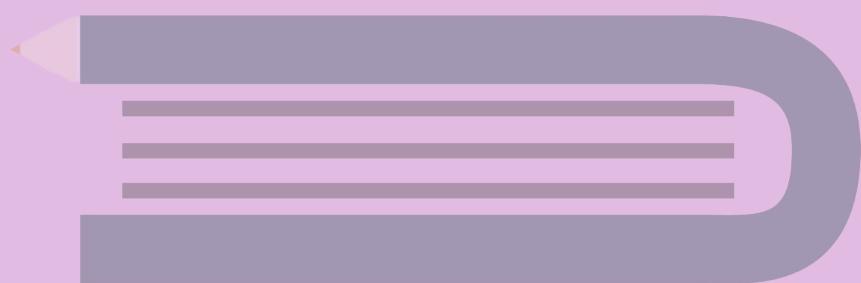


MEGA
GOAL 2



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**MANUEL DOS SANTOS
ELI GHAZEL
DANAE KOZANOGLOU**

Mc
Graw
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MegaGoal 2 Student Book

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ISBN: 978-1-4470-9148-6

Publisher: Jorge Rodríguez Hernández

Editorial director: Anita Raducanu

Development editors: Ana Laura Martínez Vázquez, Janet Battiste

Art direction: Heloisa Yara Tiburtius

Interior design and production: Page2, LLC

Cover design: Page2, LLC

Photo coordinator: Kevin Sharpe

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EXPANSION Units 4-6

Vocabulary

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96

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Scope and Sequence

| | Unit Title | Topics | Grammar |
|---|---|--|--|
| | Intro Pages 2–5 | Express, confirm opinion/ give reasons, agree/ disagree Talk about size, quantity, compare Give directions/ Talk about a book/ plot Carry out banking transactions | Recycle familiar verb forms, simple present/ narrative, connectors and modifiers, passive forms, would, tag questions, comparatives/ too – enough/ would –hypothesis |
| 1 | You've Got Mail! Pages 6–19 | Discuss email and letter format and etiquette Make and accept an apology Wish someone success Make arrangements Accept and refuse invitations | Preposition + gerund <i>Although, even though, in spite of</i> <i>As soon as, when, So...(that)</i> <i>Used to and would</i> <i>There is/are</i> Plurals Definite article: <i>the</i> |
| 2 | Wishful Thinking Pages 20–33 | Make wishes Talk about imaginary situations Talk about probability and improbability Talk about predicaments Give advice to solve problems Words connected with money, shopping habits and prices | Conditional sentences with <i>if</i> -clause: imaginary situations Conditional sentences with <i>might</i> and <i>could</i> Verb: <i>Wish</i> Count/noncount nouns Expressions of quantity: <i>some, any, no</i> |
| 3 | Complaints, Complaints Pages 34–47 | Talk about problems and things that need to be done Ask to have something done Talk about common consumer complaints | <i>Needs to be (done)</i> <i>Have/get something (done)</i> Past participles as adjectives Present perfect simple tense: <i>already, yet, just</i> Verb + gerund; verb + infinitive Subject and object pronouns Imperatives and two-word verbs |
| EXPANSION Units 1–3 Pages 48–53 | | Language Review Reading: Play Ball! Writing: Write about sports | |
| 4 | I Wonder What Happened Pages 54–67 | Talk about events that happened in the past before others Speculate about facts and events Expressing enthusiasm with intensifiers and adjectives Express necessity and lack of necessity | Past perfect tense <i>Can't, could, couldn't, must, may, or might</i> Independent clauses with: <i>and, but, so and yet</i> The past with dependent time clauses Conditional sentences with present and future forms |
| 5 | If It Hadn't Happened Pages 68–81 | Talk about discoveries and inventions and how things would have been different without them Talk about missed opportunities and regrets Expressing ability, permission and requests | <i>Should have + past participle</i> Conditional sentences: hypothetical situations in the past <i>If with could and might</i> Present perfect versus simple past Time expressions with: <i>ago, for, since</i> <i>If + past perfect + be able to</i> |
| 6 | What They Said Pages 82–95 | Report what people said Discuss famous quotes Relate messages Discussing the environment and natural disasters Expressing agreement and disagreement with: <i>so, neither, either, too</i> | Reported speech Reported questions Word changes in reported speech Reporting verbs Negative questions Relative adverb: <i>Where</i> |
| EXPANSION Units 4–6 Pages 96–101 | | Language Review Reading: The War of the Worlds Project: Report and review a story | |

| Listening | Pronunciation | Reading | Writing |
|--|--|---------------------------------|---|
| Listen for specific information/ draw conclusions Listen and identify language functions in discourse | Recycle and use familiar stress, intonation patterns, identify falling/ rising intonation patterns | | |
| Listen for specific information from messages and conversations | Short vowels /e/, /æ/, /ʌ/ From Smoke Signals to Email: Keeping in Touch | | Write an email to a friend Write greeting cards (Project) |
| Listen for specific information to complete a chart about wishes | Reductions <i>would you</i> and <i>could you</i> in questions | Money: A Blessing or a Problem? | Write a description of a day in the life of a quiz show winner Research about TV games with large prizes for winners (Project) |
| Listen for specific information about complaints | Stress in compound nouns | Murphy's Law | Write a letter or email of complaint about a faulty product Do a family survey on complaints about products and prepare a poster presentation with your advice (Project) |
| Listen for general understanding and speculate causes | Word-ending erVision 2030 Kingdom of Saudi Arabia | | Write a description of a vessel, voyage or expedition Collect information and write about a meteor occurrence on Earth and do a poster presentation (Project) |
| Listen to a radio show for details about regrets | Reductions <i>could have</i> , <i>should have</i> , and <i>would have</i> | Mario's Advice Column | Write a response for an advice column Write the results of a survey about regrets (Project) |
| Listen for specific information from a speech | Unstressed and stressed <i>that</i> Quotes, Quotes | | Write an email to give information and directions to a place Write about interesting quotations (Project) |
| Chant Along: Could You Help Me Find the Reason? Writing: Write a letter of apology | | | |

Intro

1 Listen and Discuss

Read and say what you think each text is about.



As you drive along a busy road, you notice a car without a driver! You blink to clear your eyes, and wonder whether you're losing your mind! It's the driverless car; a robotic vehicle that can travel to a predetermined destination without human intervention. All you would need to do is sit in the car and enjoy the ride! Would you do it? Would you travel in a driverless car? Is it science fiction or reality?

You are spending the night in the desert. Everyone else is sound asleep but you are still awake, enjoying the starlit sky. It's a cold but peaceful



night. None of the usual city sounds echo in the background. So you snuggle in your sleeping bag and close your eyes. All of a sudden you are startled by a high pitched sound! Someone or something is whistling! You sit up, look around but don't see anyone. Then you hear the sound again, along with a soft patter of something landing in the sand. What do you think it is? Is it a dream or reality?

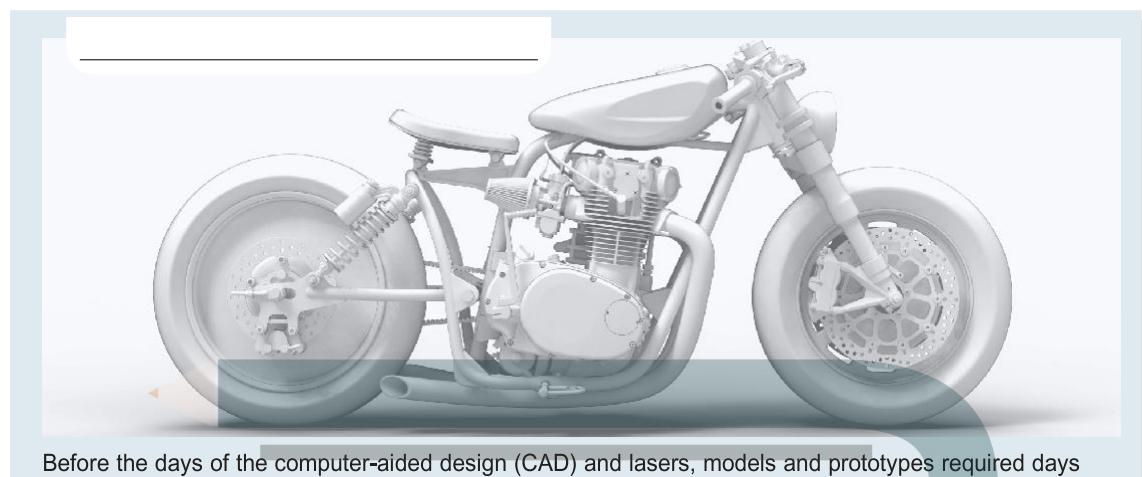


They are very real and highly popular in entertainment, but they are also used in education. They are used by many colleges and institutions for educational purposes. Many businesses and industries use them to train their employees and executives. They are used for military strategy and flight training. Astronauts train on them for a long time before they participate in real missions.

Can you guess what they are? What is your opinion about them?



You walk into a food store to buy some yogurt and cheese. You notice that the packaging is different from what you are used to. It's very attractive with bright wrapping. A customer has just bought some frozen yoghurt in a biodegradable bag. He takes out one of the round, pearl-like shapes and bites into it as you're about to warn him not to eat the wrapping! He seems to be enjoying it. He then uses a small spoon to dip into the shell, eat the rest of the contents as well as the wrapper! Is the wrapping edible, or does the customer suffer from a condition that urges him to eat things that would normally be considered inedible? What do you think? Is it science fiction or reality?



Before the days of the computer-aided design (CAD) and lasers, models and prototypes required days or even weeks of hard work to make and were very costly. Improvements and modifications could not be incorporated easily, often resulting in the loss of business. An 80s idea, called rapid prototyping led to the development of a type of machine, similar to an inkjet printer, that made it possible for designers to make their own rapid prototypes. The machine uses plastic, instead of ink or powder, and builds up a model one layer at a time from the bottom upward. Do you know what this type of machine is called? Is it science fiction or reality?

2 Pair Work



A. Match each text with a heading. Compare with your partner.

3D Printing

The Whistling Rain Frog

Simulators

Tasty Wrappers

The Autonomous Car

B. Compare your ideas/guesses about each text with your partner. Decide if the unusual things that are described are science fiction or reality. Give reasons for your answers. Use some of these phrases.

Expressing, Confirming Opinion/ Giving Reasons/ Agreeing/ Disagreeing

It could be real, couldn't it? I mean, it would be possible to

I wouldn't feel comfortable/ safe. Would you?

They claim that autonomous vehicles will be safer because human error will no longer be an issue.

So, according to this, you could print out any object on a 3D printer. Is this a fact?

I'm not sure how useful this type of thing would be.

I think it's a great idea. If wrappers were edible there would be less waste and litter.

They are certainly useful but they cannot replace the real thing, can they?

I think they can to some extent, or they wouldn't be used for pilot training.

It's a fact. Some countries have already decided to allow them on the road.

I can't see myself crunching on a wrapper. Can you?

Intro

3 Conversation



Listen and practice reading the conversation in pairs.

Yasmin is in Jeddah, visiting relatives. She and her cousin, Amal, are invited to a wedding reception at the end of the week.

Yasmin: Amal, look at that beautiful, silk gown in the window!

Amal: I agree. It's very elegant. Would you like to go in and have a look?

Yasmin: Can we? I'd love to try it on. We don't have much time, shops will close in less than an hour, so let's hurry!

Assistant: Good morning ladies. How can I help you?

Amal: We'd like to see that gown, please.

Assistant: Is it for you?

Yasmin: It's for me, actually. But I need a larger size, don't I?

Assistant: I'm not sure you do. I think you should try a smaller one.

Yasmin: Isn't this small enough?

Assistant: I'm afraid not. It's an XL. Small is the right size for you. Would you like to try it on?

Yasmin: Yes, please.

....

Yasmin: What do you think? It's the right size isn't it?

Amal: Yes, it's a perfect fit. It looks great on you. You might need to have the hem taken up a little.

Assistant: We'd be happy to do that for you.

Yasmin: Right! We'll take it! Do you accept this type of credit card?

Assistant: Actually, we'd prefer cash.

Yasmin: Oh, I'm sorry. In that case, we'll have to go to the bank and get some cash. Could you tell us how to get to the nearest bank?

Assistant: Yes, of course. Walk out the door and turn right. You'll see some elevators on your right. Go down to the ground floor. The bank is between the elevators and a large sports store. You can't miss it.

(In the elevator ...)

Amal: By the way. I noticed you were reading the book that we bought the other day. Are you enjoying it?

Yasmin: I can't put it down. It has an incredible plot. It's full of suspense and events are totally unpredictable. It's not like many boring detective novels where you know what's going to happen next without reading. It's a good, well-written book. You should read it.



Size – Quantity

We don't have much time, shops will close in less than an hour, so let's hurry!

There are too many people waiting in line. We'd better come back later!

I need a larger size, don't I? / You need a smaller size.

This is large enough for him.

Directions

Walk out the door and turn right. You'll see some elevators on your right.

Go down to the ground floor. The bank is between the elevators and a large sports store. You can't miss it.

Go straight and take the second turning on the left/right.

Turn right and right again.

Talking about a book/plot

It has an incredible plot.

I can't put it down.

It's full of suspense/surprises.

You don't know what's going to happen next.

It's unpredictable.

It's an interesting story, based on real facts.

Your Turn

Role-play a conversation like the one above with a partner.

Decide about the following first:

- which city/town you are in
- what you are interested in buying
- what kind of store you are in
- who is with you



4 Listening

A. Listen and check *true* or *false*.

| | <i>true</i> | <i>false</i> |
|---|-------------|--------------|
| 1. Yasmin can't use this type of credit card because she doesn't have an account. | | ● |
| 2. Yasmin is interested in opening an account. | ● | |
| 3. Amal can use the ATM. | | ● |
| 4. Yasmin will pick up her new gown today. | | ● |

Bank clerk: Good morning. Can I help you?

Amal: 3

Bank clerk: 4

Yasmin: No, I'm sorry, I don't. Is that a problem?

Bank clerk: No, not at all. 1 8

Yasmin: Oh, I see. What do you think Amal? I'll be back here, every few months. It would make sense, wouldn't it?

Amal: Whatever you think is best.

Yasmin: 2

Bank clerk: Of course. 5

Yasmin: Thank you.

Amal: Oh, excuse me. 6

Yasmin: 9

Amal: Yes, I do. It's just that I don't use it often enough to remember! Sorry!

Yasmin: That's fine! I'm glad we'll both be using the same bank.

Amal: Oh, look at the number of people waiting at the counter.

7. I forgot to take it this morning.

Yasmin: Please don't worry! I'll wait for you.

Amal: I'm not sure that's a good idea Yasmin. Stores are about to close for the afternoon. You'd better hurry and pick up your gown.

Yasmin: You're probably right. Actually, I won't pick it up today. I'd like them to take the hem up. You'll be alright, won't you?

Amal: Yes, of course. Give me a ring on my cell phone when you're ready.

Yasmin: I'll do that. OK. See you soon.



B. Listen again and write the number of the correct expression in the blank.

1. Just checking; there is no service charge for account holders.
2. In that case, I'd like to open an account please.
3. Yes, please. We'd like to withdraw some cash from this credit card.
4. Do you have an account with us?
5. Would you like to come this way and fill out some documents?
6. I'd like to withdraw some money from my account.
7. I wish I had the card for my cash card account. I could use the ATM.
8. Wouldn't it be a good idea to open an account?
9. I didn't realize you had an account at this bank!

5 About You

Role-play a conversation like the one above with a partner. Use expressions from B.

Decide about the following first:

- which city you are in
- what you would like to do at the bank, e.g. open an account, deposit money into your account, etc.

6 Pronunciation

A. Listen. Note the rising ↗ or ↘ falling intonation.

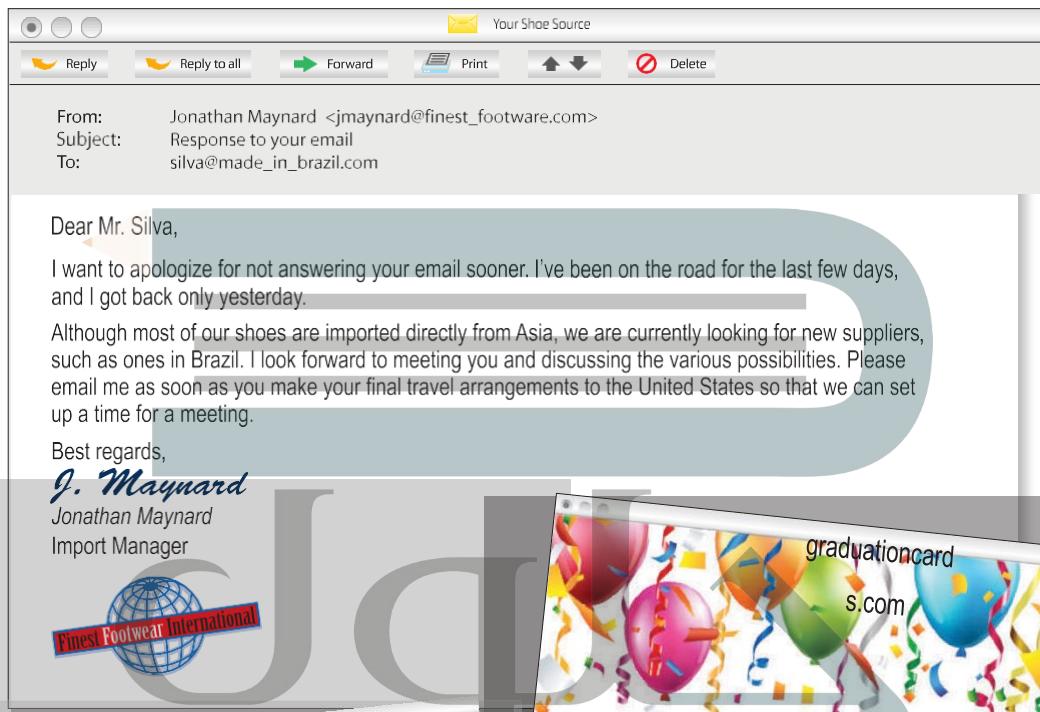
Good morning. ↗ Can I help you? ↗
No, not at all. ↘

B. Listen and find more examples for rising or falling intonation in the conversation.

1 You've Got Mail!

1 Listen and Discuss

Read the four emails and decide what the purpose of each one is.



Your friend sent an ecard graduationcards.com. Click on the cake to view it.

graduationcard s.com

Although you're out of sight, And even though you're away, I want to give you a great graduation day.

HAVE A GREAT GRADUATION DAY

David Hamilton

From: David Hamilton <dhamilton@unicore.com>
Subject: Out of office reply for David Hamilton
To: psmith@unicore.com

I will be out of the office from October 19 to 22 and will not have access to email.
For any urgent matters, please contact: shawn_taylor@unicore.com.

David Hamilton

Melanie

To: olivia@megagoal.com
Subject: Visit you in Paris

November 15

Hi Olivia,
How's work, and how's Paris? Hope you're getting used to your new way of life and taking advantage of living in such a wonderful city. Guess what? I'm coming to France on vacation at the end of the month, and I'll be staying in Paris for a few days. I was wondering if you could put me up. However, I don't want to inconvenience you in any way I'm used to sleeping anywhere. Let me know if it's all right if I stay with you. What's the weather like now? Last time I was in Paris, it was so rainy that I was soaked most of the time, in spite of my raincoat and umbrella. I'm really looking forward to seeing you again.

Your best friend,
Melanie

Quick Check

- A. Vocabulary.** Mark the ways to start or end letters or emails.
- B. Comprehension.** Answer **true** or **false**.
- true** Mr. Maynard answered the email as soon as he returned.
 - fales** Mr. Maynard's company is not interested in doing business with Mr. Silva.
 - true** Although your friend is far away, they haven't forgotten your graduation day.
 - fales** David will answer all emails even though he's out of the office.
 - fales** Melanie is hoping to stay with Olivia even though it'll be inconvenient.
 - true** Even though Melanie was wearing a raincoat, she got wet in Paris.

2 Pair Work

- A. Apologize for something.**

Speaker A: I want to apologize for not coming to your graduation ceremony.
Speaker B: Don't worry. That's quite all right.

- B. Wish someone the best on a special occasion.**

Speaker A: Congratulations. I wish you lots of success.
Speaker B: Thanks a lot. I'm looking forward to the new job.

1 You've Got Mail!

3 Grammar



Preposition + Gerund

Prepositions can be followed by nouns, pronouns, or gerunds.

I apologized to **Allison**. (*noun*)

I apologized for **forgetting** her graduation day. (*gerund*)

I apologized to **her**. (*pronoun*)

Some verbs are usually followed by certain prepositions.

I apologize for arriving late.

I decided against wearing a uniform.

I look forward to meeting you personally.

I insist on paying for our lunch.

I'm thinking of moving to a new house soon.

I succeeded in getting into college.

I'm dreaming of going on vacation.

I asked about applying for a job.

Some adjectives are followed by certain prepositions.

I'm tired of waiting for an answer.

I'm used to having coffee at breakfast.

Although, Even Though, In Spite Of

Although, *even though*, and *in spite of* have similar meanings.

Although and *even though* introduce a clause that has a subject and a verb.

In spite of is followed by a noun or gerund.

Although it rained, we enjoyed the vacation. **In spite of** the traffic, I arrived on time.

Even though I was tired, I couldn't sleep. He went to school **in spite of** being sick.

As Soon As, When

These conjunctions of time are not followed by future forms of verbs even though the verbs tell us about future time. The present is used instead.

I'll tell you **as soon as** I know.

I'll call you **when** I arrive.

So ... (That)

Use **so** with an adjective or with *many*, *much*, *few*, or *little* to express result or degree.

The noise was **so loud** (that) we could hardly hear ourselves talk.

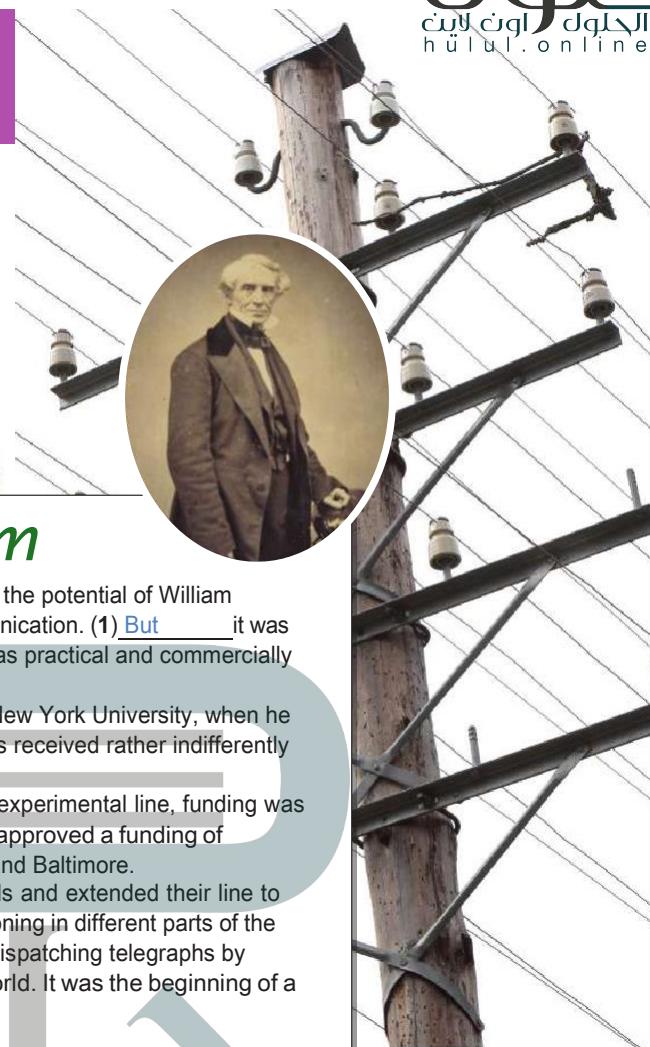
There were **so many** cars (that) we couldn't find a place to park.

Read each example in the grammar section. Find sentences in the emails that are similar and underline them.

A. Complete the sentences with **although** or **in spite of**.

1. In spite of her busy schedule, Maya always remembers her friends' events.
2. although Steve had all the right qualifications, he wasn't chosen for the job.
3. Our team lost the game although we played much better than the other team.
4. We had a really good time at the beach In spite of the cloudy weather.
5. Although she has a Russian last name, she was actually born in Canada.

- B. Use the following words to complete the paragraph:
although, as soon as, because, but, during, in spite of



The Telegraph System

In 1830, an American, Joseph Henry (1797-1878), demonstrated the potential of William Sturgeon's invention, the electromagnet, for long distance communication. (1) But it was Samuel Morse who was able to invent a telegraph system that was practical and commercially feasible.

(2) During 1835 Morse was a professor of arts and design at New York University, when he proved that signals could be transmitted by wire. The system was received rather indifferently in 1838, (3) in spite of an impressive public demonstration.

(4) although Morse and his associates were eager to set up an experimental line, funding was not approved until a few years later. So, (5) as soon as Congress approved a funding of \$30,000, the construction of a line started between Washington and Baltimore. Samuel Morse and his associates managed to raise private funds and extended their line to Philadelphia and New York. Telegraph companies started functioning in different parts of the United States. (6) because of this, Western Union soon joined, dispatching telegraphs by train. Eventually, telegraph systems were set up all over the world. It was the beginning of a new era in communication.

- C. Match the two parts of the sentences about an outing.

1. b There was so much traffic on the road a. we weren't able to swim.
2. e The picnic spot was so crowded b. it took hours to get to the beach.
3. a The water was so cold c. we went straight to bed.
4. f There were so many mosquitoes d. I got a headache.
5. d The beach was so noisy e. we weren't able to find a good place to sit.
6. c We were all so tired in the evening f. the children were bitten all over.

- D. Complete the sentences about yourself. Then compare with a partner.

I'm thinking of studying in a foreign country.

1. I'm interested in studying abroad.
2. I'm excited about going away on vacation.
3. I'm thinking of studying engineering.
4. I'm looking forward to going to your graduation ceremony.
5. I'm not used to speaking in public.
6. I'm tired of doing homework every night.
7. I apologized to my friend for arriving late.
8. I'm not capable of waking up early in the morning.
9. I'm used to going to bed late at night.
10. I decided against going to the beach today.

1 You've Got Mail!

4 Language in Context

Make a list of things you're ***used to doing*** and ***not used to doing*** and compare with a partner.



I'm used to talking in public.



I'm not used to getting up early.

5 Listening

Listen to the messages or conversations. Complete the sentences.

- a. Mr. Kramer's assistant is apologizing for changing the time of an appointment
- b. Mr. Kramer wants to Change the meeting to Monday at the same time
- 2. a. Nawal is thinking of visiting newyork
- b. Sabah is looking forward to seeing Brenda.

- 3. a. Omar is apologizing for not coming to Ron's house
- b. At the end, Omar is thinking of Bringing his cousin to Ron's
- 4. a. Raymond is making excuses for house not handing in his history project
- b. He wants to Hand the project in a couple of days late

6 Pronunciation



- A. Listen to the following vowel sounds. They are sometimes called short vowels. Then practice.

| /e/ | /æ/ | /ɪ/ |
|---------|-----------------|------------|
| send | happy | wish |
| get | spam | city |
| letters | congratulations | interested |

- B. Read the emails again and underline only the words that have short **e**, **a**, and **i**. Practice reading the sentences aloud without stressing the short **e**, **a**, and **i** in the words you underlined.

7 About You

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

1. Are people in your country used to sending email, letters, or cards on special occasions?
2. When did you last apologize for doing something wrong? What did you do?
3. Are you the kind of person who forgives easily? Explain.
4. When you are/were absent from school, do/did your parents write notes to your teachers explaining your absence?
5. Are you used to doing favors or asking other people for favors? Explain.
6. Do you put people up when they travel? Do you ask others to put you up when you travel?



8 Conversation



Underline the words that have short **e**, **a**, and **i**. In pairs, read the conversation aloud without stressing the short **e**, **a**, and **i** in the words you underlined.

Ahmed: Abdullah, thanks for inviting me to your graduation event. I was really looking forward to next Thursday night, ...

Abdullah: I've been planning this event for ages! You're coming, aren't you?

Ahmed: Well, Abdullah, I'm calling you up to explain. Unfortunately I'm not going to be able to make it.

Abdullah: **No way!** I refuse to accept that. I insist on your coming.

Ahmed: I'm sorry, I really am. You see, it's my uncle's wedding, and they're having the whole family over for dinner.

They expect me to be there, and I can't let them down.

Abdullah: So, sneak out as soon as the dinner's over.

Ahmed: I can't just walk out like that.

Abdullah: **Of course** you can.



Your Ending

What does Abdullah go on to suggest?

- 1 No one's going to notice.
- 2 Tell your uncle you're not feeling well, and you're going to lie down.
- 3 Be straight with your uncle, and tell him you have plans after dinner.
- 4 Your idea: _____



Real Talk

No way! = used to say you won't allow something

let someone down = disappoint

Of course = used to give someone permission or encouragement

Be straight = be honest and frank

About the Conversation

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

1. What was Ahmed looking forward to?
2. Why can't he come to the graduation?
3. What does Abdullah want Ahmed to do?

Ahmed was looking forward to going to Abdullah's graduation event.

Ahmed has to go to a family dinner for his parent's wedding anniversary.

He wants Ahmed to leave the dinner early.

Your Turn

Role-play these situations with a partner.

1. You can't come to a friend's graduation ceremony. Make up a reason and apologize for not coming.
2. Call a friend and accept an invitation to a dinner, an event, or an outing.



1 You've Got Mail!



9 Reading

Before Reading

Read the passage and find all the sentences that talk about the different means of communication. Compare what you found with a partner.

FROM SMOKE SIGNALS

to Email: Keeping in Touch

From the Stone Age to the present, people have shown a desire to send messages to one another over long distances.



In ancient times, according to one story, a chain of fires on mountaintops was used to relate the news of the fall of Troy to people in Greece. In the past, native people in the Americas used smoke from fires to transmit messages. They developed a code—in which certain combinations of smoke rising had special meanings. For example, two parallel columns of smoke indicated the successful return of a war party.

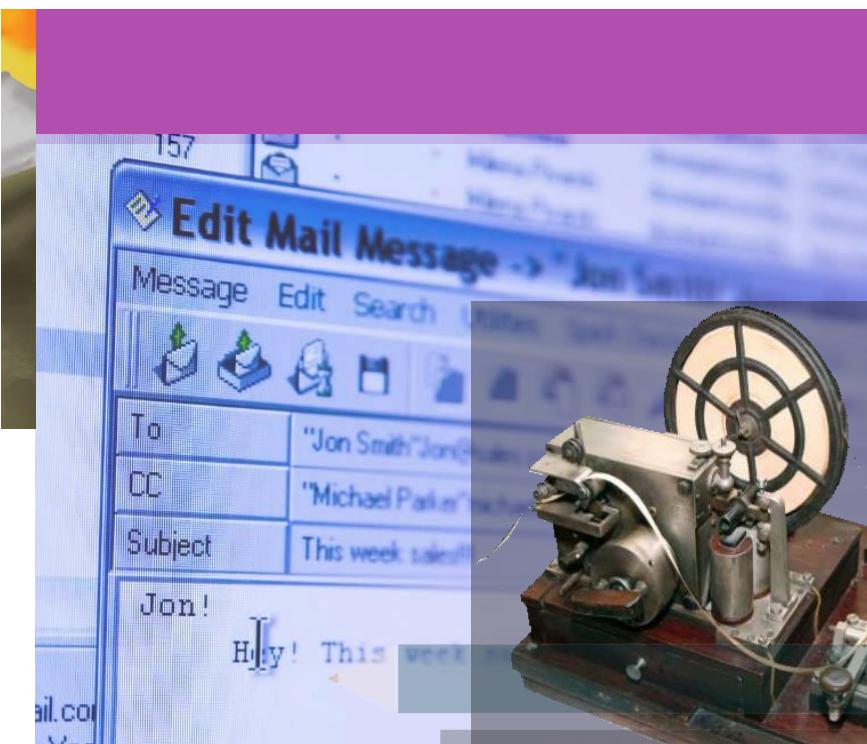
The ancient Greeks established lines of signal towers at mountain-tops. At each one, a large fire was lit to transmit a signal to the next tower, and in this way, information was passed on through the land. Also, almost anything that makes a noise has been used for signaling. A kind of drum talk is still used in Central Africa today, although few who are not natives have been able to understand it. The sender uses a drum that can produce a high or low tone. Because the local dialect alternates in these tones, the sender is able to simulate speech with the drums.

In modern times, people have communicated by letter, telegraph, and telephone. But no one method has become as widespread as quickly as the use of email. The first email message took place in 1971, and according to its sender, Ray Tomlinson, it was probably the following: "QWERTYUIOP." What was significant about that? Nothing, really. This is just the top row of keys on an English-language keyboard. Tomlinson was just testing out the system and using a nonsense message. He had no concept that he was going to start a revolution in communication.

Tomlinson was one of a group of scientists who were working on developing better computers. The scientists at his site were able to send a message to a "mailbox" on the computer on their site. Other scientists could view the messages in the mailbox. But there were other computers at other sites where scientists were working on the same project. Tomlinson's idea was to figure out a way to deliver messages to mailboxes on those remote computers. He used the @ sign to identify messages that were headed out of the local machine to the more distant ones. That was the start of the emailing systems that we still use today.

At first, the number of people on email was small, but by the end of the 20th century, there were 263 million email boxes. In the 21st century, that figure has grown to over 2 billion, and the functions of email services in the future will become more and more diversified. And text messaging on cell phones is also increasing, so people can, in effect, be in constant touch with people who are long distances away.





After Reading

Complete the following sentences about the reading.

1. People have shown a need to communicate with one another since the stone age.
2. When Native Americans saw two columns of smoke, They knew that a war party was returning and that is was successful.
3. Although drums are used in Central Africa to communicate messages, only a few non-native Can understand the
4. When Tomlinson sent his first message, he wasn't thinking of starting a revolution in communication drum language
5. Although email only began in the 1970s, by the end of the 20th century, there were 263 million email boxes
6. Nowadays, millions of people are used to being in constant touch with people who are long distance away.

Discussion

1. Think about how you communicate with different people.
2. Work in groups. Make notes in the chart below.
3. Use your notes to talk about communication in class.
4. Which are the most common and most effective ways? Why?

| | Ways I communicate | Advantages | Disadvantages |
|-------------------------------------|---------------------|--------------------------|------------------------|
| With friends | Text message | fast | lazy |
| With relatives | Face to face | Seeing each other | Once every week |
| With other people who live far away | internet | cheap | Long distance |

1 You've Got Mail!

10 Writing

- A.** 1. Work in pairs. Compare the emails from Mr. Maynard and Melanie on pages 6 and 7. Make notes in the chart below.
 2. Use your notes to report in class. Discuss differences and similarities.
 3. Why do you think there are differences?

| Email | Page 6 | Page 7 |
|---------------------------|---|--|
| From | Jonathan Maynard , Import manager | Melanie |
| To | Mr . Silva | olivia |
| Greeting | Dear mr . Silva | Hi Olivia |
| Opening lines | I want to apologize for not answering your email sooner ? | How's work and how's Paris ? |
| Topic/information content | New suppliers / new business | Pending visit / stay with friends / weather in Paris |
| Closing lines | Best regards | I'm really looking forward to seeing you again |
| Signed | J . Maynard | Melanie |
| Purpose of email | To reply to a business proposition | To inform and ask for information |

- B.** 1. Read the email from Adel to his friend in the USA and answer the questions.

- Where did Adel spend the summer? **Adel spent his summer in USA**
- What time of year is it? **It is summer**
- How does Adel feel about starting school again? **He doesn't feel happy**



Why is he excited about the weekend? **Because his father promised to let him drive the jeep in the desert**

2. What does P.S. stand for? Why do we use it?
 3. Which email in your book is this email similar to? How do you know?

2. P.S (postscript)/we use it to indicate something added after the body of the letter was completed and signed

3. it is similar to the email on page 7 from Melanie to Olivia because they have similar starting and ending of the message



Back to school

Reply Reply to all Forward Print Delete

To: brian@megagoal.com
 Cc:
 Subject: Back to school
 Attachment: 200.jpg

Hi Brian,
 How are you doing? Did you have a good summer? How's school? I guess you've just started again, right? Well, that's life. I am attaching a photo of us at the game. How do you like it? We look good, huh? 😊

This is our first week back and everyone is trying to get used to getting up early, spending most of the day at school then home, homework, etc. But we have some great plans for the weekend. We'll drive to the desert with my cousins and spend the night there. I wish you could come along. It would be so much fun.

Guess what? My father promised to let me drive the jeep in the desert. Isn't that cool? What about you? Any special plans for the weekend?

Don't forget. It's your turn next summer. You are going to come to Saudi Arabia and stay with us. I'd better not talk about the summer now. Time to get organized and get down to homework!

Give my best to your family.

Adel

P.S. My teacher complimented me on my English! I told him I had spent two months practicing with my friend!

1. You want to write an email to a friend.
2. Decide who you are going to write to and what you are going to write about.
3. Complete the chart with your notes. Then use your notes to write the email.

| Email | My notes |
|------------------------------------|----------|
| My greetings: | |
| My opening words: | |
| My reasons for writing this email: | |
| My closing words: | |
| Attached documents: | |

Writing Corner

When you write an email to a friend:

- Greet and sign your letter in an informal manner, e.g. Hi/Hello/Dear + first name and Best/Best wishes/See you soon/Take care+ your first name.
- Write as if you were speaking to him/her, i.e. use contracted forms, emoticons, or abbreviations.

When you write to a business/professional contact:

- Address and sign the letter more formally, e.g. Dear Sir/Madam/Dear Mr/Mrs. + last name and Kind regards/Best regards/Sincerely.
- Do not use contracted or abbreviated forms.

1 You've Got Mail!

11 Form, Meaning and Function

Simple Past with *Used to*

Use *used to* for past states, habits and situations that are no longer true.

Morse, the inventor of the telegraph system, **used to be** a professor at New York University. He **used to teach** arts and design.

People **used to communicate** by telegraph. Telegraph companies **used to dispatch** telegraphs by train across the United States.

Yes/No Questions (?)

Did you **use to have** a blue car?

Answer

Yes, I did. I sold it three years ago.

Did they **use to play** football every week?

No, they didn't. They used to play tennis.

Used to and *Would*

We can also use *would* in place of *used to* for past habits but we cannot use *would* for past states.

In ancient times, people **would shout** messages to the next tower in order to pass on information through the area. People **used to have** very powerful voices in those days!

INCORRECT: People **would have** very powerful voices.

Information Questions (?)

How **did** people in the Americas **use to transmit** messages?

Answer

They used smoke signals.

Why **did** people **use to shout** from signal towers?

They wanted to pass on messages.

What **did** you **use to do** when you were young?

I used to ride my bike in the park.

- A. Complete the paragraph with the correct form of the verbs in parentheses. Use ***used to*, *would* and *didn't use to*.**

My grandparents often tell me that life before the Internet was very different to how it is nowadays. When my grandfather was young, he didn't use to have (1. have) a computer, laptop, tablet or even a cell phone!

He told me that in those days, people used to speak (2. speak) to people on a phone that was fixed to the wall of the house. People didn't use to use (3. use) their phones to take digital images.

They used to take (4. take) photos with a camera that needed a special roll of film. They

Used to print (5. print) the photos on a special kind of paper and put them in a photo album.

Moreover, people used to find (6. find) information in books, and they used to use (7. use) actual paper maps to

get to places! They also used to (would) read (8. read) paper

newspapers which a paper boy used to (would) deliver (9. deliver) to their house. My grandfather said it was just like getting a printed Internet on their doorstep every morning!

These days it is much quicker to find information and stay in touch, but life before the Internet sure sounds amazing!



- B. Work with a partner. Talk about what your grandparents **used to** and **didn't use to do**.

بـ. اعمل مع صديق ، تحدث عن الأشياء التي تعود على فعلها اجدادكم والتي لم يتعدوا على فعلها

There is/There are

Singular nouns

There is a phone message for you.

Plural nouns

There are lots of unanswered emails in my inbox.

Plurals

Regular nouns

For most regular nouns we add **-s** to form the plural. If the noun ends in **-s**, **-ch**, **-sh**, **-o**, or **-x**, we add **-es**. For regular nouns that end in **-y**, we usually drop the **'y'** and add **-ies** for the plural. For regular nouns that end in **-f** or **-fe**, we change the ending to **-ves**.

letter—letters

inbox—inboxes

city—cities

leaf—leaves

card—cards

business—businesses

company—companies

wife—wives

email—emails

watch—watches

story—stories

life—lives

Note: If the noun has a vowel before the final **-y** then we add an **-s**: boy—boys; day—days; donkey—donkeys, etc.

Irregular nouns

man—men

child—children

foot—feet

deer—deer

woman—women

tooth—teeth

mouse—mice

fish—fish

Definite Article: *The*

Use the definite article *the* before singular and plural nouns when we know what or who we are referring to.

The children at the local school got some new computers.

Use the definite article *the* for objects that are one of a kind: **the** Internet, **the** sun, **the** Masmak Fortress,

the Holy Qur'an.

- C. Look at the picture. Write sentences to describe the different ways people communicate. Compare with a partner.

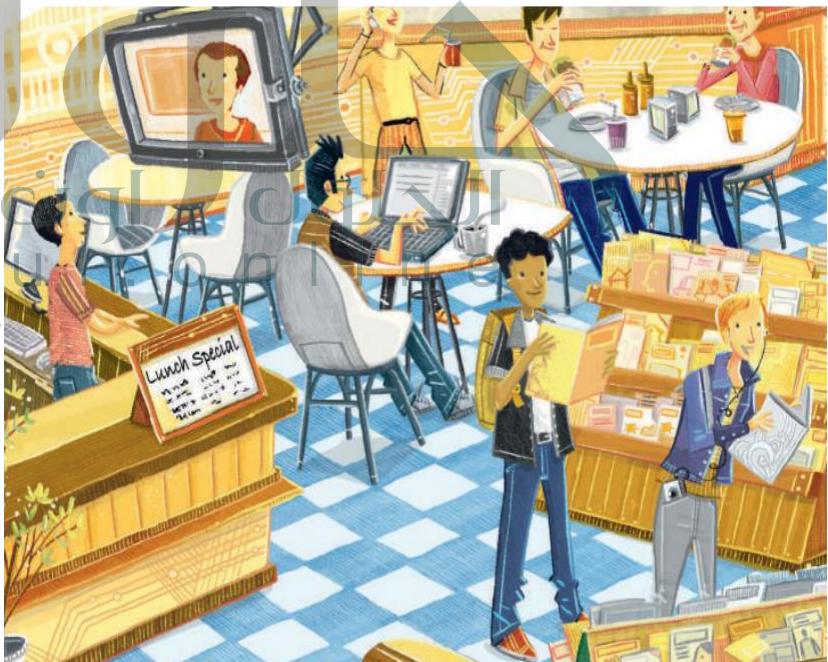
 *There is a man writing an email on a computer,*

There is a man talking on a cell phone

There is a man watching the news on TV

There are two men reading books

There are two men sitting on a table talking to each other



- D. With a partner, talk about how you stay in touch with family and friends. Is this the same or different to when you were younger? Why?



We stay in touch through online apps and it is different than before

1 You've Got Mail!

12 Project

1. Design a greeting card for Saudi Arabia National Day.
2. Think about events and emotions on that day and complete the chart with your notes.



| Occasion | |
|--|---------------------------|
| My notes | Saudi Arabia National Day |
| Actions on that day (verbs) | |
| Naming words on that day (nouns) | |
| Describing words for that day (adjectives) | |
| Emotion words on that day | |

3. Write 2 to 3 sentences/messages about Saudi Arabia National Day using some of the ideas/words you listed above.
4. Design your card. Search and find suitable photos/pictures or draw your own.
Make sure that your photo/drawing is related to your sentences.
5. Choose the sentence or sentences that you are going to include and write them on your card.
6. Decide who you are going to send your card to.



13 Self Reflection



| Things that I liked about Unit 1: | Things that I didn't like very much: |
|-----------------------------------|--------------------------------------|
| _____ _____ | _____ _____ |

| Things that I found easy in Unit 1: | Things that I found difficult in Unit 1: |
|-------------------------------------|--|
| _____ _____ | _____ _____ |

| Unit 1 Checklist | I can do this very well. | I can do this quite well. | I need to study/practice more. |
|---|--------------------------|---------------------------|--------------------------------|
| discuss email and letter format and etiquette | | | |
| make and accept an apology | | | |
| wish someone success | | | |
| make arrangements, accept and refuse invitations | | | |
| use the construction preposition + gerund | | | |
| use <i>although</i> , <i>even though</i> , and <i>in spite of</i> | | | |
| use <i>as soon as</i> and <i>when</i> : | | | |
| use <i>so...(that)</i> | | | |
| use <i>used to</i> and <i>would</i> | | | |
| use <i>there is/are</i> + singular and plural nouns | | | |
| use the definite article: <i>the</i> | | | |

| My five favorite new words from Unit 1: | If you're still not sure about something from Unit 1: |
|---|---|
| _____ _____ _____ | <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 |



2 Wishful Thinking

1 Listen and Discuss

Read the texts below. Find the sentences that say exactly what each person wishes for.

WHAT PEOPLE ARE SAYING

Wishes vary from person to person. Find out how some of our readers answered the following questions.

Q: If you could only take one thing with you to a desert island, what would you take?



Saeed, 23

A: I would take my cell phone. I'd be able to keep in touch with my family and friends around the world, and I wouldn't get lonely.



Ahmed, 17

Q: If you could be a historical figure, who would you be?



Bob, 16

A: I'd like to be Omar bin Abdul Aziz, a Muslim Caliph. I would create one of the greatest empires with no poverty the world has ever known.



Q: If you had a close encounter with an extraterrestrial, what question would you ask?



Hameed, 20

A: I'd ask if I could travel with the ET. I would like to find out about life in the universe.

Q: If you could choose a place to live, which city or country would you choose?

A: If I could choose a place to live, I'd go to Hawaii. The weather's great the whole year round, and the surfing is fabulous.



Q: If you could change your looks, what changes would you make?

A: Actually, I'm quite happy the way I am. I wouldn't make any changes.



Q: If you could travel through time, would you go to the past or to the future?

A: I would go to the future to see what new technologies people will be using.

The Most Common Wish

"I wish I could win a big prize."

The King Faisal International Prize is awarded to individuals, whose achievements benefit mankind across the globe. Shaikh Sulaiman Al-Rajhi, a world leading philanthropist, was awarded the 2012 Prize for Service to Islam, while Prof. Adnan Bin Muhammad Al-Wazzan won the Prize for Islamic Studies.

Prof. Richard Berkowitz and James Bruce Bussel won the Prize for Medicine. The cash prize of SAR 750,000 (\$200,000) was split between them. Prof. Ali Hilmi Ahmad Moussa and Dr. Nabil Ali Muhammad, from Egypt, shared the Arabic Language and Literature Prize and Prof. Alexander Varshavsky won the Science Prize.

Laureates also receive a gold medallion, and a handwritten certificate.



Quick Check ☰

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

1. Desert d a. round
2. Keep c b. the prize
3. Close e c. in touch
4. whole year a d. island
5. split b e. encounter

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

1. true Saeed would take his cell phone to a desert island.
2. false Steve would like to be a Roman emperor.
3. true Bob would ask an extraterrestrial about life on other planets.
4. true If Ahmed could live in any place in the world, he'd live in Hawaii.
5. false If Hameed could, he would change the way he looks.
6. true Leonard would like to find out about future technologies.

2 Pair Work



A. Give your answers to the questions in the article.

If I could take only one thing with me to a desert island, I'd take my smartphone.

B. Find sentences that are wishes in the texts you read. Make questions for those wishes. In pairs, ask and answer the questions. See the example below.

- ▢ Do you wish you had a lot of money?
▢ Yes, I do. Then I would be able to travel.

C. List some common wishes, and compare your list with a partner.



2 Wishful Thinking

3 Grammar

Conditional Sentences with *If*-Clause: Imaginary Situations

Use conditional sentences to talk about imaginary or hypothetical situations in the present.
Use the simple past in the *if*-clause. *Would* is often used in the main clause.

If I found a million dollars, I **would keep** it. I **wouldn't take** it to the police.

The contraction of *would* is '*'d*' and is used with all subjects: *I'd*, *you'd*, *he'd*, *she'd*, *we'd*, *they'd*.

They'*d* be happy if they had time to take a vacation.

Conditional Sentences with *Might* and *Could*

Might can replace *would* in conditional sentences to express possibility.

If I had extra money, I **might take** a vacation to Hawaii.

Could can be used in the *if*-clause. It means "if someone were able to."

If I **could travel** anywhere, I'*d go* to Tahiti.

Could can also be used in the main clause. It means "would be able to."

If we had more time, we **could play** another game of tennis.

Verb: *Wish*

Use *wish* for things you want to happen but probably won't.

wish

| | |
|-----------------------|---|
| <i>in the present</i> | I don't have much time. I wish I had more time. |
| | I have to study today. I wish I didn't have to study today. |
| | I'm not rich. I wish I was/were rich. |
| | I can't go to the mall. I wish I could go to the mall. |
| <i>in the future</i> | He won't lend me his car. I wish he would lend me his car. |

Note: *Was* is usually used in informal spoken English with *I*.

I wish I **was** a millionaire.

Read each example in the grammar section. Find sentences in the texts you read on the previous pages that are similar and underline them.

A. Match the sentence parts.

- | | |
|---|-------------------------------|
| 1. If I were a very rich person, <u>d</u> | a. I'd tell him to cut taxes. |
| 2. If I saw someone who was stealing in a store, <u>f</u> b. I might live with my aunt. | c. I'd travel to New Zealand. |
| 3. If I had more experience, <u>e</u> | d. I wouldn't have to work. |
| 4. If I could say something to the president, <u>a</u> d. I wouldn't have to work. | e. I'd apply for the job. |
| 5. If I had to leave my home, <u>b</u> | f. I'd call the police. |
| 6. If I could choose any destination, <u>c</u> f. I'd call the police. | |

B. Work with a partner. Make sentences that start with the *if*-clauses in exercise A and end with your own ideas.



C. Discuss the following situations in a group. What would you do?

1. Someone took your shopping cart by mistake in the supermarket.
2. You're in a hotel and you see a famous writer.
3. You lent a friend some money, but the person didn't return it.
4. You lent a friend a dress or a suit for a special occasion.
When he/she returned it, it had a big stain on it.
5. You saw someone cheating on a test.

1.I would say " excuse me , this is my cart .

2.I would ask nicely for his/her signature.

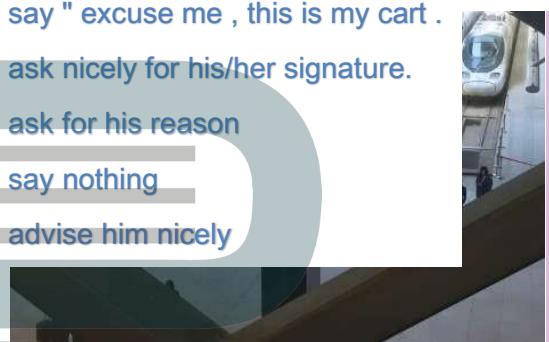
3.I would ask for his reason

4.I would say nothing

5.I would advise him nicely

D. Problem Solving

Work in groups. Pretend your city has the following problems, and you are the government official in charge of solving them. What would you do?



💡 If I were mayor, I would build a rail system to connect various parts of the city.

poor public transportation
no recycling facilities
old schools

crime
traffic
pollution

poor health services
poor telephone service
too much garbage

few sport facilities
few libraries
expensive housing

E. Use the verb **wish** to complete the sentences. In some cases, more than one verb form can be correct.

Your best friend is a wonderful person, but he/she talks too much.

💡 I wish that my best friend didn't talk so much/wouldn't talk so much.

1. Your friend eats too much junk food and you think it's unhealthy.

I wish my friend **didn't / wouldn't eat too much junk food**.

2. A friend asked you to go surfing, but you don't know how to surf.

I wish I **knew how to surf**.

3. Your parents won't let you go out tomorrow night.

I wish my parents **would let me go out tomorrow night**.

4. It's raining again.

I wish it **weren't raining**.

5. You want to buy someone a present, but you don't have enough money.

I wish I **had enough money to buy a present**.

6. You have to wear a uniform to school, and you don't want to.

I wish we **didn't have to wear a uniform to school**.

2 Wishful Thinking



4 Language in Context

- A rich businessman offers to pay for three things you want because you received the highest grades in the school district. What would you ask for?
- Compare your wants with members of the class and select the funniest one.

5 Listening



A. Listen to the conversation and make notes in the chart below.

| | Wish | Why? |
|-------|---|---------------------------------------|
| Gina | She can write | So she do draft |
| Lyn | She wishes she could do something to help | To help the poor children |
| Sahar | She had enough money | So they wouldn't have to ask any more |

B. Listen again. Try to figure out the reasons for the people's wishes, and complete the second column of the chart. Share your ideas in small groups. Then report in class.

6 Pronunciation



A. Listen. Note how **would + you** and **could + you** are reduced in questions. Then practice.

What **would you** do?

Where **would you** go?

What **could you** do?

Where **could you** go?

B. Read the people's wants and wishes again. Underline the **would you** and **could you** word groups. Practice reading the sentences aloud.

7 About You



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

- Do you ever wish you were someone else?
Who? Why?
- If your house were on fire, what would be the first thing you'd try to save?
- If you lived on a desert island, what would you miss most from civilization?
- If you lived away from your country, what would you miss the most?
- Have you ever had a wish come true? (Or, do you know anyone who has?) What was the wish?
- What advice would you give someone in order to become rich?



8 Conversation



Underline the **would you** and **could you** word groups. In pairs, read the conversation aloud making sure to reduce the pronunciation of **would you** and **could you**.

Yousef: Some people are really interested in participating in a TV game show. I read about **this guy** who won a million-dollar prize on a TV game show.

Michael: Well, I read about a family that won 100 million dollars as a prize. Now **to me**, that would be a real problem. I wouldn't know what to do with so much money.

Yousef: **You wouldn't know** what to do with so much money? You have to be crazy to say that. If I won that kind of cash, I'd know exactly what to do. I have it all planned out.

Michael: What would you do then?

Yousef: I'd divide the amount into three. I'd give one third to my family. Another third I'd spend on traveling to places I've always dreamed of visiting; I'd buy a house for myself, and a new car, and I'd **have a ball**.

Michael: And what would you do with the rest?



Your Ending

What do you think Yousef's answer would be?

- 1 I'd probably give it to charity.
- 2 I'd invest the money in the stock market and try and make more money.
- 3 I'd give it to you, of course.
- 4 Your idea: _____

Real Talk

this guy = informal way to say "this person"

to me = in my opinion

You wouldn't know... ? = echo question, to confirm what was said (here, to show disbelief)

have a ball = have a good time

About the Conversation

1. Who won some money? How did the people win it?
2. What would Michael do with 100 million dollars?
3. What two things would Yousef do with 100 million dollars?

1. **A guy won a million dollar and family won 100\$ million as prize on TV**
2. **He wouldn't know what to do with the money .**
3. **He will give one third to his family and sent the second third on travelling**

Your Turn

Role-play the conversation with a partner. Use your endings. Use the answers in **About the Conversation** for ideas.



2 Wishful Thinking

9 Reading

Before Reading

Winning money as a prize could bring the winner problems. Do you agree or disagree? Give reasons. Make a list of problems you think might be mentioned in the article below. Then scan the article and see if it mentions the same problems.

MONEY: A Blessing or a Problem?

There's a great deal of truth in the saying "A fool and his money are soon parted." For some people, winning millions is the answer to their problems, but the reality is more like a nightmare for others. The money can strain relationships with family, friends, and neighbors, and can even eventually end in bankruptcy. It's often very hard for a winner to handle the pressure and all those millions.

Most prize winners are not used to having money and making financial decisions. They are vulnerable and become easy prey to people who want to take

advantage of them. Winners may lose large sums on investments they know nothing about, or they might go in with a partner who may not know how to run a business.

William "Bud" Post won \$16.2 million. "I wish it never happened. It was totally a nightmare," says Post. He tried to help his family, but things didn't work out. A brother was arrested for trying to kill him, hoping to inherit part of the money. Post went into a car business and a restaurant with his children, but the two ventures were failures. He eventually went broke, and now he lives on \$450 a month and food stamps.

For many people, sudden money can cause more than financial disaster. The most notorious case of poor use of prize money in recent times is that of Michael Carroll, who won £9.7 million (\$17.1 million) at the age of 20. Michael spent almost his entire fortune in 18 months on four homes, a holiday villa in Spain, two convertible BMWs and two Mercedes Benz cars, several quad bikes, and a stake in a football team. Sometimes money can make people insane, but that isn't the case with Michael Carroll. He was a nuisance before, and decided to continue being a

nuisance. Michael has been in constant trouble with the law, and has paid thousands of dollars in fines for vandalism. Reports say that he is nearly broke.

But not everyone is like Michael and Bud. Bob Bradley, an 83-year-old great-grandfather, won \$6.17 million in May 2006. Besides giving a huge amount to children's charities, Mr. Bradley has spent his fortune helping to make the dreams of his family and friends come true. He has rejected flashy cars, expensive vacations, and a move to a luxury mansion in favor of handing out his jackpot to others. He said: "I haven't kept any money for myself. I can just give my family all they ever wanted. I've had my life more or less, so this win is for their benefit."

So if you ever win a big prize, seek an advisory team to help you make important financial decisions—and a good psychiatrist to help you keep your sanity.





After Reading

- A. Underline words and expressions in the reading that refer to money.
 - B. In your own words, write how the different prize winners handled their fortunes.
1. Bud Post 1. Post tried to help his family , but his brother tried to kill him . He invested money in business but they failed
 2. Michael Carroll Carroll spent his fortune in 18 months. He bought things like a Mercedes and a villa in Spain. He was in trouble with the law and paid fines
 3. Bob Bradley Bradley gave huge amounts of money to charity. He didn't buy things for himself, he gives money to make the dreams of his family and friends come true .
- C. Make a list of the most common problems experienced by the prize winners.
Compare your answers with a partner.

Discussion

- 1 Read the article again and make notes about how each person spent and lost his money.
- 2 Work in pairs/groups. Think about how you might have helped them protect their money. Make notes in the chart.
- 3 Discuss your ideas in class. Decide on the best idea.
- 4 Do you think Bob Bradley used his money well? Why? Why not?

| Prize winner | How he lost his prize money | How you would help him protect his money |
|-----------------|-----------------------------|--|
| Bud Post | | |
| Michael Carroll | | |
| Bob Bradley | | |



2 Wishful Thinking

10 Writing



- A. 1. Have you ever watched a quiz show on television? What did you think of it?
 2. Would you ever participate in a quiz show? Why? Why not?
 3. Read the answers given by the winner of a popular quiz show, *Top Quiz*, and match them with the right questions. Write the number of the question in the blank. Listen and check.

Interviewer: Congratulations! You're the big winner.

Simon: Thank you, thank you. I'm very excited.

Interviewer: 4

Simon: You know, I've been too busy to think about it. So I guess, no, it hasn't. But I'm sure it will.

Interviewer: 2

Simon: I'm only a guy who was on a quiz show. No more, no less. I don't feel like a celebrity. I'm just a regular person.

Interviewer: 5

Simon: Well, my friends and family kept pushing me to join. I wasn't so sure. I mean, I didn't think I was all that good at anything. But in the end, I thought, why not? What have I got to lose?

Interviewer: 7

Simon: Yes, you could say I was. But I didn't watch it all the time. If I had anything better to do and had to be away, I was away. I guess I'm a big fan now!

Interviewer: 6

Simon: I don't think anything can prepare you for something like this. I was in a bit of a shock at first but it didn't take that long to get used to things. It felt really good.

Interviewer: 3

Simon: Yes, I did actually. If you remember, there was this young man, Weber, who was a real whiz kid. I thought that was it, for a moment. I didn't think I could make it. But as it turned out he's got a way to go. He's quite young. But ... I wouldn't want to compete with him in ten years' time.

Interviewer: 1

Simon: The whole experience. It was something I'll remember for the rest of my life. Even if I hadn't won, I would still feel that way, because it's all so unique, working with all these wonderful people, knowing that thousands of viewers watch you on every show.

Interviewer: 8

Simon: Right now, I need some time to settle down and think. I know one thing, for sure, though; I will not be watching any shows for a while. I'd like to go somewhere and rest and then probably decide if I'm going to go back to college or start my own business.

Interviewer: Any last words?

Simon: I would like to thank everybody for giving me this opportunity—my family, my friends, the people on the show ...

If you could pick one thing from *Top Quiz* to take away as special, besides 1 your million dollars, what would it be?

How does it feel to be a celebrity?

Did you have any rough moments during the show? 2 3

Has it sunk in yet?

How did you decide to sign up? 4 5

How did it feel to be on the show?

Was it what you had expected? 6

Were you a fan of the show before you joined? 7

What are your plans for the future? 8

4. How would you feel if you won in a quiz show? Why?
5. Would you want the reporter to ask you different questions? Which ones?
6. Role-play the interview in pairs. Give your own answers.



B. Write a description of a day in your life as a famous quiz show winner.

Imagine your new celebrity lifestyle and answer the questions:

1. Where do you live? What do you wear?
2. What do you do? Where do you go? How do you get there?
3. Who are your friends? Are they new friends or old friends?
4. What is your relationship like with your family?
5. Has your success changed your life for the better or the worse?
6. Make notes in the chart.
7. Use your notes to write your description.
8. Exchange and read each other's descriptions in class.

| | Description of your celebrity lifestyle | Positive and negative aspects of your celebrity lifestyle |
|---|---|---|
| the place where you live | | |
| your possessions e.g., house, clothes, car, etc | | |
| your daily routine | | |
| your relationships with family and friends | | |

A Day in My Life As a Quiz Show Winner

Wearing the latest designer sunglasses, I call my driver to come and collect me from my huge house where I have lived since winning 'Top Quiz.' ... My house is beautiful. It has seven bedrooms and three bathrooms. The only disadvantage is that there are always tabloid newspaper reporters waiting at the end of the driveway ... I ask my driver to take me downtown in my luxurious car, I make my way to a 5-star restaurant to meet friends

Writing Corner

When you write a description of a person or someone's lifestyle:

- Use a lot of descriptive vocabulary to get your reader interested in the person and their lifestyle. Paint a picture with words to illustrate what kind of person you are describing, such as: huge, luxurious and so on.
- Use present tenses to describe the person, their friends and family and their activities.
- Use paragraphs to describe different aspects of someone's lifestyle. You could organize your description into different parts of the day, the places the person visits, their feelings throughout the day and how they change and so on.
- Mention the negative aspects of the person's lifestyle as well as the positive aspects.
- Conclude your description by summing up how the person generally feels about their life.

2 Wishful Thinking

11 Form, Meaning and Function



Count/Noncount Nouns

Count nouns name things that you can count: one Saudi riyal, two Saudi riyals, etc. They have singular and plural forms.

Singular Count Nouns

a coin
a wish
a prize

Plural Count Nouns

two coins
three wishes
four prizes

Noncount nouns name things that you can't count: *money, news, information, advice, rice, tea*. They don't use *a/an*. They don't have plural forms.

Expressions of Quantity: *Some, Any, No*

Use *some* in affirmative statements. Use *any* in negative statements and in questions.

Use *some/any* with noncount nouns and with plural nouns.

Questions (?)

Is there **any** pollution?

Affirmative (+)

There is **some** pollution.

Negative (-)

There isn't **any** pollution.

Are there **any** sport facilities?

There are **some** sport facilities.

There aren't **any** sport facilities.

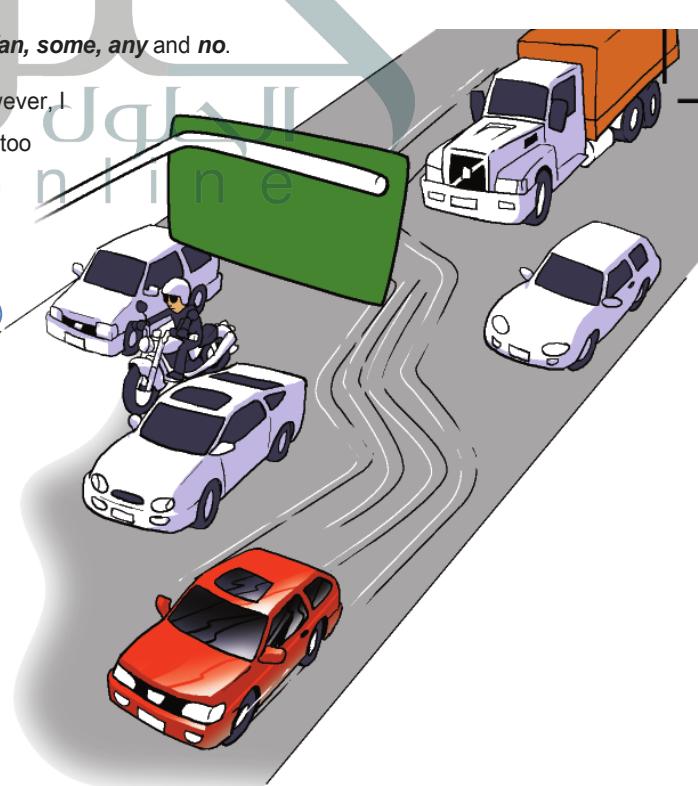
Use *no* with noncount and plural nouns in affirmative sentences to give a negative meaning.

There is **no** crime. = There isn't **any** crime.

There are **no** recycling facilities. = There aren't **any** recycling facilities.

A. Read the description of a city and circle the quantifiers *a/an, some, any* and *no*.

My family moved to this city when I was 10 years old. However, I don't like living here and I wish we would move. There is too much traffic and air pollution. There is a lot of garbage on the streets. There are **no** recycling facilities and there isn't anywhere to play sport either. I suppose there is **some** good public transportation but there isn't **a** subway system. There are **some** good schools but they are very old. There are **no** libraries and there isn't even **a** book store downtown. There is **a** big supermarket near my house but my mother complains that it is very expensive. The roads are not very good and there is nowhere to ride my bike. I wish we hadn't moved here. I wish I lived somewhere else!



B. With a partner talk about what is good and bad about your city. Use *there is/are* and quantifiers.

Words Connected with Money, Shopping Habits and Prices

Some words that we commonly use when we talk about shopping habits and prices are:

| Item | Material | Size | Price |
|----------|---------------------------------|--------|----------------|
| sweater | wool | | \$30 |
| pants | 50% cotton and 50% polyester | small | SAR 209 |
| thobe | 50% polyester | medium | SAR 150 |
| sandals | cotton | large | \$125 |
| bracelet | leather | | SAR 720 |
| dress | gold | | a 20% discount |
| shoes | silver | | |



| | |
|--------------------------------------|---|
| Can I help you, sir? | Yes, please. I'm looking for a thobe. |
| What size are you? | I'd like to try on a medium. |
| Are these pants cotton? | They are made from wool. |
| Excuse me, how much is this sweater? | It's \$95, sir. |
| How much are these leather sandals? | We have a 15% discount on those. They are SAR 110. |
| Can I see the gold bracelet? | Yes, of course. Here you are. |
| How would you like to pay? | I'd rather pay in cash / by credit card |

C. Read the conversation in a shop. Complete with a **bold** vocabulary word from the chart above.

Shop assistant: Can I (1.) help you, sir?
 Man: Yes, please. I'm (2.) looking for a sweater for my nephew.
 Shop assistant: What (3.) size is he?
 Man: He's a (4.) medium.
 Shop assistant: Ok. We have a blue one and a red one in that size.
 Man: How (5.) much are they?
 Shop assistant: The blue sweater is made from 100% (6.) wool and it is SAR 130. The red one is made from wool and cotton. We have a 20% (7.) discount on the red one.
 It's now (8.) SAR 85.
 Man: Great. My nephew prefers red, so I'll take the red one.
 Shop assistant: Would you like to pay in (9.) cash or by (10.) credit card, sir?
 Man: I'd like to pay in cash, please.

D. Read the situation below and write the conversation. Work with a partner. Then role-play the conversation for the class.

Sabah is attending a wedding on the weekend. She wants to buy a new outfit. Complete the conversation with ideas of your own.

Shop assistant: Can I help you, madam?
 Sabah: Yes, please. I'm looking for ...



2 Wishful Thinking



12 Project



1. Work in pairs/groups. Research three TV programs that give participants and contestants large prizes. Find information on the Internet, in newspapers, books, or ask people. Find out about:
 - prizes
 - the objective of the game
 - the rules of the game
 - winners
 - losers
 2. Make notes in the chart. Use your notes to make a PowerPoint or poster presentation in class.

| TV Program | Largest Prize | Who won it? | Object of the game | | |
|------------|------------------|-------------|--|----------------------------|-----------------------------|
| | | | What does a contestant have to do during the game? | How does a contestant win? | How does a contestant lose? |
| 1 | hüllullen online | | | | |
| 2 | | | | | |
| 3 | | | | | |

13 Self Reflection



| Things that I liked about Unit 2: | Things that I didn't like very much: |
|-----------------------------------|--------------------------------------|
| | |

| Things that I found easy in Unit 2: | Things that I found difficult in Unit 2: |
|-------------------------------------|--|
| | |

| Unit 2 Checklist | I can do this very well. | I can do this quite well. | I need to study/practice more. |
|---|--------------------------|---------------------------|--------------------------------|
| make wishes and talk about imaginary situations | | | |
| talk about probability and improbability | | | |
| talk about predicaments | | | |
| give advice to solve problems | | | |
| use conditional sentences with an <i>if</i> -clause in imaginary situations | | | |
| use conditional sentences with <i>might</i> and <i>could</i> | | | |
| use the verb <i>wish</i> | | | |
| use count and noncount nouns | | | |
| express quantity using: <i>some, any, no</i> | | | |
| talk about money, shopping habits and prices | | | |

| My five favorite new words from Unit 2: | If you're still not sure about something from Unit 2: |
|---|---|
| | <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 |

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



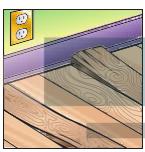
▲ leaky pipe



▲ dripping faucet



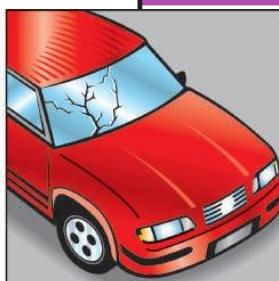
▲ broken doorknob



▲ loose floorboards



▲ broken windowpane



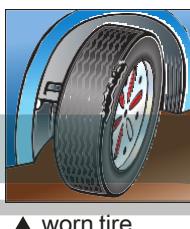
▲ cracked windshield



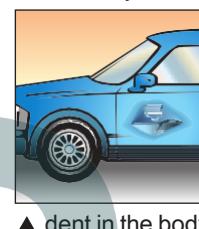
▲ flat tire



dead battery



▲ worn tire



▲ dent in the body

Clothing



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**.
The car seats **need to be fixed**.

(= Someone needs to clean the windows.)
(= 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.
The roof needs to be repaired.
The house needed to be painted.

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

Past Participles as Adjectives

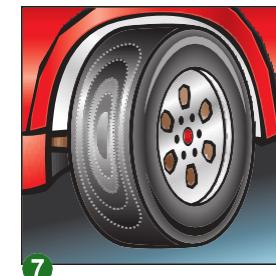
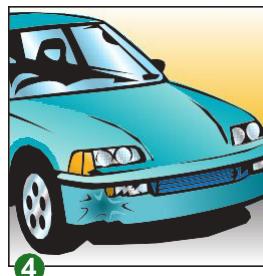
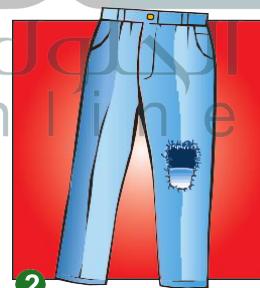
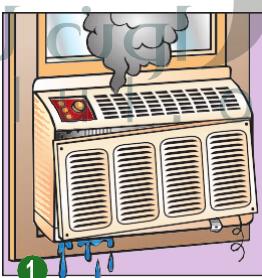
break-broken crack-cracked
damage-damaged
tear-torn

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.

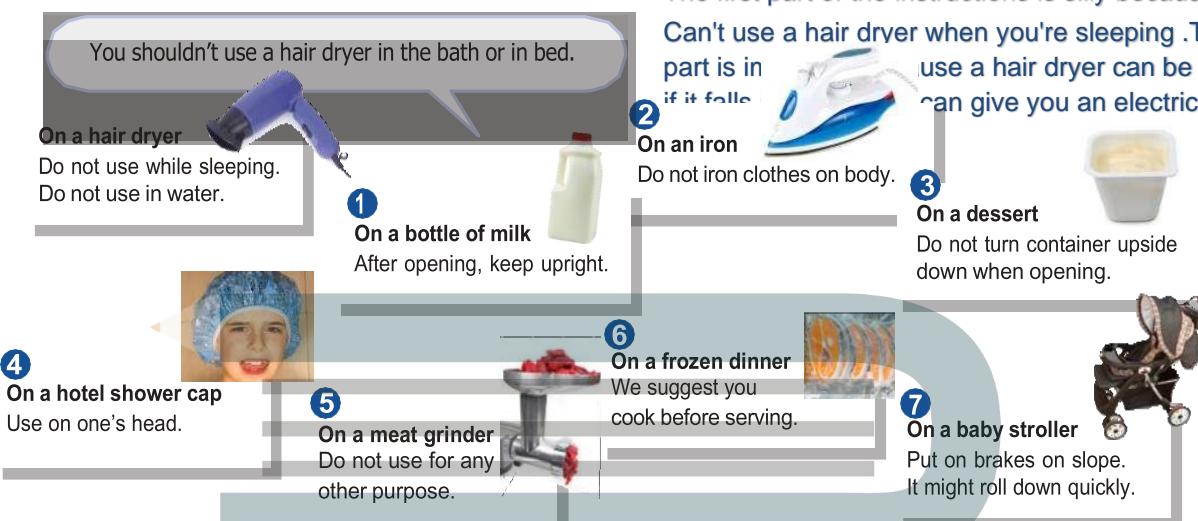


1. Have had / ve had
2. Doesn't start / is not starting / 's not starting / isn't starting
3. Might be
4. To be recharged
5. Had , put in
6. To be repaired
7. Is falling
8. To be fixed
9. Have , fixed
10. Said

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.)



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. Using a hair dryer can be dangerous and 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 floorboard
shower cap windowpane

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.



Captai Edward A. Murphy

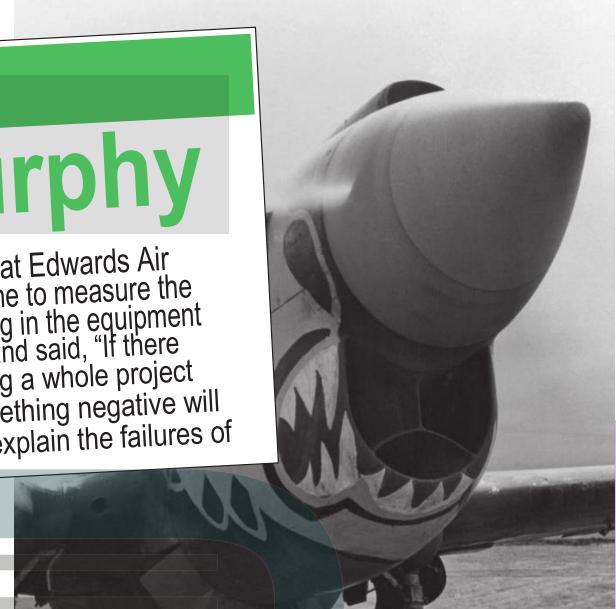
Captain Edward A. Murphy, Jr., was an engineer at Edwards Air United States. In 1949, he was working on a machine to measure the breathing of pilots. But something was not functioning in the equipment of human error. Murphy blamed a technician and said, "If there do it wrong, he will." One person's failure can bring a whole project And Murphy's view was that staying negative or something negative will Murphy's phrase became popular in all areas to explain the failures of typically happen.

everyday things.

After Reading

Answer the questions about the reading.

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



- It illustrates that things seem to go wrong at precisely the wrong time.**
- If anything can go wrong, it will.**
- 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.**
- He wanted to show that although people think that bad things always happen, things happen according to the law of probability.**

Discussion

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



3 Complaints, Complaints

10 Writing



- A.**
- 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?
 - 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?
 - 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.**
- Think about a faulty product. It can be a clothing item, an electronic gadget, an appliance, etc.
 - Think about what can go wrong with it. Make notes in the chart.
 - 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

Present Perfect Simple Tense

Use the present perfect to talk about recently completed actions.

Question

Has he taken out the garbage?

Short Answer (+) Short Answer (-)

Yes, he has. 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

I **can't resist eating dessert** **after meals**.

1. she / clean / can't stand / the house

She can't stand cleaning the house.

2. live / our grandparents / enjoy / in the country

Our grandparents enjoyed living in the country.

3. the children / hate / their ice cream / share

The children hated sharing their ice cream.

4. eat / Mom's food / we / miss

We missed eating Mom's food.

5. my sister / my toothpaste / use / stop / have to

My sister has to stop using my toothpaste.

6. the workers / paint / the house / finished

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.
1. Put away those toys.
 2. Clean up this mess.
 3. Turn on the cooker.
 4. Please turn off the light.
 5. Please pick up your jacket.
 6. Turn down the radio.
 7. Turn up the news.

Please turn the TV on. Please turn it on.

Please put those toys away. Please put them away

Please clean this mess up. Please clean this up

Please turn the cooker on. Please turn it on

Please turn the light off. Please turn it off

Please pick your jacket up. Please pick it up

Please turn the radio down. Please turn it down

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: |
|-------------------------------------|--|
| <hr/> <hr/> | <hr/> <hr/> |

| 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 | | | |

| | |
|--|---|
| <p>My five favorite new words from Unit 3:</p> <hr/> <hr/> <hr/> | <p>If you're still not sure about something from Unit 3:</p> <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*.

These cushions are too flat.

4. You *need to refill them*.

I think the battery is dead.

5. I *need to have it recharged*.

The engine is making a funny noise.

6. It *needs to be checked*.

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 <u>for arriving late</u> . |
| 2. I can't wait to go on vacation. | I'm looking forward <u>for going on vacation</u> . |
| 3. I don't want to wait for them any longer. | I'm tired <u>of waiting for them</u> . |
| 4. You must let me buy you lunch. | I insist <u>on buying you lunch</u> . |



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**.

1. T Although football had been played for hundreds of years, the set of rules for the current game was only established in 1863.
2. T If the Native Americans had played on regular-size football fields, there wouldn't have been enough space for all the players.
3. F In Central America, the idea was for players to hit the ring with the ball.
4. T Before basketball, people weren't used to playing sports games indoors during the hard winters in the United States.
5. 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.
6. 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
 I wdollars be a
 I would spend a lot on
 That would sparkle
 I would buy my friends all
 I would travel to a
 I would buy myself a
 I would drive a brand-new
 car.

Would you sail with me if I sailed the seven
 Would you come with me if I took a trip to
 And would you stand by me if I lost all that I
 Would you still be my friend through good and
 bad?

'Cause I wouldn't have a
 There would be no
 There would be no trips to
 There'd be pizza and choc
 If I lost all bakies.
 Would you still be my good
 And for best friend for
 Would you like a wish to
 send?



Vocabulary

A. Find words in the chant that mean:

1. a very wealthy person
2. stones used in jewelry
3. a large impressive house
4. a famous car brand

Millionaire
Diamonds
Mansion
Cadillac

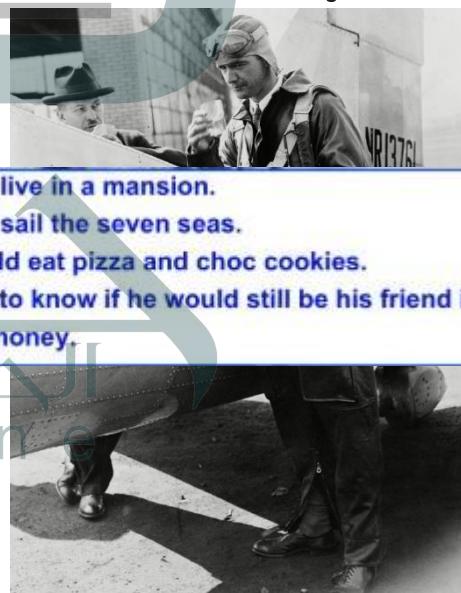
B. Find five words and/or phrases in the chant that indicate a rich lifestyle.

1. **Mansion**
2. **Cadillac**
3. **Diamonds**
4. **New year**
5. **Sailed the seven seas**

C. Find an expression in the chant that means:

through good and bad _____

Howard Hughes ▾



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?

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.

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.



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



W eekly
edition

t h d Rea Jou
e din Rn al
g al se
on a

Meteorite Hits House

New
Orleans

USA When Ray and Fausset arrived on the afternoon of September 23, 2008,

they found a meteorite had smashed through their two-story house. Neighbors said they had heard a noise, and two people actually saw the meteorite hit.

through the roof and she had a broken window. In the crawl space under the house, debris along the path. A total mass of 25.193 kilograms) was recovered from the front door. The three largest fragments weighed 6.5 kilograms, 2.9 (1.3 kilograms), and 2.2 kilograms (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*.

1. true When the Faussets got home, their roof had been smashed.
2. false The crash happened while they were asleep.
3. false The Faussets' neighbors said they hadn't heard anything. (**Neighbors heard a terrific noise.**)
4. true The meteorite had left a lot of destruction in its path.
5. 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 (?) | Short Answers (+) | Short Answers (-) |
|-----|--|--|--|
| Had | I you he/she been there before? we they | Yes, he/she had . we they | 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.

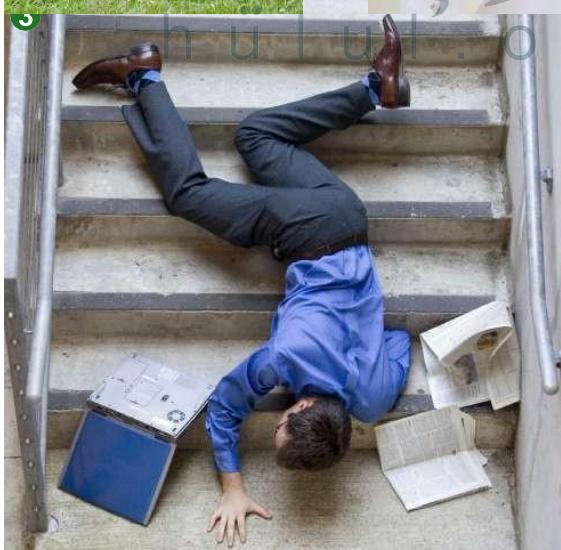
- I felt (feel) much better after I had seen (see) the results of my test.
- It had been raining, but by the time we arrived (arrive), the rain had stooped (stop).
- Dinosaurs had been (be) extinct for millions of years before the first humans appeared (appear).
- I had never traveled (never, travel) 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 there were noise | The man might have been a ghost |
| Fred and Mildred's ranch | They saw a bright 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



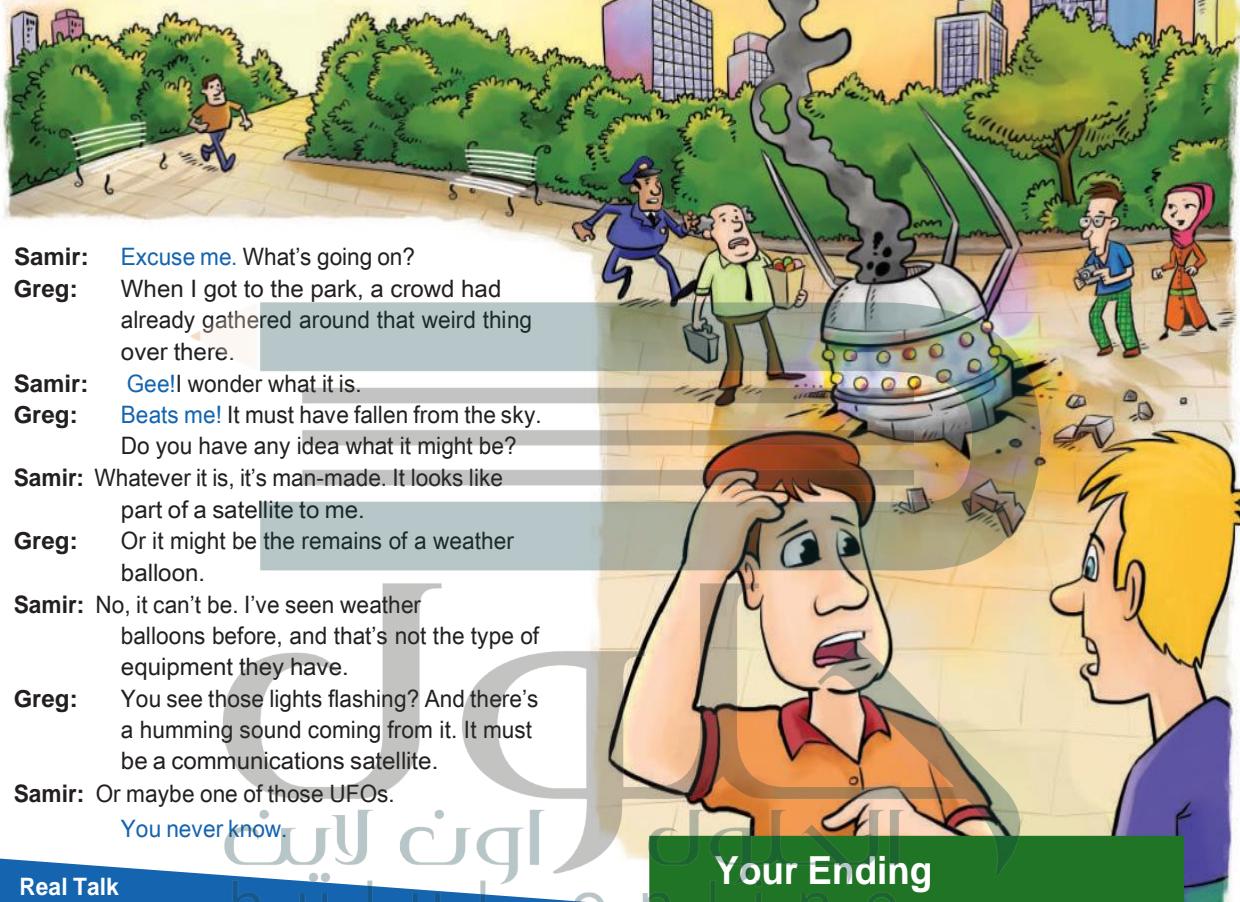
In pairs, ask the questions and have your friend answer. Then switch roles.

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.

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: _____

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.



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



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 controls as 'new'. 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-boat to the public at an electrical exhibition at Madison Square in 1903. Guglielmo Marconi presented the Telekino Paris Academy of Sciences. It consisted of a robot that executed commands by electromagnetic waves. It was a pioneer in the remote field. The remote-controlled airplane flew in 1932 and by

the early 1930s, several manufacturers offered controls for some of their exclusive models. The first television control was developed in 1950. It was called "Lazy Bones", was connected to the set by a wire. A wireless remote control was developed mid-50s but neither was reliable. More sophisticated remote controls were in the late 70s but they limited number of functions, as three: channel, previous channel, volume/ off. Remote with a wider range of functions were finally launched in the 80s and became an immediate

success. For the first viewers no longer programs just because did not want to get change the channel. could also channel surf commercials using the turn sound. By the early 2000s, the of remote controls along with the electronic devices. needed a remote for each device. This led to the development of a remote that can be used with different devices. Imagine everything around you touch of a button on one remote control! Is it wonderful or scary?

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

11 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 really quite scary good interesting small big | absolutely really quite terrifying amazing fascinating tiny massive |

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.

PD 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 had 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. fall) 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:

You **need to** video or photograph the object, if you have a camera phone.

What should I do if I see something strange in the sky?

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.

- When you heat _____ (heat) water to 100 degrees Celsius, it boils _____ (boil).
- If they climb _____ (climb) up to 4,000 meters, they will need _____ (need) oxygen.
- If you see _____ (see) a "falling star," it might be _____ (be) a meteorite.
- If we get _____ (get) this HD television, we will see _____ (see) the game better.
- 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.

What should you do if you find a meteorite?
 photograph
 describe the exact
 measure the rock if
 report it to the Meteoritical
 don't panic - it's very common for
 from outer space
 rocks to fall
 onto Earth

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: |
|-------------------------------------|--|
| | |

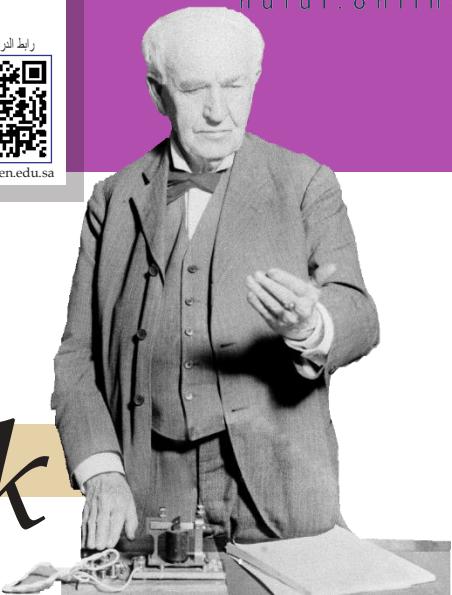
| Unit 4 Checklist | I can do this very well. | I can do this quite well. | I need to study/practice more. |
|--|--------------------------|---------------------------|--------------------------------|
| talk about events that happened in the past before others | | | |
| speculate about facts and events | | | |
| use the past perfect tense in the affirmative and negative and in questions and short answers | | | |
| use <i>can't</i> , <i>could</i> , <i>couldn't</i> , <i>must</i> , <i>may</i> , or <i>might</i> | | | |
| Independent clauses with: <i>and</i> , <i>but</i> , <i>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



Looking Back

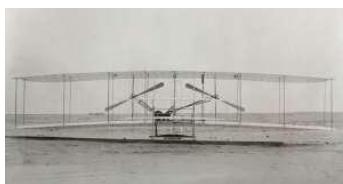
Inventions and Discoveries That Changed History

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.



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.

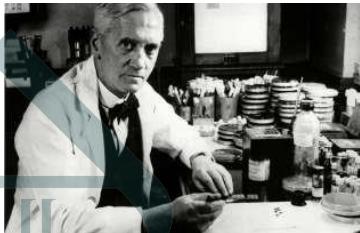


Oil ▲

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.

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.



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.

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?

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

 What is your biggest regret?
 I should have been a more serious student

What would have happened if the Sumerians hadn't invented the wheel?

- They wouldn't have been able to move heavy loads.

What would you have done if you'd seen the thief?

 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*.

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



1. **Jane shouldn't have lent April the money.**
2. **Brad should have had an extra key.**
3. **Rita should have gone to the doctor.**
4. **They should have asked Emilio to go out with them.**
5. **We shouldn't have gone to Gino's Restaurant.**
6. **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.

2. **If I'd forgotten my key, I would have climbed in the window.**
3. **If I'd been sick, I would have gone to the doctor right away.**
4. **If I'd been Emilio, I would have been upset too.**
5. **If I'd gone out to eat, I would have gone to a French restaurant.**
6. **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 my umbrella if I had known it was going to rain.~~

~~I might have waited for him to come back.~~

~~I would have explained to him that he was wrong.~~

~~2.I would have apologized to the person I had been rude to and continued the conversation.~~

~~3.I would have told the waiter that I had eaten enough and didn't want to have the dessert.~~

~~4.I would have explained to the shopkeeper that I had forgotten her to pay. I might have given him some money.~~

~~I could have called my mother to tell her what had happened.~~



1



2



4

3

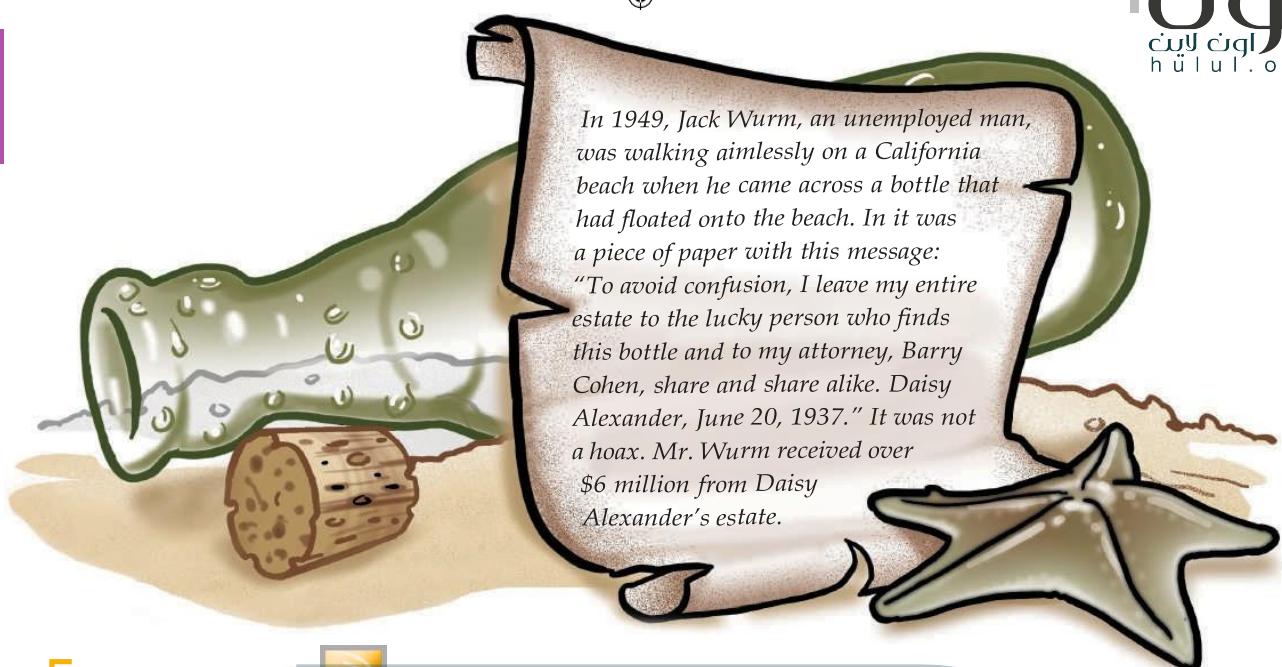
E. Work with a partner. What **would**, **could**, or **might** you have said or done in the following situations? Compare your ideas with other pairs.

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.

71



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.



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 thinks 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.

- What mistakes have you made in your life?
- What things do you regret having done in your life? What do you regret not having done?
- Talk about the best or worst thing that has

ever happened to you.

- 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 Faisal or Ibrahim. Talk about the things you would 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?

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,

ADVICE COLUMN

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

After Reading

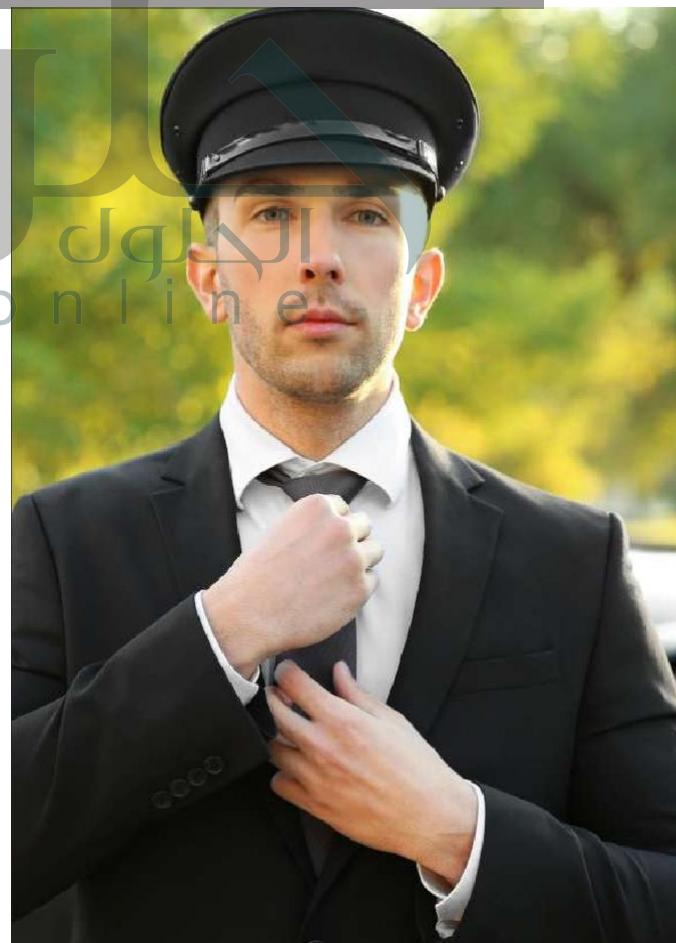
Answer the questions about the letters.

- What happened at the mall two weeks ago?
- What does the letter writer wish he hadn't done?
- What did the limo driver find?
- What did he do?
- 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

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



5 If It Hadn't Happened

10 Writing

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?

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, maybe even unfair,
- You say you do not like
- I would call and say I am sorry.....
- Hope

ريلٰط النٰفِي الرٰقِي



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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?

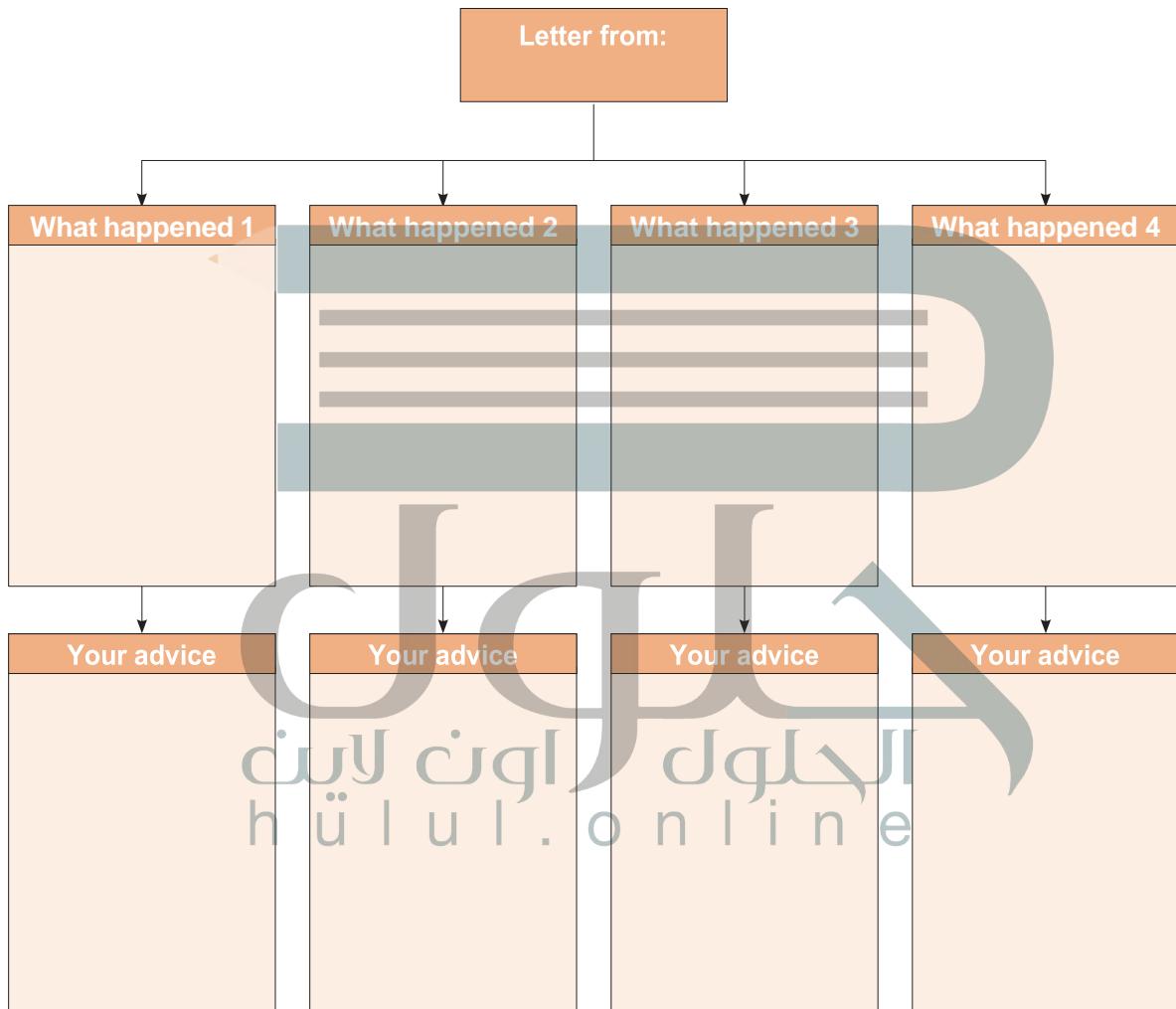
I would call and say I am sorry. I am sure she will understand and if she has not already been to the wedding, offer her the bag. You will both be happier.

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.



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

11 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 | camera | 1895 |
| wristwatch | 1910 | paper clip | the 1890s |
| radio | 1901 | airplane | 1903 |
| toothpaste | 1841 | ballpoint pen | 1888 |

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

1. eat (eat) 2. wear (wear) 3. listen (listen)
4. use (use) 5. have (have) 6. watch (watch)
7. use (use) 8. travel (travel) 9. use (use)

6

- B.** Have you ever heard of any of the following things?
qu
A.

 - 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.

Have you used them? Ask and answer.

Summer



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.

1. Ahmed, can you help (help) me with this box, please?
2. Excuse me, may I open the window? Yes, you can't.
3. We can't meet (not/meet) tomorrow afternoon. I'm going to the dentist.
4. Mr. Sawyer can't see (not/see) you now. I'm afraid he's very busy.
5. could you swim (swim) when you were a child? No, I couldn't.
6. 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...

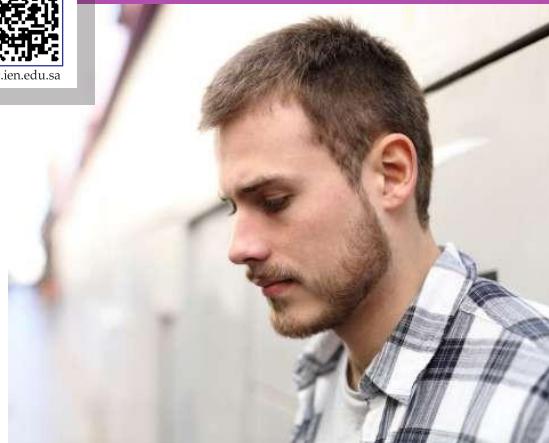
If the wheel had not been invented, we wouldn't have been able to...

5 If It Hadn't Happened



12 Project

1. Do a class survey.
2. Find out what the most common regrets are.
Ask your classmates and make notes in the chart.
3. Repeat the survey with people outside class.
Ask questions and make notes in the chart.
4. Compare the results of the two surveys.



| Survey question: Do you have any regrets? What do you regret most? What do you wish you had or had not done? | | | |
|--|------------------------------|--------------------|------------------|
| Students inside the classroom | People outside the classroom | | |
| Name of the student | What they regret | Name of the person | What they regret |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| The most common regret in class is: | | | |
| | | | |
| The most common regret outside of class is: | | | |
| | | | |
| The most common regret is: | | | |
| | | | |



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.

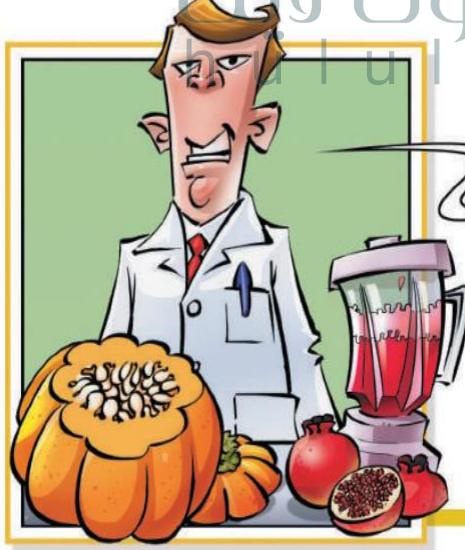


I will build a sports complex, and I will not raise taxes.

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.



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

They scanned my head and found nothing.

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.

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.

1. c proof a. make the effort
2. d candidate b. get an image with a computer
3. b scan c. evidence
4. a bother d. person trying to be elected

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

1. true The candidate said that he wouldn't raise taxes.
2. true The doctor said that pumpkin seeds helped fight cancer.
3. false The professor said that there was no life on other planets because no one had contacted us.
4. 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?

- 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.

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.



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

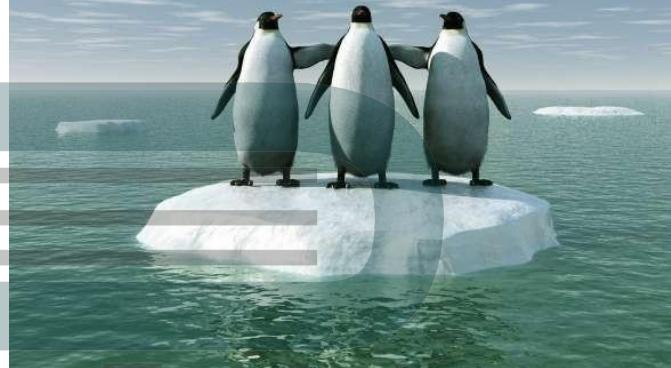
"There are many who still do not believe that global warming is a problem at all. And it's no wonder: because they are the targets of a massive and well-organized campaign of disinformation lavishly funded by polluters..."

—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

- What are Faisal and Khaled complaining about?
- What did the man on the phone with Faisal want?
- What did Faisal do?
- Why did the man call Khaled?
- What would Khaled have to do in order to go to the Bahamas?

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

Your Turn

Role-play the following conversations with a partner:

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

6



9 Reading

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: **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?



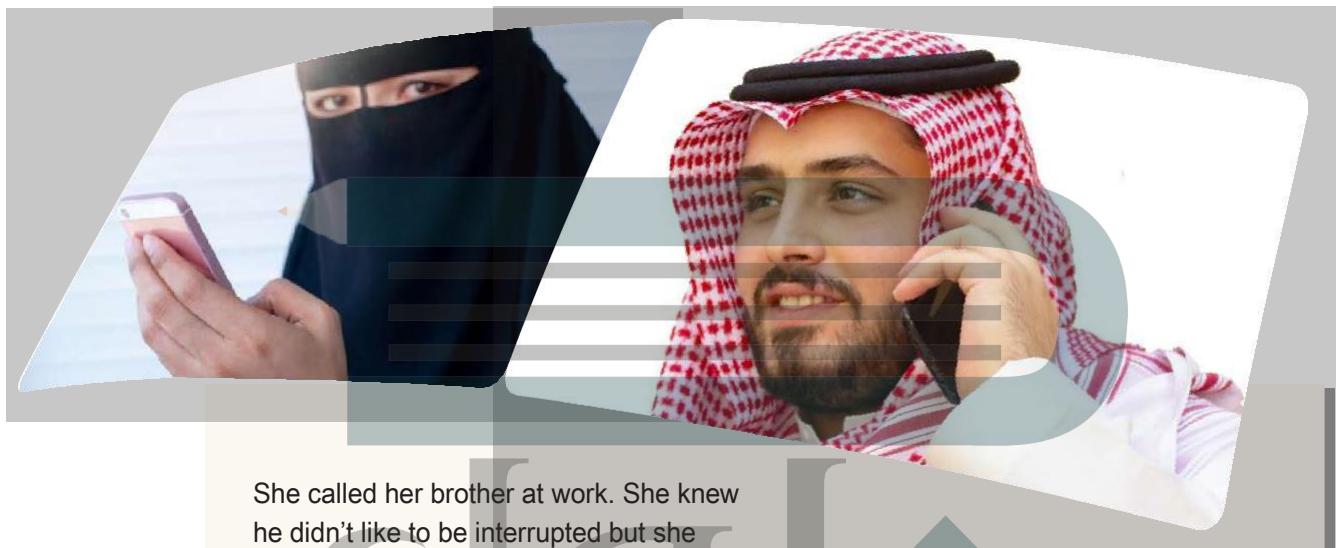
6 What They Said



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.

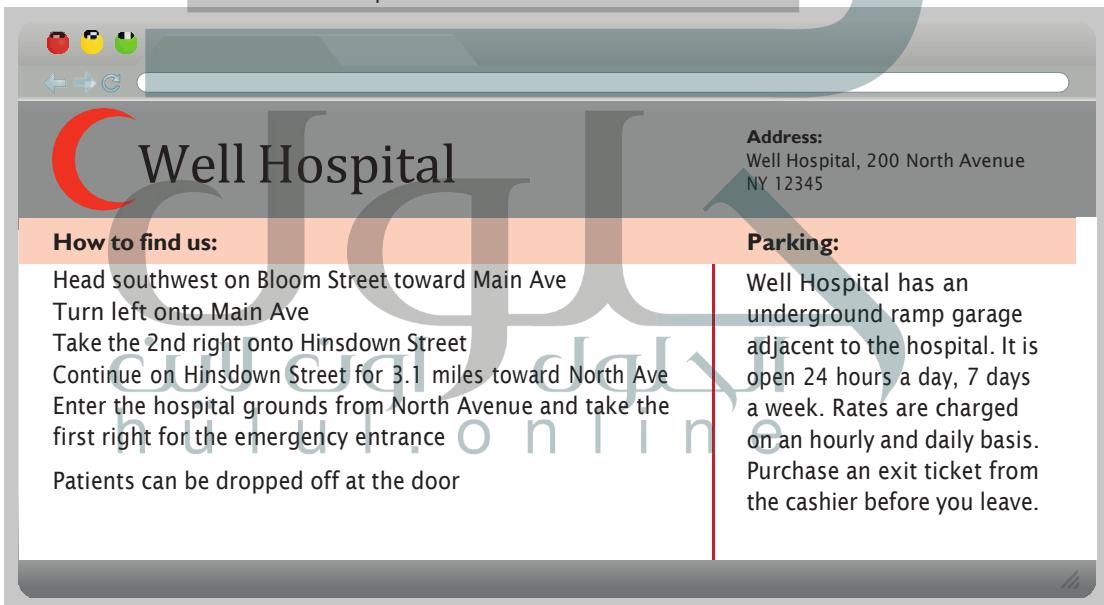
She tried to reassure him by telling him that the nurse was at home looking after their mother and their aunt and that

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:



The screenshot shows a website for "Well Hospital". At the top, there's a navigation bar with icons for home, search, and user account. The main header features a large red 'C' logo followed by the text "Well Hospital". Below the header, there are two main sections: "How to find us:" and "Parking:". The "How to find us:" section provides driving directions: 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. It also notes that Patients can be dropped off at the door. The "Parking:" section describes an underground ramp garage adjacent to the hospital, open 24 hours a day, 7 days a week, with rates charged hourly and daily. Purchase an exit ticket from the cashier before leaving.

- 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

11 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.

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.

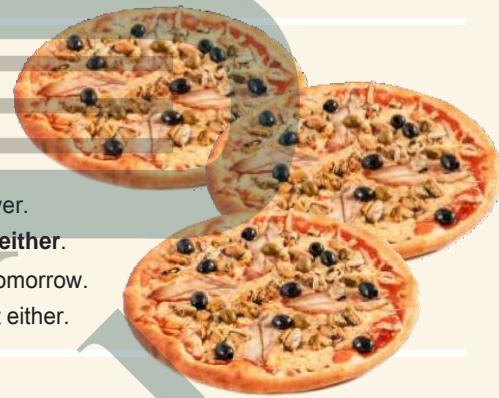
Affirmative (+)

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.
B: I did.

A: I've been to Muscat.
B: I haven't.

A: I can rollerblade. A: I am not very tall.
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?*

1. Where is the main post office?
 2. How often do the buses come?
 3. What time does the bank open?
 4. Where is the nearest pharmacy?
 5. When does the gas station close?
 6. What is the name of the highway to town?

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

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!

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

1 Do you know where the main post office is? 4 Could you tell me where the nearest pharmacy is?

3 Do you know how often the buses come? 5 Do you know when the gas station closes?

3 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

- Find interesting quotations by famous people around the world in certain areas such as politics, education, science, history, and so on.
- Make notes in the organizer.
- 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 (6. can't be) couldn't have been 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.

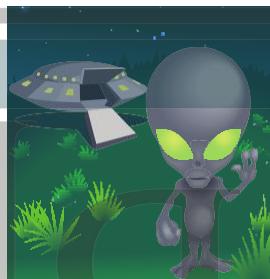
- Mr. Timms, the witness, to the judge: "I've never seen that man before."

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.



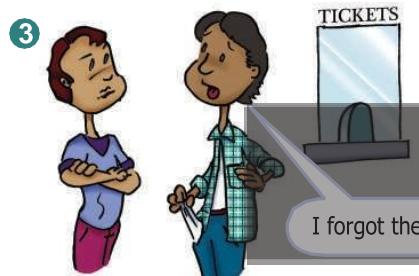
💡 How fast can you travel?

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.



1. The boy should have worn knee pads.
2. The girl should have brought an umbrella.
3. The man should have remembered to bring the tickets.
4. 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?

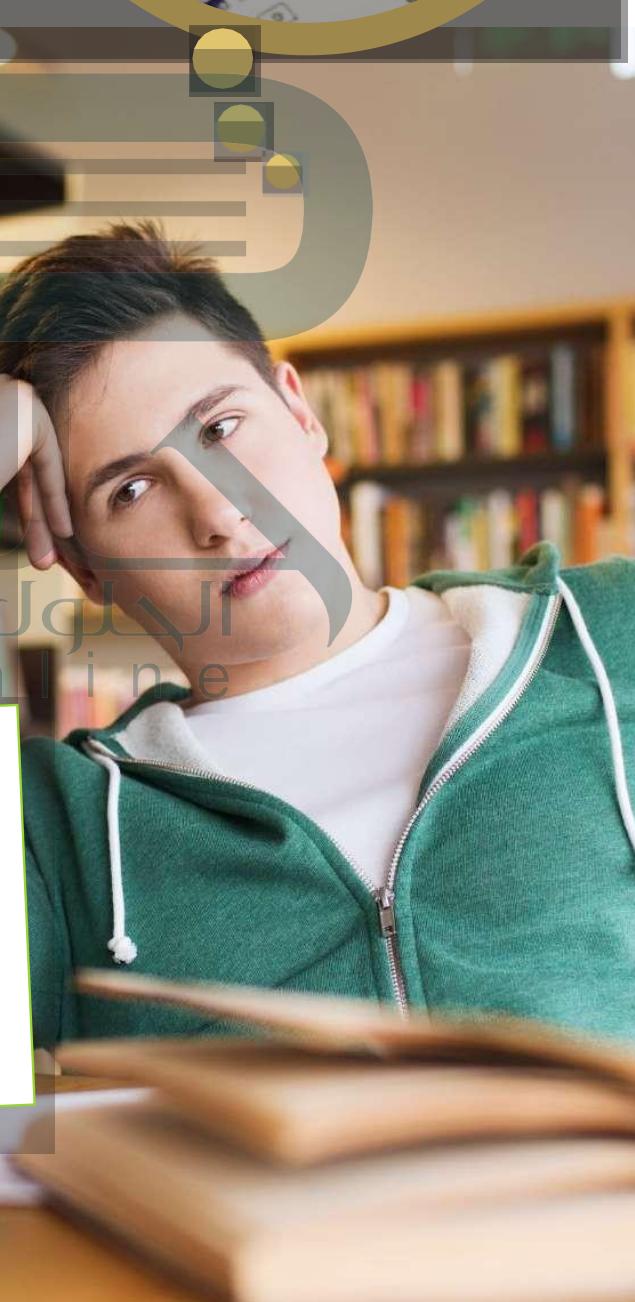
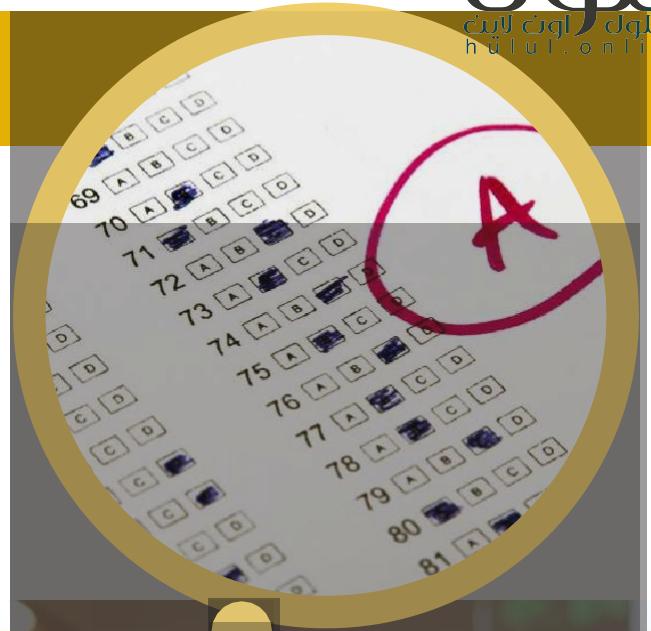
Could you help me see the reason why I work so long and hard?
Could you tell me why I push myself some more?
Could you help me find the words to what I think?
Could you help me see the reason why I still can't get an A?

Chorus:

I would not have tried if I had not tried.
I would have tried if I didn't have time.
They would have my cash if they had my cash.
My wife sees me if I'm true.
If I had tried, I would have tried.

I should have done much, much better.
Should have corrected on the spot.
I should have asked someone to help me.
Should not have tried it all alone.
They might have noticed all my mistakes.
They might have listened to my considerations.
Considered all that I'd forsaken.
And handed that right over to me.

Chorus:



Vocabulary

Find words and expressions in the chant that mean:

1. to see, realize
2. immediately
3. difficulties, tests
4. request
5. to renounce or abandon

| |
|--------------------|
| <u>notice</u> |
| <u>on the spot</u> |
| <u>trials</u> |
| <u>plea</u> |
| <u>forsaken</u> |

Comprehension

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

1. T The young man is regretful about his past actions.
2. F He is not sure about his choices.
3. T He knows what he has done wrong.
4. F He doesn't think he should have asked for help.
5. T He is not satisfied with his performance.
6. 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.

1. _____
2. _____
3. _____

Discussion

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

5 Writing

1. Think about something you did that upset a friend of yours.
2. 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 |
|-------------------------|--|------------|
| | | |

Vocabulary

1 | You've Got Mail!

VOCABULARY

Nouns

demonstration
funding
junk mail
spam
supplier
travel arrangement

Verbs

apologize (for)
contact
dispatch
import
inconvenience
wonder

Two-word verb

put (someone) up

Adjectives

feasible
soaked
urgent

Conjunctions

although
as soon as
even though
in spite of

Adverbs

currently
indifferently

EXPRESSIONS

Idioms

be on the road
get used to
look forward to
out of mind
out of sight
sneak out
take advantage of

Ending a business letter/email

Best regards

Real Talk

be straight
let someone down
No way!
of course

2 | Wishful Thinking

VOCABULARY

Nouns

amount
benefit
cash
charity
desert island
empire
encounter
extraterrestrial
leader
laureate
mankind
philanthropist
prize
quiz show
stock market
technology
universe
wish

Verbs

award
benefit
divide
invest
split
wish

Adjectives

close
handwritten
historical
lonely

EXPRESSIONS

Idiom

keep in touch

Real Talk

have a ball
this guy
to me
You wouldn't know...?

3 Complaints, Complaints

VOCABULARY

Nouns

| | | |
|-----------|---------------|------------|
| button | hole | signal |
| complaint | housing | sleeve |
| consumer | packaging | stain |
| dent | pipe | technician |
| doorknob | refund | warranty |
| engine | repair | windowpane |
| fabric | retail outlet | |
| faucet | screen | |

Verbs

| | |
|---------------------|--|
| check | |
| crash | |
| dry-clean | |
| purchase | |
| refrain (from -ing) | |
| repaint | |
| repair | |
| sew | |
| sharpen | |

Adjectives

| | | |
|----------|---------------|-----------|
| broken | filthy | missing |
| cracked | flat | scratched |
| damaged | intact | sewn |
| dead | leaky | stained |
| dripping | loose | torn |
| faded | loose-fitting | |

EXPRESSIONS

Idiom

Don't worry.

Real Talk

it sounds like

Yes, please, if you could.

EXPANSION Units 1-3

VOCABULARY

Nouns

| | |
|--------------|-------------|
| backboard | league |
| basket | mansion |
| caribou | mastery |
| civilization | millionaire |
| coconut | opponent |
| court | peach |
| fault | rally |
| foul | rule |
| innovation | sailor |
| ladder | settler |

Verbs

| | |
|-----------|--|
| ground | |
| originate | |
| score | |
| serve | |
| spread | |
| toss | |
| treat | |

Adjectives

| | |
|----------|--|
| harsh | |
| indoors | |
| rough | |
| vertical | |

EXPRESSIONS

Idioms

for better and for worse
through good and bad

Vocabulary

4 | I Wonder What Happened

VOCABULARY

Nouns

bull
crater
debris
device
fireball
fragment
hurricane
locomotive

Verbs

meteorite
orbit
pioneer
remote control
time bomb
tornado
volcano

Adjectives

sophisticated
weird

EXPRESSIONS

Idiom

channel surf

Real Talk

Beats me.
Excuse me.
Gee!
You never know.

5 | If It Hadn't Happened

VOCABULARY

Nouns

advantage
antibiotic
candle
course
disadvantage
distance

Verbs

infection
load
oil well
penicillin
regret
source

Verb phrases to express regret

could have
might have
should have

Adjectives

commercial
devastated
embarrassed
heavy
immature
incandescent
widespread

EXPRESSIONS

Idioms

be on good terms
fall out with (someone)
miss an opportunity

Real Talk

as for (me)
breathing down someone's neck
go out into the world
have one's mind set on something you mean



6 | What They Said

VOCABULARY

Nouns

blood pressure
candidate
nuisance
politician
power
proof
pumpkin seed
result
sports complex
tax
telemarketing

Verbs

bother
complain
deteriorate
improve
interrupt
knock down
lower
persuade
raise
reschedule
scan

Adjectives

annoyed
healthy
powerful
pushy

Adverb

elsewhere

EXPRESSIONS

Real Talk

hoax
in the end
or anything like that
really
totally

EXPANSION Units 4-6

VOCABULARY

Nouns

alien
anxiety
astronomer
broadcast
coverage
crater
emergence
flame
gas mask

landscape
panic
plea
scare
spacecraft
surface
tension
tentacle
trial

Verbs

blast
crawl
detect
force (oneself)
forsake
glisten
proceed

pulse
quiver
re-emerge
switch (over)
unfold
warn
wriggle

Adjectives

continuous
eerie
indescribable
terrified
useless

Adverb

desperately

EXPRESSIONS

Idiom

on the scene

Irregular Verbs

| Base Form | Simple Past | Past Participle |
|-----------|-------------|-----------------|
| be | was/were | been |
| become | became | become |
| break | broke | broken |
| buy | bought | bought |
| come | came | come |
| cut | cut | cut |
| do | did | done |
| drink | drank | drunk |
| drive | drove | driven |
| eat | ate | eaten |
| fall | fell | fallen |
| feed | fed | fed |
| fight | fought | fought |
| find | found | found |
| fly | flew/ flown | |
| get | got | gotten |
| give | gave | given |
| go | went | gone |
| have | had | had |
| hear | heard | heard |
| hold | held | held |
| hurt | hurt | hurt |
| know | knew | known |
| leave | left | left |
| lend | lent | lent |
| lose | lost | lost |
| make | made | made |
| mean | meant | meant |
| meet | met | met |
| pay | paid | paid |
| put | put | put |
| read | read | read |
| ride | rode | ridden |
| run | ran | run |
| say | said | said |
| see | saw | seen |
| sell | sold | sold |
| send | sent | sent |
| sew | sewed | sewn |
| sing | sang | sung |
| sit | sat | sat |
| sleep | slept | slept |
| speak | spoke | spoken |
| spend | spent | spent |
| steal | stole | stolen |
| swim | swam | swum |
| take | took | taken |
| teach | taught | taught |
| tear | tore | torn |
| think | thought | thought |
| throw | threw | thrown |
| wake (up) | woke (up) | woken (up) |
| wear | wore | worn |
| win | won | won |
| write | wrote | written |

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MEGAGOAL 2 Audio Track List

CD1

| Track | Unit | Student Book Section |
|-------|-------------|----------------------|
| 2 | Intro 1 | Listen and Discuss |
| 3 | Intro 3 | Conversation |
| 4 | Intro 4 | Listening |
| 5 | Intro 6 | Pronunciation |
| 6 | Unit 1 1 | Listen and Discuss |
| 7 | Unit 1 2 | Pair Work |
| 8 | Unit 1 5 | Listening |
| 9 | Unit 1 6 | Pronunciation |
| 10 | Unit 1 8 | Conversation |
| 11 | Unit 1 9 | Reading |
| 12 | Unit 1 10 | Writing |
| 13 | Unit 2 1 | Listen and Discuss |
| 14 | Unit 2 2 | Pair Work |
| 15 | Unit 2 5 | Listening |
| 16 | Unit 2 6 | Pronunciation |
| 17 | Unit 2 8 | Conversation |
| 18 | Unit 2 9 | Reading |
| 19 | Unit 2 10 | Writing |
| 20 | Unit 3 1 | Listen and Discuss |
| 21 | Unit 3 2 | Pair Work |
| 22 | Unit 3 5 | Listening |
| 23 | Unit 3 6 | Pronunciation |
| 24 | Unit 3 8 | Conversation |
| 25 | Unit 3 9 | Reading |
| 26 | Unit 3 10 | Writing |
| 27 | EXPANSION 2 | Reading |
| 28 | Units 1–3 4 | Chant Along |

CD2

| | | |
|----|-------------|--------------------|
| 2 | Unit 4 1 | Listen and Discuss |
| 3 | Unit 4 2 | Pair Work |
| 4 | Unit 4 5 | Listening |
| 5 | Unit 4 6 | Pronunciation |
| 6 | Unit 4 8 | Conversation |
| 7 | Unit 4 9 | Reading |
| 8 | Unit 4 10 | Writing |
| 9 | Unit 5 1 | Listen and Discuss |
| 10 | Unit 5 2 | Pair Work |
| 11 | Unit 5 5 | Listening |
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| 17 | Unit 6 2 | Pair Work |
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MEGA GOAL 2

MegaGoal is a dynamic American English series for international communication designed for high school students and Grades 10-12. Books 1-6 integrate the four skills, present the grammar in context, and help students develop natural conversation. With eye-catching art and high-interest topics, *MegaGoal* is easy and enjoyable to teach and to learn from.

Features

- Unit openers, enhanced by attractive and contemporary illustrations, help students make visual connections and retain the new language.
- Units are thematic and contain high-interest topics that relate to students' age and interests.
- A consistent unit format makes navigation clear and predictable.
- The Grammar section offers succinct explanations, followed by activities that reinforce the grammar points presented.
- Interactive Conversations allow students to choose or make up their own endings.
- Vocabulary development occurs throughout and everyday expressions are explained in the Real Talk feature.
- Sections on Pronunciation, Listening, and Writing are included in each unit.
- Readings and Projects at the end of each unit allow students to experience real world situations.
- Chants enable students to expand their language in a pleasant way.
- Learning strategies and critical thinking skills prepare students for success.
- Humor and cross-cultural information and values are present throughout the series.



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ISBN-13: 978-1-4470-9148-6
ISBN-10: 1-4470-9148-5

