

unit 2

Egyptian Mummies

Speaking

Discuss these questions in class.

- 1 Which ancient civilization do you find the most fascinating? Why?
- 2 Have you ever traveled to the country of any ancient civilization? Which one/ones?
- 3 If you could go back in time and visit one of these ancient cultures, which would you choose and why?
- 4 Why do you think such great civilizations such as those of Ancient Rome, Greece, Egypt, Mexico, Peru, etc declined?

Reading

I Read the passage on Mummification.

The methods of embalming, or treating the dead body, that was used by the ancient Egyptians, is called mummification.

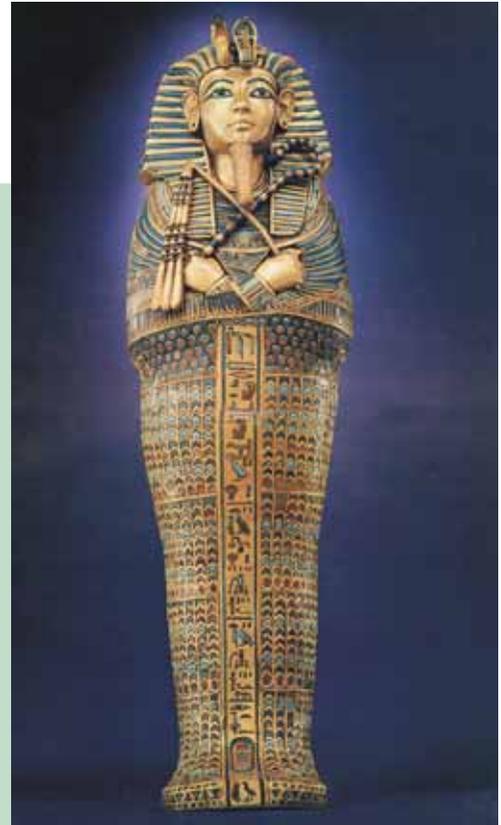
The mummification process took seventy days. Special priests worked as embalmers, treating and wrapping the body. Beyond knowing the correct rituals and prayers to be performed at various stages, the priests also needed a detailed knowledge of human anatomy.

The first step in the process was the removal of all internal parts that might decay rapidly. The brain was removed by carefully inserting special hooked instruments up through the nostrils in order to pull out bits of brain tissue. It was a delicate operation, one which could easily disfigure the face.

The embalmers then removed the organs of the abdomen and chest through a cut usually made on the left side of the abdomen. They left only the heart in place, believing it to be the center of a person's being and intelligence. The other organs were preserved separately, with the stomach, liver, lungs, and intestines placed in special boxes or jars today called canopic jars. These were buried with the mummy. In later mummies, the organs were treated, wrapped, and replaced within the body. Even so, unused canopic jars continued to be part of the burial ritual.

The embalmers next removed all moisture from the body. This they did by covering the body with natron, a type of salt which has great drying properties, and by placing additional natron packets inside the body. When the body had dried out completely, embalmers removed the internal packets and lightly washed the natron off the body. The result was a very dried-out but recognizable human form. To make the mummy seem even more life-like, sunken areas of the body were filled out with linen and other materials and false eyes were added.

Next the wrapping began. Each mummy needed hundreds of yards of linen. The priests carefully wound the long strips of linen around the body, sometimes even wrapping each finger and toe separately before wrapping the entire hand or foot. In order to protect the dead from mishap, amulets were placed among the wrappings and prayers and magical words written on some of the linen strips.



II Choose the correct answer

- According to the passage why were the internal organs removed?
 - To prevent the parts from mishap.
 - So that the priests could learn anatomy
 - So they wouldn't rot.
 - So as not to disfigure the face.
- What was the function of the natron?
 - It served as a drying agent.
 - It filled out the sunken areas of the body.
 - It served as a salt substitute.
 - It was used to wash the body.
- Which organ was not removed?
 - The liver
 - The stomach
 - The intestine
 - The heart.
- According to the passage...
 - the internal organs were placed in jars.
 - every finger and toe was separately wrapped.
 - the empty body cavity might be filled with cloth.
 - the mummy was placed in canopic jars.
- Why did parts of the body sink?
 - Because the skin was so dry.
 - It was a result of using natron.
 - Because of the tight wrappings
 - Because of the organ removal.



Exam Information

The most common type of reading comprehension questions are specific detail type questions. This means reading for specific information.

These questions are often reworded or rephrased. In the reading passage they are phrased one way and in the comprehension questions they are phrased another way using different vocabulary or synonyms. See question #1. What is a synonym for rot from the passage?

Vocabulary

III Match the words in column A to the explanations in Column B

Column A

- treat
- wrap
- ritual
- prayer
- perform
- detailed
- decay
- brain
- insert
- hooked
- tissue
- delicate
- disfigure
- abdomen
- chest
- preserve
- stomach
- liver
- lungs
- intestines
- bury
- moisture
- sunken
- wound
- mishap
- amulet

Column B

- elaborate, complicated
- (wind, wound) = wrapped around
- stomach
- dainty, not strong
- conserve, save
- have the appearance spoiled
- organs in chest for breathing
- the area where the lungs are
- abdomen
- to clean and protect
- accident, incident
- rot, spoil
- fold cloth tightly around
- drops of water
- put in
- religious service or ceremony
- charm, talisman, small object worn for luck
- cells that are similar and have same function
- being below the level of surrounding areas
- tubes in body where food collects and passes out
- the organ used for thinking
- organ which cleans the blood
- activity of speaking to God
- shaped like a hook (bent)
- to put into a hole / ground
- to do something, to act

IV Michigan type items

- The unsuspecting animal was _____ into the trap.
 - lured
 - glared
 - peered
 - fascinated
- We caught a _____ of her as she was getting into a car.
 - glare
 - stare
 - glimpse
 - gaze
- It isn't polite to _____ through the keyhole of your sister's room.
 - tempt
 - bewitch
 - intrigue
 - peer
- Since she has no qualifications for the job, she must have _____ the interviewer.
 - subdued
 - charmed
 - lured
 - glanced
- She is such a sweet, _____ child that everyone caters to her every wish.
 - beguiling
 - spurning
 - enchancing
 - snubbing
- Everyone at the meeting was _____ by his innovative idea and wanted to put it to the test.
 - intrigued
 - squelched
 - gazed
 - lured



Word building

Study the following roots:

Root	Meaning	Examples
cert	to be sure, certain, approve	ascertain = make certain certain = sure certificate = something that verifies
cise, sect	cut	bisect = cut into 2 concise = precise dissect = cut up to pieces incision = a cut
clam, claim	shout, cry, speak loudly or strongly	acclaim = praise = applaud claim = assert = maintain clamorous = making noise, noisy
clin	slope, lean	incline = slope upwards decline = slope downwards - decrease
cogn	know	recognize = to know

I Use your dictionary to add to the above list:

cert _ _ _	= verify, prove true
_ _ _ _ sect	= to cross
sect _ _ _	= part, sector
sect _ _ _	= part, section
_ _ _ cise	= exact
_ _ _ claim	= cry out
_ _ _ claim	= declare
_ _ _ clin _ t _ _ n	= tendency, slope
_ _ _ cogn _ _ _	= using false name or wearing a disguise
cogn _ _ _ _ e	= the mental process involved in learning



II Michigan type items. Choose the word or phrase that best completes the sentence.

- He is a very good doctor and a widely _____ one.
a ascertained **c** inclined
b claimed **d** acclaimed
- The tooth wouldn't come out so the dentist had to make a deep _____.
a incision **c** dissection
b decline **d** certificated
- As children grow older, their _____ processes become sharper.
a concise **c** clamorous
b cognitive **d** inclination
- Many famous personalities like to travel _____ so they can have privacy.
a certified **c** incognito
b proclaimed **d** intersected
- She works as a secretary in the private _____.
a sector **c** decline
b intersection **d** incision
- I enjoy my weekly visit to the crowded, _____, outdoor fruit and vegetable market.
a concise **c** inclined
b clamorous **d** bisected

Grammar: Active - Passive Voice

I Look at the two sentences and answer the questions.

- 1 *Ryan is washing his car.*
- 2 *His car is being washed by Ryan.*

Who or what is the main focus of sentence 1?
Who or what is the main focus of sentence 2?

When the main focus of the sentence is the **person** doing the action, use the active voice: **is washing**.

When the main focus of the sentence is the **action** and not the person who is doing it, we use the passive voice: **is being washed**.

We also use the passive voice when we do not know who is responsible for the action.

My handbag was stolen. (We don't know who stole it)

II Complete the table with the correct forms.



Tense	Active	Passive
Present simple	reads	is read
Present continuous	is searching	
Past simple		was played
Past continuous	was buying	
Present perfect	has called	
Past perfect		had been cut
Modal perfect	might have broken	
Future (will)		will be finished
Future (going to)	is going to clean	

III Rewrite the sentences in the passive.

- 1 My parents made me take piano lessons.

I was made, by my parents, to take piano lessons.

- 2 You must sign all checks in ink.

- 3 The teacher hasn't corrected our homework yet.

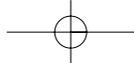
- 4 You can't park your car here.

- 5 The bank official rejected our request for a loan.

- 6 Don't open that box.

Tip
Sentences that do not have an object cannot be changed to the passive.



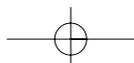


IV Find and underline 4 examples of the passive voice from the reading passage.

was used, to be performed, was removed, were preserved, were buried, were filled out

V Michigan type items. Choose the word or phrase that best completes the sentence.

- 1 "Is attendance important in this class?"
"No, but in the last class, it _____ very seriously."
a has taken
b has been taken
c was taken
d was taking
- 2 "What's that thing?"
"A fax. It's a machine by which _____ over the telephone line."
a written messages can be sent
b written messages can send them
c can send written messages
d can be sent written messages
- 3 "Why is Jane upset?"
"She's disappointed because her son's low test scores prevented _____ to the university."
a him from being admitted
b him to admit
c to admit him
d him from admitting
- 4 "Was Jack wearing a seat belt?"
"Yes, he would have _____ without it."
a been injured
b injured
c been injure
d injure
- 5 "The reservations weren't made on time."
"Sorry, the computers were down; it _____."
a couldn't be helped
b didn't help
c couldn't help
d wasn't helped
- 6 "Did you finally paint your house?"
"Yes. It should _____ a long time ago."
a have done
b be done
c been done
d have been done
- 7 Eric is really upset about losing his job. Well, _____ fired once myself, I can understand.
a having
b to have been
c having been
d have been
- 8 Why isn't she doing the analysis? She _____ trained to do it.
a supposed to be
b has supposed to be
c supposed has been
d was supposed to have been
- 9 Thomas Edison _____ his invention of the light bulb.
a has been best remembered about
b best remembered by
c has best remembered
d is best remembered for
- 10 The ice cream cone, _____ at the St. Louis World's Fair, has become popular around the world.
a was introduced first
b first was introduced
c first introduced
d first introducing
- 11 The final report, _____ next week, should be interesting.
a is published
b to be published
c publishing
d will be published
- 12 After many years _____ that the famous author was blind.
a it was discovering
b it discovered
c was discovered
d it was discovered
- 13 _____ on a farm, John knows a lot about animals.
a Raising
b Having been raised
c Having raised
d Had been raised





Listening

Part II

The questions test:

- understanding of gist
- recognition and understanding of specific information
- cause & effect
- time/duration
- location
- question strategies
- predicting the questions
 - who?
 - where?
 - what?
 - when?
 - why?

Look at the following example

You hear: Can you see the blackboard without your glasses?

- You see:
- a** Only if I sit up front.
 - b** They 're my glasses.
 - c** If you let me see.

Choice **b** repeats the word *glasses*, which you hear in the question, just as choice **c** repeats the word *see*, but they do not answer the question. They only use the same vocabulary as the question does. The question is answered by choice **a**.



Answer choices:

- usually brief
- similar in sound
- use the same vocabulary as the question
- be opposite in meaning

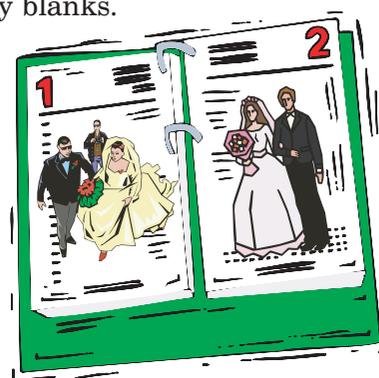
Teaching listening skills:

- exposure to a variety of listening contexts
- practice at recognizing grammatical patterns and lexical items
- familiarity with rhetorical structure
- encourage active listening
- prediction
- matching answer choices and question with the text

Part II

In this part, you will hear a question. From the three answer choices given, choose the one which best answers the question.

- | | |
|---|--|
| <p>1 a I sure hope not.
b That's all I thought.
c It's on the weekend.</p> <p>2 a It's not the way to go about it.
b If it's for a picture.
c If you have special permission.</p> <p>3 a It's on the way home.
b Not just now.
c It's from the post office.</p> <p>4 a Something must be going on.
b I'll take an economics class.
c It's in his class.</p> <p>5 a If I can hear.
b Just as soon as I do.
c I did get them something.</p> <p>6 a What if I didn't?
b I remember it's close.
c If it is an I.D.</p> <p>7 a What difference does it make?
b Are you sure that's it?
c Isn't that what you think?</p> <p>8 a I'll do it myself.
b I'll keep it for you.
c If it's what you want.</p> <p>9 a Now's the right time.
b If it's that late.
c As for as I can remember, never.</p> | <p>10 a I don't like to do it.
b I think it's this weekend.
c They don't like to leave.</p> <p>11 a I didn't get a chance to see.
b Let's take a close look.
c I'm sure they'll come by.</p> <p>12 a It is a donation.
b I think they're the ones he needs.
c Along with everything else here.</p> <p>13 a It has been a long time.
b Make sure you don't leave any blanks.
c It's not the exam.</p> <p>14 a That's the day.
b I don't have to be.
c He'll assign it today.</p> <p>15 a By sitting up front I can.
b Now that I can't.
c Try using my glasses.</p> <p>16 a I may not go to work.
b I'd always be late.
c It's not the transport system.</p> <p>17 a It's not today.
b I've done it again.
c You're probably right.</p> <p>18 a It's all tied up.
b From what I can tell.
c Don't wait until this afternoon.</p> |
|---|--|





Speaking

Look at the photograph and describe it.

- 1 What season is it?
- 2 Where might this picture have been taken?
- 3 Have you ever been outside of Greece? Where?

Picture related topics.

- 1 Do you like to travel?
- 2 What do you think travel has to offer?
- 3 If you could afford it, where would you like to go? Why?
- 4 Why do you think people travel?
- 5 Have you ever been on an organised tour?
- 6 How do you like to travel? By what means?
- 7 Do you think age plays any part in how people choose to travel?



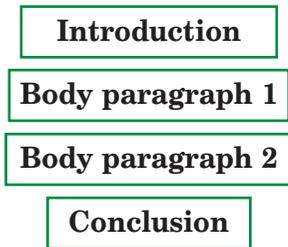
Related Vocabulary

- backpacking
- suitcase
- baggage
- package tour
- guided tour
- tour guide
- monuments
- landmarks
- sights
- economy fare
- youth hostel
- rail travel
- student fares
- ancient ruins



Writing

Organization of the essay



Since you only have 30 minutes to write your essay, you will be under pressure. Try to divide your time something like this.

Pre writing <ul style="list-style-type: none"> • read the topic • analyze it • brainstorm making an informal outline 	About 5-8 minutes
Write the essay	About 20 minutes
Reread your essay- correct any structural or grammatical problems	About 2- 5 minutes

Read the essay topic which is your prompt. You must understand it or else you won't be able to write an essay or it may be off topic. Analyze the prompt and put it into your own words. Explain to yourself what it asks you to do.

Essay topic:

The Ministry of Education wants to take action and punish schools whose students perform poorly on examinations. Who do you think is to blame when students perform poorly? Use specific examples to support your opinion.

Step 1

Analysis:

- asks your opinion about student's performance and who is to blame- the school or something/someone else?
- One position: the fault of the school - give examples of how this is the case.
- Other side: blame other sources and give examples of how they are to blame.
- Final position: combination of both the school and outside factors.

Step 2

Brainstorming:

Generate ideas on the topic-sit back and think about the topic. Write down in short form the ideas that come to you.

- These ideas may be your own opinion, things you've heard, read, talked about.
- These may be your own experiences.

You might write down things like:

students' fault

- don't study
- outside school interests
- may have part-time jobs
- not interested

school's fault

- poor environment
- bad teachers
- lack of facilities

Step 3

Planning your essay

This stage of planning is combined with step 2. Brainstorming and planning go hand in hand. In the planning step you must choose your **thesis** that is your **central or controlling idea**. This means, which side are you going to support?

For example your thesis might be:

A "I believe that the Ministry of Education would not be wrong in taking action and punishing schools for poor student performance."

Another thesis statement might be:

B "I really don't think that blame for student performance should be placed only on the school but also on the students themselves"

Writing your introduction

A good introduction should:

- get the reader's attention
- restate the ideas of the essay prompt
- present the main points that will appear in the essay
- present the thesis statement

Step 4

Now use the information and ideas from the brainstorming section along with any more of your own to turn thesis statement **B** into an introductory paragraph. First read the introductory paragraph for thesis statement **A**.

Tip

There is no wrong or right thesis statement. The people marking your essay are not concerned with what you say (as long as you are on topic) but how you say it. You should choose whatever side of the argument is easier for you to support.

A *All the blame really should be put on the shoulders of the school. I believe that the Ministry of Education would not be wrong in taking action and punishing schools for poor student performance. The condition of some of our schools and staff is conducive to anything but learning. Unfortunately I am a product of such a school.*

B _____

For homework write one paragraph about the fault of the school and one putting the blame on the students. Look back at step 2 for help. Then write a conclusion to neatly tie up your essay.

CLOZE

I Read the passage, then select the word that best fills the blank in both grammar and meaning.

The vast region of the Pacific coastlands, isolated from eastern America by the Rocky Mountains, stretches from Yakutat Bay in South Alaska to the Columbia River in Oregon. It is the home of the artistically important culture of the North-West Coast Indians. Because of the abundance of fish in the coastal waters and the fertility of the land the Indians 1 a stable and prosperous economy and could afford to look after their spiritual as 2 as their material needs. Thus, besides crafts 3 as basketwork and weaving, 4 produced genuine works of art for purely aesthetic ends. Sculpture was 5 chief artistic activity, 6 both by quality and quantity; drawing and painting 7 have been considered of lesser significance and were normally 8 only to decorate carvings. Typical also of North-West Coast 9 art are the masks and totem poles that played an important 10 in the customs of this society. The totem poles were made of tree trunks and 11 generally about thirty to forty-five feet high, and 12 with paintings and carving. Contrary to the meaning of the word (totem=deity) the poles had 13 religious significance but were in fact heraldic devices used by 14 families; a traditional totemic animal was adopted by the family 15 a crest and used to relate their history or any particularly important 16. 17 erection of a new totem pole was the occasion for solemn ceremonies that included the potlatch - a bizarre and extravagant feast at which the chiefs of leading families competed for tribal honor, the status of the 18, 19 determined by the lavishness of the gifts with 20 he overwhelmed his guests. The more ostentatiously wasteful he could be, the greater the power he asserted in the tribe.

- | | |
|-----------------|----------------|
| 1 a with | c enjoyed |
| b afforded | d because |
| 2 a many | c necessary |
| b well | d that |
| 3 a much | c just |
| b similar | d such |
| 4 a they | c having |
| b which | d to |
| 5 a their | c a |
| b its | d main |
| 6 a estimated | c judged |
| b respected | d and |
| 7 a often | c must |
| b they | d also |
| 8 a used | c if |
| b genuine | d and |
| 9 a Indian | c drawing |
| b aesthetic | d carving |
| 10 a part | c one |
| b measure | d art |
| 11 a had | c being |
| b measure | d were |
| 12 a full | c covered |
| b much | d carved |
| 13 a much | c only |
| b no | d been |
| 14 a individual | c their |
| b each | d such |
| 15 a such | c as |
| b with | d similar |
| 16 a event | c significance |
| b animal | d activity |
| 17 a Making | c On |
| b Having | d The |
| 18 a feast | c host |
| b totem | d tribe |
| 19 a must | c very |
| b being | d also |
| 20 a all | c which |
| b what | d everything |

II Analysis Practice:

- Which item tests agreement? _____
- Which item needs an auxiliary verb? _____
- How many pronoun items are there? _____
- Which is a clause item? _____