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تصفح حلول الكتب مباشرة لجميع المراحل التعليمية المختلفة

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MEGA

GOAL 1

MANUEL DOS SANTOS
ELI GHAZEL
DANAE KOZANOGLOU

وزارة التعليم
Ministry of Education
2024 - 1446

MegaGoal 1 Student Book

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Scope and Sequence

	Unit Title	Functions	Grammar
	Connect **Pages 2–5**	Express opinion and preference Agree and disagree Greetings, introductions and farewells Make an appointment	Recycle/use familiar verb forms, prepositions, modifiers
1	**Big Changes** **Pages 6–19**	Discuss past world events and present effects Talk about global issues	Simple present Simple present and present progressive Simple past and present perfect Simple past and past progressive Past progressive + when + simple past
2	**Careers** **Pages 20–33**	Talk about careers Talk about personal qualities and personality characteristics Talk about how long you've been doing something	Present perfect progressive and present perfect simple Adjective + preposition + gerund Simple present and *Wh-* questions Relative pronouns
3	**What Will Be, Will Be** **Pages 34–47**	Make predictions about the future Express opinions Make and respond to suggestions	Future with *will* or *be going to*—affirmative, negative, questions, answers *Will* versus *be going to* Future progressive—affirmative, questions, short answers Present progressive for the future *Wh-* questions and tag questions
4	**The Art of Advertising** **Pages 48–61**	Talk about commercials, ads, and product history Describe products Make comparisons	The passive Comparatives and superlatives Similarities and Differences (*as* + adjective + *as*) Verbs *look*, *smell*, *sound*, *taste* with *like* + noun Imperatives Possessive adjectives and pronouns
	EXPANSION Units 1–4 **Pages 62–69**	**Language Review** **Reading:** Eye Make-up in Ancient Egypt **Project:** Research the history of an item that is used in the Kingdom of Saudi Arabia	
	Reconnect **Pages 70–71**	Express, confirm opinion/give reasons, agree/disagree Talk about size, quantity, compare	
5	**Did You Hurt Yourself?** **Pages 72–85**	Talk about accidents and accident prevention Talk about cause and effect Asking for and giving directions	Reflexive pronouns *Because* versus *so* *So* and *neither* Prepositions of place Imperatives for directions
6	**Take My Advice** **Pages 86–99**	Discuss common problems Ask for and give advice Words connected with medicine	Modal auxiliaries: *should*, *ought to*, *might*, *could*—questions, affirmative, negative *Had better*—questions, affirmative, negative Two- and three-word verbs Quantity expressions: *much, many, a lot of, lots of, a few, a little* Clauses with *when*
7	**You've Got Mail!** **Pages 100–113**	Discuss email and letter format and etiquette Make and accept an apology Wish someone success Make arrangements Accept and refuse invitations	Preposition + gerund *Although, even though, in spite of* *As soon as, when, So...(that)* *Used to* and *would* *There is/are* Plurals Definite article: *the*

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Listening	Pronunciation	Reading	Writing
Listen for fact, opinion, and attitude	Rising and falling intonation		
Listen for general understanding about historical events	Stress for important words in sentences	Progress Towards the Future	Write an essay about an important change in your country Interview and write about people who have moved from one country to another (Project)
Listen for specific information from a job interview	/m/, /n/, and /ŋ/	JobPool Résumé	Write a cover letter for a job application Write a résumé (Project)
Listen for specific information from a speech	Words that are not stressed	The Tulsa Time Capsule	Tell a story about hidden treasure Write about what to include in a time capsule about your country (Project)
Listen for specific information from an ad	Linking adjacent sounds	The World of Plastic	Write an essay about the history of a product Write an ad for a product (Project)
	Chant Along: I Wonder What They'll Be **Writing:** Write about your dreams for the future		
Listen for fact, opinion, and attitude			
Listen for specific information from an informational talk	Consonant clusters /lf/, /lt/, /nt/, /st/, /nd/	Unusual Accidents and Deaths	Write a descriptive account of an accident Write an accident prevention campaign for your country (Project)
Listen for specific information to complete a chart about problems	Stress in two- and three-word verbs	Breaking the Habit — Getting Healthy	Write a letter of advice Write about community resources in your country (Project)
Listen for specific information from messages and conversations	Short vowels /e/, /æ/, /ɪ/	From Smoke Signals to Email: Keeping in Touch	Write an email to a friend Write greeting cards (Project)

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Scope and Sequence

	Unit Title	Functions	Grammar
8	Wishful Thinking **Pages 114–127**	Make wishes Talk about imaginary situations Talk about probability and improbability Talk about predicaments Give advice to solve problems Words connected with money, shopping habits and prices	Conditional sentences with *if*-clause: imaginary situations Conditional sentences with *might* and *could* Verb: *Wish* Count/noncount nouns Expressions of quantity: *some, any, no*
	EXPANSION Units 5–8 **Pages 128–133**	**Language Review** **Reading:** Play Ball! **Writing:** Write about sports	
	Update **Pages 134–137**	Carry out banking transactions Talk about stress	Recycle familiar verb forms, simple present/ narrative, connectors and modifiers, passive forms, would, tag questions, comparatives/ too – enough/ would – hypothesis
9	Complaints, Complaints **Pages 138–151**	Talk about problems and things that need to be done Ask to have something done Talk about common consumer complaints	*Needs to be (done)* *Have/get something (done)* Past participles as adjectives Present perfect simple tense: *already, yet, just* Verb + gerund; verb + infinitive Subject and object pronouns Imperatives and two-word verbs
10	I Wonder What Happened **Pages 152–165**	Talk about events that happened in the past before others Speculate about facts and events Expressing enthusiasm with intensifiers and adjectives Express necessity and lack of necessity	Past perfect tense *Can't, could, couldn't, must, may,* or *might* Independent clauses with: *and, but, so* and *yet* The past with dependent time clauses Conditional sentences with present and future forms
11	If It Hadn't Happened **Pages 166–179**	Talk about discoveries and inventions and how things would have been different without them Talk about missed opportunities and regrets Expressing ability, permission and requests	*Should have* + past participle Conditional sentences: hypothetical situations in the past *If* with *could* and *might* Present perfect versus simple past Time expressions with: *ago, for, since* *If* + past perfect + *be able to*
12	What They Said **Pages 180–193**	Report what people said Discuss famous quotes Relate messages Discussing the environment and natural disasters Expressing agreement and disagreement with: *so, neither, either, too*	Reported speech Reported questions Word changes in reported speech Reporting verbs Negative questions Relative adverb: *Where*
	EXPANSION Units 9–12 **Pages 194–199**	**Language Review** **Reading:** The War of the Worlds **Project:** Report and review a story	

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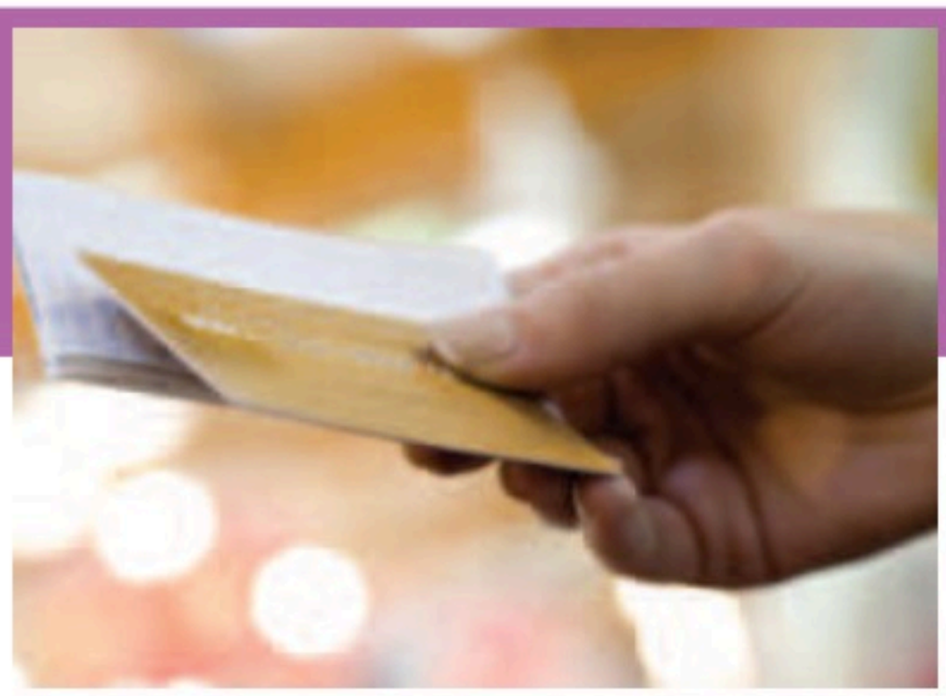
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Listening	Pronunciation	Reading	Writing
Listen for specific information to complete a chart about wishes	Reductions *would you* and *could you* in questions	Money: A Blessing or a Problem?	Write a description of a day in the life of a quiz show winner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

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Update



1 Conversation

Listen and practice reading the conversation in pairs.

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

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

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

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

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

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

Assistant: Is it for you?

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

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

Yasmin: Isn't this small enough?

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

Yasmin: Yes, please.

....

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

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

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

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

Assistant: Actually, we'd prefer cash.

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

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

(In the elevator ...)

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

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

Size – Quantity

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

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

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

This is large enough for him.

Directions

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

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

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

Turn right and right again.

Talking about a book/plot

It has an incredible plot.

I can't put it down.

It's full of suspense/surprises.

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

It's unpredictable.

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

Your Turn

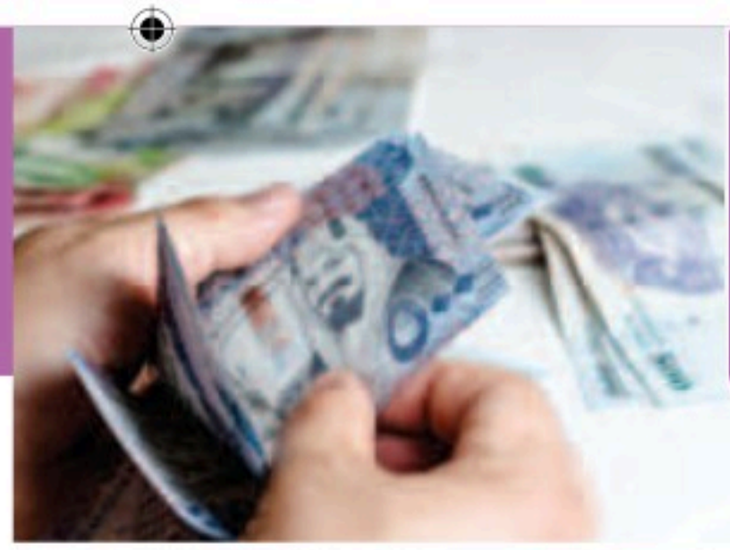
Role-play a conversation like the one above with a partner.

Decide about the following first:

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

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2 Listening

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

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



Bank clerk: Good morning. Can I help you?
Amal: 3
Bank clerk: _____
Yasmin: No, I'm sorry, I don't. Is that a problem?
Bank clerk: No, not at all. _____
Yasmin: Oh, I see. What do you think Amal? _____ I'll be back here, every few months. It would make sense, wouldn't it?
Amal: Whatever you think is best.
Yasmin: _____
Bank clerk: Of course. _____
Yasmin: Thank you.
Amal: Oh, excuse me. _____
Yasmin: _____
Amal: Yes, I do. It's just that I don't use it often enough to remember! Sorry!
Yasmin: That's fine! I'm glad we'll both be using the same bank.
Amal: Oh, look at the number of people waiting at the counter. _____. I forgot to take it this morning.
Yasmin: Please don't worry! I'll wait for you.
Amal: I'm not sure that's a good idea Yasmin. Stores are about to close for the afternoon. You'd better hurry and pick up your gown.
Yasmin: You're probably right. Actually, I won't pick it up today. I'd like them to take the hem up. You'll be alright, won't you?
Amal: Yes, of course. Give me a ring on my cell phone when you're ready.
Yasmin: I'll do that. OK. See you soon.

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

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

3 About You

Role-play a conversation like the one above with a partner. Use expressions from B.
Decide about the following first:

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

4 Pronunciation

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

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

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

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5 Reading

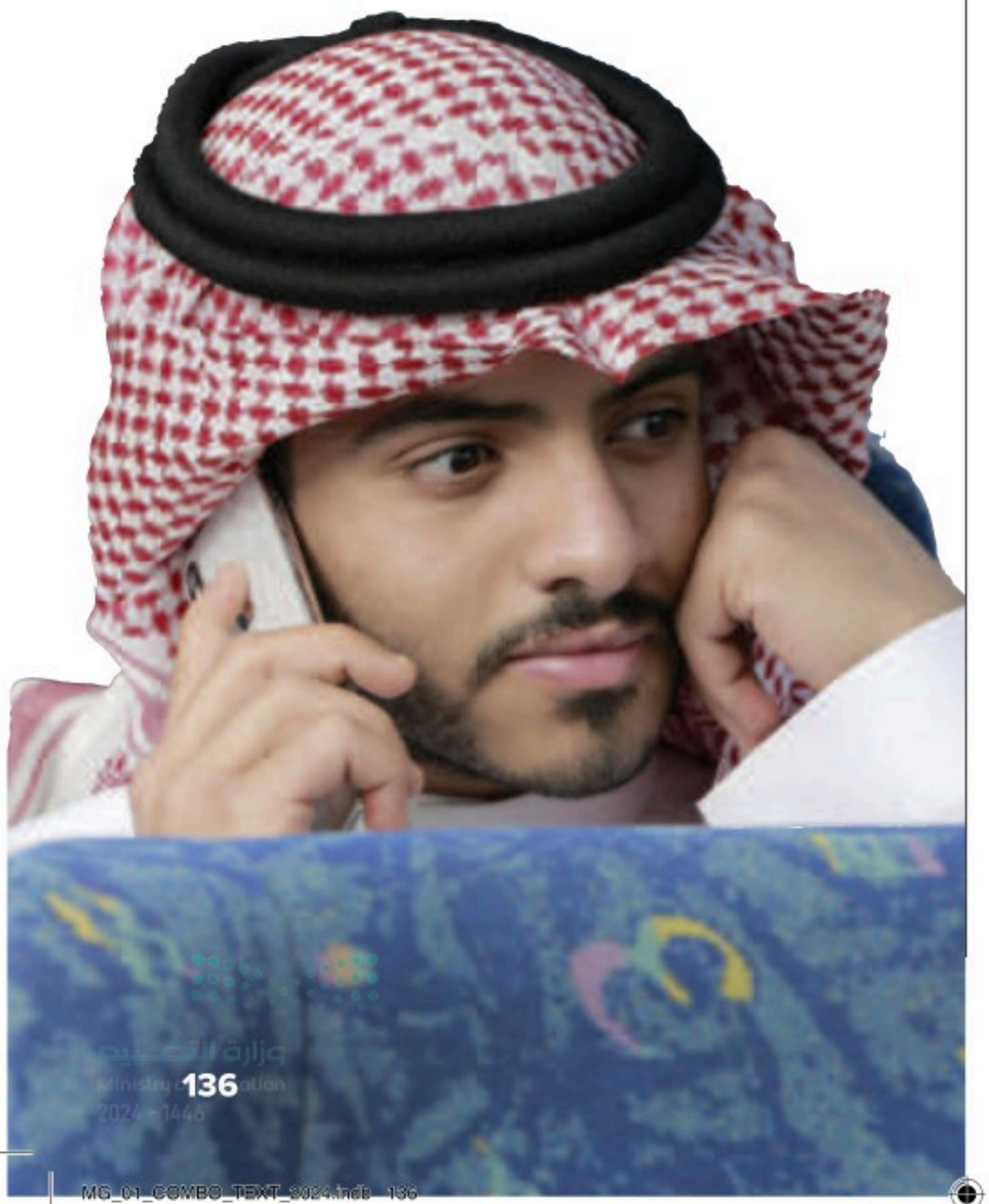
Before Reading

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

Teenage Stress

Definition

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



The Causes of Stress

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

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

Tips for Dealing with Stress

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

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

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- Read and listen to the Qur'an. It will help refresh your heart and mind. Remember that prayer and patience can combat stress and anxiety.
- Be thankful for what you have and start each day on a positive note. Remember that each day is a gift. Thank Almighty for the gift of life and greet the day with optimism and gratitude. Remember that you are not alone.
- Become better organized. Plan activities a step at a time so that parts are accomplished. This gives you more self-esteem and more reasonable deadlines.
- You should be aware of the symptoms of stress. Some symptoms are:
  moodiness; insomnia or other sleeping disorders; lowered body resistance to colds, flu, or other diseases; preoccupation with negative/angry thoughts or feelings; unusual behavior patterns; loss of appetite, or eating disorders such as anorexia or bulimia.
- When you know you have a problem with stress, try to solve it one step at a time. Part of the problem could be trying to do too much at once. You should take it in easy stages.

Conclusion

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

After Reading

A. Match the words with the meanings.

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

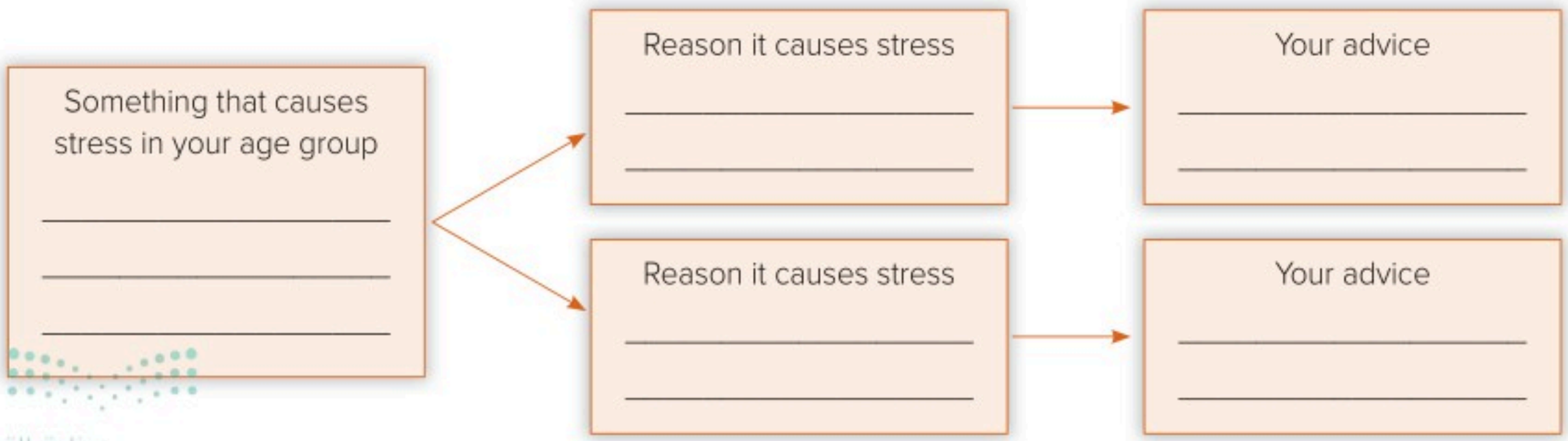
B. List the causes of stress for teens.

Discussion

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

6 Writing

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



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9 Complaints, Complaints

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1 Listen and Discuss

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

Consumer Complaints

Housing

The walls are filthy. They need to be repainted.

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

Car Repairs

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

We'll have it checked.

This computer crashed.

Do you have a warranty?

Yes, I have a three-year warranty.

I'll have a technician look at it.

Clothing

This sleeve is torn.

I'll have it sewn.

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

Products

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Consumer Awareness

What to Be Aware Of

Housing



▲ leaky pipe



▲ dripping faucet



▲ broken doorknob



▲ loose floorboards



▲ broken windowpane

Car Repairs



▲ cracked windshield



▲ flat tire



▲ dead battery

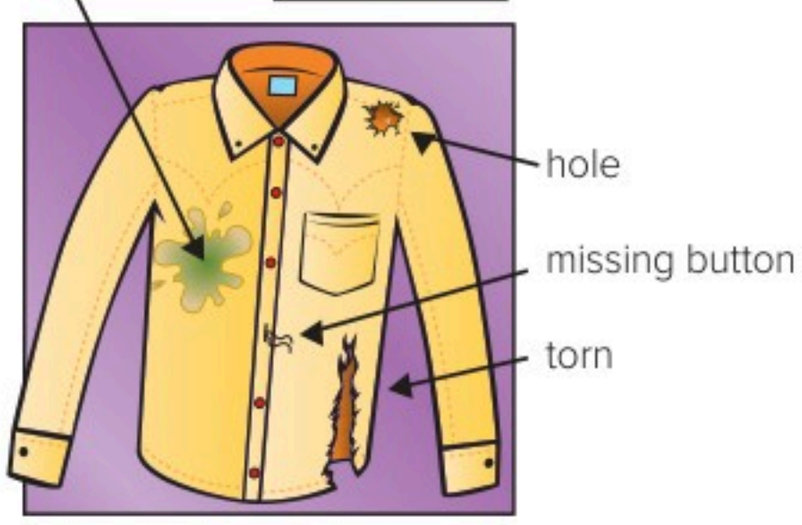


▲ worn tire



▲ dent in the body

Clothing



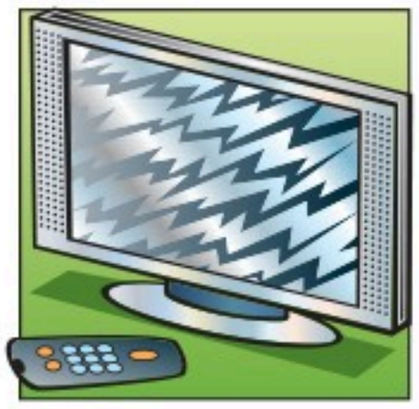
Electronic Products



◀ air conditioner—doesn't get cold



▲ cell phone—no signal



▲ TV—lines on screen

Quick Check ☑

A. Vocabulary. Write down what you think is the worst problem for each category on these pages. Compare your ideas with a partner.

B. Comprehension. Answer the questions about the complaints on page 138.

1. What's wrong with the apartment?
2. What does the mechanic say he's going to do?
3. What's wrong with the jacket?
4. What's wrong with the computer?

2 Pair Work

Role-play the problems presented on these pages.

- What's wrong?
- There's a broken windowpane.
- I'll have it fixed right away.

- What seems to be the problem?
- The air conditioning isn't cooling.
- The thermostat needs to be fixed.

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3 Grammar

Need to Be (Done)

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

Have/Get Something (Done)

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

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

Past Participles as Adjectives

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

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

dry-clean	repair	replace	sew	sharpen

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

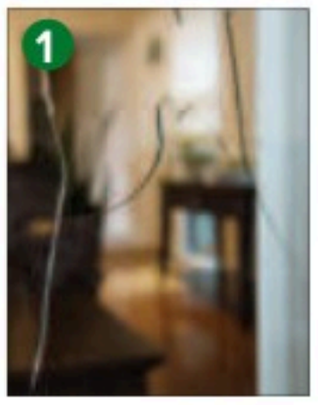
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B. This apartment has a lot of problems. Complete the chart.

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

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











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

> **We had the apartment redecorated.**

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

Khaled: I _____ (1. have) this car for six months, and it gives me all kinds of problems.
Joe: What is it this time?
Khaled: It _____ (2. not start) in the mornings.
Joe: Maybe it's because of the cold, or the battery _____ (3. might/be) low.
It probably needs _____ (4. recharge).
Khaled: It isn't that. I just _____ (5. have/put in) a new battery_____, and it still won't start.
I think the starter needs _____ (6. repair).
Joe: Is there anything else wrong with the car?
Khaled: Yes, the exhaust pipe _____ (7. fall) off, and the radiator is leaking.
They both need _____ (8. fix).
Joe: Is your car under warranty?
Khaled: Yes, it is.
Joe: Then you shouldn't worry. We'll _____ everything _____ (9. have/fix) for you.
Khaled: That's what you _____ (10. say) the last time.



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4 Language in Context

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

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



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



1 On a bottle of milk
After opening, keep upright.



2 On an iron
Do not iron clothes on body.



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



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



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



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



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

5 Listening

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

Problems
1.
2.
3.
4.



6 Pronunciation

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

windshield	**hair** dryer
meat grinder	**floor**board
shower cap	**win**dowpane

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

7 About You

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

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

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8 Conversation

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



Real Talk

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

Your Ending

What do you think was the salesperson's response?

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

About the Conversation

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

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

Your Turn

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

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9 Reading

Before Reading

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

MURPHY'S LAW

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



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



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



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

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Captain Edward A. Murphy

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



After Reading

Answer the questions about the reading.

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

Discussion

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



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10 Writing



A. 1. Have you ever bought a product that turned out to be faulty or a lot less than you expected? Did you take it back? Why? Why not?

2. Some people complain in writing to make sure that their complaints go on record. Read the complaint letter on the next page and answer the questions.

- What was the problem with the item that the writer had bought?
- What was the first thing he did? What was he advised to do?
- What did he expect the store to do? Why?
- How do you think he feels about the whole incident? How do you know?

3. Now read the letter again. Circle the paragraph(s) that do the following:

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

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

B. 1. Think about a faulty product. It can be a clothing item, an electronic gadget, an appliance, etc.

2. Think about what can go wrong with it. Make notes in the chart.

3. Use your notes to write a letter of complaint to the Customer Service Department of the company or the store where you bought it.

The item/product you are complaining about: _____

	What the instructions/ salesperson promise	What is happening instead	What you would ask/ expect the company that sold you the item to do
1			
2			
3			

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

Date: _____

Dear Sir,

1 I purchased a set of earphones at your store three days ago. According to your promotional material, any item that is faulty and is returned within 24 hours, is fully refunded and a discount voucher is offered for future purchases, as a courtesy to the customer.

2 I attempted to use my earphones the day I purchased them and found out that one of the cables had not been connected. I therefore, called your Customer Service Department and was advised to return the earphones as soon as possible.

3 I drove to your place of business immediately and tried to do as advised. Unfortunately, however, I was told by the assistant that the earphones could only be returned if the packaging was intact.

4 Allow me to wonder how one is supposed to find out if an item is faulty or not, if it is kept in its packaging. And if that is the case, it would seem fair to include it in your promotional material in large block letters, instead of conveying the wrong message and misleading people.

5 I regret to inform you that following this incident, I will refrain from using your retail outlet in future and will have to report you to Consumer Protection.

Yours sincerely,

A displeased former customer



Writing Corner

When you write an email/letter of complaint:

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

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11 Form, Meaning and Function



Present Perfect Simple Tense

Use the present perfect to talk about recently completed actions.

Question	Short Answer (+)	Short Answer (–)
Has he **taken** out the garbage?	Yes, he **has**.	No, he **hasn't**.
Have they taken the car to the garage?	Yes, they **have**.	No, they **haven't**.

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

Present Perfect with *Already, Yet, Just*

You can use the present perfect to talk about events that happened *before now*.
It is possible that the event happened earlier than expected.

Questions	Affirmative (+)	Negative (–)
Have you done the dishes **yet**?	Yes, I've **already** done them.	No, I haven't done them **yet**.
Have you **already** washed the clothes?	Yes, I've **just** washed them.	No, I haven't washed them **yet**.

Verb + Gerund

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

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

He **can't stand waiting** in line. I **don't enjoy sitting** in the sun.
We **miss being** with our friends. They **stop playing** tennis in the winter.

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

A: Have you done the dishes yet?
B: Yes, I've already done them.



B. Make sentences with the words. Use gerunds.

dessert / eat / after meals / can't resist / I — *I can't resist eating dessert after meals.*

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

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Object Pronouns

Singular			Plural		
Subject Pronouns	*Object Pronouns*		*Subject Pronouns*	*Object Pronouns*	
I	**me**	He knows **me**.	we	**us**	They know **us**.
you	**you**	I know **you**.	you	**you**	They know **you**.
he	**him**	I know **him**.	they	**them**	We know **them**.
she	**her**	I know **her**.			



Need/Want/Like + Infinitive

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

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

Imperatives and Two-Word Verbs

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

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

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



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

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

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

Please turn on the TV. *Please turn the TV on. Please turn it on.*

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

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12 Project





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

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

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13 Self Reflection

Things that I liked about Unit 9:	Things that I didn't like very much:

Things that I found easy in Unit 9:	Things that I found difficult in Unit 9:

Unit 9 Checklist	I can do this very well.	I can do this quite well.	I need to study/ practice more.
talk about problems and things that need to be done			
ask to have something done			
talk about common consumer complaints			
use *needs to be (done)* and use *have/get something done*			
use past participles as adjectives			
use: *already, yet, just*			
form constructions with verb + gerund; verb + infinitive			
know about subject and object pronouns			
form imperatives and two-word verbs			

My five favorite new words from Unit 9:	If you're still not sure about something from Unit 9:
	• read through the unit again • listen to the audio material • study the grammar and functions from the unit again • ask your teacher for help

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10 I Wonder What Happened

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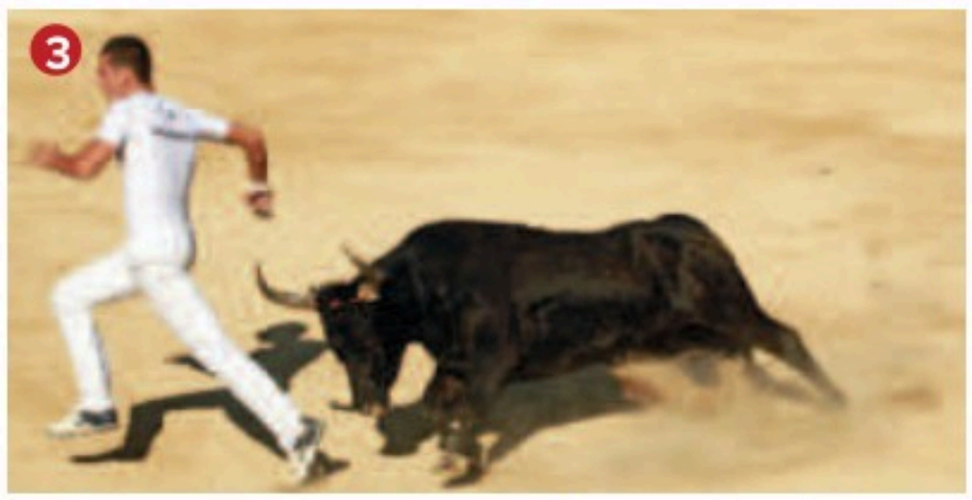
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1 Listen and Discuss

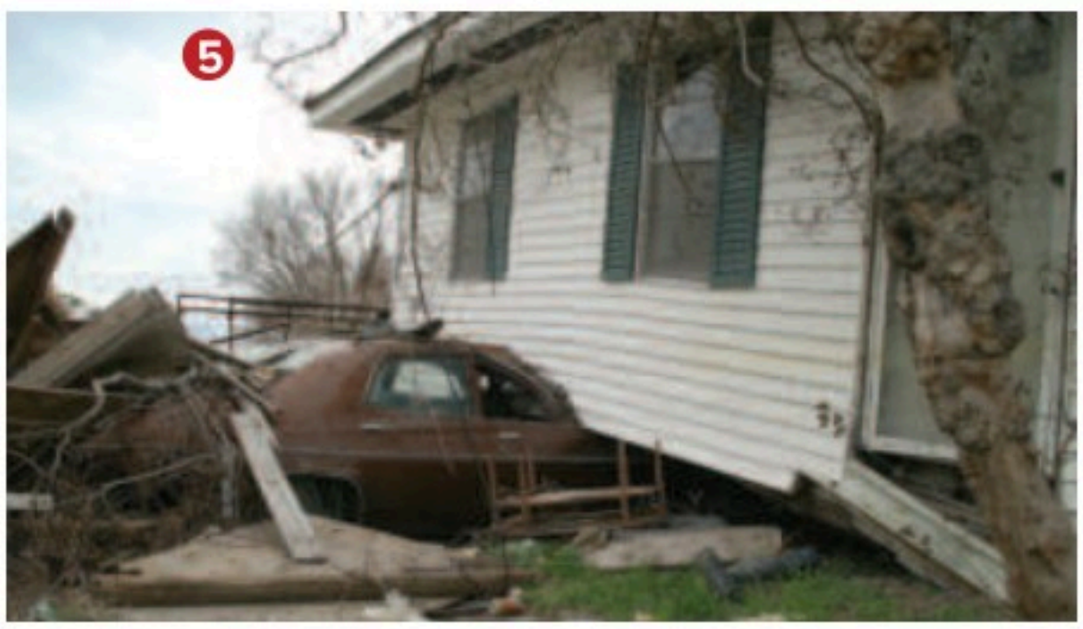
1. Look at the pictures and write words for some of the things and actions you see in each picture.
2. Match the sentences below with the pictures.













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



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WEEKLY EDITION

THE DAILY READING JOURNAL

SECTION A

Meteorite Hits House

New Orleans, Louisiana USA

When Ray and Judy Fausset arrived home on the afternoon of September 23, 2003, they discovered to their amazement that a meteorite had crashed through their two-story house. Neighbors said that they had heard a terrific noise, and two people had actually seen the fireball when the meteor hit. The meteorite had penetrated through the Faussets' roof and the house's two floors, and it had ended up in the crawl space under the house, leaving debris and fragments along its path. A total mass of 42.5 pounds (19.3 kilograms) from the meteorite was recovered from the Fausset house. The three largest fragments weighed 6.5 pounds (2.9 kilograms), 2.9 pounds (1.3 kilograms), and 2.2 pounds (1 kilogram).





Quick Check ☑

A. Vocabulary. Underline the expressions in the sentences on page 152 that suggest ideas about what probably happened or what something probably is.

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

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

2 Pair Work

Ask and **answer** about the photos.

What might have happened?
The driver might have hit a car on the road.

What do you think it is?
It can't be a house. It must be an observatory.

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3 Grammar

Past Perfect Tense

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

When we **arrived** at the airport, our flight **had** already **left**.
They **couldn't get** in the house because they **had forgotten** the key.

Questions (?)			Short Answers (+)			Short Answers (–)		
Had	I you he/she we they	**been** there before?	Yes,	I you he/she we they	**had**.	No,	I you he/she we they	**hadn't**.

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

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

Use *can't, must, may,* or *might* to make suppositions, to speculate about something, and to draw conclusions.
Use *must* to say we are sure of something.
Use *can't* or *couldn't* to say that we think something is impossible.
Use *may, might,* or *could* to say that something is possible.

Present

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

Past

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

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

1. I _____ (feel) much better after I _____ (see) the results of my test.
2. It had been raining, but by the time we _____ (arrive), the rain _____ (stop).
3. Dinosaurs _____ (be) extinct for millions of years before the first humans _____ (appear).
4. I _____ (never, travel) outside my country until I _____ (go) to Disney World last summer.
5. We wanted to get a picture of the meteorite, but when we _____ (arrive), the police _____ (already, take) it away.
6. No, Your Honor, I _____ (never, see) that man before the night he _____ (break into) my apartment.

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

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

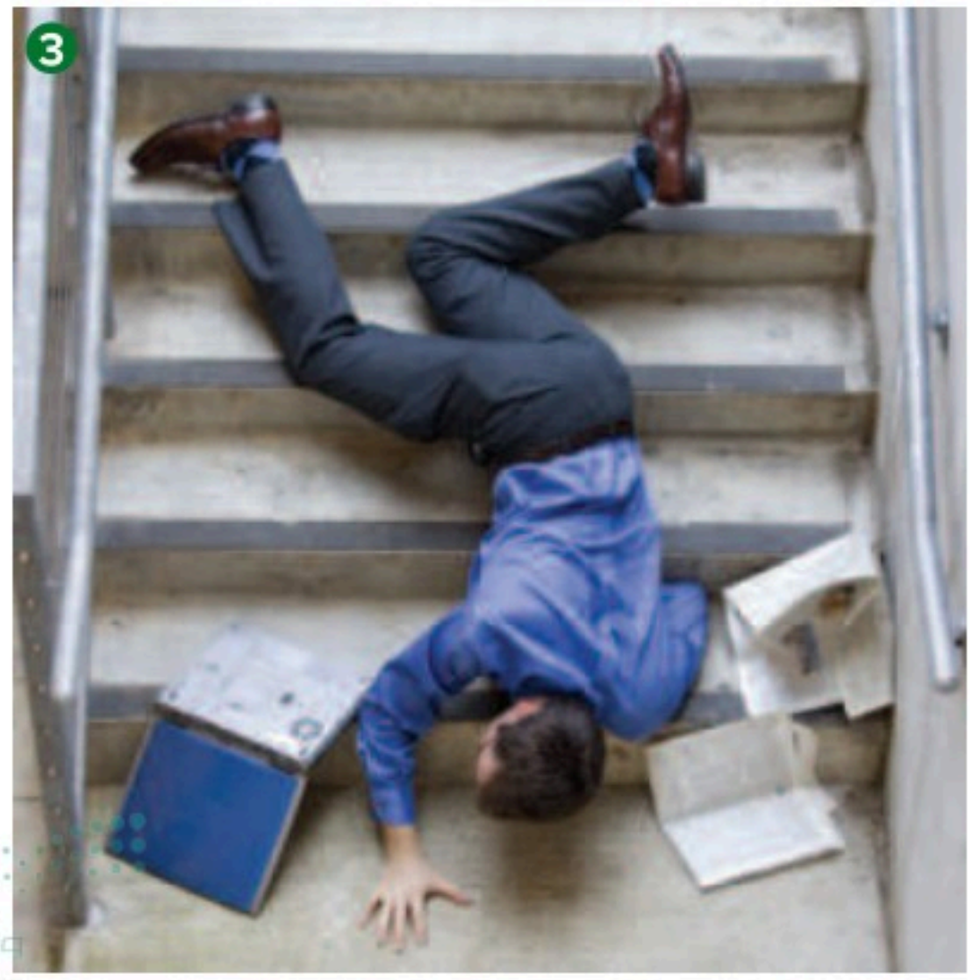
C. Look at the pictures, and explain what you think ***must have happened***, ***might have happened***, and ***could have happened***.



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









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4 Language in Context

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

The children had cooked dinner.



5 Listening

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

	What happened?	Speculation/possibility
Erika's house		
Fred and Mildred's ranch		

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

6 Pronunciation

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

crat**er** driv**er** recov**er** wat**er** discov**er**

7 About You

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

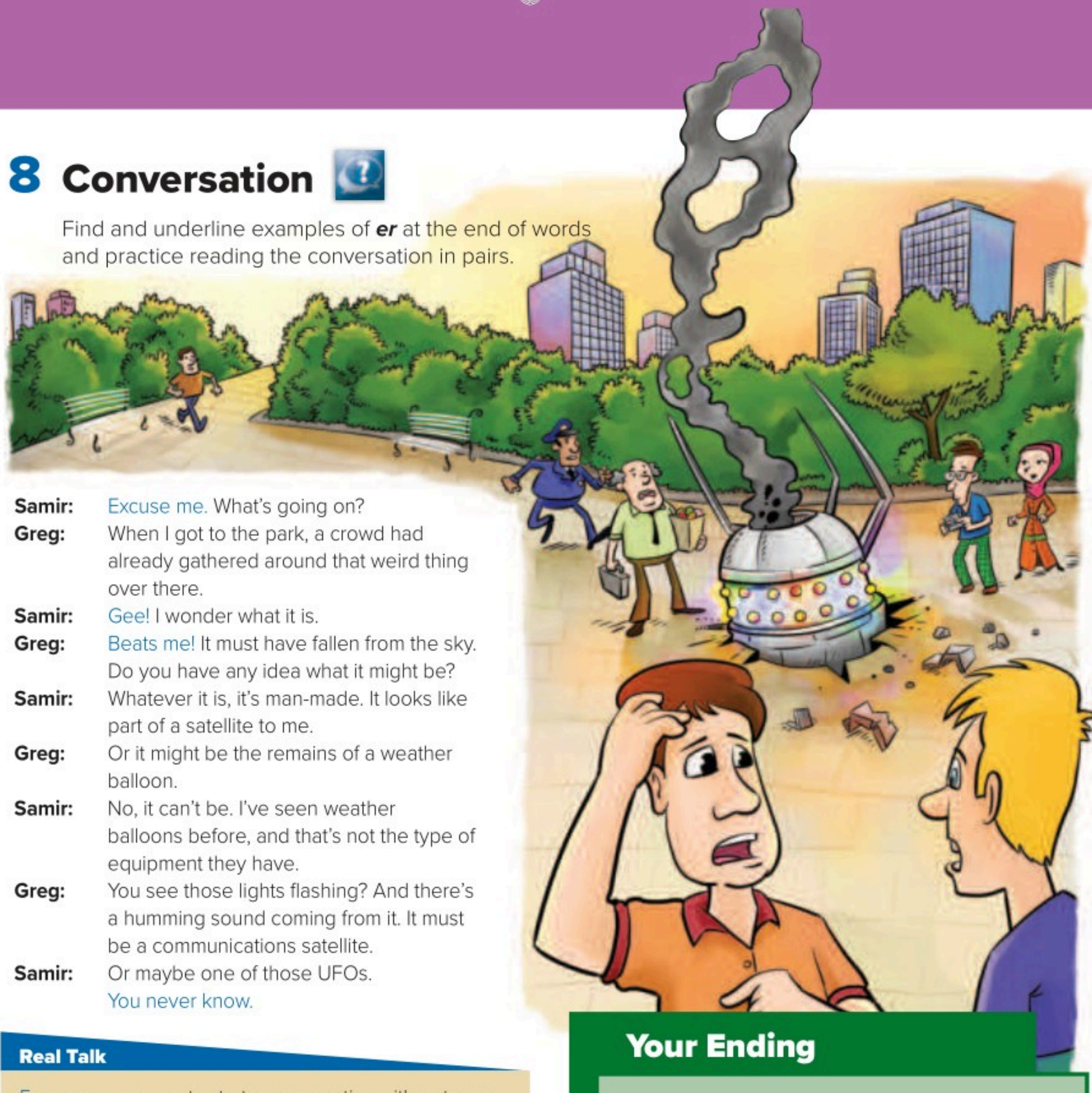
1. Have you ever seen a meteorite?
2. Have you ever heard or read about unusual incidents that were hard to explain?
3. Have you ever seen a puzzling sight like those on page 152? Talk about your experience.

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8 Conversation

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



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

Real Talk

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

About the Conversation

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

Your Ending

What does Greg say?

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

FYI* UFO = Unidentified Flying Object

Your Turn

A. Role-play the conversation with a partner. Speculate about the object found in the park.

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

*FYI: For Your Information

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المملكة العربية السعودية
KINGDOM OF SAUDI ARABIA

9 Reading

Before Reading

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

Compare with your ideas.

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

The People

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

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

The Kingdom is honored to welcome and serve an increasing number of pilgrims and visitors, from across the globe, every year. The expansion of the Two Holy Mosques and the upgrading of services and facilities had helped to cater for 15 million visitors from its development until 2020. These improvements will continue to ensure that all pilgrims are well looked after when they visit.

The Economy

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

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

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

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

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

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After Reading

A. Match the words with the meanings.

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

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

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





Discussion

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

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10 Writing

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

Years/decade	People involved	Main characteristics	Functions



WEEKLY EDITION — THE DAILY READING JOURNAL — SECTION A

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

One of the earliest examples of remote control was developed in 1898 by Nikola Tesla, who demonstrated a radio-controlled boat to the public during an electrical exhibition at Madison Square Garden. In 1903, Leonardo Torres Quevedo presented the Telekino at the Paris Academy of Science. It consisted of a robot that executed commands transmitted by electromagnetic waves and was a pioneer in the field of remote control. The first remote-controlled model airplane flew in 1932 and by the late 1930s, several radio manufacturers offered remote controls for some of their more exclusive models.

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

More sophisticated television remote controls were introduced in the late 70s, but they had a limited number of functions, sometimes as few as three: next channel, previous channel, and volume/off. Remote controls, with a wider range of functions, were finally launched in the 80s and became an immediate success. For the first time, viewers no longer watched programs just because they did not want to get up to change the channel. They could also channel surf during commercials, or turn the sound off.

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

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

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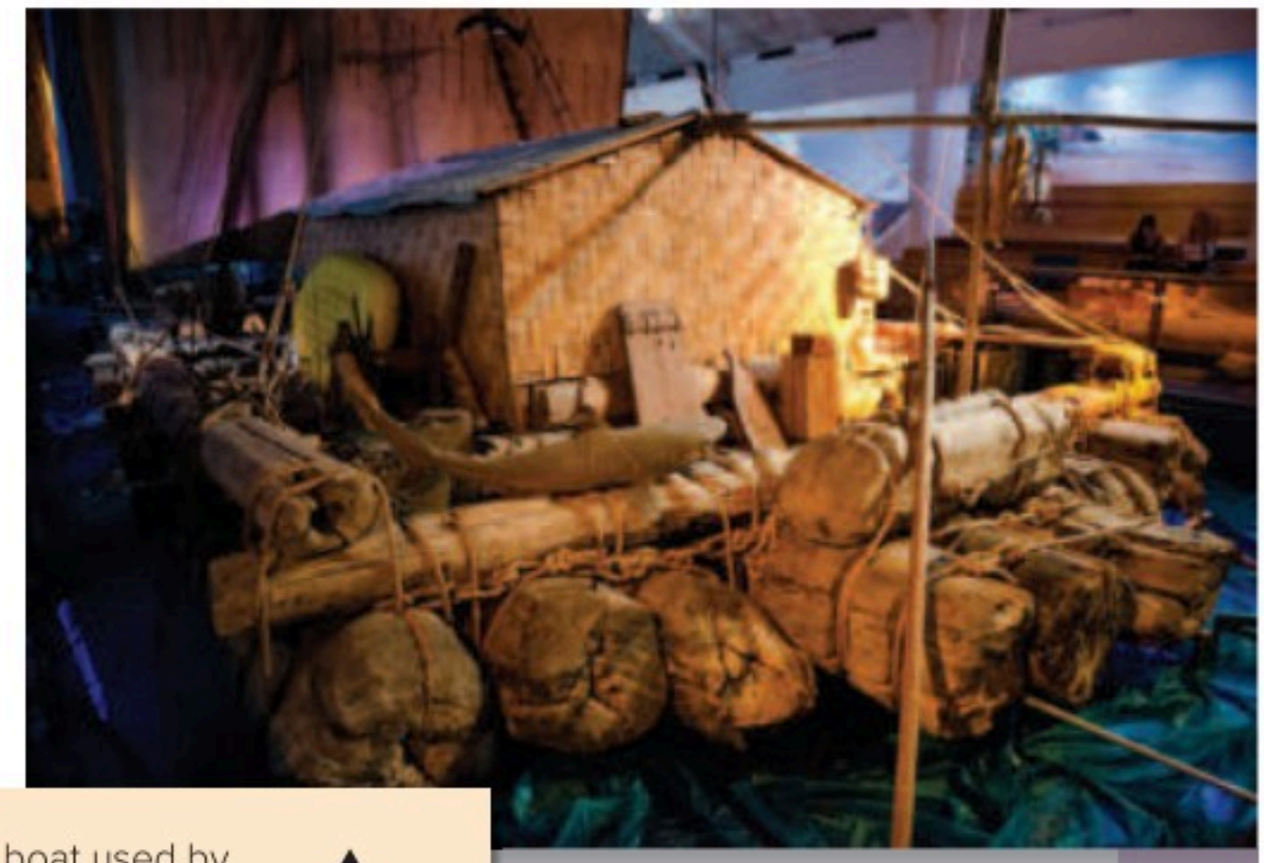
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B. **1.** Look at the picture of the *Kon-Tiki*. Does it remind you of a contemporary sailboat that you have seen in a picture or in real life?

2. Find out about the *Kon-Tiki* or choose another vessel, well-known voyage or expedition. Use the Internet, or search for information in your school library to find out as much information on your chosen subject as you can.

3. Make notes in the chart.

4. Use your notes to write a short description of your vessel, voyage expedition.



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

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

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

Writing Corner

When you write a description of an event:

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

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11 Form, Meaning and Function

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

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

A meteorite crashed through their two-story house.

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

Neighbors said they hear a terrific noise, **yet** no-one reported it to the police.
Mr. and Mrs. Fausset's house was destroyed, **so** they moved.

The Past with Dependent Time Clauses

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

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

Expressing Enthusiasm with Intensifiers and Adjectives

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

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

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

PD Witness Report

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



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

*UFO = Unidentified Flying Object

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Conditional Sentences with Present and Future Forms

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

Present Facts

Use the *simple present tense* in both clauses.

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

Future Facts

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

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

May/Might

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

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



Express Necessity and Lack of Necessity:

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

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

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

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

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

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

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12 Project

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



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

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13 Self Reflection

Things that I liked about Unit 10:	Things that I didn't like very much:

Things that I found easy in Unit 10:	Things that I found difficult in Unit 10:

Unit 10 Checklist	I can do this very well.	I can do this quite well.	I need to study/ practice more.
talk about events that happened in the past before others			
speculate about facts and events			
use the past perfect tense in the affirmative and negative and in questions and short answers			
use *can't, could, couldn't, must, may,* or *might*			
Independent clauses with: *and, but, so* and *yet*			
The past with dependent time clauses			
Conditional sentences with present and future forms			
Expressing enthusiasm with intensifiers and adjectives			
Express necessity and lack of necessity			

My five favorite new words from Unit 10:	If you're still not sure about something from Unit 10:
	• read through the unit again • listen to the audio material • study the grammar and functions from the unit again • ask your teacher for help

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11 If It Hadn't Happened

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1 Listen and Discuss

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

Looking Back

Inventions and Discoveries That Changed History

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



The Wheel ▲

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



Airplanes ▲

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



Oil ▲

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

Computers ▸

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

Electricity ▲

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



Penicillin ▲

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



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Life's Regrets

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

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

_____



Quick Check ☑

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

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

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

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

2 Pair Work

A. Ask and **answer**.

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

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

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3 Grammar

Should Have + Past Participle

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

I **should have said** I was sorry. (... but I didn't say I was sorry)
I **shouldn't have done** that. (... but I did that)

Conditional Sentences: Hypothetical Situations in the Past

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

If I **hadn't found** my book, I **would have been** in trouble. (I found my book, so I wasn't in trouble.)
If I **had studied** harder, I **would have passed** the exam. (I didn't study hard, so I didn't pass the exam.)

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

If I **hadn't learned** English, I **wouldn't understand** you. (I learned English, so I understand you.)
If we **had won**, we **would be celebrating**. (We didn't win, so we aren't celebrating.)

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

If with *Could* and *Might*

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

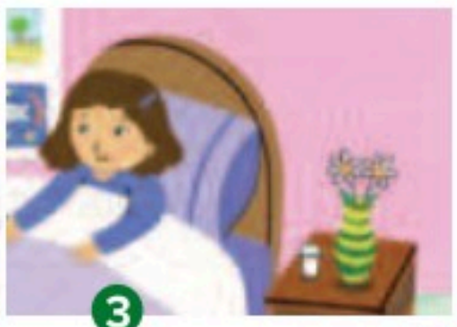
If I had gotten a job last summer, I **could have saved** more money.
If she had left work earlier, she **might have avoided** traffic.

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

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


1


2


3


4



5


6

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

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

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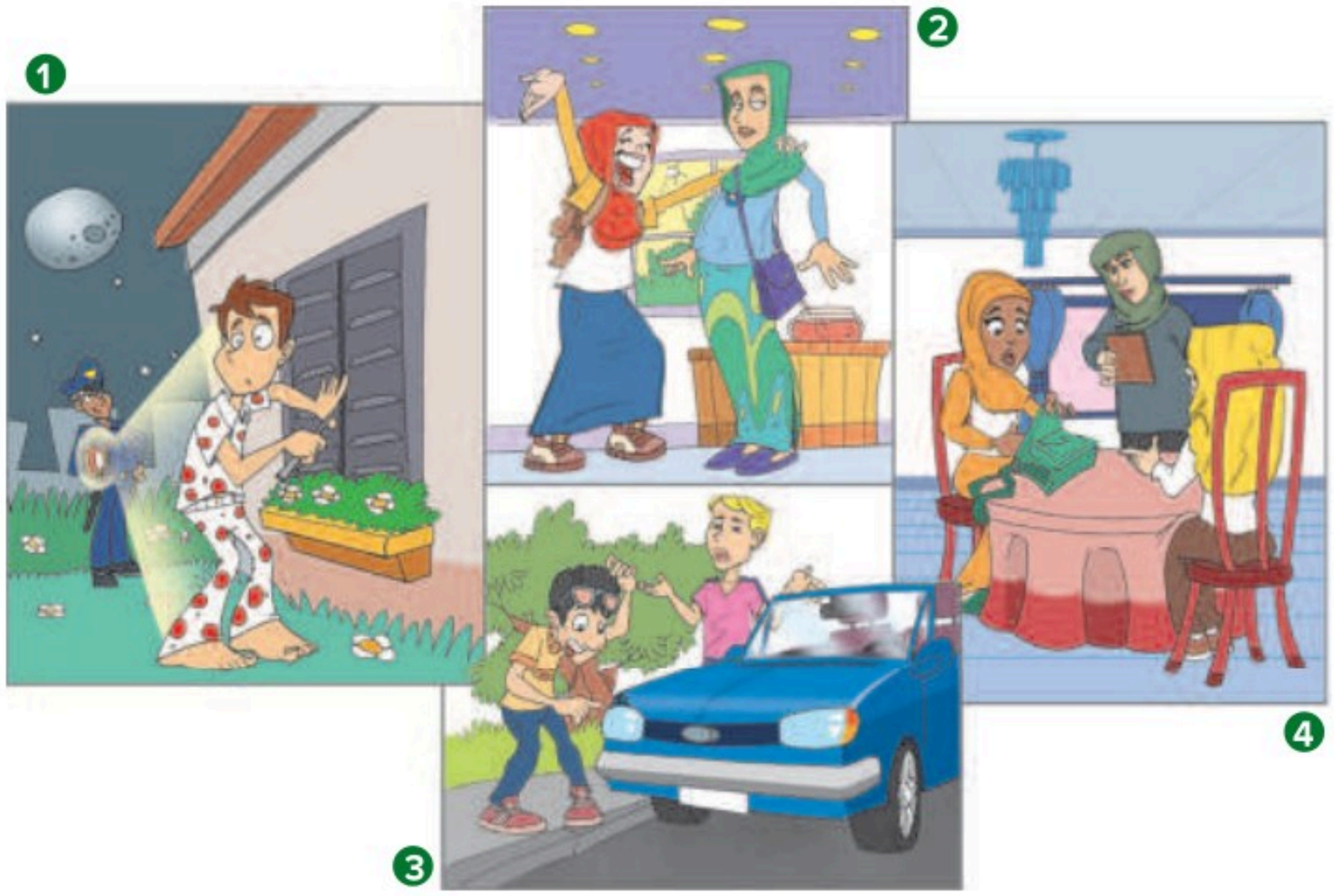
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C. Match the two parts of the sentences.

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

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

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



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

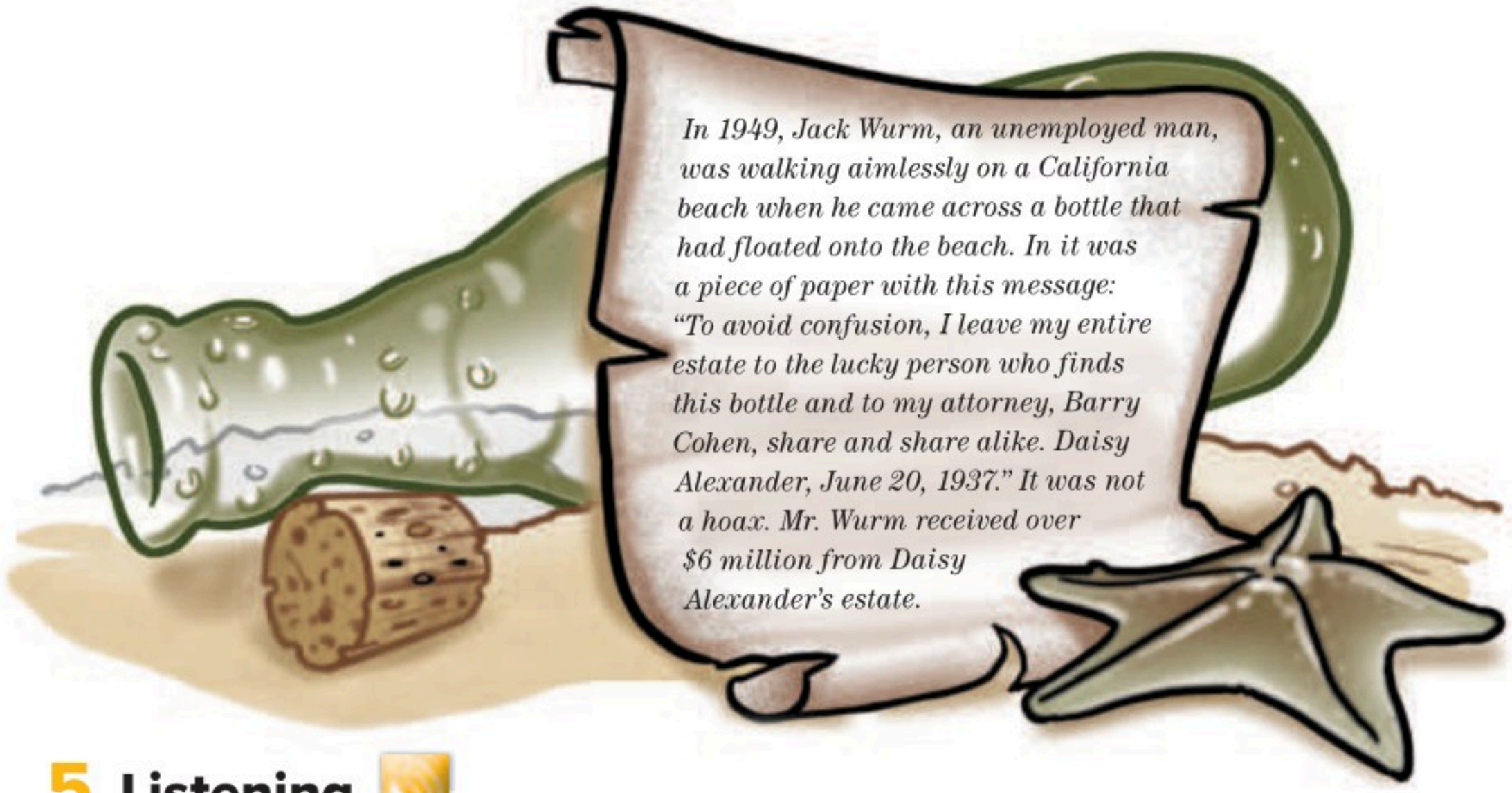
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4 Language in Context

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



5 Listening

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

Name	Regret	Reason
J. Springfield		
Saeed		

6 Pronunciation

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

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

B. Find and underline examples of ***could have***, ***should have***, and ***would have*** in Life's Regrets on page 167. Practice reading the sentences aloud.

7 About You

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

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

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8 Conversation

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



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

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

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

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

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

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

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

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

Real Talk

You mean = an expression used to confirm what someone else has said
go out into the world = start to be on one's own and independent
breathing down someone's neck = constantly checking
As for (me) = an expression used to introduce a new subject/topic
have one's mind set on something = be firmly decided

About the Conversation

1. List Faisal's regrets.

_____

_____

_____

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

_____

_____

_____

Your Turn

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

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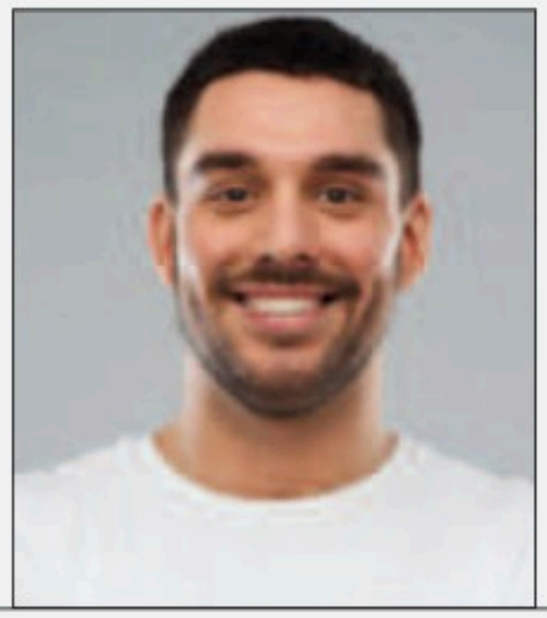
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9 Reading

Before Reading

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



MARIO'S ADVICE COLUMN

Dear Mario,

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

My best friend borrowed some money from me when we were out shopping at the mall, two weeks ago. I was happy to let him have it, as I had saved my allowance over a few weeks and had more than I needed. He wanted to buy a DVD. Then later I loaned him some more money because we decided to eat at a pizza restaurant. The total, including the DVD, came to $25. I don't mind helping out a friend, if I can, so I didn't think much of it.

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

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

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

–A Confused Friend

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MARIO'S

ADVICE COLUMN

Dear Mario,

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

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

So I called the hotel where the man was staying, explained what had happened, and arranged to return the watch. The man was extremely grateful. He told me that it was a valuable family heirloom, given to him by his grandfather, and he went on to praise my honesty. Then he opened his wallet, took out a ten-dollar bill, and gave it to me. I refused, but he insisted. Ten bucks! Can you believe it?

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

Did I do the right thing?

—Honest But
Wondering Why

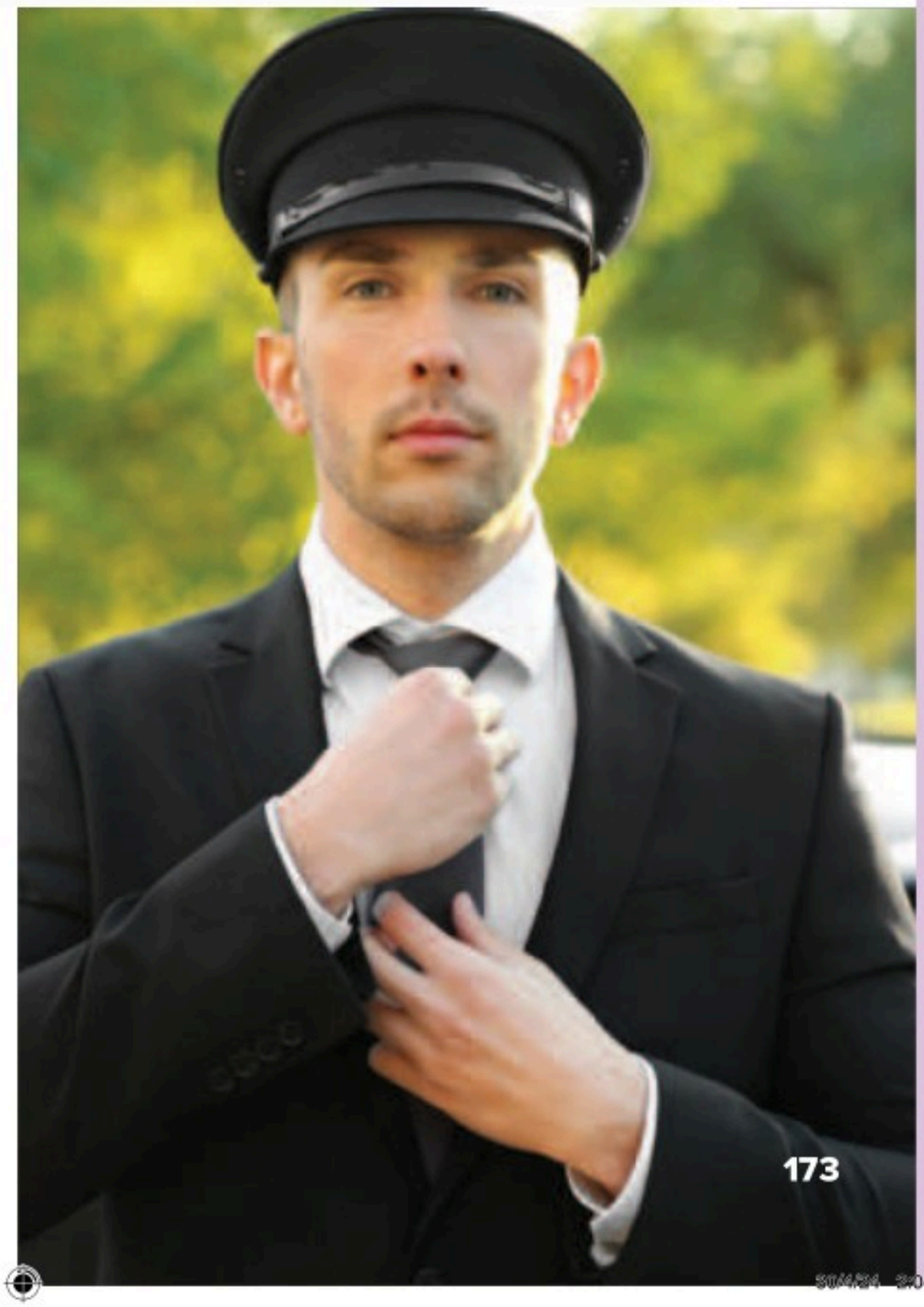
After Reading

Answer the questions about the letters.

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

Discussion

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



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10 Writing

A. 1. Do you like sharing things with your friends? Why? Why not?

2. Read the advice column and answer the questions.

- Why was Sabah sad?
- What happened with her friend? Why?
- What is the column writer's advice?

3. Do you agree with the column writer? Why? Why not?

4. What would you have done if your friend had wanted to borrow something new that belonged to you?

Ask Mariam

Friendship is more important

Dear Sabah,

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

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

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

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

I hope it all works out.

–Mariam

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

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B. **1.** Choose one of the letters in the unit to write an answer to.

2. Read the letter again and make notes in the organizer. Include notes with our own advice.

3. Be the advice column writer and write the answer.

4. Exchange letters in class.

Letter from:

What happened 1	What happened 2	What happened 3	What happened 4
Your advice	**Your advice**	**Your advice**	**Your advice**

Writing Corner

When you write a letter of advice:

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

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11 Form, Meaning and Function

Present Perfect Tense versus Simple Past

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

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

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

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

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

Simple Past

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

Present Perfect

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

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

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

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

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

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

A: Have you ever been on a plane?
B: Yes, I have. I traveled by plane when I went on vacation last summer.
A: Do you have a credit card?
B: Yes, I've had a credit card for two years. OR I've had one since I was 18.



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Expressing Ability, Permission and Requests

Ability

Use *can* to express ability in the present.

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

Use *could* to express ability in the past.

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

Permission

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

May I leave early today? Yes, you **may. /** No, you **may not**.
Can I have another soda? Yes, you **can**. / No, **you can't**.



Requests

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

Could you fill in this form, please? Yes, of course.
Can you help me? Sure. / Not now. I'm busy.
Could you open the window? Certainly. / Sorry, I can't.

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

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

If I had studied computer science, I **would be able** to invent a cutting-edge robot. (present ability)
If Dr. Fleming had discovered penicillin sooner, doctors **would have been able** to save more lives during World War I. (past ability)

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

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



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

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

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

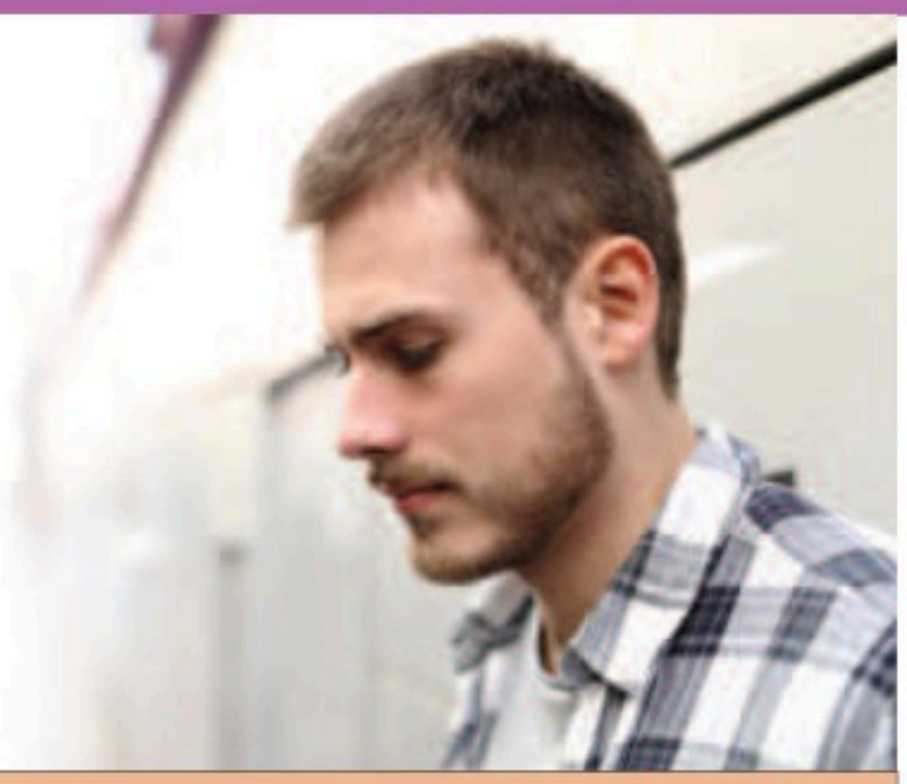
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12 Project

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



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

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13 Self Reflection

Things that I liked about Unit 11:	Things that I didn't like very much:

Things that I found easy in Unit 11:	Things that I found difficult in Unit 11:

Unit 11 Checklist	I can do this very well.	I can do this quite well.	I need to study/ practice more.
talk about discoveries and inventions and how things would have been different without them			
talk about missed opportunities and regrets			
use *should have* + past participle			
use conditional sentences for hypothetical situations in the past			
use *if* with *could* and *might*			
use the present perfect and past simple with: a*go, for, since*			
use *if* + past perfect + *be able to*			
express ability, permission and requests			

My five favorite new words from Unit 11:	If you're still not sure about something from Unit 11:
	• read through the unit again • listen to the audio material • study the grammar and functions from the unit again • ask your teacher for help

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12 What They Said

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1 Listen and Discuss

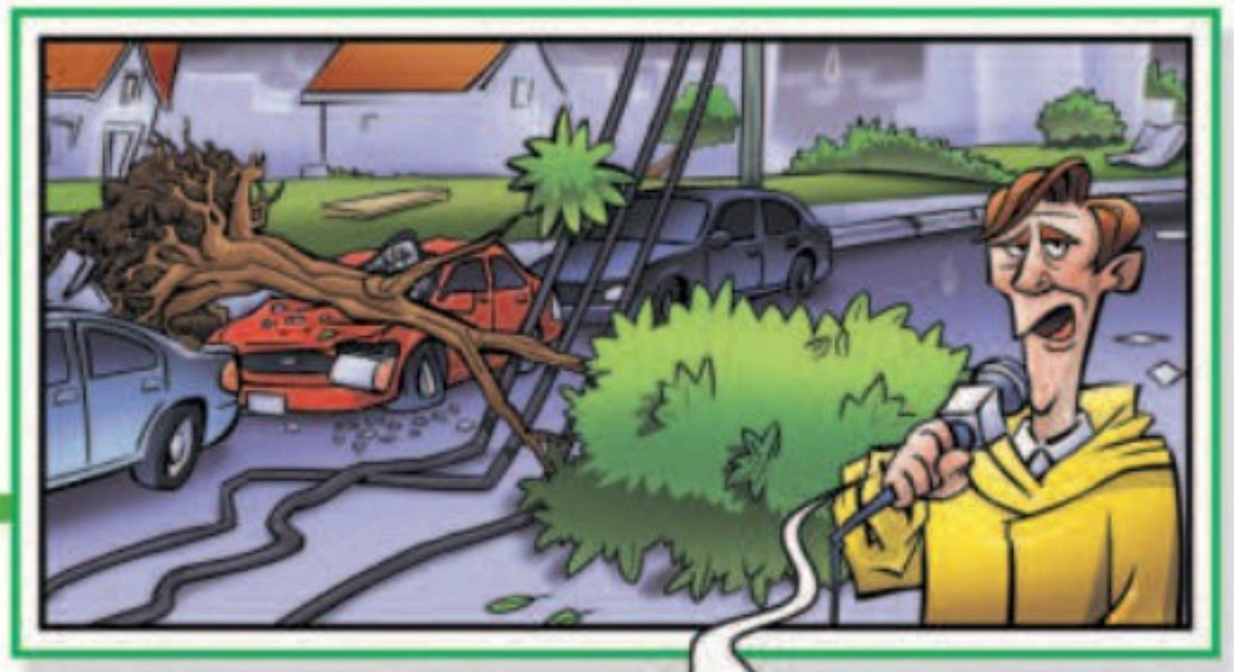
Read what each person said and how it is reported. Examine the differences.



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

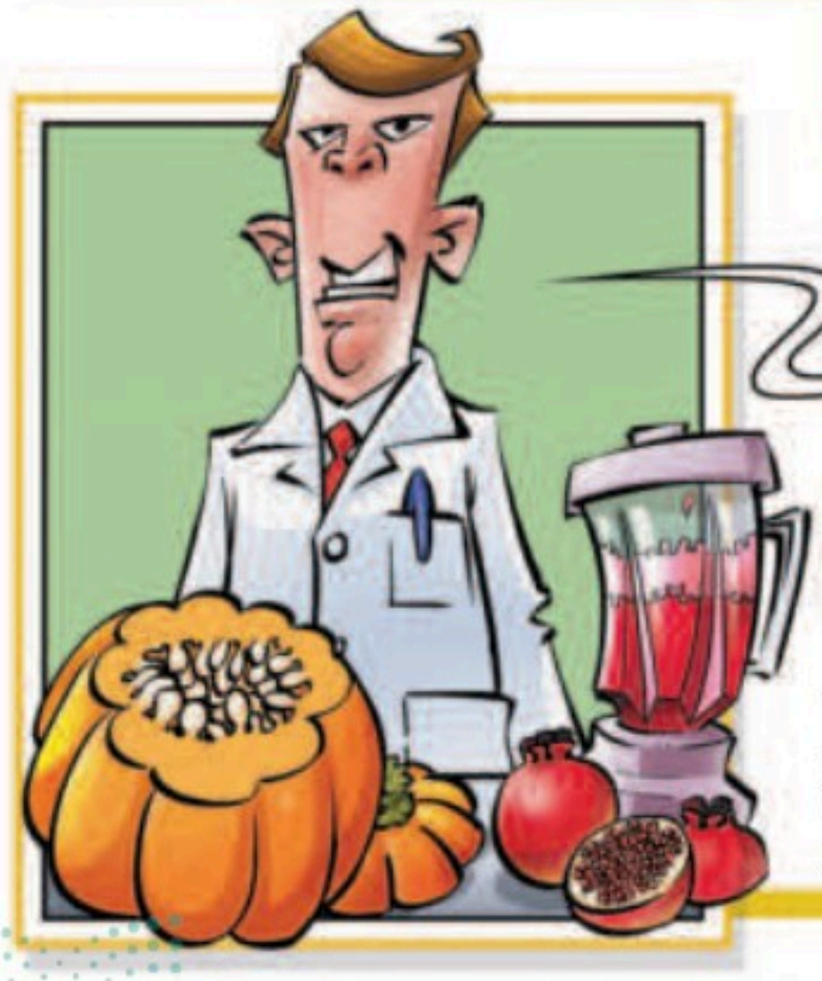
The candidate for mayor said he would build a sports complex, and he would not raise taxes.





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

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



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

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

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



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

Quick Check ☑

A. Vocabulary. Match the words and the meanings.

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

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

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

2 Pair Work

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

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

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3 Grammar

Reported Speech

Direct Speech		Reported Speech
Simple Present	→	**Simple Past**
"I **have** a brother and a sister."		He said (that) he **had** a brother and a sister.
"I **don't like** mangoes."		She said (that) she **didn't like** mangoes.
Present Progressive	→	**Past Progressive**
"I**'m talking** to Mary."		She said she **was talking** to Mary.
Simple Past	→	**Past Perfect**
"I **learned** English in Canada."		He said he **had learned** English in Canada.
Present Perfect	→	**Past Perfect**
"I **haven't seen** the film yet."		She said she **hadn't seen** the film yet.
Modals		
"I**'ll see** you later."		She said she **would see** them later.
"I **can't come** to the meeting."		He said he **couldn't come** to the meeting.
"I **have to/must go** to the doctor."		She said she **had to go** to the doctor.
"We **may be** late."		I said that we **might be** late.

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

Reported Questions

How old **are** you?	He asked how old I **was**.
Where **were** you last night?	She wanted to know where we **had been** the night before.

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

Are you a student?	He asked **if** Tom **was** a student.
Did you **enjoy** the dinner party?	She asked **if** they **had enjoyed** the dinner party.

Word Changes in Reported Speech

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

"**I** did **my** homework already."	Todd said that **he** had done **his** homework already.
"The plane is arriving **now**."	Mary said that the plane was arriving **then/at that time**.

Note: The following time expressions change in reported speech.

now → at that time	tomorrow → the day after/the next day
today → (on) that day	yesterday → the day before

Reporting Verbs

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

"Yes, it's a good idea."	My friend **agreed** it was a good idea.
"Of course, I did my homework."	Tom **assured** the teacher that he had done his homework.

An indirect object is always used after *tell*.

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

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

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

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



B. Hameed took a message for his brother Abdullah.

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

Hi Bro,

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

Your brother,

Hameed

C. Look at the examples on page 182 again. Read and mark how each pair of sentences is different.

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

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4 Language in Context

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

Al Gore, on global warming

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

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



Japanese Fishing Industry to the media

"We're fishing whales for research purposes."

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

5 Listening

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

1. _____
   _____
2. _____
   _____
3. _____
   _____

6 Pronunciation

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

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

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

7 About You

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

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

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8 Conversation



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

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

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

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

Khaled: What did he want?

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

Khaled: What services?

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

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

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

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

Faisal: I hate that!

Real Talk

really/totally = used to make a statement stronger
In the end = used to introduce a statement with the final event or result
or anything like that = or other similar things; used so that the speaker doesn't have to give a complete list or explain things in more detail
hoax = a plan that is designed to trick someone else

About the Conversation

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

Your Turn

Role-play the following conversations with a partner:

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

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9 Reading

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

Quotes, Quotes



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

Custodian of the Two Holy Mosques King Salman bin Abdulaziz Al Saud

"640K ought to be enough for anybody."

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

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

Robert Frost (American poet)

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

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

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

Mark Twain (Writer)

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

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

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

Charles de Gaulle (French president)

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

Agatha Christie (Writer)

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

Plato (Greek philosopher)

"Make yourself necessary to somebody."

Ralph Waldo Emerson (American writer)

"I'm not afraid to die. I just don't want to be there when it happens."

Woody Allen (American director)

"Everything that can be invented has been invented."

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

"Those who do not complain are never pitied."

Jane Austen (Writer)

After Reading

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

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

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

1. Emerson about people: _____
2. Plato about fools: _____
3. Woody Allen about death: _____
4. Charles Duell about inventions: _____

Discussion

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

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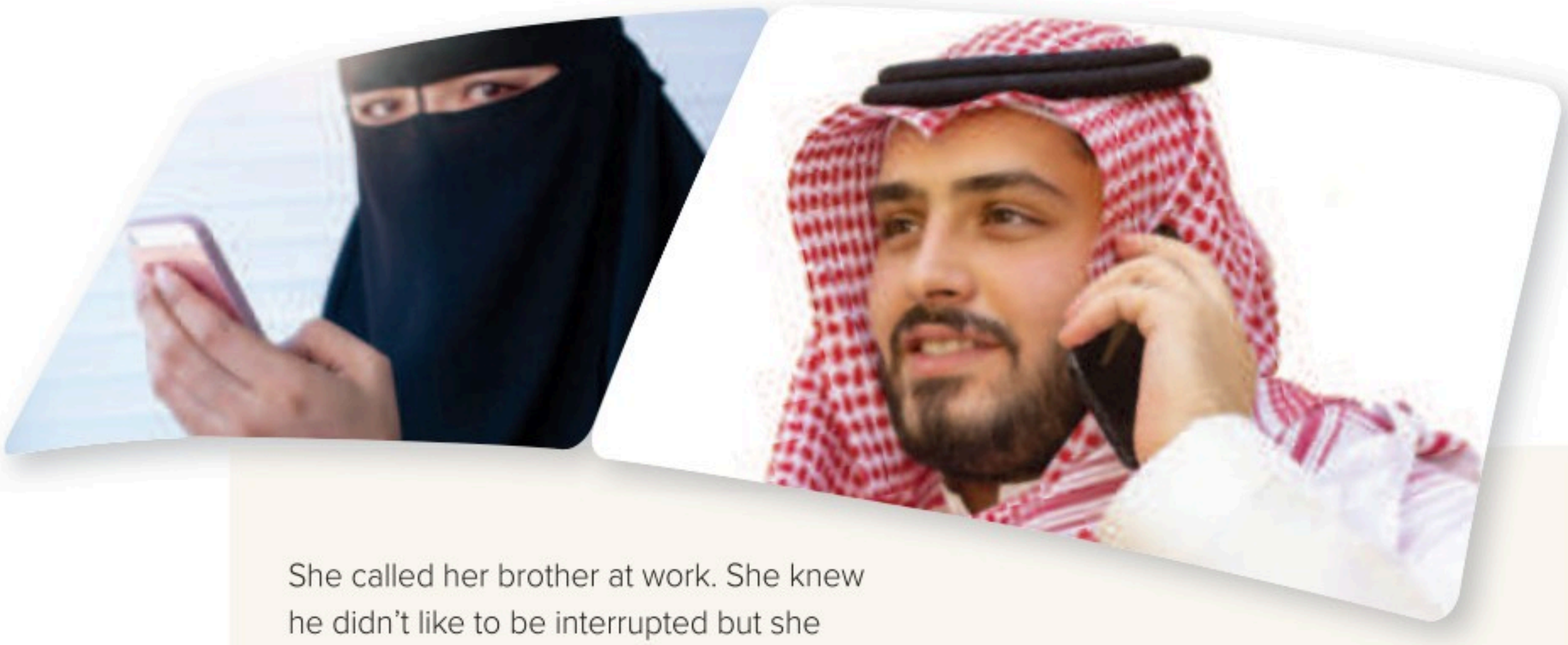
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10 Writing

A. 1. Look at the scene in the picture. Who do you think these people are? How are they feeling?

2. Read the text and answer the questions.

- Why did she call her brother?
- What was he doing when she called? Was he pleased?
- What was the problem? What had she already done about it?
- How did he react to the news?



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

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

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

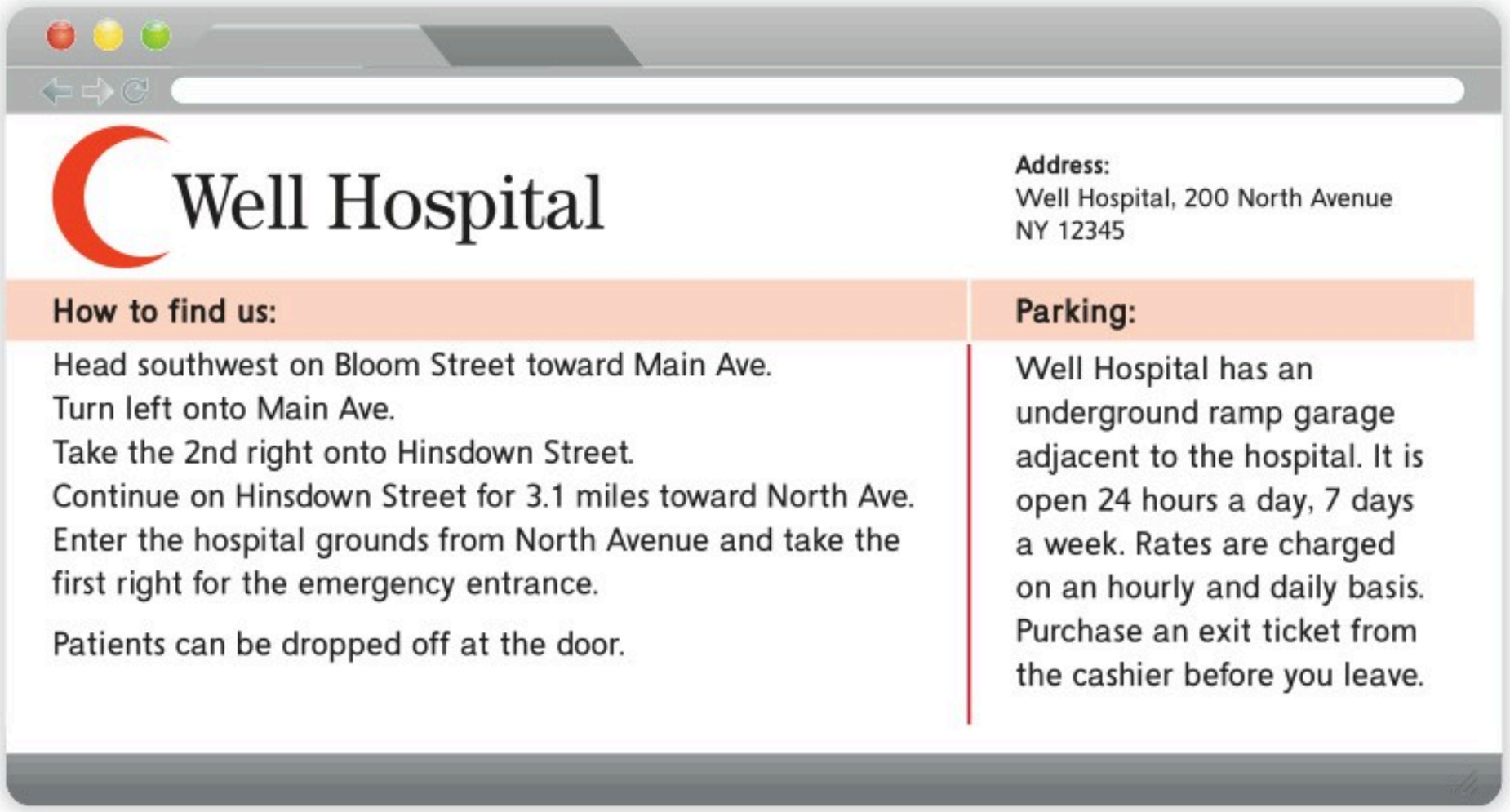
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3. Read the text on page 188 and make notes in the chart on what has happened. Compare with a partner.

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

4. Read the information on the hospital website below:



Well Hospital

Address:
Well Hospital, 200 North Avenue
NY 12345

How to find us:

Head southwest on Bloom Street toward Main Ave.
Turn left onto Main Ave.
Take the 2nd right onto Hinsdown Street.
Continue on Hinsdown Street for 3.1 miles toward North Ave.
Enter the hospital grounds from North Avenue and take the first right for the emergency entrance.

Patients can be dropped off at the door.

Parking:

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

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

Writing Corner

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

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

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11 Form, Meaning and Function

Words Connected with the Environment and Natural Disasters

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

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



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

Negative Questions

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

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



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

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

B. Write negative questions for the following situations.

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

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

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Relative Adverb: *Where*

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

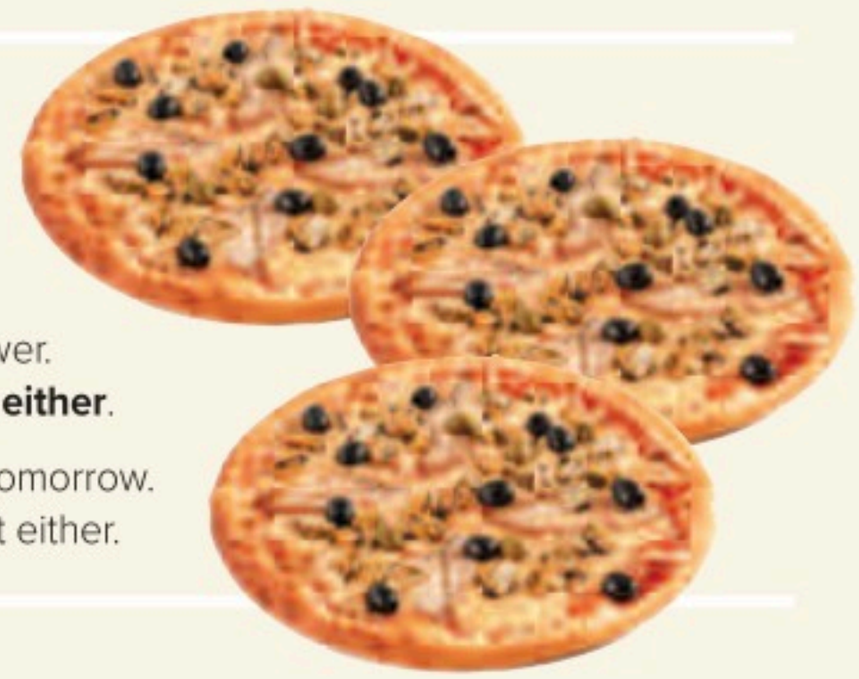
Indirect Questions

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

Direct Questions	Indirect Questions
What's the name of the street?	Do you know what the name of the street is?
Where is the nearest bank?	Do you know where the nearest bank is?
When does the store open?	Do you know when the store opens?
Where can I get good pizza?	Could you tell me where I can get good pizza?

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

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



Affirmative (+)

A: I ate at the new pizza restaurant.
B: **So** did I. / I did **too**.

A: I will visit my family on the weekend.
B: **So** will I. / I will **too**.

Negative (+)

A: I don't know the answer.
B: **Neither** do I. / I don't **either**.

A: I won't go to school tomorrow.
B: **Neither** will I. / I won't either.

Expressing Disagreement

A: **I didn't** like the pizza.
B: **I did**.

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

A: **I can** rollerblade.
B: **I can't**.

A: **I am** not very tall.
B: **I am**.

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

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

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

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

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

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

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12 Project

1. Find interesting quotations by famous people in business, education, science, history, and so on.
2. Make notes in the organizer.
3. Present your findings to the class.

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




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13 Self Reflection

Things that I liked about Unit 12:	Things that I didn't like very much:

Things that I found easy in Unit 12:	Things that I found difficult in Unit 12:

Unit 12 Checklist	I can do this very well.	I can do this quite well.	I need to study/ practice more.
report what people said			
discuss famous quotes			
relate messages			
use reporting verbs and ask reported questions			
use reported speech and make word changes			
form negative questions			
use the relative adverb: *Where*			
talk about the environment and natural disasters			
express agreement and disagreement with: *so, neither, either, too*			

My five favorite new words from Unit 12:	If you're still not sure about something from Unit 12:
	• read through the unit again • listen to the audio material • study the grammar and functions from the unit again • ask your teacher for help

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EXPANSION Units 9–12

1 Language Review

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

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

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

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

_____

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

_____

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

_____

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

_____

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

You see lights in the sky at night.

They might be the lights of an airplane.

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

_____

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

_____

3. Someone rings the doorbell.

_____

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

_____



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

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

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D. Report what people said.

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

_____

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

_____

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

_____

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

_____

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

_____

6. The captain to the co-pilot: "It may be a falling star."

_____

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

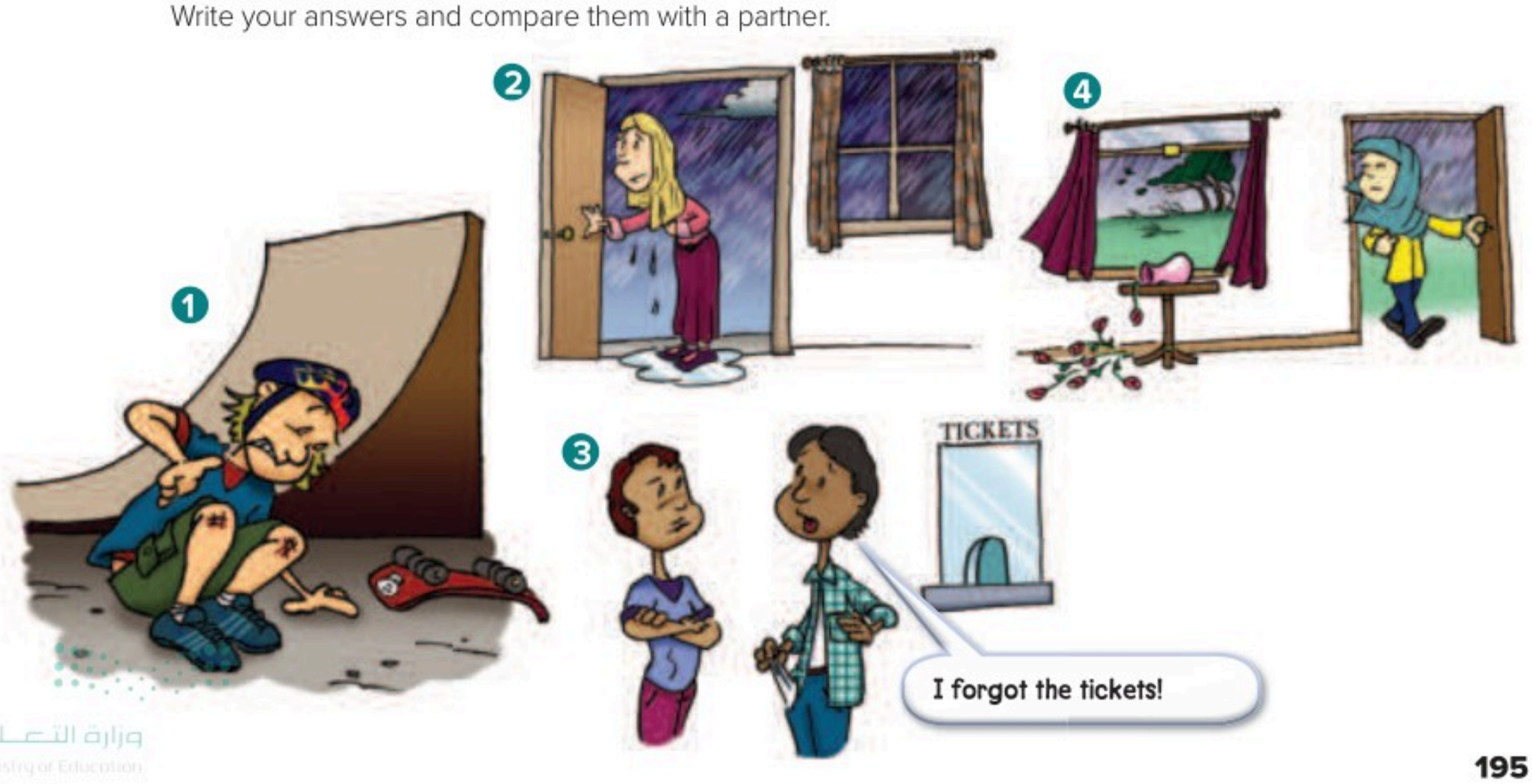


How fast can you travel?

I asked how fast extraterrestrial beings could travel.

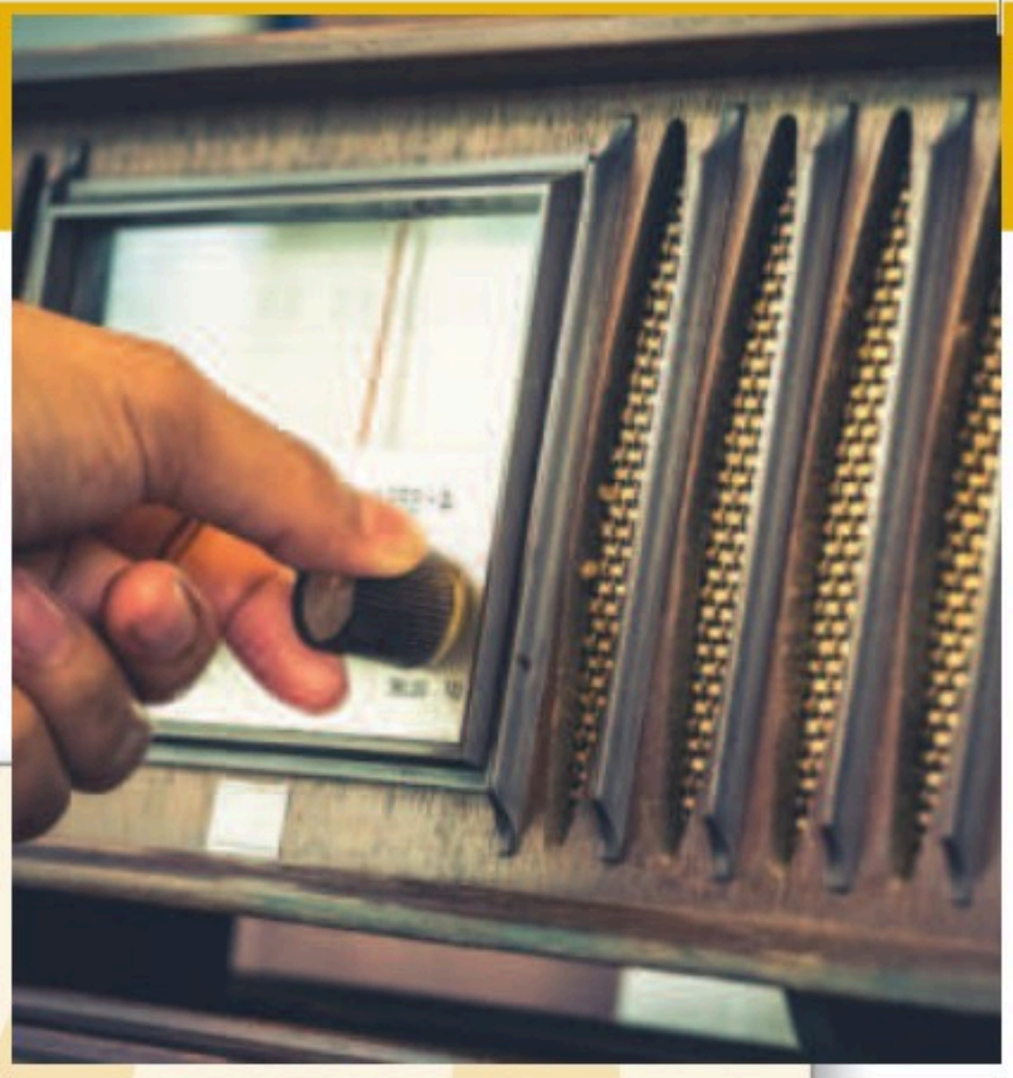
They said that extraterrestrial beings could travel faster than the speed of light.

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



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2 Reading

Before Reading

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

THE WAR OF THE WORLDS

1 On October 30, 1938, CBS Radio interrupted a live radio program to deliver an important announcement. It said that astronomers had detected blue flames shooting up from the surface of Mars. The broadcast returned to its program, but it was soon interrupted again. This time the news said that a strange meteor had fallen on a farm near Grover's Mill in New Jersey, and then CBS Radio switched over to continuous live coverage of the eerie scene around the meteor crash.

2 As the event unfolded, the terrified audience discovered that the meteor was actually some kind of spaceship. The reporter on the scene described the emergence of an alien from the spacecraft. "Goodness, something's wriggling out of the shadow like a gray snake," he said, in an appropriately dramatic tone of voice. "Now it's another one, and another. They look like tentacles to me. There, I can see the thing's body. It's as large as a bear, and it glistens like wet leather. But that face. It . . . it's indescribable. I can hardly force myself to keep looking at it. The eyes are black and gleam like a serpent. The mouth is V-shaped with saliva dripping from its rimless lips that seem to quiver and pulsate . . . The thing is rising up. The crowd falls back. They've seen enough. This is the most extraordinary experience. I can't find words. I'm pulling this microphone with me as I talk. I'll have to stop the description until I've taken a new position. Hold on, will you please, I'll be back in a minute."

3 The alien Martian crawled back into the crater, but re-emerged soon afterwards in a gigantic three-legged death machine, and quickly killed the 7,000 armed soldiers surrounding the crater. Then it proceeded across the landscape, joined by other Martians, blasting people and objects with heat rays, while releasing a poisonous black gas against which gas masks proved useless.



4 Listeners all over the United States began to panic. People filled the roads, hid in cellars, loaded guns, and even wrapped their heads in wet towels as protection from the Martians' poisonous gas. People desperately wanted to defend themselves against aliens. Although the radio broadcast had warned listeners four times that this was a dramatized version of H.G. Wells's story, *The War of the Worlds*, performed by Orson Welles and the Mercury Theater, people simply ignored those announcements. However, by the time the night was over, most people had learned that they were actually listening to a radio play. The fact is that the broadcast had reached approximately six million people and had produced a huge national scare at a time of the growing tension and anxiety leading up to World War II.

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After Reading

A. Find words in the reading that mean:

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

B. Answer the questions about the reading.

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

Discussion

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

3 Project

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

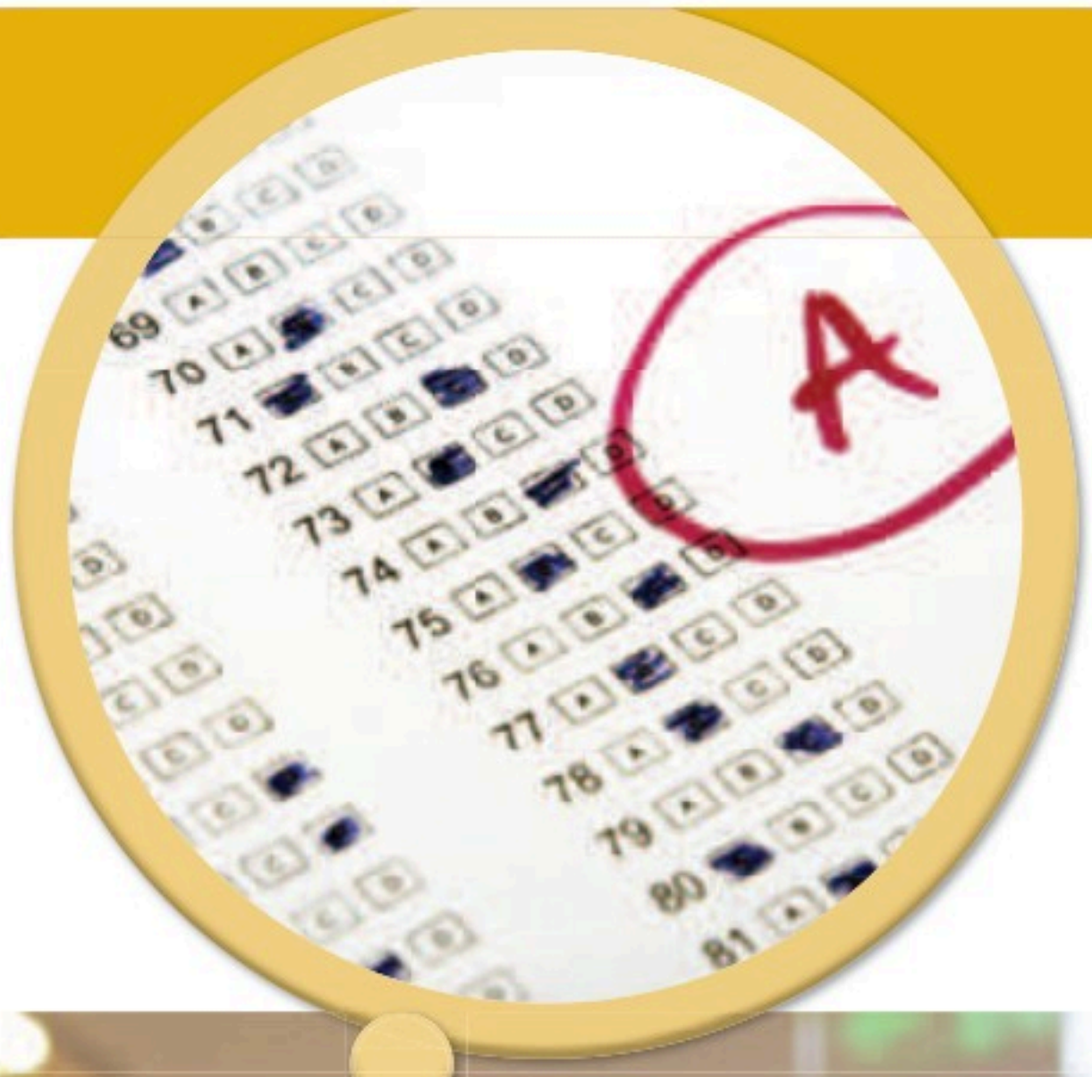
Title of the story: _____	
Who is in the story?	**Where and when does the story take place?**
What happened in the story?	
How did the story end?	
Why I liked or disliked the story.	

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4 Chant Along

Could You Help Me Find the Reason?



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

Chorus

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

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

Chorus

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Vocabulary

Find words and expressions in the chant that mean:

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

Comprehension

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

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

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

1. _____
2. _____
3. _____

Discussion

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

5 Writing

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

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

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Vocabulary

1 Big Changes

VOCABULARY

Nouns

biologist
citizen
currency
exploration
federation
government
infrastructure
reunification
satellite
transmission

Nouns—Global issues

disease
economy
endangered species
fresh water
globalization
global warming
natural disaster
overpopulation
pollution
poverty
security
terrorism
traffic
unemployment

Verbs

affect
establish
initiate
launch
lose touch
obtain

Adjective

accessible
legendary
numerous

EXPRESSIONS

Idiom

take for granted

Real Talk

by the way
fit in
in fact
you see

2 Careers

VOCABULARY

Nouns

animation
animator
computer generated imagery (CGI)
flavor
microscope
qualification
sculptor
sculpture
showroom
staff
test tube
trend

Nouns—Personal qualities related to jobs

adaptability
analytical skills
flexibility
honesty
initiative
integrity
motivation
teamwork skills
work ethic

Verbs

design
end up
expand
experiment
visualize

Adjectives

challenging
creative
crucial
efficient
hands-on
hardworking
lucky
miniature
permanent
reliable
sociable
stuck

EXPRESSIONS

Real Talk

bored to death
day after day
day in and day out
luckily
talk someone out of it

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Vocabulary

3 What Will Be, Will Be

VOCABULARY

Nouns

appliance
character
exploration
glass
haircut
novel
prediction
robot
rocket
shard
shipwreck
skyscraper
steel
submarine
tentacle
vision
visionary
whale

Verbs

activate
attach
dive
monitor
optimize

Adjectives

gas-powered
high-speed

EXPRESSIONS

Real Talk

certainly
No kidding?

4 The Art of Advertising

VOCABULARY

Nouns

brick
classic
combination
compact car
frame
fuel
legend
option
pedal
provider
triumph

Verbs

conduct
customize
devise
opt

Adjectives

bulky
portable
renewable
smooth
substantial
surgical
wireless

EXPRESSIONS

Real Talk

What are you up to?
What on earth . . . ?

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Vocabulary

EXPANSION Units 1–4

VOCABULARY

Nouns

access
cell
composition
disinfectant
immune system
infection
lead
literacy
molecule
property
range

Verbs

attach
carry out
concoct
ward off

Adjectives

adept
articulate
conventional
integral
preventive
striking

5 Did You Hurt Yourself?

VOCABULARY

Nouns

badge
equipment
fog
helmet
injury
intersection
knee pad
ostrich
risk
shock
snowstorm

Verbs

adjust
avoid
crash
encounter
misjudge
obey
occur
pay attention
prevent
release
skid
speed
swerve
tailgate
weave

Verbs for injuries

break
burn
cut
die
fracture
poke
scar
slip
sprain

Adjectives

aggressive
cautious
distracted
drowsy
injured
rude
severe
unconscious

Reflexive pronouns

herself
himself
itself
myself
ourselves
themselves
yourself
yourselves

Conjunctions

because
so

EXPRESSIONS

Real Talk

I guess
look at it this way
lucky day
stuck in

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Vocabulary

6 Take My Advice

VOCABULARY

Nouns

anorexia
appetite
carbohydrate
counselor
eating disorder
fitness
peer pressure
principle
self-worth
substance
well-being

Verbs

avoid
gain weight
lose weight
regain

Adjectives

achievable
bland
depressed
illegal
lean
nutritious
old-fashioned
slim

Verbs and expressions for advice

could
had better
might
ought to
should

Two-word verbs

give up
put off
take up
throw away
turn down

Three-word verbs

cut down on
get along with
put up with

EXPRESSIONS

Real Talk

feeling down
look out for myself
to be honest

7 You've Got Mail!

VOCABULARY

Nouns

demonstration
funding
junk mail
spam
supplier
travel arrangement

Verbs

apologize (for)
contact
dispatch
import
inconvenience
wonder

Two-word verb

put (someone) up

Adjectives

feasible
soaked
urgent

Adverbs

currently
indifferently

Conjunctions

although
as soon as
even though
in spite of

EXPRESSIONS

Idioms

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

Ending a business letter/email

Best regards

Real Talk

be straight
let someone down
No way!
of course

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Vocabulary

8 Wishful Thinking

VOCABULARY

Nouns

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

Verbs

award
benefit
divide
invest
split
wish

Adjectives

close
handwritten
historical
lonely

EXPRESSIONS

Idiom

keep in touch

Real Talk

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

EXPANSION Units 5–8

VOCABULARY

Nouns

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

Verbs

ground
originate
score
serve
spread
toss
treat

Adjectives

harsh
indoors
rough
vertical

EXPRESSIONS

Idioms

for better and for worse
through good and bad

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Vocabulary

9 Complaints, Complaints

VOCABULARY

Nouns

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

Verbs

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

Adjectives

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

EXPRESSIONS

Idiom

Don't worry.

Real Talk

it sounds like
Yes, please, if you could.

10 I Wonder What Happened

VOCABULARY

Nouns

bull
crater
debris
device
fireball
fragment
hurricane
locomotive
meteorite
orbit
pioneer
remote control
time bomb
tornado
volcano

Verbs

crash
explode
gather
lose control
penetrate
smash
stick around
tease

Adjectives

sophisticated
weird

EXPRESSIONS

Idiom

channel surf

Real Talk

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

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Vocabulary

11 If It Hadn't Happened

VOCABULARY

Nouns

advantage
antibiotic
candle
course
disadvantage
distance
infection
load
oil well
penicillin
regret
source

Verbs

drill
guess

Verb phrases to express regret

could have
might have
should have

Adjectives

commercial
devastated
embarrassed
heavy
immature
incandescent
widespread

EXPRESSIONS

Idioms

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

Real Talk

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

12 What They Said

VOCABULARY

Nouns

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

Verbs

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

Adjectives

annoyed
healthy
powerful
pushy

Adverb

elsewhere

EXPRESSIONS

Real Talk

hoax
in the end
or anything like that
really
totally

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Vocabulary

EXPANSION Units 9–12

VOCABULARY

Nouns

alien
anxiety
astronomer
broadcast
coverage
crater
emergence
flame
gas mask
landscape
panic
plea
scare
spacecraft
surface
tension
tentacle
trial

Verbs

blast
crawl
detect
force (oneself)
forsake
glisten
proceed
pulsate
quiver
re-emerge
switch (over)
unfold
warn
wriggle

Adjectives

continuous
eerie
indescribable
terrified
useless

Adverb

desperately

EXPRESSIONS

Idiom

on the scene

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Irregular Verbs

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

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MEGA

GOAL 1

WORKBOOK

MANUEL DOS SANTOS
ELI GHAZEL - DANAE KOZANOGLOU

Mc Graw Hill

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MegaGoal 1 Workbook

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9 Complaints, Complaints

Term 3

A Write a sentence to describe each problem.



1. _____



2. _____





3. _____



4. _____



5. _____

6. _____



7. _____

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B Write the past participle for each verb.

1. break	_____	**6.** tear	_____
2. sew	_____	**7.** repair	_____
3. damage	_____	**8.** paint	_____
4. scratch	_____	**9.** clean	_____
5. stain	_____	**10.** fix	_____

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**~~

That button *needs to be sewn*.

1. That tie _____.

2. The pencils _____.

3. His hair and clothes _____.

4. The grass _____.

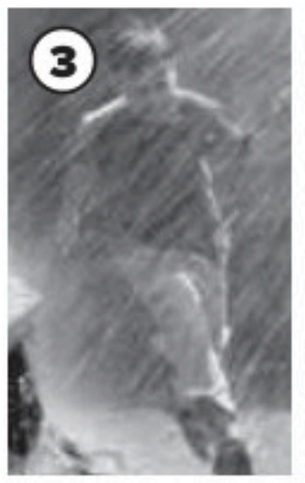
5. The wall in my bedroom _____.

6. Her face and hands _____.

7. That car _____.













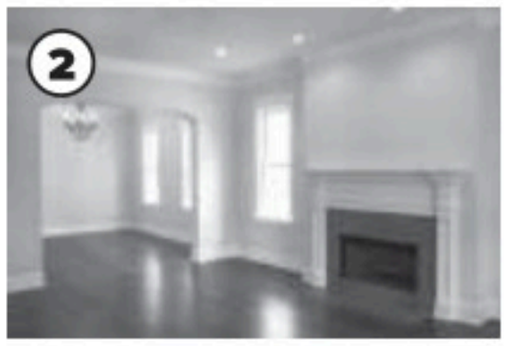


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D Salim bought a house. What needs to be done before he can move in?
Write two sentences about each photo.









repair / roof

The roof needs to be repaired.

He's going to have the roof repaired.

1. clean / kitchen

_____

_____

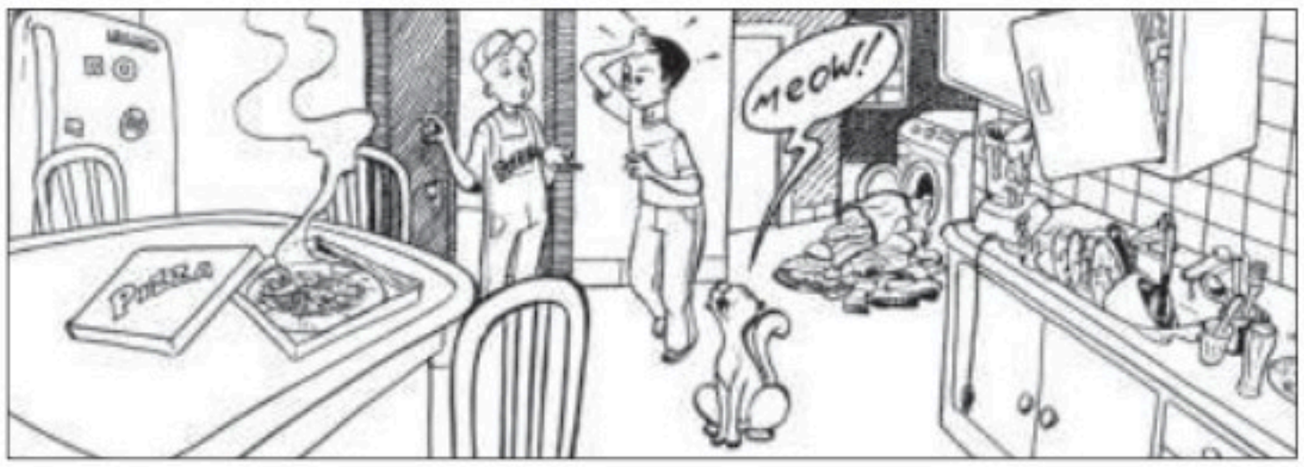
2. living room / decorate

_____

_____

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**	~~**do**~~	**pay**	**eat**	**feed**



The dishes need to be done.

1. cabinet door _____

2. clothes _____

3. delivery man _____

4. cat _____

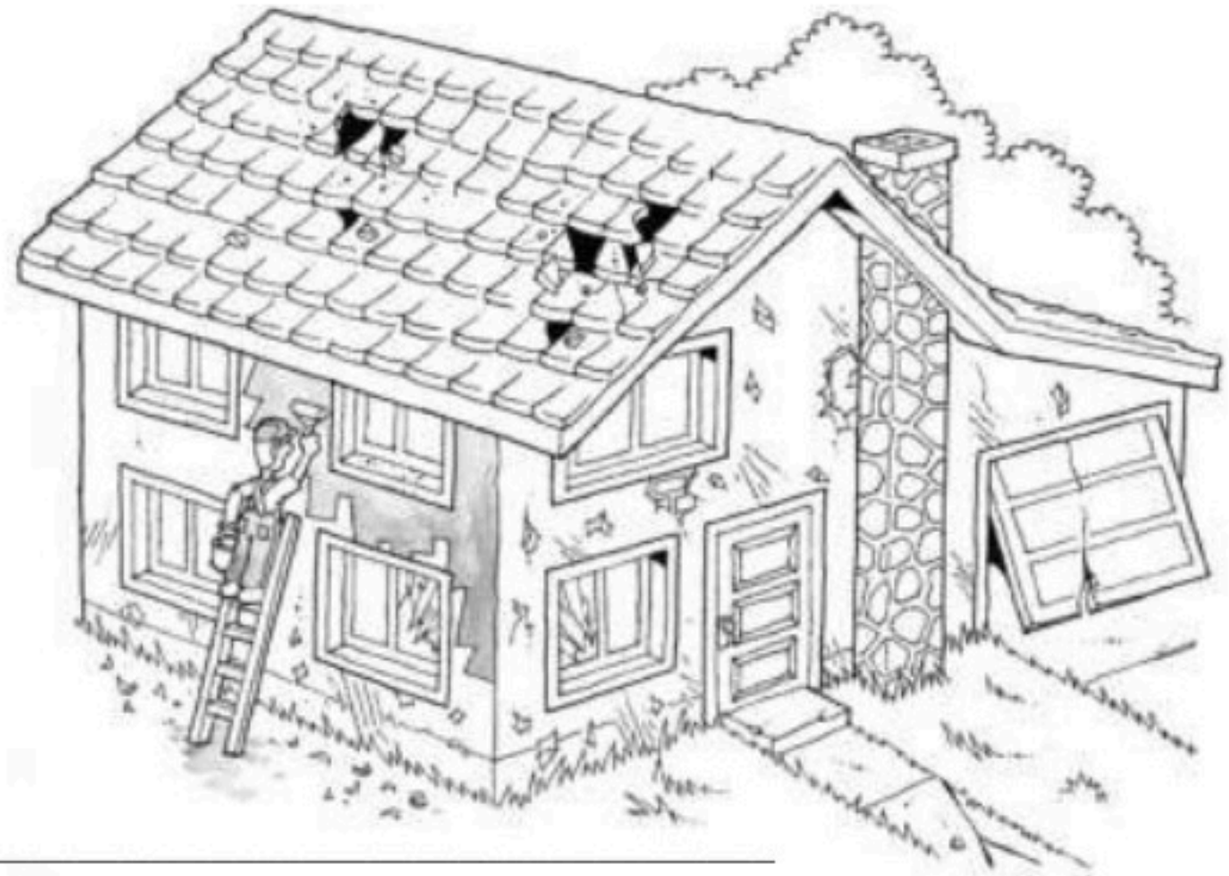
5. pizza _____

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9 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: _____

B: _____

A: _____

2. get / sidewalk / fix (crack)

A: _____

B: _____

A: _____

3. have / roof / replace (damage)

A: _____

B: _____

A: _____

4. have / doorknob / check (break)

A: _____

B: _____

A: _____

5. get / window / fix (break)

A: _____

B: _____

A: _____

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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?

_____

2. What are two things you need to check?

_____

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

_____

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

_____

5. What should you have a mechanic do?

_____

6. What do you need to keep?

_____

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9 Complaints, Complaints

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

shoes *The shoes are too big.*

1. pants _____

2. memory stick _____

3. TV _____

4. shirt _____

5. sunglasses _____

6. jacket _____

7. hair dryer _____

8. novel _____

I 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?

_____

_____

_____

_____

_____

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J 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.



Complaint	Answer

1. Complaint: _____

Answer: _____

2. Complaint: _____

Answer: _____

3. Complaint: _____

Answer: _____

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K WRITING

You work for the L.L. Electronics Company. You received a letter from Mr. Bell. He bought one of the items below. It was damaged when he received it in the mail. Write him a letter apologizing for the situation and explain what he should do next. Use the chart to help you take notes and organize your thoughts.

computer mouse	**cell phone**	**digital camera**
computer keyboard	**laptop case**	**memory stick**

Reply to a complaint	
Item Mr. Bell bought	
Complaints about the item	
Your explanation about what to do	

Dear Mr. Bell,

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

Sylvia: So, Karen, has your nephew left **(1.)** _____?

Karen: Yes, Greg has **(2.)** _____ gone. At long last!

Sylvia: How long did he stay?

Karen: **(3.)** _____ 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.)** _____ to say "thank you"! But my sister **(5.)** has _____ apologized for his behavior...

M Answer the questions. Write full sentences.

1. What can't you stand doing?

_____

2. What kind of impolite behavior drives you crazy?

_____

3. How does impolite behavior affect other people?

_____

_____

_____



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9 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 _____.

2. Her grandparents are upset that Noura hasn't visited. She's going to visit _____.

3. I don't want to ask my neighbors. I don't know _____.

4. We want to come to your graduation. Don't forget _____.

5. I'm going to be at home tonight. Please call _____.

6. Please listen to me when I'm talking to _____.

O Unscramble the sentences.

1. my / to call / need / I / friends

_____

2. running his car / complains / the cost of / about / Ali / often

_____

3. snacks / to buy / you / Do / need?

_____

4. like / laptop / He / to share / doesn't / his

_____

5. don't / an invitation / need / We / to send

_____

_____

6. him / Faris / the elevator door / asked / to / hold / open

_____

_____



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10 I Wonder What Happened

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

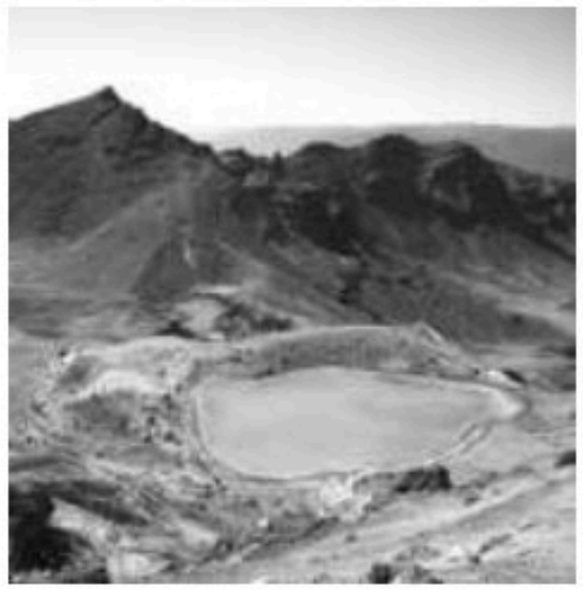
volcano	crater	bulls	tornado	meteorite	debris

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

A _____ had made a _____

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

_____. 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 _____

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 _____ 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,

_____, and even clowns. After the rodeo, we met one of the clowns we had seen in one of the events.

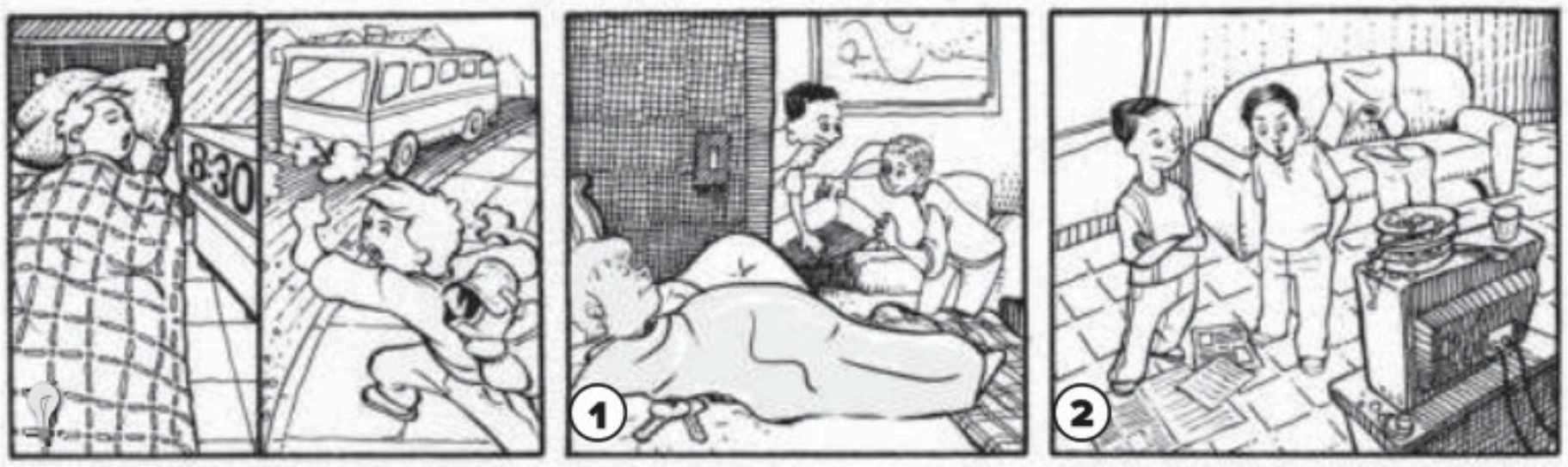




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B Write sentences for each picture. Use the simple past and the past perfect in each sentence.



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.

2. When the football game (come) on TV, they (not clean up) the living room yet.

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

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

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

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

Hanan: Last month I **(1)** (go) _____ to the different art museums in the city. I **(2)** (never be) _____ to many museums before last month.

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

Hanan: I did! But there **(4)** (be) _____ one piece of art that I **(5)** (never see) _____ before.

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

Hanan: Yes! How **(7)** (know) _____ you _____?

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

Hanan: Well, I think so.

Amina: And the artist **(9)** (hang) _____ clothes on all the branches?

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

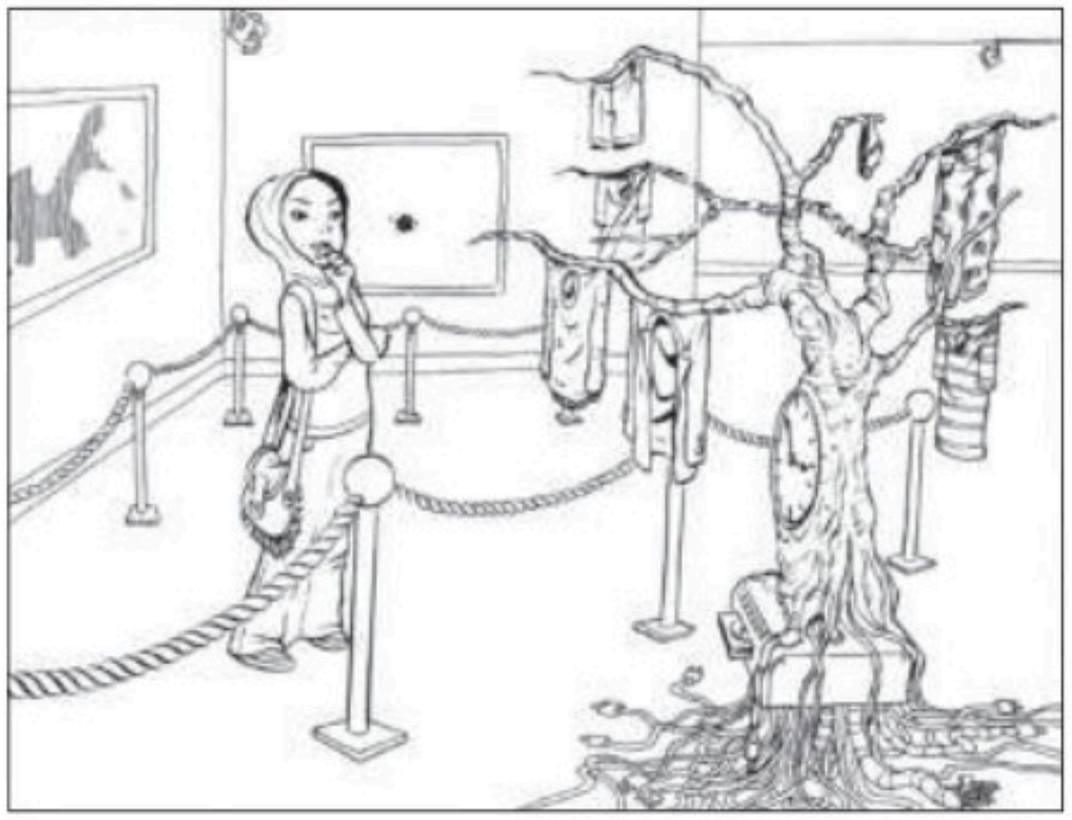
Amina: Right. The artist **(11)** (put) _____ the tree on a computer, too.

Hanan: I think you definitely **(12)** (see) _____ the same piece of art. Can you believe it **(13)** (be) _____ 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) _____ it at all. The artist has no talent. I can't even remember his name, can you?

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



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

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








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. _____
2. _____
3. _____

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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?

_____

2. What had Patricia's grandparents never done before?

_____

3. What had the people in Union City, Michigan never seen before?

_____

4. What does Patricia still carry with her?

_____

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10 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.

_____ **1.** meteorite

_____ **2.** tornado

_____ **3.** flood

_____ **4.** snow in summer

_____ **5.** strange objects in the night sky

_____ **6.** Northern Lights in the sky

_____ **7.** shooting star

_____ **8.** UFOs

_____ **9.** solar eclipse

_____ **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.

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!

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

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I 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

1. _____

_____

2. _____

_____

3. _____

_____

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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?	
Where did it happen?	
How has it changed you?	
Had you ever seen or done anything like this before?	

Strange Things Sometimes Happen

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

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.

_____

_____

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

_____

_____

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

_____

_____

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

_____

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

_____

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

_____

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

_____

8. I wanted to get home quickly. 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.

_____

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

_____

*UFO = Unidentified Flying Object

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10 I Wonder What Happened

L 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.



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

M The residents of the city want the sculpture removed. Complete the sentences and give some reasons why. Use the information given below.

Facts

- have to pay for the upkeep of the sculpture (e.g., clean it, 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

- 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, _____

_____

2. The sculpture is an eyesore. If it is replaced with trees, _____

_____

3. If we leave the sculpture in the park, birds might sit on it and _____

_____

4. If this happens, the council will _____

_____

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11 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)** _____ yet.

Charles had lost his job. He had been **(2)** _____ 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)** _____ the move, too. Then one day a man came to town. He talked to Charles about oil. He believed he had found a **(4)** _____ 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)** _____ 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)** _____ into the ground with their **(7)** _____ 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)** _____ is still around.







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11 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) _____ 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) _____ 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) _____ her. You (**4**) (panic) _____ 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) _____ her. I (**6**) (let) _____ her realize I was a novice and take advantage of it!

Fahad: Speaking of horses; you (**7**) (realize) _____ that you were one of the best riders there. You (**8**) (win) _____ 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.

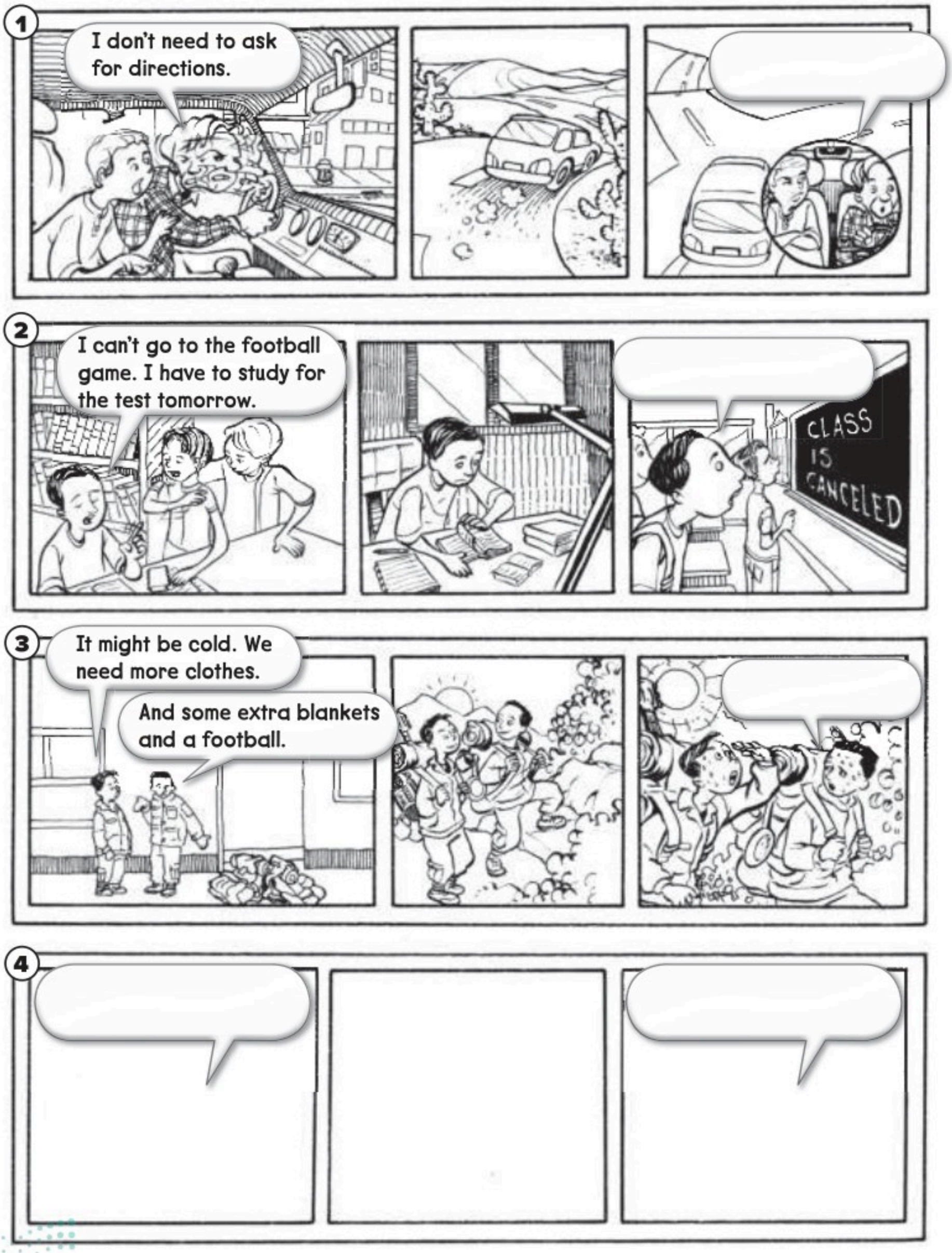
I should have applied for that job at the bookstore.

1. _____
2. _____
3. _____
4. _____

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D 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.



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11 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

_____

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

_____

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

_____

4. _____

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





If I had grown up by _the sea_, **I would** _have learned how to surf_.

1. If I had grown up by / in _____, I could _____.

2. If I had grown up by / in _____, I might _____.

3. If _____,

_____ would _____.

4. If _____,

_____ could _____.

5. If _____,

_____ might _____.

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G READING

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



1. _____

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. _____

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. _____

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. _____

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?

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11 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...***

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

1. _____

_____

2. _____

_____

3. _____

_____

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J 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

1. If oil hadn't been discovered, _____

   _____.

2. If oil hadn't been discovered, _____

   _____.

3. If oil hadn't been discovered, _____

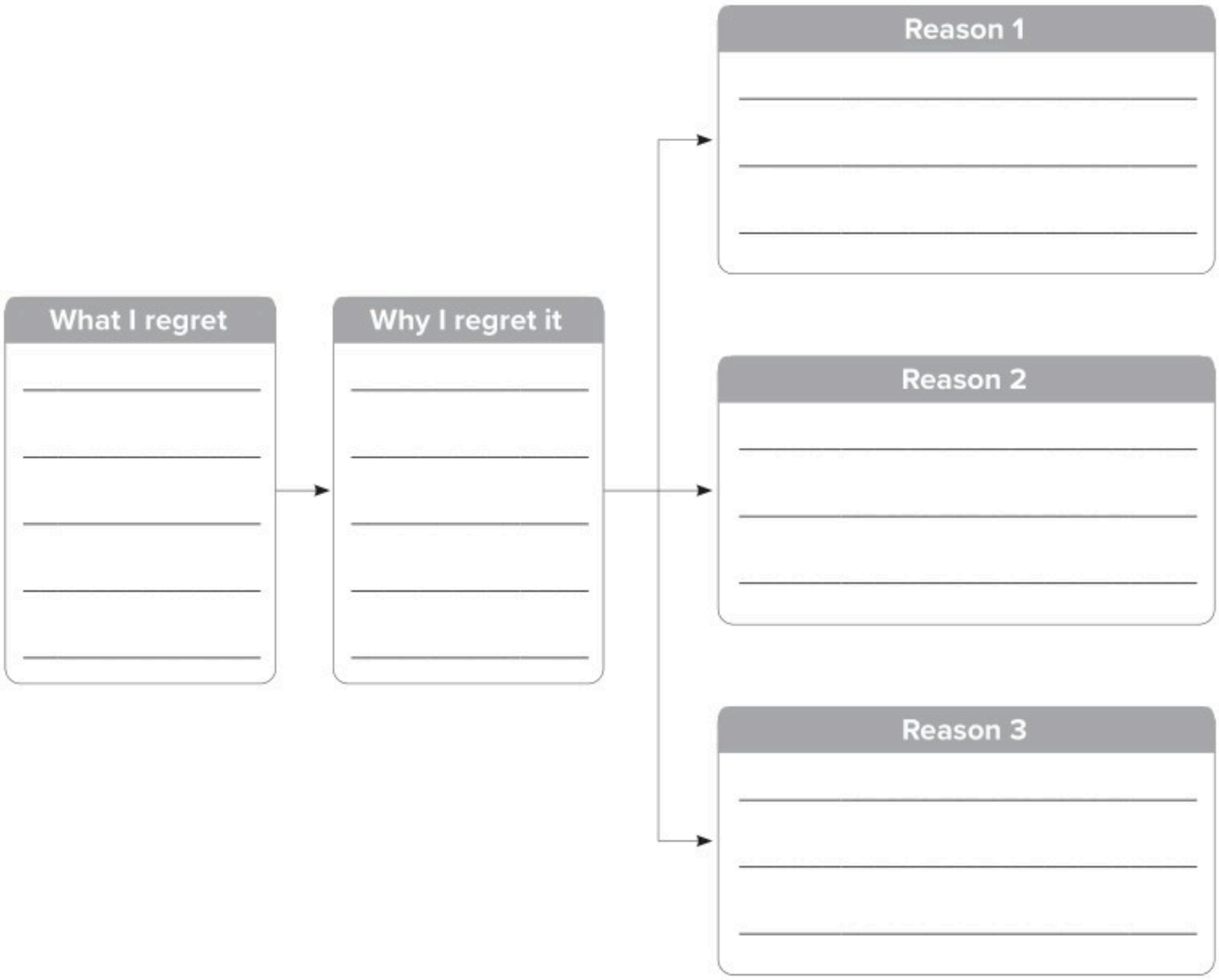
   _____.

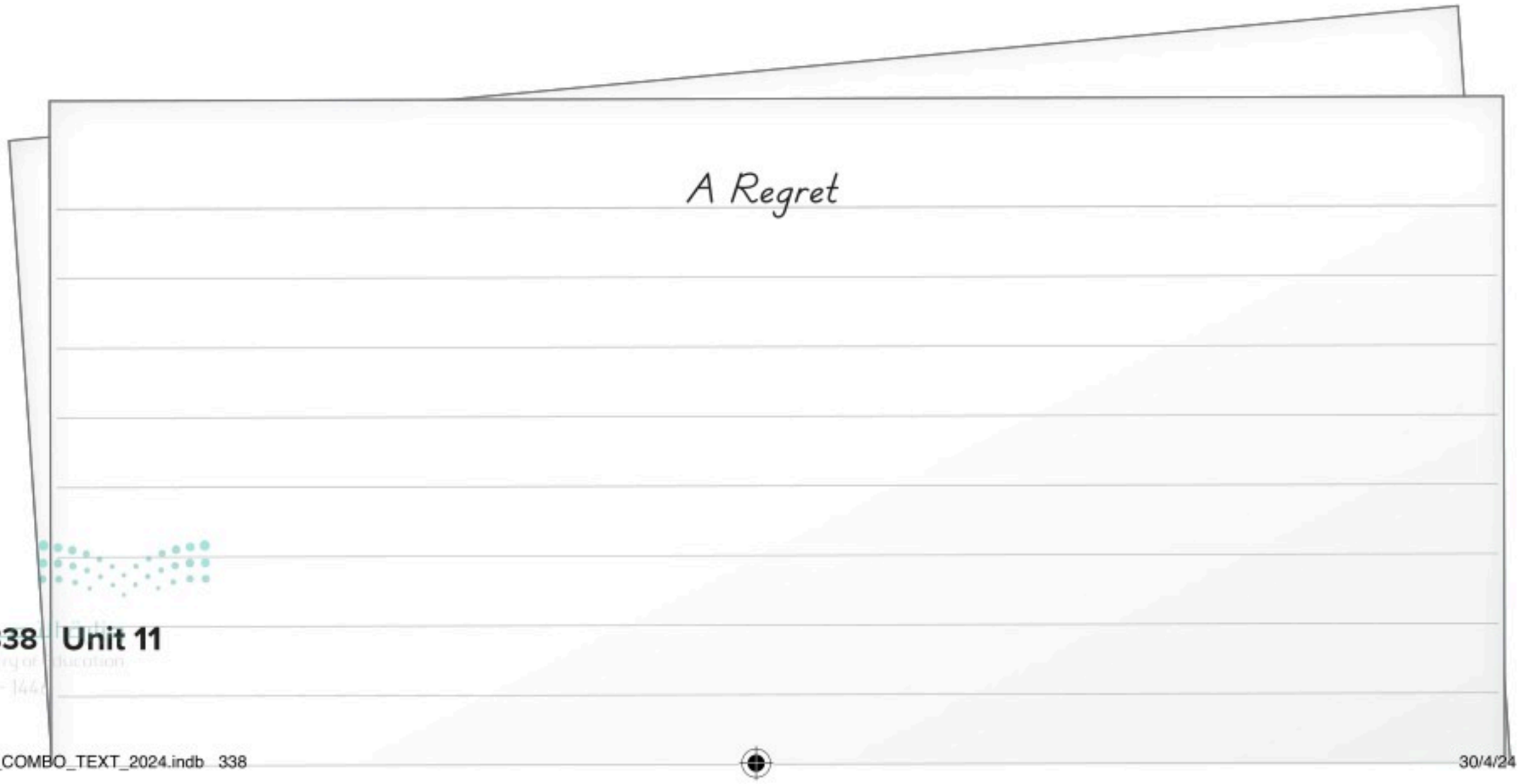
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K WRITING

Write a paragraph about what you regret and why. End the paragraph with a sentence with ***should have*** or ***shouldn't have*** as well as a sentence with ***If I had*** / ***hadn't***...
Use the organizer to help you take notes and organize your thoughts.





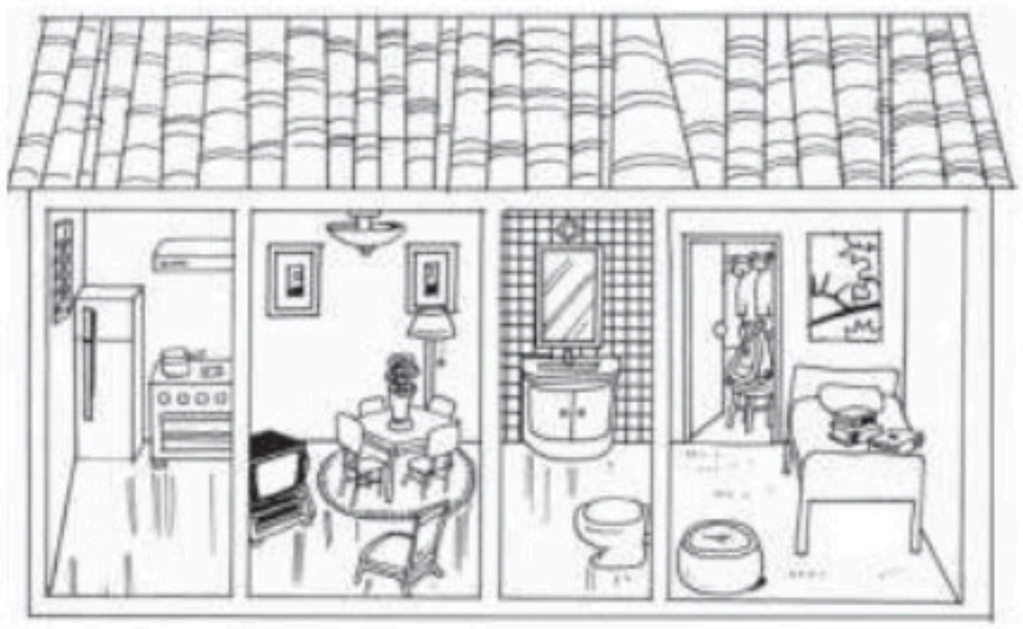
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L Complete the chart with the correct form of the verb.

Present	Simple Past	Past Participle
appear		
	was/were	
become		
build		
cool		
discover		
	did	
		imported
	invented	
keep		
	made	
preserve		
		put
use		

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



Keep Cool

People _____ (**1.** try) to keep cool or keep their food cool for ages.

The Chinese _____ (**2.** invent) ice cream 4,000 years ago, and they _____ (**3.** keep) it in snow in underground chambers. In Baghdad in the eighth century, a king _____ (**4.** import) snow and _____ (**5.** put) it in the walls of his summer home to cool the home. In 1834, Jacob Perkins _____ (**6.** build) a machine to make ice in London. The first home refrigerators _____ (**7.** appear) in the early 1920s. Since then, people _____ (**8.** preserve) their food in refrigerators. About the same time, air conditioning of large spaces _____ (**9.** become) possible. Since that time, people _____ (**10.** cool) themselves with air conditioners in stores, offices, and homes.

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11 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.***

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.)** _____ on horseback. The first car was made in 1886 but it was not a perfect design. A hundred years ago, drivers **(3.)** _____ 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.)** _____ 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.)** _____ get to your destination without even looking at a map. Cars have come a long way in one hundred years!



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12 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



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 _____ 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 _____ 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 _____ 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 _____ the taxes again and that they were unfair.



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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)** _____ Monday. A gentleman named Mr. Harrison called on Tuesday, and he said that he **(2)** _____. But he said that **(3)** _____. Mohammed called on Wednesday. He said that he was sorry that **(4)** _____. He was calling because he **(5)** _____ 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.

1. **Jason's mom:** You will do all of the homework for Mr. Wilson's class.

_____

2. **Jason:** Mr. Wilson can give less homework to the class.

_____

3. **Jason's mom:** You won't play football.

_____

4. **Jason:** I'll find the time to finish all the homework.

_____

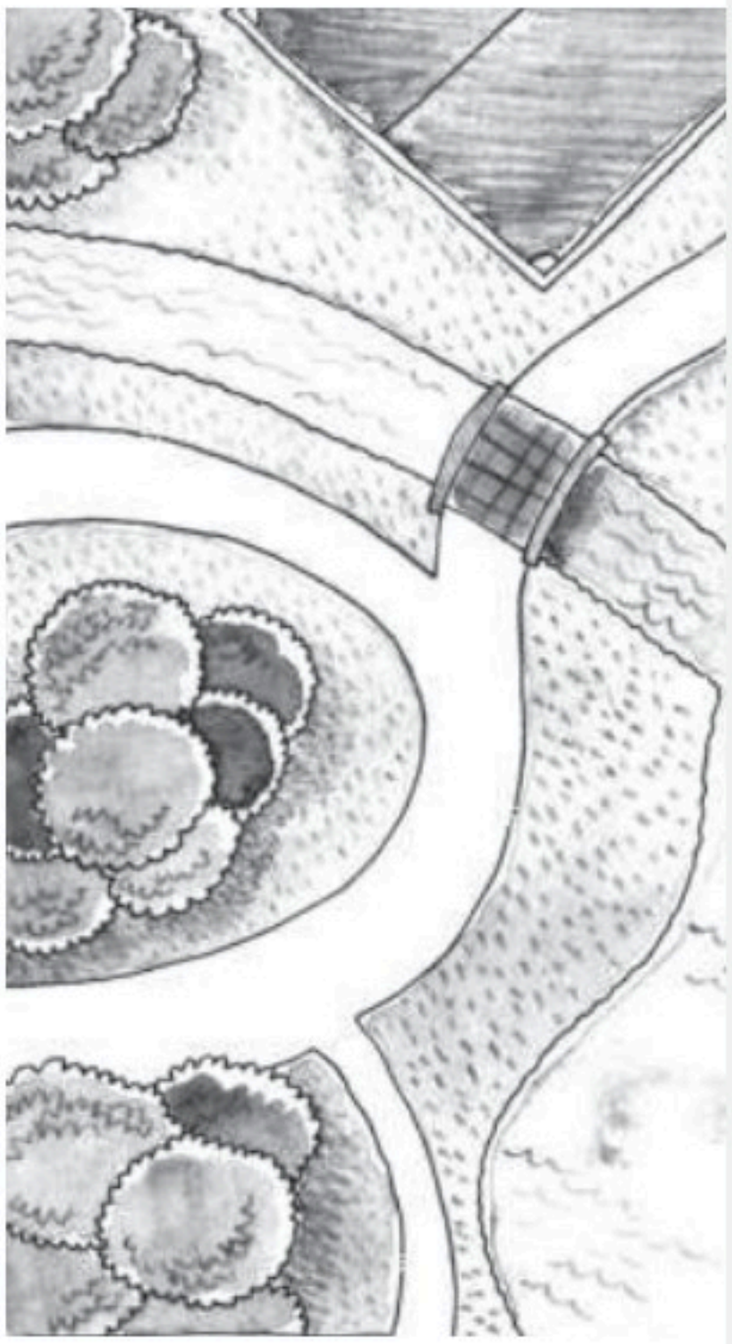
5. **Jason's mom:** Mr. Wilson just may be right from time to time!

_____

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D 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)** _____.

He also wondered **(2)** _____.

Mr. Lopez asked **(3)** _____.

Mr. Lee wondered **(4)** _____.

Mr. Green asked **(5)** _____.

Children also contributed to the discussion. A boy wanted to know **(6)** _____.

Another boy wanted to know **(7)** _____. Mr. Waters had a question. He asked **(8)** _____.

Another man asked **(9)** _____.

Finally, another man wanted to know **(10)** _____.

The commissioner held up the plan and asked the people at the meeting **(11)** _____.

Suddenly, the room became very quiet.

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12 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: Uhmm. 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 _____
and welcomed _____.

He started by asking Omar _____.

Omar answered that _____.

Ken Clark said he _____

that at the "Sports News" interview and asked him what _____.

When Omar told him that _____,

Clark agreed with him and asked him if _____

_____.

Omar asked _____.

Clark answered that _____, and added that

some of his friends _____.

Alan said _____, but he sometimes

_____

He thought that _____

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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. _____ Paris is also known as the City of Lights.

2. _____ High travel costs had no effect on the number of visitors to Paris.

3. _____ Paris had the reputation of the most over-rated city in Europe.

4. _____ Tourism isn't very important to the Paris economy.

5. _____ No one truly liked the idea of the smile campaign.

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12 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:

A:

B:

A:

B:

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

1. Good morning, everyone. I hope you all have everything you need; pens, pencils, extra paper.

_____

2. Keep your test booklets closed, please. Just write your name and class on the front page.

_____

3. The time now is ten minutes past eight, you have to complete your test by ten minutes past ten. You have two hours.

_____

4. 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.

_____

_____

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I 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			

1. Topic 1 _____

Reporter is saying: _____

2. Topic 2 _____

Reporter is saying: _____

3. Topic 3 _____

Reporter is saying: _____

4. Topic 4 _____

Reporter is saying: _____

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J WRITING

Write a paragraph to report a conversation you had with your friend. Use the chart to help you take notes and organize your thoughts. Start with a sentence that tells who had the conversation.

An Interesting Conversation	
The conversation between you and your friend	Sentences that report your conversation to another friend

An Interesting Conversation

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

1. global warming	tornado	countryside	earthquake	_____
2. damage	city	threaten	destroy	_____
3. save	rescue	protect	harm	_____
4. witness	reporter	news	victim	_____
5. hit	study	research	science	_____



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.

_____

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.

_____

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.

_____

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.

_____

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12 What They Said

M 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: _____

2. How / many?

Q: _____

A: _____

3. How / work to protect pandas?

Q: _____

A: _____

4. How much / eat?

Q: _____

A: _____

5. How long / eat / a day?

Q: _____

A: _____

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EXPANSION Units 9–12

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

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

B 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 _____.

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

   Yes, I am. _____.

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

   No, I'm not. _____.

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

   She _____.

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

   We _____.

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EXPANSION Units 9–12

C Complete the sentences. Use the past perfect tense.

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

D 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. _____
2. Adel has a broken leg. _____
3. Stephanie is studying for a test. _____
4. They were early for the flight. _____
5. My brother just bought a cool new car. _____
6. Daniel wasn't at work today. _____
7. I didn't recognize his voice. Who was that on the phone? _____

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

dress / dry-clean / red *The red dress needs to be dry-cleaned.*

1. car / repaint / after the crash _____
2. flat tire / on my car / repair _____
3. hole / in Thomas's jeans / sew _____
4. old kitchen / redecorate _____
5. new knives / not / sharpen _____

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EXPANSION Units 9–12

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

1. The food at the new Italian restaurant is excellent, but I felt sick after our meal.

_____

2. I borrowed my sister's cell phone. It broke when I dropped it on the sidewalk.

_____

3. Karen got an A on the test. Hanan, on the other hand, failed the test.

_____

4. Fahad hurt his leg yesterday when he went jogging in the park.

_____

5. I had three cups of coffee at dinner, and I couldn't go to sleep until 3:00 A.M.

_____

6. I had no idea it was going to be so cold in the classroom.

_____

7. I wasted my money on that new book by Patrick Johnston.

_____

8. I burned my finger on the stove.

_____

G 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.

1. Mark was tired because he didn't go to bed early.

_____

2. Ibrahim learned to speak French because he lived in Paris for three years.

_____

3. I didn't go on vacation with my friends because I just bought a new computer.

_____

4. I took a nap because it rained all day.

_____

5. Sarah wasn't at school today because she was sick.

_____

6. My brother didn't learn how to water-ski because he never learned how to swim.

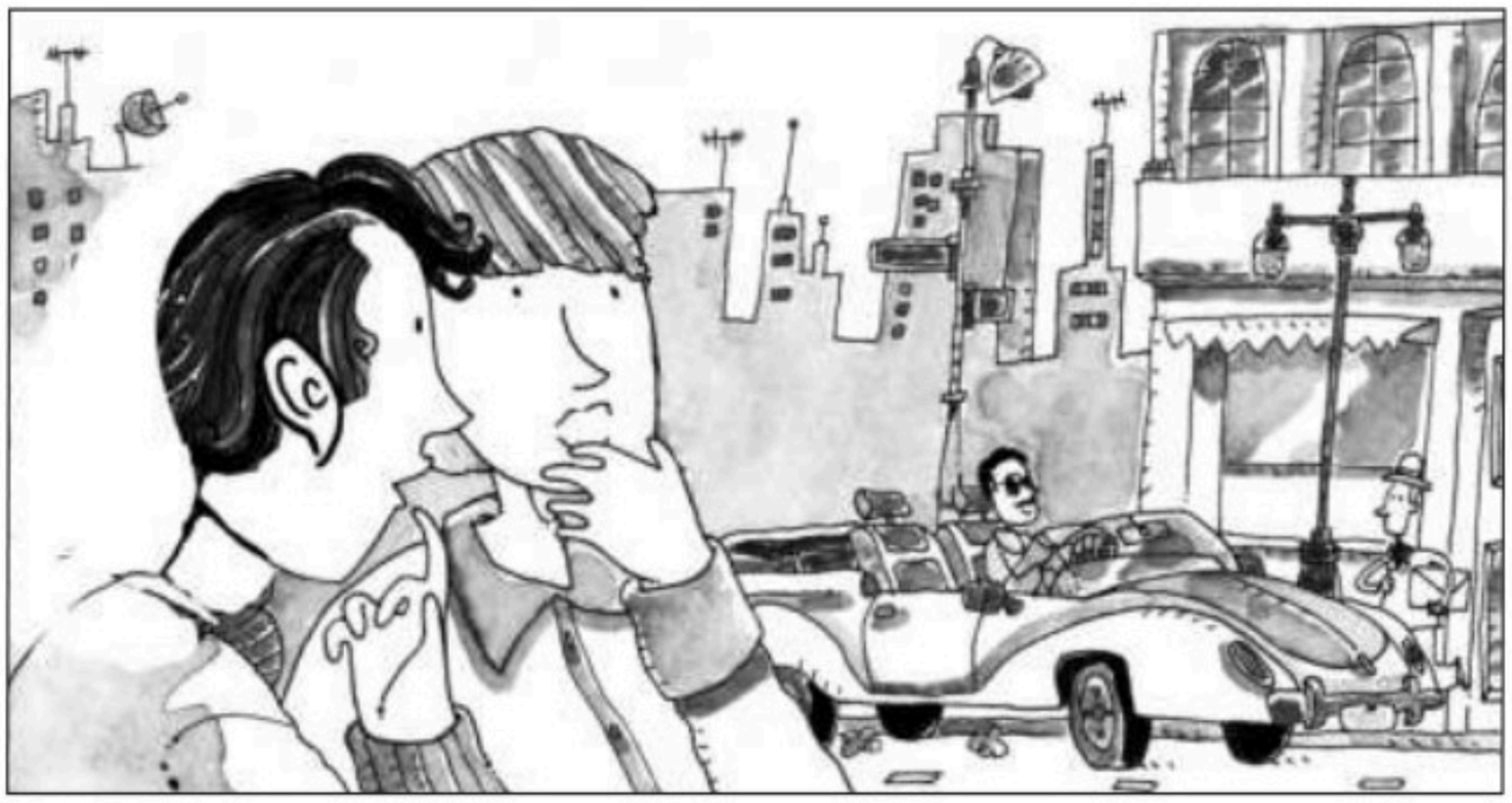
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EXPANSION Units 9–12

H 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 _____.
2. Alex said _____.
3. Harris wanted to know where _____.
4. Alex said it _____.
5. Harris said Qassim _____.
6. Alex said _____.
7. Harris said _____.
8. Alex asked Harris why _____.

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EXPANSION Units 9–12

I 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 _____.
2. The second man _____.
3. A witness _____.
4. Another witness _____.

J 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
rain	wet roads , difficult to see
late for school	driving too fast

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EXPANSION Units 9–12

K 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

1. _____

_____

2. _____

_____

3. _____

_____

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EXPANSION Units 9–12

L 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 ***should have*** or ***shouldn't have***)

A Car Accident

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Writing Checklists

1 A short account

I can ...	Great!	Good!	OK!	Needs work
answer questions				
take notes when I think about things				
use capitals correctly				
organize events clearly				
use tenses correctly				
make clear and interesting statements				
use words to describe				
use appropriate language/style				
use a range of vocabulary				

2 A cover letter

I can ...	Great!	Good!	OK!	Needs work
take notes when I think about things				
use capitals correctly				
address a cover letter				
write an introductory paragraph				
write about my strengths				
make clear and effective statements				
edit and correct my mistakes				
write a closing statement/paragraph				
use appropriate language/style				

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3 A short description

I can ...	Great!	Good!	OK!	Needs work
take notes when I think or imagine things				
focus on my audience				
describe places well				
organize and order events/facts				
make clear and effective statements				
use tenses correctly				
use a range of vocabulary				
refer to people and places effectively				
use appropriate language/style				

4 A description of a product

I can ...	Great!	Good!	OK!	Needs work
take notes and use them to write				
use capitals correctly				
interest my audience/readers				
write about/refer to key features or characteristics of the product				
organize and order events well				
use information selectively				
edit and correct my mistakes				
present a product in an interesting way				
use appropriate language/style				

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EXPANSION Units 1–4 — A short essay about plans and dreams

I can ...	Great!	Good!	OK!	Needs work
take notes when I think or imagine things				
focus on my audience				
describe pictures in my mind				
describe/present future plans				
describe feelings				
organize and order ideas/plans				
make clear and effective statements				
use tenses correctly				
use a range of vocabulary				
create effects (e.g. humor, suspense)				
use appropriate language/style				

5 An account of an accident

I can ...	Great!	Good!	OK!	Needs work
take notes when I think about things				
select important facts or details				
write about feelings				
form and write clear sentences				
connect events, reasons, and causes well				
edit and correct my mistakes				
describe scenes in an imaginative manner				
use appropriate language/style				

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6 A letter of advice

I can ...	Great!	Good!	OK!	Needs work
take notes and use them to write				
respond to others' feelings and views				
advise others in a friendly manner				
form and write clear sentences				
organize and explain suggestions well				
be helpful without being patronizing				
edit and correct my mistakes				
close on a hopeful note				
use appropriate language/style				

7 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				

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8 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				

EXPANSION Units 5–8 A short essay about teamwork

I can ...	Great!	Good!	OK!	Needs work
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				

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9 A letter of apology

I can ...	Great!	Good!	OK!	Needs work
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				

10 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				

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11 A paragraph/personal narrative

I can ...	Great!	Good!	OK!	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				

12 Reporting a conversation

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

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EXPANSION Units 9–12 An account

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

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