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MEGA

# GOAL 2

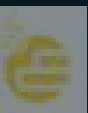
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MEGA

# GOAL 2

**MANUEL DOS SANTOS**  
ELI GHAZEL  
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**Mc  
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## MegaGoal 2 Student Book

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# Scope and Sequence

	Unit Title	Functions	Grammar
	<b>Intro</b> 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
<b>1</b>	<b>You’ve Got Mail!</b> 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>
<b>2</b>	<b>Wishful Thinking</b> 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>
<b>3</b>	<b>Complaints, Complaints</b> 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
<b>EXPANSION Units 1-3</b> Pages 48–53		<b>Language Review</b> <b>Reading:</b> Play Ball! <b>Writing:</b> Write about sports	
<b>4</b>	<b>I Wonder What Happened</b> 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</i> and <i>yet</i> The past with dependent time clauses Conditional sentences with present and future forms
<b>5</b>	<b>If It Hadn’t Happened</b> 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</i> with <i>could</i> and <i>might</i> Present perfect versus simple past Time expressions with: <i>ago, for, since</i> <i>If + past perfect + be able to</i>
<b>6</b>	<b>What They Said</b> 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>
<b>EXPANSION Units 4-6</b> Pages 96–101		<b>Language Review</b> <b>Reading:</b> The War of the Worlds <b>Project:</b> 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/, /ɪ/	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)
<b>Chant Along:</b> If I Were a Millionaire <b>Project:</b> Research a famous person			
Listen for general understanding and speculate causes	Word-ending <i>er</i>	Vision 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)
<b>Chant Along:</b> Could You Help Me Find the Reason? <b>Writing:</b> 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



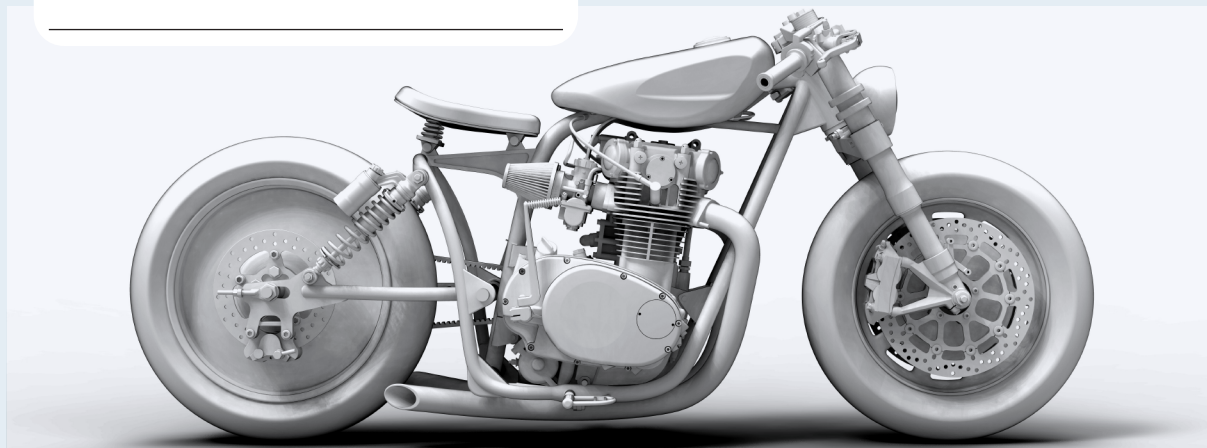
Can you guess what they are? What is your opinion about them?

for military strategy and flight training. Astronauts train on them for a long time before they participate in real missions.



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?

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



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?

### 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:** \_\_\_\_\_

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

**Bank clerk:** No, not at all. \_\_\_\_\_

**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:** \_\_\_\_\_

**Bank clerk:** Of course. \_\_\_\_\_

**Yasmin:** Thank you.

**Amal:** Oh, excuse me. \_\_\_\_\_

**Yasmin:** \_\_\_\_\_

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

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

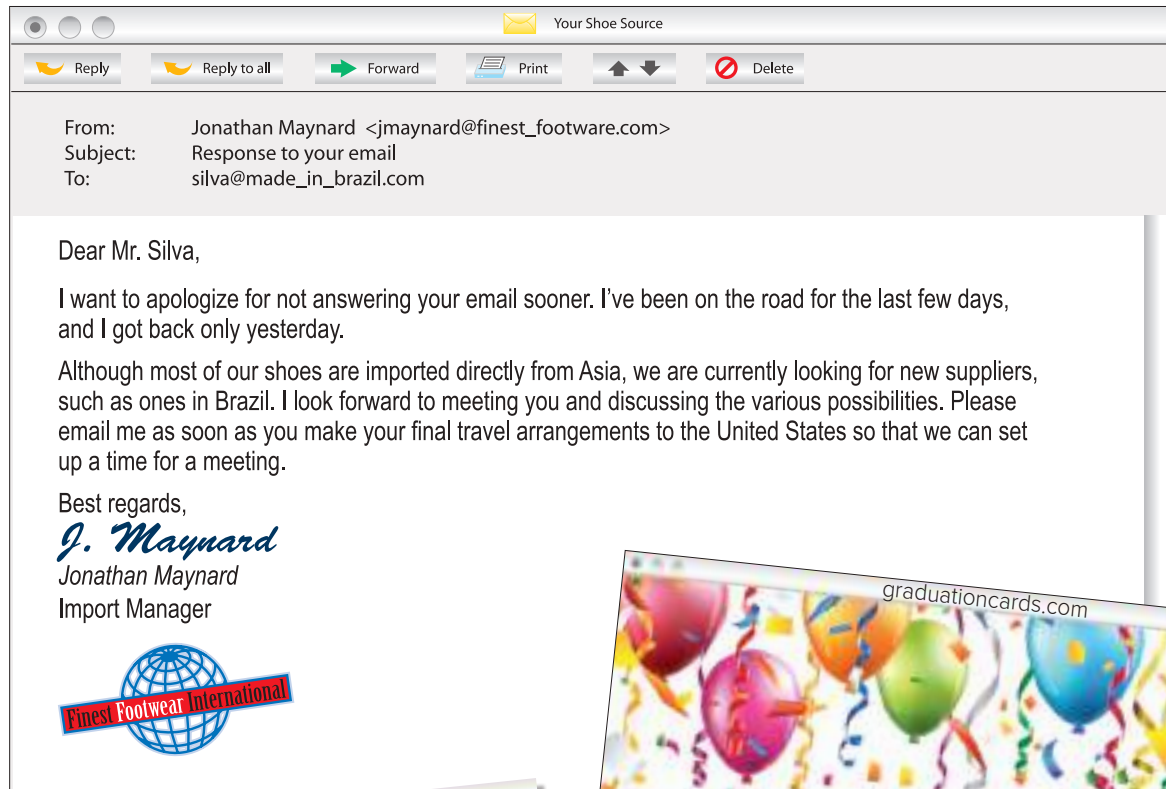
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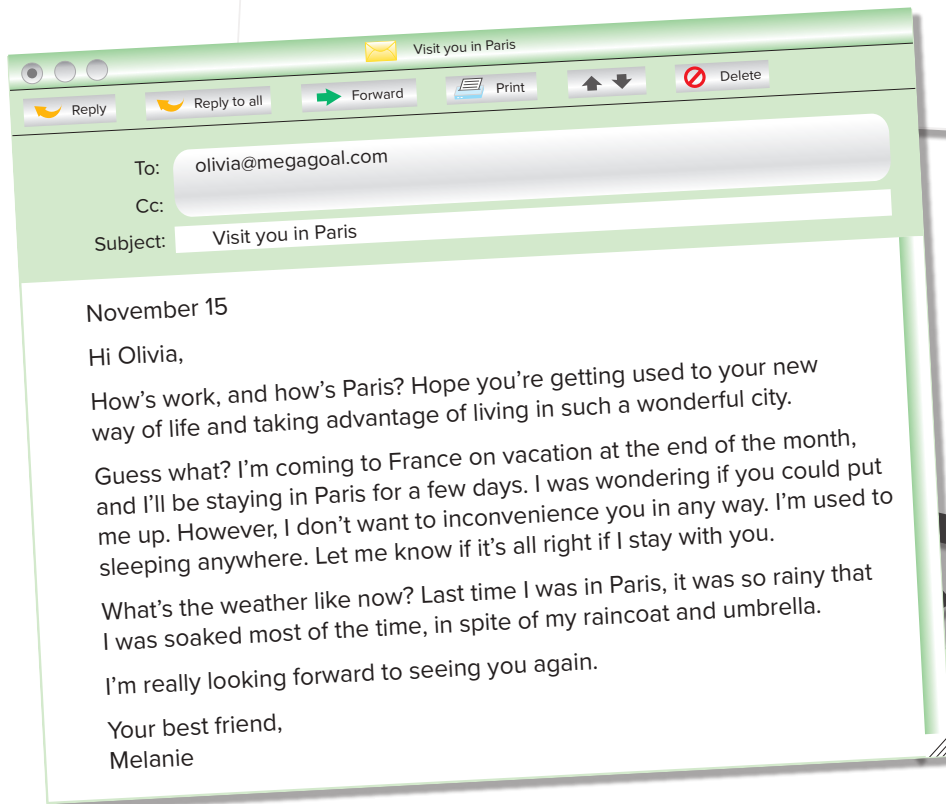
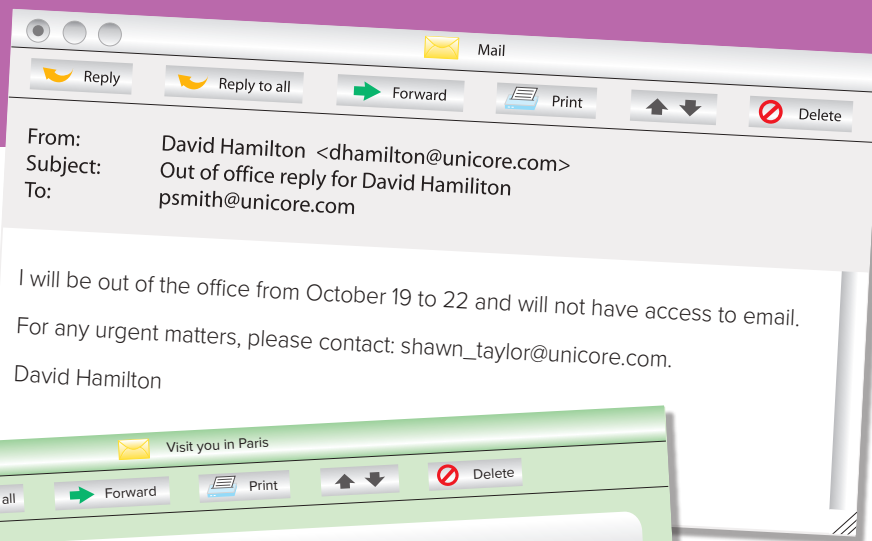


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## 1 Listen and Discuss

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









## Quick Check

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

## 2 Pair Work

- A.** Apologize for something.
-  I want to apologize for not coming to your graduation ceremony.
  -  Don't worry. That's quite all right.
- B.** Wish someone the best on a special occasion.
-  Congratulations. I wish you lots of success.
  -  Thanks a lot. I'm looking forward to the new job.



## 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.

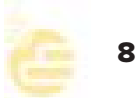
The noise was **so loud** (that) we could hardly hear ourselves talk.

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**.

- \_\_\_\_\_ her busy schedule, Maya always remembers her friends' events.
- \_\_\_\_\_ Steve had all the right qualifications, he wasn't chosen for the job.
- Our team lost the game \_\_\_\_\_ we played much better than the other team.
- We had a really good time at the beach \_\_\_\_\_ the cloudy weather.
- \_\_\_\_\_ 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)** \_\_\_\_\_ it was Samuel Morse who was able to invent a telegraph system that was practical and commercially feasible.

**(2)** \_\_\_\_\_ 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)** \_\_\_\_\_ an impressive public demonstration.

**(4)** \_\_\_\_\_ Morse and his associates were eager to set up an experimental line, funding was not approved until a few years later. So, **(5)** \_\_\_\_\_ 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)** \_\_\_\_\_ 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.

- |   |  |
|---|--|
| <b>1.</b> ___ There was so much traffic on the road | <b>a.</b> we weren't able to swim.                     |
| <b>2.</b> ___ The picnic spot was so crowded        | <b>b.</b> it took hours to get to the beach.           |
| <b>3.</b> ___ The water was so cold                 | <b>c.</b> we went straight to bed.                     |
| <b>4.</b> ___ There were so many mosquitoes         | <b>d.</b> I got a headache.                            |
| <b>5.</b> ___ The beach was so noisy                | <b>e.</b> we weren't able to find a good place to sit. |
| <b>6.</b> ___ We were all so tired in the evening   | <b>f.</b> 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 \_\_\_\_\_.
- 2.** I'm excited about \_\_\_\_\_.
- 3.** I'm thinking of \_\_\_\_\_.
- 4.** I'm looking forward to \_\_\_\_\_.
- 5.** I'm not used to \_\_\_\_\_.
- 6.** I'm tired of \_\_\_\_\_.
- 7.** I apologized to my friend for \_\_\_\_\_.
- 8.** I'm not capable of \_\_\_\_\_.
- 9.** I'm used to \_\_\_\_\_.
- 10.** I decided against \_\_\_\_\_.







## 4 Language in Context

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



## 5 Listening

Listen to the messages or conversations. Complete the sentences.

1. a. Mr. Kramer's assistant is apologizing for \_\_\_\_\_.
- b. Mr. Kramer wants to \_\_\_\_\_.
2. a. Nawal is thinking of \_\_\_\_\_.
- b. Sabah is looking forward to \_\_\_\_\_.
3. a. Omar is apologizing for not \_\_\_\_\_.
- b. At the end, Omar is thinking of \_\_\_\_\_.
4. a. Raymond is making excuses for not \_\_\_\_\_.
- b. He wants to \_\_\_\_\_.

## 6 Pronunciation

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

/e/	/æ/	/i/
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?

### 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!

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## 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 \_\_\_\_\_.
2. When Native Americans saw two columns of smoke, \_\_\_\_\_.
3. Although drums are used in Central Africa to communicate messages, only a few non-natives \_\_\_\_\_.
4. When Tomlinson sent his first message, he wasn't thinking of \_\_\_\_\_.
5. Although email only began in the 1970s, by the end of the 20th century, \_\_\_\_\_.
6. Nowadays, millions of people are used to \_\_\_\_\_.

## 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			
With relatives			
With other people who live far away			





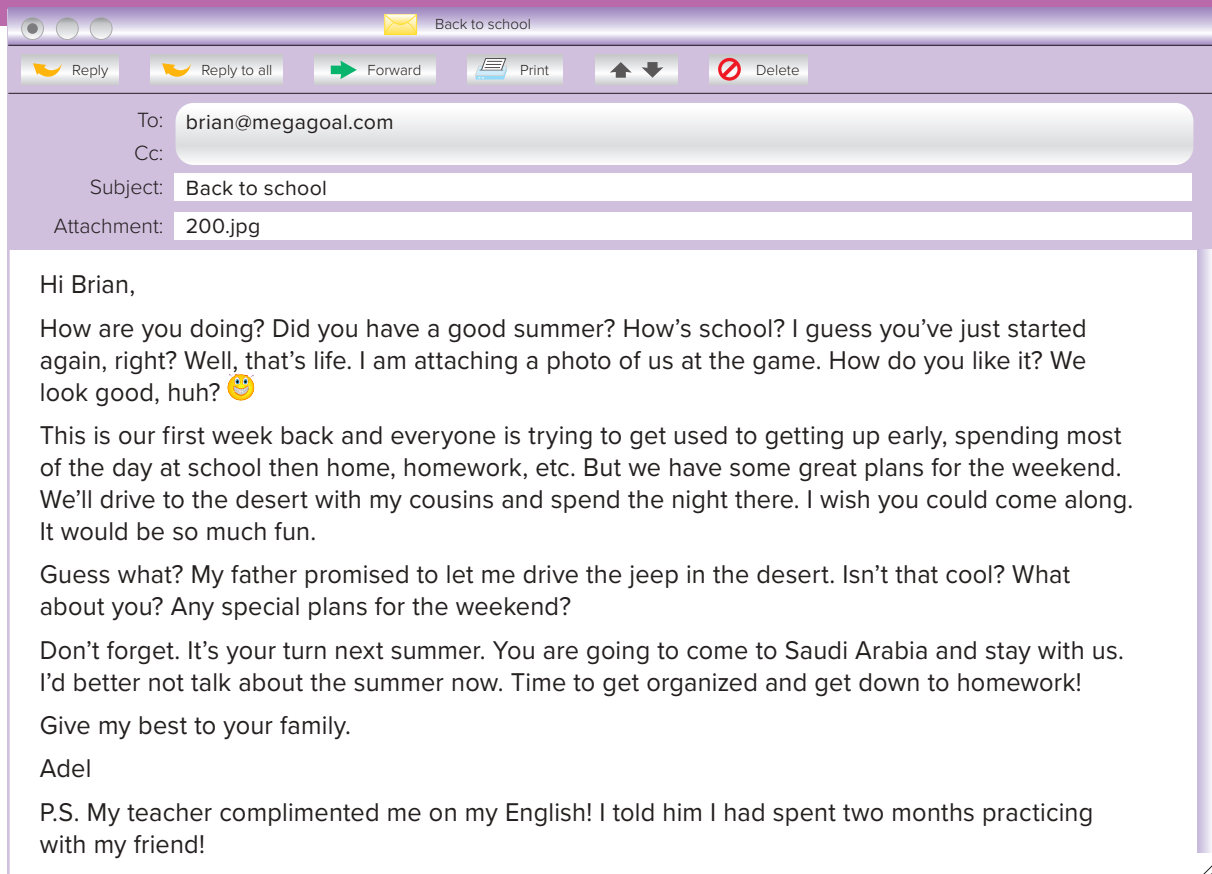
## 10 Writing

- 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		
To		
Greeting		
Opening lines		
Topic/information content		
Closing lines		
Signed		
Purpose of email		

- B. 1.** Read the email from Adel to his friend in the USA and answer the questions.
- Where did Adel spend the summer?
  - What time of year is it?
  - How does Adel feel about starting school again?
  - Why is he excited about the weekend?
- 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?





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.



## 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?

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

#### Answer

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

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?

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

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

#### Answer

They used smoke signals.

They wanted to pass on messages.

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 \_\_\_\_\_ (1. have) a computer, laptop, tablet or even a cell phone!

He told me that in those days, people \_\_\_\_\_ (2. speak) to people on a phone that was fixed to the wall of the house. People \_\_\_\_\_ (3. use) their phones to take digital images.

They \_\_\_\_\_ (4. take) photos with a camera that needed a special roll of film. They \_\_\_\_\_ (5. print) the photos on a special kind of paper and put them in a photo album.

Moreover, people \_\_\_\_\_ (6. find) information in books, and they \_\_\_\_\_ (7. use) actual paper maps to get to places! They also \_\_\_\_\_ (8. read) paper newspapers which a paper boy \_\_\_\_\_ (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 used to do***.

## 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.*

- 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?







## 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, even though, and 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"> <li>• read through the unit again</li> <li>• listen to the audio material</li> <li>• study the grammar and functions from the unit again</li> <li>• ask your teacher for help</li> </ul>
_____	
_____	



# 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?

**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.



Saeed, 23



Ahmed, 17

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

**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?

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



Bob, 16



Steve, 15

**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.



Hameed, 20



Leonard, 19

**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 ____     | a. round     |
| 2. keep ____       | b. the prize |
| 3. close ____      | c. in touch  |
| 4. whole year ____ | d. island    |
| 5. split ____      | e. encounter |

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



- \_\_\_\_ Saeed would take his cell phone to a desert island.
- \_\_\_\_ Steve would like to be a Roman emperor.
- \_\_\_\_ Bob would ask an extraterrestrial about life on other planets.
- \_\_\_\_ If Ahmed could live in any place in the world, he'd live in Hawaii.
- \_\_\_\_ If Hameed could, he would change the way he looks.
- \_\_\_\_ 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

*in the present* I don't have much time.

I have to study today.

I'm not rich.

I can't go to the mall.

*in the future* He won't lend me his car.

I **wish** I **had** more time.

I **wish** I **didn't have** to study today.

I **wish** I **was/were** rich.

I **wish** I **could go** to the mall.

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, \_\_\_\_

2. If I saw someone who was stealing in a store, \_\_\_\_

3. If I had more experience, \_\_\_\_

4. If I could say something to the president, \_\_\_\_

5. If I had to leave my home, \_\_\_\_

6. If I could choose any destination, \_\_\_\_

a. I'd tell him to cut taxes.

b. I might live with my aunt.

c. I'd travel to New Zealand.

d. I wouldn't have to work.

e. I'd apply for the job.

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.



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 | crime     | poor health services   | few sport facilities |
| no recycling facilities    | traffic   | poor telephone service | few libraries        |
| old schools                | pollution | too much garbage       | 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 \_\_\_\_\_.
2. A friend asked you to go surfing, but you don't know how to surf.  
I wish I \_\_\_\_\_.
3. Your parents won't let you go out tomorrow night.  
I wish my parents \_\_\_\_\_.
4. It's raining again.  
I wish it \_\_\_\_\_.
5. You want to buy someone a present, but you don't have enough money.  
I wish I \_\_\_\_\_.
6. You have to wear a uniform to school, and you don't want to.  
I wish we \_\_\_\_\_.





## 2 Wishful Thinking

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### 4 Language in Context

1. 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?
2. 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		
Lyn		
Sahar		

- 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?                      What **could you** do?  
Where **would you** go?                      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.

1. Do you ever wish you were someone else?  
Who? Why?
2. If your house were on fire, what would be the first thing you'd try to save?
3. If you lived on a desert island, what would you miss most from civilization?
4. If you lived away from your country, what would you miss the most?
5. Have you ever had a wish come true? (Or, do you know anyone who has?) What was the wish?
6. 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?

### Your Turn

Role-play the conversation with a partner. Use your endings. Use the answers in [About the Conversation](#) for ideas.







### 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 \_\_\_\_\_
2. Michael Carroll \_\_\_\_\_
3. Bob Bradley \_\_\_\_\_

- 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

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- 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:** \_\_\_\_\_

**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:** \_\_\_\_\_

**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:** \_\_\_\_\_

**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:** \_\_\_\_\_

**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:** \_\_\_\_\_

**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:** \_\_\_\_\_

**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:** \_\_\_\_\_

**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:** \_\_\_\_\_

**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 your million dollars, what would it be? **1**

How does it feel to be a celebrity? **2**

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

Has it sunk in yet? **4**

How did you decide to sign up? **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?  
Are there **any** sport facilities?

##### Affirmative (+)

There is **some** pollution.  
There are **some** sport facilities.

##### Negative (-)

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

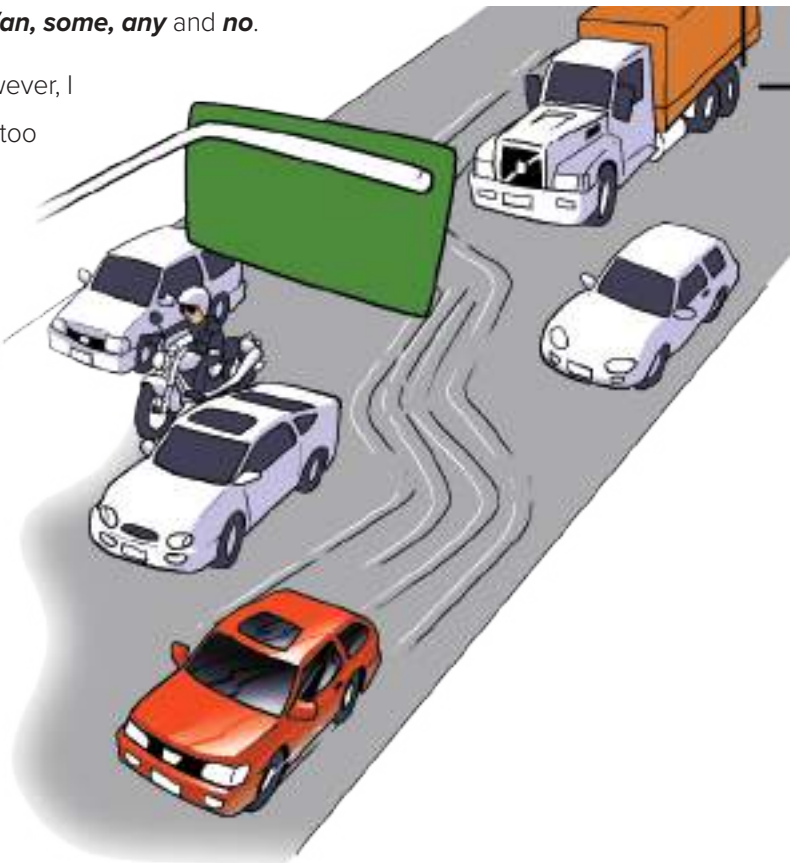
Use *no* with noncount and plural nouns in affirmative sentences to give a negative meaning.

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		SAR 209
thobe	50% polyester	small	SAR 150
sandals	cotton	medium	\$125
bracelet	leather	large	SAR 720
dress	gold		a 20% discount
shoes	silver		



**Can I help you, sir?**

What **size** are you?

Are these **pants cotton**?

Excuse me, **how much** is this **sweater**?

**How much** are these **leather sandals**?

Can I see the **gold** bracelet?

**How would you like to pay?**

Yes, please. **I'm looking for** a thobe.

I'd like to **try on** a **medium**.

They are made from **wool**.

It's **\$95**, sir.

We have a **15% discount** on those.

They are **SAR 110**.

Yes, of course. Here you are.

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.) \_\_\_\_\_ you, sir?

**Man:** Yes, please. I'm (2.) \_\_\_\_\_ for a sweater for my nephew.

**Shop assistant:** What (3.) \_\_\_\_\_ is he?

**Man:** He's a (4.) \_\_\_\_\_.

**Shop assistant:** Ok. We have a blue one and a red one in that size.

**Man:** How (5.) \_\_\_\_\_ are they?

**Shop assistant:** The blue sweater is made from 100% (6.) \_\_\_\_\_ and it is SAR 130. The red one is made from wool and cotton. We have a 20% (7.) \_\_\_\_\_ on the red one. It's now (8.) \_\_\_\_\_ 85.

**Man:** Great. My nephew prefers red, so I'll take the red one.

**Shop assistant:** Would you like to pay in (9.) \_\_\_\_\_ or by (10.) \_\_\_\_\_, 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

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### 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					
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"> <li>• read through the unit again</li> <li>• listen to the audio material</li> <li>• study the grammar and functions from the unit again</li> <li>• ask your teacher for help</li> </ul>
_____	
_____	





# 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**

The walls are filthy. They need to be repainted.

Don't worry. We'll get it done.

**Car Repairs**

The engine makes a strange noise. It was in for repairs just last week.

We'll have it checked.

This computer crashed.

Do you have a warranty?

Yes, I have a three-year warranty.

I'll have a technician look at it.

**Clothing**

This sleeve is torn.

I'd rather have a new jacket or a refund.

I'll have it sewn.

**Products**

I'll have a technician look at it.

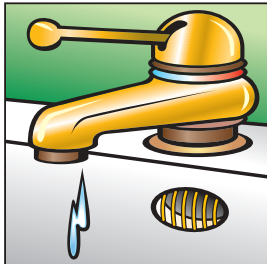
# Consumer Awareness

## What to Be Aware Of

### Housing



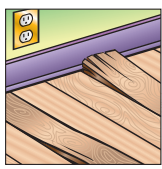
▲ leaky pipe



▲ dripping faucet



▲ broken doorknob



▲ loose floorboards



▲ broken windowpane

### Clothing

stain



hole

missing button

torn

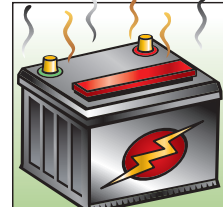
### Car Repairs



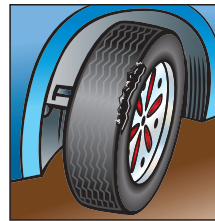
▲ cracked windshield



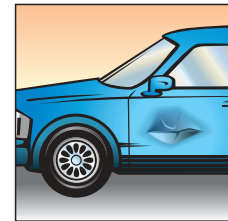
▲ flat tire



▲ dead battery

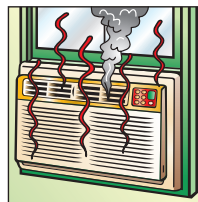


▲ worn tire



▲ dent in the body

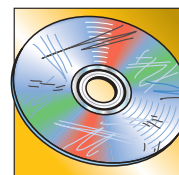
### Electronic Products



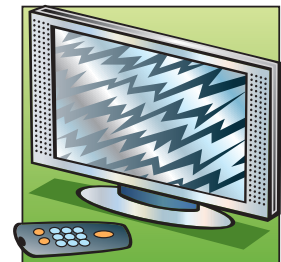
▲ air conditioner—doesn't get cold



▲ cell phone—no signal



▲ scratched DVD









▲ TV—lines on screen

### Quick Check ✓

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

## 2 Pair Work

Role-play the problems presented on these pages.

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

# 3 Complaints, Complaints



## 3 Grammar

### Need to Be (Done)

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

### Have/Get Something (Done)

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


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

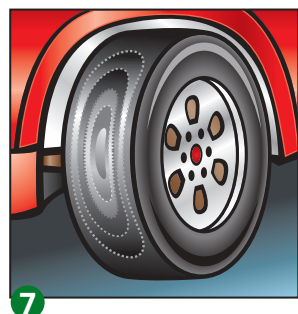
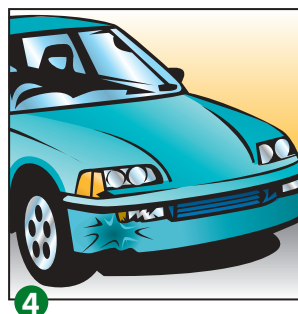
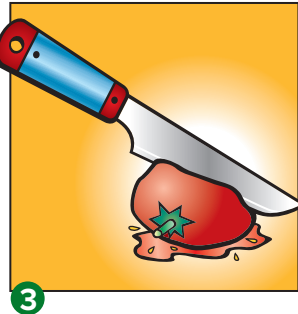
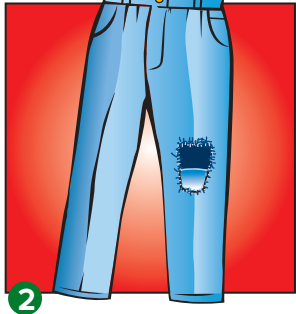
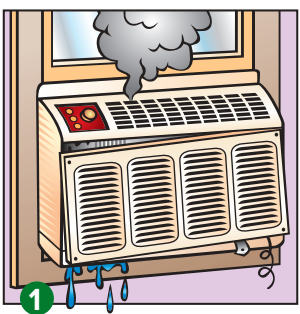
### Past Participles as Adjectives

break—**broken**      The windows were **broken**. I fixed the **broken** windows.  
 crack—**cracked**      The vase was **cracked**. I threw away the **cracked** vase.  
 damage—**damaged**      The car was **damaged**. The mechanic fixed the **damaged** car.  
 tear—**torn**      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.*





**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: The windowpane in the living room is broken. It needs to be fixed.	I'm going to have it fixed.
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.



### 3 Complaints, Complaints

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## 4 Language in Context

The following silly instructions appeared on product labels. Explain the instructions in your own words. Why are they silly? (You might need to correct the English.)

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

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



**2** **On an iron**  
Do not iron clothes on body.



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



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



**5** **On a bottle of milk**  
After opening, keep upright.



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



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



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



## 5 Listening

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

Problems
1.
2.
3.
4.



## 6 Pronunciation

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

**wind**shield      **hair** dryer  
**meat** grinder      **floor**board  
**show**er cap      **wind**owpane

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

## 7 About You

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

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



## 8 Conversation

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



### Real Talk

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

### Your Ending

What do you think was the salesperson's response?

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

### About the Conversation

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

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

### Your Turn

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





## 9 Reading

### Before Reading

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

# MURPHY'S LAW

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

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

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



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

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



# Captain Edward A. Murphy

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

## After Reading

Answer the questions about the reading.

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

## Discussion

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



# 3 Complaints, Complaints



## 10 Writing



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

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

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

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

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

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

Date: \_\_\_\_\_

Dear Sir,

- 1 I purchased a set of earphones at your store three days ago. According to your promotional material, any item that is faulty and is returned within 24 hours, is fully refunded and a discount voucher is offered for future purchases, as a courtesy to the customer.
- 2 I attempted to use my earphones the day I purchased them and found out that one of the cables had not been connected. I therefore, called your Customer Service Department and was advised to return the earphones as soon as possible.
- 3 I drove to your place of business immediately and tried to do as advised. Unfortunately, however, I was told by the assistant that the earphones could only be returned if the packaging was intact.
- 4 Allow me to wonder how one is supposed to find out if an item is faulty or not, if it is kept in its packaging. And if that is the case, it would seem fair to include it in your promotional material in large block letters, instead of conveying the wrong message and misleading people.
- 5 I regret to inform you that following this incident, I will refrain from using your retail outlet in future and will have to report you to Consumer 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	Short Answer (+)	Short Answer (-)
<b>Has</b> he <b>taken</b> out the garbage?	Yes, he <b>has</b> .	No, he <b>hasn't</b> .
<b>Have</b> they taken the car to the garage?	Yes, they <b>have</b> .	No, they <b>haven't</b> .

**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	Affirmative (+)	Negative (-)
Have you done the dishes <b>yet</b> ?	Yes, I've <b>already</b> done them.	No, I haven't done them <b>yet</b> .
Have you <b>already</b> washed the clothes?	Yes, I've <b>just</b> washed them.	No, I haven't washed them <b>yet</b> .

### 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.



**B.** Make sentences with the words. Use gerunds.

- 1.** dessert / eat / after meals / can't resist / I  
**1.** she / clean / can't stand / the house  
**2.** live / our grandparents / enjoy / in the country  
**3.** the children / hate / their ice cream / share  
**4.** eat / Mom's food / we / miss  
**5.** my sister / my toothpaste / use / stop / have to  
**6.** the workers / paint / the house / finished

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



## Object Pronouns

### Singular

Subject Pronouns	Object Pronouns	
I	<b>me</b>	He knows <b>me</b> .
you	<b>you</b>	I know <b>you</b> .
he	<b>him</b>	I know <b>him</b> .
she	<b>her</b>	I know <b>her</b> .

### Plural

Subject Pronouns	Object Pronouns	
we	<b>us</b>	They know <b>us</b> .
you	<b>you</b>	They know <b>you</b> .
they	<b>them</b>	We know <b>them</b> .

## 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.

<b>Turn off</b> your cell phone.	<b>Turn</b> the phone <b>off</b> .	<b>Turn it off</b> .
<b>Clean up</b> the mess.	<b>Clean</b> the mess <b>up</b> .	<b>Clean it up</b> .
<b>Put away</b> your clothes.	<b>Put</b> your clothes <b>away</b> .	<b>Put them away</b> .

**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 \_\_\_\_\_ to the store.
- 2. Sandra is never on time. She's going to tell \_\_\_\_\_ to be more punctual.
- 3. This computer keeps crashing. I'm going to return \_\_\_\_\_ and ask for a refund.
- 4. Excuse me, we can't find what we are looking for. Could you help \_\_\_\_\_ ?
- 5. The car windscreen is cracked. Please can you fix \_\_\_\_\_ ?



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

- 💡 Please turn on the TV. Please turn the TV on. Please turn it on.
- 1. Put away those toys. \_\_\_\_\_
- 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. \_\_\_\_\_

# 3 Complaints, Complaints

رابطہ المدرس الرقمي



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## 12 Project



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

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



# 13 Self Reflection

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

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

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

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



# 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 \_\_\_\_\_ Mr. Johnson will be back?
2. The plane arrived on time \_\_\_\_\_ the bad weather.
3. \_\_\_\_\_ the guests complained to the manager, the hotel didn't fix the dripping faucet.
4. They couldn't repair my laptop, \_\_\_\_\_ they gave me my money back.
5. I'll tell you about the results of the exam \_\_\_\_\_ 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.
2. My friend gossips a lot.
3. Ahmed can't come to the game.
4. I'm not very tall.
5. I don't speak German.

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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 \_\_\_\_\_.

2. The walls are filthy.

They \_\_\_\_\_.

3. These cushions are too flat.

You \_\_\_\_\_.

4. I think the battery is dead.

I \_\_\_\_\_.

5. The engine is making a funny noise.

It \_\_\_\_\_.

6. Some of the paint is coming off the walls.

We \_\_\_\_\_.





D. Complete the conditional sentences using your own information.

1. If I had the time, \_\_\_\_\_.
2. If I lived in \_\_\_\_\_.
3. If I could change something about myself, \_\_\_\_\_.
4. If I could be someone else, \_\_\_\_\_.
5. If I could travel anywhere, \_\_\_\_\_.

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

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

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

**Reporter:** If you could, would you?

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

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

**Player:** Yes, I'm used to \_\_\_\_\_ (11. work) for different clubs and \_\_\_\_\_ (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 \_\_\_\_\_.
2. I can't wait to go on vacation. I'm looking forward \_\_\_\_\_.
3. I don't want to wait for them any longer. I'm tired \_\_\_\_\_.
4. You must let me buy you lunch. I insist \_\_\_\_\_.



## 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. \_\_\_\_ Although football had been played for hundreds of years, the set of rules for the current game was only established in 1863.
2. \_\_\_\_ If the Native Americans had played on regular-size football fields, there wouldn't have been enough space for all the players.
3. \_\_\_\_ In Central America, the idea was for players to hit the ring with the ball.
4. \_\_\_\_ Before basketball, people weren't used to playing sports games indoors during the hard winters in the United States.
5. \_\_\_\_ 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. \_\_\_\_ 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.

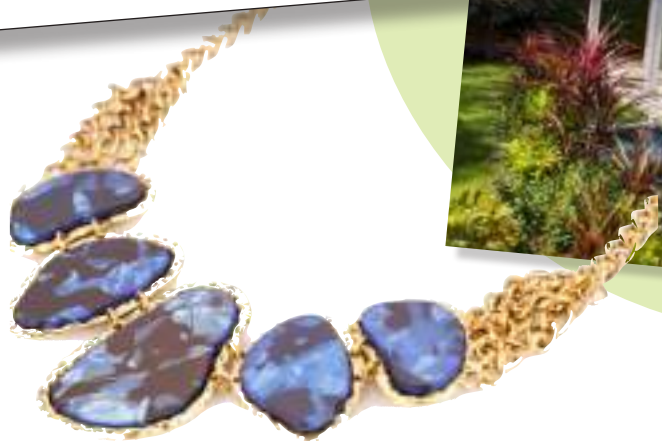
4 Chant Along 

# If I Were a Millionaire

If I had a million dollars,  
I would be a millionaire.  
I would spend a lot on diamonds  
That would sparkle everywhere.  
I would buy my friends all presents,  
I would treat them to a trip,  
I would buy myself a mansion,  
I would drive a brand-new car.

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

'Cause I wouldn't have a house.  
There would be no Cadillacs.  
There would be no trips to Mars.  
There'd be pizza and choc cookies.  
If I lost all that I had,  
Would you still be my good friend?  
And for better and for worse,  
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 \_\_\_\_\_

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

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

C. Find an expression in the chant that means:

through good and bad \_\_\_\_\_

## Comprehension

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

## Discussion

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

# 5

## Project



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

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

Howard Hughes ▼





# 4 I Wonder What Happened

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## 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.



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

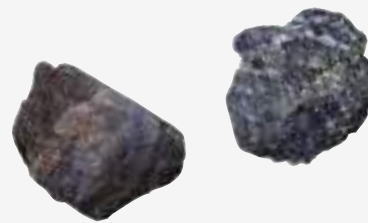


# Meteorite Hits House

## New Orleans, Louisiana USA

When Ray and Judy Fausset arrived home on the afternoon of September 23, 2003, they discovered to their amazement that a meteorite had crashed through their two-story house. Neighbors said that they had heard a terrific noise, and two people had actually seen the fireball when the meteor hit. The meteorite had penetrated

through the Faussets' roof and the house's two floors, and it had ended up in the crawl space under the house, leaving debris and fragments along its path. A total mass of 42.5 pounds (19.3 kilograms) from the meteorite was recovered from the Fausset house. The three largest fragments weighed 6.5 pounds (2.9 kilograms), 2.9 pounds (1.3 kilograms), and 2.2 pounds (1 kilogram).







## Quick Check

- A. Vocabulary.** Underline the expressions in the sentences on page 54 that suggest ideas about what probably happened or what something probably is.
- B. Comprehension.** Answer *true* or *false*.
- \_\_\_ When the Faussets got home, their roof had been smashed.
  - \_\_\_ The crash happened while they were asleep.
  - \_\_\_ The Faussets' neighbors said they hadn't heard anything.
  - \_\_\_ The meteorite had left a lot of destruction in its path.
  - \_\_\_ The largest fragment wasn't as heavy as a tennis ball.

## 2 Pair Work

**Ask** and **answer** about the photos.

-  What might have happened?
-  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.



## 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 (?)

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

#### Short Answers (+)

Yes,	I	<b>had.</b>
	you	
	he/she	
	we	
	they	

#### Short Answers (-)

No,	I	<b>hadn't.</b>
	you	
	he/she	
	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 \_\_\_\_\_ (feel) much better after I \_\_\_\_\_ (see) the results of my test.
- It had been raining, but by the time we \_\_\_\_\_ (arrive), the rain \_\_\_\_\_ (stop).
- Dinosaurs \_\_\_\_\_ (be) extinct for millions of years before the first humans \_\_\_\_\_ (appear).
- I \_\_\_\_\_ (never, travel) outside my country until I \_\_\_\_\_ (go) to Disney World last summer.
- We wanted to get a picture of the meteorite, but when we \_\_\_\_\_ (arrive), the police \_\_\_\_\_ (already, take) it away.
- No, Your Honor, I \_\_\_\_\_ (never, see) that man before the night he \_\_\_\_\_ (break into) my apartment.





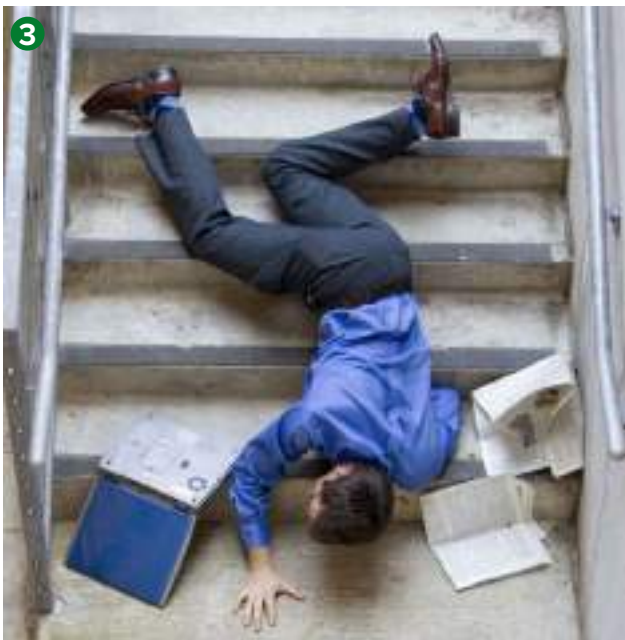
**B.** Complete the sentences using **can't**, **must**, or **might**.

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



# 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		
Fred and Mildred's ranch		

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

## 6 Pronunciation

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

crater      driver      recover      water      discover

## 7 About You

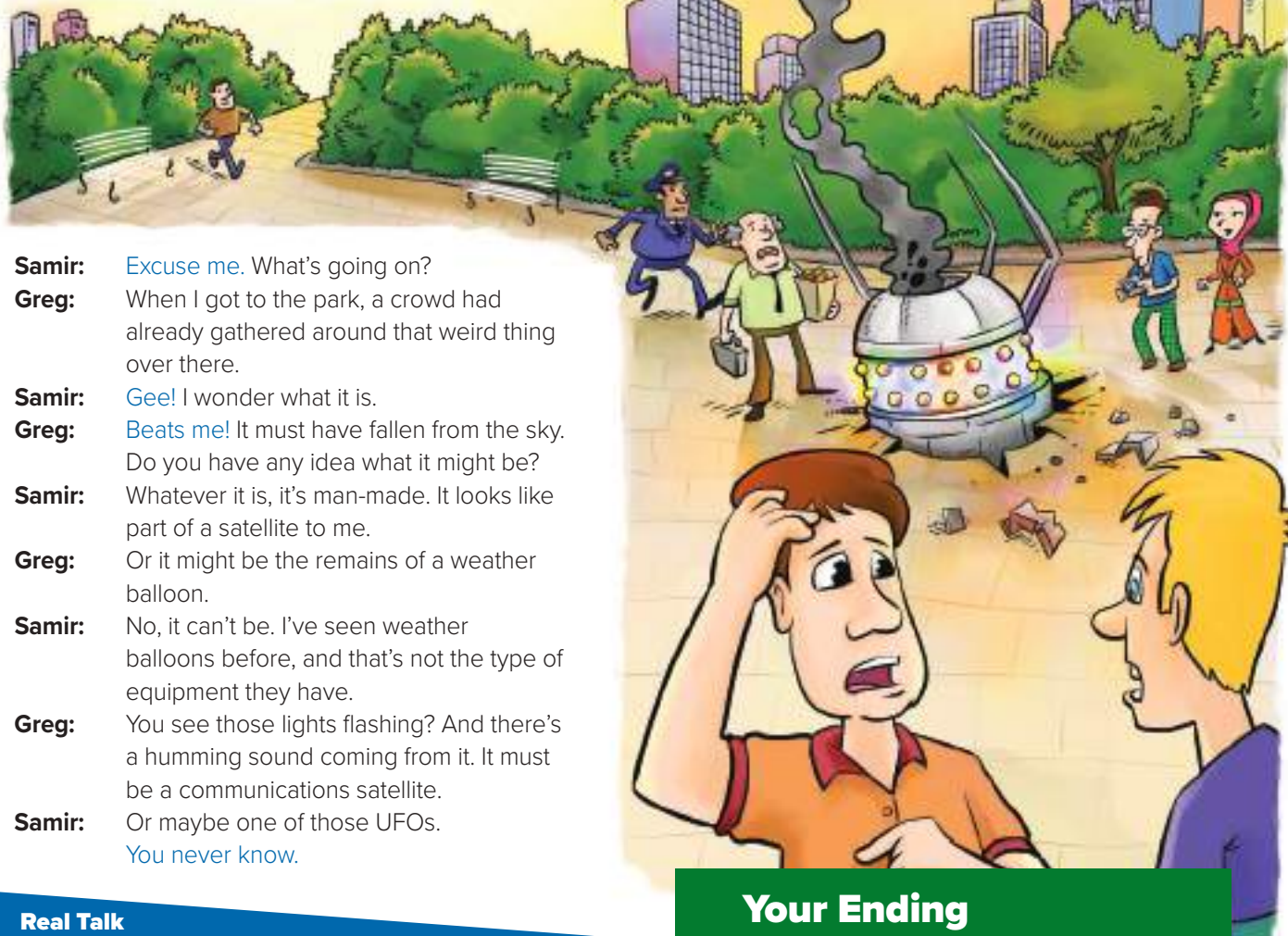
In pairs, ask the questions and have your friend answer. Then switch roles.

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



## 8 Conversation

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



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

### Real Talk

Excuse me. = a way to start a conversation with a stranger

Gee! = an exclamation to express surprise

Beats me! = I have no idea!

You never know. = Anything is possible.

### About the Conversation

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

### Your Turn

- A. Role-play the conversation with a partner. Speculate about the object found in the park.
- B. Imagine you are a reporter. Give a report about what happened at the park.

### Your Ending

What does Greg say?

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

**FYI**

UFO = Unidentified Flying Object

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





## 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

SECTION A

THE DAILY READING JOURNAL

WEEKLY EDITION

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

One of the earliest examples of remote control was developed in 1898 by Nikola Tesla, who demonstrated a radio-controlled boat to the public during an electrical exhibition at Madison Square Garden. In 1903, Leonardo Torres Quevedo presented the Telekino at the Paris Academy of Science. It consisted of a robot that executed commands transmitted by electromagnetic waves and was a pioneer in the field of remote control. The first remote-controlled model airplane flew in 1932 and by

the late 1930s, several radio manufacturers offered remote controls for some of their more exclusive models.

The first television remote control was developed in 1950. It was called "Lazy Bones", and was connected to the television set by a wire. A wireless and then an ultrasound remote control were developed in the mid-50s but neither was reliable.

More sophisticated television remote controls were introduced in the late 70s, but they had a limited number of functions, sometimes as few as three: next channel, previous channel, and volume/off. Remote controls, with a wider range of functions, were finally launched in the 80s and became an immediate

success. For the first time, viewers no longer watched programs just because they did not want to get up to change the channel. They could also channel surf during commercials, or turn the sound off.

By the early 2000s, the number of remote controls increased along with the number of electronic devices. Consumers needed a remote for each device. This led to the development of universal remote controls that can be used with different devices. Imagine controlling everything around you with the touch of a button on one single 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







## 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	scary		terrifying
really	good	absolutely	amazing
quite	interesting	really	fascinating
	small	quite	tiny
	big		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 \_\_\_\_\_ (2. hear) a lot of people shouting and then I heard a very loud crash. Before I heard the crash, I \_\_\_\_\_ (3. see) lights above me and I \_\_\_\_\_ (4. hear) a humming sound. When I \_\_\_\_\_ (5. arrive) at the park, a really large crowd \_\_\_\_\_ already \_\_\_\_\_ (6. gather) around something which \_\_\_\_\_ (7. fell) out of the sky. People \_\_\_\_\_ (8. be) quite terrified because they \_\_\_\_\_ never \_\_\_\_\_ (9. see) anything like that before. Some people \_\_\_\_\_ (10. call) the police and some other people \_\_\_\_\_ (11. run) away. Before I saw that the object was man-made, I \_\_\_\_\_ (12. think) the object was a UFO. When I saw that the object was made from metal, I \_\_\_\_\_ (13. realize) that it \_\_\_\_\_ (14. be) probably part of a weather balloon or a satellite.

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



## Conditional Sentences with Present and Future Forms

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

### Present Facts

Use the *simple present tense* in both clauses.

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

### Future Facts

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

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

### May/Might

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

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



## Express Necessity and Lack of Necessity:

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

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

You **have to** call an expert to get their opinion.

You **don't need to (needn't)** worry. Strange things fall out of the sky on a regular basis all around the world!

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

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

*describe the exact location*

*measure the rock if possible*

*report the find to the Meteoritical Institute*

*don't panic — it's very common for rocks to fall from outer space onto Earth*

## 4 I Wonder What Happened

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### 12 Project

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



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



# 13 Self Reflection

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

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

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

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



# 5 If It Hadn't Happened

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## 1 Listen and Discuss

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

# Looking Back

## Inventions and Discoveries That Changed History

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



### The Wheel ▲

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



### 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.

### Computers ▶

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

### Electricity ▲

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



### Penicillin ▲

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





## Life's Regrets

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

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



## Quick Check

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







- |                  |          |
|------------------|----------|
| 1. oil ____      | a. guard |
| 2. heavy ____    | b. style |
| 3. hair ____     | c. load  |
| 4. electric ____ | d. bulb  |
| 5. security ____ | e. well  |

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

- \_\_\_\_ The Sumerians couldn't have carried heavy loads without the wheel.
- \_\_\_\_ If it weren't for Fleming, many people would have died from infections.
- \_\_\_\_ If it hadn't been for candles, there wouldn't be any electricity.
- \_\_\_\_ People would still be traveling on ships if it weren't for airplanes.
- \_\_\_\_ The man who is unloading the truck should have 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

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## 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.



2



3



4




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.



C. Match the two parts of the sentences.

- |  |   |
|--|---|
| 1. If I had known it was going to rain, ____   | a. I would have told them not to buy that TV set. |
| 2. If they had asked me for advice, ____       | b. they wouldn't be in so much trouble now.       |
| 3. If I had had enough money, ____             | c. their team wouldn't have won the game.         |
| 4. If you had been home, ____                  | d. I would be taking it again.                    |
| 5. If they had told the truth, ____            | e. I would have taken an umbrella.                |
| 6. If I hadn't passed the test, ____           | f. I would have visited you.                      |
| 7. If the referee hadn't made a bad call, ____ | 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.

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.

## 5 If It Hadn't Happened

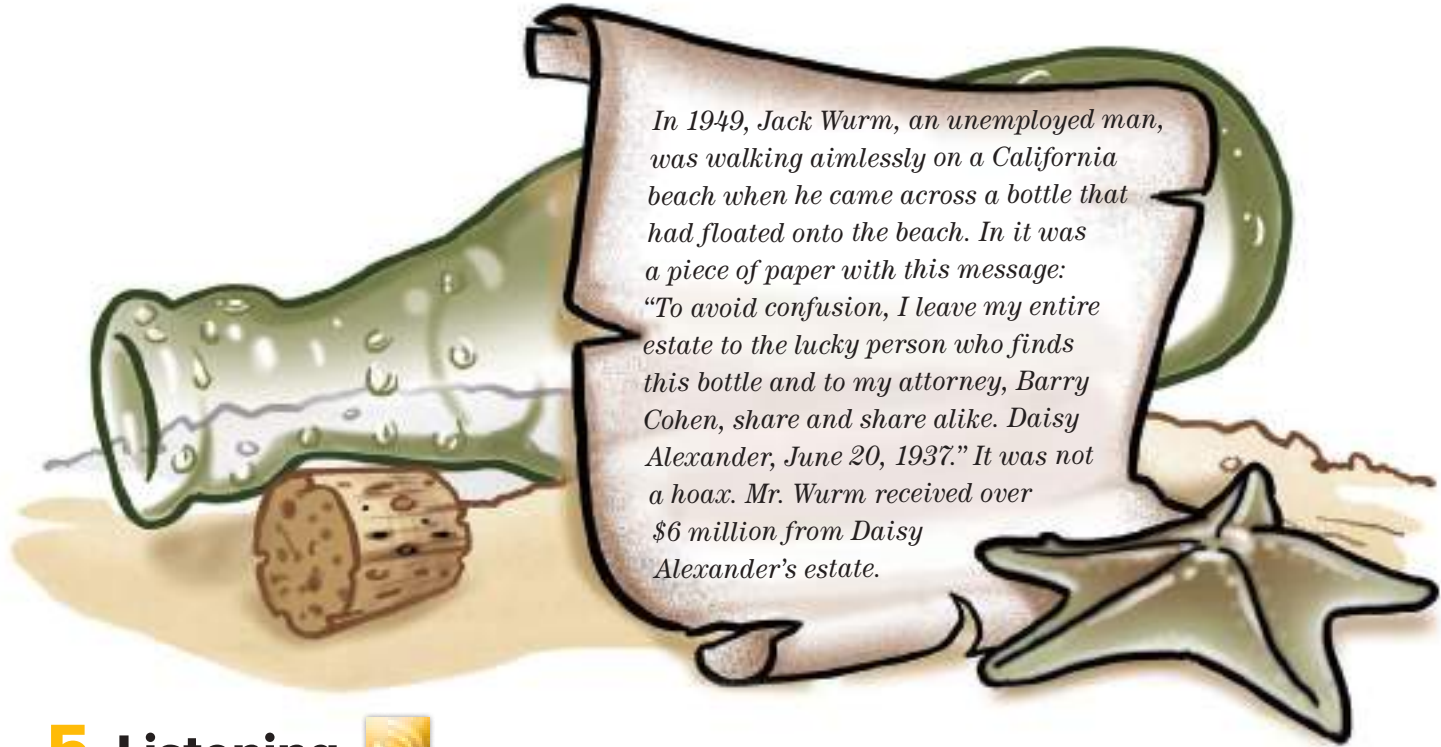
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### 4 Language in Context

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		
Saeed		

### 6 Pronunciation

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

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

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

### 7 About You

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

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



## 8 Conversation

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

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

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

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

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

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

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

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

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



### Real Talk

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

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

**breathing down someone's neck** = constantly checking

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

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

### About the Conversation

1. List Faisal's regrets.

---

---

---

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

---

---

---

### 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?

PAGE 28

THE DAILY READING JOURNAL

TUESDAY



## MARIO'S

## ADVICE COLUMN

Dear Mario,

I am writing to tell you a story. It's too late for you to tell me what to do now, but maybe you could tell me what I should have done. Your advice might be useful to others in similar situations.

My best friend borrowed some money from me when we were out shopping at the mall, two weeks ago. I was happy to let him have it, as I had saved my allowance over a few weeks and had more than I needed. He wanted to buy a DVD. Then later I loaned

him some more money because we decided to eat at a pizza restaurant. The total, including the DVD, came to \$25 dollars. I don't mind helping out a friend, if I can, so I didn't think much of it.

Last week, we were at the mall and I needed to buy some shoes. They were rather expensive and I asked him if he could give me some of the money I had loaned him. He gave me a very funny look, threw a twenty-dollar bill at me, and walked away.

I was really upset. So, I decided to call him when

I got back. He told me that he never wanted to have anything to do with me again. He said I had embarrassed him at the shop and that I shouldn't have asked him for the money in public. He thought I had done it on purpose because I didn't trust him.

I am really devastated. I've lost my best friend over \$25. What do you think I should have done? Should I have just not said anything? Would that have been the right thing to do?

—A Confused Friend

---

## MARIO'S

---

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

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

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

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

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

Did I do the right thing?

—Honest But  
Wondering Why

---

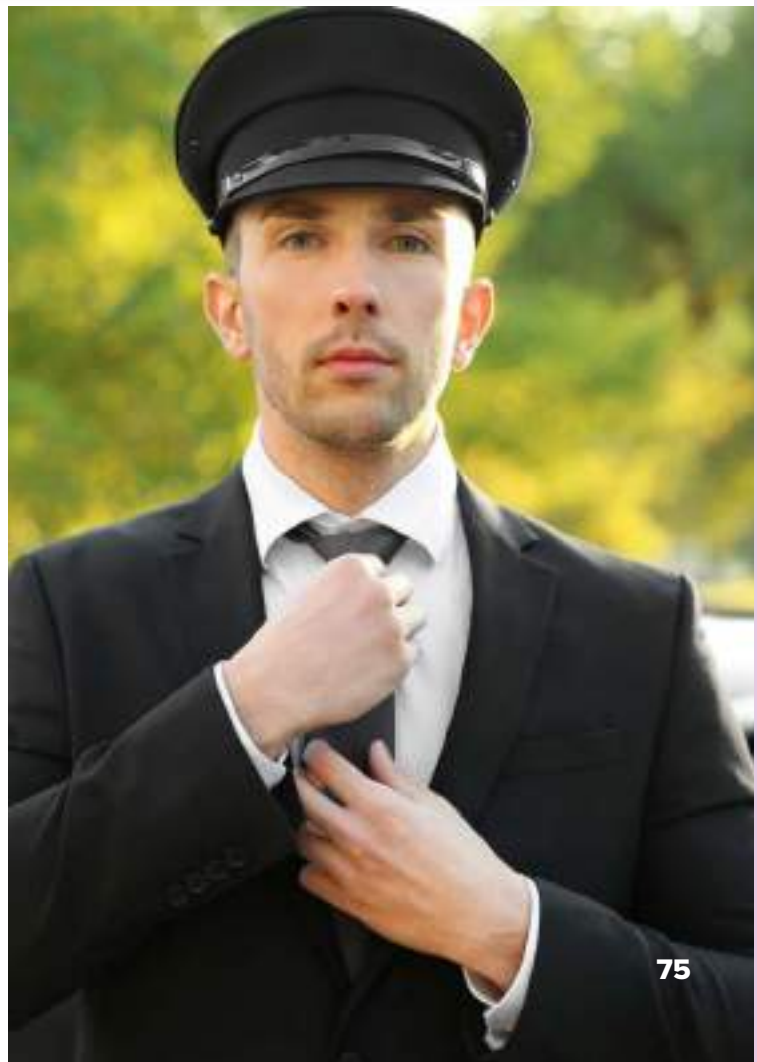
## After Reading

Answer the questions about the letters.

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

## Discussion

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



## 5 If It Hadn't Happened

### 10 Writing



- 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?
  - What happened with her friend? Why?
  - What is the column writer's advice?
3. Do you agree with the column writer? Why? Why not?
4. What would you have done if your friend had wanted to borrow something new that belonged to you?

#### Ask Mariam

### *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?

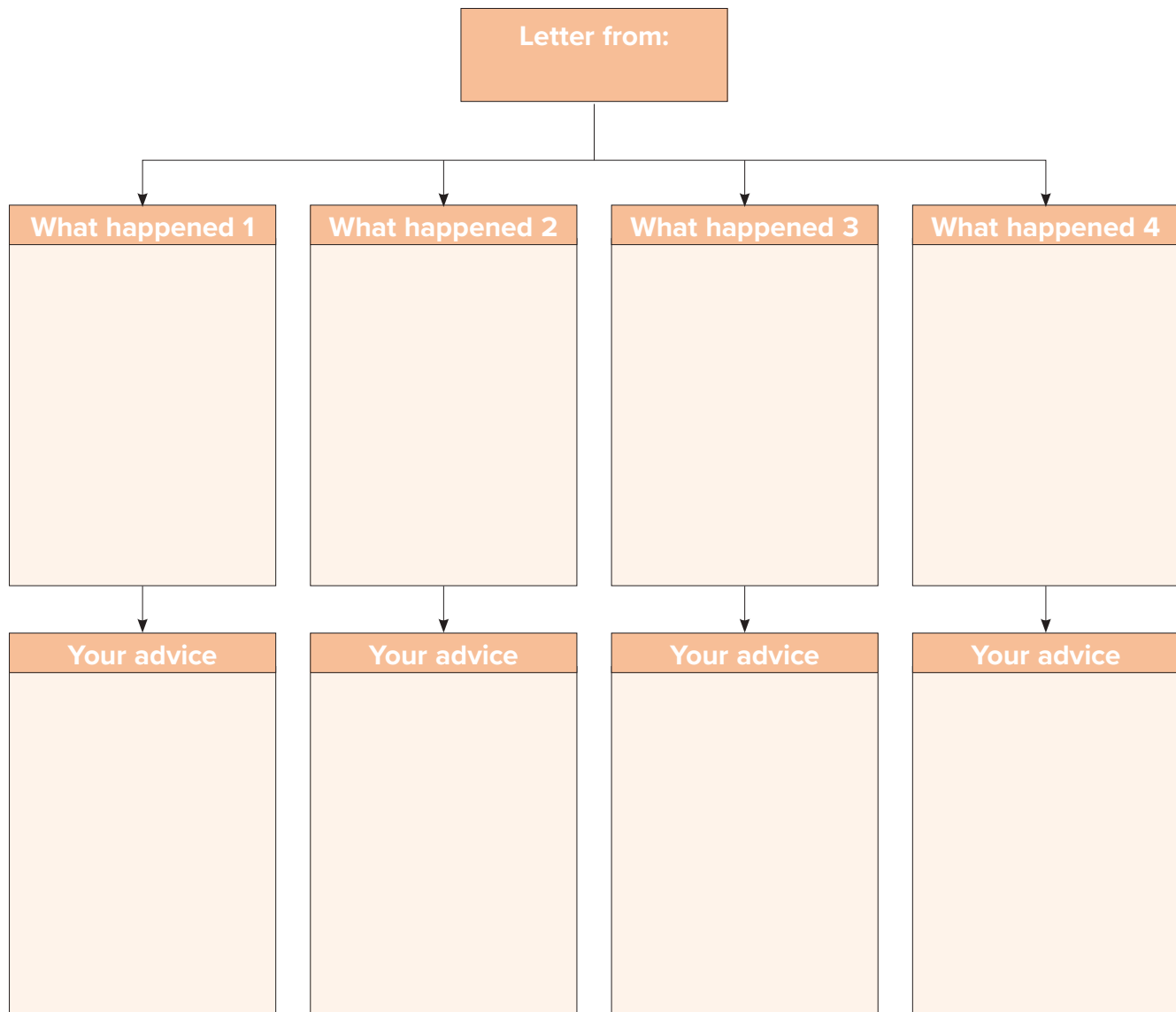
I would call and say I am sorry. I am sure she will understand and if she has not already been to the wedding, offer her the bag. You will both be happier.

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

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## 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

In **1908**, a small asteroid **exploded** over Siberia.  
We **moved** to Muscat **three years ago**.  
She **didn't call** her mother **last night**.

#### Present Perfect

He **has worked** as a scientist **for many years**.  
We **have lived** in Muscat **since May**.  
We **haven't used** our car **for a long time**.

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

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

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

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

**B.** Have you used any of the inventions in exercise **A**? How long have you used them? Ask and answer questions with a partner. Add other inventions.

**A:** Have you ever been on a plane?

**B:** Yes, I have. I traveled by plane when I went on vacation last summer.

**A:** Do you have a credit card?

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





## Expressing Ability, Permission and Requests

### Ability

Use *can* to express ability in the present.

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

Use *could* to express ability in the past.

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

### Permission

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

**May** I leave early today?

Yes, you **may**. / No, you **may not**.

**Can** I have another soda?

Yes, you **can**. / No, **you can't**.

### Requests

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

**Could** you fill in this form, please?

Yes, of course.

**Can** you help me?

Sure. / Not now. I'm busy.

**Could** you open the window?

Certainly. / Sorry, I can't.



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

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

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

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

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

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

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## 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"> <li>• read through the unit again</li> <li>• listen to the audio material</li> <li>• study the grammar and functions from the unit again</li> <li>• ask your teacher for help</li> </ul>
_____	
_____	



# 6 What They Said



## 1 Listen and Discuss

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



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



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

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



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

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.

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

They scanned my head and found nothing.



## Quick Check ✓

**A. Vocabulary.** Match the words and the meanings.

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

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

- \_\_\_\_ The candidate said that he wouldn't raise taxes.
- \_\_\_\_ The doctor said that pumpkin seeds helped fight cancer.
- \_\_\_\_ The professor said that there was no life on other planets because no one had contacted us.
- \_\_\_\_ 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.





## 3 Grammar

### Reported Speech

#### Direct Speech

##### Simple Present

"I **have** a brother and a sister."  
"I **don't like** mangoes."

#### Reported Speech

##### Simple Past

He said (that) he **had** a brother and a sister.  
She said (that) she **didn't like** mangoes.

##### Present Progressive

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

##### Past Progressive

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

##### Simple Past

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

##### Past Perfect

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

##### Present Perfect

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

##### Past Perfect

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

#### Modals

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

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

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

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

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

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

"We **may be** late."

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.



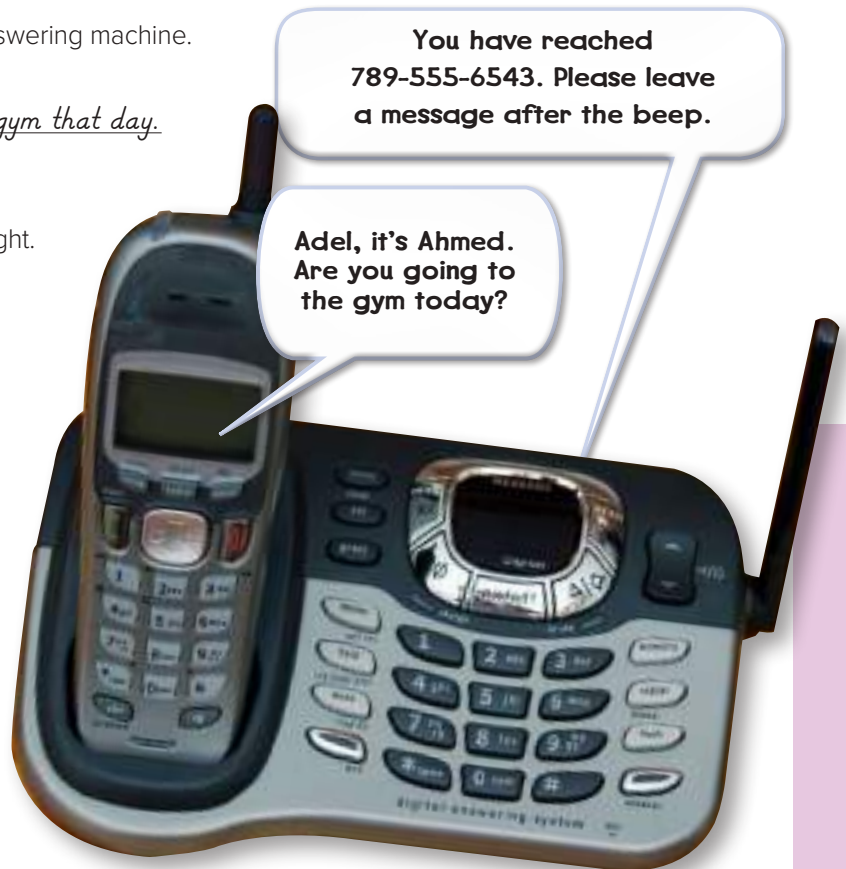
- A.** These messages were left on the family's answering machine. Report what the people said.

**!** *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.



*Hi Bro,*

*That friend of yours, Saeed, \_\_\_\_\_ (1. call) this morning. He asked where you \_\_\_\_\_ (2. be) and why you \_\_\_\_\_ (3. not call) him last night. He said he \_\_\_\_\_ (4. leave) a message on your cell phone yesterday afternoon.*

*I \_\_\_\_\_ (5. tell) him it \_\_\_\_\_ (6. not be) any of my business what you did. I think he felt bad. He apologized, and I told him it \_\_\_\_\_ (7. be) OK. Anyway, he asked me to tell you that he \_\_\_\_\_ (8. have) a surprise for you and that he \_\_\_\_\_ (9. will come) to our house at five o'clock tonight. He also said you should wear something warm because he \_\_\_\_\_ (10. will take) you to a mountainous place. He said that he \_\_\_\_\_ (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.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

### 6 Pronunciation

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

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

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

### 7 About You

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

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

## 8 Conversation

Underline **that** in the conversation.  
Practice reading the conversation with a partner.

- Faisal:** I **really** think that telemarketing shouldn't be allowed.
- Khaled:** Yes, I **totally** agree with you. Telemarketers are a real nuisance.
- Faisal:** Yesterday a man called me up. He said he was from the Dollar Bank, and he asked if he could talk to me for a minute.
- Khaled:** What did he want?
- Faisal:** He said that someone had given them my name and that he was calling to offer their services.
- Khaled:** What services?
- Faisal:** He tried to persuade me to open an account with them. So I told him I already had an account elsewhere and that I wasn't interested. But he insisted and was very pushy. **In the end**, I lost my patience and hung up.
- Khaled:** Well, I got a call from a man who said he was from a travel agency. This man said I had won a free trip to the Bahamas and that he was calling me to give me the good news.
- Faisal:** Had you entered a contest **or anything like that**?
- Khaled:** No. It turned out that everything was for free, but I'd first have to pay a huge amount of money to become a member of the Jet Set Club. Big **hoax**!
- Faisal:** I hate that!



### Real Talk

**really/totally** = used to make a statement stronger

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

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

**hoax** = a plan that is designed to trick someone else

### About the Conversation

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

### Your Turn

Role-play the following conversations with a partner:

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





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)*

**“640K ought to be enough for anybody.”**

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

**“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.)*

**“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)*

**“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. \_\_\_ Robert Frost said half the people in the world don’t say what they want to say.
2. \_\_\_ Gates believed that more than 640K memory was unnecessary.
3. \_\_\_ Jane Austen thought that people had no sympathy for those who complain.
4. \_\_\_ Mark Twain said that people shouldn’t let formal education stop them from learning.
5. \_\_\_ De Gaulle thought that it was easy to govern France because people wanted the same thing.
6. \_\_\_ 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: \_\_\_\_\_
2. Plato about fools: \_\_\_\_\_
3. Woody Allen about death: \_\_\_\_\_
4. Charles Duell about inventions: \_\_\_\_\_

## Discussion

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

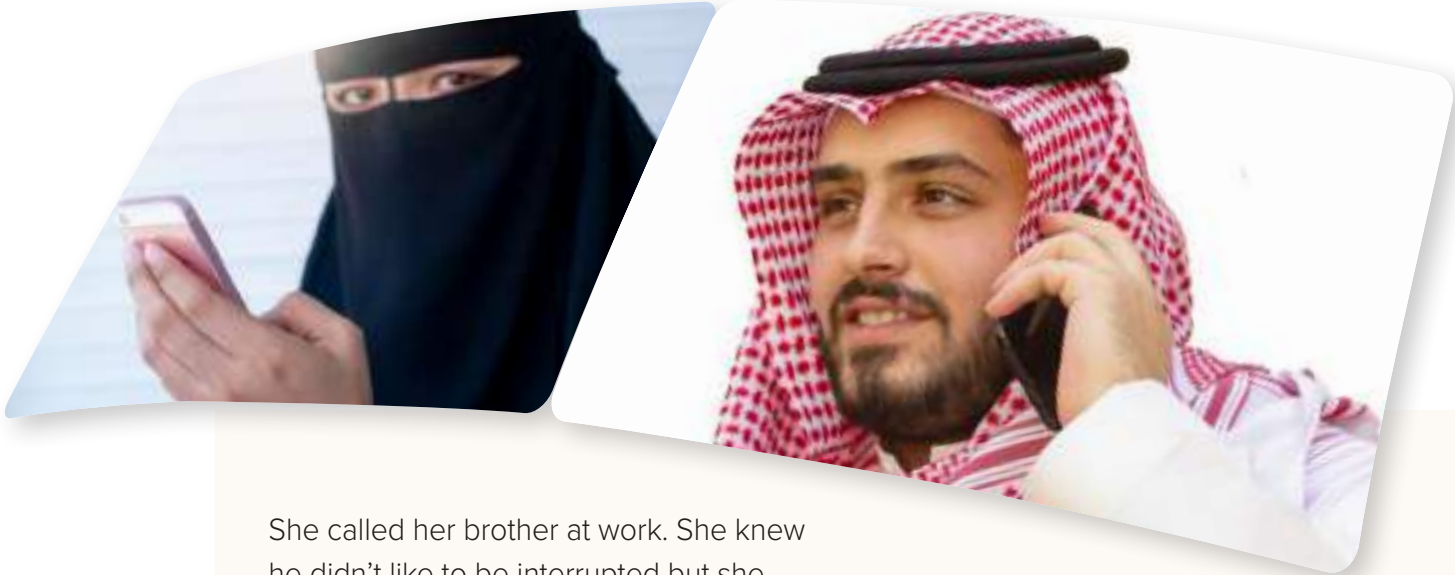


## 6 What They Said



### 10 Writing

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



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

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

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

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

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

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

4. Read the information on the hospital website below:

**Well Hospital**

**Address:**  
Well Hospital, 200 North Avenue  
NY 12345

<b>How to find us:</b>	<b>Parking:</b>
<p>Head southwest on Bloom Street toward Main Ave Turn left onto Main Ave Take the 2nd right onto Hinsdown Street Continue on Hinsdown Street for 3.1 miles toward North Ave Enter the hospital grounds from North Avenue and take the first right for the emergency entrance Patients can be dropped off at the door</p>	<p>Well Hospital has an underground ramp garage adjacent to the hospital. It is open 24 hours a day, 7 days a week. Rates are charged on an hourly and daily basis. Purchase an exit ticket from the cashier before you leave.</p>

- 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.



## 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.
2. Your friend is eating popcorn and is not offering you any.
3. You are playing a board game. You want your friend to play the game too.
4. Someone came and joined your group, greeted everyone, but forgot you.
5. Classes start at eight o'clock. It's 8:30, and your brother is still in bed.

## Relative Adverb: *Where*

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

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

## Indirect Questions

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

### Direct Questions

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

### Indirect Questions

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

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

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

### Affirmative (+)

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

### Negative (+)

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



## Expressing Disagreement

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

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

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

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

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

I don't like fast food. Neither do I. (OR I don't either)  
I like fast food. I don't.

I went to Dubai on vacation. So did I. (OR I did too)  
I don't like vacations. I do!

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





## 6 What They Said

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### 12 Project

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



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



# 13 Self Reflection

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

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

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

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



# 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.

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

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

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

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

3. Someone rings the doorbell.

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

C. Complete the story with the correct form of the verbs in parentheses. Remember to use the past perfect where necessary.

When Detective Malcolm got to his apartment, he \_\_\_\_\_ (1. notice) that someone \_\_\_\_\_ (2. leave) the door open. He knew that he \_\_\_\_\_ (3. lock) the door when he went out. As he entered the living room, he \_\_\_\_\_ (4. smell) something in the air. Someone \_\_\_\_\_ (5. be) there while he was out, and it \_\_\_\_\_ (6. can't be) the cleaning person. It wasn't his day. He knew at once that someone \_\_\_\_\_ (7. break) into his apartment. He \_\_\_\_\_ (8. move) quietly toward the bedroom. He \_\_\_\_\_ (9. hear) the sound of water coming from the bathroom. Malcolm opened the door and \_\_\_\_\_ (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.

1. Qassim to Hameed: "I'll meet you at seven tomorrow."

2. Mr. Jenkins to Mr. Taylor, an employee: "You must arrive on time."

3. Robert to his teacher: "I didn't catch my usual bus."

4. The customer to the salesperson: "Does this jacket come in a bigger size?"

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

6. The captain to the co-pilot: "It may 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.

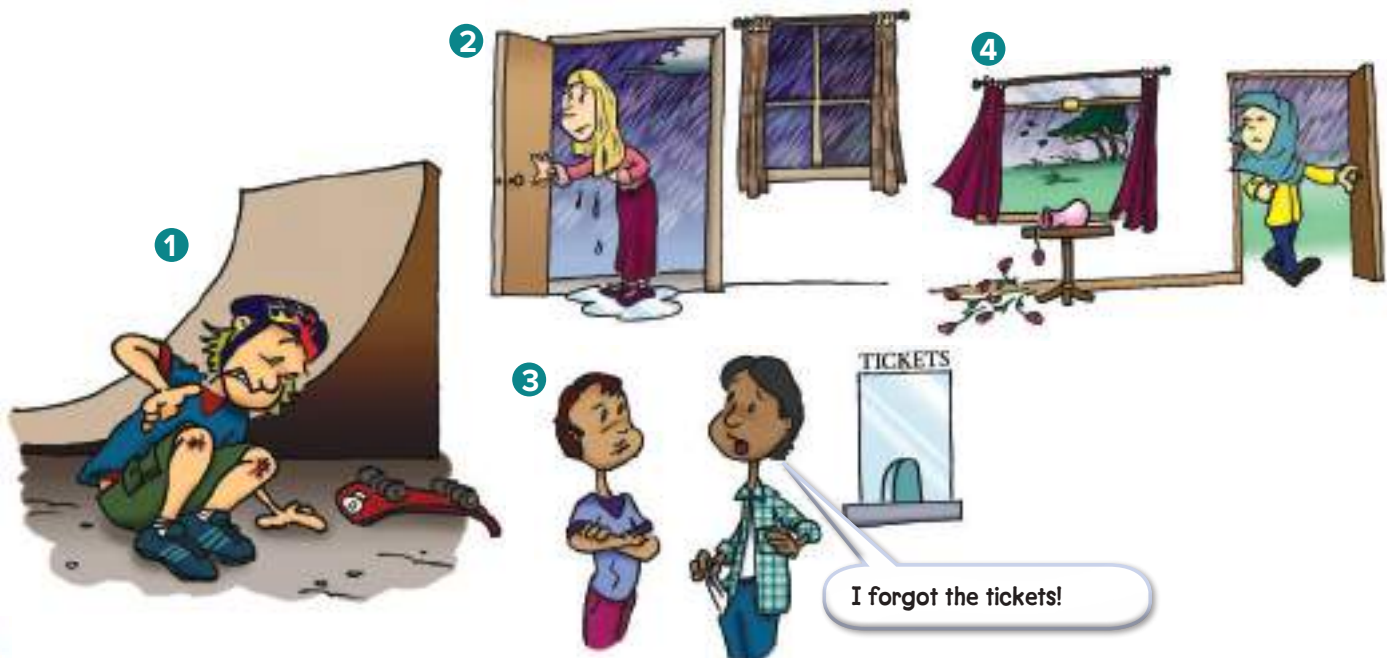


How fast can you travel?

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.



## 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.





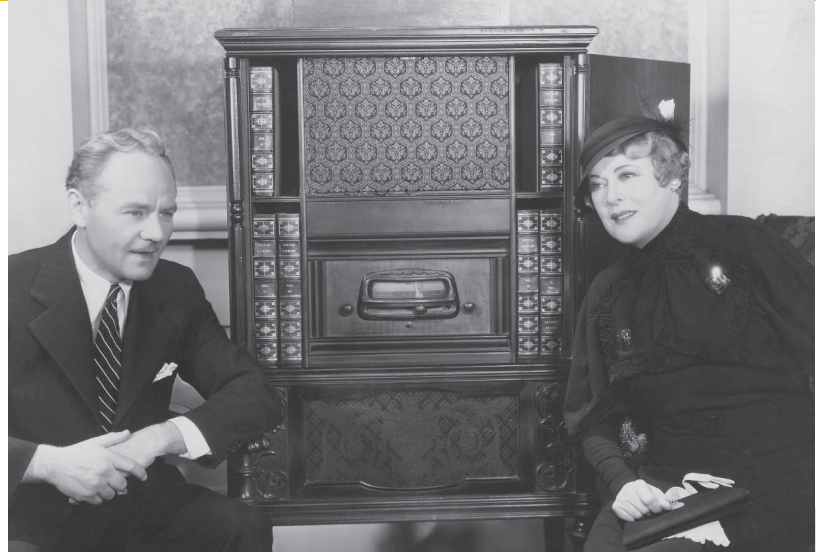
## After Reading

A. Find words in the reading that mean:

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

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

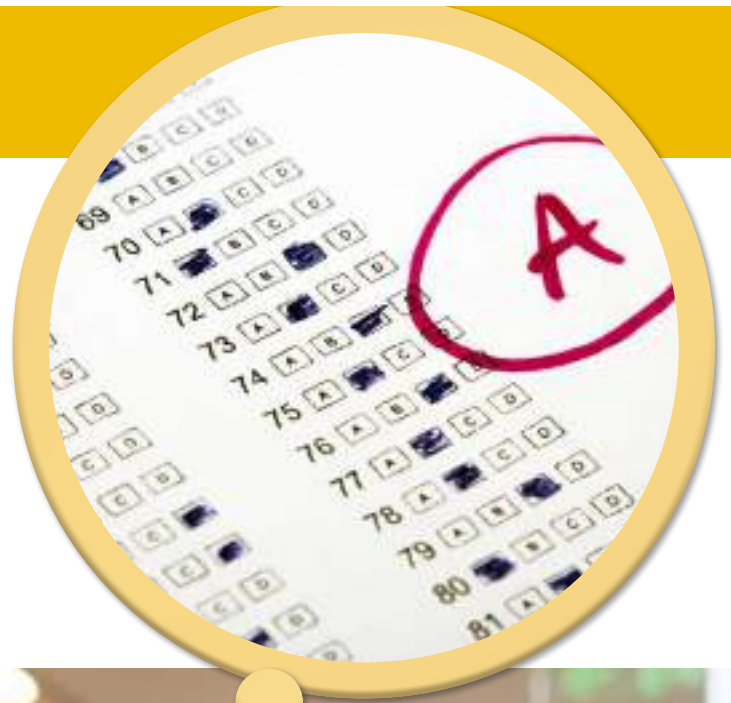
1. Think about an interesting short story that you have read. Complete the organizer with information from the short story.
2. Use your completed organizer to give your class a report about the story.

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.	



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 do it?  
Why I push myself some more?  
Could you help me find the words?  
Could you tell me what to think?  
Could you help me see the reason  
Why I still can't get an A?

## Chorus

If I had not tried,  
I would have shown  
That I didn't care.  
They would have seen  
My wish was true,  
My will was real,  
If only I  
Had tried harder.

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 trials.  
They might have listened to my plea.  
Considered all that I'd forsaken  
And handed that A 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 \_\_\_\_\_

## Comprehension

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

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

meteorite  
orbit  
pioneer  
remote control  
time bomb  
tornado  
volcano

#### Verbs

crash  
explode  
gather  
lose control  
penetrate  
smash  
stick around  
tease

#### 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

infection  
load  
oil well  
penicillin  
regret  
source

#### Verbs

drill  
guess

#### 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  
emergency  
flame  
gas mask  
landscape  
panic  
plea  
scare  
spacecraft  
surface  
tension  
tentacle  
trial

#### Verbs

blast  
crawl  
detect  
force (oneself)  
forsake  
glisten  
proceed  
pulsate  
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	<b>1</b> Listen and Discuss
3	Intro	<b>3</b> Conversation
4	Intro	<b>4</b> Listening
5	Intro	<b>6</b> Pronunciation
6	Unit 1	<b>1</b> Listen and Discuss
7	Unit 1	<b>2</b> Pair Work
8	Unit 1	<b>5</b> Listening
9	Unit 1	<b>6</b> Pronunciation
10	Unit 1	<b>8</b> Conversation
11	Unit 1	<b>9</b> Reading
12	Unit 1	<b>10</b> Writing
13	Unit 2	<b>1</b> Listen and Discuss
14	Unit 2	<b>2</b> Pair Work
15	Unit 2	<b>5</b> Listening
16	Unit 2	<b>6</b> Pronunciation
17	Unit 2	<b>8</b> Conversation
18	Unit 2	<b>9</b> Reading
19	Unit 2	<b>10</b> Writing
20	Unit 3	<b>1</b> Listen and Discuss
21	Unit 3	<b>2</b> Pair Work
22	Unit 3	<b>5</b> Listening
23	Unit 3	<b>6</b> Pronunciation
24	Unit 3	<b>8</b> Conversation
25	Unit 3	<b>9</b> Reading
26	Unit 3	<b>10</b> Writing
27	EXPANSION	<b>2</b> Reading
28	Units 1–3	<b>4</b> Chant Along

## CD2

2	Unit 4	<b>1</b> Listen and Discuss
3	Unit 4	<b>2</b> Pair Work
4	Unit 4	<b>5</b> Listening
5	Unit 4	<b>6</b> Pronunciation
6	Unit 4	<b>8</b> Conversation
7	Unit 4	<b>9</b> Reading
8	Unit 4	<b>10</b> Writing
9	Unit 5	<b>1</b> Listen and Discuss
10	Unit 5	<b>2</b> Pair Work
11	Unit 5	<b>5</b> Listening
12	Unit 5	<b>6</b> Pronunciation
13	Unit 5	<b>8</b> Conversation
14	Unit 5	<b>9</b> Reading
15	Unit 5	<b>10</b> Writing
16	Unit 6	<b>1</b> Listen and Discuss
17	Unit 6	<b>2</b> Pair Work
18	Unit 6	<b>5</b> Listening
19	Unit 6	<b>6</b> Pronunciation
20	Unit 6	<b>8</b> Conversation
21	Unit 6	<b>9</b> Reading
22	Unit 6	<b>10</b> Writing
23	EXPANSION	<b>2</b> Reading
24	Units 4–6	<b>4</b> Chant Along







# 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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