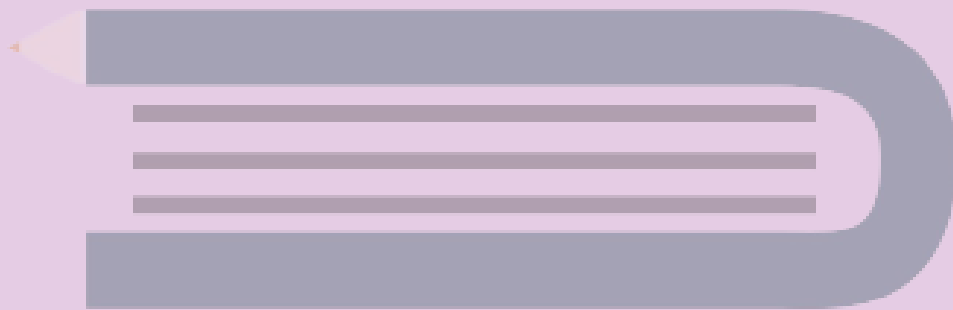




MEGA

GOAL 1.3



MANUEL DOS SANTOS
ELI GHAZEL
DANAE KOZANOGLU





3 Complaints, Complaints

1 Listen and Discuss

Read the consumer complaints. Find one sentence in each picture that is a complaint and underline it.

Consumer Complaints

Housing



Car Repairs



Clothing



Products



Consumer Awareness

What to Be Aware Of

Housing



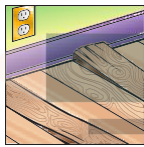
▲ leaky pipe



▲ dripping faucet



▲ broken doorknob

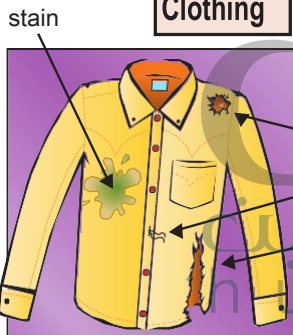


▲ loose floorboards



▲ broken windowpane

Clothing



stain

hole

missing button

torn

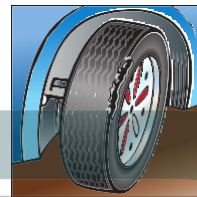
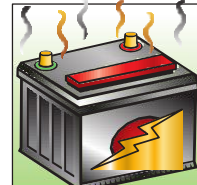
Car Repairs



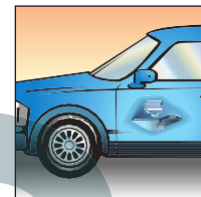
▲ cracked windshield



▲ dead battery

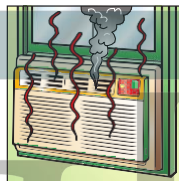


▲ worn tire



▲ dent in the body

Electronic Products



▲ a air conditioner—oesn't get cold



▲ cell phone—no signal



▲ scratched DVD



▲ TV—lines on screen

Quick Check

- A. Vocabulary.** Write down what you think is the worst problem for each category on these pages. Compare your ideas with a partner.
- B. Comprehension.** Answer the questions about the complaints on page 34.
1. What's wrong with the apartment?
 2. What does the mechanic say he's going to do?
 3. What's wrong with the jacket?
 4. What's wrong with the computer?

2 Pair Work



Role-play the problems presented on these pages.

- What's wrong?
- There's a broken windowpane.
- I'll have it fixed right away.
- What seems to be the problem?
- The air conditioning isn't cooling.
- The thermostat needs to be fixed.

1. The walls are dirty and need to be repainted .

2. He says he'll have the engine checked

3. The sleeve of the jacket is torn .

4. The computer crashed .

3 Complaints, Complaints

3 Grammar

Need to Be (Done)

The windows **need to be cleaned**. (= Someone needs to clean the windows.)
 The car seats **need to be fixed**. (= Someone needs to fix the car seats.)

Have/Get Something (Done)

Use *have* or *get*, with the past participle, when someone else does the service for you.

The rooms need to be decorated. We're **having/getting** the rooms **decorated**.
 The roof needs to be repaired. We're going to **have/get** the roof **repaired**.
 The house needed to be painted. We **had/got** the house **painted**.


Past Participles as Adjectives

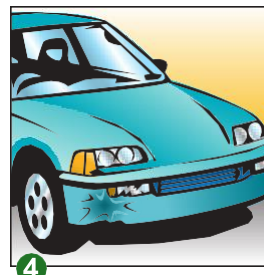
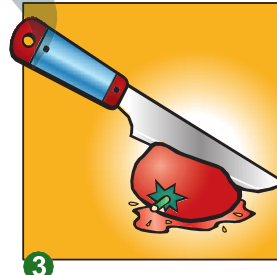
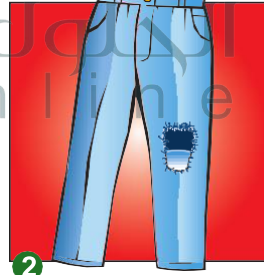
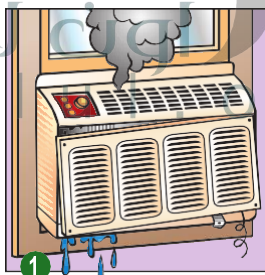
break–**broken** crack–**cracked** damage–**damaged**
 tear–**torn**

The windows were **broken**. I fixed the **broken** windows.
 The vase was **cracked**. I threw away the **cracked** vase.
 The car was **damaged**. The mechanic fixed the **damaged** car.
 The shirt was **torn**. The tailor sewed the **torn** sleeve.

A. Say what is wrong with the following items. Then say how the things should be fixed. Use the words in the box to help you.

dry-clean repair replace sew sharpen

 *The jacket is stained. It needs to be dry-cleaned.*



1. The air conditioner isn't working, it needs to be repaired.
2. The pants are torn, they need to be sewn .
3. The knife doesn't cut, it needs to be sharpened .
4. The car has a dent, the dent needs to be repaired .
5. The button on the shirt is gone, it needs to be sewn back on .
6. The heel on the shoe is broken, it needs to be replaced .
7. The tire on the car is worn, it needs to be replaced .

B. This apartment has a lot of problems. Complete the chart.

1. Make a list of the problems.
2. Say how you're going to solve them.

Problem	Solution
1. Living room: <i>The windowpane in the living room is broken. It needs to be fixed.</i>	<i>I'm going to have it fixed.</i>
2. Kitchen:	
3. Bedroom:	
4. Bathroom:	
5. Dining room:	



C. Tell your classmates what you had done in the apartment in exercise B. Add your own ideas.

We had the apartment redecorated.

D. Complete the conversation. Use the correct form of the verbs in parentheses. Then practice the conversation with a partner.

Khaled: I _____ (1. have) this car for six months, and it gives me all kinds of problems.

Joe: What is it this time?

Khaled: It _____ (2. not start) in the mornings.

Joe: Maybe it's because of the cold, or the battery _____ (3. might/be) low.

It probably needs _____ (4. recharge).

Khaled: It isn't that. I just _____ (5. have/put in) a new battery _____, and it still won't start. I think the starter needs _____ (6. repair).

Joe: Is there anything else wrong with the car?

Khaled: Yes, the exhaust pipe _____ (7. fall) off, and the radiator is leaking.

They both need _____ (8. fix).

Joe: Is your car under warranty?

Khaled: Yes, it is.

Joe: Then you shouldn't worry. We'll _____ everything _____ (9. have/fix) for you.

Khaled: That's what you _____ (10. say) the last time.



1. Have had / ve had
2. Doesn't start / is not starting / 's not starting / isn't starting
3. Might be
4. To be recharged
5. Had , put in
6. To be repaired
7. Is falling
8. To be fixed
9. Have , fixed
10. Said

3 Complaints, Complaints

4 Language in Context

The following silly instructions appeared on product labels. E: Why are they silly? (You might need to correct the English.)

You shouldn't use a hair dryer in the bath or in bed.

1 On a hair dryer
Do not use while sleeping.
Do not use in water.

2 On an iron
Do not iron clothes on body.

3 On a dessert
Do not turn container upside down when opening.

4 On a hotel shower cap
Use on one's head.

5 On a meat grinder
Do not use for any other purpose.

6 On a frozen dinner
We suggest you cook before serving.

7 On a baby stroller
Put on brakes on slope. It might roll down quickly.

Hair dryer : The instructions say that you should not use The hair dryer while you're sleeping or use it in water. The first part of the instructions is silly because you Can't use a hair dryer when you're sleeping .The second part is in if it falls use a hair dryer can be dangerous can give you an electric shock.

5 Listening

Listen to the guest's complaints. Complete the chart with his problems.

Problems
1.The shower isn't working .There's no hot water.
2.The bathtub leaks.
3.He can't sleep because of the neighbor snoring .
4.Bad service the towels and sheets aren't changed.



6 Pronunciation

A. Listen. Note the stress on the first noun in the compound nouns. Then practice.

windshield **hair** dryer
meat grinder **floor**board
shower cap **wind**owpane

B. Find more words on the previous pages that are made up of two nouns. Practice reading them aloud by stressing the first part of the first noun.

7 About You

In pairs, ask the questions and have your friend answer. Then switch roles.

1. Have you ever bought a damaged or defective product? What did you do about it?
2. Have you ever returned something to a store? What was the reaction of the person you talked to?
3. Are there organizations that help consumers when they have problems? What do you know about them?
4. What are the most common consumer complaints you know of?

8 Conversation

- Salesperson:** Can I help you, ma'am?
- Customer:** **Yes, please, if you could.** I'd like to return a pair of jeans that my son bought—they're wide-cut with faded colors.
- Salesperson:** **It sounds like** one of Milo's creations. He designs loose-fitting clothing, and faded clothes are in style this season. Your son didn't like them?
- Customer:** No, it's not that. It's the fabric. It's really flimsy, and...
- Salesperson:** Well, lightweight fabrics are the latest trend.
- Customer:** You don't seem to understand.
- Salesperson:** Of course, ma'am, I'll try to help. Can you give me the jeans?
- Customer:** You see, they're torn at the knees, and in several other places, and the material is falling apart. I noticed it when I was putting them in the washer.



Real Talk

Yes, please, if you could. = polite way to respond to an offer
It sounds like = It seems to be

Your Ending

What do you think was the salesperson's response?

- 1 Those tears are part of the design.
- 2 Would you like another pair?
- 3 Would you like a credit to buy something in another department?
- 4 Your idea: _____

About the Conversation

In pairs, ask and answer the questions. Then switch roles.

1. Was the salesperson helpful?
2. What is Milo's latest style?
3. What was the problem with the jeans according to the mother?

Your Turn

You are a customer. You want to complain about an item you bought. Make a list in your notebook of three things the salesperson says and three things you say. In pairs, role-play the conversation between you and the salesperson.

- 1.No, she wasn't helpful because she couldn't understand the problem.
- 2.It is loose-fitting clothes and faded colors.
- 3.The mother thinks the fabric is flimsy and the jeans are torn and material is falling apart.

3 Complaints, Complaints

9 Reading

Before Reading

1. Have you ever heard of Murphy's Law? Find out if any of your classmates know about it.
2. Read the article and underline all the sentences that talk about something that went wrong.
3. Write a sentence to state what the writer is trying to say.

MURPHY'S LAW

You invite your friends over to watch an NBA basketball playoff game on TV. There are plenty of sodas in the refrigerator, the popcorn is popping, and you are all set to watch the big game. You turn on the TV set, and all you get are fuzzy images on the screen. Is this plain bad luck or is it Murphy's Law at work? Murphy's Law states: If anything can go wrong, it might go wrong!

Similar situations occur all the time. When you're in a hurry to open the door and you try several keys on the key ring, the last remaining key is usually the one that works. When you get in a line at the supermarket, you find you've chosen the slowest one, and it just doesn't move. Is this bad luck or coincidence? According to British physicist Robert Matthews, it's neither one nor the other. He explains that our selective memories tend to remember the bad episodes more readily than the things that usually work out. Also, the law of probability is more against us than in our favor in many situations. For example, in the supermarket with five cashiers, the chances of getting the fastest lane are 20 percent, and 80 percent for a slower lane.

Matthews became a popular scientist when he proved that a piece of toast doesn't necessarily fall on the floor on the buttered side. BBC Television gathered 300 people to throw pieces of buttered toast up in the air and observe on which side they fell. Half fell on the buttered side, and half didn't.



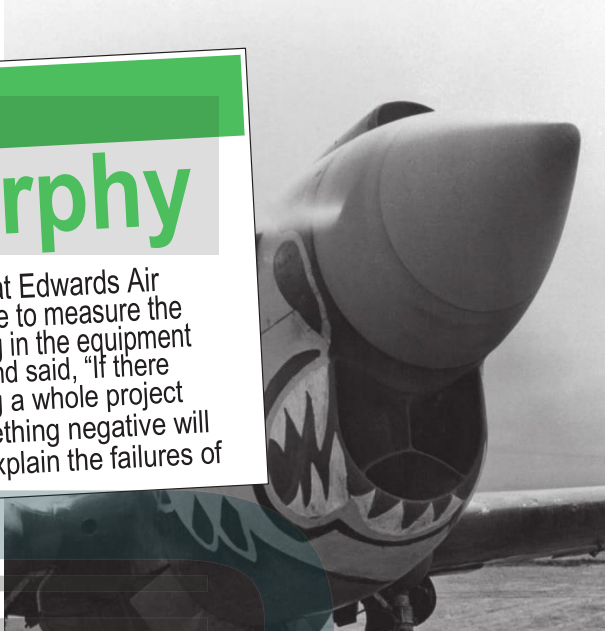
Now here's a tricky question for Matthews. It's a known fact that cats always fall on their four legs. What happens if you tie a piece of buttered toast on a cat's back and drop them from a balcony? Will the cat land on all fours, or will the toast land on the buttered side? I sincerely hope the BBC doesn't try this experiment.

Just remember that you cannot blame Murphy's Law for everything that goes wrong. If the hot water runs out while you're having a shower, it's probably because the hot water heater needs to be fixed. If your car breaks down on the way to a job interview, it's probably because you didn't have the vehicle serviced or repaired. And if you lose all your files on the computer, it's not bad luck—it's your fault for not doing a backup of your files.



Captain Edward A. Murphy

Captain Edward A. Murphy, Jr., was an engineer at Edwards Air United States. In 1949, he was working on a machine to measure the breathing of pilots. But something was malfunctioning in the equipment of human error. Murphy blamed the technician and said, "If there do it wrong, he will." One person's failure can bring a whole project And Murphy's view was that some failure or something negative will crash down. Murphy's phrase became popular in all areas to explain the failures of everyday things.



After Reading

Answer the questions about the reading.

1. What does the example of the NBA game illustrate?
2. What does Murphy's Law state?
3. According to Robert Matthews, how does the law of probability work against us in the supermarket line?
4. Why did Matthews do the buttered bread experiment? What did it show?

1. It illustrates that things seem to go wrong at precisely the wrong time.
2. If anything can go wrong, it will.
3. Because the chances of getting in the fastest lane aren't that high. For example, if there are five lines, our chance of getting a slower lane is four out of five, or 80 percent.
4. He wanted to show that although people think that bad things always happen, things happen according to the law of probability.

Discussion

1. Give examples of Murphy's Law using your experiences.
2. Do you believe in Murphy's Law? Why, or why not?



3 Complaints, Complaints



10 Writing

- A.**
1. Have you ever bought a product that turned out to be faulty or a lot less than you expected? Did you take it back? Why? Why not?
 2. Some people complain in writing to make sure that their complaints go on record. Read the complaint letter on the next page and answer the questions.
 - What was the problem with the item that the writer had bought?
 - What was the first thing he did? What was he advised to do?
 - What did he expect the store to do? Why?
 - How do you think he feels about the whole incident? How do you know?
 3. Now read the letter again. Circle the paragraph(s) that do the following:

- The earphone cables are not connected.
- He called the Customer Service Department and was advised to return the item as soon as possible.
- He expected the item to be refunded and to be offered a discount voucher for future purchases according to the promotional material of the store.
- He is indignant/very angry. He expresses the way he feels in the content of the last two paragraphs

	Paragraph or paragraphs				
Set(s) the scene:	1	2	3	4	5
Express(es) personal feeling/opinion:	1	2	3	4	5
Give(s) an account of the events:	1	2	3	4	5
Provide(s) a conclusion:	1	2	3	4	5

Please note that some of the paragraphs can serve more than one purpose.

- B.**
1. Think about a faulty product. It can be a clothing item, an electronic gadget, an appliance, etc.
 2. Think about what can go wrong with it. Make notes in the chart.
 3. Use your notes to write a letter of complaint to the Customer Service Department of the company or the store where you bought it.

The item/product you are complaining about:			
	What the instructions/ salesperson promise	What is happening instead	What you would ask/ expect the company that sold you the item to do
1			
2			
3			



Interelectronica
 Customer Service Department
 345 Jackson Road,
 Baltimore, MD 23770

Date: _____

Dear Sir,

- 1 I purchased a set of earphones at your store three days ago. According to your promotional material, any item that is faulty and is returned within 24 hours, is fully refunded and a discount voucher is offered for future purchases, as a courtesy to the customer.
- 2 I attempted to use my earphones the day I purchased them and found out that one of the cables had not been connected. I therefore, called your Customer Service Department and was advised to return the earphones as soon as possible.
- 3 I drove to your place of business immediately and tried to do as advised. Unfortunately, however, I was told by the assistant that the earphones could only be returned if the packaging was intact.
- 4 Allow me to wonder how one is supposed to find out if an item is faulty or not, if it is kept in its packaging. And if that is the case, it would seem fair to include it in your promotional material in large block letters, instead of conveying the wrong message and misleading people.
- 5 I regret to inform you that following this incident, I will refrain from using your retail outlet in future and will have Protection.

Yours sincerely,

A displeased former customer



Writing Corner

When you write an email/letter of complaint:

- **Set the scene, in other words, provide background information.**
- **Give a clear account of expectations and actual events.**
- **Present the problem clearly and confidently.**
- **Conclude on a firm but polite note.**



3 Complaints, Complaints

11 Form, Meaning and Function

رابط الدرسي الوقفي



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Present Perfect Simple Tense

Use the present perfect to talk about recently completed actions.

Question

Has he **taken** out the garbage?

Short Answer (+)

Yes, he **has**.

Short Answer (-)

No, he **hasn't**.

Have they taken the car to the garage?

Yes, they **have**.

No, they **haven't**.

Note: Use **been** to talk about someone who has gone somewhere and he or she has returned.

Use **gone** to talk about someone who has left to go somewhere and he or she is still there.

Present Perfect with *Already, Yet, Just*

You can use the present perfect to talk about events that happened *before now*.

It is possible that the event happened earlier than expected.

Questions

Have you done the dishes **yet**?

Affirmative (+)

Yes, I've **already** done them.

Negative (-)

No, I haven't done them **yet**.

Have you **already** washed the clothes?

Yes, I've **just** washed them.

No, I haven't washed them **yet**.

Verb + Gerund

Use the gerund form (which ends in *-ing*) after the following verbs:

avoid enjoy give up imagine mind stop

can't stand finish hate keep miss suggest

He **can't stand waiting** in line. I **don't enjoy sitting** in the sun.

We **miss being** with our friends. They **stop playing** tennis in the winter.

A. Work with a partner. Ask and answer about the pictures.

A: Have you done the dishes yet?

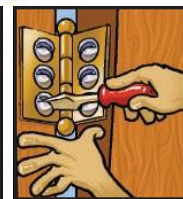
B: Yes, I've already done them.

A. Have you cleaned your room yet?

B. Yes, I've already cleaned it.

A. Have you had your dinner yet?

B. Yes, I've already had it.



B. Make sentences with the words. Use gerunds.

dessert / eat / after meals / can't resist / I

- she / clean / can't stand / the house
- live / our grandparents / enjoy / in the country
- the children / hate / their ice cream / share
- eat / Mom's food / we / miss
- my sister / my toothpaste / use / stop / have to
- the workers / paint / the house / finished

I can't resist eating dessert after meals.

She can't stand cleaning the house.
Our grandparents enjoyed living in the country.
The children hated sharing their ice cream.
We missed eating Mom's food.
My sister has to stop using my toothpaste.
The workers have finished painting the house.

Object Pronouns

Singular

Subject Object
Pronouns Pronouns

I **me** He knows **me**.
you **you** I know **you**.
he **him** I know **him**.
she **her** I know **her**.

Plural

Subject Object
Pronouns Pronouns

we **us** They know **us**.
you **you** They know **you**.
they **them** We know **them**.

Need/Want/Like + Infinitive

Use the full infinitive (which is *to* + the base form of the verb) after the following verbs: *need, want, like*.

She **needs to buy** some snacks.

He doesn't **want to do** the dishes.

I **like to help** my mother.



Imperatives and Two-Word Verbs

Two-word verbs are common in English. They have a verb + particle. Object pronouns always come between the verb and the particle.

Turn off your cell phone.

Turn the phone off.

Turn it off.

Clean up the mess.

Clean the mess up.

Clean it up.

Put away your clothes.

Put your clothes away.

Put them away.

C. Complete the sentences. Use the correct object pronoun: *me, you, him, her, it, us, or them*. The object pronouns can be used once, more than once or not at all.

💡 We need to invite our friends. I can ask them.

1. He doesn't like the shoes we bought for him. He's going to return them to the store.

2. Sandra is never on time. She's going to tell her to be more punctual.

3. This computer keeps crashing. I'm going to return it and ask for a refund.

4. Excuse me, we can't find what we are looking for. Could you help us ?

5. The car windscreen is cracked. Please can you fix it ?



D. Rewrite each sentence with a two-word verb in two ways.

💡 Please turn on the TV.

Please turn the TV on. Please turn it on.

1. Put away those toys.

Please put those toys away. Please put them away

2. Clean up this mess.

Please clean this mess up. Please clean this up.

3. Turn on the cooker.

Please turn the cooker on. Please turn it on.

4. Please turn off the light.

Please turn the light off. Please turn it off.

5. Please pick up your jacket.

Please pick your jacket up. Please pick it up.

6. Turn down the radio.

Please turn the radio down. Please turn it down.

7. Turn up the news.

Please turn the news up. Please turn it up.



3 Complaints, Complaints

12 Project



1. Think about the complaints that your family has made about different products at home.
2. Interview some of the members of your family to find out more.
3. Make notes in the chart.
4. Make a large poster of 3 to 5 products. You can cut out photos of products if you like, or draw them. Remember to include a short description or product specifications.
5. Write the complaint about the product in quotes under the picture.
6. Write your advice about how to deal with the problem.



	Person and Product	The problem/complaint	Your advice
1			
2			
3			

13 Self Reflection

Things that I liked about Unit 3:	Things that I didn't like very much:
_____	_____
_____	_____

Things that I found easy in Unit 3:	Things that I found difficult in Unit 3:
_____	_____
_____	_____

Unit 3 Checklist	I can do this very well.	I can do this quite well.	I need to study/practice more.
talk about problems and things that need to be done			
ask to have something done			
talk about common consumer complaints			
use <i>needs to be (done)</i> and use <i>have/get something done</i>			
use past participles as adjectives			
use: <i>already, yet, just</i>			
form constructions with verb + gerund; verb + infinitive			
know about subject and object pronouns			
form imperatives and two-word verbs			

My five favorite new words from Unit 3:	If you're still not sure about something from Unit 3:
_____	<ul style="list-style-type: none"> • read through the unit again • listen to the audio material • study the grammar and functions from the unit again • ask your teacher for help



EXPANSION Units 1-3


1 Language Review



A. Complete the sentences with the following words: **although, as soon as, in spite of, so, when.**

1. Do you know when Mr. Johnson will be back?
2. The plane arrived on time in spite of the bad weather.
3. Although the guests complained to the manager, the hotel didn't fix the dripping faucet.
4. They couldn't repair my laptop, so they gave me my money back.
5. I'll tell you about the results of the exam as soon as I know them.

B. Write sentences with **I wish**.

-  I have to go to work on Sunday. I wish I didn't have to go to work on Sunday.
1. My family isn't rich. I wish my family were rich.
 2. My friend gossips a lot. I wish my friend didn't gossip so much.
 3. Ahmed can't come to the game. I wish Ahmed could come to the game.
 4. I'm not very tall. I wish I were tall.
 5. I don't speak German. I wish I could speak German.

C. Complete the sentences. Use **need + to be** or **need to have it/them** and a word from the box in the correct form.

check clean refill fix recharge repaint sew sharpen

-  The car bumper is all bent. It needs to be fixed.
 My jeans are torn. I need to have them sewn.

1. This kitchen knife doesn't cut well.
We need to have it sharpened.
2. The walls are filthy.
They need to be cleaned.
3. These cushions are too flat.
You need to refill them.
4. I think the battery is dead.
I need to have it recharged.
5. The engine is making a funny noise.
It needs to be checked.
6. Some of the paint is coming off the walls.
We need to have them repainted.



D. Complete the conditional sentences using your own information.

1. If I had the time, I'd learn French .
2. If I lived in Spain , I'd go to watch Real Madrid every game .
3. If I could change something about myself, I'd like to be taller .
4. If I could be someone else, I'd like to be a football player .
5. If I could travel anywhere, I'd go to England .

E. Complete the interview with a sports star. Use the correct form of the word in parentheses.

Reporter: I heard you've just been sold (1. sell) to Barcelona for \$50 million. I was wondering how much of that money actually goes into your pocket.

Player: I wish it were (2. be) that amount. In fact, it isn't half of that. I get only ten percent if I'm lucky. My agent and the club get the rest.

Reporter: How much do you get from playing (3. play)?

Player: About six million a year.

Reporter: Plus all the money you make from advertising. Some people think you football players are overpaid.

Player: I disagree. We might make 4. make) a lot of money, but our careers are very short. By the time we are (5. be) 30, we're burned out. We have cracked (6. crack) ribs, Torn (7. tear) ligaments, and broken (8. break) bones. Very few players continue after that.

Reporter: If you could, would you?

Player: No, I wouldn't. I'm thinking of retiring (9. retire) at 28.

Reporter: And are you looking forward to playing (10. play) in Spain?

Player: Yes, I'm used to working (11. work) for different clubs and living (12. live) in different places.



F. Complete the sentences using a preposition and a gerund form.

- I regret the trouble I caused you. I apologize for causing you trouble.
1. I'm sorry I arrived late. Please excuse me for arriving late .
 2. I can't wait to go on vacation. I'm looking forward for going on vacation .
 3. I don't want to wait for them any longer. I'm tired of waiting for them .
 4. You must let me buy you lunch. I insist on buying you lunch .

EXPANSION Units 1-3

2 Reading

Before Reading

Read the three articles and underline the details that tell you about the history of each game.

PLAY BALL!

FOOTBALL

Forms of football have been played for thousands of years by various civilizations. As far back as 2500 b.c.e., the Chinese played a form of the game and called it *Tsu Chu*. The natives of the Pacific Islands played the game using their hands and feet, and they used coconuts and animal bladders as balls. The Inuits of northern Canada played football on ice and used balls filled with caribou hair and grass. Other Native Americans played on fields that had enough space for 1,000 players to be playing at the same time, and matches usually lasted for more than one day. The games were so rough that the players often got broken bones. In Mexico and Central America, people invented the rubber ball and played in courts 40 to 50 feet (12 to 15 meters) long surrounded by walls several feet high. In the middle of each wall, there was a stone with a hole in the middle or a wooden ring, and the idea was for players to hit the hard rubber ball through the hole or ring.



But it was not until 1863 in England that the first set of rules was put together to make football the game it is today. Football was spread throughout the world by British sailors and settlers, and all major innovations in the game such as leagues, professionalism, and international matches originated in England.

BASKETBALL

In 1891, Dr. James A. Naismith, a physical education teacher at a school in Springfield, Massachusetts, in the United States, was asked to create a game that could be played indoors during the harsh winters. So Naismith put up two peach baskets on opposite walls of the gymnasium and got his class of 18 students to play a game of "basketball." The team that dropped the ball into the basket more times won. At first, a football was used, but in 1894, it was decided that the ball should be 32 inches (81 centimeters) around and weigh 17.6 ounces (500 grams). In spite of all the changes that have taken place since then in the game of basketball, the size of the ball has remained the same, but the weight has increased to 21 ounces (600 grams).

The baskets used in early games had the bottoms in them, and after each goal, someone had to climb a ladder in order to get the ball out and put it back into play. In 1906, open baskets were introduced, which allowed the ball to pass through, and as a result, the pace of the game became faster. In the beginning, no backboards were used either. Therefore, fans sitting behind the basket would push away the ball when the opponent was going to score. Also in the early days, each team was made up of nine players. It wasn't until 1897 that the five-player team became official.





VOLLEYBALL

Volleyball was officially included in the Olympic Games in 1964. It began as an indoor sport, created by William G. Morgan, a physical education director, in 1895. The game borrowed characteristics from tennis and handball and was originally designed for older players.

Volleyball is played on a court, divided by a net. The game begins with a team player serving the ball; tossing it in the air and hitting it with his hand or arm, over the net and into the other team's court. The receiving team must prevent the ball from falling on the ground. Each team is allowed to touch the ball 3 times before hitting it back, over the net. Individual players may only touch the ball once. Each turn after serving is called a "rally."



Each team tries to ground the ball on the opponent's court and win the rally. If a team commits a fault it loses. Common faults include a double hit by the same player, grounding the ball outside the opponent's court, missing the net or touching it during the game; a *net foul*, and a *foot fault*, when the foot of the player who is serving crosses over the boundary line or the court.

Players have to observe a considerable number of rules and develop techniques such as *spiking* and *blocking* that require mastery of the *vertical jump* so players can hit the ball when it's above the top of the net.

After Reading

Answer **true** or **false**.

- T Although football had been played for hundreds of years, the set of rules for the current game was only established in 1863.
- T If the Native Americans had played on regular-size football fields, there wouldn't have been enough space for all the players.
- F In Central America, the idea was for players to hit the ring with the ball.
- T Before basketball, people weren't used to playing sports games indoors during the hard winters in the United States.
- F In the early days of basketball, the game ended as soon as one of the players managed to drop the ball into one of the baskets.
- T Each team tries to win the rally by grounding the ball on each other's court.

Discussion

1. What is your favorite sport? Describe how it is played.
2. Are you a fan of any particular team? What do you do when your team wins?
3. Who is the most popular sports star in your country? What do you think about sports celebrities being looked upon as role models?
4. Nowadays sports like football and basketball are big business and generate billions of dollars all over the world. What do you think about sports as a business?
5. What would you do if you were a famous sports star and earned a lot of money? How would you behave?
6. The passion for sports can sometimes result in violence. What can be done to prevent that?

3 Writing

Choose one of the discussion questions above and write your answer.

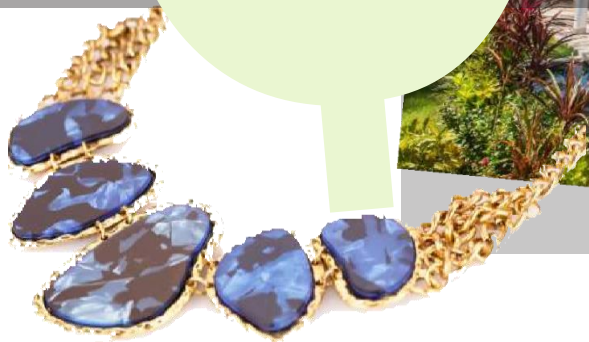


EXPANSION Units 1-3

4 Chant Along 

If I Were a Millionaire

If I had a million dollars
I would be a millionaire
I would spend a lot on diamonds
That would sparkle everywhere
I would buy friends all over the world
I would treat my parents
I would buy myself a mansion
I would buy a brand-new car.
Would you sail with me if I sailed the seven seas?
Would you come with me if I took a trip to Mars?
And would you stand by me if I lost all that I had?
Would you still be my friend through good and bad?
'Cause I wouldn't have a dime if you were bad.
There would be no more money.
There would be no trips to Paris.
There'd be no pizza and chocolate.
If I lost all my money.
Would you still be my good friend?
And for better or for ill?
Would you like a wish to send?



Vocabulary

A. Find words in the chant that mean:

- | | |
|-----------------------------|--------------------|
| 1. a very wealthy person | <u>Millionaire</u> |
| 2. stones used in jewelry | <u>Diamonds</u> |
| 3. a large impressive house | <u>Mansion</u> |
| 4. a famous car brand | <u>Cadillac</u> |

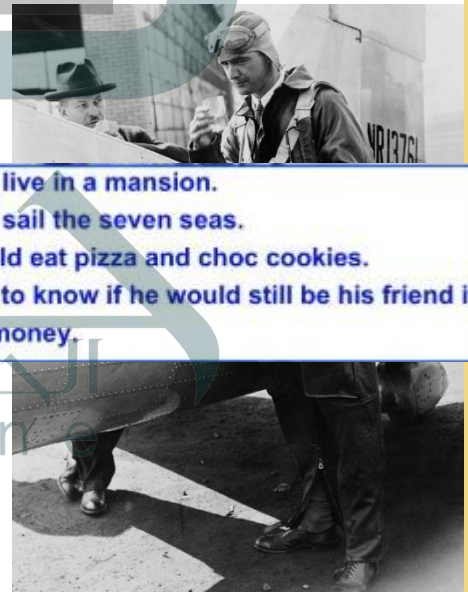
B. Find five words and/or phrases in the chant that indicate a rich lifestyle.

- Mansion
- Cadillac
- Diamonds
- New year
- Sailed the seven seas

C. Find an expression in the chant that means:

through good and bad _____

Howard Hughes ▼



- 1.He would live in a mansion.
- 2.He would sail the seven seas.
- 3.They would eat pizza and choc cookies.
- 4.He wants to know if he would still be his friend if he had no money.

Comprehension

1. Where would the person live if he were a millionaire?
2. Where would he sail?
3. What would he and his friend eat if they were poor?
4. What does he want to know from his friend?

Discussion

Do you know anyone who had a fortune and lost it all? What happened?

5 Project

1. Research a very famous person.
2. Complete the organizer with details about the person in note-form.
3. Use your notes/organizer to present your findings to the class.

A Famous Person	
Name	
Why this person is famous	
Where this person lives	
What this person does	
Important events in his/her life	

4 I Wonder What Happened

1 Listen and Discuss

1. Look at the pictures and write words for some of the things and actions you see in each picture.
2. Match the sentences below with the pictures.



- 5 There must have been a hurricane or a tornado.
- 1 It can't be a real locomotive. It must be an advertisement.
- 3 He might have teased the bull.
- 2 The driver must have lost control of the truck.
- 7 It might be a new design of sunglasses.
- 6 It must be the crater of a volcano, or maybe a meteorite could have fallen.
- 4 It could be something from another planet.




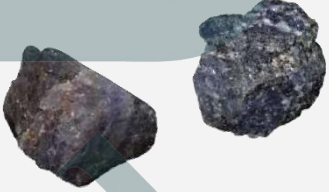
Weekly Edition

the Reading Journal

Meteorite Hits House

New Orleans, USA

When Ray and Fausset arrived home after a long day at work on September 23, 2008, their weekend meteorite had crashed through the two-story house. Neighbors said they had heard a noise, and five people actually saw the meteorite had penetrated through the roof and shatters into three large fragments along its path. A total mass of 42.5 (19.3 kilograms) was recovered from the Fausset house. The largest fragment weighed 15 pounds (6.8 kilograms), 2.9 (1.3 pounds), and 2 pounds (1 kilogram).

Quick Check

A. Vocabulary. Underline the expressions in the sentences on page 54 that suggest ideas about what probably happened or what something probably is.

B. Comprehension. Answer *true* or *false*.

- true When the Faussets got home, their roof had been smashed.
- false The crash happened while they were asleep.
- false The Faussets' neighbors said they hadn't heard anything. (**Neighbors heard a terrific noise.**)
- true The meteorite had left a lot of destruction in its path.
- false The largest fragment wasn't as heavy as a tennis ball. (**It was heavier than a tennis ball.**)

2 Pair Work

Ask and **answer** about the photos.

(The crash happened while they were out.)

- The driver might have hit a car on the road.
- What do you think it is?
- It can't be a house. It must be an observatory.

4 I Wonder What Happened

3 Grammar

Past Perfect Tense

Use the past perfect tense (*had* + past participle) to indicate an action that happened before another action in the past.

When we **arrived** at the airport, our flight **had** already **left**.

They **couldn't get** in the house because they **had forgotten** the key.

Questions (?)

I
you
Had he/she been there before?
we
they

Short Answers (+)

I
you
Yes, he/she had .
we
they

Short Answers (-)

I
you
No, he/she hadn't .
we
they

Note: The contraction 'd for *had*—I'd (I + *had*), you'd (you + *had*), and so on—can be used with the past perfect.

Can't, Could, Couldn't, Must, May, or Might

Use *can't*, *must*, *may*, or *might* to make suppositions, to speculate about something, and to draw conclusions.

Use *must* to say we are sure of something.

Use *can't* or *couldn't* to say that we think something is impossible.

Use *may*, *might*, or *could* to say that something is possible.

Present

It **can't** be a balloon. Balloons aren't shaped like that. It **might** be a glider. But gliders don't fly vertically. It **must** be a helicopter.

Past

It **couldn't** have been a balloon. Balloons aren't shaped like that. It **might** have been a glider. But gliders don't fly vertically. It **must** have been a helicopter.

A. Complete the sentences using the verbs in parentheses. Use the simple past and the past perfect forms.

- I **felt** _____ (feel) much better after I **had seen** _____ (see) the results of my test.
- It had been raining, but by the time we **arrived** _____ (arrive), the rain **had stopped** _____ (stop).
- Dinosaurs **had been** _____ (be) extinct for millions of years before the first humans **appeared** _____ (appear).
- I **had never traveled** _____ (never, travel) outside my country until I **went** _____ (go) to Disney World last summer.
- We wanted to get a picture of the meteorite, but when we **arrived** _____ (arrive), the police **Had already taken** _____ (already, take) it away.
- No, Your Honor, I **had never seen** _____ (never, see) that man before the night he **broke into** _____ (break into) my apartment.





B. Complete the sentences using *can't*, *must*, or *might*.

1. You haven't eaten all day. You must be starving.
2. Pat's joking. She can't be serious.
3. Ahmed has been studying all afternoon. He must be tired by now.
4. I'm not sure of the way there. Let's ask my father.
He might drive us there.
5. I can't find my keys anywhere. I must have lost them.
6. Who's at the door? It can't be Mariam. She is abroad with her parents.

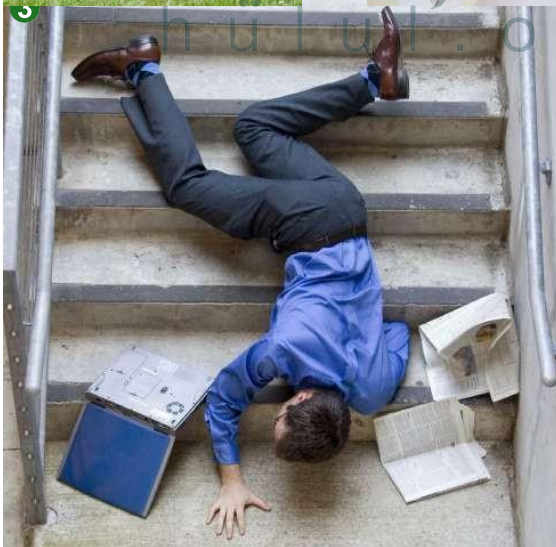


C. Look at the pictures, and explain what you think *must have happened*, *might have happened*, and *could have happened*.

He must have slept late.
 He might have forgotten to set his alarm clock.
 He could have stayed up late last night.




1. Something must have scared the girl. The girl might have hurt herself. The girl could be hurt.
2. The man must have heard some good news. The man might have heard a funny joke. The man could have gotten an A on his test.
3. The man must have tripped on something and fallen. The man might have fallen while he was running. The man could have slipped on some water.
4. The boy must have seen a ghost. There could be an earthquake. The boy might have seen a horror film.



4 I Wonder What Happened

4 Language in Context

Look at the picture and imagine what had happened *before* Mr. and Mrs. Jones got home.

 The children had cooked dinner.



5 Listening

A. Listen to the two strange events, and complete the chart. Write the strange events in the *What Happened?* column.

	What happened?	Speculation/Possibility
Erika's house	People saw a man in the house and here were noise	The man might have been a ghost
Fred and Mildred's ranch	They saw a bight glow from some bushes	The man might have been fireflies

B. Write your own idea about why it happened in the *Speculation/Possibility* column. Compare ideas with other students.

6 Pronunciation

Listen. Note the **er** ending in the following words. Then practice.

crater driver recover water discover

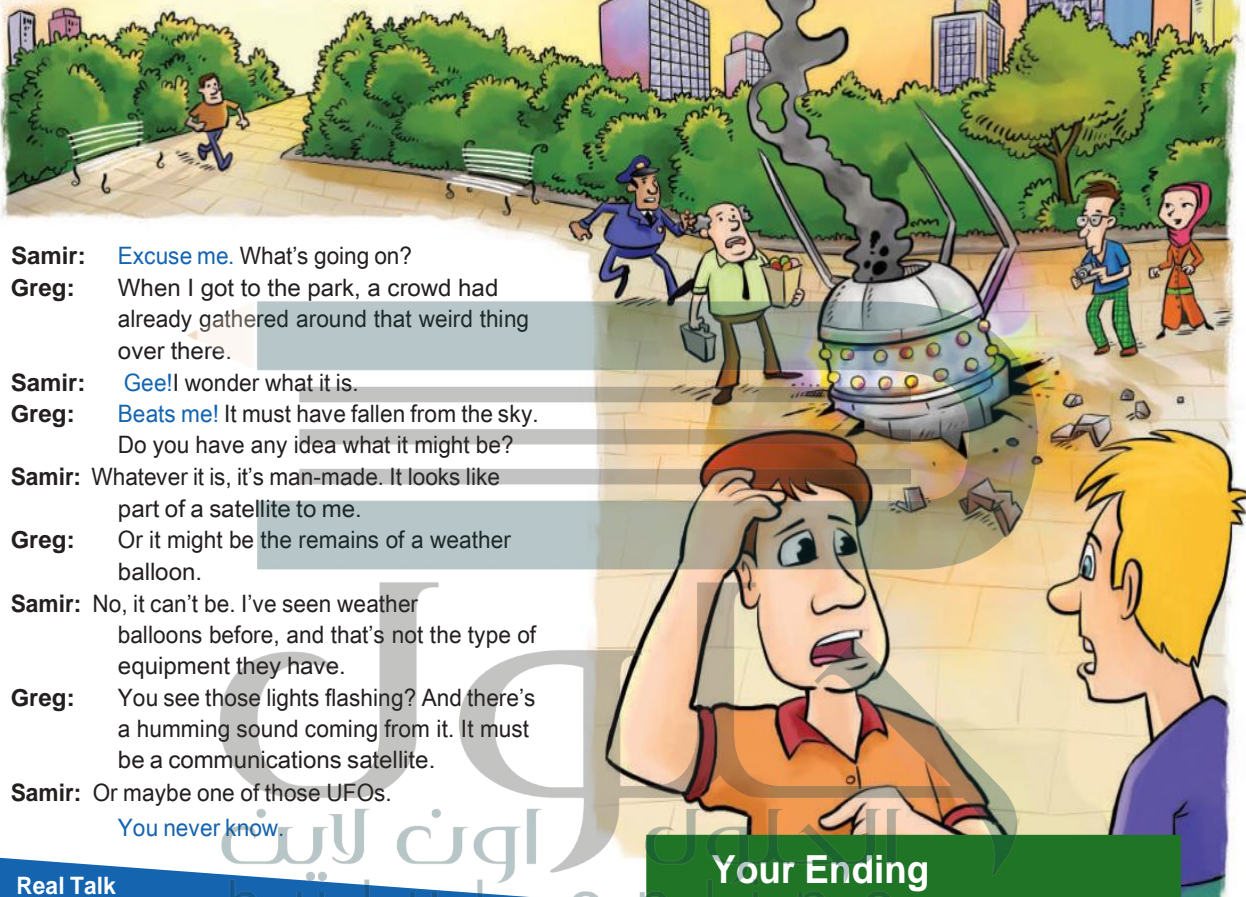
7 About You

In pairs, ask the questions and have your friend answer. Then switch roles.

1. Have you ever seen a meteorite?
2. Have you ever heard or read about unusual incidents that were hard to explain?
3. Have you ever seen a puzzling sight like those on page 54? Talk about your experience.

8 Conversation

Find and underline examples of **er** at the end of words and practice reading the conversation in pairs.



- Samir:** Excuse me. What's going on?
- Greg:** When I got to the park, a crowd had already gathered around that weird thing over there.
- Samir:** Gee! I wonder what it is.
- Greg:** Beats me! It must have fallen from the sky. Do you have any idea what it might be?
- Samir:** Whatever it is, it's man-made. It looks like part of a satellite to me.
- Greg:** Or it might be the remains of a weather balloon.
- Samir:** No, it can't be. I've seen weather balloons before, and that's not the type of equipment they have.
- Greg:** You see those lights flashing? And there's a humming sound coming from it. It must be a communications satellite.
- Samir:** Or maybe one of those UFOs.
You never know.

Real Talk

- Excuse me.** = a way to start a conversation with a stranger
- Gee!** = an exclamation to express surprise
- Beats me!** = I have no idea!
- You never know.** = Anything is possible.

About the Conversation

1. What had happened before Greg got to the park?
2. What does Samir think the object could be?
3. What does Greg think it might be?

1. **A crowd had gathered around a weird object.**
2. **Steve thought the object could be a satellite.**
3. **At first Greg thought it might be a weather balloon. But then he changed his mind and thought it must be a communications satellite.**

Your Ending

What does Greg say?

1. Yeah. We'd better call the police.
2. It might be a time bomb. Let's get out of here.
3. I'm going to stick around to see what happens.
4. Your idea: _____

FYI*

UFO = Unidentified Flying Object

the park.

- B. Imagine you are a reporter. Give a report about what happened at the park. _____

*FYI: For Your Information

4 I Wonder What Happened

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9 Reading

Before Reading

1. Think about the Kingdom of Saudi Arabia in 2030. How do you think education, healthcare, employment, culture and business will change?
2. Read the text and highlight the information about:
 - education, healthcare, and culture
 - business and employment

Compare with your ideas.



The Kingdom of Saudi Arabia

The Kingdom of Saudi Arabia is blessed with a great amount of natural resources and amazing opportunities for economic growth and development. However, the Kingdom's most valuable asset is its Islamic, family-oriented society.

The People

The Kingdom's 2030 Vision will provide the support and opportunities that this society needs in order to develop its potential. The members of the Kingdom's society will enjoy a secure and happy life in a secure and sustainable environment. They will have social support, health care and high quality education. They will be able to raise their children according to Islamic values and help develop their talents and abilities.

Culture and entertainment projects will contribute to the quality of life and celebrate the nation's faith, national identity, culture and heritage. Libraries, galleries, and museums will be established in different areas. Higher education will address real needs and provide the knowledge and training that people need for employment and professional development.

The Kingdom is honored to welcome and serve an increasing number of pilgrims and visitors, from across the globe, every year. The expansion of the Two Holy Mosques and the upgrading of services and facilities had helped to cater for 15 million visitors from its development until 2020. These improvements will

continue to ensure that all pilgrims are well looked after when they visit.

The Economy

The Kingdom's economy will grow and expand into new sectors. A dynamic business environment with upgraded services and facilities will offer opportunities for investment and attract large and small businesses from different countries.

The Kingdom's geographical position will help make it an international trade and transportation center that connects Europe, Africa, and Asia.

Telecommunications and information technology will be updated and made available in urban and rural areas. This will provide additional access to information and employment opportunities for citizens who live in remote areas.

Government services will be streamlined to support the establishment and operation of new enterprises in different sectors. The renewed and streamlined business environment will increase opportunities for citizens and attract investors from all over the world.

** Adapted from the text of the Vision Programs at <https://vision2030.gov.sa/en> and from the text that was drafted by the Council of Economic and Development Affairs as instructed by the Custodian of the Two Holy Mosques, King Salman.*



After Reading

A. Match the words with the meanings.

1. **b** asset a. of or relating to the country
2. **f** sustainable b. a useful or valuable quality, skill or person
3. **c** upgraded c. replaced by newer, better procedures, equipment, etc.
4. **d** dynamic d. always active, changing, developing
5. **i** urban e. a business organization
6. **a** rural f. lasting, not destroying natural resources
7. **h** remote g. made simpler, more effective and productive
8. **g** streamlined h. far away
9. **e** enterprise i. of or relating to cities or towns

B. Complete the sentences about the reading with your own words.

1. The citizens of the Kingdom will have _____
2. Higher education will provide _____
3. In order to cater for 15 million visitors by 2020 _____
4. Upgraded business services and facilities will _____
5. The Kingdom will become a trade and transportation center that _____
6. Government services will support _____



Discussion

1. Imagine life in the Kingdom of Saudi Arabia in 2030.
 - How old will you be?
 - Will you have a family of your own? Where will you live?
 - What kind of job will you have?
 - What will schools be like?
2. Describe an imaginary family weekend. Think about:
 - Places you can visit
 - Activities
 - People you can meet
 - How you can get to places

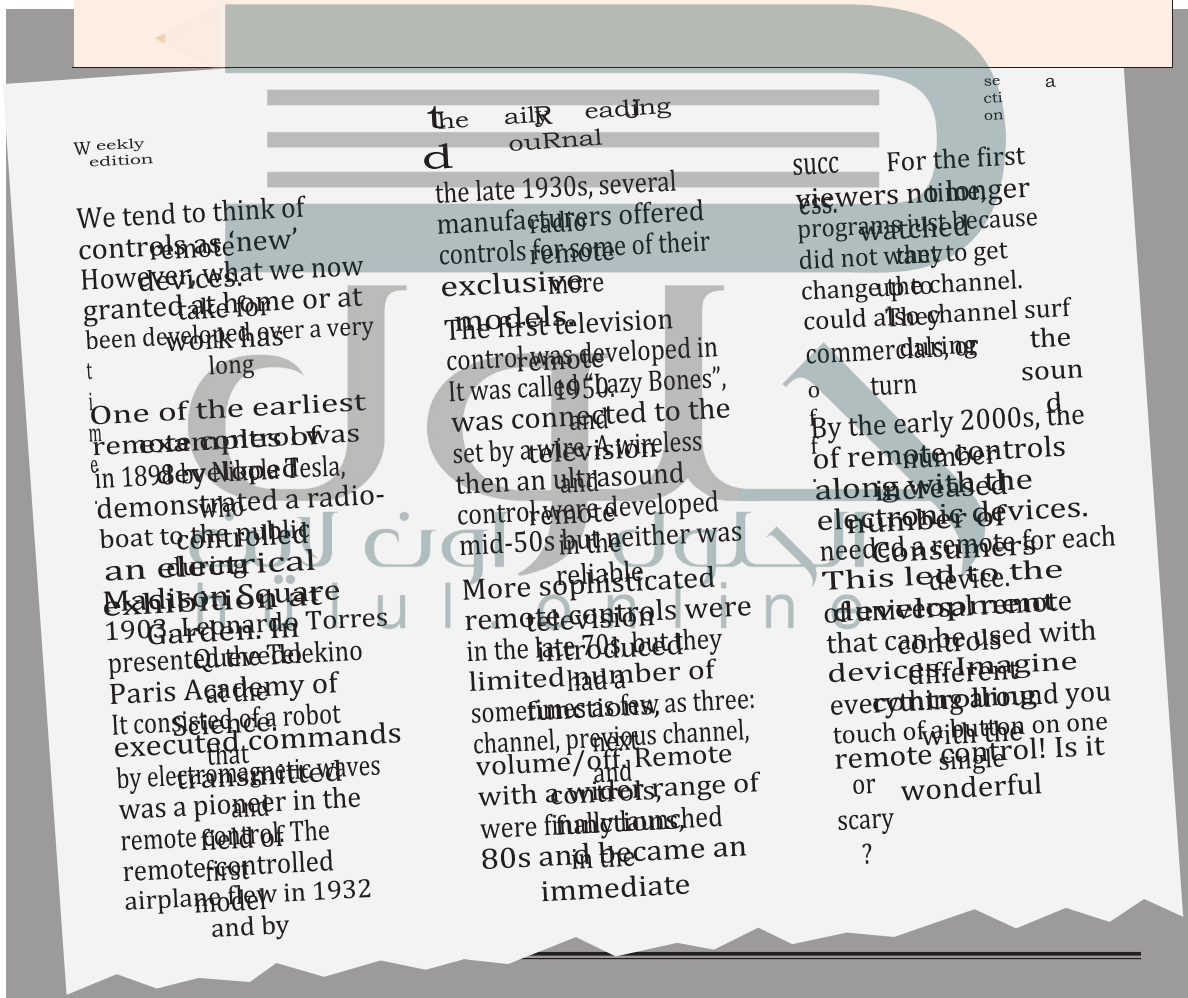


4 I Wonder What Happened

10 Writing

- A. 1. How many remote controls do you have at home? What kind of devices are they used for?
2. Read the article and identify the different stages that remote controls went through.

Years/decade	People involved	Main characteristics	Functions



Weekly edition

We tend to think of remote controls as 'new' devices. However, what we now granted at home or at been developed over a very long time.

One of the earliest remote controls was in 1898 by Nikola Tesla, demonstrated a radio-controlled boat in the public Madison Square Garden. The Paris Academy of Sciences presented a robot that executed commands by electromagnetic waves. It was a pioneer in the remote control field. The remote controlled airplane flew in 1932 and by the late 1930s, several manufacturers offered remote controls for some of their exclusive models. The first television remote control was developed in 1950. It was called "Lazy Bones", was connected to the set by a wireless antenna and then an ultrasonic control was developed in the mid-50s but neither was reliable. More sophisticated remote controls were introduced in the late 70s but they had a limited number of functions, as three: channel, previous channel, volume/off. Remote controls with a wide range of functions were finally introduced in the 80s and became an immediate success. For the first time, viewers no longer had to get up to change the channel. They could surf the channel, turning the sound on or off. By the early 2000s, the number of remote controls along with the electronic devices needed a remote for each device. This led to the development of remote controls that can be used with a wide range of devices. Imagine everything you touch with the remote control! Is it scary or wonderful?

3. Did you find any new information in the article? What did you learn?
4. Read the article again and decide what the focus/topic of each paragraph is. Work in pairs and compare your answers. Then report in class.
5. Read the last lines of the article. What do you think? Is it wonderful or scary? Why?





- B. 1. Look at the picture of the *Kon-Tiki*. Does it remind you of a contemporary sailboat that you have seen in a picture or in real life?
2. Find out about the *Kon-Tiki* or choose another vessel, well-known voyage or expedition. Use the Internet, or search for information in your school library to find out as much information on your chosen subject as you can.
3. Make notes in the chart.
4. Use your notes to write a short description of your vessel, voyage expedition.



A model of the *Kon-Tiki*, the boat used by Norwegian explorer Thor Heyerdahl to prove that pre-Inca people could have sailed from South America to the islands in the Pacific.

I am researching...	
What is it?	
Why is it special?	
Who was involved in it?	
What is the vessel made of?	
Where did the voyage or expedition take place?	
Was it successful?	

Copy the chart in your notebook. Allow plenty of space for your notes.

Writing Corner

When you write a description of an event:

- **Research/Collect all the information you need**
- **Make clear, organized notes that can be read at a glance**
- **Organize your information in paragraphs, bullet points, charts, etc.**
- **Use past tenses and passive forms to relate history**
- **Include your own and/or others' views on the event**



4 I Wonder What Happened

1.1 Form, Meaning and Function



Independent Clauses with *And, But, Or, So, and Yet*

An independent clause expresses a complete thought and can stand alone as a sentence.

A meteorite crashed through their two-story house.

Two or more independent clauses can be combined with coordinating conjunction words, such as: *and, but, or, so, and yet*. When a sentence includes two independent clauses joined by a coordinating conjunction, use a comma before the coordinating conjunction.

Neighbors said they hear a terrific noise, **yet** no-one reported it to the police.

Mr. and Mrs. Fausset's house was destroyed, **so** they moved.

The Past with Dependent Time Clauses

We can talk about a past event using a time clause with *when, as soon as, before, after, while, until, and since*. When the time clause comes before the main clause, use a comma between the two clauses.

When they arrived home, they discovered to their amazement that a meteorite had crashed through the roof.

Expressing Enthusiasm with Intensifiers and Adjectives

	Gradable Adjectives	Non-Gradable Adjectives
very	scary	terrifying
really	good	amazing
quite	interesting	fascinating
	small	tiny
	big	massive
	absolutely	
	really	
	quite	

Note: We can use *really* with both kinds of adjectives. It means *a lot*. But when we use *quite* before a gradable adjective it means *a little*. When we use *quite* before a non-gradable adjective, it means *completely*.

A. Complete the witness report with the correct form of the verb in the past. Compare with a partner.

Witness Report

While I was walking (1. walk) to work, I heard (2. hear) a lot of people shouting and then I heard a very loud crash. Before I heard the crash, I has seen (3. see) lights above me and I Had heard (4. hear) a humming sound. When I arrived (5. arrive) at the park, a really large crowd had already gathered (6. gather) around something which Had fallen (7. fell) out of the sky. People were (8. be) quite terrified because they Had never seen (9. see) anything like that before. Some people Called (10. call) the police and some other people ran (11. run) away. Before I saw that the object was man-made, I had thought (12. think) the object was a UFO. When I saw that the object was made from metal, I realized (13. realize) that it was (14. be) probably part of a weather balloon or a satellite.

B. Write an account of an event you have witnessed. Use time clauses, conjunctions, adjectives and intensifiers. Then tell your story to the class.



Conditional Sentences with Present and Future Forms

Use conditional sentences with *if* to talk about real causes and results. In these cases you can also use *when* in place of *if*.

Present Facts

Use the *simple present tense* in both clauses.

When a meteoroid **enters** the earth's atmosphere, chemical interactions and gasses **cause** it to heat up and **form** a fireball.

Future Facts

Use the *simple present* in the *if*-clause and the *future* with *will* in the result clause.

If you **don't leave** now, you **will be** late.

May/Might

Use *may/might* in the result clause to suggest something is possible, but not certain.

If you see a meteorite falling through the sky, it **may be** a stony meteorite or it **might be** an iron meteorite. The third type of meteorite is a stony-iron meteorite, but these are very rare.



Express Necessity and Lack of Necessity:

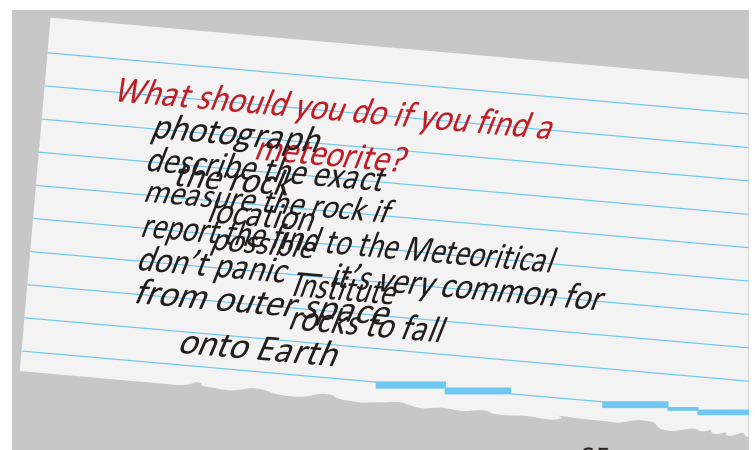
- What should I do if I see something strange in the sky?
- You **need to** video or photograph the object, if you have a camera phone.
 - You **have to** call an expert to get their opinion.
 - You **don't need to (needn't)** worry. Strange things fall out of the sky on a regular basis all around the world!

C. Complete the sentences. Use the simple present tense and **will, may or might** in the second clause.

1. When you **heat** _____ (heat) water to 100 degrees Celsius, it **boils** _____ (boil).
2. If they **climb** _____ (climb) up to 4,000 meters, they **will need** _____ (need) oxygen.
3. If you **see** _____ (see) a "falling star," it **might be** _____ (be) a meteorite.
4. If we **get** _____ (get) this HD television, we **will see** _____ (see) the game better.
5. When you **mix** _____ (mix) flour and water, you **will end up** _____ (end up) with batter.

D. Read a college professor's notes on what to do if you find a meteorite. Write his advice in full sentences using modals to express necessity or lack of necessity.

💡 If you think you have found a meteorite, you must photograph it.



4 I Wonder What Happened

12 Project

1. Work in groups. Research and find information about meteorites that landed on Earth. Use the Internet, your school library, or other sources.
2. Choose one of the meteorite incidents and complete the chart with the information in note-form. Select pictures/photos.
3. Use your notes and pictures/photos to prepare a poster presentation.
4. Design and make your poster. Then share the information and stages of the presentation.
5. Present your poster in class.



The meteorite we are going to talk about		
Questions we need to find answers to	Answers we found to the questions	Where we found the answers (website URL, book name and page number, etc.)
When did it happen?		
Where did it happen?		
How big was it?		
What was damaged or destroyed?		
Were any people hurt? If yes, how many?		
What did some people say?		



13 Self Reflection

Things that I liked about Unit 4:	Things that I didn't like very much:
_____	_____
_____	_____

Things that I found easy in Unit 4:	Things that I found difficult in Unit 4:
_____	_____
_____	_____

Unit 4 Checklist	I can do this very well.	I can do this quite well.	I need to study/practice more.
talk about events that happened in the past before others			
speculate about facts and events			
use the past perfect tense in the affirmative and negative and in questions and short answers			
use <i>can't, could, couldn't, must, may, or might</i>			
Independent clauses with: <i>and, but, so</i> and <i>yet</i>			
The past with dependent time clauses			
Conditional sentences with present and future forms			
Expressing enthusiasm with intensifiers and adjectives			
Express necessity and lack of necessity			

My five favorite new words from Unit 4:	If you're still not sure about something from Unit 4:
_____	<ul style="list-style-type: none"> • read through the unit again • listen to the audio material • study the grammar and functions from the unit again • ask your teacher for help



5 If It Hadn't Happened



1 Listen and Discuss

1. Look at the pictures and write as many words as you can think of for each.
2. Read each paragraph and underline the words that name something in the picture.

Looking Back

Inventions and Discoveries That Changed History

We often wonder if things might or could have been different. Would the world be a better place? What are the advantages or disadvantages of different inventions?



The Wheel ▲

If the Sumerians hadn't invented the wheel in 5000 b.c.e., they couldn't have moved heavy loads. Six thousand years later, the Mayans and Incans in the Americas used the round shape in their architecture, but they had no wheels.



Oil ▲

If people hadn't discovered a lot of sources of oil, cars that run on gasoline wouldn't have become so common. The first commercial oil well drilled in North America was in Oil Springs, Ontario, Canada in 1858.

Airplanes ▲

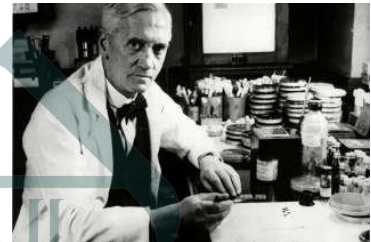
If the Wright brothers hadn't invented the first successful airplane, people might still be traveling long distances on ships, and there wouldn't be as much contact among people on different continents. The Wright brothers first flew in an engine-propelled plane in 1903.

Computers ►

If we didn't have computers, a lot of work would still be done with paper and pencil, and people in their homes wouldn't be able to be in contact with the entire world. The first PC was introduced by IBM in 1981.

Electricity ▲

If electricity hadn't been discovered, people would probably still be using candles or gaslights. Thomas Edison developed the first incandescent electric light bulb in 1879.



Penicillin ▲

If Dr. Alexander Fleming hadn't discovered penicillin in 1928, millions of people would have died from infections. However, the widespread use of penicillin as an antibiotic did not begin until the 1940s, during World War II.



Life's Regrets

At one time or another, we all look back and wish we had done things differently in our lives. The following are some typical situations. Mark the ones you've said or done. Discuss with a partner.

1. If I'd studied harder, I would have passed that test.
2. I should have said what I thought about her hairstyle, but I didn't want to hurt her feelings.
3. I should have bought that thing last year; now prices have gone up.
4. If I had been more careful, I would have avoided the accident.
5. I should have told the security guard that I saw someone breaking the lock.
6. If I'd known the trip was going to take so long, I would have taken another route.
7. Other after-thoughts? _____



Quick Check

A. Vocabulary. Match to form new words and expressions.

1. Oil **e** a. guard
2. Heavy **c** b. style
3. Hair **b** c. load
4. Electric **d** d. bulb
5. Security **a** e. well

B. Comprehension. Answer *true* or *false*.

1. **true** The Sumerians couldn't have carried heavyloads without the wheel.
2. **true** If it weren't for Fleming, many people wouldhave died from infections.
3. **false** If it hadn't been for candles, there wouldn'tbe any electricity.
4. **true** People would still be traveling on ships if itweren't for airplanes.
5. **true** The man who is unloading the truck shouldhave studied harder.

2 Pair Work



A. Ask and answer.

- Q** What is your biggest regret?
A I should have been a more serious student.
- Q** What would have happened if the Sumerians hadn't invented the wheel?
A They wouldn't have been able to move heavy loads.
- Q** What would you have done if you'd seen the thief?
A I would have called the police immediately.

B. If you could go back and do things over, what mistakes would you try to avoid? Write down a list and compare with a partner.

5 If It Hadn't Happened

3 Grammar

Should Have + Past Participle

Use *should have* + past participle to talk about regrets. Use this form to talk about things you wish you had done or hadn't done.

I **should have said** I was sorry. (... but I didn't say I was sorry)

I **shouldn't have done** that. (... but I did that)

Conditional Sentences: Hypothetical Situations in the Past

Use *if* + past perfect + *would have* + past participle to talk about things that didn't happen in the past and had a result in the past or to talk about things you would have done differently.

If I **hadn't found** my book, I **would have been** in trouble. (I found my book, so I wasn't in trouble.)

If I **had studied** harder, I **would have passed** the exam. (I didn't study hard, so I didn't pass the exam.)

Use *if* + past perfect + *would* + (*not*) base verb/*be* + *-ing* to talk about things that didn't happen in the past and have a result in the present.

If I **hadn't learned** English, I **wouldn't understand** you. (I learned English, so I understand you.)

If we **had won**, we **would be celebrating**. (We didn't win, so we aren't celebrating.)

Note: *I'd* = *I + had* or *I + would*

If *I'd* (= I had) **been** more careful, *I'd* (= I would) **have avoided** the accident.

If with Could and Might

Use *if* and *could/might* + past perfect to talk about possibilities and missed opportunities.

If I had gotten a job last summer, I **could have saved** more money.

If she had left work earlier, she **might have avoided** traffic.

A. Read the situations, and make sentences using *should have/shouldn't have*.

- Jan lent April some money, but she never paid her back.
- Brad forgot his key, so he broke the window to get into the house.
- Rita didn't feel well, but she didn't want to go to the doctor.
- Emilio was upset because they didn't ask him to go out with them.
- We went to Gino's Restaurant, but the food wasn't good.
- Mr. Johnson missed a really important meeting last night.



1

- Jane **shouldn't have lent** April the money.
- Brad **should have had** an extra key.
- Rita **should have gone** to the doctor.
- They **should have asked** Emilio to go out with them.
- We **shouldn't have gone** to Gino's Restaurant.
- Mr. Johnson **should have been** at the meeting last night.



5



6

B. Now tell the class what you would have done in the situations in exercise A.

 If I'd been April's friend, I would have asked her for my money.

- If I'd forgotten my key, I would have climbed in the window.
- If I'd been sick, I would have gone to the doctor right away.
- If I'd been Emilio, I would have been upset too.
- If I'd gone out to eat, I would have gone to a French restaurant.
- If I'd been Mr. Johnson, I would have gone to the meeting.



1. I would have taken my key if I had gone out at night. I might have waited until morning to take out the garbage. I would have explained the situation to the police officer.
2. I would have apologized to the person. I would have said that the person looked like a friend of mine. I might have continued the conversation and introduced myself to the person.
3. I would have told my friend the truth about the dent. I might have had the dent fixed.
4. I would have explained the situation to my friend and asked her to pay. I might have asked the restaurant if it accepted checks. I could have called my brother and asked him to bring my wallet to the restaurant.

6. If I hadn't passed the test, d
7. If the referee hadn't made a bad call, c

- a. I would have told them not to buy that TV set.
b. they wouldn't be in so much trouble now.
c. their team wouldn't have won the game.
d. I would be taking it again.
e. I would have taken an umbrella.
f. I would have visited you.
g. I would have bought a plane ticket.



D. Now use the first part of the sentences in exercise C and add your own endings.
Compare your answers with a partner.

1. If I had known it was going to rain, I wouldn't have gone to the beach.
2. If he had asked me for advice, I would have told him not to buy that TV set.

1. I would have taken...
- I might have waited...
- I would have expected...
2. I would have apologized...
- that the person I...
- continued the conversation...
3. I would have told...
- have had the dentist...
4. I would have expected...
- her to pay. I might...
- I could have called...

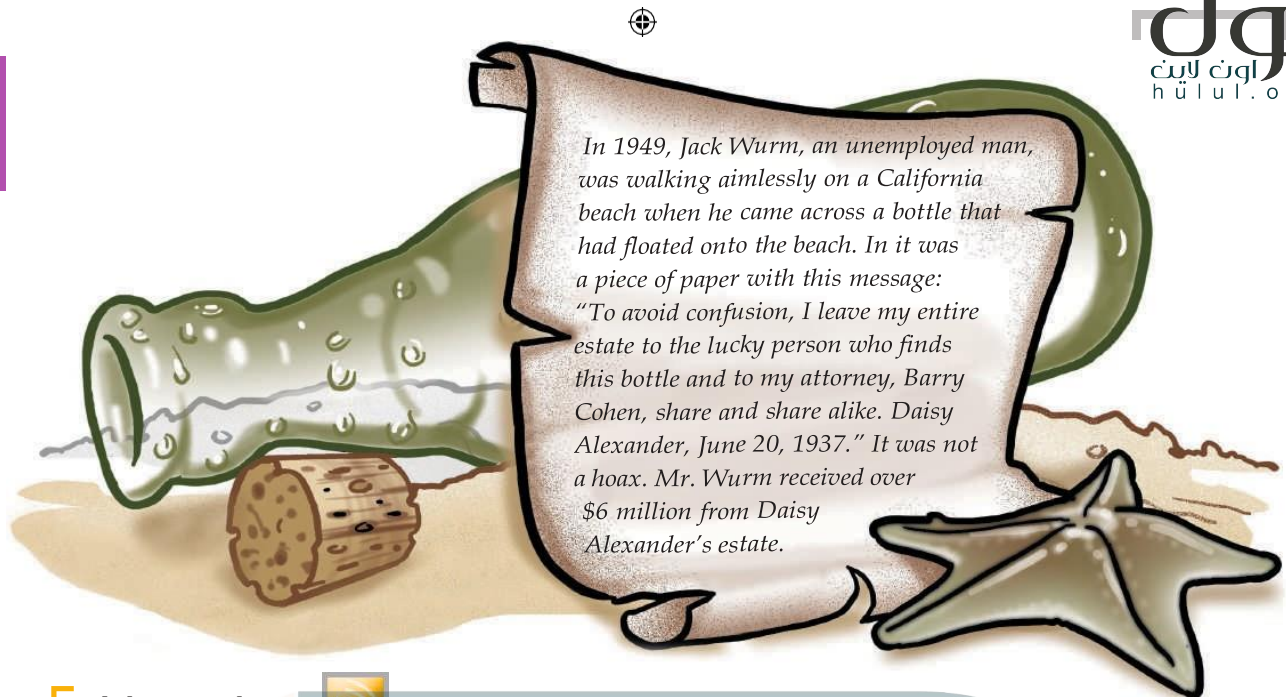


E. Work with a partner. What **would**, **could**, or **might** you have said or done in the following situations? Compare your ideas with other pairs.

1. It was late at night when Ken remembered he hadn't taken the garbage out. He was already in his pajamas, but he wasn't going to get dressed again just for that. So he went outside quickly, threw the bags into the trash can, and rushed back to the house. When he got to the front door, he realized he had locked himself out. He was busy trying to break into the house when a police officer saw him.
2. You saw an old friend at the airport that you hadn't seen in years. You went up to him or her, greeted the person, and started talking about old times. Suddenly you realized that you had made a mistake.
3. Salim borrowed his friend's car and dented it. He returned it, but he didn't say anything about it. The following day, when they went out, his friend noticed the dent and thought that someone in the parking lot had bumped into his car.
4. It was a special occasion, and you wanted to celebrate. You invited a friend to go out to a fancy restaurant. The meal was wonderful, and you enjoyed the evening. When the waiter brought the check, you realized you had forgotten your wallet at home.



The following talks about a message that was found in a bottle. Imagine you found the message. Discuss with a partner what you would have thought if you had found the bottle and what you would have done with the money.



In 1949, Jack Wurm, an unemployed man, was walking aimlessly on a California beach when he came across a bottle that had floated onto the beach. In it was a piece of paper with this message: "To avoid confusion, I leave my entire estate to the lucky person who finds this bottle and to my attorney, Barry Cohen, share and share alike. Daisy Alexander, June 20, 1937." It was not a hoax. Mr. Wurm received over \$6 million from Daisy Alexander's estate.

5 Listening

Listen to the people on the radio show, and complete the chart.

Name	Regret	Reason
J. Springfield	His boss was very demanding, so he resigned. Now he think he shouldn't have	He doesn't know if he'll be able to find another job
Saeed	He loves his job, but he got tired	He got tired because he is irritable and abrupt when he is under pressure

6 Pronunciation

A. Listen. Note the reduction of **could have**, **should have**, and **would have**. Then practice.

I **could have** traveled.
 He **should have** studied harder.
 He **would have** been really happy.

B. Find and underline examples of **could have**, **should have**, and **would have** in **Life's Regrets** on page 69. Practice reading the sentences aloud.

7 About You

In pairs, ask the questions and have your friend answer. Then switch roles.

1. What mistakes have you made in your life?
2. What things do you regret having done in your life? What do you regret not having done?
3. Talk about the best or worst thing that has ever happened to you.
4. Have you ever been in an embarrassing situation or a predicament? Talk about it.

8 Conversation

Read the conversation. Find and underline examples of **could have**, **should have**, and **would have**. Practice reading the conversation in pairs.

Faisal: So do you have any regrets about things in your life?

Ibrahim: **You mean**, things I should or shouldn't have done? Yeah. I guess there are a few. How about you?

Faisal: I wish I had done things differently. I missed some good opportunities because I was too immature. I should have listened to my parents. They wanted me to go to college, and I actually had the grades, but I wanted to go get a job and **go out into the world**.

Ibrahim: Well, you did very well for yourself. You have your own business, and you don't have a boss **breathing down your neck**.

Faisal: But I have lots of responsibilities. I wish I'd taken a course in business management. Now I have to employ someone to do the work I could be doing.

Ibrahim: Well, it's never too late. You can still go back to school. **As for me**, I got my master's degree, and I **had my mind set on** a career. But then I got married and had children.

Faisal: So you had to choose between the job and family?

Ibrahim: No, I work hard and I am able to take care of my family.



Real Talk

You mean = an expression used to confirm what someone else has said

go out into the world = start to be on one's own and independent

breathing down someone's neck = constantly checking

As for (me) = an expression used to introduce a new subject/topic

have one's mind set on something = be firmly decided

About the Conversation

1. List Faisal's regrets.

Faisal thinks that he should have listened to his parents and gone to college. He thinks that he should have taken courses in business management

2. In your own words, write about Ibrahim's life.

Ibrahim went to college and got a master's degree. then he got married and had children. Now he works hard and he is able to take care of his family

Your Turn

Role-play with a partner. Pretend you are talking to Ibrahim. Talk about the things you would have done differently.

Faisal or Ibrahim have done differently.



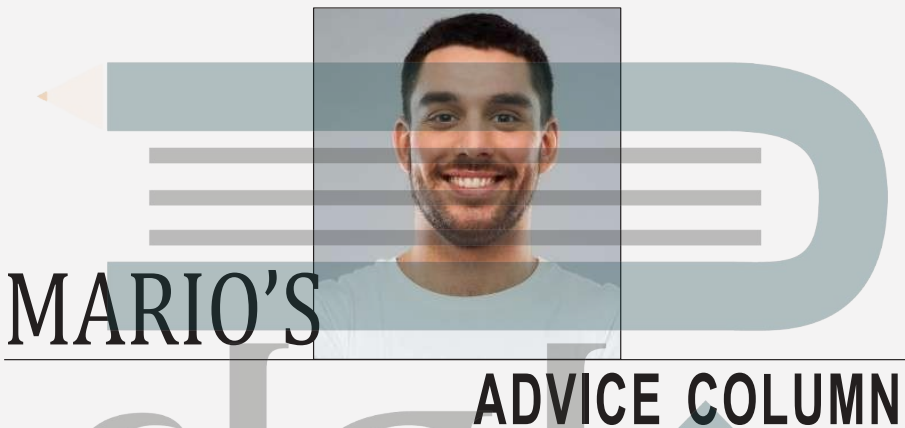
5 If It Hadn't Happened

9 Reading

Before Reading

1. Do you ever read advice columns in newspapers and magazines?
2. What kind of help do they give?

Page 28
the daily Reading JouRna1
Tuesday



MARIO'S

ADVICE COLUMN

<p>Dear Mario,</p> <p>I am writing to tell you a story. It's too late for you to tell me what to do now, but maybe you could tell me what I should have done. Your advice might be useful to others in similar situations.</p> <p>My best friend borrowed some money from me when we were out shopping at the mall, two weeks ago. I was happy to let him have it, as I had saved my allowance over a few weeks and had more than I needed. He wanted to buy a DVD. Then later I loaned</p>	<p>him some more money because we decided to eat at a pizza restaurant. The total, including the DVD, came to \$25 dollars. I don't mind helping out a friend, if I can, so I didn't think much of it.</p> <p>Last week, we were at the mall and I needed to buy some shoes. They were rather expensive and I asked him if he could give me some of the money I had loaned him. He gave me a very funny look, threw a twenty-dollar bill at me, and walked away.</p> <p>I was really upset. So, I decided to call him when</p>	<p>I got back. He told me that he never wanted to have anything to do with me again. He said I had embarrassed him at the shop and that I shouldn't have asked him for the money in public. He thought I had done it on purpose because I didn't trust him.</p> <p>I am really devastated. I've lost my best friend over \$25. What do you think I should have done? Should I have just not said anything? Would that have been the right thing to do?</p> <p style="text-align: right;">-A Confused Friend</p>
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MARIO'S

Dear Mario,
I'm a limo driver, and people leave all kinds of things in my limousine—scarves, packages, and even shoes. Last Saturday night I picked up this wealthy man at his hotel and drove him to a prestigious charity awards ceremony. The man must have been a millionaire, judging by the way he was dressed. The next day, when I was cleaning the inside of the car, I noticed something shining.

The man's gold and diamond pocket watch must have fallen out of his pocket, and it slipped behind the seat.

So I called the hotel where the man was staying, explained what had happened, and arranged to return the watch. The man was extremely grateful. He told me that it was a valuable family heirloom, given to him by his grandfather, and he went on to praise my honesty. Then he opened his wallet,

took out a ten-dollar bill, and gave it to me. I refused, but he insisted. Ten bucks! Can you believe it?

I should have kept the watch. Since then I've been thinking of what I could have done with the money. I could have bought my own limousine or started my own business.

Did I do the right thing?

—Honest But
Wondering Why

Wondering Why

After Reading

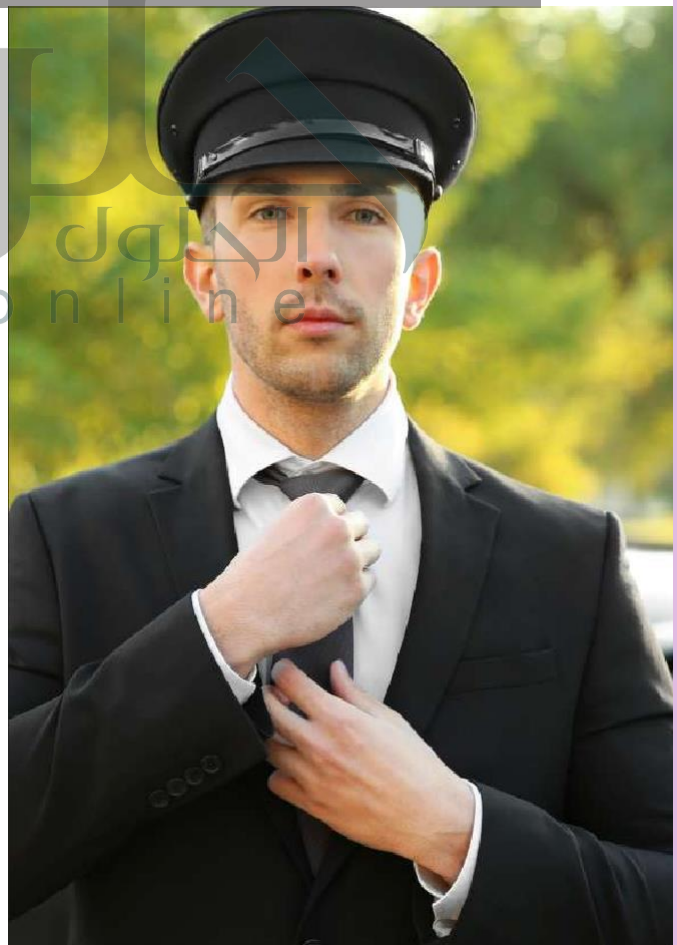
Answer the questions about the letters.

1. What happened at the mall two weeks ago?
2. What does the letter writer wish he hadn't done?
3. What did the limo driver find?
4. What did he do?
5. What does the limo driver think he should have done?

1. The letter writer lent some money to his friend.
2. The letter writer wishes that he hadn't asked for the money in public.
3. The driver found a passenger's diamond pocket watch.
4. The driver returned the watch to the passenger.
5. The driver thinks that he should have sold the watch and bought his own limo or started his own business.

Discussion

1. What should the writer's friend have done?
2. What should the limo passenger have done?
3. Discuss the most common problems that people write about to advice columns or to help sites on the Internet.
4. Discuss whether advice from advice columns is really helpful or not.

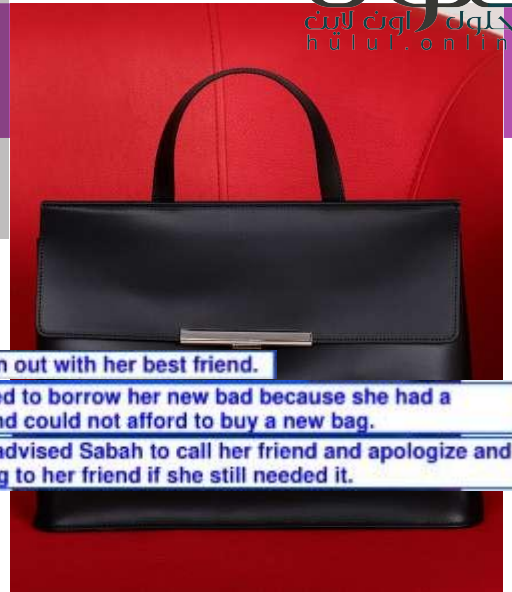


5 If It Hadn't Happened

10 Writing



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- A. 1. Do you like sharing things with your friends? Why? Why not?
 2. Read the advice column and answer the questions.
- Why was Sabah sad? Sabah was sad because she had fallen out with her best friend.
 - What happened with her friend? Why? Sabah's friend asked to borrow her new bag because she had a wedding to go to and could not afford to buy a new bag.
 - What is the column writer's advice? The column writer advised Sabah to call her friend and apologize and offer to lend her bag to her friend if she still needed it.
3. Do you agree with the column writer? Why? V
4. What would you have done if your friend had wanted to borrow something new that belonged to you?

- Am sorry you feel sad about falling out.....
- Understand that it is difficult, may be even unfair,
- You say you do not like
- I would call and say I am sorry.....
- Hope

Friendship is more important

Dear Sabah,

I am sorry you feel so sad about falling out with your best friend. I understand that she wanted to borrow your new bag before you had the chance to use it yourself. But as you say, she was invited to a wedding and she could not buy a new bag.

I understand that it is difficult, maybe even unfair, to let someone else use something that you have just bought or been given. But surely, friendship is more important, even if it requires some sacrifices. So I am afraid I will agree with what you think, you should have let her borrow the bag. She would have been happy and grateful to you and you would still be on good terms with your friend.

You say you do not like sharing your things with people because they might damage them. You could have asked her to be careful with your bag. The point is, however, to put things into perspective. What is more valuable to you, your friend or your new bag?

I would call and say I am sorry. I am sure she will understand and if she has not already been to the wedding, offer her the bag. You will both be happier.

I hope it all works out.

—Mariam

5. Read the advice again. Notice the first part of each paragraph. Why do you think the writer has chosen to address the issue in this manner? What is the effect? Is the letter reprimanding or friendly? How would you feel if you were Sabah?

- B. 1. Choose one of the letters in the unit to write an answer to.
2. Read the letter again and make notes in the organizer. Include notes with our own advice.
3. Be the advice column writer and write the answer.
4. Exchange letters in class.

Letter from:			
What happened 1	What happened 2	What happened 3	What happened 4
Your advice	Your advice	Your advice	Your advice

Writing Corner

When you write a letter of advice:

- **Get all the facts and refer to them/summarize them in your letter**
- **Think about different viewpoints/sides**
- **Do not be judgmental or patronizing**
- **Be understanding but do not lie**
- **Suggest rather than tell people what to do**

5 If It Hadn't Happened

1.1 Form, Meaning and Function



Present Perfect Tense versus Simple Past

Use the present perfect to talk about an action that happened in the past when the exact time isn't known or important. Use the past tense when the exact time is given.

A: Have they **discovered** life on another planet yet?
B: Yes, they **have**.

A: When **did** IBM introduce the first PC?
B: It **was** introduced in 1981.

Time Expressions: *Ago, For* and *Since*

Use the simple past tense when the exact time is given: *yesterday, two days ago, last week/month/year*. Use the present perfect simple tense with *for* to indicate the duration of the action: *for two months, for a year, for a long time*. Use the present perfect simple with *since* to indicate when the action began: *since yesterday, since last June*.

Simple Past

Present Perfect

In 1908, a small asteroid **exploded** over Siberia. He **has worked** as a scientist **for many years**.
 We **moved** to Muscat **three years ago**. We **have lived** in Muscat **since May**.
 She **didn't call** her mother **last night**. We **haven't used** our car **for a long time**.

A. Work with a partner. Write sentences about the inventions.

Invention	Date	Invention	Date
credit card	1951	electric lightbulb	1879
canned food	the early 1800s	film making	1895
wristwatch	1910	paper clip	the 1890s
radio	1901	airplane	1903
toothpaste	1841	ballpoint pen	1888

 *People have had credit cards since 1951 / for about 70 years. (have)*

- | | |
|-------------------|-------------------|
| 1. _____ (eat) | 7. _____ (use) |
| 2. _____ (wear) | 8. _____ (travel) |
| 3. _____ (listen) | 9. _____ (use) |
| 4. _____ (use) | |
| 5. _____ (have) | |

6.

1. People have eaten canned food since the early 1800s.
2. They have worn wristwatches for about a hundred years.
3. People have listened to radio since 1901.
4. People have used toothpaste since 1841.
5. They have had electricity since 1879.
6. People have watched documentary films since 1895.
7. They have used paperclips since the 1890s.
8. People have traveled by airplane since 1903.
9. People have used ballpoint pens since 1888.

B. Have you used them? Ask and answer

A: People have watched documentary films since 1895.

B: _____ summer.

A: People have used ballpoint pens since 1888.

B: Yes, I've had a credit card for two years. OR I've had one since I was 18.



Expressing Ability, Permission and Requests

Ability

Use *can* to express ability in the present.

Can the robot do my homework for me? No, it can't. You can do it yourself!

Use *could* to express ability in the past.

Could people travel long distances before the airplane was invented? Yes, they could. They traveled by ship.

Permission

Use *may* and *can* to express permission.

May I leave early today? Yes, you **may**. / No, you **may not**.

Can I have another soda? Yes, you **can**. / No, you **can't**.

Requests

Use *can* and *could* to make polite requests. *Could* is more formal.

Could you fill in this form, please? Yes, of course.

Can you help me? Sure. / Not now. I'm busy.

Could you open the window? Certainly. / Sorry, I can't.



If with Past Perfect and Would Be Able/Would Have Been Able

Use *if* + past perfect and *be able* to talk about ability and missed opportunities.

If I had studied computer science, I **would be able** to invent a cutting-edge robot. (present ability)

If Dr. Fleming had discovered penicillin sooner, doctors **would have been able** to save more lives during World War I. (past ability)

C. Complete the sentences with *can*, *could* and *may* and the verb in parentheses.

- Ahmed, can you help (help) me with this box, please?
- Excuse me, may I open the window? Yes, you can't.
- We can't meet (not/meet) tomorrow afternoon. I'm going to the dentist.
- Mr. Sawyer can't see (not/see) you now. I'm afraid he's very busy.
- could you swim (swim) when you were a child? No, I couldn't.
- Imad can't stay (stay) very long. His friends are waiting for him.

D. Work with a partner. Talk about some past inventions and speculate what we would not be able to do now or in the past if things had been different. Use *if* + past perfect + *be able*.

💡 If Alexander Bell had never invented the telephone, we would not be able to...

If the wheel had not been invented, we wouldn't have been able to...



13 Self Reflection

Things that I liked about Unit 5:	Things that I didn't like very much:
_____	_____
_____	_____

Things that I found easy in Unit 5:	Things that I found difficult in Unit 5:
_____	_____
_____	_____

Unit 5 Checklist	I can do this very well.	I can do this quite well.	I need to study/practice more.
talk about discoveries and inventions and how things would have been different without them			
talk about missed opportunities and regrets			
use <i>should have</i> + past participle			
use conditional sentences for hypothetical situations in the past			
use <i>if</i> with <i>could</i> and <i>might</i>			
use the present perfect and past simple with: <i>ago</i> , <i>for</i> , <i>since</i>			
use <i>if</i> + past perfect + <i>be able to</i>			
express ability, permission and requests			

My five favorite new words from Unit 5:	If you're still not sure about something from Unit 5:
_____	<ul style="list-style-type: none"> • read through the unit again • listen to the audio material • study the grammar and functions from the unit again • ask your teacher for help



6 What They Said



And now we would like to bring you the news of the day.



1 Listen and Discuss

Read what each person said and how it is reported. Examine the differences.



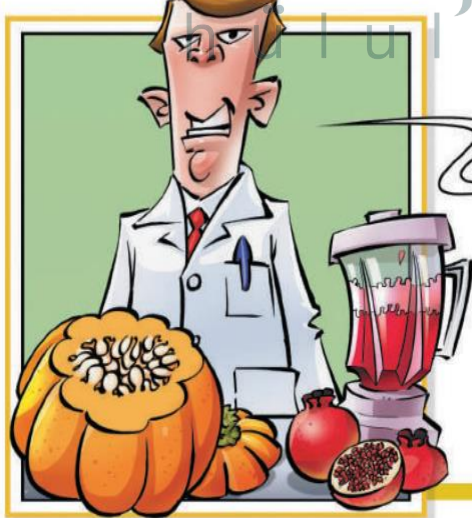
I will build a sports complex, and I will not raise taxes.

The candidate for mayor said he would build a sports complex, and he would not raise taxes.



The on-the-scene reporter said that the powerful storm the night before had knocked down many trees, and some areas of the city were still without power.

The powerful storm last night knocked down many trees, and some areas of the city are still without power.



According to recent studies, pomegranate juice is healthy because it lowers blood pressure, and pumpkin seeds seem to improve memory.

The doctor said that, according to recent studies, pomegranate juice was healthy because it lowered blood pressure, and pumpkin seeds seemed to improve memory.

The interviewer asked the professor if intelligent life existed elsewhere in the universe. The professor answered that there wasn't intelligent life elsewhere in the universe. He said that the positive proof was that no other life form had bothered to make contact with us.

Professor Marvin, does intelligent life exist elsewhere in the universe?



No, there isn't intelligent life elsewhere in the universe. The positive proof is that no other life form has bothered to make contact with us.

Mr. Hollyfield, can you tell us about the results of the exam?

They scanned my head and found nothing.



The interviewer asked Mr. Hollyfield, the famous TV presenter, if he could tell us about the results of his exam. He replied that the doctors had scanned his head and had found nothing.

Quick Check

A. Vocabulary. Match the words and the meanings.

- c proof **a.** make the effort
- d candidate **b.** get an image with a computer
- b scan **c.** evidence
- a bother **d.** person trying to be elected

B. Comprehension. Answer *true* or *false*.

- true The candidate said that he wouldn't raise taxes.
- true The doctor said that pumpkin seeds helped fight cancer.
- false The professor said that there was no life on other planets because no one had contacted us.
- true Mr. Hollyfield told the interviewer that the doctors hadn't found anything wrong with him.

2 Pair Work



Find sentences that are reported in the texts you read. Make questions for those reports and ask them to your friend. See the example below.

- What did the reporter ask the professor?
- He asked him if there was intelligent life elsewhere in the universe.

6 What They Said

3 Grammar

Reported Speech

Direct Speech

Simple Present

"I **have** a brother and a sister."

"I **don't like** mangoes."

Present Progressive

"I'm **talking** to Mary."

Simple Past

"I **learned** English in Canada."

Present Perfect

"I **haven't seen** the film yet."

Modals

"I'll **see** you later."

"I **can't come** to the meeting."

"I **have to/must go** to the doctor."

"We **may be** late."

Reported Speech

Simple Past

He said (that) he **had** a brother and a sister.

She said (that) she **didn't like** mangoes.

Past Progressive

She said she **was talking** to Mary.

Past Perfect

He said he **had learned** English in Canada.

Past Perfect

She said she **hadn't seen** the film yet.

She said she **would see** them later.

He said he **couldn't come** to the meeting.

She said she **had to go** to the doctor.

I said that we **might be** late.

Note: The word *that* may be omitted after *said*.

Reported Questions

How old **are** you?

He asked how old I **was**.

Where **were** you last night?

She wanted to know where we **had been** the night before.

Note: If there is no question word (*how, where, when, etc.*), *if* is used.

Are you a student?

He asked **if** Tom **was** a student.

Did you **enjoy** the dinner party?

She asked **if** they **had enjoyed** the dinner party.

Word Changes in Reported Speech

In reported speech, some words may be different from those in the original sentence.

"I did **my** homework already."

Todd said that **he** had done **his** homework already.

"The plane is arriving **now**."

Mary said that the plane was arriving **then/at that time**.

Note: The following time expressions change in reported speech.

now → at that time

tomorrow → the day after/the next day

today → (on) that day

yesterday → the day before

Reporting Verbs

A variety of verbs with different shades of meaning can be used in place of *say*.

"Yes, it's a good idea."

My friend **agreed** it was a good idea.

"Of course, I did my homework."

Tom **assured** the teacher that he had done his homework.

An indirect object is always used after *tell*.

He told **me** that he had studied English in the States.





A. These messages were left on the family's answering machine. Report what the people said.

📌 *Ahmed asked Adel if he was going to the gym that day.*

1. Hello, Asma. I may work late tonight. I have to finish a report.
2. Majid, this is Fahad. The game starts at eight. I'll pick you up at seven.
3. Yahya, this is Ali. What is the math assignment for tomorrow?
4. Noura, this is Maha. We had a wonderful time in Abu Dhabi with our family. I'm going to come by your house sometime to show you the video.
5. Adel, it's Hussain. Is the game still on for tonight?

You have reached
789-555-6543. Please leave
a message after the beep.

1. He said that he might work late that night and that he had to finish a report.
2. Fahad told Majid that the game started at eight and that he would pick him up at seven.
3. Ali asked Yahya what the math assignment for the next day was.
4. Maha told Nura that she had had a wonderful time in Abu Dhabi. She said that she was going to come by Nura's house to show her the video.
5. Hussain asked Adel if the game was still on for that night.



B. Hameed took a message for his brother Abdullah.

1. Complete what he wrote down, using the correct form of the verbs.
2. Then write the possible telephone conversation between Hameed and Abdullah's friend, Saeed.

Hi Bro,

That friend of yours, Saeed, called (1. call) this morning. He asked where you were (2. be) and why you hadn't call (3. not call) him last night. He said he left (4. leave) a message on your cell phone yesterday afternoon. I told (5. tell) him it wasn't (6. not be) any of my business what you did. I think he felt bad. He apologized, and I told him it was (7. be) OK. Anyway, he asked me to tell you that he had (8. have) a surprise for you and that he Would come (9. will come) to our house at five o'clock tonight. He also said you should wear something warm because he would take (10. will take) you to a mountainous place. He said that he couldn't call (11. cannot call) you during the day because he had to work.

Your brother,

Hameed

C. Look at the examples on page 84 again. Read and mark how each pair of sentences is different.

1. Which words change in the second sentences?
2. What is different in the meaning of the second sentences?



6 What They Said

4 Language in Context



Read what each person said and how it was reported. Write some sentences about global issues and have a partner report them to the class.

Al Gore, on global warming

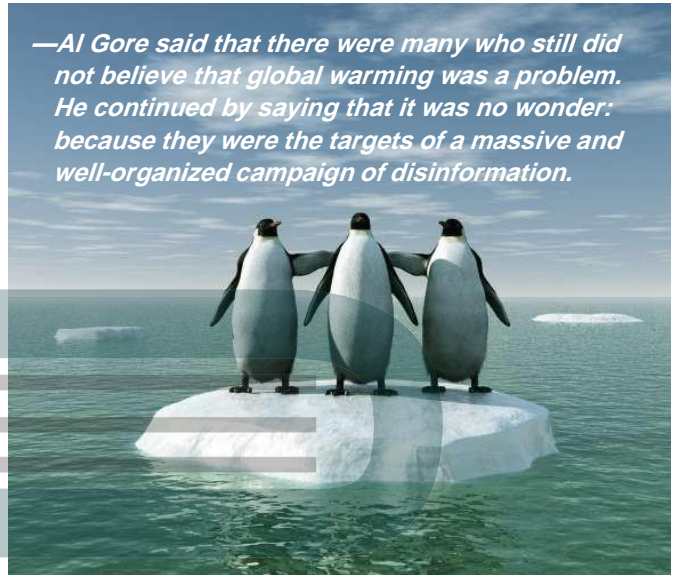
“There are many who still do not believe that global warming is a problem at all. And it’s no wonder: because they are the targets of a massive and well-organized campaign of disinformation lavishly funded by polluters...”

—Al Gore said that there were many who still did not believe that global warming was a problem. He continued by saying that it was no wonder: because they were the targets of a massive and well-organized campaign of disinformation.

Japanese Fishing Industry to the media

“We’re fishing whales for research purposes.”

— The Japanese Fishing Industry assured the media that they were fishing whales for research purposes.



5 Listening



The presidential candidate made three mistakes during his speech. What did he say that was wrong? Listen and write them down.

1. He said that he would raise unemployment.
2. He said that he would ask his staff to wake him up at any time, even during meetings
3. He said that people who couldn't read and write shouldn't be in school

6 Pronunciation



- A. Listen. Note the difference in the pronunciation of **that**. Then practice.

Unstressed that	Stressed that
	(used as a pronoun)
He said that he would help.	He didn't say that .
My friends said that the football game was at ten.	Why did they say that ?

Find all the sentences that have the word **that**. Read the sentences aloud stressing the right one.

7 About You



In pairs, ask the questions and have your friend answer. Then switch roles.

1. Have you ever made a mistake and said something you shouldn't have said? What did you say?
2. What was one of the most interesting quotes or sayings that you heard?
3. Are there any sayings that are specific to your country or culture? Which ones do you like or think are memorable?
4. What kinds of messages do you receive or leave on friends' answering machines or cell phones?
5. Do you and your friends gossip about other people?
6. Have you ever had a telemarketing person call you? What did he/she want to sell? What did he/she say? What did you answer?



8 Conversation

Underline **that** in the conversation.

Practice reading the conversation with a partner.

Faisal: I **really** think that telemarketing shouldn't be allowed.

Khaled: Yes, I **totally** agree with you. Telemarketers are a real nuisance.

Faisal: Yesterday a man called me up. He said he was from the Dollar Bank, and he asked if he could talk to me for a minute.

Khaled: What did he want?

Faisal: He said **that** someone had given them my name and that he was calling to offer their services.

Khaled: What services?

Faisal: He tried to persuade me to open an account with them. So I told him I already had an account elsewhere and that I wasn't interested. But he insisted and was very pushy. **In the end**, I lost my patience and hung up.

Khaled: Well, I got a call from a man who said he was from a travel agency. This man said I had won a free trip to the Bahamas and that he was calling me to give me the good news.

Faisal: Had you entered a contest **or anything like that**?

Khaled: No. It turned out that everything was for free, but I'd first have to pay a huge amount of money to become a member of the Jet Set Club. Big **hoax**!

Faisal: I hate that!

Real Talk

really/totally = used to make a statement stronger

In the end = used to introduce a statement with the final event or result

or anything like that = or other similar things; used so that the speaker doesn't have to give a complete list or explain things in more detail

hoax = a plan that is designed to trick someone else

About the Conversation

1. What are Faisal and Khaled complaining about?
2. What did the man on the phone with Faisal want?
3. What did Faisal do?
4. Why did the man call Khaled?
5. What would Khaled have to do in order to go to the Bahamas?

1. Faisal and Khalid are complaining about telemarketers.
2. The man on the phone with Faisal tried to persuade him to open an account at a bank.
3. Faisal lost his patience and hung up.
4. The man told Khalid that he had won a free trip to the Bahamas.
5. Khalid would have to pay a huge amount of money to join a trip.

Your Turn

Role-play the following conversations with a partner:

1. The one that might have taken place between Faisal and the man on the phone.
2. The one between Khaled and the man on the phone.



6



9 Reading

www.iem.edu.sa

Do you know any famous quotes? Write them down, and compare with a partner.

Quotes, Quotes

“My primary goal is to be an exemplary and leading nation in all aspects, and I will work with you in achieving this endeavor.”

King Salman Bin Abdulaziz Al-Saud (Custodian of the Two Holy Mosques)



Bill Gates (Founder of Microsoft) in 1981, talking about computer memory

“Half the world is composed of people who have something to say and can’t and the other half who have nothing to say and keep on saying it.”

Robert Frost (American poet)

“It is a terrible thing to see and have no vision.”

Helen Keller (American author, activist, and lecturer. She was the first deaf and blind person to graduate from college.)

“Never let formal education get in the way of your learning.”

Mark Twain (Writer)

“Who is wise? He that learns from everyone. Who is powerful? He that governs his passions. Who is rich? He that is content. Who is that? Nobody.”

Benjamin Franklin (American writer, politician, scientist, and inventor)

“How could anyone govern a nation that has 246 different kinds of cheese?”

Charles de Gaulle (French president)



An archaeologist is the best husband a woman can have. The older she gets, the more interested he is in her.

Agatha Christie (Writer)

“Wise men talk because they have something to say; fools talk because they have to say something.”

Plato (Greek philosopher)

“Make yourself necessary to somebody.”

Ralph Waldo Emerson (American writer)

“I’m not afraid to die. I just don’t want to be there when it happens.”

Woody Allen (American director)

“Everything that can be invented has been invented.”

Attributed to Charles H. Duell (Commissioner, U.S. Office of Patents), 1899

“Those who do not complain are never pitied.”

Jane Austen (Writer)

After Reading

A. Answer **true** or **false**.

1. **false** Robert Frost said half the people in the world don't say what they want to say.
2. **true** Gates believed that more than 640K memory was unnecessary.
3. **false** Jane Austen thought that people had no sympathy for those who complain.
4. **true** Mark Twain said that people shouldn't let formal education stop them from learning.
5. **false** De Gaulle thought that it was easy to govern France because people wanted the same thing.
6. **true** Helen Keller said that having no insight or understanding was worse than being blind.

B. Report what they said. Use your own words.

1. Emerson about people: **Emerson said to make yourself necessary to somebody.**
2. Plato about fools: **Plato said that fools talked because they had to say something even if it was worthless.**
3. Woody Allen about death: **Woody Allen said he was not afraid of death but that he didn't want to be there when he died.**
4. Charles Duell about inventions: **4. Charles Duell said in 1899 that everything that could be invented had been invented.**

Discussion

1. Which quote or quotes do you like the best? Why?
2. Which quotes do you find humorous? Explain why.
3. What famous quotes do you know? Who said them and what do they mean?

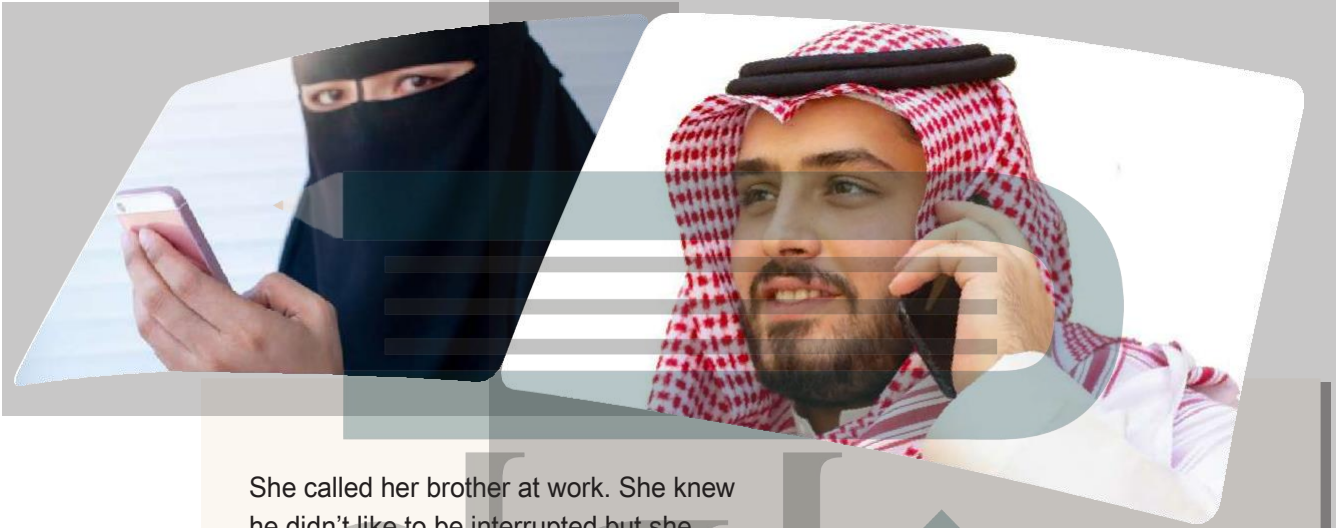




6 What They Said

10 Writing

- A. 1. Look at the scene in the picture. Who do you think these people are? How are they feeling?
2. Read the text and answer the questions.
- Why did she call her brother?
 - What was he doing when she called? Was he pleased?
 - What was the problem? What had she already done about it?
 - How did he react to the news?



She called her brother at work. She knew he didn't like to be interrupted but she didn't know what else to do. Their mother's condition was deteriorating.

He sounded annoyed when he answered the phone; he was probably in the middle of a meeting. She apologized and stressed that she wouldn't have called if she hadn't thought it was urgent. His tone changed instantly. He asked her what was happening and if everything was all right. He wanted to know if the doctor had been notified and when he would be coming to see their mother. He sounded very stressed and worried.

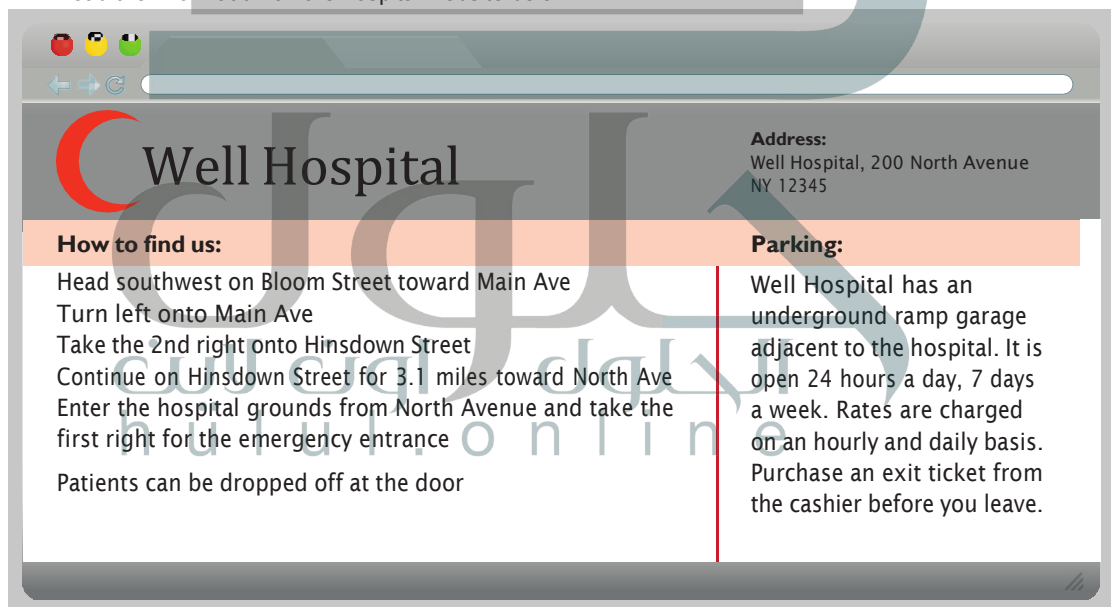
She tried to reassure him by telling him that the nurse was at home looking after their mother and their aunt and that

everything was under control. He asked her to wait for a minute while he took care of something. She heard him speak to some people, probably clients. She heard the words "family emergency" and "health" and realized he was excusing himself. Then there was some noise of chairs being pulled, people moving, and a door opening and then closing. He came back and explained that he had had to interrupt the meeting and reschedule it for another day. She thanked him for having done that and before she had a chance to ask, he interrupted and asked her to hang up so he could be on his way home as soon as possible.

3. Read the text on page 90 and make notes in the chart on what has happened. Compare with a partner.

Who is the patient?			
Where is the patient?			
What happened to the patient?			
Who is looking after the patient?			
Who is with the patient now?			

4. Read the information on the hospital website below:



Well Hospital

Address:
Well Hospital, 200 North Avenue
NY 12345

How to find us:
Head southwest on Bloom Street toward Main Ave
Turn left onto Main Ave
Take the 2nd right onto Hinsdown Street
Continue on Hinsdown Street for 3.1 miles toward North Ave
Enter the hospital grounds from North Avenue and take the first right for the emergency entrance
Patients can be dropped off at the door

Parking:
Well Hospital has an underground ramp garage adjacent to the hospital. It is open 24 hours a day, 7 days a week. Rates are charged on an hourly and daily basis. Purchase an exit ticket from the cashier before you leave.

- B. Write an email to your uncle and aunt. Tell them what has happened and give them directions on how to reach the hospital.

Writing Corner

When you write an email to report an event and give information or directions:

- check facts/content and report accurately.
- write as if you were speaking to the person, i.e. use contracted forms and informal language.
- use imperatives to give directions, for example: Take a ..., Turn ..., Go straight down ... and so on.
- open and sign off in an appropriate way: Hi/Hello/Dear ... Best/ See you soon ... and so on.



6 What They Said

1.1 Form, Meaning and Function



Words Connected with the Environment and Natural Disasters

Some words that we commonly use when we talk about environmental problems and natural disasters are:

global warming	flood	damage
erosion	earthquake	threaten
air pollution	tornado	rescue
water pollution	tsunami	protect
over fishing	volcanic eruption	hit
deforestation	forest fire	research



News Reporter: Al Gore said that there were many who still did not believe that **global warming** was a problem. The Japanese Fishing industry assured the media that they were **fishing** whales for **research** purposes.
The National Weather Service has reported that a **tornado** will **hit** the West Coast at 4 p.m. today.

Negative Questions

We can use negative questions to check information or express surprise.

- Isn't there something we can do?
- Aren't you going to help?
- Don't you want to know what happened?
- Haven't you seen the news?
- Didn't you ask them about the damage?
- Weren't you there to offer support?



A. Interview your partner about a natural disaster they have read about, heard about, or witnessed. Then report their account to the class. Use some reporting verbs and vocabulary words from above.

1. What happened? _____
2. When did it happen? _____
3. Where did it happen? _____
4. How many people were affected? _____
5. Your question: _____
6. Your question: _____

B. Write negative questions for the following situations.

Lightbulb icon: You just bought a new cell phone. Your friend is still deciding about whether to buy one.
Aren't you going to buy one too?

1. You recognize an old friend at the mall. The friend doesn't recognize you. **1. Don't you recognize me?**
2. Your friend is eating popcorn and is not offering you any. **2. Aren't you going to offer me any?**
3. You are playing a board game. You want your friend to play the game too. **3. Don't you want to play?**
4. Someone came and joined your group, greeted everyone, but forgot you. **4. Aren't you going to say "hello" to me, too?**
5. Classes start at eight o'clock. It's 8:30, and your brother is still in bed. **5. Aren't you going to get up today?**



Relative Adverb: *Where*

That's the school **where** I attended as a child.
Dubai is the place **where** I want to go on vacation.

That's the place **where** I grew up.
Home is **where** the heart is.

Indirect Questions

Use indirect questions when you ask for information. There is no inversion of the subject and verb in indirect questions.

Direct Questions

What's the name of the street?
Where is the nearest bank?
When does the store open?
Where can I get good pizza?

Indirect Questions

Do you know what the name of the street is?
Do you know where the nearest bank is?
Do you know when the store opens?
Could you tell me where I can get good pizza?

Expressing Agreement with *So, Neither, Either, Too*

Use *so* and *too* when you agree with an affirmative statement.
Use *neither* and *either* when you agree with a negative statement.

Affirmative (+)

A: I ate at the new pizza restaurant.
B: **So** did I. / I did **too**.
A: I will visit my family on the weekend.
B: **So** will I. / I will **too**.

Negative (+)

A: I don't know the answer.
B: **Neither** do I. / I don't **either**.
A: I won't go to school tomorrow.
B: **Neither** will I. / I won't **either**.



Expressing Disagreement

A: I **didn't** like the pizza. A: I've been to Muscat. A: I **can** rollerblade. A: I **am** not very tall.
B: I **did**. B: I **haven't**. B: I **can't**. B: I **am**.

C. Work with a partner. Make indirect questions. Use **Do you know...?** or **Could you tell me...?**

💡 What time does the bus arrive? Do you know what time the bus arrives?

- Where is the main post office?
- How often do the buses come?
- What time does the bank open?
- Where is the nearest pharmacy?
- When does the gas station close?
- What is the name of the highway to town?

D. Read the statements below and write your response. Compare with a partner

I don't like fast food. Neither do I. (OR I don't either) I went to Dubai on vacation. So did I. (OR I did too)
I like fast food. I don't. I don't like vacations. I do!

- I can swim. _____
- I will play football on the weekend. _____
- I have three sisters. _____
- I didn't go to school until I was six years old. _____
- I won't be able to go on vacation this year. _____

- Do you know where the main post office is? 4. Could you tell me where the nearest pharmacy is?
- Do you know how often the buses come? 5. Do you know when the gas station closes?
- Do you know what time the bank opens? 6. Could you tell me the name of the highway to town?



6 What They Said

12 Project

1. Find interesting quotations by famous people around the world in certain areas such as politics, education, science, history, and so on.
2. Make notes in the organizer.
3. Present your findings to the class.



Category	The Quote	Who said it	Explanation of quote
1 Science			
2 History			
3 Politics			
4 Education			

13 Self Reflection

Things that I liked about Unit 6:	Things that I didn't like very much:
_____	_____
_____	_____

Things that I found easy in Unit 6:	Things that I found difficult in Unit 6:
_____	_____
_____	_____

Unit 6 Checklist	I can do this very well.	I can do this quite well.	I need to study/practice more.
report what people said			
discuss famous quotes			
relate messages			
use reporting verbs and ask reported questions			
use reported speech and make word changes			
form negative questions			
use the relative adverb: <i>Where</i>			
talk about the environment and natural disasters			
express agreement and disagreement with: <i>so, neither, either, too</i>			

My five favorite new words from Unit 6:	If you're still not sure about something from Unit 6:
_____	<ul style="list-style-type: none"> • read through the unit again • listen to the audio material • study the grammar and functions from the unit again • ask your teacher for help



EXPANSION Units 4-6

1 Language Review



A. Rewrite the sentences as conditionals. Follow the example.

💡 We lost the game because we didn't play well.

If we'd played better, we wouldn't have lost/we would have won.

1. Khaled had a car accident because he answered his cell phone.

If Khalid hadn't answered his cell phones, he wouldn't have had a car accident.

2. My mother didn't know we were coming, so she didn't make any lunch.

If my mother had known we were coming, she would have made lunch.

3. He didn't finish his homework because he went to see the football game.

If he hadn't gone to the football game, he would have finished his homework.

4. Ahmed didn't greet his boss because he didn't see him.

If Ahmed had seen his boss, he would have greeted him.

B. Write sentences to speculate about the situations. Use **can't, could, couldn't, must, may, or might** in your sentences.

💡 You see lights in the sky at night.

They might be the lights of an airplane.

1. You hear a noise in your house early in the morning.

It could be the cat.

2. Your friend passed you by and didn't say hello.

He might not have seen me.

3. Someone rings the doorbell.

It must be the mail carrier.

4. The team looks sad as they are returning home from the baseball game.

They must have lost.

C. Complete the story with the correct form of the verbs in parentheses.

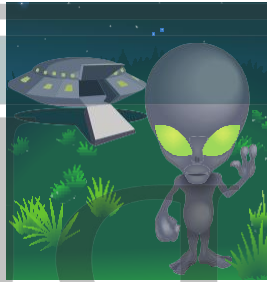
When Detective Malcolm got to his apartment, he **noticed** (1. notice) that someone **had left** (2. leave) the door open. He knew that he **had locked** (3. lock) the door when he went out. As he entered the living room, he **smelled** (4. smell) something in the air. Someone **had been** (5. be) there while he was out, and it **couldn't have been** (6. can't be) the cleaning person. It wasn't his day. He knew at once that someone **had broken** (7. break) into his apartment. He **move** (8. move) quietly toward the bedroom. He **heard** (9. hear) the sound of water coming from the bathroom. Malcolm opened the door and **stared** (10. stare) at the man who was lying in a robe on the floor of the bathroom. Was he dead?



D. Report what people said.

- Qassim to Hameed: "I'll meet you at seven tomorrow."
Qassim told Hameed that he would meet him at seven the next day.
- Mr. Jenkins to Mr. Taylor, an employee: "You must arrive on time."
Mr. Jenkins told him employee, Mr. Taylor, that he had to arrive on time.
- Robert to his teacher: "I didn't catch my usual bus."
Robert told his teacher that he hadn't caught his usual bus.
- The customer to the salesperson: "Does this jacket come in a bigger size?"
The customer asked the salesperson if the jacket came in a bigger size.
- Mr. Timms, the witness, to the judge: "I've never seen that man before."
Mr. Timms told the judge that he had never seen the man before.
- The captain to the co-pilot: "It may be a falling star."
The captain told the co-pilot that it might be a falling star.

E. Imagine you make contact with extraterrestrial beings. Write down five questions that you would ask and the ETs' answers. Report the questions and answers to a partner.



How fast can you travel?

I asked how fast extraterrestrial beings could travel.

They said that extraterrestrial beings could travel faster than the speed of light.

F. What should the person have done or said in the following situations? Write your answers and compare them with a partner.

- The boy should have worn knee pads.
- The girl should have brought an umbrella.
- The man should have remembered to bring the tickets.
- The woman should have closed the window before she left the house.

EXPANSION Units 4-6

2 Reading

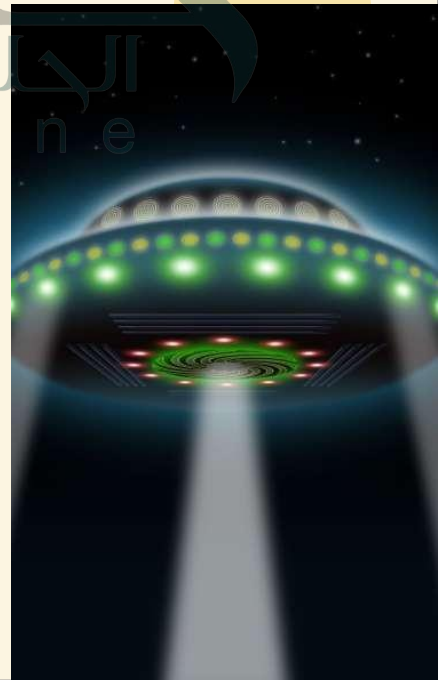
Before Reading

1. Read the title and write as many words as you can think of about it.
2. Read the text and underline the main event in each paragraph.



THE WAR OF THE WORLDS

- 1 On October 30, 1938, CBS Radio interrupted a live radio program to deliver an important announcement. It said that astronomers had detected blue flames shooting up from the surface of Mars. The broadcast returned to its program, but it was soon interrupted again. This time the news said that a strange meteor had fallen on a farm near Grover's Mill in New Jersey, and then CBS Radio switched over to continuous live coverage of the eerie scene around the meteor crash.
- 2 As the event unfolded, the terrified audience discovered that the meteor was actually some kind of spaceship. The reporter on the scene described the emergence of an alien from the spacecraft. "Goodness, something's wriggling out of the shadow like a gray snake," he said, in an appropriately dramatic tone of voice. "Now it's another one, and another. They look like tentacles to me. There, I can see the thing's body. It's as large as a bear, and it glistens like wet leather. But that face. It . . . it's indescribable. I can hardly force myself to keep looking at it. The eyes are black and gleam like a serpent. The mouth is V-shaped with saliva dripping from its rimless lips that seem to quiver and pulsate . . . The thing is rising up. The crowd falls back. They've seen enough. This is the most extraordinary experience. I can't find words. I'm pulling this microphone with me as I talk. I'll have to stop the description until I've taken a new position. Hold on, will you please, I'll be back in a minute."
- 3 The alien Martian crawled back into the crater, but re-emerged soon afterwards in a gigantic three-legged death machine, and quickly killed the 7,000 armed soldiers surrounding the crater. Then it proceeded across the landscape, joined by other Martians, blasting people and objects with heat rays, while releasing a poisonous black gas against which gas masks proved useless.
- 4 Listeners all over the United States began to panic. People filled the roads, hid in cellars, loaded guns, and even wrapped their heads in wet towels as protection from the Martians' poisonous gas. People desperately wanted to defend themselves against aliens. Although the radio broadcast had warned listeners four times that this was a dramatized version of H.G. Wells's story, *The War of the Worlds*, performed by Orson Welles and the Mercury Theater, people simply ignored those announcements. However, by the time the night was over, most people had learned that they were actually listening to a radio play. The fact is that the broadcast had reached approximately six million people and had produced a huge national scare at a time of the growing tension and anxiety leading up to World War II.





After Reading

A. Find words in the reading that mean:

1. mysterious and frightening (paragraph 1) **eerie**
2. creature from another world (paragraph 2) **alien**
3. twisting and turning your body like a snake (paragraph 2) **wriggling**
4. causing an explosion (paragraph 3) **blasting**
5. to talk about something dangerous that might happen (paragraph 4) **warned**



B. Answer the questions about the reading.

1. What did the broadcast first say about the meteor? What did the meteor turn out to be?
2. What was the alien like?
3. How did the Martians move on Earth?
4. What weapons did they use?
5. What was the listeners' reaction?
6. What would you have done if you'd heard the news on the radio?

Discussion

Do you believe there is intelligent life in other galaxies? Write reasons for and against. Discuss them with your classmates.

3 Project

1. Think about an interesting short story that you have read. Complete the organizer with information from the short story.
2. Use your completed organizer to give your class a report about the story.

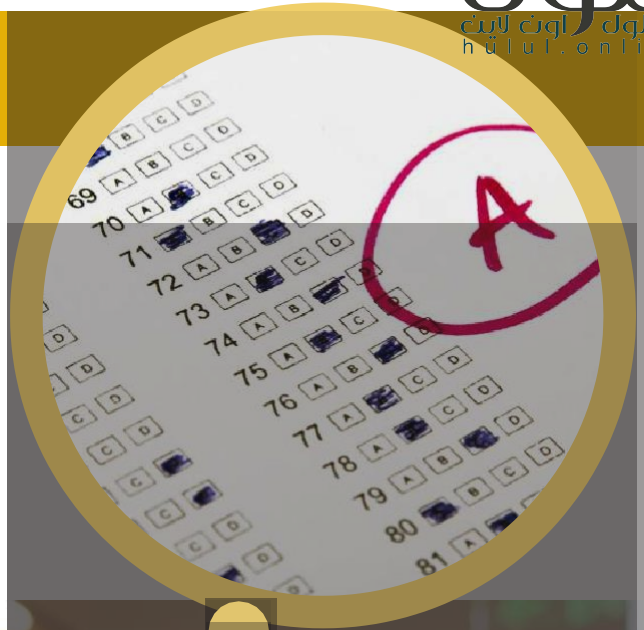
Title of the story: _____	
Who is in the story?	Where and when does the story take place?
What happened in the story?	
How did the story end?	
Why I liked or disliked the story.	



EXPANSION Units 4-6

4 Chant Along 

Could You Help Me Find the Reason?



Could you help me see the
 Why I work so long and
 Could you ^{reason} tell me why I
 Why I push ^{hard} myself some
 Could you ^{help} help me find the
 Could you ^{make} me what to
 Could you ^{words} help me see the
 Why I still ^{think} can't get
 an A?

Chorus

I had not
 I would have
 That I didn't
 They would have
 My case was
 My wishes
 If true,
 Had tried

I should have done much, much
 Should have corrected on the
 I should have ^{asked} asked someone to help
 Should not ^{have} have tried it all
 They might have ^{noticed} noticed all my
 They might have ^{listened} listened to my
 Considered ^{all} all that I'd
 And handed that A right over to
 forsaken
 me.

Chorus



Vocabulary

Find words and expressions in the chant that mean:

- | | |
|---------------------------|--------------------|
| 1. to see, realize | <u>notice</u> |
| 2. immediately | <u>on the spot</u> |
| 3. difficulties, tests | <u>trials</u> |
| 4. request | <u>plea</u> |
| 5. to renounce or abandon | <u>forsaken</u> |

Comprehension

A. Answer **true** or **false**.

- T The young man is regretful about his past actions.
- F He is not sure about his choices.
- T He knows what he has done wrong.
- F He doesn't think he should have asked for help.
- T He is not satisfied with his performance.
- T If he'd tried harder, he'd have gotten an A.

B. List three things that the young man says he should have done.

- _____
- _____
- _____

Discussion

In a group, tell each other when it is good to forgive, to plead, and to forsake.

5 Writing

- Think about something you did that upset a friend of yours.
- Make notes in the organizer. Then use your notes/organizer to write a letter to your friend apologizing for what you did.

What I did to my friend	What I should have done/ What I shouldn't have done	My apology