

## 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.

Appendix 4.1: Classroom observation template

**Classroom observation sheet**

Teacher Name:	Section:	Course:	Date/Time	No. of attending students: M:                      F:
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Observation No: \_\_\_\_\_

Task/ activity type:	Task/activity aim(s):
Task/activity duration:	

<b>Comments</b>	
Teacher's role	
Students' role	
Materials used	
Language interaction nature	

## Appendix 4.2. Consent Letter for EFP teachers

### 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](mailto:c.janaway@soton.ac.uk)) or Dr Martina Prude, Head of Research Governance (02380 595058, [mad4@soton.ac.uk](mailto: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](mailto:khalilnaabi@gmail.com) or his supervisor Dr. Richard Kiely [R.N.Kiely@soton.ac.uk](mailto: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)

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**Researcher:** Khalil Ibrahim Nasser Al Naabi

**Ethics number:**

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RQ1: What are the notions of quality implicitly embedded in OAAA standards?

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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?**

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

Signature of participant.....

Date.....





## Classroom observation sheet

	<p>3. Word form [ graduates rather than graduators] by the teacher not students</p> <p>4. Pluralization [Omanis not Oman] by the teacher</p> <p><b>The Second body paragraph</b></p> <ol style="list-style-type: none"> <li>1. Long sentence.</li> <li>2. Punctuation by the teacher</li> <li>3. Missing Article by the teacher</li> <li>4. Pluralization by the teacher.</li> </ol> <p><b>Third body paragraph</b></p> <ol style="list-style-type: none"> <li>1. Capitalization</li> <li>2. Verb tense by the teacher</li> <li>3. Use of synonyms rather than using one word repeatedly, by the teacher</li> <li>4. Short paragraph, by the teacher</li> <li>5. Word selection, by the teacher</li> </ol> <p><b>Conclusion</b></p> <ol style="list-style-type: none"> <li>1. Pronoun selection, by the teacher</li> <li>2. Delete a word, by the teacher.</li> </ol> <p>It was clear that towards the end less students were participating. Additionally, few students were participating especially those in the back.</p>
<p><b>Materials used</b></p>	<p>OHP slides only</p>
<p><b>Language interaction nature</b></p>	<p>Limited to certain students but not all Dominated by the teacher</p>

E 2

## Appendix 5.2. Transcription key for classroom discourse episodes

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

# Is studying English a waste of time?

Nowadays English is a global language. It is ~~very~~ required language in the world in different domains. However, some people believe that learning English is a waste of time and ~~no~~ <sup>it has</sup> benefits ~~from it~~. While others <sup>have</sup> accepted it 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 <sup>its</sup> own culture, and this language can help us ~~to~~ know each others. We ~~dealing~~ with others and we make ~~a~~ 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 cultures' languages ~~for communication~~ <sup>to be connected</sup> in many domains, for instance, trading, sciences, 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?

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## 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?

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2. Why do people need *laws*?

---

3. Who makes *laws* ?

---

4. Why are you interested in *law*?

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## 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

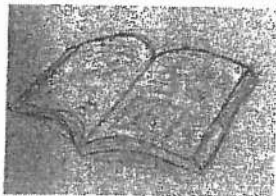
**Task 3. Complete the following sentences using the words given in the box. Use each word only once.**

enforce    perspectives    remedy    order    liability    obligation    chaos

1. She consulted a doctor to find a \_\_\_\_\_ for her health problems.
2. Governments make laws and the police \_\_\_\_\_ them.
3. If you a rent 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 nny 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:**

**Active**

**Passive**

**Present simple**

1. We make butter from milk.
2. The company employs 200 people.
3. People don't use this road.

1. Butter is made from milk.
2. \_\_\_\_\_
3. \_\_\_\_\_

**Past simple**

1. They won the match
2. \_\_\_\_\_
3. She posted my letter.

1. The match was won by them
2. My car was stolen.(by somebody)
3. \_\_\_\_\_

**Present continuous**

1. The Wave project is building some new houses.
2. Tom is chasing Jerry round the house.
3. We are dusting the house at the moment.
4. The cleaners are mopping the floor.

1. Some new houses are being built by the Wave project.
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

**Past continuous**

1. Last year they were building the new airport.
2. Someone was using my phone a few minutes ago.
3. \_\_\_\_\_

1. The new airport was being built last year.
2. \_\_\_\_\_
3. My house was being cleaned sometime back.

**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.

1. Look! The door has been painted.

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

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

**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.

1. The report will be written tomorrow.

2. My watch can be repaired( by them).

3. The police must be informed.

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

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

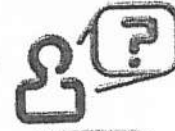
6. \_\_\_\_\_

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.  gulf

- 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

**Synonym:** PROFITABLE

**Opposite:** UNECONOMIC

**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

Source: <http://oald8.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.

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

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

- All my brother's business \_\_\_\_\_ are successful now because he chose their locations wisely.
- There is a \_\_\_\_\_ in the construction business now in Oman. Many companies are building many new big buildings.
- Many countries in the world faced an economic \_\_\_\_\_ a few years ago; at that time, many of their businesses failed.
- The \_\_\_\_\_ growth of Oman has been steady for many years.
- Oman earns a lot of \_\_\_\_\_ from tourism in addition to income raised from oil exports.
- Canada has political and economic \_\_\_\_\_. Therefore, a lot of people like to invest money there.
- My friend faced a \_\_\_\_\_ last year when he visited London. He lost his passport at the airport and didn't know what to do.
- In some countries, there is a wide \_\_\_\_\_ between the rich and the poor; there are some very rich people and many extremely poor people.
- When the businessman lost all his money, he had to sell all his \_\_\_\_\_. Therefore, he sold his cars, house and farm.
- In her new job, my cousin is not going to get much \_\_\_\_\_ benefit; her salary will be very low.



## Academic Readings for CEPS

### Reading Comprehension

Read the text and answer the following questions.

#### 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 km<sup>2</sup>). 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 *Khaleeji* has been proposed as a name for this

## Academic Readings for CEPS

25 | 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  
30 | 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  
35 | **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](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 *Khaleeji*.

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.

## 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

No.	Event	Date / Year
1.	GCC established	_____
2.	Signing of agreement	_____
3.	Common currency to be ready before	_____
4.	Monetary crisis started	_____

**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.



b.



c.



d.

3. A hexagonal shape (line 13) has \_\_\_\_\_ sides.
  - a. eight
  - b. ten
  - c. three
  - d. six



## 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.

Line	Noun	Verb	Adjective	Adverb
Example	economy / economics	economise (also economize)	economic / economical	economically
33	crisis		_____	critically
37	_____	_____	unstable / _____	_____ / _____

- 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 in a serious financial \_\_\_\_\_. (*crisis / critical / critically*)
3. Children need a \_\_\_\_\_ family environment in order to reach their full potential. (*stability / stabilize / 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 *Khaleeji* 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* \_\_\_\_\_  
\_\_\_\_\_

## Academic Readings for CEPS

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) of Arab states. It 2) was established 3) in Abu Dhabi 4) on 25 May 1981. These countries 5) are often called the GCC States. The logo of the GCC consists 6) of two concentric circles. 7) \_\_\_\_\_ the upper part 8) \_\_\_\_\_ the larger circle, the *Bismillah* phrase 9) is written in Arabic and on the lower part the Council's full name is given 10) in Arabic.
- b. This area has some 1) of the fastest growing economies 2) in the world, mostly due 3) to a boom 4) in oil and natural gas revenues. 5) in order to build a tax base and economic foundation before the reserves run 6) out, the UAE's investment authorities hold \$900 billion 7) in assets. Other regional funds also manage several hundreds 8) of billions 9) of dollars in assets. Recovery plans have been created to grow the private sector and attract the investors 10) by the Gulf.

Adapted from: [http://en.wikipedia.org/wiki/Cooperation\\_Council\\_for\\_the\\_Arab\\_States\\_of\\_the\\_Gulf](http://en.wikipedia.org/wiki/Cooperation_Council_for_the_Arab_States_of_the_Gulf)

# Writing Assessment Criteria - Levels 4, 5 & 6

## Appendix 7.4. Essay marking criteria

Criteria	Very Poor	Unsatisfactory	Satisfactory	Good	Excellent
<b>Task Response<sup>1</sup></b> <b>25%</b>	Text fails to fulfil any task requirements and shows no understanding of audience, purpose or genre.  Length of text may be inappropriate.	Response does not adequately fulfil task requirements and shows little awareness of audience, purpose and genre.  Little or no attempt at topic development.  Length of text may be inappropriate.	Response fulfils most task requirements and shows adequate awareness of audience, purpose and genre.  Topic development is attempted but may be limited, predictable, and/or irrelevant in places.  Length of text may be inappropriate.	Response fulfils specific task requirements. Little more could reasonably be expected for the level.  Response shows a good level of awareness of audience, purpose and genre.  Topic explored well, with relevant content and comment.	Response fulfils all specific task requirements and exceeds expectations for this level.  Response shows a high level of awareness of audience, purpose and genre.  Topic fully explored, with insightful/pertinent content and comment.
	0-12	12.5 - 16	16.25 - 18.5	19 - 22.5	23 - 25
<b>Coherence and Cohesion</b> <b>25%</b>	Very little control of organisational features.  The text is largely confused and incoherent, making it challenging for the reader to process.	Organisation is limited, compromising coherence. Some re-reading may be necessary. Ideas lack progression and may be repeated.  There may be no paragraphs. Some simple cohesive devices are used but usually inaccurately and repetitively.	Organisation provides an underlying coherence although progression may be inconsistent. Text may be stilted in places. Paragraphing is generally appropriate although ideas may not always be supported.  Cohesive devices may be over or under used, or used mechanically in places. Text may be repetitive due to lack of referencing.	Organisation of information and ideas makes text clear and easy to understand.  Each paragraph has a main topic supported by some relevant details.  Cohesive devices are usually used accurately both within and/or between sentences.	Information and ideas are organised so effectively that text has a fluent progression throughout.  Opening and closing sections are appropriate and fully developed. Each paragraph has a clear main topic supported by well-organised, relevant details.  Accurate and appropriate use of a good range of cohesive devices for the level, both within and between sentences.
	0-12	12.5 - 16	16.25 - 18.5	19 - 22.5	23 - 25
<b>Lexical Resource<sup>2</sup></b> <b>25%</b>	Vocabulary is very limited and may be unrelated to the task or consists largely of inappropriate memorised chunks.  Poor word choice and spelling prevent the communication of ideas.	Vocabulary is inadequate or inappropriate for the level and task and may be used repetitively.  Errors in word choice and spelling frequently affect communication.	Text has a limited but adequate range of vocabulary for the level and task.  Core vocabulary is usually used accurately and appropriately. If there are attempts to extend beyond this range, there may be some inaccuracy or inappropriacy, which affects communication in places.	Text has a good range of vocabulary for the level and task.  Core vocabulary is frequently used accurately and appropriately. If there are attempts to extend beyond this range, there may be a few inaccurate or inappropriate choices, although communication is not affected.	Text has a significantly wider range of vocabulary than is expected for the level and task.  Core vocabulary is consistently used accurately and appropriately. There may be occasional errors in word choice and spelling where more complex/creative lexis is attempted but communication is not affected.
	0-12	12.5 - 16	16.25 - 18.5	19 - 22.5	23 - 25
<b>Grammatical range and Accuracy</b> <b>25%</b>	Structures are inaccurate and errors predominate, preventing meaningful communication.  Punctuation may be inadequate and/or inaccurate.	Structures are very limited and inadequate for the level and task.  Grammatical errors are noticeable and may often affect communication.  Punctuation may be inadequate and/or inaccurate.	Text has a limited but adequate range of structures for the level and task.  Core structures for the level are usually used accurately and appropriately although they may sometimes be used mechanically.  Grammatical errors may affect communication in places.  Punctuation is generally effective.	Text has a good range of structures for the level and task.  Core structures for the level are frequently used accurately and appropriately. If there are attempts to extend beyond this range, there may be some inaccuracy or inappropriacy, although communication is not affected.  Punctuation is well managed and effective.	Text has a significantly wider range of structures than is expected for the level and task.  Core structures for the level are consistently used accurately and appropriately. There may be occasional errors where more complex structures are attempted but communication is not affected. Most sentences are error-free and allow for the accurate expression of ideas.  Punctuation is well managed and effective.
	0-12	12.5 - 16	16.25 - 18.5	19 - 22.5	23 - 25

Give a completely off-topic text a zero with the consent of the PC.

If the text is somewhat off-topic<sup>3</sup> Give zero for Task Response and deduct 50% of the marks given for Lexical Resource

<sup>1</sup> No marks for task response if the text is somewhat off topic

<sup>2</sup> deduct 50% of the mark given

<sup>3</sup> Teachers should use their discretion to decide whether a text is somewhat off-topic.



## 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 (√).

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

9	past perfect					√	√			√	√		
10	passive voice					√	√	√	√	√	√	√	√
11	question forms		√	√	√	√	√	√	√	√	√	√	√
12	future forms			√	√	√	√	√	√	√	√	√	√
13	modal verbs		√	√	√	√	√	√	√	√	√	√	√
14	gerunds			√	√	√	√	√	√	√	√	√	√
15	infinitives			√	√	√	√	√	√	√	√	√	√
16	direct speech			√	√	√	√	√	√	√	√	√	√
17	indirect speech			√	√	√	√	√	√	√	√	√	√
<b>Clauses</b>													
18	relative clauses			√	√	√	√	√	√	√	√	√	√
19	reason/result clauses		√	√	√	√	√	√	√	√	√	√	√
20	contrast clauses			√	√	√	√	√	√	√	√	√	√
21	reduced adjectival /adverbial clauses					√	√	√		√	√	√	
22	first conditional			√	√	√	√	√	√	√	√	√	√
23	second conditional					√	√	√		√	√	√	
24	third conditional						√	√		√	√	√	
<b>Adverbs</b>													
25	adverb usage, function, position			√	√	√	√	√	√	√	√	√	√
26	adverbs of frequency	√	√	√	√	√	√	√	√	√	√	√	√
<b>Item</b>		<b>Level</b>											
		1	2	3	4	5				6			
						SCI	CEPS	MED	EEAL	SCI	CEPS	MED	EEAL
<b>Nouns</b>													
27	plurals	√	√	√	√	√	√	√	√	√	√	√	√
28	countable and uncountable nouns	√	√	√	√	√	√	√	√	√	√	√	√
<b>Pronouns</b>													
29	personal pronouns	√	√	√	√	√	√	√	√	√	√	√	√
30	possessive pronouns (e.g. <i>mine, yours,</i> <i>hers, etc.</i> )			√	√	√	√	√	√	√	√	√	√
31	relative pronouns			√	√	√	√	√	√	√	√	√	√

<b>Adjectives</b>												
32	adjective usage, function, position		√	√	√	√	√	√	√	√	√	√
33	possessive adjectives (e.g. <i>my, your, her,</i> etc.)	√	√	√	√	√	√	√	√	√	√	√
34	quantifiers			√	√	√	√	√	√	√	√	√
35	comparative			√	√	√	√	√	√	√	√	√
36	superlative			√	√	√	√	√	√	√	√	√
<b>Prepositions</b>												
37	prepositions of place & time	√	√	√	√	√	√	√	√	√	√	√
<b>Articles</b>												
38	definite/ indefinite articles			√	√	√	√	√	√	√	√	√
39	zero articles			√	√	√	√	√	√	√	√	√
<b>Connectors</b>												
40	basic connectors: <i>and, but, so, or</i>	√	√	√	√	√	√	√	√	√	√	√
41	subordinating conjunctions					√	√	√	√	√	√	√
<b>Word Structure</b>												
42	word formation			√	√	√	√	√	√	√	√	√
<b>Lexical Items</b>												
43	cohesive devices			√	√	√	√	√	√	√	√	√
44	collocations			√	√	√	√	√	√	√	√	√
45	phrasal verbs				√	√	√	√	√	√	√	√

# Disappearing Animals <sup>UNIT</sup> 3



## 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?

**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.



# Endangered Species

No animal species<sup>1</sup> 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.



Wyoming toad

<sup>1</sup> 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.



A policeman in India showing elephant tusks taken from poachers.

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

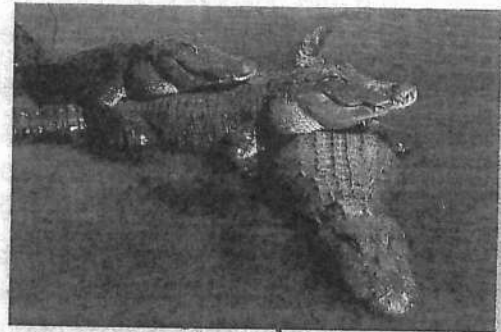
35

40

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<sup>2</sup> 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.

<sup>2</sup> A cargo ship is any sort of ship or vessel that carries goods and materials from one place to another.

**Reading  
Comprehension**  
Check Your Understanding

**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?

L 5

  
**Critical Thinking**



## Vocabulary Comprehension

### Odd Word Out

**A** Circle the word or phrase that does not belong in each group.  
The words in blue are from the passage.

- |   |            |               |              |             |
|---|------------|---------------|--------------|-------------|
| 1 | inadequate | overwhelming  | lacking      | scarce      |
| 2 | indefinite | unlimited     | not defined  | distinct    |
| 3 | victim     | culprit       | suspect      | criminal    |
| 4 | critical   | momentary     | vital        | key         |
| 5 | strikingly | markedly      | noticeably   | secretly    |
| 6 | imminent   | approaching   | departing    | oncoming    |
| 7 | mistakenly | intentionally | accidentally | unknowingly |
| 8 | wipe out   | destroy       | exploit      | finish off  |

**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 \_\_\_\_\_powers 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.

### Vocabulary Skill

The Prefixes *en-* and *em-*

In this chapter you read the word *endangered*, which begins with the prefix *en-*, meaning (*to put*) *into* or *to cover*. When *en-* comes before *b* or *p*, it changes to *em-*.

**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?	<b>1 in 500</b>
...drowning?	<b>1 in 1,008</b>
...living to 100 years old?	<b>1 in 6,000</b>
...finding a pearl in an oyster?	<b>1 in 12,000</b>
...getting struck by lightning?	<b>1 in 280,000</b>
...winning the Mega Millions Jackpot?	<b>1 in 176,000,000</b>

**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?* and *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?

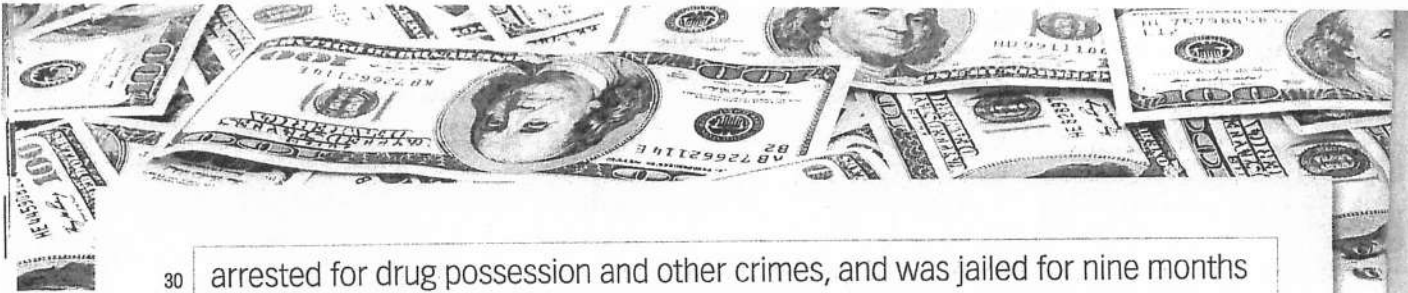
Every week, millions of dollars are spent, and won, on lottery tickets. With jackpots hitting hundreds of millions of dollars, many lottery winners suddenly find themselves with much more money than they're used to. Many will have enough to purchase a new car, buy a luxury house, take a holiday and quit 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





30 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  
35 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

45 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.  
50 Thanks to the sensible way in which they handled their lottery money, the  
Wilson's 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.
- 55 • 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.

**Reading  
Comprehension**  
Check Your Understanding

**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).**

The lottery winner(s) . . .	C	W
1 stopped working.		
2 moved to a new place.		
3 got into trouble with the police.		
4 had to borrow money eventually.		
5 is/are still living on the prize money.		

**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?

 **Critical Thinking**

**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.



**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

**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.**

### 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*).



# Celebrations Around the World <sup>UNIT</sup> 5



## 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.

**Before You Read**  
Wedding Quiz

**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.**

**Reading Skill**

Using Subheadings to Predict Content

Sometimes reading passages are divided into paragraphs or sections that have subheadings. We can use our existing knowledge of the topic and these subheadings to predict some of the ideas that may be in the reading.

**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.**

Subheading	Ideas
The Wedding Dress	
The Rings	
Flowers	
Gifts	

**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

- 5 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
- 10 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
- 15 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
- 20 **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
- 25 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 *bichiya*—a ring worn on the toe—as a symbol
- 30 of their engagement.



The groom puts a *bichiya* on the bride's foot, which is decorated with henna (a natural and temporary dye).

## 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<sup>1</sup>), 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<sup>2</sup> 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.



A bride prepares to toss her wedding bouquet to the waiting crowd.

## 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.

<sup>1</sup> The **Northern Hemisphere** refers to the half of Earth that is north of the equator. North America and Europe are in this area.  
<sup>2</sup> A **garland** is a string of flowers and leaves usually worn on the head or hung as decoration.

**Reading  
Comprehension**  
Check Your Understanding

**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?

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

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- 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?

---

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**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?

  
**Critical Thinking**

## Vocabulary Comprehension

### Odd Word Out

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.

	Noun	Verb	Adjective
1	symbol		
2			decorative
3	custom		
4		progress	
5	choice		
6			integrated
7			popular

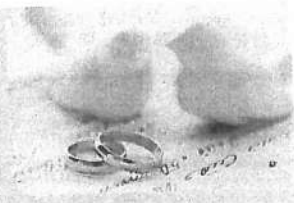
### Vocabulary Skill

Word Families

When you learn a new word in English, it is helpful to learn words that are related to it. Learning the different parts of speech that form the word family can help you expand your vocabulary.

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.**

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

**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?**

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## 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.**

- |  | T                        | F                        |
|--|--------------------------|--------------------------|
| 1. The rule of individuals is more important than the rule of law.   | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Law is the social mediator of relations among people.             | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Breach of contract means not following the rules of the contract. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Property law can help you if you forget your book somewhere.      | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Penal law and criminal law are the same.                          | <input type="checkbox"/> | <input type="checkbox"/> |

6. The World Trade Organisation can enforce international trade law.

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7. Sharia is not a religious law.

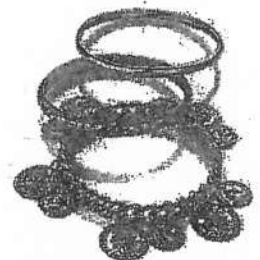
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8. People cannot question the actions of a government if the government breaks the law.

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**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/related 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):**

Noun	Verb	Adjective	Adverb
mediator		x	x
	collect		
		apprehensive	
	x		explicitly
offender			
	x	religious	
	complete		

**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.

<b>Dictionary Worksheet 4</b>
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**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. \_\_\_\_\_

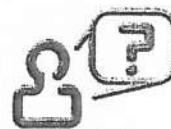
5. \_\_\_\_\_

## 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).

*All these images show c \_ \_ r \_ n c \_ \_ .*

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

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

Compare your answers in pairs.

## Academic Readings for CEPS

- C.** 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.

currency	circulation	circumstance	receipt	commodity
collapse	credibility	recovery	prosperity	subsequently
Word	Definition			
1.	a. condition; situation			
2.	b. being rich and successful			
3.	c. object that we buy and sell			
4.	d. a unit of money (e. g. Omani Rial)			
5.	e. becoming well again after a period of illness or economic problems			
6.	f. after some time; later			
7.	g. passing from one person to another			
8.	h. breakdown; sudden and complete failure			
9.	i. the act of receiving			
10.	j. quality something has that makes people trust it			

## 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.

5 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  
10 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<sup>1</sup> markets. This determines the relative values of the different currencies. Governments define currencies in the sense used by foreign exchange  
15 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<sup>2</sup> in Sumer in ancient Mesopotamia, then Ancient Egypt.

In this first stage of currency, metals were symbols that represented value  
20 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.

<sup>1</sup> *foreign exchange* = buying and selling foreign money

<sup>2</sup> *granary* = a place where grain, especially wheat, is stored

## Academic Readings for CEPS

25 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<sup>3</sup> of copper may have functioned as a currency. Moreover, the increase in piracy<sup>4</sup> and raiding associated with the Bronze Age collapse ended this trading system.

30 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<sup>5</sup> still apply  
35 in many places.

Adapted from: [http://en.wikipedia.org/wiki/Currency\\_intervention](http://en.wikipedia.org/wiki/Currency_intervention)

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.

No.	Historical period	Region	Currency used
1	Before 2000 BC	Mesopotamia & Egypt	_____
2	2000 BC – 500 BC	the Fertile Crescent	_____
3	The Bronze Age	_____	maybe copper ingots
4	_____ and _____ centuries BC	Anatolia, Greece and Persia	real coins
5	From 15 <sup>th</sup> century	_____	cattle and weapons

<sup>3</sup> *ingot* = a piece of pure metal, especially gold, usually shaped like a brick

<sup>4</sup> *piracy* = the crime of attacking and stealing from ships at sea

<sup>5</sup> *barter* = a system of exchanging goods and services for other goods and services rather than using money

## 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?
- The places that store value were not protected.
  - Its circulating currency had no value.
  - More powerful foreign countries attacked the places.
  - 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?
- They had made many treaties.
  - They had built safe places to store commodities.
  - They had established a new currency .
  - Traders did not use currency for trading.
8. Which of the following statement is an opinion?
- Copper ingots were used as currency in the late Bronze Age.
  - Treaties allowed merchants to travel safely around the Eastern Mediterranean by the late Bronze Age.
  - Piracy was one factor that made the Bronze Age trading system collapse.
  - Some areas in Africa still use currency such as beads and ivory.
9. The word *coinage* in line 31 probably means \_\_\_\_\_.
- the use of coins
  - the use of age
  - trading coins
  - 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.*

## Academic Readings for CEPS

### Critical Thinking

6. 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?
6. 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.

Line	Noun	Verb	Adjective
Example	economy / economics	economise (also economize)	economic / economical
2	circulation	_____	_____
17	receipt	_____	_____
21	collapse	_____	_____
24	credibility	_____	_____ /in_____
30	recovery	_____	_____
31	prosperity	_____	_____

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*)

## Academic Readings for CEPS

### Language in Use

A. Fill in the gaps in the sentences below with the plural forms of the nouns in the box.

country	lady	city	currency	fairy
toy	treaty	commodity	granary	boundary

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/infoqraphic/technology/what-is-bitcoin/>

## Academic Readings for CEPS

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?

1.	I	me	mine
2.	me	my	mine
3.	her	she	hers
4.	my	me	I
5.	she	hers	her
6.	hers	she	her
7.	her	hers	she
8.	Them	Their	They
9.	their	them	theirs
10.	her	she	hers
11.	them	they	their
12.	They	Theirs	Their
13.	theirs	them	they
14.	Their	Them	They
15.	she	hers	her

16.	hers	her	she
17.	Her	She	Hers
18.	she	hers	her
19.	her	she	hers
20.	his	him	he
21.	hers	her	she
22.	she	hers	her
23.	he	him	his
24.	hers	her	she
25.	I	Mine	Me
26.	hers	her	she
27.	my	I	me
28.	he	him	his
29.	them	they	their
30.	your	yours	you