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تصفح حلول الكتب مباشرة لجميع المراحل التعليمية المختلفة

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MEGA

GOAL 3

MANUEL DOS SANTOS
JILL KOREY O'SULLIVAN
ELI GHAZEL - DANAE KOZANOGLOU

Mc Graw Hill

وزارة التعليم

MegaGoal 3 Student Book

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Scope and Sequence

	Unit Title	Functions	Grammar
	Connect **Pages 2–5**	Express opinion and viewpoint, argument; agree and disagree Make deductions about the past and the present	*can't be – must be/must be + -ing – can't have – must have*
1	Two Is Better Than One **Pages 6–19**	Discuss how people/animals can help each other Negotiate Words connected with museums and galleries Express enthusiasm	*Other, others,* and *another* Emphatic *do* Simple present tense vs. present progressive Gradable and non-gradable adjectives
2	Influential People **Pages 20–33**	Talk about fame and fortune Discuss options Asking and telling about personal experiences	*Used to* versus *be used to* *Would* for repeated action in the past versus *used to* *Was/Were going to* (future in the past) Present perfect simple tense Past simple vs. present perfect
3	What Will They Think of Next? **Pages 34–47**	Discuss technology invented over the last one hundred years Make predictions about life in the year 2100 Persuade Words connected with space and the planetary system: part 1	Future perfect Future perfect progressive The future with dependent time clauses Simple present: *be* and information questions Simple past: *be* and *be born* Regular and irregular verbs in the past
4	The World of TV **Pages 48–61**	Talk about TV films and documentaries Identify genres of TV films Agree and disagree with opinions Words connected with space and the planetary system: part 2	*Both ... and, not only ... but also, either ... or, neither ... nor* Independent clauses with *and, but, or, so,* and *yet* Comparatives and superlatives *I'd rather/I'd prefer*
	EXPANSION Units 1–4 **Pages 62–67**	**Language Review** **Reading:** Is Anybody Out There? **Language Plus:** Idioms with *world*	
5	Do You Really Need It? **Pages 68–81**	Evaluate and discuss the influence of advertising Create an advertisement for a product Advise someone against something Express preference: *I'd rather/I'd prefer* Words connected with shopping habits	Adverb clauses *Because, because of, since,* and *now that* (*In order*) *to* and *so* (*that*) Conditional sentences with *when, if, even if, in case, only if,* and *unless* *Where, wherever,* and *everywhere*
6	The Gender Divide **Pages 82–95**	Talk about gender differences and similarities Discuss stereotypes Ask for and give directions Words connected with hobbies and interests	Verbs + infinitives or gerunds with different meanings Passive forms of infinitives and gerunds Auxiliary verbs after *but* and *and* Present perfect progressive vs present perfect simple with time markers *Adjectives + preposition + gerund*
7	Everyone Makes Mistakes **Pages 96–109**	Talk about famous mistakes in history Discuss personal mistakes Apologize Respond to an apology Words connected with business	Modals and passive modals in the past Count and non count nouns Expressions of quantity: *some, any, a lot of, much, many, enough, plenty of, few, a little, hardly any*

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Listening	Pronunciation	Reading	Writing
Listen and identify features of spoken discourse versus written discourse	Recycling and using familiar stress, intonation patterns, expressing disbelief, surprise, query		
Listen for sequence of events in a summary about Dr. Abdullah Al-Rabeeah	The English /r/	Animal Partners	Write an essay about two friends Write and prepare a PowerPoint presentation about symbiotic relationships in teams (Project)
Listen for sequence in a lecture about the history of money	Past tense endings: /t/, /d/, and /ɪd/	Sheikh Sulaiman bin Abdul-Aziz Al-Rajhi: A Success Story	Write a descriptive biographical essay about a person's life Research and make a poster presentation about a person you admire (Project)
Listen for specific information in a talk about the future of newspapers	Consonant clusters	An Out-Of-This-World Vacation	Write a discursive essay about a future development in Saudi Arabia and its impact on you and on society Research and make a PowerPoint presentation on future changes and their impact in a particular area that you are familiar with (Project)
Listen for specific information from a TV interview about office designs	Linking vowel sounds	The Formula behind Detective Stories on TV	Write an expository essay about the formula of a TV film genre Create and present a storyboard on important events in a person's life (Project)
Tools for Writing: Commonly confused words **Writing:** Write an expository essay about the history of a common device or technology and how it will change in the future			
Listen for specific details in a lecture on advertising techniques	*To* before consonants and vowels	Ads Everywhere: Do You "Buy" It?	Write a letter to your local newspaper Create and present a new advertisement for an existing product (Project)
Listen for specific details in a discussion about young/new and experienced drivers	Rising and falling intonation on tag questions	Do Men and Women Speak the Same Language?	Write an essay about the communication features of men or women from different cultures Research and make a PowerPoint presentation on communication methods through time (Project)
Listen for specific information in stories about mistakes	Reductions of modals + *have: could have, should have, might have, must have*	Happy Accidents	Write a descriptive and personal narrative Research and make a poster presentation about indispensable home inventions (Project)

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Scope and Sequence

	Unit Title	Functions	Grammar
8	Against the Odds **Pages 110–123**	Discuss remarkable events and coincidences Express surprise	*Such . . . that/so . . . that* Reducing adverb clauses Past progressive *Was/were going to; was/were about to* Past perfect tense Past perfect progressive and past simple
	EXPANSION Units 5–8 **Pages 124–133**	**Language Review** **Reading:** The Impact of a Changing World on Human Language and Communication **Reading:** Phobias: Nothing to Fear	
	Update **Pages 134–137**	Express opinion/view, argument, agree and disagree,/belief, disbelief Make deductions/past and present Ask for and give clarification Make suggestions Summarize/recap	*Can't be – must be/must be + -ing – can't have – must have* Recycle familiar verb forms, narrative, connectors and modifiers, passive forms, *would – hypothesis*, modals for ability, possibility, adverbs, gerund, e.g. *capable of -ing*
9	Beauty Is Only Skin Deep **Pages 138–151**	Discuss beauty products and practices throughout history Talk about the importance of beauty products Make a complaint Respond to a complaint	Noun clauses beginning with *that* Noun clauses after verbs Noun clauses after adjectives Noun clauses as subjects of sentences *Needs to be done; get/have done* Present and past participles
10	They Said, We Said **Pages 152–165**	Discuss gossip and rumors Tell a secret Promise to keep a secret Words connected with the body	Noun clauses as reported speech versus quoted speech Rules and exceptions to the sequence of tenses Noun clauses beginning with *whether* or *if* Modal auxiliaries for the present and future: *must, should, ought to, may, might, can, could*
11	Express Yourself **Pages 166–179**	Discuss world languages Talk about the English language Ask someone to repeat something Words connected with different kinds of vacations	Adjective clauses and relative pronouns Relative pronouns as subjects and objects of adjective clauses Future forms with *will* and *be going to* Conditional sentences with *if*-clauses (present) *Wish/If only*
12	Lost and Found **Pages 180–193**	Conduct an interview Express regret Express understanding Words connected with historical monuments	Using *where* and *when* in adjective clauses Using *whose* in adjective clauses Conditional sentences with *If*-Clauses (Past) *As if/as though* Inversions
	EXPANSION Units 9–12 **Pages 194–203**	**Language Review** **Reading:** It's a Mystery **Language Plus:** Idioms about mysteries	

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Listening	Pronunciation	Reading	Writing
Listen for specific details in a news story about identical twins who were separated at birth	Dropped final consonants	Survival Against the Odds	Write a descriptive essay about your vision of the future in Saudi Arabia in 2030 Research and design a cartoon strip about a survival story (Project)
	Language Plus: Idioms about fear **Tools for Writing:** Run-on sentences **Writing:** Write an essay about animal tales in your culture		
Listen for specific information/ draw conclusions Listen and identify language functions in discourse	Recycle and use familiar stress, intonation patterns, to express attitude or feelings, e.g. disbelief, surprise, query		
Listen for specific information in a lecture about fad diets	Stress on affirmative and negative auxiliary verbs	Changing Concepts of Beauty in History	Write a persuasive essay about the importance of beauty Research and evaluate cosmetic products and make a poster presentation (Project)
Listen for specific details in a rumor as it is spread	Question intonation	Psst. Pass It On. (Why We Gossip)	Write a summary of an article about gossip Research harmful rumors and make a PowerPoint presentation (Project)
Listen for specific details in stories about people making mistakes in English	Emphasizing different words in a sentence to convey different meanings	Invented Languages	Write an email to a friend giving news and discussing differences between your language and English Research and identify specific similarities and differences between English and Arabic; make a PowerPoint presentation (Project)
Listen for specific details in stories about lost and found items	The dropped *h* sound at the beginning of pronouns and auxiliary verbs	Look What I Found!	Write a personal narrative describing a time that you lost and found something important Research a discovery story and make a PowerPoint or poster presentation (Project)
	Tools for Writing: Using the definite article with geographical nouns **Writing:** Write an essay about an unexplained mystery **Tools for Writing:** Sentence fragments **Writing:** Write an informational essay about a condition or disorder that involves the human mind		

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Update

1 Listen and Discuss

Read and find out what each text is about.

- human behavior
- a clever business decision
- an accidental discovery
- a breakthrough in space exploration

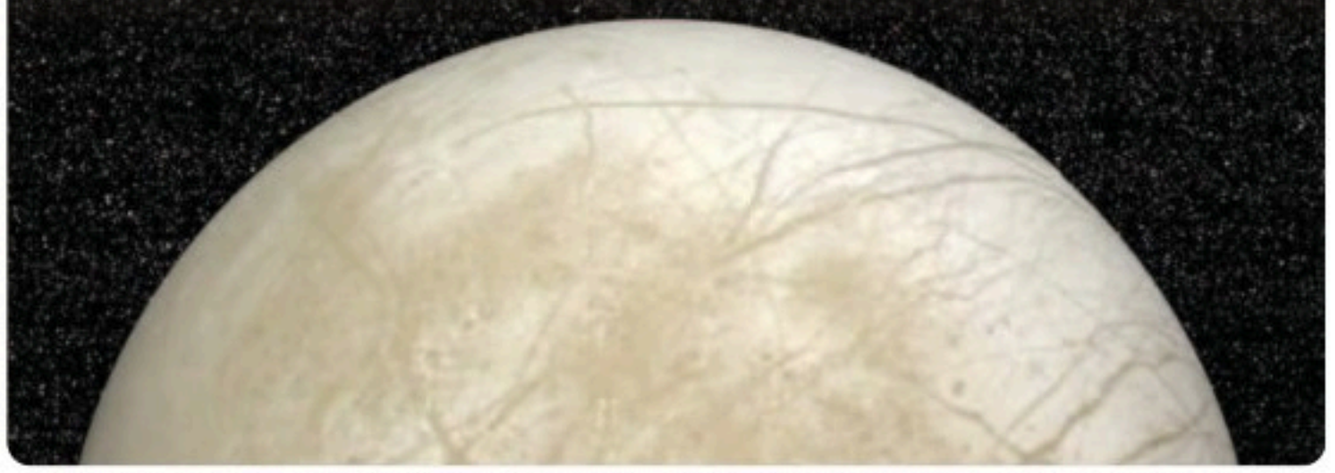
Rocking Chairs ...where?

Usually, people expect to see them on front porches, in living rooms, bedrooms, and cozy places where one is likely to have the time to relax. One of the last places where you'd expect to see rocking chairs is a busy airport, right? Wrong! Rocking chairs have caught on as a special touch in about 40 airports in the US. The trend started in 1997 at an international airport that was hosting a photography exhibit called Porch Sitting. There were photos of porches with rocking chairs, with actual rocking chairs placed in front of the photos as props. When the exhibit was over, and the rocking chairs were being removed, people started protesting. So the airport manager was quick to respond. He kept the chairs and ordered more. From then on, rocking chairs spread as a trend at more airports.



Is Europa similar to Earth?

A re-processed, high resolution, photo of Jupiter's moon Europa was released in 2014, showing the largest proportion of the satellite's surface. Scientists claim that there is water underneath Europa's icy shell that could host life, under the right conditions. This has provided an additional incentive to push forward with the exploration of this amazingly colorful moon. A new study, also suggests that there are big plates of ice sliding over and under each other within Europa's shell. This effectively means that the Earth is not the only solar system body that possesses plate tectonics, as was formerly believed!*



** Adapted from: AccessScience Editors. (2014). Evidence found for plate tectonics on Europa. AccessScience. Available at: https://www.accessscience.com/content/briefing/aBR0916141.*



Did you know that?

Safety glass, which is widely used in windshields, safety goggles, and more, was invented by accident over a century ago. In the early 1900s, a French scientist accidentally knocked a glass flask off his desk. The flask fell to the floor but only cracked instead of shattering into pieces. Having inspected the broken flask, he realized that it had contained plastic cellulose nitrate, which had coated the glass and prevented it from shattering upon impact.

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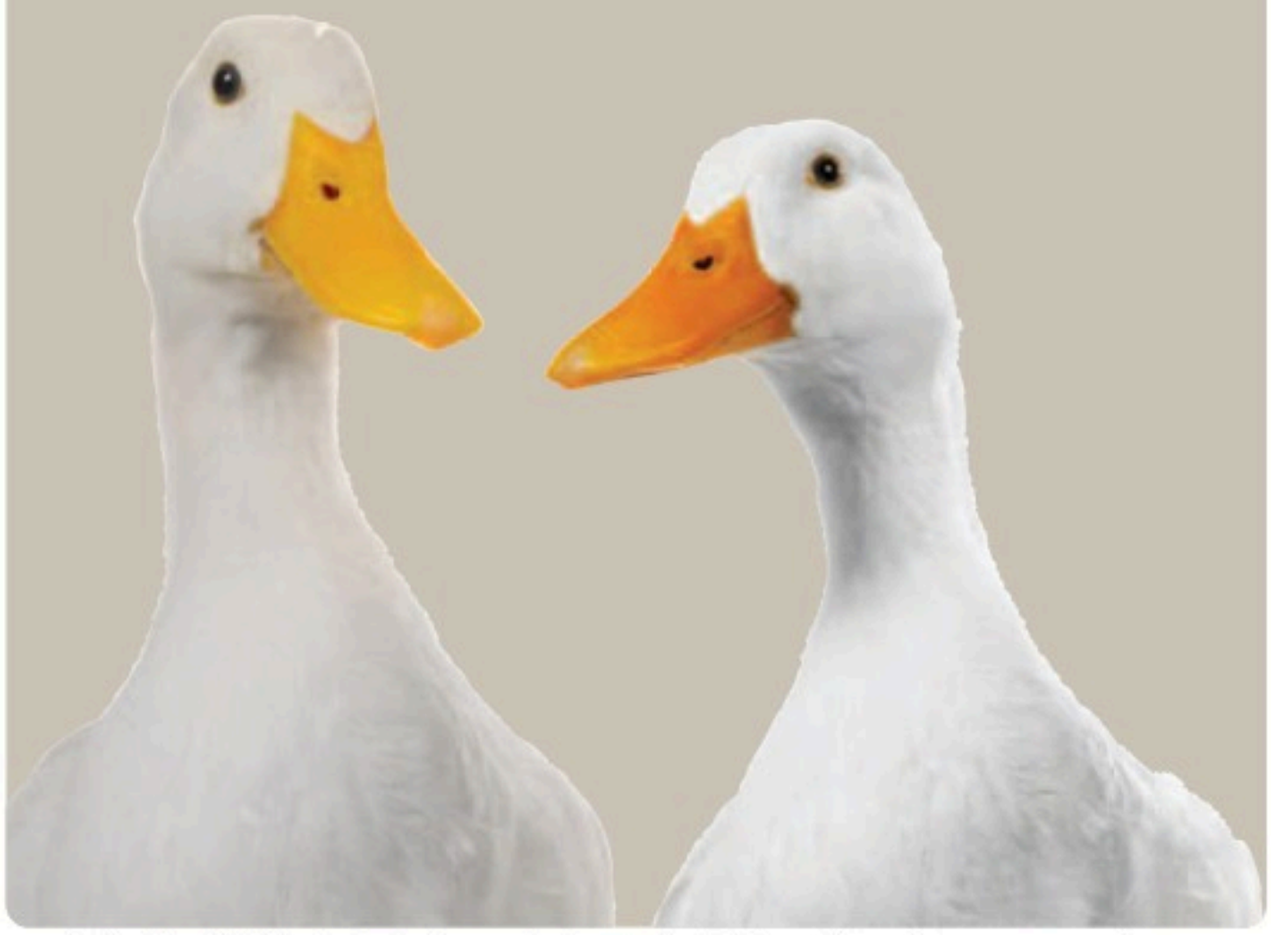
And did you know that?

The first synthetic dye was accidentally created in 1856, by William Perkin, an 18-year-old chemist. He was carrying out an experiment in search of a cure for malaria when it all went very wrong resulting in a murky mess in the petri dish. Upon closer examination, William noticed a brilliant color radiating from the petri dish. It was the beginning of synthetic dyes that would change the world of fashion and manufacturing forever. *



Would you gossip about a friend?

Gossip and rumors can destroy a young person's self-confidence and affect their self-esteem. It can also lead to serious conditions such as depression, anxiety and eating disorders. Betraying the trust of a friend by talking behind their back reflects very badly on the person gossiping. People instantly assume that if one is capable of gossiping about a friend, then he/she is capable of doing it about anyone and keep their distance. Talking about a friend with negative intent does not make one stand out or help him/her become more popular. It is the surest way of isolating oneself and gradually losing one's friends altogether.



* *Adapted from: Accidental Discoveries That Changed the World [Video]. (n.d.). AccessScience. Available at: https://www.accessscience.com/content/video/an400048.*

2 Pair Work

A. Before you discuss each issue, brainstorm and think of language you can use:

- to express your opinion/view
- to agree or disagree
- to present arguments
- ask for and give clarification, confirmation
- to make suggestions
- to summarize/recap

B. Which topic/s would you like to find out more about? Why?

C. Present similar examples that you know about.

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3 Conversation



Listen and practice reading Part 1 of the conversation in pairs. Then underline examples of deductions about the past and the present.

Adnan: Hey, listen to this. It's about a man who survived a plane crash.

Omar: *There can't be too many people who've lived to talk about a crash!*

Adnan: No, probably not. Apparently, the plane had crashed and burst into flames about 2-4 km from the end of the runway. According to this article, three passengers survived the impact but two of them died in hospital a few hours later.

Omar: *He must have been the only survivor then!*

Adnan: Correct! He was thrown off the plane, strapped to his seat and landed upright on the street!

Omar: You must be kidding! He can't have landed upright on the street! Do you believe it?

Adnan: That's what the article says. Here's a picture of the man now. He was only 17 when it happened. It happened in January 1985. You can look it up!

Omar: I'll do that! Is there more?

Listen to Part 2 of the conversation in pairs and complete the blanks with *must have* or *can't have*.



Adnan: Here's another story of a man who beat the odds!

Omar: Not another plane crash!

Adnan: No, this happened in Sweden. The man was trapped inside his car, for two months.

Omar: Two months? Why didn't he try to get out?

Adnan: He couldn't. His car was snowed over. He must have got snowed in on his way to the next town.

Omar: He _____ stayed alive for two months in the cold. What did he eat?

Adnan: According to the interview, he ate snow and whatever snacks he had.

Omar: But that _____ been enough for two months. He _____ been confused. It _____ been less than two months.

Adnan: Yes, well the rescuers felt the same way. They couldn't believe he'd been there that long but scientists confirmed that he _____ gone into hibernation. They also said that an "igloo effect" _____ been created by the insulation of the car, so he was able to survive!

Your Turn

Role-play a conversation like the one above with a partner.

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4 Speaking



1. Read about people who realized their dreams against all odds. What do you think motivates some people to persevere and make the most of their lives?



Brian is a triple amputee who lost his legs and his right arm in an explosion. Three years later, with three prosthetic limbs, he enrolled in one of the most competitive schools of architecture in the U.S. and was due to graduate in 2014. He didn't think he should settle for anything less since his head had not been injured and his brain could function as well as it did before!

Mark has been working as a janitor at a prestigious university for two decades. He has worked from early afternoon till 11:00 at night mopping floors and emptying garbage cans and then stayed up after midnight studying for his classes. He signed up for one or two classes per semester and managed to graduate with honors in 2012, at age 52. He is not planning to give up his job, as it offers an irresistible benefit, namely free tuition. Instead, he is planning to study for his post-graduate degree next!

Martha earned two college degrees while living in an iron lung. She was paralyzed by polio at the age of 11 in 1948 and was confined in a metal tube, 23 hours a day. But she never gave up. She kept reading and attending classes without fail through her custom-built intercom system. This is what she said in a documentary about her life: "Something happens to all of us. Mine is more visible than yours, but you have to deal with your things, too. None of us are exempt from things that would make us extraordinary people if the world knew the story."

2. Work in pairs. Discuss and make notes.
   - **A.** What motivated Brian and Mark to carry on and pursue their dreams in learning?
   - **B.** How do you think Brian's life might have developed, if he hadn't been as determined?
   - **C.** How do you think Mark's life might have developed, if he hadn't taken advantage of the employee benefit that had been available to him?
   - **D.** How do you think Martha's life might have developed, if she had given up?
3. Now use your notes to present and compare ideas in class.
4. Do you know or have you heard of other stories of courage and perseverance? Talk about them in class.
5. Try to find more amazing stories like the ones above and make notes. Present them in class.

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9 Beauty Is Only Skin Deep

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1 Listen and Discuss

1. What does the expression ***Beauty is only skin deep*** mean?
2. Which do you think is more important: beauty or intelligence? Why?



The Hairbrush

Hairbrushes have been around for thousands of years. However, you may be surprised to learn that until recently they were only used by the wealthy and privileged. The upper-class ancient Egyptians used hairbrushes made of animal hair, porcupine quills, shells, and bone for combing and to remove lice and other pests that got tangled in their hair. Brushes were manufactured for the first time in 1777 by an English company. The bristles came from wild animals and were stitched into the brush by hand. It is not surprising that these brushes were quite expensive. It wasn't until the beginning of the 20th century that brushes began to be manufactured by machine and to be produced with cheaper, synthetic materials, like nylon bristles. With these developments, brushes became extremely common.

Lipstick

Ancient Egyptian women made lipstick from a red dye extracted from seaweed and the poisonous element iodine. It was eventually discovered that this early form of lipstick made women very sick. Cleopatra had a safer, although not very appealing, recipe for lipstick: It was made from ants and beetles. The ants were used as the base, and crushed carmine beetles for their deep red color. In 1884, the first modern lipstick was introduced in Paris. It was a solid stick made of castor oil, beeswax, and animal fat. By the 1940s, the use of lipstick by famous wealthy women had led to its widespread popularity. During this period, rotating lipstick in a tube was invented. Today, the average woman owns eight lipsticks!





Deodorant

The ancient Egyptians worked hard to hide body odor. They put perfume in their baths and applied great quantities of it to their underarms. They tried using many odd items like incense and porridge as deodorant. The ancient Greeks were also afraid that they might give off an odor. Like the Egyptians, they bathed constantly and wore a lot of perfume. The Romans took this obsession a step further: They soaked their clothes in perfume, and even put it on their horses and household pets. The first trademarked deodorant, a paste called *Mum*, didn't appear until 1888. In the mid-1950s, the ballpoint pen inspired the first roll-on deodorant. Today deodorants are a multi-billion dollar industry and are as common as toothpaste in most homes.

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Nail Polish

Nail polish can be traced back to around 3,000 B.C.E in both China and Egypt. Chinese nail polish was a mixture of beeswax, gelatin, egg whites, and a gum from a special tree. Nail color represented social class. During the Chou Dynasty, around 600 B.C.E, the royal colors were gold and silver, so these were the colors worn by royalty and the upper class. Lower-ranking women were only allowed to wear pale colors. If they wore royal colors, they could be put to death. Ancient Egyptian men and women of high social rank stained their nails with red henna. Military commanders in Egypt and early Rome felt that it was important to be well-groomed before going into battle. It is strange, but true, that they spent hours before a battle having their hair curled and their nails painted.

Modern nail polish was invented in the 1920s. Its formula is very similar to the formula for car varnish.

Quick Check ☑

A. Vocabulary. Complete each sentence with a word from the box.

appealing	extracted	privileged	traced
elements	obsession	synthetic	

1. She seems to have an _____ with handbags. She can't stop buying them.
2. The outbreak of food poisoning was _____ to a shipment of bad tomatoes.
3. The scientist _____ genetic information from the skin sample.
4. Iron, copper, oxygen, and carbon are all examples of _____.
5. There are no natural materials in this shirt. It's all _____.
6. You should feel _____ that you get to attend one of the best universities in the country.
7. The food was left out overnight, so it no longer looked very _____.

B. Comprehension. Answer the questions.

1. What were hairbrushes made out of thousands of years ago?
2. What are some of the different ways that lipstick has been made throughout history?
3. How did the ancient Egyptians try to hide their body odor?
4. What did nail polish represent in ancient Egypt and China?

2 Pair Work

Work with a partner to make a list of the four most important cosmetics or toiletries. Explain to the class why you chose these items.

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3 Grammar

Noun Clauses Beginning with *That*

A noun clause is a dependent clause that is used to make a statement within a statement. Some noun clauses are introduced by the word *that*. However, *that* can be left out, especially in speaking.

I think (that) **beauty is about what is on the inside of a person**.

Noun Clauses After Verbs

A noun clause can follow certain verbs, such as:

believe (that)	expect (that)	hope (that)	remember (that)
complain (that)	fear (that)	imagine (that)	suspect (that)
decide (that)	feel (that)	know (that)	think (that)
discover (that)	find out (that)	learn (that)	understand (that)
dream (that)	forget (that)	notice (that)	

I **noticed** (that) she didn't put any make-up on today.
Do you **think** (that) beauty products make some people look better?

Noun Clauses After Adjectives

A noun clause often follows *be* + certain adjectives, such as:

be afraid (that)	be certain (that)	be happy (that)	be surprised (that)
be amazed (that)	be disappointed (that)	be lucky (that)	be worried (that)
be aware (that)	be glad (that)	be sure (that)	

She doesn't seem to **be aware** (that) her dress is no longer in style.
Are you **sure** (that) these products are not tested on animals?

Noun Clauses as Subjects of Sentences

A sentence can have a noun clause as its subject. These sentences usually begin with *it*. Common expressions that begin sentences with noun clauses as the subjects include:

It is a fact (that)	It is obvious (that)	It is strange (that)	It is true (that)
It is funny (that)	It is possible (that)	It is surprising (that)	It is unlikely (that)

It is surprising (that) toothbrushes only became common in the 20th century.
It is obvious (that) many beauty products contain unhealthy chemicals.

A. Complete each sentence with a verb + ***that***. Be sure to use the correct form of the verb. In some cases, more than one answer is possible.

I couldn't *believe that* you told him your secret.

1. Don't _____ you are supposed to meet us at the restaurant at 7:30 tonight.
2. We're sorry to hear that you're sick. We _____ you get better quickly.
3. I _____ you like that color, but I think you look better in green.
4. She's always _____ it's too hot or too cold.
5. I _____ you were going to come to the park with us.
6. The police _____ the criminal escaped the country.
7. I _____ you haven't eaten anything on your plate.

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B. Read and respond to each item. Include a noun clause in your response.

Talk about something you learned recently.
I recently learned that a communications company once rejected Alexander Graham Bell's idea.

1. Talk about something you saw recently.
2. Talk about a complaint you made recently.
3. Talk about a decision you made recently.
4. Talk about something you believe.
5. Talk about a dream you have for the future.
6. Talk about something you will always remember.
7. Talk about something you expect to happen in the future.
8. Talk about something people often forget.

C. Combine the ideas in each pair of sentences into one sentence. Use a noun clause.

The next bus is due to arrive at 6:00. I'm sure of it.
I'm sure that the next bus is due to arrive at 6:00.

1. She's worried. She thinks she's going to fail the class.
2. We're going to have a mid-term exam. Are you aware of that?
3. We're lucky. We had good weather for the picnic.
4. He drove all the way here from his house. I'm amazed.
5. Joanne passed the exam. I'm certain.
6. He didn't get the job. He's really disappointed.
7. The summer is finally here. I'm glad about that.
8. Don't you like coffee? I'm surprised.

D. Look at the picture. Describe the scene and how you think each person feels. Use noun clauses.



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9 Beauty Is Only Skin Deep

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4 Conversation

Sophie: I'd like to speak with a manager.

Anne: I'm the manager. How can I help you?

Sophie: Look at my hair!

Anne: It's lovely.

Sophie: I'm not going to beat around the bush. I am very upset with this haircut. It's by far the worst haircut I've ever gotten. The hairstylist didn't listen to me at all. This is not the style I asked for. I'm fit to be tied.

Anne: I'm sorry you didn't get what you were expecting. But I have to tell you, I saw you when you walked in. I did a double take when I saw you after the haircut. I think this style really suits you. It's a dramatic improvement.

Sophie: But it's too short and it has all these layers! I look ridiculous.

Anne: Not at all! You just aren't used to it. Trust me. It brings out your eyes, and it makes you look more sophisticated.

Sophie: You're just trying to make me feel better.

Anne: No, I'm being entirely honest. You look elegant and sophisticated.

Sophie: I have a wedding to go to this weekend, and I wanted to look my best.

Anne: Perfect! You're going to blow them away with your new style.

Sophie: You really think so?

Anne: Absolutely. I'll tell you what: See what happens at the wedding. If your family and friends don't like it, come back next week, and we'll give you any haircut you want on the house.

Sophie: Well, OK. I guess that's fair.

About the Conversation

1. What was Sophie's complaint?
2. How did Anne respond?
3. How did Sophie's attitude change by the end of the conversation? Why?

Real Talk

beat around the bush = speak indirectly
by far = by very much; obviously
fit to be tied = very angry
did a double take = looked again in surprise at someone or something
blow them away = really impress them
on the house = free

Your Turn

Role-play with a partner. Think of a situation in which someone might make a complaint about a service or product. Pretend you are the customer and make the complaint. Your partner, who has given the service or represents the business, responds to the complaint.

Making a Complaint

I am very unhappy/upset about/with...
I insist that you...
I want to make a complaint.
I'd like to speak with a manager.
I'm not (at all) satisfied with this (situation).
I'm sorry to have to say this but...
This is completely unsatisfactory.
This is not what I expected/is nothing like...
This...is too...

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5 Listening

Listen to the lecture given by a nutritionist about fad diets. Then complete the chart.



baby food



cabbage

	Name of Diet	Idea Behind Diet	Problems with Diet
1.			
2.			
3.			



cotton balls

6 Pronunciation

Affirmative auxiliary verbs are usually not stressed in sentences unless they are used for special emphasis. However, negative auxiliary verbs *are* stressed within sentences. Listen and practice.

1. One recent fad diet that **was** popular with some famous people **was** the baby food diet.
2. Baby food **has** a texture and taste that is unappealing to adults.
3. The small portions **aren't** enough to keep an adult healthy.
4. It **doesn't** provide any of the vitamins and nutrients a person needs to survive.
5. This diet **isn't** guaranteed to result in weight loss.

7 Vocabulary Building

A. You will see the following words in the reading on pages 144 and 145. Match the words with their meanings.

1. _____ emerge	**a.** idea of perfection
2. _____ famine	**b.** done from feeling rather than reason or learned behavior
3. _____ ideal	**c.** the relationship of one part of something to another part in size and shape
4. _____ instinctive	**d.** appear
5. _____ plump	**e.** something against which other things are measured
6. _____ proportion	**f.** change in form; be different from
7. _____ standards	**g.** serious food shortage
8. _____ vary	**h.** slightly overweight

B. Check your answers with a partner. If you do not understand the meaning of a word, look it up in a dictionary.

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8 Reading

Before Reading

1. After reading the quote, discuss how beauty is defined in Islam.
2. Describe the features that you notice when you first meet someone.

Beauty in Islam is a broad aesthetic and moral concept that includes multiple spiritual, intuitive, physical and material dimensions. It involves feelings and practices related to taste, art, ornamentation, splendor, and beautiful manners. It covers both the individual as well as the community and form as well as content.



Changing Concepts of Beauty in History

Most societies place great value on beauty whether in art and architecture, fashion and appearance, or design and advertising. Throughout history, elegance and beauty have been the subjects of admiration and fascination. In modern times, we have competitions to find the most beautiful person or magazines to tell us about trends in fashion and design, and a billion-dollar cosmetics industry built around looking and feeling beautiful. Yet despite the importance placed on beauty, one question remains: What *is* beauty?

The ancient Greeks thought that proportion was the key to beauty. The Greeks believed that they had discovered the mathematical formula that represented perfect beauty, which was based on proportions in nature. According to this formula, for example, the ideal face was two-thirds as wide as it was high. Modern research has proven that the basic concept of the Greeks' formula, if not the formula itself, was correct: Beauty does seem to relate to proportion and balance. When related to beauty, these qualities are called *symmetry*. A perfectly symmetrical face, just like a symmetrical flower, would have a left side that is identical to its right side. Research has shown that the more symmetrical an object or a face is, the more beautiful it is believed to be.

You might assume that this response to symmetry is something we learn. However, research has shown that the human appreciation for symmetry is instinctive. It has been found that babies will spend more time staring at pictures of symmetrical objects than they will at photos of asymmetrical objects. Not only is this response instinctive, but it does not appear to vary from one culture to another. In a study conducted at the University of Louisville, Kentucky, participants from thirteen different countries were shown pictures of a number of different people. All the participants rated the attractiveness of the people in the same way. They all gave the highest ratings to the people with the most symmetrical faces.

While it is true that people across all cultures tend to admire symmetrical features, standards of beauty do vary from one culture to another and from one time period to another. For example, each of the following was considered beautiful at a certain time and place, but would not be considered so today:

- During the Elizabethan era in England, women thought that high foreheads were elegant. So, they plucked inches of their front hair to achieve this look.
- Also during the Elizabethan era, women brushed egg whites over their faces in order to have a glazed look.
- In ancient China, the belief that it was elegant for women to have tiny feet led to foot binding.
- From the 14th to 19th centuries in Europe, women would bind their waists. The binding was sometimes so tight that often women could not breathe properly and sometimes fainted.

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Another example of how the concept of beauty and fashion changes with time is the way attitudes toward weight have changed through the ages. In Europe between 1500 and 1900, a plump figure was considered very attractive. Famine was widespread, so plump figures represented health and wealth. During that period, it was common for people to pad themselves in order to look heavier.

In the 1900s, fears of food shortages started to diminish, and with it, so did the chubby figure. A new ideal began to emerge: Thin was in. Of course, this trend has continued to today. Because there is an overwhelming amount of fattening food available in most developed countries, it is now considered more attractive and healthy to be thin.

Today, fashion and beauty products are usually associated with women. However, this, too, is the result of a change that took place over time. In fact, the male form was the original standard of beauty in Western culture. The muscular and fit male athlete was the ideal of elegance. For hundreds of years, make-up was associated with both women and men. Men in ancient Greece, Egypt, and Rome wore make-up on their faces and nails. Roman men even had some bizarre beauty practices of their own, such as the habit of bathing in crocodile water to improve their skin. Men's grooming and make-up went in and out of style a number of times through history, before becoming very unfashionable during the industrial age of the early 1800s. However, there are signs that masculine concern for appearance is making a return, as more men are joining gyms and opting to use skin care products than ever before.

The standards for beauty and fashion have changed frequently throughout history and will, no doubt, continue to do so. However, one thing unlikely to ever change is people's fascination with beauty.









After Reading

Answer the questions.

1. How did the ancient Greeks view beauty? What did they base their formula on?
2. What is *symmetry*? How does it relate to beauty?
3. What has research shown?
4. Give an example of something considered beautiful at a certain time and place in history.
5. How have attitudes toward body weight changed over time?

9 Speaking

1. Think about and compare inner and outer beauty. Work in pairs/groups.
2. Make notes of your ideas in the chart. Then use your notes to present and discuss your ideas in class.

	Inner beauty	Outer beauty
Advantages		
Disadvantages		

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10 Writing



A. **1.** How important is wealth, in your view? What can it buy? Make a list.
2. Are there things that "money cannot buy"? What are they?
3. Why do you think most people are interested in earning enough money for their families? What kind of expenses do they need to cover?
4. Read the text and find out.
- What is the writer's view on the issue?
- What arguments does he use to support his view?
- What kind of examples does he use?

5. Do you agree or disagree with the writer? Why? Why not?

The importance of wealth

Although a lot of people say that money is not everything, I think wealth brings far more benefits than problems. It is common knowledge that people who are well off have easier lives. They don't have to worry about living expenses, household bills, school tuition, medical bills, and a lot more.

Consider a person who has three children. He is educated and holds a reasonable job with a reasonable salary. However, one of his children develops a condition that requires ongoing care and costly medication, while the other two are planning to study law and medicine. They expect to eventually go abroad in order to complete their postgraduate studies and specializations. His wife, who used to teach, can no longer work as she has a problem with her eyes. How is he going to manage?

It is obvious that this otherwise happy person with a happy family is faced with a predicament. He has to decide whether he can support everyone's plans and dreams or prioritize things in a way that will allow for partial satisfaction. In other words, should he encourage his two healthy children to go ahead and study but not expect to specialize abroad; or should he reduce medical expenses by moving his sick child to a cheaper facility? On the other hand, they are all his children, and he doesn't want to discriminate against any of them. He wishes he could find a way to fund everything and not displease anyone. In addition, his wife is going to need surgery soon.

I think the situation above demonstrates the importance of money as a means of providing and catering for a family's needs in a satisfactory manner. None of the problems that worry the father day and night and have changed his mood and personality would exist, if he had the funds. Naturally, wealth cannot buy happiness if there is none to be had. On the other hand, it can help sustain it in cases like the one described.

So, regardless of how materialistic this might sound, I believe that money is important. What I would like to say to those who claim that health is more important is that, although this might be true, it is equally true that having money can preserve a sense of well-being and health more effectively than not.

6. Read the text again and answer the questions.
- How many paragraphs are used? What is the theme of each paragraph?
- Identify the thesis statement and supporting argument.
- What does the writer use to support his view?
  - **a.** Examples
  - **b.** Questions to the reader
  - **c.** Opposing views and comments

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B. **1.** Write a persuasive essay to answer the question: ***Is beauty important?***

2. Think of reasons why beauty is or is not important, and write them in a chart. Use your chart to help you decide what viewpoint you will take in your essay.

3. Write your essay.

Beauty is important because...	Beauty is not important because...

The Importance of Beauty

Although some say that being beautiful has its drawbacks, I think beauty brings far more benefits than problems. When I say 'beautiful', I mean healthy, well-groomed, and attractive. It is obvious that looking good on the outside also makes one feel good on the inside...

Writing Corner

When you write a persuasive essay:

- **Think about opposing views and arguments.**
- **Consider your viewpoint.**
- **Use arguments that support your view.**
- **Use arguments that weaken the opposing view.**
- **Address your reader in as friendly a manner as possible.**
- **Address opposing views as if you can hear the reader's thoughts.**
- **Do not patronize your reader and do not be aggressive.**
- **Reflect on the things that put you off and lead you to stop reading something, and avoid such things when you write.**

1. What do you think the effect is going to be if a writer is patronizing or aggressive? Why?

   _____

2. How do you react if you get the impression that the writer is not very considerate or fair with the reader?

   _____

   _____

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11 Form, Meaning and Function

Need to Be (Done)

The hairbrushes need to be produced more cheaply. (= Someone needs to produce the hairbrushes more cheaply.)
The zipper on my handbag needs to be replaced. (= Someone needs to replace the zipper on my handbag.)

Have/Get Something (Done)

Use *have* or *get*, with the past participle, when someone else does the service for you.

I **will have/get** my hair **cut** tomorrow.
I'm having/getting my hair cut tomorrow. What style should I ask for?
I'm going to have/get my hair cut next week. I need to book an appointment.
I **had/got** my hair cut yesterday. What do you think?

Past Participles as Adjectives

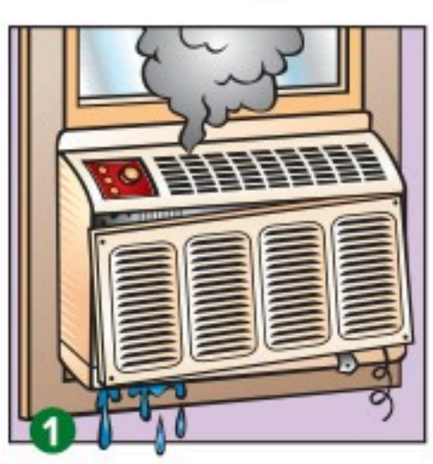
break–**broken** — The zipper was **broken**. He fixed the **broken** zipper.
crack–**cracked** — The mirror was **cracked**. I threw away the **cracked** mirror.
damage–**damaged** — The computer was **damaged**. The technician repaired the **damaged** computer.
tear–**torn** — The shirt was **torn**. The tailor sewed the **torn** sleeve.

A. Say what is wrong with the following items. Then say how the things should be fixed. Use the words in the box to help you.

dry-clean	repair	replace	sew	sharpen	fix	mend

The jacket is stained. It needs to be dry-cleaned.

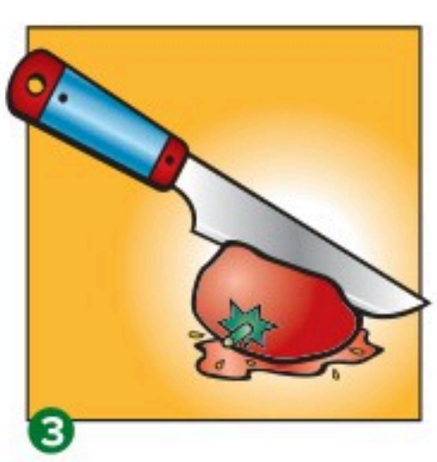




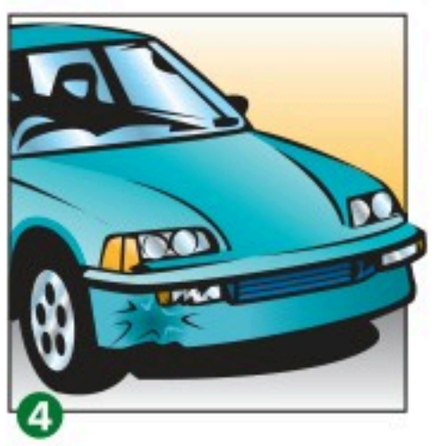
1



2



3



4



5



6



7

B. Work with a partner and make a list of services you have used in the past. Talk about what **you had** or **got done**. Were you satisfied with the service provided?

A: I **got** my hair **cut** last month. The style of haircut was not what I asked for! I was not happy at all.

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Present and Past Participles

Use a participle clause to give more information. Use the present participle (the –ing form) when the meaning is active.

Companies **selling** beauty products understand the importance most societies place on appearance.
People **arriving** early will be given priority seating.

Use the past participle (the *–ed* form) when the meaning is passive.

The cosmetics industry, **built** around making people look and feel more beautiful, is worth a billion dollars.
The jewelry **stolen** last week has been found.

Participle Clauses With Conjunctions and Prepositions

Use the *–ing* form of the verb after these conjunctions and prepositions: *while, before, after, on, without, instead of.*

While working out at the gym, he saw an old school friend.
Before exercising, you should have a medical check up.
On arriving at the school, you should give your name to the person on the front desk.
Instead of going to the gym, he decided to play football.

Past and Present Participial Adjectives

The past participle and the present participle forms of a verb can also be used as adjectives.

Past participles generally end in *-ed* (but can also end in *-d, -t, -en,* or *-n*) and describe how someone feels.

Mariam and Mona were **excited** about visiting the new store.

Present participles always end in *-ing* and describe what causes the feeling.

Looking at jewelry for a wedding is **exciting**.



C. Rewrite the sentences using a past or present participle so that the meaning stays the same.

Mona tried on gold earrings. Mariam told her about the wedding plans. (while)
While Mariam told her about the wedding plans, Mona tried on gold earrings.

1. The train which is arriving on Platform 3 is the 10:33 Fast City Link. (arriving)

2. The doctor who they called out lives nearby. (called)

3. They didn't go home. They went to the park instead. (instead of)

4. He was listening to the football game on the radio and at the same time he did his homework. (while)

5. The stock market crash which occurred in 2008 affected many people around the world. (occurring)

6. The news that Jack hadn't been accepted to his first choice of university was disappointing. (disappointed)

7. As soon as you arrive at the airport, you must check in your bags. (on)

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12 Project

1. Work in pairs/groups. Research 2 or 3 cosmetic products, such as a shampoo, conditioner, skin cream, lotion, etc., and collect information about their:
   - ingredients
   - testing
   - purpose
   - promotion
2. Study the promotional material you have discovered, e.g. leaflet, prospectus, website, poster, etc., and find out what the product claims to do. For example, a shampoo might claim to remove dandruff miraculously after a few uses. Does it?
3. Find out if the claim is true or not. Ask people and search for information on the Internet.
4. Use the chart to make notes. Then use your notes to design and prepare a poster presentation. Remember to use photos or illustrations.
5. Try to find out which products the product in question is competing against in the market. Collect information about them.
6. Share parts of your presentation within your group. Present in class. Allow 5 minutes for questions and answers after each presentation.








Cosmetic	1 _____	2 _____	3 _____
Ingredients			
Purpose			
Claim			
Facts			
Source of facts and evidence			
Competing products			

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13 Self Reflection

Things that I liked about Unit 9:	Things that I didn't like very much:

Things that I found easy in Unit 9:	Things that I found difficult in Unit 9:



Unit 9 Checklist	I can do this very well.	I can do this quite well.	I need to study/ practice more.
discuss beauty products and practices throughout history			
talk about the importance of beauty products			
make a complaint			
respond to a complaint			
use noun clauses beginning with *that*			
use noun clauses after verbs			
use noun clauses after adjectives			
use noun clauses as subjects of sentences			
use the structures: *needs to be done; get/have done*			
use present and past participles in a range of ways			

My five favorite new words from Unit 9:	If you're still not sure about something from Unit 9:
	• read through the unit again • listen to the audio material • study the grammar and functions from the unit again • ask your teacher for help

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10 They Said, We Said

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> "The one who spreads gossip will not enter paradise."
>
> —Prophet Mohammed (Peace be upon him.)

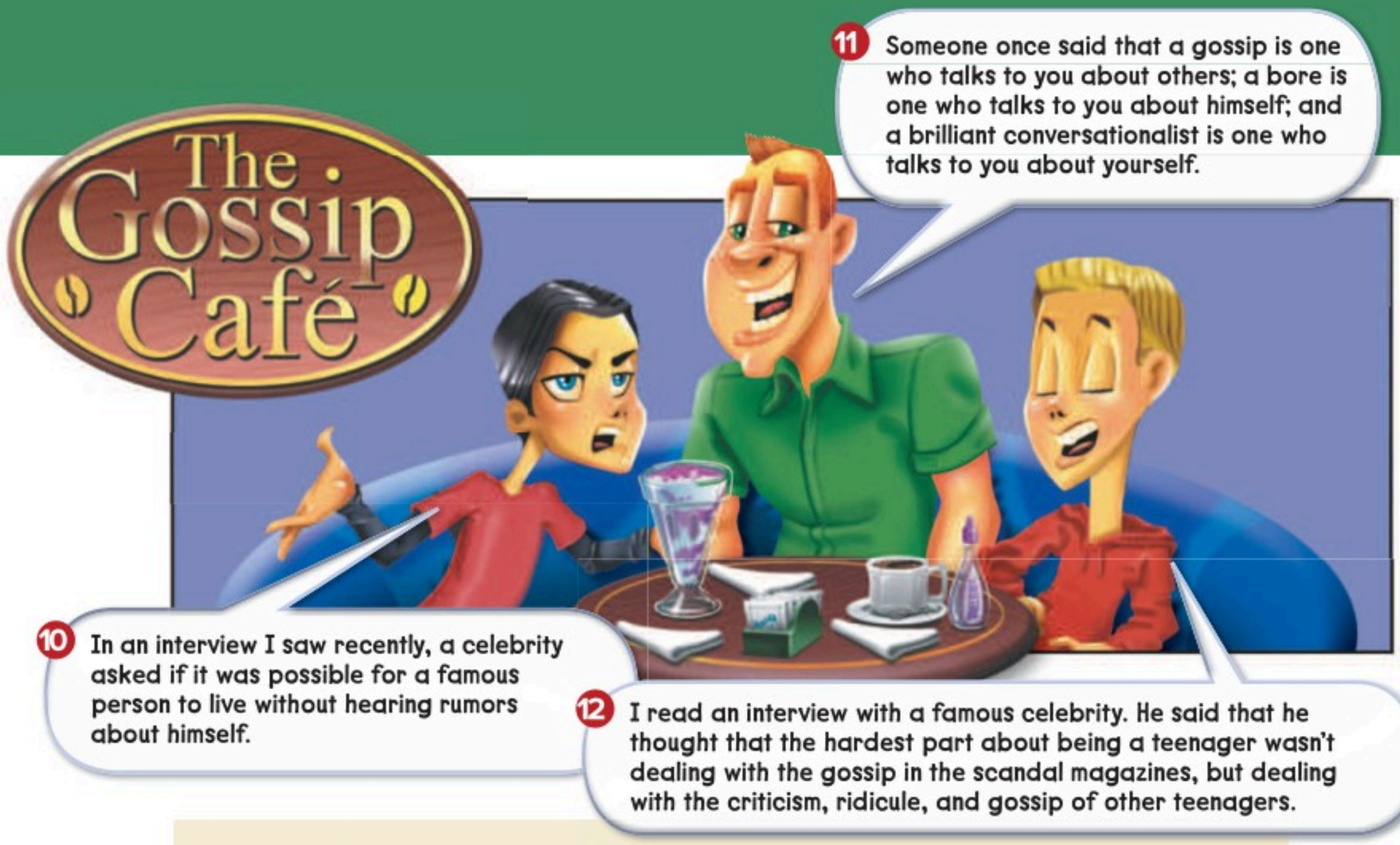
1 Listen and Discuss

1. What is gossip?
2. Do rumors circulate quickly? Why or why not?
3. Do you think gossiping is wrong? Why or why not?



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Quick Check ☑

A. Vocabulary. Match each word to its definition.

1. _____ brilliant	**a.** pointing out bad points about something or someone
2. _____ circulate	**b.** making fun of
3. _____ criticism	**c.** say complimentary things
4. _____ praise	**d.** move around
5. _____ ridicule	**e.** gossip that follows an embarrassing event
6. _____ rumor	**f.** morally good characteristics
7. _____ scandal	**g.** information that comes from gossip rather than a reliable source
8. _____ virtues	**h.** exceptional

B. Comprehension. Answer the questions.

1. Who doesn't like being the subject of gossip? Who does?
2. What are some of the frustrations celebrities have expressed about gossip?
3. Explain the meaning of the Spanish proverb in your own words.
4. Which quote do you most strongly agree with? Why?
5. Do you disagree with any of the quotes? If so, which one and why?

2 Pair Work

Play a game of "telephone" with your class. Work with your partner to think of a rumor to spread about a famous person. Whisper the rumor to the person next to you. That person whispers it to someone else. Continue to pass the message around the classroom, trying to keep the exact wording. The last person says the rumor out loud. How close is it to the original rumor?

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3 Grammar

Noun Clauses as Reported Speech versus Quoted Speech

Quoted speech repeats the exact words that someone said. A comma follows the verb in the main clause, and the quoted speech is placed inside quotation marks.

Reported speech uses a noun clause to paraphrase what someone said. It is not necessary to repeat the exact words, and quotation marks are not used.

Quoted Speech	Reported Speech
My mother said, "Gossiping is a bad habit."	My mother said (that) gossiping was a bad habit.
He said, "Mark cheated on the test."	He said (that) Mark had cheated on the test.

Rules and Exceptions to the Sequence of Tenses

In reported speech, if the reporting verb in the main clause is in the past tense, the tense of the verb in the noun clause generally moves back one tense.

Quoted Speech	Reported Speech
They said, "He **likes** gossip."	They said (that) he **liked** gossip.
They said, "He **is gossiping**."	They said (that) he **was gossiping**.
They said, "He **was gossiping** all day."	They said (that) he **had been gossiping** all day.

However, there are some exceptions to the rule of the sequence of tenses:

1. If the reporting verb is in the present tense, present perfect, or future, the noun clause verb does not change tense.
   She **says** (that) gossiping *is* mean.
2. If the noun clause states a fact or general truth, the present tense can (but doesn't have to) be retained.
   The psychologist said that it **is** (or **was**) human nature to enjoy hearing about scandal.
3. When the action that the reported speech refers to has not happened yet, either *will* or *would* can be used.
   Our teacher said that the mid-term exam **will** (or **would**) be given next week.
4. The modals *should, might, should have, could have,* and *must have* do not change form in reported speech.
   "Tim **should** keep his mouth closed." ⟶ He said that Tim **should** keep his mouth closed.
5. An imperative is changed to an infinitive, and *tell* is used as the reporting verb.
   "Don't spread that rumor." ⟶ My friend **told** me not to spread that rumor.

Noun Clauses Beginning with *Whether* or *If*

To report *yes/no* questions, *whether* or *if* is used to introduce the noun clause. *Ask* (not *say* or *tell*) is used as the reporting verb.

Jane asked, "Is the rumor true?" ⟶ Jane asked her friend **if** the rumor was true.
He asked, "Are they spreading rumors?" ⟶ He asked **whether** they were spreading rumors.

A. Write sentences that quote the speaker's exact words. Use ***said*** along with correct punctuation and capitalization.

Professor Jin: There will be no written exams. *Professor Jin said, "There will be no written exams."*

1. Rebecca: They should mind their own business.
2. Albert: Can I have the check, please?
3. Me: He deserves praise for all of his accomplishments.
4. You: I promise that I won't tell your secret.
5. Mark Twain: The rumors of my death have been greatly exaggerated.

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B. Change the quoted speech to reported speech.

Taro said, "Albert and I are going to form a writers' group."
Taro said that he and Albert were going to form a writers' group.

1. Mrs. Jackson said, "I have taught at this school for 15 years."
2. He said, "My cell phone isn't working."
3. The teacher asked John, "Why are you late?"
4. My brother said, "I think I'm going to grow a beard."
5. They said, "We don't want to go out tonight."
6. My sister promised, "I'll tell you my secret later."
7. Peter said, "There's a brilliant lecturer speaking tonight."
8. We said, "We'll help them move into their new apartment."
9. The waiter said, "There will be a 20-minute wait for a table."
10. Pedro said, "I was watching TV when the earthquake began."

C. Circle the correct verb to complete each sentence. If both verbs are possible, circle both.

1. They said that they (might / might have) join us later.
2. She says that she (likes / liked) her classes.
3. The weatherman said that there (will / would) be a storm tonight.
4. He said that criticism (is / was) hurtful.
5. My aunt said that I (should / should have) call her this week.
6. The teacher said that a full moon (appears / appeared) once a month.
7. He said that he (has been / had been) to both London and Paris.
8. He asked his friends not (call / to call) him at work.
9. He said that he (will / would) try to come to the meeting.
10. Her friend warned that she (will / would) get in trouble.

D. Change each sentence to reported speech with ***if*** or ***whether***.

My friend asked me, "Will you buy a laptop soon?"
My friend asked me if I would buy a laptop soon.
My friend asked me whether I would buy a laptop soon.

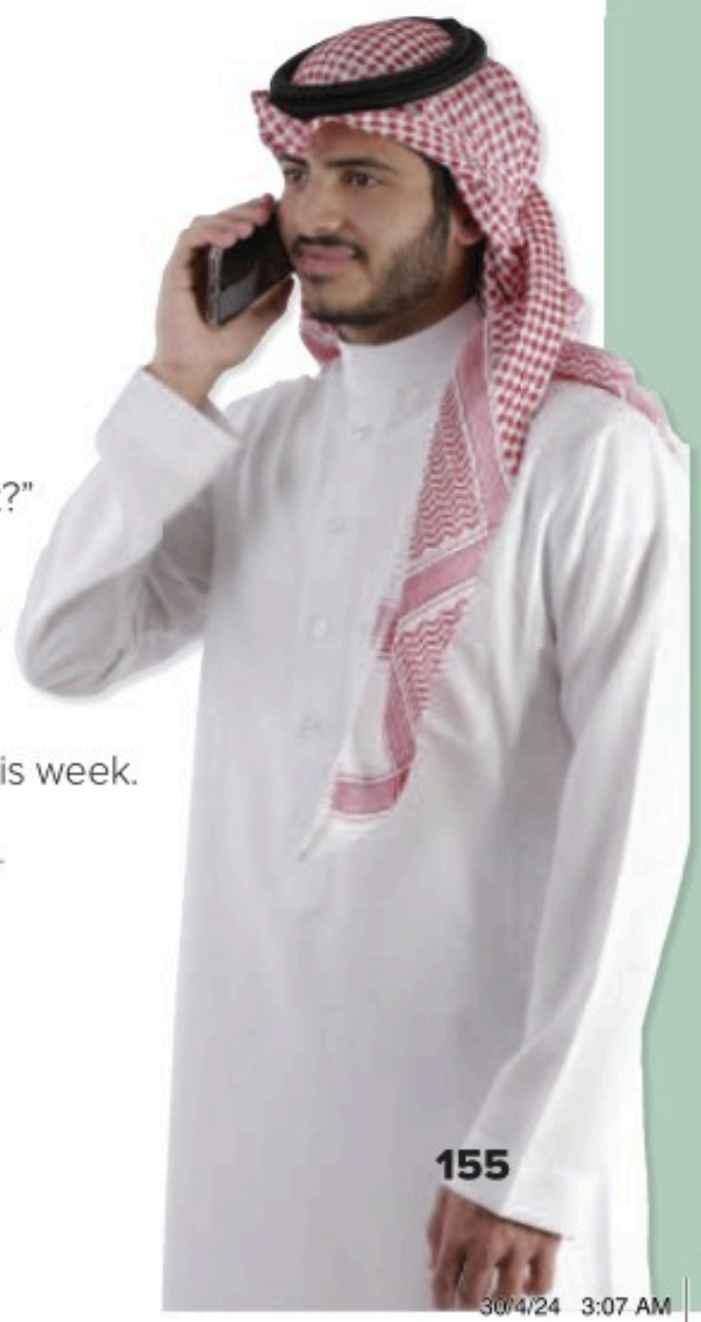
1. They asked him, "Is the rumor true?"
2. My sister asked me, "Are you going to tell me your secret?"
3. The waiter asked the customer, "Do you want milk for your coffee?"
4. I asked him, "Did you vote in the last election?"
5. They asked us, "Do you need directions?"
6. She asked her sister, "Can you get some groceries from the supermarket?"



E. Write 6 to 8 more lines of dialogue for the phone conversation. Then change each line of dialogue to reported speech.

Saeed: I heard that Ahmed and his wife are flying to Jeddah this week.
Saeed said he heard that Ahmed and his wife were flying to Jeddah this week.

Faisal: I thought Ahmed didn't like flying.
Faisal said that he thought Ahmed didn't like flying.



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4 Conversation

Anna: Hello.
Farah: Anna, I'm so glad I found you. You'll never believe what I just heard. Ella and Susan had a huge argument and split up.
Anna: Again? That's a real on again, off again friendship!
Farah: Yes, but this time I hear it's for good.
Anna: What happened?
Farah: Rumor has it that Ella told Susan she was tired of her talking about herself and her problems and never wanting to listen to her. But the real reason was that she was really upset because she found out that Susan had been talking about her behind her back.
Anna: But she hadn't, had she?
Farah: No. But Stacy told Ella that she had heard Susan talking about her.
Anna: I thought Stacy was supposed to be Susan's friend. What a backstabber! Why would she bad-mouth Susan like that?
Farah: Isn't it obvious? She said it because she wants to become Ella's friend. But that'll never happen because we'll set things right!
Anna: We will? How are we going to do that?
Farah: We're going to talk to Ella and tell her that Stacy was lying. And we'll do it in front of Stacy.
Anna: Oh, no. I don't want to do that. You're better at this sort of thing. I hate confrontation.
Farah: But we need to confront Stacy with this. If we don't, she'll do it again. And it's not right for Ella and Susan to fall out over a lie. They'd have gotten over that other issue about listening to each other but not this. Would you forgive me if you found out I had talked about you behind your back?
Anna: Absolutely not. Have you?
Farah: Anna! This is not about us. It's about Ella and Susan; they've been friends since kindergarten.
Anna: Well, so have we. OK, OK, Let's do it!
Farah: Great! I'll call you back later with more details.

About the Conversation

1. What news does Farah give Anna?
2. Why is Anna surprised at Stacy?
3. What is Anna's response to Farah's suggestion?

Real Talk

split up = stopped being friends
on again, off again = something that is not stable
for good = permanently
behind (someone's) back = without (someone) knowing
backstabber = a person who says bad things about another person behind his/her back
bad-mouth = to criticize someone to other people

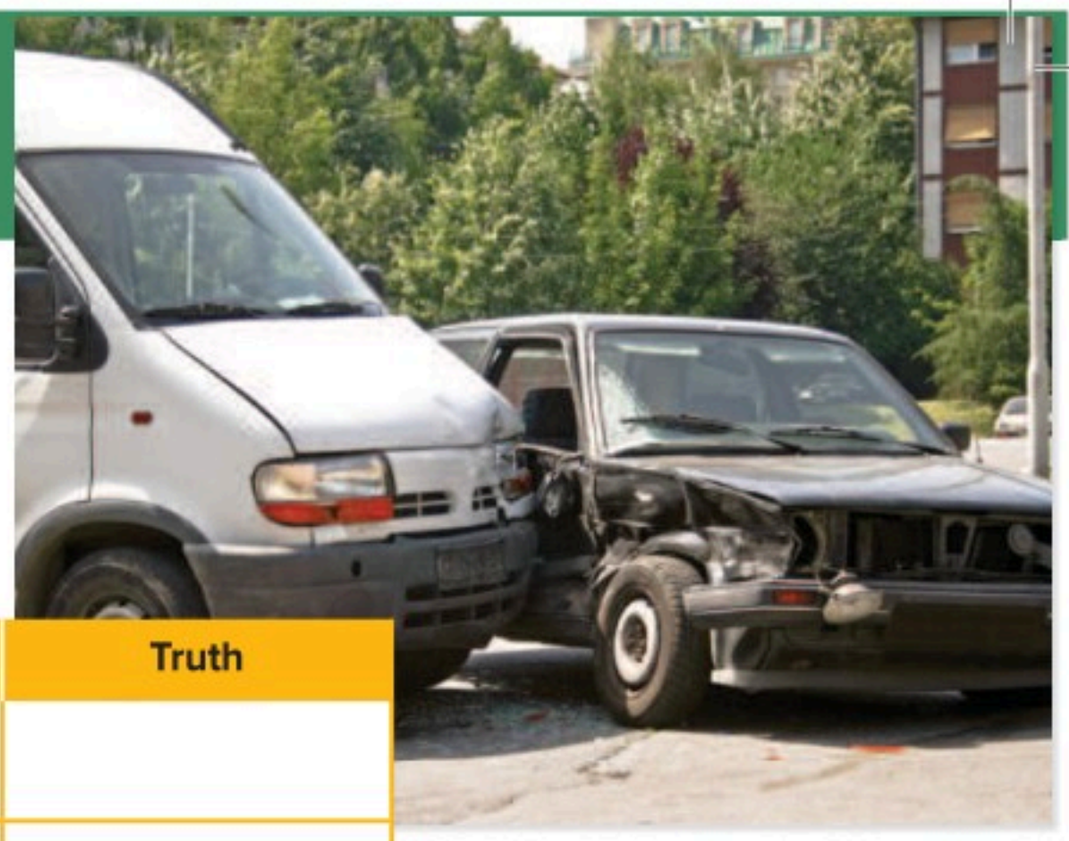
Your Turn

Role-play with a partner. Make up some gossip to tell your partner. Discuss the gossip, using the phrases for telling a secret and promising to keep a secret.

Telling a Secret	Promising to Keep a Secret
Can you keep a secret?	I promise I won't tell anyone.
Please don't tell anyone I told you this, but...	I won't say a word about it.
You'll never believe what I heard.	My lips are sealed.
You're not going to believe this, but...	You can trust me.

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5 Listening

Listen to a rumor as it is spread from student to student at a high school. Then complete the chart.

		Rumor	Truth
1.	What were Matt and Jake doing?		
2.	Why did Ryan think they had gotten into serious trouble?		
3.	What was their father doing at the scene of the accident?		

6 Pronunciation

Questions usually serve one of two purposes:

1. To find out information that you don't already know. This kind of question usually ends with falling intonation.
2. To confirm that information you believe to be true is correct. This kind of question usually ends with rising intonation.

Listen and practice.

1. What do you think is going to happen? ↘
2. What's going on? ↗
3. Isn't that a bit harsh? ↘
4. What are you talking about? ↗
5. Didn't all that happen? ↘

7 Vocabulary Building

A. You will see the following words in the reading on pages 158 and 159. Match the words with their meanings.

1. _____ confidential	**a.** better than others
2. _____ derogatory	**b.** not vulnerable to being affected by something
3. _____ divulge	**c.** done or communicated in secret
4. _____ excluding	**d.** deliberately harmful
5. _____ immune	**e.** showing lack of respect
6. _____ malicious	**f.** leaving out
7. _____ superior	**g.** tell something that was secret

B. Check your answers with a partner. If you do not understand the meaning of a word, look it up in a dictionary.

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8 Reading

Before Reading

Why do you think people gossip?



While acknowledging that gossiping is part of human nature and social interaction, Islam emphasizes the ethical aspect and consequences of gossiping. Truth and fairness are important values that should regulate or shape our judgment of others. In addition, gossiping should not be used to harm, hurt or demonize others. Therefore, gossiping should be minimal, truthful, and ethical.

Psst. Pass It On. (Why We Gossip)

Almost everyone has indulged in gossiping about other people at some time. Gossiping seems to be part of human nature. Gossip is spread in classrooms, in offices, at restaurants, in hallways, on the street, over the phone, and on the Internet. No one is immune to gossiping or being gossiped about. But just why is it that people gossip?

There are many reasons people gossip. Some people gossip because it makes them feel like they are part of a group. The people spreading the gossip feel like they are in on a secret and that they are accepted by the people listening to the gossip. By excluding the person they are gossiping about, the gossipers feel included.

David Jardel has experienced this first hand. David recalls, "When I first graduated from college, I was hired along with a few other graduates to be an assistant at a news station. It was a really competitive job, and at first, it was difficult to make friends. We worked long hours and weren't paid very much. We were all really struggling. Or at least that's what I thought. But one day I overheard one of the other assistants, Rick, on the phone with his father. He asked his father if he could send more money to cover his rent. He also asked him whether he could increase the limit on the credit card he had given him. I got the feeling from the conversation that his parents were basically supporting him. I ended up gossiping about it to the other assistants. I knew I was wrong to do it, but at the time, I couldn't resist. We all had a good laugh about it, and it helped us bond as a group. But there was a price to be paid for that, and Rick paid it. We used to tease him quite a bit. For example, if we were ordering a pizza, we would say, "Oh Rick, wouldn't you prefer to have a nice meal at a restaurant and charge it to your daddy?" We meant it in good fun, but looking back, I can see how it might have seemed malicious to Rick. He ended up quitting. I've always felt bad about the part I played in his decision to leave."

Other common causes of gossip are insecurity and a need to feel superior. When you spread rumors about someone, it reduces that person's status in other people's eyes. Judging other people negatively can make insecure people feel better about themselves, at least temporarily. Jim Lyle recalls having been guilty of this himself: "When I had been at my first job for about a year, I was hoping for a promotion. Instead, they hired a new guy for the job that I had wanted. About six months later, a friend who worked in human resources told me that the new guy had been given a really bad performance review. My friend said that if his performance didn't improve, he would be in danger of being fired. I knew that this was confidential information, but each time I was having a conversation with someone in the office, I somehow found myself gossiping about it." Gossiping also made Jim feel powerful, important, and like the center of attention—at least for the few minutes it took to divulge the gossip. However, Jim adds, "His performance improved, and he's very good at his job now. Also, I've gotten to know him, and he's really a nice person. Now I'm always worried someone will tell him that I used to gossip about him!"

Interestingly though, the number one reason most young people gossip is not insecurity or a need for attention or acceptance. According to polls, most young people say they gossip out of boredom. Some people feel that when there is no conflict or drama in their social circle, life is too dull. For them, spreading rumors shakes things up and makes life more interesting. In essence, for many people gossip is a form of entertainment. Cindy LaMott, a 19-year-old student at a community college admits to being a big gossiper. Explains Cindy, "The truth is too boring. Gossip is fun. Though, I don't know whether I'd feel that way if the gossip was about me!"

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However, for all its potential to do harm, gossip is not always a negative thing. Some gossip is harmless talk that is part of how people communicate and stay connected with each other. When people gossip about minor things, gossip can strengthen bonds between people and within a community. The issue isn't so much with gossip itself, but with the content of the gossip. Gossip becomes a problem when it is derogatory and hurtful.

So the next time you hear a piece of gossip and feel the urge to pass it on, stop for a moment. Ask yourself whether the gossip will do harm to the person being gossiped about. If you think it might, it's a good time to keep your mouth closed!

After Reading

Answer ***true*** or ***false***. Rewrite the false statements to make them true.

1. ____ It is human nature to gossip.
2. ____ Disappointment and anger are common causes of gossip.
3. ____ Gossiping is usually an effective way of gaining acceptance into a group.
4. ____ Gossip usually reduces the status of the person being gossiped about.
5. ____ The number one reason most young people gossip is a need to feel superior.

"The one who spreads gossip will not enter paradise."

—Prophet Mohammed *(Peace be upon him.)*

"The Prophet (peace be upon him) told us 'Backbiting is to say something about someone that they wouldn't like to be said about them; if the bad thing you said about them is true then you have backbited, and if it is false then you have slandered them'."

—(Narrated by Imam Muslim)

9 Speaking

If you heard harmful gossip about someone you knew, would you do anything to stop it? Why? Why not?

1. Work in pairs/groups. Think about the harm that can be done through spreading rumors and how you can stop them.
2. Use the chart to make notes. Then use your notes to discuss and compare ideas in class.

Examples of rumors	1. _____	2. _____	3. _____
Consequences/harm			
The way you would react upon being told the rumor			
The way you would stop it			
The reason you would not stop it			

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10 Writing



A. 1. Read the title. Do you think gossip is boring? Why? Why not?
2. What do you talk about when you are with your friends?
3. Read the text and find out.
- What is the writer's viewpoint? Why?
- How does she react when someone starts gossiping?
- Is she in favor or against minding one's own business?

Why gossip is boring

I hate gossip. I find it boring and destructive. Yet, so much in the media, in publications, and on the Web is based on gossip. A lot of people have become so heavily conditioned to it that they fail to recognize it as gossip. They regard it as news; information for public consumption.

I met an older friend that I had not seen for some time. She proceeded to tell me all the "news" about people I knew, and people that I had never heard of. None of it was harmful on its own but it was infinitely boring and awkward. I honestly felt I was wasting my time and hers for no obvious reason. I also became very reluctant to share any of my "news" because I felt that it would very likely become public property.

At some point, she realized that I was not engaged in the conversation and attributed my attitude to my obsession with work. So, she started lecturing me on the negative effects of not having some normal time off. She then told me about someone else who carried on like me—someone I knew—and how sick she had gotten through overwork that she had to be hospitalized for about four months. I started feeling physically sick.

What right does anyone have to upset someone to such an extent that they become sick? Why is it, that disaster draws so much attention? Why doesn't anyone tell stories or spread rumors about good days, successful endeavors, and happy people? Imminent calamity seems to sell a lot better than a happy development.

The trend has established itself quite well. Most news items are about threats, criminal behavior, destruction, bankruptcy, war... etc. The more dismal the news is, the larger the audience, the higher the ratings, and the more successful the program is.

"Mind your own business" is considered rude and aggressive. If you dare utter these words, you are summarily dismissed as a selfish, insensitive, and ungrateful. Somehow making others' business our own has become the norm rather than the exception. But I would still say it and take the risk in order to preserve some peace of mind and do my duty in a small way: reminding those who care to be reminded that we all have a right to privacy without being considered peculiar.

4. Read the text again and identify the main idea. Choose the best summary of the main idea from the list:
- **a.** The writer gives her reasons why gossip is rude and unhelpful.
- **b.** The writer gives her reasons why gossip is not boring and helpful.
- **c.** The writer gives her reasons why gossip is harmful and upsetting.

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B. **1.** Read the article on pages 158 and 159 again and identify the main reasons given by the writer on why gossip is an unhealthy and/or harmful practice.

2. Make notes on each main idea in the chart below. Then re-write each main point using your own words. Don't introduce anything new, paraphrase only the ideas given in the article.

3. Write a summary of the article. Use linking words and include an introduction.

Main Idea	Paraphrase

Why Gossip is Boring

The article claims that gossip is not only boring but harmful and upsetting too. The reasons for this viewpoint are many and varied. First of all, ...

Moreover, ...

In addition, ...

Writing Corner

When you write a summary:

- You should first identify the main ideas by underlining them in the article and taking notes.
- You must use your own words and paraphrase the main ideas.
- Do not include examples.
- Do not introduce any new ideas of your own.
- Use appropriate linkers to connect your main points.
- Don't plagiarize. Remember to cite your source. Refer to page 203 and read about plagiarism and correct citation.

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11 Form, Meaning and Function



Words Connected to Parts of The Body

Look at the picture of the candidate running for mayor and say which parts of the body you can see.

1. eye
2. hand
3. nose
4. throat
5. head
6. mouth
7. leg
8. neck
9. arm
10. ear
11. back
12. foot
13. knee
14. shoulder
15. teeth
16. stomach

Modals and Giving Advice in the Present and Future

Use *ought (not) to, had better,* and *should (not)* to give advice.

Ali: The candidate for mayor said he would build a sports complex and lower taxes. We **should vote** for him!

Majid: I don't agree. The news story says that he is not telling the truth. We **ought not to vote** for that candidate. We **had better** vote for someone else.

A. Match the problems with the advice. Complete the gaps with a modal verb. Then practice with your partner.

A: *Ali is always making fun of my younger brother.*

B: You **should** talk to Ali and explain how hurtful his behavior is.

Problem	Advice
1. _____ I heard a rumor about you.	**a.** You _____ take a rest.
2. _____ We're very tired.	**b.** He _____ go to the dentist.
3. _____ Aisha is always gossiping.	**c.** You _____ tell the teacher.
4. _____ Ahmed has a toothache.	**d.** You _____ tell me what you heard!
5. _____ The children have a sore throat.	**e.** She _____ about other people.
6. _____ Faisal cheated on the test.	**f.** They _____ drink warm liquids.

B. Imagine your friend has started a rumor which they now regret. Give your friend some advice and tell them what they ***should, shouldn't, had better*** and ***ought to do***.

A: I told Yasser's brother that Hisham had cheated on the text. But it wasn't true and I was only angry because he got a better mark than me. Now the whole school thinks Hisham cheated and I'm afraid Yasser's brother will tell Hisham it was me that started the rumor. What **should** I do?

B: You **had better** tell Hisham what you did and apologize. You **shouldn't** ...



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Modals Auxiliaries for the Present and Future

Ability

Use *can* and *be able to* to express ability in the present.

Can you keep a secret — Yes I **can**. / No, I **can't**.
Is he **able to** discover who started the rumor? — Yes, he **is**. / No, he **isn't**.

Use *can* and *will be able to* to express ability in the future.

Will you **be able** to speak to the principal? — Yes, I **will**. / No, I **won't**.
Can you find out who started that rumor? — Yes, I **can**. / No, I **can't**.

Permission

Use *may* and *can* to express permission.

May I leave early today? — Yes, you **may**. / No, you **may not**.
Can I have another soda? — Yes, you **can**. / No, you **can't**.

Requests

Use *can* and *could to* make polite requests. *Could* is more formal.

Could I have the check, please? — Yes, of course. / Certainly.
Can I speak with you — Sure. / Not now. I'm busy.

Possibility

Use *may, might,* and *could* to talk about possibility. Use *can't* to talk about impossibility.

Do you think he **might** give away the secret? — He **can't** tell. He doesn't know anything.

Obligation and Necessity

Use *must, need to* and *have to* to express obligation and necessity. Use *should* to give advice.

You **must** stop gossiping. — You **should** talk about events and not about people!
You **must not** spread rumors. — You **shouldn't** tell anyone what you know.

Note: *Must* is stronger than *should*. It has a more formal or official tone.

C. Circle the correct verb to complete each sentence. If both verbs are possible, circle both.

1. My grandmother said that we (should / might) call her this week.
2. The teacher told us we (may / could) have a test this week.
3. Ali said after he passes his test, he (can / will be able to) drive his father's car.
4. The news reporter said the missing helicopter (can / could) be in the Atlantic Ocean.
5. The teacher explained that students (have to / shouldn't) gossip about other students.
6. Faisal and Omar said they (may / might) play football later. We (ought to / must not) go and play, too.
7. My brother said he (may / might) go to Dubai on vacation this year.
8. That (can't / must) be the man we saw yesterday. The man we saw was much taller.
9. My father has to work late today and so he (won't be able to / can't) join us for dinner.
10. Excuse me, (can / need to) you help me find the accounts department?



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12 Project

1. Work in pairs/groups. Think about or research a rumor that caused a lot of harm. Make notes about it in the chart.
2. Collect information and data from different sources. Include conflicting opinions on the truth or validity of the story.
3. Use your notes to prepare a PowerPoint presentation for your class. Remember to include photos or pictures.

	Source 1: _____	Source 2: _____	Source 3: _____
The rumor			
When and how it started			
Who was responsible			
How it was spread			
How it affected the life of a person/a group/an organization, etc.			
How the person or group responded/dealt with it			
Your view on what should/ shouldn't have been done			

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13 Self Reflection

Things that I liked about Unit 10:	Things that I didn't like very much:
_____ _____	_____ _____

Things that I found easy in Unit 10:	Things that I found difficult in Unit 10:
_____ _____	_____ _____

Unit 10 Checklist	I can do this very well.	I can do this quite well.	I need to study/ practice more.
discuss gossip and rumors			
tell a secret			
promise to keep a secret			
use noun clauses as reported speech versus quoted speech			
apply rules and exceptions to the sequence of tenses			
use noun clauses beginning with *whether* or *if*			
use a range of modal auxiliaries for the present and future: *must, should, ought to, may, might, can, could*			
Talk about parts of the body			

My five favorite new words from Unit 10:	If you're still not sure about something from Unit 10:
_____ _____ _____	• read through the unit again • listen to the audio material • study the grammar and functions from the unit again • ask your teacher for help

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11 Express Yourself

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1 Listen and Discuss

1. What languages do you speak?
2. Do you think English is a difficult language? Explain.
3. Why do you study English?

Fascinating Language Facts

1. The most widely spoken language in the world is Mandarin. There are 885 million people in China who speak it. English is the second most widely spoken language.

2. There are more people in China who speak English than there are in the United States.

3. There are 13 languages that 100 million people or more speak. These languages are Mandarin, English, Hindi, Spanish, Russian, Arabic, Bengali, Portuguese, Malay-Indonesian, French, Japanese, German, and Urdu.

福 Good Fortune　祿 Prosperity　壽 Longevity　禧 Auspiciousness

4. There are about 7,000 languages spoken in the world today. However, about 2,000 of these languages have fewer than 1,000 speakers.

5. The language which has the world's largest alphabet is Cambodian. It has 74 letters. The language with the shortest alphabet is Rotokas, used in the Solomon Islands. It has only 11 letters.

6. It is believed that nearly half of the estimated 7,000 languages currently spoken in the world will have become extinct by 2050.

7. Some of the languages that people speak in Africa include a clicking sound. These languages sound different from and are not related to any other known language. It is believed that the click languages may be the earliest human languages. These languages can only be spoken properly by those who acquire the language in childhood.

8. Arabic has influenced many languages. Many words in English have been borrowed directly or indirectly from Arabic. Such words include *admiral, adobe, alchemy, algebra, alkaline, amber, arsenal, candy, carat, coffee, cotton, hazard, jar, lemon, mattress, sofa* and many more.

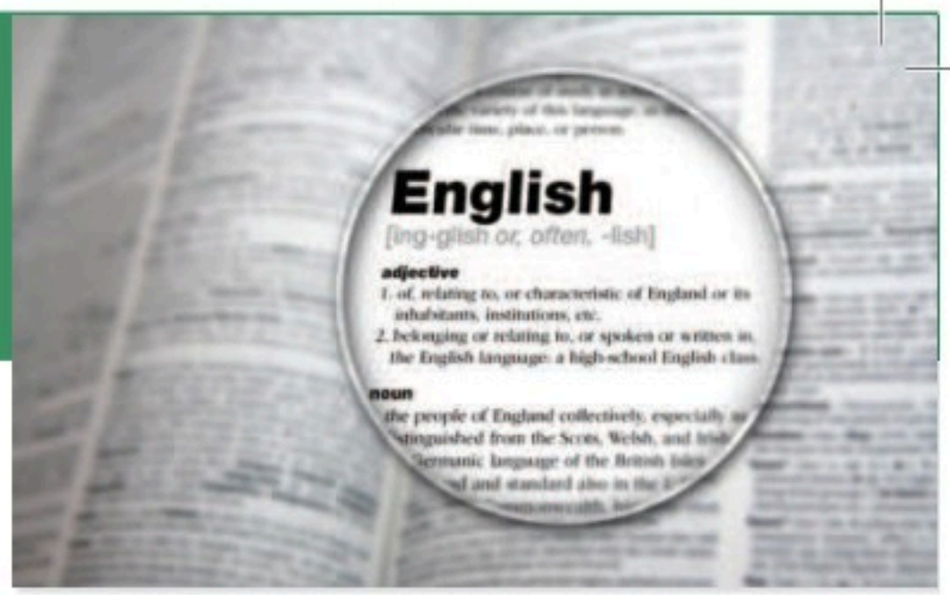




9. There are about 800,000 words in the English language. This is more words than any other language in the world. But people who speak English routinely use only about 1 percent of the immense number of words in the language.

10. Punctuation did not exist in English until the 15th century.

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English Language Facts

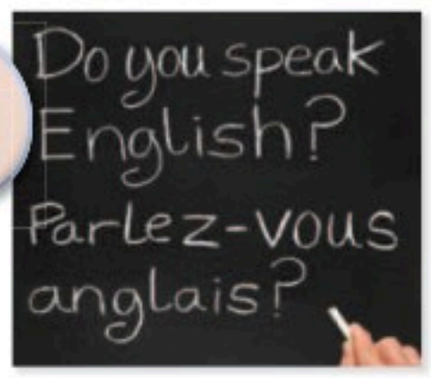
11 "*Go*" is the shortest complete sentence in the English language.

12 The English language has only one solitary word that ends in the letters *mt*. It is *dreamt*.

13 *Bookkeeper* is the only English word that has three consecutive doubled letters.

14 There is no word in the English language that rhymes with *month, orange, silver,* or *purple*.

15 The word that has more definitions in the English language than any other is *set*.





Quick Check ☑

A. Vocabulary. Match each word to its synonym.

1. _____	acquire	**a.**	single
2. _____	consecutive	**b.**	gigantic
3. _____	currently	**c.**	learn
4. _____	extinct	**d.**	regularly
5. _____	immense	**e.**	dead
6. _____	routinely	**f.**	presently
7. _____	solitary	**g.**	continuous

B. Comprehension. Answer ***true*** or ***false***. Rewrite the false statements to be true.

1. _____ English is the most widely spoken language in the world.
2. _____ More people speak English in China than in the United States.
3. _____ The shortest complete sentence in the English language is "We go."
4. _____ A few words in English have been borrowed from Arabic.
5. _____ Punctuation was introduced to English in the 15th century.

2 Pair Work

Create a five-question quiz about the English language to give your partner. You might ask your partner to define certain words or to identify words based on clues. Ask each other your questions and discuss the answers.

1. *What does the word equivalent mean?*
2. *Say one English word that ends in the letters -tion.*

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3 Grammar

Adjective Clauses and Relative Pronouns

An adjective clause is a dependent clause that describes or gives information about the noun that comes before it.

I know a *person* **who speaks three languages**.
The *language* **that he/she speaks at home** is Spanish.

Relative pronouns relate clauses to nouns in adjective clauses. Use the relative pronoun *who* for people, and *which* and *that* for things.

Note: The relative pronoun *that* can also be used when talking about people in general. However, when a particular person is being referred to, *who* is preferred.

She is the kind of person **that** is always there for her friends.
The tutor **who** helps me with my English is very kind.

Relative Pronouns as Subjects of Adjective Clauses

Relative pronouns can be the subject of an adjective clause. Relative pronouns that are followed by a verb are subject pronouns. Subject pronouns must always be included.

I am someone **who** loves doing crossword puzzles.
Words **that** have many meanings can be confusing.

Relative Pronouns as Objects of Adjective Clauses

Relative pronouns can also be the object of an adjective clause. Relative pronouns that are followed by a noun or pronoun are object pronouns. Object pronouns can be omitted.

Spanish is a language **(that)** many people find easy to learn.
There are many words **(which)** James mispronounces.

Note: *Whom* is considered more correct than *who* when used as the object of an adjective clause. However, *whom* is very formal. In casual speech, either *who* is used or the relative pronoun is simply left out.

The teacher **(who[m])** I like best is my language professor.

A. Match the sentence halves. Rewrite the sentence, using a relative pronoun to join the two halves.

A photographer is someone who takes photographs.

1. h A photographer is someone who		**a.** have the same meaning.
2. _____ A fashion designer is someone _____		**b.** lets you read books on a screen.
3. _____ A flag is something _____		**c.** tests a student's knowledge.
4. _____ A linguist is someone _____		**d.** gives the meanings of words.
5. _____ A hammer is something _____		**e.** is a symbol of a nation.
6. _____ An exam is something _____		**f.** doesn't eat meat.
7. _____ An electronic reader is something _____		**g.** creates clothing.
8. _____ A vegetarian is someone _____		**h.** takes photographs.
9. _____ Synonyms are two words _____		**i.** is used to put nails in a wall.
10. _____ A dictionary is something _____		**j.** studies languages.

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B. Decide whether the relative pronoun can be omitted in each sentence. If it can, rewrite the sentence without it. If it cannot, write *no change*.

My sister never told me the reason that she called.
My sister never told me the reason she called.

1. The bird that they saw in the museum is extinct.
2. Melissa cooks dishes that are incredibly delicious.
3. That's not the book that the teacher asked us to get.
4. Where is the food that I brought home from the restaurant last night?
5. The goalkeeper that plays for that team is from my hometown.
6. The people who live next door are always very friendly.
7. John is a person who others can count on.
8. Do you have another pen that you can lend me?
9. The book that you bought me is interesting.
10. Do you know anyone who speaks Swahili?
11. Jane is a solitary person who prefers to be alone.

C. Combine each pair of sentences. Use the second sentence as the adjective clause.

I finally finished reading the book. You gave it to me.
I finally finished reading the book that you gave me.

1. I saw the man. He stole the wallet.
2. The email didn't make sense. You sent it to me.
3. We saw a film on TV last night. It was really depressing.
4. The man looked confused. He asked for directions.
5. This is the restaurant. We have eaten at this restaurant for three consecutive days.
6. The article isn't in this newspaper. You want to read an article.
7. She lost the necklace. She borrowed it from her mother.
8. I know the neighbors. They have ten children.
9. Do you like the textbook? You are using it in that class.
10. Where can I find the supermarket? It sells organic fruits and vegetables.
11. You need to write a research paper. The paper cites at least three sources.

D. Complete each sentence with an adjective clause. Use your own ideas.

I like to eat foods *that are healthy*.

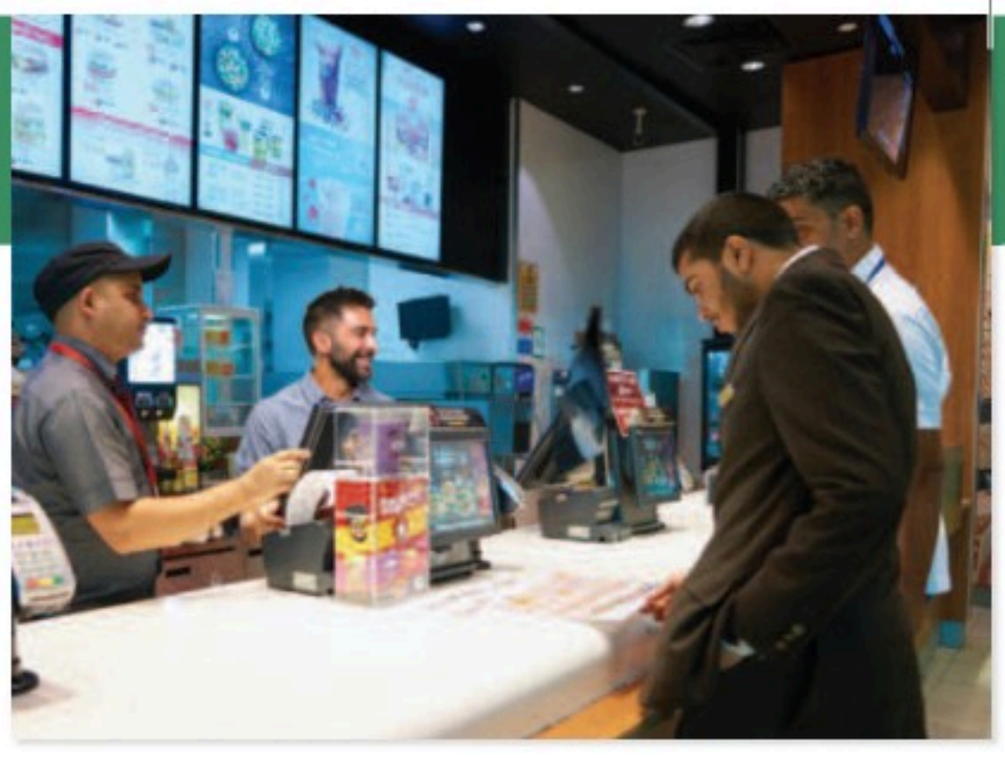
1. English is a language _____.
2. I routinely eat foods _____.
3. I like people _____.
4. Students usually like teachers _____.
5. I sometimes worry _____.
6. I like books _____.
7. I have a friend _____.
8. I have a job _____.



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4 Conversation

Jason: This restaurant is jam packed.

Badr: I know. I had to elbow my way through the crowd just to get to the buffet table for some munchies.

Jason: And the people's voices are way too loud.

Badr: I'm sorry, I didn't catch that. What did you say?

Jason: I said *the people's voices are way too loud!* Hey, did you see that guy in the blue suit? He seems to be familiar.

Badr: Oh, yeah, he's the captain of the football team.

Jason: What's his name?

Badr: Ian Ford.

Jason: Sorry you're bored, but I was asking you the name of that guy.

Badr: No, I said his name is Ian Ford!

Jason: Oh, sorry. The people's voices are ridiculously loud. So, what's he like?

Badr: He's OK. The only thing he's interested in is sports. I find him a bit boring.

Jason: Pardon? You found him snoring?

Badr: Oh, forget it. This is crazy.

Jason: Trying to talk over this noise is too difficult.

Badr: Yeah, I can't deal with it anymore. Do you want to leave?

Jason: What do you want to tell Steve?

Badr: No, I said *let's leave*. We can get a bite at the diner on the corner.

Jason: Yeah. Let's go.

About the Conversation

1. What problem are Badr and Jason having?
2. Who is Ian Ford, and what does Badr say about him?
3. At the end of the conversation, what do Badr and Jason decide to do?

Real Talk

jam packed = very crowded
elbow (one's) way = make one's way through a crowd using some physical force
munchies = crunchy junk foods
deal with = put up with
bite = snack

Your Turn

Role-play with a partner. Imagine you are in a noisy or crowded place, such as a shopping mall, a subway, or a city street. Discuss your English class, pretending that you can't hear each other clearly. Use the phrases for asking someone to repeat something.

Asking Someone to Repeat Something

Can/Could you repeat that, please?
Could/Would you say that again?
Excuse me, but I didn't catch the last part/the part about...
I'm sorry. I didn't catch that.
Pardon (me)?
What did you say?
What was that?
Would you mind repeating that?

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5 Listening

Listen to the students discuss making mistakes in English. Then complete the chart.

		What She Said or Wrote	What She Meant to Say or Write
1.	**Badria** (about her plans for the weekend)		
2.	**Paula** (about her mother's visit)		
3.	**Tina** (about getting caught in the rain)		
4.	**Amira** (about a recipe)		

6 Pronunciation

Different words in a sentence can be emphasized to convey different meanings. Listen to the sentences. How does the meaning change in each pair?

1. **a.** You know **ONE** of the things that I find most difficult about learning English?
   b. You know one of the things that **I** find most difficult about learning English?
2. **a.** I know what you **MEAN**.
   b. I know what **YOU** mean.
3. **a.** We've **ALL** had that kind of thing happen.
   b. We've all had **THAT** kind of thing happen.
4. **a.** Is **THAT** a traditional gift in your country?
   b. Is that a **TRADITIONAL** gift in your country?

7 Vocabulary Building

A. You will see the following words in the reading on pages 172 and 173. Match the words with their meanings.

1. _____	evolve	**a.**	lack of ability
2. _____	exception	**b.**	shown to have exclusive legal ownership
3. _____	fictitious	**c.**	not favoring one side or the other
4. _____	humanitarian	**d.**	develop and change
5. _____	limitations	**e.**	honorable
6. _____	neutral	**f.**	devoted to improving the lives of all people
7. _____	noble	**g.**	make-believe, not real
8. _____	trademarked	**h.**	something that is different from what is expected

B. Check your answers with a partner. If you do not understand the meaning of a word, look it up in a dictionary.

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8 Reading

Before Reading

What do you think an ***invented language*** is?
Do you think such a language could be successful?



INVENTED LANGUAGES

Every language has its flaws and limitations. Some people have been so frustrated with the imperfections of existing languages that they have actually tried to create better languages themselves! There have been more than 500 attempts at creating such languages. Each of these invented languages, complete with a vocabulary and grammar of its own, has had a specific goal. For example, some language inventors have wanted to invent a simple and easy-to-learn language, some have wanted to create a gender-neutral language, and some have wanted to make language more mathematical or scientific. While none of these invented languages has ever become widely spoken, there are a couple that have been learned and spoken by a surprisingly large number of people.

The invented language that has the most speakers is Esperanto. This language was created in 1887 by Ludvik Zamenhof, a Polish doctor. Zamenhof lived in an area populated by four different ethnic groups that spoke many different languages. There were a great number of problems between these groups. Zamenhof felt that the language difference between the groups was the root of the problems. This gave him the idea of creating a language that would not belong to any one country or culture, but instead, would belong equally to all people. The hope was that a neutral second language would break down language barriers and build a sense of equality and brotherhood between nations. The language which he created to fulfill this dream was called Esperanto, which means *hope* in the Esperanto language.

Because Zamenhof's goal was clearly a humanitarian one, he was not interested in making any money from Esperanto. He published a guide to speaking Esperanto, and gave up all rights of ownership to the guide. This way the guide could be freely circulated to all people interested in learning the language.

Zamenhof wanted as many people as possible to learn Esperanto, so he made the language extremely simple, with no irregularities or exceptions to the basic rules. For example, in Esperanto all nouns end with an *-o*. All nouns can be made plural by simply adding a *-j*. So the word for friend is *amiko*, and the plural is *amikoj*. All adjectives end with an *-a*. To create the opposite meaning, a speaker simply adds *mal-* to the beginning of the word. So, for example, the word for *big* is *granda*, and the word for *small* is *malgranda*. The rules for verbs are equally simple, with no irregular verbs and no conjugation.

For all Zamenhof's good intentions, Esperanto never became the unifying international language he had hoped it would become. People were not eager to spend time learning a new language which so few other people spoke. However, Esperanto has survived to this day and is spoken by at least 100,000 people around the world.

The second most successful invented language is called *Klingon*. Other than the fact that it is also an invented language, it shares almost no similarities with Esperanto. Klingon, which was invented over 25 years ago, was not created with the noble intention of promoting the peaceful coexistence of people from different cultures. Instead, it is a trademarked invention of a major television studio. It was created in 1984 by a linguist named Marc Okrand for use in the *Star Trek* series. The characters who speak this language are the Klingon, a fictitious race of people from outer space.

The *Klingon Dictionary*, which is copyrighted by the television studio, has sold more than 300,000 copies, and has made quite a bit of money. Unlike Esperanto, Klingon is an extremely complicated language with complex grammar, making it an immensely difficult language to learn. As a result, it is estimated that only a few thousand people can speak Klingon

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with any fluency. Yet interestingly, Okrand intentionally made Klingon difficult to learn. His goal for Klingon was almost the opposite of Zamenhof's goal for Esperanto. Okrand did not want many people to be able to speak Klingon fluently. On the contrary, Klingon was designed to be an exclusive language that could only be spoken by the most committed *Star Trek* fans.

The vast majority of invented languages have disappeared almost as soon as they were created. While the most successful invented languages, like Esperanto and Klingon, have caught the imagination of a community of people, these languages are spoken more as a novelty than as a practical, everyday language. The fact that no invented language has ever become widely spoken seems to tell us something: It is only languages that evolve naturally and slowly over time that have the power to spread, to continue, and to become part of our identity.

After Reading

Answer the questions.

1. What are some reasons people have created invented languages?
2. How did where Zamenhof lived inspire him to create Esperanto?
3. If *bela* means beautiful in Esperanto, what is the word for *ugly*?
4. Why didn't Esperanto become an international second language?
5. What is *Klingon*, and why was it invented?
6. How are Esperanto and Klingon alike? How are they different?

9 Speaking

1. Work in pairs/groups. Think about the languages that you, your family, and relatives can speak and make notes in the chart.
2. Decide which language(s) you prefer and why. Think about the people who use it, the reason it is used, how easy or difficult it is, etc.
3. Which language would you like to learn well? Say why you want to learn it. Compare answers. Which is the most popular language in your class?

Languages	1 _____	2 _____	3 _____
People who use it			
Reasons/purpose of use			
Ease/difficulty of use and reasons			
Your preferred language of use and reasons			
Your choice of language to learn and reasons			

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10 Writing

A. **1.** Why do so many people learn English? What are some of the main purposes?
2. How important is it to have a "good accent" in English? Please define "good accent."
3. How easy is it for you to understand different speakers of English? Justify your answer.
4. Read the text and find out.
- How important is an accent according to the writer?
- What should a learner develop to enhance understanding of spoken language?
- Why do native speakers of English attend courses in English for international communication?
- Why are features of intercultural communication important?
- Do you agree with the writer's views? Why? Why not?

English as an International Language



In language learning, most people believe that a native speaker-like accent is an asset that can be used to impress people. The question, however, is which variety of English? The language spoken by people in the North of England is different from the variety spoken by people in the South; and this only touches upon the two ends of the continuum. There is a multitude of regional varieties within. So, maybe, the first thing to consider is the reason why we learn the language and what we intend to do with it.

Is it important for a learner of English to imitate one or more varieties when speaking? No, not necessarily, although people who learn the language in its natural setting tend to adopt regional features in terms of pronunciation, vocabulary, and grammar. What is more useful is developing the ability to understand different speakers, including speakers of other languages as a primary need.

As more and more people use English as a common medium to communicate with people from other countries, they affect the language and develop their own variety in terms of accent, vocabulary, and other features. So much so, that special language courses are offered for native speakers who need to conduct business with people in different countries! So, for a change, native speakers have to attend courses that will familiarize them with new varieties of their language and help them develop the skills required to understand the people they communicate with. Naturally, intercultural communication and its requirements are a very important part of such courses and a prerequisite for successful communication with members of different cultures.

English as an international medium of communication is an evolving variety that is affected by the speakers of the language, whether they happen to be native or non-native. Therefore, our idea of a good user of the language has to be modified to accommodate characteristics that make one an effective communicator across cultures, over and above acquiring a prestigious native speaker accent and structurally accurate use of the language. If culture-specific variations will eventually be looked upon as varieties of the international medium remains to be seen. The fact, however, is that English is no longer the property of the English-speaking countries but of the whole world, and as such, it will inevitably reflect the culture and norms of different people.

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B. 1. Compare your first language with English. How is it similar? How is it different? Compare things like the pronunciation, grammar, and expressiveness of the languages. Make notes on your ideas in your notebook.

2. Read the email below and answer the questions:

- Who is writing? Why are they writing?
- How do they start the email? How do they end the email?
- Are there any interesting features typical of an email to a friend? What are they?

Print Delete

To: Badria
Cc:
Subject: Back to school
Attachment: 789.jpg

Hi Badria,

How are you doing? Did you have a good summer? How's school? I guess you've just started again, right? Well, that's life for all of us!

This is my first week back at high school. It has been an exciting week! I have made lots of new friends and we have a new French teacher, Miss Brown. She is a great teacher but I must admit that I am finding French very difficult.

There are so many grammar rules to learn. I thought I knew them all and then Miss Brown gives us another one. I can't keep up! And there are many new words which I can't pronounce properly. But Miss Brown says that it is OK if I don't say them perfectly, just as long as people can understand me. She told me that what's important is that I try to communicate.

That made me feel a bit better but I still think French is much harder than English. English has lots more words but the grammar is so easy in comparison. Oh well, I must keep trying hard to learn French, I suppose, and one day I will be able to speak as well as you 🙂

Guess what? My parents have given me their permission to come and stay with you during the school holidays! Isn't that cool? We should chat soon and make plans!

Well, time to go and study my French homework! I've attached a photo of me with on my summer vacation. Do you have any photos from your summer vacation?

Well, bye for now and send me all your news soon.

Your friend,

Josie

3. Write an email to an international e-pal and explain how your language is similar or different to English.

Writing Corner

When you write an email to a friend:

- greet and sign your letter in an informal manner, e.g. *Hi/Hello/Dear* + first name and *Best/Best wishes/See you soon/Take care* + your first name.
- write as if you were speaking to him/her, i.e. use contracted forms, emoticons, or abbreviations.

When you want to compare two or more entities:

- identify different aspects/components of the entities that you are comparing, e.g. language: spoken vs. written language, varieties and speakers, appropriateness (i.e. formal or informal language); vocabulary: words, phrases, expressions, idioms, etc.
- if you are not sure, look up the topic or entities that you are required to compare and find out which parts they consist of; then choose the parts/aspects that you want to focus on.
- think of examples and consider similarities and differences, e.g. with language; think of a situation and consider what people might want to convey to each other and what kind of language they would use, for example: *Two students are talking about a football game they watched the previous evening. They are running over incidents in the game and arguing whether the referee was right or wrong in different cases. Each student supports a different team.*

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11 Form, Meaning and Function

Future with *Will* or *Be Going To*

Use *will* or *be going to* to make predictions about the future.

Questions (?)	Answers (Opinions)
Will people **speak** Arabic?	I guess so. / I don't think so.
Are we **going to learn** Chinese at school?	I think so. / I hope so. / I hope not.

Will versus *Be Going To*

Use *will* to make an on-the-spot offer, request or decision. Use *be going to* to express a plan that is already made or decided.

Ali **is going to have** his work professionally translated, but I can't afford it. I**'ll translate** it using machine translation software on the Internet.

Future Progressive

Use the future progressive (*will* + be + present participle) for continuous actions in the future.
Or use *be going to* + *be* + present participle.

Affirmative (+)

Free machine translation services on the Internet are going to get better and better. By 2030, most people around the world **will be translating** foreign languages through machines. They **will** no longer **be learning** the lingua franca (the common global language) to communicate in business and trade.

Questions (?)	Short Answers (+)	Short Answers (–)
Will you **be working** on the weekend?	Yes, I **will**.	No, I **won't**.
Are they **going to be taking** the test, too?	Yes, they **are**.	No, they **aren't**.

A. Complete the predictions about the future with the correct form of the verb. More than one answer is possible.

1. In the next couple of years, speech recognition applications _____ (translate) foreign languages at business meetings in real time.
2. Someday soon, we _____ (use) our smartphones to translate printed text by using the camera function.
3. Cars _____ on gasoline. They will run on electricity. (not run)
4. Robots _____ (not/be able to) make autonomous decisions. They _____ (do) what they are programmed to do.
5. In 50 years time, no-one _____ (use) the lingua franca to communicate. We will all use machine translation software.

B. Work with a partner. Ask and answer. Which of the following do you think people ***will still be using*** in 50 years?

A: Do you think we **will still be using** ballpoint pens?

B: No, I don't. I think that we **won't use** pens for anything in 50 years and all communication **will be** digital.

ballpoint pens DVD players magazines cell phones
flat screen TVs microwave ovens books vacuum cleaners
washing machines dishwashers cars planes



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Words Connected with Different Kinds of Vacations

Some words we connect with vacations are:

Adjectives		Nouns		Verbs	
amazing spectacular magnificent wonderful ancient peaceful/relaxing inexpensive popular	exciting/thrilling luxurious exotic awesome	marine life rain forest plants animals city archaeological site buildings tombs	rocks adventure wildlife coral reef desert oasis museums art galleries	visit see learn explore dive experience trek	travel hike

Conditional Sentences with *If*-Clause: Imaginary Situations for the Present



Use conditional sentences to talk about imaginary or hypothetical situations in the present. Use the simple past in the ***if***-clause.

If I **didn't** know foreign languages, I wouldn't travel around Europe alone this summer.
(But I do know foreign languages, so I'm going to travel around Europe alone.)

Verb: *Wish/If only* for Unreal Situations

Use *wish* for things you want to happen but probably won't. We can also use *If only* in place of wish to add emphasis.

in the present

I don't know many foreign languages. — I **wish/If only** I knew more foreign languages.

in the future

My parents won't let me go on vacation with my friends. — I **wish/If only** my parents **would let** me go.

Note: Was is usually used in informal spoken English with I: I wish I **was** on vacation.

C. Match the headings (a—d) to each text (1—4). Complete the gaps with a vocabulary word from the chart above.

a. _____ Scuba Diving in the Red Sea, Saudi Arabia
b. _____ Trekking in Oman
c. _____ Ecotourism in the Malaysian rain forest
d. _____ Desert Tour, Jordan

1	2	3	4
(**1.**) *Visit* the spectacular (**2.**) _____ city of Petra. You're going to (**3.**) _____ this magnificent (**4.**) _____ site and see the wonderful buildings and (**5.**) _____ carved out in the rock.	(**6.**) _____ in the peaceful coral (**7.**) _____ of the Red Sea. You're going to see some of the most awesome and colorful (**8.**) _____ life! Come face to face with sea turtles, lionfish, manta rays, and dolphins.	(**9.**) _____ through the rain forest at Kinabalu Park and learn about one of the world's unique ecosystems. You're going to come into contact with thousands of different species of (**10.**) _____ and (**11.**) _____, including an (**12.**) _____ variety of orchids.	Follow the Frankincense Trail from Muscat to Salalah and (**13.**) _____ the secrets of the ancient perfume. You're going to visit a (**14.**) _____ oasis and see (**15.**) _____ views of mountains, coastal villages, and archaeological sites.

D. Work with a partner. Read the sentences below and end with your own ideas.

1. If I could choose any destination, _____
2. If I had some extra money, _____
3. My friend asked me to go surfing. I wish _____
4. He won't lend me his textbook. I wish _____
5. If we had more time, _____
6. If I could be anyone in the world, _____

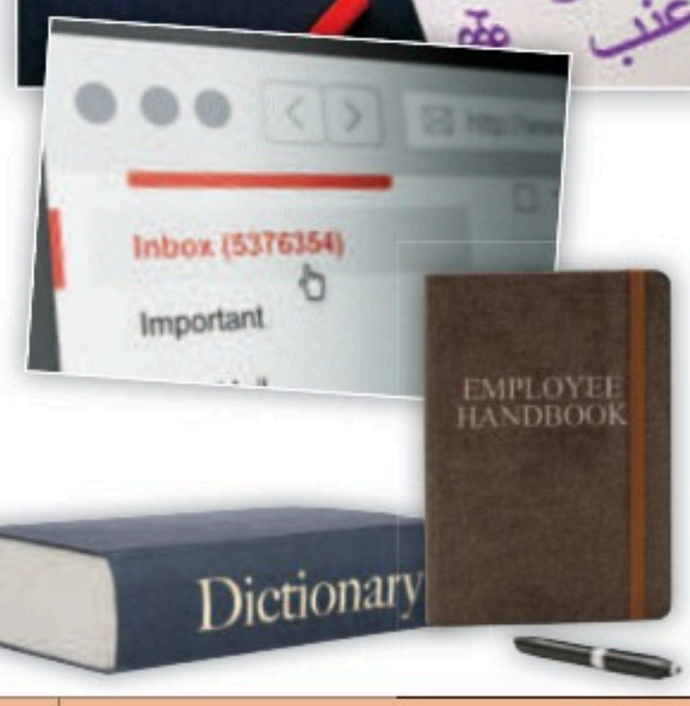
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12 Project

1. Compare English and Arabic. Find or write sentences that refer to specific time, i.e. past, present, and future, without time words.
2. Study the sentences and identify similarities and differences. Compare word order and ways that time is indicated. Remember to look for relevant data and analyses in books or on the Internet. Make notes in the chart.
3. Use your notes to prepare a PowerPoint presentation with additional examples, data, and sources.
4. Use questions to address your classmates and make your presentation more interactive.
5. Use illustrations to support meaning and/or elicit ideas from your audience.

English and Arabic sentences	Similarities (word order/time)	Differences (word order/time)
1a.		
1b.		
2a.		
2b.		
3a.		
3b.		
4a.		
4b.		
5a.		
5b.		

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13 Self Reflection

Things that I liked about Unit 11:	Things that I didn't like very much:
_____ _____	_____ _____

Things that I found easy in Unit 11:	Things that I found difficult in Unit 11:
_____ _____	_____ _____

Unit 11 Checklist	I can do this very well.	I can do this quite well.	I need to study/ practice more.
discuss world languages			
talk about the English language			
ask someone to repeat something			
use adjective clauses and relative pronouns			
use relative pronouns as subjects of adjective clauses			
use relative pronouns as objects of adjective clauses			
use future forms with *will* and *be going to*			
use conditional sentences with if-clauses (present); and *wish/ If only*			
talk about different kinds of vacations			

My five favorite new words from Unit 11:	If you're still not sure about something from Unit 11:
_____ _____ _____	• read through the unit again • listen to the audio material • study the grammar and functions from the unit again • ask your teacher for help

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12 Lost and Found

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1 Listen and Discuss

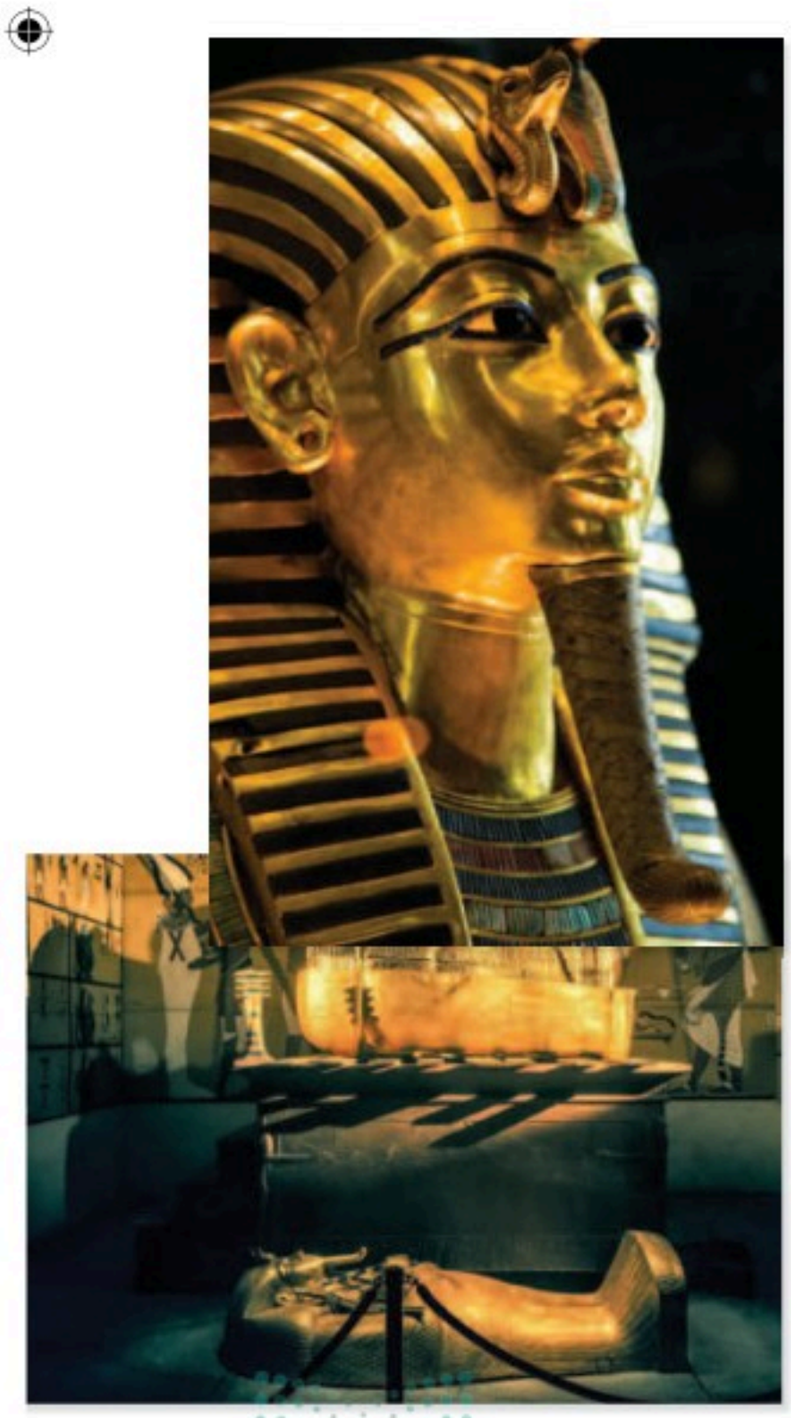
1. Talk about the most valuable thing you have ever lost.
2. Talk about the most valuable thing you have ever found.

Amazing Lost Treasures

Moctezuma's Treasure

Moctezuma II was an Aztec emperor who ruled from 1502 to 1520. This was a time when the Aztecs controlled most of what is now Mexico and Central America. In 1520, the notorious Spanish invader Hernán Cortés kidnapped and killed Moctezuma. Cortés and his men then collected all of Moctezuma's dazzling treasures and tried to escape with them. But the Aztecs, who refused to surrender, caught up with the Spanish and fought them. Cortés and a few of his men escaped empty-handed, but eventually returned to take revenge and to attempt to steal the treasure again. However, the Aztecs hid the treasure somewhere around Lake Texcoco, and Cortés never found it.

One of Mexico's former presidents actually drained Lake Texcoco in an attempt to find the treasure, but he failed to find any trace of it. Today it is believed that Moctezuma's treasure is hidden somewhere near Mexico City, but no one knows exactly where.



Tutankhamun's Treasure

King Tutankhamun of Egypt, the boy pharaoh, succeeded his father to the throne when he was barely 9 or 10 years old. He died in his late teens. According to speculation, he was either assassinated or died of infection after an accident.

Tutankhamun's tomb, in the Valley of the Kings in Egypt, is the best preserved royal tomb ever discovered. Theodore M. Davis, an American businessman, was the first person to find clues that led to the discovery of the tomb. Howard Carter, an Egyptologist, confirmed, upon examining the clues, that the tomb lay inside the Valley of the Kings, the royal necropolis of the time.

Carter persuaded his friend Carnarvon to finance his search for the tomb. They had nearly given up when they finally noticed some steps buried under an ancient hut, leading to the sealed door of the tomb. They dug an opening that allowed entry to the tomb, where they found the most amazing artifacts: gold masks and furniture, stunning jewelry, exquisite paintings and inlaid boxes, and other objects of astonishing beauty and craftsmanship. It took Carter many years of his life to study and record all the findings. Everything was photographed and itemized. King Tut's treasure toured the world for the first time in the 70s. The second tour began in 2004.

The Amber Room

The Amber Room was a 180-square-foot (17-square-meter) room, whose four walls were made of six tons of amber, decorated with jewels. The room, which was constructed by Prussian King Friedrich Wilhelm the First, took over eight years to build. It was completed in 1716, at which time it was given to Tsar Peter the Great of the Russian Empire as a gift.

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During World War 2, the Nazis found the invaluable room, tore it down, packed it in hundreds of crates, and took it to a destination that has never been discovered. One theory is that it was loaded onto a passenger ship that was sunk by a Soviet submarine. Another possible destination was the Ore Mountains in Germany, where the Amber Room may have been buried in salt mines. The most popular theory, however, is that the Amber Room was hidden in a lost, underground shelter somewhere in the city of Konigsberg, Germany. The beautiful room has been called the eighth wonder of the world, and historians estimate that its value today would be around $142 million. The search for the Amber Room continues to this day.

Quick Check ☑

A. Vocabulary. Complete each sentence with a word from the box.

preserve	notorious	surrender	treasure
invaluable	revenge	theory	

1. We should do whatever we can to _____ our historic monuments.
2. The burglars tried to steal the woman's jewelry, but she wouldn't _____ without a fight.
3. My _____ is that people search for gold not because they want to get rich, but because it is exciting.
4. The police were finally able to catch the _____ bank robbers.
5. The explorers found a _____ worth millions of dollars that had been buried for hundreds of years.
6. Even though Lisa borrowed and lost her favorite earrings, Beth knew it was an accident and so she didn't try to get _____.
7. The collection of the Egyptian Museum in Cairo is _____.

B. Comprehension. Answer the questions.

1. Why didn't Cortés escape with Moctezuma's treasure?
2. What did one of Mexico's former presidents do in an effort to find Moctezuma's treasure?
3. Who was Tutankhamun?
4. What is so special about King Tutankhamun's tomb?
5. What is special about the Amber Room?
6. What are three theories about the location of the Amber Room?

2 Pair Work

Conduct an interview with a partner. One of you will be Moctezuma, Tutankhamun, or Peter the Great, and the other will be a reporter. Discuss the treasure each person is associated with. For example: *What did the treasure contain? What do you think happened to the treasure? Will the treasure ever be found? Why or why not?*

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3 Grammar

Using *Where* and *When* in Adjective Clauses

Where is used to modify a place in an adjective clause. *Where* cannot be omitted.

Last year I visited the city **where** Moctezuma's treasure is said to be buried.

There are alternatives to using *where* in an adjective clause. *Where* can be replaced by:

1. preposition + *which*

Last year I visited the city **in which** Moctezuma's treasure is said to be buried.

2. *that/which* + preposition

Last year I visited the city **that** Moctezuma's treasure is said to be buried **in**.

When is used to modify a noun or time in an adjective clause. *When* can be omitted.

Last Monday was the day **(when)** I found a SAR 100 bill on the street.

There are alternatives to using *when* in an adjective clause. *When* can be replaced by:

1. *that* (*that* can also be omitted)

Last Monday was the day **(that)** I found a SAR 100 bill on the street.

2. preposition + *which*

Last Monday was the day **on which** I found a SAR 100 bill on the street.

Using *Whose* in Adjective Clauses

Whose is the possessive form of *who*. It can stand for *his, her, its,* and *their*, and is always used before a noun. *Whose* cannot be omitted.

There are people **whose** lives are spent looking for ancient objects.

Whose can be either the subject or the object of an adjective clause.

Tutankhamun was a pharaoh. **His story** is the most interesting to me.
Tutankhamun was the pharaoh **whose story** is the most interesting to me.

The man was very happy. I found **his wallet**.
The man **whose wallet** I found was very happy. (*Whose* is the subject.)

Note: Don't confuse *whose* with *who's*, which is the contraction for *who is* or *who has*.

The woman **who's** coming over tonight lost her watch.
She is the woman **whose** watch disappeared.

A. Combine each pair of highlighted sentences using ***where*** or ***when***. Use the second sentence as the adjective clause.

The King's Palace in Riyadh is the palace. King Salman lives.
The King's Palace in Riyadh is the palace where King Salman lives.

1.	September 23rd is the day.	People in Saudi Arabia celebrate National Day.
2.	1918 was the year.	World War 1 ended.
3.	There are websites.	You can buy used textbooks.
4.	11:07 is the time.	My train arrives.
5.	Do you know a place?	I can buy an electronic reader.
6.	Dubai is a city.	Many towers have been built.

B. Rewrite your answers for exercise **A** with an alternative way of expressing ***where*** and ***when*** clauses.

The King's Palace in Riyadh is the palace in which King Salman lives.
The King's Palace in Riyadh is the palace that King Salman lives in.

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C. Finish each sentence with an adjective clause beginning with ***where*** or ***when***.

When I was a child, I lived in a home *where there was a lot of love*.

1. I'll always remember the day _____.
2. I like to visit places _____.
3. 2009 was the year _____.
4. I'd like to attend a university _____.
5. I felt nervous the time _____.
6. I usually eat in restaurants _____.
7. I like to go to parks _____.
8. I sometimes have days _____.



D. Combine each pair of sentences with ***whose***. Use the second sentence as the adjective clause.

I need to thank the classmate. I borrowed my classmate's cell phone.
I need to thank the classmate whose cell phone I borrowed.

1. I have neighbors. Their son has the TV on loud day and night.
2. Is he the author? His books are so popular.
3. The teacher is fantastic. I'm taking the teacher's course next semester.
4. I have a friend. My friend's father is a doctor.
5. He is the chef. His restaurant is notorious for causing food poisoning.
6. Who is the person? Their moldy sandwich is in the refrigerator.

E. Fill in the blanks with ***whose*** + a logical noun.

I have a friend *whose* *parents* are very demanding.

1. Last night I saw a celebrity on TV _____ _____ was annoying.
2. John is a man _____ _____ are always very stylish.
3. They are popular writers _____ _____ are well-known.
4. It is a poem _____ _____ is very difficult.
5. The student _____ _____ won first prize was very proud.

F. Circle ***who's*** or ***whose***.

1. Do you know the person (who's / whose) standing at the back of the class?
2. He's the guy (who's / whose) notorious for borrowing money that he never repays.
3. Al-Kwarizmi is the mathematician (who's / whose) ten-digit numbering system had a great impact on mathematics and arithmetic worldwide.
4. They want to find a secretary (who's / whose) responsible and efficient.
5. Professor Blake is the one (who's / whose) taught us math for two years.
6. We have a friend (who's / whose) brother is in Australia.
7. Is she the woman (who's / whose) wallet was lost?
8. Amin is a poet (who's / whose) poetry both my father and I enjoy.
9. I'd like to find out (who's / whose) eaten everyone's food.

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4 Conversation

Abdullah: Hey, Mohammed. How was your day?

Mohammed: Leave me alone.

Abdullah: What's eating you?

Mohammed: Sorry. I'm just really aggravated. I lost the watch that my parents got me for my graduation. I'm really down in the dumps. I loved that watch. And, of course, my parents are going to hit the roof when they find out. If only I'd been more careful with it.



Abdullah: What a shame. Do you know where you left it?

Mohammed: If I knew where I left it, then it wouldn't be lost!

Abdullah: OK. OK. Don't get bent out of shape. When did you realize it was gone?

Mohammed: When I got to work this morning. I looked all over the office and here at home. It seems to have vanished into thin air.

Abdullah: And when's the last time you remember seeing it?

Mohammed: I was running late this morning. I remember taking the watch off my nightstand and looking at it right before I went into the bathroom to shave.

Abdullah: Did you put it on after you looked at it?

Mohammed: No. I didn't want it to get wet, so I put it on top of the medicine cabinet. Hold on. Let me take a look... Here it is! Abdullah, you're a genius!

Abdullah: I keep trying to tell you that!

About the Conversation

1. Why is Mohammed aggravated?
2. When did Mohammed realize that his watch was missing?
3. Where did Mohammed leave his watch? How did he realize this?

Real Talk

eating = bothering
down in the dumps = feeling sad and disappointed
hit the roof = be very angry
bent out of shape = upset, agitated
vanished into thin air = disappeared without a trace

Your Turn

Role-play with a partner. Tell your partner about something you lost. Use phrases from the box to express regret about the thing you lost. Your partner will express understanding and sympathy about the loss.

Expressing Regret	Expressing Understanding
I regret (not) having...	How awful/upsetting that must have been!
I regret verb + ***-ing***...	I know how that feels.
I will/would never do that again!	I'm sorry that happened.
I wish I had(n't)...	That's too bad.
I'm really annoyed that...	What a shame!
I'm sorry I ever...	
If only I...	
Looking back, I would have...	

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5 Listening

Listen to two people talking about things they have lost. Then complete the chart.

		David	Mariella
1.	What was lost?		
2.	How did it get lost?		
3.	How was it found?		
4.	How will the person avoid losing it again?		

6 Pronunciation

The ***h*** sound is often left out at the beginning of:

- the pronouns ***he***, ***her***, ***him***, and ***his***;
- the auxiliary verbs ***have***, ***has***, and ***had***.

Listen and practice.

1. By the time I came outside to check on **h**im, **h**e was gone.

2. I spent an hour looking for **h**im around the neighborhood, but couldn't find **h**im.

3. It was a woman in one of **h**er classes.

4. The most important thing I **h**ave ever lost was my cell phone.

5. She said a woman **h**ad found it on the beach.

7 Vocabulary Building

A. You will see the following words in the reading on pages 186 and 187. Match the words with their meanings.

1. _____ accustomed	**a.** someone who determines the value of something
2. _____ appraiser	**b.** real
3. _____ astronomer	**c.** stuck between two things
4. _____ authentic	**d.** used to
5. _____ stumble upon	**e.** find something by chance
6. _____ wedged	**f.** scientist who studies outer space

B. Check your answers with a partner. If you do not understand the meaning of a word, look it up in a dictionary.

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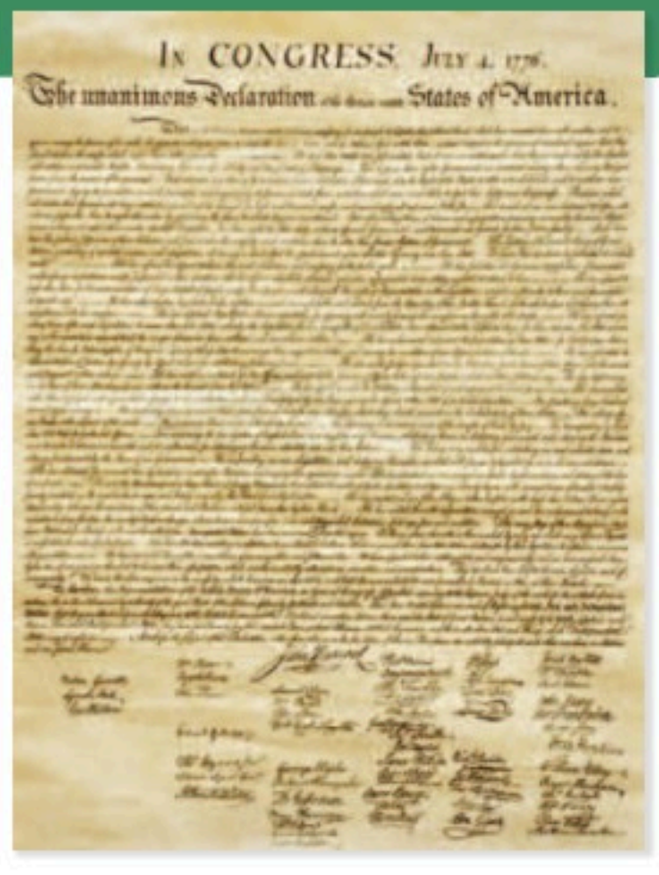
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8 Reading

Before Reading

Where are some places that people might find valuable items? Have you ever looked for treasures in these places? If so, what have you found?



LOOK WHAT I FOUND!

We are accustomed to hearing announcements of important discoveries made by experts. For example, no one was surprised that it was an archaeologist who discovered Tutankhamun's tomb or an astronomer who spotted Neptune. But every once in a while, the most astonishing discoveries are made by ordinary people.

Take, for example, the story of the Philadelphia man who, in 1989, made a historic discovery in a flea market. The man, whose identity was never made known, bought an old painting at the flea market for $4. He did not like the painting, but bought it because he liked the frame. When he got the painting home and took it out of the frame, he was surprised to discover a folded-up document wedged between the painting and the backing of the frame. The document appeared to be an old copy of the American Declaration of Independence. Taking a friend's advice, the man took the document to a professional appraiser where he received incredible news. The document was one of the original copies from the first printing of the Declaration of Independence in 1776. There were only 24 other such copies known to be in existence. The man put this incredibly rare document up for sale and found a buyer for $2.42 million!

Teri Horton had a similar experience in 1987. Horton was looking through a thrift shop one day when she came across a painting that she thought was one of the ugliest things she had ever seen. She decided to buy it for a friend as a joke gift. She bargained the $8 price of the painting down to $5 and dragged the huge painting to her friend's home. However, the friend refused to take the painting because she thought it was too big and ugly. Horton took the painting home and organized a garage sale where she hoped to get rid of it.

A local art teacher happened to be passing by and saw the painting. She told Horton that the painting looked like it had been painted by Jackson Pollock, a famous 20th century painter whose paintings sell for millions of dollars. Horton had the painting evaluated by experts, many of whom agreed with the art teacher. Since then, Horton has devoted herself to proving that her painting is authentic. She has gained many supporters along the way, including a powerful art dealer. She has had numerous offers to buy the painting, including one for $9 million, but has refused each one. Horton is confident that eventually the art world will accept the painting as an authentic Pollock. If and when this happens, the painting could be worth over $50 million!

Perhaps the single most historic discovery made by a non-expert in recent years was made by an unemployed British man named Terry Herbert. Herbert is an amateur treasure hunter who searched fields and back lots with his metal detector for over 18 years. In all those years, Herbert had never found anything of significant value. But it is a good thing he was so persistent. In September of 2009, while using his metal detector on the land of a friend's farm, the detector started beeping wildly. Herbert started digging and soon discovered that he had struck gold—literally: He had stumbled upon the largest Anglo-Saxon treasure ever found. The treasure consisted of 11 pounds of gold and 5 pounds of silver in the form of over 1,500 ornaments, swords, and other weapons. Experts believe this find will give us a much greater understanding of the Anglo-Saxons, the rulers of England from the 5th century until 1106. They also believe that this discovery will be considered one of the most important discoveries in British archaeological history.

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A portion of the Anglo-Saxon treasure found

The treasure, the value of which will be determined by a committee of experts, will be sold to a museum. The money from this sale will be split evenly between Herbert and the friend who owns the field where Herbert made the discovery. Herbert says that this experience has been "more fun than winning a prize."

So the next time you pass a garage sale or thrift store, or are clearing out "junk" from your attic, take a careful look. Who knows what unimagined treasures you may discover!

After Reading

Answer ***true*** or ***false***. Rewrite the false statements to be true.

1. _____ An original copy of the American Declaration of Independence was once bought for $4.
2. _____ Jackson Pollock was a famous 19th century painter.
3. _____ Teri Horton owns a painting that may be an original Jackson Pollock.
4. _____ The Anglo-Saxons ruled England in the 1600s.
5. _____ The largest Anglo-Saxon treasure ever found was found with an ordinary metal detector.
6. _____ The Anglo-Saxon treasure found by Herbert consisted entirely of jewels.

9 Speaking

1. Choose a historical place in Saudi Arabia and talk about it. Think about what you might find there.
2. What would you do if you discovered a treasure there, like the people in the reading and didn't know it was valuable? Would you get rid of it, keep it, sell it, or have it appraised by an expert?
3. What would you do if you knew it was valuable? Make notes in the chart and compare ideas in groups.

What would you do if you found a...	1. Valuable document	2. Valuable object	3. Buried treasure
Describe the...			
How would you feel if you found a...?			
What would you do with the...?			
Reasons for your choice			

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10 Writing

A. 1. Have you ever lost a piece of luggage during or after a trip? What would you do if you discovered that you had lost your suitcase?

2. Do you think lost luggage is eventually found or not? Please give reasons.

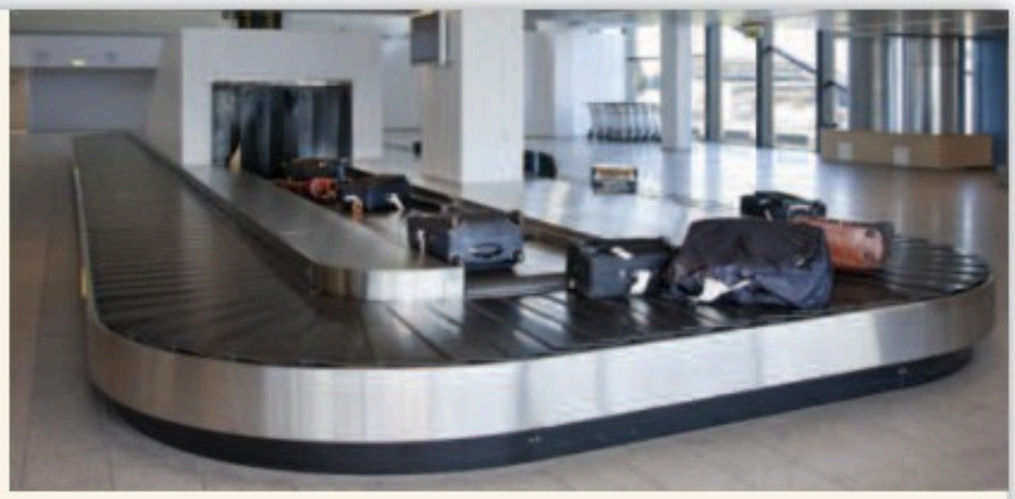
3. What would you do to avoid losing it?

4. Read the title of the text below. It does not tell you what happened but raises some questions.
- When do you think someone might be thinking or saying this?
- What kind of story do you expect to read about?

5. Read the personal narrative below and find out.
- What is the writer's occupation?
- Do you know anything about his age or appearance?
- What kind of person do you imagine he is?
- Where did the incident take place?
- What kind of state do you think the writer was in? How do you know?
- Could you predict the ending before you got to it? Why? Why not?
- How do you think the writer felt at the end?

6. What would you have done? Why?

Had I really lost it?



I had just gotten back from a business trip in China. I had been working very hard for a week, trying to make the most of my time there; I had meetings every day, wrote proposals and reports, discussed options with my associates, and so on. In other words, I was exhausted!

I had had a long but comfortable flight, during which I had been unable to relax because I kept thinking of the backlog waiting for me at work. All kinds of pending issues surged into my mind and started swirling about. I tried to push them back, but with little success. When we landed, I made up my mind to drive to the office first, deal with any urgent matters, and then go home.

I headed for the carousel to wait for my luggage. I just followed the crowd and stood by with a trolley, waiting for my suitcase to appear. People kept on picking up their luggage and walking away, and I kept on waiting and getting more and more stressed. Eventually, the carousel stopped. I was told that there was no more luggage. I could not believe it! I had even packed a new laptop in my suitcase to avoid carrying it. I rushed to the information desk, all worked up, ready for a fight!

The person in charge was used to dealing with upset passengers, so he explained what the procedure was and offered to take me to the service that dealt with lost items, where I would have to fill out a form with all my details. He assured me that, in most cases, the luggage was eventually recovered. On the way, we walked past another carousel with some suitcases lined up alongside it. I caught a glimpse of a familiar sticker through the corner of my eye. When I stopped to check, I realized that I had found my suitcase. I had been waiting at the wrong carousel!

7. Read the personal narrative again and identify:
- statements that provide factual information about what the writer and other people did
- statements that provide access to the narrator's thoughts and feelings
- sections that convey slower motion and faster motion, and how this is achieved

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B. **1.** Write a personal narrative about something important that you have lost and/or found.

2. Before you begin writing, use a chart to outline the events of the story in the order that they happened.

3. Write your personal narrative describing what happened. Gives as many details as you can about the experience.

Topic of Narrative: _____		Feelings/attitude
First		
Next		
Next		
Then		
Finally		

How Did You Lose That?

The story I am about to tell is an embarrassing one. It happened in 2019, which I will always remember as the year when I lost my laptop. That's right. I lost my 17-inch laptop. It was not stolen. I lost it.

My story begins at a large university library where I had gone to study and do some research. I used my membership card to get in and had to wait for almost an hour for a spot to become vacant at one of the tables where I could plug in my laptop. I was so excited about my new membership and just being there, that I left everything on the table and walked away towards the journals section. When I tried to get back to the table, where I'd left my laptop, I could not find it . I had forgotten the number next to the outlet...

Writing Corner

When you write a personal narrative:

- use devices that can make your story more vivid.
- include parts where you are thinking aloud and revealing your thoughts or predicament.
- address direct questions to the reader, such as: *Who would think of such a thing?*
- vary the pace of your story depending on the events and the feelings/mood involved.
- notice that you don't need to state everything explicitly; some developments or thoughts are naturally understood by the reader.

1. Identify all the acts and/or thoughts that are implied and understood by the reader in the last lines of the model essay and write them.
   *I stopped walking toward the service desk where I was going to fill out a form for my lost luggage. I walked toward the suitcases that...*_____
   _____
2. What is the effect on the reader when everything is stated or even restated explicitly?
   _____

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11 Form, Meaning and Function

Conditional Sentences with *If*-Clause: Imaginary Situations for the Past

We use past hypothetical conditionals to talk about things that did not happen in the past. They are often used to express regret or criticism. The past perfect is used in the *if*-clause.

If Howard Carter **hadn't persuaded** his friend, Carnarvon, to fund the search for Tutankhamun's tomb, he **would never have discovered** King Tut's treasure.

As If/As Though for Unreal Situations

We can use *as if* and *as though* + a past or past perfect verb to suggest that something is unreal or untrue.

He talks **as if** he **were** an expert in the field. They act **as though** they **had not cheated** on the test.

It's High Time/It's About Time for Unreal Situations

Use *It's high/about time* + past simple to talk express criticism that something should have happened, or should already have been done.

It's high time you **found** a job and earned a wage. **It's about time** you **thought** about the future.



A. Read the situations and speculate on how things might have turned out differently. Rewrite the situation using hypothetical *If*-clauses for the present and the past. Compare your ideas with a partner.

Carter did not give up the search for Tutankhamen's tomb. Carter's team discovered the most amazing artifacts. The artifacts were moved to The Egyptian Museum in Cairo. Many people have enjoyed visiting the exhibition.
If Carter had given up the search for Tutankhamen's tomb, he wouldn't have discovered the most amazing artifacts. The treasures wouldn't have been dug up and exhibited in The Egyptian Museum in Cairo. Many people would not have been able to see the incredible display.

1. A Philadelphia man visited a flea market. He purchased an old painting. Inside the painting was a valuable and rare document.
2. Teri Horton was having a garage sale. A local art teacher was passing and saw a painting. The teacher told Mrs. Horton that the painting looked like a valuable piece of art by a very famous painter.
3. Terry Herbert bought a metal detector. He used the metal detector to search for treasure for more than 18 years. He didn't give up. He visited a friend's farm and used his metal detector on his friend's land. He found a lot of gold. Archaeologists and historians learned a lot about England in the 5th century as a result of Terry Herbert's discovery.

B. Use the cue words to write a new sentence with ***It's high/about time, as though*** and ***as if***.

1. Terry Herbert was not dreaming when he found 11 pounds of gold! (feel / as though / be)
Terry Herbert felt as though he were dreaming when he found 11 pounds of gold!
2. We are not rich. (spending money / as though) _____
3. You should stop gossiping. (It's high time) _____
4. You did not see something scary. (look / as if) _____
5. Adel is not an old man. (walks / as though) _____
6. You don't own this house. (behaving / as if) _____
7. He didn't take lessons in public speaking. (speaks / as if) _____
8. Faris needs this job. (talking / as though) _____
9. My brother ought to take better care of himself. (It's about time) _____
10. She started the rumor. (pretends / as though) _____

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Words Connected With Historical Monuments

Some words we often use to talk about historical monuments are:

ancient	tomb	archaeologists	discover
ethnographic	exhibits	historians	preserve
exquisite	artifacts	Egyptologist	photograph
extraordinary	lost treasures	king	record
priceless	museum	queen	search
breathtaking	art gallery	pharaoh	exhibit
legendary	monuments		reveal

Inversions

Use the following expressions at the beginning of a sentence + auxiliary + subject to show emphasis:

Not only *did they* find exquisite paintings, **but** they **also** found furniture when they opened up the tomb.
No sooner *had they* decided to give up **than** they saw a sealed door leading to the tomb.
Little *did they* know that they would find some steps buried under an ancient hut.
Not until I heard their story *did I* understand the hardships they must have suffered.
On no account/Under no circumstances *should they* give up the search.
Seldom *have I* been so lost for words.
Never *have I* seen something so remarkable.



C. Read each review of museum exhibits in a city. Complete the gaps with a vocabulary word from the chart above. There may be one more than one possible answer for some gaps.

Jeddah Regional Museum of Archaeology and Ethnography	**The Egyptian Museum of Antiquities, Cairo**
The museum can be found in the (**1.**) _____ Khuzam Palace in the Al-Nuzlah al-Yamaniyah in the south of Jeddah. The building, which was originally a royal palace, is (**2.**) _____. There are artifacts dating from the stone age period, and more (**3.**) _____ and (**4.**) _____ which show the rise of Islam. There is also an (**5.**) _____ collection of (**6.**) _____ items which illustrate the culture of the region in more recent times.	The first section of the museum houses the lost (**7.**) _____ of Tutankhamun, the boy pharaoh of Egypt who became a (**8.**) _____ when he was only nine or ten years old. There are gold masks, stunning jewelry, (**9.**) _____ paintings and inlaid boxes, and other objects of (**10.**) _____ beauty and craftsmanship. The next sections of the museum take you through a tour of history, including (**11.**) _____ from the pre-dynasty and the Old Kingdom and monuments from more recent times. In other rooms you can see (**12.**) _____ coins and papyrus. There is also a hall for mummies, housing eleven (**13.**) _____ and kings.

D. Rewrite the sentences in your notebooks using the words in parentheses. Use inversions.

You can see ancient coins and papyrus. (not only)
Not only can you see ancient coins, but you can also see papyrus.

1. You can't take photographs of any rooms or exhibits. (circumstances)
2. I don't go to museums and art galleries very much these days. (seldom)
3. Ali and Ahmed had just arrived when the seminar finished. (sooner)
4. The ancient Egyptians knew about the medicinal use of oils and kohl. (not only)
5. You are not allowed to touch anything. (account)

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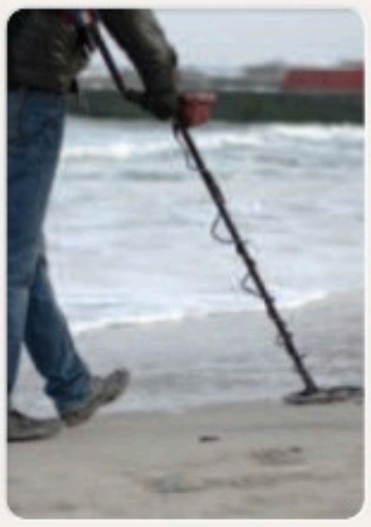
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12 Project

1. Work in pairs/groups. Think about and research 2 discoveries that were made by ordinary people by accident. If you choose to use real stories of your family, interview people who can give you more information about what happened and the people involved.
2. Make notes about the story in the chart. Include your own comments.
3. Use your notes to prepare a PowerPoint or a poster presentation of the discovery story in class. Remember to use photos and/or illustrations.






Discoveries Made by Ordinary People		
What was discovered?	**1.**	**2.**
Where was the discovery made?		
Who made the discovery? How?		
What did the finder do?		
What was the outcome?		
Your views and comments		

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13 Self Reflection

Things that I liked about Unit 12:	Things that I didn't like very much:
_____ _____	_____ _____

Things that I found easy in Unit 12:	Things that I found difficult in Unit 12:
_____ _____	_____ _____

Unit 12 Checklist	I can do this very well.	I can do this quite well.	I need to study/ practice more.
conduct an interview			
express regret			
express understanding			
use *where* and *when* in adjective clauses			
use *whose* in adjective clauses			
use conditional sentences with *If*-clauses (past time)			
use: *as if/as though*			
use a range of inversions			
talk about historical monuments			

My five favorite new words from Unit 12:	If you're still not sure about something from Unit 12:
_____ _____ _____	• read through the unit again • listen to the audio material • study the grammar and functions from the unit again • ask your teacher for help

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EXPANSION Units 9–12

1 Language Review ☑

A. Change the quoted speech to reported speech. In some cases, more than one answer is possible.

Keep away from people who try to belittle your ambitions. Small people always do that, but the really great make you feel that you, too, can become great. —Mark Twain

Mark Twain advised people to keep away from people who try to belittle their ambitions. He said that small people always did that, but the really great made you feel that you, too, could become great.

1. We have to be always ready and fit. I train my own children to walk barefoot, to rise two hours before dawn, to eat but little, to ride horses bareback – sometimes we have not a moment to saddle a horse, leap to his back and go. —King Abdulaziz

2. I will be father to the young, brother to the elderly. I am but one of you; whatever troubles you, troubles me; whatever pleases you, pleases me. —King Fahd bin Abdulaziz

3. A man who views the world the same at fifty as he did at twenty has wasted thirty years of his life. —Muhammad Ali

4. I will praise any man that will praise me. —William Shakespeare

5. He who obeys the Almighty has no difficulty in exacting obedience to himself. —King Abdulaziz

6. ...every Muslim should work on some endowments that could benefit him in the life after death. Likewise, I prefer for my children to work on developing the wealth, that they would normally inherit after my death, while I am still alive, rather than keep it and continue working to increase it myself. —Sulaiman Al-Rajhi



King Abdulaziz (Ibn Saud)

B. Complete each sentence with a relative pronoun and your own idea.

I am accustomed to wearing clothes *that are baggy and comfortable*.

1. The most ridiculous rumor _____ I ever heard was _____.

2. The virtues _____ I think are the most important are _____.

3. Makkah is a city _____.

4. I am someone _____ always _____.

5. I think _____ is the person _____ has had the biggest impact on my country.

6. The language _____ I would most like to acquire is _____.

7. _____ is a person _____ I admire so much because _____.

8. I am accustomed to having friends _____.

9. The object _____ is my greatest treasure is _____.

10. _____ is something _____ really intimidates me.

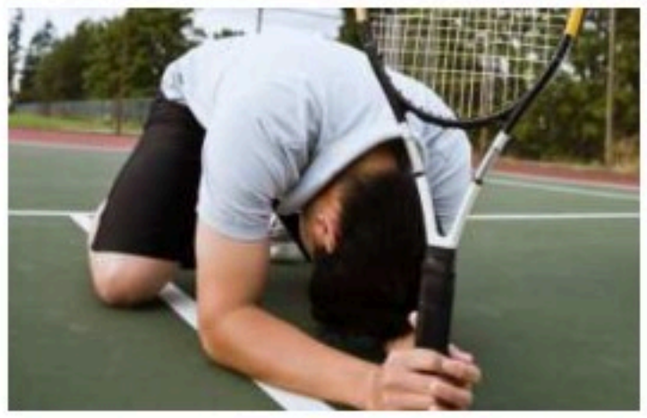
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C. Write a sentence with an adjective + noun clause for each picture. Use the adjectives provided and your own ideas.



(worried)
He is worried that he may have failed the exam.



1. (disappointed) _____
_____



2. (happy) _____
_____





3. (surprised) _____
_____

4. (unaware) _____
_____



5. (glad)_____
_____

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D. Complete each sentence with a noun clause that is true about you.

Sometimes I complain that *I have too much homework*.

1. Ten years from now, I hope that _____.
2. I sometimes fear that _____.
3. I would never forget that _____.
4. When I was younger, I decided that _____.
5. Last week in class, I learned that _____.
6. When most people meet me, they probably notice that _____.
7. My parents expect that _____.
8. People who have known me a long time know that _____.

E. Use the words and phrases to write sentences with noun clauses as the subjects.

true: elephants have great memories
It is true that elephants have great memories.

1. a fact: your diet affects your health

   _____

2. unlikely: he'll be able to afford a car this year

   _____

3. funny: he doesn't like tomatoes, but he does like tomato soup

   _____

4. strange: he missed the goal even though he was very close to it

   _____

5. obvious: people who study harder usually get better grades

   _____

6. possible: if people start using alternative sources of energy, global warming can be slowed

   _____

F. Circle the correct relative pronoun in each sentence.

1. My mother is the person (who / that / whose) praise means the most to me.
2. The shirt (where / who / which) I bought has a stain on the collar.
3. The day (where / when / which) he graduated was the best of his life.
4. The appraiser (who / which / whose) determined the diamond's authenticity is an expert.
5. Al-Zahrawi is the 10th century surgeon (who / whose / where) is considered to be one of the fathers of modern medicine.
6. I like weekends (where / who / when) I can spend time with my family.
7. We often go to the park (whose / where / when) we relax for hours.
8. A humanitarian is a person (who / whose / when) goals are noble.

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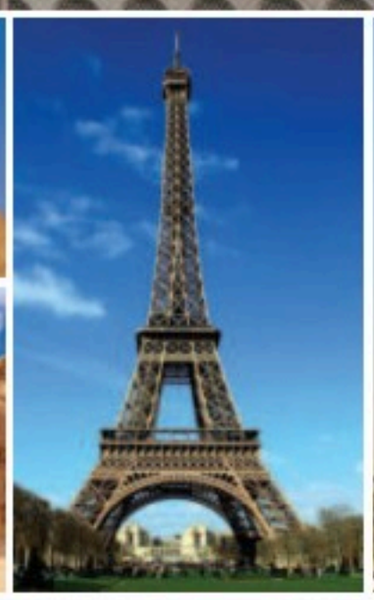
G. Write at least eight sentences about the photos using adjective clauses. Use the pronouns ***that***, ***which***, ***who***, ***where***, ***when***, and ***whose***.

1939 was the year when World War 2 began.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____



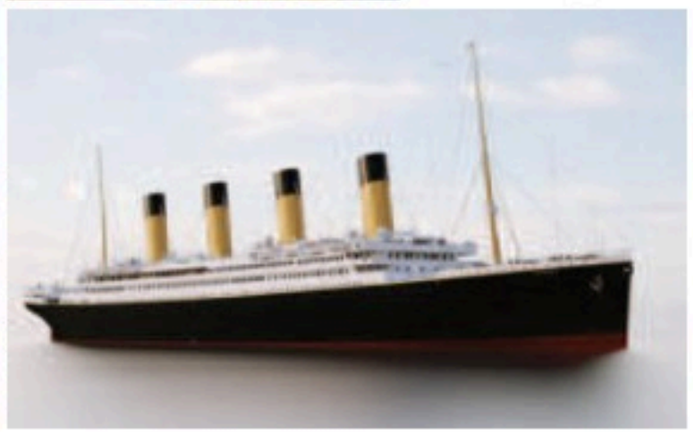














1939

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2 Reading

Before Reading

1. What are some things in the natural world that might have been difficult for people to understand before the development of science and technology?
2. Do you think everything in the natural world can now be explained with science and technology?



It's a Mystery

Before the development of science and technology, man viewed the natural world as mysterious and sometimes frightening. People were confounded by questions such as *What is thunder? How are mountains formed? What causes sickness?* Then, with the development of science, man started to find the answers to such questions. Now that we live in an age of advanced scientific knowledge, it sometimes seems we have unlocked all the mysteries of nature. Yet every so often, nature presents us with unexplained phenomena for which there are still no rational, scientific explanations.

One such phenomenon that has been reported around the globe since ancient times is strange rainfall. From such diverse points on the globe as the U.S., Europe, and India, people have periodically reported such things as fish, frogs, and snakes suddenly falling from the sky. In one case, in July of 1901, a sudden heavy rain of frogs and toads fell on the city of Minneapolis, Minnesota. A reporter who covered the event wrote: "When the storm was at its highest, there appeared from the sky a huge green mass. Then followed a peculiar sound, unlike that of rain or hail. When the storm lessened, people found a variety of frogs 'three inches deep and covering an area of more than four blocks...so thick in some places [that] travel was impossible.'"

Some people believe these events are caused by tornadoes that occur over bodies of water. The theory is that the tornadoes, whose force sucks up animals into the clouds, are also responsible for carrying the animals until they are dropped back onto land. However, this explanation has never been proven. It also does not explain why many of these rainfalls consist of only one species, and why many of them consist of species that are not native to the area where they fall, but to an area many hundreds of miles away.

Perhaps the rainfall that has most confounded scientists is a heavy red rain that fell sporadically on Kerala, India over a two-month period in 2001. According to locals who experienced the rains, there was a flash of light and a boom so loud that it shook the houses in town. And then the rain began. The Kerala rain was studied by scientists around the world. It became famous in 2006 when Godfrey Louis, a professor at Mahatma Gandhi University in Kerala, made some astonishing claims about the rain. Louis said that the rain appeared to be composed of living, biological cells. However, he said that there was no evidence of DNA in the cells. As all cells on earth contain DNA, Louis concluded that the colored particles were living cells from a life form on another planet, carried to this planet by a meteorite. However, not all scientists agree with Louis, and the origin of the red rain of Kerala is still generally considered to be a mystery.

Another natural phenomenon that science has yet to explain is *ball lightning*. Ball lightning is the term for rare balls of light, usually at least as big as a doorknob and sometimes as big as a football, that float

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through the air during thunderstorms. These balls have no smell and no heat. They usually vanish soundlessly or explode with a loud pop when they come across something electrical, like a computer or TV. Although these strange electrical occurrences are not common, there have been occasional reports of ball lightning for centuries.



One widely-reported case of ball lightning occurred in January of 1984 in a Russian passenger plane. A Russian newspaper reported that the ball lightning "...flew above the heads of the stunned passengers. In the tail section of the airliner, it divided into two glowing crescents that then joined together again and left the plane almost noiselessly." Although the ball lightning left two holes in the plane, it has often been reported to pass through solid objects without leaving a mark. Because ball lightning occurs so rarely and unexpectedly, scientists have not been able to study this phenomenon, and it remains a great mystery.

In this age of advanced scientific knowledge, it may seem surprising that there are occurrences in the natural world for which we have no explanation. But perhaps it is a good thing that we have not unlocked all of the mysteries of the natural world. Such mysteries help us maintain a healthy respect, curiosity, and awe of the natural world.

After Reading

A. Match the words with their meanings.

1. _____ confounded	**a.** logical
2. _____ rational	**b.** strange
3. _____ mass	**c.** having no pattern or order in time
4. _____ peculiar	**d.** confused
5. _____ species	**e.** type
6. _____ sporadically	**f.** an amount of matter with no specific shape
7. _____ meteorite	**g.** amazement
8. _____ awe	**h.** rock or metal that has fallen to Earth from outer space

B. Answer the questions.

1. What are some of the mysterious things that have fallen from the sky?
2. What does Godfrey Louis believe about the red rain of Kerala and why?
3. What is ball lightning?
4. Describe the ball lightning that occurred on a Russian airplane.

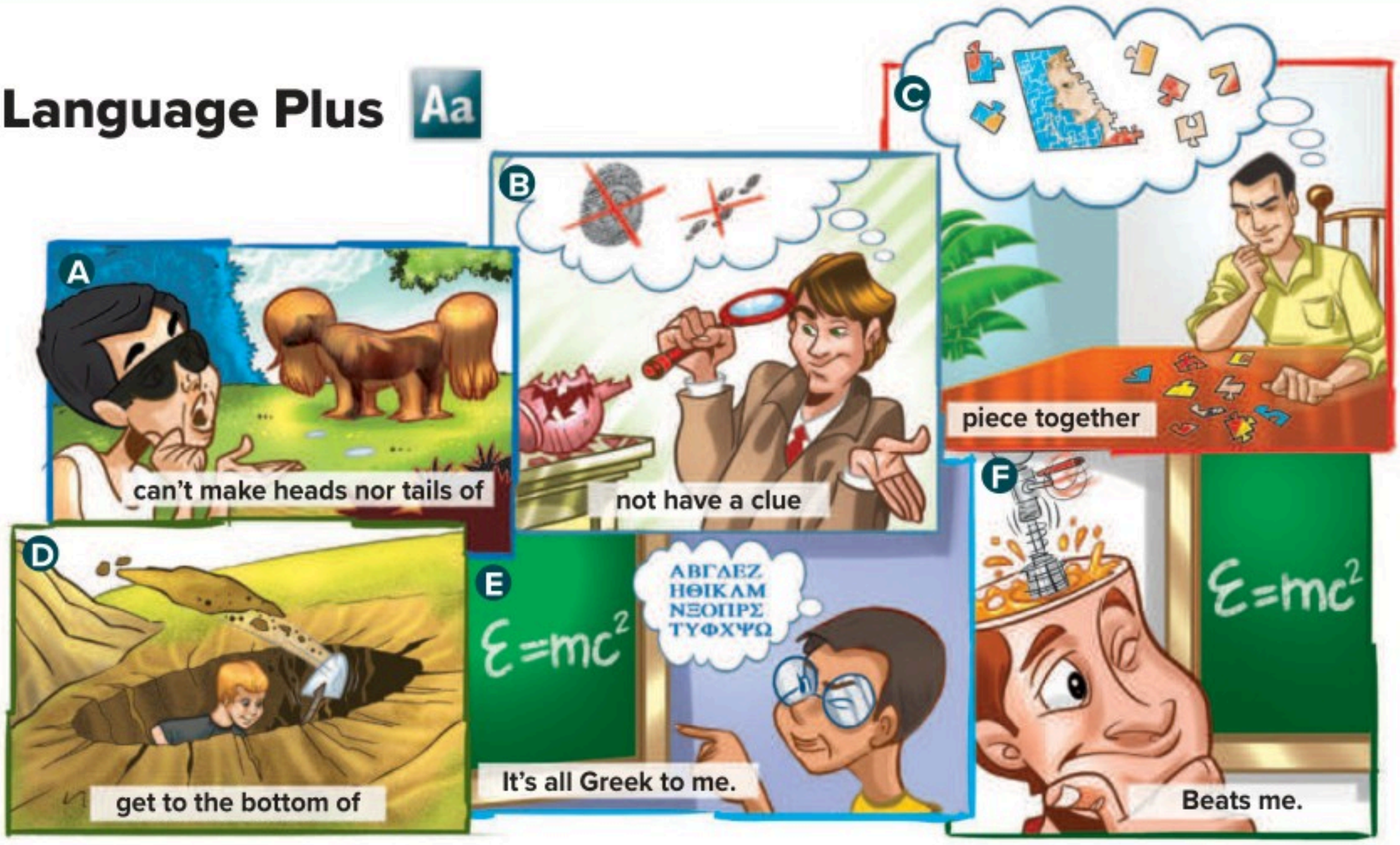
Discussion

1. Would you like science to discover a reason for the mysteries described in the reading? Why or why not?
2. Do you think people had more respect for the natural world before science unlocked so many of its mysteries? Explain.
3. What are some other mysteries for which there are no known explanations?

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3 Language Plus Aa



Complete each situation with an idiom shown.

1. I cannot understand the directions in this computer manual. _____
2. **A:** Why did he drop the class?
   B: _____ He told me last week that he loved the class.
3. I _____ the assignment, so I'm going to talk with my teacher about it.
4. He's been having lots of different problems with his car lately. He's taking it to a garage today so that a mechanic can _____ the problem.
5. The investigators will _____ the clues to track down the thieves.
6. I found a gold watch in my mailbox, and I do _____ where it came from.

4 Writing

Tools for Writing: Using the Definite Article with Geographical Nouns

The is generally not used before:

- continents: *Asia, Europe*
- countries: *Saudi Arabia, Oman, Brazil, Canada* (Exceptions include: *the United States, the Philippines*)
- states, cities, and streets: *Jeddah, Abha, Massachusetts, Chicago, Wall Street*

The is generally used before:

- points on the globe: *the Equator, the South Pole*
- geographical areas: *the Middle East, the South*
- rivers, oceans, and seas: *the Nile, the Atlantic, the North Sea*

Correct the use of ***the*** in these sentences.

1. The Arizona is a state in southwest of the United States.
2. Egypt is on the continent of the Africa.
3. Nile River helped the Egypt become one of the most powerful nations of the Africa and Middle East.

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Writing Prompt

Research and write an essay about an unexplained mystery. Include grammar points from Units 9–12.

Write Your Essay

1. Choose a mystery to research and write about. Use an idea from the box or an idea of your own.

Big Foot	Stonehenge	The Loch Ness Monster
Chupacabras	The Bermuda Triangle	The Lost City of Atlantis
Crop Circles	The Green Sahara	The Taos Hum

2. Use a chart to organize your ideas. Write what you already know about the mystery in the **K** (*Know*) column. Write what you want to learn in the **W** (*Want to Learn*) column. Research these questions in your library or on the Internet. Then write what you've learned in the **L** (*Learned*) column.

K	W	L

3. Write a draft of your essay, working carefully to construct an effective conclusion.

4. Have a partner read and comment on your draft. Use your partner's comments and suggestions to revise your essay.

Developing Your Writing: Writing Effective Conclusions

An effective conclusion usually refers back to the topic sentence in the essay's introduction, gives an essay a sense of completeness, and gives the reader something to think about. It is common to conclude an essay with one or more of the following techniques:

- asking the reader a thought-provoking question
- using a quotation
- calling for some kind of action
- evoking an image
- echoing an image or idea from the introduction

It seems there is much we may never know about Stonehenge. For all the years that scientists have studied this prehistoric monument, we still do not know who built it or how it was built. We do not know whether it was used as a scientific observatory, as a place where people were buried, or as a place to which people came for ancient ceremonies. However, one thing is clear: Stonehenge reveals the amazing mathematical sophistication and engineering knowledge of its builders. How did these builders have such complex mathematical understanding thousands of years before the Egyptians arrived at the principles of modern mathematics? This is, perhaps, the greatest mystery of Stonehenge and will be speculated about for many years to come.

The Mystery of Stonehenge

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5 Writing

Tools for Writing: Sentence Fragments

A sentence fragment is a dependent clause that is incorrectly treated as a complete sentence.

Incorrect: Because he's so intelligent.

Sentence fragments can often be fixed by either adding the fragment to an independent clause, or by removing the introductory word from the fragment.

Correct: I like listening to his lectures because he's so intelligent.
Correct: He's so intelligent.

Correct these sentence fragments.

1. After the news report was over.
2. If I go shopping.
3. Unless the weather is nice.
4. Because we eat too much fast food.



Writing Prompt

Write an informational essay about a psychological condition or disorder. Include grammar points from Units 9–12 where possible.

Write Your Essay

1. Decide what condition you want to write about. Some possible subjects include stuttering, insomnia, dyslexia, anxiety, attention deficit disorder, and eating disorders.
2. Research the disorder to answer the following questions: What is this disorder? What causes it? What are the symptoms? What are some example cases? How is the disorder treated?
3. Use a chart to record information and organize your ideas.
4. Write a draft of your essay. Be sure to avoid plagiarism. Paraphrase and cite sources when necessary.
5. Have a partner read and comment on your draft. Use your partner's comments and suggestions to revise your essay.

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Disorder: _____	
Definition	
Causes	
Symptoms	
Example cases	
Treatment	

Developing Your Writing: Avoiding Plagiarism

Plagiarizing means copying ideas and words from another writer without giving credit to the writer. When you gather information for your essays, be careful to note any information you take directly from another source. When using this information, avoid plagiarism by doing the following things:

Quote exact words: Place exact words from another source in quotation marks. This clearly indicates that the words in quotations are not your own.

Paraphrase: Summarize and put ideas from another source into your own words.

Whether you use exact quotes or paraphrase, be sure to give credit to the original source after the quote or paraphrase. Then include a list of your sources at the end of your essay.

Stuttering

Faris has carefully researched and written his assignment. Now he has to present it in front of his class, but he doesn't want to. He is afraid that he will embarrass himself in front of his classmates. In fact, he is so scared of embarrassing himself that he would rather accept a failing grade for the assignment than take the risk.

Faris is a stutterer. Stuttering is a common speech disorder that affects a little less than one percent of the population. People who stutter repeat or prolong sounds and words, which disrupts the normal flow of speech. (NIDOCD, 2009)

National Institute of Deafness and Other Communication Disorders. September 3, 2009. <http://www.nidcd.nih.gov/health/voice/stutter.asp>

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Vocabulary

1 Two Is Better Than One

VOCABULARY

Nouns

aggression
aviation
contentment
deficiencies
elements
(moral) fiber
glider
leftovers
operation
pediatric surgeon
pioneer
predators
propeller
radioactivity
struggle
symbiosis
tentacles

Verbs

chuckle
compensate
honor
reject
swoop

Adjectives

acute
devoted
experimental
extensive
fearsome
flustered
invaluable
legendary
reliable
symbiotic

EXPRESSIONS

Negotiating

How about if I...and you...?
I think it would be fair if...
I'm sure we can work this out.
OK, I'll agree to...if you will...
Would you (be willing to)...if I...?

Real Talk

No sweat.
Not my cup of tea.
on the same wavelength

2 Influential People

VOCABULARY

Nouns

asset
charity
dispute
endowment
founder
foresight
hurdle
inventory
obscurity
phenomenon
philanthropist
poverty
reputation
wealth

Verbs

assemble
compile
comply with
dismantle
excel
implement
prosper
resign

Adjectives

formal
impoverished
influential
materialistic
overwhelming
prominent
reasonable
renowned
rural

Adverb

enormously

EXPRESSIONS

Discussing options

At the same time,...
But then again,...
I could always...
On the other hand,...
The alternative would be to...
What would you think about...?

Real Talk

cash
don't mind
drive someone crazy
get cold feet
go (around) in circles
put (something) aside for a rainy day

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Vocabulary

3 What Will They Think of Next?

VOCABULARY

Nouns

acrobatics
biodiversity
biosphere
chain
circuits
demolition
expectancy
gravity
industry
orbit
rank
sanitation

Verbs

adopt
compete
determine
estimate
gaze
generate
invest
preserve
simulate
span
substitute
transport

Adjectives

commonplace
condensed
cushioned
lucrative
obsolete
reusable
rigorous
steep

Adverbs of degree

amazingly
extensively
incredibly
mainly

EXPRESSIONS

Persuading

(I'm sure) if you just give it a try, you'll find that...
Look at it this way...
One of the advantages is...
One reason you should consider...
Trust me on this...
What's great about this is...

Real Talk

check out
ditch
go with the flow
hoopla
lugging

4 The World of TV

VOCABULARY

Nouns

conspiracy
defect
delusion
epic
formula
gadgets
intrigue
magnifying glass
melodrama
throne
villain

Verbs

abandon
captivate
capture
confront
erupt
reclaim
triumph

Adjectives

abrupt
altered
animated
carefree
cold-blooded
crucial
dormant
enduring
evil
evolutionary
exotic
formulaic
phenomenal
prestigious
prominent
superhuman

Adverbs

eagerly
ironically
tremendously

EXPRESSIONS

Agreeing

I agree completely.
I couldn't agree more.
You're absolutely right.
You're right about *that*.

Disagreeing

(I'm sorry but) I don't agree (with you).
(I'm afraid) I don't really agree.
I'm not so sure about that.
I see it differently.
I totally disagree.
You *must* be joking.

Real Talk

a dime a dozen
doze off
hard to swallow
just

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Vocabulary

EXPANSION Units 1–4

VOCABULARY

Nouns

capabilities
diameter
galaxy
life form
limitations
radio
telescope
radio waves
shortcomings

Verbs

confirm
detect
monitor

Adjectives

discouraged
entire
extraterrestrial
optimistic
vast

Adverb

unintentionally

EXPRESSIONS

Idioms

be in another world
be on top of the world
be worlds apart
carry the weight of the world on (one's) shoulders
The world is (one's) oyster.
Where in the world...?

5 Do You Really Need It?

VOCABULARY

Nouns

brand
consumer
formula
implement
logo
trait

Verbs

admire
authenticate
covet
expose
imprint
intend
promote

Adjectives

artificial
dull
cursive
exclusive
frustrating
obsolete
outlandish
revolutionary
sophisticated
unconventional

Adverbs

dramatically
similarly
spontaneously
virtually

EXPRESSIONS

Advising against something

Are you sure you want to do that?
I don't think that's a good idea.
I wouldn't do that if I were you.
I'm afraid you're going to regret it if you...
You should think carefully before you...

Real Talk

beat it
blow
broke
max out

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Vocabulary

6 The Gender Divide

VOCABULARY

Nouns

anxiety
capacity
content
gender
impact
intuition
intensity
recovery
reflex
species
stereotype
temperament

Verbs

convey
encounter
witness

Adjectives

countless
feminine
intimate
literal
masculine
non-verbal
repetitive
restless
rich
significant
tedious
verbal

EXPRESSIONS

Asking for directions

Am I headed in the right direction?
Can you tell me how to get to...?
I'm looking for...

Giving directions

Go straight on...until you get to a...
If you see a...you've gone too far.
Keep going until you come to a (crosswalk/set of traffic lights).
Take a left/right after the (first, second, etc.) set of traffic lights.
When you get to...you'll see a...

Real Talk

for ages
know (something) like the back of my hand
make a big deal about
over
You can say that again.

7 Everyone Makes Mistakes

VOCABULARY

Nouns

adhesive
descendant
executive
fastener
flop
novelty
patent

Verbs

boost
damage
discard
dissolve
endure
tamper

Adjectives

absent-minded
commercial
countless
desolate
indefensible
intense
outraged
ubiquitous

Adverb

automatically

EXPRESSIONS

Apologizing

Can you forgive me?
I feel awful about this.
I'm so sorry.
I'm sorry. I should (not) have...
Please excuse me for...

Responding to an apology

Don't worry about it.
Forget about it.
It's no big deal.
That's OK.

Real Talk

(no) big deal
Don't sweat it.
flake
make too much of (something)
slip (one's) mind

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Vocabulary

8 Against the Odds

VOCABULARY

Nouns

disruption
emergency
hypothermia
priority
pulse
reception
summit

Verbs

assassinate
hallucinate
pledge
safeguard

Adjectives

astounded
delighted
detectable
disoriented
exhilarating
frostbitten
haggard
identical
intact
selective
startling
striking
unconscious
unprecedented
vulnerable

Adverbs

seemingly
ultimately

EXPRESSIONS

Expressing surprise

How about that!
I can't believe this!
I can't get over this.
I'm speechless.
No way!
That's incredible/amazing!
This is hard to believe.
What are the chances?

Real Talk

break
freak (someone) out
iffy
on cloud nine

EXPANSION Units 5–8

VOCABULARY

Nouns

acronym
distress
impact
interlocutor
mindset
mobility
norm
peer
phobia

Verbs

alleviate
kneel
overhype
pose
utilize

Adjectives

abbreviated
affordable
confined
devastating
diminishing
gradual
intimidated
irrational
minimal
overrated
potential

EXPRESSIONS

Idioms

break out in a cold sweat
get goose bumps
make your hair stand on end
scare the living daylights out of
scared stiff
scared to death
shake like a leaf
throw caution to the wind

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Vocabulary

9 Beauty Is Only Skin Deep

VOCABULARY

Nouns

appreciation
elements
famine
fascination
ideal
obsession
proportion
standard
symmetry
varnish

Verbs

emerge
extract
faint
rotate
stitch
trace
vary

Adjectives

appealing
bizarre
chubby
glazed
instinctive
plump
privileged
synthetic
well-groomed

Noun clauses after adjectives

be afraid (that)
be amazed (that)
be aware (that)
be certain (that)
be disappointed (that)
be glad (that)
be happy (that)
be lucky (that)
be sure (that)
be surprised (that)
be worried (that)

Noun clauses after verbs

believe (that)
complain (that)
decide (that)
discover (that)
dream (that)
expect (that)
fear (that)
feel (that)
find out (that)
forget (that)
hope (that)
imagine (that)
know (that)
learn (that)
notice (that)
remember (that)
suspect (that)
think (that)
understand (that)

Noun clauses as subjects of sentences

It is a fact (that)
It is funny (that)
It is obvious (that)
It is possible (that)
It is strange (that)
It is surprising (that)
It is true (that)
It is unlikely (that)

EXPRESSIONS

Making a complaint

I am very unhappy/upset about/with...
I insist that you...
I want to make a complaint.
I'd like to speak with a manager.
I'm not (at all) satisfied with this (situation).
I'm sorry to have to say this but...
This is completely unsatisfactory.
This is not what I expected/is nothing like...
This...is too...

Real Talk

beat around the bush
blow them away
by far
did a double take
fit to be tied
on the house

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Vocabulary

10 They Said, We Said

VOCABULARY

Nouns

bore
boredom
calamity
conflict
criticism
gossip
insecurity
promotion
ridicule
rumor
scandal
status
virtues

Verbs

circulate
divulge
exclude
indulge
praise
squash

Adjectives

brilliant
confidential
derogatory
imminent
immune
malicious
superior

EXPRESSIONS

Telling a secret

Can you keep a secret?
Please don't tell anyone I told you this, but...
You'll never believe what I heard.
You're not going to believe this, but...

Promising to keep a secret

I promise I won't tell anyone.
I won't say a word about it.
My lips are sealed.
You can trust me.

Real Talk

backstabber
bad-mouth
behind (someone's) back
for good
on again, off again
split up

11 Express Yourself

VOCABULARY

Nouns

barrier
exception
flaw
limitation

Verbs

acquire
evolve

Adjectives

consecutive
exclusive
extinct
fictitious
humanitarian
immense
neutral
noble
solitary
trademarked

Adverbs

currently
immensely
routinely

EXPRESSIONS

Asking someone to repeat something

Can/Could you repeat that, please?
Could/Would you say that again?
Excuse me, but I didn't catch the last part/the part about...
I'm sorry. I didn't catch that.
Pardon (me)?
What did you say?
What was that?
Would you mind repeating that?

Real Talk

bite
deal with
elbow (one's) way
jam packed
munchies

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Vocabulary

12 Lost and Found

VOCABULARY

Nouns

appraiser
astronomer
revenge
theory
treasure

Verbs

bargain
drain
evaluate
preserve
reveal
split
stumble upon
surrender
weave
wedge

Adjectives

accustomed
amateur
authentic
dazzling
invaluable
notorious
numerous
persistent

EXPRESSIONS

Expressing regret

I regret (not) having...
I regret *verb* + *-ing*...
I will/would never do that again!
I wish I had(n't)...
I'm really annoyed that...
I'm sorry I ever...
If only I...
Looking back, I would have...

Expressing understanding

How awful/upsetting that must have been!
I know how that feels.
I'm sorry that happened.
That's too bad.
What a shame!

Real Talk

bent out of shape
down in the dumps
eating
hit the roof
vanished into thin air

EXPANSION Units 9–12

VOCABULARY

Nouns

awe
cell
hail
lightning
mass
meteorite
occurrence
species
thunder
toad

Verbs

composed of
confound
float
stun
vanish

Adjectives

astonishing
diverse
native
peculiar
rational

Adverb

periodically
sporadically

EXPRESSIONS

Idioms

Beats me.
can't make heads nor tails of
get to the bottom of
It's all Greek to me.
not have a clue
piece together

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Irregular Verbs

Base Form	Simple Past	Past Participle
be	was/were	been
become	became	become
break	broke	broken
buy	bought	bought
come	came	come
cut	cut	cut
do	did	done
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
fight	fought	fought
find	found	found
fly	flew	flown
get	got	gotten
give	gave	given
go	went	gone
have	had	had
hear	heard	heard
hold	held	held
hurt	hurt	hurt
know	knew	known
leave	left	left
lend	lent	lent
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
sew	sewed	sewn
sing	sang	sung
sit	sat	sat
sleep	slept	slept
speak	spoke	spoken
spend	spent	spent
steal	stole	stolen
swim	swam	swum
take	took	taken
teach	taught	taught
tear	tore	torn
think	thought	thought
throw	threw	thrown
wake (up)	woke (up)	woken (up)
wear	wore	worn
win	won	won
write	wrote	written

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MEGAGOAL 3 Audio Track List

CD1

Track	Unit	Student Book Section	
2	Connect	**1**	Listen and Discuss
3	Connect	**3**	Conversation
4	Connect	**4**	Speaking
5	Unit 1	**1**	Listen and Discuss
6	Unit 1	**4**	Conversation
7	Unit 1	**5**	Listening
8	Unit 1	**6**	Pronunciation
9	Unit 1	**8**	Reading
10	Unit 1	**10**	Writing
11	Unit 2	**1**	Listen and Discuss
12	Unit 2	**4**	Conversation
13	Unit 2	**5**	Listening
14	Unit 2	**6**	Pronunciation
15	Unit 2	**8**	Reading
16	Unit 2	**10**	Writing
17	Unit 3	**1**	Listen and Discuss
18	Unit 3	**4**	Conversation
19	Unit 3	**5**	Listening
20	Unit 3	**6**	Pronunciation
21	Unit 3	**8**	Reading
22	Unit 3	**10**	Writing
23	Unit 4	**1**	Listen and Discuss
24	Unit 4	**4**	Conversation
25	Unit 4	**5**	Listening
26	Unit 4	**6**	Pronunciation
27	Unit 4	**8**	Reading
28	Unit 4	**10**	Writing
29	EXPANSION Units 1–4	**2**	Reading

CD2

Track	Unit	Student Book Section	
2	Unit 5	**1**	Listen and Discuss
3	Unit 5	**4**	Conversation
4	Unit 5	**5**	Listening
5	Unit 5	**6**	Pronunciation
6	Unit 5	**8**	Reading
7	Unit 5	**10**	Writing
8	Unit 6	**1**	Listen and Discuss
9	Unit 6	**4**	Conversation
10	Unit 6	**5**	Listening
11	Unit 6	**6**	Pronunciation
12	Unit 6	**8**	Reading
13	Unit 6	**10**	Writing
14	Unit 7	**1**	Listen and Discuss
15	Unit 7	**4**	Conversation
16	Unit 7	**5**	Listening
17	Unit 7	**6**	Pronunciation
18	Unit 7	**8**	Reading
19	Unit 7	**10**	Writing
20	Unit 8	**1**	Listen and Discuss
21	Unit 8	**4**	Conversation
22	Unit 8	**5**	Listening
23	Unit 8	**6**	Pronunciation
24	Unit 8	**8**	Reading
25	Unit 8	**10**	Writing
26	EXPANSION	**2**	Reading
27	Units 5–8	**3**	Reading

CD3

Track	Unit	Student Book Section	
2	Update	**1**	Listen and Discuss
3	Update	**3**	Conversation
4	Update	**4**	Speaking
5	Unit 9	**1**	Listen and Discuss
6	Unit 9	**4**	Conversation
7	Unit 9	**5**	Listening
8	Unit 9	**6**	Pronunciation
9	Unit 9	**8**	Reading
10	Unit 9	**10**	Writing
11	Unit 10	**1**	Listen and Discuss
12	Unit 10	**4**	Conversation
13	Unit 10	**5**	Listening
14	Unit 10	**6**	Pronunciation
15	Unit 10	**8**	Reading
16	Unit 10	**10**	Writing
17	Unit 11	**1**	Listen and Discuss
18	Unit 11	**4**	Conversation
19	Unit 11	**5**	Listening
20	Unit 11	**6**	Pronunciation
21	Unit 11	**8**	Reading
22	Unit 11	**10**	Writing
23	Unit 12	**1**	Listen and Discuss
24	Unit 12	**4**	Conversation
25	Unit 12	**5**	Listening
26	Unit 12	**6**	Pronunciation
27	Unit 12	**8**	Reading
28	Unit 12	**10**	Writing
29	EXPANSION Units 9–12	**2**	Reading

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MEGA

GOAL 3

WORKBOOK

MANUEL DOS SANTOS
JILL KOREY O'SULLIVAN
ELI GHAZEL - DANAE KOZANOGLOU

Mc Graw Hill

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MegaGoal 3 Workbook

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9 Beauty Is Only Skin Deep

Term 3

A Unscramble the words.

edxettrca — *extracted*

1. deperigvli _____
2. etrcda _____
3. nelsetem _____
4. panpileag _____
5. irogtnat _____
6. noosesisb _____
7. isctynteh _____
8. ppeonricu _____

B Write the words from exercise **A** next to the definitions below.

_____ *elements* _____ **: chemical substances**

1. _____ : a person who has special rights or benefits given to them
2. _____ : something that moves around, usually in a circle; revolving
3. _____ : something that is attractive
4. _____ : a small animal that has stiff, sharp quills
5. _____ : an idea or habit that controls the mind; a fixation
6. _____ : taken out; removed
7. _____ : artificial or man-made; not real
8. _____ : followed back to its origin or starting point

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C Circle the correct words to complete the sentences.

Sara recently (complained that / discovered that) she is good at math. She had always thought the equations were too difficult, but now she understands them.

1. Last night I (dreamed that / found out that) all of my hair fell out. I was so relieved when I woke up!
2. Someday I (hope that / notice that) cosmetic companies will stop testing products on animals. It's unfair for animals to suffer.
3. Every mother (fears that / believes that) her children are beautiful. It's just human nature.
4. Hameed always (complains that / knows that) he is too short. He wants to play basketball.
5. Please try to (discover that / remember that) we have to pay for the water we use. You shouldn't take such long showers!
6. He always (knew that / forgot that) he would see better with prescription glasses, but he only recently got them.

D Match the sentences. Then combine them into one sentence, using a noun clause. More than one answer is possible.

We're fortunate that the lightning didn't hit our house.

1.	c	We're fortunate.	**a.** I didn't pass the class.
2.	_____	I'm not afraid.	**b.** He won't be going to university in Saudi Arabia as he wanted.
3.	_____	Her father is surprised.	**c.** The lightning didn't hit our house.
4.	_____	I'm not sure.	**d.** I might be getting sick.
5.	_____	Ahmed is disappointed.	**e.** It's such a warm day.
6.	_____	I'm worried.	**f.** She didn't want a new fashionable watch.
7.	_____	Bob's amazed.	**g.** There's no school today.
8.	_____	They're aware.	**h.** I locked the door when I left.

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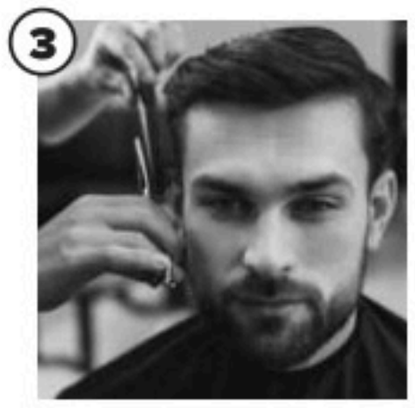
E Finish the sentences with your own ideas. Use a noun clause in each sentence.

1. I'm certain that _____ .
2. I hope that _____ .
3. It's a fact that _____ .
4. It's strange that _____ .
5. I'm disappointed that _____ .
6. We are afraid that _____ .
7. It's unlikely that _____ .
8. I'm surprised that _____ .
9. It's possible that _____ .

F Write a sentence about each picture. Use a noun clause in each.













1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

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G Correct the errors in the sentences. If the sentence is correct, write *correct*.

I ~~am~~ forgot that I should use conditioner on my hair.

1. They're that fortunate they didn't get in an accident.
2. He glad that he finally got his hair cut.
3. Surprising that my sister didn't want to go shopping.
4. They complained the noise was too loud.
5. I was forgot that it was your graduation.
6. It is possible that he will live to be 100 years old.
7. We suspecting that we will hear from them today.
8. Scott glad the weekend is over.

H Complete the sentences with the phrases from the box.

beating around the bush	**by far**	**fit to be tied**
blew them away	**did a double take**	**on the house**

1. Andrew spent weeks researching and preparing the project. He really wanted to impress everyone at work, and he did. He really _____ with his presentation.
2. Wow! Is that Mark? He lost so much weight that I _____ when he walked in the room. I almost didn't recognize him.
3. She was invited to a make-up gathering last week. There was a saleslady there selling make-up, and she let everyone try on all the different products. It was so much fun, and she even gave everyone some lipstick _____. They had to buy other make-up, but even that had great prices.
4. When he saw Fahd last week, Adel got the feeling that he wanted to ask him something, but Fahd was _____ and not being direct. Adel finally asked him what was going on, and Fahd said he wanted help with his math lessons because he was failing.
5. Last week Ingrid bought a beautiful new dress to wear to her sister's wedding. She wanted to show it to her mother and sister, so she left it on the table and went to get them. When they came back, she screamed. There was her little brother with chocolate all over his hands, and all over her new dress! She was _____.
6. In my opinion, having a healthy diet is _____ the most important way to look and feel good. It is great for your skin and provides you with the energy you need.

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I READING

Read the article about anorexia and bulimia.

Anorexia and Bulimia

People are usually careful about what they eat and concerned about keeping fit. Everyone wants to stay healthy and feel good. Controlling your weight is an important part of keeping healthy, since being overweight increases the risk of high blood pressure, high cholesterol, and diabetes. However, an exaggerated preoccupation with weight control can lead to an eating disorder. An eating disorder is an abnormal relationship with food that can result in dieting compulsively or overeating. Two of the most serious eating disorders are anorexia nervosa and bulimia.

The symptoms of anorexia nervosa are severe food restriction and excessive weight loss due to body image distortion and an obsessive fear of gaining weight. People who have anorexia nervosa continue to voluntarily starve themselves and exercise excessively even after reaching below ideal weight, believing they are still much too fat. In some cases, anorexics, or people who suffer from anorexia nervosa, can actually starve to death. Bulimia, another serious eating disorder, often begins with a very strict diet that leaves the dieter feeling starved, depressed, and deprived. These dieters develop very strong cravings which lead them to eat enormous amounts of high-calorie foods. To prevent weight gain from these binges, the dieter induces vomiting.

Most eating disorder victims are young women aged twelve to thirty, although both men and women of all ages can be affected. There is no clear single cause for eating disorders, though current research attributes it to factors such as genetics or family history; psychological factors, such as a tendency towards depression or obsessive-compulsive behaviors; and social and environmental factors, such as Western society's concept of beauty and the media. In fact, people who are involved in professions that have a high social pressure to be thin have been found to be at higher risk for developing an eating disorder at some point during their career.

Throughout the years, there have been many famous people who have suffered from both anorexia nervosa and bulimia. Some women actually died from complications due to their eating disorders. Others were able to get help before their illnesses consumed them, and now speak out about their own battles to encourage people who suffer from similar afflictions to get help before it's too late. Since both anorexia nervosa and bulimia are considered psychiatric illnesses, people with eating disorders usually need professional help to overcome their distorted body perception and compulsive behaviors. Family therapy is often helpful if the victim is young.

Tick (✓) the eating disorder that each statement describes.

	anorexia	bulimia	and bulimia
1. It is an eating disorder.	☐	☐	☑
2. People can't stop dieting and exercising.	☐	☐	☐
3. People sometimes eat enormous amounts of food.	☐	☐	☐
4. People always think they are too fat even when they are very thin.	☐	☐	☐
5. People make themselves vomit after they eat.	☐	☐	☐
6. People often develop this eating disorder after following a very strict diet.	☐	☐	☐
7. People usually need professional help to overcome the eating disorder.	☐	☐	☐

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J Combine the pairs of sentences and write new sentences using noun clauses as subjects and the words in the box.

likely	unlikely	obvious	possible	disappointing	surprising	true	strange

He thinks he's going to win the award. Others don't think he's got a chance.

It is unlikely (that) he's going to win the award.

1. He is not aware of the difficulty involved in this undertaking. Anyone can see that.

_____

2. He is going to get his license immediately. There is a good chance.

_____

3. They are not going to attend our presentation. I thought they would.

_____

4. A new policy will be introduced. It is more than possible.

_____

5. They have decided to accept the job offer and move to Canada. I never expected them to.

_____

6. Most people do not watch what they eat. It is not a lie.

_____

7. After years of research, he decided to give it all up and become a farmer. It is not the sort of thing one would do, is it?

_____

K Complete the sentences with the appropriate word from the list. Make changes to the form when necessary.

feel	find out	complain	suspect	discover	notice

1. Did you _____ that half of the class was absent today?

2. After having spent so much time and effort writing the book, he _____ that someone else had already written a similar story.

3. Don't you _____ that a lot of people tend to worry too much about their appearance?

4. Having interviewed hundreds of people and researched all his facts, he _____ that the original version of the account was accurate.

5. I _____ that their story was not completely true but had no way of proving it.

6. Reporters often _____ that people do not appreciate the risks that they face.

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L Look at the picture and make a list of words under each heading below. Write sentences about the picture using ***amazed***, ***certain***, ***disappointed***, ***worried***, ***aware***, ***think***, ***remember***, and ***obvious***.



amazed	certain	disappointed	worried	aware	think	remember	obvious

1. _____

_____

2. _____

_____

3. _____

_____

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M WRITING

Write a persuasive essay answering the question: ***Is it a good idea to watch what you eat?***

1. Before you write, think of reasons why it is or isn't a good idea to watch what you eat. Write the reasons in the chart below.

It's a good idea to watch what you eat because...	It's not a good idea to watch what you eat because...

2. Now use your notes from the chart to write your essay.

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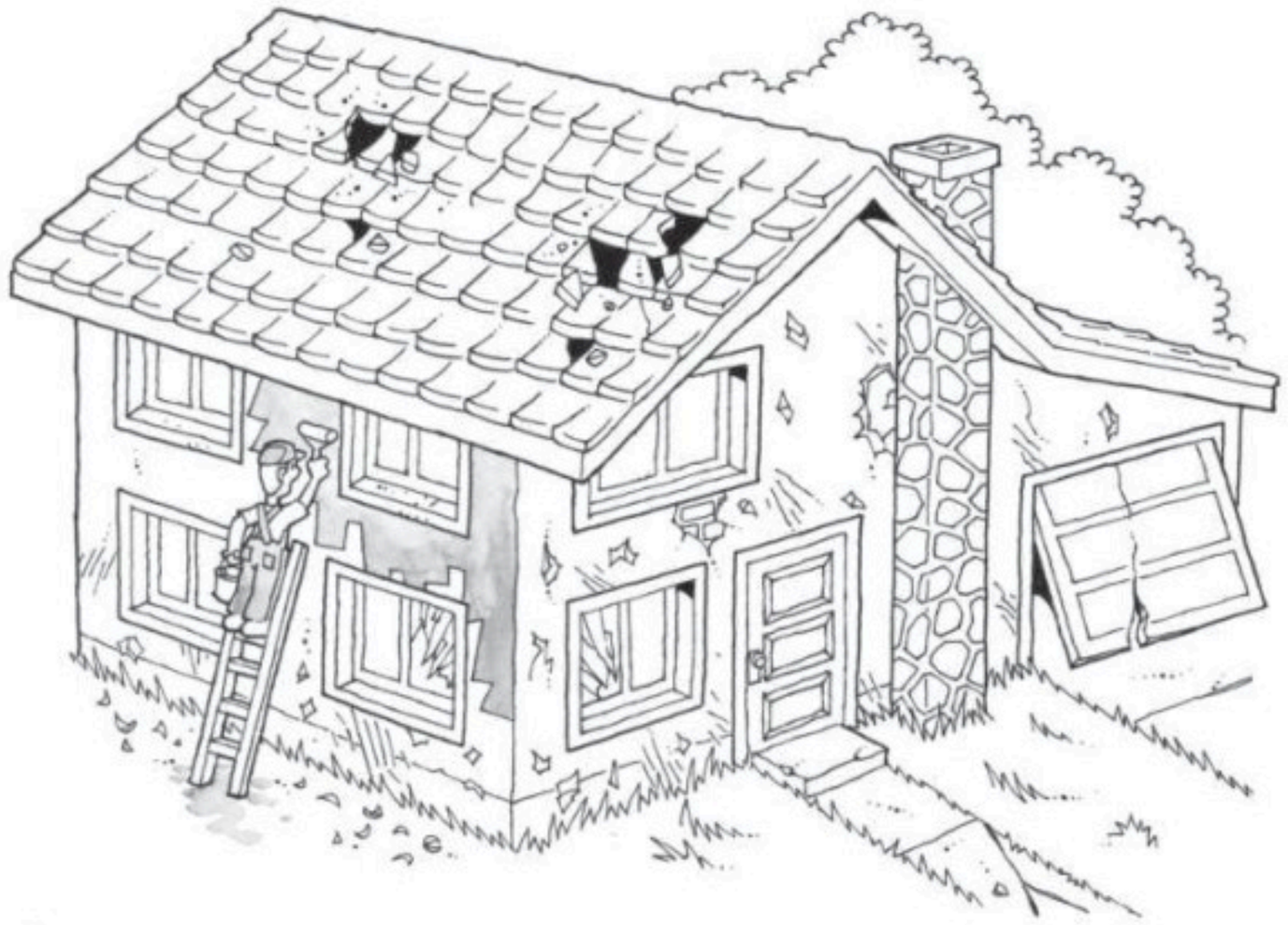
N Write the past participle for each verb.

1. break _____ **4.** scratch _____ **7.** repair _____

2. sew _____ **5.** stain _____ **8.** paint _____

3. damage _____ **6.** tear _____ **9.** clean _____

O Read the extract from a popular TV show called *Extreme House Makeover*. Look at the picture and complete the conversation with your own ideas. Use ***get/have done*** and past participles from **N**.



Interviewer: Welcome to this week's episode of *Extreme House Makeover* when one lucky viewer will have their house transformed by a team of experts. Before we meet the professional tradesmen who will carry out the work, let's ask our host what they are planning for us today...

Host: We'll, first we're getting the outside of the house painted.

Interviewer: Why are you getting the house painted?

Host: The old paint is chipped ...

_____

_____

_____

_____

_____

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P Complete the sentences. Use a past participle of the verb in parentheses as an adjective.

1. A _____ vanity table won't sell as quickly as one which is in perfect condition. (damage)
2. The _____ TV has a very clear picture now. (repair)
3. Her _____ mirror is no good. (crack)
4. My mother really likes my _____ dress. (redesign)
5. Patrick has a _____ arm and can't play basketball. (break)
6. Our neighbor's newly _____ apartment is very beautiful. (decorate)
7. My father's new computer monitor has a _____ screen. He will return it to the store. (scratch)
8. Everyone talked about the _____ jacket he wore to the wedding. (tear)

Q Complete the sentences. Use a present participle of the verb in parentheses as an adjective.

1. Trying on new clothes and shoes for a wedding is _____ . (excite)
2. The gym class was _____. I went straight home and fell asleep on the sofa! (exhaust)
3. These shoes are too tight. My feet are _____. (ache)
4. The cosmetics industry across America is _____ as women become more and more interested in beauty. (grow)
5. The students found the talk about beauty in ancient Egypt very _____ .(interest)



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10 They Said, We Said

A Complete the sentences with the words from the box.

brilliant	**criticism**	**ridicule**	**scandal**
circulated	**praise**	**rumor**	**virtues**

1. I heard a _____ that you are moving away. Is it true?

2. My mother always gives me a lot of _____. She tells me I'm smart and that I'm going to be successful.

3. The news about the merger between the two companies _____ fast. By lunchtime, everyone knew!

4. They don't like working with Jamal. He always gives a lot of _____ and points out all of their mistakes, but never notices what they do well.

5. Layla has a lot of _____. She's honest, hardworking, kind, and trustworthy.

6. Hussain is one of the most _____ students. He got into every university he applied to, including Oxford University!

7. When I was in elementary school, I was the subject of _____ from my older brothers. They would make fun of me and tell me I was too skinny.

8. There was a big _____ at the company last year. One of the employees was giving inside information to competitors. He was caught and handed over to the authorities.

B Answer the questions.

1. Who is the most brilliant person you know? What makes him or her brilliant?

_____

2. What are some of your virtues?

_____

3. Who is someone that praises you a lot? Who is someone that criticizes you a lot?

_____

4. Do you think it's bad when people spread rumors about other people? Why or why not?

_____

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C Some of the sentences below are quoted speech and some are reported speech. Add a capital letter, a comma, and quotation marks when needed. If no change is needed, write *no change*.

Eric said that Intertrade and Blumstocks have merged into one company. *no change*

She said please be on time. *She said, "Please be on time."*

1. My sister said Asma called the department store last week. _____

2. Pamela said Jessica was reading a book in her room. _____

3. Pamela said Jessica is planning a big dinner for her parents. _____

4. He said Ali's not going to finish his research paper this term. _____

5. They said you weren't going to the library on Thursday. _____

6. He said he's the cleverest student I have ever known. _____

7. My father said don't be home late. _____

8. The newspaper said that the doctors were helping more babies survive the disease. _____

D Circle the correct verbs to complete the sentences.

She ((said) / told) she (heard / (had heard)) a rumor about Susan.

1. He (said / asked) they (had been working on the project / were working on the project) for a year.

2. They (say / tell) you (are / were) part of the team.

3. They (said / asked) whether you (were / are) coming.

4. The teacher (said / told) us (to wear / wear) our uniforms to school today.

5. She (said / told) she (is going / was going) shopping today.

6. They (asked / told) if she (is / was) hungry.

7. They (said / asked) that the whole family (was going to / is going to) Makkah this year.

8. The paper (told / said) that the company (merged / had merged) last year.

9. Ahmed (said / asked) whether anyone (got / had gotten) hurt.

10. She (asked / said) she (had never heard / has never heard) of it before.

11. The doctor (said / told) her not (to go / went) to school until she was healthy.

12. He (asks / says) he (is / was) the person in charge today.

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E Change the quoted speech to reported speech.

She said, "The refrigerator broke down."

She said that the refrigerator had broken down.

1. Majid said, "I'm trying out for the football team this year."

2. My father said, "Don't forget to do your homework."

3. The teacher said, "The test will be on Sunday."

4. Amy is saying, "Jennifer is conceited."

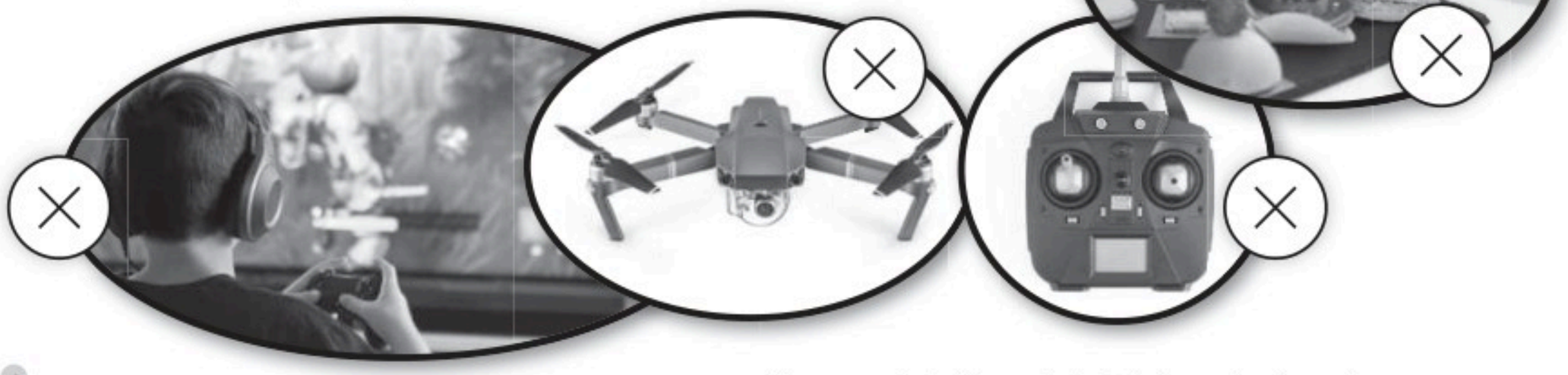
5. My sister asked, "Are you joking?"

6. The coach said, "Be on time to practice tonight."

7. Dr. Thomas says, "He's a healthy baby."

8. My brother asked, "Is Tom married?"

F Yousef stays with his grandmother when his parents are at work. She is very strict, but Yousef's parents aren't. Read what the grandmother says to Yousef and then write what you think Yousef would say back to her. Use reported speech in each sentence.



"Clean up your toys."

My parents told me I didn't have to clean them up.

1. "You aren't allowed to play any video games."

2. "You can't have any sugary foods."

3. "You can't watch any more TV."

4. "It's 8:00. It's time for bed."

5. "Take a shower before going to bed."

6. "You can only read one book before bedtime."

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10 They Said, We Said

G Correct the errors in the sentences.

was
My father said he ~~is~~ looking for a new job.

1. My father asked I had done my homework..
2. She said her sister couldn't went with her.
3. My friend told me not forget to call later.
4. She said if they were going to travel anymore.
5. The papers said they gotten a court order to stop producing the controversial medicine.
6. The teacher said that I doesn't have to do it.
7. My parents told to go straight home after school.
8. He says telling the truth was important.

H Complete the sentences with the words and phrases from the box.

for good	**set things right**	**backstabbers**	**lips are sealed**
split up	**bad-mouthing**	**behind your back**	**on again, off again**

1. Saeed and his business partner _____ after an argument about working conditions in the office.
2. Don't be fooled by some people's friendly manner. They can be _____ when they feel threatened. Just watch your step!
3. She thought Norah and Aisha were friends. Then she heard Norah _____ Aisha yesterday afternoon; saying she was selfish and inconsiderate.
4. On the other hand, Aisha would never have talked _____ Norah's _____. She would have told her how she felt.
5. I can stand these _____ friendships. You are either close friends with someone or you're not; you can't be friends one day and then change your mind the next day.
6. Our neighbors have moved away _____. They said they would be happier living near their children and grandchildren.
7. Your secret is safe with me, don't worry. My _____!
8. If you argue with a friend, you shouldn't just end the friendship. You should find an opportunity to talk about things and _____.

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READING

Read the newspaper editorial. Then answer ***true*** or ***false***.

Letter to the Editor

Daniel Waterman gives his opinion about tabloid newspapers.

Dear Editor,

I enjoyed reading the article you featured last week about tabloid newspapers. I firmly believe tabloid newspapers these days go too far. One of the things people hold most dear is their privacy. The right to keep what only concerns you to yourself is fundamental. The rest of the world has no right to know things, such as who your friends are, how much money you make and how you spend it, what you do in your free time, or who you had an argument with.

Tabloids print stories like these about celebrities all the time. Do we have the right to know these things about them? Should celebrities' lives be completely exposed just because they are famous? Is it somehow OK because tabloids can make a lot of money selling these stories? The answer is a definitive *no*. How would you feel if a picture of you and a friend having an argument was taken without your consent and then printed for the whole world to see and judge your actions? I doubt you would enjoy that very much. You might even think about suing the paper. I believe that's what celebrities should do—sue tabloids that invade their privacy.

Ruling on these cases is no easy task, though. The problem is knowing when someone's privacy is being invaded and when it isn't, especially when some celebrities seem to chase publicity, not avoid it. One way of making that decision is to think in terms of what readers have the right to know. I have the right to know what directly affects me and the community I live in. I don't need to know, nor do I have the right to know, where some people traveled or which person has an eating disorder. That's none of my business.

It's not that I think tabloids should stop being published altogether, but some changes must be made. What I do think needs to be done is two-fold: First, tabloid publishers and editors need to take responsibility for what they sell. They should make sure that what they print is, in fact, true and that it really concerns their readers, or be prepared to suffer the consequences. Second, I truly believe that we, the public, need to be more discriminating. We must stop buying tabloid trash out of respect for our fellow human beings' right to privacy.

1. _____ Daniel believes people don't care much about their privacy.

2. _____ Ruling on when someone's privacy has been invaded is easy to do.

3. _____ Not all celebrities have the same attitude towards publicity.

4. _____ Daniel thinks he doesn't have the right to know what is happening in his community.

5. _____ Daniel thinks the public as a whole should be more discerning.

6. _____ Daniel thinks tabloids should no longer be published.

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J Report what each person says in the conversation. Use ***say***, ***ask***, ***promise***, ***warn***, ***suggest***, and ***wonder*** as reporting verbs.

Adel: Do you believe that people don't mind being followed all the time?

Imad: Well, I'm not sure about celebrities; they like having their name in the paper.

Adel: Do you think they enjoy being pursued by reporters and photographers?

Imad: I wouldn't say that they enjoy it or even that they want it all the time, but they like publicity.

Adel: OK, that's true. They do want the publicity, but they can't possibly want their privacy to be invaded all the time.

Imad: Well, is it invaded all the time?

Adel: I'm not sure, but it looks as if it is. Why don't we check news items about celebrities over the last week or so and decide?

Imad: That's a good idea. I hadn't thought of that. But I'd like to warn you that once I start reading articles and things I can't stop. I'll probably want to keep on reading and checking other sources and so on.

Adel Be my guest! I promise not to stop you. The more information we have the better.

Imad: Why? Are we going to use this?

Adel: What do you think? If we're going to research this, we might as well use it for our presentation.

Imad: Is that a good idea? Do you think our teacher would agree?

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K Look at the picture and imagine what each person could be saying. Write words and phrases under each heading below. Then write sentences to report what each person is saying using the verbs: ***say***, ***ask***, ***promise***, and ***warn***.



say	ask	promise	warn

1. _____
2. _____
3. _____

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L WRITING

The word *paparazzi* is the plural form of *paparazzo*, which in Italian means "a buzzing insect." Today it refers to reporters and photographers, especially freelance professionals, who search for sensational stories and take candid (and often unflattering) photographs of celebrities and sell them to magazines and newspapers.

Do you think it should be illegal for the paparazzi to follow celebrities? Or do you think the paparazzi have every right to follow celebrities for a story? Write a persuasive essay defending your position.

1. Before you write, organize your ideas in the chart below. For each main point you make in your essay, be sure to include at least one example.

Main Idea	Example

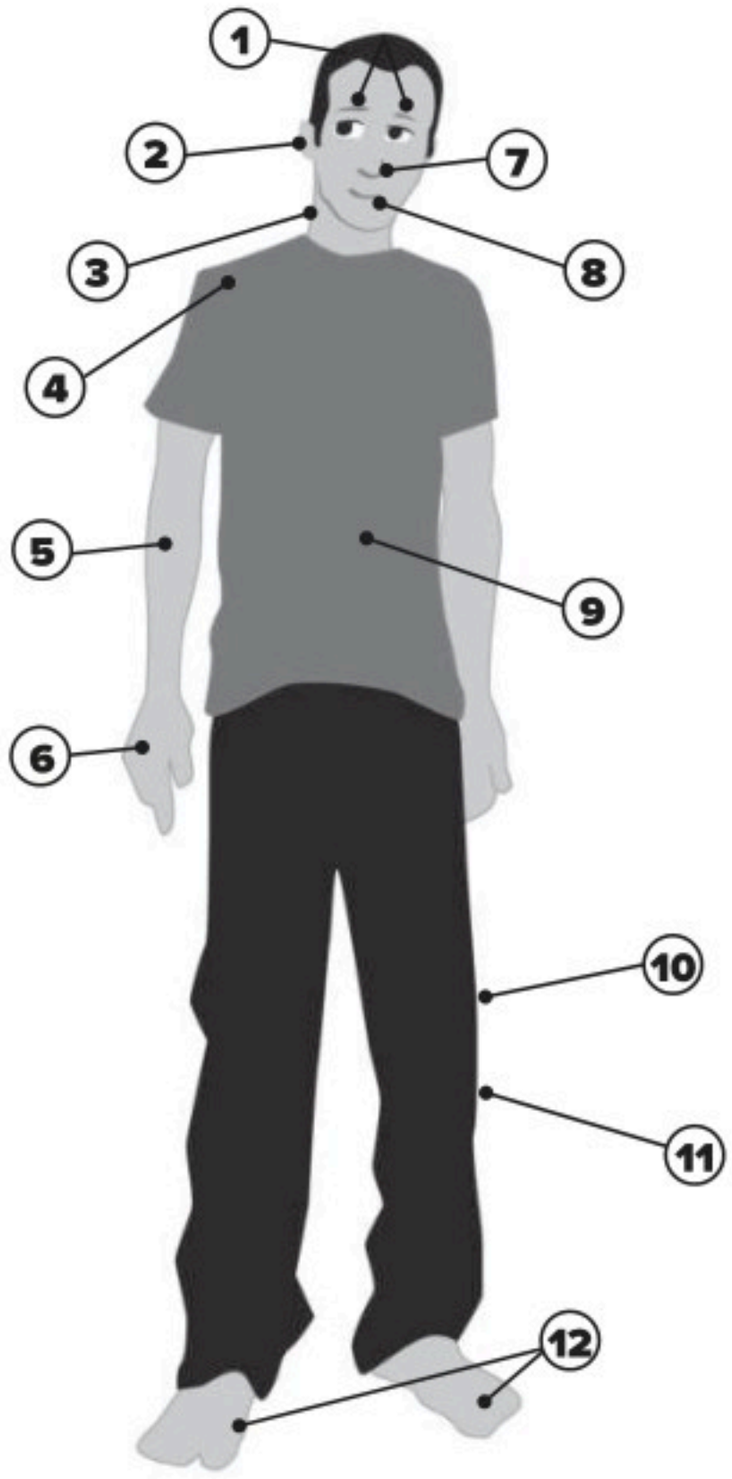
2. Now use your notes from the chart to write your essay. Try to convince the reader that your view is correct.

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M Write the names of the body parts.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____



N Read what these people said. Answer the questions with your advice. Use ***must, should, ought to,*** and ***had better***.

I have a sore throat, and my friend wants to talk to me on the phone. What should I do?

You shouldn't talk to your friend on the phone now.

1 My sister has a toothache. Her tooth hurts a lot, and she can't sleep. What should she do?

2 I have a stomachache, and I have to meet my uncle at a restaurant. What should I do?

3 I didn't study for tomorrow's history test. It's late now, and I feel sleepy. What should I do?

4 Amal told me that Fatima is spreading rumors about me. Now I feel hurt, and I don't want to go to school. What should I do?

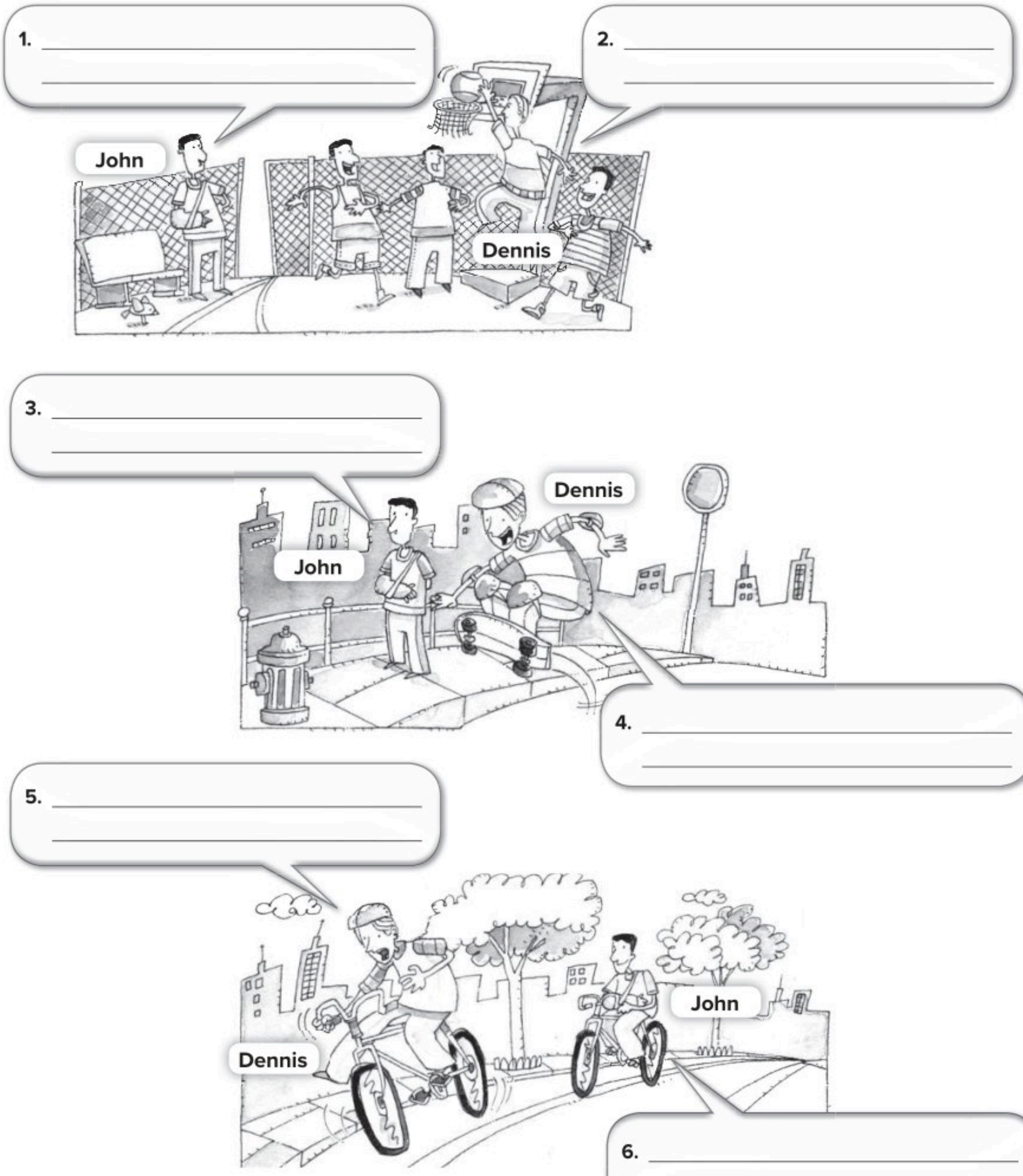
5 Ali and his brother have the flu, but their football match is this afternoon. What should they do?

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10 They Said, We Said

What do John and Dennis say they can or can't do? Complete the speech bubbles and use ***can*** or ***can't***.



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11 Express Yourself

A Complete the sentences with the words from the box.

acquire	**currently**	**immense**	**routinely**
consecutive	**extinct**	**rhyme**	**solitary**

1. There are many tribal languages that are becoming _____ because the members are dying out, or not speaking it to their children.
2. China is such an _____ country that there are 56 different cultures living in it.
3. Many poems in English have words that _____ at the end of each line. For example, *light* and *tonight* or *same* and *came*.
4. I _____ practice my vocabulary words by looking at flashcards. This way, when it's time for a vocabulary quiz, I know the words already.
5. You are _____ studying English from *MegaGoal 3*. After you finish this book, your English will be great!
6. I don't like the week of final exams because we have to take so many _____ tests. It would be better if we could have days off between the tests.
7. The _____ reason I decided to study French is that I have always wanted to go to Paris. If it weren't for that, I would probably have studied Spanish because it's more widespread in the world.
8. It took me a lot longer to _____ Chinese than it did for me to learn English. I think it's because Chinese is so different from my first language.

B Answer the questions.

1. How many classes are you currently taking?

_____

2. What's one thing you do routinely to help you learn English?

_____

3. Can words in your first language have two consecutive doubled letters? Three? Give an example.

_____

4. Where can you find English in your country?

_____

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C Complete the sentences with ***who***, ***that***, or ***which***. More than one answer is possible for each sentence.

A fish is an animal *that / which* **lives in the ocean.**

1. The person _____ used to teach me is over there.
2. Mercury is the planet _____ is closest to the sun.
3. The librarian _____ organized the book club works in the afternoon.
4. The chicken _____ we ate may have been old.
5. Surfing is a sport _____ requires good balance.
6. A fax machine is a tool _____ we use to send information.
7. An architect is a person _____ designs buildings.
8. The man _____ won the prize is rich now.

D Complete the sentences by writing all of the possible relative pronouns that could be used: ***who***, ***whom***, ***that***, ***which***, or **Ø** (for no relative pronoun). Then tick (✓) the box to show whether the relative pronoun is acting as a subject or an object.

	Subject	Object
The man *who / whom / that / Ø* **I sat next to on the airplane was very nice.**	☐	☑
1. English is a language _____ requires a lot of practice.	☐	☐
2. English is the language _____ we are studying right now.	☐	☐
3. The man _____ is giving the speech is over there.	☐	☐
4. Flexibility training is a sport _____ involves stretching.	☐	☐
5. My grandfather is the person _____ I most admire.	☐	☐
6. The French fries _____ I ate made me thirsty.	☐	☐
7. A mechanic is a person _____ fixes cars.	☐	☐
8. The substitute teacher _____ we had in class yesterday was funny.	☐	☐

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E Combine the two sentences. Use the second sentence as an adjective clause.

A pilot is a person. He flies airplanes.

A pilot is a person who flies airplanes.

1. The pill made me sick. I took it.

2. The soup was too salty. I had it for lunch.

3. A bird is an animal. It can fly.

4. The man is my father. He is wearing a shemagh.

5. Where can I find a store? It sells clothes.

6. The doctor was nice. I met the doctor in the hospital.

7. Abdul Aziz bought the book. He wanted it.

8. My father helped me succeed in my studies. He gave me some good advice and support.

9. I have a class. It begins at 1:00 P.M.

10. A chef is a person. He cooks in a restaurant.

F Write a definition for each of the people and things below. Use an adjective clause in each.

a pen: *A pen is a tool that we use to write.*

1. an adjective:
2. a television:
3. a snake:
4. coffee:
5. a teacher:
6. a mother:
7. Arabic:
8. the sun:

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11 Express Yourself







G Imagine that you met a caveman who doesn't understand the modern world. It's your job to explain what everything is and who everybody is. Write sentences using adjective clauses to explain your world.

A computer is a machine we use to write.

1. _____ .

2. _____ .

3. _____ .

4. _____ .

5. _____ .

H Complete the conversation with words and phrases from the box.

bite	**deal with**	**elbow our way**	**jam packed**	**munchies**	**ridiculously**

Karl: Are you going to the football game on Saturday?

Fahd: Yeah, I am. Are you?

Karl: Yes, we should meet up there.

Fahd: I'd really like to do that, but it's going to be **(1)** _____ with people. Everyone's going! I don't know how we'll ever find each other!

Karl: That's true. Well, maybe we should drive there together. Then when we get there, we can **(2)** _____ to good seats at the front.

Fahd: To be honest, I'm not sure I want to **(3)** _____ trying to get seats at the front. It sounds exhausting.

Karl: Well, maybe we should just meet up afterwards to get a **(4)** _____ . Quick and Tasty Burger is just down the street, and I'm always **(5)** _____ hungry after a game.

Fahd: That's a great idea. I will definitely be up for some **(6)** _____, too.

Karl: Well, that sounds good. Why don't we just meet up at Quick and Tasty after the game?

Fahd: Great! See you then!

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I READING

Read the article. Then choose the correct answers below.

English as a *Lingua Franca*

Many people believe the world is in need of a *lingua franca*, or a language which people can use to communicate around the world. In recent years, English has rapidly taken on this role, as it has become one of the most widely spoken languages in the world. Over 300 million people speak English as their native language. There are at least 300 million more who use English as their second or third language and another 100 million who have learned it as a foreign language.

English is listed as the official or co-official language in over 45 countries. It is also spoken extensively in other countries where it has no official status. The countries where the majority of people speak English as a native language are Antigua, Australia, the Bahamas, Barbados, Belize, Bermuda, Canada, Dominica, Grenada, Guyana, Ireland, Jamaica, New Zealand, St. Christopher and Nevis, St. Lucia, St. Vincent, South Africa, Trinidad and Tobago, the United Kingdom, and the United States.

Interestingly, despite the fact that the United States has one of the largest English-speaking populations in the world, it doesn't have English as its official language. In fact, there has been a heated debate over this issue. Whereas many people think that the United States should have an official language which unites its people, many oppose the idea, arguing that having one official language would go against the First Amendment of the American Constitution which guarantees freedom of speech.

English is recognized worldwide as the international language of communication. People in China, for example, study English not only to communicate with people living in English-speaking countries, but also to be able to talk to speakers of other languages, such as Portuguese, Spanish, Korean, etc., and vice versa.

English is also the language of science, aviation, computing, diplomacy, and tourism. A pilot from anywhere in the world must be able to speak English in order to communicate with international control towers. Additionally, any computer professional must at least be able to understand written English to operate any kind of computer hardware and software.

Over the last fifty years, the English language has indeed become the world's *lingua franca*, or in other words, the language that is accepted by the world population as its international vehicle for communication.

1. *A lingua franca* is _____ .

a. a language **b.** a country **c.** a culture

2. According to the article, there are more than _____ million people worldwide that speak English.

a. 100 **b.** 300 **c.** 700

3. English is not an official language in _____ .

a. the United Kingdom **b.** New Zealand **c.** the United States

4. According to the article, if you were a Korean computer programmer and never planned to work outside of Korea, you would have to do _____ of your work in English.

a. none **b.** some **c.** all

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J Explain what each of the following people / objects / things are and/or what they do.

A dictionary is a *book with words and their explanations in the same or a different language.*

1. A text message is _____.
2. A cell phone is _____.
3. A designer is _____.
4. A referee is _____.
5. A cosmetics brand is _____.
6. A coincidence is _____.
7. A librarian is _____.

K Answer the questions.

1. Which countries use Arabic as their official language?

_____

_____

2. Are there different varieties of Arabic?

_____

_____

3. Are there many differences between spoken (colloquial) and written Arabic? Can you think of examples to explain what some of the differences are?

_____

_____

4. Do you think there are topics, feelings, or ideas that can be expressed more easily/effectively in Arabic rather than English? Please provide examples.

_____

_____

5. If someone wanted to study Arabic, what would you advise them to begin with? Spoken or written Arabic? Why?

_____

_____

6. What difficulties do you think an English speaker would have as a learner of Arabic?

_____

_____

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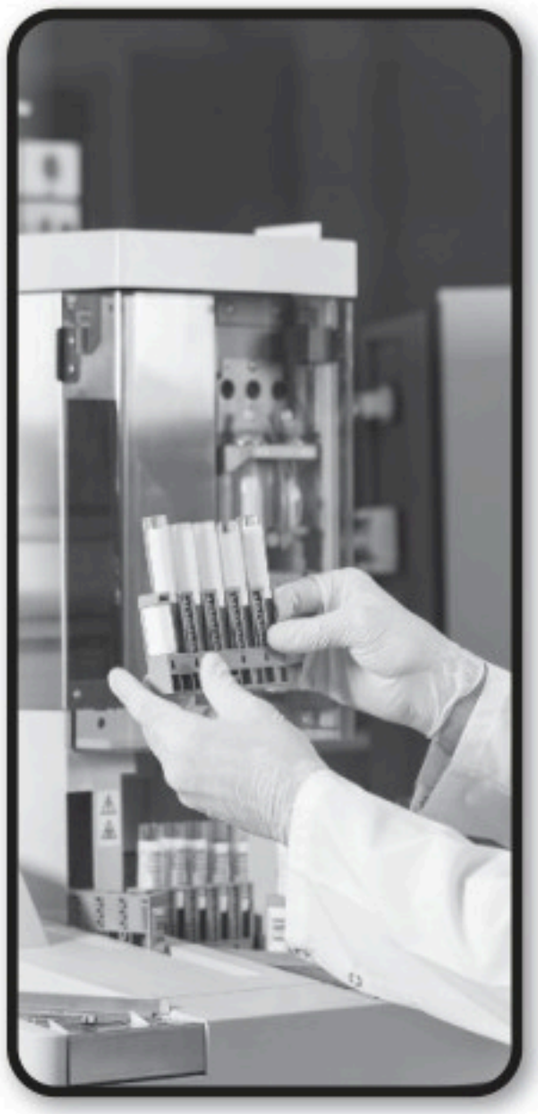
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L Look at the pictures and make a list of words that describe each picture. Write sentences about the pictures using relative pronouns such as ***who***, ***that***, and ***which***.









Person/Job	Actions (verbs)	Nouns

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

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M WRITING

Write an informational essay about the origins and use of your native language.

1. Before you write, research the language to answer the following questions: Where was the language first spoken? Where is it spoken now? How many people around the world speak it? Is this number increasing or decreasing? Why? Are there any dialects? How are they different from the dialect you speak? Use the chart below to record information and organize your ideas.

Language: _____	
Origin / Roots	
Where is it spoken?	
How many people speak it?	
Is the number of people who speak it increasing or decreasing? Why?	
Are there any dialects?	

2. Now use your notes from the chart to write your essay.

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N Read the extract about Machine Translation technology (MT). Make some predictions of your own based on the information. Use ***future progressive, will*** or ***going to*** in your answers.

> The speech recognition application 'Skype Translator,' is a piece of compatible software which is able to translate video conversations into 70 different languages in real time! This technology heralds a new era of international communication and makes the need to learn the lingua franca—or the common international language— a thing of the past. By the end of this year, our prediction is that everyone across the globe will no longer be learning foreign languages; they will be using MT (Machine Translation) instead.
>
> Apart from speech recognition software, another cutting edge piece of software up for grabs is the visual translation app. This is an application which enables you to see the world in your own language—literally! By downloading the app to your smartphone, you simply point the camera at the printed text you want translated into your own language, such as a menu, and the video camera will instantly translate it! It's true that such a translation can be unreliable and sometimes a bit strange, but in as little as two years, we predict that the visual translation app will have been picked up by computer giants, developed and merged with wearable technology. If this happens, everyone will soon be able to purchase affordable eyewear that will be able to instantly and effectively translate whatever it is that you are looking at.
>
> With such translation technology just around the corner, can you imagine the possibilities that exist for the future? Language learning, education, work and travel will be completely revolutionized ...

Machine Translation technology will enable everyone to communicate with each other without having to know another foreign language.

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

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11 Express Yourself

O Read each group of words and phrases connected with vacations. Which word or phrase does not belong?

1. amazing spectacular terrible magnificent wonderful

2. rainforest beach desert airport coral reef

3. exotic explore trek travel experience visit

4. destination currency check-in ticket flight plants

P Read the conversations. Write sentences using wish and conditional sentences with ***if-***clauses.

1.

Adnan: Will you go with me on the trekking holiday?

Gary: I can't, Adnan. My grandparents are going to Dubai and they asked me to go with them. They are not used to big airports and they can't speak Arabic.

If my grandparents _____.

I wish _____.

If only _____.

2.

Nawal: Will you buy a new cell phone?

Laila: I don't have the cash right now.

If only _____.

If _____.

I wish _____.

3.

Henry: Will Ahmed and Mahmoud go on the trip with us?

Roy: No, they can't. Ahmed has an English test next Sunday.

If only Ahmed _____

If he _____

They wish _____



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12 Lost and Found

A Write the missing letters.

r e v e n g e

1. s u _____ _____ e _____ d e _____
2. a u _____ h _____ n _____ i _____
3. _____ o _____ o _____ i o u _____
4. p r _____ _____ e _____ v e
5. t _____ e _____ s _____ r e
6. t _____ e _____ r _____
7. a _____ t _____ m p _____
8. _____ n _____ a l _____ a b _____ e

B Write the words from exercise **A** next to their definitions.

_____authentic_____ **: real; genuine**

1. _____ : priceless; very useful and precious
2. _____ : give in; give up
3. _____ : try to do something
4. _____ : hypothesis; speculation
5. _____ : punishment for a wrong done
6. _____ : infamous; known for a negative reason
7. _____ : money; riches; something valuable
8. _____ : keep in good condition

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C Complete the sentences with ***where*** or ***when***. Then rewrite the sentence an alternate way using ***which*** or ***that***.

Winter is the season *when* **it snows.**

Winter is the season in which it snows.

1. School is a place _____ we learn.

_____

2. Dusk is the time of day _____ the sun sets.

_____

3. My bedroom is the one place in our house _____ I can be alone.

_____

4. The restaurant _____ we had dinner last night was wonderful.

_____

5. Morning is the time of day _____ we wake up.

_____

6. Fall is the time of year _____ we rake leaves.

_____

7. Cities are places _____ many people live and work.

_____

D Combine the two sentences. Use the second sentence as an adjective clause. Then write the sentence an alternate way.

A library is a place. You can borrow books there.

A library is a place where you can borrow books.

A library is a place that you can borrow books from.

1. Summer is the time of year. It's hot then.

_____

_____

2. Childhood is a time in a person's life. It is easy to make friends at this time.

_____

_____

3. The city was crowded. We spent our vacation there.

_____

_____

4. Germany is a country in Europe. They speak German there.

_____

_____

5. Dinner is a time of day. Our whole family gets together to talk.

_____

_____

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E Combine the two sentences with ***whose***. Use the second sentence as an adjective clause.

Thomas is a boy. His experiment won first place at the Science Fair.

Thomas is the boy whose experiment won first place at the Science Fair.

1. The family moved to Abha. We bought their house.

2. The girl was disappointed. Her cell phone was stolen.

3. Ahmed is my cousin. His brother is a pilot.

4. The people were crazy to sell them. We bought their tickets.

5. Gandhi is the person. His work and life are most interesting to me.

6. My mother is the person. I love her cooking the most.

7. Bill is the guy. His father won the prize.

F Correct the errors in each sentence. If the sentence is correct, write *correct*.

The Louvre is the museum ~~in where~~ *where* **the *Mona Lisa* is displayed.**

1. The person whose giving the next presentation is me!

2. Evening is the time of day which we eat dinner at.

3. I was very surprised when I heard the news.

4. The auditorium the Holy Qur'an Verses were recited was very nice.

5. The girl who's essay won the contest was very excited.

6. Summer is the time of year where we get vacation.

7. The person whose phone number she always forgets is Sabah.

8. Facebook is a social networking platform who's enables millions of people to connect.



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12 Lost and Found

G Write a sentence about each picture. Use an adjective clause with ***where***, ***when***, or ***whose*** in each sentence.













1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

H Complete the sentences with the words and phrases from the box.

bent out of shape	**eating**	**vanished into thin air**
down in the dumps	**hit the roof**	**what a shame**

Fatima: Where's Tara?

Maya: She went for a walk. She's all (**1**) _____ because she can't find her cell phone. She's really upset about it.

Fatima: Oh, (**2**) _____ ! That would make me mad, too! Did she retrace her steps? She should really look everywhere she can think of.

Maya: She was looking for over an hour, and she couldn't find it anywhere. It's like it (**3**) _____ . We can't think of anywhere else to look.

Fatima: That's so disappointing! She must be feeling (**4**) _____ .

Maya: It's just (**5**) _____ at her. She feels like she should remember where it is, but just can't find it. It's really irritating her.

Fatima: Well, that's too bad. And her parents are probably going to (**6**) _____ when she asks them to buy her a new one.

Maya: That's true! That'll probably make her feel even worse!

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READING

Read the article from a travel magazine. Then answer ***true*** or ***false***.



The Mysterious Explosion at Tunguska

In the early morning of June 30, 1908, an extremely bright object zoomed through the atmosphere above Siberia. Passengers on a train saw the flaming object—like a tower of fire—fly above them at an incredible speed. It was possibly flying at about one and a half kilometers per second, and it caused a sonic boom that shook the train, the tracks, and everything in the nearby surroundings.

Almost 565 kilometers to the north, people felt the ground shake violently as they saw what appeared to be the sun flying across the sky. The temperature became unbearably hot. They heard sounds like thunder, though there were no visible clouds. About 240 kilometers farther north, in the Tunguska valley in Siberia, the object exploded about eight kilometers above the ground setting fire to the forest and destroying trees, animals, and everything else around it. The blast was heard 1,207 kilometers away. Halfway around the world, seismographs registered the explosion as if it were a massive earthquake.

Later that day, a black rain began to fall in the Tunguska valley. In the following days, people all over Europe began reporting that the sky had a strange luminosity at night, and it was even possible to read or to take pictures without flash at four in the morning. The sunset had unusual colors.

It wasn't until almost 20 years later that someone decided to investigate. The area was sparsely populated and difficult to access, and the political situation at the time was complicated. It wasn't until February of 1927 that the first daring expedition arrived in the area. Mineralogist Leonid Kulik went to look for the strange object which had impacted Siberia. He had read newspaper accounts of the explosion, and he speculated that it must have been caused by a meteorite.

When he finally reached the site of the mysterious explosion, Kulik was amazed. Twenty years later the signs of devastation were still very clear. There were large areas of forest where everything had been destroyed and where new trees were beginning to grow again. He saw evidence of giant trees broken as if they had been matchsticks. It is estimated that the explosion knocked down around 80 million trees in an area ranging over 1,940 square kilometers.

Later studies by geochemists found dust that was of extraterrestrial origin, but there was no evidence of a crater—meaning that it exploded in the air. Scientists have calculated that the force of the explosion was the equivalent of three to five megatons of TNT. This is a greater force than an atomic bomb! If the explosion had occurred over a city, it could have caused tremendous damage, but in the forest, the only victims were trees and animals.

Scientists have speculated that the explosion was caused by a comet exploding over Earth, or perhaps a meteorite or an asteroid. Whatever the truth may be, over 100 years later people still continue to write and comment about it on Twitter, Facebook, Instagram, and other social media.

1. _____ The article is about a mysterious event that happened in 1908.

2. _____ People heard the explosion 565 kilometers away.

3. _____ The explosion occurred in the air.

4. _____ An expedition was sent to investigate shortly after the explosion.



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12 Lost and Found

J Complete each sentence with an appropriate word or phrase. Use the reading in exercise **I** to help you.

The instrument used to measure the strength of an earthquake is called a *seismograph*

1. Another word for explosion is _____.
2. When we refer to the _____ of something, we're talking about how bright it is.
3. When there are very few people living in an area and their houses are spread out, we say the area is _____ populated.
4. When scientists make guesses about an object they can't identify, they _____ about it.
5. When we talk about the severe destruction that happened over a large area, we refer to the _____ in that area.
6. _____ are very thin wooden sticks that are used to start a fire.
7. Meteorites are examples of _____ pieces of metal or rock from space that land on Earth.
8. When meteorite hits the ground, it creates a very large hole called a _____.

K Join the sentences with adjective clauses using ***who***, ***whose***, ***which***, ***where***, or ***when***.

The man has a brother. / His brother is a lawyer. / The man recommended a different type of contract.

The man, whose brother is a lawyer, recommended a different type of contract.

1. They employed the person. / The person's father was a famous author.

_____

2. They visited the site. / The excavation took place at that site.

_____

3. Do you remember the time? / It was the time they told us that we would be in the same class.

_____

4. She would never badmouth someone. / Someone had helped her in the past.

_____

5. The book was reprinted. / It had been sold out.

_____

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L Look at the picture and make a list of words that describe what you can see. Write your words under each heading below. Then write sentences about the picture using adjective clauses with ***when***, ***in/on which***, and ***where***.



when	in/on which	where

1. _____

_____

2. _____

_____

3. _____

_____

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M WRITING

Write an informational essay about an important discovery.

1. Before you write, research the discovery to answer the following questions: What was found? Where and how was it found? When and how was it lost or hidden? What makes it important or unique? Use the chart below to record information and organize your ideas.

Discovery: _____	
What was found? Describe it.	
Where and how was it discovered?	
When and how was it lost or hidden?	
What makes it important or unique?	

2. Now use your notes from the chart to write your essay.

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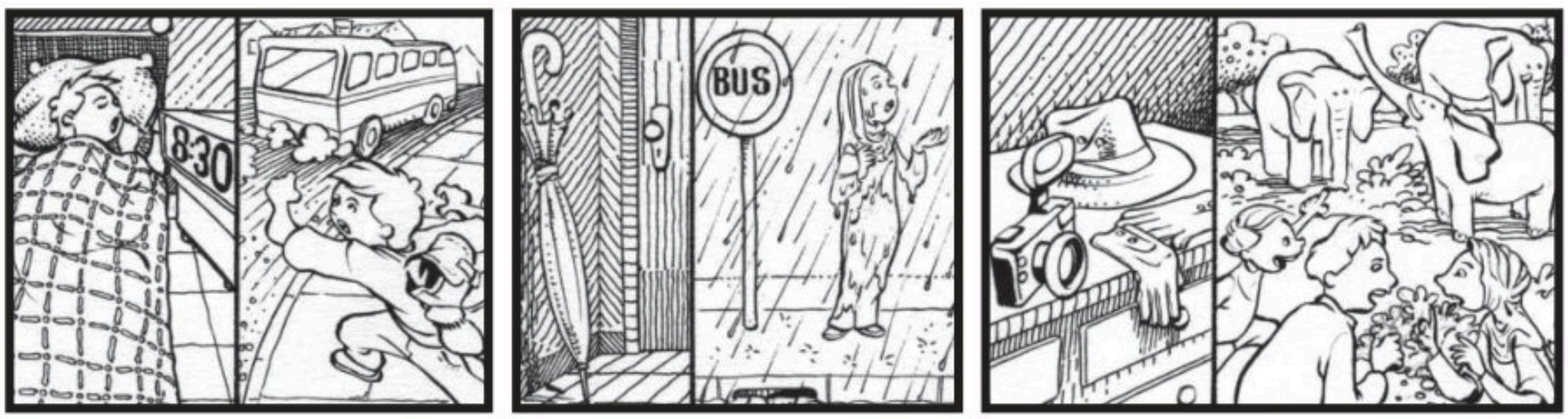
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N Read the sentences and circle the correct word.

1. Put your keys in your pocket or you'll (**lose** / **miss** / **find**) them!
2. If you don't leave now, you will (**forget** / **find** / **miss**) your train.
3. They (**forgot** / **left** / **lost**) their finest art collection in the fire last month.
4. I think we're lost. Do you (**forget** / **remember** / **lose**) the address?
5. The Jones family are always so busy that they never (**miss** / **find** / **lose**) time to have a vacation together.
6. Ahmed is so conscientious and hardworking that he has never (**found** / **remembered** / **lost** / **missed**) a day of work.
7. I've booked an appointment for Tuesday at 6 p.m. Write it in your diary so you don't (**lose** / **forget** / **remember**).

O Look at the situations in the pictures and speculate how things may have turned out differently. Re-write the situation using hypothetical ***If-***clauses for the past.

1. boy sleeping/missing the bus
2. umbrella/woman in rain
3. camera/couple at zoo



1. If _____, _____.
2. If _____, _____.
3. If _____, _____.

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12 Lost and Found

P Complete the story with the words and phrases in the box.

artist	**breathtaking**	**piece of art**	**art museums**	**famous paintings**

Hanan: Last month I went to the different **(1.)** _____ in the city. I've never been to many museums before last month.

Norah: You probably saw some really **(2.)** _____ and pieces of art.

Hanan: I did! But there was one **(3.)** _____ that I had never seen before.

Norah: Was it in the Nouveau Art Museum?

Hanan: Yes! How did you know that?

Norah: Was it a tall, silver tree?

Hanan: Well, I think so.

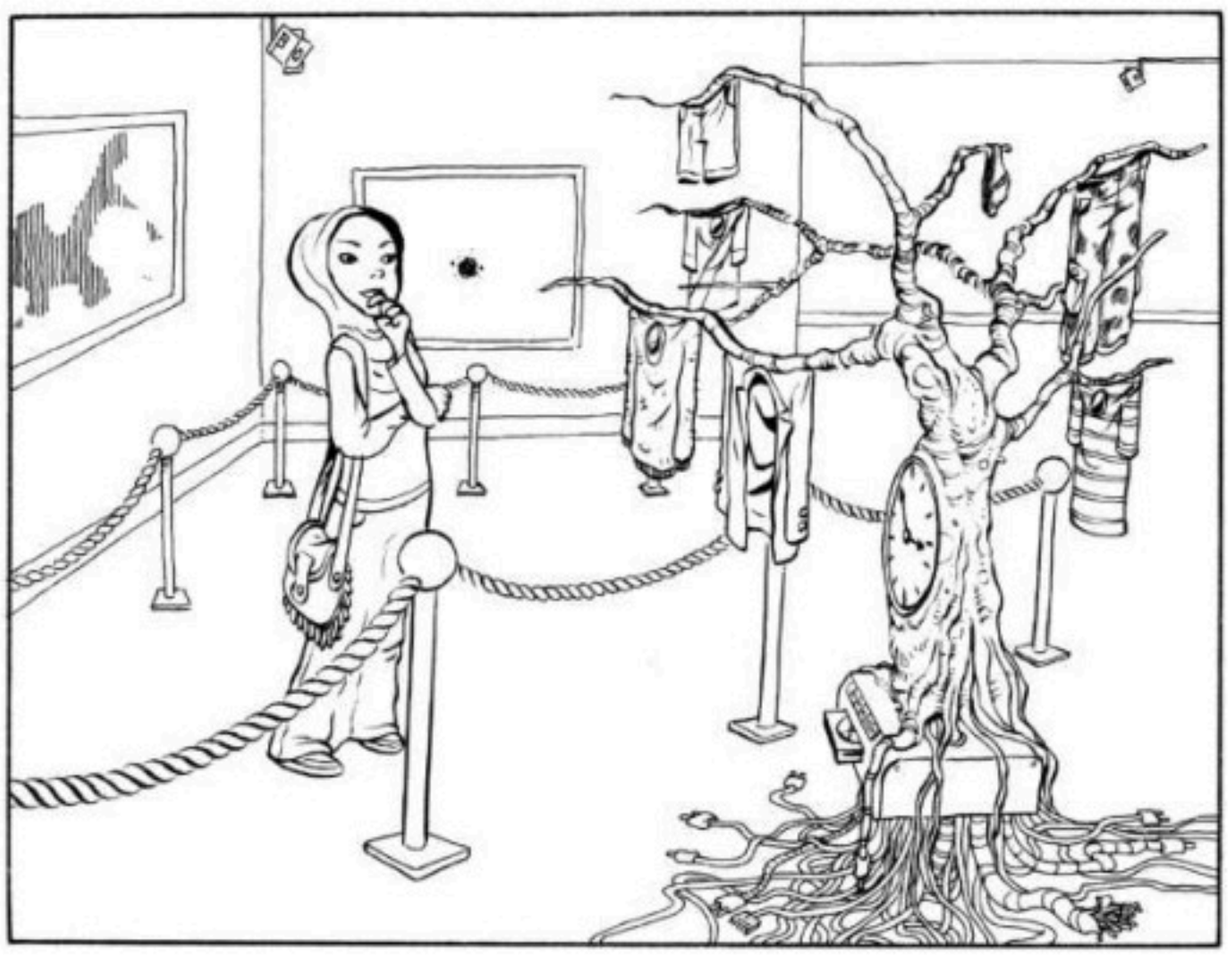
Norah: And the **(4.)** _____ hung clothes on all the branches?

Hanan: I think you definitely saw the same piece of art. Can you believe it was in a museum?!

Norah: Oh, absolutely! It was **(5.)**_____. The artist has so much talent. I'm a huge fan of his.

Hanan: Really? I didn't like it at all. The artist has no talent. I can't even remember his name, can you?

Norah: Oh, yes. He's my uncle!



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EXPANSION Units 9–12

A Match the words or phrases to their definitions.

1. _____ neutral	**a.** priceless
2. _____ praise	**b.** permanently
3. _____ munchies	**c.** morally good characteristics
4. _____ immune	**d.** feeling sad and disappointed
5. _____ virtues	**e.** gigantic
6. _____ for good	**f.** secret; private
7. _____ authentic	**g.** not favoring one side or the other; impartial
8. _____ malicious	**h.** say complimentary things
9. _____ invaluable	**i.** real
10. _____ confidential	**j.** crunchy junk food
11. _____ down in the dumps	**k.** not affected by something
12. _____ immense	**l.** deliberately harmful; hateful

B Answer the questions.

1. What classes are you currently taking?

_____

2. Which places do you sometimes visit that are jam packed?

_____

3. Who is your favorite fictitious character?

_____

4. Give one example of how technology has evolved over the years.

_____

5. Would you ever divulge a secret?

_____

6. What, in your opinion, is your worst flaw?

_____

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EXPANSION Units 9–12

C Rewrite each sentence. Change the quoted speech to reported speech.

Maha said, "I lost my keys."

Maha said she had lost her keys.

1. They said, "We found your sweater! It was in the locker room."

2. Norah asked, "Are they coming to visit us?"

3. Her mother said to her, "Don't say anything unless you have something nice to say."

4. Ahmed said, "More people speak English in China than in the U.S."

5. The teacher said, "Close the door."

6. Asma said, "Fatima was speaking Arabic during English class."

7. He asked, "Has anyone seen my cell phone?"

8. They said, "Fahd is eating dinner at the cafeteria right now."

D Complete the sentences by writing all of the possible relative pronouns that could be used: ***who***, ***whom***, ***that***, ***which***, ***where***, ***when***, ***whose***, or **Ø** (for no relative pronoun).

A calculator is a tool *that / which / Ø* **we use to do mathematics.**

1. Morning is the one time of day _____ I can think clearly.

2. The man _____ car my father bought was very interesting.

3. The person _____ I met on the train offered me a newspaper.

4. A carpenter is a person _____ builds houses.

5. The new keyboard _____ I bought has already broken.

6. I have a friend _____ once found a 100-riyal bill.

7. The place _____ my mother always hangs out is the kitchen.

8. A turtle is an animal _____ has a hard shell on its back.

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EXPANSION Units 9–12

E Combine the two sentences. Use the second sentence as an adjective clause.

A glass is something. We use it to drink water.
A glass is something that we use to drink water.

1. The man is new to the club. Adel sat next to him at the meeting.

2. Abdullah has a friend. He lives in Dubai.

3. A rest area is a place. You can get gasoline there.

4. Layla is my sister. She just got married.

5. Spring is the season. All of the flowers bloom then.

6. The place was very beautiful. We used to go camping there.

7. The rug got ruined. I bought it last week.

8. The man is difficult. He is working with my brother.



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EXPANSION Units 9–12

F Correct the errors in the sentences.

The teacher told *us* ^ to study for the test.

1. Qassim has an e-book reader that it can hold 500 books.
2. Peter said that he is sleeping when I called him last night.
3. A trashcan is something who you put your garbage in.
4. My mother asked whether I eat breakfast this morning.
5. The Atlantic is the ocean in where many species of whale live.
6. Jay said he was been writing a new book.
7. The person whose I talked to was a professor.
8. Tuesday is the day when that I study the longest.

G Answer the questions about yourself. Use a noun clause in your response.

1. What's something you'll always remember?

   _____

2. What's something that you're afraid will happen?

   _____

3. What's something you hope will happen?

   _____

4. What's something you're sure of?

   _____

5. What's something you expect to happen tomorrow?

   _____

6. What's something you have dreamed more than once?

   _____

7. What's something that disappointed you recently?

   _____

8. What's something you learned at school recently?

   _____

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EXPANSION Units 9–12

H Read and put the paragraphs in the right order for an essay. Use numbers. Indicate which paragraphs are part of the: **a. introduction** **b. main body** **c. conclusion / closing paragraph**

The History of Airbags

_____

Highly unconventional tests and hundreds of crashes were carried out to help gain knowledge that could make the device safe. One of their primary concerns was stopping the airbag from deploying unintentionally–a horror scenario that would fuel further resistance and, more importantly, put people at risk. Yet more test cars were used in varied conditions and circumstances for years before the airbag was launched. Initially, cars were fitted with a front-passenger airbag in the late 1980s. A driver's airbag was introduced as a standard feature in 1992. Finally, the sidebag was added in 1995.

_____

Over the years, airbags, as many other automotive features, have become a lot more sophisticated and deploy electronic systems that regulate the degree to which bags are inflated, depending on the severity of the impact. In addition, the function of bags can be adjusted to the size of the passenger, making them even more appealing to families with children. In other words, airbags seem to be following the trend alongside other devices and machines and are becoming personalized to suit individual requirements.

_____

The invention had been patented as early as 1953, but ignored, the main reason being that the technology required did not yet exist. Automotive engineers rose to the challenge and started their explosive experiments in an attempt to overcome technical hurdles.

_____

The windowbag was the next milestone in the airbag history, achieved in 1998. This bag inflates across the side windows in the event of a side impact and forms a large curtain that protects the heads of both the front and the rear occupants.

_____

As in all such cases, the airbag became the subject of ongoing dispute at the start. When a fatal accident involving an airbag occurred in the USA in 1974, it fuelled more opposition and caused many to desert the project. The German mechanics were not put off the idea. They were determined to overcome hitches and demonstrate the potential of the airbag as a life-saving device; so they went ahead and developed it aiming at a global market.

_1_

A large area was cordoned off with engineers crouching behind thick walls, when there was a loud bang and shreds of fabric and plastic flew everywhere. The engineers had just completed another stage of testing in the development of the car airbag. This was how the idea of the airbag was developed in 1967, prompted by the increasing number of accidents and new laws that required protection systems for car drivers and passengers.

1. What would you change? _____

2. What would you delete? _____

3. What would you add? _____

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EXPANSION Units 9–12

I Look at the picture and describe the building on the left. Imagine what the architect wanted to achieve with this design. Make notes under each heading in the box below. Write sentences about the picture using the words you listed.



Construction materials	Structure and shape	Comfort and use

1. _____

_____

2. _____

_____

3. _____

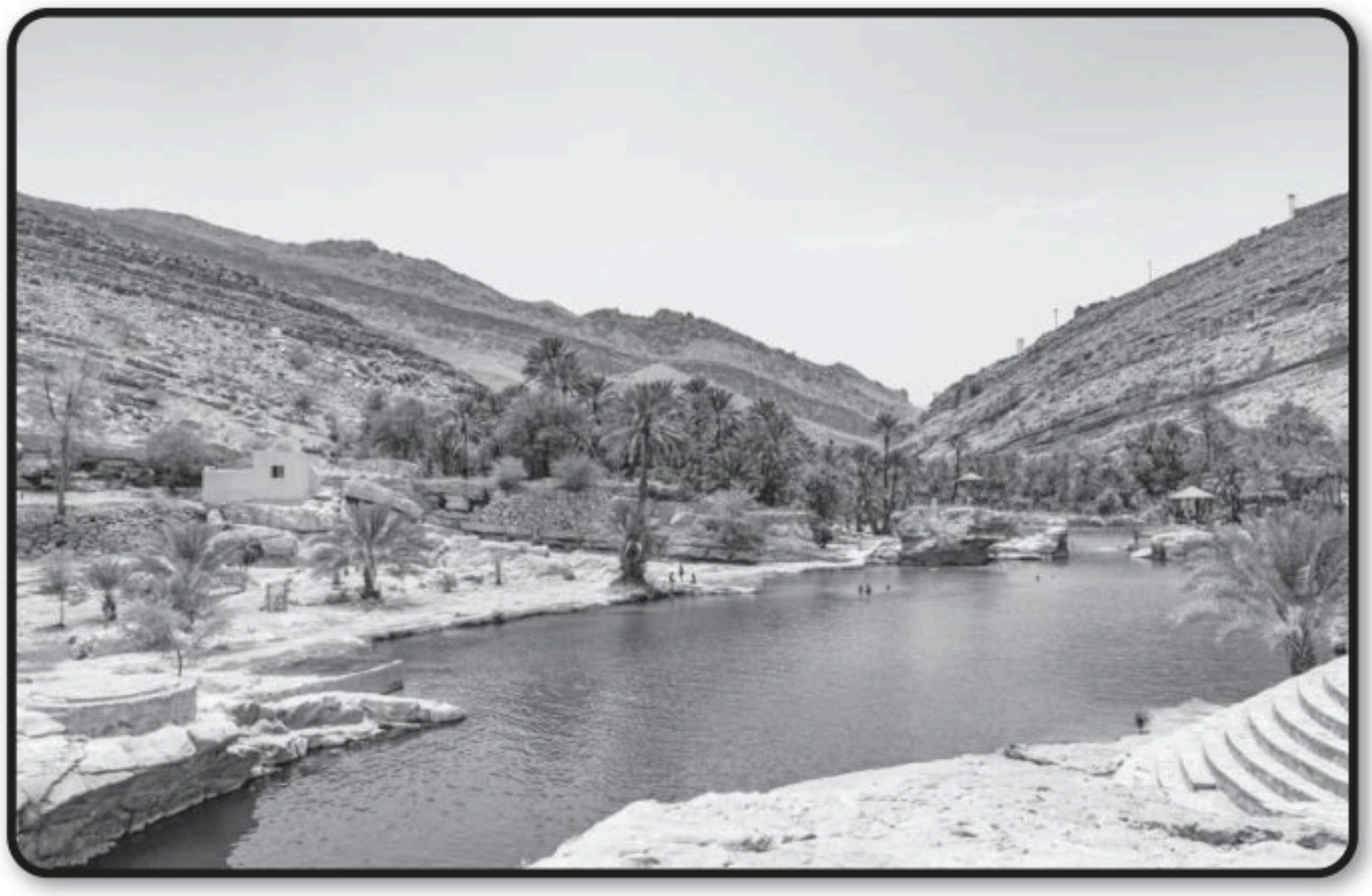
_____

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EXPANSION Units 9–12

J Look at the picture and make a list of words for each of the following categories: ***mass***, ***peculiar***, ***awe***, and ***confounded***. Write sentences about the picture using the words you listed.



mass	peculiar	awe	confounded

1. _____

_____

2. _____

_____

3. _____

_____

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EXPANSION Units 9–12

K WRITING

Choose a scientific discovery to research and write about. Use an idea from the box or an idea of your own.

electricity	**the airplane**	**the telephone**	**gravity**	**the fax machine**
the telescope	**radioactivity**	**the Internet**	**vaccinations**	**nanotechnology**

1. Before you write, use the chart below to organize your ideas. Write what you already know about the discovery in the **K** (*Know*) column. Write what you want to learn in the **W** (*Want to Learn*) column. Research these questions in your library or on the Internet. Then write what you've learned in the **L** (*Learned*) column.

K	W	L

2. Now use your notes from the chart to write your essay. Be sure to construct an effective conclusion.

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Writing Skills 1

Expressing Your Opinion

When giving your opinion, either orally or in writing, it is important to clarify whether the opinion that you are expressing is your own or one that is generally accepted.

Personal opinion	General opinion
I think that...	Most people know/think that...
In my opinion,...	Everyone knows that...
From my point of view,...	It is thought/believed/well known that...
As far as I'm concerned,...	Most people support/oppose the...
I strongly believe that...	

A. Choose the most appropriate beginning for each sentence.

1. (In my opinion / Most people know that) people today are too obsessed with earning money. They should try and enjoy life more.
2. (As far as I'm concerned / It is thought that) global warming will cause the polar ice caps to melt.
3. (Everyone knows that / I think that) governments of richer countries should give money to poorer countries.
4. (From my point of view, / It is thought that) medical care should be free for everybody.

B. Use the prompts to express opinions about the world today.

1. I think that _____.
2. It is believed that _____.
3. Most people support the idea of _____.
4. As far as I'm concerned, _____.
5. Most people think that _____.

When expressing your opinion in a debate, it is important not to make your statements so general that they are not true. For example, the statement *Everybody loves to eat junk food* can be easily argued with. However, the statement *Almost everybody loves to eat junk food* is much more difficult to argue with. When expressing your opinion in a debate:

- Avoid words like *never, always, all, none*. Use words like *often, hardly ever, many, very few*, etc.
  ~~No~~ **Few** teenagers like school.
- Try using modal verbs to qualify the verb.
  There ~~will~~ **may** never be peace in the world.

C. Modify the following sentences to be less extreme.

1. It never rains in the desert.
2. There must be life on other planets.
3. It is impossible to find a cure for cancer.
4. All factories pollute the environment.

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Writing Skills 2

Rewriting

English is a very versatile language. By choosing vocabulary and structures carefully, you can often write the same idea in several ways. For example:

There are not enough homes in modern cities for the people who live there.
There is a shortage of homes in modern cities for the people who live there.
Modern cities do not have enough homes for the people who live there.
The number of homes in modern cities is insufficient for the people who live there.

Another way to improve your writing is to avoid constantly using the same word by using synonyms.

A. Complete the sentences so that the second sentence has a similar meaning to the first. Use the words in parentheses.

1. **a.** There will be an exam in biology on Monday.
   b. The students _____ in biology on Monday. (tested)
2. **a.** Computers have caused major changes in the way people work and study.
   b. Computers _____ work and study practices. (revolutionized)
3. **a.** Not many people like to drink coffee at night.
   b. Drinking coffee _____. (unpopular)
4. **a.** It was the first time the children had seen snow.
   b. The children _____. (never)
5. **a.** Many people think that Venice is the most charming city in the world.
   b. Venice _____ one of the most charming cities in the world. (considered)

B. Read the paragraph. Then rewrite the paragraph, replacing the underlined words with synonyms from the box.

greeted	grin	noticed	peered	portrait	rang
roses	scarlet	silent	stepped	the ocean	wandered

Anne arrived at the house and walked (**1.** _____) through the gate into the garden that smelled of flowers (**2.** _____). The sound of water (**3.** _____) reached her ears from somewhere out of sight. She walked (**4.** _____) up the path to the red (**5.** _____) door and pressed (**6.** _____) the doorbell. After a few moments, she saw (**7.** _____) someone behind the glass of the door, and it swung open to show her grandmother. Her grandmother looked (**8.** _____) at her for a few moments, and then her face relaxed into a smile (**9.** _____). Anne said hello to (**10.** _____) her grandmother and stepped into the warmth of the hallway. The door closed behind her, shutting her into the quiet (**11.** _____) atmosphere of the old house. She looked around the once familiar walls and saw that the picture (**12.** _____) of her grandfather was missing, nor was there any sign of him in the house.

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Writing Skills 3

Editing Finished Work

Good writers know that a piece of work isn't finished until it has been checked for errors. This is especially important when writing in a foreign language. It's a good idea to take a break before checking your work so that you can look at it with fresh eyes. Read the following checklist for editing finished work.

Audience	Is the work appropriate for the intended audience? Have you written a formal piece for an informal situation or vice versa? Will the reader understand what you are trying to communicate?
Extra words	Have you included any extra words by mistake? Common examples include: articles, prepositions, personal pronouns, etc.
Missing words	Are there any words missing? Common examples include: articles, auxiliary verbs, prepositions, personal pronouns, etc.
Grammar	Is the grammar correct? A common example of a grammar mistake is forgetting the third person *-s* on present simple verbs.
Tenses	Have you used the correct tenses? Make sure that you are consistent with your tense usage and don't change tense in the middle of a sentence.
Punctuation	Punctuation is a very important feature of written English, often dictating meaning. Make sure that your work is punctuated correctly according to English rules.
Spelling	Many people have problems with English spelling, but most problems can be avoided by being careful. If you're not sure of a word, look it up in a dictionary!

A. Correct the errors in the sentences.

1. My father is a journalist for seven years.

2. My parents was born in 1970 and got married in 1992.

3. I like Amy and Carol, but I really can't stand there pets.

4. The doorbell rang when Mindy talked to her friend on the phone.

5. I had a terrible day at work yesterday. My computer crashed and I lose all my work.

6. I think that the athletes should set a better example for young people.

7. Although cell phones have changed our lives forever, not everybody like using them.

B. Add capitalization and punctuation to the sentences.

1. mike turned to kevin and asked will you help me

2. suddenly the children ran to the door their father was home from his business trip

3. what do you think people should do to help decrease poverty in developing nations

4. sam doesnt like school very much but he does enjoy his english class

5. frank asked if he wanted time to think about it before he made his decision

6. my favorite book of all time is oliver twist by charles dickens.

7. in spite of all the bad reviews I still enjoyed the restaurant.

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Writing Skills 4

Writing an Account or Newspaper Article

Although most of us know what we want to say when we start writing, it is often easy to forget while in the process of writing, which can cause the work to lack structure and make it difficult for the reader to understand. Plan briefly first, so that you can check your progress as you write. Follow the guidelines below to help you.

1. Decide what information you need to convey to the reader. Ask yourself the questions ***Who? Why? What? Where? When? How?*** to come up with most of the information you need to include.
2. Write a brief plan like the one below, explaining what you will include in each paragraph. This will also help you decide how many paragraphs you need to include.
3. When you finish, check the work against the plan to make sure you've included everything. Try and read the piece as if you were someone else. Does it include all the information you need to provide?

A. Read the text that follows the plan and reorder the paragraphs so that they match the plan.

1. Introduction, mystery finally solved
2. Background history of the case, search, police and residents' reaction
3. How the case was solved
4. The men's reaction, what they've been doing, employers' reaction

a. However, two days ago, police received a phone call from their colleagues in New York saying that there was a man in their precinct who claimed to know what had happened to the two men. An agent flew up to New York to interview the man who had seen the case of the escaped convicts on a popular TV program on unsolved crimes, and had immediately recognized one of the men as his next-door neighbor and the other man as his next-door neighbor's cousin. He said that he'd never realized who they were before, because both men had changed their names as well as the color of their hair and eyes!

b. The two men were arrested in their new home. They had both been able to find jobs and were planning to get married soon. Confronted with the prospect of spending another twenty years in prison, one of the men had a stroke and was taken to hospital. The other man was driven back to the penitentiary to wait for their final sentencing. Neither man regretted escaping. They had both started new lives and had not committed any unlawful act while out of prison. Their employers have offered to testify as character witnesses and claim that both men have been model workers.

c. The two run-away convicts were first reported missing in May 2007, when they failed to appear at the door of their cell during morning inspection. Described as two of the most intelligent and dangerous criminals, the two men caused an enormous stir in the media. A national manhunt was launched in an effort to locate and apprehend the two escapees. Over one hundred thousand residents helped the police search the area and the surrounding desert with no success. Local law enforcement officers and residents eventually resigned themselves to the fact that they would not be able to find the two men.

d. After years of a nationwide search, it appeared that police had finally located the getaway car and prison uniforms of the detainees that had managed to dig their way out of the high security penitentiary in Phoenix, and a few days later the actual escapees.

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