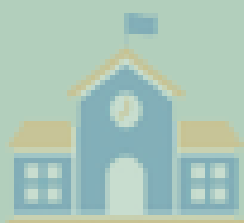


MEGA

GOAL 6



موقع

حلول كتبي

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



وزارة التعليم
Ministry of Education
2021 - 1443

Mc
Graw
Hill

MegaGoal 6 Student Book

Published by McGraw-Hill Education, 2 Penn Plaza, New York, NY 10121. Copyright © 2021 by McGraw-Hill Education. All rights reserved. No part of this publication may be reproduced or distributed in any form or by any means, or stored in a database or retrieval system, without the prior written consent of McGraw-Hill Education, including, but not limited to, in any network or other electronic storage or transmission, or broadcast for distance learning.

ISBN: 978-1-4470-9152-3

Publisher: Jorge Rodríguez Hernández

Editorial director: Anita Raducanu

Development editors: Kasia McNabb, Ana Laura Martínez Vázquez

Art direction: Heloisa Yara Tiburtius

Interior design and production: Page2, LLC

Cover design: Page2, LLC

Photo coordinator: Kevin Sharpe

Photo Credits: The Photo Credits section for this book on page 107 is considered an extension of the copyright page.

Exclusive rights by McGraw-Hill Education for manufacture and export. This book cannot be re-exported from the country to which it is sold by McGraw-Hill Education. This Regional Edition is not available outside Europe, the Middle East and Africa.



وزارة التعليم www.mheducation.com

Ministry of Education

2021 - 1443



| | | |
|------|----------------------------|-----|
| | Scope and Sequence | iv |
| Unit | Intro | 2 |
| Unit | 1 Everyone Makes Mistakes | 6 |
| Unit | 2 Against the Odds | 20 |
| Unit | 3 Beauty Is Only Skin Deep | 34 |
| | EXPANSION Units 1-3 | 48 |
| Unit | 4 They Said, We Said | 54 |
| Unit | 5 Express Yourself | 68 |
| Unit | 6 Lost and Found | 82 |
| | EXPANSION Units 4-6 | 96 |
| | Vocabulary | 102 |
| | Irregular Verbs | 106 |
| | Audio Track List | 108 |



| | Unit Title | Functions | Grammar |
|--|--|--|--|
| | Intro Pages 2–5 | Express opinion/view, argument, agree and disagree,/belief, disbelief Make deductions/past and present Ask for and give clarification Make suggestions Summarize/recap | <i>Can't be – must be/must be + -ing – can't have – must have</i> Recycle familiar verb forms, narrative, connectors and modifiers, passive forms, <i>would – hypothesis</i> , modals for ability, possibility, adverbs, gerund, e.g. <i>capable of -ing</i> |
| 1 | Everyone Makes Mistakes Pages 6–19 | 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: <i>some, any, a lot of, much, many, enough, plenty of, few, a little, hardly any</i> |
| 2 | Against the Odds Pages 20–33 | Discuss remarkable events and coincidences Express surprise | <i>Such . . . that/so . . . that</i> Reducing adverb clauses Past progressive <i>Was/were going to; was/were about to</i> Past perfect tense Past perfect progressive and past simple |
| 3 | Beauty Is Only Skin Deep Pages 34–47 | 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 <i>that</i> Noun clauses after verbs Noun clauses after adjectives Noun clauses as subjects of sentences <i>Needs to be done; get/have done</i> Present and past participles |
| EXPANSION Units 1-3 Pages 48–53 | | Language Review Reading: Phobias: Nothing to Fear Language Plus: Idioms about fear | |
| 4 | They Said, We Said Pages 54–67 | 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 <i>whether</i> or <i>if</i> Modal auxiliaries for the present and future: <i>must, should, ought to, may, might, can, could</i> |
| 5 | Express Yourself Pages 68–81 | 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 <i>will</i> and <i>be going to</i> Conditional sentences with <i>if</i> -clauses (present) <i>Wish/If only</i> |
| 6 | Lost and Found Pages 82–95 | Conduct an interview Express regret Express understanding Words connected with historical monuments | Using <i>where</i> and <i>when</i> in adjective clauses Using <i>whose</i> in adjective clauses Conditional sentences with <i>if</i> -Clauses (Past) <i>As if/as though</i> Inversions |
| EXPANSION Units 4-6 Pages 96–101 | | Language Review Reading: It's a Mystery Language Plus: Idioms about mysteries | |

| Listening | Pronunciation | Reading | Writing |
|---|---|---|--|
| 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 stories about mistakes | Reductions of modals + <i>have</i> : <i>could have, should have, might have, must have</i> | Happy Accidents | Write a descriptive and personal narrative Research and make a poster presentation about indispensable home inventions (Project) |
| 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) |
| 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) |
| Tools for Writing: Sentence fragments Writing: Write an informational essay about a condition or disorder that involves the human mind | | | |
| 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 <i>h</i> 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

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, 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.



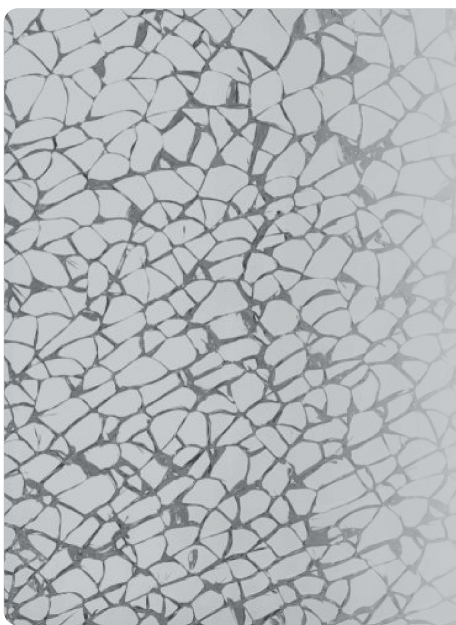
Is Europa similar to Earth?

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!



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.



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.



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.

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

وزارة التعليم
Ministry of Education
2021 - 1443

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

4

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.

1 Everyone Makes Mistakes

1 Listen and Discuss

1. How would you define the word **mistake**?
2. What do you think the following quote means?
"Don't fear failure so much that you refuse to try new things. The saddest summary of a life contains three descriptions: *could have*, *might have*, and *should have*." —Louis E. Boone
3. Accepting failure and hardship is often difficult. How do we endure such bad situations?

Mistake: A company rejected the patent for the telephone.



In 1876, the most important communications technology was the telegraph. A wealthy company called Western Union was in control of this technology. The president of the company, William Orton, was offered the patent for an invention called the telephone for \$100,000. Orton sent a response to the 29-year-old inventor of the telephone, Alexander Graham Bell. It said, "After careful consideration of your invention...while it is a very interesting novelty, we have come to the conclusion that it has no commercial possibilities...What use could this company make of an electrical toy?" Bell kept the patent and created his own telephone company, which became the largest in the U.S. The patent Bell had offered Western Union eventually became the most valuable patent in history. Orton could have made one of the best deals in business history. Instead, he may have made the worst business mistake in history.

Mistake: The *Titanic* ignored warnings about icebergs.

On April 14, 1912, the RMS *Titanic*, the largest and most modern passenger ship of its time, hit an iceberg and sank. This resulted in the deaths of 1,517 people. Yet incredibly, this tragedy could have easily been avoided. On the day the *Titanic* sank, it had received five warnings from other ships about heavy ice in the area. However, the captain was not worried. In fact, he even increased the speed of the ship so that it could arrive in New York a day earlier than expected. That evening, while the *Titanic*'s radio operator was sending out personal messages from the passengers, he received a sixth ice warning. This one warned of an iceberg directly in the path of the *Titanic*. The operator was supposed to give the message to the captain. But busy with his task, he put the message aside. It never reached the captain. If it had, the *Titanic* tragedy might never have happened.



Mistake: Russia sold Alaskan gold to the U.S.

Alaska had been considered a burden, rather than an asset, by Russia for a long time. It was remote, indefensible, and of little benefit. So when William Seward, U.S. Secretary of State, began negotiations on his own initiative, he expected to encounter some opposition. However, the outline of the deal was accepted by the cabinet and the agreement was signed in March 1867, transferring Alaska to the United States for a payment of \$7.2 million. However, the purchase of a seemingly desolate and mostly frozen land was greeted with criticism by the press and the public. Alaska was referred to as "Seward's Folly," "Seward's Icebox," or President Johnson's "polar bear garden," attitudes that must have changed drastically after the discovery of gold. Russia should have investigated potential resources before selling the land to the U.S. at the price of about 1.7 cents per acre.



Mistake: Coca-Cola tampered with their successful formula.

Coca-Cola® was launched in the 1880s. By 1980, it had been the most popular soft drink in the world for nearly 100 years. However, by that time Coke had more competition, and its sales figures started slipping. In an effort to boost sales, Coca-Cola created a new, improved formula. This new formula was tested in 200,000 taste tests, and the results were clear: most people much preferred the flavor to the original Coke. The Coca-Cola Company decided to stop producing the formula they had been using for 100 years and to replace it with New Coke. This was an enormous marketing mistake. People were outraged that the original Coke was no longer available, and New Coke was a flop. Coca-Cola executives must have been surprised! They had to get rid of New Coke quickly and bring back the original formula.



Quick Check ✓

A. Vocabulary. Match each word to its definition.

- | | |
|------------------|--------------------|
| 1. ____ boost | a. very angry |
| 2. ____ endure | b. put up with |
| 3. ____ flop | c. new thing |
| 4. ____ novelty | d. failure |
| 5. ____ outraged | e. interfered with |
| 6. ____ tampered | f. raise |

B. Comprehension. Answer the questions.

1. What was William Orton's mistake?
2. How could the sinking of the *Titanic* have been avoided?
3. What do the Russians probably regret? Why?
4. How did Coca-Cola mess with success?

2 Pair Work



Interview your partner to find out about a mistake they or someone they know once made. Ask questions, such as: *What was the mistake? Who made the mistake? Why was the mistake made?*

What happened as a result of the mistake? How could it have been avoided?



3 Grammar

Modals in the Past

May Have/Might Have

May/Might have + past participle is used to suggest uncertainty or possibility about the past.

I lost my cell phone. I **may have left** it at school.

You **might have dropped** it at the restaurant.

Could Have

Could have + past participle is used in two ways: to talk about the past with uncertainty, or to talk about an option in the past that was not taken.

Do you think I **could have left** my cell phone at your house?

He **could have been** a doctor if he hadn't made the mistake of dropping out of school.

Must Have

Must have + past participle is used for drawing conclusions about the past.

I got lost on the way here. I **must have taken** a wrong turn somewhere.

Should Have

Should have + past participle is used to talk about mistakes made in the past or expectations that have not been met.

You **should have apologized** for your mistake.

They **should have arrived** by now.

Was/Were Supposed To

Was/Were supposed to + base verb is used to express that an expected action didn't happen.

The football game **was supposed to start** at 1:00, but it was postponed because of the rain.

Where were you last night? You **were supposed to help** me with my essay.

Passive Modals in the Past

Passive modals in the past are used to give opinions about events and situations that happened in the past. The form is: subject + modal + *have been* + past participle.

The money **could have been given** to the poor.

The package **should have been sent** a week ago.

A. Circle the correct modal in the past to complete each sentence.

- I have a sore throat. I (should have / may have) caught your cold.
- He (wasn't supposed to / shouldn't have) know about the business deal, but he found out by accident.
- You have a big smile on your face in all the vacation pictures. You (should have / must have) had a great time.
- I don't know where she is, but she was very tired. She (should have / may have) gone to bed.
- I (must have / should have) paid more attention in English class. Now I'm completely confused about the grammar.
- I (must have / shouldn't have) ordered that new laptop. It was way too expensive.
- Did you get the package? It (was supposed to / must have) arrive by today.
- You (may not have / should not have) said that. Now you've hurt your friend's feelings.

B. Complete each sentence with a modal in the past. For some items, more than one modal may be possible.

🔦 I should have worn a suit to the interview. I don't think my clothes were formal enough.

1. It's too bad we didn't know you were there. We _____ met up.
2. She _____ study biology in school, but she ended up studying medicine instead.
3. Farah _____ gone to Dubai this summer, but she decided to stay home instead.
4. He _____ have said that. I think they must have misunderstood him.
5. It was such a beautiful day today. We _____ gone to the beach.
6. I'm not sure what we did with the bottles. We _____ put them in the recycling bin.
7. The product _____ been a big success, but instead it was a flop.
8. You were right there when the accident happened. You _____ seen everything.
9. Who knows what _____ happened if the other candidate had won the election.
10. You look refreshed and well-rested. You _____ slept well.

C. Rewrite each sentence as a passive sentence.

🔦 The coach should have chosen Abdullah for the football team.
Abdullah should have been chosen for the football team.

1. Someone must have dropped these keys at the meeting.
2. The Mayans may have drunk hot chocolate as far back as 2,600 years ago.
3. A professional photographer must have taken this picture.
4. A computer error may have caused the accident.
5. The police officer could have arrested him for speeding, but he let him go with a warning.
6. The registrar should have given you a course catalog on the first day of school.
7. A squirrel or a rabbit might have eaten the vegetables in our garden.
8. The mechanic was supposed to have fixed our car by now, but it's still broken.

D. Look at the photos. Write at least three sentences about each photo using modals in the past and passive modals in the past.

🔦 He must have been caught in the rain. He should have brought an umbrella.
He could have stayed dry if he had an umbrella. He may have caught a cold.





4 Conversation

- Sarah:** What did you do on Thursday night?
- Fatima:** My family took me out because I graduated.
- Sarah:** Oh no! I forgot that you graduated last week. I'm so sorry!
- Fatima:** Why?
- Sarah:** I should have gotten you something for the occasion. I should have at least called you.
- Fatima:** Don't worry about it. It's **no big deal**.
- Sarah:** No big deal? Of course, it's a big deal. It was your graduation. I don't know how I forgot about it. Come to think of it, I was so focused on studying for final exams, your graduation must have just **slipped my mind**. I feel awful about it. Can you forgive me?
- Fatima:** You're **making too much of it**. Forget about it. Anyway, you were studying for finals. That's a good excuse. **Don't sweat it**.
- Sarah:** But I feel like such a **flake**.
- Fatima:** No **more apologies!** You're making me wish I hadn't mentioned it to you.
- Sarah:** Sorry!

Real Talk

- (no) **big deal** = (not) something of great importance
- slip (one's) **mind** = forget about something
- make **too much of (something)** = exaggerate the importance of something
- Don't sweat it.** = Don't worry about it.
- flake** = irresponsible person

About the Conversation

1. Why is Sarah apologizing?
2. What is Sarah's excuse?
3. What is Fatima's response to Sarah's apologies?

Your Turn

Role-play with a partner. Choose a situation in which one person apologizes to another. Use phrases for apologizing and responding to an apology.

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

5 Listening

Listen to the stories about two silly mistakes. Then fill in the chart.



| | The Bee Story | The Ring Story |
|----|--|----------------|
| 1. | What was the person's goal? | |
| 2. | Did the person achieve the goal? | |
| 3. | What mistake did the person make? | |
| 4. | What were the consequences of the mistake? | |

6 Pronunciation

In casual speech, modals + **have** are often reduced in the following way:

| Standard Form | Reduced Form |
|-------------------------------|-----------------------------|
| could have / could not have | <i>coulda / couldn'ta</i> |
| should have / should not have | <i>shoulda / shouldn'ta</i> |
| might have / might not have | <i>mighta / mightn'ta</i> |
| must have / must not have | <i>musta / mustn'ta</i> |

Listen and practice the reductions in the sentences.

- But it was an idea that he **should have** thought twice about.
- Looking back at all this, there **might have** been a better way.
- He **should have** known better.
- He **couldn't have** known that he was the one in for a surprise.
- He **must have** had fun explaining what had happened to his wife!

7 Vocabulary Building

A. You will see the following words in the reading on pages 12 and 13. Match the words with their meanings.

- | | |
|------------------------|--|
| 1. _____ absent-minded | a. found everywhere |
| 2. _____ adhesive | b. harm |
| 3. _____ automatically | c. a material that causes two materials to stick together |
| 4. _____ damage | d. something done without thought, as is done by a machine |
| 5. _____ discarded | e. forgetful, distracted |
| 6. _____ ubiquitous | f. thrown away |

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



8 Reading

Before Reading

Can an accident or mistake ever end up leading to something good?

Happy Accidents

When we make a mistake, often our first instinct is to say, "Oh no!" and to feel regret and maybe even embarrassment at our failure. But mistakes and accidents are not always a bad thing. In fact, they sometimes give rise to extraordinary ideas. In 1492, Christopher Columbus set out to discover a new route to Asia. He did not reach Asia, but this failure resulted in his discovering the New World!

There are many stories of such happy accidents throughout modern history. For example, one of the greatest medical discoveries of the 20th century was antibiotics, a kind of medication used to kill bacteria that cause disease. Since the discovery, antibiotics may have saved millions of lives. Yet, the discovery of the first antibiotic happened by accident.

In 1928, a Scottish scientist named Alexander Fleming was researching a kind of bacteria called *staphylococcus*. He conducted experiments with the bacteria in dishes. Fleming was brilliant, but he was messy and absent-minded. When he left his laboratory to go on vacation, instead of cleaning up, he left the bacteria in the dishes. When he returned, he noticed that mold had grown in the dishes while he was gone. He could have just thrown the dishes away. Fortunately, instead, he looked at them under a microscope. Fleming found that the area around the mold was free of bacteria. He realized that the dangerous bacteria must have been dissolved by the mold. These dirty dishes led to the discovery of penicillin, the first antibiotic. Today, this life-saving drug is used around the world. Each year there are over 80 million prescriptions written for penicillin in the U.S. alone!

Not all lucky accidents have changed the way we live in dramatic ways. Some fortunate accidents have just made life a little more convenient. But many of these conveniences have become such a part of our everyday lives that we've come to take them for granted.

The discovery of Velcro® is one such fortunate accident. One summer day in 1948, a Swiss inventor named George de Mestral went for a hike. When he returned, he was covered in burrs—seed-sacs that cling to clothes. Nature designed burrs to do this in order to spread seeds to new areas. De Mestral became curious about how these burrs attached themselves to clothes and hair. He inspected one of the burrs from his pants under a microscope. He saw that it had countless tiny hooks that clung to the tiny loops in the fabric of his pants. This gave him the idea to design a new kind of fastener. The fastener would be made of two nylon strips, one side with stiff hooks like the burrs and the other side with loops like the fabric of his pants. His invention, Velcro, has since become ubiquitous. It can be found on everything from shoes to wallets to blood pressure cuffs to space shuttles.





Another modern invention we owe to a happy accident is Post-it™ Notes, those small pieces of notepaper that can be stuck and unstuck again and again. In 1970, Spencer Silver was working in a research laboratory, trying to create a strong adhesive. He created a new adhesive that stuck to objects, but it could also easily be lifted off them. Because the adhesive was so weak, Silver considered it a failure. He shouldn't have. A few years later, a co-worker of Silver's was looking in a book. He used scraps of paper to keep his place in the book, but the scraps kept falling out. Remembering Silver's invention, the co-worker put some of the adhesive on the scraps. It was perfect! The scraps stayed in place, but came off easily so they didn't damage the book. Post-it Notes were introduced in 1980, and quickly became an essential office product around the world.

All of these stories show that accidents are not always a bad thing, and that not all mistakes should automatically be discarded. Instead, perhaps we should take a closer look at our accidents and mistakes. They just may reveal the solutions to a problem, or pave the way to an extraordinary new idea.

After Reading

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

- ___ Mistakes sometimes lead to great new discoveries.
- ___ Antibiotics have been in existence since the 1800s.
- ___ The idea for Velcro came from nature.
- ___ Post-it Notes have a strong adhesive.

9 Speaking

- Work in pairs/groups. Think about how the world would be different without the discoveries and inventions mentioned in the reading and make notes in the chart.
- Use your notes to discuss your ideas in class.

| | Discoveries or inventions | How the discoveries/inventions changed the world | What the world would be like if each invention/discovery had not been made |
|---|---------------------------|--|--|
| 1 | Penicillin | | |
| 2 | Velcro® | | |
| 3 | Post-It™ Notes | | |



10 Writing

- A. 1.** Have you ever made a mistake that has turned out for the best? When? Where? Who was involved?
- 2.** Read the text and find out.
- Where did the incident take place?
 - Who was involved?
 - What was the outcome?
 - What impact did it have on the writer?
- 3.** Is there an explicit description of the people involved? How old do you think they are? What kind of people do you think they are? Compare notes with a partner.



I was traveling to London and had just gone through security check at the airport. When I picked up my coat, it felt a bit heavier than usual, but I quickly put it down to fatigue as I had worked through the night in order to complete some work before I left. I checked the time and decided that it was far too early to proceed to the departure gate, so I sauntered about the Duty Free section of the terminal, having a look at displays.

I was examining a computer case when I heard the announcement. Somebody had mistakenly taken a coat that was a lot lighter than his, and requested that the person who might have accidentally taken the wrong coat meet him at the information desk. I did not take any notice at first, but when the announcement was repeated for a third time, I stopped and had a look at the label of the coat I was carrying. I had never seen it before!

When I got closer to the information desk, I saw someone who looked vaguely familiar.

I smiled holding up the coat. He smiled back, pointing to my coat. We exchanged coats and introductions. Surprisingly, we shared the same family name.

We decided to spend the time left before our flights working out possible connections over a cup of coffee. As it turned out, we were both descendants of the same family. We simply happened to be in different places at different times. We found the physical resemblance quite amusing. We could have been brothers or cousins. We have since kept in touch and have become very close friends, or relatives, if you wish.

If I hadn't taken the wrong coat at the security check, I might never have run into my long lost relative. I would not have known of the existence of someone who looked like me and carried the same name. I would have missed the opportunity to encounter an important person in my life.

- 4.** Read the text again and identify which paragraph(s):
- sets the scene



reveals the first clue

reveals the second clue

- presents factual outcome
- presents the writer's thoughts/reflection

- 5.** Is the outcome predictable after the third paragraph? Why? Why not?

- B. 1.** Think of a mistake or an accident. It can be something that happened to you, someone you know, or a famous person.
- 2.** Did the mistake/accident work out for the best, or not? Think about how things might have turned out differently if it had not happened. Use a chart to organize your ideas.
- 3.** Write a descriptive account of the event. Write about what happened as a result of the mistake or accident, and speculate on how things might have turned out differently if it had not happened.

| What happened? | What might have happened? |
|----------------|---------------------------|
| | |

The Mistake that Led to My Father Becoming a Doctor
 My father had always wanted to become a historian. He used to read history books, follow current affairs consistently, and collect all the data he could from different sources.

At the time, there was no Internet, so reading and collecting data demanded access to books and other published materials, and a lot of determination. He was supposed to pursue a relevant course of study and specialization. He could not have known that his outstanding performance in science and biology would accidentally steer him away from history and secure a place for him in medical school.

Writing Corner

When you write a personal account or narrative:

- **think about the people involved in terms of personality, physical characteristics, skills and abilities, behavior, feelings and aspirations:**
 - personality
 - physical characteristics
 - skills and abilities
 - behavior
 - feelings and aspirations
- **try not to restrict your account to a series of facts. Include details and description which will get your reader visualizing places and people, and speculating, predicting and anticipating what will happen next.**

As you might notice in the model text, factual sentences are interspersed with personal thoughts, comments, and feelings.

1. Use two different colors to highlight factual sentences/information and the writer's personal comments, thoughts, and feelings.
2. Is there a regular pattern? Why? Why not?

11 Form, Meaning and Function

Words Connected with Business

Here are some words and phrases often connected with business. Work with a partner and add a word or phrase of your own to each column.

| Doing Business | Good Business | Bad Business |
|---|---|--|
| a good deal begin negotiations sign an agreement buy/sell _____ | boost sales new and improved an asset a valuable patent _____ | no commercial possibilities make a mistake slipping sales figures stop producing _____ |

Articles

a/an

Use the indefinite article *a/an* before singular count nouns when we refer to the noun in a general sense, and when we mention something for the first time.

In **an** attempt to boost **sales**, **a** well-known soft drinks company created **a** new, improved formula.

the

We use the definite article *the* before singular and plural nouns when we refer to something already known, mentioned or defined.

The new formula, which was tested in 200,000 taste tests replaced **the** original formula.

Use *the* with **superlative** and **comparative** adjectives and adverbs.

In 1876, **the** most important communications technology was the telegraph.

Use *the* to refer to **inventions**.

Alexander Graham Bell invented **the** telephone.

Don't use *the* before the names of **people**, **streets**, **cities**, and **countries**.

Fahd is my brother. He lives on **Main Street**. He's in **Dubai** on vacation.

A. Complete the sentences with **the**, **a**, **an**, or no article (-).

1. A company rejected the patent for _____ telephone.
2. _____ William Orton was offered the patent for _____ invention called the telephone.
3. Orton may have made _____ worst business mistake in history.
4. _____ Alaska had been considered a burden rather than _____ asset by _____ Russia.
5. Replacing the old formula with the new formula proved to be _____ mistake and the company brought _____ original formula back quickly.

B. Work with a partner. Imagine you work in your ideal job. Ask and answer about the following things:

| | | |
|-----------------------|--------------------------|------------------------|
| your salary and perks | your working environment | your colleagues |
| opportunities | recent business deals | mistakes you have made |



Count/Noncount Nouns

Count nouns name things that you can count. They have singular and plural forms.

Singular Count Nouns

a warning
an iceberg

Plural Count Nouns

two warnings
three icebergs

Noncount nouns name things that you can't count: *advice, information, news, time, furniture* etc. They don't use a/an. They don't have plural forms.

Expressions of Quantity: Some/Any

Use *some* in affirmative statements. Use *any* in negative statements and in questions. Use *some/any* with noncount nouns and with plural nouns.

Affirmative (+)

There is some news.
There are some newspapers.

Negative (-)

There isn't any news.
There aren't any newspapers.

Questions (?)

Is there any news?
Are there any newspapers?

Expressions of Quantity: A Lot of, Much, Many, Enough, Plenty of, (A) Few, Little, Hardly Any

Count

How many jobs have you had?
He only has **(a) few** friends.

Noncount

How much gold did they sell?
There's **little** money left.

Use *plenty of, a lot of, hardly any* and *enough* for both plural count and noncount nouns.

She has **plenty of/hardly any** friends. She has **plenty of/hardly any** money.

C. Read the career advice and complete each gap with a word from the box. There is more than one possible answer for some gaps. You will not need to use all the words.

| | | | | | | |
|--------|-------------|------------|--------|----------------|-----------|------------|
| career | high school | occupation | salary | degree | interests | profession |
| | university | guidance | job | qualifications | work | |

1. What are you good at? What _____ is right for you?
2. You should choose a _____ that you'll find rewarding.
3. If you attend _____, you'll obtain a degree.
4. If you have _____, you will earn a higher _____.
5. You should look at your _____, and test your IQ.
6. You should choose a satisfying line of _____ that you'll never find boring.
7. You should ask your teacher for _____ in order to choose the right path.



D. Work with a partner. Ask and answer about the nouns in exercise C. Use quantifiers before the nouns.

A: **How many** part-time jobs have you had?

B: I haven't had **many** part-time jobs but I do have **some** experience working in my father's store. I sold **plenty** of furniture.

A: Do you have **a lot of** interests?



12 Project

As you know, most modern homes are equipped with a number of inventions, i.e. devices, gadgets and appliances, that have become an integral part of our lives. This is the reason we often take them for granted and fail to notice them.

1. Look around your home and make a list of all the inventions that facilitate day to day life, e.g. telephone, microwave oven, printer, etc.
2. Think about where each invention is, what it's used for, and who uses it.
3. Choose 3 or 4 inventions that you think have become almost or completely indispensable for you and/or your family and provide reasons for your choice.
4. Research and collect information about each item and use the chart to make notes.
5. Use your notes to prepare a poster presentation. Make sure you include photos or drawings.




| Inventions | 1 _____ | 2 _____ | 3 _____ | 4 _____ |
|------------------------------------|---------|---------|---------|---------|
| History | | | | |
| Use | | | | |
| Advantages | | | | |
| Disadvantages | | | | |
| Rate of necessity and alternatives | | | | |

13 Self Reflection

| Things that I liked about Unit 1: | Things that I didn't like very much: |
|-----------------------------------|--------------------------------------|
| _____ | _____ |
| _____ | _____ |

| Things that I found easy in Unit 1: | Things that I found difficult in Unit 1: |
|-------------------------------------|--|
| _____ | _____ |
| _____ | _____ |

| Unit 1 Checklist  | I can do this very well. | I can do this quite well. | I need to study/ practice more. |
|--|--------------------------|---------------------------|---------------------------------|
| talk about famous mistakes in history | | | |
| discuss personal mistakes | | | |
| apologize | | | |
| respond to an apology | | | |
| use modals in the past: <i>may have/might have, could have, must have, should have, was/were supposed to</i> | | | |
| use passive modals in the past | | | |
| talk about business | | | |
| use count and non count nouns with quantifiers: <i>some, any, a lot of, much, many, enough, plenty of, few, a little, hardly any</i> | | | |

| My five favorite new words from Unit 1: | If you're still not sure about something from Unit 1: |
|---|---|
| _____ | <ul style="list-style-type: none"> • read through the unit again • listen to the audio material • study the grammar and functions from the unit again • ask your teacher for help |
| _____ | |
| _____ | |



1 Listen and Discuss

1. Despite difficult or unusual circumstances, things sometimes happen against the odds. People can achieve extraordinary things even when others think it's not possible. What is something you have achieved that you or others thought was impossible?
2. Can you think of situations where different organizations or countries have worked together to find solutions to challenging problems? Tell the class about a situation involving your country or other countries in the world.



Global Leaders Take a Stand Against COVID-19

The Group of Twenty (G20) is an international forum for economic cooperation attended by the largest and the fastest-growing economies in the world. Founded in 1999, the G20 brings together leaders from 19 countries and the European Union to discuss the world's most challenging problems.

In December 2019, the Kingdom of Saudi Arabia took over the 2020 G20 presidency. Not long after, the COVID-19 pandemic began to spread across the globe. The scale of the pandemic was so unexpected that most countries were unprepared to deal with it. In response to this emergency, an extraordinary G20 summit was called by King Salman bin Abdulaziz Al Saud to discuss how to deal with the crisis. The G20 leaders met virtually via a video conference on March 26, 2020.

For Saudi Arabia and the rest of the G20 leaders, it was a priority to deal with the pandemic and its effect on global health, societies, and economies. "The unprecedented COVID-19 pandemic is a powerful reminder of our interconnectedness and vulnerabilities," the G20 leaders reported in the statement they issued on COVID-19 after the virtual summit. "The virus respects no borders. Combatting this pandemic calls for a transparent, robust, coordinated, large-scale and science-based global response in the spirit of solidarity. We are strongly committed to presenting a united front against this common threat."

The G20 committed itself to working alongside other major international institutions – such as the World Health Organization (WHO), International Monetary Fund (IMF), World Bank Group (WBG), and United Nations (UN) – to fight the pandemic. The leaders expressed their determination to do everything in their power, both individually and collectively, to achieve the following goals:

Protect people's lives

While pledging to protect all people, the leaders placed an emphasis on protecting those who are most vulnerable. The ways they proposed to achieve this were by sharing information, exchanging data on the disease, sharing materials needed for research and development, and strengthening the world's health systems. They also prioritized manufacturing medical supplies and making them available to regions that needed them the most at affordable prices and as quickly as possible. The need to plan for possible future pandemics and increase research and development funding for vaccines and medicines was not forgotten either.

Safeguard the global economy and trade

The summit's statement outlined measures to minimize the pandemic's economic and social damage, support global growth, and make sure that global markets remain stable. This included injecting over five trillion U.S. dollars into the global economy.



The G20 leaders expressed their confidence that their response would “get the global economy back on its feet and set a strong basis for the protection of jobs and the recovery of growth.”

Another priority included minimizing disruptions to trade and global supply chains, and working to ensure the flow of important medical supplies, agricultural products, and other goods and services across borders.

Improve global cooperation

After expressing their concern with the risks faced by countries, the leaders pledged to help all countries in need of assistance, and especially the developing and least developed countries that might be less able to cope with the situation. They also invited organizations such as the WHO, IMF, and WBG to cooperate further to support these countries facing health, economic, and social problems as a result of COVID-19.

“We are confident that, working closely together, we will overcome this. We will protect human life, restore global economic stability, and lay out solid foundations for strong, sustainable, balanced and inclusive growth,” the G20 leaders concluded.

Quick Check ✓

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

| | | |
|------------|-----------|------------|
| disruption | priority | summit |
| pledged | safeguard | vulnerable |

1. More laws need to be passed to _____ the planet. I don't think we're doing enough to protect it.
2. The student _____ to follow the school's ethical code of conduct.
3. The leaders of 12 African countries attended the _____ to discuss how to improve trade on the continent.
4. Children are the most _____ members of our society, so we should do everything we can to protect them.
5. You can help me wash the dishes, but that isn't a _____. Studying for your exams is much more important.
6. A huge bird flew into our classroom today. It hopped from desk to desk, knocking over books and pens and causing a huge _____ in class.

B. Comprehension. Answer the questions.

1. Why was the summit held?
2. With which organizations did the G20 leaders say they would cooperate?
3. What action did the G20 countries decide regarding medical supplies?
4. In what ways did the G20 leaders plan to help global trade?
5. Which countries would be the focus of G20 assistance?

2. Pair Work

وزارة التعليم
Ministry of Education
2021 - 1443

With a partner, make a list of the different ways the COVID-19 pandemic affected life in your country. Then compare your list with the rest of the class.

3 Grammar

Such...That/So...That

Such and *so* make the meaning of an adjective or adverb stronger. *Such...that* and *so...that* are used to show cause and effect.

such + adjective + noun + *that*

It was **such** a strange experience to see my old friend again **that** I was speechless.

Jake is **such** a determined person **that** he always manages to succeed.

so + adjective or adverb + *that*

Finding my keys on the beach was **so** unlikely **that** I was shocked when I spotted them.

He ran **so** quickly **that** he won the race.

so + *many/few* + plural count noun + *that*

We discovered **so many** similarities between our lives **that** it almost frightened us.

So few people were accepted into the school **that** it's amazing we both got in.

so + *much/little* + noncount noun + *that*

I have **so much** homework **that** I won't be able to go out tonight.

He had **so little** training **that** no one thought he would be accepted to the energy company.

Note: *That* is frequently left out in casual speech.

The book was **so** popular **(that)** it sold out within a week.

Reducing Adverb Clauses

An adverb clause can be reduced to a participle phrase when the subject of the adverb clause and the subject of the main clause are the same. To do this, drop the subject in the adverb clause, and follow it with a gerund.

After we met online, we discovered that we live in the same town.

After meeting online, we discovered that we live in the same town.

I ran into him on the street while I was calling him on my cell phone.

I ran into him on the street while calling him on my cell phone.

A. Complete each sentence with **such (a/an)**, **so**, **so much**, **so many**, **so little**, or **so few**.

1. My grandfather drives _____ slowly that other drivers get annoyed.
2. I got _____ sleep last night that I feel exhausted today.
3. He has _____ big family that he has cousins he hasn't even met.
4. They are _____ good friends that they are more like brothers.
5. The restaurant was _____ crowded that we couldn't get a seat.
6. There are _____ rooms left in the hotel that we'll have to take whatever is available.
7. There are _____ good courses this year that I can't decide which ones to take.
8. That TV has _____ large screen that it feels like you are almost part of the story.
9. There are _____ shoppers in the store today that it looks empty.
10. There are _____ good TV programs on these days that I hardly watch TV at all.

B. Match the sentences. Then use these ideas to write one sentence with **so...that** or **such...that**.

💡 I'm having *such* a good time *that* I don't want to go home.

- | | |
|---|---|
| 1. <u>d</u> I'm having a good time. | a. My mouth burned for half an hour after eating it. |
| 2. ___ The food was spicy. | b. We've had to build a shelf to put them on. |
| 3. ___ Emma is a popular name. | c. They only accept one student for every 100 applications. |
| 4. ___ The school is selective. | d. I don't want to go home. |
| 5. ___ The company received many complaints. | e. We'll never be able to finish it all. |
| 6. ___ My brother has won many sports trophies. | f. There are four girls in the class with that name. |
| 7. ___ You made a big meal. | g. They had to recall the product. |

C. Rewrite the sentences, reducing the adverb clauses to participle phrases.

💡 While my brother was vacationing in New York City, he visited the Empire State Building.
While vacationing in New York City, my brother visited the Empire State Building.

- After I finish a large meal, I often feel sleepy.
- You should **always** put on sunscreen before you go to the beach.
- While we waited for the bus, we looked through some magazines.
- Before they found an apartment to rent, they had looked at dozens of apartments.
- Before we moved to Riyadh, my family had always lived in the country.
- Since he joined the social networking site, he has met many new friends.
- While I was walking down the street, I ran into my old science teacher.

D. Look at the picture. Describe what you see using **so...that**, **such...that**, and reduced adverb clauses.





4 Conversation



Ahmed: Fahd? Fahd?

Fahd: Yes? Hey, aren't you...?

Ahmed: Ahmed! Abdullah's brother. From Jeddah. From back home.

Fahd: I knew you looked familiar, but I couldn't place your face. What are you doing here?

Ahmed: I'm going to school here.

Fahd: No way! That's incredible. Abdullah never mentioned that you were going to college in Beirut.

Ahmed: I didn't know either until a couple of months ago. I applied, but I was put on the waiting list. It was looking **iffy** there for a while, but I got a **break** in July. A space opened up. I was so happy that I was **on cloud nine** for weeks.

Fahd: I can't get over **this**. What are the chances? I hope we'll see each other around campus. Though, I don't know if we'll run into each other **that** often. I'll be spending most of my time on the north campus. That's where most of my classes will be.

Ahmed: Why? What are you studying?

Fahd: Pre-law.

Ahmed: No way! I'm studying pre-law, too!

Fahd: OK. Now you're **freaking me out**.

Ahmed: This is amazing. What dorm are you in? Wait. Don't tell me. I bet you're in Fares Hall.

Fahd: No. Habib Hall.

Ahmed: Whew. I'm almost glad. I don't think I could have handled another coincidence.

About the Conversation

1. How do Ahmed and Fahd know each other?
2. What unexpected coincidences are revealed during their conversation?
3. How does Fahd feel about the coincidences?

Real Talk

iffy = uncertain

break = significant opportunity

on cloud nine = extremely happy

freak (someone) out = to shock or disorient someone

Your Turn

Role-play with a partner. Think of a situation in which two people might be surprised by a coincidence, for example: two people finding out they have the same name, or two friends who run into each other at the mall and find out that they've just bought the exact same item. Role-play the conversation, using phrases for expressing surprise.

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?

5 Listening

Listen to the story about identical twins who were separated at birth. Then list the similarities between the twins.



How are Alicia and Jenna alike?

6 Pronunciation

Sometimes consonant sounds are left out in casual speech. For example, when a word with a final **t** is followed by a word that begins with another consonant sound, the **t** is often left out. Listen and practice.

1. They are identical twins who, **at** birth, were adopted by different **f**amilies.
2. The first **m** meeting was emotional.
3. I thought **t** my heart **t** was going to thump out of my chest.
4. I just **d**ropped the phone.
5. The strangest **t** thing of all is that **t** we even have the same recurring dream.

7 Vocabulary Building

A. You will see the following words in the reading on pages 26 and 27. Match the words with their meanings.

- | | |
|------------------------|---|
| 1. _____ detectable | a. remaining whole and unharmed |
| 2. _____ disoriented | b. imagining things that are not real |
| 3. _____ exhilarating | c. very thin and tired |
| 4. _____ haggard | d. able to be found |
| 5. _____ hallucinating | e. the quality of radio waves received by a device |
| 6. _____ intact | f. very surprising |
| 7. _____ reception | g. causing a strong feeling of excitement and happiness |
| 8. _____ startling | h. confused |

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



www.iem.edu.sa

8 Reading

Before Reading

Think of a story you've heard about a person who survived a dangerous or difficult situation. Tell the class about it.



Survival Against the Odds

Beating the odds is always a great feeling. Just ask anyone who has been accepted to a selective college, or unexpectedly won an athletic event. But beating the odds is never quite as exhilarating an experience as when the odds are against your survival.

Tami Oldham Ashcraft knows this feeling. At the age of 23, while she was sailing the South Pacific, Ashcraft was caught in a violent hurricane. The 50-foot (15-meter) waves overturned her boat. Ashcraft, who was below deck, was knocked unconscious. When she awoke 27 hours later, the boat had turned right side up again, but the storm had been so violent that the sails were destroyed, the motor was dead, and the radio was lost. Only the rudder, which steers the ship, was intact. Ashcraft was badly injured and disoriented.

Determined to survive, Ashcraft created a sail from scraps of material and charted a path to Hawaii, which was 1,500 miles (2,400 kilometers) away. Traveling only two miles an hour, Ashcraft reached her destination 41 days later. Having lost 40 pounds (18 kilograms) during her ordeal, Ashcraft was thin and haggard when she arrived. However, she was happy and grateful to have beaten the odds. Ashcraft, who still sails, eventually told her tale of survival in a book called *Red Sky in Mourning*.

Another such tale of survival against the odds can be told by Eric Le Marque, a hockey player who played with the French national Olympic team during the 1994 Olympics. One day in February 2004, Le Marque set out for a day of snowboarding in California's Sierra Nevada Mountains. But by the end of the day, Le Marque found himself in a life-or-death situation.

While looking for a good place to snowboard, Le Marque lost his way and ended up in the wilderness at the back of the mountain. Le Marque, who had expected to just be out for a couple of hours, had no food, very few supplies, and his cell phone battery was dead. All he had was a seemingly useless pocket radio. Once he realized he was lost, he decided to keep moving. Unfortunately, he chose the wrong direction and, over the next few days, moved farther and farther away from safety and rescue. Knowing that eating snow lowers body temperature, Le Marque ate only tree bark and pine seeds.

After a few days Le Marque had an idea that may have saved his life. He turned the pocket radio into a kind of compass. He noticed that whenever he pointed the radio in a certain direction, the reception for a local radio station grew stronger. Using this radio reception as a guide, Le Marque switched direction and started walking towards safety and, ultimately, rescue.

For days, Le Marque struggled through hunger, freezing temperatures, and 12-foot (4-meter) deep snow. By the eighth day, Le Marque was so weak and his legs were so frostbitten that he could no longer walk or even stand. He was in such bad condition that he began hallucinating that his situation was just a video game. He recalls thinking, "The game is over. Let's reset it. I give up." Le Marque was at the point of exhaustion and death when he was found by rescuers in a helicopter. Although he lost his legs to frostbite, Le Marque's survival experience left him with more of an appetite for life than ever before. After being fitted with artificial limbs, he vowed to go snowboarding again. Only in the future, he plans to be much better prepared.

Occasionally, some owe their survival not to struggle, but to nature. Take the startling case of Mitsutaka Uchikoshi. One cold October day in 2006, Uchikoshi had been with a group on a mountain in western Japan. After wandering off into a field on his own, Uchikoshi tripped, hit his head, and was knocked unconscious. As Uchikoshi remembers,



"I was in a field, and I felt very comfortable. That's my last memory." He remained unconscious in almost-freezing temperatures without food or water for more than three weeks.

When he was found in the freezing field 24 days after his fall, he did not seem to be breathing and had no detectable pulse. His body temperature was nearly 30 degrees below normal, and his organs had nearly shut down. Doctors assumed he was dead. Yet something incredible happened while he was at Kobe City General

Hospital: He woke up! Even more incredibly, Uchikoshi, who was treated for severe hypothermia and blood loss, made a full recovery. Doctors believe that Uchikoshi's body went into a state similar to hibernation. In hibernation, the body temperature of an animal is lowered and its breathing and heart rate slow down. Hibernation reduces the need for food and protects animals from damage to the brain and other organs.

Stories like these remind us that even when we are in a situation that seems impossible, we should never give up hope. After all, there is always a chance that you will succeed—against the odds!

After Reading

Answer the questions.

1. How did Ashcraft beat the odds?
2. What condition did Ashcraft return in?
3. How did Le Marque end up in such a dangerous situation?
4. What were two decisions Le Marque made that helped him survive?
5. How did Uchikoshi end up unconscious in an ice field?
6. How was the state Uchikoshi ended up in similar to hibernation?

9 Speaking

1. Work in pairs/groups. Think about emergency situations that are life-threatening, such as being stranded in the desert, getting caught in a storm, being trapped in a cave in freezing weather, or being buried under the ruins of a building after an earthquake. Talk about survival stories that you have read or heard about.
2. What qualities and attitudes can help a person beat the odds in a survival situation? Do you think some people are better able to survive than others? Why? Why not?
3. Use the situations in the chart below or add your own. Some notes have been made for you. Add your own ideas and talk about them in class. Compare ideas with other pairs/groups.

| | Survival situation | Helpful attitudes | Helpful actions |
|---|---|---|--|
| 1 | trapped in a building after an earthquake | have a strong will or determination to live | defeat negative thoughts and fears; do not panic |
| 2 | | | |
| 3 | | | |
| 4 | | | |



10 Writing

- A. 1. What makes the Kingdom of Saudi Arabia a strong and wealthy nation?
2. How can it become an even stronger global economy?
3. Read the text and find out.
- Are some of your ideas included in the text?
 - Is there new information? What is it about?
 - How are the following defined in the text?
 - a vibrant society
 - a thriving economy
 - an ambitious nation

رؤية VISION 2030 المملكة العربية السعودية KINGDOM OF SAUDI ARABIA

The Kingdom of Saudi Arabia is blessed with an abundance of untapped, natural resources and growth opportunities. Its real wealth, however, lies in the abilities and potential of the nation's society. Saudi Arabia is an exceptional nation due to its Islamic faith, national identity, culture and heritage.

A vibrant society will be the foundation of Saudi Arabia's 2030 vision. A society whose members enjoy a fulfilling and secure life in an attractive, sustainable environment, and are empowered by social and health care systems that ensure their physical, psychological, and social well-being.

The Saudi society is defined by its adherence to Islamic values and its family orientation. It is essential, therefore, to support and empower families so that they can develop their children's talents and character, and have an active role in their education.

The Saudi nation cherishes the honor bestowed upon the Kingdom to welcome and serve an increasing number of pilgrims and visitors every year. The expansion of the Two Holy Mosques and the upgrading of services and facilities had helped to cater for 15 million visitors from its development until 2020. These improvements will continue to ensure that all pilgrims are well looked after when they visit.

Culture and entertainment are an integral part of a fulfilling life. To this effect, projects will be launched to establish libraries, galleries,

and museums and provide different types of entertainment.

A thriving economy offers equal opportunities for all citizens through an updated, high quality educational system aligned with the employment needs of a dynamic market. Access to economic and employment opportunities will be available for entrepreneurs, small and large enterprises. The Kingdom's diversified economy and streamlined business services will attract new talent and investments. Saudi Arabia's strategic position will make it the logistical hub connecting Europe, Africa, and Asia.

Investment capabilities will be maximized through the ongoing privatization of state owned assets and agencies. New sectors will enrich national economy. Telecommunications and information technology, including high-speed broadband, will be developed in and around cities and rural areas.

An effective, transparent, responsible, accountable, enabling, and high-performing government is a fundamental prerequisite for **an ambitious nation**. In view of this, all the necessary steps will be taken to ensure that relevant services and regulations are in place, to foster the ongoing growth and development of the private and non-profit sectors. Our goals and commitments include programs that will contribute to the effective restructuring of government agencies, fiscal management, regulations, and performance management programs.*

- B. 1. Write about your vision of the future. Choose an area/sector that you would like to focus on. Here are areas that you might like to choose from:

Sports • Technology • Entertainment • Education/Schools • Culture
Cities • Energy • Sustainability • Business • Health • Social Services
Water Management • Employment • Buildings/Construction



2. Research and find out more about:
- Saudi Arabia 2030 Vision
 - Other projects and information relevant to your chosen area of focus
3. Write your essay.

| Features, factors, facilities, support, and resources | Available Now | 2030 | 2050 |
|---|---------------|------|------|
| | | | |

Cities of the Future

I can visualize different versions of cities in the future but they all share one essential characteristic. They are protected by a bio-dome, built to make the most of light and renewable energy and prevent the damaging effects of radiation.

As a city expands, new adjacent domes are constructed around the initial mega dome. A satellite view of the city would show it as a number of "bubbles" in the shape of a flower, with or without a stem, or a string of bubbles in a geometrical shape, and so on...

Strict building regulations will prevent arbitrary constructions and determine the type of materials to be used...

Writing Corner

When you write about your vision:

- **close your eyes and visualize, i.e. create imaginary mental pictures.**
- **hold the image in your memory and make notes (write key words, e.g. adjectives, nouns, etc. that describe the image).**
- **address your readers directly.**
- **think about what they might know or have seen in images, films, science fiction, documentaries, and other sources.**
- **use vivid descriptions and similes.**
- **be imaginative and creative.**
- **use a thesaurus or dictionary to help you.**
- **draw a picture.**

Edit the following examples to make them more reader-friendly and imaginative.

1. Residential districts are constructed according to a set of pre-approved plans and are required to use sustainable technologies.
2. The domes function as filters of urban biospheres with thriving indoor and outdoor vegetation in all available spaces.



11 Form, Meaning and Function

Past Progressive

Use the past progressive (*be* + present participle) to describe a long action that is interrupted by a short action.

As Figlock **was walking** down a Chicago Street, a baby **fell** from a fourth-story window. A year later, while he **was passing** by that same building, the same baby **fell** out of the same window and **landed** on Mr. Figlock.

Use the past progressive when we describe what was happening at a specific time in the past.

Q: What **were** you **doing** at three o'clock today? **A:** I **was driving** home from work.

Use the past progressive when we talk about a temporary state or action.

Q: Have you always lived in Riyadh? **A:** No. A few years ago, I **was living** in Dubai.

Q: What **were** you **doing** in Dubai? **A:** I **was studying** for my degree.

Use the past progressive with *always* to describe a repeated or annoying action.

My old car **was always breaking** down so I bought a new one.

Use the past progressive to describe two actions that were happening at the same time.

On June 6, 1980, Edwin Robinson **was out walking** and looking for his pet chicken during a thunderstorm when he was struck by **lightning**.

Was/Were Going To and Was/Were About To

Use *was/were going to/about to* + base form to refer to actions that were intended but probably didn't happen.

I **was going to study** Engineering, but my father advised me otherwise.

They **were just about to leave** when the phone rang.

- A. Complete the news report using the verbs in parentheses. Use the passive and active simple past, the past progressive tense and **was/were about to**.

The last thing 17-year-old Ricardo Gordon remembers _____ (1. be) that a storm _____ (2. be about to) come, and he _____ (3. rush) to get inside. Next thing he _____ (4. know), he _____ (5. lie) in a hospital bed. Here is what _____ (6. happen).

Ricardo _____ (7. listen) to the live broadcast of the football game when lightning _____ (8. hit) him. As a result, his hair and ears _____ (9. burn), and he _____ (10. have) dark spots all over his body. The wounds on his body _____ (11. follow) the wire of his smartphone, from his ears down to his hip, where he _____ (12. carry) the device. The electric current _____ (13. travel) from his smartphone to his headphones. Ricardo is lucky to be alive!



- B. Work with a partner. Look at the newspaper headlines and imagine the story. Tell the story.

British Burglar Says "Sorry" with Flowers

Criminals with Big Plans, Small Car

Paper Boy Steals Truck to Speed Up Deliveries

Past Perfect Tense

Use the past perfect tense (*had* + past participle) to indicate an action that happened before another action in the past

When Edwin Robinson was struck by lightning he **had been** blind and deaf for almost 10 years.

Past Perfect Progressive and Past Simple Tense

We use the past perfect progressive when the activity was in progress at the time another activity or event happened in the past.

King Umberto of Italy **had been climbing** into his carriage when he was assassinated.

C. Complete the sentences using the verbs in parentheses. Use the simple past and the past perfect forms.

- Ahmed _____ (cook) his favorite meal when the pan _____ (catch) fire.
- By the time we _____ (arrive) at the picnic, the rain _____ (stop).
- Dinosaurs _____ (be) extinct for millions of years before the first humans _____ (appear).
- I _____ (never, travel) outside my country until I _____ (go) to Disney World last summer.
- We wanted to get a picture of the meteorite, but when we _____ (arrive), the police _____ (already, take) it away.



D. Read the article from a small-village newspaper about a local amateur car repairer. Complete the article with the correct form of the verbs. For some answers, both the simple past and the past perfect forms are possible.

Hobbyist Engine Repairer Forgets Important Detail

HILLCREST, Texas—John Wilkinson, an amateur car mechanic, _____ (1. attempt) to fix his car's engine after it started to make strange noises.

Wilkinson _____ (2. spend) weeks planning every detail of the repair. He _____ (3. buy) all the extra tools he required, and _____ (4. take) the engine off his car.

Wilkinson _____ (5. feel) confident that he _____ (6. plan) all the delicate work completely and correctly. The repair itself _____ (7. go) off without a hitch. The problems began when Wilkinson _____ (8. try) to test the engine after three days of work in his garage.

Wilkinson _____ (9. decide) to run the engine after he put everything back in place. He

_____ (10. leave) the engine running for a long time to test it. He then _____ (11. try) to drive the car to check that all was working perfectly but the engine suddenly stopped. Wilkinson was very

worried that something had gone wrong with the engine, but he then _____ (12. discover) that he _____ (13. make) an incredibly foolish mistake. He _____ (14. think) so much about

repairing and checking the engine, that he _____ (15. forget) to fill the gas tank before starting the test drive!

12 Project

1. Work in pairs/groups. Research and collect information about real survival stories.
2. Use a real story or create your own. Think about:
 - the setting (where the story took place)
 - the people/person involved
 - the circumstances
 - the survivor's attitude
 - the survivor's actions and frame of mind
 - how the survivor managed to save himself or was rescued
3. Make notes in the chart and use them to organize and finalize your story.
4. Make a comic strip or a storyboard with your story.
5. Share the work among members of your group. If you make a comic strip decide on:
 - what will go in each frame
 - whether you will use captions to narrate the story
 - whether you will use speech bubbles and thought bubbles to show what each person is thinking or saying
 - what you will write in the captions
 - what you will write in the bubbles
6. Display your comic strip in class and act it out.

| A Survival Story | |
|----------------------------------|--|
| The people/person involved | |
| The setting/location | |
| The circumstances | |
| The problem | |
| The survivor's attitude/feelings | |
| The survivor's actions | |
| The final outcome | |

13 Self Reflection

| Things that I liked about Unit 2: | Things that I didn't like very much: |
|-----------------------------------|--------------------------------------|
| _____ | _____ |
| _____ | _____ |

| Things that I found easy in Unit 2: | Things that I found difficult in Unit 2: |
|-------------------------------------|--|
| _____ | _____ |
| _____ | _____ |

| Unit 2 Checklist | I can do this very well. | I can do this quite well. | I need to study/ practice more. |
|---|--------------------------|---------------------------|---------------------------------|
| discuss remarkable events and coincidences | | | |
| express surprise | | | |
| use <i>such...that/so...that</i> | | | |
| reduce adverb clauses | | | |
| use the past progressive | | | |
| use <i>was/were going to; was/were about to</i> | | | |
| use past perfect forms and past simple | | | |

| My five favorite new words from Unit 2: | If you're still not sure about something from Unit 2: |
|---|---|
| _____ | <ul style="list-style-type: none"> • read through the unit again • listen to the audio material • study the grammar and functions from the unit again • ask your teacher for help |
| _____ | |
| _____ | |



3 Beauty Is Only Skin Deep

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.





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.



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. _____ 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.

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.





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...



5 Listening

baby food



cabbage

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

| | 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.

- One recent fad diet that **was** popular with some famous people **was** the baby food diet.
- Baby food **has** a texture and taste that is unappealing to adults.
- The small portions **aren't** enough to keep an adult healthy.
- It **doesn't** provide any of the vitamins and nutrients a person needs to survive.
- 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 40 and 41. 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.



رابط الدرس الرقمي
www.ien.edu.sa



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, 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.

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.



قرآن مخطوط
Hand Written Quran
(Old script)

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 | | |



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



- B. 1.** Write a persuasive essay, answering 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?



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 zip on my handbag needs to be replaced. (= Someone needs to replace the zip 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?

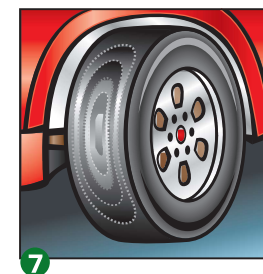
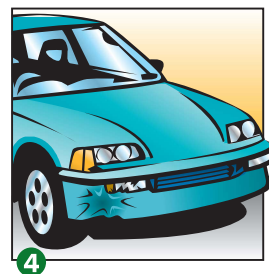
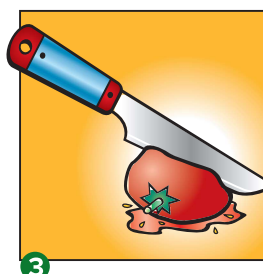
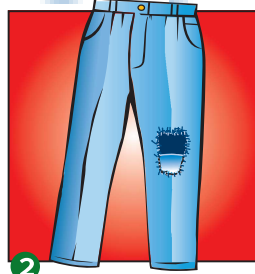
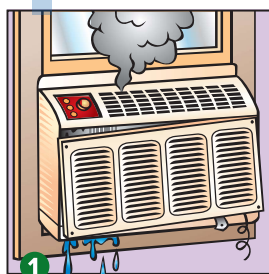
Past Participles as Adjectives

break—**broken** The zip was **broken**. He fixed the **broken** zip.
 crack—**cracked** The mirror was **cracked**. I threw away the **cracked** mirror.
 damage—**damaged** Her health was **damaged** by the fad diet. The fad diet **damaged** her health.
 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.*



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.

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.

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

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

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

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

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

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

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





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 | | | |

13 Self Reflection

| Things that I liked about Unit 3: | Things that I didn't like very much: |
|-----------------------------------|--------------------------------------|
| <hr/> | <hr/> |
| <hr/> | <hr/> |

| Things that I found easy in Unit 3: | Things that I found difficult in Unit 3: |
|-------------------------------------|--|
| <hr/> | <hr/> |
| <hr/> | <hr/> |

| Unit 3 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 <i>that</i> | | | |
| use noun clauses after verbs | | | |
| use noun clauses after adjectives | | | |
| use noun clauses as subjects of sentences | | | |
| use the structures: <i>needs to be done; get/have done</i> | | | |
| use present and past participles in a range of ways | | | |


| My five favorite new words from Unit 3: | If you're still not sure about something from Unit 3: |
|---|---|
| <hr/> | <ul style="list-style-type: none"> • read through the unit again • listen to the audio material • study the grammar and functions from the unit again • ask your teacher for help |
| <hr/> | |
| <hr/> | |
| <hr/> | |
| <hr/> | |

1 Language Review

A. Complete each sentence with **might have**, **could have**, **must have**, **should have**, or **was/were supposed to**. For some items, more than one modal is possible.


1. He _____ enjoyed the game if he had gone with them. But then again, he _____ been bored.
2. You _____ told us that you needed a place to stay. There's plenty of room in our apartment.
3. Luke was really hoping to get the job. He _____ been disappointed when they gave it to someone else.
4. She _____ not _____ said she preferred Maria's hair long. I think she hurt her feelings.
5. Where were you on Saturday? You _____ help clean the apartment.
6. If your dinner was cold, you _____ asked the waiter to heat it up.
7. The streets are all wet. It _____ rained last night.
8. John _____ graduate in June, but he decided to take a year off.

B. Join each set of words together to form a sentence. Use **so**, **such**, **so many**, **so much**, **so little**, or **so few...that...**

 the adhesive is / strong / it stuck my fingers together
The adhesive is so strong that it stuck my fingers together.

1. the noise was / startling / it made us jump
2. they are / good friends / I assumed they would go to the same university
3. I had / interest in the documentary / I fell asleep halfway through it
4. people were / outraged by the radio announcer's comments / his show was cancelled
5. he got / disoriented driving in the city / he had to use Google Maps to find his way home
6. he is taking / classes this semester / he has time to work two jobs
7. it was / a violent storm / it snapped most of the branches on that tree
8. she is / an absent-minded person / she forgot her dental appointment
9. the accident did / damage to the car / it's not even worth fixing
10. there were / people ahead of us in line / it took an hour to get into the museum

C. Complete each sentence with a participle phrase and an idea of your own.

-  After _____ *spending the day at the beach* _____, he was very sunburned.
1. While _____, I had the most exhilarating feeling.
 2. After _____, she didn't feel very well.
 3. Before _____, he was nervous.
 4. While _____, Paul felt completely relaxed.
 5. After _____, her English was much improved.
 6. Before _____, we always make sure the doors are locked.

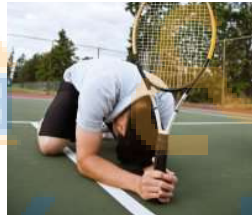
D. Complete each sentence with a noun clause that is true about you.

- ⚡ 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. 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)

F. 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



2 Reading

Before Reading

1. What are you afraid of?
2. How does your body respond when you feel fear?



PHOBIAS: NOTHING TO FEAR

John Dickson was walking down the street with his friend Len when a cute, friendly, little squirrel ran over to them. Len knelt down and gave it a nut, but John froze and backed away in terror. Although the squirrel was clearly not a threat, John felt so terrified that his heart began pounding. He broke out in a cold sweat, and he felt like he was about to faint. Why did John have such an extreme reaction to such a harmless animal? John has a phobia of animals.

A phobia is an intense, irrational fear of a specific situation, activity, or thing that, in actuality, doesn't pose any true danger. People with phobias have a feeling of uncontrollable anxiety when they are exposed to the source of their phobia. This psychological reaction causes many physical symptoms. Some symptoms include shaking, rapid heartbeat, difficulty breathing, sweating, chest pains, dizziness, and a feeling of overwhelming anxiety. When a person has such physical reactions to something they fear, they are said to be having a *panic attack*.

People with phobias feel such great distress when they encounter the thing they fear that they go out of their way to avoid such an encounter. People with phobias often know that their fears are irrational, but feel completely unable to control their fears. Sometimes a phobia has only a minimal impact on a sufferer's life. For example, Janet Acra has a paralyzing fear of spiders (arachnophobia). However, as long as she avoids going into woody or grassy areas, she is generally able to avoid seeing them. Some phobias, however, can prevent sufferers from participating in normal, everyday activities. These kinds of phobias can have a devastating impact on the sufferer's life. For example, after being in a car accident, George Ramirez developed *ochophobia*, a fear of riding in vehicles. After that, the only way George could get from one place to another was to walk. And, since his college was 20 miles (32 kilometers) away—too far to walk—George dropped out.

There are hundreds of different kinds of phobias, but only a handful are very common. One of these phobias is the fear of heights (acrophobia). People with this fear are unable to look out the window of a tall building without feeling a panic attack coming on. Another common phobia is the fear of being in confined spaces (claustrophobia). People with claustrophobia commonly feel trapped when they are in small, enclosed places like elevators, tunnels, or closets. On the other hand, people who suffer from *agoraphobia* fear being in large, wide-open spaces, or places where leaving would be difficult. Agoraphobics generally avoid places like shopping malls, stadiums, and other crowded places. Some people develop such intense agoraphobia that they are not able to leave their home for years.

In addition to the more common phobias, there are dozens of unusual, little-known phobias, such as the fear of clowns (coulrophobia), fear of taking a bath or shower (ablutophobia), and fear of trees (dendrophobia). In fact, there is even a fear of phobias (phobophobia)!



Although no one knows for sure how phobias develop, some researchers believe that phobias are passed from parents to children in one of two ways: either by inheriting the gene for a phobia, or by observing a parent's phobic reaction to something and learning to react in the same way. Another possibility is that phobias are a reaction to something frightening a person may have previously experienced. For example, John Dickson could have developed his fear of animals (zoophobia) when, as a child, he saw an animal bite another child.

However, there are treatments that can help people with phobias. While some people take medication to alleviate their phobias, many others go to counseling where they learn techniques to overcome their phobias permanently. For example, learning simple relaxation exercises can help people feel more in control when confronted with feared objects and situations. People can also be taught to overcome their fear through gradual exposure to it. For example, a person with a fear of heights might be encouraged to imagine being in a tall building. Once capable of doing this without having a panic attack, the person might be brought into the ground floor of a tall building. After becoming comfortable there, the person would be brought to the second floor. Eventually, the phobic person would reach the top floor of the building and the end of their fear.

There is a Japanese proverb that says, "Fear is only as deep as the imagination allows." People who have learned to overcome phobias understand how true this is.



After Reading

A. Write each word next to its antonym.

alleviate confined devastating distress irrational

1. improving _____
2. intensify _____
3. comfort _____
4. released _____
5. logical _____

B. Answer the questions.

1. What is a phobia?
2. What are some physical symptoms that a person with a phobia might experience?
3. Name two phobias and describe them.
4. Why do people develop phobias?
5. Explain some of the treatments available to people with phobias.

Discussion

1. Imagine you know someone who has a fear of cats. How might you try to help that person?
2. Do you think phobias are genetic, learned, or both? Explain.
3. Do you think people of different cultures are more likely to have different phobias? Explain.

3 Language Plus **Aa**

Read the sentences. Then match the idioms with the pictures.

- When the burglar broke into my house, I was **scared to death**.
- That book of scary stories is so spooky it will **make your hair stand on end**.
- I was **scared stiff** while watching that horror film on TV.
- You will **scare the living daylights out of** her if you sneak up behind her.
- Before giving a presentation, I often **get goose bumps**.
- I **shake like a leaf** every time I pass that big, abandoned house.



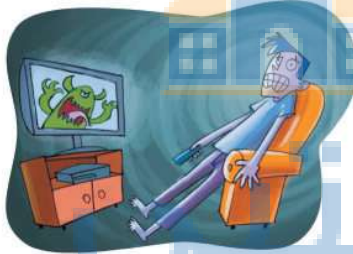
1. scare the living daylights out of



2. _____



3. _____



4. _____



5. _____

4 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.

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



6. _____

Writing Prompt

Write an informational essay about a psychological condition or disorder. Include grammar points from Units 1, 2, and 3.

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.

| 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

James has to give a speech in front of his class, and 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.

James 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. (NIDCD, 2009)

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

4 They Said, We Said



“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?

1 Will Rogers said that the only time people disliked gossip was when the gossip was about them.

2 To quote George Bernard Shaw, “The things most people want to know about are usually none of their business.”

4 Benjamin Franklin once said, “To find out people’s faults, praise them to their friends.”

5 Bertrand Russell said, “No one gossips about other people’s secret virtues.”

3 There’s a Spanish proverb that says: Whoever gossips to you will gossip about you.

7 Eleanor Roosevelt said, “Great minds discuss ideas, average minds discuss events, and small minds discuss people.”

6 Someone once said that trying to squash a rumor was like trying to unring a bell.

8 Oscar Wilde said that there was only one thing in the world worse than being talked about, and that was not being talked about.

9 “If everyone knew what others said about him, there would not be four friends in the world.” A French mathematician named Blaise Pascal said that.

The Gossip Café



11 Someone once said that a gossip is one who talks to you about others; a bore is one who talks to you about himself; and a brilliant conversationalist is one who talks to you about yourself.

10 In an interview I saw recently, a celebrity asked if it was possible for a famous person to live without hearing rumors about himself.

12 I read an interview with a famous celebrity. He said that he thought that the hardest part about being a teenager wasn't dealing with the gossip in the scandal magazines, but dealing with the criticism, ridicule, and gossip of other teenagers.

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.

- Who doesn't like being the subject of gossip? Who does?
- What are some of the frustrations celebrities have expressed about gossip?
- Explain the meaning of the Spanish proverb in your own words.
- Which quote do you most strongly agree with? Why?
- 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?

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.

4. You: I promise that I won't tell your secret.

2. Albert: Can I have the check, please?

5. Mark Twain: The rumors of my death have been greatly exaggerated.

3. Me: He deserves praise for all of his accomplishments.

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.





www.iem.edu.sa

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?

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.

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

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.

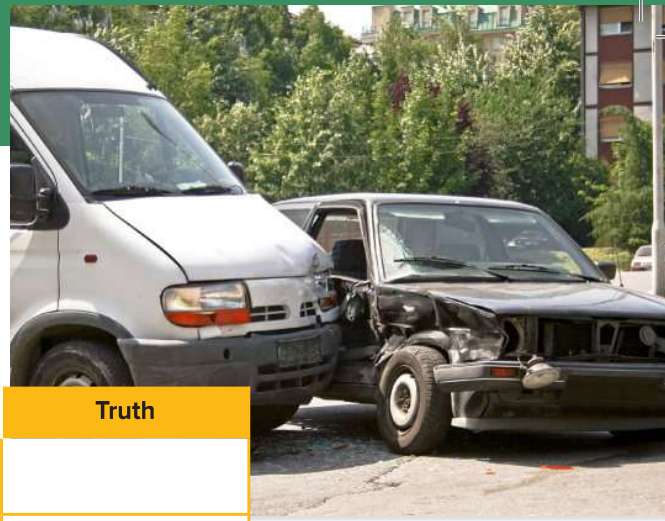
My lips are sealed.

You can trust me.

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 60 and 61. 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.

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 gossip. 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!"



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.

- ___ It is human nature to gossip.
- ___ Disappointment and anger are common causes of gossip.
- ___ Gossiping is usually an effective way of gaining acceptance into a group.
- ___ Gossip usually reduces the status of the person being gossiped about.
- ___ 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?

- Work in pairs/groups. Think about the harm that can be done through spreading rumors and how you can stop them.
- 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 | | | |

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.

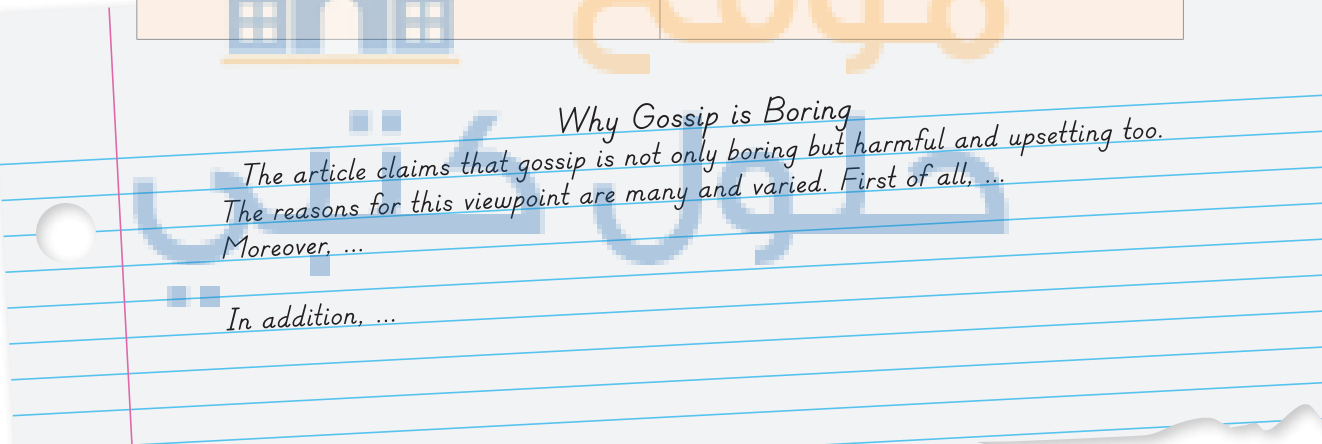


4. Read the text again and identify the main idea. Choose the best summary of the main idea from the list:

- 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.

- B. 1.** Read the article on pages 60 and 61 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. Include an introduction.

| Main Idea | Paraphrase |
|-----------|------------|
| | |



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. Look back at page 53 and read about plagiarism and correct citation.





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

1. ___ I heard a rumor about you.
2. ___ We're very tired.
3. ___ Aisha is always gossiping.
4. ___ Ahmed has a toothache.
5. ___ The children have a sore throat.
6. ___ Faisal cheated on the test.

Advice

- a. You _____ take a rest.
- b. He _____ go to the dentist.
- c. You _____ tell the teacher.
- d. You _____ tell me what you heard!
- e. She _____ about other people.
- 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 test. 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** ...



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?





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 | | | |

13 Self Reflection

| Things that I liked about Unit 4: | Things that I didn't like very much: |
|-----------------------------------|--------------------------------------|
| _____ | _____ |
| _____ | _____ |

| Things that I found easy in Unit 4: | Things that I found difficult in Unit 4: |
|-------------------------------------|--|
| _____ | _____ |
| _____ | _____ |

| Unit 4 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 <i>whether</i> or <i>if</i> | | | |
| use a range of modal auxiliaries for the present and future: <i>must, should, ought to, may, might, can, could</i> | | | |
| Talk about parts of the body | | | |

| My five favorite new words from Unit 4: | If you're still not sure about something from Unit 4: |
|---|---|
| _____ | <ul style="list-style-type: none"> • read through the unit again • listen to the audio material • study the grammar and functions from the unit again • ask your teacher for help |
| _____ | |
| _____ | |





أهلاً وسهلاً
Benvinguts
Bienvenidos
Benvidos
Ongi etorri
Welcome
Bienvenue
Willkommen
歡迎光臨

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 祿 壽 禧
Good Fortune Prosperity Longevity 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.



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

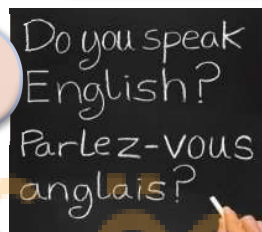
Bookkeeper is the only English word that has three consecutive doubled letters.

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.

- _____ English is the most widely spoken language in the world.
- _____ More people speak English in China than in the United States.
- _____ The shortest complete sentence in the English language is "We go."
- _____ A few words in English have been borrowed from Arabic.
- _____ 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.*

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. <u>h</u> A photographer is someone <u>who</u> | 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. |

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 _____.





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?

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.

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

Asking Someone to Repeat Something

Can/Could you repeat that, please?
 Could 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?

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?

- 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?
- a. I know what you **MEAN**.

b. I know what **YOU** mean.
- a. We've **ALL** had that kind of thing happen.

b. We've all had **THAT** kind of thing happen.
- 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 74 and 75. 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.



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



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 | | | |



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.

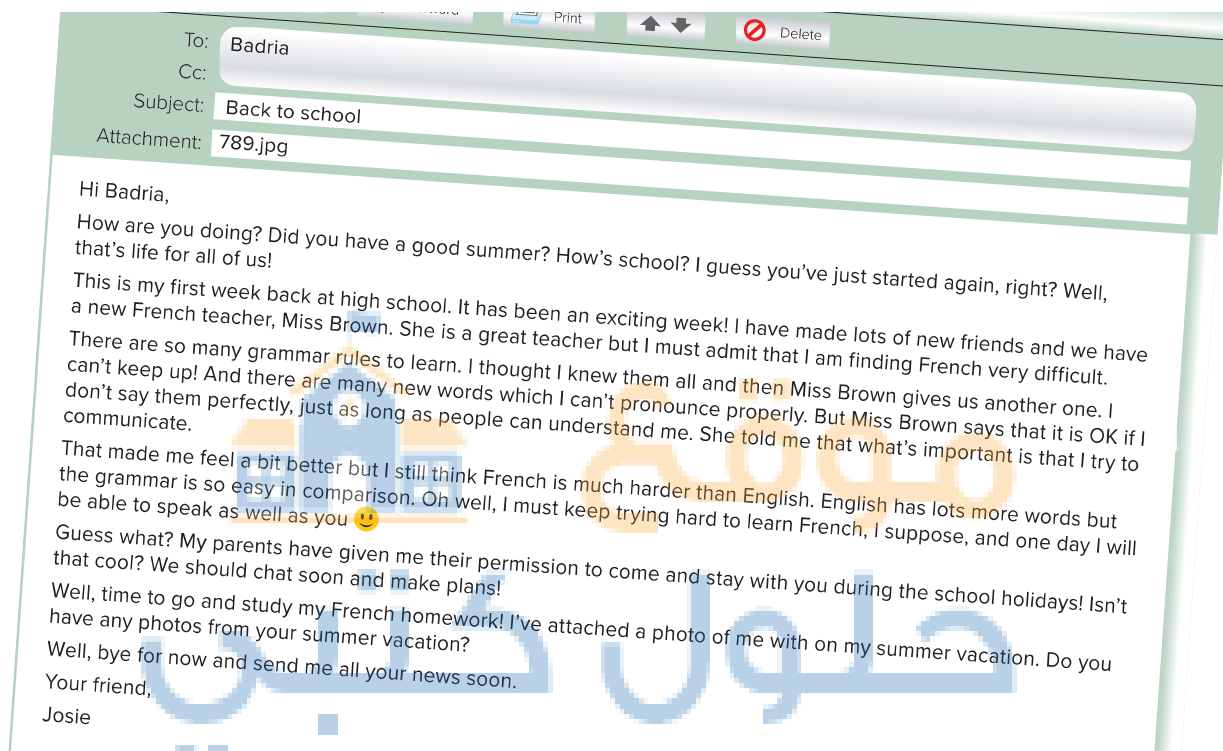
Is it important for a learner of English to imitate one or more varieties when speaking? No, not necessarily, although people who learn the language in its natural setting tend to adopt regional features in terms of pronunciation, vocabulary, and grammar. What is more useful is developing the ability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

- 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?



- 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.*



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 (?)

Will people **speak** Arabic?

Are we **going to learn** Chinese at school?

Answers (Opinions)

I guess so. / I don't think so.

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 (?)

Will you **be working** on the weekend?

Are they **going to be taking** the test, too?

Short Answers (+)

Yes, I **will**.

Yes, they **are**.

Short Answers (-)

No, I **won't**.

No, they **aren't**.

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

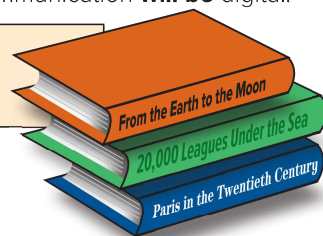
- In the next couple of years, speech recognition applications _____ (translate) foreign languages at business meetings in real time.
- Someday soon, we _____ (use) our smartphones to translate printed text by using the camera function.
- Cars _____ on gasoline. They will run on electricity. (not run)
- Robots _____ (not/be able to) make autonomous decisions. They _____ (do) what they are programmed to do.
- 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



Words Connected with Different Kinds of Vacations

Some words we connect with vacations are:

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

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

c. ___ Ecotourism in the Malaysian rain forest

b. ___ Trekking in Oman

d. ___ Desert Tour, Jordan

| 1 | 2 | 3 | 4 |
|--|--|--|--|
| (1.) <i>Visit</i> 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, _____

4. He won't lend me his textbook. I wish _____

2. If I had some extra money, _____

5. If we had more time, _____

3. My friend asked me to go surfing. I wish _____

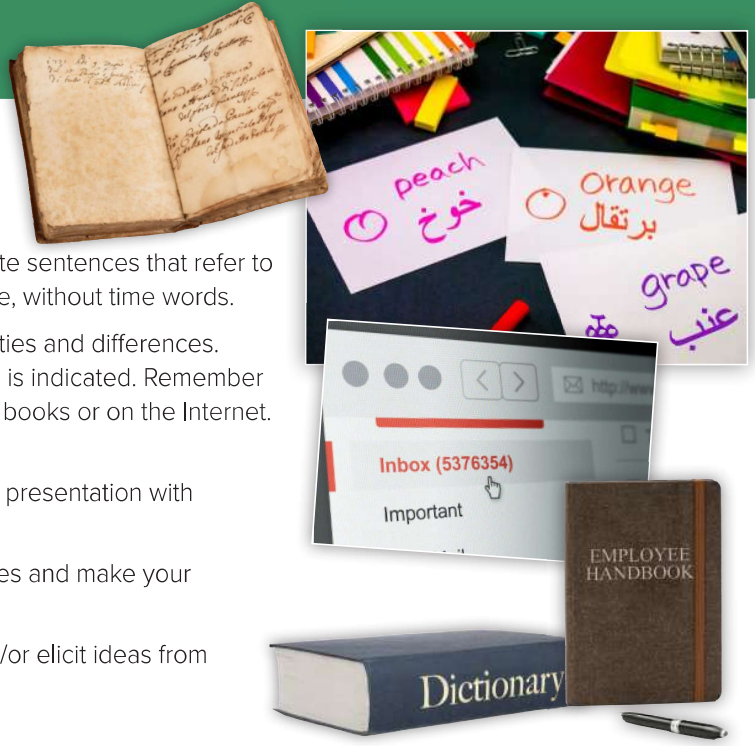
6. If I could be anyone in the world, _____



رابطه الدرس الرقمي
www.ien.edu.sa

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. | | |

13 Self Reflection

| Things that I liked about Unit 5: | Things that I didn't like very much: |
|-----------------------------------|--------------------------------------|
| _____ | _____ |
| _____ | _____ |

| Things that I found easy in Unit 5: | Things that I found difficult in Unit 5: |
|-------------------------------------|--|
| _____ | _____ |
| _____ | _____ |

| Unit 5 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 <i>will</i> and <i>be going to</i> | | | |
| use conditional sentences with if-clauses (present); and <i>wish/ If only</i> | | | |
| talk about different kinds of vacations | | | |

| My five favorite new words from Unit 5: | If you're still not sure about something from Unit 5: |
|---|---|
| _____ | <ul style="list-style-type: none"> • read through the unit again • listen to the audio material • study the grammar and functions from the unit again • ask your teacher for help |
| _____ | |
| _____ | |
| _____ | |
| _____ | |



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.





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 Königsberg, 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 | |

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

B. Comprehension. Answer the questions.

- Why didn't Cortés escape with Moctezuma's treasure?
- What did one of Mexico's former presidents do in an effort to find Moctezuma's treasure?
- Who was Tutankhamun?
- What is so special about King Tutankhamun's tomb?
- What is special about the Amber Room?
- 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?*

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 **whose** wallet 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 **who's** 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 23 rd 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.

وزارة التعليم
Ministry of Education
2021 - 1443

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.

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.
- I'll always remember the day _____.
 - I like to visit places _____.
 - 2009 was the year _____.
 - I'd like to attend a university _____.
 - I felt nervous the time _____.
 - I usually eat in restaurants _____.
 - I like to go to parks _____.
 - 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.

- I have neighbors. Their son has the TV on loud day and night.
- Is he the author? His books are so popular.
- The teacher is fantastic. I'm taking the teacher's course next semester.
- I have a friend. My friend's father is a doctor.
- He is the chef. His restaurant is notorious for causing food poisoning.
- 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.
- Last night I saw a celebrity on TV _____ was annoying.
 - John is a man _____ are always very stylish.
 - They are popular writers _____ are well-known.
 - It is a poem _____ is very difficult.
 - The student _____ won first prize was very proud.

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

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





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

- 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!

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 **him**, **he** was gone.
2. I spent an hour looking for **him** around the neighborhood, but couldn't find **him**.
3. It was a woman in **one** of **her** classes.
4. The most important thing I **have** ever lost was my cell phone.
5. She said a woman **had** found it on the beach.

7 Vocabulary Building

A. You will see the following words in the reading on pages 88 and 89. 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.



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.



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.

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

9 Speaking

- Choose a historical place in Saudi Arabia and talk about it. Think about what you might find there.
- 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?
- 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 | | | |



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 passed 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

- 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?



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)

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 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 Egyptian Museum of Antiquities, Cairo

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)

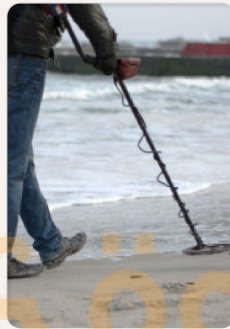
4. The ancient Egyptians knew about the medicinal use of oils and kohl. (not only)

5. You are not allowed to touch anything. (account)



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 | | |

13 Self Reflection

| Things that I liked about Unit 6: | Things that I didn't like very much: |
|-----------------------------------|--------------------------------------|
| _____ | _____ |
| _____ | _____ |


| Things that I found easy in Unit 6: | Things that I found difficult in Unit 6: |
|-------------------------------------|--|
| _____ | _____ |
| _____ | _____ |

| Unit 6 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 <i>where</i> and <i>when</i> in adjective clauses | | | |
| use <i>whose</i> in adjective clauses | | | |
| use conditional sentences with <i>If</i> -clauses (past time) | | | |
| use: <i>as if/as though</i> | | | |
| use a range of inversions | | | |
| talk about historical monuments | | | |

| My five favorite new words from Unit 6: | If you're still not sure about something from Unit 6: |
|---|---|
| _____ | <ul style="list-style-type: none"> • read through the unit again • listen to the audio material • study the grammar and functions from the unit again • ask your teacher for help |
| _____ | |
| _____ | |

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.



C. Circle the correct relative pronoun in each sentence.

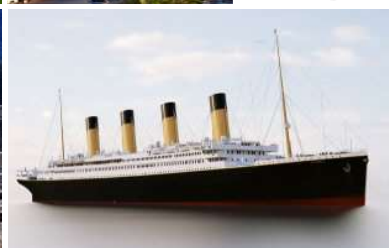
1. My mother is the person (who / that / whose) praise means the most to me.
2. The shirt (where / who / which) I bought has a stain on the collar.
3. The day (where / when / which) he graduated was the best of his life.
4. The appraiser (who / which / whose) determined the diamond's authenticity is 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.

D. Write sentences with adjective clauses for as many of the photos as you can.
Use the pronouns **that**, **which**, **who**, **where**, **when**, and **whose**.

💡 *1939 was the year when World War 2 began.*



1939



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

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 |

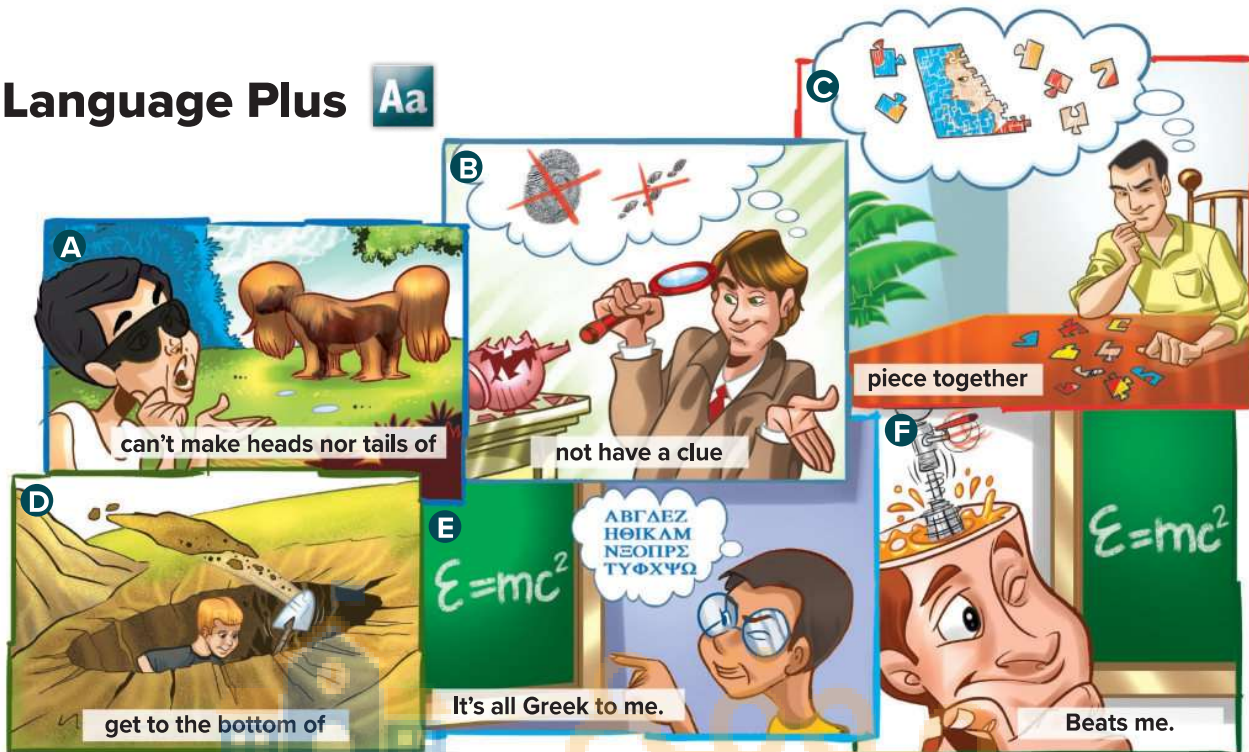
B. Answer the questions.

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?

3 Language Plus Aa



Complete each situation with an idiom shown.

- I cannot understand the directions in this computer manual. _____
- A:** Why did he drop the class?
B: _____ He told me last week that he loved the class.
- I _____ the assignment, so I'm going to talk with my teacher about it.
- 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.
- The investigators will _____ the clues to track down the thieves.
- I found a gold watch in my mailbox, and I do _____ where it came from.

4 Writing 1

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.

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

Writing Prompt

Research and write an essay about an unexplained mystery. Include grammar points from Units 4, 5, and 6.

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

1 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

2 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

3 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 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)

Noun clauses after verbs

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)

Noun clauses as subjects of sentences

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)

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). This...is too...

I'm sorry to have to say this but...
This is completely unsatisfactory.
This is not what I expected/is nothing like...

Real Talk

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

EXPANSION Units 1-3

VOCABULARY

Nouns

cold sweat
distress
phobia

Verbs

alleviate
kneel
pose

Adjectives

confined
devastating
gradual
irrational
minimal

EXPRESSIONS

Idioms

get goose bumps
make your hair stand on end
scare the living daylights out of
scared stiff
scared to death
shake like a leaf



4 They Said, We Said

VOCABULARY

Nouns

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

Verbs

circulate indulge
 divulge praise
 exclude 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

5 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

6 Lost and Found

VOCABULARY

| Nouns | Verbs | Adjectives |
|------------|----------|--------------|
| appraiser | bargain | accustomed |
| astronomer | drain | notorious |
| revenge | evaluate | numerous |
| theory | preserve | persistent |
| treasure | reveal | |
| | | split |
| | | stumble upon |
| | | surrender |
| | | weave |
| | | wedge |
| | | amateur |
| | | authentic |
| | | dazzling |
| | | invaluable |

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 4-6

VOCABULARY

| Nouns | Verbs | Adjectives | Adverb |
|------------|-------------|------------|--------------|
| awe | composed of | diverse | sporadically |
| mass | confound | native | |
| meteorite | | peculiar | |
| occurrence | | rational | |
| species | | | |

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

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 |



iii (t) ©Tatweer Co. for Educational Services, **2** (l) ©Mary Rice/Shutterstock, **2** (cr) ©Elenarts/Shutterstock, **2** (br) ©charnsitr/Shutterstock, **3** (cl) ©Alex_Traksel/Shutterstock, **3** (cr) ©photomaster/Shutterstock, **4** (tr) ©King Ropes Access/Shutterstock, **4** (br) ©waldru/Shutterstock, **5** (tr) ©Luis Carlos Torres/Shutterstock, **5** (tc) ©focal point/Shutterstock, **6** (cl) ©Jeff Thrower/Shutterstock, **6** (cr) ©Liveshot/Shutterstock, **6** (bl) ©Carol M. Highsmith's America, Library of Congress, Prints and Photographs Division [LC-DIG-highsm-04456], **7** (tr) ©Dave Thompson/Shutterstock, **9** (tl) ©sirtravelalot/Shutterstock, **9** 1 ©rambux/Shutterstock, **9** 2 ©wutzkohphoto/Shutterstock, **9** 3 ©Tatweer Co. for Educational Services, **9** 4 ©jacglad/Shutterstock, **10** (tr) ©Kdonmuang/Shutterstock, **11** (tr) ©Zsolt Biczó/Shutterstock, **11** (tr) ©Tobik/Shutterstock, **11** (tc) ©StudioSmart/Shutterstock, **12** (tr) ©Steve Cukrov/Shutterstock, **12** (br) ©sirtravelalot/Shutterstock, **12** (bcr) ©Studio KIWI/Shutterstock, **13** (tl) ©Fotoeditores/Shutterstock, **14** (tr) ©schusterbauer.com/Shutterstock, **18** (l to r) ©Ruslan Ivantsov/Shutterstock, **18** 2 ©Maksym Bondarchuk/Shutterstock, **18** 3 ©Iasha/Shutterstock, **18** 4 ©Hurst Photo/Shutterstock, **18** 5 ©Fotocrisis/Shutterstock, **18** 6 ©David Papazian/Shutterstock, **20** (bl) ©Monty Rakusen/Image Source, **24** (tr) ©Tatweer Co. for Educational Services, **25** (tr) ©Katrina Elena/Shutterstock, **26** (tr) ©Dudarev Mikhail/Shutterstock, **27** (tl) ©DavidXu/Shutterstock, **29** (tr) ©Millenius/Shutterstock, **32** (tr) ©scubadesign/Shutterstock, **34** (t to b) ©Zdenka Darula/Shutterstock, **34** (t to b) ©gresei/Shutterstock, **34** (t to b) ©restyler/Shutterstock, **35** (tr) ©Kasia/Shutterstock, **38** (tr) ©ariadna de raadt/Shutterstock, **39** (tc) ©gresei/Shutterstock, **39** (tr) ©Kyselova Inna/Shutterstock, **39** (cr) ©siriratsavett/Shutterstock, **40** (tr) ©MUHAMMAD FARID/Shutterstock, **40** (cl) ©m.elyoussoufi/Shutterstock, **41** (t to b) ©Zurijeta/Shutterstock, **41** 2 ©urosr/Shutterstock, **41** (3) ©AFZAL KHAN MAHEEN/Shutterstock, **41** (4) ©Gimas/Shutterstock, **42** (tr) ©gulfimages/Alamy Stock Photo, **42** (tcr) ©HansMusa/Shutterstock, **42** (cr) ©michaeljung/Shutterstock, **43** (t) ©nadezhda F/Shutterstock, **46** (l to r) ©Yeti studio/Shutterstock, **46** 2 ©Phill Danze/Shutterstock, **46** 3 ©Panint Jhonlerkieat/Shutterstock, **46** 4 ©Body Stock/Shutterstock, **46** 5 ©Africa Studio/Shutterstock, **49** (cl) ©Ollly/Shutterstock, **49** 1 ©Take A Pix Media/Shutterstock, **49** 2 ©Tatweer Co. for Educational Services, **49** 3 ©Atelier KNOX/Shutterstock, **49** 4 ©Mike Focus/Shutterstock, **49** 5 ©Tatweer Co. for Educational Services, **50** (tr) ©Eric Isselee/Shutterstock, **50** (bl) ©Razor527/Shutterstock, **51** (tr) ©Alexey Khromushin/Shutterstock, **57** (bl) ©Tatweer Co. for Educational Services, **57** (br) ©Tatweer Co. for Educational Services, **58** (tr) ©Maxx-Studio/Shutterstock, **59** (tr) ©Baloncici/Shutterstock, **60** (t) ©Ahmad Ihsan/Shutterstock, **61** (tl) ©Tatweer Co. for Educational Services, **62** (tr) ©Pressmaster/Shutterstock, **66** (tr) ©Michal Kowalski/Shutterstock, **66** (cr) ©wavebreakmedia/Shutterstock, **68** (tr) ©Mikhail Zahranichny/Shutterstock, **68** (cr) ©fotohunter/Shutterstock, **68** (bl) ©deeplab/Shutterstock, **68** (br) ©qvist/Shutterstock, **69** (tr) ©Castleski/Shutterstock, **69** (c) ©Stephen Rees/Shutterstock, **69** (cr) ©Joseph Calev/Shutterstock, **71** (br) ©Tatweer Co. for Educational Services, **72** (tr) ©Sorbis/Shutterstock, **72** (inset) ©Krakenimages.com/Shutterstock, **74** (tr) ©agencja FORUM/Alamy Stock Photo, **75** (tl) ©seeshooteatrepeat/Shutterstock, **75** (tr) ©lev radin/Shutterstock, **76** (l) ©Tatweer Co. for Educational Services, **76** (cl) ©Pressmaster/Shutterstock, **76** (cr) ©Tatweer Co. for Educational Services, **76** (r) ©LDprod/Shutterstock, **80** (t to b) ©Scisetti Alfio/Shutterstock, **80** 2 ©Eiko Tsuchiya/Shutterstock, **80** 3 ©AFANASEV IVAN/Shutterstock, **80** 4 ©WR7/Shutterstock, **80** 5 ©Sebastian Crocker/Shutterstock, **82** (tr) ©intueri/Shutterstock, **82** (cl) ©Sean M Smith/Shutterstock, **82** (bl) ©Jaroslav Moravcik/Shutterstock, **83** (tr) ©Milosz Maslanka/Shutterstock, **85** (tr) ©michaeljung/Shutterstock, **86** (tr) ©Tatweer Co. for Educational Services, **86** (tcr) ©helloijan/Shutterstock, **87** (t) ©Vovantarakan/Shutterstock, **87** (tr) ©Eric Isselee/Shutterstock, **88** (tr) ©Susan Law Cain/Shutterstock, **89** (t) ©Daniel Buxton UK/Shutterstock, **89** (tr) ©Daniel Buxton UK/Shutterstock, **89** (cr) ©Daniel Buxton UK/Shutterstock, **90** (cr) ©Spaces Images/Blend Images, **94** (l to r) ©Andreja Donko/Shutterstock, **94** (l to r) ©Kathy Collins/Getty Images, **94** (l to r) ©Viktorii Hrekova/Shutterstock, **94** (l to r) ©maradon 333/Shutterstock, **96** (cr) ©Prachaya Roekdeethaweesab/Shutterstock, **97** (l to r - t to b) ©hikrcn/Shutterstock, **97** 2 ©MH Art/Shutterstock, **97** 3 ©ampcool/Shutterstock, **97** 4 ©Asier Villafranca/Shutterstock, **97** 5 ©Zaruba Ondrej/Shutterstock, **97** 6 ©Frank F. Haub/Shutterstock, **97** 7 ©Fedor Selivanov/Shutterstock, **97** 8 ©R. MACKAY PHOTOGRAPHY, LLC/Shutterstock, **97** 9 ©Photov.com/Pixtal/AGE Fotostock, **97** 10 ©Joel Shawn/Shutterstock, **97** 11 ©antonirads/Shutterstock.

Cover: (bl) ©Nesrudheen Matathoor/Shutterstock, (br) ©urosr/Shutterstock.



CD1

| Track | Unit | Student Book Section |
|-----------|-----------|----------------------|
| 2 | Intro | 1 Listen and Discuss |
| 3 | Intro | 3 Conversation |
| 4 | Intro | 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 |
| EXPANSION | | |
| 23 | Units 1-3 | 2 Reading |

CD2

| | | |
|-----------|-----------|----------------------|
| 2 | Unit 4 | 1 Listen and Discuss |
| 3 | Unit 4 | 4 Conversation |
| 4 | Unit 4 | 5 Listening |
| 5 | Unit 4 | 6 Pronunciation |
| 6 | Unit 4 | 8 Reading |
| 7 | Unit 4 | 10 Writing |
| 8 | Unit 5 | 1 Listen and Discuss |
| 9 | Unit 5 | 4 Conversation |
| 10 | Unit 5 | 5 Listening |
| 11 | Unit 5 | 6 Pronunciation |
| 12 | Unit 5 | 8 Reading |
| 13 | Unit 5 | 10 Writing |
| 14 | Unit 6 | 1 Listen and Discuss |
| 15 | Unit 6 | 4 Conversation |
| 16 | Unit 6 | 5 Listening |
| 17 | Unit 6 | 6 Pronunciation |
| 18 | Unit 6 | 8 Reading |
| 19 | Unit 6 | 10 Writing |
| EXPANSION | | |
| 20 | Units 4-6 | 2 Reading |

