Appendix 1.1: OAAA learning outcome standards for EFPs.

*Having successfully completed GFP English language a student will be able to satisfactorily:*

a) Actively participate in a discussion on a topic relevant to their studies by asking questions, agreeing/disagreeing, asking for clarification, sharing information, expressing and asking for opinions.

b) Paraphrase information (orally or in writing) from a written or spoken text or from graphically presented data.

c) Prepare and deliver a talk of at least 5 minutes. Use library resources in preparing the talk, speak clearly and confidently, make eye contact and use body language to support the delivery of ideas. Respond confidently to questions.

d) Write texts of a minimum of 250 words, showing control of layout, organisation, punctuation, spelling, sentence structure, grammar and vocabulary.

e) Produce a written report of a minimum of 500 words showing evidence of research, notetaking, review and revision of work, paraphrasing, summarising, use of quotations and use of references.

f) Take notes and respond to questions about the topic, main ideas, details and opinions or arguments from an extended listening text (e.g. lecture, news broadcast).

g) Follow spoken instructions in order to carry out a task with a number of stages.

h) Listen to a conversation between two or more speakers and be able to answer questions in relation to context, relationship between speakers, register (e.g. formal or informal).

i) Read a one to two page text and identify the main idea(s) and extract specific information in a given period of time.

j) Read an extensive text broadly relevant to the student’s area of study (minimum three pages) and respond to questions that require analytical skills, e.g. prediction, deduction, inference.
<table>
<thead>
<tr>
<th>Task/Activity Type(s):</th>
<th>Task/Activity Duration:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Comments:**

<table>
<thead>
<tr>
<th>Language Interaction:</th>
<th>Materials Used:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Students' Role:</th>
<th>Teacher's Role:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Appendix 4.1: Classroom Observation Template
Participant Information Sheet (Face to Face)

Study Title: Tertiary English Language Foundation Programme Standards: Implementation and Challenges.

Researcher: Khalil Ibrahim Nasser Al Naabi

Ethics number: 18677

Please read this information carefully before deciding to take part in this research. If you are happy to participate you will be asked to sign a consent form.

What is the research about?

This case study is conducted as a requirement for the completion of a PhD degree in Modern Languages. The researcher is a PhD student at the University of Southampton, UK and he is interested in exploring the implementation of English Foundation Programme learning outcome standards developed by Oman Academic Accreditation Authority (OAAA) and the factors that foster/hinder their implementation. This study attempts to answer the following research questions:

RQ1: What are the notions of quality implicitly embedded in OAAA standards?
RQ2: In what ways do teaching practices in classrooms meet the notions of quality implicitly embedded in OAAA FP standards?
RQ3: What are the factors that foster/hinder meeting the features of quality implicitly embedded in OAAA standards?

This research is fully funded by the Omani Ministry of Higher Education and sponsored by the University of Southampton.

Why have I been chosen?

You have been chosen in this study since you are a teacher in the English Foundation Programme. Your perceptions and practices are so important to be revealed to understand this new approach of quality management in English language programmes.

What will happen to me if I take part?

As a teacher participant in this study, your participation will be represented mainly in classroom observation which the researcher will conduct while you are taking your regular classes with your students. The classroom observations will be as many classes as enough to cover two to three syllabus units. The need for further observations will be minimal. However, if needed, an early notification will be given. Before and after classroom observations, the researcher will invite you to face to face interviews in which major relevant elements about lesson planning and implementation are discussed. If interested, you are welcomed to e-mail the researcher with your interest to participate [khalilnaabi@gmail.com].

Are there any benefits in my taking part?
There may be no benefit to the individual, but a benefit to others perhaps, or in respect of adding to current knowledge.
Are there any risks involved?

This study is mainly to explore what is normally happening in normal English language classes in the Foundation Programme. It attempts to explore a number of classroom language teaching elements, including the tasks and activities used, the teacher’s role, the students’ role and the teaching materials used in relation to OAAA standards. All classroom observations will be arranged in English FP classrooms and all the interviews will be in an agreed venue in your university campus. It is worth to say that this research is not evaluative in nature so the teachers and administrators participating in this study are not going to be approached to be judged based on their perceptions or practices. Instead, this study attempts to explore how OAAA standards might influence the teaching practices of English teachers in FPs and the factors that play a role in such a process. Any expected or perceived source of risk by the participants can be directly discussed with the researcher to make participation in this study much safer.

Will my participation be confidential?

The researcher assures all participants in this study that all the information collected throughout this study will be stored in a confidential and secure place. All collected information from observation and interviews will be stored in the researcher’s personal computer that is password protected. Identity of the participants will remain anonymous so their names will not be mentioned in this study unless allowed by the participant themselves.

What happens if I change my mind?

The participant in this research has always the right to withdraw at any time from this study with no need to give a reason for such a decision.

What happens if something goes wrong?

In cases where you have concerns or complaints regarding participation in this study, you can contact the Chair of the Faculty Ethics Committee Prof Chris Janaway (023 80593424, c.janaway@soton.ac.uk) or Dr Martina Prude, Head of Research Governance (02380 595058, mad4@soton.ac.uk).

Where can I get more information?

For more information about participation in this study, you may contact the researcher Khalil Ibrahim Al Naabi on (00968) 99884855 or khalilnaabi@gmail.com or his supervisor Dr. Richard Kiely R.N.Kiely@soton.ac.uk
CONSENT FORM (FACE TO FACE: Insert Version number)

Study title: Tertiary English Language Foundation Programme Standards: Implementation and Challenges.

Researcher name: Khalil Ibrahim Nasser Al Naabi
Staff/Student number: 27257274
ERGO reference number: 18677

Please initial the box(es) if you agree with the statement(s):

I have read and understood the information sheet (insert date /version no. of participant information sheet) and have had the opportunity to ask questions about the study. □

I agree to take part in this research project and agree for my data to be used for the purpose of this study □

I understand my participation is voluntary and I may withdraw at any time without my legal rights being affected □

Data Protection
I understand that information collected about me during my participation in this study will be stored on a password protected computer and that this information will only be used for the purpose of this study. All files containing any personal data will be made anonymous.

Name of participant (print name)........................................................................................................

Signature of participant............................................................................................................................

Date.........................................................................................................................................................
Appendix 4.3. Consent letter for EFP students

Participant Information Sheet (Face to Face)

Study Title: Tertiary English Language Foundation Programme Standards: Implementation and Challenges.

Researcher: Khalil Ibrahim Nasser Al Naabi

Ethics number:

Please read this information carefully before deciding to take part in this research. If you are happy to participate you will be asked to sign a consent form.

What is the research about?

This case study is conducted as a requirement for the completion of a PhD degree in Modern Languages. The researcher is a PhD student at the University of Southampton, UK and he is interested in exploring the implementation of English Foundation Programme learning outcome standards developed by Oman Academic Accreditation Authority (OAAA) and the factors that foster/hinder their implementation. This study attempts to answer the following research questions:

RQ1: What are the notions of quality implicitly embedded in OAAA standards?
RQ2: In what ways do teaching practices in classrooms meet the notions of quality implicitly embedded in OAAA FP standards?
RQ3: What are the factors that foster/hinder meeting the features of quality implicitly embedded in OAAA standards?

This research is fully funded by the Omani Ministry of Higher Education and sponsored by the University of Southampton.

Why have I been chosen?

You have been chosen in this study since you are a student in the English Foundation Programme whom OAAA expect to achieve the targeted learning outcome standards by the end of the Foundation Programme. Your views and practices are so important to be revealed to understand this new approach of quality management in English language programmes.

What will happen to me if I take part?

As a student participant in this study, your participation will be represented mainly in classroom observation which the researcher will conduct while you are taking your regular classes with your teacher. The classroom observations will be as many classes as enough to cover two to three syllabus units. The need for further observations will be minimal. However, if needed, an early notification will be given. After some classroom observations, the researcher will call for voluntary participation in an individual face to face interview mode or in a focus group mode. If interested, you are welcomed to e-mail the researcher with your interest to participate [khalilnaabi@gmail.com]. Each interview will last up to one hour. Four to five interviews will be arranged throughout the whole study.

Are there any benefits in my taking part?
There may be no benefit to the individual, but a benefit to others perhaps, or in respect of adding to current knowledge.

Are there any risks involved?

This study is mainly to explore what is normally happening in normal English language classes in the Foundation Programme. It attempts to explore a number of classroom language teaching, including the tasks and activities used, the teacher’s role, the students’ role and the teaching materials used. All classroom observations will be arranged in English FP classrooms and all the interviews will be in an agreed venue in your university campus. Any expected or perceived source of risk by the participant can be directly discussed with the researcher to make participation in this study safer.

Will my participation be confidential?

The researcher assures all participants in this study that all the information collected throughout this study will be stored in a confidential and secure place. All collected information from observation and interviews will be stored in the researcher’s personal computer that is password protected. Identity of the participants will remain anonymous so their names will not be mentioned in this study unless allowed by the participant themselves.

What happens if I change my mind?

The participant in this research has always the right to withdraw at any time from this study with no need to give a reason for such a decision.

What happens if something goes wrong?

In cases where you have concerns or complaints regarding participation in this study, you can contact the Chair of the Faculty Ethics Committee Prof Chris Janaway (023 80593424, c.janaway@soton.ac.uk) or Dr Martina Prude, Head of Research Governance (02380 595058, mad4@soton.ac.uk).

Where can I get more information?

For more information about participation in this study, you may contact the researcher Khalil Ibrahim Al Naabi on (00968) 99884855 or khalilnaabi@gmail.com or his supervisor Dr. Richard Kiely R.N.Kiely@soton.ac.uk
CONSENT FORM (FACE TO FACE: Insert Version number)

Study title: Tertiary English Language Foundation Programme Standards: Implementation and Challenges.

Researcher name: Khalil Ibrahim Nasser Al Naabi
Staff/Student number: 27257274
ERGO reference number: 18677

Please initial the box(es) if you agree with the statement(s):

I have read and understood the information sheet (insert date /version no. of participant information sheet) and have had the opportunity to ask questions about the study.

I agree to take part in this research project and agree for my data to be used for the purpose of this study

I understand my participation is voluntary and I may withdraw at any time without my legal rights being affected

Data Protection
I understand that information collected about me during my participation in this study will be stored on a password protected computer and that this information will only be used for the purpose of this study. All files containing any personal data will be made anonymous.

Name of participant (print name).............................................................

Signature of participant...........................................................................

Date.............................................................................................................
Comments

Students' role:
The writer student was asked by the teacher to read aloud the introduction she and her friend wrote from the OHP entitled (Opinion and Opinion)

Teacher's role:
After reading the introduction by one of the writers, the teacher asked the other students to comment on this introduction in all four categories.

After that, the teacher used the OHP to show one essay written by one of the groups from last lesson. One of the writers of the essay was invited to stand in front of the class. Also, the teacher asked for a volunteer student to be a spelling checker.

After the teacher used the OHP to show one essay written by one of the groups from last lesson. One of the writers of the essay was invited to stand in front of the class. Also, the teacher asked for a volunteer student to be a spelling checker.

Appendix 5.1: Manual coding of instructional practices from field notes
<table>
<thead>
<tr>
<th>Language Interaction</th>
<th>Materials used</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dominated by the teacher</td>
<td>OHP slides only</td>
</tr>
<tr>
<td>Limited to certain students but not all</td>
<td></td>
</tr>
</tbody>
</table>

It was clear that towards the end less students were participating. Additionally, fewer students were participating especially those in the back.

**Conclusion**

5. Word selection by the teacher
4. Short paragraph by the teacher
3. Use of synonyms rather than using one word repeatedly, by the teacher
2. Verb tense by the teacher
1. Capitalization

**Third body paragraph**

4. Punctuation by the teacher
3. Missing article by the teacher
2. Punctuation by the teacher
1. Long sentence

**The second body paragraph**

4. Punctuation (commas or colon) by the teacher
3. Word form (graduates rather than graduates) by the teacher or students
2. Word form (or) by the teacher
1. Long sentence

Classroom Observation Sheet
Appendix 5.2. Transcription key for classroom discourse episodes

<table>
<thead>
<tr>
<th>T</th>
<th>The teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>S</td>
<td>Speaking unidentified student. It can be numbered S1, S2 if more than one student is participating in an interaction</td>
</tr>
<tr>
<td>SS</td>
<td>More than one student talking concurrently</td>
</tr>
<tr>
<td>S1</td>
<td>Numbers are used when more than one student is participating in one particular point.</td>
</tr>
<tr>
<td>(.)</td>
<td>Short pause</td>
</tr>
<tr>
<td>(4)</td>
<td>A pause for 4 seconds. The number might vary depending on the length of the pause</td>
</tr>
<tr>
<td>&gt;&gt;</td>
<td>Indicator of interruption by the end of a participation of a speaker by the next participant</td>
</tr>
<tr>
<td>&lt;&lt;</td>
<td>Beginning of the participation of an interrupting participant</td>
</tr>
<tr>
<td>[]</td>
<td>Added clarification by the transcriber</td>
</tr>
<tr>
<td>&quot;italicized&quot;</td>
<td>Quotations from the used teaching materials</td>
</tr>
<tr>
<td>'echoing'</td>
<td>Echoing what others have said before</td>
</tr>
</tbody>
</table>
Is studying English a waste of time?

Nowadays, English is a global language. It is required in the world in different domains. However, some people believe that learning English is a waste of time and no benefits have been accepted by them for many reasons. In my opinion, I think that learning English is very important in these days for many reasons.

To begin with, each country has its own culture, and this language can help us know each other. We deal with others and we make good relations with them. Also, we improve our knowledge by learning and studying English. For example, people travel to complete their study in different countries and they get a new experience.

Secondly, Communication is one of the most important parts of every culture where people understand each other by communication. There is a big difference between English and other languages. Moreover, we use to learn other culture languages to be connected in many domains, for instance, trading, science and development.
UNIT 3

What is Law?

Law means rules to follow. All governments make laws and enforce these laws in order to keep peace and order in their countries. Law can be defined in different ways. As a student specializing in law, it is necessary for you to understand the meaning of law from various perspectives. You also need to understand the consequences of having no laws.

Goals

In this unit, you will learn how to:

- read and understand the different definitions of law.

- comprehend legal vocabulary.

- understand and change sentences from active to passive voice and from passive to active voice.

Why are these goals important to you?
Getting Started

Task 1. Form small groups and discuss these questions. Write your ideas in the form of notes. Present your ideas to the class.

1. What do we mean by Law?

2. Why do people need laws?

3. Who makes laws?

4. Why are you interested in law?

Reading Practice

Reading strategies
Re-read the passage two or three times to understand the concept of law. Read carefully the meaning of law from different perspectives. Learn the meanings of new words by guessing from context or by using a dictionary. Later you should use these words in your own sentences.

Task 2. Scan the text and answer the following questions.

1. Can we have any society without laws? Why? Why not?

2. What is law according to society?
3. What does law mean in a judicial sense?

4. What is jurisprudence?

5. Who enforces law in a society?

What is Law?

Governments frame a system of rules in law for the people. In its general sense 'law' means an order of the universe, of events, of things or actions. In its judicial sense, 'law' means a set of rules of conduct, action or behaviour of a person. The state (government) makes and enforces these rules. In other words, a rule of human action is expressed by law.

What happens if the laws of a land (country) are not followed? There will be no control of the behaviour of the people and the society will be in a state of chaos.

The meaning of the word law can be viewed from different perspectives.

- Law means justice, reason, order and rule——from the point of view of society.

- Law means rules of court, judgment, orders of court——from the point of view of judges.

- Law means rights and remedies — from the point of view of petitioners.

- Law means liability and obligation — from the point of view of defendants.

- Law means order, rules and decrees — from the point of view of governments.

We need law in every area of our lives. Different areas of law are examined through different areas of study such as history and social science. Such an examination answers the questions “What is law?” and “What should it include?”
These questions are related to the theory and philosophy of law called *jurisprudence*. The principles of law are dealt by Jurisprudence which is the science of law.

**Glossary**

**an order**
(1) n. every direction or command of a judge or a court which is not a judgment or legal opinion (although both may include an order) directing that something be done or that there is prohibition against some act. (2) v. to direct that a party (person) before the court perform a particular act or refrain from certain acts, or to direct a public official or court employee to take certain actions such as seizing property.

**chaos**
disorder or confusion.

**defendant**
n. the party sued in a civil lawsuit or the party charged with a crime in a criminal prosecution.

**enforce**
v. to carry out or put into effect.

**jurisprudence**
n. the entire subject of law, the study of law and legal questions.

**liability**
n. one of the most significant words in the field of law, *liability* means legal responsibility for one's acts or omissions.

**obligation**
n. a legal duty

**petitioner**
n. the person who initiates a lawsuit by filing a complaint with the clerk of the court against the defendant(s) demanding damages, performance and/or court determination of rights.

**remedy**
n. the means (ways) to achieve justice in any matter in which legal rights are involved. Remedies may be ordered by the court, granted by judgment after trial.
or hearing, by agreement (settlement) between the person claiming harm and the person he/she believes has caused it, and by the automatic operation of law.

**Vocabulary in Context**

Task 3. Complete the following sentences using the words given in the box. Use each word only once.

<table>
<thead>
<tr>
<th>enforce</th>
<th>perspectives</th>
<th>remedy</th>
<th>order</th>
<th>liability</th>
<th>obligation</th>
<th>chaos</th>
</tr>
</thead>
</table>

1. She consulted a doctor to find a ____________ for her health problems.

2. Governments make laws and the police ____________ them.

3. If you rent a house to live in, you have a legal ____________ for any damage caused to the house.

4. We have to look at the problem from different ____________ to get a good understanding of it.

5. Employers have an ____________ to treat all employees equally.

6. The data his computer were examined under a court ____________.

7. There was total ____________ on the road because of a major accident.
Grammar

Task 4. Look at the two pictures and read the sentences. What do you notice? What is the focus in each sentence? How are the sentences in group A different from the sentences in group B?

A. This book was published in 2002.
   It was read by many people.
   It is sold in all bookshops.

B. We have a sewing machine at home.
   My sister stitches our clothes.
   I clean the machine every week.

Yes you got it! Passive and active sentences.

In the sentences from group A the focus is on the action, and in the sentence from group B the focus is on the subject.

The object in the active sentence becomes the subject in the passive sentence, and the simple verb form in the active sentence is changed to be + past participle in the passive sentence.
Active sentences

Someone published this book in 2002.

Many people bought the book.

All bookshops sell this book.

My sister stitches our clothes.

I clean the machine every week.

Passive sentences

This book was published in 2002.

The book was bought by many people.

This book is sold in all bookshops.

Our clothes are stitched by my sister.

Every week the machine is cleaned (by me).

Task 5. Read the text "What is Law" and underline any 4 passive sentences. Change them into active and write them below.

1. _____________________________________________

2. _____________________________________________

3. _____________________________________________

4. _____________________________________________

5. _____________________________________________
Task 5. Look at the examples and complete the missing sentences:

<table>
<thead>
<tr>
<th>Active</th>
<th>Passive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present simple</td>
<td>Present simple</td>
</tr>
<tr>
<td>1. We make butter from milk.</td>
<td>1. Butter is made from milk.</td>
</tr>
<tr>
<td>2. The company employs 200 people.</td>
<td>2.</td>
</tr>
<tr>
<td>3. People don't use this road.</td>
<td>3.</td>
</tr>
</tbody>
</table>

Past simple

<table>
<thead>
<tr>
<th>Active</th>
<th>Passive</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. They won the match</td>
<td>1. The match was won by them</td>
</tr>
<tr>
<td>2.</td>
<td>2. My car was stolen.(by somebody)</td>
</tr>
<tr>
<td>3. She posted my letter.</td>
<td>3.</td>
</tr>
</tbody>
</table>

Present continuous

<table>
<thead>
<tr>
<th>Active</th>
<th>Passive</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The Wave project is building some new houses.</td>
<td>1. Some new houses are being built by the Wave project.</td>
</tr>
<tr>
<td>2. Tom is chasing Jerry round the house.</td>
<td>2.</td>
</tr>
<tr>
<td>3. We are dusting the house at the moment.</td>
<td>3.</td>
</tr>
<tr>
<td>4. The cleaners are mopping the floor.</td>
<td>4.</td>
</tr>
</tbody>
</table>

Past continuous

<table>
<thead>
<tr>
<th>Active</th>
<th>Passive</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Last year they were building the new airport.</td>
<td>1. The new airport was being built last year.</td>
</tr>
<tr>
<td>2. Someone was using my phone a few minutes ago.</td>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
<td>3. My house was being cleaned sometime back.</td>
</tr>
</tbody>
</table>
Present perfect

1. Look! They have painted the door.
2. The maid has washed my clothes.
3. We have decorated the house for the party.

Will/can/must

1. The coordinator will write the report tomorrow.
2. They can repair my watch
3. I must inform the police
4. He will buy the phone next week.
5. We can’t do this work.
6. They must win this match to go to the semi-final.
Academic Readings for CEPS

The Gulf Cooperation Council

Before You Read

A. Read the title of the reading passage. Do not read the rest of the text. In your opinion, what Arab states are mentioned in this text?

Compare your answers in pairs.

Source: http://www.shutterstock.com/pic-97531349/

B. Read the following words and check [✓] the boxes of the ones you expect to see in the text.

1. agreement
2. contribution
3. declare
4. define
5. future
6. games
7. group
8. gull
9. include
10. past
11. state
12. water

Compare your answers in pairs. After you finish the Reading Comprehension activities, you could come back to this list to check if your prediction was correct.

Vocabulary Preview

A. Scan the text and write n., v., adj., or adv. to identify the part of speech of the words below.

1. asset _______ 6. economic _______
2. boom _______ 7. monetary _______
3. crisis _______ 8. revenue _______
4. disparity _______ 9. stability _______
5. downturn _______ 10. venture _______
Academic Readings for CEPS

B. Read the meanings of the words economic and economical as defined by the Oxford Advanced Learner's Dictionary.

**economic adj.** 1. [ONLY BEFORE NOUN] connected with the trade, industry, and development of wealth of a country, an area or a society, social, economic and political issues / economic growth / cooperation / development / reform the government’s economic policy / economic history / the current economic climate

2. [OF A PROCESS, A BUSINESS OR AN ACTIVITY] producing enough profit to continue

**economical adj.** 1. providing good service or value in relation to the amount of time or money spent. *an economical car to run* (= one that does not use too much petrol / gas) *It would be more economical to buy the bigger size.*

Opposite: UNECONOMICAL

2. using no more of something than is necessary. *an economical use of space / an economical prose style* (= one that uses no unnecessary words)

Opposite: UNECONOMICAL

3. not spending more money than necessary

**Synonyms:** PROFITABLE

**Opposite:** UNECONOMIC

Source: http://oal8.oxfordlearnersdictionaries.com/dictionary

Fill in the following sentences with the correct word.

1. Some people prefer to buy ____________ light bulbs to save energy.
2. Oman has been reporting strong ____________ growth for the past five years.
3. When I start studying global ____________ and political affairs, I’ll understand better the current ____________ climate.
4. Would you like to drive a powerful car or an ____________ one?
5. We must use our ____________ resources to save the environment for the future generations.
6. It is ____________ to use 10 litres of water every time you do the dishes.
7. This magazine publishes many interesting articles on ____________ issues.
8. It would be more ____________ to use the same plastic bags whenever we go shopping.
9. It is no longer ____________ to keep the food shop open until 10 p.m.
10. It is ____________ to leave all the lights on when you are not at home.
Academic Readings for CEPS

C. Match the word from the text with its definition.

<table>
<thead>
<tr>
<th>Line</th>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>economic</td>
<td>a. a sudden increase in trade and business activity</td>
</tr>
<tr>
<td>20</td>
<td>venture</td>
<td>b. a time when the economy becomes weaker</td>
</tr>
<tr>
<td>25</td>
<td>monetary</td>
<td>c. a business activity</td>
</tr>
<tr>
<td>28</td>
<td>boom</td>
<td>d. the quality of being steady; not changing</td>
</tr>
<tr>
<td>28</td>
<td>revenue</td>
<td>e. connected to money</td>
</tr>
<tr>
<td>29</td>
<td>asset</td>
<td>f. a time of great danger, difficulty or uncertainty</td>
</tr>
<tr>
<td>33</td>
<td>downturn</td>
<td>g. about trade, industry and the development of wealth</td>
</tr>
<tr>
<td>33</td>
<td>crisis</td>
<td>h. difference; unfair treatment</td>
</tr>
<tr>
<td>35</td>
<td>disparity</td>
<td>i. the money that a government or an organization receives</td>
</tr>
<tr>
<td>37</td>
<td>stability</td>
<td>j. property that a person or company owns</td>
</tr>
</tbody>
</table>

D. Fill in the blanks in the sentences below with the words in the table above.

1. All my brother's business ____________ are successful now because he chose their locations wisely.

2. There is a ____________ in the construction business now in Oman. Many companies are building many new big buildings.

3. Many countries in the world faced an economic ____________ a few years ago; at that time, many of their businesses failed.

4. The ____________ growth of Oman has been steady for many years.

5. Oman earns a lot of ____________ from tourism in addition to income raised from oil exports.

6. Canada has political and economic ____________. Therefore, a lot of people like to invest money there.

7. My friend faced a ____________ last year when he visited London. He lost his passport at the airport and didn't know what to do.

8. In some countries, there is a wide ____________ between the rich and the poor; there are some very rich people and many extremely poor people.

9. When the businessman lost all his money, he had to sell all his _____________. Therefore, he sold his cars, house and farm.

10. In her new job, my cousin is not going to get much ____________ benefit; her salary will be very low.

**112 | UNIT 10. THE GULF COOPERATION COUNCIL**
The Cooperation Council for the Arab States of the Gulf

The Cooperation Council for the Arab States of the Gulf (CCASG) is a political and economic union of six Arab states bordering the Arabian Gulf. The Council was founded in Abu Dhabi on 25 May 1981 and it covers an area of 630 million acres (2,500,000 km²). The Gulf states of Bahrain, Kuwait, Qatar, Oman, Saudi Arabia, and the United Arab Emirates are part of this union, which is also known as the Gulf Cooperation Council (GCC).

The agreement between the countries of the Gulf Cooperation Council (the GCC states) was signed on 11 November 1981 in Abu Dhabi. There have been discussions about the future membership of Jordan, Morocco and Yemen, but these countries have not joined the GCC yet.

The logo of the GCC consists of two concentric circles. On the upper part of the larger circle, the Bismillah phrase is written in Arabic. The Council’s full name in Arabic is on the lower part. The inner circle has a hexagonal shape representing the Council’s six member countries. A map showing the Arabian Peninsula fills the inside of the hexagon.

The GCC countries have set objectives to promote prosperity in the region. For instance, they plan to administer together finance, trade and tourism. They will work as a team to advance scientific and technical progress in industry, agriculture, water and animal resources. The GCC countries will also establish scientific research centers, set up joint ventures and bring together their military forces in the future.

The GCC nations want to cooperate in the private sector and strengthen ties between their peoples. They hope to establish a common currency by 2010. The name Khaleefi has been proposed as a name for this
Academic Readings for CEPS

common currency in the Gulf States. If realized, the GCC monetary union would be the second largest international financial union in the world after the euro.

This area has some of the fastest growing economies in the world due to a real boom in oil and natural gas revenues. For example, the investment authorities in the UAE have $900 billion in assets. The purpose is to build a tax base and an economic foundation before the natural reserves run out. Other regional funds also manage several hundreds of billions of dollars in assets.

Recently, the members of the Council have had to fight the effects of the global economic downturn. The monetary crisis of 2008-2009 hit most of the economies in the world, but the GCC countries developed programs to avoid disparities. An example is the recovery plans that have been created to grow the private sector and attract the investors in the Gulf. It is clear that the GCC states have set major priorities to support growth and long-term stability in the area.

Adapted from: http://en.wikipedia.org/wiki/Cooperation_Council_for_the_Arab_States_of_the_Gulf

A. The text has seven paragraphs. Skim the passage and match the main ideas and the paragraphs.

| Paragraph 1 | a. The Gulf Cooperation Council consists of six Gulf states at the moment. |
| Paragraph 2 | b. The GCC states have been trying to create efficient economic programs to avoid the effects of the financial crisis. |
| Paragraph 3 | c. The GCC logo is two concentric circles and a hexagon. |
| Paragraph 4 | d. The GCC states are rich because of their natural reserves. |
| Paragraph 5 | e. There are future plans for a common currency called Khaleej. |
| Paragraph 6 | f. Six Gulf states form a political and economic union called the Gulf Cooperation Council (GCC). |
| Paragraph 7 | g. The GCC countries plan to cooperate in many fields. |

114 | UNIT 10. THE GULF COOPERATION COUNCIL |
Academic Readings for CEPS

B. Complete the following notes on GCC.
   a. Number of member-countries: ________
   b. Place where established: ________
   c. Total area: ________

C. Complete the table below with the appropriate dates or years. Provide dates and months where given.

GCC Timeline

<table>
<thead>
<tr>
<th>No.</th>
<th>Event</th>
<th>Date / Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>GCC established</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Signing of agreement</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Common currency to be ready before</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Monetary crisis started</td>
<td></td>
</tr>
</tbody>
</table>

D. Circle the letter of the correct answer to the following questions. Explain your reasons, and quote line numbers as needed.

1. What is the main idea of the text?
   a. The GCC is a political and economic union of six Gulf states.
   b. The GCC member-countries plan to use a common currency in the future.
   c. The GCC member-countries have the fastest growing economies in the world.
   d. The GCC countries have long-term development plans.

2. From the description in lines 11–15, which is the correct GCC logo?
   a. [Image of logo option a]
   b. [Image of logo option b]
   c. [Image of logo option c]
   d. [Image of logo option d]

3. A hexagonal shape (line 13) has ________ sides.
   a. eight
   b. ten
   c. three
   d. six
Academic Readings for CEPS

4. Circle either True or False.
   Yemen is a GCC member now.  True  False

5. The word research in line 20 is a/an ___________.
   a. verb     c. adjective
   b. noun     d. adverb

6. What is the best word or phrase to use in the gap in line 22?
   a. For example     c. Secondly
   b. Furthermore     d. In contrast

7. According to the passage, which of the following is NOT an objective of GCC?
   a. The GCC countries plan to establish educational research centers.
   b. The GCC countries plan to manage trade.
   c. The GCC countries will work together to set up joint ventures.
   d. The GCC countries plan to cooperate in the private sector.

8. The future currency of the GCC would be called ___________.
   a. Kaleeji  c. Khalej
   b. Khaleeji  d. Khaleji

9. Why does the GCC area have some of the fastest growing economies in the world?
   a. It has a huge increase in oil and natural gas revenues.
   b. It has saved petroleum revenues over many decades.
   c. It wants to build a tax base and economic foundation soon.
   d. It has savings and a boom in oil, natural gas, building and investment.

10. Which of the following statements best shows the writer’s point of view?
    a. The GCC is a union of Arab states that have created an interesting logo.
    b. The GCC is a union of Arab states that have set clear economic objectives.
    c. The GCC is a union of Arab states that have not adopted the Khaleeji yet.
    d. The GCC states have huge revenues from the oil and natural gas trade.

Reading Tip
A good reader should be able to identify the writer’s point of view in a text. A point of view is what the writer thinks about the topic of the text; it is the writer’s opinion of the topic. For example, he / she may admire a person or an idea, may or may not support a person or an idea or may be happy or upset about an issue. Generally, the writer’s point of view is not given directly in the text; it is usually implied – or given indirectly. We should read the entire text carefully in order to identify the writer’s point of view.

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Academic Readings for CEPS

Critical Thinking
A. Should GCC include more countries in this region? If so, which countries? Why?
B. What are the advantages and disadvantages of having a common currency in GCC? Would it be good for Oman? Why?

Vocabulary Practice
A. Complete the table below with the other forms of the words given.

<table>
<thead>
<tr>
<th>Line</th>
<th>Noun</th>
<th>Verb</th>
<th>Adjective</th>
<th>Adverb</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>economy /</td>
<td>economise (also</td>
<td>economic /</td>
<td>economically</td>
</tr>
<tr>
<td></td>
<td>economics</td>
<td>economise</td>
<td>economical</td>
<td></td>
</tr>
<tr>
<td>33</td>
<td>crisis</td>
<td></td>
<td></td>
<td>critically</td>
</tr>
<tr>
<td>37</td>
<td></td>
<td></td>
<td>unstable /</td>
<td></td>
</tr>
</tbody>
</table>

B. Complete each blank in the following sentences with one of the words given in brackets.

1. I study in the College of _____________. (Economy / Economics / Economise / Economic / Economical / Economically)
2. Ahmed's father, who was the only earning member of his family, died. Therefore, his family was a serious financial _____________. (crisis / critical / critically)
3. Children need a ____________ family environment in order to reach their full potential. (stability / stabilise / stable / unstable / stably / unstably)

C. Several synonyms are used in the text to refer to money. In the diagram below, complete the spaces with these synonyms.

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________
6. ____________________
Academic Readings for CEPS

Language in Use

A. Use active or passive structures to rephrase the sentences below. Use the words given to begin the new sentences. Make sure you keep the same meaning in the new sentences.

1. The economic agreement between the countries of the Gulf Cooperation Council was signed on 11 November 1981 in Abu Dhabi.
   
   The countries of the Gulf Cooperation Council

2. The inside of the GCC logo is filled by a map showing the Arabian Peninsula.
   
   A map showing the Arabian Peninsula

3. The member countries reached a number of decisions about the unification.
   
   A number of decisions

4. Economic objectives to promote growth have been set by the Gulf states.
   
   The Gulf states

5. The Gulf countries are introducing similar regulations in various fields.
   
   Similar

6. The name Khaleej has been proposed as a name for the unified currency.
   
   The GCC countries

7. The GCC countries will establish scientific research centers.
   
   Scientific

8. Some regional funds manage several hundreds of billions of dollars in assets.
   
   Several

UNIT 10. THE GULF COOPERATION COUNCIL
9. The UAE's investment authorities hold over $900 billion in assets.

Over

10. Recovery plans to grow the private sector have been created by the Council members.

The Council members

B. Read the texts below and fill in each gap with the missing word that best fits each space. Do not look back at the reading passage.

a. The CCASG is a political and economic union 1) __________ Arab states. It 2) __________ established 3) __________ Abu Dhabi 4) __________ 25 May 1981. These countries 5) __________ often called the GCC States. The logo of the GCC consists 6) __________ two concentric circles. 7) __________ the upper part 8) __________ the larger circle, the Bismillah phrase 9) __________ written in Arabic and on the lower part the Council's full name is given 10) __________ Arabic.

b. This area has some 1) __________ the fastest growing economies 2) __________ the world, mostly due 3) __________ a boom 4) __________ oil and natural gas revenues. 5) __________ order to build a tax base and economic foundation before the reserves run 6) __________, the UAE's investment authorities hold $900 billion 7) __________ assets. Other regional funds also manage several hundreds 8) __________ billions 9) __________ dollars in assets. Recovery plans have been created to grow the private sector and attract the investors 10) __________ the Gulf.

Adapted from: http://en.wikipedia.org/wiki/Cooperation_Council_for_the_Arab_States_of_the_Gulf
<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
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</thead>
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<td>23 - 25</td>
<td>Excellent</td>
</tr>
<tr>
<td>19 - 22.5</td>
<td>Good</td>
</tr>
<tr>
<td>16.25 - 18.5</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>12.5 - 16</td>
<td>Unsatisfactory</td>
</tr>
<tr>
<td>0 - 12</td>
<td>Unsatisfactory</td>
</tr>
</tbody>
</table>

**Writing Assessment Criteria - Levels 4, 5, 6**

Appendix 7.4: Essay Marking Criteria
Appendix 7.5. Curriculum document LOs for linguistic structural items

| 17 | Prepare and give a presentation | ✓ | ✓ | ✓ |
| 18 | Prepare and give a presentation with an outline and visual aids | ✓ | ✓ | ✓ |
| 19 | Invite constructive feedback and self-evaluate the presentation | ✓ | ✓ |
| 20 | Produce a written report of a minimum of 500 words showing evidence of research, note-taking, review and revision of work, paraphrasing, summarizing, use of quotations and use of references (this can be covered in the writing component) | ✓ |

3.2.7 Language and Grammar Syllabus

A grammatical syllabus is an aid for a teacher or a curriculum designer, but it does not reflect a learner's own internal syllabus. The acquisition of more complex items requires more time, and therefore, students are asked to recognise and understand a structure in a context before attempting to use it correctly. The level of accuracy expected in production depends on a student's level of proficiency. Teachers are not restricted to the items indicated in the Grammar & Language Syllabus. Other grammar items (e.g. perfect tense) may be introduced to fulfill certain tasks.

The following symbols indicate if students are expected to produce an item (✓), or recognise it (✗).

<table>
<thead>
<tr>
<th>Item</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 2 3 4</td>
</tr>
<tr>
<td></td>
<td>SCI CEPS MED EEAL</td>
</tr>
<tr>
<td>Sentence Structure</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>basic sentence structure: subject-verb agreement/ SVO/SVC</td>
</tr>
<tr>
<td>2</td>
<td>there is/there are</td>
</tr>
<tr>
<td>3</td>
<td>compound sentences</td>
</tr>
<tr>
<td>4</td>
<td>complex sentences</td>
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<tr>
<td>Verbs</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>present simple tense</td>
</tr>
<tr>
<td>6</td>
<td>past simple tense</td>
</tr>
<tr>
<td>7</td>
<td>present continuous tense</td>
</tr>
<tr>
<td>8</td>
<td>past continuous tense</td>
</tr>
</tbody>
</table>

The following symbols indicate if students are expected to produce an item (✓), or recognise it (✗).
<table>
<thead>
<tr>
<th>Item</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
<th>Level 6</th>
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</thead>
<tbody>
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<td></td>
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<td>CEPS</td>
<td>MED</td>
<td>EEAL</td>
<td>SCI</td>
<td>CEPS</td>
</tr>
<tr>
<td><strong>Past Perfect</strong></td>
<td>✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td><strong>Passive Voice</strong></td>
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<td></td>
<td></td>
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</tr>
<tr>
<td><strong>Question Forms</strong></td>
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<tr>
<td><strong>Future Forms</strong></td>
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<td></td>
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<tr>
<td><strong>Modal Verbs</strong></td>
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<td></td>
<td></td>
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<tr>
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<td></td>
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<tr>
<td><strong>Reason/Result Clauses</strong></td>
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<tr>
<td><strong>Reduced Adjectival /Adverbia Clauses</strong></td>
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<td></td>
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<tr>
<td><strong>First Conditional</strong></td>
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<tr>
<td><strong>Second Conditional</strong></td>
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<td><strong>Third Conditional</strong></td>
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<td></td>
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</tr>
<tr>
<td><strong>Adverb Usage, Function, Position</strong></td>
<td>✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓</td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>Adverbs of Frequency</strong></td>
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<td><strong>Countable and Uncountable Nouns</strong></td>
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<td></td>
<td></td>
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<tr>
<td>(e.g. <em>mine, yours, hers, etc.</em>)</td>
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<td>adjective usage, function, position</td>
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Getting Ready

 Discuss the following questions with a partner.

1 Match these names with the animals in the picture.
   a great auk   b thylacine (Tasmanian tiger)  c quagga
   d dodo        e giant ground sloth          f passenger pigeon

2 Have you heard of any of these animals before? What do you know about them?
3 What do you think these animals have in common?
UNIT 3

CHAPTER 1  Endangered Species

Before You Read
Valuing Wildlife

A What are some reasons for protecting wildlife? Rank the following from 1–5 (1 = most important).

___ They make the world a more beautiful place.
___ They are valuable in the research and creation of medicines.
___ They have rights, and humans must respect them.
___ They are important to science and our understanding of the Earth.
___ They are essential to keeping nature and the ecosystem in balance.

B Discuss your answers with a partner.

Reading Skill
Identifying Meaning from Context

To guess the meaning of an important but unfamiliar word in a passage, try the following strategy: First, look at the different parts of the word to see whether there are any clues to its meaning. Second, notice the word’s part of speech. Third, look at the words and sentences around the new word for synonyms, antonyms, or a definition.

A Read the following extract from the article on the pages 41–42. Then choose the best definition for the word in blue.

No animal species can survive indefinitely on Earth. Centuries ago, species went extinct from natural causes, for example, they were unable to adapt to bad weather and other hard conditions. However, animals are now dying out faster than ever because of human activity.

The word indefinitely means _____.

a with great difficulty
b without an end or limit
c with an aim or purpose

B Now scan the article for the words in blue. Read the sentence containing the word and some of the surrounding sentences. Then choose the best definition.

1 In line 30, the word culprits means _____.
   a competitors    b victims    c causes
2 In line 53, the word intentionally means _____.
   a purposely    b cruelly    c innocently
3 In line 59, the word overwhelm means to _____.
   a destroy    b fight with    c support

C Read the entire passage carefully. Then answer the questions on page 43.
No animal species\(^1\) can survive **indefinitely** on Earth. Centuries ago, species went extinct from natural causes, for example, they were unable to adapt to bad weather and other difficult conditions. However, animals are now dying out faster than ever because of human activity. It is estimated that, until the 18th century, one species disappeared from the Earth every four years. By the 19th century, this had increased to one species per year. By 1975, it was 1,000 species per year, and today animals are disappearing at the alarming rate of more than 40,000 species per year.

The International Union for Conservation of Nature (IUCN) has created a number of categories that describe the danger level of animal species.

- **Species that are completely gone** are called *extinct*, for example, dinosaurs and the dodo.
- **Species that only live in zoos or on farms, etc.,** fall into the category *extinct in the wild*. One example is the Wyoming toad.
- A species is labeled **critically endangered** when its numbers are dangerously low. This means it is in **imminent** danger of dying out completely and needs protection in order to survive. The Siberian tiger and the snow leopard are two examples.
- **Species that have a high, but not immediate, risk of dying out** are simply labeled *endangered*. The giant panda is a famous example.
- A vulnerable species is in less trouble than an endangered one, but its numbers are still **markedly** declining. The cheetah and the African elephant are vulnerable species.
- **Animal species that are considered of least concern** aren't particularly endangered and have high numbers of individuals.

\(^1\) A species is a group of animals or plants that can reproduce together.
There are many factors that can cause an animal or plant species to become endangered, and one big one is the destruction of their habitats. Deforestation and soil, air, and water pollution are usually the main culprits. For example, the population of critically endangered Sumatran orangutans is now less than 10,000 on their home island of Sumatra, Indonesia, due to deforestation and farming.

Another cause of endangerment is from humans exploiting wild animals. Uncontrolled hunting of whales in the last century, for example, resulted in many whale species becoming critically endangered. The high demand for animal parts stems from their use in certain foods or medicines or their value as decorative objects. For example, the ivory tusks of elephants are used to make jewelry, and the price is high enough that people risk being arrested and jailed to go after these animals.

Introducing a non-native species to an environment can also cause species endangerment. A native species is one that develops naturally in a particular area and has done so for a long time. A non-native species might be introduced into a new environment by humans, either intentionally or by accident. The brown tree snake, unknowingly brought by cargo ships\(^2\), stopping at Guam, has managed to kill off ten of the eleven species of birds native to the island’s forests. In Florida, large pet snakes such as the anaconda and the python have been released into the large Everglades swamp. The snakes have thrived in their new environment, and now compete with and may soon overwhelm the swamp’s alligators.

Organizations such as the World Wildlife Fund and the IUCN try to raise awareness of threatened animals and plants. These organizations collaborate with government agencies to save threatened or endangered species and to make new laws that will protect them. But to really protect plant and animal species now and in the future, the public needs to be educated on the value of keeping these species alive.

\(^2\) A cargo ship is any sort of ship or vessel that carries goods and materials from one place to another.
A  Choose the correct answer for the following questions.

1  According to the passage, what happened between the 18th century and now?
   a  The amount of human activity increased.
   b  Animals were less able to adapt to the weather.
   c  More animals started dying from natural causes.

2  Why have many whale species become endangered?
   a  Their habitat is being destroyed.
   b  They have been hunted in great numbers.
   c  A non-native species has been introduced to their environment.

3  Which is NOT mentioned as a cause of species endangerment?
   a  spread of diseases
   b  habitat destruction
   c  unrestricted hunting

4  Which animal is native to the Everglades swamp?
   a  anacondas
   b  pythons
   c  alligators

5  What is the main idea of the final paragraph?
   a  Governments and organizations must work together to be effective.
   b  The most important thing is to raise awareness and educate people.
   c  Laws are needed to protect these endangered species.

B  Read the following sentences about various animals. Write whether the animal is extinct, extinct in the wild, critically endangered, endangered, vulnerable, or of less concern. Then discuss your answers with a partner.

1  There were about 100,000 koalas in 2008, but their numbers have noticeably declined due to environmental changes.

2  Lonesome George, the last Pinta Island tortoise, died in 2012.

3  As of October 2012, only 190 Hawaiian Crows remain, in two breeding facilities run by the San Diego Zoo.

4  The minke whale lives in almost all of the world’s oceans and is the most commonly sighted species in whale-watching expeditions.

5  There are so few Visayan warty pigs in the wild that conservationists are now trying to breed them in zoos.

C  Discuss the following questions with a partner.

1  Why do you think the IUCN creates categories for animals?
2  Do you think most people are concerned about endangered species?
   Why, or why not?
A. **Circle** the word or phrase that does not belong in each group. The words in blue are from the passage.

<table>
<thead>
<tr>
<th>1. inadequate</th>
<th>overwhelming</th>
<th>lacking</th>
<th>scarce</th>
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</thead>
<tbody>
<tr>
<td>2. indefinite</td>
<td>unlimited</td>
<td>not defined</td>
<td>distinct</td>
</tr>
<tr>
<td>3. victim</td>
<td>culprit</td>
<td>suspect</td>
<td>criminal</td>
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<tr>
<td>4. critical</td>
<td>momentary</td>
<td>vital</td>
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<tr>
<td>5. strikingly</td>
<td>markedly</td>
<td>noticeably</td>
<td>secretly</td>
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<td>6. imminent</td>
<td>approaching</td>
<td>departing</td>
<td>oncoming</td>
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<tr>
<td>7. mistakenly</td>
<td>intentionally</td>
<td>accidentally</td>
<td>unknowingly</td>
</tr>
<tr>
<td>8. wipe out</td>
<td>destroy</td>
<td>exploit</td>
<td>finish off</td>
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</table>

B. Complete the following sentences using the words in blue from A. You might have to change the form of the word.

1. You will notice Lars by his height; he is ____________ taller than his classmates.
2. The stress was so ____________ that he broke down and cried.
3. Due to the ____________ hurricane, school has been cancelled tomorrow for two days.
4. One cause of global warming is production of greenhouse gases; the other big ____________ is smoke from vehicles.
5. He ____________ left the dinner early so he would not have to pay the bill.
6. Some people feel we are at a(n) ____________ point in history when it comes to global warming. We need to take action before it's too late.
7. The tour has been delayed ____________ because the drummer left the band.
8. He may be willing to pay for your meals, but you shouldn't ____________ the situation and ask him out for dinner all the time!
A Use *en-* or *em-* to complete the words in the sentences below. Discuss your answers with a partner.

1. James was convinced that his new haircut _____hanced his good looks.
2. Education _____owers people to make the right choices.
3. The couple stopped arguing and _____braced each other.
4. The scientist used a microscope to _____large the image of the cells.
5. Rupert had the date of his wedding _____ GRAVED on the inside of his wedding ring.

B Complete the following sentences using the correct form of the *en-* words in the box. You may use a dictionary to help you.

**enclose**  **embed**  **enable**  **embody**  **enforce**

1. The CEO of a company needs to ___________ all the values that the company stands for.
2. If the teacher doesn’t ___________ classroom rules from day one, he or she will never have control.
3. There are bullets ___________ in the wall as evidence of the war.
4. When you mail the warranty card to the electronics company, be sure to ___________ a copy of your receipt.
5. This new password feature will ___________ users to protect sensitive information.

**Motivational Tip:** Are you applying yourself? Are you giving your best effort? When we are honest with ourselves, we often recognize that we could be doing more to achieve our best. On a scale of 1–10 (1 = low effort, 10 = high effort) where would you rate yourself in terms of applying your effort during this unit? If your effort falls between 7–10, congratulations, you are doing well. If your effort falls below 7, what could you do to apply yourself more?
UNIT 4

CHAPTER 2 Lottery Winners: Rich...but Happy?

Before You Read
Lottery Facts

A Look at the information below. Which of these statistics are surprising to you? What does this tell you about the chances of winning a lottery?

In our lifetime, what are the chances of...
...being born with 11 fingers or toes? 1 in 500
...drowning? 1 in 1,008
...living to 100 years old? 1 in 6,000
...finding a pearl in an oyster? 1 in 12,000
...getting struck by lightning? 1 in 200,000
...winning the Mega Millions Jackpot? 1 in 175,000,000

B Discuss the following questions with a partner.
1. Do you know how the lottery works?
2. Do you know anyone who has won the lottery or received a lot of money all at one time? What did they do with the money?

Reading Skill
Previewing

Previewing is something good readers do when they first encounter new reading material. They ask themselves questions like these: What is this about? What kind of text is this? What do I already know about it? Previewing can involve skimming, scanning, and predicting to help us get acquainted with the reading passage.

A Take one minute to preview the passage on the pages 73-74. Think about the title and the picture, scan the passage for interesting information, and skim the first and last paragraphs.

B Now discuss the following questions with a partner.
1. What do you think the passage is about?
2. What do you already know about this subject?
3. What interesting points did you notice?
4. Where could you look to learn more about this topic?
5. Do you think you'll enjoy reading the passage?

C Read the entire passage carefully. Then answer the questions on page 75.
Lottery Winners: Rich...but Happy?

Every week, millions of dollars are spent, and won, on lottery tickets. With jackpots hitting hundreds of millions of dollars, many lottery winners suddenly find themselves with much more money than they’re used to. Many will have enough to purchase a new car, buy a luxury house, take a holiday and quit working—all within a short space of time. These “lucky” few, however, may end up with more problems than they had before they struck it rich. According to financial planner Steven Goldbart, two out of three winners spend all their winnings within five years.

Newly affluent lottery winners are actually in quite a tricky situation, so much so that lottery organizers employ counselors to help them. These counselors encourage winners to get advice from financial experts, such as accountants, about how best to invest their earnings. The counselors also help winners to understand how their lives may change for the better—and possibly for the worse. Many lottery winners are sensible when managing their new wealth; some, however, do not use their money wisely and end up getting into various unforeseen difficulties. Take a look at the fortunes of two very different lottery winners.

Michael Carroll is an example of what can happen to lottery winners if they don’t manage their money carefully. When Carroll was 19 years old, he won £10 million in England’s National Lottery. At the time, Carroll was working as a garbage collector, and the money changed his life. Three months after winning the lottery, he bought a home in a small town and turned the backyard into a 24-hour racetrack. The constant noise and dust upset his neighbors. He also purchased several luxury vehicles but was stopped for driving a brand new BMW without license plates or insurance. He was banned from driving for six months. This wasn’t Carroll’s first encounter with the law—he was frequently
arrested for drug possession and other crimes, and was jailed for nine months in 2006 for violent behavior. Upon his release from prison, Carroll applied for loans to make the payments on properties he had bought and to continue funding his extravagant lifestyle. In just eight years, Carroll had spent all his winnings. It was reported in 2010 that he was trying to get his old job as a garbage collector back.

After winning almost $29 million in a North Carolina lottery in 2009, Billy and Jeff Wilson say they have learned a lot about managing money. When people found out that the father and son had won so much money, the family had to leave their hometown to avoid people asking them for financial help. Billy, the elder Wilson, stopped working but likes to believe that winning the lottery hasn't really changed them as people. He said: "We live around a bunch of millionaires and some of them are the most miserable people on Earth. Just because you have money doesn't make you any better than anyone else and sometimes it seems like they forgot that." His son Jeff says he just enjoys hanging out with friends and fishing.

Thanks to the sensible way in which they handled their lottery money, the Wilsons are set to enjoy their winnings for a long, long time.

If you should happen to be lucky enough to win a lottery, here are a few simple rules that financial advisors recommend following.

- Meet with an accountant or other financial advisor.
- Pay all debts, such as home mortgages, car loans, and credit card bills.
- Calculate how much money will be needed to live on every year and then invest the extra money.
- Hand in your resignation only when you know you really don't need the job anymore.
A Choose the correct answers for the following questions.

1. The word *lucky* (line 5) is in quotation marks because lottery winners
   a. depend on skill and not luck to win
   b. may encounter problems with their money
   c. will soon lose all their money

2. What do lottery counselors do?
   a. They organize and run the lottery.
   b. They help lottery winners make financial investments.
   c. They help lottery winners cope with their sudden wealth.

3. The word *fortunes* in line 15 does NOT mean
   a. luck
   b. money
   c. outcome

4. According to the passage, what should lottery winners do?
   a. Quit their jobs soon after winning.
   b. Pay their credit card bills.
   c. Invest all their lottery winnings.

5. What could be another title for the passage?
   a. The Biggest Lottery Winners
   b. Winning the Lottery: What Happens Next?
   c. How to Hit the Jackpot

B Read the following sentences. Check (√) whether they apply to Michael Carroll (C) and/or the Wilsons (W).

<table>
<thead>
<tr>
<th>The lottery winner(s) . . .</th>
<th>C</th>
<th>W</th>
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<tbody>
<tr>
<td>1. stopped working.</td>
<td></td>
<td></td>
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<tr>
<td>2. moved to a new place.</td>
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<tr>
<td>3. got into trouble with the police.</td>
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<tr>
<td>4. had to borrow money eventually.</td>
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<tr>
<td>5. is/are still living on the prize money.</td>
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C Discuss the following questions with a partner.

1. Do you think rich people are treated differently? How would people treat someone who has just won a lottery?

2. What personal qualities help a person to handle money well?

Motivational Tip: Share with others. Think of two ways that you can share what you learn from this chapter with people who are not in your class. Do you have a friend that you can email after class today? Tell him/her what you learned about the value of money today in your class. As you share what you read with others, your reading skills will improve.

M 4
A Choose the best answer. The words in blue are from the passage.

1. An affluent person has a lot of _____________.
   a. talent  
   b. money

2. If a math problem is tricky, it _____________.
   a. doesn’t have an obvious solution  
   b. can be solved easily

3. A sensible person usually _____________.
   a. acts without thinking  
   b. thinks before acting

4. Which is considered a wise investment?
   a. taking a course on computer skills  
   b. buying a candy bar

5. An unforeseen encounter is a meeting that you don’t _____________.
   a. expect  
   b. remember

6. If you are banned from something, you are _____________.
   a. not allowed to do it  
   b. invited to do it

7. An example of an extravagant expense is _____________.
   a. a diamond cat collar  
   b. a washing machine

8. A person who has a debt _____________. money.
   a. has saved  
   b. owes

B Answer the following questions, then discuss your answers with a partner. The words in blue are from the passage.

1. Have you encountered any unforeseen difficulties in learning English?
2. What is the most extravagant thing you’ve ever bought?
3. What are some things that are banned in your classroom?
4. What do you think people mean when they refer to “sensible shoes”?
5. What is the wisest piece of advice that anyone has ever given you?
6. Why do you think more and more young people are in debt nowadays?
7. Which is the most affluent neighborhood in your city?
8. Have you ever been in a tricky situation involving a friend? Why was it tricky?
A Write the correct -ent or -ant word for each definition. Use the words in italics to help you. You may use a dictionary to help with spelling.

1 ________ : a person who lives or resides in a certain place
2 ________ : pleasing to you
3 ________ : describes someone who challenges or defies authority
4 ________ : to depend or rely on something or someone
5 ________ : empty, having a vacancy, unoccupied
6 ________ : someone who participates in something
7 ________ : when something is obvious from evidence
8 ________ : a person who makes a formal application for something, e.g. a job
9 ________ : a person, plant, or animal that is descended from a particular ancestor
10 ________ : open to and able to tolerate different views, beliefs, or behavior

Vocabulary Skill
The Suffixes -ent and -ant

In this chapter you read the word affluent, which ends with the suffix -ent, and extravagant, which ends with the suffix -ant. These suffixes can be used to form adjectives like in the passage. They can also be used to describe someone or something that performs a specific action (e.g., a servant is someone who serves).

B Complete the following sentences with the correct forms of the -ent or -ant words from A.

1 It was ________ that she had not prepared for the meeting as she had no idea what to say.
2 Nearly 12 percent of people in the United States are ________ of Irish settlers who came to North America over the centuries.
3 A(n) ________ society is one that is accepting of all races and religions.
4 The ________ of the building were unhappy with the noise caused by the construction next door.
5 The position is still ________ because we haven't found a suitable person for the job.
6 There's a(n) ________ smell coming from the refrigerator. I hope the food hasn't gone rotten.
7 He has been getting into trouble at school for starting fights and being openly ________ toward teachers.
8 Nowadays, people are so ________ on technology to keep in touch with friends.

C Think of two more words that end with -ent or -ant. Write a definition for each and see whether your partner can guess the words.
Celebrations Around the World

Getting Ready

Discuss the following questions with a partner.

1. What is happening in the pictures above? What events are they celebrating?
2. How do people in your country or culture celebrate these events?
3. What is your favorite cultural celebration? Explain your answer.
A. Answer the following questions about weddings.

1. The word bride comes from the Old English word for ___________.
   a. wife    b. love    c. cook

2. In European cultures, the man traditionally proposes to the woman ___________.
   a. on both knees    b. on one knee    c. standing up

3. The custom of having a best man began in Germany. He originally helped the groom ___________.
   a. buy the wedding ring and get dressed
   b. choose a bride from women in the village
   c. capture his bride from another village

4. Which metal is traditionally very important in Indian weddings?
   a. gold    b. silver    c. bronze

5. Which of these expressions means “to get married”?
   a. tie the knot    b. kick the bucket    c. buy the farm

B. Discuss your answers with a partner. Then check your answers at the bottom of page 81.

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A. Look at the article on the pages 81-82. Read only the title and the four subheadings. Fill in the chart below with your predictions on what will be in each paragraph.

<table>
<thead>
<tr>
<th>Subheading</th>
<th>Ideas</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Wedding Dress</td>
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</tr>
<tr>
<td>The Rings</td>
<td></td>
</tr>
<tr>
<td>Flowers</td>
<td></td>
</tr>
<tr>
<td>Gifts</td>
<td></td>
</tr>
</tbody>
</table>

B. Skim each of the four main paragraphs. Are any of your ideas in the chart the same as the ideas in the article?

C. Now read the entire passage carefully. Then answer the questions on page 83.
Wedding Customs

Marriage is a part of nearly every culture in the world, but marriage traditions vary greatly from place to place.

The Wedding Dress

In many countries, it is customary for the bride to wear a white dress as a symbol of her innocence. The tradition of wearing a special white dress for the wedding ceremony started over 150 years ago in 1840, when Queen Victoria married in white. Before that, brides wore all sorts of colors (even black!) and most could not afford to buy a dress that they would only wear once. Modern brides are more fortunate: dresses are still white but are now available in a variety of styles and fabrics. Many women even have their dresses specially designed and tailored. Not all cultures celebrate with white, however. In certain Asian countries and in the Middle East, red and orange are considered symbols of joy and happiness. In Asia it is not uncommon for the bride and groom to change clothes several times as the ceremony progresses.

The Rings

In many cultures, couples exchange rings, usually made of gold or silver, during the marriage ceremony. The circular shape of the ring is symbolic of the couple's eternal union. In Brazil, it is traditional to have the rings engraved with the bride's name on the groom's ring and vice versa. In the United States, England, Canada, and France, the wedding ring is usually worn on the third finger of the left hand because it was once believed that a vein ran directly from this finger to the heart. But wedding and engagement rings aren't always jewelry for the fingers. In traditional Hindu relationships, the man gives the woman a bichiy—a ring worn on the toe—as a symbol of their engagement.
Flowers

Flowers play an important role in most weddings. Roses are said to be the flowers of love, and because roses usually bloom in June (in the Northern Hemisphere), this has become the most popular month for weddings in many countries. Ivy is also used in wedding bouquets because in early Greek times it was thought to be a sign of everlasting love. The flower bouquets of some Middle Eastern brides contain Artemisia—a bitter herb—to symbolize that the marriage will survive both good times and bad. In Thai weddings, the mothers of the bride and groom lay flowers on the shoulders of the couple to bring happiness and luck to their marriage. Flower garlands are also exchanged in addition to rings to represent the beauty of marriage and life. After the wedding ceremony, it is customary in many countries for the bride to throw her bouquet into a crowd of well-wishers, usually her single female friends. It is said that the person who catches the bouquet will be the next one to marry.

Gifts

In Chinese cultures, wedding guests give gifts of money to the newlyweds in small red envelopes. Money is also an appropriate gift at Korean and Japanese weddings. Not all cultures, however, give money. In many Western countries such as the United Kingdom, wedding guests give the bride and groom household items that they may need for their new home. In Russia, rather than receiving gifts, the bride and groom provide gifts to their guests instead. In Scotland, a week before the wedding ceremony, the bride’s mother may invite the guests to her house and show off all the wedding gifts received, unwrapped, each with a card that has the giver’s name on it.

Today, many couples choose to integrate wedding traditions from different cultures around the world. With so many interesting practices to choose from, people can create the perfect occasion on their most special day.

---

1 The Northern Hemisphere refers to the half of Earth that is north of the equator. North America and Europe are in this area.
2 A garland is a string of flowers and leaves usually worn on the head or hung as decoration.
A. Choose the correct answer for the following questions.

1. What changed soon after Queen Victoria's wedding?
   a. Women could buy wedding dresses in different fabrics.
   b. Women started wearing white wedding dresses.
   c. Women had their wedding dresses specially designed.

2. In most cultures, what does the wedding ring usually symbolize?
   a. Joy and happiness
   b. Wealth and luck
   c. Everlasting love

3. In which culture do the bride and groom wear flowers on their shoulders?
   a. Greek
   b. Thai
   c. Middle Eastern

4. According to the passage, how are wedding traditions practiced nowadays?
   a. People pick and choose which traditions to use.
   b. People don't follow traditions anymore.
   c. People only follow the traditions of their own culture.

B. Answer the following questions with information from the passage.

1. Why is the wedding ring worn on the third finger in some cultures?

2. Why is June a popular month for weddings to be held?

3. According to the passage, what happens to the single person who catches the bride's bouquet?

4. What is the difference between Asian and Western cultures when it comes to giving wedding gifts?

C. Discuss the following questions with a partner.

1. What are some popular wedding customs in your country? What is the significance of these customs?

2. Do you think society places a lot of importance on marriage? How do younger generations view marriage, compared to older generations?
A Circle the word or phrase that does not belong in each group. The words in blue are from the passage.

1 integrate encounter meet bump into
2 written engraved printed conducted
3 everlasting extreme eternal unending
4 shorts jacket skirt fabric
5 customary normal crazy traditional
6 afford drive spend buy
7 vice versa opposite different regular
8 impressive appropriate dramatic powerful

B Complete the following sentences with the words in blue from A. You might have to change the form of the word.

1 I really like that handbag but I can't ___________ it.
2 Many religions have a concept of ___________ life after death.
3 You have to dress ___________ when attending a formal event like a wedding.
4 People used to believe that the sun went around the Earth, instead of ___________.
5 The government encourages immigrants to ___________ with local people.
6 This necklace has my name ___________ on it.
7 It's ___________ in many Asian cultures to greet the oldest or most senior person first.
8 When you buy sportswear, be sure to get clothes with light and comfortable ___________.

Motivational Tip: What do others say about reading? Have you seen anything recently in a newspaper or a magazine about the importance of good English? Who made the statement? Try to be aware of what leaders in your country say about the importance of English skills, which include reading. Part of many countries' development goals is to improve the reading skills of their population. How can you support those goals?
A Complete the chart with the noun, verb, and adjective forms of words you’ve seen in this chapter. Not every word will have all three. Look again at the reading to find related words, or use a dictionary to help you.

<table>
<thead>
<tr>
<th>Noun</th>
<th>Verb</th>
<th>Adjective</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 symbol</td>
<td></td>
<td>decorative</td>
</tr>
<tr>
<td>2 custom</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 progress</td>
<td></td>
<td>integrated</td>
</tr>
<tr>
<td>4 choice</td>
<td></td>
<td>popular</td>
</tr>
</tbody>
</table>

B Complete the following paragraph using the correct words from the chart in A. You might have to change the form of the word.

Wedding Symbols and Superstitions
What will bring good luck to the bride and groom on their wedding day? Different cultures have different beliefs, but nearly all do something to wish the couple a long and happy marriage. In Italy, it’s (1) ____________ for the wedding guests to tie a ribbon in front of the building where the couple will marry. This is a (2) ____________ of the couple’s bond of marriage. There is another tradition in which the bride gives guests “confetti,” which can be in the form of rice, paper, nuts, or candy-covered almonds. This represents fertility or the ability to have children. In Korea, ducks and geese are seen as faithful animals because they stay together for life, so people try to (3) ____________ them into celebrations in some way. Many years ago, the groom would often give the bride’s family a pair of geese; a modern Korean wedding ceremony may include (4) ____________ such as hand-painted ducks. These are a (5) ____________ of the couple’s promise to stay together. In Japan, an old tradition is for the bride to be completely painted white, wearing a white kimono and heavy headpiece. However, many young couples (6) ____________ not to continue this practice, so the (7) ____________ of such traditions has declined.
CHAPTER 2 Travel Diary: Yanshuei Fireworks Festival

Before You Read
Holiday Traditions

A Match the festivals in the box to the correct tradition. Write a–d.

- a Cinco de Mayo
- b Ramadan
- c Diwali
- d Chinese New Year

1. Mariachi bands play folk music at big celebrations.
2. People give red envelopes with money in them.
3. People fast (don’t eat) from morning until night for one month.
4. Little oil lamps are lit and placed around the house for up to five days.

B Discuss your answers in A with a partner, then answer the following questions.

1. Which countries celebrate the festivals above? Do you celebrate any of them?
2. What traditions are unique to celebrations in your country?

Reading Skill
Recognizing Sequence of Events

In reading passages which feature a personal account or story, events are usually organized sequentially, in the order that they happened, or as the writer experienced it. It is very important for us to understand which events come first, second, etc. Words like when, later, now can help you recognize the sequence of events.

A Read the following sentences from the passage on the pages 87–88. Without reading the passage, put the events in order from 1–6. Discuss your ideas with a partner.

<table>
<thead>
<tr>
<th>Event Number</th>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I suddenly realized that I needed the extra clothes, gloves, and helmet to protect myself from the fireworks!</td>
</tr>
<tr>
<td>2</td>
<td>Moments later, rockets were screaming, booming, and popping in all directions.</td>
</tr>
<tr>
<td>3</td>
<td>When we got home we left our clothes outside because they smelled of smoke.</td>
</tr>
<tr>
<td>4</td>
<td>Last night my old roommate Lin invited me to a fireworks festival in the city of Yanshuei.</td>
</tr>
<tr>
<td>5</td>
<td>When we arrived in Yanshuei we saw many preparations being made for the festival.</td>
</tr>
<tr>
<td>6</td>
<td>I was surprised when Lin gave me an old sweatshirt, gloves, a towel, and a motorcycle helmet.</td>
</tr>
</tbody>
</table>

B Circle the words in the sentences that helped you choose the order. Then skim the passage to check whether your answers in A are correct.

C Read the entire passage carefully. Then answer the questions on page 89.
UNIT 4

Branches of Law

We learnt in Unit 3 that law means rules to follow. We have different laws for different purposes. These different laws are studied under different branches. In this unit, you will come to know some major branches of law, and also you will understand how these branches are connected to each other.

Goals

In this unit, you will learn how to:

- read about and understand the different areas of law.
- comprehend legal vocabulary.
- understand and use prepositions (in, on, at and to) correctly.

Why are these goals important to you?
Getting Started

Task 1. What do you expect to read in this unit? What branches or types of law do you know about? Form small groups and share your information.

Reading Practice

Reading strategies

Think about the topic and guess what you will read in this unit. Then read each section carefully and scan parts of the passage to get specific information for each branch of law. You will also have to re-read the entire passage to find a common link among all branches of law. You will pay attention to specific legal vocabulary and focus on the meaning of these words.

Branches of Law

Writing in 350 BC, the Greek philosopher Aristotle declared that the rule of law is better than the rule of any individual.

Law is a system of rules and guidelines which are enforced through social institutions to govern people's behavior wherever possible. It shapes politics, economics and society in numerous ways and serves as a social mediator of relations between people. How does this system of law work?

In modern contexts, law consists of a number of branches of subjects. For example, contract law relates to important agreements between individuals or companies. Property law deals
with personal or commercial properties such as buildings and houses. Constitutional law provides a framework for the creation of law, the protection of human rights and the election of political representatives. Administrative law is used to review the decisions of government organizations, while international law governs affairs between countries. Criminal law helps prosecute people who break the law. Let us look at these branches of law in some detail.

Contract law

A contract is a legally enforceable agreement between two or more parties. The core of most contracts is a set of mutual promises. The promises made by the parties define the rights and obligations of the parties. Contracts are enforceable in the courts. If one party meets its contractual obligations and the other party doesn't (breaches the contract), the non-breaching party is entitled to receive relief through the courts.

Property law

Property laws protect things that people call theirs. The widely recognized types of property include:

(a) real property (land),
(b) personal property (physical possessions belonging to a person),
(c) private property (property owned by legal persons or business entities),
(d) public property (state owned or publicly owned and available possessions) and
(e) intellectual property (exclusive rights over artistic creations, inventions, etc.).
Constitutional law

A constitution in its wider sense refers to; (1). the whole system of government of a country and (2). the collection of rules which establish and give directions to the government. Constitutional law includes all the rules which directly or indirectly control the governing legislative, judicial and executive power in a country.

Administrative law

Administrative law is the chief weapon available to the common man to hold government bodies and officials to account. People can apply for judicial review of actions or decisions by local councils, public services or government ministries, to ensure that they comply with the law.

International law

Public international law concerns relationships between countries. It is law formed by international organisations such as the United Nations, the International Labour Organisation, the World Trade Organisation, or the International Monetary Fund.

Criminal law

Criminal law, also known as penal law, relates to crimes and punishment. Investigating, apprehending, charging, and trying suspected offenders is regulated by the law of criminal procedure. Examples of crimes include murder, assault, fraud, kidnapping, extortion and theft.
Religious law

Religious law is explicitly based on religious principles. Examples include the Islamic Sharia and Jewish Halakha—both of which translate as “the path to follow.” Until the 18th century, Sharia law was practiced throughout the Muslim world in a non-codified form. In modern times, the legal systems of many Muslim countries draw upon civil and common law traditions, in addition to Islamic law and custom. Saudi Arabia recognises the Holy Quran as its constitution, and is governed on the basis of Islamic law.

Task 2. Decide whether the following statements are true (T) or false (F). Correct the false (F) statements and rewrite them as correct statements.

1. The rule of individuals is more important than the rule of law.

2. Law is the social mediator of relations among people.

3. Breach of contract means not following the rules of the contract.

4. Property law can help you if you forget your book somewhere.

5. Penal law and criminal law are the same.
6. The World Trade Organisation can enforce international trade law.

7. Sharia is not a religious law.

8. People cannot question the actions of a government if the government breaks the law.

Task 3. Read the two examples given below. Answer the questions that follow each example.

Example A: Mary wanted to sell her gold bangles because she was in need of money. She went to a goldsmith who cunningly replaced the gold bangles with gold plated bangles and offered to pay her only OMR 80. Mary took back those bangles and got them checked in another shop. She was shocked to know that they were not gold bangles. She sued the first goldsmith in a court to get back her original bangles.

Q.1 Can she sue the first goldsmith?

Q.2 What type of law can help her?

Example B: Ahmed, in a written contract, promised to pay Nasser OMR 500 for selling his villa for a good price. Nasser sold the villa for a very good price as required in the
contract. Ahmed admitted that the sale met the specifications of the contract. However, he did not pay Nasser OMR500.

Q.1 Who is the offender in this example?

Q.2 Who broke the contract?

Q.3 Who can file a case in this example?

Q.4 Which branch of law can get relief to the applicant?

Task 3. Answer these questions briefly:

1. What is the role of constitutional law?

2. What crimes are related to criminal law?

3. Can the Holy Quran be considered as a constitution? Why/why not?

Vocabulary in Context

Task 4. Match each word on the left with a definition on the right:

1. intellectual  a. A person who facilitates and settles legal problems.

2. breach  b. An office or department (of government).

3. mediator  c. The principal or essential information.

4. apprehend  d. To fail to perform one's agreement, breaking one's word.

5. comply  e. Knowledgeable/referred to knowledge, creations or inventions.

6. core  f. To follow the rules.
7. explicit
g. To take somebody into custody to question.

8. organizations
h. An accused person in a criminal case.

9. offender
i. Very clear.

10. codified
j. Arranged or organized as a system.

Task 5. Complete the following sentences using words from the previous exercise. Change the word form if necessary.

1. He __________________ the contract he had signed. So he was punished.

2. ___________property law protects the work of authors, inventors and artists.

3. They are ___________who can help you to settle your problem with your neighbor.

4. Is that government ___________reliable? I have already paid them the necessary money to register my name.

5. The police suspected that Omar was involved in the theft of a bicycle and _______________him.

6. The lawyer felt that the _______________evidence was not available in our case.

7. You have to present your views very _______________.

8. The judge punished the _______________ in the criminal case.

9. As a citizen, you have to _______________with all the laws of the country.

10. Some rules are not _______________so they are not easy to follow.
**Grammar**

**Task 6.** Complete the table with an appropriate variation of the word (X=no word exists):

<table>
<thead>
<tr>
<th>Noun</th>
<th>Verb</th>
<th>Adjective</th>
<th>Adverb</th>
</tr>
</thead>
<tbody>
<tr>
<td>mediator</td>
<td>collect</td>
<td></td>
<td></td>
</tr>
<tr>
<td>offender</td>
<td></td>
<td>apprehensive</td>
<td>explicitly</td>
</tr>
<tr>
<td></td>
<td></td>
<td>×</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>×</td>
<td>religious</td>
</tr>
<tr>
<td></td>
<td>complete</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Task 7.** Read the sentences given below. Underline all the prepositions. Discuss with your partner where these prepositions are used.

1. I go to lunch at 1.05pm. I come back to work at 2.30pm.

2. I am going on holiday in July. Good bye! See you on Sunday.

3. We always have a party on the night of the 31st December and not on Christmas day.

4. Where are you going at the weekend? I have an appointment with the doctor. I can’t sleep at night.

5. What are you doing at the moment? Well….. I am a little busy at the moment.

6. I always feel good in the morning, but I feel tired in the afternoon. Again I feel happy in the evening.
7. What’s your plan for next week? On Monday morning, I have a meeting with my supervisor and I have to make a presentation on Wednesday evening. I have nothing important to do next week.

8. Where is Mary? She is in the kitchen.

9. We are going to Salalah next week. My friend is going to stay at home.

10. Do you want to go to the party?

   No, I shall stay at home. My uncle wants to come to our house.

Task 8. Complete the sentences with in, at, on and to.

1. There is a long queue _________ the bus stop.

2. There was an accident _________ Al-Khoud roundabout.

3. She likes to wear a silver ring _________ her little finger.

4. The train for London leaves _________ 5.45pm.

5. The bus for Nizwa leaves _________ five minutes.

6. Badria is going to see her friend _________ Friday evening.

7. Zakia was born _________ 1978.

8. We don’t go out _________ night.

9. The food is kept _________ the table.

10. He is sick. So his father took him _________ hospital.
Task 9. Read the following passage and fill in the blanks with correct prepositions.

Bill and his son planned to go to the Muscat festival ______Wednesday evening ______5pm. They decided to spend an hour ______Qurum and then go ______Naseem park because they heard that there were better shops and sports ______ the park. They also wanted to go ______the Giant wheel and ______the Roller-coaster. They met a friend ______the park and together they spent more than 2 hours ______the park. They enjoyed having dinner ______the food court.

Task 10. Read the following report on domestic violence and complete the gaps with correct prepositions:

_______ July 10, 2005, _______ 9:00 PM, I was asked to attend ________ a Violent Domestic call _______ 5 NW 111 Street Apt. #4A, South point, Miami, Florida. Upon arrival, I met a woman. She was crying and had five large cuts _______ the right side of her face. I immediately requested a medical unit and an ID-Unit to take photos of her injuries.

While waiting for the medical unit, I asked her what had happened, and how long ago it had occurred. She said that it had just happened, ten minutes before I had arrived. She said her husband had come home drunk and because she did not have his food ready, began to hit her _______ the face with his right fist, resulting _______ many open cuts to her face. She said that there were no witnesses.

When the medical unit arrived ______9:05 PM, Lt. Doe checked and treated the victim. He asked her to go with them _______ the hospital but she refused. He further advised her to seek medical attention as soon as possible before her injuries became infected.
She agreed. ID Unit C-10 arrived _______ 9:10 PM and took ten (10) photos of the victim's injuries.

I advised the victim _______ the procedure to follow involving a Domestic Incident.

---

**Dictionary Worksheet 4**

Task 11. Use the Macmillan Dictionary for Advanced Learners (New Edition) to answer the following questions.

1. On which page can you find the verb *codify*? _______.

2. Write out the example for the adjective *administrative*.

3. "things, especially valuable things, that are owned by someone."

   This is definition number ___ of the noun "property".

4. Write out the definition of the verb "mediate".

5. On which page can you find the noun *contract*? _______.

6. Write the definition of the adjective *mutual*.

7. "To get or achieve something important." This is definition number ___ of the verb *secure*.

8. Write out the definition of the verb *apprehend*.
9. Write the noun and verb forms of the adjective *penal*.

_____________________________________.

10. "someone who has committed a crime." This is definition number _____ of the noun *criminal*.

Write sentences of your own using any five words from the dictionary worksheet.

1. ________________________________________

2. ________________________________________

3. ________________________________________

4. ________________________________________

5. ________________________________________
Academic Readings for CEPS

Unit 9

Currency: An Early History

Before You Read

A. Look at the following pictures and write down one word to name what they show.

a. _____  b. _____  c. _____  d. _____  e. _____

In pairs, write down one word that may describe all of them (the number of lines is the number of missing letters from the word).

\[ \text{All these images show } \underline{c} \underline{r} \underline{n} \underline{c}. \]

B. Decide if a-e are true (T) or false (F).

a. Different countries use different currencies. ___
b. In the past, international trading used the same currencies as today. ___
c. Precious metals like silver and gold are considered currencies today. ___
d. Debit and credit cards have been used since ancient times. ___
e. Livestock (such as cattle and sheep) used to be currency in the past. ___

Compare your answers in pairs.
Academic Readings for CEPS

(a) Skim the text on the next page. Read quickly the title, the first and last paragraphs, and the first sentences of the other paragraphs. Then choose the best answer to the question below.

What is this text mainly about?

a. the history of some ancient countries
b. American and European currencies in the past
c. travelling around the Eastern Mediterranean Sea in the past
d. the early development of currency

Vocabulary Preview

A. The words in the box below are the boldfaced words in the text. Look up the words and complete the following table with the word that fits the definition.

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>a. condition; situation</td>
</tr>
<tr>
<td>2.</td>
<td>b. being rich and successful</td>
</tr>
<tr>
<td>3.</td>
<td>c. object that we buy and sell</td>
</tr>
<tr>
<td>4.</td>
<td>d. a unit of money (e.g. Omani Rial)</td>
</tr>
<tr>
<td>5.</td>
<td>e. becoming well again after a period of illness or economic problems</td>
</tr>
<tr>
<td>6.</td>
<td>f. after some time; later</td>
</tr>
<tr>
<td>7.</td>
<td>g. passing from one person to another</td>
</tr>
<tr>
<td>8.</td>
<td>h. breakdown; sudden and complete failure</td>
</tr>
<tr>
<td>9.</td>
<td>i. the act of receiving</td>
</tr>
<tr>
<td>10.</td>
<td>j. quality something has that makes people trust it</td>
</tr>
</tbody>
</table>
Academic Readings for CEPS

B. Fill in the blanks in the sentences below with words from the box in A above.

1. My grandfather had been very ill for many months, but he got well suddenly last week. We were very surprised at his quick _______________

2. When Ahmed did not meet his teacher even after reminders, she sent him a text message. On __________ of this message, however, Ahmed met her immediately.

3. Thousands of Russian-speaking people live in countries near Russia even after the ________________ of the Soviet Union.

4. In many communities around the world, cattle are still traded as ________________ in the market.

5. Many western countries have strong economies, and people there generally live in ________________.

6. The taka is the ________________ of Bangladesh; it has much less value than the American dollar.

7. Fatma’s grandmother passed away last month, and Fatma herself was very sick at that time. Under these ________________, she couldn’t do well in the exam.

8. Japanese cars are known for their high quality, and therefore their ________________ is high in Oman.

9. Ali was not attending classes regularly, and he was not completing his assignments, either. ________________, he left the university.

10. When there are many businesses in a country, a lot of money is in ________________. That is good for that country’s economy.
Academic Readings for CEPS

Reading Comprehension

Read the text and answer the following questions.

Currency: An Early History

A currency mostly refers to money in any form when it is in actual use or circulation as a medium of exchange. Nowadays, the definition refers especially to circulating paper money. This use is synonymous with banknotes, or (sometimes) with banknotes plus coins.

A much more general use of the word currency is anything that is used in any circumstances as a medium of exchange. In this use, the term currency is a synonym for the concept of money.

A generally intermediate definition is that a currency is a system of money (monetary units) in common use, especially in a nation. For example, British pounds, U.S. dollars, and European euros are different types of currency, or currencies. Currencies in this definition need not be physical objects. Nevertheless, as stores of value, they are subject to trading between nations in foreign exchange markets. This determines the relative values of the different currencies. Governments define currencies in the sense used by foreign exchange markets, and each type has limited acceptance.

Currency evolved from two basic innovations, both of which had occurred by 2000 BC. Originally, money was a form of receipt, representing grain stored in temple granaries in Sumer in ancient Mesopotamia, then Ancient Egypt.

In this first stage of currency, metals were symbols that represented value stored in the form of commodities. This formed the basis of trade in the Fertile Crescent for over 1,500 years. However, the collapse of the Near Eastern trading system showed that the value of a circulating medium depended on the forces that defended that store because not many stores were in places that were safe.

---

*foreign exchange = buying and selling foreign money*

*granary = a place where grain, especially wheat, is stored*
Academic Readings for CEPS

Trade could only reach as far as the credibility of those military forces. However, a series of treaties had established safe passage for merchants around the Eastern Mediterranean by the late Bronze Age. No one knows what traders used as a currency for these exchanges. Still, ox-hide shaped ingots\(^3\) of copper may have functioned as a currency. Moreover, the increase in piracy\(^4\) and raiding associated with the Bronze Age collapse ended this trading system.

In the 10th and 9th centuries BC, the Phoenician trade saw a recovery and a return to prosperity. At that time, the real coinage appeared, possibly first in Anatolia and subsequently in Greece and the Persian Empire. In Africa, traders used many forms of value store including beads, ivory, various weapons and cattle. African currency is still very diverse, and various forms of barter\(^5\) still apply in many places.


A. What definitions are given in the text for currency? Complete the notes below.

1. Specific: ____________________________________________
   - E.g. banknotes and coins

2. General: ____________________________________________

3. Intermediate: _______________________________________

B. Complete the table below with information from the text.

<table>
<thead>
<tr>
<th>No.</th>
<th>Historical period</th>
<th>Region</th>
<th>Currency used</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Before 2000 BC</td>
<td>Mesopotamia &amp; Egypt</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>2000 BC – 500 BC</td>
<td>the Fertile Crescent</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>The Bronze Age</td>
<td>Anatolia, Greece and</td>
<td>maybe copper ingots</td>
</tr>
<tr>
<td></td>
<td></td>
<td>centuries BC</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>and</td>
<td>Persia</td>
<td>real coins</td>
</tr>
<tr>
<td>5</td>
<td>From 1st century</td>
<td></td>
<td>cattle and weapons</td>
</tr>
</tbody>
</table>

\(^3\) Ingot = a piece of pure metal, especially gold, usually shaped like a brick

\(^4\) Piracy = the crime of attacking and stealing from ships at sea

\(^5\) Barter = a system of exchanging goods and services for other goods and services rather than using money

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Academic Readings for CEPS

C. Circle the letter of the correct answer to the following questions. Explain your reasons and quote line numbers as needed.

1. What is the main idea of this text?
   a. Currency can be defined in several ways and it is used for many purposes.
   b. Currency has an old history and it was used thousands of years ago.
   c. Currency can be defined in many ways depending on its historical context.
   d. Many forms of currency have been used since 2000 B.C.

2. The word *paper* in line 3 is used as a / an ______________.
   a. noun  
   b. verb  
   c. adjective  
   d. adverb

3. What does the following sentence from lines 14 - 15 mean?
   * Governments define currencies in the sense used by foreign exchange markets, and each type has limited acceptance.*
   a. Governments define currencies in the sense that is defined by foreign exchange markets.
   b. Currencies that are used by governments have limited acceptance.
   c. Currencies used in foreign exchange markets have limited acceptance.
   d. Despite limited acceptance, governments define currencies in the foreign exchange market sense.

4. What is the relationship between the two sentences in lines 20 - 23?
   a. The second sentence adds more information to the first sentence.
   b. The second sentence contrasts the information in the first sentence.
   c. The second sentence gives an example to support the idea in the first sentence.
   d. The second sentence gives a result of a cause expressed in the first sentence.

5. The word *raiding* in line 28 probably means ______________.
   a. trading  
   b. attack  
   c. currency  
   d. metal
Academic Readings for CEPS

6. Why did the Near Eastern trading system fail?
   a. The places that store value were not protected.
   b. Its circulating currency had no value.
   c. More powerful foreign countries attacked the places.
   d. It could not take its trade to other countries.

7. Why were merchants around the Eastern Mediterranean able to travel safely in the late Bronze Age?
   a. They had made many treaties.
   b. They had built safe places to store commodities.
   c. They had established a new currency.
   d. Traders did not use currency for trading.

8. Which of the following statement is an opinion?
   a. Copper ingots were used as currency in the late Bronze Age.
   b. Treaties allowed merchants to travel safely around the Eastern Mediterranean by the late Bronze Age.
   c. Piracy was one factor that made the Bronze Age trading system collapse.
   d. Some areas in Africa still use currency such as beads and ivory.

9. The word coinage in line 31 probably means _______.
   a. the use of coins
   b. the use of age
   c. trading coins
   d. telling the age

10. Circle either True or False.
    
    The barter system of currency is still used today in Africa.
    True    False

Reading Tip
When reading a text, it is important to understand the difference between facts and opinions. A fact is any statement that can be proven as accurate. Facts can be true or false. An opinion is any statement that gives the thoughts, beliefs or feelings of a person or a group about something. It cannot be proven as accurate. In reading passages, it is often introduced by expressions such as In my opinion, I think, I believe, it is thought, it is believed, it is understood, etc.
### Critical Thinking

A. Today the credit card is popular among many people. Why is it so popular? Compared to how people used early currencies, what are the advantages and disadvantages of using credit cards today?

B. What kind of currency will people use in the future?

### Vocabulary Practice

A. Complete the table below with the other forms of the words given.

<table>
<thead>
<tr>
<th>Line</th>
<th>Noun</th>
<th>Verb</th>
<th>Adjective</th>
</tr>
</thead>
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<td>1</td>
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<td>economise (also</td>
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<td>2</td>
<td>circulation</td>
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<td>17</td>
<td>receipt</td>
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<td>21</td>
<td>collapse</td>
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<td>24</td>
<td>credibility</td>
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<td>30</td>
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<tr>
<td>31</td>
<td>prosperity</td>
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</tbody>
</table>

B. Complete each blank in the following sentences with one of the words given in brackets.

1. There are many rumours ___________ in the media that there might be a storm soon. (circulation / circulating)

2. Please collect the ___________ from the manager after he ___________ the money. (receive / receipt)

3. Unfortunately, many people lose their jobs in a country when its economy ___________. (collapse / collapsible)

4. It's really ___________ that the shopkeeper took more money from me. I always thought he was an honest man! (credibility / credible / incredible)

5. The currency of that country has been weak for some months now. Now, however, there are hopes of its ___________. (recovery / recover / recoverable)

6. In South Africa there are many ___________ farmers, and they have large farms. (prosperity / prosperous)
A. Fill in the gaps in the sentences below with the plural forms of the nouns in the box.

<table>
<thead>
<tr>
<th>country</th>
<th>lady</th>
<th>city</th>
<th>currency</th>
<th>fully</th>
<th>boundary</th>
</tr>
</thead>
<tbody>
<tr>
<td>toy</td>
<td>treaty</td>
<td>commodity</td>
<td>granary</td>
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</tbody>
</table>

Example: The two boys created two different CD libraries on the same computer.

1. Brick fences mark the ___________ of several properties in this neighbourhood.
2. The tropical storm swept across many ___________ in East Asia.
3. Big ___________ such as New York or London need a sound infrastructure.
4. The best ___________ parents can buy for their children are those teaching a skill.
5. Old English tales are populated by forest ___________.
6. Rice, wheat and barley are usually traded as ___________ on the international market.
7. The US dollar, the euro and the British pound are some of the most popular ___________.
8. Among the interview candidates, there were several young ___________.
9. Both generals have agreed to sign a number of ___________ to ensure the peace in the region.
10. The ancient Egyptians used to preserve wheat in big ___________.

B. In the text below, fill in the gaps using the correct form of the present simple of the verb be.

Bitcoin: A New Global Currency?

Bitcoin 1) _____ a new currency that was created in 2009 by an unknown person using the name Satoshi Nakamoto. Transactions 2) _____ made with no middle men – meaning, there 3) _____ no banks! Also, there 4) _____ no transaction fees either and no need to give your real name. More merchants 5) _____ beginning to accept them because you can buy webhosting services, pizza or even books easily. Bitcoins can be used to buy merchandise anonymously. In addition, international payments 6) _____ easy and cheap because bitcoins 7) _____ not tied to any country or subject to regulation. Small businesses may like them because there 8) _____ no credit card fees. Though each bitcoin transaction 9) _____ recorded in a public log, names of buyers and sellers 10) _____ never revealed – only their wallet IDs.

Adapted from: http://money.cnn.com/infographic/technology/what-is-bitcoin/

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C. Circle the correct word in the box below.

Sarah, a friend of 1)_____, wrote 2)____ an e-mail the other day. In the message, 3)_____ is telling 4)_____ about the happy time 5)_____ has been having with 6)_____ twenty-year-old daughter, Ahood, and 7)_____ husband, Nasser. 8)_____ live in 9)_____ own house in a nearby village, and 10)_____ says 11)_____ are very happy. 12)_____ are not a very conservative Omani family, but 13)_____ are not very modern either. 14)_____ sent Ahood to the best schools in Oman to encourage 15)_____ to be competitive. Recently, Ahood has just received 16)_____ graduation diploma and is planning to find a job very soon. 17)_____ insists that 18)_____ doesn’t want to work with 19)_____ father in 20)_____ company and doesn’t want any help from 21)_____ parents. Sarah is very happy 22)_____ daughter wants to be independent, but is a little worried that Nasser may want to interfere even if 23)_____ trusts Ahood to make a good decision about 24)_____ future job, too. 25)_____ replied and told 26)_____ not to worry about Ahood because 27)_____ don’t think Nasser will try to decide on 28)_____ own what 29)_____ daughter’s job should be. What do 30)_____ think will happen?