

MEGA

# GOAL 6

WORKBOOK

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**Mc  
Graw  
Hill  
Education**

## MegaGoal 6 Workbook

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# 1 Everyone Makes Mistakes

**A** Find the words from the box in the puzzle.

<b>boost</b>	<b>flop</b>	<b>novelty</b>	<b>slipping</b>
<b>endured</b>	<b>launch</b>	<b>outraged</b>	<b>tampered</b>

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

**B** Complete the sentences with the words from exercise **A**.



The company plans to launch its new car in the Japanese market next year. This is the first time they will be selling in Japan.

1. Somebody \_\_\_\_\_ with my suitcase. I can tell it has been opened and everything is in a different place.
2. The new cell phone was a \_\_\_\_\_. Nobody bought it, so they took it off the market the following year.
3. I am \_\_\_\_\_ at the politics of our president. It just makes me so angry!
4. At first the video game did very well, but by its second year on the market, sales started \_\_\_\_\_. The company has started a new advertising campaign to help \_\_\_\_\_ sales.
5. Some people think that hybrid cars are just fun and new right now, but I think they're more than just a \_\_\_\_\_.
6. I have \_\_\_\_\_ many years of teasing from my older brother. Now he's off at college.

# 1 Everyone Makes Mistakes

**C** Underline the past modal in each sentence. Then tick (✓) the box for the meaning the modal is conveying.

	uncertainty about the past	drawing conclusions about the past	expected action that didn't happen	mistakes made in the past
<b>?</b> You <u>should have called</u> me right away.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
1. I may have made a mistake.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I don't feel well. The soup must have been old.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I think I may have lost my keys.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. She was supposed to be here by 2 o'clock, but I guess she's late.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I shouldn't have eaten that soup.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Do you think she could have gotten lost?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. She must have stayed up too late last night.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. The game was supposed to be last night, but it was canceled.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**D** Complete the conversation with a past modal and the correct verb form.

**Mona:** Hey, Amina. What's the matter? You look awful!

**Amina:** Last night **!** (be) may have been the worst night of my life!

**Mona:** Why? What happened? I thought you were **(1)** (go) \_\_\_\_\_ to your grandparents with your brother.

**Amina:** I did, but now I think I **(2)** (go) \_\_\_\_\_.

**Mona:** Why not? Did you have a bad time?

**Amina:** Well, before my brother came to pick me up, I started feeling sick. Finally, I realized that I **(3)** (eat) \_\_\_\_\_ something that had peanuts in it.

**Mona:** Oh, no! You're allergic to peanuts!

**Amina:** I know! I get a rash and fever when I eat them! But I really wanted to go to my grandparents, so I just took some allergy medicine.

**Mona:** Wow! Your mom **(4)** (be) \_\_\_\_\_ so upset!

**Amina:** Actually, I **(5)** (tell) \_\_\_\_\_ her, but I didn't.

**Mona:** Amina! That's terrible. You **(6)** (got) \_\_\_\_\_ really sick!


**Amina:** Well, I did. And in the end, my brother had to take me to the hospital. He **(7)** (be) \_\_\_\_\_ so annoyed with me.

**Mona:** I'm sure he wasn't. He must have been really worried about you.

**E** Choose the correct option to complete the sentences.

1. She didn't come? She \_\_\_\_\_ about the meeting.
  - a. must have been forgotten
  - b. must have forgotten
2. That mess \_\_\_\_\_ a long time ago!
  - a. should have been cleaned up
  - b. should have cleaned up
3. You look so tired today. You \_\_\_\_\_ out late last night.
  - a. must stay
  - b. must have stayed
4. That picture \_\_\_\_\_ by him. It doesn't look like his style.
  - a. couldn't have been painted
  - b. couldn't have painted
5. The seal on that milk is broken. It \_\_\_\_\_ with.
  - a. could have been tampered
  - b. could have tampered
6. The game \_\_\_\_\_ 10 minutes ago.
  - a. should have been started
  - b. should have started

**F** Correct the errors in the sentences.

 Sometimes I think I should have been ~~be~~ a lawyer.

1. They were supposed to came over at 10:00.
2. The thief could have caught by the police, but they were too slow.
3. Ali may has gotten lost.
4. Everyone was wearing a coat. It must been cold last night.
5. His car could been stolen.
6. You must been have so embarrassed.
7. Do you think I must have failed the test?
8. You shouldn't had been so angry.

# 1 Everyone Makes Mistakes

**G** Look at the pictures. Write a sentence about each, using modals in the past or passive modals in the past.



1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

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

**don't sweat it    flake    making too much of it    no big deal    slipped my mind**

**Adam:** Hey, Omar. Did you remember to bring that book?

**Omar:** Oh, no! I totally forgot! I was so busy getting all my things together this morning, that it **(1)** \_\_\_\_\_. I'm so sorry!

**Adam:** Oh, it's **(2)** \_\_\_\_\_. Maybe you can bring it tomorrow.

**Omar:** Yes, of course I can, but I feel terrible. You even called me to remind me this morning! I feel like such a **(3)** \_\_\_\_\_.

**Adam:** Really, **(4)** \_\_\_\_\_. It's fine, you don't need to get upset.

**Omar:** Well, maybe I could bring it to you tonight. I can drive over to your house after football practice.

**Adam:** You're **(5)** \_\_\_\_\_. If you just bring it tomorrow, that will be fine.

**Omar:** OK. If you're sure, I'll just bring it tomorrow.



## I READING

Read the advice column from a newspaper. Then answer **true** or **false**.

*Dear Advisor,*

*I've been having a lot of problems in my math class, and I don't know what to do. Every day we check our homework and I usually only get half of it right. It's so depressing that I usually just throw away my assignments after class. I also failed the last two tests. I think my teacher hates me. He has tried to get me to stay after school so he can go over the homework with me, but I always tell him I'm too busy. He probably just wants to tell me that I'm not good at math, and I already know that! My father is an engineer and he's really good at math. He expects me to do really well in all my classes, but especially math. He doesn't know that I'm failing. We have our final exam next week, and I am not ready for it at all. I am probably going to fail it, too. How will I ever tell my dad?*

*Sincerely,  
Problem Math Student*

Dear Problem Math Student,

I'm sorry to hear about all of the problems you have been having in your math class. I think that you need to start learning from your mistakes and applying that learning to future situations, such as the final exam you have next week. You should not throw away your old homework and exams because they can help you study for future exams.

The first thing you should do is carefully look through all of your old exams. You said you get about half of the questions right. That's great. First, look at those questions. Put them into categories by question type. What did you do correctly? Then look at the questions you missed. Put them into categories, too. Are there some areas that you are having more problems with than others? Study those areas. What can you do differently on the next test?

You should accept your teacher's offer to go over the homework with you. I'm sure he doesn't just want to tell you that you aren't good at math. He probably wants to help you understand the questions that you are having trouble with. I also think it's time for you to talk to your dad and tell him you're having problems in your math class. Maybe he can help you study at home, especially since he's good at math. Most parents will be more supportive if they can see that you are trying hard and taking the work seriously.

Remember that if it wasn't for mistakes, we would never have to learn anything.

Good luck on the final exam!  
Advisor

1. \_\_\_\_\_ The student is very good at math.
2. \_\_\_\_\_ The student has not told his father that he's having problems in math.
3. \_\_\_\_\_ The student has been saving his homework every day so he can study it later.
4. \_\_\_\_\_ The advisor says we should always give up when we make a mistake.
5. \_\_\_\_\_ The advisor thinks he should tell his father about his problems in math class.

# 1 Everyone Makes Mistakes

**J** Read the situations and comment using **may have**, **must have**, **should have**, or **could have**.

Fahd suggested you meet at his house; so you get there and find out that he's left.

 **You know he wanted to buy new shoes, but he hadn't mentioned anything about going shopping this morning. But then again, ...**

He may have gone shopping. / He may be at the mall.

1. Come to think of it, though, he did say something about a dentist appointment. Yes, that's right, his brother mentioned something about it because they had arranged to go together.

He \_\_\_\_\_.

2. You know he hates going to the dentist; that's why his teeth are in such a bad state. You think:

He \_\_\_\_\_ a long time ago.

You disagreed with your friend over something that had happened at school. You try to explain why you feel the way you do, but your friend is not willing to listen to you.

3. You know it's wrong, but you lose your patience and start shouting at your friend. Your friend gets very angry and walks away. Looking back you think:

I \_\_\_\_\_.

4. You run into your friend later in the day and try to apologize. Your friend turns away and refuses to talk to you.

Your friend \_\_\_\_\_.

5. You get really annoyed, and you throw a watch your friend had given you as a present on the floor and it breaks. You regret it.

I \_\_\_\_\_.

**K** Respond to the statements using **should/shouldn't have**, **must/mustn't have**, **could/couldn't have**, or **may/may not have**.

 **"I can't find my keys."** You could have left them at home. / You may have forgotten to take them.

1. "My cell phone is dead." \_\_\_\_\_

2. "I failed the test." \_\_\_\_\_

3. "My teacher got very upset." \_\_\_\_\_

**L** Look at the picture and make a list of words that describe the picture. Write sentences about the picture using **may have**, **must have**, and **should have**.



Words about the picture

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_

# 1 Everyone Makes Mistakes

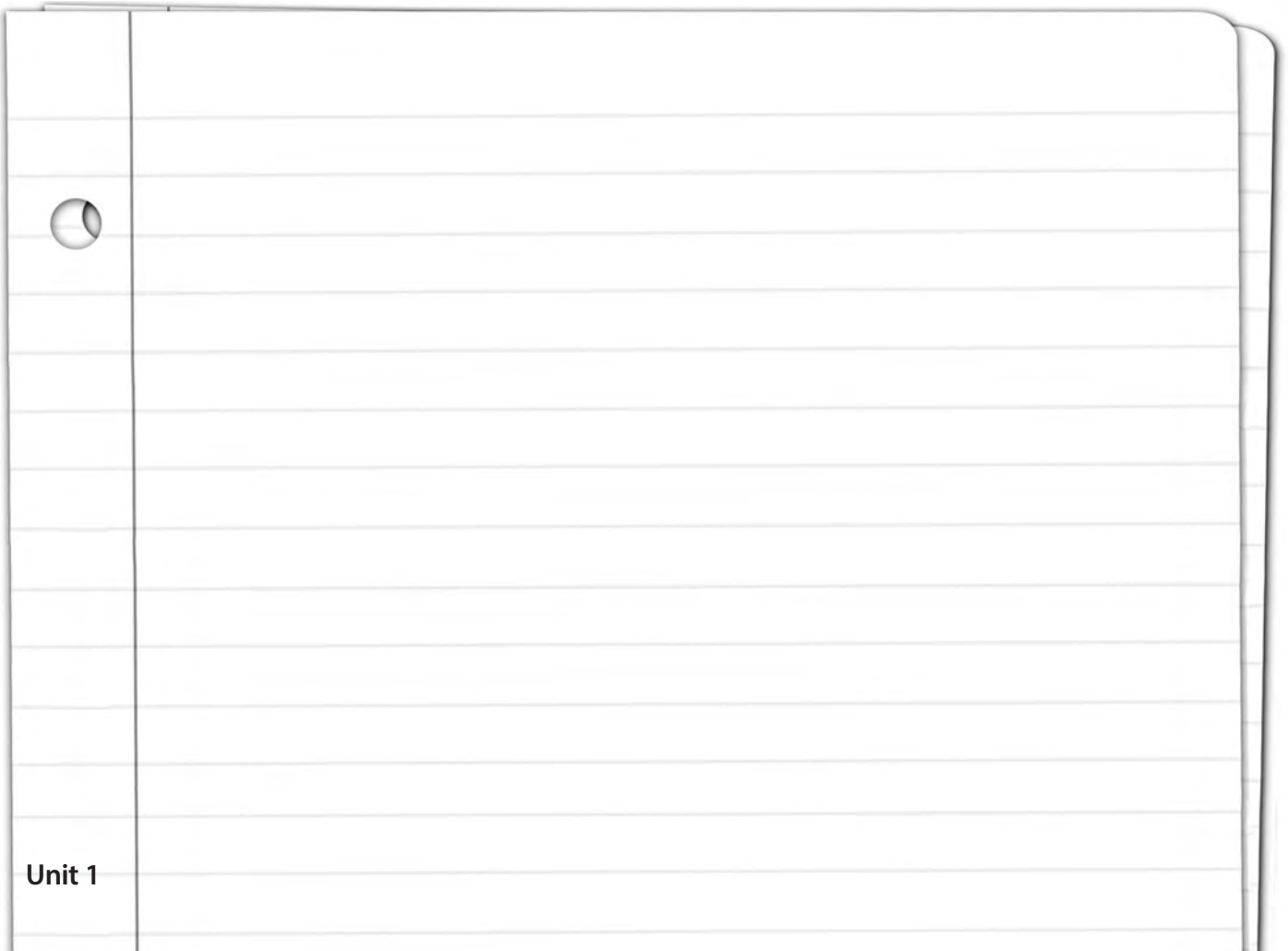
## **M** WRITING

Write about a mistake you made and a lesson you learned from the mistake. How will you do things differently if you are in a similar situation in the future?

1. Before you write, take notes in the chart below.

1. Describe:	What happened?	
2. Analyze:	What went well? What could I have done differently?	
3. Plan:	What is my action plan for the future?	

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



**N** Read each group of words and phrases. Which one does not belong?

1. university    negotiations    sales    asset    patent
2. buy    research    sell    sign    negotiate    degree
3. new and improved    a good deal    boost sales    slipping sales figures
4. formula    qualifications    invention    discovery    product
5. occupation    career    salary    profession    job    work

**O** Complete the gaps with a word or phrase from **N**. Put the word or phrase in the correct form. There may be more than one possible answer.

1. Saeed is a manager in an advertising agency. Part of his **(1.)** job is to find new clients. He is responsible for negotiating new contracts and getting clients to **(2.)** \_\_\_\_\_. Saeed enjoys this line of **(3.)** \_\_\_\_\_ very much. He is a smart and creative person and learns from his mistakes. As a result, Saeed has been very successful in his chosen **(4.)** \_\_\_\_\_.

2. Faisal **(5.)** \_\_\_\_\_ in a clothing store. He helps customers **(6.)** \_\_\_\_\_ clothes. Recently, the shop has been seeing fewer and fewer sales. Faisal thinks that the store could **(7.)** \_\_\_\_\_ by selling hip and cool clothes. He did some **(8.)** \_\_\_\_\_ and asked customers if they'd be interested in buying that style of clothes. He talked to his manager, and his manager was very happy with Faisal and his idea. In fact his manager was so happy, he raised his **(9.)** \_\_\_\_\_!



# 1 Everyone Makes Mistakes

**P** Complete the sentences with the correct article: *a, an, or the*.

1. The website crashed because of \_\_\_\_\_ computer error.
2. The tax accountant made \_\_\_\_\_ error of judgment, for which he has now apologized.
3. After predicting disastrous results, he had to admit to having made a big mistake when he saw the success of \_\_\_\_\_ new product.
4. He was mistaken about \_\_\_\_\_ price and grossly underestimated how much the product cost to make. We were offered ten times that price from another company!

**Q** Complete the story about Badria's new business. Use *a few, a little, hardly any, plenty of* and *a lot of*. There may be more than one possible answer.

## The 'Fat Flush' Company: A Brilliant Business Idea

Badria started her innovative business three years ago. Today she is experiencing enormous success. Badria delivers tailored advice and ready-made meals as part of a healthy living and diet program for women, called the 'Fat Flush Program.' This is what she told me:

"At first, I was uncertain about how to set up and manage a small business, but with the help of my brother and uncle, I saw that it could be very successful. My business idea came from my own experience of weight loss which came about from making some simple changes to my diet and lifestyle.



There are  hardly any rules—but if you want to lose weight quickly, you must do the following:

1. You have to take 1 tablespoon of oil twice a day. That's not **(2)** \_\_\_\_\_ oil, but it helps you lose weight for some reason.
2. You need to drink **(3)** \_\_\_\_\_ lemon juice (about a tablespoon) in water twice a day.
3. Fruits are part of the diet. You can have **(4)** \_\_\_\_\_ pieces of fruit—one, two, or three pieces—every day. You can eat **(5)** \_\_\_\_\_ different vegetables. In fact, you can eat all the vegetables you want, including beans, broccoli, cucumbers, onions, and 25 more.
4. But you can only have **(6)** \_\_\_\_\_ spices. They cause problems with this diet.
5. You need to drink **(7)** \_\_\_\_\_ water—at least eight glasses a day!
6. You can't eat **(8)** \_\_\_\_\_ meat—only 225 grams once a day.
7. You should try to get **(9)** \_\_\_\_\_ exercise, but not too much.
8. You must eat three 'Fat Flush' meals a day. These are especially prepared for you by us and delivered to your office or home at a time that suits you!"

For more information about the 'Fat Flush Program,' contact ...

# 2 Against the Odds

**A** Match the words to their definitions.



  d   **assassinated**

1. \_\_\_\_\_ astounded

2. \_\_\_\_\_ decade

3. \_\_\_\_\_ delighted

4. \_\_\_\_\_ regained

5. \_\_\_\_\_ resemblance

6. \_\_\_\_\_ striking

7. \_\_\_\_\_ successively

8. \_\_\_\_\_ suffered

a. ten years

b. got back again

c. immediately noticeable; draws attention

d. killed

e. experienced grief and pain

f. to come one right after another

g. amazed; surprised

h. similarity

i. very happy; pleased

**B** Answer the questions.

1. What month comes successively after the current month?

---

2. Who are some famous people in history that have been assassinated?

---

3. When was the last time you felt delighted? Describe the situation.

---

4. Who do you have the most resemblance to in your family?

---

5. Who is someone famous in history that suffered for his country?

---

6. How many decades have you been alive? Your parents? Your grandparents?


---

7. What is something you were astounded to learn/discover?

---


## 2 Against the Odds

**C** Circle the correct words to complete the sentences.

 I was ((so) / such) tired that I stayed home and went to bed early.

1. He was (so / such) a small child that people sometimes thought he was a baby.
2. It was (so / such) long ago that I can't remember it.
3. She knew (so few / so little) people that nobody noticed she was missing.
4. He looked (so much / so many) like a celebrity that people would often ask for his autograph.
5. It was (so / such) a miserable day that I didn't want to leave the house.
6. It was (so / such) a difficult test that many students didn't pass.
7. There was (so few / so little) food that they could have died.
8. I was (so / such) tired that I don't even remember getting into bed.

**D** Combine the sentences. Use **so...that** or **such...that**.

 Ali is sick. He had to miss school today.

Ali is so sick that he had to miss school today. \_\_\_\_\_

1. Susan's cake got many compliments. She made it again the next day.  
\_\_\_\_\_

2. We had a good time in the park. We laughed and played games all day.  
\_\_\_\_\_

3. It is a beautiful day. I'm going for a walk.  
\_\_\_\_\_

4. The test was hard. Most of the students failed it.  
\_\_\_\_\_

5. That joke was funny. I couldn't stop laughing.  
\_\_\_\_\_

6. They were good friends. They could read each other's minds.  
\_\_\_\_\_

7. Tara is tall. People sometimes think she's the teacher.  
\_\_\_\_\_

8. I had a strange day. I just want it to end.  
\_\_\_\_\_



**E** Finish the sentences about people you know.



*The teacher* **was so nice that** *everyone wanted to take the class*.

1. \_\_\_\_\_ is so smart that \_\_\_\_\_.
2. \_\_\_\_\_ is such a funny person that \_\_\_\_\_.
3. \_\_\_\_\_ was such a strange experience that \_\_\_\_\_.
4. \_\_\_\_\_ is such an easy class that \_\_\_\_\_.
5. \_\_\_\_\_ are so famous that \_\_\_\_\_.
6. \_\_\_\_\_ is such a hard teacher that \_\_\_\_\_.
7. \_\_\_\_\_ was such a fun time that \_\_\_\_\_.
8. \_\_\_\_\_ was such a boring book that \_\_\_\_\_.

**F** Rewrite the sentences, reducing the adverb clauses to participle phrases.



**After he scored the winning goal, he became very famous.**

*After scoring the winning goal, he became very famous.*

1. While we were eating dinner, we talked about our day.  
\_\_\_\_\_
2. After she was sick for a week, she decided to go to the doctor.  
\_\_\_\_\_
3. She didn't know any other children until she went to school.  
\_\_\_\_\_
4. Before he interviewed for the job, he prepared very carefully.  
\_\_\_\_\_
5. While they were traveling, they took lots of pictures.  
\_\_\_\_\_
6. I had the craziest dream while I was sleeping last night.  
\_\_\_\_\_
7. After he had the accident, he couldn't remember anything.  
\_\_\_\_\_
8. Until I learned to read, I talked all the time.  
\_\_\_\_\_

## 2 Against the Odds

**G** Write a sentence about each picture. Use *such...that*, *so...that*, or a reduced adverb clause in each.



1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

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

chances	iffy	No way	freaked me out	on cloud nine	break
---------	------	--------	----------------	---------------	-------

**Clive:** Is that Brian on the cover of that scientific journal?

**Keith:** Yeah, it is! You haven't seen it yet?

**Clive:** No! It totally **(1)** \_\_\_\_\_! How did he get on the cover?

**Keith:** Actually, it was a **(2)** \_\_\_\_\_. He was at a New Inventors' Convention and got seated next to one of the board members who is a kind of talent scout, you know, looking for promising young scientists and inventors. Anyway, he'd attended Brian's poster presentation at a school competition last year and thought he had a lot of potential, so he asked him if he wanted to write an article and have his photo taken for the journal.

**Clive:** **(3)** \_\_\_\_\_! What are the **(4)** \_\_\_\_\_ of that?

**Keith:** I know! It's amazing!

**Clive:** He must be **(5)** \_\_\_\_\_! That's so exciting!

**Keith:** I know! And the best part is that he has been a subscriber for as long as he can remember and had been dreaming of his face on the cover, but didn't think it would ever happen.

**Clive:** And this board member wanted Brian's photo on the cover?

**Keith:** Well, at first it was **(6)** \_\_\_\_\_, but he definitely wanted the article and a small photo of him to use with the article. But then, they decided to put him on the cover!

**Clive:** That's great! I'm going to call him to congratulate him!

**I READING**

Read the text. Then answer the questions below.

***Déjà vu***

The term *déjà vu* comes from French and literally means *already seen*. It's a feeling that people have of previously experiencing something that they couldn't have experienced before, a feeling of an overwhelming sense of familiarity with an unknown place or experience. We have all had the experience of *déjà vu* at one time or another. For example, when we meet people for the first time and feel that we have already met, or we have a strong sense of recollection of having said something or done something when we are actually saying or doing it for the first time. Even when we travel to faraway places for the first time, we may have the feeling that we have already been there, sometimes wearing exactly the same clothes and being with the same people.

The *déjà vu* experience is very common. The percentage of the world's population that reports having experienced it is as high as 70 percent. The high rate of the occurrence has triggered great interest in this phenomenon.

There are many different theories from psychoanalysis and psychiatry that try to explain *déjà vu*. Some experts believe *déjà vu* to be the expression of a simple fantasy or wanting to fulfill a wish. Others have offered a more scientific explanation, claiming it to be a mismatching in the brain that causes it to mistake the present for the past.

A phenomenon that is the direct opposite of *déjà vu*, *jamais vu*, a French term meaning "never seen before," also occurs frequently. This is explained as a disorder in memory that creates the illusion that what should actually be very familiar is being encountered for the first time.

Much research is already being done into *déjà vu*, but more needs to be done before it can be considered as something other than a mysterious phenomenon.

What are two theories mentioned in the text that have been offered to explain *déjà vu*?


1. \_\_\_\_\_
2. \_\_\_\_\_

Find the following words in the text. Write definitions for them. Use a dictionary if necessary.

3. familiarity: \_\_\_\_\_
4. phenomenon: \_\_\_\_\_
5. fantasy: \_\_\_\_\_
6. disorder: \_\_\_\_\_

## 2 Against the Odds

**J** Fill in the blanks with **such, so, so many, so much, so little, or so few**.

It was  such a sunny day in June; an ideal day to spend on the beach. As it was a day off work, we decided to set out early in order to beat the traffic. As it turned out, we should not have bothered. There were **(1)** \_\_\_\_\_ cars on the road that the bumper to bumper, snake-line traffic was hardly moving. Having only had an apple for breakfast, I started feeling **(2)** \_\_\_\_\_ hungry that I had trouble focusing on the road. I kept hoping that someone would suggest that we stop and have some of the sandwiches we had packed. Eventually, someone started handing out sandwiches. My relief was short-lived; the sandwiches were **(3)** \_\_\_\_\_ warm and soggy they were almost inedible. When I reached for a bottle of water that we had packed in the icebox, it was almost as warm as the sandwiches. Our trip to the beach was turning into **(4)** \_\_\_\_\_ a disaster; we all looked hot and miserable. Things did not change much as we went on, very slowly!

We tried to turn into a side road to get out of the traffic and got trapped between a bus and a truck. It was **(5)** \_\_\_\_\_ close; we could not see anything but cars all around. We reached the beach almost three hours later. There were **(6)** \_\_\_\_\_ spots left to sit that we realized we would have to stand if we wanted to stick together.

We had wanted to spend a day on the beach **(7)** \_\_\_\_\_ that we had gotten up at the crack of dawn, prepared and packed food, loaded the car with all kinds of stuff, and put up with three hours on the road. We marched back to the car without saying a word. The drive home was uneventful. Getting back to an air-conditioned home was **(8)** \_\_\_\_\_ a relief. We all gathered in the living room, glasses of ice-cold fruit juice in our hands. We were **(9)** \_\_\_\_\_ pleased with ourselves. We felt that we had beaten the odds, having gotten to the beach and back in one piece! And it had taken **(10)** \_\_\_\_\_ time to give it all up and come back. Imagining the mass return of the crowds later was too painful to dwell on!

**K** Rewrite the sentences using **such, so, so many, so much, so little, or so few**.

 **There was less than a spoonful of butter. It was impossible to make a cake.**

There was so little butter (that) it was impossible to make a cake.

1. They speak without stopping. You get a headache after a while.

\_\_\_\_\_

2. Only three students passed the test. The test was repeated.

\_\_\_\_\_

3. I saw countless gadgets at the exhibition. I couldn't remember half of them.

\_\_\_\_\_

4. It was a great opportunity. We couldn't turn it down.

\_\_\_\_\_

- L** Look at the picture and make a list of words that describe the picture. Write sentences about the picture using **such...that** and **so...that**.



such...that	so...that

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_

## 2 Against the Odds

### **M** WRITING

Write about an unusual coincidence that has happened to you or someone you know.

1. Before you write, make notes about what happened below.

Coincidence:

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



A large, blank, lined writing area with a metal fastener on the left side. The lines are horizontal and evenly spaced. The fastener is a small, circular metal ring.

**N** Read the story and answer the questions. Use the past progressive tense and **was/were going to** in your answers.

Some friends of mine live in Alaska. They told me this story. My friends were really surprised last Tuesday afternoon. They were playing football after school when a moose walked across the football field! They stopped and stared. My friends were going to follow the moose when the moose suddenly stopped. It stared at them and then it walked across the park! Some adults and children were picking up litter. They, too, stopped and stared. They followed the moose. When the moose crossed the street, some children were sitting in a school bus. They got out and followed the moose. Then the moose walked in front of a police car. The police officer was talking on his phone when he saw the moose. He was going to call the station for back up when the moose started moving again and walked to the bakery. It stood there and sniffed the air. Everyone thought the moose was hungry and wanted some bread. The entire town stopped and was watching the moose. People asked: "What can we do to help the moose? We need to get it back to the forest." Someone had an idea! Soon after, the moose was walking out of town following the bread truck!

Answer the questions.

1. What were the writer's friends going to do when they saw the moose?  
\_\_\_\_\_
2. What were the writer's friends doing in the park when they saw the moose?  
\_\_\_\_\_
3. What were the children doing when they saw the moose?  
\_\_\_\_\_
4. What was the police officer doing when he saw the moose?  
\_\_\_\_\_
5. What was the police officer going to do when the moose stopped in front of his car?  
\_\_\_\_\_
6. What was the moose doing in front of the bakery?  
\_\_\_\_\_



## 2 Against the Odds

- O** Look at the picture and imagine what had been happening before Mr. and Mrs. Jones got home. Use the past perfect progressive tense.



1. The children had been cooking.
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

- P** Complete the sentences with the correct form of the verb in parentheses. Use the past progressive, past simple, past perfect or past perfect progressive tense.

1. The tourists \_\_\_\_\_ (eat) their lunch when a thief \_\_\_\_\_ (steal) their camera.
2. The \_\_\_\_\_ (work) hard all morning when he \_\_\_\_\_ (decide) to take a break.
3. The two men \_\_\_\_\_ (sit) on a bench when a boy \_\_\_\_\_ (ask) them the time.
4. Fatima \_\_\_\_\_ (talk) on the phone while her mother \_\_\_\_\_ (cook) lunch.
5. The boy \_\_\_\_\_ (eat) an ice cream cone while his sister \_\_\_\_\_ (make) a sandwich.
6. She \_\_\_\_\_ (call) them on the phone all morning, but no one \_\_\_\_\_ (answer) it.




# 3 Beauty Is Only Skin Deep

**A** Unscramble the words.


-  **edxettrca**      extracted
1. **deperigvli**      \_\_\_\_\_
  2. **etrcda**      \_\_\_\_\_
  3. **nelsetem**      \_\_\_\_\_
  4. **panpileag**      \_\_\_\_\_
  5. **irogtnat**      \_\_\_\_\_
  6. **noosisb**      \_\_\_\_\_
  7. **isctynteh**      \_\_\_\_\_
  8. **ppeonricu**      \_\_\_\_\_

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

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

### 3 Beauty Is Only Skin Deep

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

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

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

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



1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

### 3 Beauty Is Only Skin Deep

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

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

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

**H** Complete the sentences with the phrases from the box.

**beating around the bush**  
**blew them away**

**by far**  
**did a double take**

**fit to be tied**  
**on the house**

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

## 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 disorder. 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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. People can't stop dieting and exercising.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. People sometimes eat enormous amounts of food.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. People always think they are too fat even when they are very thin.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. People make themselves vomit after they eat.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. People often develop this eating disorder after following a very strict diet.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. People usually need professional help to overcome the eating disorder.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 3 Beauty Is Only Skin Deep

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

likely    unlikely    obvious    possible    disappointing    surprising    true    strange

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

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

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

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

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

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

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

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

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

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

feel    find out    complain    suspect    discover    notice

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

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

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

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

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

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

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



amazed	certain	disappointed	worried	aware	think	remember	obvious

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_

### 3 Beauty Is Only Skin Deep

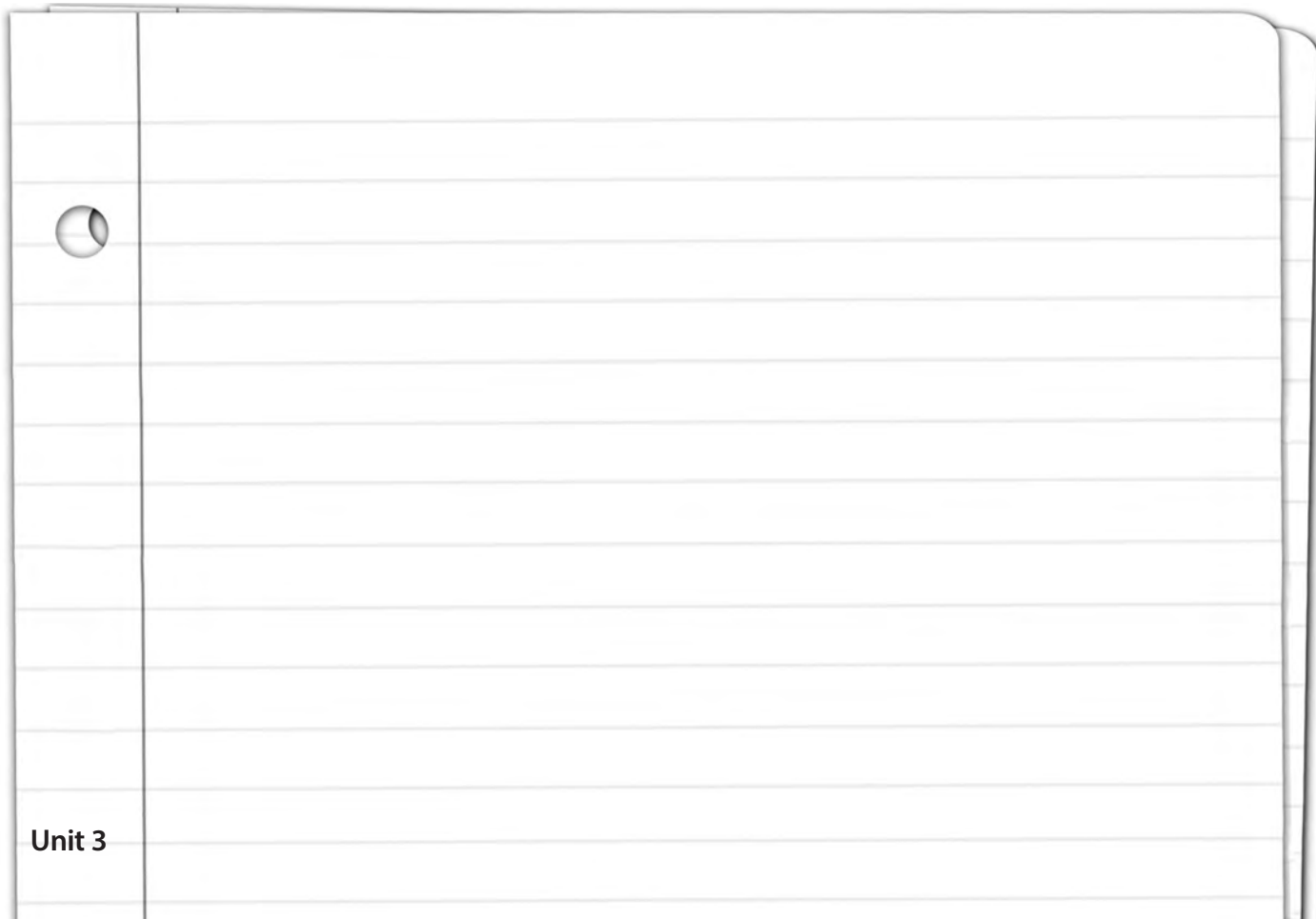
#### **M** WRITING

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 and write them in the chart below.

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

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

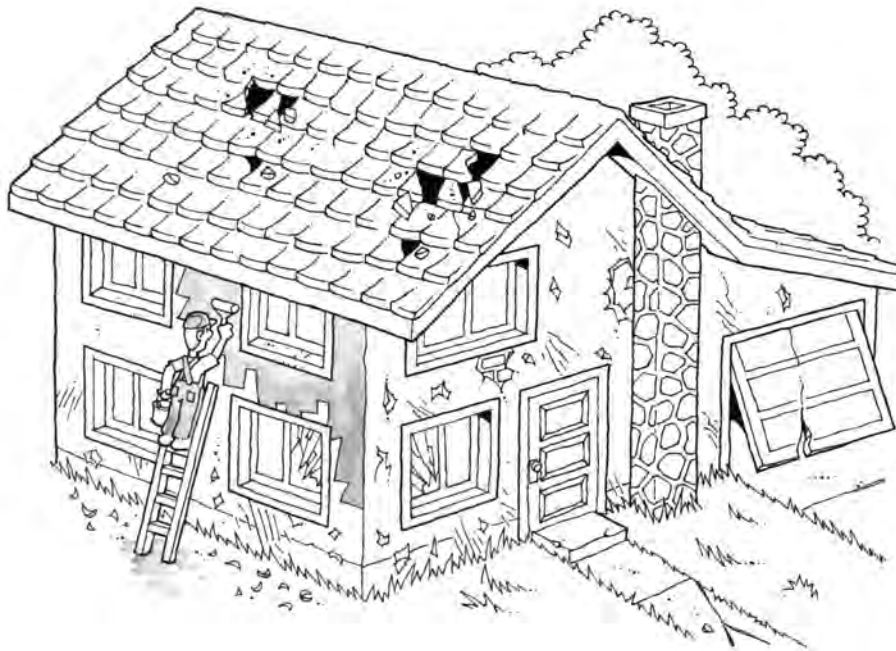




**N** Write the past participle for each verb.

- |                 |                  |                 |
|-----------------|------------------|-----------------|
| 1. break _____  | 4. scratch _____ | 7. repair _____ |
| 2. sew _____    | 5. stain _____   | 8. paint _____  |
| 3. damage _____ | 6. tear _____    | 9. clean _____  |

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



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

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

**Interviewer:** Why are you getting the house painted?

**Host:** The old paint is chipped ...

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### 3 Beauty Is Only Skin Deep

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

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

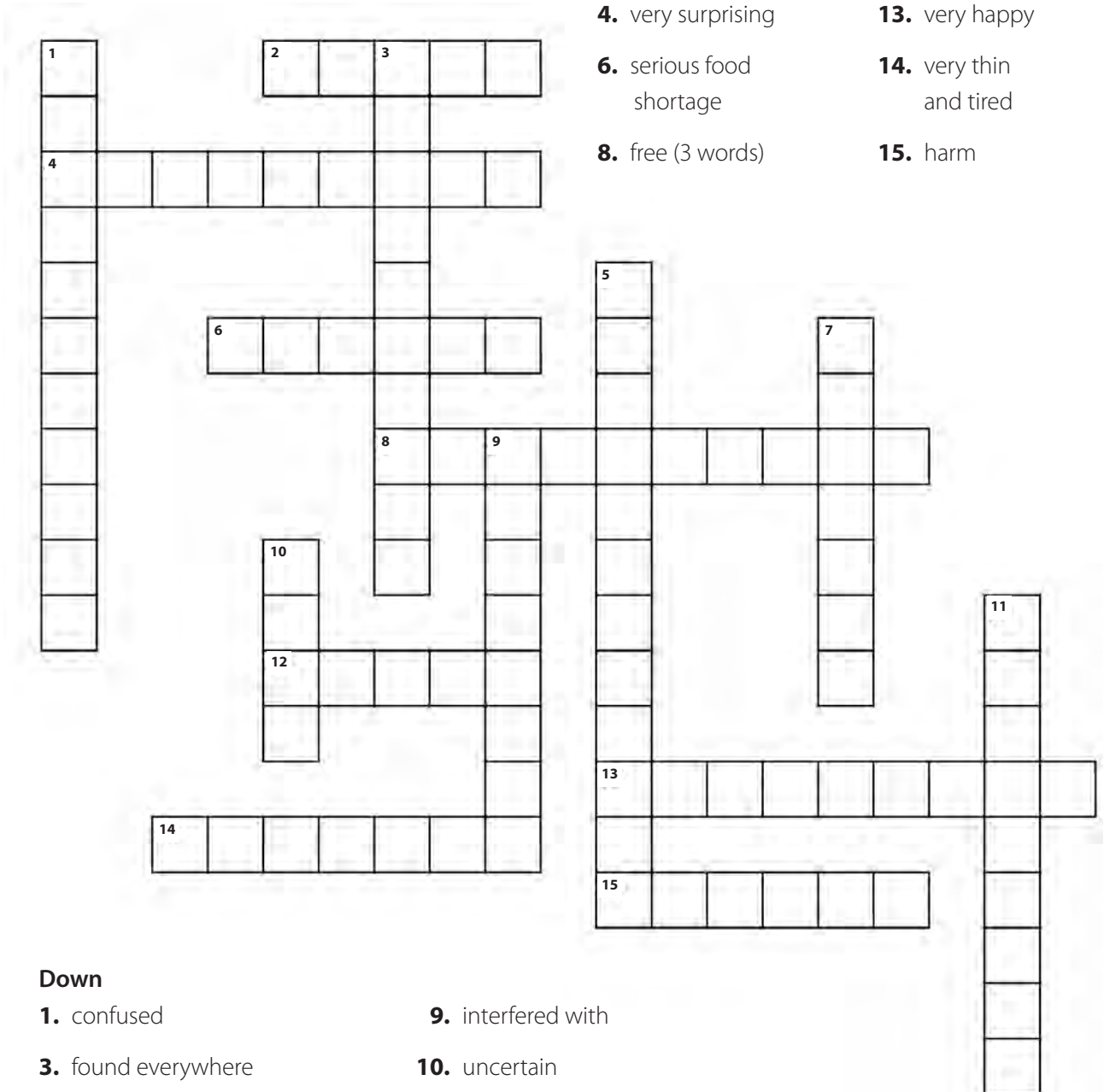
**Q** Complete the sentences. Use a present participle of the verb in parentheses as an adjective.

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



# EXPANSION Units 1 – 3

**A** Complete the crossword puzzle.



## Across

- 2. slightly overweight
- 3. irresponsible person
- 4. very surprising
- 6. serious food shortage
- 8. free (3 words)
- 12. very thin and tired
- 13. very happy
- 14. very thin and tired
- 15. harm

## Down

- 1. confused
- 3. found everywhere
- 5. forgetful; distracted
- 7. throw away
- 9. interfered with
- 10. uncertain
- 11. attractive

# EXPANSION Units 1 – 3

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

1. I didn't recognize Yahya. He \_\_\_\_\_ (get) a haircut.
2. You look so tired today. You \_\_\_\_\_ (sleep) longer.
3. She can't find her lipstick. She \_\_\_\_\_ (leave) it at home.
4. Ali looks haggard. He \_\_\_\_\_ (be) sick.
5. I'm having a hard time paying attention in class today. I \_\_\_\_\_ (stay) up so late last night.
6. Mariam has lost so much weight recently. She \_\_\_\_\_ (develop) an eating disorder.
7. We \_\_\_\_\_ (be) in class, but our teacher was sick so they canceled the class.
8. They didn't show up for the meeting this morning. They \_\_\_\_\_ (think) it was next week.
9. I have never seen the clothes my friend is wearing. My friend \_\_\_\_\_ (go) shopping last weekend.

**C** Match each sentence below with a sentence from the box. Then use these ideas to write one sentence with **so...that** or **such...that**.

He is a helpful person.	It was an icy day.	Adel has been sick.	I was lost.
I did poorly on the test.	It was a funny film.	They were late.	It was a big mistake.



**I had to do extra credit to pass the class.**

*I did so poorly on the test that I had to do extra credit to pass the class.*

1. I had to stop and ask for directions.  
\_\_\_\_\_
2. I slipped and fell outside my house.  
\_\_\_\_\_
3. They called us to say we should start without them.  
\_\_\_\_\_
4. He did all the dishes after we ate.  
\_\_\_\_\_
5. He hasn't been to school in a week.  
\_\_\_\_\_
6. He sent a note to apologize for it.  
\_\_\_\_\_
7. I laughed the whole time.  
\_\_\_\_\_

# EXPANSION Units 1 – 3

**D** Rewrite the sentences, reducing the adverb clauses to participle phrases.

1. After he fell down, he was embarrassed.

---

2. Since she forgot the last meeting, she started using a calendar with email reminders.

---

3. After I lost my keys, I had to get new ones made.

---

4. He had had a perfect driving record before he got in the car accident.

---

5. While I was cleaning my room, I knocked over my fish tank.

---

6. She never studied until she failed the first test.

---

7. Before he went to the conference, he practiced his speech many times.

---

8. He has started saving money since he got a job.

---

**E** 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?

---

# EXPANSION Units 1 – 3

**F** Read the text and complete each paragraph with the appropriate opening statement. Then answer the questions.

- a.** As it happened, Tim's older brother was a compatible donor, and the two brothers were wheeled into surgery together.
- b.** After falling down and hurting his leg, Tim was taken to hospital for a check-up.
- c.** Having called his parents, the medical team questioned Tim about his eating habits, the sports he did, and his lifestyle.
- d.** Within a couple of hours, a seemingly healthy young man, who had not manifested any symptoms, was in hospital undergoing major surgery.
- e.** By the time his parents arrived, Tim had been sedated and prepared for surgery.
- f.** The tests indicated that Tim had a serious kidney problem and needed immediate transplant.

(1) \_\_\_\_\_ The doctor who examined him looked at the X-rays and found out that his leg had been fractured in three different places.

(2) \_\_\_\_\_ Tim was a bit puzzled about all this but thought it was part of the routine. He answered all the questions carefully and truthfully until his vision became blurred and he started stammering. He was immediately taken for a head scan, where the doctors were amazed to find out that he had also sustained a minor skull fracture.

(3) \_\_\_\_\_ However, the attending doctor ordered more tests. He seemed concerned but would not divulge more details about his suspicions or fears. When the tests came back, he disappeared in an examination room to study them and then called the parents in.

(4) \_\_\_\_\_ Kidney malfunction had depleted the calcium in his body and made his bones brittle. Unfortunately, finding a suitable donor would be difficult as Tim's blood type was rather rare. His parents both offered to be donors, but neither of them were compatible.

(5) \_\_\_\_\_ His fractured leg accidentally led doctors to diagnose a life-threatening condition that would have gone unnoticed.

(6) \_\_\_\_\_ The operation was successful and Tim is now back in school, leading a normal life. His parents are still trying to come to terms with the fact that their younger son would probably not be alive if he had not broken his leg.

1. Explain how the coincidence saved Tim's life.

---

---

2. What might have happened if his older brother had not been a compatible donor?

---

# EXPANSION Units 1 – 3

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



Construction materials	Structure and shape	Comfort and use

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_

# EXPANSION Units 1 – 3

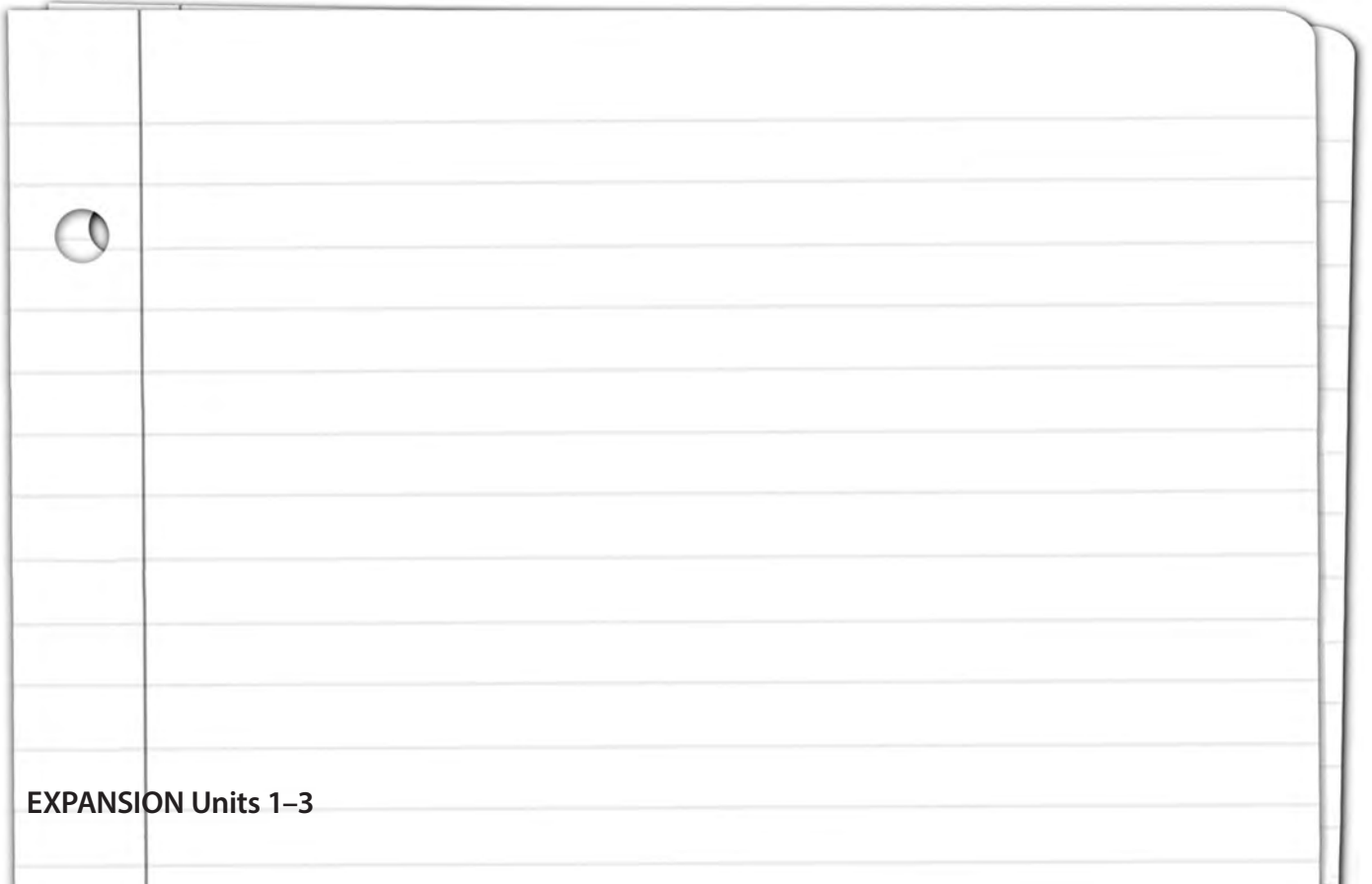
## H WRITING

Write an informational essay about a medical condition or disease (for example, cancer, diabetes, or heart disease).

1. Before you write, research the disease to answer the following questions: What is the disease? What causes it? What are the symptoms? How is the disease treated? Use the chart below to record information and organize your ideas.

Disease: _____	
Definition	
Causes	
Symptoms	
Example cases	
Treatment	

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





# 4 They Said, We Said

**A** Complete the sentences with the words from the box.

**brilliant**  
**circulated**

**criticism**  
**praise**

**ridicule**  
**rumor**

**scandal**  
**virtues**

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

**B** Answer the questions.

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

\_\_\_\_\_

2. What are some of your virtues?

\_\_\_\_\_

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


\_\_\_\_\_

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

\_\_\_\_\_

## 4 They Said, We Said

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

 **Eric said that Intertrade and Blumstocks have merged into one company.**

\_\_\_\_\_ *no change* \_\_\_\_\_

 **She said please be on time.**

\_\_\_\_\_ *She said, "Please be on time."* \_\_\_\_\_

1. My sister said Asma called the department store last week. \_\_\_\_\_
2. Pamela said Jessica was reading a book in her room. \_\_\_\_\_
3. Pamela said Jessica is planning a big dinner for her parents. \_\_\_\_\_
4. He said Ali's not going to finish his research paper this term. \_\_\_\_\_
5. They said you weren't going to the library on Thursday. \_\_\_\_\_
6. He said he's the cleverest student I have ever known. \_\_\_\_\_
7. My father said don't be home late. \_\_\_\_\_
8. The newspaper said that the doctors were helping more babies survive the disease. \_\_\_\_\_

**D** Circle the correct verbs to complete the sentences.

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

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

**E** Change the quoted speech to reported speech.

**She said, "The refrigerator broke down."**

*She said that the refrigerator had broken down.*

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

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

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

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

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

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

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

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

---

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



Johnny



**"Clean up your toys."**

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

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

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

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

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

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

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

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## 4 They Said, We Said

**G** Correct the errors in the sentences.



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

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

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

**for good  
split up**

**set things right  
bad-mouthing**

**backstabbers  
behind your back**

**lips are sealed  
on again, off again**

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

**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.

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

# 4 They Said, We Said

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

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

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

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

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

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

**Imad:** Well, is it invaded all the time?

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

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

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

**Imad:** Why? Are we going to use this?

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

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

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



say	ask	promise	warn

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_

## 4 They Said, We Said

### **L** WRITING

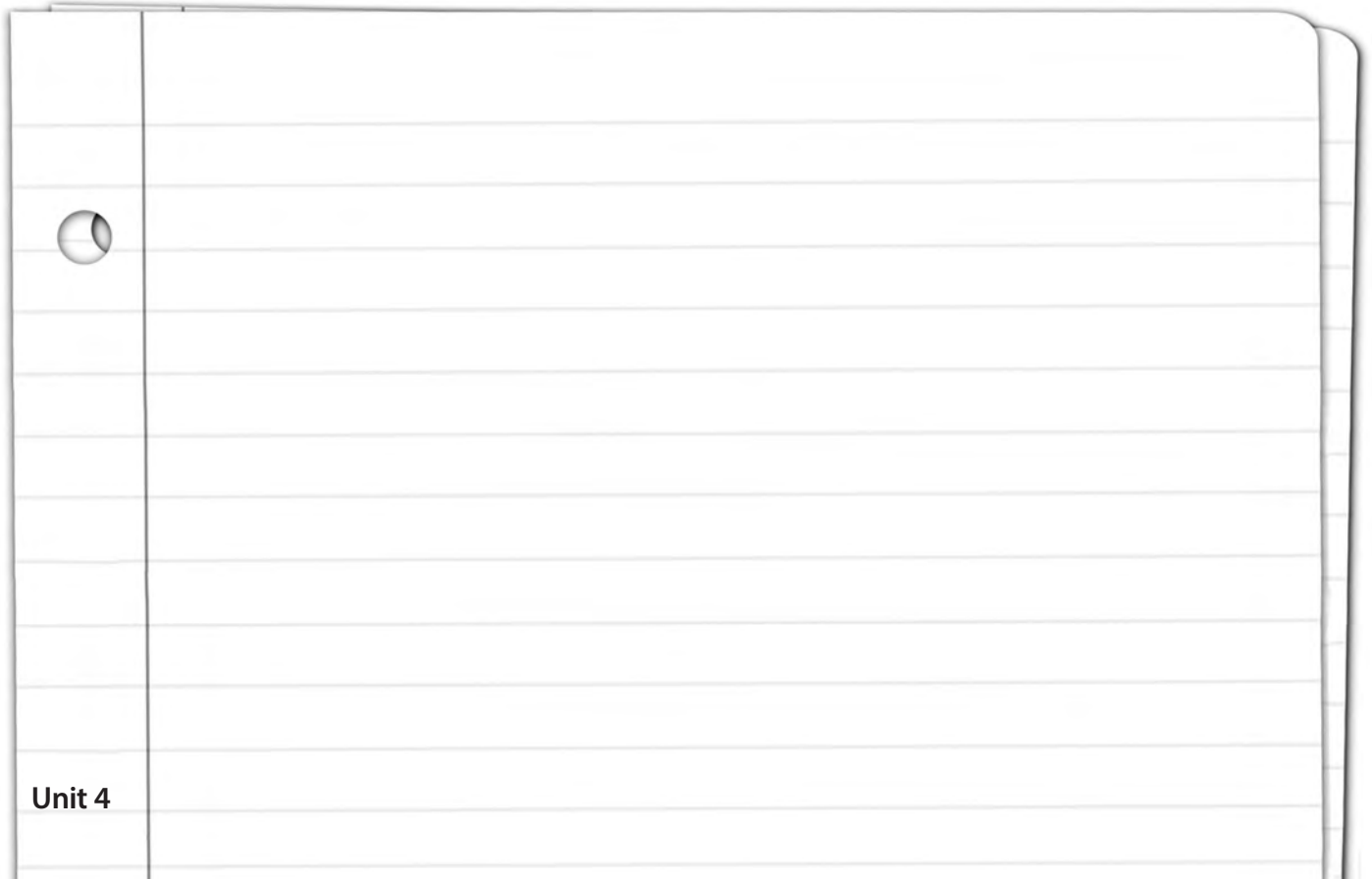
The word *paparazzi* is the plural form of *paparazzo*, which in Italian means “a buzzing insect.” Today it refers to reporters and photographers, especially freelance professionals, who search for sensational stories and take candid (and often unflattering) photographs of celebrities and sell them to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

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

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

Main Idea	Example

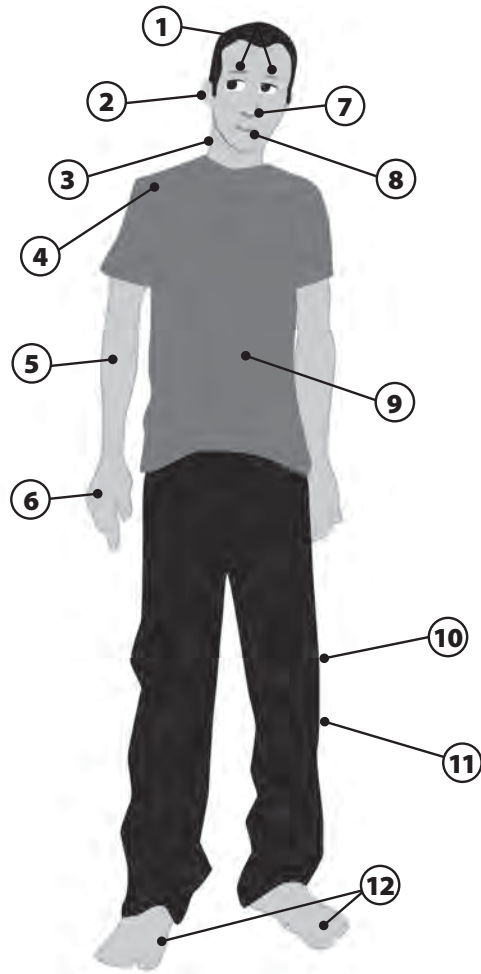
2. Now use your notes from the chart to write your essay. Try to convince the reader that your view is correct.





**M** Write the names of the body parts.

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



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

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

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

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

\_\_\_\_\_

\_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

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

\_\_\_\_\_

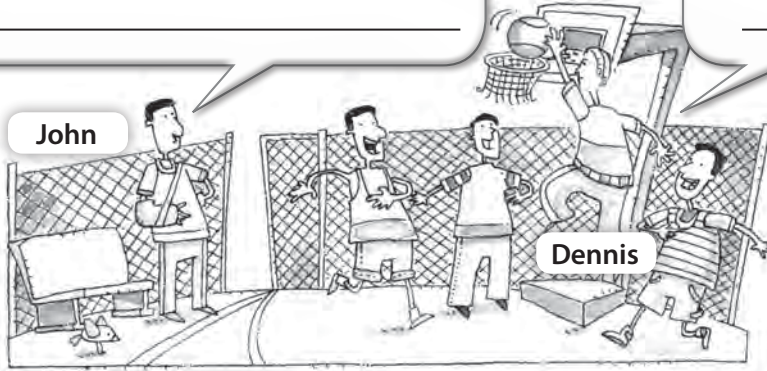
\_\_\_\_\_

# 4 They Said, We Said

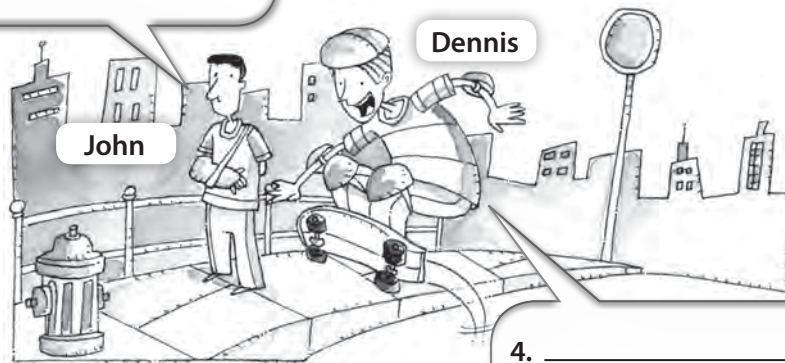
o What do John and Dennis say they can or can't do? Complete the speech bubbles and use **can** or **can't**.

1. \_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_



3. \_\_\_\_\_  
\_\_\_\_\_



4. \_\_\_\_\_  
\_\_\_\_\_

5. \_\_\_\_\_  
\_\_\_\_\_



6. \_\_\_\_\_  
\_\_\_\_\_

# 5 Express Yourself

**A** Complete the sentences with the words from the box.

acquire  
consecutive

currently  
extinct

immense  
rhyme

routinely  
solitary

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

**B** Answer the questions.

1. How many classes are you currently taking?

---

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

---

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

---

4. Where can you find English in your country?

---


## 5 Express Yourself

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

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

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

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

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

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



**A pilot is a person. He flies airplanes.**

*A pilot is a person who flies airplanes.*

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

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

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

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

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

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

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

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

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

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

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



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

1. an adjective: \_\_\_\_\_

2. a television: \_\_\_\_\_

3. a snake: \_\_\_\_\_

4. coffee: \_\_\_\_\_

5. a teacher: \_\_\_\_\_

6. a mother: \_\_\_\_\_

7. Arabic: \_\_\_\_\_

8. the sun: \_\_\_\_\_

## 5 Express Yourself



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

💡 A computer is a machine we use to write.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_



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

bite

deal with

elbow our way

jam packed

munchies

ridiculously

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

**Fahd:** Yeah, I am. Are you?

**Karl:** Yes, we should meet up there.

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

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

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

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

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

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

**Fahd:** Great! See you then!

**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

## 5 Express Yourself

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



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

1. A text message is \_\_\_\_\_.
2. A cell phone is \_\_\_\_\_.
3. A designer is \_\_\_\_\_.
4. A referee is \_\_\_\_\_.
5. A cosmetics brand is \_\_\_\_\_.
6. A coincidence is \_\_\_\_\_.
7. A librarian is \_\_\_\_\_.

**K** Answer the questions.

1. Which countries use Arabic as their official language?

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2. Are there different varieties of 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?

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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.

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5. If someone wanted to study Arabic, what would you advise them to begin with? Spoken or written Arabic? Why?

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6. What difficulties do you think an English speaker would have as a learner of Arabic?

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



Person/Job	Actions (verbs)	Nouns

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

## M WRITING

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

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

Language: _____	
Origin / Roots	
Where is it spoken?	
How many people speak it?	
Is the number of people who speak it increasing or decreasing? Why?	
Are there any dialects?	

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

- 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.

This week saw the launch of speech recognition application 'Skype Translator,' a new piece of compatible software which is able to translate video conversations into 44 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, such as 'Google Glass.' If this happens, everyone will soon be able to purchase affordable eye wear that will be able to instantly and effectively translate whatever it is that you are looking at.

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



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

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_

## 5 Express Yourself

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

1. amazing    spectacular    terrible    magnificent    wonderful

2. rainforest    beach    desert    airport    coral reef

3. exotic    explore    trek    travel    experience    visit

4. destination    currency    check-in    ticket    flight    plants

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

1.

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

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

If my grandparents \_\_\_\_\_.

I wish \_\_\_\_\_.

If only \_\_\_\_\_.

2.

**Nawal:** Will you buy a new cell phone?

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

If only \_\_\_\_\_.

If \_\_\_\_\_.

I wish \_\_\_\_\_.

3.

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

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

If only Ahmed \_\_\_\_\_.


If he \_\_\_\_\_.

They wish \_\_\_\_\_.



# 6 Lost and Found

**A** Write the missing letters.

 r \_ e \_ v \_ e \_ n \_ g e

1. su \_\_\_\_\_ e \_\_\_\_\_ de \_\_\_\_\_
2. au \_\_\_\_\_ h \_\_\_\_\_ n \_\_\_\_\_ i \_\_\_\_\_
3. \_\_\_\_\_ o \_\_\_\_\_ o \_\_\_\_\_ i ou \_\_\_\_\_
4. pr \_\_\_\_\_ e \_\_\_\_\_ ve
5. t \_\_\_\_\_ e \_\_\_\_\_ s \_\_\_\_\_ re
6. t \_\_\_\_\_ e \_\_\_\_\_ r \_\_\_\_\_
7. a \_\_\_\_\_ t \_\_\_\_\_ mp \_\_\_\_\_
8. \_\_\_\_\_ n \_\_\_\_\_ al \_\_\_\_\_ ab \_\_\_\_\_ e

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

 \_\_\_\_\_ *authentic* \_\_\_\_\_ : **real; genuine**

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

## 6 Lost and Found

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



**Winter is the season \_\_\_\_\_ when \_\_\_\_\_ it snows.**

*Winter is the season in which it snows.*

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

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



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

*A library is a place where you can borrow books.*

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

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

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



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

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

1. The family moved to Abha. We bought their house.

---

2. The girl was disappointed. Her cell phone was stolen.

---

3. Ahmed is my cousin. His brother is a pilot.

---

4. The people were crazy to sell them. We bought their tickets.

---

5. Gandhi is the person. His work and life are most interesting to me.

---

6. My mother is the person. I love her cooking the most.

---

7. Bill is the guy. His father won the prize.

---

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



**The Louvre is the museum <sup>where</sup> ~~in where~~ the *Mona Lisa* is displayed.**

1. The person whose giving the next presentation is me!

2. Evening is the time of day which we eat dinner at.

3. I was very surprised when I heard the news.

4. The auditorium the Holy Quran Verses were recited was very nice.

5. The girl who's essay won the contest was very excited.

6. Summer is the time of year where we get vacation.

7. The person whose phone number she always forgets is Sabah.

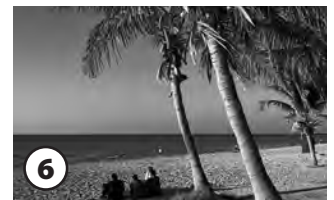
8. Malaysia is where the place I want to go on my next vacation.

# 6 Lost and Found

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



1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_



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

<b>bent out of shape</b>	<b>eating</b>	<b>vanished into thin air</b>
<b>down in the dumps</b>	<b>hit the roof</b>	<b>what a shame</b>

**Fatima:** Where's Tara?

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

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

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

**Fatima:** That's so disappointing! She must be feeling (4) \_\_\_\_\_.

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

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

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



**I READING**

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

**A Visit to the Qin Terra Cotta Army Museum**

No trip to China would be complete without visiting the Qin Terra Cotta Army Museum in Shaanxi Province. We interviewed archaeologist Ran Wang about the museum and this incredible archaeological discovery.

**Interviewer:** Could you start by telling us about how archaeologists discovered the Terra Cotta Army?

**Ran Wang:** Of course. The Terra Cotta Army was first discovered in 1974 by farmers in the Shaanxi Province. They were drilling a water well when they came across some pottery. This caught the attention of archaeologists who came in droves to Shaanxi Province in order to investigate the site.

**Interviewer:** And what did the archaeologists find in their excavation?

**Ran Wang:** What they found were life-sized figures of warriors and horses made of clay. All of the replicas were meticulously carved down to the smallest details, including facial expressions. Even more astounding, however, is that no two warriors are alike.

**Interviewer:** Wow! That is incredible! And why are they here?

**Ran Wang:** Since the discovery, archaeologists and historians have worked together to uncover the truth about the clay warriors. It turns out that they are a form of funerary art that was buried with the emperor. They were commissioned by the First Emperor of China, Qin Shi Huang, in 246 B.C.E. At the time, he was only 13 years old. It took over 11 years to complete the project.

**Interviewer:** Interesting. And who made the clay soldiers?

**Ran Wang:** It is believed that they were made by local craftsmen and government workers. Archaeologists have discovered that the clay soldiers were originally made in pieces and then later assembled. It appears that there were eight molds for faces, and then facial expressions, hair styles, and other details were later added to ensure that no two were alike, as commissioned by the emperor. Some of the body parts, such as the legs, appear to have been made in workshops that produced tiles and drainage pipes. This indicates that they were produced in an assembly line.

**Interviewer:** And what will our readers see when they visit the museum?

**Ran Wang:** They will have a chance to see what is arguably the most important archaeological excavation of the 20<sup>th</sup> century. The museum is divided into three sections: Pit #1, Pit #2, and Pit #3. Pit #1, discovered in 1974, is the largest and contains rows of soldiers at the front, followed by war chariots at the back. Pit #2, found in 1976, contains more than a thousand warriors. Finally, Pit #3, discovered later in 1976, appears to be the command center, with high-ranking officers and a war chariot. The Terra Cotta Army is one of the most amazing archaeological finds of all times. For this reason, it was listed as a UNESCO World Heritage Site in 1987.

1. \_\_\_\_\_ The article is about an archaeology museum in China.
2. \_\_\_\_\_ Ran Wang is the archaeologist that excavated all of the Terra Cotta Army.
3. \_\_\_\_\_ The first pieces of pottery were discovered by archaeologists.
4. \_\_\_\_\_ The emperor had the Terra Cotta Army made for a pottery museum.
5. \_\_\_\_\_ Each one of the clay soldiers is different.



## 6 Lost and Found

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

 **The area where archaeologists and their crews dig in search of antiquities is called an excavation site.**

1. Items made of clay or ceramics are called \_\_\_\_\_.
2. When people travel together in large numbers, they come in \_\_\_\_\_.
3. Statues or figures that resemble certain people or things are called \_\_\_\_\_.
4. When something is done very carefully while paying attention to detail, it is done \_\_\_\_\_.
5. When something is designed with different parts that need to be put together, the parts must be \_\_\_\_\_.
6. Items that are found buried in tombs and graves are called \_\_\_\_\_ objects.
7. When someone of authority orders specific work to be done, the work is \_\_\_\_\_.
8. An archaeological discovery is also called an archaeological \_\_\_\_\_.

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

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

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

1. They employed the person. / The person's father was a famous author.  
\_\_\_\_\_
2. They visited the site. / The excavation took place at that site.  
\_\_\_\_\_
3. Do you remember the time? / It was the time they told us that we would be in the same class.  
\_\_\_\_\_
4. She would never badmouth someone. / Someone had helped her in the past.  
\_\_\_\_\_
5. The book was reprinted. / It had been sold out.  
\_\_\_\_\_

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



when	in/on which	where

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_

## M WRITING

Write an informational essay about an important discovery.

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

Discovery: _____	
What was found? Describe it.	
Where and how was it discovered?	
When and how was it lost or hidden?	
What makes it important or unique?	

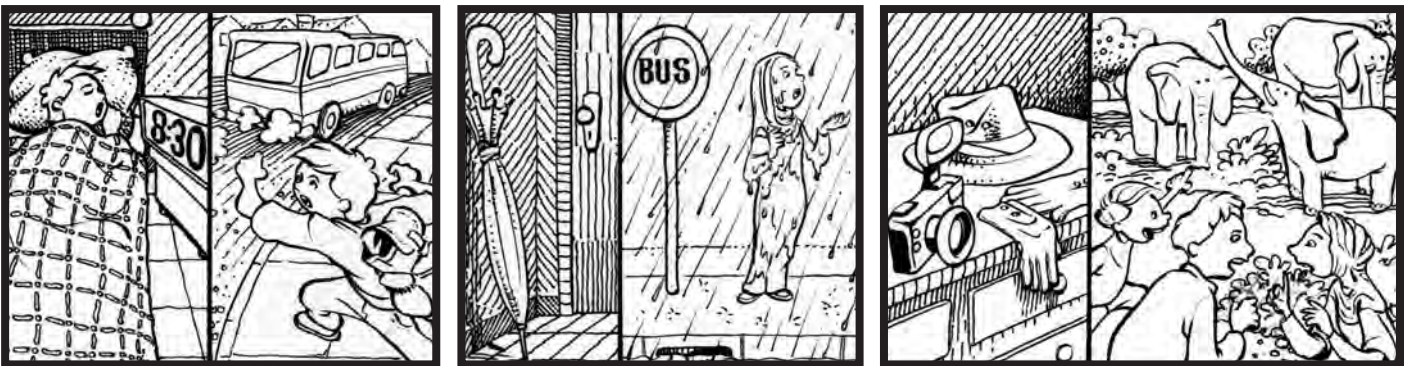
2. Now use your notes from the chart to write your essay.

**N** Read the sentences and circle the correct word.

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

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

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



1. If \_\_\_\_\_, \_\_\_\_\_.
2. If \_\_\_\_\_, \_\_\_\_\_.
3. If \_\_\_\_\_, \_\_\_\_\_.

## 6 Lost and Found

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

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

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

**Amina:** You probably saw some really (2.) \_\_\_\_\_ and pieces of art.

**Hanan:** I did! But there was one (3.) \_\_\_\_\_ that I had never seen before.

**Amina:** Was it in the Nouveau Art Museum?

**Hanan:** Yes! How did you know that?

**Amina:** Was it a tall, silver tree?

**Hanan:** Well, I think so.

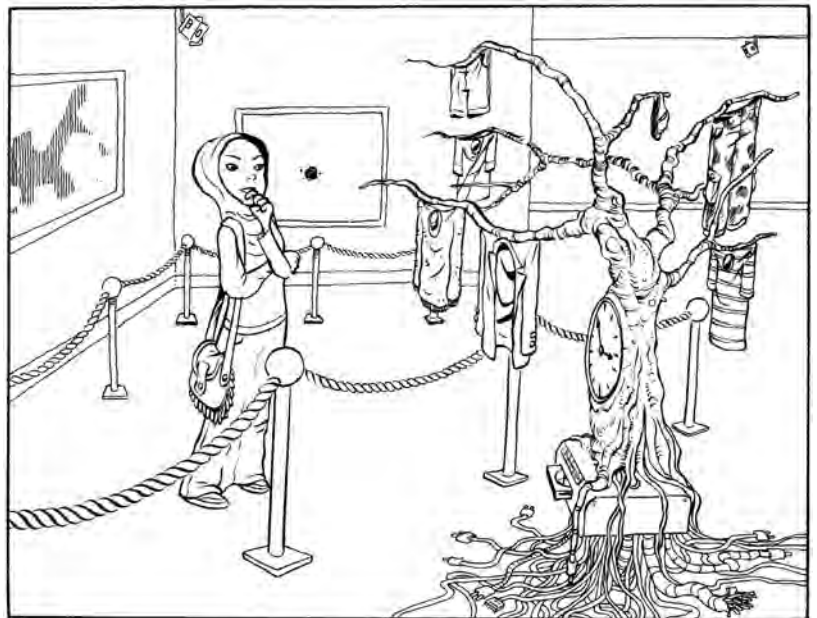
**Amina:** And the (4.) \_\_\_\_\_ hung clothes on all the branches?

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

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

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

**Amina:** Oh, yes. He's my uncle!



# EXPANSION Units 4 – 6

**A** Match the words or phrases to their definitions.

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

**B** Answer the questions.

1. What classes are you currently taking?

---

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

---

3. Who is your favorite fictitious character?

---

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

---

5. Would you ever divulge a secret?

---

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

---



# EXPANSION Units 4 – 6

**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. Amina asked, "Are they coming to visit us?"

\_\_\_\_\_

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

\_\_\_\_\_

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

\_\_\_\_\_

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

\_\_\_\_\_

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

\_\_\_\_\_

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

\_\_\_\_\_

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

\_\_\_\_\_

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



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

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

2. The man \_\_\_\_\_ car my father bought was very interesting.

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

4. A carpenter is a person \_\_\_\_\_ builds houses.

5. The new keyboard \_\_\_\_\_ I bought has already broken.

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

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

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



# EXPANSION Units 4 – 6

**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. I 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.

---

**F** Correct the errors in the sentences.



**The teacher told <sup>us</sup> ^ 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.

# EXPANSION Units 4 – 6

**G** 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? \_\_\_\_\_

# EXPANSION Units 4 – 6

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



mass	peculiar	awe	confounded

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_

# EXPANSION Units 4 – 6

## I WRITING

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

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

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

K	W	L

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



## 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, debates, etc., 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!

<b>The audience</b>	<ul style="list-style-type: none"> <li>• 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!</li> <li>• 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.</li> </ul>
<b>Getting to know the audience</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>
<b>Engaging and involving the audience</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Questions which get the audience to express points that you would have to make otherwise, ensure audience agreement effectively and efficiently.</li> <li>• Look upon interruptions as communication opportunities rather than disrespectful distractions. They are indications of active participation.</li> </ul>

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

## Speaking Skills 2

### Public Speaking Part 2

<b>Preparation</b>	<ul style="list-style-type: none"><li>• 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.</li><li>• Evaluate your own and your fellow students' presentations and make suggestions for improvement.</li><li>• 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.</li><li>• 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.</li><li>• 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.</li></ul>
<b>Group presentations</b>	<ul style="list-style-type: none"><li>• 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.</li><li>• Coordinate carefully to make sure that you are all contributing to the final outcome, effectiveness, and appeal of your talk/presentation.</li><li>• 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.</li><li>• 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.</li></ul>

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

## Speaking Skills 3

## Public Speaking Part 3

<b>Managing content</b>	<ul style="list-style-type: none"> <li>• 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.”</li> <li>• 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.</li> <li>• Pauses are used by experienced speakers to let points sink in, create an effect, or prompt an emotional response.</li> <li>• 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.</li> </ul>
<b>Using visuals</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>

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

## Speaking Skills 4

### Public Speaking Part 4

<b>Body language</b>	<ul style="list-style-type: none"><li>• Stand up straight and face your audience. Make eye contact. Smile if you can.</li><li>• 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.</li><li>• 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.</li><li>• Do not pace frantically while speaking non-stop, and avoid reading directly from a script held in your hand.</li><li>• 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.</li></ul>
<b>Voice</b>	<ul style="list-style-type: none"><li>• 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.</li></ul>
<b>Dealing with stress/fear</b>	<ul style="list-style-type: none"><li>• Try to be as relaxed as you can. Remember that your classmates will be or will have been in the same position while presenting.</li><li>• 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.</li><li>• Breathe normally. Think of how nervous other people must have been when they first had to present or speak in public.</li><li>• Stress is a necessary ingredient for a successful presentation. It makes you alert and mobilizes all your skills and abilities.</li><li>• 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!</li></ul>

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!