

MEGA

GOAL 1.3

TEACHER'S GUIDE

MANUEL DOS SANTOS

ELI GHAZEL

DANAE KOZANOGLU



وزارة التعليم
Ministry of Education
2022 - 1444

**Mc
Graw
Hill**

MegaGoal 1.3 Teacher's Guide

MegaGoal Series Copyright © 2009 by McGraw-Hill Education

Adaptation Copyright © 2023 by McGraw-Hill Education (UK) Limited

Published by arrangement with McGraw Hill LLC

ALL RIGHTS RESERVED. NO PART OF THIS BOOK MAY BE REPRODUCED OR TRANSMITTED IN ANY FORM OR BY ANY MEANS, ELECTRONIC OR MECHANICAL, INCLUDING PHOTOCOPYING, RECORDING OR BY INFORMATION STORAGE AND RETRIEVAL SYSTEMS, WITHOUT PERMISSION IN WRITING FROM MCGRAW HILL.

ISBN: 9781398900714

Publisher: Jorge Rodríguez Hernández

Editorial director: Anita Raducanu

Development editors: Kasia McNabb, Ana Laura Martínez Vázquez, Janet Battiste

Teacher's Guide Writing: Ellen Kisslinger

Art direction: Heloisa Yara Tiburtius

Interior design and production: Page2, LLC

Cover design: Page2, LLC

Photo coordinator: Kevin Sharpe

Photo Credits: The Photo Credits section for this book on page 72 is considered an extension of the copyright page.

© 2023. Exclusive rights by McGraw-Hill Education (UK) Limited for manufacture and export. This book cannot be re-exported from the country to which it is sold by McGraw-Hill Education (UK) Limited.



Contents

	Scope and Sequence	iv
	Introduction	vi
Unit	Intro	2
Unit 1	Complaints, Complaints	6
Unit 2	I Wonder What Happened	20
Unit 3	If It Hadn't Happened	34
Unit 4	What They Said	48
	EXPANSION Units 1-4	62
	Vocabulary	68
	Irregular Verbs	71
	Audio Track List	73
	Key to Phonetic Symbols	75
	Photocopiable Activities Answer Key	76
	Workbook Answer Key	80
	Photocopiable Activities	88



Scope and Sequence

	Unit Title	Functions	Grammar
	Intro Pages 2–5	Carry out banking transactions Talk about stress	Recycle familiar verb forms, simple present/ narrative, connectors and modifiers, passive forms, would, tag questions, comparatives/ too – enough/ would –hypothesis
1	Complaints, Complaints Pages 6–19	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
2	I Wonder What Happened Pages 20–33	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
3	If It Hadn't Happened Pages 34–47	Talk about discoveries and inventions and how things would have been different without them Talk about missed opportunities and regrets Expressing ability, permission and requests	<i>Should have + past participle</i> Conditional sentences: hypothetical situations in the past <i>If with could and might</i> Present perfect versus simple past Time expressions with: <i>ago, for, since</i> <i>If + past perfect + be able to</i>
4	What They Said Pages 48–61	Report what people said Discuss famous quotes Relate messages Discussing the environment and natural disasters Expressing agreement and disagreement with: <i>so, neither, either, too</i>	Reported speech Reported questions Word changes in reported speech Reporting verbs Negative questions Relative adverb: <i>Where</i>
EXPANSION Units 1-4 Pages 62–67		Language Review Reading: The War of the Worlds Project: Report and review a story	



Listening	Pronunciation	Reading	Writing
Listen for specific information/ draw conclusions Listen and identify language functions in discourse	Recycle and use familiar stress, intonation patterns, identify falling/ rising intonation patterns	Teenage Stress	Write about stress and give advice
Listen for specific information about complaints	Stress in compound nouns	Murphy's Law	Write a letter or email of complaint about a faulty product Do a family survey on complaints about products and prepare a poster presentation with your advice (Project)
Listen for general understanding and speculate causes	Word-ending er	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, should have, and would have</i>	Mario's Advice Column	Write a response for an advice column Write the results of a survey about regrets (Project)
Listen for specific information from a speech	Unstressed and stressed <i>that</i>	Quotes, Quotes	Write an email to give information and directions to a place Write about interesting quotations (Project)

Chant Along: Could You Help Me Find the Reason?

Writing: Write a letter of apology



وزارة التعليم

Ministry of Education

2022 - 1444

Philosophy of the Program

MegaGoal is a dynamic American English series for international communication that takes students from pre-intermediate to high-intermediate level. It is specifically designed for teenagers and young adults. With eye-catching art and high-interest topics, **MegaGoal** is easy and enjoyable to teach and to learn from.

The goal of **MegaGoal** is to make the learning of English fun, motivating, and success-oriented by way of a carefully graded progression that builds students confidence, and helps them reach the point at which they can use English to express themselves meaningfully about things that matter to them.

The methodology of **MegaGoal** integrates the four skills of speaking, listening, reading, and writing. The earlier levels focus on speaking and listening, but reading and writing are increasingly prioritized as students progress through the series. **MegaGoal** also puts an emphasis on grammar, particularly using grammar in communicative activities.

MegaGoal is designed to appeal to a visually-oriented generation. The visuals aid in presenting and reinforcing language at the same time that they engage student attention. The vocabulary and structures are introduced gradually and recycled systematically. And the tone of the book is humorous—to make the learning process more enjoyable.

Organization of Materials

Each level in **MegaGoal** has the following components:

- Student Book
- Audio Program
- Workbook
- Teacher's Guide (interleaved)
- Test Bank
- Learning Center (optional)
- IWB Software & ActiveBook

MegaGoal has enough material of classroom instruction for a whole academic year. The program is flexible, and it can be used with groups that have one, two, or three hours of instruction a day. It can also be used with groups that have only two or three hours a week.



The Components

Student Book

The overall organization of the Student Books in the series is:

	Number of Units	Pages per Unit
Books 1.1–1.3 and 2.1–2.3	4 Units 1 Expansion	14 pages 6–10 pages

- Units have a consistent lesson format.
- The Expansion units review and expand on language points with high-interest content in activities, readings, and chants.
- A unit-by-unit vocabulary list is included at the back of each Student Book.

Teacher's Guide

This interleaved user-friendly Teacher's Guide is available for each level. The Teacher's Guide offers an overview of the course, some general teaching guidelines, and detailed unit-by-unit teaching notes.

These unit-by-unit teaching notes include:

- Unit Goals
- Unit Warm Up activity
- Instructions for presenting each Student Book activity
- Answers to all the Student Book activities
- Audioscript for the Student Book listening activities
- Language Builder notes
- Teaching Tips
- Additional Activities
- Additional Projects
- Fun Facts

The Teacher's Guide for each book also contains the following:

- Scope and Sequence chart
- Vocabulary lists per unit
- Photocopiable Activities
- Answers to the Workbook activities
- Key to Phonetic Symbols
- Audio Program Track List

Workbook

The Workbook provides exercises that reinforce the material presented in the Student Book.

	Number of Units	Pages per Unit
Books 1.1–1.3 and 2.1–2.3	4 Units 1 Expansion	10 pages 6–10 pages

Activities in the Workbook focus on reinforcement of vocabulary and grammar. Some units also include a reading. In every unit there is a free writing activity based around a photograph. Students should be encouraged to brainstorm as many words and phrases as they can in connection with the photograph. Encourage students to write full sentences when appropriate. Answers will vary according to the students own ideas, opinions and experiences. Each unit ends with a writing activity, often in the form of personal writing. The Expansion units cover vocabulary, grammar, and writing.

The Workbook Answer Key is found at the back of this Teacher's Guide.

Audio Program

The audio program for each level includes the following material:

- Listen and Discuss (Listen and Repeat in the Intro level) (opening presentation)
- Pair Work model conversations
- Listening
- Pronunciation
- Conversation
- Reading
- Writing
- Chant-Along

The audioscript for the Listening activities appear at point-of-use in the Teacher's Guide.

Testing Program

The Test Bank provides a databank of testing items from which teachers can create customized tests within minutes. Test items reinforce vocabulary, grammar, listening, conversation, reading, writing, and speaking. Teachers can choose to use the items as they are, or teachers can edit, add, delete, and rearrange items.

IWB Software & ActiveBook

MegaGoal has two brand new and innovative digital components: the Interactive Whiteboard Software for classroom use and the ActiveBook for self-study. Through a variety of interactive applications the content of the books comes to life on the board in class or on the computer screen at home in a way that enhances the learning and teaching process.

Learning Center

The Learning Center incorporates and extends the learning goals of the Student Book with interactive practice on the computer. A flexible set of optional activities correlated to each unit builds students' skills.

Student Book Units

Each unit follows a regular pattern:

- **Language**—vocabulary, structures, and functions—are presented and used in context.
- **Grammar** points are presented in chart form and practiced.
- Additional functional language is presented in the context of **Conversations** and role plays.
- A **Reading** expands the unit theme.
- A **Writing** activity calls on students to use the language they've learned.
- **Form, Meaning and Function** activities expand students' knowledge of structures and functional language.
- A **Project** allows students to perform a task and produce a product that calls on them to apply the language and vocabulary they've learned.

Here is a detailed list of the sections in the Student Book. In some units, the order of some elements may vary. In the Intro level, some sections vary as appropriate to students' language abilities.

Presentation

The opening two pages of every unit contain the presentation called Listen and Discuss. This section introduces the unit theme, the communicative context, the grammar points, and the key vocabulary. Students discover meaning from context—by the use of visuals and with help from the teacher.

Quick Check

This section, which appears on the opening two pages, includes a Vocabulary and a Comprehension activity that check how well students understood the content of the presentation. The questions are usually in simple formats: matching, *yes/no*, short answers. Students can do the activities independently, in pairs, or even in small groups. Answers can be checked as a class, in pairs, or in small groups.

Pair Work

This section, also on the opening two pages, gets students involved in personalized communication right away. It allows students to actively use the language and grammar from the presentation in speaking activities. Students typically ask and answer about the content of the presentation pages, or they give personal information relating to the content.

Grammar

The Grammar section consolidates the grammar points and the communicative functions they convey. Students receive explicit instruction on key grammar points in chart format and with example sentences. The charts are then followed by activities and exercises that reinforce the points presented. The Grammar charts can also serve as a convenient built-in reference section for students as they use English throughout the program.

Listening

In this section, students listen to perform tasks. The listening activity can take a variety of formats. The content of the listening often simulates an authentic context: radio ads and programs, messages on telephone answering machines, interviews, personal conversations, and so on.

Pronunciation

Students' attention is focused on specific sounds of English in the Pronunciation section. Typically students listen and repeat sounds, first in the context of words and then in sentences.

Conversation

The Conversation section contextualizes the language as it is used in everyday situations. It is accompanied by the Real Talk feature that develops vocabulary and everyday expressions. The Conversation also includes functional language; for example, the language for agreeing and disagreeing, changing topics, expressing thanks, expressing surprise, making suggestions, or complimenting. One of the unique features of **MegaGoal** is the multiple-ending Conversations, which appear regularly in the Student Book. Students choose the most appropriate ending for a Conversation or make up their own ending.

Your Turn

Your Turn is a role-play activity in which students are encouraged to act out dialogs related to the Conversation. They use personal information or take on made-up roles.

Sometimes the Your Turn activity is in the format of a class survey. This activity allows students to use the language of the unit in simulated everyday conversations.

About You

The purpose of the questions in the About You section is to help students improve their oral fluency. Students talk about themselves, putting into practice what they have learned. Students' attention is engaged as they communicate basic personal information in English.

Reading

The Readings throughout the book expand on the unit topic, and relate to students' age and interests. They take a variety of formats: newspaper and magazine articles, puzzles, humorous stories, etc. Sometimes new vocabulary is introduced. The Teacher's Guide presents reading strategies and skills for students to apply to the reading; for example, using prior knowledge, discovering meaning from context, scanning, making inferences, and drawing conclusions.

Writing

The Writing sections in the series cover writing sentences, paragraphs, letters, and brief reports. Writing is also integrated into many of the Projects. The writing assignments in the Student Book sometimes use the readings as models, asking students to write about themselves or topics that relate to them personally. Writing is also developed through assignments in the Workbook.

Form, Meaning and Function

The Form, Meaning and Function section recalls and recycles students' knowledge of structure (form) and extends their ability to use their linguistic knowledge in a meaningful and communicative way (function). The Teacher's Guide presents concrete ideas and tips for the presentation of form and gives suggestions on approach; so students are confident they are getting the language right and they are able to see the communicative (functional) purpose behind activities.

Project

Each unit includes a task-based activity in which students typically cooperate to perform the task. They may make a tourist brochure, design their dream house, interview people and report back, and so on. The Project relates to the unit theme and requires students to use all the language they have acquired. In addition, the Project offers further writing practice.

Student Book Expansion Units

The Expansion units review and expand the material covered in the previous set of units. Each Expansion typically includes:

- **Language Review:** activities that recycle the vocabulary and grammar of the previous set of units
- **Reading:** a thematic reading that challenges students
- **Writing**
- **Project**
- **Chant-Along:** a chant that enables students to expand their language in a pleasant way (*in Level 1 only*.) The chant expands on a theme or the language covered in the units before it. The chant, and its related activities, foster additional conversation and discussion as well as acquisition of new vocabulary and expressions.

Teacher's Guide Units

The Teacher's Guide is interleaved with the Student Book for ease of use. There is one Teacher's Guide page facing each Student Book page.

The following is an overview of the contents for a unit in the Teacher's Guide.

- **Unit Goals**
The Unit Goals are clearly listed at the beginning of every unit in the Teacher's Guide. These include goals for Vocabulary, Functions, Grammar, Listening, Pronunciation, Reading, Writing, Form, Meaning and Function and Project.
- **Warm Up**
Each unit begins with a Warm Up that introduces students to the topic and/or reviews language studied in previous units.
- **Teaching Notes**
Step-by-step teaching notes are provided for all presentations and activities.
- **Language Builder**
This feature consists of explanations of any potentially confusing aspects of grammar or vocabulary.
- **Teaching Tips**
This feature offers practical tips, insights, and recommendations based on the observations of experienced teaching professionals.
- **Additional Activities**
These optional activities may serve as a useful way to extend a topic that students have enjoyed. They may also be useful in mixed-ability classes as activities to give to students who finish a certain task early.

- **Project**
An additional Project is included at the end of each unit.
- **Fun Facts**
The Fun Facts offer interesting trivia or general knowledge information related to the unit content. Use these when appropriate. You may want to have students find out more about a given topic.
- **Answers**
The answers to all Student Book activities are provided.
- **Workbook Reference**
Cross references to Workbook activities help in lesson planning.
- **Audioscript**
The Audioscript is provided for each unit's Listening activity. (The audio for all other sections is reproduced directly from the Student Book page and, therefore, not repeated in the Audioscript.)

Guidelines for Presenting Materials

Presentation

The first two pages of each unit contain the presentation called Listen and Discuss. In this presentation, students are introduced to new vocabulary, language, and structures in context. The Teacher's Guide contains explicit instructions for presenting each individual unit.

In general, you may want to use the following technique. Before students open their books, present the topic of the unit in a warm up, such as by bringing in pictures, using the classroom environment, or using your personal experiences. Then it is recommended that students look at the opening pages. Activate students' prior knowledge by discussing the opening question(s). Then talk about any vocabulary they know (provide support as needed), and have them guess what the unit is about. Then students are ready to listen to the audio. You can have them follow along with the text first as they listen. For any vocabulary word lists on presentation pages, they can listen and repeat. It is recommended that you play the audio several times. You might then read sentences, say vocabulary, or describe part of the picture, and have them point to the relevant part of the pictures or text. At this point, have students do the Quick Check section to practice vocabulary and to check that they have understood the presentation.

Vocabulary

New vocabulary is presented in the Listen and Discuss opening presentation and at key points throughout each

unit. The words and expressions are then practiced and recycled throughout the unit and subsequent units. Unit vocabulary lists are found at the back of the book and can be used for review.

Use the visuals in the Listen and Discuss presentation to explicitly teach the vocabulary.

- Pronounce each word and have students repeat it. Alternatively, play the audio for students to listen and repeat.
- Provide example sentences, descriptions, and explanations using the opener visual.
- Ask students to provide examples, descriptions, and explanations of their own to determine comprehension.
- Have students keep a vocabulary notebook. Suggest they use their own words to define the terms and incorporate visuals whenever possible.
- Use the photos and illustrations throughout the unit to practice the words. Have students describe the pictures as well as ask and answer questions about the pictures.
- Play games with the words.

Grammar

There are many methods and approaches to grammar teaching. Here are some suggestions that may be useful:

- Preteach the target structure by reviewing sentences from the Listen and Discuss and Pair Work sections that use the structure.
- Model the example sentences in the Grammar section.
- Make personalized statements or ask personalized questions that use the target structure.
- Ask students to provide personalized examples of sentences that use the structure.
- If appropriate, create visuals or graphics to illustrate the structure.
- If appropriate, use gestures or pantomimes to illustrate the structure.
- Have students write grammar exercise answers on the board, highlighting the target structure and explaining their answers.
- Have students work in pairs to complete and/or correct grammar exercises.
- Use sentences from the grammar exercises for dictations.

Listening

The **MegaGoal** series offers a wide variety of listening passages, including conversations, announcements, advertisements, news reports, etc.

Before students listen to a recording, elicit predictions about what they are going to hear. Have them look at any related visual material or ask them to read the questions they have to answer. This way, students will have a clearer idea of what to listen for.

Listening can be a difficult skill for some students. These students worry that they will not understand anything. Let them know that it is not necessary to understand every single word, but to get the general idea. Play the recording as many times as necessary, without getting caught up in explanations of every word or phrase. Focus students' attention on the completion of the task. Letting students work in pairs may lessen anxiety.

Conversation

The following is a suggested technique for presenting the Conversation section in the Student Book:

- Use the picture(s) to introduce new vocabulary and expressions. Have students predict what the Conversation is about.
- Go over the questions in About the Conversation before students listen to the audio.
- Play the audio or read the Conversation. If appropriate, have students look at the picture(s), but keep the text covered. Tell students that they don't have to understand everything—but they should try to use what they know to figure out what they don't know. As an alternative, you may find it helpful to have students look at the text while listening to the audio, or you may prefer to have them read the Conversation silently before you play the audio or read the Conversation aloud.
- Play the audio or read the Conversation again while students look at the text.
- Ask students to read the Conversation silently. Ask them to figure out the meaning of unknown words from context.
- Have students answer the About the Conversation questions. They may do this individually, in pairs, in small groups, or as a class.
- Have students work in pairs or groups and read the Conversation using the "Read and Look Up" technique. In this technique, students look at a sentence, look up, and say what they have just read. This technique helps students develop confidence in saying words and sentences in English. It aids them in mastering the mechanics of the language, sounds, and vocabulary, and helps prepare them for freer use of English.
- Have students act out the Conversation.

Reading

The **MegaGoal** series offers a wide variety of reading text types (advertisements, magazine articles, encyclopedia entries, letters, emails, etc.).

For every Reading, have students try to predict and preview the content of the reading before they read. This includes (1) looking at the pictures, (2) talking about what they know about the topic, (3) looking for familiar words, and so on. Let students know that it is usually not necessary to understand every word.

In addition, you can set a purpose for reading. For example, you can ask students to look for the most important ideas or to look for the answers to one or more questions in the After Reading section.

You can present the Reading in a variety of ways. In fact, it is recommended that you take a variety of approaches: (1) students can first listen to the audio recording of the Reading with their books closed; (2) students can listen to the audio of the Reading and follow along in the text (this helps students to “chunk” the text—that is, to see which words go together as meaningful units in English); (3) students can read silently first; (4) pairs can read different sections or paragraphs and report to each other on what they read.

Encourage students to try to guess the meaning of unfamiliar words from context. Encourage them to ask you or look in dictionaries if they still have difficulty. Also encourage students to make lists of words that they want to learn.

Another effective way to review language and content in a Reading is to retell the story or article in one’s own words—orally or in writing. Encourage students to work in pairs and tell what a Reading is about orally. They should tell the main idea first. One effective technique is to summarize each paragraph, or to try to answer the questions *Who*, *What*, *When*, *Where*, and *Why*.

Writing

The **MegaGoal** series offers students practice in writing a variety of text types. These often follow the model provided.

Explain to students that writing is a process that requires prewriting, drafting, revising, editing/proofreading, and publishing. Encourage students to brainstorm and take notes before drafting. After drafting, they should peer-edit each other’s work. Finally, they should use these suggestions to create their final product. You may also want to provide students with a scoring rubric by which you will be evaluating their work. Criteria for scoring might include ideas, organization, word choice, sentence fluency, grammar, punctuation.

Encourage students to keep a separate notebook for their writing. You and the students can use these notebooks to assess students’ progress in English.

Form, Meaning and Function

The **MegaGoal** series offers plenty of opportunity to recall and recycle previously taught structures and functional language as well as introducing new linguistic and communicative knowledge along the way.

Encourage students to recall what they remember about the form if previously taught and give them plenty of examples which demonstrate alternative meanings and uses of that form.

Give students ample opportunity in the lesson to practice the new function of a familiar form in a meaningful context by encouraging them to fully participate in communicative tasks.

Projects

The following are some practical guidelines for the Projects.

- Try to have each group include students of different proficiency levels in English.
- Make sure that students have access to the materials to do a task, such as magazines, large pieces of paper or cardboard, paints or colored pencils, scissors, and so on.
- Help students break down the task into its basic components; for example, a list of questions to answer, a list of materials to get, a format for the final product, and so on.
- Encourage students to assign different roles to different group members.
- Provide students with guidelines for making oral presentations. These include writing down notes on the information they want to present, ideas for how to organize the presentation, ideas on how to divide the presentation among different students, and so on.
- Provide a forum for students to “publish” their work. This may be on displays in the classroom or in the school. Students might present the results to other classes, not just to their class.

Chants

Using chants in the classroom will enrich learning in an entertaining way, motivate students, and generate enthusiasm. The **MegaGoal** series includes original chants in Level 1. Activities to learn vocabulary and practice the four skills are included with each chant. When presenting the chants, you can follow the same presentation steps as with the Reading sections, whereby you activate students’ prior knowledge about the chant or its theme, introduce

the lyrics as you play the chant, use cloze activities to test listening skills, etc. Once students understand the meaning of the lyrics, you can work on pronunciation and rhythm. Additional games and the personalization of the chant lyrics, where students change the lyrics to reflect their own lives, will allow students to be more creative with English in a fun and memorable way.

General Teaching Suggestions

English in the Classroom

Ideally, teachers should use authentic English in the classroom as much as possible. They should also encourage students to speak English as much as possible. Apart from what are strictly teaching activities, English can be used for taking attendance, for school announcements, and for explaining activities and assigning homework. This way, students see English as a vehicle for communication and not just an academic subject to be studied. If students are expected to use English all the time in the classroom, they will be giving themselves the opportunity to practice much more of the language.

Differentiating and Individualizing

Classrooms comprise a wide spectrum of learners who vary in how they learn best. Some students are visual learners, while others are auditory learners. Still other students rely on the written word to succeed. To accommodate all students, teachers need to respond to each individual and offer appropriate experiences. The varied presentation formats in **MegaGoal** allow for this differentiation of learning styles. The abundance of visuals, the audio program, and the variety of activity formats can meet the needs of any learner. In addition, the Teacher's Guide notes within the units provide suggestions for alternative ways to present material.

MegaGoal also recognizes students' individuality and encourages them to express themselves. Give students plenty of opportunities to express their ideas, their preferences, and their opinions. This way, students will start to develop a sense of identifying with the language, of owning the language, and of being able to use it to express real ideas.

It is also important to make connections between the characters and situations in the textbook with students' own lives. Find ways to relate the information in the textbook to local and national figures, places, historical events, etc. Let students bring their own experiences, attitudes, and ideas into the learning process in order to make learning more relevant and memorable.

Pair Work

Pair Work offers teachers and students a number of benefits. Having students work in pairs is an ideal way to maximize opportunities for communication and practice. Many students feel a great sense of involvement when working with classmates. Another practical advantage is that while students are working in pairs, the teacher can spend time with individual students who need help.

For organizing students into pairs, the simplest method is to have students work with the person sitting next to them. Alternatively, the students in the first row can turn around to make pairs with the students in the second row, and so on. Be sure to mix up the pairs periodically to give students a chance to work with other classmates. Ask students to stand in line in order of birth date, height, alphabetical order, etc., and pair students standing next to each other.

Cooperative Learning

MegaGoal provides students with many opportunities to work together to complete a task. The Project section of most units is one such opportunity.

To help ensure the success of such activities, make sure that groups are balanced in terms of language ability and proficiency. Let students determine the different roles that they might play (recorder, artist, researcher, and so on). The teaching suggestions for the Project sections in this Teacher's Guide provide a lot of helpful information for you and students for organizing and managing projects. Most of the Projects in the Student Book are designed for groups of four to six students.

There are many techniques to encourage cooperative work, even in everyday classroom activities:

- **Numbered Heads Together.** Each student in a group takes a number (for example, 1, 2, 3, or 4). You present a question. Students in the group work together to get the answer and make sure that all the students in the group know the answer or can do the activity. To check for accountability, call on, for example, all the "number 1s" to give the answer.
- **Pairs Check.** Pairs take turns interviewing one another. Then two pairs join together. Each student tells what he/she learned about his/her partner.
- **Think–Pair–Share.** Students think about a topic or question posed. They pair up with another student to discuss it. They then share their thoughts with the class.

- **Jigsaw.** Each student becomes an expert on a topic (or on one part of a Reading). That student teaches what he/she knows to a small group. This is a way to present a Reading: each student reads a different paragraph and the groups work together to get the important information from the Reading.

Reading Strategies

Researchers are giving more and more attention to how language learners learn to read. The **MegaGoal** series contains explicit reading strategy tips for helping students to become better readers in the Teacher's Guide. These strategies relate specifically to the Reading, but can also be used for the presentation material, the Conversations, and activities that require reading. Periodically review the tips throughout the program to help students apply them automatically.

Grammar and Vocabulary Review

The Photocopiable Activities provide additional practice and consolidate the grammar and vocabulary of each unit. They can be used as homework after Self Reflection, if students require more work on those areas or as optional practice for early finishers in class.

- Tasks and activities vary in this section and include question types such as blank fills, matching, collocations, sentence formation, answering open or closed questions or responding to situations.
- The Photocopiable Activities can be combined with additional activities and used as self-assessment tasks in Self Reflection.

Monitoring Students and Correcting Errors

As students do pair and group activities, circulate around the room. Check that students are using English and are on task. This is an effective way to see how students are progressing.

In terms of error correction, it is recommended that you don't interrupt students to make corrections. Instead, make a list of major mistakes or misunderstandings, and reteach once the pair or group activity is completed. It is important to realize that errors are a natural part of the learning process and that students may recognize errors when doing grammar activities but produce them while speaking. Give priority to errors that interfere with understanding. Less important errors can be ignored, at least while you are focusing on major errors. Another technique is to tell students that you will correct only errors of a specific type or a particular grammar point in a forthcoming activity.

Ongoing, Informal Assessment

There are many opportunities in **MegaGoal** for ongoing, informal assessment. Some examples are:

- Student work in the About You section can be monitored to see how fluently students express basic ideas in English.
- Student work on the Project provides an opportunity for you to assess students' use of English informally as students complete work on a topic.
- Short dictations can provide quick and easy mini-assessments. For example, to assess understanding of questions and answers, dictate three or four questions. Then have students answer each of the questions. Next, have students exchange and correct papers. This provides students with immediate feedback. Another way is to write scrambled words or sentences on the board for students to unscramble.
- Material in the Workbook can be used to measure individual students' mastery of the material.
- Students evaluate their own progress at the end of every unit by completing the Self Reflection charts.

Self Reflection

- The Self Reflection section of the course fully acknowledges and supports ongoing , informal assessment in a truly learner-centered way. It allows and trains learners to think back on the topics, tasks and language presented and practiced in the unit, step by step in a systematic and consistent manner, utilizing all available knowledge resources.
- Allotting time and space within the syllabus to this process takes the methodology of the course beyond minimal adherence to principles of reflective learning, common in most courses. Self reflection is rightfully recognized as an integral part of the learning process throughout.
- It is essential to treat this section, as a learning skills development component. This is the time for students to decide for themselves what they can or cannot do and to what extent; and to make a plan of action to remedy problems, clarify points, confirm and consolidate learning.
- The Self Reflection section is an invaluable tool for the teacher, as it provides evidence of learning and indicates areas for remedial work or expansion. Additional Activity ideas as well as the Photocopiable Activities that have not been used in the lessons, can be used as tasks for self reflection.

1 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

Unit Goals

Functions

Carry out banking transactions
Talk about stress

Grammar

Recycle familiar verb forms: simple present narrative, connectors and modifiers, passive forms, would, tag questions, comparatives, too – enough, would – hypothesis

Listening

Listen for specific information/
draw conclusions
Listen and identify language functions in discourse

Pronunciation

Recycle and use familiar stress, and intonation patterns, identify falling/rising intonation patterns




Warm Up

Have a discussion about some of the subjects listed below. You can write the subjects on the board and let students choose the ones they prefer. Put the students in groups and have them choose a subject or discuss in class. Give them some points or questions to help them.

1. carrying out banking transactions
(*opening accounts, using the ATM, credit cards*)
2. stress
(*causes of stress, dealing with stress, teenage stress*)



1 Conversation

- Tell students to look at the photo. Ask: **Where do you think this photo was taken? What do you think the conversation will be about?** (students' own answers)
- Play the audio as students listen with books closed.
-  Ask: **Where did the conversation take place?** (at the clothes store/ in the elevator) **What's the relationship between the speakers?** (cousins)
- Discuss answers to the questions in class.
-  Play the audio again; pausing from time to time and ask students to suggest what follows. Tell them that they don't have to remember exactly what was said in the original conversation, as long as they suggest an alternative that makes sense in the particular context.
-  Play the audio again and tell students to follow in their books.
- Have students practice the conversation with a partner. Tell them to switch roles and practice again.
- Have students brainstorm and suggest words and phrases that they can use to talk about size and quantity. Accept any answers that are relevant. Then ask them to suggest words and expressions they can use to give directions to someone. Have volunteers write the students' suggestions on the board.
- Go over the expressions in the *Size-Quantity* box.
- Ask students to read the conversation and highlight the expressions they can find in the conversation.
- Then have them go through the expressions in the box, compare them to the expressions they highlighted in the text and identify expressions that have not been used in the conversation.
- Ask students to decide on a book or a story that most people in class have read and comment on it using the last group of expressions in the box, i.e. *Talking about a book/plot*.

Your Turn

- Go through the directions with students.
- Divide your class into groups and make sure each group spends time deciding on the points outlined in the directions.
- Encourage them to make notes. Tell them not to write the conversation as this is a speaking activity. Give them time to rehearse.
- Invite volunteers to stand up and act out for the class.

2 Listening

- Ask students to think about the Conversation on page 2 and remember where Amal and Yasmin had to go. Direct students' attention to the photo and ask:
Have you ever been to a bank? Who did you go with? What was the first thing you noticed?

A

- Tell students they are going to listen to a conversation between Amal, Yasmin and a bank clerk. Read the directions with the students. Have them cover the conversation in their book and only read the *true false* statements.
- 🔊 Play the audio and have students listen and answer the questions. Play the audio again if necessary.
- Check answers in class.

Answers

1. false (she can use her credit card but she has to pay a fee for the service)
2. true (she thinks it's a good idea since she is going to be coming back more often)
3. false (she can't because she forgot her card)
4. false (she won't because the hem needs taking up/the dress is too long for her)

B

- Point out the blanks in the conversation and go over the directions. Give students time to read through sentences 1 to 9.
- 🔊 Play the first part of the audio, pause and point to the example. Play the rest of the conversation and have students write the number of the missing sentence in each blank in the conversation. Let students read and complete their answers.
- 🔊 Have the students listen to the conversation again and check their answers.
- Check answers in class.

Answers

3, 4, 1, 8, 2, 5, 6, 9, 7

3 About You

- Read the directions with the students.
- Have them decide on all the points listed in the direction, i.e. where they are, what they would like to do, etc.
- Give students time to prepare. Remind them to use expressions from B.
- Tell them to make notes, not to write the whole conversation.
- Have pairs role-play their conversation as you circulate and monitor. Then have them switch roles and role-play again.
- Ask volunteers to stand up and act it out for the class.

4 Pronunciation

A

- Read the directions with the students.
- 🔊 Play the audio and have them listen to the examples. Pause and have them repeat the examples.

B

- Have students listen again and find more examples of rising or falling intonation. Tell them that you will pause after each speaker to give them time. Encourage them to ask you to pause or repeat if they need to hear anything again.



2 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!

3 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.

4 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.

5 Reading

Before Reading

Make a list of things that make you feel stressed. Tell a partner.

Teenage Stress

Definition

Stress—the mental and physical strain or the nonspecific response of the body to any demand made upon it. Stress is a chemical reaction that takes place inside the body when there is a basic need to adapt to or resist changing internal or external influences. It is a response meant to return the body and mind to a state of equilibrium and balance.

The Causes of Stress

Although adolescence is often viewed by parents as a carefree period of life, some studies show that teenagers experience the most stress of all people. They can experience stress related to money, family problems, self-esteem, acceptance by their peers, getting accepted into college, choosing a career, and pressure to do well in school, sports, or clubs.

According to experts, one of the main reasons for stress is that childhood has gotten shorter, and the perception of children has changed. Since TV is available to all audiences, children can get messages that were probably meant for adults, and the dividing line between childhood and adulthood is less and less clear. Children do not play as many of their own games as they used to, and most of their games and sports nowadays are those preferred by adults. Youngsters wear similar clothing to that of adults, and they use adult language that was once never to be heard from a child. Young people these days are under tremendous pressure to achieve, to please, and to succeed. They are expected to adjust to social changes that past generations have never had to deal with. The demands made on preteens and teens by modern life have definitely increased the level of stress.

Tips for Dealing with Stress

All humans experience stress. It is a necessary part of life. The response to stress is what often needs to be controlled. A person's feelings, attitude, and outlook on life affect his or her ability to deal with stress.

- You should avoid unnecessary worry. Thinking about a problem in order to arrive at a solution can be positive, but constant worry is not constructive, and it accomplishes nothing. It usually just makes situations more stressful.



5 Reading

- Ask students to open their books and look at the picture of the teenage boy. Ask students to describe them. For example, ask: **How do you think they feel? What's going on? Do you ever feel like that?**
- Organize students into pairs. Ask the **Before Reading** question: **What do you know about stress?** Give pairs a few minutes to talk about their ideas.
- Point out the title: *Teenage Stress*. Read aloud, or call on a student to read aloud, the definition of *stress* on page 4. Make sure students understand the following words:

strain = severe, tiring pressure

demand = urgent, pressing requirement

adapt = change to fit a certain condition or situation

equilibrium = state of balance



Play the audio for *The Causes of Stress*. Have students close their books and just listen.

- Help students with new vocabulary. Have students scan the article quickly and say which words and expressions are new to them. Write the elicited words on the board. Encourage students to use the context to understand the meanings before you explain them. Words and expressions that might be new include:

adolescence = teenage years

carefree = without worries or anxiety

peer = person equal to another in age, abilities, etc.

expert = specialist

perception = understanding, insight

achieve = accomplish

adjust = adapt to


deal with = attend to, take care of



Play the audio for *The Causes of Stress* again and have students follow along in their books.

- Give examples of how we use the word *stress* in everyday conversation. Explain that *stress* can be a noun. For example: **I am under a lot of stress this week.** It can also be a verb. For example: **Having two part-time jobs plus school is making him feel stressed.** We can say that a person who is feeling stressed is *stressed out*. For example: **Aisha is stressed about her exam./Aisha is stressed out about her exam.** We can also say **The exam next week is stressing her out.**

Tips for Dealing with Stress

-  Play the audio for *Tips for Dealing with Stress*, as students follow along in their books.
- Have students reread the first tip silently. Then ask volunteers to say in their own words the main ideas of that tip. (Possible answer: *Try not to worry. It's good to find a solution to a problem, but worrying doesn't help to solve it.*) Continue with the next three tips in the same way.

(Possible answer for Tip 2: *Always remember that you will find guidance in the Qur'an. Prayer will remind you of what is important and help you see things from a different perspective, so you can appreciate what you have been given.*)

(Possible answer for Tip 3: *Get organized and do your activities one step at a time. You'll feel good about meeting your goals.*)

(Possible answer for Tip 4: *Know signs of stress, like feeling moody, not being able to sleep well, getting sick a lot, not eating like you normally do.*)

(Possible answer for Tip 5: *Don't expect to get rid of stress problems overnight. Do it in steps.*)

- Have students read the Conclusion on page 4 and summarize the main ideas in their own words. Begin a class discussion by asking the following questions: ***Is it possible to smile and laugh if you're under stress? Can you smile and laugh if you really don't feel like it? Why would a doctor recommend that you try to smile and laugh? Do you agree that this helps? Why or why not?***

After Reading

- A**
 - Have students work alone or in pairs to match the words and their meanings. Students should refer to the reading to see how the words are used in context.

Answers

- | | |
|------|------|
| 1. d | 4. e |
| 2. f | 5. a |
| 3. c | 6. b |

- B**
 - Have students work in pairs to answer the questions based on the information in the reading.
 - Check answers as a class by calling on students to summarize their answers.

Answers

Answers will vary. Sample answers:

- Teens can experience stress related to money, family problems, self-esteem, acceptance by peers, getting accepted into college, choosing a career, and pressure to do well in school, sports, or clubs.
- Stress among teens is more common nowadays because childhood has gotten shorter, and the line between childhood and adulthood is less and less clear.
- You should avoid unnecessary worry and become better organized. You should see if you have a problem with stress and you should try to deal with your problems one step at a time.

Discussion

- Organize students into small groups to discuss what they think causes stress for their age group. The causes may be the same as what is listed in the reading, or there may be other stresses specific to your students' age group and where they live.
- Encourage students to think about their own community. Tell them they do not need to share any personal information in this activity unless they choose to.
- Have one student from each group report back to the class. Compile a list on the board of the things they think cause stress for them.

6 Writing

- Have each student choose two important causes of stress in their peers to write about. Have them give some advice on how to avoid and handle it.
- Students can write in class or for homework. When finished, have them exchange papers and read each other's writing. Tell them to offer suggestions, make comments, and ask questions about anything that isn't clear.
- Have volunteers read their writing for the class.

- Read and listen to the Qur'an. It will help refresh your heart and mind. Remember that prayer and patience can combat stress and anxiety.
- Be thankful for what you have and start each day on a positive note. Remember that each day is a gift. Thank Almighty for the gift of life and greet the day with optimism and gratitude. Remember that you are not alone.
- Become better organized. Plan activities a step at a time so that parts are accomplished. This gives you more self-esteem and more reasonable deadlines.
- You should be aware of the symptoms of stress. Some symptoms are:
moodiness; insomnia or other sleeping disorders; lowered body resistance to colds, flu, or other

diseases; preoccupation with negative/angry thoughts or feelings; unusual behavior patterns; loss of appetite, or eating disorders such as anorexia or bulimia.

- When you know you have a problem with stress, try to solve it one step at a time. Part of the problem could be trying to do too much at once. You should take it in easy stages.

Conclusion

Stress doesn't need to be negative. Some doctors say that you should laugh and smile more frequently to help deal with stress. When you laugh and smile, your body relaxes, and the result is an overall positive reaction. Don't forget that it is the effort that counts more than the result.

After Reading

A. Match the words with the meanings.

- | | |
|---------------------|--|
| 1. ____ strain | a. person of the same age group |
| 2. ____ adapt | b. opinion, often based on observation |
| 3. ____ carefree | c. without worry |
| 4. ____ self-esteem | d. worry, anxiety |
| 5. ____ peer | e. feeling of personal worth |
| 6. ____ perception | f. to change to fit a new situation |

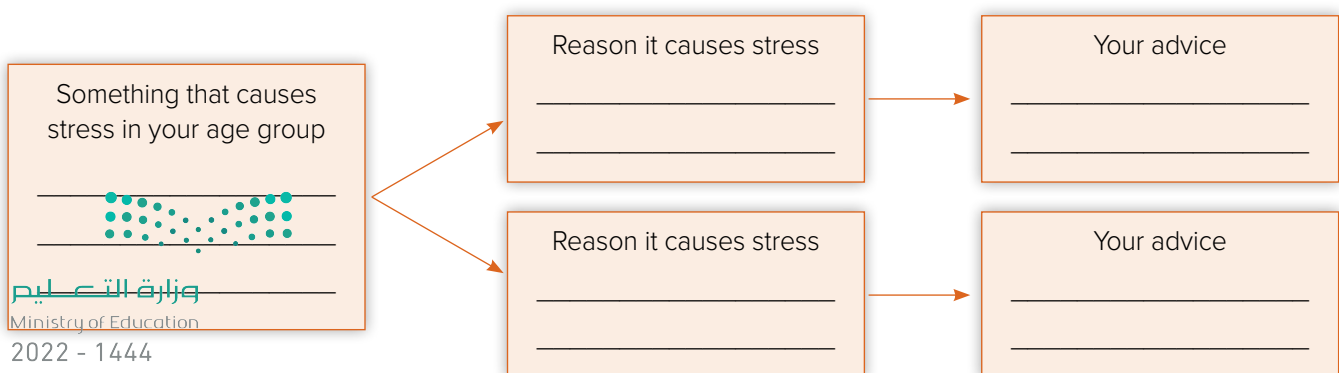
B. List the causes of stress for teens.

Discussion

Look at the list you made of things that make you feel stressed. In groups, ask others if the same things stress them out.

6 Writing

Write two or more important things that cause stress in your peers. Give some advice for handling these things. Copy the organizer below into your notebook and write your notes in it. Then use it to help you write.



1 Complaints, Complaints

1 Listen and Discuss

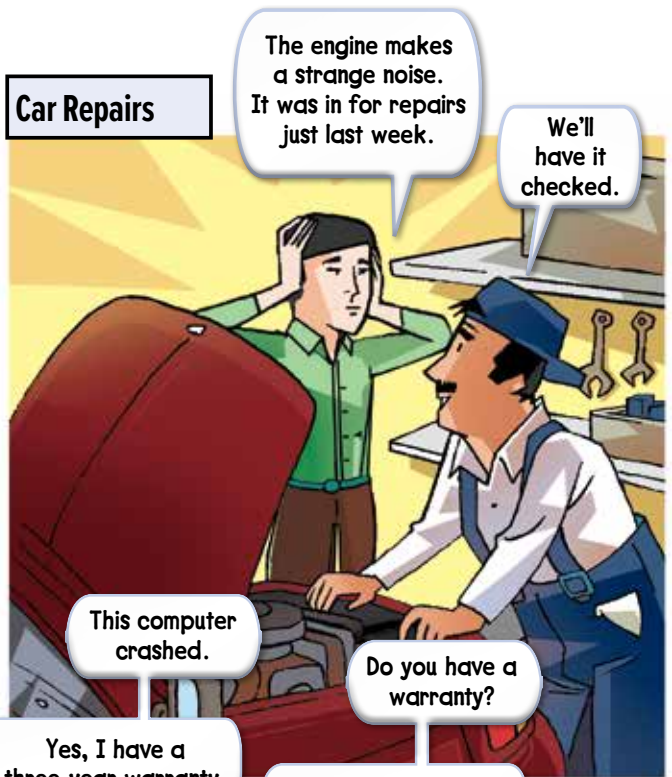
Read the consumer complaints. Find one sentence in each picture that is a complaint and underline it.

Consumer Complaints

Housing



Car Repairs



Clothing



Products





Unit Goals

- Vocabulary**
 Consumer complaints
 Resolving problems
 Repairs
 Consumer protection
 Customer service
- Functions**
 Talk about problems and things that need to be done
 Ask to have something done
 Talk about common consumer complaints
- Grammar**
Needs to be (done)
Have/get something (done)
 Past participles as adjectives
- Listening**
 Listen for specific information
- Pronunciation**
 Stress in compound nouns
- Reading**
 Murphy's Law
- Writing**
 Write a letter or email of complaint about a faulty product
- Form, Meaning and Function**
 Present Perfect Simple
Already, yet, just
 Verb + gerund
 Object pronouns
 Imperatives and two-word verbs
- Project**
 A consumer complaint

Warm Up

Ask students: **Have you ever bought or paid for something that you weren't happy with?** For example, they might have discovered an article of clothing was damaged, or they had a computer repaired, but it still didn't work right. Have students discuss what they did to resolve the problem. Ask them to share their experiences of returning an item to a store or of negotiating with a repair shop.

1 Listen and Discuss

- Have students look at the pictures on page 6.
 Ask: **What do these pictures have in common?** (Each picture contains an item that is broken or damaged in some way.) Have students predict, based on the pictures, the language they will be practicing in this unit.
-  Play the audio for page 6 as students read along silently.
- Have students read and find consumer complaints mentioned in each picture and underline the adjectives *filthy* and *torn*. Point out that *torn* is also a past participle. Call students' attention to the regular past participles: *repainted* and *checked*.
- Point out the structure *have/get something done* in the pictures. For example:
We'll get it done.
We'll have it checked.
I'll have it sewn.
I'll have a technician look at it.
-  Play the audio again as students follow along in their books.
- Go over any words and expressions that are unfamiliar to students. The following may be new:
filthy = very dirty
refund = get one's payment back
technician = someone who makes repairs
- Have students form pairs and practice the conversations, switching roles.

Language Builder

It was in (for repairs) means *it was brought here*. There are other expressions using *in* that are related to getting repairs or service done. For example:

I'd like to bring (my car) in.

When did you last have it in? (When was the last time you had it serviced?)

When would you like to bring it in?





1 Complaints, Complaints

Consumer Awareness: What to Be Aware of

- Have students read the title. Ask them to tell you the four categories of consumer problems shown. (housing, clothing, car repairs, and electronic products)
- Ask students to scan and underline the adjectives. (leaky, dripping, broken, loose, broken, cracked, flat, dead, worn, missing, torn, scratched)
- Call students' attention to the past participles *broken*, *cracked*, *worn*, and *scratched*. Explain that one way to determine whether a word is a past participle is to try to use it in the sentence *I have _____ it*. For example:

I have worn it.

-  Play the audio for page 7 as students read along silently.
- Ask students to identify the items in the pictures.
-  Play the audio again as students follow along in their books.
- Then elicit and go over any new words or expressions. These may include the following:

dead battery = no power in the battery

dent = surface of car is bent in from being hit

flat tire = a tire that has no air in it

Quick Check


- A**
- Ask students to work alone to write down the worst problems and reasons for their choices
- Have students compare answers in pairs. Then call on students to share with the class one of the problems their partner considered the worst and why.

- B**
- Have students work in pairs to ask and answer the questions. To check answers, call on pairs.

Answers

1. The walls are dirty and need to be repainted.
2. He says he'll have the engine checked.
3. The sleeve of the jacket is torn.
4. The computer crashed.

2 Pair Work

 Play the audio and ask students to repeat.

- Model the examples with volunteers, changing roles. Explain that a *thermostat* controls the temperature.

- Explain that there are other ways to ask about a problem. Model these questions for students to repeat: ***What's the problem? What's the matter? Is something wrong?***
- Have students work in pairs to ask and answer about the problems, switching roles.
- Monitor students as they practice. Assist with vocabulary as needed.
- Then call on several pairs to present for the class.

Workbook

Assign page 79 for practice with the vocabulary of the unit.

Language Builder

Explain that *fix* and *repair* are usually used interchangeably to indicate that an item will be returned to working condition. However, *fix* can also mean that a situation will be corrected. For example, *The broken window will be fixed* usually means that the glass will be replaced, as it can't be repaired.

Teaching Tip

Whenever possible, use natural language in class. For example, begin class by asking students open-ended questions, such as *How are you? How was your weekend?* In addition, make conversation related to the topic of the unit; for example: *Has this ever happened to you? What would you do in this situation?*

Additional Activity

Activity 1: Ask students if they can think of additional problems for any of the categories on page 6; for example, a shirt marked the wrong size.

Activity 2: Ask students to interview friends and family members to gather more examples of consumer problems. Tell them to try to get details about the problems and how they were resolved.

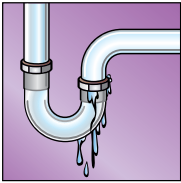
fun
facts

If someone says *I bought a lemon*, they may be referring to a car that was defective. "Lemon Laws" protect consumers against buying and getting stuck with a car that is no good.

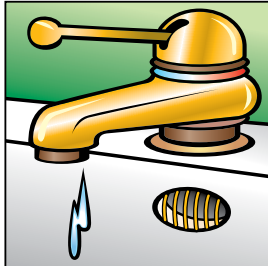
Consumer Awareness

What to Be Aware Of

Housing



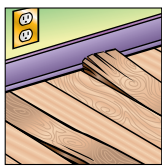
▲ leaky pipe



▲ dripping faucet



▲ broken doorknob

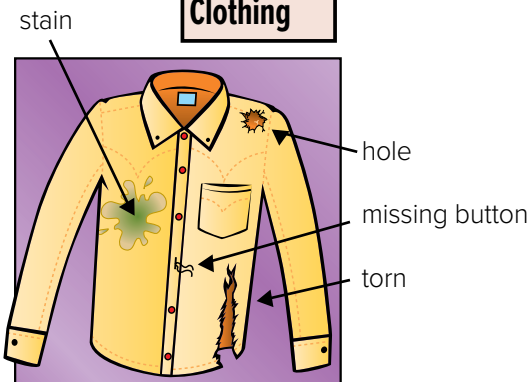


▲ loose floorboards



▲ broken windowpane

Clothing



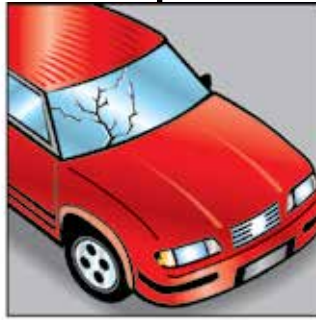
stain

hole

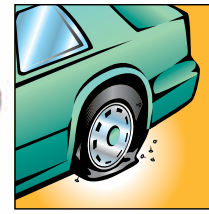
missing button

torn

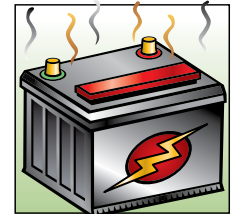
Car Repairs



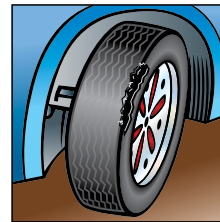
▲ cracked windshield



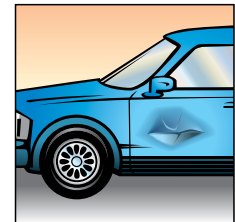
▲ flat tire



▲ dead battery

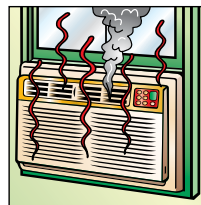


▲ worn tire



▲ dent in the body

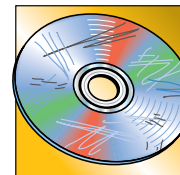
Electronic Products



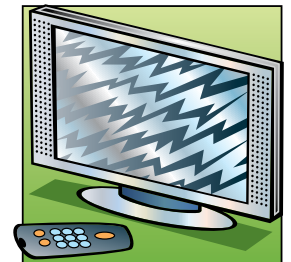
◀ air conditioner—doesn't get cold



▲ 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 6.

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 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.

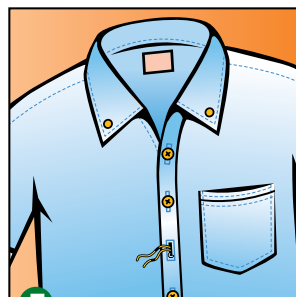
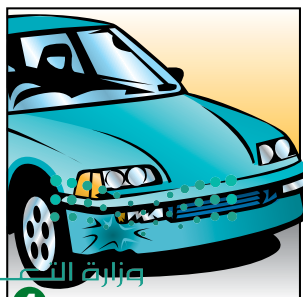
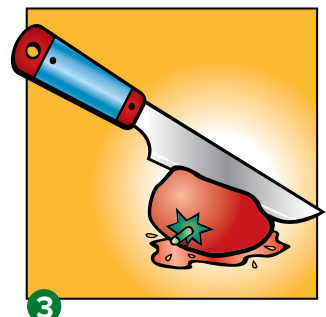
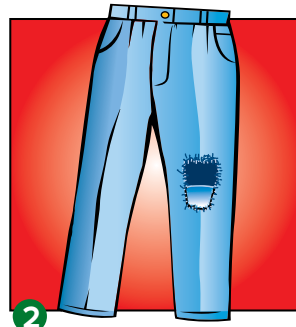
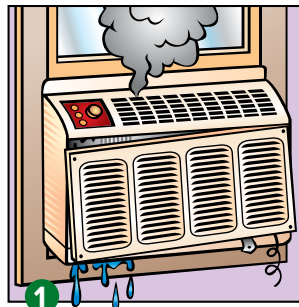
tear—**torn**

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.*



3 Grammar

Need to Be (Done)

- Go over the material in the grammar chart.
- Review other irregular past participles. For example: *been, had, said, put, told, gotten, hung, grown, spoken, read, bought, and made.*
- Explain that *have to be (done)* means the same as *need to be (done)*. For example: **My laptop has to be repaired** means the same as **My laptop needs to be repaired**.
- Write cues on the board and have students use them in sentences with *have to be done* or *need to be done*. Make sure students use the correct singular or plural form of *need* based on the subject of the sentence. For example:
phone / fixed (The phone needs to be fixed.)
pants / sewn (The pants need to be sewn.)
walls / painted (The walls need to be painted.)
shirt / cleaned (The shirt needs to be cleaned.)
- Tell students to look around the classroom and say things that need to be done. For example, a student might say: **The books on the table need to be put away. The papers on the desk need to be thrown into the trash.**

Have/Get Something (Done)

- Go over the material in the grammar chart.
- Emphasize that this structure is used when someone else does the service. To make this clear, write the following on the board:
The roof needs to be repaired.
I'll repair it this weekend. (I'll do it.)
I'll get it repaired this weekend. (I'll ask someone else to do it.)
- Ask questions. Have students respond with sentences using *have/get something (done)*. For example:
You: Are you going to replace the window?
Student: Yes, I'll get it replaced next week.
You: Are you going to repair your bicycle?
Student: Yes, I'll have it repaired this weekend.

Past Participles as Adjectives

- Go over the material in the grammar chart.
 - Explain that only transitive verbs (verbs that take an object) can be used as adjectives in the past participle form. Verbs that describe a state of being rather than an action, such as *be*, and verbs that are not used with objects, such as *smile*, cannot be used as past participle adjectives. To make this clear, write examples on the board such as the following and point out the subject (I, He) and the object (window, vase).
I broke a window. I fixed the broken window.
He cracked the vase. He repaired the cracked vase.
 - Give sentences and have students restate them, using past participles as adjectives.
Someone damaged the book. (The book was damaged.)
Someone tore the paper. (The paper was torn.)
- A**
- Discuss the words in the box to make sure that students understand all of them.
 - Go over the example.
 - Have students work alone to write two sentences about each picture: one stating the problem with a past participle adjective, and one stating what needs to be done to solve the problem.
 - To check answers, call on students to read their sentences for the class.

Answers

Answers will vary. Sample answers:

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



1 Complaints, Complaints

B

- Ask students to look at the pictures and describe what they see. Discuss as a class any vocabulary they might need to complete this activity.
- Have students work individually to complete the chart. In the first column, they list the problems and state what needs to be done. In the second column, they state the solution to each problem using *have/get something (done)*.
- Point out that in the example in the chart, *replaced* can be used as well as *fixed*.
- Have students compare answers in pairs.
- To check answers, call on pairs for each room in the chart. One student states the problem, the other the solution. Because answers will vary, call on several pairs for each room.

Answers

Answers will vary.

C

- Have students work in pairs or small groups to say what they had done in the apartment, based on the sentences they wrote in B.

Answers

Answers will vary.

D

- Have students work individually to complete the conversation.
- Check answers as a class by calling on students to read the lines aloud.
- Discuss how Khaled might be feeling (frustrated, irritated, slightly angry), and the reason why. (His car keeps breaking down.) Tell students to consider this as they practice their role plays.
- Have students work in pairs to role play the conversation. Tell them to use contractions whenever possible.

Answers

1. have had/'ve had
2. doesn't start/is not starting/'s not starting/isn't starting
3. might be
4. to be recharged
5. had, put in
6. to be repaired
7. is falling
8. to be fixed
9. have, fixed
10. said

Language Builder

Write the word **redecorated** on the board. Point out that the prefix *re-* means *(to do) again*. Other words with the prefix *re-* include *reorganize*, *reapply*, *revisit*, *rethink*, and *recharge*.

Workbook

Assign pages 80-82 for more practice with the grammar of the unit.



Teaching Tip

Dictation is a useful tool for accuracy practice. Use material that students are already familiar with to reinforce what they have studied, or create a dictation that uses familiar material in a different format. After students have completed the dictation, write the text on the board for students to check their grammar, spelling, punctuation, and capitalization.



Additional Activity

Activity 1: Have students work in pairs or small groups to come up with a list of five things that need to be done to make your school or community better. Have groups report to the class and compare ideas.

Activity 2: Have students work in pairs to write a paragraph about someone's very bad day during which at least five things go wrong. For example: *He crashes and damages his bicycle.* Next, have students exchange paragraphs with another pair. They read the paragraph and write a solution for each of the problems. For example: *He needs to get his bike fixed.*



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

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

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



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

We had the apartment redecorated.

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

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

Joe: What is it this time?

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

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

It probably needs _____ (4. recharge).

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

Joe: Is there anything else wrong with the car?

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

They both need _____ (8. fix).

Joe: Is your car under warranty?

Khaled: Yes, it is.

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

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



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.

windshield **h**air dryer
meat grinder **f**loorboard
shower cap **w**indowpane

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?

4 Language in Context

- Review with students the various ways to give advice: *should/shouldn't*; *ought to*; *must/must not*; and *had better/had better not*.
- Remind students of the impersonal *you*, which is often the understood (not stated) subject in instructions such as those in this activity.
- Read the example with the students. Have them explain the instructions in their own words using *You* and a verb to express advice.
- Have students work in pairs to talk about the meaning of the instructions.

Answers

Answers will vary. Sample answer:

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

5 Listening

- Tell students that when they listen to a long listening passage from which they need to understand several pieces of information, it is helpful to take notes. Then they can use their notes to restate the information afterwards.
- To help students organize their note taking, tell them to draw a chart like the one in the book on a piece of paper to write notes about each of the four problems that the guest complains about.
- 🔊 Play the audio once. Have students take notes while they listen.
- 🔊 Play the audio a second time for students to confirm their notes.
- Have students compare notes with a partner and then use their notes to fill in the chart in the book.
- 🔊 Play the audio a third time for students to check their answers.

🔊 Audioscript

Clerk: What can I do for you, sir?

Guest: I'd like to change rooms, please.

Clerk: And may I ask what is wrong with your room?

Guest: The shower isn't working. There's no hot water.

Clerk: Have you tried taking a bath instead?

Guest: The tub needs to be fixed too. It leaks.

Clerk: I'll have someone look at that right away, sir.

Guest: I'd still like to change rooms, if you don't mind. You see, I couldn't get any sleep last night because of my neighbor. His snoring is so loud that the walls shake.

Clerk: I'll see what I can do, sir... I'm afraid we don't have another room vacant right now. Please come back later, and I may have something free. Can I help you with anything else?

Guest: Can you have the towels and the sheets changed every day? They haven't been changed since I checked in three days ago. I really must complain about the service in this place. This is a four-star hotel, isn't it?

Clerk: Oh, no sir. We don't have any stars at all.

Guest: Then why do you have those four stars on your neon sign outside?

Clerk: That's just the name of the hotel, sir—The Southern Stars. You know, it's named for the constellation that has four main stars.

Answers

Answers will vary. Sample answers:

1. The shower isn't working. There's no hot water.
2. The bathtub leaks.
3. The neighbor snores so loudly that the walls shake and the guest can't sleep.
4. The towels and sheets aren't changed every day.

6 Pronunciation

A

🔊 Play the audio. Tell students to focus on the stress on the first noun of the compound nouns.

🔊 Play the audio two more times. Ask students to listen and repeat.

B


- Have students to find more compound nouns and practice reading them in class.

7 About You

- Have students work in pairs to discuss and answer the questions. Before students begin, check understanding of a *defective* product. This means that the product was not made correctly or does not work correctly.

8 Conversation

- Have students look at the picture and describe the situation. Ask them to predict what the problem is. Ask: **Who do you see? Where are they? What do you think the problem is?**

 With books closed, have students listen to the audio.


- Have students open their books and scan the conversation for unfamiliar words and expressions. Elicit and write them on the board. Encourage students to try to get the meanings through context, or encourage other students to say the meanings. Some words that may be new include:

fade = to lose color or brightness

flimsy = thin, light, not strong

trend = style


- Explain that in formal situations, *ma'am* is usually used for women of all ages, but not girls.

 Play the audio again, and have students read along silently.

Real Talk

- Point out that the customer uses *if you could* because she is making a polite request.
- Explain that the salesperson uses *It sounds like* to indicate she has understood the customer and made a conclusion about the jeans.

Your Ending

 Play the audio for the endings again.

- Have students discuss the endings in pairs and then add one more ending of their own. Then they decide which to use and practice the conversation.

About the Conversation

- Have students work in pairs to ask and answer the questions. Check answers as a class.

Answers

Answers will vary. Sample answers:

1. The salesperson wanted to be helpful, but she didn't understand the problem with the jeans. The jeans were in the latest style.
2. Milo designs loose-fitting clothes in faded colors.
3. The mother thinks that the jeans are torn and that the material is

falling apart
وزارة التعليم

Ministry of Education

2022 - 1444

Your Turn

A

- Have students work in pairs to write, practice, and present their conversation.

B

- Have students work with a different partner to write this conversation. They can base it on the conversation between the customer and the salesperson, but the complaint should be about a different item of clothing.
- Ask pairs to present their conversations to the class.

Workbook

Assign page 83 for additional reading practice.



Teaching Tip

Have students use props and gestures when they role-play a conversation in order to make it feel more realistic. Also ask them to consider how the speaker is feeling, and to speak expressively.



Additional Activity

Activity 1: Have students use their notes from the Listening exercise to role-play the conversation between the hotel guest and the desk clerk. Tell the desk clerk to use *have something done* in her responses.

Activity 2: Have students work in pairs to write a conversation in which a customer has a complaint about a service they paid for; for example, a computer that was fixed, but is still not working. Conversation should include a specific problem and resolution. Call on pairs to act out their conversations for the class.

fun
facts

Here are a few more silly warning labels found on consumer products:

- Caution: Hot beverages are hot! (*on a coffee cup*)
- Wearing of this garment does not enable you to fly. (*on a child's Superman costume*)
- May be harmful if swallowed. (*on a shipment of hammers*)
- Warning: May contain nuts. (*on a package of peanuts*)
- Not dishwasher safe. (*on a TV remote control*)

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.

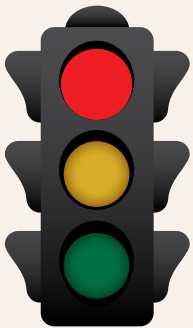
9 Reading

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 a final football match on TV. There are plenty of juices in the refrigerator, you have bowls filled with your favorite snacks on the table, and you are all set to watch the big match. You turn on the TV set, and all you get are fuzzy images on the screen. Could this be Murphy's Law at work? Murphy's Law states: If anything can go wrong, it might go wrong!

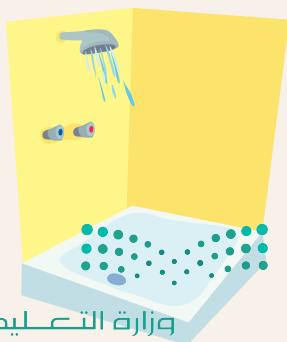


Similar situations occur all the time. When you're in a hurry to open the door and you try several keys on the key ring, the last remaining key is usually the one that works. When you're late meeting your friends and they're all waiting for you at the mall, all the traffic lights are red. When you get 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.

Just remember that you cannot blame Murphy's Law for everything that goes wrong. If the hot water runs out while you're taking a shower, it's probably because the hot water heater needs to be fixed. If you miss the bus and are late getting to school, it's probably because you didn't wake up early enough. And if you lose all your files on the computer, let's be honest— it's your fault for not having a backup of your files.



9 Reading

READING STRATEGY

Relating the reading to personal experience

Tell students that relating what they read to their own experiences will increase their understanding of the passage. Tell them as they read to think about the similarities between their own lives and the examples in the reading.

- Have students read the title. Ask the **Before Reading** questions. Have they ever heard of Murphy's Law? To help students discuss this, present the following hypothetical situation:

A 22-year-old guy has been driving for five years, but he has already been involved in six car accidents. Does he simply have bad luck, or are there other factors that might have caused him to have so many accidents?

Lead students to understand that more than bad luck might be involved in this situation.

- Ask students to look at the pictures of the bread falling and the low water pressure. Ask them to use the illustrations to predict what they are going to read.
- ▶ Play the audio as students follow along in their books.
- Ask: **What is Murphy's Law?** (If anything can go wrong, it will.)
- ▶ Play the audio again. Pause after each section for students to describe in their own words the examples that are given; for example, the chances of getting into the fastest lane in the supermarket.
- Ask: **Why is it called Murphy's Law?** (Edward A. Murphy first used it to talk about a situation in his lab.)
- Allow students time to read silently one more time and underline vocabulary that is new for them. Elicit and write the new words and expressions on the board and go over them. Words and expressions that may be new include:
 - episode** = event
 - backup** = copy
 - malfunctioning** = not working correctly

Language Builder

The prefix *mal-* means *bad*. Other words with *mal-* include: *malnutrition*, *malnourished*, *maltreat*, *maladjusted*, and *malpractice*. Ask students to guess the meaning of *malodor*. (bad odor)



1 Complaints, Complaints

After Reading

- Have students work individually to answer the questions about the reading, and then compare answers in pairs.
- Call on students to read their answers aloud.

Answers

Answers will vary. Sample answers:

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

Discussion

- Have students work in pairs or groups to discuss their own experiences that demonstrate Murphy's Law. Tell them to give reasons for why they believe in or don't believe in Murphy's Law.
- Call on students to tell the class about the experience of another group member that demonstrates Murphy's Law. Students shouldn't talk about their own experiences.

Workbook

Assign pages 84-85 for additional writing practice at word and sentence level.



Teaching Tip

Use directions that have several steps as an opportunity for students to practice reading or listening for a specific purpose. Read the directions aloud. Then have students tell you what they need to do to complete the activity.



Additional Activity

Activity 1: Have students talk about a time when they were pressured by a salesperson to buy something they didn't want or need, or a time when they bought something they wanted to return, but didn't.

Activity 2: Ask pairs to create a role play between a salesperson and a customer in which the situation can't be resolved. The customer is very demanding, with many reasons why he or she must return the item for a full refund, while the salesperson refuses because this is against store policy.



Project: Consumer Protection

Choose a repair business or store. Inquire about their return and refund policies. Research consumer protection laws in your country.



Different countries have different policies on returning items. In the United States, customers can return just about anything, including opened food and clothing they've had for years.



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 final football match 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 own experience.
2. Do you believe in Murphy's Law? Why, or why not?



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			



10 Writing

A

- Direct students' attention to the picture. Give them a few minutes to discuss what they see in pairs and what the connection is between this object and consumer complaints.
- Read the directions for 1 and ask students to work in pairs telling each other about a faulty or unsatisfactory product and what they or someone else did about it. Allow students to talk about an incident that involves someone they know if they have not similar experiences themselves. Monitor participation and help when necessary.
- Have volunteers tell their story for the class.
- Hold a brief class discussion on the options available to a consumer in the event of a faulty or unsatisfactory product. Elicit ideas from the class and write them on the board. For example:

Return the product and get a refund

Return the product and replace it with a new one

Never go back to the store again

Never buy the brand again

Report the store and/or manufacturer to the consumers' association

- Read the directions for 2. Have students speculate about what the answers to the questions might be. Remind them how helpful predictions can be.
- Elicit ideas/predictions from volunteers.
- Play the audio and have students follow on page 15 in their books. Allow a few minutes for students to check the answers to the questions in pairs.
- Call on students to report their answers in class.

Answers

- The earphone cables are not connected.
- He called the Customer Service Department and was advised to return the item as soon as possible.
- He expected the item to be refunded and to be offered a discount voucher for future purchases according to the promotional material of the store.
- He is indignant/very angry. He expresses the way he feels in the content of the last two paragraphs
- Read the directions for 3. Have students read the text individually to find out what purpose each paragraph serves. Point out that each paragraph can serve more than one purpose. Ask them to compare answers in pairs.

Answers

- Set/s the scene: 1, 2
- Express/es personal feeling/opinion: 4, 5
- Give/s an account of the events: 1, 2, 3
- Provide/s a conclusion: 5
- Check answers in class. Call on volunteers to report their answers.

B

- Organize students in pairs. Have them think about a faulty product. Read the directions for 1 and 2. Give them some clues to help them. For example, elicit features and possible problems with a clothing item.

Possible Answers

- Materials used, label with symbols for use, washing, ironing, drying
- Buttons, collar etc.
- Things that can go wrong:
 - It might shrink in warm wash
 - It might get damaged in the washing machine because it needs to be hand washed.
 - It might get burnt when ironed because it's made of synthetic fibers and so on.
- Allow time for pairs to decide on three items. Have them look at the chart. Ask them to discuss what their expectations would be according to the instructions and/or promotion and/or salesperson's assurances, what has gone wrong, and what they would expect the company to do to keep them satisfied.
- Monitor and make sure all pairs are working. Tell them to use their experience and imagination. Encourage them to use humor if they want.
- Ask them to make notes in the chart.

1 Complaints, Complaints

B

- Tell students they are going to write an email or letter of complaint.
- Direct them to the Writing Corner.
- Ask them to think back on the purpose/topic of each paragraph of the model letter.
Encourage them to suggest guidelines about how to organize their letter.
Have them read the points made in the Writing Corner and compare with their suggestions.
- Have each student choose one item to write a complaint email or letter about. Ask them to plan their complaint email/letter individually. Tell them that they can ask their partner for help if they need it.
- Have them draw 3 or 4 boxes on a sheet of paper. Tell them that each box represents a paragraph. Ask them to write a first draft with 3 or 4 paragraphs.
- Tell students to exchange drafts with their partner and help each other edit and finalize.
- Give students time to edit and rewrite their emails/ letters. Collect letters and organize them in groups of products, for example:
 1. clothing items
 2. appliances
 3. stationary
 4. electronic gadgets
 5. accessories
 6. other
- Have each student take an email/letter for a product that belongs to a different category from the one they wrote about. Ask them to read it and think about how they might reply to the “customer”. Have them make notes to help them remember their ideas.
- Divide the class into customers and managers. Call on them to hold a telephone conversation about the complaint. Have the manager call the customer to explain.
- Give pairs a few minutes to prepare. Call on pairs to act out for the class.



Additional Activity

Hold a class discussion on complaint procedures in their own country. Explain that such procedures vary from country to country. Discuss common options. Ask students to say whether people prefer to write or talk to the person in charge if they have a complaint. Call on volunteers to present incidents that they have witnessed or heard about.

Workbook

Assign pages 86 for additional writing practice above word and sentence level.



وزارة التعليم

Ministry of Education

2022 - 1444

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.

11 Form, Meaning and Function



Present Perfect Simple Tense

Use the present perfect to talk about recently completed actions.

Question

Has he **taken** out the garbage?

Have they taken the car to the garage?

Short Answer (+)

Yes, he **has**.

Yes, they **have**.

Short Answer (-)

No, he **hasn't**.

No, they **haven't**.

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

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

Present Perfect with *Already, Yet, Just*

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

It is possible that the event happened earlier than expected.

Questions

Have you done the dishes **yet**?

Have you **already** washed the clothes?

Affirmative (+)

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

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

Negative (-)

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

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

Verb + Gerund

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

avoid enjoy give up imagine mind stop
can't stand finish hate keep miss suggest

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

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

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

A: Have you done the dishes yet?

B: Yes, I've already done them.



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.

11 Form, Meaning and Function

Present Perfect Simple Tense

- Write the following sentence on the board; ask students to copy it in to their notebooks and complete it. Have one student come to the board and fill in the blanks.
She _____ been to Dubai, but she hasn't _____ to Oman.
- Ask: *What is the form of the present perfect?* (has/ have + the past participle)
- Elicit that *been* is the past participle of *be* and write on the board:
am/is was/were been
- Write the following verbs on the board and have students give you the past participle: *go, do, take, put*
- Point out that there is a list of additional irregular verbs in their books on page 71 that they can use for reference.
- Direct students' attention to the presentation. Ask pairs of students to read aloud the variations of the sample question and the possible short answers, affirmative and negative.
- Point out that, as with other question forms, there is an inversion in the word order. Thus, *has* or *have* is placed before the subject.

Present Perfect with *Already, Yet, Just*

- Call on volunteers to read aloud the questions and answers in the presentation.
- Give a short explanation of the meaning of these words used with the present perfect:
just = a short time ago
not yet = something expected hasn't happened but we expect it will
yet = in questions, this asks whether something expected has happened
already = something happened before we expected it to

Language Builder

In American English it is also common for people to use the simple past with *already, yet, and just*. For example, a common reply to the question 'Is Bill here?' is: *Yes, I just saw him.*

Verb + Gerund

- Have volunteers read the sentences aloud. Elicit what the four sentences have in common. (They all have gerunds or words that end in *-ing* after verbs.)
- Explain that we form gerunds by adding *-ing* to verbs. Although gerunds look like present participles (such as *I am waiting* for the bus), they act as nouns. We can use a noun or a pronoun in place of a gerund. For example:
*I enjoy **playing** tennis. I enjoy **tennis**. I enjoy **it**.*

A

- Working as a class, have students look at each picture and describe what they see.
- Have students work in pairs to ask and answer questions based on the pictures. Tell students to base their answers on what they normally do at home.

Answers

- A:** Have you cooked dinner yet?
B: Yes. I've already eaten it.
- A:** Have you cleaned your room?
B: Yes. I've already done it.
- A:** Have you taken out the garbage?
B: Yes. I've already done it.
- A:** Have you fixed the door?
B: Yes. I've already done it.

B

- Do the example as a class. Write the words on the board. Tell students to put the words in the correct order. It will help them if they first identify the verb in each sentence that is followed by a gerund.
- Have students work individually to form the sentences. Have volunteers write the complete sentences on the board.

Answers

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

1 Complaints, Complaints

Object Pronouns

- Have students read the sentences in the grammar presentation. Write the subject pronouns on the board: *I, you, she, he, we, they*. Then have students look at the presentation and tell you the object pronoun for each sentence.
- Explain that object pronouns are usually used after verbs or prepositions.
- Ask: *Which object pronoun is the same as the possessive adjective? (her) Which object pronoun is the same as the subject pronoun? (you)*
- Explain that the pronoun *it* is also the same in the subject and object forms. For example: *It's a wonderful car. We're going to buy it.*
- Practice by saying sentences for students to change the names to subject and object pronouns. For example:
You: **I** know **Imad**.
Student: **You** know **him**.
You: **Imad** knows **Faisal** and **Ali**.
Student: **He** knows **them**.

Need/Want/Like + Infinitive

- Explain to students that they are going to practice three verbs that are often followed by an infinitive—*need, want* and *like*.
- Ask: *What do you usually like to do after class? What do you want to do after class today? What do you need to do after class?*
- Explain that *need* expresses necessity (something that must be done).

Imperatives and Two-Word Verbs

- Have volunteers read aloud the sentences in the presentation. Elicit how the three sentences for each two-word verb are different.
- Point out that when the direct object is not a pronoun, it can come after the particle in a two-word verb, or between the two parts of a two-word verb.
- However, if the direct object is a pronoun (*me, us, you, him, her, it, them*), the direct object pronoun comes between the two parts of the two-word verb; it cannot come after the particle.



Language Builder

Explain that the two-word verbs in this unit are separable; that is, the particle does not have to immediately follow the main verb.

- Ask a volunteer to read the directions and the example. Do the first item with the whole class to make sure students understand what they have to do.
- Have students work individually to complete the sentences. Then call on students to read their sentences aloud.

Answers

1. them
2. her
3. it
4. me
5. it



- Have volunteers read aloud the sentences and identify the two-word verbs.
- Have students do the task individually and then check answers in pairs

Answers

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

Workbook

Assign pages 87-88 for more practice with the form, meaning and function of the structures in the unit.



Teaching Tip

Give students as much extra material as you think they can handle. For example, if it makes sense to you, teach them other separable two-word verbs in addition to the ones in the Form, Meaning and Function section.

Object Pronouns

Singular

Subject	Object	
Pronouns	Pronouns	
I	me	He knows me .
you	you	I know you .
he	him	I know him .
she	her	I know her .

Plural

Subject	Object	
Pronouns	Pronouns	
we	us	They know us .
you	you	They know you .
they	them	We know them .

Need/Want/Like + Infinitive

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

- She **needs to buy** some snacks.
- He doesn't **want to do** the dishes.
- I **like to help** my mother.



Imperatives and Two-Word Verbs

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

- | | | |
|----------------------------------|---------------------------------------|------------------------|
| Turn off your cell phone. | Turn the phone off . | Turn it off . |
| Clean up the mess. | Clean the mess up . | Clean it up . |
| Put away your clothes. | Put your clothes away . | Put them away . |

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

- 💡 We need to invite our friends. I can ask them.
- 1. He doesn't like the shoes we bought for him. He's going to return _____ 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.
- 1. Put away those toys.
- 2. Clean up this mess.
- 3. Turn on the cooker.
- 4. Please turn off the light.

Please turn the TV on. Please turn it on.

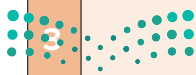
- 5. Please pick up your jacket.
- 6. Turn down the radio.
- 7. Turn up the news.

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			



12 Project

- Organize students in groups and have them brainstorm on purchases made by members of their family recently. Have them think about purchases that have not been successful. They can concern small items, such as, light bulbs, batteries, etc. or larger items such as, a car, refrigerator, television, computer etc.
- Read the directions for 1, 2 and 3. Tell students that they will use the information to prepare a poster.
- Have students interview the members of their family to find out more. Tell them to make a note of exactly what each person said/how he/she expressed himself/herself.
- If there have not been recent events in the family ask students to search on the Internet and look for quotes from customers about products. Suggest sites that include ratings for their products with customer comments. Encourage students to use what they know, what they find out and their imagination to write customer quotes for each product on their poster.
- Read the directions for 4, 5 and 6. Have students cut out photos of products from magazines or print out from the Internet.
- Ask students to give the buyer advice about how to deal with the problem. Have them write the advice, individually, in quotes.
- Organize students in groups. Have them discuss and combine their information. Tell them to include more quotes about a product if they find out that other people have had problems with it too.
- Call on a student from each group to present some of their ideas for the class.
- Circulate and monitor participation. Encourage quieter students to participate. Help when necessary.
- Remind students that they will need a large sheet of paper (e.g. the size used for flip charts) or a large sheet of cardboard. Tell them that they can use any color they want and choose pictures or draw their own. Tell them that sometimes people even attach small objects to the posters to make them three-dimensional. Suggest that they might want to use the packaging of an object or part of it or a label. Tell them that they will need the short texts about the products to use as captions on their poster as well as the quotes with the advice.
- Allow time for research. This means that if students don't have access to the internet or a library they might not be able to collect the information and/or photos they need. In this case it would be advisable to ask

them to share the tasks they need to complete, do the research, collect information and visuals and complete the poster in the next lesson.

- Call on each group to present their poster. Suggest that they take turns presenting each product, the related complaint and advice.
- Display the posters on the wall if you can. Have students choose the poster they like best.

Additional Activity

Have students work in groups to plan and create a How to poster on complaints procedures to use for shops or services.

Teaching Tip

When students work on areas that provide opportunities for the use of language that has been dealt with in the course, elicit appropriate ways of communicating what is required from students. For example, "How would you give advice? What kind of language would you use with a friend, a family member, a senior person?" to raise language awareness and help students recycle what they have studied.

13 Self Reflection

- Write “Complaints, Complaints” on the board and elicit as many ideas and words as possible from the class. List the words on the board.
- Hold a complaints competition in class. The person with the most articulate and unusual complaint wins.
- Have students scan pages 6 and 7. Ask them to think about things they liked and things they disliked about this part of the unit. Use questions to help them remember. For example:

Think of words for objects, parts, appliances, gadgets that collocate with:

leaky	flat
dripping	dead
broken	missing
loose	scratched
worn	

- Give students time to make notes about likes and dislikes and easy or difficult items in the section.
- Before directing students to pages 8 and 9, ask them some questions. For example:
Say what needs to be done in these cases:
The windows are broken.
The tire is flat
The roof leaks
The paint is coming off the walls.
- Have volunteers answer the questions. Elicit more questions and answers from pairs of students after you give them a couple of minutes to think.
- Discuss the grammar of the unit with the class. Call on volunteers to say if they found it easy or difficult and give reasons.
- Have students make notes in the Self Reflection chart. Ask them to focus on likes, dislikes and easy or difficult items.
- Remind them to check and complete the Unit 1 Checklist as they work through the unit .
- Direct students to pages 10, 11. Call on volunteers to say what the context is in this lesson, for example: silly instructions, at the clothes store
- Have students say what they remember from this section and make notes in the chart.
- Write Murphy’s Law on the board and brainstorm on language and information that students remember. Call on volunteers to list as much as possible on the board.


- Organize students in pairs and ask them to answer questions like these:
What is your opinion about Murphy’s Law?
Do you agree with the author of the article? Why? Why not?
- Have students complete their Self Reflection charts as before about likes, dislikes and things they found easy or difficult.
- Before directing students to 10 Writing ask them to say what they remember about complaint emails and letters. Give them some time to work in pairs and then call on volunteers to answer.
- Have students scan pages 14 and 15 and make notes as before.
- Direct students to the 12 Project page and hold a discussion about what they found more or less useful and more or less interesting. Hold a class discussion about project work. Elicit ideas from the students and have them present their experiences for the class.
Did they have difficulty making decisions in their group? Why? Why not?
Did they feel that they had the chance to present their ideas?
Was it difficult or easy to collect information? Why? Why not?
Where did they find information? Where did they find photos?
Did they enjoy the poster presentation?
Would they change anything if they had the chance to do it again? What?
Did they enjoy designing the poster? Did everyone contribute?
Was there room for originality and creativity? Why? Why not?
- Allow time for students to make notes on the project section individually. Then have them check with a partner.
- Have students fill out the checklist alone and write their five favorite words.
- Discuss areas that students feel they need more work on and make suggestions.

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.
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 1:	If you're still not sure about something from Unit 1:
 _____ _____ _____	<ul style="list-style-type: none"> • read through the unit again • listen to the audio material • study the grammar and functions from the unit again • ask your teacher for help

2 I Wonder What Happened

1 Listen and Discuss

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



- a. ___ There must have been a hurricane or a tornado.
- b. ___ It can't be a real locomotive. It must be an advertisement.
- c. ___ He might have teased the bull.
- d. ___ The driver must have lost control of the truck.
- e. ___ It might be a new design of sunglasses.
- f. ___ It must be the crater of a volcano, or maybe a meteorite could have fallen.



Unit Goals


- Vocabulary**
 Meteors and meteorites
 Strange occurrences
 Unusual personal experiences
- Functions**
 Talk about events that happened in the past before others
 Speculate about facts and events
- Grammar**
 Past Perfect Tense—questions, short answers
Can't, Could, Couldn't, Must, May, or Might
- Listening**
 Listen for general understanding
- Pronunciation**
 Word-ending *er*
- Reading**
 Saudi Vision 2030
- Writing**
 Write a description of a vessel, voyage or expedition
- Form, Meaning and Function**
 Independent clauses and coordinating conjunctions
 Dependent time clauses in the past
 Intensifiers and adjectives
 Conditional sentences with present and future forms
 Express necessity and lack of necessity
- Project**
 Meteor and meteorites

Warm Up

Ask students if they have ever been involved in or heard of a situation that was mysterious and seemed to have no logical explanation. To prompt discussion, offer ideas that have been on the news lately, especially those that have not yet been resolved; for example, nonviolent crimes.

1 Listen and Discuss

- Explain that students can use the title of the unit to help them understand the purpose of the presentation. Here, the title is *I Wonder What Happened*. Tell students to cover the sentences for matching on page 20, and then look at the pictures.
- Have students work in pairs to discuss each picture, write for some of the pictures, and speculate about what happened.
- Have students uncover the sentences and match the sentences and the pictures.

 Play the audio for page 20 as students read along silently.

- Check answers as a class.

Answers

- | | |
|------|------|
| a. 5 | e. 7 |
| b. 1 | f. 6 |
| c. 3 | g. 4 |
| d. 2 | |

- Call attention to the use of *must have been, can't be, might have, must have, might be, must be, and could be*. Explain that these are ways to speculate about events that happened in the past or that we are seeing the results of in the present. For example, *must be, can't be, might be, and could be* can be used to speculate about something we are currently experiencing, as in ***It might be a new design of sunglasses.*** Explain that *might have* and *could have* are used to express possibility, and have basically the same meaning.
- Say sentences. Have students respond as shown below, using *maybe* + the simple past. If possible, use the context of your classroom to make the exchanges more realistic.

You: Someone didn't put the dictionary back.
 It might have been Anna.

Student: You're right. Maybe it was Anna.

You: A message came by email. It might have been from Josh's family. He's absent today.

Student: You're right. Maybe it was from Josh's family.

Language Builder

Meteorology is the study of weather. The word *meteorite* was coined by ancient people who mistakenly believed that *meteorites* were weather phenomena, but scientists now know this isn't true.

Meteorite Hits House

- Ask students to read the title and look at the pictures and speculate what the article is about.
- Ask students if they know where New Orleans is located. If possible, have them point it out on a map.
- 🔊 Play the audio for page 21 as students listen.
- Ask: **What happened to Ray and Judy Fausset's house?** (It was struck by a meteorite.)
- Explain to students that the past perfect is formed with *had/have* + the past participle; for example, *had landed*.
- 🔊 Play the audio again, as students follow along in their books.
- Ask students to underline the past perfect verbs in the article. (*had crashed, had heard, had seen, had penetrated, had ended up*) Point out that all of these events happened before Ray and Judy Fausset got home.
- Ask students to tell you a few details from the news article; for example, the total mass of the meteorite, and the weight of each of the three fragments.

Quick Check

- A**
- Have students underline the verb phrases in the sentences on page 20 used to express what probably happened or what something probably is.

Answers

Answers will vary. Sample answers:
must have been, can't be, must be, might have teased,
must have lost control, might be, must be, could have fallen, could be

- B**
- Have students work individually to mark their answers. Call on students for the answers, and have them correct the false statements to make them true.

Answers

1. true
2. false (The crash happened while they were out.)
3. false (Neighbors heard a terrific noise.)
4. true
5. false (It was heavier than a tennis ball.)



2 Pair Work

- Organize students into pairs to take turns asking and answering about the photos on pages 20-21.
- 🔊 Play the audio for students to listen and repeat.
- Model the example conversations with volunteers, changing roles.
- Monitor students as they practice. Then call on several pairs to present for the class.

Language Builder

Pronunciation in English can be unpredictable. Point out to students how *debris* is pronounced.

Workbook

Assign page 89 for practice with the vocabulary of the unit.

Teaching Tip

Look for opportunities to practice outside of the book. Use the unit grammar to ask questions. For this unit, you might ask students to speculate about recent activities or decisions at your school. For example: *Why do you think they won't let students use the computer lab after school anymore?*

Additional Activity

Have students work in pairs to create their own role plays based on the news article on page 21. One student is a neighbor, and the other is either Judy or Ray, who is describing what happened. Have students use the information in the article to write their lines. For example, the neighbor might ask: *Where did it land? How big was it? Did they hear it crash?* Have pairs present for the class.



- A meteorite is an object from outer space that has fallen to Earth. As it is falling, it heats up and sends off light, forming a fireball. This fireball is also known as a shooting star. If you are out in the country on a clear summer night, you may see a shooting star streak across the sky!
- The largest meteorite found on Earth was in Namibia and weighed 60 tons.

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 20 that suggest ideas about what probably happened or what something probably is.

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

1. ___ When the Faussets got home, their roof had been smashed.
2. ___ The crash happened while they were asleep.
3. ___ The Faussets' neighbors said they hadn't heard anything.
4. ___ The meteorite had left a lot of destruction in its path.
5. ___ 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 (?)

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

Short Answers (+)

Yes,	I	had.
	you	
	he/she	
	we	
	they	

Short Answers (-)

No,	I	hadn't.
	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.

3 Grammar

Past Perfect Tense

- Go over the material in the grammar chart.
- Explain that we use the past perfect tense when we are talking about two actions that happened in the past and we want to make it clear which action happened first.
- Write some examples on the board, such as the following:

The plane left at 7:00. We got to the airport at 7:10. When we got to the airport, the flight had already left.

They forgot their keys in the morning. They couldn't get into the house after school. They couldn't get into the house because they had forgotten their keys.

- Write two sentences on the board and have students form one past perfect sentence. For example:
He left his house at 8:00. He got home at 8:30.
(When he got home, he had already left.)
- Explain to students they can also use *before* and *by the time* with the past perfect. For example:
He had left before they arrived home.
By the time they arrived home, he had left.
- Present the questions and short answers using different pronouns.
- Go over the **Note**. Point out that the contracted forms of *had* can be used with the past perfect. Write examples on the board, such as:
When he called, I'd already gone to bed.
When we arrived, they'd already started the party.

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

- Go over the material in the grammar chart for the modals.
- Call on volunteers to read aloud the sentences in the speech bubbles.
- Explain that while *might (have been)* expresses possibility, *must (have been)* expresses strong probability, and *can't or couldn't (have been)* expresses very strong likelihood that something isn't true.

- Discuss other ways to express the ideas in the speech bubbles. For example:

Present

There's no way it's a balloon. That's impossible.

Maybe it's a glider./It could be a glider.

It has to be a helicopter. What else could it be?

Past

There's no way it was a balloon. It's impossible.

Maybe it was a glider./It could have been a glider.

It had to have been a helicopter. What else could it have been?

- Explain that when we use the negative forms of *might have* and *must have*, we put *not* before the word *have*. For example: **She might not have been at home.**

A

- Have students complete the sentences using either the simple past or the past perfect form of the verbs in parentheses.
- To check answers, call on students to read their sentences for the class.

Answers

1. felt, had seen
 2. arrived, had stopped
 3. had been, appeared
 4. had never traveled, went
 5. arrived, had already taken
 6. had never seen, broke into
- For additional practice, have students restate each sentence, switching the order of the clauses. For example: **After I had seen the results of my test, I felt much better.**



2 I Wonder What Happened

B

- Have students work individually to complete the sentences, using *can't*, *must*, or *might*.
- Have students work in pairs to compare answers. Then call on students to read their completed sentences for the class.

Answers

1. must
2. can't
3. must
4. might
5. must
6. can't

C

- Have students work in pairs. Tell them to look at each picture and explain what they think happened using *must have happened*, *might have happened* or *could have happened*. Each student should make three sentences for each picture. Quickly review with students that *might* and *could* express possibility, whereas *must* expresses probability, and is typically used to state a conclusion about a situation.
- Direct students' attention to the example picture. Ask them to describe the man. Then call on volunteers to read the sentences in the speech bubble.
- Monitor pairs as they work.
- To check answers, call on students to share their ideas with the class. Since answers will vary, call on several students to talk about each picture.

Answers

Answers will vary. Sample answers:

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

Language Builder

To *starve* means to suffer or die from lack of food. We use the expression *to be starving*, however, to mean that we're very hungry. We can also say someone is *starved for something*, which means the person is missing something important.

Workbook

Assign pages 90-92 for more practice with the grammar of the unit.



Teaching Tip

One way to adapt the material to make it more relevant is to integrate content from different subject areas. To practice the past perfect, events from history could be reviewed. For example, ask students to use one of their textbooks to find three historical facts (with dates) about anywhere in the world. Compile a list on the board, and then have students make sentences about two of the events, using the past perfect to express what happened first.



Additional Activity

Have students work in pairs to use *maybe* to agree with each other's speculations or *can't/couldn't have* to disagree with them. Model a conversation, using the example photo for exercise C. For example:

A: He must have been sick.

B: Yeah, maybe he is sick. Maybe he felt dizzy and fell down.

OR

B: No, he can't be sick. He's rushing to get to work.



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 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.

وزارة التعليم
Ministry of Education
2022-1444

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 20? Talk about your experience.

4 Language in Context

- Have students work in pairs to look at the picture and speculate about what had happened before. Have students give their answers using complete sentences. For example: **When Mr. and Mrs. Jones got home, the children had cooked dinner.**


Answers

Answers will vary.

5 Listening

A

- Tell students they will listen to two stories. Remind them that knowing what information they need to listen for will make the listening task easier. Here they will listen for general understanding of the events that occurred; it is not necessary for them to understand every detail.
- Direct attention to the chart. Tell students to fill in the chart under *What Happened?* as they listen, or first take notes and then fill in their charts.

-  Play the audio twice while students listen and write what happened. Play the audio a third time for students to check their answers.

Answers

Answers will vary. Sample answers:

Erika's house

People saw a man in dark pants, white shirt, and a black tie in Erika's house. Erika and her husband also heard noises in the night.

Fred and Mildred's ranch

Fred and Mildred saw a bright glow from some bushes. As they got closer, they saw thousands of tiny lights on the bushes

B

- Have students work alone to fill in the chart under *Speculation/ Possibility* with their own ideas.
- Compare ideas as a class.

Answers

Answers will vary. Sample answers:

Erika's house

The man might have been a ghost.

Fred and Mildred's ranch

They must have been fireflies.

وزارة التعليم

Ministry of Education

2022 - 1444

Audioscript


Erika Schwartz

I'd invited a new friend for breakfast. While we were drinking our coffee, my guest asked if I wasn't going to introduce the gentleman who had previously been in the dining room. I said it must have been my husband, Joe, and I went to look for him. But the person had disappeared. My friend assured me she had seen a man who was wearing dark pants, a white shirt, and a black tie. That night I told my husband about it, but then we forgot all about the incident. Two weeks later my ten-year-old daughter woke up and saw a man standing at the foot of her bed staring at her. We told her she must have had a bad dream. Several nights later we heard noises of chairs being moved around in the dining room. Joe went downstairs to investigate. The chairs had been moved from their places, but there was no one there. As soon as he climbed back into bed, the noise started again. We lived with those noises for more than a year, and some of the guests who slept in our house swore they had seen a man who wore dark pants, a white shirt, and a black tie. In the end, we had to sell the place and move out.

Fred and Mildred McKann

Fred and Mildred McKann had finished rounding up the cattle and were heading home after a long and extremely hot day. It was already dark by the time they got to the edge of the woods that surrounded their property. Suddenly they noticed a strong glow coming from the bushes about one hundred yards away. Could it be sparks from a fire? A fire at this time of the year would be catastrophic. Mildred and Fred got on their horses and rode to the spot. As they approached a clearing in the middle of the trees, they saw hundreds of tiny lights flickering in the bushes. They looked like miniature stars.

6 Pronunciation

-  Play the audio twice as students listen and repeat.

- Check pronunciation by calling on individual students to say the words.

7 About You

- Have students work in pairs to discuss their answers to the questions.
- As a follow-up, ask groups to share the most puzzling incident or experience that they talked about.

8 Conversation

- Ask students to look at the picture and describe what they see. Ask: **Who do you see? Where are they? What do you think happened?**
- ▶ With books closed, have students listen to the audio.
- Have students open their books and scan the conversation for *can't/might/must* with *be* or other verbs used to speculate. For example: *It must have fallen from the sky. Or, Do you have any idea what it might be? Also ask them to scan for the past perfect. (...a crowd had already gathered...)*
- ▶ Play the audio again, and have students read along silently.
- Have students read the conversation in pairs, switching roles.

Real Talk

- Explain we can also use *Excuse me* to request permission to pass by; for example, on a crowded bus.
- Explain that *Gee*, *Wow*, and *Whoa* all are used to express surprise. Ask students what they usually say.
- Explain that *You never know* is typically used to express an opinion or conclusion. For example: **Rob may show up early for a change. You never know.**

Your Ending

- Have students each decide the ending. Then elicit from volunteers the ending they chose. Ask them to explain their choice.

About the Conversation

- Have students work in pairs to ask and answer the questions. Tell students to answer in their own words rather than reading from the conversation.

Answers

Answers will vary. Sample answers:

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



Your Turn

- A**
- Organize students into pairs. Tell students to create a role play in which they speculate about the object found in the park. Tell them to use the ideas from the conversation as well as any new ideas they can come up with.
- B**
- Have students work in pairs. Tell them to take turns pretending they are a reporter on the scene, reporting about the object found in the park. Tell them to describe the scene, as a reporter would, as well as speculate on what the object is. Students can present in small groups or to the whole class.

Workbook

Assign page 93 for additional reading practice.



Teaching Tip

Encourage students to bring to class information they find related to the unit topic. Provide an opportunity for them to share what they bring.



Additional Activity

Activity 1: Have students work in pairs. They write a continuation of the conversation. They talk about what happens after Samir and Greg stick around to see what happens.

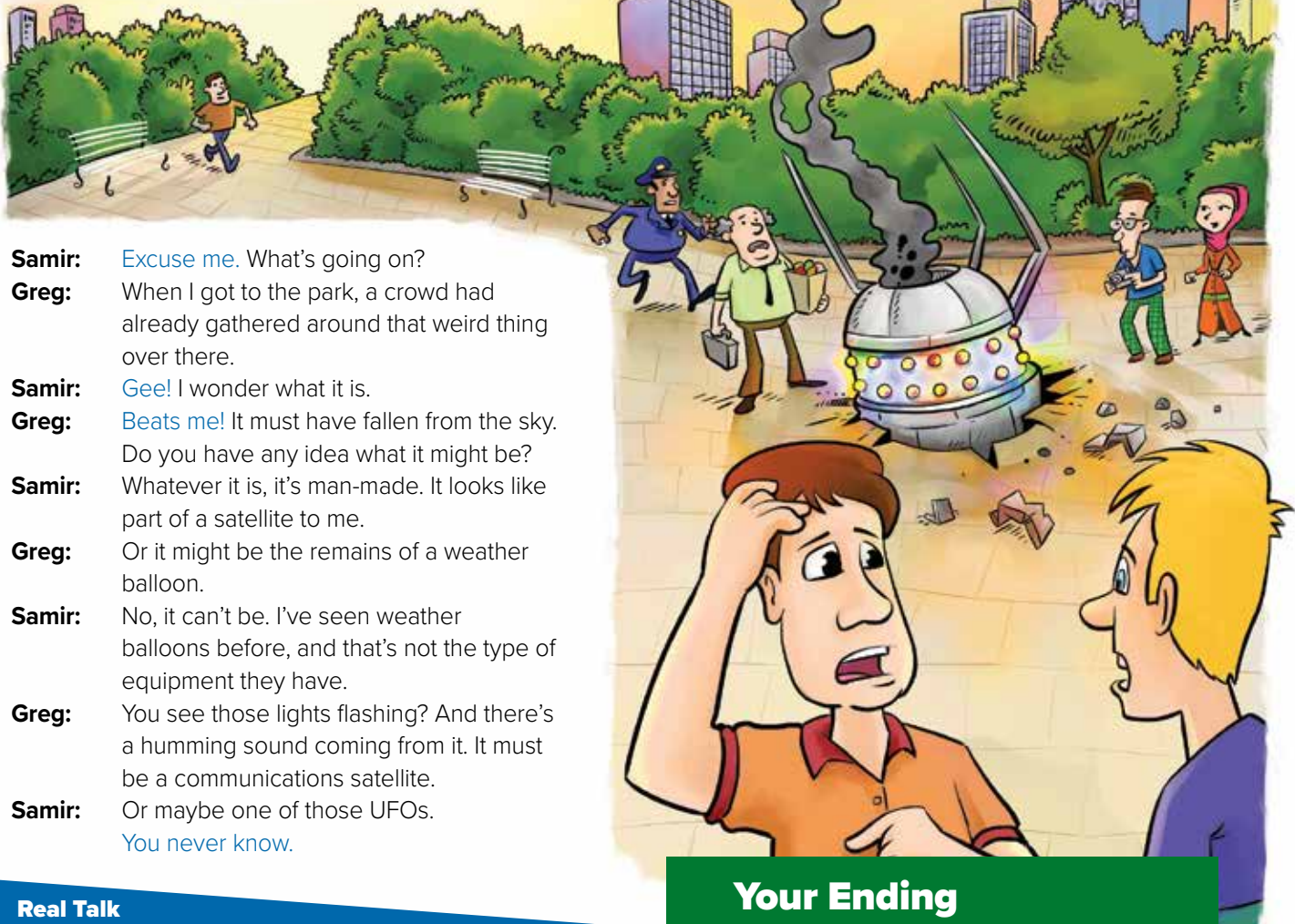
Activity 2: Have students do some research on weather balloons. Have them find out what they look like, and what they are used for. Have students report their findings to the class.



The term UFO was first used in 1952 to explain objects seen in the sky that could not be explained, even after investigation. Only 5% of reported sightings fall into this category. Usually the object turns out to be something common and explainable, like aircraft, balloons, meteors, or bright planets. Today, the term UFO is often used to mean "alien spacecraft."

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.

وزارة التعليم
 Ministry of Education
 2022 - 1444

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

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 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.

9 Reading

READING STRATEGY

Reading for general understanding

Explain to students that when they read a text that contains a lot of information, it is important to read to get a general understanding of the content rather than to try to remember all the specific details. It is still important to read the title and look at pictures, if there are any, to activate previous knowledge about the subject before they start reading.

- Tell students that when they read a text to find specific information or details, they need to look for clues, such as words or phrases that can be associated with the information they want. So they can scan through a text and then read the relevant sections more carefully in order to obtain the necessary information/details.
- Have students read the title and predict what they are going to read. Ask them if they have read or heard about the 2030 Vision of the Kingdom of Saudi Arabia and if they can mention some of the main areas of development, for example, education.
- Direct students' attention to the areas mentioned in the first question and ask them to form pairs or groups. Have each pair or group think about the changes in different areas. You may wish to assign an area per group. Group A: Education, Group B: Healthcare, and so on. Alternatively, you can decide to allow each group to brainstorm and come up with as many ideas as they can in different areas. Explain that at least one student in each group should make notes so they can be used to compare when they actually read the text.
- Have students read the text on their own to compare with their own ideas.
- 🔊 Play the audio as students follow along in their books and highlight sections that contain information about education, healthcare, culture, business and employment.
- 🔊 Play the audio again as students check that they have highlighted/underlined the right sections.
- Encourage students to try and guess the meaning of unfamiliar words and/or expressions from context. Tell them that they will have the opportunity to work on a number of words later in class. (After Reading A)



- The following words and phrases that might be unfamiliar are not included in the exercise in A:
potential: *(develop one's potential) an ability that can be developed to help a person or group of people to become successful*
contribute: *play a significant part/ role in causing a result, making something happen.*
investment: *the act of spending money/making money available for profit, as in for example, spending a large amount of money in order to set up a new company.*
sectors: *areas of an economy such as, manufacturing, production, services, private sector, public sector, etc.*
- Encourage students to work out their meaning from context or use the explanations above and elicit real examples of companies, abilities, sectors in their country to check understanding.

Language Builder

*Culture and entertainment projects will contribute to the quality of life and **celebrate** the nation's faith, national identity, culture and heritage.* Explain that *celebrate* in this context means to present/ hold up in public for all to acknowledge, honor, admire and appreciate. It can also be used in the context of a special day, as in *Everyone across the Kingdom is making preparations to celebrate the National Day* to refer to festivities or ceremonies to mark the day.

2 I Wonder What Happened

After Reading

A

- Have students match the words with the meanings based on the reading. Check answers as a class.

Answers

1. b 2. f 3. c 4. d 5. i 6. a
7. h 8. g 9. e

B

- Have students work individually or in pairs to complete the sentences. Encourage them to use their own words. Tell them not to copy sentences exactly as they are in the text.
- Check as a class by calling on pairs of students to read the completed sentences. You may prefer to have them copy their sentences on a piece of paper and post them on the board. Then invite the class to stand up and check each other's sentences.

Answers

Answers will vary. Sample answers:

1. The citizens of the Kingdom will have many job opportunities, health care and high quality education.
2. Higher education will provide the training that people need for professional development.
3. In order to cater for 15 million visitors by 2020, services and facilities have been upgraded.
4. Upgraded business services and facilities will attract large and small businesses from different countries.
5. The Kingdom will become a trade and transportation center that connects Europe, Africa, and Asia.
6. Government services will support new businesses in different sectors.

Discussion

- First have students work alone to list their ideas about life in the Kingdom of Saudi Arabia in 2030.
- Then have students work in pairs to discuss and combine their ideas. Then ask pairs to think about an imaginary family weekend and make notes.
- Ask volunteers to present their ideas and compare them as a class.



Assign pages 94-95 for additional writing practice at word and sentence level.

2022 - 1444



Teaching Tip

Using students' skills and talents in other areas can help in the language learning process. For example, encourage students to draw pictures, or create short role-plays, to demonstrate their understanding of what has been presented in class.



Additional Activity

Have students work in pairs to create a role play in which they are two scientists speculating about urban areas and what they might do to improve the quality of air. They can suggest and discuss different solutions such as the creation of parks in residential areas, planting on roof tops, etc.



Project: City Planning

Ask students to work in groups, speculating about housing and facilities in an area of their city/town. Tell them to work with "artists" in their group to draw their ideas on a poster.

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

وزارة التعليم
Ministry of Education
People you can meet
How you can get to places
2022 - 1444

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.
 5. 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?

10 Writing

A

- If possible, bring or use a remote control that you have in class. Hold it up and have students name it. Ask them if they know how it was developed.
- Read the directions for 1 with the class. Have students work in pairs discussing the question and making a list. Call on volunteers to present their answers for the class.
- Have students move around and find out how many remote controls different people have as a class survey. Call on students to report the survey results and provide reasons for them.
- Call on a volunteer to read the directions for 2 aloud for the class. Play the audio and have students listen and follow in their book.
- Have students work individually to answer the question. Tell them to make notes in the chart and add rows if they need to. Then have them compare with a partner.
- Call on students to report their answers in class.

Answers

(this chart has a total of 9 rows, i.e. 5 more than the one shown on the page. Ask students to either use each row of 4 for two items/stages or add rows)

Years/decade	People involved	Main characteristics	Functions
1898	Nikola Tesla	remote control of movement	radio-controlled boat
1903	Leonardo Torres Quevedo	Transmitted commands to a robot by electromagnetic waves Pioneer in remote control	The Telekino robot executed commands transmitted by electromagnetic waves
1932		Remote control	Flew remote controlled model airplanes
Late 1930s		Radio remote control	(Change stations, frequencies, regulate volume)
1950		Connected to television set by wire	Television remote control
mid 50s		Wireless and then ultrasound remote control	Television remote control
Late 70s		More sophisticated television remote controls	Limited: next channel, previous channel, and volume/off.
80s		Television remote controls with wider range of functions	Wider range of functions allowed channel surfing and muting (turning the sound off)
Early 2000s		Universal remote controls	Can be used with different devices

- Ask the class to read question 3 and discuss the answer in pairs. Call on pairs to report in class.
- Read the directions for 4. Give students a few minutes to identify the focus/topic of each paragraph. Call on volunteers to report their answers in class. Discuss the answers with the rest of the class and agree or disagree.

Answers

Paragraph 1: introduce article theme/remote control

Paragraph 2: early examples of remote control

Paragraph 3: early television remote controls/the first television remote control

Paragraph 4: more sophisticated remote controls, 70s onwards

Paragraph 5: developments in the 2000s, universal remote controls

- Read directions for 5. Have students read and answer individually. Discuss answers and reasons in class.

2 I Wonder What Happened

B

- Direct students to the picture. Read the directions for task 1 with the class. Call on volunteers to answer. Hold a brief discussion in class.
- Have students read the caption. Elicit what they know about the Incas.
- Read directions for tasks 2 and 3. Have students research and collect information about *Kon-Tiki* or another vessel, well-known voyage or expedition. Tell students to make notes in the chart.
- If there is no access to the Internet or a library, download and print out information about *Kon-Tiki* or other well-known vessels that the students can use to make notes.
- Have students copy the chart in their notebooks. Remind them to allow more space for their notes.
- Organize students in groups and use their information to make their notes.
- Call on a student from each group to report. Ask the rest of the class to listen carefully and add new information to their notes. Encourage students to ask for clarification or repetition if they need. Explain that these are normal speaking strategies that facilitate understanding/communication.
- Direct students to the Writing Corner. Read and discuss each point with the class. Explain to them that learning to organize content and present it well will help them become better writers.
- Read 4. Have students use their notes to write a short description of a vessel, voyage or expedition.
- Ask students to exchange drafts and comment/make corrections.
- Have students edit and rewrite their descriptions.



Additional Activity

Choose a time in history or an old invention that the students are interested in. Have them research and write an article about it. Ask students to use photos and/or drawings to illustrate their article. Have students post their articles on the wall or the board for the rest of the class to read.

Include the articles in a class portfolio for display at the end of the academic year.

Workbook

Assign page 96 for additional writing practice above word and sentence level.



وزارة التعليم

Ministry of Education

2022 - 1444

- 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	absolutely	terrifying
really	good	really	amazing
quite	interesting	quite	fascinating
	small		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.



11 Form, Meaning and Function

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

- Read the explanation and examples in the presentation with students.
- Write the following sentences on the board. Ask students to complete each sentence with the correct conjunction(s).

It is raining hard, ___ there is a lot of lightning. (and)
He didn't want to walk in the rain, ___ he took a taxi. (so)
He doesn't live far away, ___ he always drives. (yet, but)
We could go to a restaurant, ___ we could stay home and watch TV. (or)

Language Builder

Although many teachers object to students beginning sentences with a conjunction, such as *and, but, so, or yet*, it is not grammatically incorrect to do so. As a matter of fact, it can sometimes help connect ideas effectively. However, here are three things to keep in mind:

- Make sure that the conjunction is followed by a main clause.
- Don't use a comma **after** the coordinating conjunction.
- Don't begin every sentence in a paragraph or essay with a conjunction. It is more effective if this technique is used sparingly.

The Past with Dependent Time Clauses

- Read the explanation and the example sentence in the presentation.
- Elicit or underline the time clause: *When they arrived ...*
- Explain that in contrast to an independent clause, which must include a subject, verb and object, a dependent clause can't stand alone as a sentence.
- Ask students to give more examples of sentences about

Language Builder

Use a comma between the two time clauses when the time clause comes before the main independent clause. For example, *After we got married, we bought a house.*

past events, using a time clause with: *when, as soon as, before, after, while, until* and *since*.

Expressing Enthusiasm with Intensifiers and Adjectives

- Explain to students that we use adverbs like *very, quite, really, pretty*, and *extremely* to make adjectives stronger. These adverbs are normally placed before the adjective. For example,
Ali is very tall. Ali is an extremely active student. Science is pretty interesting. Science is a really interesting subject. Faisal is quite short. Faisal is quite intelligent.
- Point out that when there is a singular noun, *quite* goes before the article *a/an* or *the*. For example,
Faisal is quite an intelligent student.

A

- Point the picture and ask for adjectives to describe how the man feels (amazed, astonished, terrified, surprised and so on). Then ask: *What do you think happened to make this man feel this way?*
- Invite students to make guesses and write them on the board.
- Tell students to read the paragraph quickly to see if they guessed correctly. Tell them they should ignore the gaps.
- Ask volunteers to tell the class what they think the paragraph is about.
- Students complete the exercise alone and then check their answers in pairs.

Answers

- | | | |
|----------------|---------------------------|-----------------|
| 1. was walking | 6. had (already) gathered | 10. called |
| 2. heard | 7. had fallen | 11. ran |
| 3. had seen | 8. were | 12. had thought |
| 4. had heard | 9. had (never) seen | 13. realized |
| 5. arrived | | 14. was |

B

- Students should first make notes and then write complete sentences. Tell students they should focus on accuracy and refer back to the notes in the presentation if necessary.
- Call on volunteers to share their accounts with the class.

Answers

Students' own answers.

2 I Wonder What Happened

Conditional Sentences with Present and Future Forms

- Have volunteers read aloud the example sentences in the presentation.
- Explain that when we use *if* to talk about present facts, it means *whenever*. For this reason we often substitute *if* with *when*.
- Elicit the verb forms in the *if*-clause and the main clause (simple present + simple present).
- When we use *if* to talk about the future, it means something may or may not happen. Elicit the verb forms in the *if*-clause and the main clause (simple present + *will be going to* + verb).
- Emphasize that we use the simple present in the *if*-clause even though we are talking about the future.
- Elicit the difference in meaning between an *if*-clause + *may/might* (the second event is not certain to happen if the event in the *if*-clause happens) and an *if*-clause + *will* (the second event is certain to happen if the event in the *if*-clause happens).

Express Necessity and Lack of Necessity

- Call on a volunteer to read aloud the example sentence in the presentation.

Language Builder

Have to expresses strong obligation, or something that is necessary and very important to do. There is often no choice. For example, *I have to take my passport to the airport.*

Have to is used in the same way as *must* to express obligation and necessity; but in American English, *have to* is used more often than *must*.

Need to also means that something is necessary but it is less strong than *have to*.

Don't need to means something is not necessary. For example, *I don't need to take both my passport and my national identity card to the airport.*

C

- Read the directions and have students complete the exercise alone. Point out that *may* and *might* can be used interchangeably.
- Students should compare their answers with a partner. Call on volunteers to share their answers with the class.

Answers

1. heat, boil
2. climb, will need
2022 - 1444

3. see, might be
4. get, will see

5. mix, end up/will end up

D

- Tell students to close their Student Book and write on the board:
What should you do if you find a meteorite?
- Tell students to ask their partner the question on the board. Give students two or three minutes to come up with some ideas in their pairs. Call on volunteers to share their ideas with the class and write them on the board.
- Tell students to open their Student Book and compare their ideas with the college professor's notes.
- Students should work on their own to write the advice in full sentences.
- Call on volunteers to share their answers with the class.
- Ask: *Do you agree with the college professor's advice? What other questions might you have for the professor?*

Answers

Students' own answers.

Workbook

Assign pages 97-98 for more practice with the form, meaning and function of the structures in the unit.



Teaching Tip

Try to vary the interaction patterns as much as possible. For example, have questions and answers between teacher and student and between student(s) and student(s). Have students work alone and in pairs and groups. Make sure that students work with a variety of different students in the class so they don't always work with the same person or people when doing pair work or group work activities. Engage students in a variety of tasks, such as role-play, debate, and discussion to keep them interested in what you are teaching.

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

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?		

12 Project

- Direct students to the picture. Have them talk about it in pairs. Call on pairs to describe the picture and what they have identified. Elicit 'meteorites' from the class and write the word on the board. Use questions like these to help them discuss meteorites.

What do you know about meteorites?

How often do they fall on earth?

Have they caused any damage by landing on earth?

How large is the largest meteorite that has hit earth?

- Read the directions for task 1. Organize students in groups. Have them choose a meteorite incident to focus on and find more details about.
- Direct students to task 2 and 3. Have students read the directions to themselves. Check understanding.
- Have students study the chart. Encourage them to add more questions that they would like to find answers to.
- Allow time for the students to work in their groups. Remind them to assign tasks to different members of the groups depending on abilities and skills.
- Have students look for photos and visuals or draw. Suggest that they use photos to cover their poster and write captions and short texts with information on smaller pieces of paper that they can stick on the poster.
- Give groups time to write captions and short texts and edit them. Circulate and monitor participation; help when necessary.
- Have groups share parts of their poster presentation among group members. Encourage them to rehearse within the group first before they present for the class.
- Have groups present their posters in class.
- Hold a class discussion on meteorites. Have students reflect on the information they have read or heard about and discuss questions/issues like these:
Can a meteorite destroy a whole planet? Why? Why not?
According to scientists matter from space enters the earth's atmosphere quite frequently. Why is it that we have not heard of more incidents accompanied by substantial damage?
Have you seen any documentaries or films about meteorites? What impressed you most?



Additional Activity

Have students think about and create a film scenario involving a meteorite or meteorites. Tell students to think about what they had to do with storyboards, i.e. think about the setting/scene and the script – the words that actors have to use.



Teaching Tip

When discussing various issues in class it is advisable for teacher not to repeat what each student says, in other words "echo". It's best to invite other students who are at some distance from the speaker to repeat instead. This will encourage students to listen to each other as they speak in class instead of only listening to the teacher when he or she repeats things.

13 Self Reflection

- Brainstorm “I Wonder What Happened”. Write the title on the board and elicit as many ideas and words as possible from the class. Call on a volunteer to list the words on the board.
- Have students scan pages 20 and 21. Ask them to think about things they liked and things they disliked in this part of the unit. Use questions to help them remember. For example:

Were you interested in the photos that showed unusual events? Which one did you consider really strange and difficult to explain? Why?

Have you ever witnessed an event or scene that was difficult to explain? If, yes; can you describe it?

- Give students time to make notes about likes and dislikes and easy or difficult items in the section.
- Before directing students to pages 22,23, ask them to answer using could have, must have, etc. For example:
There was a bright light in the sky at night that kept flashing, then stopped, moved on and started flashing again at regular intervals? What do you think it was?

It must have been _____

It could have been _____

It couldn't have been _____

It might have been _____

Have volunteers complete the statements. Elicit more questions and answers from pairs of students after you give them a couple of minutes to think.

- Discuss the grammar of the unit with the class. Call on volunteers to say if they found it easy or difficult and give reasons.
- Have students make notes in the Self Reflection chart. Ask them to focus on likes, dislikes and easy or difficult items.
- Remind them to complete the Unit Checklist as they work through different sections of the unit.
- Direct students to pages 24, 25. Call on volunteers to say what the context is in this lesson, i.e. speculating on what happened., things that had already happened when you witnessed the outcome.
- Have students say what they remember from this section and ask them to make notes in the chart.
- Write the title of the reading on the board and brainstorm on language and information that students remember. Call on volunteers to list as much as

possible on the board.

- Organize students in pairs and ask them to answer as quickly as they can to questions like these:

How is a short history of a new product organized?

Say which is right:

The first television remote control was developed in the 1930s and it was called “Lazy Bee”.

The first television remote control was developed in 1950.

Universal remote controls can only be used with new television sets.

- Have students complete their Self Reflection charts as before about likes, dislikes and things they found easy or difficult.
- Before directing students to 10 Writing ask them to say what they remember about a brief history of an invention. Give them some time to work in pairs and then call on volunteers to answer.
- Have students scan pages 28 and 29 and make notes as before.
- Direct students to 12 Project page and hold a discussion about what they found more or less useful and more or less interesting. Discuss what they did. Elicit answers from the students and ask them if they think it was beneficial. List some aspect of project work on the board. For example:

Personalization

Creativity

Natural language use

Focus on meaning

Research/collecting information

Using other knowledge

- Have students reflect on the work they did with their group and evaluate the activity. Identify the aspect that they think they fulfilled.
- Allow time for students to make notes on the project section individually. Then have them check with a partner.
- Have students fill out the checklist alone and write their five favorite words.
- Discuss areas that students feel they need more work on and make suggestions.

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

My five favorite new words from Unit 2:	If you're still not sure about something from Unit 2:
_____	<ul style="list-style-type: none"> • read through the unit again • listen to the audio material • study the grammar and functions from the unit again • ask your teacher for help

3 If It Hadn't Happened



1 Listen and Discuss

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

Looking Back

Inventions and Discoveries That Changed History

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



The Wheel ▲

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



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.



Unit Goals

Vocabulary

Inventions and discoveries
Regrets and mistakes
Embarrassing situations
Advice columns

Functions

Talk about discoveries and inventions and how things would have been different without them
Talk about missed opportunities and regrets

Grammar

Should Have + Past Participle
Conditional Sentences: Hypothetical Situations in the Past
If with *Could* and *Might*

Listening

Listen for details

Pronunciation

Reductions

Reading

Mario's: Advice Column

Writing

Write a response for an advice column

Form, Meaning and Function

Present perfect simple versus past simple
Expressing ability, permission and requests
If with past perfect, *would be able/would have been able*

Project

A survey

Warm Up

Hold a class discussion about inventions and discoveries. Check that students understand the difference between an *invention* (something that is created) and a *discovery* (something that is found, or found out about).

To help students get started, tell them to look around the classroom and notice things they use every day that were invented; for example, a pen or a pencil sharpener. State some major discoveries. For example: the earth isn't flat, and it orbits around the sun. Draw a two-column chart on the board. Label the columns **Inventions** and **Discoveries**. Ask students for their ideas. List them in the chart on the board.



1 Listen and Discuss


- Have students form pairs and discuss what they consider to be the top ten inventions and discoveries. Then have students form groups and compare their ideas.
- Call on students to relate the top ten inventions their group decided on. Hold a class discussion and see if students agree on the ten most important inventions and discoveries. Ask students to give reasons for their answers: For example: *I think cell phones are one of the most important inventions because they can be used by lots of people almost anywhere.*
- Have students look at the photos on page 34. Ask: **Which of these inventions and discoveries do you think are the most important?**
- Have students work individually to write words for each photo.
- Have students read the text and underline words that name something in the pictures.
- 🔊 Play the audio for page 34 as students read along silently.
- Point out the *if*-clauses. Explain that the *if*-clause presents the conditions or circumstances that lead to a result, and the result is stated in the main clause. For example, read the paragraph on oil. The central idea is that the reason that cars which run on gasoline are so common is because of the discovery of lots of sources of oil.
- Have students form pairs and summarize the main idea presented about each invention or discovery.
- 🔊 Play the audio again as students follow along in their books. Then go over any new words and expressions students ask about.

Language Builder

The first commercial oil well means the first oil well used to pump oil that was sold. Give students additional examples with the word *commercial*. For example: *When the hula hoop was invented, it seemed like just a simple piece of plastic, but it ended up being a huge commercial success; in other words, millions sold.*

3 If It Hadn't Happened

Life's Regrets

- Direct attention to the picture of the guy unloading a truck. Ask students to read the text. Ask students to say in their own words what he regrets.
-  Play the audio for page 35. Ask students to listen and follow along.
- Tell students to think about experiences they have had. For example, for number 3, tell students to think about something specific they once wanted to buy. Students may also want to change a situation slightly to make it fit better with their own experiences. For example, for number 2, they might substitute *jacket* or *bag* for *hairstyle* and *his* for *her*.
- Explain that for number 7, *other after-thoughts* means feelings or situations similar to those in numbers 1–6.
- Have students discuss their answers with a partner.

Quick Check

- A**
- Have students work individually to make the matches to form new words. Discuss any words that may be new to students.

Answers


1. e 2. c 3. b 4. d 5. a

- B**
- Have students work individually to answer *true* or *false*.
 - Check answers as a class by calling on volunteers. Have them correct the false statements.

Answers

1. true 3. false 5. true
2. true 4. true

2 Pair Work

- A**
-  Play the audio as students listen and repeat.
- Model the examples with students, changing roles.
 - Organize students into pairs. Tell them to take turns asking and answering about their biggest regrets and about the inventions and discoveries on pages 34 and 35.
 - Monitor students as they practice. Then call on pairs to present for the class.

وزارة التعليم
Ministry of Education

2022 - 1444

B

- Have students work alone to list mistakes in life they would not make again. Tell them to use *I would have*.
- Have students compare their lists with a partner.

Workbook

Assign page 99 for practice with the vocabulary of the unit.

Language Builder

Explain that *shoplifting* is stealing merchandise from a store. Stores hire security guards to protect against this. Shoplifting is against the law. If someone is caught shoplifting, they are arrested.



Teaching Tip

Rather than explaining a grammatical structure, have students look at it in context. Guide them to discover how it is used. This will encourage them to try to discover the meaning of new words and structures they encounter outside of the classroom.



Additional Activity

Activity 1: Have students work in groups, taking turns saying something they regret having done. The other group members offer suggestions and advice on how to remedy the situation. For example, someone might regret being unkind to a friend. Group members offer advice on how to apologize.

Activity 2: Have students work in pairs to play a game using *if*-clauses. Partners take turns making statements, and responding to them. For example:

A: If I'd studied harder, I would have passed the test.

B: If the test hadn't been so hard, you might have passed it.



- Abu Rayhan al-Biruni was an Armenian astronomer who lived from 973–1048. He began to study astronomy when he was very young. By the time he was only seventeen years old, he had invented an instrument for making observations of the sun. In his lifetime, he invented many instruments for observing the sun, the moon, and stars.
- Marie Curie (1867–1934) discovered two radioactive metals, radium and polonium, and invented the first mobile X-ray machine. She was awarded the Nobel Prize in Physics in 1903 and in Chemistry in 1911.

Life's Regrets

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

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



Quick Check

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







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

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

1. ____ The Sumerians couldn't have carried heavy loads without the wheel.
2. ____ If it weren't for Fleming, many people would have died from infections.
3. ____ If it hadn't been for candles, there wouldn't be any electricity.
4. ____ People would still be traveling on ships if it weren't for airplanes.
5. ____ 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.

3 Grammar

Should Have + Past Participle

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

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

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

Conditional Sentences: Hypothetical Situations in the Past

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

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

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

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

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

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

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

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

If with Could and Might

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

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

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

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

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



5



1



2



3



4




6

وزارة التعليم

Ministry of Education
2022 - 1444

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.

3 Grammar

Should Have + Past Participle

- Go over the material in the grammar chart for *should have* + past participle to talk about regrets. Explain that we use this structure to talk about things we wish we had done or had not done. Write some additional sentences on the board. For example:
I should have called you earlier. (But, I didn't.)
I shouldn't have left my book outside in the rain. (But, I did.)
- Remind students of the contracted forms of *should have* (*should've*), *could have* (*could've*), and *would have* (*would've*). Write sentences on the board. Have students say what the person should've or shouldn't have done.
He went downtown without any money.
(He should've taken some with him.)
He left his backpack on the bus. (He shouldn't have been so careless.)

Conditional Sentences: Hypothetical Situations in the Past

- Go over the examples and explanation in the chart. Tell students they need to pay attention to the negative (*not*) in the clauses. For example, compare these sentences:
If I hadn't found my book, I would have been in trouble. (I found it and so I wasn't in trouble.)
If I hadn't lost my book, I wouldn't have been in trouble. (I did lose my textbook and so I was in trouble.)
- Go over the **Note**. Point out that *I'd* can mean either *I had* or *I would*. They need to look at the context to understand which is being used.

If with Could and Might

- Go over the examples and explanation in the chart. Explain that although *could have* and *might have* often have the same meaning, we sometimes use *could have* to express ability and *might have* to express possibility.

- Say pairs of sentences, one stating an action and the second stating a result. Have students restate each pair of sentences, using *if* and *had/hadn't* in one clause and *could/might* in the other clause. For example:
I didn't get paid last week. I didn't go shopping.
(If you had got paid last week, you could/might have gone shopping.)

A

- Have students work individually to read the situations and make sentences using *should have/shouldn't have*.
- To check answers, call on students to read their sentences for the class. Since answers will vary, call on more than one student for each situation.

Answers

Answers will vary. Sample answers:

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

B

- Have students work in pairs to make sentences about the pictures in exercise **A**. Tell them to share their own ideas about what they would have done.
- Call on students to say their answers.

Answers

Answers will vary. Sample answers:

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



3 If It Hadn't Happened

C

- Have students work individually to match the sentence halves.
- Check answers by calling on volunteers to read their completed sentences.

Answers

1. e
2. a
3. g
4. f
5. b
6. d
7. c

D

- Have students write their own clauses with *would* to complete each *if*-clause in exercise C. Point out that the second clause can include *I could have* or *I might have* instead of *I would have*, but not *I should have*.
- Then have students work in pairs to compare sentences. Have volunteers read their sentences to the class.

Answers

Answers will vary. Sample answers:

1. If I had known it was going to rain, I wouldn't have gone to the beach.
2. If he had asked me for advice, I would have told him not to buy that TV set.
3. If I had had enough money, I would have gone to Spain last summer.
4. If you had been home, I would have shared the cookies with you.
5. If they had told the truth, their parents wouldn't have grounded them.
6. If I hadn't passed the test, my parents would have been upset.
7. If the referee hadn't made a bad call, our team would have won the big game.

E

- Students work in pairs. Have them look at the pictures, read each situation, and make a sentence to express what they *would*, *could*, or *might* have said or done if they were in that situation.
- Do the first one together as a class, and then have students continue in pairs.

Answers

Answers will vary. Sample answers:

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

Language Builder

Explain to students that we borrow money *from* someone. We lend money *to* someone. When we borrow money, we are expected to pay the money back. We can also say *pay it back*.

Workbook

Assign pages 100-102 for more practice with the grammar of the unit.



Teaching Tip

Use realia to provide context for students to practice grammar points. Here, use current events found online, in local newspapers, or in other media to have students talk about what they *could have*, *might have*, or *would have done* in a similar situation.



Additional Activity

Activity 1: Have students work in pairs to create a role play based on one of the situations in exercise E. Ask pairs to present their role plays to the class.

Activity 2: Discuss students' responses in exercise E as a class. Have the class vote on the best resolution for each situation.

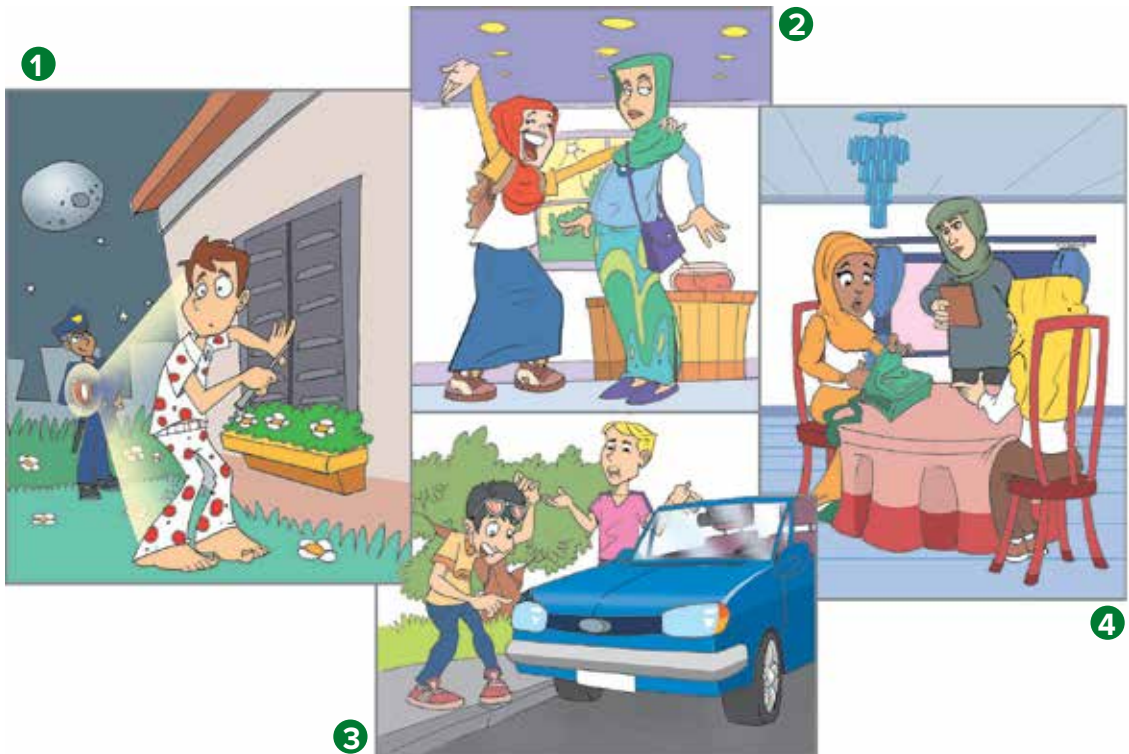
C. Match the two parts of the sentences.

- | | |
|--|---|
| 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.

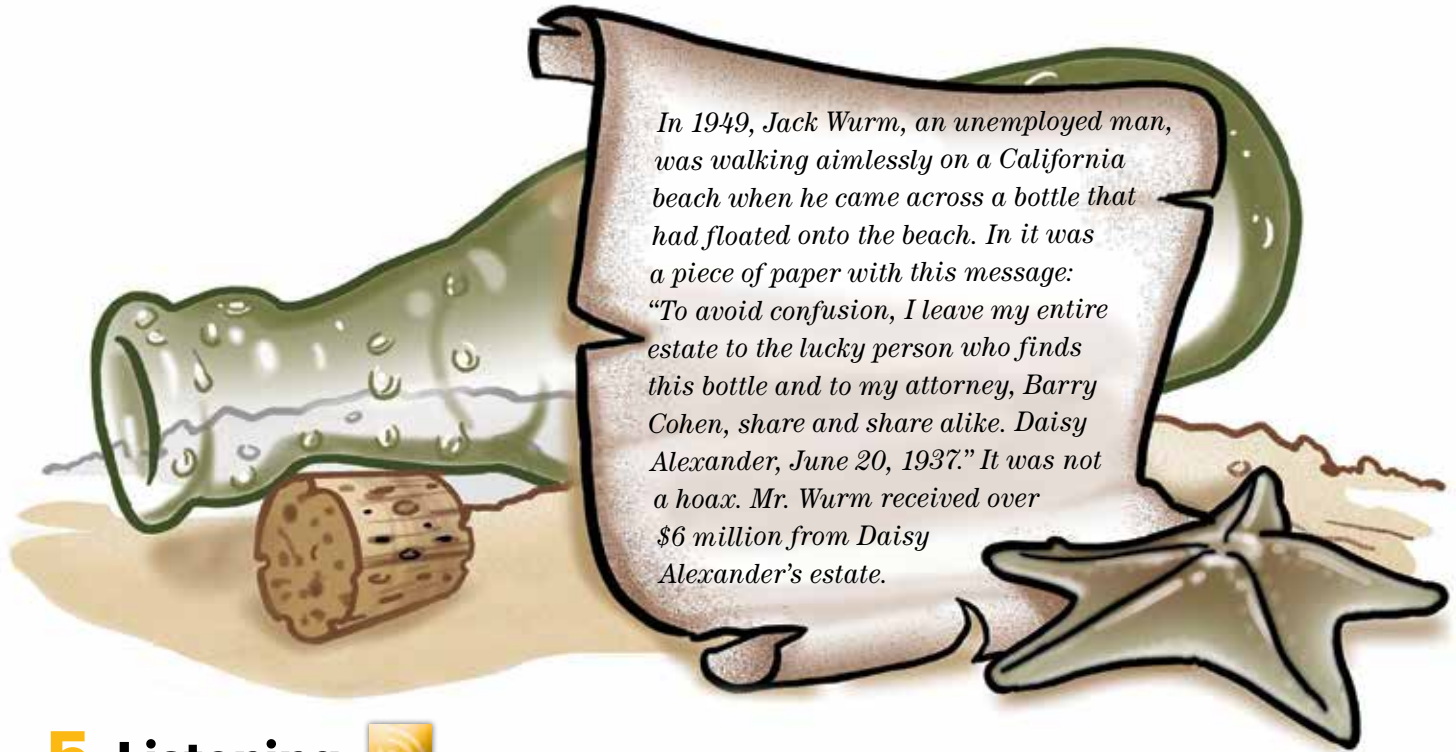
E. Work with a partner. What **would**, **could**, or **might** you have said or done in the following situations? Compare your ideas with other pairs.



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.

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.



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

5 Listening

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

Name	Regret	Reason
J. Springfield		
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 35.

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.

4 Language in Context

- Give students time to read the message silently.
- Discuss the message as a class. Ask questions to check that students understand the sequence of events. Ask students to use the context to figure out the meaning of *hoax*. (a joke)
- Have students work in pairs to say what they would have thought if they found the bottle, and what they would have done with the money. Have students share their ideas with the class.

Answers

Answers will vary.

5 Listening

- Remind students that knowing what information they need to listen for will make the listening task easier. Tell them to look at the chart. Ask: **For each person, what are you going to hear?** (a regret and the reason)
- Ask students what they know about call-in radio shows. Some call-in shows allow listeners to call and give their opinions. Others are similar to advice columns: The caller says his or her problem and listens to the advice.

- 🔊 Play the audio twice.
- Students listen and write the information in the correct columns in the chart.
- 🔊 Play the audio a third time for students to check their answers.

Answers

J. Springfield

Regret: His boss was very demanding, so he resigned. Now he thinks he shouldn't have.

Reason: He doesn't know if he'll be able to find another job.

Saeed

Regret: He loves his job, but he got fired.

Reason: He got fired because he is irritable and abrupt when he is under pressure.

🔊 Audioscript

Call 1

Sam Whitfield: Good morning. Thanks for tuning in to the All Ears radio talk show. This is Sam Whitfield, and today we're going to discuss communication problems at the workplace. Now for our first listener, J. Springfield, tell us what you regret saying or not saying to your boss.

J. Springfield: Well, my boss had asked me to do a number of things, most of which required going to official services, waiting in lines for some time, or they were simply time-consuming tasks.

Sam Whitfield: Did he realize how long it took you to do the things he'd asked you to do?

J. Springfield: No, I don't think so. He never did. He was so demanding I couldn't stand it anymore. And he never appreciated hard work. I couldn't keep my mouth shut. I had to tell him.

Sam Whitfield: Did you try talking to him about it?

J. Springfield: I know I should have discussed it with him sooner, but I didn't. I wasn't the only one who felt this way. So, I told him. I told him that we all did our best to please him and he never had a kind word for anyone. That he was the boss and had the right to expect us to perform well, but not the right to make us feel worthless. That he should have given credit where credit was due. He should have commented on a job well done. He should have been more understanding with people. Then I resigned.

Sam Whitfield: Well, I think you did the right thing. If I'd been in your place, I would have done the same. Are you sorry about resigning?

J. Springfield: Yes. I shouldn't have left. I spent most of my working life there. I don't know if I'll be able to find another job.

Call 2

Sam Whitfield: Our second listener is Saeed. Tell us, Saeed, what regrets do you have about your behavior at work?

Saeed: I love what I do. I am a designer and I have worked in advertising for the last seven years. But when I am under pressure I can be very irritable and abrupt with people. I know it's not right, but I can't help it. So I manage to upset people that I respect and like working with. In general, I make life difficult for anyone who comes close.

Sam Whitfield: If you realize all this, why didn't you talk to people? Why didn't you try to apologize or to explain?

Saeed: I should have spoken to them, I know. But I felt so embarrassed every time it happened and they looked so fed up with me, I just gave up. I would still like to make up for all this.

Sam Whitfield: That shouldn't be a problem. How about going over and talking to everyone?

Saeed: Well, actually, that's not possible. You see, I was fired...

Sam Whitfield: Oh!

6 Pronunciation

A 🔊 Have students listen to the audio twice and repeat the sentences. Tell them to pay attention to the reduced pronunciation of *would have*, *could have*, and *should have* in the sentences.

B Have students work individually. After several minutes as a class have students practice reading the sentences aloud.

7 About You

- Have students work in pairs to discuss their answers to the questions. Monitor as students talk, but do not make corrections as the focus here is on fluency.

8 Conversation

- Have students look at the photo and describe it. Ask: **Where are they? What are they doing? What kind of jobs do you think they have? Why?**
- Read aloud the first line of the conversation. Ask students to predict what the conversation is about.
- 🔊 Play the audio. Have students listen with their books closed.
- Tell students to open their books and scan the conversation for phrases that express regret, possibilities, or missed opportunities. (could have, should have, and would have) Elicit and have students read the phrases.
- Have students read the conversation for words and expressions that are unfamiliar. Elicit and write them on the board. Encourage students to try to understand the words and phrases through context. Some words and expressions that may be new include:
 - immature** = not behaving in a way appropriate for one's age
 - you did well for yourself** = you were successful
 - Matt came along** = I met Matt
 - manage to** = am able to
- 🔊 Play the audio again, and have students read along silently.
- Have students read the conversation in pairs, switching roles.

Real Talk

- Ask: **Who says you mean?** (Ibrahim) Explain we use this to confirm a question and also to show that we understood the question and are getting ready to answer it, as Ibrahim does without waiting for Faisal to respond.
- a Ask: **Who says breathing down your neck?** (Ibrahim) Explain that this is used to complain about someone being overly strict.

About the Conversation

- Have students work alone to list Faisal's regrets and to describe Ibrahim's life. Tell students to answer in their own words rather than copying from the conversation.
- Have students work in pairs to compare answers. Then call on volunteers to write their answers on the board.

Answers

Answers will vary. Sample answers:

1. Faisal thinks that he should have listened to his parents and gone to college. He thinks that he should have taken courses in business management.
2. Ibrahim went to college and got a master's degree. Then he got married and had children. Now he works hard and he is able to take care of his family.

Your Turn

- Have students work in pairs to do the role play. Make sure they do it twice, switching roles so that each student has the chance to talk about what he or she would have done differently.
- Call on pairs to present to the class.

Workbook

Assign page 103 for additional reading practice.

Teaching Tip

When students are creating a role play, tell them to write down key phrases and ideas they want to include and use those notes to speak, but to look at one another when they say their lines so that they engage in a more natural conversation.

Additional Activity

Activity 1: Have students work in small groups. In the conversation, Faisal says he wanted to get a job and go out into the world. Have students discuss the pros and cons of doing this, versus going on to college or getting some additional training after high school.

Activity 2: Have students work in pairs. They take turns. One student states a regret, and the other offers advice, using *It's never too late, you could...*



- Many parents want their children to go to college. The United States Census Bureau has data showing that a college degree nearly doubles the earnings for workers over age 18, on average. The difference in wages is even greater with advanced degrees.

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.

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. 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

9 Reading

READING STRATEGY Using time markers

Explain to students that when reading about something that happened, there are words and expressions that they can use to help them follow the sequence of events. Words such as *next*, *then*, *after that*, *now*, or phrases such as *a week ago* tell them the order in which events happened.

- Have a general discussion about advice columns. Discuss the types of columns available online and on TV and radio (for example, medical advice, the type of advice they give (serious or humorous), and the source of the advice (advice from doctors, psychologists, or others). Ask the **Before Reading** questions. Have students talk about which types of advice columns they enjoy and why. Find out if students ever use any advice columns, or if they simply enjoy reading or listening to them.
- Present to students the idea that the real purpose of advice columns is to entertain people, not to give actual advice. Ask students if they agree or disagree with this idea.
- Have students read the title: *Mario's: Advice Column*.
- Point out the closings to each letter. (*A Confused Friend* and *Honest but Wondering Why*) Ask students to predict what the letters may be about.
- 🔊 Play the audio as students follow along in their books.
- 🔊 Play the audio again for the first letter only.
- Then ask students to summarize in their own words what the problem is.
- 🔊 Play the audio again for the second letter.
- Ask students to summarize the problem the limo driver has. Ask them to say in their own words why he calls himself *Honest but Wondering Why*.

- Ask students to say words and expressions that are new to them. Elicit and write them on the board. Encourage students to use the context to help each other with new vocabulary. Words and expressions that may be new to students include:
 - gave me a funny look** = showed displeasure
 - never want to have anything to do with somebody** = not to have any social contact
 - allowance** = money that a parent regularly gives to the child
 - grateful** = thankful
 - praise** = to say you admire
- Have students scan the second letter and underline the verb phrases with *must*, *should*, and *could*.
- Explain that *must have been wearing* and *must have fallen off* both express conclusions the limo driver made. The following sentences and phrases all express regret about possibilities in the past: *I should have kept the watch; what I could have done with the money; I could have bought my own limousine.*

Language Builder

Explain that *I've been thinking of* and *I've been thinking about* can be used interchangeably in most contexts. For example: *I've been thinking about taking a trip* and *I've been thinking of taking a trip* mean exactly the same thing.



3 If It Hadn't Happened

After Reading

- Have students work with a partner to ask and answer the questions about the letters.
- Check answers by calling on pairs to ask and answer the questions.

Answers

Answers will vary. Sample answers:

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

Discussion

- Have students work in small groups to discuss their answers to the questions.
- Call on students to report back to the class what their group talked about.

Workbook

Assign pages 104-105 for additional writing practice at word and sentence level.

Teaching Tip

Modify the activity based on the size of the class. For large classes, working in small groups for some activities may be a more effective use of class time than engaging the whole class.

Additional Activity

Activity 1: Have students write a letter to the man who only gave the limo driver ten dollars. Have them tell her what he should have done and what he could do in the future if a similar situation arises.

Activity 2: Have students work in small groups to ask for and give "speed advice." Each student has three minutes to write down a problem and ask for advice. Students then pass their paper to the left, and that student writes a response. After three minutes, tell students to pass their papers to the left again. Continue until students receive their own problem back again. For additional rounds, students pass to the right, or across. Problems and advice should be simple.

Project: Trivia Game

Have students choose a common problem and go to an online advice column and find advice. Have them report their findings to the class.

fun
facts

- There are advice columns on the Internet for all types of people: kids, teens, adults; and on all types of topics: health, cooking, household repairs, jobs, etc.
- Advice columns are published in many local newspapers. Two of the most widely syndicated columnists were twin sisters. Ann Landers and her twin sister, Abigail Van Buren, whose column was "Dear Abby" must have spent a lot of time together sharing advice.



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

ADVICE COLUMN

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.



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?

10 Writing

A

- Ask students if they have ever shared clothes or other possessions with a friend.
- Read 1 and have students discuss the question briefly in pairs. Call on pairs to report their answers and give reasons for them.
- Ask students if they read or have read an advice column. Call on volunteers to explain what an advice column is like, what kind of people write them, what kind of advice do they give?
- Read the directions for 2 with the class. Play the audio and have students listen and follow in their book. Have students answer individually and then compare with a partner.
- Call on students to report their answers for the class.

Answers

- Sabah was sad because she had fallen out with her best friend.
- Sabah's friend asked to borrow her new bag because she had a wedding to go to and could not afford to buy a new bag.
- The column writer advised Sabah to call her friend and apologize/say she was sorry and offer to lend her bag to her friend if she still needed it.
- Have students focus on 3 and discuss with a partner. Ask them to provide reasons for their answer. Have students move around the classroom and ask as many people as they can within the time set, for example 5 minutes. Call on volunteers to say what most students in class think.
- Direct students to 4. Have them read the question and answer it individually.
- Organize students in groups and have them discuss the question. Call on a student from each group to report the group's ideas.
- Read the directions for 5. Read the advice column and answer the questions in pairs.

Answers

- am sorry you feel sad about falling out ...
- understand that it is difficult, maybe even unfair, ...
- You say you do not like ...

أنا آسف لأنك حزينة لأنك قد انفقت ...

أفهم أنك قد تكونين حزينة، ربما حتى غير عادلة، ...

أنت تقول أنك لا تحبين ...

أنا آسف ...

أنا آسف ...

The writer has used mostly 1st and in some cases 2nd person. This makes the reply a lot more personal. The opening lines of the first two paragraphs intend to show understanding and make Sabah feel that Mariam knows how she feels. The opening line of the 3rd paragraph, you..., indicates that Mariam has read Sabah's letter very carefully. The use of I would... indicates that Mariam identifies with Sabah and tells her what she would do in her place to advise her without patronizing her or wanting to sound reprimanding

- Have students discuss the last question of 5 in groups. Then call on volunteers to report for the class.

Ministry of Education

2022 - 1444

3 If It Hadn't Happened

B

- Read the directions for 1 and 2. Have students study the organizer.
- Organize them into pairs. Have them look back at the letters in the unit and choose one to write a reply to.
- Have them read the letter again and make notes in the organizer. Ask them to include their own advice in note-form.
- Direct students to the Writing Corner. Call on a student to read the first point aloud. Ask students why they think it is important to get all the facts and summarize them. Elicit answers from volunteers.

Answers

It shows that the columnist has read the letter carefully and got the facts straight before writing the advice.

- Call on another student to read the next point about sides. Elicit the reason for this point from the class. Call on volunteers to answer.

Answers

If you want to advise people in an objective but effective manner you need to think about the way the rest of the people involved feel. This way, you will be able to approach and present things in a friendly manner without prompting a reaction.

- Organize students in pairs and ask them to read the rest of the points and discuss them with their partner. Do not be judgmental or patronizing.

Answers

If one takes a superior stand when advising somebody, chances are that he/she is going to feel alienated and will not listen to the advice. People don't like to feel that they are being looked down upon by people they trust or respect.

Be understanding but do not lie

Answers

The letter from Mariam demonstrates this point well. She makes it very clear that she understands but does not lie about the incident and asks the writer to apologize and try to make amends.

Suggest rather than tell people what to do.

Answers

Telling people what to do suggests a patronizing attitude that usually prompts the opposite reaction

- Have students read 3 and write an answer to the letter they have chosen individually. Ask them to exchange letters with a partner and comment and/or make corrections.



Additional Activity

Have students write a letter to an advice column, presenting a problem they have and asking for advice. Exchange letters and ask students to act as advice columnists and reply to the letter they have been given.

Workbook

Assign page 106 for additional writing practice above word and sentence level.

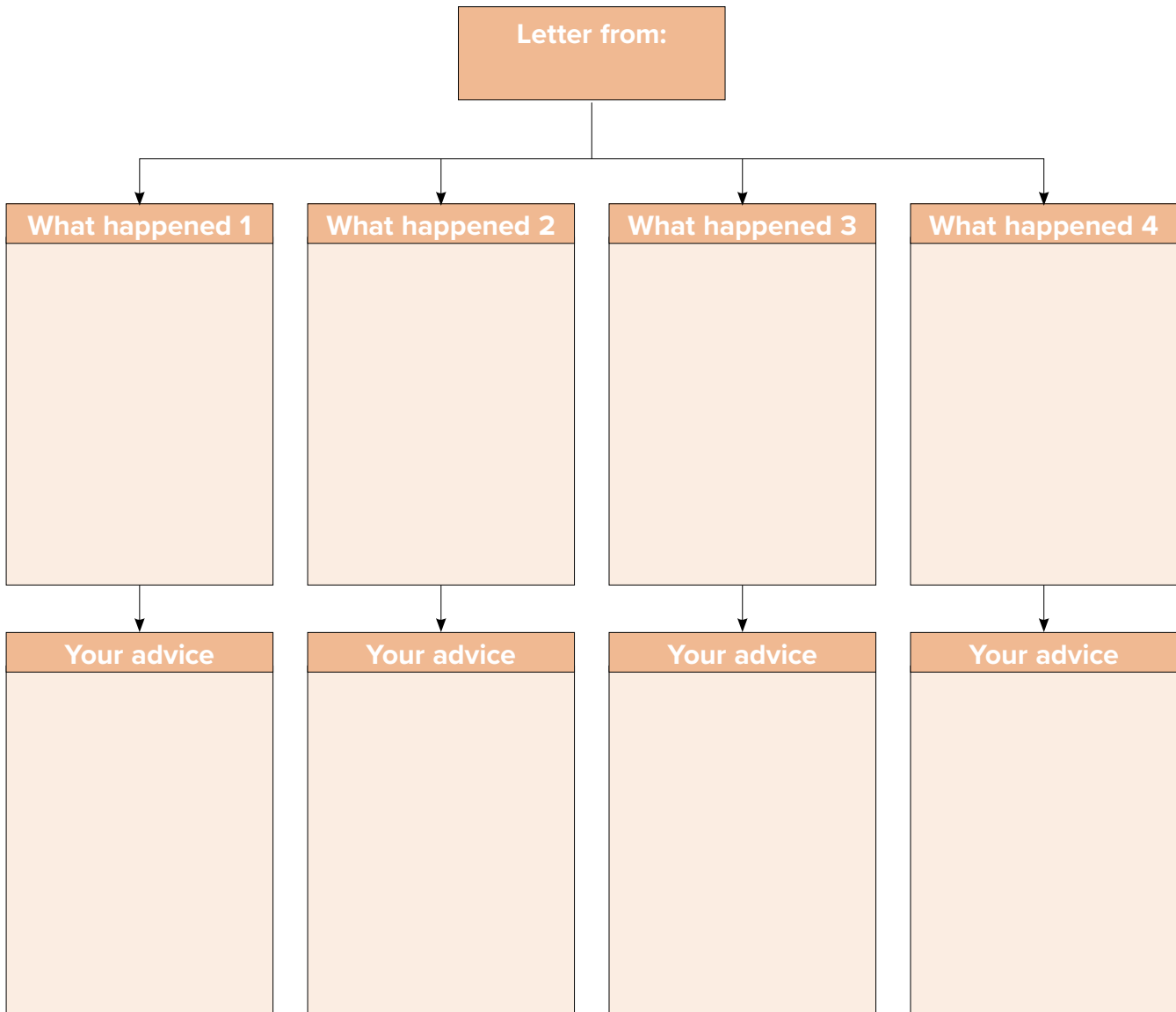


وزارة التعليم

Ministry of Education

2022 - 1444

- 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 columnist 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

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)

2. _____ (wear)

3. _____ (listen)

4. _____ (use)

5. _____ (have)

6. _____ (watch)

7. _____ (use)

8. _____ (travel)

9. _____ (use)

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.



11 Form, Meaning and Function

Present Perfect Tense versus Simple Past

- Have volunteers read aloud the questions and answers in the presentation. Elicit when we use the present perfect and when we use the simple past.
- Explain that the present perfect is used to refer to an indefinite time in the past. That is, we do not know when something happened, or when it happened is not important. With the simple past, however, we know exactly when something happened.
- Write the following questions on the board using the present perfect and the simple past:
Have you seen the news?
Did you see the news yesterday?
- Elicit answers from students making sure they use the correct verb tense in their answers.

Time Expressions: Ago, For and Since

- Call on a volunteer to read out the three sentences under the subhead Simple Past and ask: *Do we use ago to talk about the past, present, or future? What verb tense do we use with ago?* (the simple past tense)
- Have students read all the examples in the presentation under the subhead Present Perfect. Then ask them to explain in their own words the difference between *for* and *since*. (*For* refers to an extended period of time, and *since* indicates a specific point in time.)
- Point out that we use the present perfect with *since* to talk about an action or state that started in the past at a specified time and continues up to the present. Use the example in the presentation to illustrate this: *We have lived in Muscat since May.*

A

- Ask students to read the information about different inventions given in the table.
- Have a volunteer read aloud the sample sentence. Point out that the plural form is necessary for count nouns like 'credit card.'
- Have students work in pairs to make sentences about the inventions in the table and how long people have used them.
- Pairs that finish first might go back and make a second sentence for each invention. For example, if they made a sentence about canned food with *since*, they could write a second sentence with *for*.

Answers

1. People have eaten canned food since the early 1800s
2. They have worn wristwatches since 1910/for about a hundred years (a century).
3. People have listened to radio since 1901/for more than a hundred years (a century).
4. People have used toothpaste since 1841.
5. They have had electricity since 1879.
6. People have watched documentary films since 1895.
7. They have used paperclips since the 1890s
8. People have traveled by airplane since 1903.
9. People have used ballpoint pens since 1888.

B

- Without looking back at page 34, have students call out the inventions they remember from the unit opener. Then have volunteers read aloud the sample conversations. Model the task by asking a student about one of the inventions. For example, ask: *Do you have a cell phone? How long have you had it?* Then have a volunteer ask you about an invention. Answer truthfully.
- Have students work in pairs, asking and answering questions about the inventions in exercise A and any other inventions that they remember from page 34.

Answers

Students' own answers.



Additional Activity

Have students work in groups to choose three inventions they could never live without. Have them list the inventions and say why they chose each. When they have completed this part of the activity, inform them that now they have to give up the three inventions for a year. Have them say how the absence of these inventions will change their lives.

3 If It Hadn't Happened

Expressing Ability, Permission and Requests

Language Builder

Could and *was/were able to* express past ability. However, *could* refers to a general ability. (*I could swim when I was four years old.*) When we talk about one time, we use *was/were able to* rather than *could*. (*Mohammed looked at the broken machine for a couple of minutes and then was able to fix it.*)

Ability

- Write on the modals on the board: *can/could*
- Read the explanations of *can* for present ability and *could* for past ability. Call on volunteers to read the example sentences in the presentation.
- Write a sentence on the board about something you *can* do. For example, *I can use a smartphone.*
- Explain that this means that you have the general ability to use a smartphone, and add to the sentence on the board: *I can use a smartphone but my grandmother can't.*
- Explain that we use *can't* to express a lack of general ability in the present and *could/couldn't* to express general ability in the past.

Permission

- Have volunteers read out the questions and affirmative and negative, and question replies.
- Explain that we can use the modals *can/could* and *may* to request permission, but *can* and *may* to grant (or give) permission and *can't* and *may not* to refuse permission.

Requests

- Explain that we also use *can* and *could* to make requests: *Could you bring me some water? We can gift wrap that for you.*
- Call on one volunteer to read out an example sentence and have another student choose a preferred response. Explain that all the responses fit grammatically.

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

- Read through the explanation in the presentation with students and explain that we use *would be able* for hypothetical ability for the present and in the future. For example:

أستطيع أن أجتاز اختباري الأسبوعي القادم، إذا كان لدي مزيد من الوقت للدراسة.
I'd be able to pass next week's test, if I had had more time to study last week.

2022 - 1444

- Explain that when we use the structure *would be able to* with an *If*-clause + past perfect, the present/future hypothetical outcome is based on an imagined past event: *Would have been able to* with an *if*-clause + past perfect describes a missed opportunity in the past.

C

- Read through the directions to the exercise with students and point out that there may be more than one possible answer.
- Have students work alone and then compare their answers in pairs.

Answers

- | | |
|---------------------------------------|---------------------|
| 1. can (you) help OR could (you) help | 4. can't see |
| 2. can | 5. could (you) swim |
| 3. can't meet | 6. can't stay |

D

- Write the example sentence on the board and highlight the form. Then refer students back to the list of inventions on pages 34 and 44.
- Tell students to work alone and write three or four sentences in their notebook. They should then compare their ideas with their partner. As students discuss their answers with their partner, monitor and correct any errors with form.
- Call on a volunteer pair to share their answers with the group.

Answers

Students' own answers.

Workbook

Assign pages 107-108 for more practice with the form, meaning and function of the structures in the unit.

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...

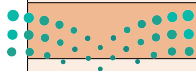


12 Project

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:			



12 Project

- Tell students that they are going to do a class survey about regrets.
- Read the directions with the class and direct students to the Survey questions at the top of the chart.
- Have students study the chart. Organize them into small groups and have them move around and ask as many people as they can in the time set; approximately 10 minutes.
- Tell students to form new groups and exchange information from the survey. Several minutes later ask them to re-form their groups so that they communicate with different people. Continue doing this until all students have all or most of the information they need.
- Have students discuss the survey
 - Is there anyone who hasn't got any regrets?**
 - Is there always reference to one or more regrets?**
 - What do most regrets refer to?**
- Give groups some time (approximately 6 to 10 minutes) to collate results. Remind them to assign tasks to different group members and to make sure there is at least one person making notes. Ask them to check and make sure they have got notes with the names of the people they have questioned and their regrets. Have them identify the most common regret in class.
- Call on a student from each group to report the group's findings and the most common regret.
- Ask students to do the survey with people outside the classroom. Tell them to ask the same questions and make a note of each answer.
- After students have completed the survey with people outside the classroom, have them discuss and collate the results with group members.
- Call on a student from each group and have him/her present the group's results and conclusions. Have students identify which are the most common regrets in each group of interviewees.
- Hold a class discussion
 - Did you know that most people had regrets?**
 - Why do you think they had regrets?**
 Discuss answers in class.



Additional Activity

Have students write about a regret and their thoughts about it. Ask them to include what they did and what they should have done or could have done instead. Collect and redistribute the regrets to students. Have them write brief replies.



13 Self Reflection

- Write "If It Hadn't Happened" on the board and elicit as many ideas and words as possible from the class. List the words on the board. Ask students to say what they associate the question with? (accidents, technological achievements, regrets)

- Have students scan pages 34 and 35. Ask them to think about things they liked and things they disliked about this part of the unit. Use questions to help them remember. For example:

Which inventions and discoveries changed the course of history in your view?

What are some of the most common regrets?

- Give students time to make notes about likes and dislikes and easy or difficult items in the section.
- Before directing students to pages 36, 37, ask them some questions. For example:

Complete these sentences:

If I hadn't found the _____

If we had lost _____

- Have volunteers complete the sentences. Elicit more questions and answers from pairs of students after you give them a couple of minutes to think.
- Discuss the grammar of the unit with the class. Call on volunteers to say if they found it easy or difficult and give reasons.
- Have students make notes in the Self Reflection chart. Ask them to focus on likes, dislikes and easy or difficult items.
- Direct students to pages 38, 39. Call on volunteers to say what the context is in this lesson, for example: messages
- Have students say what they remember from this section and make notes in the chart.
- Write 'Mario's Advice Coloumn' on the board and brainstorm on language and information that students remember. Call on volunteers to list as much as possible on the board.
- Organize students in pairs and ask them to answer questions like these:

How many people have been hit by things falling from outer space?

What happened to a Louisiana lawyer while he was on a boat trip? What was his name?

Describe an amazing escape.

- Have a class discussion about unusual events and coincidences.

- Have students complete their Self Reflection charts as before about likes, dislikes and things they found easy or difficult.
 - Before directing students to 10 Writing ask them to say what they remember about stories and writing accounts of accidents or other events. Give them some time to work in pairs and then call on volunteers to answer.
 - Have students scan pages 42 and 43 and make notes as before.
 - Direct students to the 12 Project page and hold a discussion about what they found more or less useful and more or less interesting. Hold a class discussion about project work and research. Elicit ideas from the students and have them present their experiences for the class.
- Did they have difficulty making decisions in their group? Why? Why not?**
- Did they feel that they had the chance to present their ideas?**
- Was it difficult or easy to and collect information? Why? Why not?**
- How did they gather the information they needed? Did they enjoy doing the survey?**
- Was there room for originality and creativity? Why? Why not?**
- Allow time for students to make notes on the project section individually. Then have them check with a partner.
 - Have students fill out the checklist alone and write their five favorite words.
 - Discuss areas that students feel they need more work on and make suggestions.

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

4 What They Said

1 Listen and Discuss

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

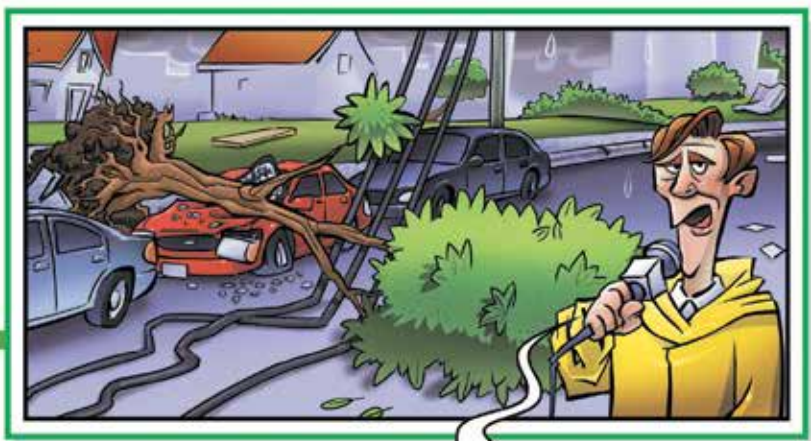
And now we would like to bring you the news of the day.



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

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

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



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



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

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

Unit Goals

- Vocabulary**
 Global issues
 Telemarketing
 Famous quotes
- Functions**
 Report what people said
 Discuss famous quotes
 Relate messages
- Grammar**
 Reported speech
 Reported questions
 Word Changes in
 Reported Speech
 Reporting Verbs
- Listening**
 Listen for specific
 information
- Pronunciation**
 Stressed and
 unstressed *that*
- Reading**
 Quotes, Quotes
- Writing**
 Write an email to
 give information and
 directions to a place
- Form, Meaning and
Function**
 Words connected with
 the environment and
 natural disasters
 Negative questions
 Indirect questions
 Expressing agreement
 with: *so, neither, either,*
too
- Project**
 Interesting quotations


Warm Up

Ask students if they have listened to the news recently. Have them tell about some of the stories in the news using the simple past and the passive voice. For example: ***There was a fire in a restaurant downtown. Nobody was hurt, but the restaurant was destroyed.***

1 Listen and Discuss

- Have students discuss any unusual or silly comments that have been made by people in the media. Some of these can be found online if students aren't familiar with any. The U.S. poet Robert Frost called this creating "the sound of sense." He meant that all of the words seem to make sense, but if you listen closely, they really don't communicate anything.




 Play the audio for pages 48-49 as students read along silently.

- Have students scan the speech bubbles and captions for each picture and underline the verbs that are the same except for the tense. For example, for the picture of the mayor, underline the verbs *will build / will not raise; would build / would not raise*.

- Write the following sentences on the board. Point out that the word *that* is optional:

The on-the-scene reporter said that the powerful storm...

The on-the-scene reporter said the powerful storm...

 Play the audio again. Have students follow along in their books.

- Allow students to ask about any words or expressions that they don't understand.

- To assess comprehension, ask students general questions about each picture. For example:

What did the candidate for mayor promise? (to build a sports complex and not raise taxes)


Why do you think he promised this? (to gain votes)

How much damage did the storm cause? (a lot of damage)

What did the doctor recommend to lower blood pressure? (pomegranate juice)

What did the doctor say pumpkin seeds were good for? (improving memory)

4 What They Said

- Draw students' attention to the interview with the professor. Make sure students understand the error in the professor's logic. (It is irrational to assume that there is no intelligent life elsewhere just because no one has been successful contacting Earth. We would contact life elsewhere in the universe if we could.)
 - Ask students what is funny in the conversation with Mr. Hollyfield. Point out that he intended to say that the doctor found no problems with his head (or brain), but instead he said that they saw nothing in his head. This obviously has a very different meaning—that he has no brain.
-  Play the audio a final time as students read along silently.
- To review tense changes, say sentences in the simple present. Have students restate each sentence in the simple past. For example, say: **He lives near me.** Elicit: **He lived near me.**
 - Say sentences with the present progressive + a time expression. Have students restate the sentences in the past progressive, changing the time expression. For example: say: **He's going to school in LA now.** Elicit: **He was going to school in LA last year.**
 - Say sentences in the present perfect. Have students restate the sentences in the past perfect, using *already* instead of *before*. For example:
Say: **He's been to Paris before.** Elicit: **He'd already been to Paris.**

Quick Check

- A**
- Have students work alone to match the words and meanings.
 - Check answers by having students make full sentences. For example: *A candidate is a person trying to be elected.*

Answers

1. c 2. d 3. b 4. a


- B**
- Have students work alone to mark their answers, and correct the false statements to make them true.
 - Check answers as a class.

Answers

1. true 2. false 3. true 4. true

2 Pair Work

A

-  Play the audio and ask students to repeat.
- Model the example with volunteers, changing roles.
 - Tell students to take turns asking and answering questions about the quotes on pages 48-49.
 - Ask students to role-play the conversations again, this time using their own ideas about what the people might have said.
 - Monitor students as they practice. Make sure they are using the correct verb forms in reported speech.

Workbook

Assign page 109 for practice with the vocabulary of the unit.

Language Builder

Explain that *seem to* is used to express an idea that can't be proven, but is based on evidence. For example: *The medicine seems to help; I took it an hour ago and feel better already.* Or, *He seems to like his new job. I haven't asked him, but he looks happy.*



Teaching Tip

Whenever possible, try to reinforce language from previous units. This is especially useful in a unit such as this in which language learned previously, in this case, verb tenses, is necessary for new learning.



Additional Activity

Have students form groups of three. One student makes a statement; the second student reports it to the third student. They take turns making statements.



The SETI (Search for Extraterrestrial Life) Institute was founded in 1984 in California. It is primarily dedicated to the search for intelligent life elsewhere in our universe.

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

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

They scanned my head and found nothing.



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



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

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

Quick Check ✓

A. Vocabulary. Match the words and the meanings.



- | | |
|------------------|---------------------------------|
| 1. ___ 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."

Present Progressive

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

Simple Past

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

Present Perfect

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

Modals

"I'll **see** you later."
"I **can't come** to the meeting."
"I **have to/must go** to the doctor."
"We **may be** late."

Reported Speech

Simple Past

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

Past Progressive

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

Past Perfect

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

Past Perfect

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

She said she **would see** them later.
He said he **couldn't come** to the meeting.
She said she **had to go** to the doctor.
I said that we **might be** late.

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

Reported Questions

How old **are** you?

He asked how old I **was**.

Where **were** you last night?

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

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

Are you a student?

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

Did you **enjoy** the dinner party?

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

Word Changes in Reported Speech

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

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

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

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

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

Note: The following time expressions change in reported speech.

now → at that time

tomorrow → the day after/the next day

today → (on) that day

yesterday → the day before

Reporting Verbs

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

"Yes, it's a good idea."

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

"Of course, I did my homework."

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

Ministry of Education
2022 - 1444

An indirect object is always used after *tell*.

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

3 Grammar

Reported Speech

- Go over the material in the grammar chart for converting direct to reported speech using the different tenses and modals.
- Explain that verbs in the past perfect do not change tense in reported speech. For example: **We had met before** becomes **He said they had met before** in reported speech.
- Ask *yes/no* questions in the simple present. Have students restate each question in reported speech, adding a time expression. For example, ask: **Tanya likes to play tennis, doesn't she?** Elicit: **Yes, she does. Yesterday she said she liked to play tennis.**
Ask: **Alex doesn't want to join the team, does he?** Elicit: **No, he doesn't. Last week he said he didn't want to join the team.**
- Remind students of the present and past forms of each of the modals in the chart: *can/could; have/had; will/would.*
- Explain that the past forms of modals in direct speech do not change in reported speech. For example: **I wouldn't do that if I were Rob** becomes **He said he wouldn't do that if he were Rob.**
- Say a sentence with a modal to one student. Have a second student ask the first student what you said. Then the first student reports the sentence in reported speech. For example:
You: We'll have a quiz on Thursday.
A: What did she say?
B: She said we would have a quiz on Thursday.
- Go over the **Note**. Check comprehension by asking for an additional example from students. For example: **She said that she liked her. = She said she liked her.**

Reported Questions

- Go over the material in the grammar chart for reported questions.
- Point out the word order change in reported questions. Explain that if there is no question word, such as *where* or *when*, then *if* is used.



- Explain that when one person asks for clarification *immediately* after a statement is made or a question asked, often there is no tense change. For example:
A: I want to go get some pizza.
B: What did she say?
C: She said she wants to go get some pizza.

Word Changes in Reported Speech

- Go over the material in the grammar chart.
- Point out that expressions of place also change if the speaker of the reported speech is in a place that is different from the speaker of the sentence in direct speech; for example,
A: I like New York. I like living here.
B: She said she liked New York, and she liked living there.

Reporting Verbs

- Explain to students that there are many synonyms for *say* which have slightly different meanings. For example, *assure* means *to promise that something is definitely true*. They can often describe a situation more fully by using a synonym for *say*. For example:
A: I'll help you tomorrow.
B: He promised him he would help him.
A: I can't believe you skipped class.
B: He criticized him for skipping class.
- Explain that an indirect object is always used after *tell*.

Language Builder

Present other synonyms for *say*. For example:

- command** = to tell someone to do something
- affirm** = to state that something is true
- assert** = to say something with confidence

4 What They Said

A

- Do the example in the book as a class. Ask two students to role-play the speech bubbles. Then ask another student to read the example in reported speech.
- Have students work individually to rewrite the messages, using reported speech. Explain that they may have to add words to some of the messages. They should be aware of verb tense changes as well as other word changes, such as time expressions.
- To check answers as a class, call on students to read their answers aloud.

Answers

Answers will vary. Sample answers:

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

B

- This activity has two parts: First have students work individually to fill in each blank with the correct form of the verb in parentheses. Then have students check their answers in pairs by reading the message aloud to each other.

Answers

1. called
2. were
3. didn't call/hadn't called
4. left/had left
5. told
6. wasn't
7. was
8. had
9. would come
10. would take
11. couldn't call

- Next, have students work in pairs to write the conversation between Hameed and Saeed. Tell students to use the message Hameed left his brother to create the conversation. One way for students to

النهج المقترح هو أن يمرر الطلاب الرسالة، يجد كل

Ministry of Education

2022 - 1444

piece of information, and write it down. Then students use this list of what Mohammed said to build their conversation.

Model this by reading aloud: **He asked where you were.** Then write on the board:

Reported Speech: **He asked where you were.**

Direct Speech: **Where is he?**

- Explain to students they will need to add words to the conversation in addition to the questions, to make the conversation sound natural.
- Call on pairs to present their conversations to the class.

C

- Have students work in pairs. After several minutes call volunteers to answer the questions.

Language Builder

Point out that *to come by (your house)* means to stop by or to visit casually.

Workbook

Assign pages 110-112 for more practice with the grammar of the unit.



Teaching Tip

Vary the way in which answers are checked so that students can use the opportunity for speaking practice once the correct answers are confirmed.



Additional Activity

Activity 1: Have students work in pairs to write a conversation between two friends about what they did over the last school vacation. (The information can be made up.) Students exchange conversations with another pair. Only one student in the other pair reads the conversation. That student then reports to his or her partner what is said.

Activity 2: Have students work in groups of three to play a telephone game. The first student whispers a message to the second student. The third student asks what was said. The second student reports and then makes the next sentence. For example:

A: (whispers) I'm really hungry!

B: What did she say?

C: She said she was really hungry! (then whispers) What kind of food do you like?

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

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

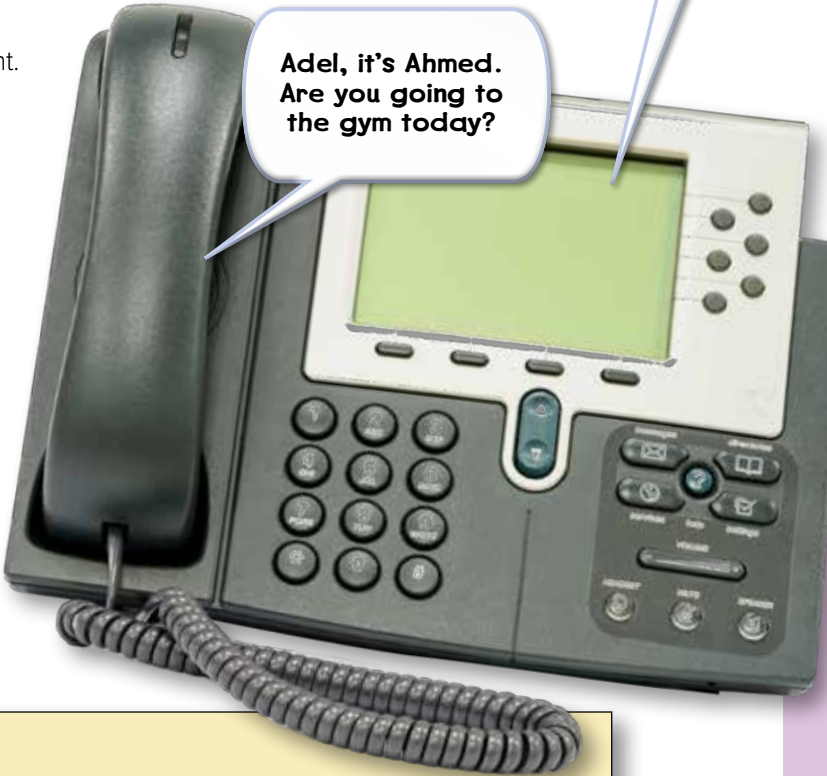
1. Hello, Asma. I may work late tonight. I have to finish a report.
2. Majid, this is Fahad. The game starts at eight. I'll pick you up at seven.
3. Yahya, this is Ali. What is the math assignment for tomorrow?
4. Noura, this is Maha. We had a wonderful time in Abu Dhabi with our family. I'm going to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

- B. Hameed took a message for his brother Abdullah.

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

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

Adel, it's Ahmed. Are you going to the gym today?



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

📖 Look at the examples on page 50 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?

4 Language in Context

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

Al Gore, on global warming

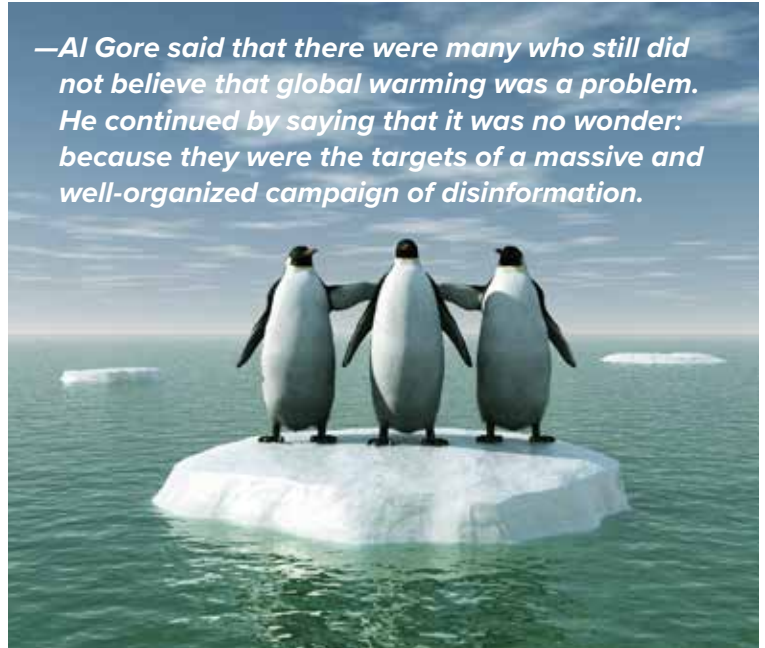
“There are many who still do not believe that global warming is a problem at all. And it’s no wonder: because they are the targets of a massive and well-organized campaign of disinformation lavishly funded by polluters...”

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

Japanese Fishing Industry to the media

“We’re fishing whales for research purposes.”

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



5 Listening

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

1. _____
2. _____
3. _____

6 Pronunciation

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

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

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?

4 Language in Context

- Read the directions with the class and go over the examples. Organize students into pairs.
- Tell pairs that their assignment is to find direct quotes about a global issue and then present them to the class in reported speech. Give them a specific number of quotes to find.
- As a class, brainstorm a list of global issues on the board. Students can use these ideas when they begin their research. Discuss resources they can use to find quotes.
- Call on pairs to relate their findings to the class.

Answers

Answers will vary.

5 Listening

- Remind students that knowing what information they need to listen for will make the listening task easier. Here students are asked to focus on the three mistakes the presidential candidate made during his speech.
 - Tell them they will hear the speech three times. The first time, they should listen to get a general understanding of what the speech is about. The second time, they should focus on writing down the three mistakes. The third time they should confirm their answers.
- 🔊 Play the audio and have students listen for general understanding, without writing anything.
 - 🔊 Play the audio again and have students write down the three mistakes they hear.
 - 🔊 Play the audio a third time for students to check their answers.

Answers

Answers will vary. Sample answers:

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



🔊 Audioscript

Fellow citizens, today is the last day of the campaign. You have heard all the candidates running for the presidency and their proposals for their term in office. I've been a faithful public servant all my life. I have held many positions in the government, but no one can point a finger at me and accuse me of wrongdoing. I have fought for what is right, I have helped strengthen our economy, and I've stood for family values. I want to continue serving the people.

I want to make sure that a job is available for everybody who wants a job. My government will raise the standard of living, and it will *raise unemployment*. I will always be ready to help this great country at all times. *I have asked my staff to wake me up at any time, even during meetings*. Our health system needs to be reevaluated. We don't have enough doctors and nurses. Scholarships will be provided for people who wish to pursue nursing careers and for those who want to study medicine. Education is also one of my priorities. I want to eliminate illiteracy. *People who can't read and write shouldn't be in school*. So vote right. Vote for John Wright!

6 Pronunciation

A

- Have students read the sentences in the chart. Point out that the word *that* is unstressed when it connects parts of the sentence, but is stressed when it is functioning as a pronoun.



Play the audio twice while students listen and repeat.

B

- Have students work in pairs and after several minutes report to the class.

7 About You

- Have students work in pairs to discuss their answers to the questions. First check that students know the meaning of *gossip*. (Gossip is conversation about other people's lives that is often unkind or untrue.)
- As a follow-up, call on students to report the most interesting thing that their group discussed.

8 Conversation

- Have a brief discussion about telemarketing. Call on volunteers to share their experiences with it. Ask them if they, or anyone they know, ever worked as a telemarketer.
- 🔊 With books closed, play the audio.
- Have students work individually to underline **that** in the conversation. Have students practice the conversation in pairs.

- Have students scan the conversation for words and expressions that are unfamiliar. Elicit and write them on the board. Encourage students to try to understand the words and phrases through context, or encourage other students to explain the meanings if they know them. Some words that may be new include:

nuisance = something that is very annoying

persuade = to try to get someone to do something

elsewhere = somewhere else, some other place

pushy = so determined to succeed that the person is rude

- 🔊 With books open, play the audio again.

Real Talk

- Explain that in addition to *totally* and *really*, *completely* or *absolutely* can be used. For example: *I completely agree with you.*
- Explain to students that sometimes a *hoax* can be a trick with malicious intent (as in the conversation) but it can also be a harmless joke that is played on someone.

About the Conversation

- Have students work in pairs to ask and answer the questions. Tell students to answer in their own words rather than reading from the conversation.

Answers

Answers will vary. Sample answers:

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

Your Turn

- Organize students into pairs. Explain that they are to do two role plays: one between Faisal and the man from the Dollar Bank calling to offer their services, and the other between Khaled and the man from the travel agency who offered him a “free trip.”
- Call on pairs to present their role plays to the class.

Workbook

Assign page 113 for additional reading practice.

Teaching Tip

Using realia reinforces new language. For example, students can practice reported speech by restating direct quotes they find in newspapers, magazines, and online. Using realia helps them understand the usefulness of knowing English outside of the classroom.

Additional Activity

Have students work in pairs to role-play a telemarketing call. First, each student imagines he or she is a telemarketer and decides what to try to sell. Students should also think about sales tactics and how to persuade someone to buy their product or service. Then students create their role plays. They take turns being the telemarketer.

fun facts

- What do people buy from telemarketers? In the U.S., twelve percent buy telephone service; eleven percent buy newspaper or magazine subscriptions; eight percent buy cable or satellite TV service. Less than six percent agreed to buy any other items, such as clothing, or computers.
- In the U.S., so many people complained about the amount of telemarketing calls they received, that the government developed a “Do Not Call” registry. If you put your name on this list, telemarketers are not allowed to call you. There are “Do Not Call” registries for both cellular phones and landlines.
- Many people believe that telemarketing started fairly recently, but it actually has been around for over 50 years. In the 1950s, a company called DialAmerica Marketing, Inc. began doing direct marketing and sales by telephone only. The term telemarketing, however, wasn’t used extensively until the late 1970s, when it really took off.

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

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

Robert Frost (American poet)

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

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

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

Mark Twain (Writer)

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

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

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

Charles de Gaulle (French president)

9 Reading

READING STRATEGY

Understanding humor and irony

Explain to students that understanding humor in another language can be challenging, but it can also be rewarding. Humor is often more subtle than other functional language such as directions or greetings.

- Ask the **Before Reading** question. Have students write down some famous quotes they know. Some students may want to go online to get quotes. Then have students work in pairs to compare the quotes. Turn it into a class discussion.
- Tell students to try to identify the humor and irony in the quotes on page 54. Explain that some of the quotes are amusing because the speaker intended to be humorous. Other quotes, however, are ironic, meaning a later outcome was very different from what the speaker expected. The quote from Bill Gates, for example, contains an element of irony because at the time it was spoken it seemed valid, but now seems irrational. An example of intentional humor is the quote by Woody Allen. The humor is that a person must be present when he or she is dying.
- ▶ Play the audio as students follow along silently in their books.
- Have students work in pairs to discuss each quote. Check understanding of the quotes. For example, ask students about the meaning of the quote from Helen Keller. Ask: **What does she mean by vision here?** (creativity, insight, or understanding)
- Make sure students understand the meaning of *to be pitied*. (when someone feels sympathy for you because of a bad situation) For example: **She is to be pitied for having to work such long hours!**
- Discuss different ways people can learn. For example, they can learn from a parent or friend, they can learn from experience, and they can learn by going to school. Explain that *formal education* means *by going to school*.
- Ask students if they have ever heard of Charles de Gaulle. Explain that he was the president of France from 1959 to 1969. Also point out that cheese is a big part of the French diet.



- Check that students know what an archaeologist is. Write on the board:

(prefix) archae- = ancient, very old

(suffix) -ology = the study of

Explain that an archaeologist is a person who studies ancient societies by studying the remains of old buildings, graves, and so on. Then ask for students to make conclusions about why it is good to be married to an archaeologist. Say: **Tell me in your own words why it is good to be married to an archaeologist.**

- ▶ Play the audio again as students follow along silently in their books.
- Have students tell each other some of their favorite quotes.

Language Builder

Point out that some words in English appear to be plural, but actually are singular. Write these sentences on the board for students to think about.

Physics is interesting.

Mathematics is difficult for some people.

Explain that both *physics* and *mathematics* are singular words.

4 What They Said

After Reading

A

- Have students work alone to answer *true* or *false*.
- Check answers as a class. Have students read aloud the information in the reading that supports their answers.

Answers

1. false 3. false 5. false
2. true 4. true 6. true

B

- Have students work alone to use reported speech to say in their own words what these famous people said. Have students work in pairs to compare answers, and then have them report to the class.

Answers

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

Workbook

Assign pages 114-115 for additional writing practice at word and sentence level.



Teaching Tip

Providing examples and modeling helps make a task clearer for students. Having stronger students present examples provides an excellent opportunity to build self-esteem and make the classroom more student-centered.



Additional Activity

Have students work in groups to share funny or interesting stories that they have heard recently. Tell students to share the stories using reported speech.



Project: Weekly News

Have each student check the local news (using newspapers, magazines, or the Internet) and find three quotes. Have them report to the class on the news events, using reported speech.



وزارة التعليم

Ministry of Education

2022 - 1444

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?

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.



10 Writing

A

- Direct students' attention to the picture. Elicit ideas from students about who the people are, where they are and how they are feeling. Ask students to speculate on why they're feeling this way. Call on volunteers to report their answers in class.
- Read the directions for 2 with the class. Have students speculate on possible answers.
- Play the audio and have students listen and follow in their book.
- Have students work in pairs answering the questions. Call on pairs to report answers for the class. Ask the rest of the class to listen and comment, agree or disagree.
- Play the audio again sentence by sentence and elicit what each person actually says. For example, *He sounded annoyed when he answered the phone. Call on a student to say "Hello" (sounding annoyed).* Go through the text in this manner.
- Organize students in groups of three; a narrator, a man and a woman. Have the narrator read the text sentence by sentence. Have the student who has the woman's/sister's role to say what is reported. Ask the student who has the brother's role to say the exact words that are being reported. For example, the narrator reads: *She apologized and stressed that she wouldn't have called if she hadn't thought it was urgent.*
The sister says: "I am sorry. I wouldn't have called if I didn't think it was urgent."
Have the groups practice using the text. Monitor and help groups that need support.
- Call on groups to demonstrate sections of the text.



4 What They Said

B

- Read the directions for task 3. Have students read the text again and make notes in the chart individually. Then ask students to check with a partner and make changes if necessary.
- Read the directions for 4 and tell students to underline the key words which give directions to the hospital. Read the directions for B.
- Ask students to think about what they need to do when they give an account of an event. (Present the facts)
- Direct students to the Writing Corner. Have them read the points listed and compare with their own ideas/ notes.
- Have students write their email individually and then exchange their text with a partner. Tell students to comment on each other's work and make suggestions for improvement.
- Call on volunteers to read out their emails to the class.

Workbook

Assign pages 116 for additional writing practice above word and sentence level.



وزارة التعليم

Ministry of Education

2022 - 1444

3. Read the text on page 56 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

<p>How to find us:</p> <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>Parking:</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.

11 Form, Meaning and Function

Words Connected with the Environment and Natural Disasters

- Have students look at the pictures and say what the man's job is. (He's a TV reporter.) Ask students to speculate about the news story. (A tree has fallen onto a line of traffic or parked car. The weather is very bad. Stormy weather is to blame for lots of accidents and so on.)
- Ask students to read the words in the vocabulary chart and the example sentences underneath. Tell them to work with a partner and use as many of the words as possible to report on possible environmental reasons for the bad weather shown in the second picture. For example: *Global warming has become such a problem that weather patterns around the world are now severely affected. We are experiencing violent storms and more tornados as well as more incidents of flash flooding ...*
- Call on volunteers to share their ideas and have the class listen for the vocabulary presented in the chart. The class should then say which words from the vocabulary chart they heard in their classmates' reports.

Negative Questions

- Have volunteers read aloud the questions in the presentation. Explain that negative questions can also be used in the following ways:
 - 1) get confirmation (Wasn't Ali at the meeting last night?)
 - 2) express surprise (Didn't he study for the test?)
 - 3) urge someone to take action (Don't you want to see a doctor?/ Aren't you going to attend the meeting?)
- The answer to negative questions can be either affirmative or negative. For example, when the question asks for confirmation, the answer is *yes: Wasn't Noura at the library? I thought I saw her there.*
- When the question expresses surprise that something hasn't happened, the answer is *no: Haven't you finished yet? You started hours ago.*



A

- Read through the directions to the exercise with the class. Brainstorm as a class some examples of natural disasters and write them on the board.
- Put students in pairs and ask them to take it in turns to interview each other about one of the events on the board or another event. Emphasis that they should use as many words as possible from the vocabulary chart in their discussion.
- Call on volunteers to report their partner's account with the class. Make sure that students use reporting verbs and vocabulary accurately. Refer students back to page 50 if necessary, for information on reporting verbs.

Answers

Students' own answers.

B

- Before students look at the task, read aloud the sample situation: You just bought a new cell phone. Your friend is still deciding whether to buy one or not. Elicit a possible response, telling students to use a negative question.
- Then have them look at the sample response in their books.
- Have students read each situation and write a negative question to begin each conversation. Have them compare sentences in pairs.

Answers

1. Don't you recognize me?
2. Aren't you going to offer me any?
3. Don't you want you play?
4. Aren't you going to say 'hello' to me, too?
5. Aren't you going to get up today?

fun
facts

The U.S. recycles about 32.5 percent of its waste today. This amount has doubled in the last decade. Austria leads the EU by recycling about 63 percent of its waste.

London used to be considered the city with the worst traffic in the world until they introduced the Congestion Charge. Nowadays, each car which travels within the city during working hours (7 a.m.–6 p.m.) from Monday through Friday must pay a fee of £8. This charge has reduced traffic by 30 percent.

4 What They Said

Relative Adverb: Where

- Review the function of the relative pronouns *which* and *who*. For example,
The TV journalist who reported on the breaking news story said that world leaders are holding urgent talks today.
The most important item which is on the agenda, is the recent flash flooding across the continent.
- Elicit that *who* refers to a person (the journalist) and *which* refers to a thing (an item on the agenda).
- Read the example sentences in the presentation and for each sentence ask: What does *where* refer to? (*a location*) For example,
That's the school where I attended as a child. (A school)
That's the place where I grew up. (A town or city)
Dubai is the place where I want to go on vacation. (Dubai)
Home is where the heart is. (Home)

Indirect Questions

- Have students read aloud the questions, taking turns to say the direct question and then the indirect question. Point out the subject-verb word order in indirect questions, explaining that there is subject verb inversion in the first part of the question, not in the second part, which is a noun clause.
- Write other examples of direct questions on the board. For example,
Where's the nearest supermarket?
Who's the youngest person in our class?
- Have students use these direct questions to ask indirect questions. The questions should begin with *Do you know...?* or *Could you tell me...?* Have volunteers answer the questions.

Expressing Agreement with So, Neither, Either, Too

- Read through the directions with students and have students take it in turns to read the statements and responses in the presentation.
- Ask students to write down four true statements of their own. They should write two affirmative sentences and two negative statements.
- Students work in pairs saying their statements and having their partner **agree** with them. Explain that students must agree and that they should choose their preferred response from the grammatically possible choices. For example,
A: I will come to school tomorrow.
B: So will I. OR I will too.

A: I won't take the school bus.

B: Neither will I. OR I won't either.

- Students should swap roles in their pair so that both students have a chance to agree using: *so, neither, either* and *too*.

Expressing Disagreement

- Read through the directions with students and have students take it in turns to read the statements and responses in the presentation.
- Ask students to write down four true statements of their own (or they can use the four they have from the precious exercise). Students work in pairs saying their statements and having their partner **disagree** with them. For example,
A: I will come to school tomorrow.
B: I won't.
A: I won't take the school bus.
B: I will.

C

- Have a volunteer read aloud the sample question. Have students work with a partner to take it in turns to ask indirect questions. Partners should try to give any logical answer they can—even *I don't know*.

Answers

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

D

- Have two volunteers read aloud the sample statements and responses. For each sample statement and response, ask the class if the response is in agreement or disagreement.
- Have students work alone and respond truthfully to each statement.
- Students then compare their answers with a partner.

Answers

Students' own answers.

Workbook

Assign pages 117-118 for more practice with the form, meaning and function of the structures in the unit.

Relative Adverb: *Where*

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

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

Indirect Questions

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

Direct Questions

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

Indirect Questions

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

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

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

Affirmative (+)

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

Negative (-)

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



Expressing Disagreement

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

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

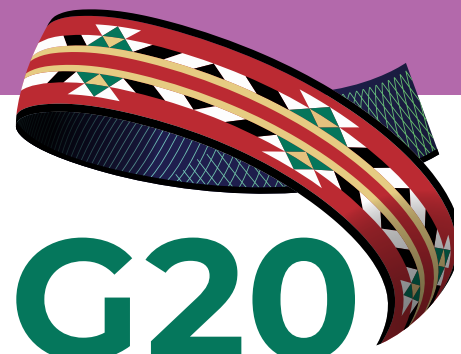
💡 What time does the bus arrive? Do you know what time the bus arrives?

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

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

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

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



G20

SAUDI ARABIA 2020

12 Project

1. Find interesting quotations by famous people in business, 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 Business			
4 Education			



12 Project

- Have students look at the portraits and ask them to search and find quotations made by them and other famous people in the world.
- Elicit answers from volunteers and list ideas on the board.
- Read through the directions.
- Organize students in groups. Suggest that they think about areas such as, education, history, science, medicine and so on and search for quotations by famous people.
- Have students research and find quotations of famous people and make notes in the organizer. Tell students that they can change the categories and/or add categories.
- Ask students to download and print information that they find on the internet. Explain that they will need to be critical and choose information that has been validated.
- Elicit ideas and guidelines about poster presentations from volunteers. Have students think back on their list of DOs and DON'Ts for the preparation of poster presentations based on their experience this year.
- Call on a student from each group to present the group's ideas for the class.
- Have groups make decisions and assign tasks to members of the group. Encourage them to communicate after school in order to talk to each other about what they found and coordinate the next stage in their preparation.
- Remind students that they will need a large sheet of paper (e.g. the size used for flip charts) or a large sheet of cardboard. Tell them that they can use any color they want and choose pictures or draw their own.
- Allow students to decide who they will focus on in each category.
- Allow time for research. This means that if students don't have access to the internet or a library they might not be able to collect the information and/or photos they need. In this case it would be advisable to ask them to share the tasks they need to complete, do the research, collect information and visuals and complete the poster in the next lesson.
- Call on each group to present their poster. Suggest that they take turns presenting each item that they have researched and collected information about.

- Discuss the meaning/implications of the quotation in class.
- Display the posters on the wall if you can. Have students choose the poster they like best.



Additional Activity

Have a class discussion on each organization. Consider the work it does and who benefits from it. Does the organization offer an indispensable service to the community? What other type of organizations do you think would be beneficial to your community? Give reasons for your choice.

Have students brainstorm and collect their thoughts in groups and then call on students to present their suggestions in class.

2020 G20 Summit

The G20 was founded in 1999 as a gathering between finance ministers and central bank governors of the world's 20 largest economies. Today, it continues to be a forum for economic cooperation between Heads of State and government officials. In December 2019, Saudi Arabia was announced as the 2020 G20 Presidency. The Kingdom prepared an ambitious 2020 G20 agenda under the theme "Realizing Opportunities of the 21st Century for All." The agenda focused on three main goals: empowering people, safeguarding planet earth, and shaping new frontier. Leaders from 20 nations participated in the event hosted by King Salman, including the United States, China, Japan, Germany, and India.

13 Self Reflection

- Write “What They Said” on the board and elicit as many ideas and words as possible from the class. List the words on the board.
- Have students scan pages 48 and 49. Ask them to think about things they liked and things they disliked about this part of the unit. Use questions to help them remember. For example:

How do you know if someone is annoyed or angry with you as they speak?

Is it always easy to report what people say accurately? Why? Why not?

How can you tell a news reporter from a business leader or scientist from the way they speak?

- Give students time to make notes about likes and dislikes and easy or difficult items in the section.
- Before directing students to pages 50, 51, ask them some questions. For example:

What did your friend say when you asked him/her to go shopping with you?

Write the conversation:

You asked your classmate if he/she could help you with your research and he/she said that it was not going to be easy because they were going away for the weekend.

Have volunteers answer the questions. Elicit more questions and answers from pairs of students after you give them a couple of minutes to think.

- Discuss the grammar of the unit with the class. Call on volunteers to say if they found it easy or difficult and give reasons.
- Have students make notes in the Self Reflection chart. Ask them to focus on likes, dislikes and easy or difficult items.
- Direct students to pages 52, 53. Call on volunteers to say what the context is in this lesson, for example: telemarketers, the way people say things,
- Have students say what they remember from this section and make notes in the chart.
- Write ‘Quotes’ on the board and brainstorm on language and information that students remember. Call on volunteers to list as much as possible on the board.
- Organize students in pairs and ask them to answer questions like these:

Which quote/s did you like? Why? Can you think of real situations where the quotes apply?

Comment :

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


- Have students complete their Self Reflection charts as before about likes, dislikes and things they found easy or difficult.
- Before directing students to 10 Writing ask them to say what they remember about film scripts and transcripts. Give them some time to work in pairs and then call on volunteers to answer.
- Have students scan pages 56 and 57 and make notes as before.
- Direct students to the 12 Project page and hold a discussion about what they found more or less useful and more or less interesting. Hold a class discussion about project work. Elicit ideas from the students and have them present their experiences for the class.
 - Did they have difficulty making decisions in their group? Why? Why not?**
 - Did they feel that they had the chance to present their ideas?**
 - Was it difficult or easy to find appropriate quotes? Why? Why not?**
 - Where did they find information? Where did they find photos?**
 - Did they enjoy the presentation?**
 - Would they change anything if they had the chance to do it again? What?**
 - Did they enjoy designing the presentation? Did everyone contribute?**
 - Was there room for originality and creativity? Why? Why not?**
- Allow time for students to make notes on the project section individually. Then have them check with a partner.
- Have students fill out the checklist alone and write their five favorite words.
- Discuss areas that students feel they need more work on and make suggestions.

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

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?



Unit Goals

Language Review

Reading

The War of the Worlds

Chant Along

Could You Help Me Find the Reason?

Writing

Write a letter of apology

Project

Report and review a story.

1 Language Review

A

- This exercise reviews using conditional sentences to talk about hypothetical situations in the past. Referring back to Unit 4, remind students that *if* + past perfect + *would have* + past participle is used to talk about things that didn't happen in the past, things you would have done differently, or for advice.
- Go over the example. Point out the two ideas: **We lost the game** and **We didn't play well**. Ask: **How are these related?** Then, read aloud the rewritten example.
- Have students work alone to rewrite the sentences, and then compare answers in pairs. Call on students to write their answers on the board, or have them read their answers to the class.

Answers

Answers will vary. Sample answers:

- If Khaled hadn't answered his cell phone, he wouldn't have had a car accident.
- If my mother had known we were coming, she would have made lunch.
- If he hadn't gone to the football game, he would have finished his homework.
- If Ahmed had seen his boss, he would have greeted him.



B

- This exercise reviews the modals *can't*, *could*, *couldn't*, *must*, *may*, and *might*. Referring back to Unit 3, remind students that we use these modals to make suppositions, to talk about what is possible, and to draw conclusions about a situation.

Write on the board:

That must be Ahmed who's calling. He said he'd call me at 9:00. It's 9:00 now.

Who broke the window? It couldn't have been Ali. He was at work all afternoon.

That answer can't be right. There must be a mistake.

- Have students work alone to rewrite the sentences using the modals. Call on students to read their answers aloud.

Answers

Answers will vary. Sample answers:

- It could be the cat.
- He might not have seen me.
- It must be the mail carrier.
- They must have lost.

C

- This exercise reviews the past perfect. Referring back to Unit 3, remind students that the past perfect is used to indicate an action in the past that occurred before another action in the past. Using the past perfect makes the order of the actions clear.
- Have students complete the story using the past perfect only when it is necessary.
- Have students work alone to complete the story and then check answers in pairs. To check as a class have one student read the paragraph aloud.
- Ask: **Was he dead?** Have students share their own conclusions.

Answers

- noticed
- had left
- had locked
- smelled
- had been
- couldn't have been
- had broken
- moved
- heard
- stared

D

- This exercise reviews using reported speech to talk about what people said. Referring back to Unit 4, remind students that the verb forms change in reported speech. Write on the board:

I have a magazine. = She said she had a magazine.

I don't like pizza. = He said he didn't like pizza.

- Then write on the board sentences for students to complete. For example:
I'm calling my friend. = He said he ___ his friend.
I learned to swim when I was five. = he said he ___ to swim when he ___ five.
- Remind students that in reported speech some words may be different from the original sentence. For example, write on the board:
I saw him yesterday. = He said he saw him the day before.
- Have students rewrite the sentences using reported speech. Check as a class by having students write their answers on the board so that students can see the correct verb forms and make corrections as needed.

Answers

Answers will vary. Sample answers:

- Qassim told Hameed that he would meet him at seven the next day.
- Mr. Jenkins told his employee, Mr. Taylor, that he had to arrive on time.
- Robert told his teacher that he hadn't caught his usual bus.
- The customer asked the salesperson if the jacket came in a bigger size.
- Mr. Timms told the judge that he had never seen that man before.
- The captain told the co-pilot that it might be a falling star.

E

- This exercise reviews using reported speech to talk about what extraterrestrial beings said. The activity has two parts: First students work alone to write five questions they would ask an extraterrestrial. They also write the ETs' answers to their own questions. Then, they work in pairs. They take turns reporting the questions and answers to their partner. Tell students they can ask any questions they would like the answers to about extraterrestrial life. For example: **What do you eat for breakfast? Do you have schools? Do you play sports? What do you do for fun?**

- Monitor students as they work, offering help as needed.
- Call on students to tell the class one question and answer what their partners reported to them.

Answers

Answers will vary.

F

- This exercise reviews using *should have* + past participle. Referring back to Unit 3, remind students that *should have* + a past participle is used to talk about regrets. They can use this form to talk about things they wish they had or hadn't done.
- Remind students that a *should have* statement can be followed by *but I didn't*. For example:
I should have called my friend on his graduation day.
(But I didn't, and now he is upset with me.)
I shouldn't have yelled at my friend.
(But I did, and now he is upset.)
- Have students work alone to write their answers, and then compare answers with a partner.

Answers

Answers will vary. Sample answers:

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

Workbook

Assign pages 119-121 for review of vocabulary and grammar presented in Units 1-4.

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.

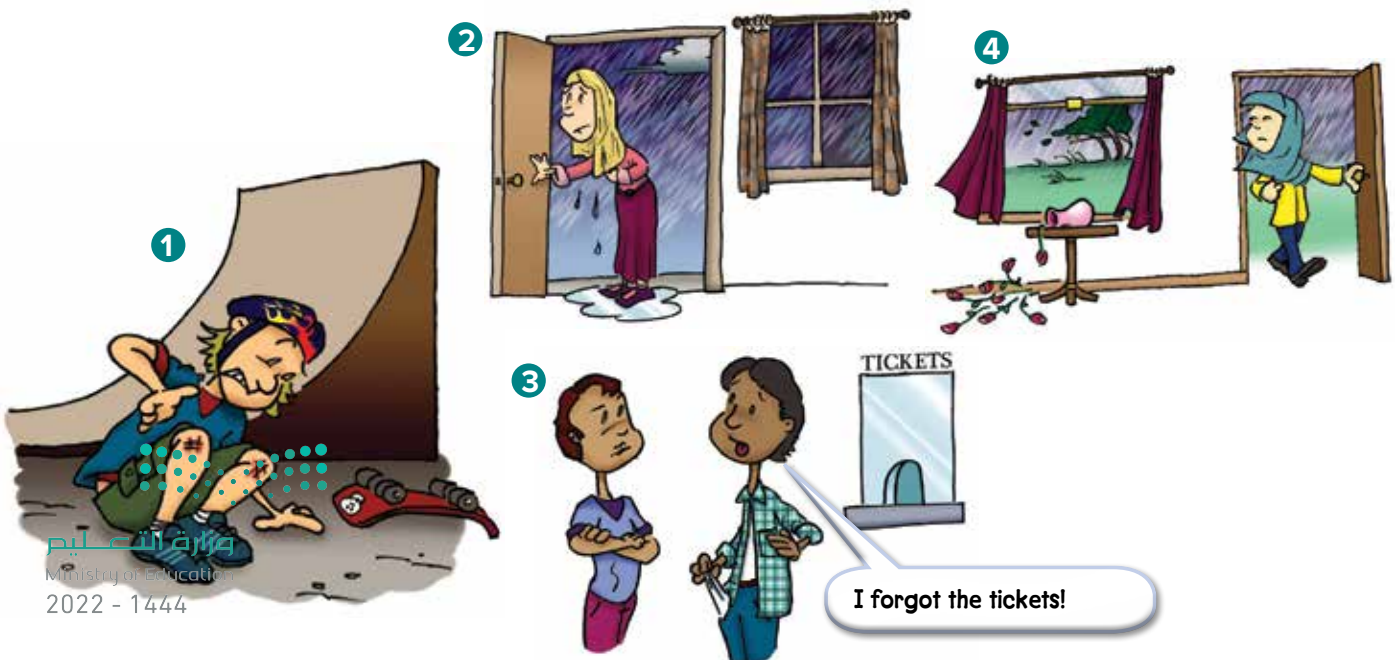


💡 How fast can you travel?

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.



2 Reading

- Ask students to open their books to page 64 and look at the picture at the bottom of the page. Ask students to describe what they see. For example, ask: **What is this? Who is in the spacecraft? Where are they from? What do you think they plan to do?**
 - Have students read the title, *The War of the Worlds*. Have students say what they think the title means. Have a general class discussion about what comes to mind for them when people talk about aliens from outer space and UFOs.
 - Remind students that you talked about UFOs in Unit 2. UFO stands for Unidentified Flying Object. This is some kind of light or object in the sky that can't be explained. Most people say that UFOs don't exist, and what people think are UFOs are actually the sun's rays reflecting off of an aircraft, or a satellite, or a meteorite.
-  Play the audio for *The War of the Worlds* while students listen and follow along.
- Help students with new vocabulary. Have students scan the reading quickly and say which words and expressions are new to them. Write them on the board. Encourage students to use the context to understand the meanings before you explain them. Words and expressions that may be new include:
 - detect** = to notice or discover something
 - eerie** = strange and frightening
 - emergence** = appearance after being hidden
 - wriggling** = twisting from side to side quickly
 - glisten** = to shine because of being wet or oily
 - quiver** = shake
 - pulsate** = to make movements that are regular, like a heart beating
 - re-emerge** = appear again
 - Students might notice that *emergence* and *emergency* are spelled the same except for one letter, but have very different meanings.
 - Explain that Orson Wells was an American actor and director who worked in film, theater, TV, and radio. He became very well-known for the radio broadcast of *The War of the Worlds*, which caused millions of people to panic.

- Have students work in pairs to reread each paragraph, underline the main event, and discuss it. Have them say in their own words what the paragraph was about. For the second paragraph, have them use reported speech to talk about what the reporter said as an alien emerged from the spacecraft.
- Review that we use the past perfect to indicate an action that took place in the past before another action in the past. Have students find examples of the past perfect in *The War of the Worlds*. Have them say the sentence and then identify the first action and the second action. For example: **It said that astronomers had detected blue flames shooting up from the surface of Mars.** The first action is *had detected*. The second action is *(were) shooting up*. Note that *were* is omitted, but the underlying grammar is *(that were) shooting up*.
- Review with students that the prefix *in-* means *not*. For example, *indescribable* means not able to be described. The prefix *re-* means to do again. *Re-emerge* means to emerge again.



After Reading

A

- Have students work alone or with a partner to find the words in the reading that match the definitions.
- Call on students to read the sentences that contain the answers.

Answers

1. eerie
2. alien
3. wriggling
4. blasting
5. warned

B

- Have students work in pairs. Tell them to take turns asking and answering the questions. Check that students are using the correct verb tenses and forms in their answers.

Answers

Answers will vary. Sample answers:

1. The broadcast first said that a meteor had fallen on a farm in New Jersey. The meteor was actually a kind of spaceship.
2. The alien had a body as large as a bear and its body glistened like wet leather. The alien's eyes were black and gleamed like a serpent. The alien's mouth was V-shaped with saliva dripping from it.
3. They moved in a machine with three legs.
4. The Martians blasted people and things with heat rays and released a poisonous black gas.
5. Listeners were terrified and they began to panic. They tried to defend themselves against the aliens. They thought that the radio report was real.
6. If I hadn't heard the warning that the broadcast wasn't real, I might have thought that Martians were invading Earth and I would have been scared.

Discussion

- Check understanding of the word *galaxy*. A galaxy is a large group of stars in the universe. The discussion question is whether they think there may be other planets somewhere in the universe like Earth that are able to support life.



- First have students work alone to write their own reasons for and against there being life in other galaxies. Then organize students into small groups to discuss their reasons for and against intelligent life. Tell them to use what they know about other planets in our solar system to support their reasons.
- Draw a chart on the board. (a For and an Against column) Have one student from each group report back to the class. As students say their reasons, fill in the chart.
- After all groups have reported, ask students to read the information in the chart on the board. Ask students to conclude which reasons are stronger: *For* or *Against*. Students may want to vote on this.

3 Project

- Organize students into groups, and have each group research a short story. Students should complete the organizer and they may want to create illustrations to go with the story they choose. They may also want to role-play part of the story to make their presentation more interesting for the rest of the class.
- Tell students to prepare a written report on the science fiction story to submit after their presentation.

Workbook

Assign pages 122-123 for additional writing practice at word and sentence level.

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.

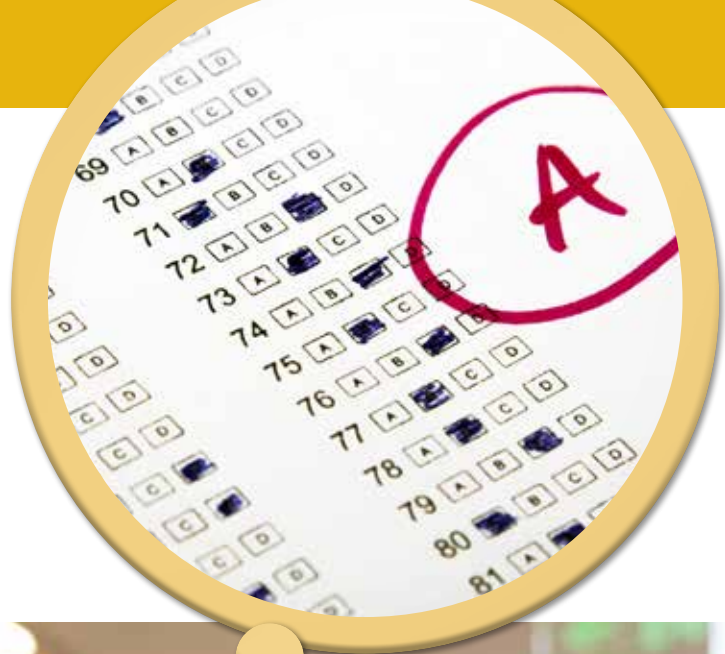
3 Project

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

4 Chant Along

- Tell students that they are going to hear a chant called *Could You Help Me Find the Reason?* Ask students to cover the lyrics. Direct their attention to the photos. Ask students to describe him. For example, ask:

How would you describe the man?

Is he tall or short?

What is his hair like?

How does the man feel?

Why do you think he feels that way?

- Have students read the lyrics to the chant. Ask them to reread the first verse. Point out that the lines all start with *could* or *why*. Remind students we use *could* to make a request. Here he is asking: *Is it possible for you to help me?* Ask students what he wants help with. Elicit that he wants help understanding why he works so hard.
- ▶ Play the chant as students follow along silently in their books.
- Ask students to reread the chorus. Point out that he is talking about a hypothetical situation in the past.
- ▶ Play the chant again. This time, focus students' attention on the second verse.
- Write on the board: ***I should have done much, much better.*** Have students read the sentences in unison.
- Then, divide the class into two groups. Group A reads each line in the verse, pausing for Group B to say in unison, *but I didn't* after each line.
- Direct students' attention to the lines in the second verse that begin with *They might have...* Discuss with students how he is speculating about how things could have turned out differently if he had tried harder.

- ▶ Play the chant again for students to chant along. Pause for students to complete certain lines.
- ▶ Play the chant through a final time as students chant along.
- Ask students to speculate about the future. Ask:
 - What should he do to do better?***
 - Do you think he'll get a second chance?***
 - Does he deserve a second chance?***



Vocabulary

- Have students work alone or with a partner to find the words and expressions in the chant that match the definitions.
- Call on students to say the line of the chant for each answer.

Answers

1. notice
2. on the spot
3. trials
4. plea
5. forsaken (forsake)

Comprehension

A

- Ask students to work individually to answer *true* or *false*.
- Check answers as a class.

Answers

1. true
2. false
3. true
4. false
5. true
6. true

B

- Call on students for their answers. Ask students to say the lines in the chant that support their answers.

Discussion

- Read the discussion question aloud. Have students work in small groups to decide when it is good to forgive, to plea, and to forsake. Ask each group to present their ideas, and explain why.

5 Writing

- Review with the class the basic format for a personal letter. Create a model on the board that includes the date, the salutation (Dear ____), the body, and the closing address (Sincerely).
- Have students each work individually to write a letter. Tell them it can be about a real situation or an imaginary one.
- Call on volunteers to read their letters to the class. Or, alternatively, have students exchange letters in pairs and write a response to the letter of apology they receive. Then have pairs form small groups and read their letters aloud.

Workbook

Assign pages 124-125 for additional writing practice above word and sentence level.



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
 وزارة التعليم Ministry of Education 2022 - 1444		

Vocabulary

1 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.

2 I Wonder What Happened

VOCABULARY

Nouns

bull	meteorite
crater	orbit
debris	pioneer
device	remote control
fireball	time bomb
fragment	tornado
hurricane	volcano
locomotive	

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.



3 If It Hadn't Happened

VOCABULARY

Nouns

advantage infection
antibiotic load
candle oil well
course penicillin
disadvantage regret
distance 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

4 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

hoda
in the end
or anything like that
really
totally

EXPANSION Units 1-4

VOCABULARY

Nouns

alien landscape
anxiety panic
astronomer plea
broadcast scare
coverage spacecraft
crater surface
emergence tension
flame tentacle
gas mask trial

Verbs

blast pulsate
crawl quiver
detect re-emerge
force (oneself) switch (over)
forsake unfold
glisten warn
proceed 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



2 (tr) ©PIXTAL/age fotostock, **3** (t) ©Orlok/Shutterstock, **3** (c) ©HINI/Shutterstock, **4** (bl) ©Tatweer Co. for Educational Services, **7** (c) ©Oleksiy Mark/Shutterstock, **9** 1 ©Fancy/Alamy Images, **9** 2 ©photopixel/Shutterstock, **9** 3 ©akz/123RF, **9** 4 ©Sjstudio6/Shutterstock, **9** 5 ©Badger Castle/Shutterstock, **9** (br) ©Standret/Shutterstock, **10** (tl) ©artproem/Shutterstock, **10** 1 ©You Touch Pix of EuToch/Shutterstock, **10** 2 ©Ljupco Smokovski/Shutterstock, **10** 3 ©Elena Schweitzer/Shutterstock, **10** 4 ©max blain/Shutterstock, **10** 5 ©Maceofoto/Shutterstock, **10** 6 ©jannoon028/Shutterstock, **10** 7 ©Ahmed Aboul-Seoud/Shutterstock, **10** (cr) ©Lucky Business/Shutterstock, **12** (cl) ©McGraw-Hill Education, **12** (bl) ©McGraw-Hill Education, **13** (tr) ©Everett Historical/Shutterstock, **13** (bc) ©Andrey_Popov/Shutterstock, **14** (tr) ©Zhax/Shutterstock, **15** (br) ©zoe bg/Shutterstock, **18** (l to r - t to b) ©diy13/Shutterstock, **18** 2 ©Scanrail1/Shutterstock, **18** 3 ©Iasha/Shutterstock, **18** 4 ©Hurst Photo/Shutterstock, **20** 1 ©Nido Huebl/Shutterstock, **20** 2 ©Steve Jolicoeur/Shutterstock, **20** 3 ©snowblurred/Shutterstock, **20** 4 ©Eder/Shutterstock, **20** 5 ©David Burkholder/Shutterstock, **20** 6 ©Nesrudheen Matathoor/Shutterstock, **20** 7 ©Angelo Cordeschi/Shutterstock, **21** (tr) ©Marko Aliaksandr/Shutterstock, **21** (cr) ©Ibe van Oort/Shutterstock, **23** (tr) ©Photoongraphy/Shutterstock, **23** (cr) ©Ahmad Ihsan/Shutterstock, **23** 1 ©Lilia Beck/Shutterstock, **23** 2 ©rambux/Shutterstock, **23** 3 ©Duplass/Shutterstock, **23** 4 ©LightPhotos/Shutterstock, **27** (bl) ©Digital Archive Japan/Alamy Images, **27** (br) ©ESB Professional/Shutterstock, **29** (tr) ©Kurkul/Shutterstock, **31** (tr) ©Triff/Shutterstock, **32** (c) ©Marko Aliaksandr/Shutterstock, **34** (tr) ©AP/Shutterstock, **34** (l to r - t to b) ©Katoosha/Shutterstock, **34** 2 ©Kevin Phillips/Shutterstock, **34** 3 ©AP/Shutterstock, **34** 4 ©Everett Historical/Shutterstock, **34** 5 ©Tatweer Co. for Educational Services, **36** 3 ©Susie Jin/McGraw-Hill Education, **39** (tr) ©Tatweer Co. for Educational Services, **40** (c) ©Syda Productions/Shutterstock, **41** (br) ©Africa Studio/Shutterstock, **42** (tr) ©soul_studio/Shutterstock, **46** (tr) ©Antonio Guillem/Shutterstock, **51** (tr) ©Burachet/Shutterstock, **52** (tr) ©Esteban De Armas/Shutterstock, **53** (tl) ©fotoinfot/Shutterstock, **53** (tr) ©michaeljung/Shutterstock, **54** (t) ©Franck Robichon/EPA/Shutterstock, **56** (cl) ©chomplearn/Shutterstock, **56** (cr) ©Alaa AbuMadi/Shutterstock, **59** (cl) ©Jukov studio/Shutterstock, **60** (tl) ©Tatweer Co. for Educational Services, **60** (tc) ©Tatweer Co. for Educational Services, **60** (tr) ©Tatweer Co. for Educational Services, **60** (bl) ©Tatweer Co. for Educational Services, **60** (br) ©Tatweer Co. for Educational Services, **62** (br) ©Tomasz Trojanowski/Shutterstock, **64** (tr) ©patpitchaya/Shutterstock, **64** (br) ©Iva Villi/Shutterstock, **65** (tr) ©Everett Collection/Shutterstock, **66** (tr) ©Joanna Dorota/Shutterstock, **66** (br) ©Syda Productions/Shutterstock.

Cover (bl) ©Amar Grover/John Warburton-Lee Photography/Alamy Stock Photo, (br) ©Victor Jiang/Shutterstock.



وزارة التعليم

Ministry of Education

2022 - 1444

MEGAGOAL 1.3 Audio Track List

CD1

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





وزارة التعليم

Ministry of Education

2022 - 1444

Key to Phonetic Symbols

Vowels		Consonants	
Symbol	Sample Word	Symbol	Sample Word
/iː/	w eek	/b/	b ike
/ɪ/	g ift	/p/	p ool
/ɛ/	b ed	/g/	g ive
/æ/	b ad	/k/	c ar
/ɑ/	f ather, b ox	/d/	d ay
/ə/	m onth, b us	/t/	t en
/ɔ/	s mall, d oor	/z/	z ero
/u/	r oom	/s/	s on
/ʊ/	b ook	/ʃ/	sh oe
/eɪ/	n ame	/dʒ/	j ust, g arage
/aɪ/	l ine	/z/	tele v ision
/ɔɪ/	b oy	/tʃ/	ch eck
/aʊ/	t own	/v/	v ery
/oʊ/	o ld	/f/	f ine
/ɜː/	f irst	/w/	w ife
		/j/	y ard
		/h/	h ere
		/ð/	th is
		/θ/	th ousand
		/m/	m ap
		/n/	n ow
		/ŋ/	ring
		/l/	l eft
		/r/	r ight



1 Photocopiable Activity

Exercise 1

1. windshield
2. hair dryer
3. meat grinder/mincer
4. window pane
5. baby stroller
6. flat tire
7. warranty
8. refund

Exercise 2

1. torn/damaged
2. stained.
3. cracked
4. broken
5. damaged

What needs to be done with each item to try and fix things.

1. The shirt needs to be sewn.
2. The leather jacket needs to be cleaned.
3. The helmet needs to be replaced.
4. The sunglasses need to be replaced/repared.
5. The laptop case needs to be thrown away/replaced.

Exercise 3

1. I'll have it repaired. OR I'll have it replaced.
2. I'll have it fixed.
3. I'll have them replaced.
4. I'll have it changed.
5. I'll have it replaced.
6. I'll have a second lock put in.
7. I'll have it checked.
8. I'll have it recharged.
9. I'll have them repaired.
10. I'll have them replaced.
11. I'll have it fixed.

Exercise 4

Answers will vary: Sample answer:

1. Your alarm doesn't ring/Your car won't start/You get stuck in the elevator.
2. ... you can't find your umbrella
3. ...and there is a power failure/you get a call from a friend who wants you to go over to his/her place immediately because his/her home has been broken into.



2 Photocopiable Activity

Exercise 1

1. devastated
2. catastrophic
3. virtually
4. monitor
5. protect

Exercise 2

1. It can't have been an explosion, it wasn't loud enough. It must have been a car crash. I could hear people yelling.
2. It can't have been a lightning. It didn't have the right shape. It must have been fireworks. There were many pretty colors in the sky.
3. He can't be home. He must be out. I keep calling and there is no answer.
4. He can't have bought it. He must have rented it.
5. it can't have been an earthquake. It must have been an explosion

Exercise 3

So when his boss arrived, Jo had replied to requests for information by email, he had called the courier and arranged for packages and mail to be picked up, he had called the company lawyer and asked him to come to the meeting in the afternoon, he had filed all the incoming documents, returned calls from customers asking about delivery dates, checked and sent direct mail to customers, prepared a performance report and chart for the meeting and taken care of all pending matters.

Exercise 4

By the time her sister walked in, Mona had put away the paints, brushes, needles and threads, ribbons and beads into the drawers or hid them under things and arranged the box and cushion on the bed.



3 Photocopiable Activity

Exercise 1

Answers will vary. Sample answers:

1. oil rig, oil deposits, oil products, oil well, oil field
2. heavy machinery, heavy industry, heavy metal, heavy material, heavy load
3. electric power, electric charge, electric iron, electric cooker, electric appliance
4. heavy security, security measures, security device, security officer, security department, security alert
5. hurt somebody, hurt your arm/leg, nose, hurt yourself, hurt feelings

(students' own sentences)

Exercise 2

1. the wheel
2. penicillin
3. light bulb
4. regret
5. property/possessions
6. diamond/emerald

Exercise 3

Answers will vary. Sample answers:

1. If the remote control hadn't been invented, people would have to get up and change channels manually while watching television.
2. If air conditioning hadn't been invented, it wouldn't have been possible for people to live in very hot or very cold areas.
3. If gold hadn't been discovered, a number of counties would have remained poor.
4. If forests had been protected, earth's climate wouldn't have changed as much as it has.
5. If the Internet had not been made available to the public, we wouldn't have been able to communicate by email.

Exercise 4

1. Everyone would have been happier if we hadn't ordered Chinese food.
2. I wouldn't have missed class yesterday if I hadn't overslept.
3. If I'd worked with the rest of the group I'd have been able to participate in the poster presentation.
4. If he'd found out/known that the dealer was going to have special offers, he wouldn't have bought a new car when he did,
5. I wouldn't have gone shopping with my parents if I'd known that my friend was going to come over.
6. I wouldn't have switched my cell phone off if I'd known that my friend was going to call about a school project.
OR
My friend would have got through if I hadn't switched off my cell phone.



4 Photocopiable Activity

Exercise 1

1. powerful
2. knocked down
3. recent
4. pressure
5. feasible
6. improve
7. result

Exercise 2

1. He promised to build a new school in his home town./He said he would build a new school in his home town.
2. He promised to help homeless people./He said (that) he would help homeless people.
3. He said (that) he had already donated part of the money to charity.
4. He said (that) he would like to finance medical research.
5. He said (that) he was thinking of financing research into alternative sources of energy.
6. He said (that) he wouldn't squander his money. He said he would use it wisely.

Exercise 3

Answers will vary. Sample answers.

Jed - Jim, I am only going to play for fifteen minutes max./I am not going to play for more than fifteen minutes.

Jim – Yeah, yeah. I don't believe that. You'll just keep me out of the game./You'll play the whole game.

Jed- Jim, please. I only want to play for a while because my parents are here and they've never seen me play before. This is the first time they've come. You know they're always at work and can't make it to any game.

Jim – Yeah, yeah,...

Coach – Jed! Come here! Do you know what you've done? Can't you think of anyone else but yourself? Can't you see you're wrecking the team? You'll never play again, if I have anything to do with it....

Jed – No, coach listen. That's not true ...

At school

Jed – Hi Jim.

Jim – Do you know this guy?

At the science lab.

Jim: Mat, can you ask Jed if he's done with the microscope?



1 Complaints, Complaints

Page 79

A

Answers will vary. Sample answers:

1. The computer crashed./The computer needs to be repaired.
2. The car has a dead battery./The battery is dead.
3. The carpet has a stain./The carpet is stained.
4. The wall needs to be repainted.
5. The car has a flat tire.
6. There's a dripping faucet./The faucet is dripping.
7. The truck has a cracked windshield./The windshield is cracked.

Page 80

B

- | | |
|--------------|-------------|
| 1. broken | 6. torn |
| 2. sewn | 7. repaired |
| 3. damaged | 8. painted |
| 4. scratched | 9. cleaned |
| 5. stained | 10. fixed |

C

1. needs to be dry-cleaned
2. need to be sharpened
3. need to be dried
4. needs to be cut
5. needs to be repainted
6. need to be washed
7. needs to be repaired

Page 81

D

1. The kitchen needs to be cleaned.
She's going to have the kitchen cleaned.
2. The living room needs to be decorated.
She's going to have the living room decorated.

E

1. The cabinet door needs to be repaired.
2. The clothes need to be washed.
3. The delivery man needs to be paid.
4. The cat needs to be fed.
5. The pizza needs to be eaten.

Page 82

F

1. **A:** We're having the garage door repaired.
B: Why are you having the garage door repaired?
A: The garage door is broken.
2. **A:** We're getting the sidewalk fixed.
B: Why are you getting the sidewalk fixed?
A: The sidewalk is cracked.
3. **A:** We're having the roof replaced.
B: Why are you having the roof replaced?
A: The roof is damaged.
4. **A:** We're having the doorknob checked.
B: Why are you having the doorknob checked?
A: The doorknob is broken.
5. **A:** We're getting the window fixed.
B: Why are you getting the window fixed?
A: The window is broken.

Page 83

G

Answers will vary. Sample answers:

1. You need to know a few things.
2. You need to check the price of the car and how much oil is in the car right now.
3. The most important thing is to take the car for a ride.
4. You need to test drive the car on city streets and on the highway.
5. You should have a mechanic look at the car before you buy it.
6. You need to keep copies of everything you sign.

Page 84

H

Answers will vary. Sample answers:

1. The pants are too long.
2. The memory stick doesn't work
3. The TV is faulty.
4. There are two buttons missing from the shirt.
5. The sunglasses are too small.
6. The jacket is torn at the back.
7. The hair dryer has a loose cable
8. There are 15 pages missing from the end of the novel.

I

Answers will vary. Sample answer:

Hi,
I'm sorry to hear your laptop has crashed. You need to have

it checked by a technician or better still you need to have it replaced. I'll be over in ten minutes to help.
Best

Hi,
No, I'm afraid there are no open stores at this time but you can have it fixed very quickly. I'll give you a ring as soon as I get the address and tell you where to go.
Best

Page 85

J
Answers will vary. Sample answers:

Complaint: This is the fifth time you have been two hours late this month.

Answer: I am sorry but I come by bus and it is not very reliable.

Complaint: You've said that before and I told you to take a taxi if the bus is late and charge it to the company. You never listen to anything I say.

Answer: Of course, I do. Honest! I don't mean to be late. Please give me one more chance to prove that I can be reliable.

Complaint: You have not been reliable about anything in the two months you've been here. When are you likely to start?

Answer: I am really and truly sorry. I'll get a bike, that way I won't be late.

Page 86

K
Answers will vary.

Page 87

L
Sylvia: So, Karen, has your nephew left (1.) yet ?
Karen: Yes, Greg has (2.) already gone. At long last!

Sylvia: How long did he stay?

Karen: (3.) Just three months. He was doing a research project here at the university. When he arrived, I said, "Make yourself at home." And he did just that.

Sylvia: But he seemed like such a nice young man.

Karen: Oh, he is, and I was happy to help out. The trouble is that he took over our house. He used our things and never put them back. He never cleaned up after himself, and I've never seen anyone eat so much! One day I walked into the living room, and there was Greg eating and making a mess, with his feet on the furniture...

Sylvia: That's a bit much, isn't it?

Karen: That's what I thought. And to top it all off, he hasn't called us (4.) yet to say 'thank you'! But my sister (5.) has already apologized for his behavior...

M
Students' own answers

Page 88

- N**
1. He wants to complain about the service at the restaurant. He's going to email them .
 2. Her grandparents are upset that Noura hasn't visited. She's going to visit them .
 3. I don't want to ask my neighbors. I don't know them .
 4. We want to come to your graduation. Don't forget us .
 5. I'm going to be at home tonight. Please call me .
 6. Please listen to me when I'm talking to you .

- O**
1. I need to call my friends.
 2. Ali often complains about the cost of running his car.
 3. Do you need to buy snacks?
 4. He doesn't like to share his laptop.
 5. We don't need to send an invitation.
 6. Faris asked him to hold the elevator door open.

2 I Wonder What Happened

Page 89

- A**
- | | |
|-----------------------|---------------------|
| 1. meteorite / crater | 3. tornado / debris |
| 2. volcano | 4. bulls |

Page 90

- B**
1. Carl and John looked in the living room for the keys, but their little brother had taken them into the bedroom.
 2. When the football game came on TV, they hadn't cleaned up yet from the party.
 3. It started to rain, but Karen had left her umbrella at home.
 4. They didn't take any photos on their vacation because they had forgotten their camera.
 5. He fell asleep while studying because he had stayed up late every night this week.

Page 91

C

- | | |
|-------------------|-----------------|
| 1. went | 8. Was |
| 2. had never been | 9. had hung |
| 3. saw | 10. had placed |
| 4. was | 11. had put |
| 5. had never seen | 12. saw |
| 6. Was | 13. was |
| 7. did / know | 14. didn't like |

Page 92

D

- | | | |
|----------|----------|----------|
| 1. can't | 3. might | 5. can't |
| 2. must | 4. must | 6. might |

E

Answers will vary. Sample answers:

- He must have gone buying a car.
He might have received a parking ticket.
He could have had the car repaired.
- He must have called a friend.
He might have been late for a meeting.
He could have forgotten an address.
- He must have studied too much.
He might have been bored.
He could have not slept well last night.

Page 93

F

Answers will vary. Sample answers:

- They had lived a very quiet life on their farm.
- They had never talked to so many people before.
- They had never seen a meteor before.
- She still carries a piece of the meteorite.

Page 94

G

Answers will vary.

H

Answers will vary. Sample answer:

You must have forgotten to put it in your bag.

You might have left it at home.

You must have dropped it in the car.

Someone must have stolen it.

I might have left it at my mother's house

It must still be on the little table.

I must have forgotten that I'd taken it out of my bag.

I must have forgotten I put it there.

I might have taken it out of my bag and gone off to do something else

Page 95

I

Answers will vary. Sample answers:

Before the fire	Now (during the fire)	After the fire
smoke	flames	put out the fire
explosion	building	check for live ash

- The fire must have started in one of the 5th floor flats.
- The building had been evacuated when the fire fighters arrived.
- The building will probably be torn down.

Page 96

J

Answers will vary.

Page 97

K

- The man ate the pizza and drank the soda so he wasn't hungry or thirsty.
- We can study hurricanes or the planetary system.
- I read the science book and I saw the scientific documentary, too.
- I like hot air balloons but/yet I am scared of heights.
- It could be a helicopter or a plane.
- I don't like guessing so I will wait for the facts.
- It might be a weather balloon or a UFO.
- I wanted to get home quickly so I took a shortcut through the park.
- I don't think the human race can live on another planet but/yet scientists are investigating the possibility.
- The remote control can turn off the TV and switch channels but it can't switch on my computer.

Page 98

L

Answers will vary. Possible answers.

The city may have won an award.

The sculpture could have been donated by a local businessman.

The city council must have decided the park needed to attract more tourists.

M

Answers will vary. Possible answers:

1. The sculpture is expensive to maintain. If the city removes the sculpture and puts a bench in its place, more people might visit the park.
2. The sculpture is an eyesore. If it is replaced with trees, the city will be greener. People will visit the park and appreciate the beauty of nature.
3. If we leave the sculpture in the park, birds might sit on it and make the place messy.
4. If this happens, the council will have to have to clean it all the time.

3 If It Hadn't Happened

Page 99

A

- | | | |
|---------------|---------------|-------------|
| 1. penicillin | 4. source | 7. heavy |
| 2. unemployed | 5. advantages | 8. oil well |
| 3. regretted | 6. drilled | |

Page 100

B

1. should have been
2. should have told
3. should have stopped her
4. shouldn't have panicked
5. should have controlled
6. shouldn't have let
7. should have realized
8. should have won

C

Answers will vary. Sample answers:

1. I shouldn't have gone to the mall with Tim.
2. I should have studied for the history test.
3. I should have apologized to Camilla.
4. I shouldn't have walked to school in the rain.

Page 101

D

Answers will vary. Sample answers:

1. I should have asked for directions.
2. I should have gone to the football game.
3. We shouldn't have brought all these things.

4. Ali loves pizza! He can eat a whole pizza. / He should have eaten only two slices of pizza.

Page 102

E

Answers will vary. Sample answers:

1. If I had driven, I would have asked for directions.
2. If my friends had asked me, I would have gone to the library.
3. If I had packed for the trip, I would have taken shorts and T-shirts.
4. If I had ordered a pizza, I would have only eaten two slices.

F

Answers will vary. Sample answers:

1. If I had grown up in Canada, I could have spoken English and French in school.
2. If I had grown up in the United States, I might have liked to watch football.
3. If I had listened to my father, I would have bought a new car instead of a used car.
4. If Mei had called me earlier, I could have bought her a pizza, too.
5. If I had studied more, I might have passed the biology test.

Page 103

G

1. What is dreaming?
2. What causes dreaming?
3. Do we dream in color?
4. What does sleep research involve?

Page 104

H

Answers will vary (please see list of sample regrets provided in the workbook)

I

Answers will vary. Sample answer:

1. doing something dangerous / broke my leg
If I hadn't done something dangerous, I wouldn't have broken my leg.
2. being mean to a friend / made me very unpopular
If I hadn't been mean to a friend I wouldn't have become so unpopular.

3. telling someone something I shouldn't have / hurt his/her feelings and upset him/her
If I hadn't told her anything, her feelings wouldn't have been hurt and she wouldn't have been upset.

Page 105

J

Answers will vary. Sample answers:

How people benefit from jobs in the oil industry
Secure employment, benefits, pay, career opportunities, security, housing, education, family, higher standards of living, training opportunities, oil rig

1. If oil hadn't been discovered, industry wouldn't have developed the way it has.
2. If oil hadn't been discovered, automobiles wouldn't have developed the way they have.
3. If oil hadn't been discovered, a number of countries wouldn't have developed into rich nations.

Page 106

K

Answers will vary.

Page 107

L

Present	Simple Past	Past Participle
appear	appeared	appeared
be	was/were	been
become	became	became
build	built	built
cool	cooled	cooled
discover	discovered	discovered
do	did	done
import	imported	imported
invent	invented	invented
keep	kept	kept
make	made	made
preserve	preserved	preserved
put	put	put
use	used	used

M

1. have tried
2. invented
3. kept
4. imported
5. put
6. built

7. appeared
8. preserved
9. became
10. have cooled

Page 108

N

Students' own answers

O

2. had been
3. weren't able to
4. have been able to
5. are able

4 What They Said

Page 109

A

1. power
2. had bothered
3. had knocked down
4. had raised

Page 110

B

Answers will vary. Sample answers:

1. had to pick it up
2. wanted to talk to you about publishing an article
3. he was only in town until the day after
4. he had not been free last week
5. wanted to meet you for dinner

C

Answers will vary. Sample answers:

1. Jason's mom told him that he would do all of the homework for Mr. Wilson's class.
2. Jason said that Mr. Wilson could give less homework to the class.
3. Jason's mom explained that he wouldn't play football.
4. Jason assured his mom that he would finish all the homework.
5. Jason's mom agreed that Mr. Wilson just might be right from time to time!

Page 111

D

1. who had made the plans for the park
2. why they hadn't asked for his ideas
3. if the Parks Department had planned an area for bicycles
4. if there was a path where people can jog
5. if there would be lots of benches
6. where the football field would be
7. how many tennis courts there would be

8. when the park would open
9. if the plans included some basketball courts
10. why they didn't include a place for family picnics
11. how they could do all these things

Page 112

E

Ken Clark of WWT introduced his guest the young swimming champion Omar and welcomed him to their show. He started by asking Omar how old he was when he started swimming. Omar answered that he had been swimming ever since he could remember. Ken Clark said he remembered him mentioning that at the "Sports News" interview and he asked him what his main advantage was in freestyle. When Omar told him that he thought it was speed and pace, Clark agreed with him and asked him if he would like to watch a video with some comments from people who knew him. Omar asked whether the comments were good. Clark answered that he thought they were and added that some of his friends thought that he was sometimes too quick to jump to conclusions, but never held grudges against people. Alan said that Omar was really cool, a good friend, and always helped people but he sometimes tried too hard. He thought that he didn't need to prove anything.

Page 113

F

1. T 2. F 3. T 4. F 5. F

Page 114

G

Answers will vary. Sample answers:

Participants in the conversation: two business associates

A: Ret

B: Saeed

Topic of the conversation: A new proposal

R: Hello Saeed! How's everything?

S: Great, thanks! Have you received the new proposal?

R: Yes, I have Saeed. Thanks a lot. It looks really interesting.

S: Hmm. I'm not sure I like that comment (laughing) interesting? Is that all?

R: Of course not. I just don't want to say any more till after the board decision.

S: I know Ret, I'm only kidding. I'll be in touch in two days.

R: OK, Saeed. Best of luck with the new oil rig!



H

Answers will vary. Sample answer:

1. The teacher greeted us/said good morning. Then she said that she hoped we had everything we needed, pens, pencils, extra paper.
2. She asked us to keep our test booklets closed and just write our name on the front page.
3. Then she said the time was ten minutes past eight and told us/informed us that we had to complete the test by ten minutes past ten. She added that we had 2 hours.
4. She told us to open/she suggested that we open our test booklets and start writing. She asked us to keep our eyes on our paper and not speak to each other. She told us to raise our hand if we needed anything.

Page 115

I

Answers will vary. Sample answer:

News Topics: sports, celebration, foreign affairs, new commerce, environment, education, new government projects

1. sports
Our National Football Team are on their way back with the trophy!
2. celebration
The National Day is celebrated all over KSA.
3. foreign affairs
The visiting Prime Minister has just signed a new commercial agreement that will increase employment opportunities by 20%.
4. education
A new, state of the art, elementary school has just been opened in Jeddah.

Page 116

J

Answers will vary.

Page 117

K

- | | | |
|----------------|---------|--------|
| 1. countryside | 3. harm | 5. hit |
| 2. city | 4. news | |

L

Answers will vary. Possible answers:

1. Haven't you brought your computer?
2. Haven't you left yet?
3. Don't you like what I've ordered?
4. Haven't you watched the news?

Page 118

M

- Where / live?
Q: Where do pandas live?
A: They live in forests in southwestern China.
- How/many?
Q: How many wild pandas are there?
A: About 1,600.
- How / work to protect pandas?
Q: Who is working to protect the pandas in their natural habitat?
A: The Chinese government and conservation organisations.
- How much / eat?
Q: How much does a panda eat?
A: An adult panda eats up to 95 pounds (45 kg) of bamboo a day.
- How long / eat / a day?
Q: How long does a panda eat for each day?
A: For about 16 hours.

EXPANSION Units 1-4

Page 119

A

- | | | |
|--------------|--------------|------------|
| 1. damaged | 4. repainted | 7. cracked |
| 2. repaired | 5. broken | 8. torn |
| 3. scratched | 6. decorated | |

B

- I'm having the house painted
- I'm getting the carpet cleaned
- I'm going to have the old TV fixed
- She's getting the living room redecorated
- 're going to have the damaged roof repaired.

Page 120

C

- | | |
|----------------|-----------------|
| 1. had watched | 4. had failed |
| 2. had left | 5. had received |
| 3. had decided | 6. Had / taken |

D

Answers will vary. Sample answers:

- Greg couldn't have been at home.
- Adel may be in a cast for six weeks.
- Stephanie may pass her test tomorrow.
- They must be excited about their vacation.
- The car might have been on sale.
- Daniel must be sick.
- It might have been Michael.

Page 121

E

Answers will vary. Sample answers:

- I shouldn't have eaten so much food.
- I should have been more careful.
- Hanan should have studied with Karen.
- Fahad should have warmed up more.
- I shouldn't have had that much coffee at dinner.
- I should have brought a sweater.
- I shouldn't have bought the book.
- I should have paid more attention.

Page 122

F

- If Mark had gone to bed early, he wouldn't have been tired.
- If Ibrahim hadn't lived in Paris for three years, he wouldn't have learned to speak French.
- If I hadn't bought a new computer, I would have gone on vacation with my friends.
- If it hadn't rained all day, I wouldn't have taken a nap.
- If Sarah hadn't been sick, she would have been at school today.
- If my brother had learned how to swim, he would have learned how to water-ski.

G

- he had seen that little red sports car
- he hadn't seen it
- Qassim would get a car like that
- was probably his father's car
- was usually so quiet and shy
- maybe he had changed
- that he was going to call Qassim
- he was going to do that

Page 123

H

Answers will vary. Sample answers:

1. said that he had tried to stop
2. said that the other driver was talking on his cell phone
3. said that he saw the driver on his cell phone
4. said that was not true at all

I

See examples. Answers will vary depending on the accident.

Page 124

J

Answers will vary. Sample answer:

Nouns: mosque, monument, tower, dome, trees, water, fountain, people, sight, lawn, workers, artists, artisans, craftsmen, construction,

Verbs: design, build, construct, complete, open, allow, name, remember, honor, bury, employ

Adjectives: magnificent, breathtaking, beautiful, elegant, expensive, rare, great, unique

1. The Mosque of the Prophet in Madinah is one of the most beautiful mosques in the world.
2. The construction took years to complete.
3. Thousands of workers, artisans and craftsmen were employed to do the work.

Page 125

K

Answers will vary depending on the accident that was witnessed.



1 Photocopiable Activities

Grammar and Vocabulary Review

Exercise 1

Write the words for these appliances or objects.

1. the front "window" of the car	w _____
2. the thing you use to dry your hair	h _____
3. the machine that butchers use to grind meat	m _____
4. the glass sheet that is fitted into window frames	w _____
5. another word for a baby carriage	b _____
6. a tire that is deflated/has no air in it	f _____
7. the agreement/document that covers repairs or replacement for a period of time	w _____
8. the money that is returned to the customer if an item that was purchased is faulty or has been returned	r _____

Exercise 2

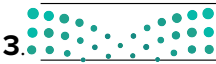
Read the situation. Then write what was wrong with the items. Use words from the list.

damaged stained broken torn cracked

Jack had just bought some new clothes that he was really happy with. In his excitement, he tried to cross the street too soon and a car drove past, splashing him and his purchases with muddy water. He got scared and dropped his bags as he tried to avoid another car that was about to go past. When he collected himself, he walked to the middle of the street and picked up his new clothes. They were a mess.

1. His new shirt had a large hole. It was _____.
2. His new leather jacket had large muddy spots that would not come off. It was _____.
3. His new helmet had a thin line running across it. It was _____.
4. His sunglasses were in pieces. They were _____.
5. His new laptop case was full of holes and the handle was broken. It was _____.

What needs to be done with each item to try and fix things?

1. *The shirt needs to be sewn.* _____
2. _____
3.  _____

1 Photocopiable Activities

Exercise 3

The owner of the apartment is very eager to rent it. How do you think he responds to some of the comments that his prospective tenants make?

1. There is a leaky pipe in the kitchen.

🔧 *I'll have it repaired.* _____ (repair)

2. The faucet is dripping.

_____ (fix)

3. There are loose floorboards in the living room.

_____ (replace)

4. The windowpane is broken in the bedroom.

_____ (change)

5. The doorknob is broken.

_____ (replace)

6. The door only has one lock.

_____ (put in)

Belal has taken his car in for a service and repairs. What do you think the chief mechanic who is in charge of the garage says to him?

7. I was here a couple of weeks ago but the engine has started making a funny noise.

_____ (check)

8. Oh, and I have trouble starting the car. There seems to be a problem with the battery.

_____ (recharge)

9. And look at the body. The driver's side is full of dents. I don't know when those happened.

_____ (repair)

10. I've also realized that my tires are really worn.

_____ (replace)

11. Can you also do something about the air conditioning? It isn't cooling!

_____ (fix)

Exercise 4

"If anything can go wrong, it will." According to Murphy's Law, what goes wrong in each situation? Write or discuss your ideas.

1. You have an important meeting early in the morning _____.

2. It's pouring rain outside _____.

3. Your favorite TV program is about to start _____.

2 Photocopiable Activities

Grammar and Vocabulary Review

Exercise 1

Fill in the blanks in the text with words from the list. Make sure you use the correct form of each word.

virtually catastrophic protect devastate monitor


Last summer, fires (1)_____ large sections of forests and burnt homes to the ground in a number of areas including the Mediterranean and Australia.

Where fire zones had been created, the effects were not as (2)_____. Fire prevention is (3)_____ non-existent in some countries. In such cases, the fires are set to clear forested areas so they can be sold as prime land for construction. Forestry services try to (4)_____ movement in the forests on limited funding. If nothing is done to (5)_____ against arson soon, we might lose more forested areas. That will pose an immediate threat to our ecosystem which is already taxed with carbon dioxide.

Exercise 2

Make suppositions, speculate, and draw conclusions about things. Use **can't**, **must**, **may**, or **might**. Write more than one answer for each item.

1. I just heard a loud bang and all the car alarms went off. (explosion/car crash)

 *It can't have been an explosion; it wasn't loud enough. It must have been a car crash.*

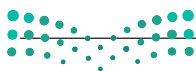
I could hear people yelling. Someone may have been hurt.

2. I saw this blinding flash in the sky but there was no noise. Then a few moments later there was such a loud racket. (lightning/fireworks)

3. I keep on calling his home number and there is no answer. (home/out)

4. I saw him driving a very expensive SUV. It was brand new. (buy/rent)

5. Did you feel the tremor? The whole building shook for half a minute. (earthquake/explosion)



2 Photocopiable Activities

Exercise 3

Read about Jo's tasks and say/write what he had managed to do when his boss returned.

Jo's boss had left a list of things for him to do. So Jo set out to do everything as fast as possible and he managed to complete the first six tasks.

1. reply to requests for information by email
 2. call the courier and arrange for packages and mail to be picked up
 3. call the company lawyer and ask him to come to the meeting in the afternoon
 4. file all incoming documents and set aside the ones that need to be answered
 5. return calls from customers asking about delivery dates
 6. check and send direct mail to potential customers
 7. prepare a performance report and chart for the meeting
 8. any other business?
- See you around 9:00 a.m.

So when his boss arrived, Jo _____

and was in the process of preparing the performance report. He was quite pleased with himself and hoped that his boss would be too.

Exercise 4

Read about Mona's plan. Then:

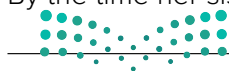
- a. Write about all the things she managed to do before her sister entered the room.
- b. Finish the story.

Mona was preparing a surprise for her sister. Everyday after school she went to their room and worked on what she was making for her. Her sister loved ornate boxes and pretty cushions, so Mona had decided to paint a small wooden box, decorate it with beads, and line it with velvet. She was also embroidering a beautiful blue cushion for her.

This afternoon, she was going to put the finishing touches on both and leave them on her sister's bed before she got back.

Suddenly, she heard her sister's voice. She quickly put away the paints, brushes, needles and threads, ribbons and beads into drawers or hid them under things, and arranged the box and the cushion on the bed.

By the time her sister walked in, Mona _____




3 Photocopiable Activities

Grammar and Vocabulary Review

Exercise 1

Try to match these words with as many other words as possible to form collocations.

1. oil :

 *oil rig, oil deposits, oil products, oil well, oil field*

2. heavy:

3. electric:

4. security:

5. hurt:

Choose some of your collocations and make sentences.

1. _____

2. _____

3. _____

4. _____

Exercise 2

Read the descriptions/definitions and name the items.


1. the thing that made transport of heavy loads and people possible

2. the medication that helped combat infections and saved lives

3. the little glass object that makes it possible for us to light dark spaces

4. the feeling you have when you think back and feel bad about something that you have or have not done

5.  everything that someone owns, including cash, property, investments, etc.

6.  the valuable stone often used in jewelry

3 Photocopiable Activities

Exercise 3

Complete the sentences. Use **would/wouldn't** in your answers.
Think about how things might or could be/have been different.

1. If the remote control hadn't been invented, _____
_____.
2. If air conditioning hadn't been invented, _____
_____.
3. If gold hadn't been discovered, _____
_____.
4. If forests had been protected, _____
_____.
5. If the Internet had not been made available to the public, _____
_____.

Exercise 4

What would you have done differently?

1. We ordered Chinese food, but it was not very good and nobody was happy.

2. I missed a class yesterday because I overslept.

3. I didn't work with the rest of the group, so I was not able to participate in the poster presentation.

4. Mr. Lee bought a new car, and then he found out that the dealer had special offers on this type of car a month later.

5. I didn't know that my friend was planning to come over, and I went shopping with my parents.

6. I didn't expect any calls, so I switched off my cell phone. My friend kept calling about a school project and couldn't get through.



4 Photocopiable Activities

Grammar and Vocabulary Review

Exercise 1

Fill in the blanks in the news items.

recent feasible improve powerful result knocked down pressure

1. Early this evening, a (1) _____ storm hit the seaside town. A lot of trees have been damaged, roofs have been (2) _____ and there have been power cuts in the area. There have not been any reports of casualties so far. This is Steve Walton, for TFC News...
2. According to (3) _____ research, individuals that consume 200 grams of fruit daily reduce the risk of health problems such as high blood (4) _____ and skin infections.
3. **Interviewer:** Professor Harkin, would you say that space travel for the masses is going to be (5) _____ within the next decade?
Prof. Harkin: Well, I wouldn't say that it is going to be made available to everybody that soon. You see, the cost of space travel is far too high for the average person. However, scientists are working to (6) _____ the technology everyday. The (7) _____ will be safer and cheaper space travel for everyone... But not in my lifetime, I fear.

Exercise 2

The winner of the \$5 million-prize made a lot of promises about what he would or wouldn't do with the money. Report what you heard him say.

1 I will build a new school in my home town.

2 I will help homeless people.

3 I have already donated part of the money to charity.

4 I would like to finance medical research.

5 I am thinking of financing research into alternative sources of energy.

6 I won't squander my money. I will use it wisely.

4 Photocopiable Activities

Exercise 3

Read the text and reconstruct the conversation. Write what you think Jed, Jim, and the coach actually said to each other.

Jed and Alan are chatting about an incident during their last football game.

Jed: But Alan, I explained to Jim that I wasn't going to play for more than fifteen minutes. He didn't believe me, at least that's what he said. He thought I was trying to push him out of the game. I know he's been benched enough times, he didn't need this. I tried to tell him that I only wanted to play for a while because my parents had come to watch me play for the first time ever. They hadn't been able to come before because of work commitments. But no, he wouldn't have any of it. He refused to listen to me. He didn't even change. He just picked up his gear and walked out. And then, of course, coach gave me an earful. He accused me of splitting the team. He told me I had no team spirit, that I was selfish and didn't think of anyone else. That's not true. It is not...Of course, I think of my teammates and I care about the way other people think of me. I really hate this.

Alan: Well, have you managed to contact Jim since then?

Jed: This is what I am trying to explain to you. He refuses to speak to me. I walked up to him at school and he looked right through me. He asked the guy who was with him if he knew who I was and they started laughing. Then, we had to work together on our science project and he only wanted to confirm that each one of us remembered exactly what had to be done. He only spoke to me through someone else. He needed the microscope, so he asked Mat to find out if I was done with it. This is ridiculous...

Think about a misunderstanding with a friend and tell your partner or write about it. Use reported speech and reporting verbs.



وزارة التعليم

Ministry of Education

2022 - 1444



وزارة التعليم

Ministry of Education

2022 - 1444



وزارة التعليم

Ministry of Education

2022 - 1444