other markings or text present.

Precious Resources



Key words

commercially, partnership, wood pulp

Reading

1 Before you read the article, what do you think paper is made of?

.....

2 Are you and your family aware of the need to recycle paper? If yes, how? If no, why not?

.....

.....

3 Read the article. Then, match words a-d from the article with their meanings 1-4.

a fibre

b environmentalist

c considerable

d proportion

1 a person who is concerned with the protection of the environment

2 extremely small quantity of paper, wood, cloth, etc.

3 a portion; an amount

4 large in amount

Paper: new from old

The first paper was made from cloth nearly two thousand years ago in China. Although paper can be made from all kinds of materials, such as cotton fibres, grass and sugar cane, these days wood pulp is the material most commonly used to make 'new paper' – paper which

5 contains no old or recycled paper.

The modern world uses so much paper that environmentalists have persuaded us that we should recycle old paper as well as making new paper. There is considerable awareness in Kuwait of the need to recycle waste, including paper. As a wealthy and modern state, Kuwait is a major user of paper, but is looking to address *this*

10 by building recycling centres, with one partnership between a major private company and a university being an example of this.

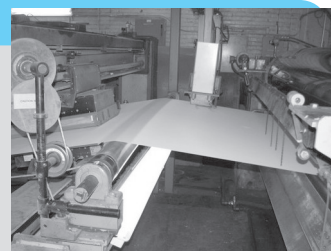
Although we use wood pulp from trees to make new paper, it is not entirely true that recycling paper saves trees. Trees are a commercially grown long-term crop, so that when they are cut down, new ones are planted. Also, papermakers use the parts of trees that cannot be used in

15 other industries such as building and furniture making. Nearly all new paper is made from wood grown in sustainable forests.

Here are some of the facts related to producing recycled paper:

- A large proportion of household waste is paper or cardboard. About half of this is newspapers and magazines.
- 20 • For every tonne of paper used for recycling, we save 30,000 litres of water, 3000-4000 kwh of electricity, and produce 95% less air pollution.
- Recycling paper is less harmful to the environment than burying it in landfill sites. This is because if paper is buried in the ground it rots and produces methane which is a powerful greenhouse gas.

25 Despite our increasing dependence on information stored on computers, there will always be a demand for paper. In the interests of our environment, we have to make sure that we continue to recycle as much of it as possible.



4 Read the article on page 32. Are these statements True (T) or False (F). Justify your answers.

- a All paper is made from wood. ☐
- b We should recycle old paper and stop making new paper. ☐
- c Recycling paper saves trees. ☐
- d Most household waste is paper or cardboard. ☐

5 Read the article again and complete these sentences with words or phrases from this list. You do not need to use two of the words or phrases.

air pollution greenhouse gas
household waste tonne materials
sustainable forests environment

- a Cotton fibres, grass and sugar cane are some of the that can be used to make paper.
- b Trees used for making paper are grown in, which means that new trees are planted to replace ones which are cut down.
- c About 50% of the paper and cardboard in is made up of newspapers and magazines.
- d Burying paper in landfill sites does more damage to the than recycling it.
- e Using one of recycled paper saves 3000-4000 kwh of electricity.

6 Answer the following questions about the article on page 32.

a What proof does the article provide to show Kuwait's great interest in recycling paper?

b Do you know of any projects being planned for recycling in the area where you live?

7 Complete these sentences with information from the article.

- a The Chinese
- b Sugar cane
- c The building and furniture industries cannot
- d 30,000 litres of water
- e Methane is

8 Choose the correct alternative.

- 1 The material most commonly used for making paper is
a cotton fibres.
b grass and sugar cane.
c wood pulp.
- 2 The word *this* on line 9 refers to
a paper.
b Kuwait being a major user of paper.
c Kuwait being a wealthy and modern state.
- 3 Another suitable title for this article is
a Recycling in Kuwait.
b A study of paper recycling.
c Making paper.

9 Make a summary of the three facts mentioned in the article about recycled paper. Write them as briefly as possible.

-
-
-

Over to you

10 What other materials could be recycled in Kuwait?

Language practice

1 Complete these conversations with one of these colour adjectives. You need to use one word twice.

pink blue black red

- a A How was your meeting with the director? I bet you didn't like him!
 B Actually, I did. In fact, he's not as as you painted him.
- b A Have you heard the news this morning?
 B No, I only listen to the news once in a moon. What happened?
 A The government is building a new airport.
- c A I just waved to a total stranger, thinking he was Omar.
 B Really? What did you do then?
 A I simply apologised to the man. I went as as a beet root!
- d A How's your grandmother? Has she recovered?
 B Yes, she has. In fact, she's in the It's like she's never been in hospital before.
- e A How's my son doing in maths, Mr Ahmed?
 B To be honest, I always explain the lesson until I'm in the face, but Fahad never listens!



2 Rewrite these sentences using the three-part phrasal verbs in brackets.

- a The Internet has enabled us to communicate with people all around the world. (*reach out to*)
- b Environmentalists are working hard to find new ways of saving energy. (*come up with*)
- c If this project doesn't work, we'll just have to use our original plan. (*fall back on*)
- d My journey to work gets worse every day. I don't think I can stand it

much longer. (*put up with*)

- e It's almost impossible for people to learn about all the new developments in computer technology. (*keep up with*)
- f I thought that working from home was a good idea, but I'm meeting all kinds of practical problems. (*come up against*)

Grammar assistant

Wish ...

We use **wish** + past simple to talk about dissatisfactions with the present or impossible conditions.

I wish I had my coat with me. (I don't have my coat.)

I wish I could run faster. (I run slowly and would like to run faster.)

I wish I was twice as tall. (This is an impossibility.)

- We use **wish** + **would** to make complaints about other people

I wish you would stop shouting.

- We use **wish** + past perfect to talk about wishes about the past.

Now **she wishes she had gone** to university.

3 Rewrite these sentences using the verb **wish** and the words in brackets. You can use **wish** + **would**, **wish** + **could**, **wish** + past simple or **wish** + past perfect.

- a You waste too much paper. (*stop wasting paper*)
I wish you'd stop wasting paper.
- b My sister spends too long talking on the phone. (*spend so long*)
- c I'm very shy about speaking in public. (*not so shy*)
- d She wasted too much time on computer games. (*so much time*)
- e Newspapers and magazines contain too many adverts. (*not so many*)
- f I wasn't paying attention in class, and now I can't do my homework. (*listen to my teacher*)

4 Circle the correct word to complete the following sentences.

- 1 Our neighbours their household waste in a barrel in the backyard.
a cut down on
b incinerate
c cut down
- 2 The has promised to bring in new legislation to fight this problem.
a irritation
b administration
c bureaucracy
- 3 You need to fast food; it's not good for your health.
a cut
b cut down
c cut down on

5 Rewrite the sentences following the clues in brackets.

- a Hussein and Ahmed are equally good at maths. (*as ... as*)
.....
.....
- b Fahad spends his free time in a more effective way than I do. (*effectively*)
.....
.....
- c Our teacher has given us a lot of homework lately. (*Make it passive.*)
.....
.....
- d Our old book was not as interesting as our new one. (*less*)
.....
.....

6 Choose the correct verb form to complete these sentences.

Anna (1) (*arrived / has arrived*) in England from Poland seven years ago. Since then she (2) (*worked / has worked*) as a bus driver. She (3) (*went / has been*) back to Poland several times to see her family, but she (4) (*never wanted / has never wanted*) to stay there. When she (5) (*first arrived / has first arrived*) in Britain, she (6) (*didn't imagine / hasn't imagined*) she would settle there.

For the first year she (7) (*suffered / has suffered*) from culture shock and (8) (*wanted / has wanted*) to go home, but she (9) (*quickly learned / has quickly learned*) the language and (10) (*made / has made*) new friends and now she feels at home there.

7 Complete these conversations using the correct form of the verbs in brackets. Choose the present perfect simple or present perfect continuous.

- a A How do you find your new house?
B Well, we (*come up against*) many problems since the day we came here.
A Really? Like what?
B We (*be without*) water for five days and no one knows why.
- b A What are you doing in this club?
B Don't you know? I (*take up*) tennis.
A Oh! And what about your studies? Are you able to manage your time effectively?
B To tell you the truth, I (*not keep up with*) my studies lately.
- c A I (*come up with*) a great idea for my new project.
B Good. (*you work on*) it recently?
A Of course I have. In fact, I'll be ready to present it by next week.

8 What would you say in the following situations?

- a You regret not applying to this university.
.....
- b You are giving your classmates a means of reducing the use of landfill sites. (recycling)
.....
- c You're complaining about people not respecting the environment.
.....

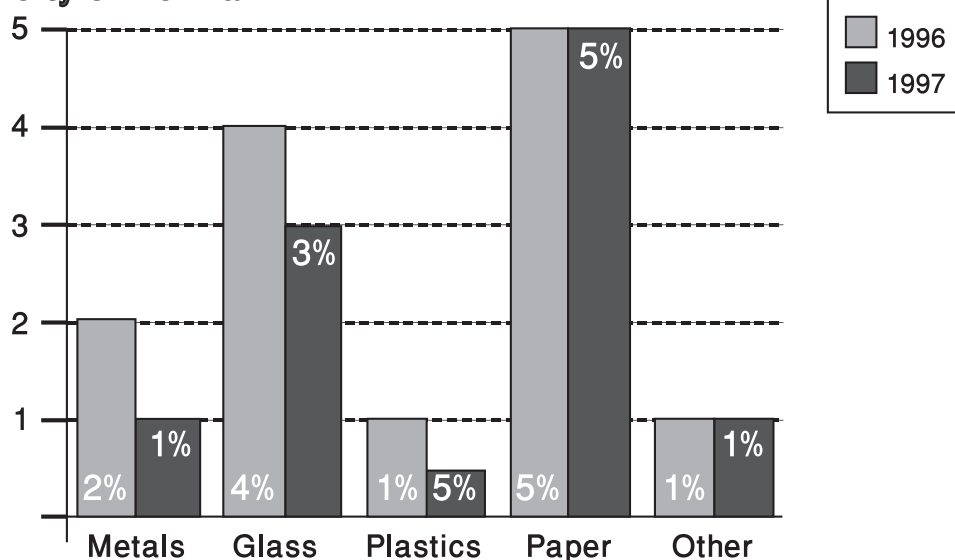
Writing a report based on statistics

1 Look at the bar chart and answer these questions.

- What do the two colours in the bar chart represent?
- Which materials were recycled the most and which were recycled the least?
- What is the general trend between 1996 and 1997?
- What materials maintained the same level of recycling?
- Write a heading for each of the four paragraphs A-D of the report with the following labels: Introduction, Conclusion, Recommendations and Key facts.
- Suggest a recommendation based on the results of the chart, other than the one mentioned in the report.

Percentage of Materials Recycled

City of Norman



- A** -----
This report studies the percentage of materials recycled in the city of Norman in the years 1996 and 1997.
- B** -----
 - 2% of all metals were recycled in 1996 and 1% in 1997.
 - 4% of glass was recycled in 1996 and 3% in 1997.
 - 1% of plastics were recycled in 1996 and 0.5% in 1997.
 - 5% of paper was recycled in 1996 and in 1997.
 - 1% of other materials were recycled in 1996 and in 1997.
- C** -----
The figures show that the percentage of materials which were recycled has decreased in 1997. It's a bad sign, proving that people are losing their enthusiasm for recycling.
- D** -----
With reference to the results of this bar chart, environmentalists should use awareness - raising campaigns in order to highlight the importance of recycling.

2 Use the Internet to research information about recycling in a city of your choice. Draw a bar chart and write a report based on your research, following the same steps as on page 36. Don't forget to divide your report into four paragraphs:

- Introduction
- Key facts
- Conclusion
- Recommendations

[illegible]

Under Threat



Key words

carnivorous, enemy, inject, sting

Reading

1 Answer the following questions.

- a What types of plants are you familiar with? What's your favourite?

.....

- b Why and how do you think some plants can be harmful?

.....

2 As you read the article, choose the most suitable title.

- a How plants attack insects
b How plants kill their enemies
c How plants protect themselves from their enemies



Cactus



Acacia



Horse Chestnut



Nettle



Nightshade



Venus flytrap

It may seem very strange, but plants are always in danger from animals which want to feed on them. If this happens, the plant can be damaged or even killed. So, because their roots, trunks, leaves, flowers, fruits and seeds are under constant attack from mammals, insects and birds, plants have developed ways of protecting themselves from **these enemies**. Here are

- 5 some of the ways plants stop animals from attacking and eating them.

Sharp thorns and stings

Some plants which grow in dry climates, for example cactuses, store large quantities of water in their stems. To protect themselves, they have sharp thorns. Animals will hurt themselves if they try to get to the water from these plants. Other plants, like stinging nettles, can 'inject' painful or irritating substances into their enemies by means of the sharp hairs on their leaves.

Poison

- 10 There are many plants which protect themselves by poisoning their enemies. In some cases the poison they contain is so powerful that it can kill any living thing which touches or eats them. The poison can be in the leaves, the seeds or berries, and other parts of the plants.

Insects

Some acacia trees in hot African countries are protected by ants which live permanently on their branches. If an animal starts to eat the tree's leaves, the ants attack it.

Sticky gum

- 15 Some plants, such as horse chestnut trees, are covered with a sticky substance like wet paint **which** can prevent insects from eating them. Sometimes this substance is so strong that insects' feet or wings get stuck and they cannot escape.

Carnivorous plants

The most incredible plants of all are 'carnivorous' plants like the famous Venus flytrap, which actually catch and consume insects which land on them.

3 Match the sentence beginnings 1-5 with their correct ending.

- 1 The two plants which are said to grow in hot, dry climates are
 - a cactuses and Venus flytraps.
 - b acacia trees and horse chestnuts.
 - c cactuses and acacia trees.
- 2 The phrase *these enemies* in line 4 refers to
 - a roots, trunks, leaves, flowers, fruits and seeds.
 - b mammals, insects and birds.
 - c other plants.
- 3 A trunk is
 - a the small hard part of a plant from which a new plant can grow.
 - b the sharp pointed part of a plant.
 - c the main part or large stem of a tree.
- 4 A unique characteristic of cactuses is that
 - a they don't need water to survive.
 - b they are the only plants which have thorns.
 - c they store large amounts of water in their stems.
- 5 The word *which* in paragraph 5, line 16 refers to
 - a sticky substance.
 - b horse chestnut trees.
 - c wet paint.

4 Complete the following table with the necessary information from the text on page 38.

Type of plant	protects itself with / by

5 Answer the following questions.

- a** Which of the pictures on page 38 is not mentioned in the text? Do you know anything about it?
-
-
- b** Which plant do you think has the best chance of surviving animal attacks? Why?
-
-
- c** How do you think plants can be beneficial to human beings?

6 Using your notes in exercise 4, make a summary of the types of plants and the different ways in which they protect themselves.

Over to you

- 7** It has been observed that plants promote thinking and creativity. Discuss.

Language practice

1 Choose the correct phrases to complete these sentences.

- a Aubergines grow **on plants / under the ground**.
- b Tea grows **on trees / on bushes**.
- c Dates grow **on the ground / on trees**.
- d Potatoes grow **on the ground / under the ground**.

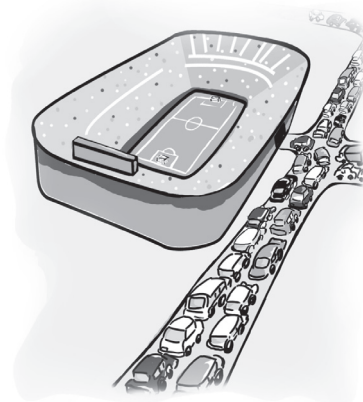
2 Choose the correct preposition to complete these sentences.

- a Cactuses are dependent (**of / on**) their thorns for protection.
- b The Venus flytrap is famous (**for / with**) being able to catch insects. This makes it different (**for / from**) most ordinary plants.
- c I've always been interested (**for / in**) plants and trees, but I'm not keen (**in / on**) insects.
- d My Encyclopaedia of Nature is full (**from / of**) interesting facts about plants.

Self-assessment

3 Write sentences to explain these situations, using the words in brackets.

- a The phone is ringing. It's probably your brother; he usually rings at this time. (*It might ...*)
It might be my brother - he usually rings at this time.
- b Someone's ringing our bell. You're sure it's the postman; he always comes at this time. (*It must ...*)
.....
- c There's an important football match in your town tonight. You think the roads will probably be very busy. (*The roads might ...*)
.....
- d Your friend said she would phone you, but she hasn't. You are sure she has not forgotten. (*She can't ...*)
.....



- e Someone waves to you from a car. It looks like your friend's car. (*It might ...*)
.....
- f Your sister has worked very hard. You feel sure that she has got good grades in her exams. (*She must ...*)
.....
- g You hear a car approaching, but you know it isn't your uncle's car because it doesn't have the same sound. (*It can't ...*)
.....
- h A new building is going up in your neighbourhood. You think it is probably a school. (*They might ...*)
.....

4 Complete the sentences with one of the connectors in the box.

although despite but unlike

- a most plants which lose their leaves in autumn, an evergreen plant keeps its leaves over the winter.
- b Some plants, being short and low to the ground, take two years to complete their life cycle.
- c Some plants only bear leaves and flowers once, then they die, a perennial is a plant that bears leaves and perhaps flowers every year.
- d some plants have no roots, stems or leaves, they possess tissues that specialise in the internal transportation of water.

5 Write questions to the following answers.

- a
I've been working on this project for five hours continuously.
- b
I've read three books by George Eliot.
- c
I go to the library twice a week.
- d
Well, my brother is now taller than me.
- e
I've made some good progress lately.

6 Read these sentences. All of them contain at least one incorrect spelling, missing word or punctuation error. Write out the corrected sentences underneath.

- a Plants are contiually under attack from animals and insects, Because of this, they have developed ways of defendin themselves and ensuring there survival.
.....
.....
- b Some plants cover themselves with sticky substance; this help to prevent predators from eating them.
.....
.....
- c Have you ever tried to pick flower and found that the sharp thornes make it impossible! These thorns are part of the plants sophisticated defense system.
.....
.....
- d Plants have ways of protecting themselves from manny different threats. Not only do cactuses have spikes to ward off enemies, they also store water to ensure their in the harsh dry conditions of the desert.
.....
.....
.....

7 What would you say in the following situations?

- a You are enquiring on the phone about the date of your entrance exam at university.
.....
.....
- b You are advising your colleague not to work too hard.
.....
.....
- c You are suggesting to your friend that he / she asks his / her brother for help.
.....
.....
- d You're telling your friend politely that you can't stay for dinner because you've got homework to do.
.....
.....

8 Match sentences a-e to their function. There are two extra functions.

- a I'm sorry to have to say this, but your work isn't good enough.
- b Perhaps he needs some time off work.
.....
- c If it were up to me, I'd take a holiday instead of staying at home all this time.
.....
- d What can I do for you?
- e Could you tell me when the next train leaves?

- 1 Stating a preference
- 2 Asking for information
- 3 Offering help
- 4 Demanding explanations
- 5 Guessing
- 6 Making complaints
- 7 Giving warning

- 1 Read this essay on the pros and cons of land reclamation. Is the writer of the essay for or against land reclamation?

The arguments for and against land reclamation



Many governments have started to take land from the sea or from marshes in order to create farmland, housing, resorts and even shopping centres. This process is known as land reclamation. Such schemes are popular because they create idyllic settings, such as the Palm Islands in UAE, and are amazing engineering achievements. However, some people believe taking land from the sea is wrong and actually has an adverse effect on the world. In this composition, I will discuss some of the arguments for and against land reclamation.

I will start by considering two arguments in favour of land reclamation. First of all, many people view land reclamation as a vital procedure for continuing human development. There are many places in the world where the population exceeds the ability of the land to sustain it. In these places, taking land from the sea alleviates issues such as overcrowding and sanitation and increases human contentment. Secondly, some countries are unable to produce enough food to feed their populations. Therefore, governments take the decision to drain swamp and marshland in an attempt to create new agricultural areas. This process alleviates hunger and has other positive effects, such as helping to reduce populations of disease-spreading insects like mosquitoes.

I will now move on to the arguments against land reclamation. The main objection to reclaiming land is that it disrupts local environments. The damage that can occur, for example to coral reefs and other underwater habitats, has profound effects upon the oceans. There are many threatened species that rely on rare habitats, or which only live in one area, and any changes to their surroundings can have devastating consequences. Even land reclamation projects that drain swamps can adversely affect species such as rare migratory birds.

Personally, I do not have strong feelings about land reclamation. I believe that such procedures can help to alleviate problems in cities and improve our quality of life, but I also think it is wrong to unnaturally alter and destroy eco-systems simply so people have a pleasant place in which to live, shop or visit.

2 Read the essay again and make a note of the phrases the writer uses to structure the essay and to present his or her ideas. Example: *In this composition, I will discuss some of the arguments for and against land reclamation.*

3 The essay is written in quite formal language. Match these formal words and phrases from the essay with their meanings. There are more meanings than you need.

- | | | | | |
|----------|--------------|-------|----------|---------------------------------------|
| a | consider | ----- | 1 | argument against |
| b | overcrowding | ----- | 2 | too many things or people in one area |
| c | alleviate | ----- | 3 | derogatory comment |
| d | objection | ----- | 4 | progress and growth |
| e | development | ----- | 5 | a state of happiness |
| f | contentment | ----- | 6 | see / watch |
| g | sustain | ----- | 7 | make less severe |
| | | | 8 | examine and discuss |
| | | | 9 | support and provide for |

4 Write your essay, in 200–220 words, including arguments for and against. Choose one of these titles:

The arguments for and against protecting marine wildlife; The arguments for and against reclaiming swamps; The arguments for and against building new cities.

Follow this paragraph plan:

- 1 Introduction outlining the issues
- 2 Arguments for
- 3 Arguments against
- 4 Conclusion, including your own ideas.

Use the same or similar expressions to structure your essay and to express your ideas as the writer of the essay above. Refer to the list you made in exercise 2.

[illegible]

Progress Test 2

Reading

1 Complete the article below with words from this list. Use each word only once.

be because been for from if
is of on this to too

Greenhouse gases: good or bad?

We usually think that greenhouse gases are harmful, but without these gases the climate of the Earth would be like the climate of Mars:

(1) cold for human beings to survive. Greenhouse gases, which include carbon dioxide and methane, keep the heat of the sun in and **prevent** our planet (2) freezing.

However, (3) the last 200 years people have (4) using enormous quantities of fossil fuels like coal, gas and oil. When these fuels are burnt, they produce large amounts of carbon dioxide and

(5) keeps more of the sun's heat in.

The result is that the temperature of the Earth (6) rising year by year. This is leading (7) more extreme weather: high winds and heavy rain which produce storms and flooding.

The problem is made worse by the fact that we are destroying the world's rainforests. Trees naturally consume carbon dioxide, but

(8) there are fewer trees, more carbon dioxide is **released** into the atmosphere.

Because (9) the increase in the Earth's temperature, the ice at the north and south poles is melting, and this is causing sea levels to rise. Eventually, many areas of land which are now (10) the coast will

(11) flooded. Leading scientists are warning that (12) the authorities don't introduce new laws to reduce greenhouse gas increases now, the results could be disastrous for life on Earth.

2 Read the article again. Are these statements True (T) or False (F)? Justify your answers.

a Without greenhouse gases human beings couldn't live on Earth. ☐

b Human beings have been using fossil fuels for more than two hundred years. ☐

c The temperature of the Earth is increasing because the sun is getting hotter. ☐

d Flooding is an example of extreme weather. ☐

e Trees and forests produce greenhouse gases like carbon dioxide. ☐

f Sea levels will rise if the ice at the poles melts. ☐

g Scientists want every individual on Earth to take immediate action. ☐

3 Choose the right answer.

a The main idea of the text is:

1 Greenhouse gases are harmful.

2 Using fossil fuels affects the temperature of the Earth.

3 People are destroying a lot of trees.

4 Even though greenhouse gases are needed on Earth, their increase may lead to a catastrophe.

b **prevent** means

1 stop 2 change 3 try 4 present

c **released** means

1 gave 2 caused 3 emitted 4 reduced

Language practice

1 Complete sentences a–d with the following words.

because in order to so that

- a In the future, sea levels will rise the polar ice is melting.
- b People are cutting down forests have more land for growing food.
- c Scientists are worried about climate change it is a threat to life on Earth.
- d Scientists are trying to produce new fuels people can continue to use their cars without damaging the environment.

2 Choose the correct modal verb in these conversations.

- a A When are you next in town?
B I **may be** / **must be** coming next month. If I do, I'll let you know.
- b A I've looked everywhere for the letter I wrote to my uncle.
B Don't worry – if it's not here, you **can't have posted** / **must have posted** it.
- c A You **might be** / **must be** exhausted. You've been working very hard recently.
B I'm all right, thanks.
- d A I've tried to contact Alia, but she isn't at home.
B You never know – she **might have forgotten** / **can't have forgotten** the meeting.

3 Complete these sentences about Kuwait City using the active or passive forms of the verbs in brackets. Verbs may be present or past.

- a Kuwait City (*locate*) on the Arabian Gulf and is the capital city of Kuwait.

- b It is quite an old city. It was first (*settle*) in the 18th century by many families including the Al-Sabah family, who are the rulers of Kuwait.
- c They (*finish*) the first city wall by 1760.
- d It was an important trade centre, with pearls (*export*) all over the world. The trading fleet of Kuwait City (*number*) over 800 dhows during the 18th and 19th centuries.
- e Today, Kuwait is a major economic power. Kuwait City has (*develop*) into a modern and successful place with the help of its resources.

4 Choose the correct words in these sentences.

- a If you are very lucky, you may see the Giant Panda in its natural **display** / **habitat**.
- b Most of Africa has a very hot, dry **climate** / **weather**.
- c Some plants grow well here even though the **dust** / **soil** is poor and it hardly ever rains.
- d Jaber doesn't want a **permanent** / **temporary** job; he wants a serious career as an engineer.
- e We must do something about climate change to **protect** / **survive** our way of life.
- f We thought the restaurant bill was too high. We were right; the waiter had **overcharged** / **undercharged** us.
- g I'm not going to throw my mobile phone away. I'm going to send it to another country where it can be **misused** / **re-used**.
- h Farmers **graze** / **greys** their animals on grassland.
- i Desertification can lead to **renditions** / **conditions** which produce strong winds and treacherous wildfires.

A leaflet highlighting a problem

- 

Follow these guidelines:

- 1 Use a headline or a slogan which will attract people's attention.
- 2 Use bullet points (•) and punctuation (! ?).
- 3 Don't use too many words.

[illegible]

- 2 Using the structures below, write a brief paragraph giving advice on how to prevent climate change. Then explain how following your advice will help. Use points you made in exercise 1 for inspiration.

in order to, because, to + infinitive, so that, to the cause of, with the result that, to lead to

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

1. Look at the outcomes on page 30 of the Student's Book.

How did you find:

listening to a talk and a description?
 giving explanations and experiences?
 talking about cause and effect?
 reading for gist and detailed information?
 giving opinions and making decisions?
 presenting ideas and suggestions?
 writing an account?

easy?	difficult?	useful?	not useful?	interesting?	not interesting?
☐	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	☐

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!

Henry V

Before Reading

Look at the title. What do you think the play is about? Why do you think Shakespeare is telling this story?

Episode One

1 What is the reason King Henry gives for waging war on France?

2 What did the French try to do in order to avoid war? Did they succeed?

Episode Two

Did the Dauphin and the King of France have the same attitude towards King Henry? What did they disagree about?

Episode Three

What was keeping the French party's hope of winning the war alive?

Episode Four

1 How many casualties did the English suffer? Why?

2 Why did the French consider the English irresponsible?

Episode Five

- ### 1 How did Henry decide to observe his soldiers? Why?

- 2 According to King Henry, what is the difference between a king and a common man?

[illegible]

Episode six

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

- 1 The English were disadvantaged at the Battle of Agincourt. ☐
- 2 King Henry was dissatisfied with his soldiers and did not really trust them. ☐
- 3 The French lost the war. ☐
- 4 Henry gave the credit for his victory to his father. ☐
- 5 Henry's most important request was to marry Katherine. ☐
- 6 The two parties did not agree and war broke out again. ☐

=====

Short story analysis

- 1 What is the main theme of the text?
What are the underlying themes?

[illegible]

- 2** Why do you think this play continues to be read although it is over 400 years old?

[illegible]

- ### 3 Imagine a different ending to the story.

This image shows a full page of handwriting practice paper. It contains ten identical rows of horizontal dashed lines, each consisting of three parallel lines spaced evenly apart. The entire page is white and contains no other markings or text.

Self-assessment answer key

Module 1: page 7, exercise 8

- a A have you been doing
B 've passed / had *or* have been having
- b A Have you ever done
B have just carried out / was
- c A have you ever broken
B threw / happened / have never been

Module 1: page 19, exercise 6

- a impolitely
- b skilfully
- c gently / peacefully
- d spectacularly / dangerously
- e rapidly / professionally
- f compassionately / regularly

Module 2: page 34, exercise 3

- a I wish you'd stop wasting paper.
- b I wish she (my sister) wouldn't / didn't spend so long talking on the phone.
- c I wish I wasn't so shy about speaking in public.
- d I wish / She wishes she hadn't wasted so much time on computer games.
- e I wish newspapers and magazines didn't contain so many adverts.
- f I wish I had listened to my teacher.

Module 2: page 40, exercise 2

- a on
- b for / from
- c in / on
- d of

OVER TO YOU Grade 12 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 12A



PDF Book



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