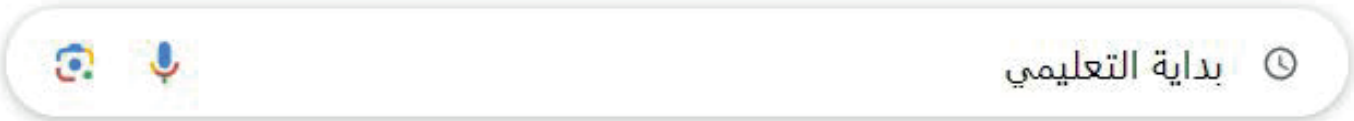
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3 Beauty Is Only Skin Deep

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1 Listen and Discuss

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



The Hairbrush

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

Lipstick

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





Deodorant

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

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Nail Polish

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

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

Quick Check ☑

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

appealing	extracted	privileged	traced
elements	obsession	synthetic	

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

1. obsession
2. traced
3. extracted
4. elements
5. synthetic
6. Privileged
7.appeafing

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

1. They were made out of animal hair, porcupine quills, shells, and bone.
2. Lipstick has been made from seaweed and iodine; ants and beetles; and castor oil, beeswax, and animal fat.
3. They put perfume in their baths and on their underarms, and they tried using odd items such as incense and porridge as deodorant.
4. Nail polish represented social class

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3 Grammar

Noun Clauses Beginning with *That*

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

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

Noun Clauses After Verbs

A noun clause can follow certain verbs, such as:

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

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

Noun Clauses After Adjectives

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

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

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

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

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

1. I recently saw a film that had great special effects.
2. I recently complained that it's too cold in the classroom.
3. I recently decided that I would exercise every morning.
4. I believe that I can learn English if I try harder.
5. I dream that scientists will find a cure for cancer
6. I will always remember that my uncle taught me how to ride a bike.
7. I expect that in the future we will be able to travel in space.
8. People often forget that they should be polite to everyone.

ham Bell's idea.

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

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

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

he stylist is disappointed that the customer doesn't like his haircut.
he customer is complaining that he doesn't like his haircut.
he other customer is afraid that he will get a bad haircut too.



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4 Conversation

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

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

Sophie: Look at my hair!

Anne: It's lovely.

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

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

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

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

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

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

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

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

Sophie: You really think so?

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

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

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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?

1. She did not like her haircut.
2. She thinks her hair looks very nice.
3. Anne convinces Sophie that her haircut looks good. she agrees to keep it as it is for a while

Your Turn

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

Making a Complaint

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

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5 Listening


baby food

Listen
Then

1.	baby food diet	Replace one or two meals a day with jars of baby food to eat less	The small portions are not enough for an adult. Baby food is unappealing.
2.	cotton ball diet	Cotton balls are low in calories and very filling, so you wouldn't be hungry for other foods.	Cotton balls have no taste; they have a terrible texture; they have no vitamins or nutrients. The diet can lead to digestive problems.
3.	cabbage soup diet	Eat a lot of cabbage soup because it is filling and low in calories	It restrict what you can eat on different days and is difficult to stick with. It causes mood swing and low energy levels

ge

balls

6 Pronunciation

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

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

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

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

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8 Reading

Before Reading

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

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



Changing Concepts of Beauty in History

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

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

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

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

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

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

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

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

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









After Reading

Answer the questions.

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

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1. The ancient Greeks thought that proportion was the key to beauty. They discovered a mathematical formula. The ideal face was two-thirds as wide as it was high.
2. Symmetry is when one side of something matches the other side. Symmetrical faces are considered more beautiful.
3. A research has shown that people across all cultures tend to admire symmetrical features.
4. In ancient China, women practiced foot binding to make their feet look small.
5. In times of famine, it was more desirable to be plump. When food became readily available, it was more desirable to be thin.

your ideas in class.

eauty

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4: The write believes that money is important. His arguments are that although, cannot buy happiness if there is none, it can help sustain it, if for example the father would not be so stressed and concerned if there was enough money to cover the family's needs. Although, health in important, it is equally true that money can preserve or restore health. He uses examples from the case he describes, for example the child that needs ongoing care along with children that are planning to study law and medicine. In addition, the mother's condition and pending surgery increases the burden



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?

Answers will vary. Hold a class discussion on the issue of money

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

…nyone. In addition, his wife is going to need surgery

…money as a means of providing and catering for
…ems that worry the father day and night and have
…e funds. Naturally, wealth cannot buy happiness if
…ain it in cases like the one described.

…e that money is important. What I would like to say
…ough this might be true, it is equally true that having
…e effectively than not.

6: There are 5 paragraphs:
Paragraph 1: Introduction/writer's view
paragraph 2: the case of the family man
Paragraph 3: the problem] the predicament paragraph 4: interpretation of the problem writer's view and comments
Paragraph 5: conclusion! writer's overall viewpoint

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 **Such as specific information about the case of the family described and referred to in the text**
     b. questions to the reader **Such as: How is he going to manage?**
     c. opposing views and comments

The surrounding text serves to support the thesis statement. The writer uses

Such as: "those who claim that health is more important..."

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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...

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Writing Corner

When you write a persuasive essay:

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

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

   _____

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

   _____

   _____

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11 Form, Meaning and Function

Need to Be (Done)

The hairbrushes need to be produced more cheaply. (= Someone needs to produce the hairbrushes more cheaply.)
The 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.

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1.The heater is broker: It needs to be repaired fixed.
2.The pants are torn. They need to be sewn.
3.The knife is blunt. It needs to be sharpened.
4.The car is dented. it needs to be mended / fixed.
5.A button has fallen off. It needs to be sewn back on.
6.The heel has broken. It needs to be repaired.
7.The tire has a puncture. It needs to be replaced.





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

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

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Present and Past Participles

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

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

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

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

Participle Clauses With Conjunctions and Prepositions

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

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

Past and Present Participial Adjectives

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

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

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

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

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

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

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

1. The train which is arriving on Platform 3 is the 10:33 Fast City Link. (arriving)
The train arriving on Platform 3 is the 10:33 Fast City Link.
2. The doctor who they called out lives nearby. (called)
The doctor called out lives nearby.
3. They didn't go home. They went to the park instead. (instead of)
instead of going home. they went to the park.
4. He was listening to the football game on the radio and at the same time he did his homework. (while)
While listening to the football game. he did his homework.
5. The stock market crash which occurred in 2008 affected many people around the world. (occurring)
The stock market crash occurring in 2008 affected many people around the world.
6. The news that Jack hadn't been accepted to his first choice of university was disappointing. (disappointed)
Jack was disappointed when he found out he hadn't been accepted to his first choice of university
7. As soon as you arrive at the airport, you must check in your bags. (on)
On arriving at the airport you must check in your bags

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12 Project

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








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

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13 Self Reflection

Things that I liked about Unit 3:	Things that I didn't like very much:

Things that I found easy in Unit 3:	Things that I found difficult in Unit 3:

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

My five favorite new words from Unit 3:	If you're still not sure about something from Unit 3:
	• read through the unit again • listen to the audio material • study the grammar and functions from the unit again • ask your teacher for help

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EXPANSION Units 1-3

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 might have enjoyed the game if he had gone with them. But then again, he could have been bored.
2. You should have 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 must have been disappointed when they gave it to someone else.
4. She should not have said she preferred Maria's hair long. I think she hurt her feelings.
5. Where were you on Saturday? You were supposed to help clean the apartment.
6. If your dinner was cold, you should have asked the waiter to heat it up.
7. The streets are all wet. It must have rained last night.
8. John were supposed to 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***,

1.The noise was so startling that it made us jump.
2.They are such good friends that I assumed they would go to the same university.
3.I had so little interest in the documentary that I fell asleep halfway through it.
4.People were so outraged by the radio announcer's comments that his show was cancelled.
5.He got so disoriented driving in the city that he had to use his GPS to find his way home.
6.He is taking so few classes this semester that he has time to work two jobs.
7.It was such a violent storm that it snapped most of the branches on that tree.
8.She is such an absent-minded person that she forgot her dental appointment.
9.The accident did so much damage to the car that it's not even worth fixing.
10.There were so many people ahead of us in the line that it took an hourto 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 skiing all day, I had the most exhilarating feeling.
2. After eating three pieced of cake, she didn't feel very well.
3. Before taking the test, he was nervous.
4. While giving his speech, Paul felt completely relaxed.
5. After taking the class, her English was much improved.
6. Before leaving the house, we always make sure the doors are locked.

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

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

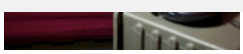
1. Ten years from now, I hope that I will have a really nice house.
2. I sometimes fear that I will not be accepted into a university.
3. I would never forget that His appointment was the day before mine.
4. When I was younger, I decided that I wanted to be a teacher.
5. Last week in class, I learned that The author of that book lived nearby.
6. When most people meet me, they probably notice that I'm very tall.
7. My parents expect that I will go to college.
8. People who have known me a long time know that I'm very trustworthy.

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

1.He is disappointed that he didn't win the match.
2.They are happy that they meet again.
3.He is surprised that he slept so late.
4.He is unaware that someone is trying to steal his bag.
5.He is glad that he is graduated from college.









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.It is a fact that your diet affects your health.
2.It is unlikely that he 'll be able to afford a car this year.
3.It is funny that he doesn't like tomatoes but he does like tomato soup.
4.It is strange that he missed the goal even though he was very close.
5.It is obvious that people who study harder usually get better grades.
6.It is possible that if people start using alternative sources of energy, global warming can be slomgd

ning can be slowed

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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*.

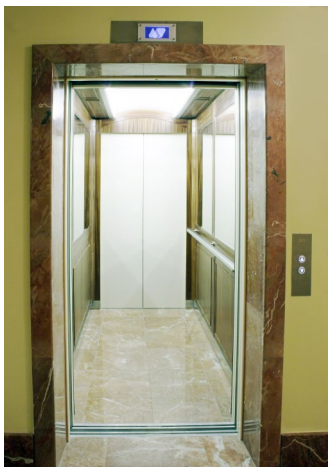
People with phobias feel such great distress when they encounter the thing they fear that they go out of their way to avoid such an encounter. People with phobias often know that their fears are irrational, but feel completely unable to control their fears. Sometimes a phobia has only a minimal impact on a sufferer's life. For example, Janet Acra has a paralyzing fear of spiders (arachnophobia). However, as long as she avoids going into woodsy 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)!

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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.

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After Reading

A. Write each word next to its antonym.

alleviate confined devastating distress irrational

1. improving devastating
2. intensify alleviate
3. comfort distress
4. released confined
5. logical irrational

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.

1. A phobia is an intense, irrational fear of something that doesn't pose any true danger.
2. A sufferer might experience shaking, rapid heartbeat, difficulty breathing, sweating, chest pains, dizziness, or a feeling of overwhelming anxiety.
3. Claustrophobia is a fear of small, confined spaces. Arachnophobia is a fear of spiders.
4. People might learn phobias from their parents, or they might develop them as a reaction to a frightening experience.
5. People with phobias can take medication or under go counseling to help them overcome their fear.

3 Language Plus

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

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



1. scare the living daylights out of



2. shake like a leaf



3. make your hair stand on end



4. spared stiff



5. scared to death

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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.

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



6. get goose bumps

1. The news report was over.
2. If I go shopping, I'll call you.
3. Unless the weather is nice, we'll have to cancel.
4. We eat too much fast food.

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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.

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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. (NIDOCD, 2009)

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

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4 They Said, We Said

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

1 Listen and Discuss

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



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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. h brilliant
2. d circulate
3. a criticism
4. c praise
5. b ridicule
6. g rumor
7. e scandal
8. f virtues

a. pointing out bad points about something or someone
b. making fun of
c. say complimentary things
d. move around
e. gossip that follows an embarrassing event
f. morally good characteristics
g. information that comes from gossip rather than a reliable source
h. exceptional

B. Comprehension. Answer the questions.

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

1. Will Rogers does not like being gossiped about. Oscar Wilde does.
2. Celebrities are frustrated that they cannot if it was possible for a famous person to live without rumors circulating.
3. If you have a friend who likes to gossip about other people, that friend probably gossips about you to others.
4. I agree with the George Bernard Shaw quote. People always want to know about other people's secrets.
5. I disagree with the Spanish proverb. I think that true friends would not gossip about each other even though they enjoy gossiping about other people together.

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3 Grammar

Noun Clauses as Reported Speech versus Quoted Speech

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

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

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

Rules and Exceptions to the Sequence of Tenses

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

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

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

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

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

…un clause. *Ask* (not *say* or *tell*) is used as

…friend **if** the rumor was true.
…d **whether** they were spreading rumors.

…long with correct punctuation

…said, "There will be no written exams."

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

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B. Change the quoted speech to reported

Taro said, "Albert and I are going to forr
Taro said that he and Albert were g

1. Mrs. Jackson said, "I have taught at
2. He said, "My cell phone isn't workir
3. The teacher asked John, "Why are
4. My brother said, "I think I'm going t
5. They said, "We don't want to go ou
6. My sister promised, "I'll tell you my
7. Peter said, "There's a brilliant lectur
8. We said, "We'll help them move int
9. The waiter said, "There will be a 2
10. Pedro said, "I was watching TV whe

1. Mrs. Jackson said (that) she had taught at this school for 15 years.
2. He said (that) his cell phone wasn't working.
3. The teacher asked John why he was late.
4. My brother said (that) he thought he was going to grow a beard.
5. They said (that) they didn't want to go out tonight.
6. My sister promised (that) she would tell you her secret later.
7. Peter said (that) there is a brilliant lecturer speaking tonight.
8. We said (that) we would/will help them move into their new apartment.
9. The waiter said (that) there would/will be a 20-minute wait for a table.
10. Pedro said (that) he 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.

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

1. We asked him if / whether the rumor was true.
2. My sister asked me if / whether I was going to tell her my secret.
3. The waiter asked the customer if / whether he wanted milk for his coffee.
4. I asked him if / whether he voted in the last election.
5. They asked us if / whether we needed directions.
6. She asked her sister if / whether he could get some groceries from the supermarket.





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

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

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

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4 Conversation

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

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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?

1. Keiko told Anna that Ella and Susan had split up.
2. She thought that Stacy was Susan's best friend.
3. She is skeptical about it, because she doesn't like confrontation.

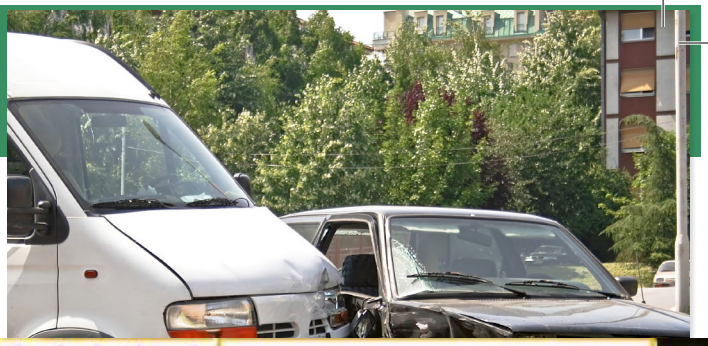
bad-mouth = to criticize someone to other people

Your Turn

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

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

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5 Listening

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

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?

They crashed their father's van into a delivery van	It was a hoax up by their father and the police
They were going to be hospitalized for at least a week.	It was filmed as part of a series on sensible driving for young drivers.
Their father was going to send them to a boarding school	It was a hoax set up by their father to scare them into being more careful

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? ↗

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

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

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8 Reading

Before Reading

Why do you think people gossip?



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

Psst. Pass It On. (Why We Gossip)

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

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

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

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

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

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

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

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

After Reading

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

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

> *"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)

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9 Speaking

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

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

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

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3: The writer hates gossip because she finds it boring and destructive.
She feels bored and uncomfortable. she also becomes very reluctant to share any news for fear of having them passed on to a number of people who might or might not know her.
She is definitely in favor of minding one's own business

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 best summary is C.
Paragraph 1: I hate gossip. / I find... destructive. Yet, so much gossip. / a lot of consumption.
Paragraph 2: She proceeded heard of. / none property.
Paragraph 3: I started feeling physically sick.
Paragraph 4: Imminent calamity development. / the preceding questions.
Paragraph 5: The most dismal the news. the more successful the program is.

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

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B. 1. Read the article on pages 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

Why Gossip is Boring

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

Moreover, ...

In addition, ...

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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.

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11 Form, Meaning and Function



Words Connected to Parts of The Body

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

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

Modals and Giving Advice in the Present and Future

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

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

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

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

Advice

a. You **ought to** take a rest.
b. He **ought to** go to the dentist.
c. You **ought to** tell the teacher.
d. You **ought to** tell me what you heard!
e. She _____ about other people. **shouldn't talk**
f. They **ought to** drink warm liquids.

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

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

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



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Modals Auxiliaries for the Present and Future

Ability

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

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

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

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

Permission

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

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

Requests

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

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

Possibility

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

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

Obligation and Necessity

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

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

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

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

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



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12 Project

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





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

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13 Self Reflection 

Things that I liked about Unit 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 *whether* or *if*			
use a range of modal auxiliaries for the present and future: *must, should, ought to, may, might, can, could*			
Talk about parts of the body			

My five favorite new words from Unit 4:	If you're still not sure about something from Unit 4:
_____ _____ _____	• read through the unit again • listen to the audio material • study the grammar and functions from the unit again • ask your teacher for help

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5 Express Yourself

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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.

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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.

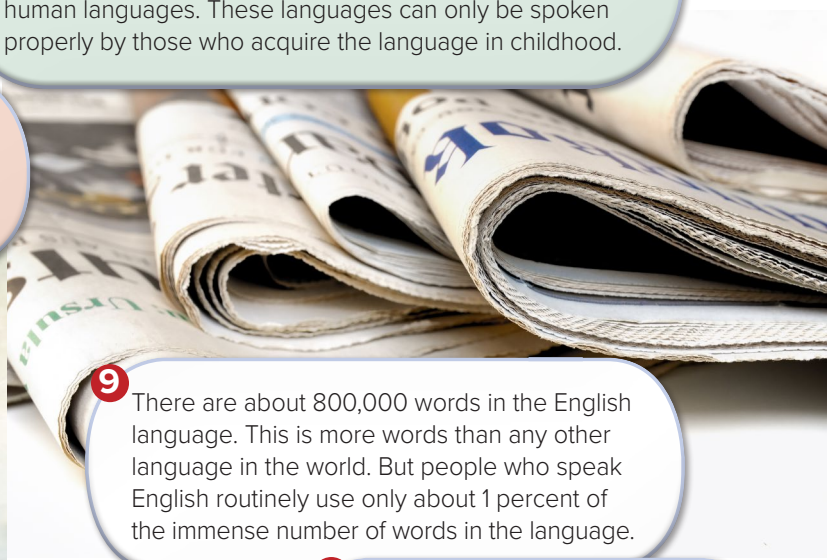
5. The language which has the world's largest alphabet is Cambodian. It has 74 letters. The language with the shortest alphabet is Rotokas, used in the Solomon Islands. It has only 11 letters.

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.

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English Language Facts

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

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

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

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

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





Quick Check

A. Vocabulary. Match each word to its synonym.

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

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

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

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2 Pair Work

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

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

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3 Grammar

Adjective Clauses and Relative Pronouns

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

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

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

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

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

Relative Pronouns as Subjects of Adjective Clauses

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

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

Relative Pronouns as Objects of Adjective Clauses

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

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

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

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

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

A photographer is someone who takes photographs.

1. h A photographer is someone who
2. g A fashion designer is someone who
3. e A flag is something which
4. j A linguist is someone who
5. i A hammer is something which
6. c An exam is something which
7. b An electronic reader is something which
8. f A vegetarian is someone who
9. a Synonyms are two words which
10. d A dictionary is something which

a. have the same meaning.
b. lets you read books on a screen.
c. tests a student's knowledge.
d. gives the meanings of words.
e. is a symbol of a nation.
f. doesn't eat meat.
g. creates clothing.
h. takes photographs.
i. is used to put nails in a wall.
j. studies languages.

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

1. The bird they saw in the museum is extinct.
2. No change.
3. That's not the book the teacher asked us to get.
4. Where is the food I brought home from the restaurant last night?
5. No changes.
6. No changes.
7. John is a person you can count on.
8. Do you have another pen you can lend me?
9. The book you bought me is interesting.
10. No changes.
11. No changes.

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

1. I saw the man who/that stole her wallet.
2. The email which/that you sent me didn't make sense.
3. We saw a film on TV which/that was really depressing last night.
4. The man who asked for directions looked confused.
5. This is the restaurant which/that we have eaten at for three consecutive days.
6. The article which/that you want to read isn't in this newspaper.
7. She lost the necklace which/that she borrowed from her mother.
8. I know the neighbors who/that have ten children.
9. Do you like the textbook which/that you are using in that class?
10. Where can I find the supermarket which that sells organic fruits and vegetables?
11. You need to write a research paper which/that 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 **which is spoken in many countries**.
2. I routinely eat foods **that are easy to make.**.
3. I like people **who don't talk too much.**.
4. Students usually like teachers **who are friendly**.
5. I sometimes worry **that I won't get the job that I want**.
6. I like books **that are funny and light-hearted**.
7. I have a friend **who often borrows money from me**.
8. I have a job **that pays well.**.





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4 Conversation

Jason: This restaurant is jam packed.

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

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

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

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

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

Jason: What's his name?

Badr: Ian Ford.

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

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

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

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

Jason: Pardon? You found him snoring?

Badr: Oh, forget it. This is crazy.

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

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

Jason: What do you want to tell Steve?

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

Jason: Yeah. Let's go.

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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?

1. The peoples voices are too loud, and they can't hear each other clearly.
2. He is the captain of the football team.. Ben says that he finds him boring.
3. They decide to leave the restaurant and get a bite to eat at the diner on the corner.

Your Turn

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

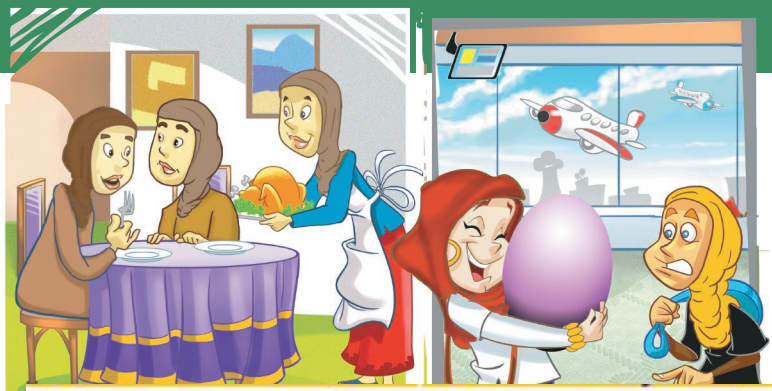
Asking Someone to Repeat Something

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

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5 Listening

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



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)

She was preparing dinner for goats	She was preparing dinner for guests
Her mother gave her an egg	Her mother gave her a hug
A shower fell on her	She got caught in a shower
Add two cups of flower	Add two cups of flour

6 Pronunciation

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

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

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

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

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8 Reading

Before Reading

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



INVENTED LANGUAGES

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

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

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

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

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

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

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

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1. Some 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.
2. Zamenhof lived close to four different ethnic groups that spoke four different languages and that didn't get along very well. He thought the language difference between the groups was the root of the problem, and that they would get along better if they spoke the same language.
3. malbela
4. People didn't want to spend too much time learning a new language that few people spoke.
5. Klingon is the language of the Klingons, a fictitious race of people from outer space. It was invented just for Star Trek.
6. Esperanto and Klingon are both invented languages. Klingon was invented exclusively for Star Trek, and its circulation has made the studio a lot of money. Esperanto was developed for a humanitarian goal of bringing people together through a common language.

Answer the questions.

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

9 Speaking

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

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

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4: Not as important as many people think. At least not as important in speaking as it is in listening.
The writer feels that it is important for learners to be able to understand different speakers of the language.
In order to become familiar with international varieties of English, spoken by people of different nationalities. This is necessary for them to communicate with speakers of other languages in order to conduct business or socialize.
Because they are a prerequisite of successful communication with members of different cultures.

4. Read the text and find out.

- How important is an accent according to the writer?
- What should a learner develop to enhance understanding of spoken language?
- Why do native speakers of English attend courses in English for international communication?
- Why are features of intercultural communication important?
- Do you agree with the writer's views? Why? Why not?

English as an International Language



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

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

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

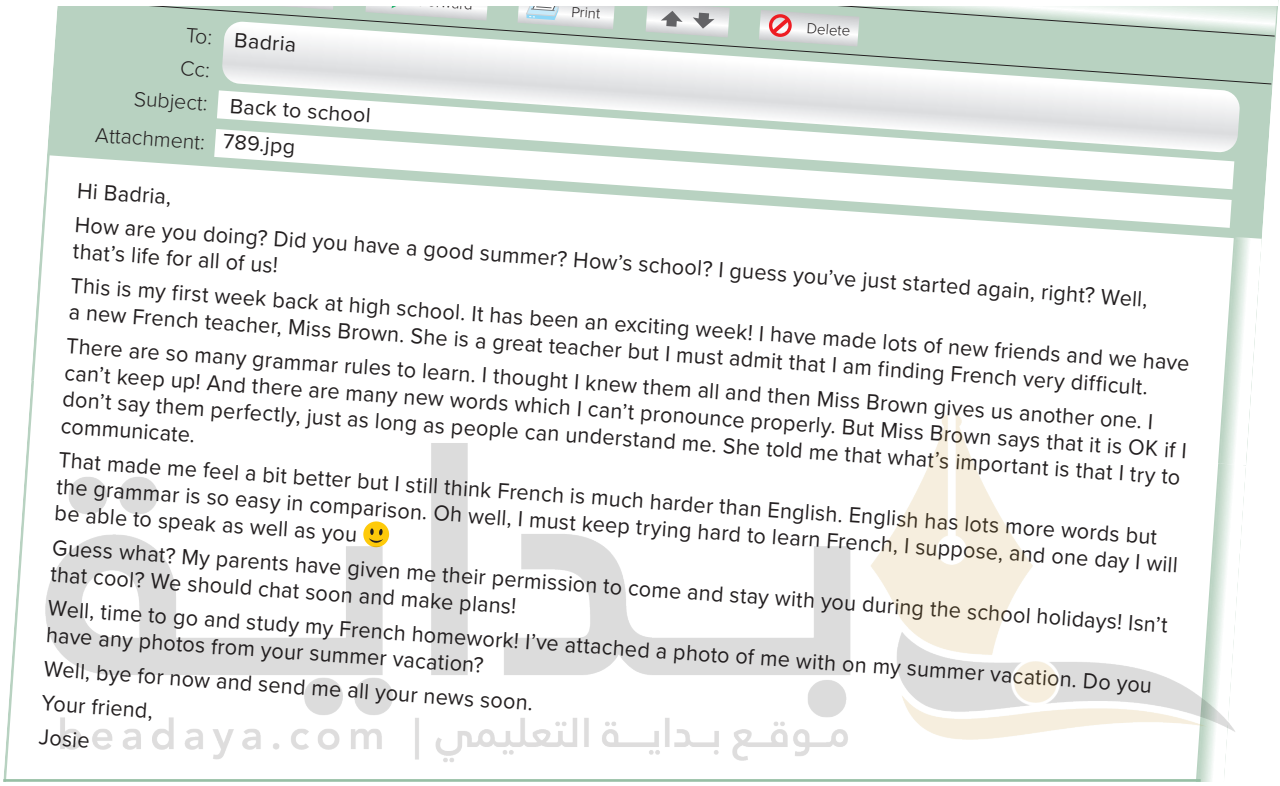
English as an international medium of communication is an evolving variety that is affected by the speakers of the language, whether they happen to be native or non-native. Therefore, our idea of a good user of the language has to be modified to accommodate characteristics that make one an effective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

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

2. Read the email below and answer the questions:

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



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

Writing Corner

When you write an email to a friend:

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

When you want to compare two or more entities:

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

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11 Form, Meaning and Function

Future with *Will* or *Be Going To*

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

Questions (?)
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**.

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

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

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

A: Do you think we **will still be using** ballpoint pens?
B: No, I don't. I think that we **won't use** pens for anything in 50 years and all communication **will be** digital.

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



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Words Connected with Different Kinds of Vacations

Some words we connect with vacations are:

Adjectives		Nouns		Verbs	
amazing	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. __2__ Scuba Diving in the Red Sea, Saudi Arabia
b. __4__ Trekking in Oman
c. __3__ Ecotourism in the Malaysian rain forest
d. __1__ Desert Tour, Jordan

2. ancient
3. explore
4. archaeological
5. tombs
6. dive
7. reef
8. marine

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

D. Work with a partner. Read the sentences below ar

1. If I could choose any destination, _____
2. If I had some extra money, _____
3. My friend asked me to go surfing. I wish _____

1.I would go to the Red sea in Egypt.
2.I would buy a new laptop
3.I could surf.
4.He would lend me his textbook.
5.I would feel less anxious.
6. I would be an astronaut.

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12 Project



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

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

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13 Self Reflection

Things that I liked about Unit 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 *will* and *be going to*			
use conditional sentences with if-clauses (present); and *wish/ If only*			
talk about different kinds of vacations			

My five favorite new words from Unit 5:	If you're still not sure about something from Unit 5:
	• read through the unit again • listen to the audio material • study the grammar and functions from the unit again • ask your teacher for help

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6 Lost and Found

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1 Listen and Discuss

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

Amazing Lost Treasures

Moctezuma's Treasure

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

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



Tutankhamun's Treasure

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

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

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

The Amber Room

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

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

Quick Check ☑

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

preserve	notorious	surrender	treasure
invaluable	revenge	theory	

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

1. perserve
2. surrender
3. theory
4. notorious
5. treasure
6. revenge
7. invaluable

B. Comprehension. Answer the questions.

1. Why didn't Cortés escape with Moctezuma's treasure?
2. What did one of Mexico's former presidents do in an effort to find

1. Because the Aztecs fought Cortés and his men.
2. He drained Lake Texcoco.
3. He was a king of Egypt.
4. It is the best preserved royal tomb ever discovered.
5. The Amber Room took eight years to construct and has been called the eighth wonder of the world.
6. The Amber Room could have been on a passenger ship that was sunk by a Soviet submarine. It could have been buried in salt mines in the Ore Mountains. It might be hidden in a lost underground shelter in Konigsberg, Germany

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3 Grammar

Using *Where* and *When* in Adjective Clauses

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

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

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

1. preposition + *which*

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

2. *that/which* + preposition

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

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

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

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

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

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

2. preposition + *which*

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

Using *Whose* in Adjective Clauses

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

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

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

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

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

The man was very happy. I found **his wallet**.

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

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

The woman **who's** coming over tonight lost her watch.

She is the woman **who's** lost her watch.

She is the woman **whose** watch disappeared.

A. Combine each pair of highlighted sentenc
adjective clause.

The King's Palace in Riyadh is the palace.
The King's Palace in Riyadh is the pa

1. September 23rd is the day.
2. 1918 was the year.
3. There are websites.
4. 11:07 is the time.
5. Do you know a place?
6. Dubai is a city.

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

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

The King's Palace in Riyadh is the
The King's Palace in Riyadh is

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

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



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

1. I'll always remember the day **when I bought my first car**.
2. I like to visit places **where you can. Learn new things.**.
3. 2009 was the year **when I went to China**.
4. I'd like to attend a university **where the standards are high.**
5. I felt nervous the time **when I had to give a presentation in front of the class.**
6. I usually eat in restaurants **where the food is inexpensive.**
7. I like to go to parks **where I can have a picnic**.
8. I sometimes have days **when I don't want to get out of bed.**

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

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

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

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

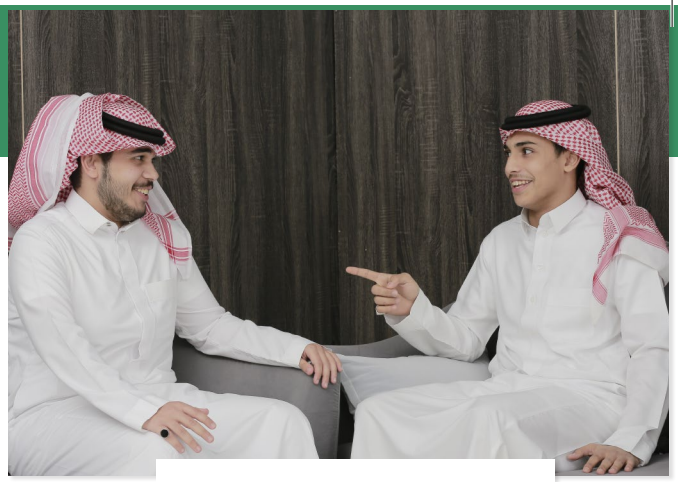
1. Last night I saw a celebrity on TV **whose behavior** was annoying.
2. John is a man **whose clothes** are always very stylish.
3. They are popular writers **whose books** are well-known.
4. It is a poem **whose wearing** is very difficult.
5. The student **whose drawing** won first prize was very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

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

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

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4 Conversation

Abdullah: Hey, Mohammed. How was your day?

Mohammed: Leave me alone.

Abdullah: What's eating you?

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



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

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

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

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

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

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

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

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

Abdullah: I keep trying to tell you that!

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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?

1. He lost his watch.
2. He realized it was missing when he got to work.
3. He left his watch on top of the medicine cabinet in the bathroom. Abdullah helped him remember this

Your Turn

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

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

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5 Listening

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



	max, the parrot	Mariella's cell phone
1. What was lost?		
2. How did it get lost?	Max opened the wire enclosure and got out of the yard	Mariella dropped it on the beach
3. How was it found?	Max came home when he heard the cell phone ringing.	A woman found it, recognized photos, and returned it to Mar
4. How will the person avoid losing it again?	David had a computer chip put inside Max for identification.	She will tie it to her pants with a string.

6 Pronunciation

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

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

Listen and practice.

1. By the time I came outside to check on **h**im, **h**e was gone.
2. I spent an hour looking for **h**im around the neighborhood, but couldn't find **h**im.
3. It was a woman in one of **h**er classes.
4. The most important thing I **h**ave ever lost was my cell phone.
5. She said a woman **h**ad found it on the beach.

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

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

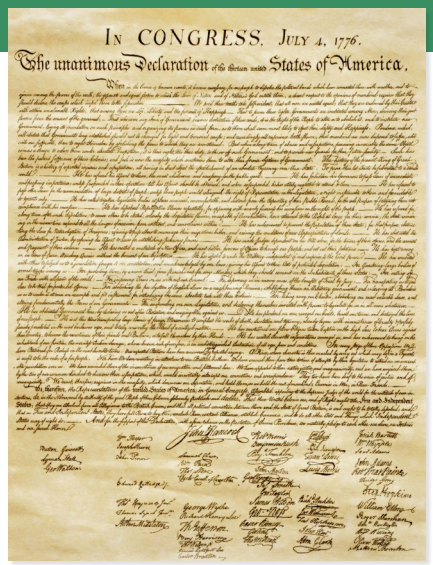
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8 Reading

Before Reading

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



LOOK WHAT I FOUND!

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

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

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

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

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

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A portion of the Anglo-Saxon treasure found

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

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

After Reading

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

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

9 Speaking

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

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

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5: He is a businessman, or consultant or some related profession and often has to travel on business.
- No, not really. He could be the man in the suit in the picture in which case he might be in his forties or fifties or he might be younger in his mid to late thirties. We have no clues on his appearance
-A very busy, preoccupied person.
- At the airport.
- The writer was stressed because he needed his luggage and had packed a new laptop in it as well. (paragraphs 3 and 4)
- Answers will vary.
- The writer must have felt very embarrassed at the end .

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

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1. I stopped walking towardsthe service desk where I was going to fill out a form for my lost luggage. I walked toward the suitcases that someone had lined alongside the carousel. I stopped to check the sticker on one. It was my sticker which meant that the suitcase was mine

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. **The reader gets bored and can see very little purpose in the reading.**

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

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

How Did You Lose That?

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

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

Writing Corner

When you write a personal narrative:

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

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

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11 Form, Meaning and Function

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

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

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

As If/As Though for Unreal Situations

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

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

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

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

It's high time you **found** a j

A. Read the situations and spe
Rewrite the situation using h
Compare your ideas with a

Carter did not give up the se
The artifacts were moved to
If Carter had given up the
amazing artifacts. The tre
Cairo. Many people would

1. A Philadelphia man visite
and rare document.
2. Teri Horton was having a
Mrs. Horton that the pair
3. Terry Herbert bought a r
18 years. He didn't give u
found a lot of gold. Archa
of Terry Herbert's discov

1.If a Philadelphia man hadn't visited a flea market, he wouldn't have purchased an old painting and he wouldn't have found a valuable and rare document.
2. If Teri Horton hadn't been having a garage sale, a local art teacher would not have seen the painting. The teacher would not have told Mrs. Horton that the painting looked like a valuable piece of art by a very famous painter.
3. If Terry Herbert hadn't bought a metal, he wouldn't have found a lot of gold.

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
Terry Herbert felt
2. We are not rich. (sp
3. You should stop go
4. You did not see sor
5. Adel is not an old m
6. You don't own this
7. He didn't take lesso
8. Faris needs this job
9. My brother ought to
10. She started the rum

1. We are spending money as though we were rich.
2. It's high time you stopped gossiping.
3. You look as if you had seen something scary.
4. Adel walks as though he were an old man.
5. You're behaving as if you owned this house.
6. He speaks as if he had taken lessons in public speaking.
7. Faris is talking as though he didn't need this job.
8. It's about time my brother took better care of himself.
9. She pretends as though she didn't start the rumor

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Words Connected With Historical Monuments

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

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

Inversions

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

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



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

Jeddah Regional Museum of Archaeology and Ethnography

The 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.

1. historic
2. incredible
3. exhibits
4. artifacts
5. incredible
6. ethnographic
7. treasures
8. king
9. exquisite
10. incredible
11. monuments
12. ancient
13. queens

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

You can see anci
Not only can yo

1. You can't take
2. I don't go to r
3. Ali and Ahme
4. The ancient E
5. You are not a

1. Under no circumstances can you take photographs of any rooms or exhibits.
2. Seldom do I go to museum and art galleries these days
3. No sooner had Ali and Ahmed arrived than the seminar finished.
4. Not only did the ancient Egyptian s know about the medicinal use of oils but they also knew about kohl.
5. On no account must you touch anything

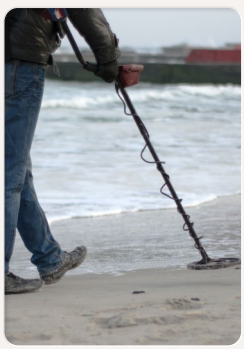
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12 Project

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






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

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13 Self Reflection

Things that I liked about Unit 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 *where* and *when* in adjective clauses			
use *whose* in adjective clauses			
use conditional sentences with *If*-clauses (past time)			
use: *as if/as though*			
use a range of inversions			
talk about historical monuments			

My five favorite new words from Unit 6:	If you're still not sure about something from Unit 6:
	• read through the unit again • listen to the audio material • study the grammar and functions from the unit again • ask your teacher for help

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A: 1.King Abdul-Aziz said that they had to always be ready and fit. He said that he trained his own children to walk barefoot, to rise two hours before dawn, to eat but little, to ride horses bareback - he said/added that sometimes they didn't have a moment to saddle a horse, leap to his back and go
2.King Fahd bin Adel-Aziz' promised said that he would be father to the young, brother to the elderly. He said that he was but one of them; whatever troubled them, troubled him; whatever pleased them pleased him.
3.Muhammed Ali Said that a man who viewed the world the same at fifty as he had at twenty had wasted thirty years of life.
4.William Shakespeare said that he would praise any man that would praise him.
5.King Abdul-Aziz said that he who obeyed the Almighty had no difficulty in exacting obedience to himself.
6.Sulaiman Al-Rajhi said that every Muslim had to work on some endowments that could benefit him in the life after death. Likewise, he preferred for his children to work on developing the wealth, that they would normally inherit after his death, while he was still alive, rather than keep it and continue working to increase it himself.

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)

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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 **which** I ever heard was **that a famous football player was going to play for our local team**
2. The virtues **which** I think are the most important are **honesty and integrity.**.
3. Makkah is a city **which more than 13 million Muslims visit every year**
4. I am someone **who** always **locks the doors at night.**.
5. I think **now** is the person **who** has had the biggest impact on my country.
6. The language **which** I would most like to acquire is **Spanish.**.
7. **Picasso** is a person **who** I admire so much because **he was a great artist.**
8. I am accustomed to having friends **who are fun and easygoing.**.
9. The object **which** is my greatest treasure is **a box that belonged to my grandfather.**
10. **lighting** is something **which** really intimidates me.

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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***.

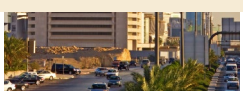
1939 was the year when World War 2 began.

D: 1. The year 2010 was the year when I got my University degree.
2. May 5is the day when Mexico celebrates its heritage
3. Machu Picchu is the city where the ancient Incas used to live.
4. The Giza pyramid is the monument where the pharaoh Khafre that was entombed.
5. The Taj Mahal is a mausoleum which was built to honor a wife of Shah Jahan of India.
6. The Eiffel Tower is a destination that many tourists visit every year.
7. Nelson Mandela is the man who won the Nobel Peace Prize in 1993.
8. Titanic was the ship which was supposed to be unsinkable

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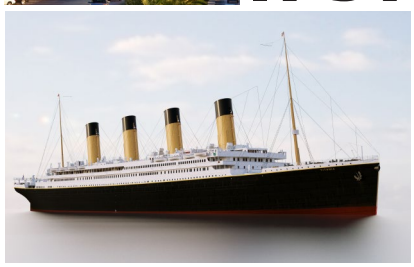






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2 Reading

Before Reading

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



It's a Mystery

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

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

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

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

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

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

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

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

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After Reading

A. Match the words with their meanings.

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

B. Answer the questions.

1. What are some of the mysterious thi

2. What does Godfrey Louis believe al

3. What is ball lightning?

4. Describe the ball lightning that occu

B:1. Fish, frogs, snakes, and red rain have fallen from the sky in rainfalls.
2. Louis believed that the red rain was particles from life forms on another planet, carried to Earth by a meteorite
3. Ball lightning is a ball of light that fl oats through the air During thunderstorms.
4. The ball lightning floated through a passenger airplane, divided into two, formed into one again, and then floated out of he air-lane leavin- two holes behind.

Discussion

1. Would you like science to discover a reason for the mysteries described in the reading? Why or why not?

2. Do you think people had more respect for the natural world before science unlocked so many of its mysteries? Explain.

3. What are some other mysteries for which there are no known explanations?

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3 Language Plus Aa



Complete each situation with an idiom shown.

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

3. can't make heads nor tails of
4. get to the bottom of
5. piece together
6. not have a clue.

4 Writing

Tools for Writing: Using the Definite Article with Geographical Nouns

The is generally not used before:

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

The is generally used before:

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

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

1. The Arizona is a state in southw
2. Egypt is on the continent of the
3. Nile River helped the Egypt be

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

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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

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