

MEGA

GOAL 2

WORKBOOK



حلول
الجلول اون لاين
hulul.online

MANUEL DOS SANTOS
ELI GHAZEL - DANAE KOZANOGLU

Mc
Graw
Hill



MegaGoal 2 Workbook

Published by McGraw-Hill Education, 2 Penn Plaza, New York, NY 10121. Copyright © 2017 by McGraw-Hill Education. All rights reserved. No part of this publication may be reproduced or distributed in any form or by any means, or stored in a database or retrieval system, without the prior written consent of McGraw-Hill Education, including, but not limited to, in any network or other electronic storage or transmission, or broadcast for distance learning.

ISBN: 978-1-4470-9154-7

Contributing Writer: Kevin Sharpe

Publisher: Jorge Rodríguez Hernández

Editorial director: Anita Raducanu

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 iv is considered an extension of the copyright page.

Exclusive rights by McGraw-Hill Education for manufacture and export. This book cannot be re-exported from the country to which it is sold by McGraw-Hill Education. This Regional Edition is not available outside Europe, the Middle East and Africa.

حلول
الجلول اون لاين
hulul.online



www.mheducation.com



Contents

Unit 1	You've Got Mail!	1
Unit 2	Wishful Thinking	9
Unit 3	Complaints, Complaints	17
	EXPANSION Units 1-3	25
Unit 4	I Wonder What Happened	31
Unit 5	If It Hadn't Happened	39
Unit 6	What They Said	47
	EXPANSION Units 4-6	55
	Writing Checklists	73

Photo Credits

2 (t to b) ©Oleksiy Maksymenko/ Alamy, 2 (inset) ©vnlit/Shutterstock, 2 (t to b) ©Marko Poplasen/Shutterstock, 2 (t to b) ©Berna Namoglu/Shutterstock, 7 (cl) ©Gorodenkoff/Shutterstock, 9 (tr) ©Oleksiy Mark/123RF, 11 1 ©Stephen Coburn/Shutterstock, 11 2 ©Antonio Guillem/Shutterstock, 11 (inset) ©Regien Paassen/Shutterstock, 11 3 ©SeventyFour/Shutterstock, 11 4 ©Prachaya Roekdeethaweesab/Shutterstock, 12 (t to b) ©Sue Smith/Shutterstock, 12 (t to b) ©Vladimir Wrangel/Shutterstock, 12 (t to b) ©Vladimir Wrangel/Shutterstock, 12 (t to b) ©Tatweer Co. for Educational Services, 13 (t to b) ©lunamarina/Shutterstock, 13 (t to b) ©Peter Gudella/Shutterstock, 17 (t) ©Tatweer Co. for Educational Services, 21 1 ©Anton Prado PHOTO/Shutterstock, 21 2 ©Marek P/Shutterstock, 21 3 ©XAOC/Shutterstock, 21 4 ©iofoto/Shutterstock, 21 5 ©Photographee.eu/Shutterstock, 21 6 ©Trista/Shutterstock, 21 7 ©new person/Shutterstock, 22 (cr) ©chaowalit jaiyen/Shutterstock, 22 (inset) ©Pefkos/Shutterstock, 22 1 ©BonNontawat/Shutterstock, 22 2 ©LindseyLeeanna/Shutterstock, 22 3 ©Andrey Armyagov/Shutterstock, 22 4 ©XPhantom/Shutterstock, 22 5 ©Gordon Swanson/Shutterstock, 22 6 ©Gelpi/Shutterstock, 22 7 ©Piotr Sikora/Shutterstock, 23 (tl) ©Csati/Shutterstock, 23 1 ©Cynthia Farmer/Shutterstock, 23 2 ©John Wollwerth/Shutterstock, 23 (tr) ©New Africa/Shutterstock, 25 (tr) ©David Touchtone/Shutterstock, 25 (cr) ©Monkey Business Images/Shutterstock, 27 (tc) ©Tatweer Co. for Educational Services, 34 (tl) ©Vizual Studio/Shutterstock, 35 (tc) ©moonblack/Shutterstock, 37 (t to b) ©Pinkcandy/Shutterstock, 37 (t to b) ©Gary Gilardi/Shutterstock, 37 (t to b) ©Photosbyjam/Shutterstock, 37 (inset) ©Stephen Finn/Shutterstock, 37 (t to b) ©Jim Parkin/Shutterstock, 37 (bl) ©Phillip W. Kirkland/Shutterstock, 40 (l to r) ©Juriah Mosin/Shutterstock, 40 (l to r) ©Nestor Rizhniak/Shutterstock, 40 (l to r) ©Take A Pix Media/Shutterstock, 40 (l to r) ©lunamarina/Shutterstock, 41 (tr) ©Marko Aliaksandr/Shutterstock, 43 (tc) ©Kazela/Shutterstock, 47 (t to b) ©Richard Thornton/Shutterstock, 47 (t to b) ©Gino caron/Shutterstock, 47 (t to b) ©Carolina K. Smith MD/Shutterstock, 50 (cl) ©Aleksandra Nadeina/Shutterstock, 50 (c) ©trubavin/Shutterstock, 51 (tr) ©Tatweer Co. for Educational Services, 53 (tc) ©noomcpk/Shutterstock, 57 (t to b) ©Chris Ryan/age fotostock, 57 (t to b) ©Tony Mathews/Shutterstock, 57 (t to b) ©Manu Padilla/Shutterstock, 57 (t to b) ©Sodel Vladyslav/Shutterstock, 57 (t to b) ©Nako-Photography/Shutterstock, 61 (tr) ©MY_NEW_IMAGES/Shutterstock, 63 (tc) ©Tatweer Co. for Educational Services, 63 (bkgd) ©Buncha Lim/Shutterstock, 65 (cr) ©Javier Larrea/age Fotostock, 70 (tc) ©Vuk Vukmirovic/Shutterstock, 71 (tc) ©AHMAD FAIZAL YAHYA/Shutterstock.

Cover: (l) NASA Johnson Space Center (NASA-JSC), (r) wahba crater taif/Shutterstock.

1 You've Got Mail!

- A** Ahmed has a problem and needs help from his friend Mohammed. Read the emails.
Write a sentence to complete each email. Use the word in parentheses.

<p>Reply Reply to all Forward Delete</p> <p>To: mohammed@megagoal.com Subject: inconvenience</p> <p>Hi Ahmed, I got your email. Don't worry. I'm not busy right now. (inconvenience) You're not inconveniencing me at all.</p>	<p>Reply Reply to all Forward Delete</p> <p>To: ahmed@megagoal.com Subject: wonder</p> <p>Hi Mohammed, Ok. Here is my situation. I sent my boss an email last Thursday. He hasn't answered me yet, and it's been four days! (1) (wonder) I wonder if he is mad at me.</p>
<p>Reply Reply to all Forward Delete</p> <p>To: mohammed@megagoal.com Subject: spam</p> <p>Hello Ahmed, Don't worry so much. Do you remember that time I thought you weren't answering my emails? You were, of course! Although you sent emails, I didn't get them. It was a technical problem. My computer was not sending your emails to my in-box. (2) (spam) It thought they were spam!</p>	<p>Reply Reply to all Forward Delete</p> <p>To: ahmed@megagoal.com Subject: apologize</p> <p>Mohammed, Oh, no! What do I do now? Just before I read your email, I sent my boss another email. I was impolite in it because I thought he was not paying attention to my previous email. I thought he was mad at me. (3) (apologize) I need to call him and apologize for my last email</p>

- B** Match each expression with its definition.

- | | |
|-------------------------------|----------------------------------|
| 1. <u>c</u> be on the road | a. be excited about |
| 2. <u>e</u> import | b. benefit from |
| 3. <u>b</u> take advantage of | c. be on a trip |
| 4. <u>d</u> urgent | d. very important |
| 5. <u>a</u> look forward to | e. bring in from another country |

- C** Complete the sentences with your own words.

- I don't have access to my email** because I'm on the road right now.
- Even though you're far away, **I think about you all the time**
- I took advantage of every wonderful minute of my vacation because **I really needed to relax**
- I will be in your town for a few days and all the hotels are full. Do you think **you could put me up?**
- I'm looking forward to **my vacation in New York City**



1 You've Got Mail!

D Complete the sentences. Use the prepositions **about**, **against**, **for**, **of**, **on**, **in**, and **to**.

1. My brother is dreaming **of** _____ buying a motorcycle.
2. I'd like to apologize **for** _____ not answering your email sooner.
3. I look forward **to** _____ having dinner with you next week.
4. I'm thinking **of** _____ having a dinner get together this weekend.
Can you come?
5. She's tired **of** _____ going to school every day.
6. We succeeded **in** _____ saving the big tree in the park across
the street.
7. My grandmother asked **about** _____ learning to use email.
8. They're insisting **on** _____ having new computers in school next year.
9. When are you going to apologize **to** _____ Abdullah **for** _____
forgetting his graduation day?
10. We look forward **to** _____ meeting your new friend.
11. He decided **against** _____ getting a job for the summer.
12. Ibrahim asked **about** _____ taking you to the desert.



E Complete the sentences. Use the prepositions **about**, **of**, or **to**.

1. My cat is used **to** _____ sleeping in its basket.
2. I'm tired **of** _____ studying for my biology test.
3. My whole family is excited **about** _____ going to visit my aunt in Abha.
4. You are capable **of** _____ doing a lot better in math.



1 You've Got Mail!

F Complete the sentences about you and the people in your life. Use prepositions with gerunds.

1. My friend looks forward **to sleeping late on the weekend** _____.
2. My parents are interested **in starting our vacation early** _____.
3. Our English teacher decided **against giving a test tomorrow** _____.
4. I'm tired **of going to the gym every day** _____.
5. I'm going to ask **about going to the dinner on Saturday** _____.
6. My sister/brother is thinking **of getting a new computer** _____.
7. My mother insists **on cooking dinner for us** _____.
8. My school's football team succeeded **in winning the championship this year** _____.
9. I asked **about driving my brother's car to school** _____.
10. My friend has always dreamed **of riding his bike across the country** _____.

G Complete the sentences. Use *although* or *in spite of*.

1. **Although** _____ he works very hard, he doesn't make much money.
2. Edson still has problems with Russian **in spite of** _____ studying every night.
3. Teresa walked to school **in spite of** _____ the rain.
4. **Although** _____ he bought his ticket early, he still didn't get a good seat on the plane.
5. Christine loved the new Seth Anderson novel, **although** _____ she didn't like the DVD.
6. **In spite of** _____ his broken leg, he still went on the ski vacation.
7. He wasn't ready when the taxi arrived, **although** _____ he got up early.
8. **Although** _____ he emailed his résumé to the company, he still had to fill out an application.



1 You've Got Mail!

H Complete the sentences. Use the verb in parentheses.

1. I'll send you an email as soon as I hear from him. (hear)
2. Kim will call her parents when she arrives at her hotel. (arrive)
3. My computer tells me when I get spam. (get)
4. As soon as you take a right at the light, you'll see my house on the left. (take)
5. Will you clean your room when you get home this afternoon? (get)
6. My neighbors turn on the TV loud as soon as I go to sleep (go).
7. Will you cheer tomorrow night when the football players start to play? (start)
8. Todd will be tired tomorrow when he finishes work. (finish)
9. The teacher will tell us our test scores as soon as they are ready. (be)
10. He is going to get a job as soon as he graduates from college. (graduate)

I Match the sentence parts.

1. He was so sick g **a.** we had to wait in line for an hour.
2. The food was so good f **b.** I wanted to shake hands with everyone.
3. There were so few people d **c.** we almost didn't make our flight.
4. We had so little time c **d.** we all sat in the front row at the conference.
5. They were so busy a **e.** we had to cover our ears.
6. The noise was so loud e **f.** I ate too much.
7. She was so tired h **g.** he didn't go to work.
8. I was so happy b **h.** she fell asleep on the bus.

J READING

Read about the Morse Code.

International Code

There are a great many different ways to communicate today. We correspond by email, fax, letter, telephone, and cell phone. Every day, electronics and technology help make communication clearer and faster.

Samuel Morse developed the Morse Code in the 1840s. This type of communication uses a system of short electrical signals called "dots" and long electrical signals called "dashes" to communicate. For example, the international call for help is sent with these signals: **••• / — — — / •••**. You would say it like this: "Dot, dot, dot, dash, dash, dash, dot, dot, dot." Three dots stand for the letter S and three dashes stand for the letter O. When this SOS signal is sent, it means that someone is in trouble and needs help.

Before telephones, Morse's system was used for rapid communication in Europe and America. Wooden poles carrying wires were set up so the electrical signals could be sent over the wires from one place to another. One person would tap out the code while a person in another place would listen to the message, write the code down, and translate it into letters and words. This "telegraph" system was widely used during the 1800s.

Although it seems slow now, compared to today's technology, Morse Code is still sometimes used when emergencies occur today. This type of communication works best because it gets through interference better and works with very simple radios. Sometimes this is the only and best way to communicate during emergencies.

You can learn more about the Morse Code using the Internet. There are even schools that offer courses in its use.

A	• —	J	• — — —	S	• • •
B	— • • •	K	— • —	T	—
C	— • — •	L	• — • •	U	• • —
D	— • •	M	— —	V	• • • —
E	•	N	— •	W	• — —
F	• • — •	O	— — —	X	— • • —
G	— — •	P	• — • •	Y	— • — —
H	• • • •	Q	— — • —	Z	— • — —
I	• •	R	• — •		

Write **T** for **True** or **F** for **False**.

1. **F** Morse Code is faster than email.
2. **T** Morse Code is a system of dots and dashes that are transmitted electronically.
3. **F** The telephone is older than the telegraph.
4. **F** Morse Code has been around since the 1740s.
5. **T** You can still learn Morse Code today.
6. **T** Morse Code is used during some emergency situations today.

1 You've Got Mail!

K Answer the questions.

1. What is your favorite form of communication? Why?

My favorite form of communication is emailing because it is reliable and fast.

2. Do you need to communicate fast? Why?

Yes, I do. I have to communicate fast for professional reasons.

3. How often do you write letters? Why do you write them?

I write letters once or twice a month to people who don't have email.

4. How do you communicate with family members?

I usually call family members or arrange to see them.

5. How do you communicate with friends?

I call, text message, email or communicate Face-to-face

L Read the situations and write how you would communicate in each case and why.

email letter cell phone landline telegraph text message face to face

1. You are at the mall. Your friend hasn't turned up and it's getting late. You want to go home, so you need to get in touch with your brother to get a lift home.

I would call and if he didn't answer I would text him.

2. Fahd is at work. He wants to let his family know that he is going to be late, but he can't use his cell phone and someone else is using the phone in the office.

He could text message or email.

3. You are in the country. There is no Internet connection and your cell phone is not working. You want to let your family know that you will be returning by train the next day.

I would send a telegram

4. You are upset with your friend and you need to talk to him/her about it. You don't like it when your friends talk to other people about you and your plans.

I would prefer to talk to him Face-to-face

1 You've Got Mail!

 Look at the picture and write as many words as you can about what is probably happening. Use the words to write sentences that are joined by *so ... that*.

 قد تختلف الاجابات



Actions
Monitor
Watch
Call
Notify
Warn
Alert
Protect

1. **Weather changes are monitored closely so that damage by storms can be prevented**
2. **The controller watches the screen very carefully so that accidents can be avoided**
3. **Large screens are used so that conditions can be shown clearly over a broad area**



1 You've Got Mail!

O Read the information. Complete the conversation. Use **used to** and **didn't use to**.

How Technology Has Changed Communication

The 1970s and 1980s

- People sent letters and cards through the mail.
- Students often passed handwritten notes in class.
- People used pay phones on the street.

The 1990s

- People started using cell phones.
- People started sending emails.
- People sent e-cards over the Internet.



Omar: Did you know that on special holiday days people used to send (1. send) cards through the mail and not over the Internet?

Yahya: Yes, I did. And a lot of families used to have (2. have) a whole drawer full of envelopes and stamps so that they didn't have to keep going to the post office.

Omar: I know. Before the 90s, most people didn't used to have (3. not/have) cell phones.

Yahya: Right. People used to use (4. use) pay phones on the streets!

Omar: They probably used to carry (5. carry) a lot of change in their pockets to make those calls.

Yahya: Can you believe that students used to write (6. write) notes to each other on small pieces of paper and pass them during break time at school?

Yahya: Isn't that crazy? I can't imagine being out and about without my smartphone!

Omar: Me, too. I'm glad I didn't live back then!

P Read the answers. Write questions.

Q: Where did Ali use to live?

A: Ali used to live in the country.

1. **Q:** Did Fahd use to check his email all the time?

A: Fahd used to check his email all the time; even when he was on vacation.

2. **Q:** Did people use to leave messages on telephone answering machines?

A: Yes, people use to leave messages on telephone answering machines.

3. **Q:** Did students use to write on paper/in books/on tablets?

A: No, they didn't. Students used to write on chalkboards.

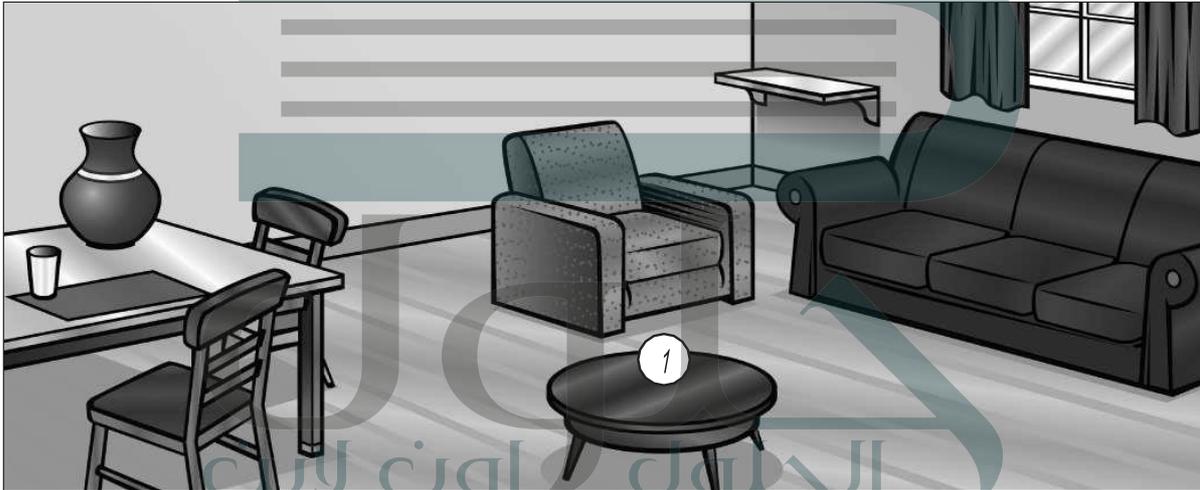
4. **Q:** Did you use to go to bed early?

A: No, I didn't. I used to stay up really late every night.

1 You've Got Mail!

Q Complete the sentences with: **There is** or **There are**. Write the number of each sentence in the correct place on the picture to show where the objects are.

1. There are some letters on the coffee table.
2. There is a magazine on the floor.
3. There is a newspaper on the kitchen table.
4. There is a tablet computer on the sofa.
5. There is a cell phone on the kitchen chair.
6. There are six books on the armchair.
7. There is a pen and some paper on the kitchen table.
8. There is a telephone on the shelf next to the books.



R Complete the paragraph with **a, an, the** or no article (-).

(1.) The cell phone has completely changed the way we communicate and interact with the digital world today. (2.) The modern cell phone, or smartphone, is all you need to be informed about what is happening in (3.) The world around you. From (4.) - cell phones you can not only make (5.) - calls and send (6.) - text messages, but you can send (7.) - emails, go on (8.) The Internet, buy things, bank online, listen to (9.) The news in real time and much more. Nowadays, there is no longer a need to own more than one device: (10.) a cell phone covers it all.

2 Wishful Thinking

A Look at the groups of words. Write the word that doesn't belong.

- | | | | |
|-------------------------|----------|------------|------------------|
| 1. <u>leader</u> | cash | leader | invest |
| 2. <u>technology</u> | prize | technology | game show |
| 3. <u>empire</u> | empire | lonely | desert island |
| 4. <u>prize</u> | universe | prize | extraterrestrial |
| 5. <u>desert island</u> | leader | empire | desert island |

B Describe the photos. Use the words in the boxes in your description.

universe technology

1. **Scientists use technology like satellites to study the universe**

wish desert island lonely

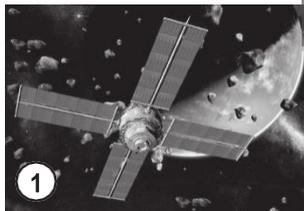
2. **He wishes that he was on a desert island. He wouldn't be lonely there**

game show prize

3. **The man participated in a game show on television, and he won a very large prize**

unification leader historical

4. **King Abdul Aziz Al Saud was a historical leader. He was responsible for the unification of Saudi Arabia**



4 King Abdul Aziz Al Saud



2 Wishful Thinking

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

If John (1) (not / be) weren't so lazy, he probably (2) (be) would be a better friend. More specifically, if his friends (3) (ask) asked him to help them with something, maybe he (4) (not / answer) wouldn't answer with an excuse.

John has a truck, so I sometimes ask him to help me move big things to my apartment, but he never does. His favorite excuse is "If I (5) (not / have) didn't have a test tomorrow, I definitely (6) (help) would help you." I (7) (believe) would believe him if he (8) (not / say) didn't say this while talking on his cell phone the whole time!



D Complete the conversations. Use conditional sentences with *if*-clauses.

Adnan: Will you go with me to the game?

Khaled: I can't, Adnan. My parents and I are going out to dinner.

If my parents and I weren't going out for dinner tonight, I would go to the game with you.

1. **Nawal:** Will you buy a new cell phone?

Laila: I don't have the cash right now.

If I had the cash right now, I would buy a cell phone.

2. **Kevin:** Will Larry apply for the job at the library?

Shaun: No, he won't. He doesn't want a summer job.

If Larry wanted a summer job, he would apply for the job at the library.

3. **Henry:** Will Ahmed and Mahmoud go on vacation with us?

Roy: No, they can't. Ahmed has an English test next Sunday.

If Ahmed didn't have an English test next Sunday, they'd go on vacation with us.

4. **Jack:** Your shirt is so old. You need to buy a new one.

Tom: No, I don't. It doesn't have any holes in it.

If my shirt had holes in it, I'd buy a new one.

5. **Fred:** Will you go to the baseball game with us?

Fadel: No. I don't like baseball. But thanks for asking.

If I liked baseball, I'd go to the game with you.



2 Wishful Thinking

E Answer the questions. Use **might** or **could**.

1. What would you do if you could be the leader of your country?

If I could be the leader of my country, I'd work to improve the environment.

2. What would you do if you won a large cash prize on TV?

If I won a large cash prize on TV, I could travel to every country in the world.

3. What would you do if you lived on a desert island?

If I lived on a desert island, I could surf and swim all the time.

4. What would you do if you met an extraterrestrial?

If I met an extraterrestrial, I might ask about life on other planets.

5. What would you do if you had more time?

If I had more time, I could watch more TV.

6. What job would you do if you worked for a charity?

If I worked for a charity, I might build houses for homeless people.

7. What would you do if you found 5000 riyals on the street?

If I found 5,000 riyals on the street, I might try to find who lost it.

8. What job would you do if you lived in a foreign country?

If I lived in a foreign country, I could teach English.

F Read the sentences. Write what each person wishes.

Kayla: My friends pay more attention to my sister than to me.

Kayla wishes that her friends paid more attention to her.

1. **Tommy:** I have to pay the municipal fees on my house.

Tommy wishes that he didn't have to pay the municipal fees on his house.

2. **Charles:** I'm not good enough to play professional basketball.

Charles wishes that he was good enough to play professional basketball.

3. **Kevin:** My friend won't listen to me.

Kevin wishes that his friend would listen to him.

4. **David:** I have to do homework every night.

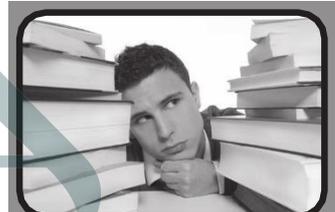
David wishes that he didn't have to do homework every night.

5. **Joanna:** I can't see my parents this year.

Joanna wishes that she could see her parents this year.

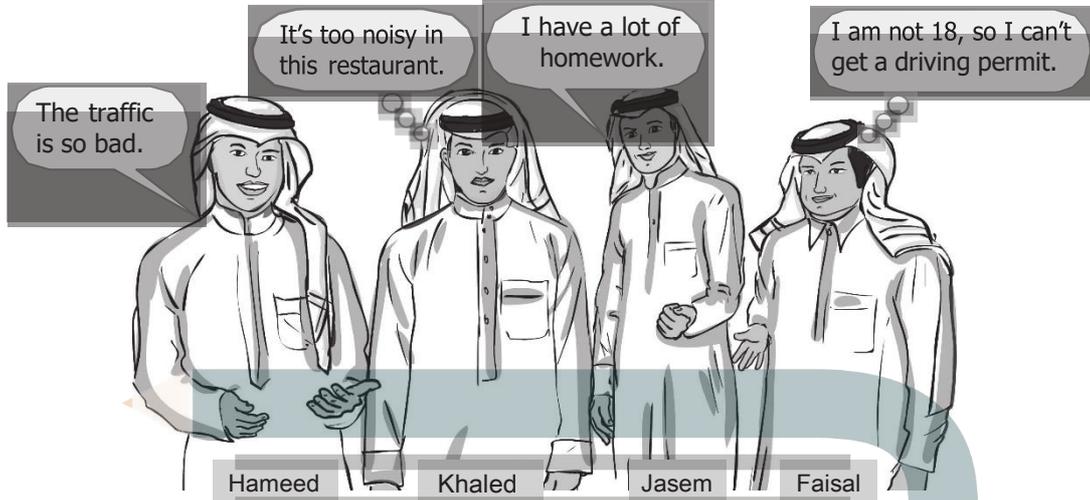
6. **Maria:** There is so much traffic in the city.

Maria wishes that there wasn't so much traffic in the city.

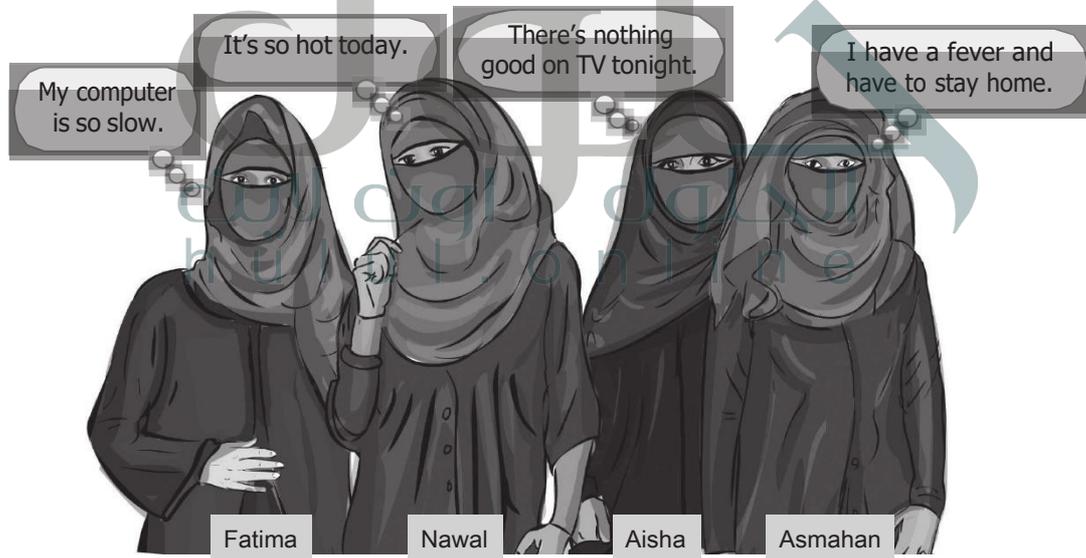


2 Wishful Thinking

G Look at the pictures. Use the information in the pictures to complete the wishes of each person.



- Hameed wishes the traffic wasn't so bad.
- Khaled wishes it wasn't so noisy at the restaurant.
- Jasem wishes he didn't have a lot of homework.
- Faisal wishes he was 18.



- Fatima wishes her computer wasn't so slow.
- Nawal wishes it wasn't so hot today.
- Aisha wishes there was something good on TV tonight.
- Asmahan wishes she didn't have a fever.

READING

Read the article.

One man's wishes are another man's burden

Omar was the youngest son of a poor family in Egypt. His father had worked hard all his life to support his family and build a small house for them at the end of a village. He wanted his three sons to get the education he had not been able to have himself, so they could have a better life. He would sit outside the house in the evening and dream about life in the big city. He wished for a modern flat, a new car, a small shop in a good neighborhood. He wished for the comforts of modern life. Omar would sit and watch his father, wishing he could help.

Imad was the youngest son of a wealthy family. His father was a very successful lawyer and his older brother was a doctor. The family lived in a large, modern flat in a prestigious neighborhood. They had three cars and a country house by the sea. Imad's father hardly spent any time with his family. He was always away seeing clients, preparing cases or having business meetings. When he came home, he would lock himself in his study and work. One evening Imad's father came home, walked into his office and shut the door. He sat at his desk, holding his head. He had lost everything. He had invested in a new production plant for electronic equipment. There had been a fire and the whole place had gone up in flames. The company lawyer had not paid the fire insurance, so the owners lost everything. He was going to lose his flat, the cars, his law firm, the country house. How was he going to tell his family? He wished he was a simple man with a small house in the village, with time to see his family and calm, quiet nights to sit and think.

Circle the letter of the correct answer.

a. = Omar's father b. = Omar c. = Imad's father

1. Who wished for comfort and riches? a. b. c.
2. Who had to work day and night? a. b. c.
3. Who could sit and enjoy a quiet evening? a. b. c.
4. Who wished he could help? a. b. c.
5. Who lost all his possessions? a. b. c.
6. Who wished for a simpler life? a. b. c.





2 Wishful Thinking

I Prepare to write your own story about a wish. Answer the questions. كل طالب يجيب عن قصته.

1. Who is the main character in your story? Who else is in the story?

2. When and where does the story happen?

3. How does the main character get a wish?

4. What does he or she wish for? Is this a wise wish, or is it greedy or foolish?

5. What happens? Does the wish change the character's life in some way?

J Read the situations and write sentences with *if*-clauses.

1. Adnan doesn't have a car, so he needs to walk everywhere or take a taxi. That's the reason he is often late.

If he had a car he wouldn't need to walk everywhere or take a taxi and he wouldn't be late.

OR If he had a car, he could drive to places and he wouldn't be late.

2. Hanan has a very bad toothache, so she needs to see a dentist, though she hates the idea.

If she didn't have a toothache she wouldn't need to see the dentist.

3. Asma does very well at school because she works hard and doesn't miss classes.

Asma wouldn't do so well at school if she missed classes.

4. Adel really wants to go on a picnic with his friends but he has a test on Sunday, so he has to study over the weekend.

Adel would go to a picnic with his friends if he hadn't to study over the weekend for his test.

5. They have a beautiful house in the country that they rarely go to because they need to work so hard.

They would go to their house in the country more often if they didn't need to work so hard

6. You want to buy a laptop but there is a huge range of models, and you don't know which to choose.

If there wasn't such a huge range of models I would know which laptop to choose.



2 Wishful Thinking

- K** Look at the picture. Work in a group and think of different reasons to explain why the man on the right is so happy. Write sentences to describe what he wished for before he became happy. Start your sentences with *If I ...* or *I wish ...* **قد تختلف الإجابات**



1. If I had sometime off I'd go on a trip

2. If I had enough money I'd invite my friend to come along

3. I wish I had the time and money to do it

4. I wish my friend could accompany me

2 Wishful Thinking

L WRITING اكتب قصة عن امنية تحققت لصاحبها

Write a story about *The Wish*. Use the chart to help you take notes and organize your thoughts.

The Wish	
Who is in the story?	
Who is the main character in the story?	
Where and when does the story happen?	
How did the main character in the story get the wish?	
What did the main character in the story wish for?	
What happens at the end of the story?	

الحلوول اون لاين

 hulul.online

The Wish

2 Wishful Thinking

M Mark the nouns with **C** for count or **N** for noncount.

- | | |
|-----------------------|---------------------|
| 1. C shopper | 6. N produce |
| 2. C bargain | 7. C spice |
| 3. C price | 8. C carpet |
| 4. C market | 9. N jewelry |
| 5. N livestock | 10. N fish |



N Read the passage and check your answers to **M**.

In an age where you can buy almost anything on the Internet, thousands of people all over the world still prefer to do their shopping in traditional places. In general, **shoppers** look for **bargains**, and the best **prices** are usually found in street **markets**. Many markets around the world have a similar lively atmosphere and sell nearly anything you can imagine from **jewelry** and clothes, fresh **produce**, **spices**, and **fish**, to **carpets**, electronics, and **livestock**.

O Complete the paragraph with a quantity expression: **a/an**, **some**, or **many**.

Riyadh is (1.) a shopper's dream, and boasts (2.) some of the world's most beautiful modern shopping malls, with designer boutiques and brand names. There aren't (3.) any bargains to be found in the upmarket malls, but if you head for the traditional souqs in town, you'll find many bargains there. Haraj is (4.) a secondhand market just east of the city. Al-Bat'ha District is home to (5.) many traditional markets. Whether you are looking for electronics and watches, jewelry, perfume, furniture, car accessories, bicycles, or food—they sell it all at low prices.



2 Wishful Thinking

P Read the conversation below and complete with a word or phrase from the box.

buy spend shop online expensive make payments money habits

Interviewer: I'm from Teenage Express magazine. We're doing a survey of teenage shopping

(1.) habits. Do you mind answering a few questions?

Faisal: Not at all. What do you want to know?

Interviewer: Do you (2.) shop online _____?

Faisal: No, I never shop online.

Interviewer: Why not?

Faisal: I don't trust the security features on the Internet.

Interviewer: What about your friends?

Faisal: Very few shop online or (3.) make payments _____ via the computer.

Interviewer: And do you like to (4.) buy _____ designer clothes?

Faisal: Not really. I like clothes that aren't too (5.) expensive _____ and that are comfortable.

Interviewer: And in general, what do you (6.) spend _____ most of your money on?

Faisal: I spend my (7.) money _____ mostly on food, video games, and... electronic stuff.



Q Answer the questions below. Write sentences in your notebook. كل طالب يجيب عن نفسه

1. Do you shop online? Why or why not?
2. What do you buy online?
3. Do you like to go shopping?
4. Where do you usually shop?
5. What are popular places for shopping?
6. What things do you spend your money on?
7. How much money do you spend each week?
8. What is the most expensive thing you have ever bought?

3 Complaints, Complaints

A Write a sentence to describe each problem.



1. The computer crashed

2. The battery id dead



2. The carpet is stained

4. The wall needs to be painted



5. The car has a flat tire

6. The faucet is dripping



7. the windshield is cracked



3 Complaints, Complaints

B Write the past participle for each verb.

- | | | | |
|------------|------------------|-----------|-----------------|
| 1. break | <u>broken</u> | 6. tear | <u>torn</u> |
| 2. sew | <u>sewn</u> | 7. repair | <u>repaired</u> |
| 3. damage | <u>damaged</u> | 8. paint | <u>painted</u> |
| 4. scratch | <u>scratched</u> | 9. clean | <u>cleaned</u> |
| 5. stain | <u>stained</u> | 10. fix | <u>fixed</u> |

C What needs to be done? Complete the sentences with **need + to be** + a past participle. For each past participle, choose a verb from the box.

repaint	sharpen	dry	cut
wash	repair	dry-clean	sew

1. That button needs to be sewn.
2. That tie needs to be dry – cleaned.
3. The pencils need to be sharpened.
4. His hair and clothes need to be dried.
5. The grass needs to be cut.
6. The wall in my bedroom needs to be repainted.
7. Her face and hands need to be washed.
8. That car needs to be repaired.



3 Complaints, Complaints

D Salim bought a house. What needs to be done before he can move in?
Write two sentences about each photo.



1 repair / roof

The roof needs to be repaired.

He's going to have the roof repaired.

2 clean / kitchen

The kitchen needs to be cleaned.

She's going to have the kitchen cleaned

3 living room / decorate

The living room needs to be decorated.

She's going to have the living room decorated

E Look at the picture. Write sentences about what needs to be done.
Use the words in the box to make past participles.

repair wash de pay eat feed



1 *The dishes need to be done.*

1. cabinet door *The cabinet door needs to be repaired*

2. clothes *The clothes need to be washed*

3. delivery man *The delivery man needs to be paid*

4. cat *The cat needs to be fed*

5. pizza *The pizza needs to be eaten*

3 Complaints, Complaints

F Write the conversations. Use the words provided. Then ask **Why?** Use the verb in parentheses to answer the question.

get / house / paint (chip)

A: We're getting the house painted. B:

Why are you getting the house painted? A:

The old paint is chipped.



1. have / garage door / repair (break)

A: We're having the garage door repaired.

B: Why are you having the garage door repaired?

A: The garage door is broken.

2. get / sidewalk / fix (crack)

A: We're getting the sidewalk fixed.

B: Why are you getting the sidewalk fixed?

A: The sidewalk is cracked.

3. have / roof / replace (damage)

A: We're having the roof replaced.

B: Why are you having the roof replaced?

A: The roof is damaged.

4. have / doorknob / check (break)

A: We're having the doorknob checked.

B: Why are you having the doorknob checked?

A: The doorknob is broken.

5. get / window / fix (break)

A: We're getting the window fixed.

B: Why are you getting the window fixed?

A: The window is broken.

3 Complaints, Complaints

G READING

Read the article.

Are you thinking of buying a used car? It isn't as easy as you might think. There are a few things you should know about and do before you spend any money. When you get to the car dealership, check the label on the car's window and read the price of the car. Check to see if they give you any other information about the car. Was it in an accident? Does it need to be repaired? If something goes wrong during the first six months, will the dealership fix it for you? These are very important questions to consider.

You need to look for other things, too. Did the previous owner take care of the car? Check to see how much oil is in the car right now. And most important, take the car for a ride. How does it drive on the city streets? How does it drive on the highway?

If you can, have a mechanic look at the car before you buy it. He will be able to tell you if there are any problems that need to be fixed before you buy it.

The last thing you need to do is read the contract very carefully before you sign it. If you aren't sure about something it says, ask the salesperson what it means. Make sure you get everything they promise to give you in writing. After you do all these things, you will be ready to buy the car. Oh yes, one last thing, remember to keep copies of everything you sign.



Answer the questions.

1. What do you need to do before you buy a car?

You need to know a few things.

2. What are two things you need to check?

You need to check the price of the car and how much oil is in the car right now

3. What is the most important thing you need to do when shopping for a car?

The most important thing is to take the car for a ride

4. Where do you need to test drive your car?

You need to test drive the car on city streets and on the highway

5. What should you have a mechanic do?

You should have a mechanic look at the car before you buy it.

6. What do you need to keep?

You need to keep copies of everything you sign.



3 Complaints, Complaints

You bought these items over the Internet. When they arrive at your home, something is wrong with each one. Write what is wrong. **قد تختلف الإجابات**

- 🔑 shoes The shoes are too big.
- 1. pants The pants are too long .
- 2. memory stick The memory stick doesn't work .
- 3. TV The TV is faulty .
- 4. shirt There are two buttons missing from the shirt .
- 5. sunglasses The sunglasses are too small .
- 6. jacket The jacket is torn at the back .
- 7. hair dryer The hair dryer has a loose cable .
- 8. novel There are 15 pages missing from the end of the novel .

Write short replies to your friends' emails. Use **need + to be** or **get/have + a past participle**.

Reply Reply to all Forward Delete

To: student@megagoal.com
Subject: help! computer crash!

Hi,
I'm in big trouble. I have to submit my science paper tomorrow and my new laptop has crashed! Can you believe it? Why does this have to happen now? I don't know what to do.
Help!

Reply Reply to all Forward Delete

To: friend@megagoal.com
Subject: need help for job interview

Hi,
I have an interview for a summer job at the library in the morning and my jacket sleeve is torn. This is the only conservative jacket that I have. I don't want to miss the interview, but I want to look presentable. Should I buy a new jacket? I'm not sure any stores are open now. Any ideas?

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.

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.

3 Complaints, Complaints

Write as many words as you can in the organizer about the picture. Use the words to tell the complaints of one of the men. Write the other man's answers. **قد تختلف الإجابات**



Complaint	Answer

- 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**

Answer: **Please give me one more chance to prove that I can be reliable**
- Complaint: **You have not been reliable about anything in the last two months**

Answer: **I am sorry I'll get a bike, that way I won't be late.**



3 Complaints, Complaints

L Read the conversation and complete the gaps with: **already, yet, just**.

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 Answer the questions. Write full sentences. كل طالب يكتب عن نفسه

1. What can't you stand doing?

2. What kind of impolite behavior drives you crazy?

3. How does impolite behavior affect other people?



3 Complaints, Complaints

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

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 Unscramble the sentences.

1. my / to call / need / I / friends
I need to call my friends.
2. running his car / complains / the cost of / about / Ali / often
Ali often complains about the cost of running his car.
3. snacks / to buy / you / Do / need?
What snacks do you need to buy?
4. like / laptop / He / to share / doesn't / his
He doesn't like to share his laptop.
5. don't / an invitation / need / We / to send
We don't need to send an invitation.
6. him / Faris / the elevator door / asked / to / hold / open
Faris asked him to hold the elevator door open



EXPANSION Units 1 - 3

A Complete the sentences. Use **although**, **in spite of**, or **as soon as**.

1. Tim didn't wear a coat **in spite of** _____ the cold weather.
2. **in spite of** _____ his carelessness, Jerry didn't get hurt. He was very lucky.
3. **Although** _____ he tried very hard, Alan couldn't pass the driving test.
4. I'll call you **as soon as** _____ I get to the gym.
5. Ali still talks to Khaled **although** _____ they are not friends anymore.
6. Robert was late for school **although** _____ he set his alarm for 6:00 a.m.
7. Alicia will show us her new cell phone **as soon as** _____ she gets here.
8. Our flight was late **in spite of** _____ the good weather.

B Rewrite each sentence using **wish**.

I have to go to the doctor.

I wish I didn't have to go to the doctor.

1. Ali doesn't have time to play tennis every day.
Ali wishes he had time to play tennis every day.
2. Ahmed has to go to work this afternoon.
Ahmed wishes he didn't have to go to work this afternoon
3. Abdullah doesn't speak English.
Abdullah wishes he spoke English.
4. My brother won't lend me his new computer.
I wish my brother would lend me his new computer.
5. They don't know how to ski.
They wish they knew how to ski.



EXPANSION Units 1 - 3

C Complete each sentence. Use **would**, **might**, or **could**. قد تختلف الإجابات

1. If I didn't ride my bike to school every day, I would join the gym.
1. If I won the reading contest, I would buy a new computer.
2. If school started at 10 o'clock, I'd be on time.
3. If my brother had a new car, he might let me drive it.
4. If Hussain could live in a foreign country, he would live in Thailand.
5. If I liked chemistry, I might do better on my tests.
6. If I could meet any historical person, I'd talk with Abert Einstein.
7. If Matt and I practiced more, we might play soccer better.
8. If I liked Indian food, I'd definitely go to the new Indian restaurant.

D Make sentences. Use **need to be** + a past participle in each sentence.

1. dress / dry-clean / red
The red dress needs to be dry-cleaned.
1. car / repaint / after the crash
The car needs to be repainted after the crash.
2. flat tire / on my car / repair
The flat tire on my car needs to be repaired.
3. hole / in Thomas's jeans / sew
The hole in Thomas's jeans needs to be sewn.
4. old kitchen / redecorate
The old kitchen needs to be redecorated.
5. new knives / not / sharpen
The new knives don't need to be sharpened.

EXPANSION Units 1 - 3

E Complete the sentences. Use a past participle of the verb in parentheses as an adjective.

1. A damaged car won't sell as quickly as a perfect one. (damage)
2. The repaired TV has a very clear picture now. (repair)
3. Her scratched DVD doesn't play. (scratch)
4. My mother really likes my repainted bedroom. (repaint)
5. Patrick has a broken arm and can't play basketball. (break)
6. Our neighbor's newly decorated apartment is very beautiful. (decorate)
7. My father's car has a cracked windshield. (crack)
8. Everyone talked about the torn jacket he wore to the wedding. (tear)

F Answer the questions. Use **have** or **get** with the past participle.

? What are you doing about your car? (door / fix)

We 're getting the door fixed

1. What are you doing to the outside of your house? (house / paint)

I'm having the house painted

2. Are you doing anything about the stain on the carpet? (carpet / clean)

Yes, I am. Getting the carpet cleaned

3. Are you going to buy a new TV? (old TV / fix)

No, I'm not. I'm going to have the old TV fixed

4. What's Julia doing to her living room? (living room / redecorate)

She 's getting the living room redecorated

5. What are you going to do about the hole in your roof? (damaged roof / repaired)

We 're going to have the damaged roof repaired

EXPANSION Units 1 - 3

G Look at the photo of David's house after a big storm. There was a lot of damage!
Write two answers for each question. **قد تختلف الإجابات**



1. What happened?

a. The windows were broken

b. The roof was damaged

2. What needs to be done?

a. The windows need to be replaced

b. The roof needs to be repaired

3. What is David going to get or have done?

a. He's going to have the windows replaced

b. He's going to have the roof repaired

H Choose a sport. Think about or research how players work together to make a successful team. Complete the chart below. **كل طالب يجيب بافكاره**

	Individual Action	Benefit for Player	Benefit for Team
	warm up	won't get hurt	won't lose a hurt player

EXPANSION Units 1 - 3

Look at the people in the picture and write words about their feelings in the chart.

 Write a sentence that tells what each person is probably saying. **قد تختلف الإجابات .**



Feelings of the people in the picture

Happy	Excited	Ecstatic	Exhilarated
Enthusiastic	satisfied	Rewarded	Confident

1. Yeah ! we're the best
2. I can't believe it ! We've won
3. I knew we'd do it ..
4. What a great moment



EXPANSION Units 1 - 3

J WRITING

You are the coach of a team. Write a paragraph to describe how to play as a team.
Use the chart to help you take notes and organize your thoughts.

Teamwork		
Actions that happen in the game	Actions that happen between players	Why teamwork is important in these actions
	تصور بانك مدرب لفريق ما قم بالكتابة عن فريقك	

الجلول اون لاين
Teamwork
hulul.online

4 I Wonder What Happened

A Complete the sentences. Use the words in the box.

volcano **crater** **bulls** **tornado** **meteorite** **debris**

1. We stayed near an awesome lake on our vacation.

A meteorite had made a crater thousands of years ago. Then the huge hole filled with water and made the lake.



2. Mount St. Helens looks like half of a mountain. Actually it is a volcano. When it erupted in 1980, it destroyed the trees that had grown around it for hundreds of years.



3. I had never been to the state of Texas before I went there with my family. We rented a car and drove across the state. We had been in the car for about thirty minutes when we saw a very strange sign. It was yellow and had the image of a black tornado on it. We later learned that there are a lot of them in Texas. These powerful windstorms can destroy trees and buildings and leave a lot of debris to clean up.

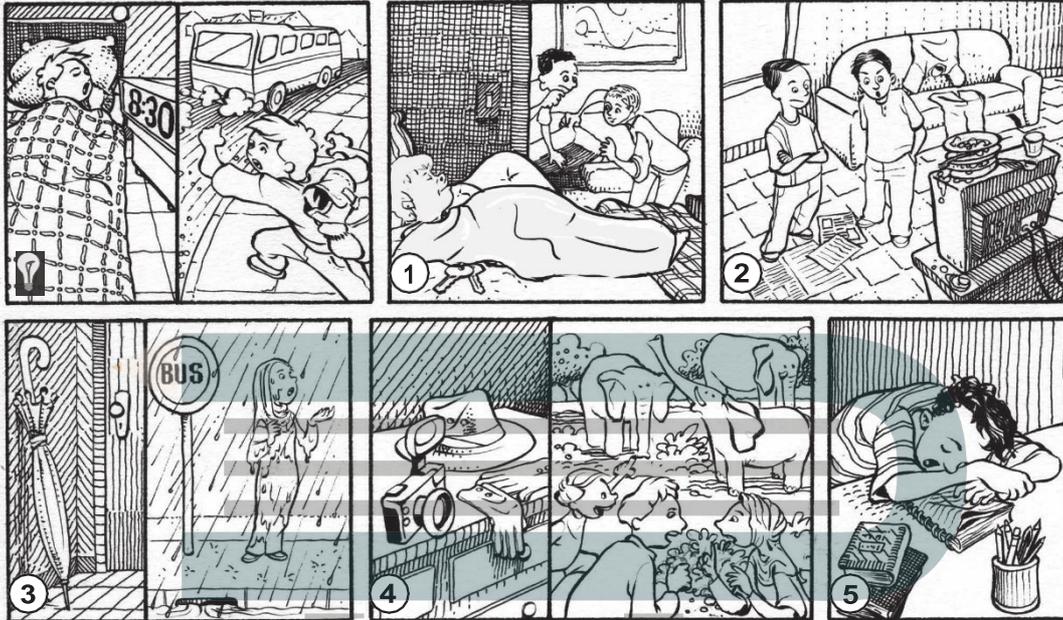


4. During our vacation in Texas, we also went to a rodeo. Rodeos are very popular and a lot of fun. We saw cowboys, horses, bulls, and even clowns. After the rodeo, we met one of the clowns we had seen in one of the events.



4 I Wonder What Happened

B Write sentences for each picture. Use the simple past and the past perfect in each sentence.




 He (be) late for the bus because he (sleep) until 8:30.
He was late for the bus because he had slept until 8:30.

1. Carl and John (look) in the living room for the keys, but their little brother (take) them into the bedroom.

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 (come) on TV, they (not clean up) the living room yet.

When the football game came on TV, they hadn't cleaned up yet from the party.

3. It (start) to rain, but Karen (leave) her umbrella at home.

It started to rain, but Karen had left her umbrella at home

4. They (not take) any photos on their vacation because they (forget) their camera.

They didn't take any photos on their vacation because they had forgotten their camera

5. He (fall) asleep while studying because he (stay) up late every night this week.

He fell asleep while studying because he had stayed up late every night this week

4 I Wonder What Happened

C Complete the story. Use the simple past or the past perfect form of the verbs in parentheses.

Hanan: Last month I (1) (go) went to the different art museums in the city.

I (2) (never be) had never been to many museums before last month.

Amina: You probably (3) (see) saw some really famous paintings and pieces of art.

Hanan: I did! But there (4) (be) was one piece of art that I

(5) (never see) had never seen before.

Amina: (6) (Be) Was it in the Nouveau Art Museum?

Hanan: Yes! How (7) (know) did you know ?

Amina: (8) (Be) Was it a tall, silver tree?

Hanan: Well, I think so.

Amina: And the artist (9) (hang) had hung clothes on all the branches?

Hanan: Yes! The artist also (10) (place) had placed a big clock in the middle of the tree.

Amina: Right. The artist (11) (put) had put the tree on a DVD player, too.

Hanan: I think you definitely (12) (see) saw the same piece of art.

Can you believe it (13) (be) was in a museum?!

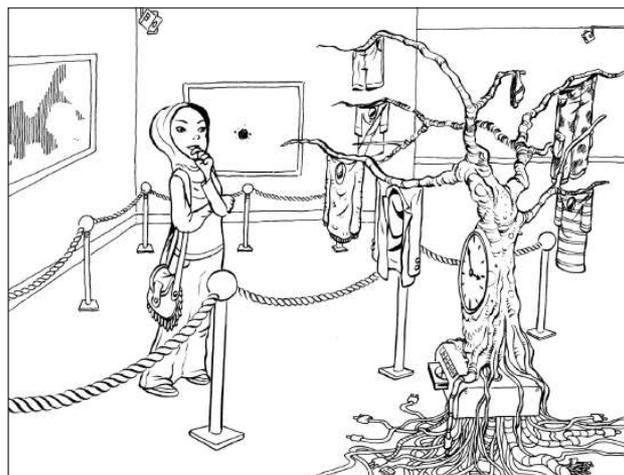
Amina: Oh, absolutely! The artist has so much talent. I'm a huge fan of his.

Hanan: Really? I (14) (not like) didn't like

it at all. The artist has no talent.

I can't even remember his name, can you?

Amina: Oh, yes. He's my uncle!



4 I Wonder What Happened

D Complete the sentences. Use **can't**, **must**, or **might**.

1. Jerry has to work all day. He can't go to the football game.
2. Linda must be tired. She stayed up all night to study for her big test.
3. I'm not sure, but Greg might be at the library. He has a report due tomorrow.
4. Lee didn't eat breakfast or lunch. He must be hungry now.
5. We can't stay long because we have to go to the store before it closes.
6. I think my mother might know who the people are in that old photo.

E Look at the photos. Explain what you think **must have** happened, **might have** happened, and **could have** happened.



1. She must have wanted some coffee.
She might have needed to check her email.
She could have wanted to read an online article for her research paper.

1. **He must have gone buying a car.**
He might have received a parking ticket.
He could have had the car repaired.
2. **He must have called a friend.**
He might have been late for a meeting.
He could have forgotten an address.
3. **He must have studied too much.**
He might have been bored.
He could have not slept well last night.

4 I Wonder What Happened

F READING

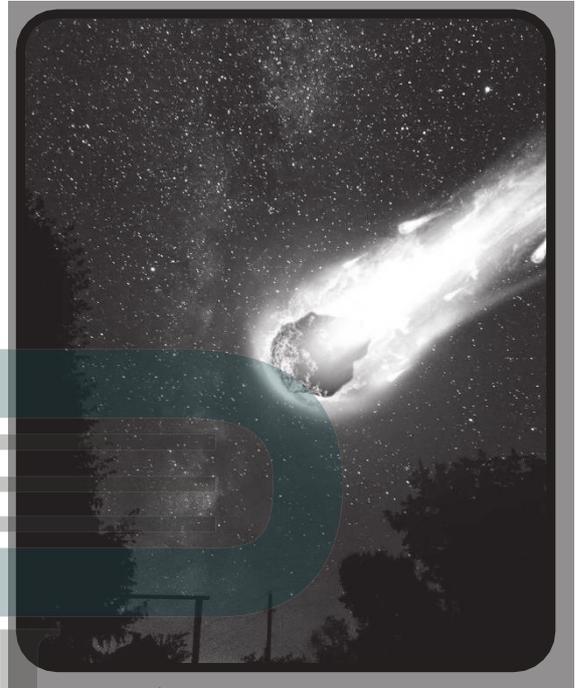
Read the story.

Patricia Polacco can certainly tell a very exciting story. I loved a book she wrote called *Meteor!* So when I saw that she was coming to our local library, I decided to meet her. At the library, she told us something about her life and then read us part of her book.

Patricia was born in Lansing, Michigan, and grew up in Oakland, California. When she was a little girl, she often stayed with her grandparents who lived in Union City, Michigan. One summer day, a meteorite fell from the sky, right into her grandparents' backyard! Before that, her grandparents had lived a very quiet life on their farm. Now things were different. They had so much to do. People came to see the meteorite. The university came to study it and analyze it. Her grandparents had never talked to so many people in their lives! Everything changed.

As you can guess, no one in the town had ever seen a meteor before! They were confused and didn't know what to do. Everyone had a different idea about what to do with it.

Patricia Polacco loves to tell the story about her meteorite and even today, she still carries a piece of the meteorite with her. When I met her, she let all of us touch it.



Answer the questions.

1. Before the meteorite, how had Patricia's grandparents lived?
They had lived a very quiet life on their farm.
2. What had Patricia's grandparents never done before?
They had never talked to so many people before.
3. What had the people in Union City, Michigan never seen before?
They had never seen a meteor before.
4. What does Patricia still carry with her?
She still carries a piece of the meteorite





4 I Wonder What Happened

G Strange things happen to people all the time. Here is a list of some strange things.
Place a tick next to the ones you have seen or experienced. **كل طالب يجب عن نفسه**

- | | |
|---|-------------------------------------|
| _____ 1. meteorite | _____ 6. Northern Lights in the sky |
| _____ 2. tornado | _____ 7. shooting star |
| _____ 3. flood | _____ 8. UFOs |
| _____ 4. snow in summer | _____ 9. solar eclipse |
| _____ 5. strange objects in the night sky | _____ 10. sand storm |

H Read what the person is saying to a friend on the phone. Write answers using *can't*, *must*, or *might* in present or past form. **قد تختلف الإجابات**

I can't believe it. I keep on forgetting things all the time. I was at the cash register getting ready to pay, so I opened my bag and my wallet wasn't there. I was so embarrassed!

You might have left it at home.

You must have forgotten to put it in your bag.

My son drove me home and I looked for my wallet all over the place, but I couldn't find it anywhere. And there was quite a lot of money in it. I was devastated!

You must have dropped it in the car.

Someone might have stolen it.

And then my daughter, who was also looking, stopped and said. "Are you sure you didn't leave it at grandma's yesterday? I remember you taking it out and leaving it on the little table next to the door".

I might have left it at my mother's house

It must still be on the little table.

I don't know why I keep on doing things like that. I don't normally forget where I put things.

I must have forgotten that I'd taken it out of my bag.

I must have forgotten I put it there.



4 I Wonder What Happened

Study the picture and write words under each heading in the chart. Write sentences about what happened before the picture was taken and what probably happened afterwards.



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.**



4 I Wonder What Happened

J WRITING

Write a paragraph to describe a strange event you experienced. Use the chart to help you take notes and organize your thoughts.

Strange Things Sometimes Happen	
What happened?	
Who was with you?	تحدث عن واقعة غريبة حدثت معك
Where did it happen?	
How has it changed you?	
Had you ever seen or done anything like this before?	



 Strange Things Sometimes Happen

 الحلوول اون لاين

 hulul.online

4 I Wonder What Happened

K Combine the sentences with: **and, but, or, so, or yet.**

I The elevator broke down. The pizza delivery man was trapped for 10 hours before he was rescued.

The elevator broke down and the pizza delivery man was trapped for 10 hours before he was rescued.

1. The man ate the pizza and drank the soda. He wasn't hungry. He wasn't thirsty.

The man ate the pizza and drank the soda so he wasn't hungry or thirsty

2. We can study hurricanes. We can study the planetary system.

We can study hurricanes or the planetary system.

3. I read the science book. I saw the scientific documentary, too.

I read the science book and I saw the scientific documentary, too.

4. I like hot air balloons. I am scared of heights.

I like hot air balloons but , yet I am scared of heights.

5. It could be a helicopter. It could be a plane.

It could be a helicopter or a plane.

6. I don't like guessing. I will wait for the facts.

I don't like guessing so I will wait for the facts.

7. It might be a weather balloon. It could be a UFO.

It might be a weather balloon or a UFO.

8. I wanted to get home quickly. I took a shortcut through the park.

I wanted to get home quickly so I took a shortcut through the park

9. I don't think the human race can live on another planet. Scientists are investigating the possibility.

I don't think the human race can live on another planet but , yet scientists are investigating the possibility.

10. The remote control can turn off the TV. It can switch channels. The remote control can't switch on my computer.

The remote control can turn off the TV and switch channels but it can't switch on my computer.



4 I Wonder What Happened

- Look at the picture below and say what you think has happened. Use modals for speculation why the city council have put a sculpture in the park: **could have, may have, might have, must have**. Write your sentences in your notebook. **قد تختلف الإجابات**

The city council may have decided the park needed a tourist attraction.

- 1- The city may have won an award.
- 2- The sculpture could have been donated by a local businessman.
- 3- The city council must have decided the park needed to attract more tourists.



repair it, maintain it)

- plant trees instead to be greener or environmentally friendly
- take the sculpture away and put a bench for people to sit on
- the sculpture is an eye sore
- people will only visit the park to look at the sculpture
- people will not appreciate the beauty of nature



Possibilities **قد تختلف الإجابات**

- the park will be greener without the sculpture
- more people will visit the park and stay longer
- the birds will sit on the sculpture and make a mess

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.**

5 If It Hadn't Happened

A Complete the story. Use the words in the box. Put the verbs in their correct form.

oil well	regret	penicillin	heavy
source	advantages	unemployed	drill

My great-grandparents, Charles and Bessie, moved to the state of Oklahoma in the early 1900s. That was a long time ago! Fleming hadn't even discovered (1) penicillin yet.

Charles had lost his job. He had been (2) unemployed for months. My great-grandparents were looking for a better life in Oklahoma, but life was very hard for them. They had very little money.

Bessie often thought they shouldn't have moved to Oklahoma. Charles even (3) regretted the move, too. Then one day a man came to town. He talked to Charles about oil. He believed he had

found a (4) source of it—right under the ground on their farm. Bessie thought this stranger was crazy, but Charles listened to him carefully. Oil would bring great (5) advantages

to their lives. Fortunately, they owned the land, so they could sell the oil rights and make a good life for themselves. Days later some men arrived at the farm. Bessie stood next to Charles and watched as the men (6) drilled into the ground with their

(7) Heavy equipment. Charles and Bessie were silent. They waited. They watched. Then, suddenly, there were excited shouts from the men. A moment later, both Charles and Bessie saw their lives change before their eyes—black oil shot up from the hole in the ground.

They laughed about it over the years—how crazy Bessie thought Charles was and how worried she was for him. And today that first

(8) Oil well is still around.



5 If It Hadn't Happened

B Complete the conversation with **should have / shouldn't have** + the past participle of the verb in parentheses.

Qassim is visiting his cousins in Saudi Arabia. He and Fahad are talking about the time they spent in the desert over the weekend.

Fahad: I'm so happy you were able to come with us this weekend. We had such fun! But I'm sorry you didn't participate in the race. You (1) (be) should have been in the jeep, with us. It was a great race. You'd have enjoyed it.

Qassim: I know. I'm sorry, too. But I (2) (tell) should have told my uncle that I'd broken my leg a few months ago in a bicycle race in the States. He was worried I might get hurt again and didn't want me to participate.

Fahad: Oh, but the camel races were out of this world! You were really funny when you lost your balance and ended up hanging from the hump of your camel, I just had to laugh. You (3) (stop) should have stopped her. You (4) (panic) shouldn't have panicked as you did.

Qassim: You're right, but I'd never been on a camel before. Horseback riding is different. I know now that I (5) (control) should have controlled her. I (6) (let) shouldn't have let her realize I was a novice and take advantage of it!

Fahad: Speaking of horses; you (7) (realize) should have realized that you were one of the best riders there. You (8) (win) should have won that race. Instead, you let Emra beat you. Why?

Qassim: Oh, come on. Emra is a lot older than us. He is our cousin and I didn't want to upset him. We'd just met. I want to get to know my cousins, you know, not get them mad at me.

C Think of situations in the past where you made a mistake. Write sentences with **should have** or **shouldn't have** about the situations. **قد تختلف الإجابات**

I should have applied for that job at the bookstore.

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.**

5 If It Hadn't Happened

 Complete each cartoon. Use **should have** or **shouldn't have** + a past participle. Then draw a cartoon of your own. Be sure to use **should have** or **shouldn't have** + a past participle.

49

1



I don't need to ask for directions.

I should have asked for directions

2

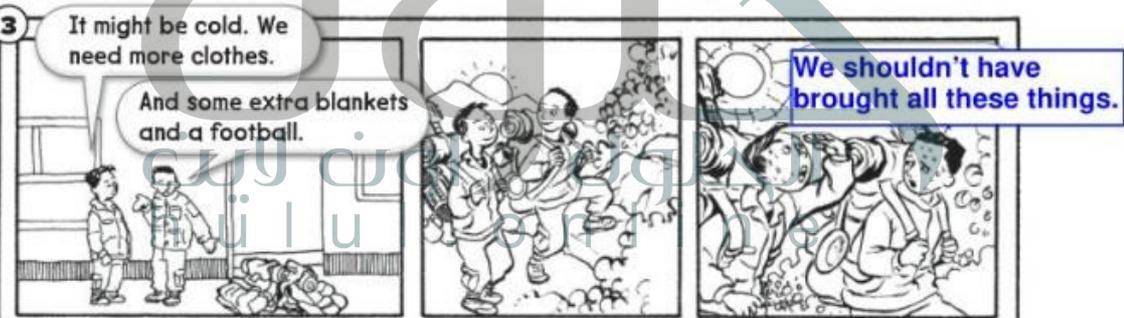


I can't go to the football game. I have to study for the test tomorrow.

I should have gone to the football game.

CLASS IS CANCELED

3

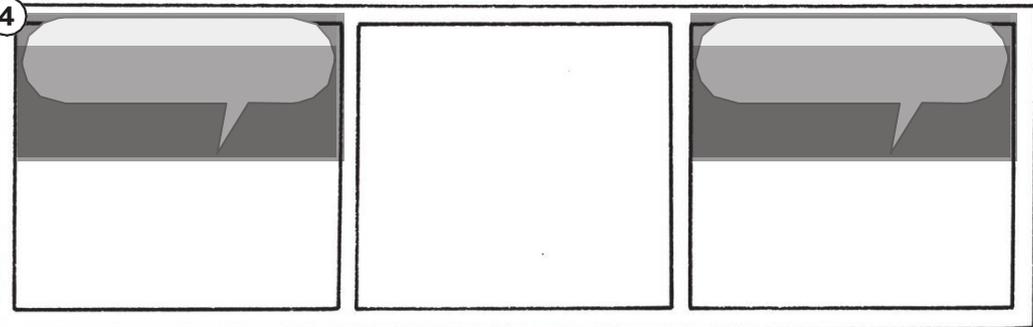


It might be cold. We need more clothes.

And some extra blankets and a football.

We shouldn't have brought all these things.

4



Unit 5

5 If It Hadn't Happened

E Tell what you would have done in each of the situations in exercise D. Use **would have** + past participle in your sentences.

1. if / I / drive, / I / ask / for directions

If I had driven, I would have asked for directions.

2. if / my friends / ask / me, / I / go / to the library

If my friends had asked me, I would have gone to the library

3. if / I / pack / for the trip, / I / take / shorts and T-shirts

If I had packed for the trip, I would have taken shorts and T-shirts.

4. _____

F Complete the sentences. Write about what **would have** been, what **could have** been, and what **might have** been. **قد تختلف الإجابات**



? If I had grown up by the sea, I would have learned how to surf.

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.

5 If It Hadn't Happened

G READING

Does the brain ever sleep? Read the article and find out.

1. What is dreaming ?

Is dreaming a type of entertainment that the brain creates for itself? Is it a way of processing images and feelings that one has experienced? Is it a mix of experiences and associations? One might suggest that a dream is a series of images, sounds, and feelings that are experienced when one sleeps.



2. What causes dreaming ?

Some researchers suggest that dreaming is a sign of your brain trying to sort out random emotions and memories, very much like processing information and classifying it. Part of the process could be compared to what defragmentation of our hard disk does in our PC. In other words, it's as if the brain classifies and tidies information, as it gets rid of junk and empty space. For example, panicking because you cannot swim in a rough sea might simply be due to the fact that the brain is stimulating the fear center as it calls up the memory of a dark sea with huge waves, which is not necessarily connected to the actual experience of trying to fight the waves. When we enter REM (Rapid Eye Movement) sleep, our body sends signals to different parts of the brain that are associated with memory and emotions. Although no one can tell with certainty what the purpose or origin of dreaming is, scientists suggest that it is the result of random, neuronal firing. Neurons are formed as we develop, and acquire knowledge and experience.

3. Do we dream in color ?

Most people, approximately 90%, report that they dream in color. A small number, approximately 8%, insist that they never dream in color. Then again, quite a few people say that they sometimes dream in color and sometimes not. The fact of the matter, however, is that we all dream even if we cannot remember our dreams when we wake up.

4. What does sleep research involve ?

Scientists often monitor the brain's activity during sleep or monitor eye activity during the REM stage in an attempt to find out more about sleep and dreaming. But many questions remain unanswered. What is certain is that sleep is beneficial to our health and a necessity for rest and/or a healing process, even if our brain remains active at all times.

Use the questions as headings for different paragraphs/sections of the article. Then highlight the words or phrases that provide the answers and write them.

What does sleep research involve?

What is dreaming?

Do we dream in color?

What causes dreaming?



5 If It Hadn't Happened

- H** Read the list of common types of regrets. It can give you ideas about a specific regret you've had. Write down your ideas.

My ideas:

Being rude to my brother (or sister)	
Telling someone something I shouldn't have	
Not telling someone something I should have	
Not telling the truth about something	
Being mean to a friend	
Not studying harder	
Not practicing more at a sport	
Doing something dangerous	
Not doing something I wanted to do	
Not taking a risk	
Making a mistake at an important point in a game	
Doing something that made me look foolish	

- I** Choose three items/regrets from the list in H. Write what the outcome of each action was. Then write sentences with **If I had/hadn't...**

I Not studying harder: I failed the test. / If I had studied harder, I wouldn't have failed the test.

- doing something dangerous / broke my leg
If I hadn't done something dangerous, I wouldn't have broken my leg.
- 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
- telling someone something I shouldn't have / hurt his/her Feelings
If I hadn't told her anything, her feelings wouldn't have been hurt and she wouldn't have been upset

5 If It Hadn't Happened

-  Look at the picture and write as many words as you can about how people benefit from jobs in the oil industry. Write sentences explaining how things would have been different if oil hadn't been discovered.



How People Benefit From Jobs in the Oil Industry

pay, career opportunities,
 security, housing, education
 family, higher standards of living,

1. If oil hadn't been discovered, 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 .



5 If It Hadn't Happened

L Complete the chart with the correct form of the verb.

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 Complete the paragraph with the verbs in parentheses. Use the present perfect or simple past tense.

Keep Cool

People have tried (1. try) to keep cool or keep their food cool for ages.

The Chinese invented (2. invent)

ice cream 4,000 years ago, and they kept (3. keep) it in snow in underground

chambers. In Baghdad in the eighth century, a king imported (4. import)

snow and

put (5. put) it in the walls of his summer home to cool the home. In 1834, Jacob

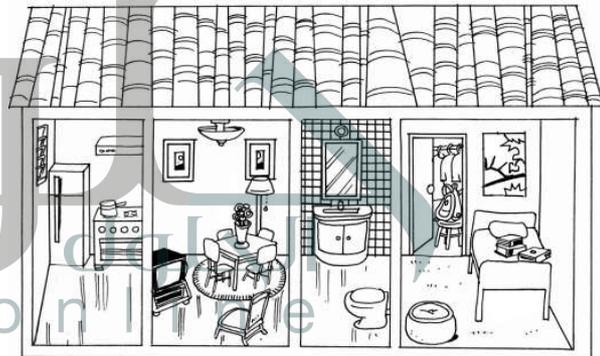
Perkins built (6. build) a machine to make ice in London. The first home refrigerators

appeared (7. appear) in the early 1920s. Since then, people preserves (8. preserve)

their food in refrigerators. About the same time, air conditioning of large spaces became

(9. become) possible. Since that time, people cooled (10. cool) themselves with air

conditioners in stores, offices, and homes.



5 If It Hadn't Happened

N Complete the chart. List some inventions that have been important to you. Tell why each one has been important. Use modals for ability: **can, could, be able to**. كل طالب يجيب بعبارة

What inventions have changed my life?	How have they changed my life?
cell phone	always able to talk to my friends

O Complete the text with the correct form of *be able to*. Choose from the box below.

weren't able to are able to be able to had been able to have been able to

Since the 1700s, people have tried many different ways of traveling over land. They wanted to (1.) be able to move more quickly and more comfortably than they (2.) had been on horseback. The first car was made in 1886 but it was not a perfect design. A hundred years ago, drivers (3.) weren't able to drive in bad weather. Drivers had to get out of their cars and constantly wipe the windshields every few minutes. Since M. Anderson invented the windshield wiper in 1903, people (4.) have been able to drive on rainy days much more safely and comfortably. Nowadays, manufacturers have improved cars a great deal. They've added things that make driving easier such as GPS. With a GPS system fitted in your car, you (5.) are able to get to your destination without even looking at a map. Cars have come a long way in one hundred years!



6 What They Said

A Read the conversations. Then report what you read. Use the words in the box. Use the correct form of the verbs.

knock down	bother	power	raise	improve
------------	--------	-------	-------	---------

1 My aunt went to the doctor about her blood pressure. This was her second visit. The doctor rechecked my aunt's blood pressure and was happy. The doctor said her blood pressure was better than it was two months ago. The doctor said her blood pressure had improved.



1. My neighbor has a new car. I asked him why he chose that particular car. He said that he was looking for a car that didn't use a lot of gas. This car isn't very expensive to drive because it uses gas and electricity. He said that the car got its power from gas and electricity.



2. Last night, Ahmed and Jasem were doing their homework at Ahmed's house. But Ahmed's little brother kept talking to them while they were working. He was also taking photos with Ahmed's camera. As a result, Ahmed and Jasem didn't get a lot of homework done. Jasem said that Ahmed's little brother had bothered them all evening, so they didn't finish their homework.



3. The people in our city voted to make more parks for people to enjoy. Today the city is going to demolish several buildings to make space for a big park near my house. My brother went to watch the demolition. He just came home to tell me about it. My brother reported that they had knocked down five buildings.



4. Our science teacher Mr. Adams is upset because the city increased the taxes again. He sent an email to the city government about the high taxes. He believes that it is important to tell the government that the taxes aren't fair. Mr. Adams said that the city had raised the taxes again and that they were unfair.



6 What They Said

- B** Complete the conversation. Use the notes. Be sure to change the time expressions. Various changes may be possible.

Mon.: Radio station: you won the grand prize—have to pick it up today

Tues.: Mr. Harrison: wants to talk about publishing article; is only in town until tomorrow

Wed.: Mohammed—sorry he wasn't free last week but wants to meet you for dinner

Boss: What a great vacation! Were there any messages for me?

Assistant: Yes, there were. On Monday, someone from a radio station called and said that you'd won the grand prize, but you **(1) had to pick it up** Monday. A gentleman named Mr. Harrison called on Tuesday, and he said that he **(2) wanted to talk to you about publishing an article** **(3) wanted to talk to you about publishing an article** today. He said that he was sorry that **(4) he had not been free last week**. He was calling because he **(5) wanted to meet you for dinner** soon.

Boss: Wow! Thanks.

- C** Change the sentences to reported speech. Use the reporting verbs in the box. Be sure to change all necessary words. Sometimes more than one answer is possible.

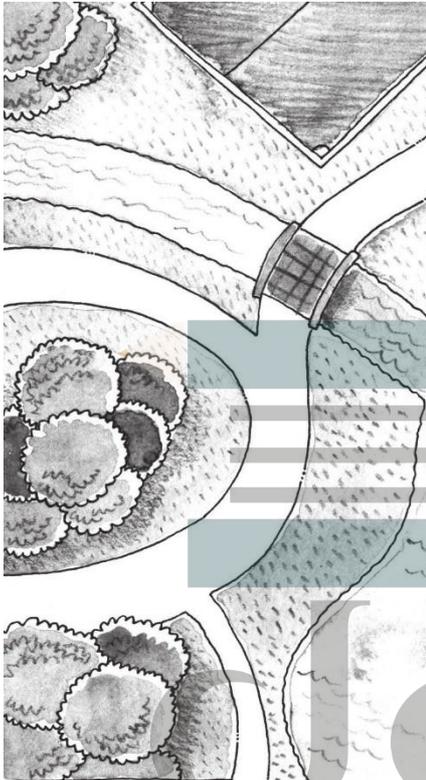
agree	tell	say	assure	notice	explain
-------	------	-----	--------	--------	---------

Mr. Wilson: Jason, you may need to spend more time on homework.

Mr. Wilson noticed that he might need to spend more time on homework.

- Jason's mom:** You will do all of the homework for Mr. Wilson's class.
Jason's mom told him that he would do all of the homework for Mr. Wilson's
- Jason:** Mr. Wilson can give less homework to the class.
Jason said that Mr. Wilson could give less homework to the class
- Jason's mom:** You won't play football.
Jason's mom explained that he wouldn't play football.
- Jason:** I'll find the time to finish all the homework.
Jason assured his mom that he would finish all the homework
- Jason's mom:** Mr. Wilson just may be right from time to time!
Jason's mom agreed that Mr. Wilson just might be right from time to time!


 Complete the news article about a town meeting. Use the notes taken at the meeting to write reported questions.



Town meeting— discussion about the new park

Parks Commissioner: Does anyone have any questions?

Mr. Kilmer: Who made the plans for the park? Why didn't they ask for my ideas?

Mr. Lopez: Did the Parks Department plan an area for bicycles?

Mr. Lee: Forget the bicycles! Is there a path where people can jog?

Mr. Green: Will there be lots of benches?

Boy: Where will the football field be?

Another boy: How many tennis courts will there be?

Mr. Waters: When will the park open?

Another man: Do the plans include some basketball courts?

Another man: Why don't they include a place for family picnics?

Parks Commissioner: How can we do all these things?

April 3—The town meeting to discuss the new park was a lively one. The parks commissioner opened the meeting by asking *! if anyone had any questions.* It turned out that lots of people did.

First, Mr. Kilmer, president of the neighborhood association, asked **(1) who had made the plans for the park**

He also wondered **(2) why they hadn't asked for his ideas**

Mr. Lopez asked **(3) if they had planned an area for bicycles**

Mr. Lee wondered **(4) if there was a path where people can jog**

Mr. Green asked **(5) if there would be lots of benches**

Children also contributed to the discussion. A boy wanted to know **(6) where the football field would be**

Another boy wanted to know **(7) how many tennis courts there would be**. Mr. Waters had a

question. He asked **(8) when the park would open**

Another man asked **(9) if the plans included some basketball courts**

Finally, another man wanted to know

(10) why they didn't include a place for family picnics

The commissioner held up the plan and asked the people at the meeting **(11) how they could do all these things**

Suddenly, the room became very quiet.



6 What They Said

E Read part of Omar's interview at WWT and report it. Use reported speech.

K. Clark: Good morning. This is Ken Clark at WWT. And with us is young Omar, our swimming champion. Omar, welcome to our show.

Omar: Thank you, Mr. Clark.

K. Clark: Omar, how old were you when you started swimming?

Omar: Ever since I can remember. My family lived near the sea and we swam all the time.

K. Clark: Yes, I remember you mentioning that at the "Sports News" interview. What would you say your main advantage is in freestyle?

Omar: I think speed and pace.

K. Clark: Well, that's everything really. Would you like to watch a video with some comments from people who know you?

Omar: Uhhh. I'm not sure. Are they good comments?

K. Clark: Yes, I think they are. A couple of your friends think you are sometimes too quick to jump to conclusions and misinterpret things, but they also mentioned that you never hold grudges against people. And here is your friend Alan...

Alan: Omar is really cool. He's a good friend and he always helps people, but sometimes I think he tries too hard. I mean, everyone knows he's a good athlete and a good student. He doesn't need prove anything. He has to learn to relax and enjoy his success. That's what I think ...



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 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 quickly to jump to conclusion, 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.

F READING

Read the article.

Smile, Paris!

In 2009, the residents of Paris took a bold but simple action—they decided to smile! There is a good reason for this. The Paris Tourist Board said that they were trying to get more travelers to visit Paris—the City of Light. They hoped that more smiles would help.

It's no secret that Paris has had a reputation among tourists as an unfriendly city. But for years, tourists still came. Paris was a must-see world city. Now that travel is more expensive, some travelers are thinking twice about visiting Paris. And the numbers show this. Seventeen percent fewer travelers visited Paris over the past year. The results of a recent online survey also shocked Paris tourist associations. It showed that participants thought that Paris was not just an unfriendly city, but that Paris was the most over-rated city in Europe, too. Many said that it was the high prices and unpleasant residents that made Paris the most over-rated.

It was clear that Paris was suffering from a bad reputation, and that this bad reputation was hurting the economy. The founder of a tourism association in Paris said that

tourism had traditionally generated more than two million jobs and had been a major economic sector. He said that at this point all citizens needed to help change Paris's reputation.

And then it happened—the brilliant idea to have residents smile more. It's clear now that the idea is working. Tourists are seeing more smiles. For example, the tourist board has hired smile ambassadors and set up stands where these smiling people welcome tourists. The good will generated by the smile campaign is still growing. Recently, 100 roller-skaters formed a giant smile in the center of Paris in Place Vendome. The head of the tourist board said that there was nothing more inviting than a smile. And it seems to be true. Tourists not only want to visit the City of Lights, they want to visit the City of Smiles, too.



Write **T** for **True** or **F** for **False**.

1. **T** Paris is also known as the City of Lights.
2. **F** High travel costs had no effect on the number of visitors to Paris.
3. **T** Paris had the reputation of the most over-rated city in Europe.
4. **F** Tourism isn't very important to the Paris economy.
5. **F** No one truly liked the idea of the smile campaign.



6 What They Said

- G** Think of an interesting conversation between two people that you might want to tell someone. This can be a conversation you actually heard or you can imagine one. Use the box and write the conversation as direct speech.

Participants in the conversation:

A:

B:

Topic of the conversation:

A:

B: قم بكتابة محادثة بين شخصين حول موضوع ما

A:

B:

A:

B:

- H** Report what the teacher said on the day of the final examination.

- Good morning, everyone. I hope you all have everything you need: pens, pencils, extra paper.
The teacher greeted us/said good morning. Then she said that she hoped we had everything we needed, pens, pencils, extra paper
- Keep your test booklets closed, please. Just write your name and class on the front page.
She asked us to keep our test booklets closed and just write our name on the front page.
- The time now is ten minutes past eight, you have to complete your test by ten minutes past ten.

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.

- You may open your test booklets and start writing. Please keep your eyes on your paper and do not speak to each other. If you need anything, raise your hand.

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.

6 What They Said

Study the picture of the news reporter. Imagine the topics he will present and write them in the chart below. Then write sentences to tell what you think the reporter is saying.



News Topics			
sport	celebration	Environment	education

- Topic 1
 Reporter is saying: **Sports**
Our National Team are on their way back with the trophy!
- Topic 2
 Reporter is saying: **Celebration**
The National Day is celebrated all over KSA.
- Topic 3
 Reporter is saying: **Environment**
Our government promote a new program for protecting wild life
- Topic 4
 Reporter is saying: **Education**
A new, state of the art, elementary school has just been opened in Jeddah



6 What They Said

K Read the words. Write the word which does not belong.

1. global warming	tornado	countryside	earthquake	<u>Countryside</u>
2. damage	city	threaten	destroy	<u>City</u>
3. save	rescue	protect	harm	<u>harm</u>
4. witness	reporter	news	victim	<u>news</u>
5. hit	study	research	science	<u>hit</u>



L Write negative questions for the following situations.

? It's raining. Your sister is leaving the house without an umbrella.

Aren't you going to take an umbrella?

1. You and your friend planned to do research on the Internet with your friend's computer. Your friend just arrived at your house, but you don't see a computer.

Haven't you brought your computer?

2. Your friend told you to meet at 5:00 p.m. in the museum. You're in the museum. It's now 5:30, and your friend isn't there. You get a call on your cell phone from your friend who is still at home.

Haven't you left yet?

3. You and your friends are at a new Japanese restaurant. You order food for everyone. You notice that your friends aren't eating their food. You are not sure they like what you ordered.

Don't you like what I've ordered?

4. You and your family are watching the news. The National Weather Service has issued a weather warning. There will be terrible storms. Your brother is on his way out of the door with his car keys.

Haven't you watched the news?



EXPANSION Units 4 - 6

6 What They Said

 Read the news story about pandas. Then use the prompts to ask the reporter's questions. Write the answers to the questions.

Pandas

The lovable, cuddly-looking panda is one of the world's most popular animals. Unfortunately, it's also one of the most vulnerable species. Pandas live only in the dense bamboo areas of the misty, rainy forests of southwestern China. Today only about 1,900 pandas remain in the wild. The Chinese government and various conservation organizations are working to protect pandas in their natural habitat. They want to maintain a "bamboo corridor" through which pandas can move freely. Bamboo shoots and leaves account for 99 percent of a panda's diet. An adult giant panda eats up to 95 pounds (45 kilograms) of bamboo per day over a period of about 16 hours. So it is important to have a protected place with a lot of bamboo available.

1. Where / live?

 Q: *Where do pandas live?*

A: **They live in forest in southwestern China.**

2. How / many?

Q: **How many wild pandas are there ?**

A: **About 1,600 .**

3. How / work to protect pandas?

Q: **Who is working to protect the pandas ?**

A: **The Chinese government and conversation orgnizations .**

4. How much / eat?

Q: **How much does a panda eat ?**

A: **Panda eats up to 95 pounds (45 kg) of bamboo a day .**

5. How long / eat / a day?

Q: **How long does a panda eat for each day ?**

A: **For about 16 hours .**

EXPANSION Units 4 - 6

A Complete the sentences. Use the past perfect tense.

1. My parents took a vacation to Portugal because my mother had watched a television program about Lisbon last year. (watch)
2. We arrived in Los Angeles on time although our plane had left late from New York. (leave)
3. I had decided to clean my room even before my mother asked me to do it. (decide)
4. I studied a lot for this test because I had failed the last one. (fail)
5. We bought new cell phones after we had received an email about the big sale. (receive)
6. Had you taken any English classes before you went to England? (take)

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

? My alarm clock is working.

I might be at school on time.

1. Greg was at the football match with me.

Greg couldn't have been at home.

2. Adel has a broken leg.

Adel may be in a cast for six weeks.

3. Stephanie is studying for a test.

Stephanie may pass her test tomorrow.

4. They were early for the flight.

They must be excited about their vacation.

5. My brother just bought a cool new car.

The car might have been on sale.

6. Daniel wasn't at work today.

Daniel must be sick.

7. I didn't recognize his voice. Who was that on the phone?

It might have been Michael.



EXPANSION Units 4 - 6

C Read the situations. Make sentences with *should have / shouldn't have*.

- The food at the new Italian restaurant is excellent, but I felt sick after our meal.
I shouldn't have eaten so much food.
- I borrowed my sister's cell phone. It broke when I dropped it on the sidewalk.
I should have been more careful.
- Karen got an A on the test. Hanan, on the other hand, failed the test.
Hanan should have studied with Karen.
- Fahad hurt his leg yesterday when he went jogging in the park.
Fahad should have warmed up more.
- I had three cups of coffee at dinner, and I couldn't go to sleep until 3:00 A.M.
I shouldn't have had that much coffee at dinner.
- I had no idea it was going to be so cold in the classroom.
I should have brought a sweater.
- I wasted my money on that new book by Patrick Johnston.
I shouldn't have bought the book.
- I burned my finger on the stove.
I should have paid more attention.

D Rewrite the sentences as conditionals. Follow the example.

I didn't make a lot of money because I didn't work hard.

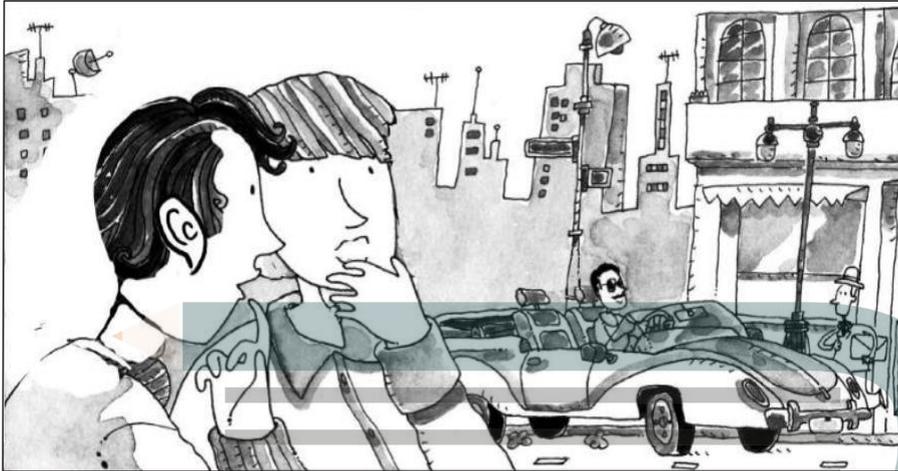
If I had worked hard, I would have made a lot of money.

- Mark was tired because he didn't go to bed early.
If Mark had gone to bed early, he wouldn't have been tired.
- Ibrahim learned to speak French because he lived in Paris for three years.
If Ibrahim hadn't lived in Paris for three years, he wouldn't have learned to speak French.
- I didn't go on vacation with my friends because I just bought a new computer.
If I hadn't bought a new computer, I would have gone on vacation with my friends.
- I took a nap because it rained all day.
If it hadn't rained all day, I wouldn't have taken a nap.
- Sarah wasn't at school today because she was sick.
If Sarah hadn't been sick, she would have been at school today.
- My brother didn't learn how to water-ski because he never learned how to swim.
If my brother had learned how to swim, he would have learned how to water-ski.



EXPANSION Units 4 - 6

E Read the conversation. Use reported speech to complete the sentences.



Harris: Did you see that little red sports car?

Alex: No, I didn't.

Harris: Well, I think Qassim was driving it, and he was driving fast!

Alex: Was he?

Harris: I think so. Now where would Qassim get a car like that?

Alex: Who cares? It's probably his father's car.

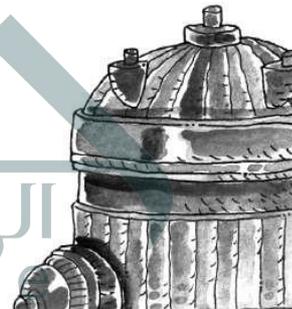
Harris: It just seems strange. He's usually so quiet and shy.

Alex: Maybe he's changed.

Harris: I'm going to call Qassim when I get home.

Alex: Why are you going to do that?

Harris: I want to find out what's going on.



1. Harris asked Alex if he had seen that little red sports car.
2. Alex said he hadn't seen it.
3. Harris wanted to know where Qassim would get a car like that.
4. Alex said it was probably his father's car.
5. Harris said Qassim was usually so quiet and shy.
6. Alex said maybe he had changed.
7. Harris said that he was going to call Qassim.
8. Alex asked Harris why he was going to do that.

EXPANSION Units 4 - 6

F Look at the photo of an accident scene. Imagine you are a reporter. Write four sentences about the accident for your newspaper. Use reported speech.



1. The first man said that he had tried to stop _____.
2. The second man said that the other driver was talking on his cell phone _____.
3. A witness said that he saw the driver on his cell phone _____.
4. Another witness said that was not true at all _____.

G Think of a car accident you know about. You can also think of an accident from a film or a book. List the events that happened before the accident. Write how each event contributed to the accident.

Event	Effect
 <u>rain</u>	<u>wet roads , difficult to see</u>
 <u>late for school</u>	<u>driving too fast</u>
_____	_____
_____	_____

تحدث عن حوادث السيارات
 ما الذي يحدث قبل وبعد الحادث

EXPANSION Units 4 - 6

 Study the picture of Prophet Mohammed (PBUH) Mosque in Madinah and write as many words as you can under each heading in the chart. Use the words to make sentences to describe the picture.



Nouns	Verbs	Adjectives
Mosque	Design	Beautiful
Monument	Build	Elegant
Tower	Construct	Expensive

- The Mosque of the Prophet in Madinah is one of the most beautiful mosques in the world.**
- The construction took years to complete.**
- Thousands of workers, artisans and craftsmen were employed to do the work.**



EXPANSION Units 4 - 6

I WRITING

Write a paragraph about an accident you saw. Use the chart to help you take notes and organize your thoughts.

A Car Accident		
What happened?	What caused it to happen?	How could it have been avoided? (use <i>should have</i> or <i>shouldn't have</i>)
	قم بالكتابة عن حادث شاهدته او سمعت عنه	

الجلولة اون لاين
A Car Accident
hulul.online

Writing Checklists

1 A discursive paragraph

I can ...	Great! 	Good! 	OK! 	Needs work 
take notes and use them to write a paragraph				
start with a topic sentence				
organize content and develop ideas in a paragraph				
form and write clear sentences				
connect events, feelings, and ideas well				
edit and correct my mistakes				
end with a closing statement				
use appropriate language/style				

2 A story

I can ...	Great! 	Good! 	OK! 	Needs work 
take notes and use them to write a story				
use appropriate narrative forms				
organize events well				
describe characters				
describe events				
make a story interesting				
edit and correct mistakes				
use appropriate language/style				

Writing Checklists

3 A letter of apology

I can ...	Great! <input type="radio"/>	Good! <input type="radio"/>	OK! <input type="radio"/>	Needs work <input type="radio"/> 
take useful notes and use them to write a formal letter				
use formal letter conventions, i.e. greeting, opening lines				
organize explanations well				
address a person or department				
present the problem clearly				
be firm without being rude				
edit and correct mistakes				
close correctly				
use appropriate language/style				

EXPANSION Units 1-3 A short essay about teamwork

I can ...	Great! <input type="radio"/>	Good! <input type="radio"/>	OK! <input type="radio"/>	Needs work <input type="radio"/> 
think and make notes				
organize ideas and information				
use appropriate words to refer to things				
form and write clear sentences				
connect events, opinions, and ideas well				
support my ideas/views				
edit and correct my mistakes				
use appropriate language/style				

Writing Checklists

4 A descriptive paragraph

I can ...	Great! 	Good! 	OK! 	Needs work 
take useful notes and use them to write a description of events				
organize information/notes				
plan the description				
decide on audience/readers				
present facts and events clearly				
use language/grammar correctly				
edit and correct mistakes				
use appropriate language/style				

5 A paragraph/personal narrative

I can ...	Great! <input type="radio"/>	Good! <input type="radio"/>	OK! <input type="radio"/>	Needs work 
make notes				
describe personal feelings and views				
organize past events in a clear way				
express my thoughts and opinion				
refer to experiences and related information				
speculate about a different outcome				
edit and correct my mistakes				
close on a positive note				
use appropriate language/style				



Writing Checklists

6 Reporting a conversation

I can ...	Great!	Good!	OK!	Needs work
take notes from a conversation and use them to report what people said/say	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
change forms when appropriate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
use different reporting verbs to express meaning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
refer to and connect quotations as required	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
report thoughts correctly and appropriately	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
report questions correctly and appropriately	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
report statements correctly and appropriately	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
organize and write an article or story	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
edit and rewrite	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

EXPANSION Units 4-6 An account

I can ...	Great!	Good!	OK!	Needs work
recall an event and make notes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
organize events in a clear way	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
give an explanation for the events	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
present reasons and causes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
refer to how the event might have had a different account	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
edit and correct my mistakes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
close on a positive note	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
use appropriate language/style	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



MEGA GOAL 2

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

Features

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

حلول
الجلول اون لاين
hulul.online


t/edu.com
شركة تطوير للخدمات التعليمية
TATWEER CO. FOR EDUCATIONAL SERVICES



ماغرو هيل
McGraw-Hill

Name: _____
School: _____

ISBN-13: 978-1-4470-9154-7
ISBN-10: 1-4470-9154-X



9 781447 091547