MEGA

GOAL 3

WORKBOOK

بداية
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Mc Graw Hill

9 Beauty Is Only Skin Deep

Term 3

A Unscramble the words.

edxettrca _extracted_

1. deperigvli _Privileged_
2. etrcda _Traced_
3. nelsetem _Elements_
4. panpileag _Appealing_
5. irogtnat _Rotating_
6. noosesisb _Obsession_
7. isctynteh _Synthetic_
8. ppeonricu _porcupine_

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

elements **: chemical substances**

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

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C Circle the correct words to complete the sentences.

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

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

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

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

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

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

1. I'm certain that the teacher would not come today .
2. I hope that I get the job that i applied for .
3. It's a fact that the Earth is around .
4. It's strange that some people are bad with friends .
5. I'm disappointed that my father would not buy me a car .
6. We are afraid that life would be shorter due to some diseases .
7. It's unlikely that it would not rain today .
8. I'm surprised that the sun light is white .
9. It's possible that poor people could be rich .

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



1. It sounds that the two men know each other .
2. It is obvious that the manager is under the stress .
3. It is clear that the man heard good news .
4. think that the two men are searching about some news in the newspaper .
5. It seems that the man is waiting for his friend to come .
6. It is obvious that it is a shampoo commercial .

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

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

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

H Complete the sentences with the phrases from the box.

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

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

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I READING

Read the article about anorexia and bulimia.

Anorexia and Bulimia

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

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

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

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

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

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

likely	unlikely	obvious	possible	disappointing	surprising	true	strange

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

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

1. He is not aware of the difficulty involved in this undertaking. Anyone can see that.
   It is obvious that he is not aware of the difficulty involved in this undertaking
2. He is going to get his license immediately. There is a good chance.
   There is a good chance that he is going to get his license immediately
3. They are not going to attend our presentation. I thought they would.
   It is disappointing that they are going to attend our presentation
4. A new policy will be introduced. It is more than possible.
   It is very possible that a new policy will be introduced
5. They have decided to accept the job offer and move to Canada. I never expected them to.
   It is surprising that they accepted the job offer and move to Canada
6. Most people do not watch what they eat. It is not a lie.
   It is true that most people don't watch what they eat
7. After years of research, he decided to give it all up and become a farmer. It is not the sort of thing one would do, is it?
   It is strange that after years of research he decided to give it all up and become afarmer

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

feel	find out	complain	suspect	discover	notice

1. Did you notice that half of the class was absent today?
2. After having spent so much time and effort writing the book, he discoverd that someone else had already written a similar story.
3. Don't you feel that a lot of people tend to worry too much about their appearance?
4. Having interviewed hundreds of people and researched all his facts, he found out that the original version of the account was accurate.
5. I suspected that their story was not completely true but had no way of proving it.
6. Reporters often complain that people do not appreciate the risks that they face.

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



amazed	certain	disappointed	worried	aware	think	remember	obvious
light	tours	no trees	noise	companies	nice	jobs	modern

1. It is obvious that the city is very modern and developed

2. I am worried that the city is noisy and it is not quiet

3. I am amazed that the light of the buildings is very shine

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M WRITING

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

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

It's a good idea to watch what you eat because...	It's not a good idea to watch what you eat because...
If you want to eat, the look will help you The look would make the food tastier	If you don't want to eat not looking at food would help you Bad looking food is working negatively on the taste

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

the look is the first thing that anyone could notice about anything
The same thing works on the look of the food. Some people prefer not to look to the food that they eat, but the majority of people prefer to look to the food that they eat

To start with, the look of the food helps people who do not like to eat much. When they look at the food with its good looking, they would be likely want to eat. For example, when you are full and suddenly you look to a very nice dish, you might want to eat from that dish even if you are full. In additional, some food is not tasty at all, but they have a very good look. The good look would make you like that dish even if you do not like at all. That happens with me many times. I do not like fish, but when I look to it after cooking, I take one bite to try it. It always happens with me with fish. In brief, all of above proves that looking to the food before or while eating has many benefits

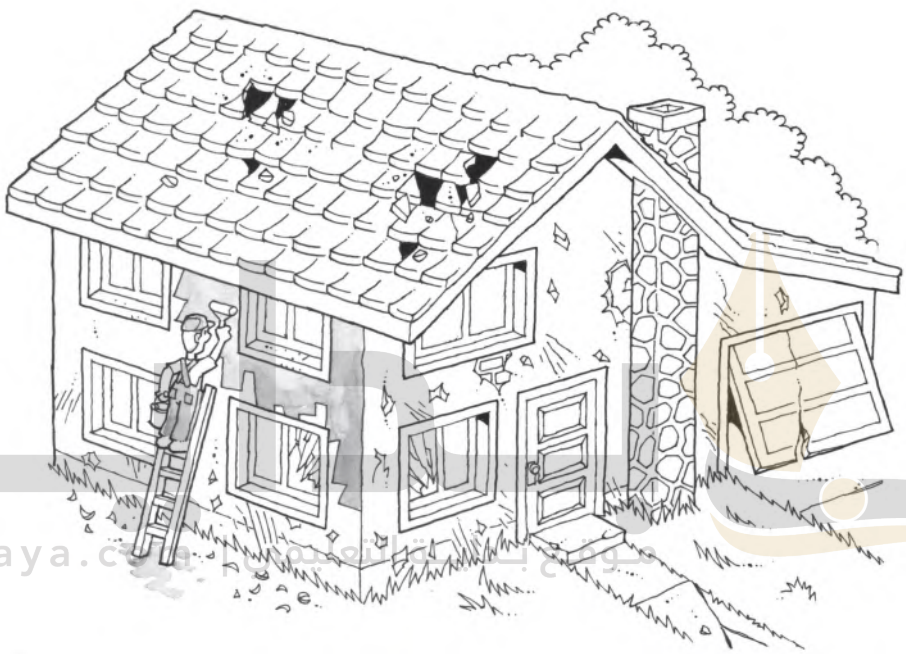
To conclude, making the food tastier and making the person want to eat are the most vital reasons to look at the food before eating. That is what most of people believe. What do you think?

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N Write the past participle for each verb.

1. break	broken	**4.** scratch	scratched	**7.** repair	repaired
2. sew	sown	**5.** stain	stained	**8.** paint	painted
3. damage	damaged	**6.** tear	torn	**9.** clean	cleaned

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



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

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

Interviewer: Why are you getting the house painted?

Host: The old paint is chipped ...

Interviewer: What about the roof ?

Host: The roof would get repaired

Interviewer: What about the doors and windows?

Host: We would have replaced, but doors would get painted

Interviewer: What are you going to do to garage?

Host: The garage would get cleaned and painted

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

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

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

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



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10 They Said, We Said

A Complete the sentences with the words from the box.

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

1. I heard a rumor that you are moving away. Is it true?
2. My mother always gives me a lot of praise. She tells me I'm smart and that I'm going to be successful.
3. The news about the merger between the two companies circulated fast. By lunchtime, everyone knew!
4. They don't like working with Jamal. He always gives a lot of criticism and points out all of their mistakes, but never notices what they do well.
5. Layla has a lot of virtues. She's honest, hardworking, kind, and trustworthy.
6. Hussain is one of the most brilliant students. He got into every university he applied to, including Oxford University!
7. When I was in elementary school, I was the subject of ridicule from my older brothers. They would make fun of me and tell me I was too skinny.
8. There was a big scandal at the company last year. One of the employees was giving inside information to competitors. He was caught and handed over to the authorities.

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B Answer the questions.

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

   My math teacher is most brilliant person. He prepared the PHD in one year

2. What are some of your virtues?

   I am clever, friendly and helpful

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

   My dad praised me a lot. My teachers criticize me a lot

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

   Yes, I do. Because it is going to effect on others reputation

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

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

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

1. My sister said Asma called the department store last week. 'Asma called the department last week'
2. Pamela said Jessica was reading a book in her room. no change
3. Pamela said Jessica is planning a big dinner for her parents. no change
4. He said Ali's not going to finish his research paper this term. 'Ali's not going to finish his research paper this term'
5. They said you weren't going to the library on Thursday. no change
6. He said he's the cleverest student I have ever known. 'He's the cleverest student | have ever known'
7. My father said don't be home late. 'Don't be home late'
8. The newspaper said that the doctors were helping more babies survive the disease. no change

Circle the correct verbs to complete the sentences.

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

1. He (said / asked) they (had been working on the project / were working on the project) for a year.
2. They (say / tell) you (are / were) part of the team.
3. They (said / asked) whether you (were / are) coming.
4. The teacher (said / told) us (to wear / wear) our uniforms to school today.
5. She (said / told) she (is going / was going) shopping today.
6. They (asked / told) if she (is / was) hungry.
7. They (said / asked) that the whole family (was going to / is going to) Makkah this year.
8. The paper (told / said) that the company (merged / had merged) last year.
9. Ahmed (said / asked) whether anyone (got / had gotten) hurt.
10. She (asked / said) she (had never heard / has never heard) of it before.
11. The doctor (said / told) her not (to go / went) to school until she was healthy.
12. He (asks / says) he (is / was) the person in charge today.

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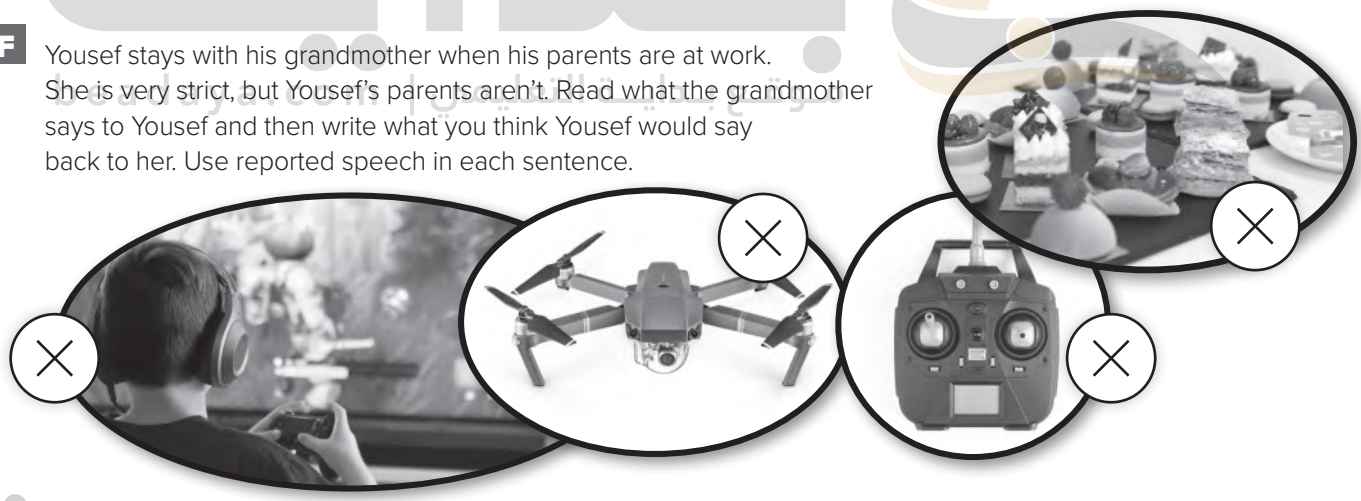
E Change the quoted speech to reported speech.

She said, "The refrigerator broke down."

She said that the refrigerator had broken down.

1. Majid said, "I'm trying out for the football team this year."
Majid said he was trying out for the football team this year
2. My father said, "Don't forget to do your homework."
My father told me not to forget to do my homework
3. The teacher said, "The test will be on Sunday."
The teacher said that the test will be on Sunday
4. Amy is saying, "Jennifer is conceited."
Amy is saying that Jennifer is conceited
5. My sister asked, "Are you joking?"
My sister asked whether I was joking
6. The coach said, "Be on time to practice tonight."
The coach told me to be on time to practice tonight
7. Dr. Thomas says, "He's a healthy baby."
Dr. Thomas says that he's a healthy baby
8. My brother asked, "Is Tom married?"
My mother asked whether Tom was married

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



"Clean up your toys."

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

1. "You aren't allowed to play any video games."
My parents said I could play with them
2. "You can't have any sugary foods."
My mother says I can have all the dessert I want
3. "You can't watch any more TV."
My parents said I could watch more TV tonight
4. "It's 8:00. It's time for bed."
My mother told me I could stay up until 10 o'clock
5. "Take a shower before going to bed."
My parents say I don't have to shower every day
6. "You can only read one book before bedtime."
My father said I could read three books before bedtime

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G Correct the errors in the sentences.

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

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

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

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

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

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I READING

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

Letter to the Editor

Daniel Waterman gives his opinion about tabloid newspapers.

Dear Editor,

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

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

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

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

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1. false Daniel believes people don't care much about their privacy.
2. false Ruling on when someone's privacy has been invaded is easy to do.
3. true Not all celebrities have the same attitude towards publicity.
4. false Daniel thinks he doesn't have the right to know what is happening in his community.
5. true Daniel thinks the public as a whole should be more discerning.
6. false Daniel thinks tabloids should no longer be published.

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

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

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

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

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

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

Imad: Well, is it invaded all the time?

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

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

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

Imad: Why? Are we going to use this?

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

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

Adel asked Imad if he think that people like to be followed all the time
Imad said that he doesn't know if famous people like to be followed all the time cause the like to see their names on the papers
Adel wandered if celebrities enjoy taking photos with their fans
Imad said that they might want to be somehow more known to people, not all the time
Adel agreed that celebrities want to have a privet life even if they want to be under the light
Imad asked Adel if celebrities wanted form people to involve in their privet life
Adel said that he should check the latest news about celebrates and he should check if news is involved in their privet life or not

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



say	ask	promise	warn
I like you beard dad	Give me the salt	I promise to buy you a car son	The tea is hot

1. The son said that he likes his father's beard
2. The father aske the mother to give him the salt shaker
3. The mother warned the son to not drink the tea because it is hot

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L WRITING

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

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

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

Main Idea	Example
They have rights	They have the right of not be followed
They would do better	When celebrities have space they would do better
They would not have retired early	Most of the famous people retired early due to pressure

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

Respect their privacy

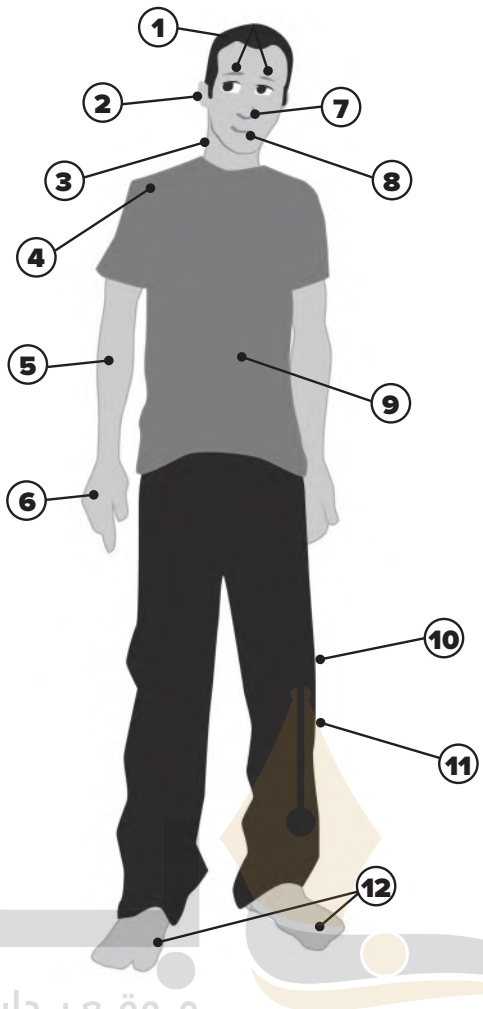
Being a famous is what most of people want to be, but what people do not know is the disadvantage of being a famous. All celebrities have no privacy at all due to paparazzi. However, paparazzi must respect the privet life of celebrities for many reasons

First, celebrities are normal people like the rest of us. They have the same rights that the anybody must have. As an example of that, they have the right to have their own life with no interrupting. Second, celebrities are like anybody need to not be under stress all the time to do better in their job

On the other hand, if they were under pressure, they would not do as they could do. As a proof, try to do any task under the stress, you would not do it as good as you do it alone. Third, most of celebrities have retired due to the pressure that they have got. Moreover, if they were not under the pressure they would not have retired

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M Write the names of the body parts.



1. Head
2. Ear
3. Neck
4. Shoulder
5. Arm
6. Hand
7. Nose
8. Mouth
9. Stomach
10. Leg
11. Knee
12. Feet

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

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

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

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

She had better to see a dentist soon

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

You had better not to eat anything at the restaurant

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

You must go to bed now to wake up early

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

You had better go to school and confront Fatima

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

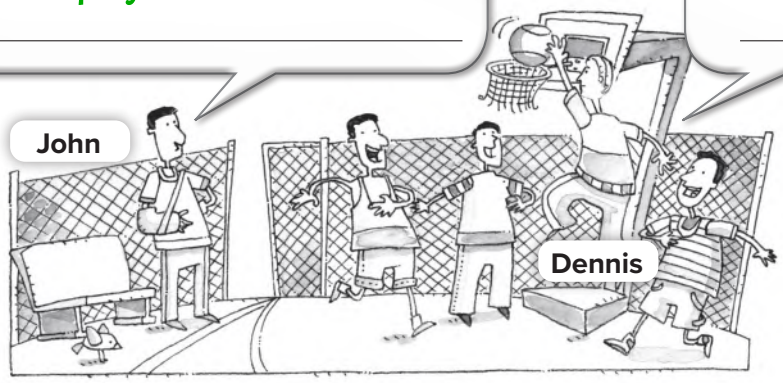
They should not play football while they have flu

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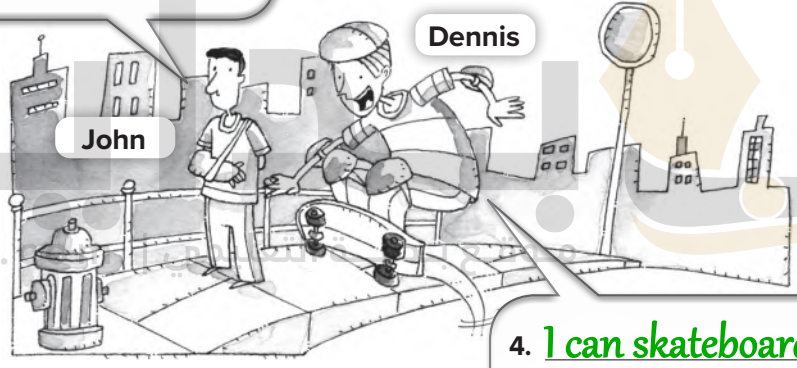
What do John and Dennis say they can or can't do? Complete the speech bubbles and use ***can*** or ***can't***.

1. I can't play basketball

2. I can play basketball



3. I can't skateboard



4. I can skateboard

5. I can't ride a bike



6. I can ride a bike

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11 Express Yourself

A Complete the sentences with the words from the box.

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

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

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B Answer the questions.

1. How many classes are you currently taking?

   I am currently taking four classes

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

   I listen to English songs routinely

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

   No, they can't have because it would be hard to say the word

4. Where can you find English in your country?

   You can find English in my country in everywhere like TV and books

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

A fish is an animal ___that / which___ **lives in the ocean.**

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

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

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

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

A pilot is a person. He flies airplanes.

A pilot is a person who flies airplanes.

1. The pill made me sick. I took it.
   The pill I took made me sick
2. The soup was too salty. I had it for lunch.
   The soup that I had for lunch was too salty
3. A bird is an animal. It can fly.
   A bird is an animal that can fly
4. The man is my father. He is wearing a shemagh.
   The man who is wearing a shomag is my father
5. Where can I find a store? It sells clothes.
   Where can I find a store that sells clothes
6. The doctor was nice. I met the doctor in the hospital.
   The doctor that I met in the hospital was nice
7. Abdul Aziz bought the book. He wanted it.
   Aziz bought the book that he wanted
8. My father helped me succeed in my studies. He gave me some good advice and support.
   My father who gave me some good advice helped me succeed in my studies
9. I have a class. It begins at 1:00 P.M.
   I have a class that begins at 1:00 p.m
10. A chef is a person. He cooks in a restaurant.
    A chef is a person who cooks in a restaurant

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

a pen: *A pen is a tool that we use to write.*

1. an adjective: An adjective is a word that describes a noun
2. a television: A television is a machine we use to watch program
3. a snake: A snake is a reptile that slithers on the ground
4. coffee: Coffee is a drink that wakes you up
5. a teacher: A teacher is a person who teaches us
6. a mother: A mother is a woman who has children
7. Arabic: Arabic is a language that is spoken in Saudi Arabia
8. the sun: The sun is a star that warms the Earth

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G Imagine that you met a caveman who doesn't understand the modern world. It's your job to explain what everything is and who everybody is. Write sentences using adjective clauses to explain your world.

A computer is a machine we use to write.



.1 A cell phone is a tool that used to communicate with others

.2 A car is a vehicle that use to take people from place to another



.3 A school is a place where people learn

.4 A laptop is a tool that people can do many things with it



.5 A library is a the place where people can read books inside

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

bite	**deal with**	**elbow our way**	**jam packed**	**munchies**	**ridiculously**

Karl: Are you going to the football game on Saturday?

Fahd: Yeah, I am. Are you?

Karl: Yes, we should meet up there.

Fahd: I'd really like to do that, but it's going to be **(1)** *jam packed* with people. Everyone's going! I don't know how we'll ever find each other!

Karl: That's true. Well, maybe we should drive there together. Then when we get there, we can **(2)** *elbow our way* to good seats at the front.

Fahd: To be honest, I'm not sure I want to **(3)** *deal with* trying to get seats at the front. It sounds exhausting.

Karl: Well, maybe we should just meet up afterwards to get a **(4)** *bite*. Quick and Tasty Burger is just down the street, and I'm always **(5)** *ridiculously* hungry after a game.

Fahd: That's a great idea. I will definitely be up for some **(6)** *munchies*, too.

Karl: Well, that sounds good. Why don't we just meet up at Quick and Tasty after the game?

Fahd: Great! See you then!

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I READING

Read the article. Then choose the correct answers below.

English as a *Lingua Franca*

Many people believe the world is in need of a *lingua franca*, or a language which people can use to communicate around the world. In recent years, English has rapidly taken on this role, as it has become one of the most widely spoken languages in the world. Over 300 million people speak English as their native language. There are at least 300 million more who use English as their second or third language and another 100 million who have learned it as a foreign language.

English is listed as the official or co-official language in over 45 countries. It is also spoken extensively in other countries where it has no official status. The countries where the majority of people speak English as a native language are Antigua, Australia, the Bahamas, Barbados, Belize, Bermuda, Canada, Dominica, Grenada, Guyana, Ireland, Jamaica, New Zealand, St. Christopher and Nevis, St. Lucia, St. Vincent, South Africa, Trinidad and Tobago, the United Kingdom, and the United States.

Interestingly, despite the fact that the United States has one of the largest English-speaking populations in the world, it doesn't have English as its official language. In fact, there has been a heated debate over this issue. Whereas many people think that the United States should have an official language which unites its people, many oppose the idea, arguing that having one official language would go against the First Amendment of the American Constitution which guarantees freedom of speech.

English is recognized worldwide as the international language of communication. People in China, for example, study English not only to communicate with people living in English-speaking countries, but also to be able to talk to speakers of other languages, such as Portuguese, Spanish, Korean, etc., and vice versa.

English is also the language of science, aviation, computing, diplomacy, and tourism. A pilot from anywhere in the world must be able to speak English in order to communicate with international control towers. Additionally, any computer professional must at least be able to understand written English to operate any kind of computer hardware and software.

Over the last fifty years, the English language has indeed become the world's *lingua franca*, or in other words, the language that is accepted by the world population as its international vehicle for communication.

1. *A lingua franca* is _____ .

a. a language **b.** a country **c.** a culture

2. According to the article, there are more than _____ million people worldwide that speak English.

a. 100 **b.** 300 **c.** 700

3. English is not an official language in _____ .

a. the United Kingdom **b.** New Zealand **c.** the United States

4. According to the article, if you were a Korean computer programmer and never planned to work outside of Korea, you would have to do _____ of your work in English.

a. none **b.** some **c.** all

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J Explain what each of the following people / objects / things are and/or what they do.

A dictionary is a book with words and their explanations in the same or a different language.

1. A text message is a message that is written in a text.
2. A cell phone is a tool that is used to call from one to another.
3. A designer is a person who could design things as his or her a job.
4. A referee is a person who makes the rules of sports.
5. A cosmetics brand is a name of company that sells cosmetics.
6. A coincidence is when something happens in a time as coincidence.
7. A librarian is is the person who works in a library.

K Answer the questions.

1. Which countries use Arabic as their official language?
Most of the countries in the Middle-East are Arabic spoken countries

2. Are there different varieties of Arabic?
Yes, there are. Each country speaks different accent and little different Arabic

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3. Are there many differences between spoken (colloquial) and written Arabic? Can you think of examples to explain what some of the differences are?
Yes, there are. For example, when you say the word 'but' in Arabic you pronounce for letters, but you write it only three letters

4. Do you think there are topics, feelings, or ideas that can be expressed more easily/effectively in Arabic rather than English? Please provide examples.
Yes, I do. For example, when you take about hot weather you could tell more than thirty or forty words, but in English are few

5. If someone wanted to study Arabic, what would you advise them to begin with? Spoken or written Arabic? Why?
Spoken Arabic. Because written Arabic is much difficult that spoken Arabic

6. What difficulties do you think an English speaker would have as a learner of Arabic?
I think the grammar in Arabic is totally more difficult than English grammar

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L Look at the pictures and make a list of words that describe each picture. Write sentences about the pictures using relative pronouns such as ***who***, ***that***, and ***which***.






Person/Job	Actions (verbs)	Nouns
Doctor	examine	needle
Firefighter	put down	water
scientist	make tests	blood
chef	cook	dish

1. The doctor is the person who examine patients by taking bloods by injecting them with needles
2. The firefighter is a person that puts down the fire by water
3. The scientist is the person who makes tests on humans' blood
4. The chef is the person who cook very nice dishes

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M WRITING

Write an informational essay about the origins and use of your native language.

1. Before you write, research the language to answer the following questions: Where was the language first spoken? Where is it spoken now? How many people around the world speak it? Is this number increasing or decreasing? Why? Are there any dialects? How are they different from the dialect you speak? Use the chart below to record information and organize your ideas.

Language: English	
Origin / Roots	Latin language
Where is it spoken?	Canada, Australia, the U.S, The UK
How many people speak it?	About one billion people
Is the number of people who speak it increasing or decreasing? Why?	It increases due to its importance
Are there any dialects?	Yes, there are

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

English

There are thousands of languages all around the world. There are Germany, French, Spanish, Arabic and many other languages. However, English is the most popular language in the world

The origin of the English is the Latin language. English got effected by other languages, but the Latin language is the most. Moreover, many countries speak English nowadays. Canada, Australia, the US, the UK and many other countries. Some other countries might use English as the second language like several European countries. The number of people who speak English is more than a billion people

At the same time, this number increases day by day. All of that is because English is most important language at this time. Furthermore, English has many dialects all around the globe. There are the UK dialect, Canadian dialect, the Australian dialect and the US dialect. In brief, all of above are some information about English

In the end, English is the language that is the number one in the world. It is the most used language that people must learn it. What do you think?

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N Read the extract about Machine Translation technology (MT). Make some predictions of your own based on the information. Use ***future progressive, will*** or ***going to*** in your answers.

The speech recognition application 'Skype Translator,' is a piece of compatible software which is able to translate video conversations into 70 different languages in real time! This technology heralds a new era of international communication and makes the need to learn the lingua franca—or the common international language— a thing of the past. By the end of this year, our prediction is that everyone across the globe will no longer be learning foreign languages; they will be using MT (Machine Translation) instead.

Apart from speech recognition software, another cutting edge piece of software up for grabs is the visual translation app. This is an application which enables you to see the world in your own language—literally! By downloading the app to your smartphone, you simply point the camera at the printed text you want translated into your own language, such as a menu, and the video camera will instantly translate it! It's true that such a translation can be unreliable and sometimes a bit strange, but in as little as two years, we predict that the visual translation app will have been picked up by computer giants, developed and merged with wearable technology. If this happens, everyone will soon be able to purchase affordable eyewear that will be able to instantly and effectively translate whatever it is that you are looking at.

With such translation technology just around the corner, can you imagine the possibilities that exist for the future? Language learning, education, work and travel will be completely revolutionized ...

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Machine Translation technology will enable everyone to communicate with each other without having to know another foreign language.

1. In the near future, people will need only their phones and no need for anything else
2. International businessmen and businesswomen would do their meetings online by using the Internet
3. People will not need any dictionaries to translate from a language
4. People from all around the world needed to learn the lingua franca to understand each other before 2020

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O Read each group of words and phrases connected with vacations. Which word or phrase does not belong?

1. amazing spectacular terrible magnificent wonderful

2. rainforest beach desert airport coral reef

3. exotic explore trek travel experience visit

4. destination currency check-in ticket flight plants

P Read the conversations. Write sentences using wish and conditional sentences with ***if-***clauses.

1.

Adnan: Will you go with me on the trekking holiday?

Gary: I can't, Adnan. My grandparents are going to Dubai and they asked me to go with them. They are not used to big airports and they can't speak Arabic.

If my grandparents weren't going to Dubai, I'd be able to go on the trekking holiday.

I wish my grandparents could speak Arabic.

If only my grandparents weren't going to Dubai.

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2.

Nawal: Will you buy a new cell phone?

Laila: I don't have the cash right now.

If only I had more money.

If I had the cash money, I would buy a new phone.

I wish I had enough money for a new phone.

3.

Henry: Will Ahmed and Mahmoud go on the trip with us?

Roy: No, they can't. Ahmed has an English test next Sunday.

If only Ahmed they'd be able to go on the trip with us.

If he didn't have an English test, he'd go on the trip with us.

They wish that Ahmed and Mahmoud could go with them on the trip.



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12 Lost and Found

A Write the missing letters.

r e v e n g e

1. su r r e n de r — Surrender
2. au th n ti — Authentic
3. n o to ri ou s — Notorious
4. pr e se r ve — Preserve
5. t re e s u re — Treasure
6. t h e o r y — Theory
7. a tt m p t — Attempt
8. i n va l ua b l e — jnvaluable

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

authentic : **real; genuine**

1. invaluable : priceless; very useful and precious
2. surrender : give in; give up
3. attempt : try to do something
4. theory : hypothesis; speculation
5. revenge : punishment for a wrong done
6. notorious : infamous; known for a negative reason
7. treasure : money; riches; something valuable
8. preserve : keep in good condition

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C Complete the sentences with ***where*** or ***when***. Then rewrite the sentence an alternate way using ***which*** or ***that***.

Winter is the season ___when___ **it snows.**

Winter is the season in which it snows.

1. School is a place ___where___ we learn.
   school is a place in which we learn
2. Dusk is the time of day ___when___ the sun sets.
   Dusk is the time of day at which the sun sets
3. My bedroom is the one place in our house ___where___ I can be alone.
   My bedroom is the one place in our house that I can be alone in
4. The restaurant ___where___ we had dinner last night was wonderful.
   The restaurant that we had dinner at last night was wonderful
5. Morning is the time of day ___when___ we wake up.
   Morning is the time of day in which we wake up
6. Fall is the time of year ___when___ we rake leaves.
   Fall is the time of year that we rake leaves in
7. Cities are places ___where___ many people live and work.
   Cities are places that many people live and work in

D Combine the two sentences. Use the second sentence as an adjective clause. Then write the sentence an alternate way.

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A library is a place. You can borrow books there.

A library is a place where you can borrow books.

A library is a place that you can borrow books from.

1. Summer is the time of year. It's hot then.
   Summer is the time of year which it's hot
   Summer is the time of year when it's hot
2. Childhood is a time in a person's life. It is easy to make friends at this time.
   Childhood is a time in a person's life that it's easy to make friends
   Childhood is a time in a person's life when it's easy to make friends
3. The city was crowded. We spent our vacation there.
   The city in which we spent our vacation was crowded
   The city where we spent our vacation was crowded
4. Germany is a country in Europe. They speak German there.
   Germany is a country in Europe where they speak German
   Germany is a country in Europe that they speak German in
5. Dinner is a time of day. Our whole family gets together to talk.
   Dinner is the time of day at which our whole family gets together to talk
   Dinner is the time of day when our whole family gets together to talk

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

Thomas is a boy. His experiment won first place at the Science Fair.

Thomas is the boy whose experiment won first place at the Science Fair.

1. The family moved to Abha. We bought their house.
   The family whose house we bought moved to Abha
2. The girl was disappointed. Her cell phone was stolen.
   The girl whose cell phone was stolen was disappointed
3. Ahmed is my cousin. His brother is a pilot.
   Ahmed is my cousin whose brother is a pilot
4. The people were crazy to sell them. We bought their tickets.
   The people whose tickets we bought were crazy to sell them
5. Gandhi is the person. His work and life are most interesting to me.
   Gandhi is the person whose work and life are most interesting to me
6. My mother is the person. I love her cooking the most.
   My mother is the person whose cooking I love the most
7. Bill is the guy. His father won the prize.
   Bill is the guy whose father won the prize

F Correct the errors in each sentence. If the sentence is correct, write *correct*.

The Louvre is the museum ~~in where~~ *where* the *Mona Lisa* is displayed.

1. The person ~~whose~~ giving the next presentation is me! who's
2. Evening is the time of day ~~which~~ we eat dinner at. when
3. I was very surprised when I heard the news.
4. The auditorium the Holy Qur'an Verses were recited was very nice. where
5. The girl ~~who's~~ essay won the contest was very excited. who's
6. Summer is the time of year ~~where~~ we get vacation. when
7. The person whose phone number she always forgets is Sabah.
8. Facebook is a social networking platform ~~who's~~ enables millions of people to connect. which



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G Write a sentence about each picture. Use an adjective clause with ***where***, ***when***, or ***whose*** in each sentence.













1. Home is the place where the person lives
2. Reading newspaper is good when you have free time
3. phones make people know where are they
4. The skateboard whose I gave to is not good
5. He shoots the ball where nobody could see it
6. When it isn't raining, I go to play on the beach

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

bent out of shape	**eating**	**vanished into thin air**
down in the dumps	**hit the roof**	**what a shame**

Fatima: Where's Tara?

Maya: She went for a walk. She's all (**1**) bent out of shape because she can't find her cell phone. She's really upset about it.

Fatima: Oh, (**2**) what a shame ! That would make me mad, too! Did she retrace her steps? She should really look everywhere she can think of.

Maya: She was looking for over an hour, and she couldn't find it anywhere. It's like it (**3**) vanished into thin air . We can't think of anywhere else to look.

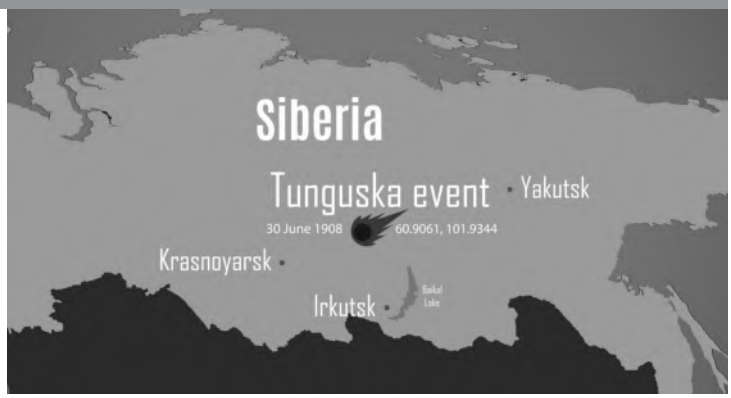
Fatima: That's so disappointing! She must be feeling (**4**) down in the dumps .

Maya: It's just (**5**) eating at her. She feels like she should remember where it is, but just can't find it. It's really irritating her.

Fatima: Well, that's too bad. And her parents are probably going to (**6**) hit the roof when she asks them to buy her a new one.

Maya: That's true! That'll probably make her feel even worse!

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I READING

Read the article from a travel magazine. Then answer ***true*** or ***false***.

The Mysterious Explosion at Tunguska

In the early morning of June 30, 1908, an extremely bright object zoomed through the atmosphere above Siberia. Passengers on a train saw the flaming object—like a tower of fire—fly above them at an incredible speed. It was possibly flying at about one and a half kilometers per second, and it caused a sonic boom that shook the train, the tracks, and everything in the nearby surroundings.

Almost 565 kilometers to the north, people felt the ground shake violently as they saw what appeared to be the sun flying across the sky. The temperature became unbearably hot. They heard sounds like thunder, though there were no visible clouds. About 240 kilometers farther north, in the Tunguska valley in Siberia, the object exploded about eight kilometers above the ground setting fire to the forest and destroying trees, animals, and everything else around it. The blast was heard 1,207 kilometers away. Halfway around the world, seismographs registered the explosion as if it were a massive earthquake.

Later that day, a black rain began to fall in the Tunguska valley. In the following days, people all over Europe began reporting that the sky had a strange luminosity at night, and it was even possible to read or to take pictures without flash at four in the morning. The sunset had unusual colors.

It wasn't until almost 20 years later that someone decided to investigate. The area was sparsely populated and difficult to access, and the political situation at the time was complicated. It wasn't until February of 1927 that the first daring expedition arrived in the area. Mineralogist Leonid Kulik went to look for the strange object which had impacted Siberia. He had read newspaper accounts of the explosion, and he speculated that it must have been caused by a meteorite.

When he finally reached the site of the mysterious explosion, Kulik was amazed. Twenty years later the signs of devastation were still very clear. There were large areas of forest where everything had been destroyed and where new trees were beginning to grow again. He saw evidence of giant trees broken as if they had been matchsticks. It is estimated that the explosion knocked down around 80 million trees in an area ranging over 1,940 square kilometers.

Later studies by geochemists found dust that was of extraterrestrial origin, but there was no evidence of a crater—meaning that it exploded in the air. Scientists have calculated that the force of the explosion was the equivalent of three to five megatons of TNT. This is a greater force than an atomic bomb! If the explosion had occurred over a city, it could have caused tremendous damage, but in the forest, the only victims were trees and animals.

Scientists have speculated that the explosion was caused by a comet exploding over Earth, or perhaps a meteorite or an asteroid. Whatever the truth may be, over 100 years later people still continue to write and comment about it on Twitter, Facebook, Instagram, and other social media.

1. _____ The article is about a mysterious event that happened in 1908.

2. _____ People heard the explosion 565 kilometers away.

3. _____ The explosion occurred in the air.

4. _____ An expedition was sent to investigate shortly after the explosion.



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J Complete each sentence with an appropriate word or phrase. Use the reading in exercise **I** to help you.

The instrument used to measure the strength of an earthquake is called a *seismograph*

1. Another word for explosion is _____.
2. When we refer to the _____ of something, we're talking about how bright it is.
3. When there are very few people living in an area and their houses are spread out, we say the area is _____ populated.
4. When scientists make guesses about an object they can't identify, they _____ about it.
5. When we talk about the severe destruction that happened over a large area, we refer to the _____ in that area.
6. _____ are very thin wooden sticks that are used to start a fire.
7. Meteorites are examples of _____ pieces of metal or rock from space that land on Earth.
8. When meteorite hits the ground, it creates a very large hole called a _____.

K Join the sentences with adjective clauses using ***who***, ***whose***, ***which***, ***where***, or ***when***.

The man has a brother. / His brother is a lawyer. / The man recommended a different type of contract.
The man, whose brother is a lawyer, recommended a different type of contract.

1. They employed the person. / The person's father was a famous author.
They employed the person whose father was a famous author

2. They visited the site. / The excavation took place at that site.
They visited the site where the excavation took place

3. Do you remember the time? / It was the time they told us that we would be in the same class.
Do you remember the time when they told us that we'd be in the same class?

4. She would never badmouth someone. / Someone had helped her in the past.
She would never badmouth someone who had helped her in the past

5. The book was reprinted. / It had been sold out.
The book which was reprinted had been sold out

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L Look at the picture and make a list of words that describe what you can see. Write your words under each heading below. Then write sentences about the picture using adjective clauses with ***when***, ***in/on which***, and ***where***.



when	in/on which	where
In the morning In the afternoon In the night	The elevator The second floor The parking	The first floor Mall The elevator

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1. In the morning. I was in the elevator when I saw my friend on the first floor
2. In the afternoon, my mom went shopping to the mall where I was waiting her out the mall
3. In the night, my friend called me when he was at the parking of the mall and I was where my father left me in the elevator

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M WRITING

Write an informational essay about an important discovery.

1. Before you write, research the discovery to answer the following questions: What was found? Where and how was it found? When and how was it lost or hidden? What makes it important or unique? Use the chart below to record information and organize your ideas.

Discovery: Treasure	
What was found? Describe it.	A lot of pieces of gold
Where and how was it discovered?	A lot of pieces of gold
When and how was it lost or hidden?	In the yard of my home
What makes it important or unique?	It costs more than ten million dollars

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

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The Treasure

The word treasure is very known as a meth for all people around the world but me I totally believe that treasures are real. Two years ago, I foun a treasure in the yard of my house I was implanting a small tree in the back yard of my house. While I was I digging in the ground I touched a box which made of wood. The box sounded very old. I took it out and I opened it and it was the surprise. It was a treasure that was shining. The treasure was hundreds of pieces of gold. I did not know I what to do. I hide it in the same place. Then I went to a gold trader and I told him that I have a lot of gold that I want to sell. The gold trader told me to I bring him the gold the next day. The next day I went to the gold trader with the gold at night. He saw the gold and after an hour of examining the gold, he told me that he would give me twelve million dollars at the moment. I expected his offer and I sold the gold

In the end, the treasure that I found made me a millionaire. I feel like I am the luckiest man ever. What do you think about my luck?

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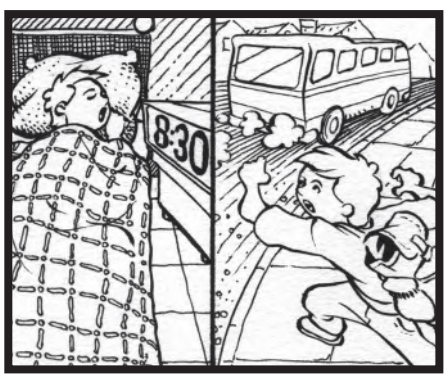
N Read the sentences and circle the correct word.

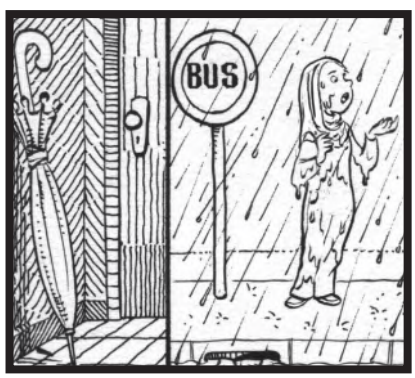
1. Put your keys in your pocket or you'll (**lose** / **miss** / **find**) them!
2. If you don't leave now, you will (**forget** / **find** / **miss**) your train.
3. They (**forgot** / **left** / **lost**) their finest art collection in the fire last month.
4. I think we're lost. Do you (**forget** / **remember** / **lose**) the address?
5. The Jones family are always so busy that they never (**miss** / **find** / **lose**) time to have a vacation together.
6. Ahmed is so conscientious and hardworking that he has never (**found** / **remembered** / **lost** / **missed**) a day of work.
7. I've booked an appointment for Tuesday at 6 p.m. Write it in your diary so you don't (**lose** / **forget** / **remember**).

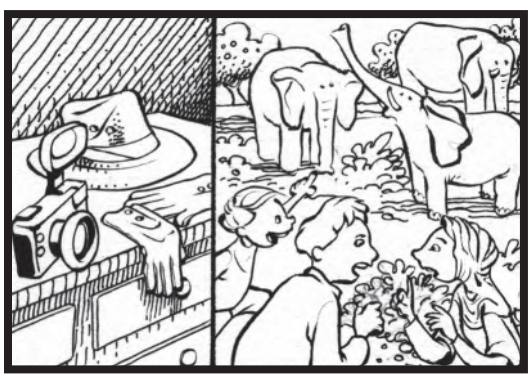
O Look at the situations in the pictures and speculate how things may have turned out differently. Re-write the situation using hypothetical ***If-***clauses for the past.

1. boy sleeping/missing the bus
2. umbrella/woman in rain
3. camera/couple at zoo

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1. If he had slept early, he'd not have missed the bus.
2. If she had taken the umbrella, she'd not have gotten wet.
3. If you had taken the camera, you'd have taken photos in the zoo.

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P Complete the story with the words and phrases in the box.

artist	**breathtaking**	**piece of art**	**art museums**	**famous paintings**

Hanan: Last month I went to the different **(1.)** art museums in the city. I've never been to many museums before last month.

Norah: You probably saw some really **(2.)** famous painting and pieces of art.

Hanan: I did! But there was one **(3.)** piece of art that I had never seen before.

Norah: Was it in the Nouveau Art Museum?

Hanan: Yes! How did you know that?

Norah: Was it a tall, silver tree?

Hanan: Well, I think so.

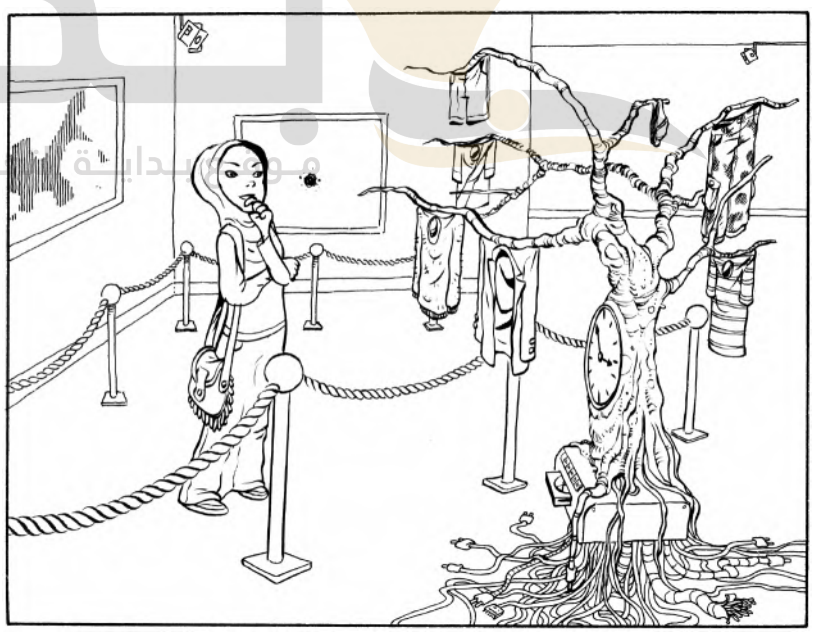
Norah: And the **(4.)** artist hung clothes on all the branches?

Hanan: I think you definitely saw the same piece of art. Can you believe it was in a museum?!

Norah: Oh, absolutely! It was **(5.)** breathtaking. The artist has so much talent. I'm a huge fan of his.

Hanan: Really? I didn't like it at all. The artist has no talent. I can't even remember his name, can you?

Norah: Oh, yes. He's my uncle!



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EXPANSION Units 9–12

A Match the words or phrases to their definitions.

1. _____ neutral	**a.** priceless
2. _____ praise	**b.** permanently
3. _____ munchies	**c.** morally good characteristics
4. _____ immune	**d.** feeling sad and disappointed
5. _____ virtues	**e.** gigantic
6. _____ for good	**f.** secret; private
7. _____ authentic	**g.** not favoring one side or the other; impartial
8. _____ malicious	**h.** say complimentary things
9. _____ invaluable	**i.** real
10. _____ confidential	**j.** crunchy junk food
11. _____ down in the dumps	**k.** not affected by something
12. _____ immense	**l.** deliberately harmful; hateful

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B Answer the questions.

1. What classes are you currently taking?

_____

2. Which places do you sometimes visit that are jam packed?

_____

3. Who is your favorite fictitious character?

_____

4. Give one example of how technology has evolved over the years.

_____

5. Would you ever divulge a secret?

_____

6. What, in your opinion, is your worst flaw?

_____

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EXPANSION Units 9–12

C Rewrite each sentence. Change the quoted speech to reported speech.

Maha said, "I lost my keys."

Maha said she had lost her keys.

1. They said, "We found your sweater! It was in the locker room."

2. Norah asked, "Are they coming to visit us?"

3. Her mother said to her, "Don't say anything unless you have something nice to say."

4. Ahmed said, "More people speak English in China than in the U.S."

5. The teacher said, "Close the door."

6. Asma said, "Fatima was speaking Arabic during English class."

7. He asked, "Has anyone seen my cell phone?"

8. They said, "Fahd is eating dinner at the cafeteria right now."

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D Complete the sentences by writing all of the possible relative pronouns that could be used: ***who***, ***whom***, ***that***, ***which***, ***where***, ***when***, ***whose***, or ***Ø*** (for no relative pronoun).

A calculator is a tool *that / which / Ø* **we use to do mathematics.**

1. Morning is the one time of day _____ I can think clearly.

2. The man _____ car my father bought was very interesting.

3. The person _____ I met on the train offered me a newspaper.

4. A carpenter is a person _____ builds houses.

5. The new keyboard _____ I bought has already broken.

6. I have a friend _____ once found a 100-riyal bill.

7. The place _____ my mother always hangs out is the kitchen.

8. A turtle is an animal _____ has a hard shell on its back.

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EXPANSION Units 9–12

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

A glass is something. We use it to drink water.
A glass is something that we use to drink water.

1. The man is new to the club. Adel sat next to him at the meeting.

2. Abdullah has a friend. He lives in Dubai.

3. A rest area is a place. You can get gasoline there.

4. Layla is my sister. She just got married.

5. Spring is the season. All of the flowers bloom then.

6. The place was very beautiful. We used to go camping there.

7. The rug got ruined. I bought it last week.

8. The man is difficult. He is working with my brother.

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EXPANSION Units 9–12

F Correct the errors in the sentences.

us
The teacher told ^ to study for the test.

1. Qassim has an e-book reader that it can hold 500 books.
2. Peter said that he is sleeping when I called him last night.
3. A trashcan is something who you put your garbage in.
4. My mother asked whether I eat breakfast this morning.
5. The Atlantic is the ocean in where many species of whale live.
6. Jay said he was been writing a new book.
7. The person whose I talked to was a professor.
8. Tuesday is the day when that I study the longest.

G Answer the questions about yourself. Use a noun clause in your response.

1. What's something you'll always remember?

   _____

2. What's something that you're afraid will happen?

   _____

3. What's something you hope will happen?

   _____

4. What's something you're sure of?

   _____

5. What's something you expect to happen tomorrow?

   _____

6. What's something you have dreamed more than once?

   _____

7. What's something that disappointed you recently?

   _____

8. What's something you learned at school recently?

   _____

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H Read and put the paragraphs in the right order for an essay. Use numbers. Indicate which paragraphs are part of the: **a. introduction** **b. main body** **c. conclusion / closing paragraph**

The History of Airbags

_____

Highly unconventional tests and hundreds of crashes were carried out to help gain knowledge that could make the device safe. One of their primary concerns was stopping the airbag from deploying unintentionally–a horror scenario that would fuel further resistance and, more importantly, put people at risk. Yet more test cars were used in varied conditions and circumstances for years before the airbag was launched. Initially, cars were fitted with a front-passenger airbag in the late 1980s. A driver's airbag was introduced as a standard feature in 1992. Finally, the sidebag was added in 1995.

_____

Over the years, airbags, as many other automotive features, have become a lot more sophisticated and deploy electronic systems that regulate the degree to which bags are inflated, depending on the severity of the impact. In addition, the function of bags can be adjusted to the size of the passenger, making them even more appealing to families with children. In other words, airbags seem to be following the trend alongside other devices and machines and are becoming personalized to suit individual requirements.

_____

The invention had been patented as early as 1953, but ignored, the main reason being that the technology required did not yet exist. Automotive engineers rose to the challenge and started their explosive experiments in an attempt to overcome technical hurdles.

_____

The windowbag was the next milestone in the airbag history, achieved in 1998. This bag inflates across the side windows in the event of a side impact and forms a large curtain that protects the heads of both the front and the rear occupants.

_____

As in all such cases, the airbag became the subject of ongoing dispute at the start. When a fatal accident involving an airbag occurred in the USA in 1974, it fuelled more opposition and caused many to desert the project. The German mechanics were not put off the idea. They were determined to overcome hitches and demonstrate the potential of the airbag as a life-saving device; so they went ahead and developed it aiming at a global market.

1

A large area was cordoned off with engineers crouching behind thick walls, when there was a loud bang and shreds of fabric and plastic flew everywhere. The engineers had just completed another stage of testing in the development of the car airbag. This was how the idea of the airbag was developed in 1967, prompted by the increasing number of accidents and new laws that required protection systems for car drivers and passengers.

1. What would you change? _____

2. What would you delete? _____

3. What would you add? _____

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EXPANSION Units 9–12

I Look at the picture and describe the building on the left. Imagine what the architect wanted to achieve with this design. Make notes under each heading in the box below. Write sentences about the picture using the words you listed.



Construction materials	Structure and shape	Comfort and use

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1. _____

_____

2. _____

_____

3. _____

_____

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EXPANSION Units 9–12

J Look at the picture and make a list of words for each of the following categories: ***mass***, ***peculiar***, ***awe***, and ***confounded***. Write sentences about the picture using the words you listed.



mass	peculiar	awe	confounded

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1. _____

2. _____

3. _____

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EXPANSION Units 9–12

K WRITING

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

electricity	**the airplane**	**the telephone**	**gravity**	**the fax machine**
the telescope	**radioactivity**	**the Internet**	**vaccinations**	**nanotechnology**

1. Before you write, use the chart below to organize your ideas. Write what you already know about the discovery in the **K** (*Know*) column. Write what you want to learn in the **W** (*Want to Learn*) column. Research these questions in your library or on the Internet. Then write what you've learned in the **L** (*Learned*) column.

K	W	L

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2. Now use your notes from the chart to write your essay. Be sure to construct an effective conclusion.

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Writing Skills 1

Expressing Your Opinion

When giving your opinion, either orally or in writing, it is important to clarify whether the opinion that you are expressing is your own or one that is generally accepted.

Personal opinion	General opinion
I think that...	Most people know/think that...
In my opinion,...	Everyone knows that...
From my point of view,...	It is thought/believed/well known that...
As far as I'm concerned,...	Most people support/oppose the...
I strongly believe that...	

A. Choose the most appropriate beginning for each sentence.

1. (In my opinion / Most people know that) people today are too obsessed with earning money. They should try and enjoy life more.
2. (As far as I'm concerned / It is thought that) global warming will cause the polar ice caps to melt.
3. (Everyone knows that / I think that) governments of richer countries should give money to poorer countries.
4. (From my point of view, / It is thought that) medical care should be free for everybody.

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B. Use the prompts to express opinions about the world today.

1. I think that _____.
2. It is believed that _____.
3. Most people support the idea of _____.
4. As far as I'm concerned, _____.
5. Most people think that _____.

When expressing your opinion in a debate, it is important not to make your statements so general that they are not true. For example, the statement *Everybody loves to eat junk food* can be easily argued with. However, the statement *Almost everybody loves to eat junk food* is much more difficult to argue with. When expressing your opinion in a debate:

- Avoid words like *never, always, all, none*. Use words like *often, hardly ever, many, very few*, etc.
  ~~No~~ **Few** teenagers like school.
- Try using modal verbs to qualify the verb.
  There ~~will~~ **may** never be peace in the world.

C. Modify the following sentences to be less extreme.

1. It never rains in the desert.
2. There must be life on other planets.
3. It is impossible to find a cure for cancer.
4. All factories pollute the environment.

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Writing Skills 2

Rewriting

English is a very versatile language. By choosing vocabulary and structures carefully, you can often write the same idea in several ways. For example:

There are not enough homes in modern cities for the people who live there.
There is a shortage of homes in modern cities for the people who live there.
Modern cities do not have enough homes for the people who live there.
The number of homes in modern cities is insufficient for the people who live there.

Another way to improve your writing is to avoid constantly using the same word by using synonyms.

A. Complete the sentences so that the second sentence has a similar meaning to the first. Use the words in parentheses.

1. **a.** There will be an exam in biology on Monday.
   b. The students _____ in biology on Monday. (tested)
2. **a.** Computers have caused major changes in the way people work and study.
   b. Computers _____ work and study practices. (revolutionized)
3. **a.** Not many people like to drink coffee at night.
   b. Drinking coffee _____. (unpopular)
4. **a.** It was the first time the children had seen snow.
   b. The children _____. (never)
5. **a.** Many people think that Venice is the most charming city in the world.
   b. Venice _____ one of the most charming cities in the world. (considered)

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B. Read the paragraph. Then rewrite the paragraph, replacing the underlined words with synonyms from the box.

greeted	grin	noticed	peered	portrait	rang
roses	scarlet	silent	stepped	the ocean	wandered

Anne arrived at the house and walked (**1.** _____) through the gate into the garden that smelled of flowers (**2.** _____). The sound of water (**3.** _____) reached her ears from somewhere out of sight. She walked (**4**. _____) up the path to the red (**5.** _____) door and pressed (**6.** _____) the doorbell. After a few moments, she saw (**7.** _____) someone behind the glass of the door, and it swung open to show her grandmother. Her grandmother looked (**8.** _____) at her for a few moments, and then her face relaxed into a smile (**9.** _____). Anne said hello to (**10.** _____) her grandmother and stepped into the warmth of the hallway. The door closed behind her, shutting her into the quiet (**11.** _____) atmosphere of the old house. She looked around the once familiar walls and saw that the picture (**12.** _____) of her grandfather was missing, nor was there any sign of him in the house.

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Writing Skills 3

Editing Finished Work

Good writers know that a piece of work isn't finished until it has been checked for errors. This is especially important when writing in a foreign language. It's a good idea to take a break before checking your work so that you can look at it with fresh eyes. Read the following checklist for editing finished work.

Audience	Is the work appropriate for the intended audience? Have you written a formal piece for an informal situation or vice versa? Will the reader understand what you are trying to communicate?
Extra words	Have you included any extra words by mistake? Common examples include: articles, prepositions, personal pronouns, etc.
Missing words	Are there any words missing? Common examples include: articles, auxiliary verbs, prepositions, personal pronouns, etc.
Grammar	Is the grammar correct? A common example of a grammar mistake is forgetting the third person *-s* on present simple verbs.
Tenses	Have you used the correct tenses? Make sure that you are consistent with your tense usage and don't change tense in the middle of a sentence.
Punctuation	Punctuation is a very important feature of written English, often dictating meaning. Make sure that your work is punctuated correctly according to English rules.
Spelling	Many people have problems with English spelling, but most problems can be avoided by being careful. If you're not sure of a word, look it up in a dictionary!

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A. Correct the errors in the sentences.

1. My father is a journalist for seven years.

2. My parents was born in 1970 and got married in 1992.

3. I like Amy and Carol, but I really can't stand there pets.

4. The doorbell rang when Mindy talked to her friend on the phone.

5. I had a terrible day at work yesterday. My computer crashed and I lose all my work.

6. I think that the athletes should set a better example for young people.

7. Although cell phones have changed our lives forever, not everybody like using them.

B. Add capitalization and punctuation to the sentences.

1. mike turned to kevin and asked will you help me

2. suddenly the children ran to the door their father was home from his business trip

3. what do you think people should do to help decrease poverty in developing nations

4. sam doesnt like school very much but he does enjoy his english class

5. frank asked if he wanted time to think about it before he made his decision

6. my favorite book of all time is oliver twist by charles dickens.

7. in spite of all the bad reviews I still enjoyed the restaurant.

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Writing Skills 4

Writing an Account or Newspaper Article

Although most of us know what we want to say when we start writing, it is often easy to forget while in the process of writing, which can cause the work to lack structure and make it difficult for the reader to understand. Plan briefly first, so that you can check your progress as you write. Follow the guidelines below to help you.

1. Decide what information you need to convey to the reader. Ask yourself the questions ***Who? Why? What? Where? When? How?*** to come up with most of the information you need to include.
2. Write a brief plan like the one below, explaining what you will include in each paragraph. This will also help you decide how many paragraphs you need to include.
3. When you finish, check the work against the plan to make sure you've included everything. Try and read the piece as if you were someone else. Does it include all the information you need to provide?

A. Read the text that follows the plan and reorder the paragraphs so that they match the plan.

1. *Introduction, mystery finally solved*
2. *Background history of the case, search, police and residents' reaction*
3. *How the case was solved*
4. *The men's reaction, what they've been doing, employers' reaction*

a. However, two days ago, police received a phone call from their colleagues in New York saying that there was a man in their precinct who claimed to know what had happened to the two men. An agent flew up to New York to interview the man who had seen the case of the escaped convicts on a popular TV program on unsolved crimes, and had immediately recognized one of the men as his next-door neighbor and the other man as his next-door neighbor's cousin. He said that he'd never realized who they were before, because both men had changed their names as well as the color of their hair and eyes!

b. The two men were arrested in their new home. They had both been able to find jobs and were planning to get married soon. Confronted with the prospect of spending another twenty years in prison, one of the men had a stroke and was taken to hospital. The other man was driven back to the penitentiary to wait for their final sentencing. Neither man regretted escaping. They had both started new lives and had not committed any unlawful act while out of prison. Their employers have offered to testify as character witnesses and claim that both men have been model workers.

c. The two run-away convicts were first reported missing in May 2007, when they failed to appear at the door of their cell during morning inspection. Described as two of the most intelligent and dangerous criminals, the two men caused an enormous stir in the media. A national manhunt was launched in an effort to locate and apprehend the two escapees. Over one hundred thousand residents helped the police search the area and the surrounding desert with no success. Local law enforcement officers and residents eventually resigned themselves to the fact that they would not be able to find the two men.

d. After years of a nationwide search, it appeared that police had finally located the getaway car and prison uniforms of the detainees that had managed to dig their way out of the high security penitentiary in Phoenix, and a few days later the actual escapees.

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Speaking Skills 1

Public Speaking Part 1

"When you listen, you have power. When you talk, you give it away."— Voltaire

It might seem strange to begin a discussion on public speaking with this quote, but it states the most essential condition of effective communication. Public speaking, as in speeches, presentations or debates, is addressed to an audience. If the speaker does not take that audience into consideration and does not attempt to approach, involve, and engage it, public speaking becomes a monologue; and no matter how eloquent that monologue might seem, it falls on few ears, if any, and is easily forgotten.

So, our first concern is our audience in relation to the topic/content of our talk and how we can begin, carry on, and round up in an interesting and memorable manner. If listeners go away remembering one thing, you should be satisfied; if they remember two things, you should be very pleased; anything more than that is a tribute to your unique skills as a speaker/presenter!

The audience	• Take the time to look at people in the audience before you begin speaking; greet and/or make eye contact with people you recognize. Smile! • If you have been a member of the audience in the past, you might recall that audiences sometimes get almost as stressed as the speaker, especially when the speaker is a well-respected and admired individual.
Getting to know the audience	• Begin with a joke or comment that will break the ice and put you in a better position by bringing presenter and audience closer together. • If you feel confident, you might begin by eliciting expectations and comments from the audience and then launch into your content, having made a definite connection that will contribute to a successful presentation.
Engaging and involving the audience	• Use open questions. Get information before you give information. Don't be afraid to follow up one question with another. Listen and observe audience responses/reactions; they will provide the clues you need to continue as you get closer to your audience, and will demonstrate your genuine interest in them. • Use stories to introduce or illustrate issues and entertain your audience. An audience that is entertained is more likely to be "captive" and remember things. • Questions which get the audience to express points that you would have to make otherwise, ensure audience agreement effectively and efficiently. • Look upon interruptions as communication opportunities rather than disrespectful distractions. They are indications of active participation.

1. Work with a partner. Choose one of the topics/titles below and decide on an opener, i.e. story, question(s), joke, or quote to use with the rest of your class or a class from another school as an audience.
2. Prepare and rehearse your opener with each other. Do not write it out fully. Use notes and remember to look at your audience as you present.
3. Present your openers and select the most effective ones. Reflect on why they were effective.

Topics: A Friend in Need Is a Friend Indeed — Life in Space — Robotics: Advantages and Disadvantages

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Speaking Skills 2

Public Speaking Part 2

Preparation	• Rehearse by taking on the role of the presenter or audience as required. When one of you stands up to rehearse his/her part, the rest of the group should listen to the presentation as members of the audience and react accordingly. • Evaluate your own and your fellow students' presentations and make suggestions for improvement. • If you are participating in a group presentation, finalize your section on an individual basis to make sure that the rest of the group does not know exactly what you are going to say. This will help you/them evaluate and find out how effective and clear the presentation is and test content relevance and appeal. • Edit your content, language, style, and material by checking each other's work. It is easier for someone else to be the editor of something that you have written/worked on. • Do not learn what you are going to say by heart as it will probably sound flat and mechanical. You will be more worried about remembering what you wrote rather than getting through to your audience, and that should be avoided at all costs.
Group presentations	• Always have a back-up option should something go wrong. Be prepared to cover for at least one more person in your group, i.e. each section is assigned to one primary speaker with a second person as an understudy, so he/she can step in, should there be an emergency. • Coordinate carefully to make sure that you are all contributing to the final outcome, effectiveness, and appeal of your talk/presentation. • Identify and utilize the group participants' strengths. Not everyone has to do the same thing. Synergy is the key to a group/team effort. Discuss and agree on different roles within the team, i.e. team coordinator, artist, designer, editor, researcher, speech specialist, etc. • Agree on manageable chunks to work on for each individual. No single individual is supposed to do "their own thing." This will only waste the time available, duplicate content, bore the audience, and demonstrate lack of communication within the group.

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1. You are a member of a group of 6. You are planning an advertising proposal for a new type of electronic reader. Study the profiles and assign a role to each member of the group.

A: Good at drawing and math, has original ideas but does not have enough self-confidence, rather shy

B: Good in literature, can write well but not always in the appropriate style, tends to be a little overconfident or too formal, highly organized

C: A good eye for detail, can evaluate things on the spot, very good ideas but not always willing to implement them, good team member, willing to share

D: A good eye for detail, very careful to the point of being tedious, a perfectionist, tends to get side-tracked by details at the expense of the whole, conscientious and diligent, easy to get along with

E: A natural communicator, outgoing and assertive, can get people to do different things without even asking, highly creative

F: A likable, gentle personality with a lot of strengths, sometimes too hesitant and quiet due to lack of confidence, a natural listener

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Speaking Skills 3

Public Speaking Part 3

Managing content	• Decide on the amount of information that is going to be included with the audience in mind. There is always the temptation to include too much. If a speaker bombards you with masses of information within a short period of time, how much of it will you remember or even hear? It is better to select fewer items carefully and add relevant information as you speak, always monitoring your audience and adapting as you go on. So "less is more." • Your aim is not to say as much as possible with as many "difficult" vocabulary items as possible. Your aim is to communicate effectively with your audience. It is normal for speakers to stop, rephrase, repeat, etc. • Pauses are used by experienced speakers to let points sink in, create an effect, or prompt an emotional response. • What seems like an eternity of silence to a nervous, less experienced speaker is often hardly noticed by the audience; if noticed, it often serves as a welcome respite and a chance to breathe and collect one's thoughts.
Using visuals	• Slides and visuals are used to provide a frame of reference for the audience, to activate relevant knowledge, experience, feelings, thoughts, and memories, and raise associations. They help highlight important points and make them more memorable. If a speaker goes on with nothing for the listeners to use as a frame of reference, it is very hard for them to follow, make links, and remember. • Slides/visuals/posters are essential when one is presenting as they can be highlighted or revealed gradually as the presenter speaks (PowerPoint). When you use a poster, you can cover some of the texts and/or pictures with cards or sheets of paper that are cut to size, and reveal them gradually. This reinforces train of thought and reasoning and gets your listeners to think as they listen and contribute actively.

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1. Work in pairs or groups. Choose visuals for one of the topics below. Search for photos and/or drawings on the Internet, in magazines and other publications, or design your own. You might decide to make a collage, a scroll, or a poster, or use your visuals separately.

2. Think about and write open questions or a statement/quote that you can use with some of your visuals to elicit ideas and raise audience expectations.

Topics: A Vision of the Future — Culture and Communication — Learning Languages

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Speaking Skills 4

Public Speaking Part 4

Body language	• Stand up straight and face your audience. Make eye contact. Smile if you can. • Use gestures to stress, illustrate, or demonstrate taking into consideration cultural norms. Check to make sure that the gestures you are likely to use are acceptable. • Move along the front in order to spread attention more evenly. Standing on one side of a room usually favors one part of the audience at the expense of the rest. • Do not pace frantically while speaking non-stop, and avoid reading directly from a script held in your hand. • Experienced speakers have a way of appearing relaxed, even when they are not. This is related to posture: holding your head up, throwing your shoulders back in a relaxed manner as you stand straight, using facial expression, a smile or laughter, making eye contact, and not being afraid to communicate with the audience.
Voice	• Use your voice well. Do not look down as you speak if you want to be heard and sound clear and articulate. Do not shout. Project your voice! If you project from within, you should feel a vibration in your throat if you rest your fingers on it.
Dealing with stress/fear	• Try to be as relaxed as you can. Remember that your classmates will be or will have been in the same position while presenting. • Be prepared with an icebreaker. Icebreakers are a good way to start with new and familiar audiences. This way, you will get your audience to interact and be actively involved from the start. There is an abundance of ideas available on the Internet that you can choose from. • Breathe normally. Think of how nervous other people must have been when they first had to present or speak in public. • Stress is a necessary ingredient for a successful presentation. It makes you alert and mobilizes all your skills and abilities. • Visualize yourself as a member of the audience that stands up and takes the stage. Then raise your head and "sweep" the room with a broad gaze from side to side. If necessary repeat. Smile!

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ENJOY your presentation! That's the way to gain from the experience and develop your skills.

1. Practice on your own. Choose an opening story, questions, or an icebreaker that you already have or design/find a new one.
2. Stand in front of a mirror and pretend that you are talking to an audience. Present your story or icebreaker. Observe your facial expressions and gestures. Make eye contact! Evaluate and repeat until you are satisfied. This will eventually help you visualize yourself and control your body language effectively!

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