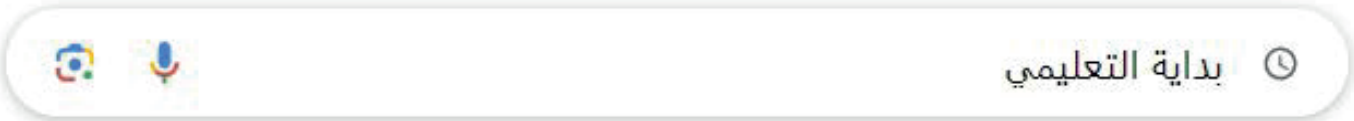
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SUPER GOAL 3

MANUEL DOS SANTOS

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SuperGoal 3 Student Book

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Scope and Sequence

	Unit Title	Functions	Grammar
1	Lifestyles **Pages 2–11**	Talk about lifestyles Talk about habits and routines Talk about frequency of actions	Simple present tense Adverbs/Expressions of frequency Questions with *how often/how much/how long* *All/both/neither/none*
2	Life Stories **Pages 12–21**	Talk about past actions Relate past events in your life Report what people said Talk about past dates and times	Simple past tense Expressions with the passive, *be + born* *Used to* Time expressions for the past *When* clauses
3	When Are You Traveling? **Pages 22–31**	Talk about air travel Talk about ongoing actions Talk about plans and future actions	Present progressive Future with *going to* and *will* Infinitives of purpose Time clauses: *after, as soon as, before,* etc. Prepositions of movement
	EXPANSION Units 1–3 **Pages 32–37**	**Language Review** **Writing:** Write a report about an endangered species **Reading:** Water for Life	
4	What Do I Need to Buy? **Pages 38–47**	Talk about foods, buying foods, and planning meals Describe quantities Put events in sequence Give and follow directions	Expressions of quantity: *a few, a little, a lot of, much, many, enough* Pronouns: *something, anything, nothing* Sequence words: *first, then, after that, finally* Reflexive pronouns Conjunctions: *because, so*
5	Since When? **Pages 48–57**	Talk about inventions Express actions that have happened recently Express actions that began in the past and continue into the present	Present perfect tense versus simple past Present perfect with *for* and *since* Questions with *how long* Passive—simple present, present perfect, simple past
6	Do You Know Where It Is? **Pages 58–67**	Talk about quality of life Describe features of places Make comparisons Ask for information	Comparative and superlative forms of adjectives Comparisons with *as...as* Indirect questions Definite article: *the*
	EXPANSION Units 4–6 **Pages 68–73**	**Language Review** **Reading:** Adventure Trips **Writing:** Write a brochure for an adventure trip	

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Listening	Pronunciation	Reading	Writing
Listen for specific details in a lifestyle description	Reduction of *do you*	Do College Students Have a Healthy Lifestyle?	Write a report about a common habit or pastime among young people in your country Do a group survey on common habits and pastimes (Project)
Listen to a biography and put events in chronological order	*used to*	The King of Saudi Arabia	Write your life story Write a biography of a famous person (Project)
Listen for specific information in a conversation between travelers	Words ending in *-ing*	Study Arabic in Saudi Arabia	Write an email to a friend about studying in another country Write a study program for foreign students in your country (Project)
	Project: Prepare a campaign to save water **Chant Along:** What Have They Done to You? **Project:** Research an environmental organization		
Listen for specific information in a conversation in a supermarket	The *sh*, *ch*, and *j* sounds	Foods from the Americas	Write your favorite recipe Write about a meal with foods from different countries (Project)
Listen for specific information in a conversation	Contractions of *have*	A History of Special Effects	Write about your most important possessions and how long you've had them Write about the most important invention of the last century (Project)
Listen for specific details in a news story about garbage and recycling	Intonation of direct and indirect questions	The Bride of the Red Sea	Write about the assets and future aims of your city or neighborhood Write about a town or city in your country or the world (Project)
	Chant Along: I've Missed You! **Project:** Survey classmates about long-distance communication		

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Scope and Sequence

	Unit Title	Functions	Grammar
7	It's a Good Deal, Isn't It? **Pages 74–83**	Talk about common items at a garage sale Confirm information Describe abilities	Tag questions—affirmative, negative Negative questions *Be able to* Suggestions—*Should/can/could* and *why don't/let's*
8	Drive Slowly! **Pages 84–93**	Talk about cars, driving, and traffic signs Give advice Express obligation Say how people do things	Modal auxiliaries: *must/mustn't/must not* and *should/shouldn't* Adverbs of manner *Can/could/will/would* Requests and commands Reporting requests and commands
9	All Kinds of People **Pages 94–103**	Talk about past events that are interrupted Describe people's personalities and character	Relative pronouns: *who, that, which* Past progressive with *when* and *while* Can/may/could
	EXPANSION Units 7–9 **Pages 104–109**	**Language Review** **Reading:** Aptitude and IQ: What's the Difference? **Writing:** Write about an occupation	
10	Who Used My Toothpaste? **Pages 110–119**	Describe problems Talk about common complaints Express actions that have happened recently	Present perfect with *already, yet, just*—questions, answers Verb + gerund Two-word verbs *Can't/must* *So...that/such...that*
11	Making Choices **Pages 120–129**	Express cause and effect Make choices Express preferences	Conditional with present and future forms *I'd rather* Conditional sentences—imaginary situations *Wish*
12	Culture Shock **Pages 130–139**	Describe customs of different cultures Give advice	Verb + infinitive Verb + noun/pronoun + infinitive *It's...* + infinitive Expressions of advice with infinitives Gerunds as subjects Past perfect
	EXPANSION Units 9–12 **Pages 140–145**	**Language Review** **Reading:** Taking a siesta **Project:** Research the benefits of sleep	

Listening	Pronunciation	Reading	Writing
Listen to a conversation to explain a misunderstanding	Rising intonation in tag questions	You Look Just Like Me!	Write about a strange coincidence or chance meeting Prepare an advertisement for a garage sale (Project)
Listen for specific information in a conversation about driving	Vowel sound /ə/ in *should* and *must*	Is Right, Right?	Write an essay about why the driving age should be raised Make a poster with a list of driving tips and safety rules (Project)
Listen to infer who is speaking and match speakers to their pictures	Syllable stress in adjectives	Simple Ideas, Big Results	Write an essay about your vision of schools or your town in the future Present a person who has made a difference in the world (Project)
	Chant Along: Career Path **Project:** Research questions on aptitude or IQ tests		
Listen for specific information in a conversation about home	Vowel sounds followed by *r*	Complaints	Write about impolite behavior and how it affects others Interview college students to find what they miss about home (Project))
Listen for points of view in a radio interview	Consonant clusters *sp, tr, cr, pr, gr* in initial position	The Right Choice	Write about choices you have made and their consequences Role-play an interview about a local issue and its positive and negative sides (Project)
Listen for specific details in travel advice	Reduction of *to* in sentences	A Fish Out of Water	Write an email about cultural differences Write advice to travelers to your country (Project)
	Chant Along: Assimilating **Writing:** Write advice on fitting into a new society		

7 It's a Good Deal, Isn't It?

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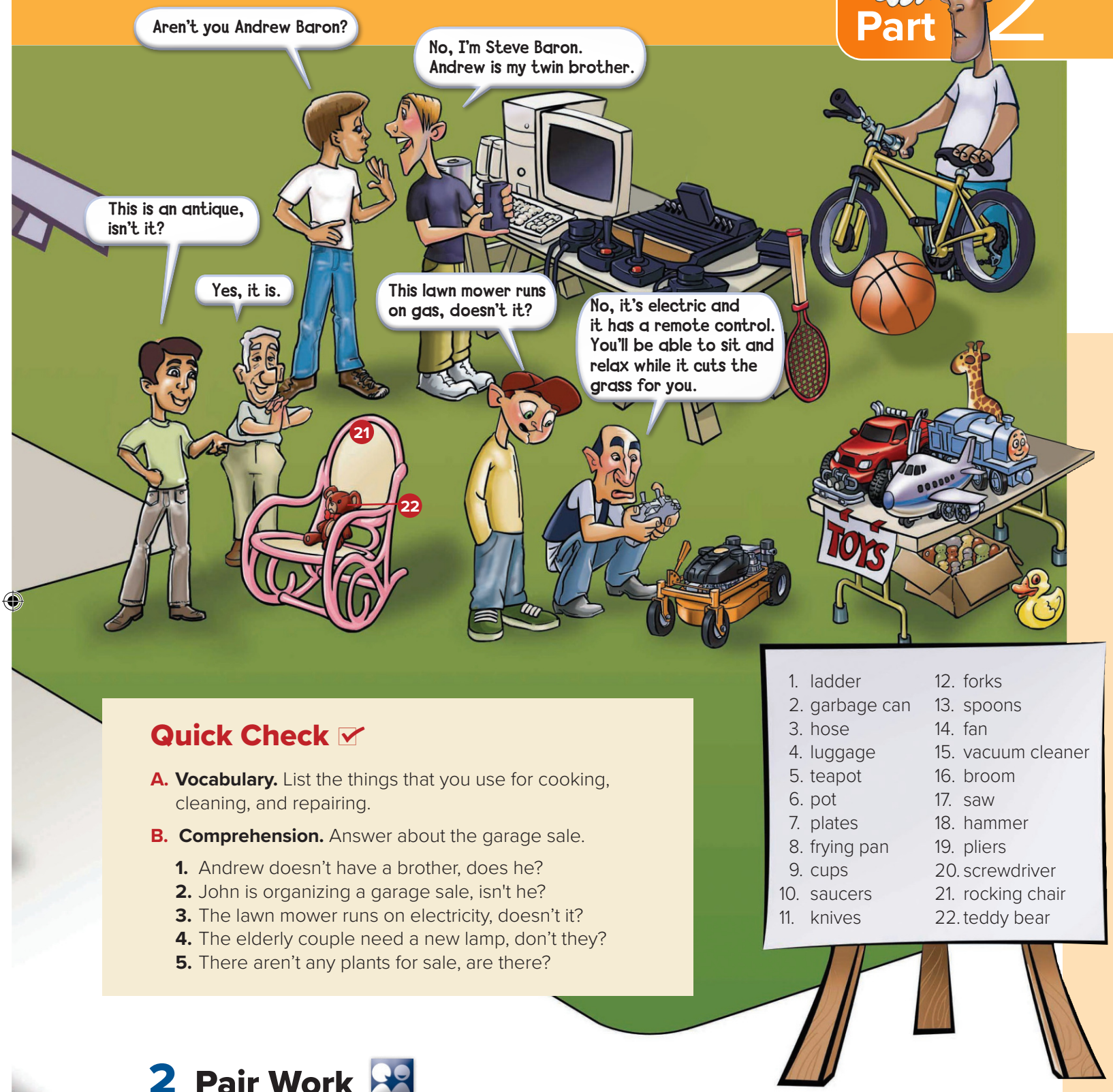
1 Listen and Discuss

1. Do you have garage sales in your country?
2. What do you do with things that you don't want or need anymore?



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Part 2



1. ladder
2. garbage can
3. hose
4. luggage
5. teapot
6. pot
7. plates
8. frying pan
9. cups
10. saucers
11. knives
12. forks
13. spoons
14. fan
15. vacuum cleaner
16. broom
17. saw
18. hammer
19. pliers
20. screwdriver
21. rocking chair
22. teddy bear

Quick Check ☑

A. Vocabulary. List the things that you use for cooking, cleaning, and repairing.

B. Comprehension. Answer about the garage sale.

1. Andrew doesn't have a brother, does he?
2. John is organizing a garage sale, isn't he?
3. The lawn mower runs on electricity, doesn't it?
4. The elderly couple need a new lamp, don't they?
5. There aren't any plants for sale, are there?

2 Pair Work

Ask and **answer** about the things at the garage sale.

- The lamp is a bargain, isn't it? — Yes, it is.
- Those cups are cute, aren't they? — Yes, they are.

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3 Grammar

Tag Questions

Use tag questions to check information. With an affirmative sentence, use a negative tag. With a negative sentence, use an affirmative tag.

Affirmative Sentence (Negative Tag)	Negative Sentence (Affirmative Tag)
Your name is Ali Khalid, **isn't it?**	Mariam isn't American, **is she?**
You were born in Abha, **weren't you?**	She wasn't born in the United States, **was she?**
You live in Dammam, **don't you?**	She doesn't speak English, **does she?**
You studied in Dhahran, **didn't you?**	She didn't work in a school, **did she?**
You've graduated, **haven't you?**	She hasn't lived in the United States, **has she?**
You're going to work in Riyadh, **aren't you?**	She isn't going to move here, **is she?**

Note:

To agree with negative tags, answer *yes*.

Q: You're from Riyadh, aren't you?
A: Yes, I am.

To agree with affirmative tags, answer *no*.

Q: You aren't from Riyadh, are you?
A: No, I'm not. I'm from Jeddah.

Negative Questions

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

Isn't he tired of working there?
Aren't you coming with us?
Haven't you finished your homework yet?!
Don't you live near the beach?

Be Able To

Use *be able to* to express ability and to talk about things you can or can't do.

He **won't be able to** play basketball today because he hurt his hand.
I **wasn't able to** come to the park because I had a previous appointment.
Will you **be able to** go out with us tomorrow?

A. Check information. Complete the tag questions.

1. These toys are in good condition, _____ _____?
2. You've had garage sales before, _____ _____?
3. He didn't buy that fan, _____ _____?
4. They weren't able to sell the tools, _____ _____?
5. She found a set of nice crystal glasses, _____ _____?
6. That vacuum cleaner works OK, _____ _____?
7. We have lots of bargains here today, _____ _____?
8. This lawn mower is really high-tech, _____ _____?











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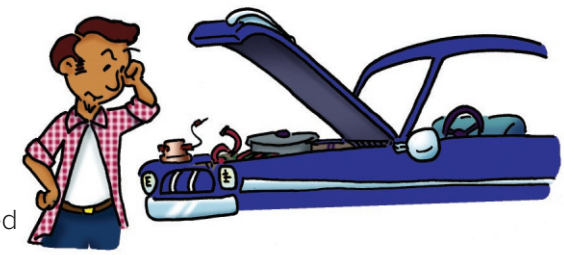
B. Write down some facts about your classmates that you think are correct. Then check the information with them.

Your classmate was born in Dammam.

A: You were born in Dammam, weren't you?
B: Yes, I was.

C. Work with a partner. Ask and answer questions about the pictures.

A: Was Ahmed able to fix the car?
B: No, he wasn't.

Ahmed 



1. Hameed



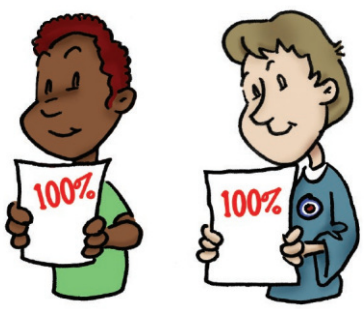
2. the players



3. Adnan



4. Majedah



5. the students



6. the football fans

D. 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.

6. Someone you don't know left a message on your cell phone. Your friend asks if you called back. What does the friend say?

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4 Language in Context

Prepare a quiz about historical facts, and play a game with a partner. Use tag questions when you are not sure of an answer.

A: Which volcano destroyed Pompeii?
B: Vesuvius destroyed Pompeii, didn't it?
A: Yes, it did. You're right.

A: Who invented the printing press?
B: Da Vinci was the inventor of the printing press, wasn't he?
A: No, he wasn't. It was Gutenberg.



▲ Pompeii, Italy



◂ Printing press

5 Listening

Listen to the conversation and explain the misunderstanding between the two men in your own words.

_____

_____

6 Pronunciation

Listen. Notice the rising intonation in tag questions to confirm information. Then practice.

You're coming with us, aren't you? →

That isn't your car, is it? →

We haven't met before, have we? →

We were here yesterday, weren't we? →

7 About You

1. Have you ever mistaken a person for someone else?
2. Have you read or heard about stories of mistaken identities?
3. Have you ever been to a garage sale or a street sale?
4. Have you ever bought something that you later didn't want? What was it?



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8 Conversation



Ted: You aren't from around here, are you?

Sean: No, I'm not. How did you guess?

Ted: Your accent.

Sean: Of course. No, I'm from Ireland, Dublin actually.

Ted: My name's Ted.

Sean: How do you do? I'm Sean. So, what do you know about Ireland?

Ted: Lots of Irish came over to the United States in the past, didn't they?

Sean: Yes, they did.

Ted: And you speak Gaelic.

Sean: Yes, some Irish people do. They like to hold on to the tradition.

Ted: Is that so? So, what are you doing in Chicago?

Sean: I'm an exchange student.

Ted: I'll be happy to show you around the campus.

Your Ending

What do you think Sean answers?

1. That's nice of you, but I already know my way around.
2. Thanks. Are you able to meet me this afternoon?
3. Why don't you give me your number, and I'll call you?
4. Your idea:

Real Talk

How do you do? = a way to respond to an introduction
Is that so? = a way to show surprise
I'll be happy to... = a way to offer to do something for someone
show someone around = act as a guide

About the Conversation

1. Where is Sean from in Ireland?
2. What does Ted know about Ireland and the Irish?
3. What is Sean doing in Chicago?
4. What does Ted offer to do?

Your Turn

Start a conversation with a stranger. Use the following expressions.

You aren't from around here, are you?

Expressions of surprise:
Is that so?, You don't say?, Really?, etc.

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9 Reading

Before Reading

What do you know about twins? Have you ever met any?



You Look Just Like Me!



"Hi, Eddy. We're going to be in math class together again this semester, aren't we?"
"Sorry. I'm not Eddy."

"Nice to see you again, Bobby."
"Sorry. I don't know you."
"You're Bobby, aren't you?"
"No, I am not. I'm Eddy."

This is the story of an amazing coincidence. Three brothers—triplets—met for the first time at the age of 19.

Bobby Shafran started a new semester at Sullivan Community College in New York. The previous semester Eddy Galland was a student there. The two teens looked exactly alike. Another student confused Bobby with Eddy, and then he realized that the boys were probably brothers. That student introduced Bobby to Eddy. The two boys found out that they were in fact twins, born at the same time. The boys were orphans and grew up in two different families. The families didn't know that their baby boys had brothers. But even more amazing was this. After the story was in the newspapers, another boy, named David Kellman, realized that he was their brother, too—also born at the same time. So, the twins became triplets!

There are many touching stories of orphans who meet for the first time as adults. Another well-known story of twins is that of Daphne Goodship and Barbara Herbert. They met for the first time at the age of 39. When they met, each was wearing a beige dress and a brown jacket. Blue was their favorite color. They both liked their coffee cold and black. Well, perhaps, that isn't very surprising, is it? But how about these similarities? They both fell down some stairs at the age of 15, and later they had problems with their ankles. They both used the same recipe book and sometimes cooked the same meal on the same day. And to scientists who studied them, they had similar personalities: they were talkative, and they laughed a lot. Because of this, they were called the "Giggle" twins.

Scientists like to study such cases of twins. They want to answer the classic question, "What's more important—heredity or environment?" Studies with twins like the Giggle twins seem to make a case for heredity, don't they? The twins grew up in different environments, but still the twins are very similar in many ways. But are all the similarities just coincidences? What do you think?

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After Reading

A. Answer the questions about the reading.

1. How did Bobby and Eddy first meet?
2. What happened when one brother read the newspaper?
3. How were the Giggle twins similar?
4. Why were they called the Giggle twins?

B. Match the following words in the reading with their definitions.

1. ___ coincidence	**a.** three children born at the same time
2. ___ confuse	**b.** think wrongly that a person is someone else
3. ___ orphan	**c.** a situation in which two things happen together by chance
4. ___ heredity	**d.** a child who has lost his parents
5. ___ triplets	**e.** what you get from your parents
6. ___ touching	**f.** having a strong emotional effect

C. Role-play an interview with one set of twins/triplets in the article. Work in small groups, and take turns being "twins" or "triplets" and interviewers. Present your interviews to the class.

Discussion

1. What do you think that cases like the Giggle twins show?
2. What do you think is more important in people's personalities, heredity or environment? Can you give any examples? Think about your own family and people you know.

10 Project

Work in groups of four. Prepare an advertisement for a garage sale.



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11 Writing

A. Read about a coincidence. Number the paragraphs and the sentence in the correct order.

- ☐ One afternoon, I was walking around the campus looking for a place to eat lunch when suddenly I heard someone call my name. I turned around. "You're Sean, aren't you?" said a familiar voice.
- ☐ The three of us went for lunch that afternoon, and Mike and I did a lot of catching up. Since then, I hang out with him and Lee almost every day.
- ☐ I arrived here in Chicago two months ago as an exchange student. During my first week at the college, everything was still a bit confusing. I felt lonely most of the time. Sure, I had met a few students in my classes, but I hadn't made any friends yet.
- ☐ "Mike, what are you doing here in Chicago?"
- ☐ It took me a second to realize who it was. To my surprise, it was my cousin, Mike. I hadn't seen him in five years because his family had moved to the U.S. He was with Lee, a student in one of my classes.
- ☐ "Well, I live in Chicago and I'm studying economics here at the college. When Lee told me there was an Irish student in one of his classes, I had no idea it was you! What a small world!"

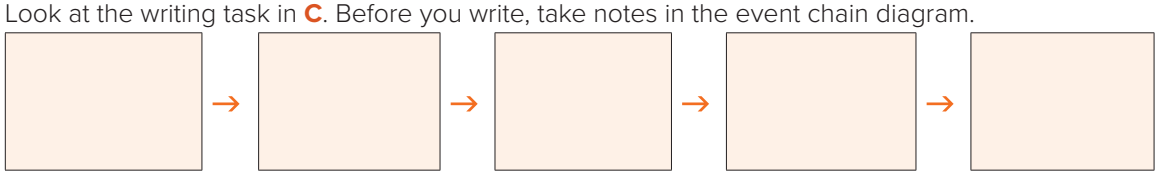


Writing Corner

1. Use simple past to talk about completed past events.
   Suddenly I **heard** someone call my name. I **turned** around.
2. Use the past progressive* (*was/were* + verb-*ing*) to talk about actions that were in progress when another past event happened.
   I **was walking** around the campus when suddenly I heard someone call my name.
3. Use the past perfect* (*had* + past participle**) to talk about an action that happened before another action in the past.
   I **hadn't seen** him in five years because his family **had moved** to the United States.

* You will practice the past progressive in Unit 9 and the past perfect in Unit 12.
** See a list of irregular verbs and past participles on page 162.

B. Look at the writing task in **C**. Before you write, take notes in the event chain diagram.



C. Write about a strange coincidence or chance meeting. Here are some examples for ideas.

1. I have a big family, and I don't know them all. One day when I was in a café...
2. I was taking a summer English course in London. A student sat next to me in class, and we started a conversation. The student mentioned...

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12 Form, Meaning and Function

Suggestions

Use *should* and *shouldn't* to ask for and give suggestions.

A: What **should** we do tonight? **B:** I don't know, but we **shouldn't** stay home.
A: **Should** I buy this racing bike? **B:** No, you **should** buy the mountain bike.

Use *can* and *could* to give possible suggestions.

A: What should I cook for dinner? **B:** You **could** make spaghetti.
A: Let's go to the park this afternoon. **B:** That's a good idea. We **can** have a picnic.

Note: *Can* and *can't* are also used for ability or inability.

A: Can you go out tonight? **B:** Sorry, I **can't**. I have to study.

Use *Why don't...?* and *Let's* to give suggestions.

A: Why don't we order a pizza? **B:** No. **Let's** eat out instead.
A: Let's go to the park. **B:** OK. **Why don't** we take our bikes?

To accept suggestions, we say: *OK; That's a good idea; Sure; All right;* or *That sounds good.*
To politely refuse suggestions, we say: *Sorry, I can't; Let's... instead.*

A. Fill in each blank with a suitable word. Then practice the conversation with a partner.

Fahd: (**1**) _____ go get some pizza and hang out by the beach.

Imad: Sorry, I (**2**) _____. I have to clean my room and start packing for college.

Fahd: That's right. You're leaving next week, aren't you? (**3**) _____ don't you let me help you? Then we (**4**) _____ go out later.



Imad: Thanks. That (**5**) _____ good... What (**6**) _____ I do with all my stuff? I (**7**) _____ take it with me because my room at the college is really small.

Fahd: Well, you (**8**) _____ leave it here at your parents' house.

Imad: No, I (**9**) _____. My parents want to give the room to my brother, so I have to move all my things out.

Fahd: Then, why (**10**) _____ you have a garage sale?

Imad: Hmm... That's a good (**11**) _____. I (**12**) _____ get rid of some old things that I don't use anymore.

Fahd: And you (**13**) _____ make a bit of money, too!

Imad: True. I (**14**) _____ use the money to buy books. What day (**15**) _____ I have it?

Fahd: (**16**) _____ don't you have it on Saturday?

Imad: All right. (**17**) _____ start by putting aside the things I don't want. Pass me that skateboard and those binoculars.

Fahd: No, you (**18**) _____ sell those! You (**19**) _____ keep them.

Imad: Do you want them? Why (**20**) _____ you come to my garage sale on Saturday?

B. Work in a group of four. Plan a school trip. Think about: where your class should go, when you should go, how you should get there, and what activities you should do. Use language for giving, accepting, and refusing suggestions.

A: Why don't we go to the museum?
B: Museums are boring. Let's go to the zoo instead.
C: Yes. The zoo sounds good.
D: I agree. I think we should visit the zoo.

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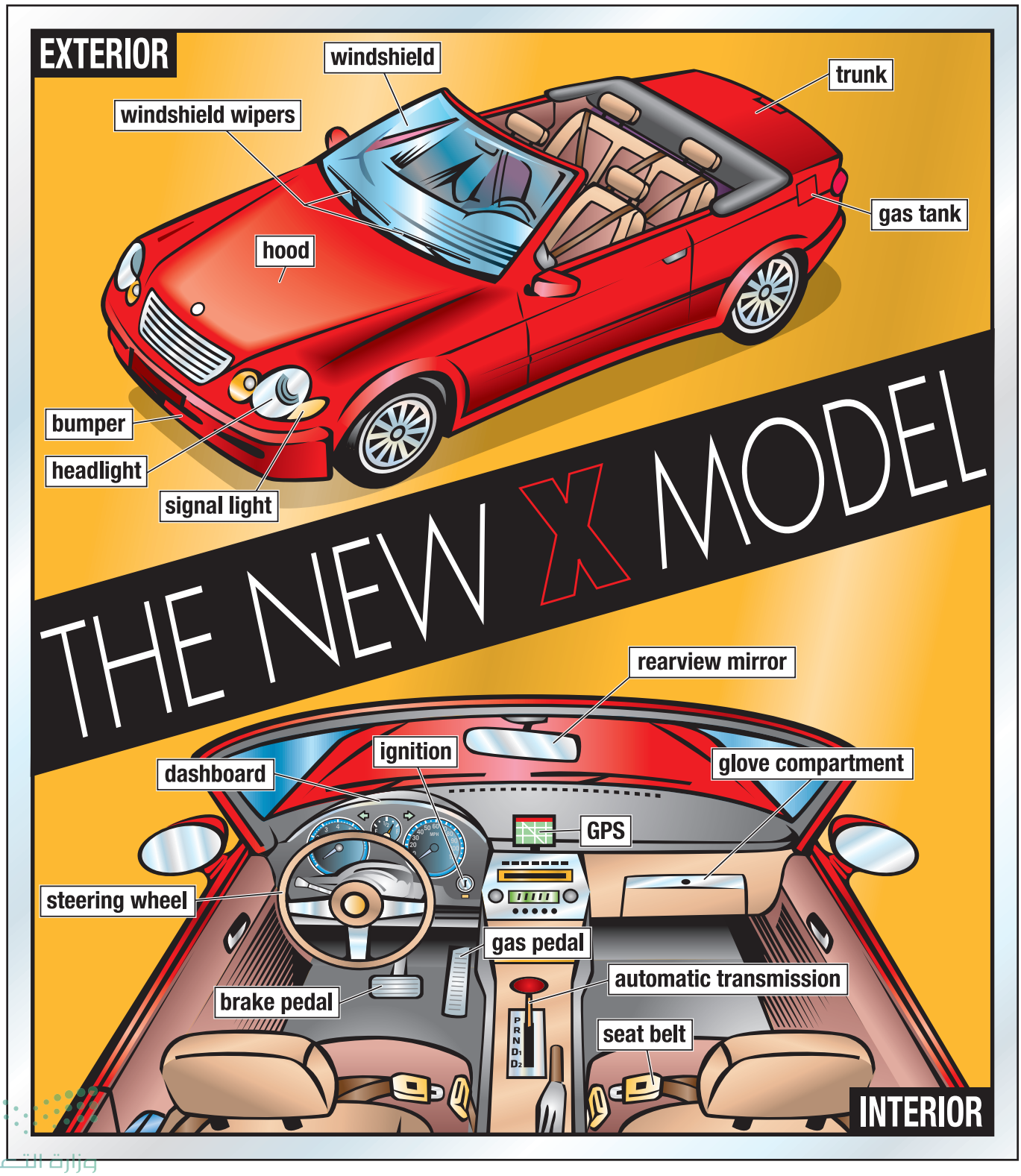
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8 Drive Slowly!

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1 Listen and Discuss

Are you interested in cars? What do people look for in a car?



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International Traffic Signs

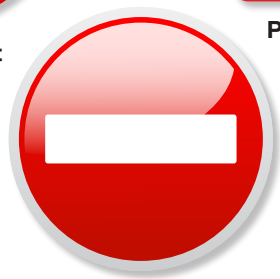
How many of these road signs do you know?





Speed Limit


Pedestrian Crossing


No Entry



Stop


Danger


No Passing



Parking Area



No Parking

Quick Check ☑

A. Vocabulary. Match the two words.

1. steering ___	**a.** shield
2. wind ___	**b.** belt
3. dash ___	**c.** sign
4. seat ___	**d.** mirror
5. rearview ___	**e.** wheel
6. road ___	**f.** board

B. Comprehension. Answer about the car and the driving instructor.

1. Does the car have a global positioning system?
2. What kind of transmission does it have?
3. Is it a four-door car?
4. What does the instructor want people to do?

2 Pair Work

A. Ask and **answer** about the signs.

What does that sign mean?
You must not pass.

B. Give advice about driving.

What's the first thing a driver should do?
Drivers should put on their seat belts.

What shouldn't a driver do?
Drivers shouldn't drive too quickly.

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3 Grammar

Modal Auxiliaries: *Must/Mustn't/Must Not* and *Should/Shouldn't*

Use *must* to talk about laws and rules. Use *should* to give advice.

You **must** stop at the traffic lights.
You **must not** park on the sidewalk.

You **should** drive under the speed limit.
You **shouldn't** eat when you're driving.

Note: *Must* is stronger than *should*. It has a more formal or official tone.

Adverbs of Manner

Adverbs of manner are normally formed by adding *-ly* to an adjective. They express how something is done.

How did he drive? He drove **slowly**.
How did she walk? She walked **quickly**.

Adjectives that end in *l* double the *l*: careful → carefully

Note: Sometimes an adjective and an adverb have the same form:
He's a **fast** driver. He drives **fast**.
He's a **hard** worker. He works **hard**.

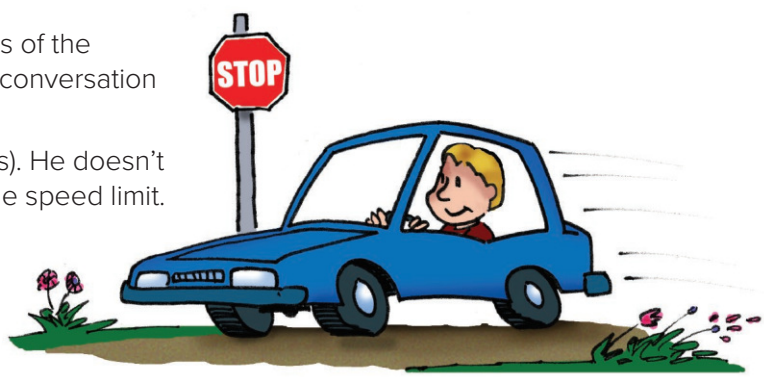
The adverb form of *good* is *well*.
He's a good player. He plays **well**.

A. Rewrite the sentences. Use adverbs of manner.

Adel is a careful driver. *Adel drives carefully.*

1. Badr is an aggressive driver. _____
2. Stunt pilots fly in a dangerous way. _____
3. Fadwa and Amal are enthusiastic readers. _____
4. Saeed is a really good player. _____
5. Sabah is a quiet talker. _____
6. Khalid is a hard worker. _____
7. Majid and Ali are fast runners. _____

B. Complete the conversation. Use adverb forms of the adjectives in parentheses. Then practice the conversation with a partner.



A: Well, my son Brian drives _____ (reckless). He doesn't stop at stop signs, and he's usually over the speed limit. He's always in a hurry.

B: My son Alexander drives _____ (good), but he sometimes drives too _____ (fast). I'm afraid he's going to have an accident one of these days.

A: Well, Brian got a ticket because he was driving too _____ (fast). He had to go to a special class for people who drive _____ (dangerous). But he still doesn't drive _____ (careful). Next time he is going to lose his license.

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C. Complete the conversations using your own words.

1. **A:** I'm afraid I'm running out of gas.
   B: You should _____.

2. **A:** The sign says 80 kilometers per hour, and I'm doing 90.
   B: Then you must _____.

3. **A:** I'm lost. I don't know which way to go.
   B: I think we should _____.

4. **A:** I need to make a phone call. Can you please hold the steering wheel?
   B: You must not _____.

5. **A:** The car won't start. There's plenty of gas. I wonder what the problem is.
   B: You should _____.

D. Work with a partner. Discuss what you shouldn't/must not do in the situations shown by these signs.



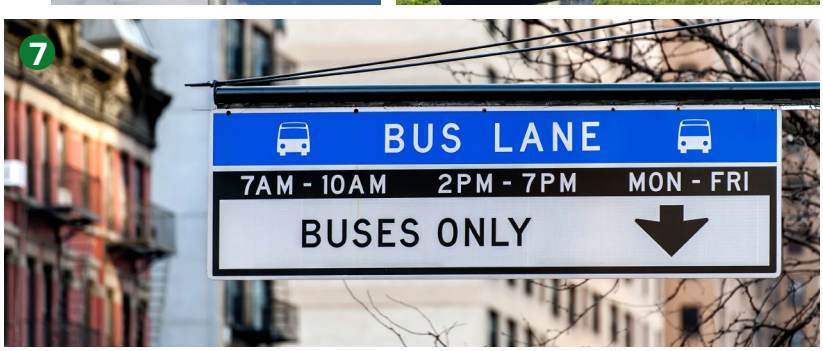












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4 Language in Context

1. Mark the things that characterize an aggressive driver.
2. Mark the things you should/must do when you encounter one.
3. Compare and discuss your answers with a partner.

Aggressive Drivers	What to Do
___ Drive dangerously and recklessly.	___ Get out of the way.
___ Go through stop signs and red lights.	___ Challenge them to show you aren't scared.
___ Are courteous to other motorists.	___ Ignore them and their gestures.
___ Tailgate–drive closely behind the car in front.	___ Avoid eye contact.
___ Blow their horns and flash their lights.	___ Blow your horn.
___ Let others pass them.	___ Report them to the authorities.
Other:	Other:

5 Listening

Listen. Brandon is having a driving lesson.
Mark the things he does right and wrong.

	Right	Wrong
1. start the car		
2. hold the steering wheel		
3. obey the speed limit		
4. park		



6 Pronunciation

Listen. Notice the vowel sound of /ə/ in ***should*** and ***must*** when they are pronounced quickly.
Then practice.

You **should** obey the driving laws.
You **shouldn't** pass on the right.

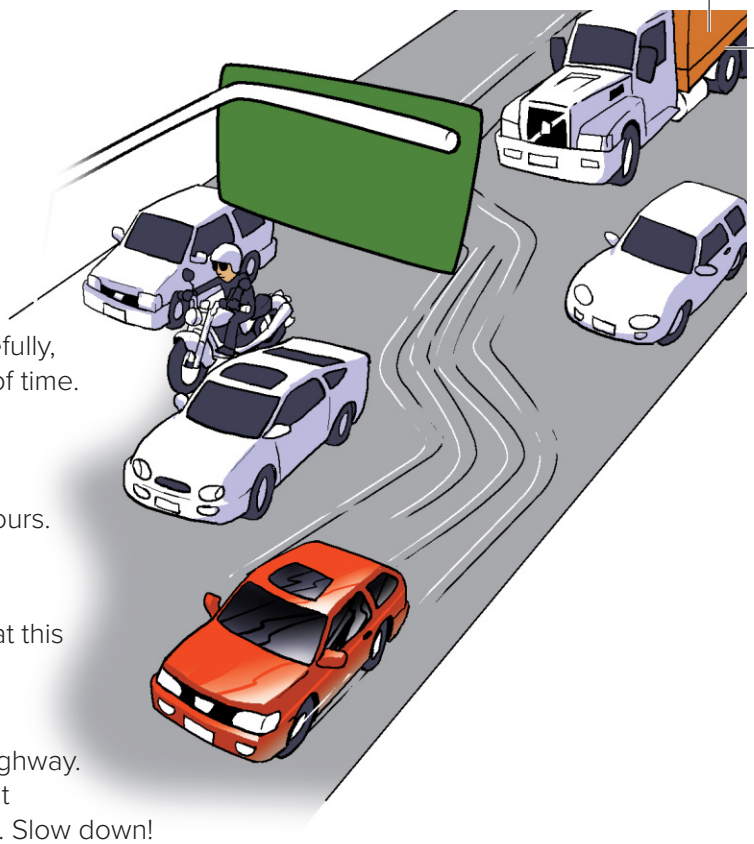
You **must** be 18 to get a license.
You **mustn't** go over the speed limit.

7 About You

1. What is the driving age in your country?
2. Is the driving age the same for motorcycles?
3. What is the speed limit in your town/city? Is it too high or too low?
4. Do you see a lot of aggressive drivers? What do they do?
5. What are the most common traffic problems in your town?
6. What is the major cause of car accidents in your country?
7. What do you think are the difficulties of driving in your country?
8. Do you think it is a good idea to have speed cameras on some roads?
9. Have you ever seen or been in a road accident? What happened?

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8 Conversation



Father: George, I want you to drive slowly and carefully, and put on your seat belt. We have plenty of time.

George: What time is your flight, Dad?

Father: At 6:00 P.M.

George: That's in three hours! You have two extra hours. The trip to the airport is less than an hour.

Father: You should always arrive at least two hours before departure. We might run into traffic at this time of day. Why are we taking this road?

George: Because it's quicker.

Father: You can't be serious! You should use the highway. It's faster because it's more direct. Turn right at the next traffic light. Hey, don't go so fast. Slow down!

George: Dad, the speed limit here is 70 kilometers per hour, and I'm doing 60.

Father: Be careful! You almost hit that car. You have to watch out for traffic.



Real Talk

You can't be serious! = used to express surprise or disbelief
Hey = used to attract someone's attention
I'm doing 60. = I'm driving 60 kilometers per hour.

Your Ending

What do you think George's response is?

1. OK, Dad. You know the first rule of safety: Don't talk to the driver.
2. OK, Dad. You drive.
3. Dad, why don't you get a cab?
4. Your idea: _____

About the Conversation

1. How does the father want George to drive?
2. What should George do before he starts the car?
3. What does the father say about the time to arrive at the airport?
4. What must George watch out for?

Your Turn

A. Role-play this situation with a partner:
You're going to the airport. You want to leave early.
Your brother is going to drive.

B. Role-play this situation with a partner:
You're going somewhere in a taxi. You aren't in a hurry. The driver is speeding and driving recklessly.

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9 Reading

Before Reading

1. On which side of the road do people drive in your country?
2. On which side of the road do people usually walk?

Is Right, Right?

Why must you drive on the right side of the road in some countries and on the left side of the road in other countries? Investigate the question, and you find a lot of confusion on right versus left. About a quarter of the world drives on the left, and most of those countries used to be British colonies. In England people drive on the left, but on escalators they stand on the right, so that people who are in a hurry can go up on the left. In Japan, they drive on the left, too, but people usually stand on the left on escalators.

There are different explanations for the use of right versus left. Some people believe that it is a natural tendency to walk or drive on the right. This is because most people are right-handed.

We can look back in history for reasons people move on the right or left of the road. Some people say that in Europe hundreds of years ago, people rode their horses on the left. This way, their sword was between them and anyone who was coming toward them in the opposite direction. They were ready to pull out their sword and fight to defend themselves with their right arm. There is also evidence that ancient Greek, Egyptian, and Roman troops used to march on the left side. And in Rome, they made it a law in the 1300s. So when and why did the right side become popular?

One idea is that in the 1700s, people in France and in the United States started to use



wagons with several pairs of horses and to drive on the right side of the road. It was easier for the drivers to sit on the left and control the horses with a whip in the right hand, and it was safer if other vehicles passed on the left so the drivers could see the distance between vehicles. Some people say that in England, people always drove on the left, and in France, people always drove on the right.

In any case, Napoleon, a ruler of France, ordered people to drive on the right side in the early 1800s. France conquered many countries at that time, and so these countries drove on the right. But France didn't conquer England, so England kept its custom of driving on the left.

In the twentieth century, there was a trend to the right. Many cars were made in the United States, and they were made for driving on the right side of the road. As recently as 1967, Sweden changed its laws. Now people in Sweden must drive on the right.

So right or left? Just follow the customs of the country where you are—and be sure to drive carefully on that side!

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After Reading

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

1. _____ In England, people drive on the left.
2. _____ In Japan, people drive on the right and walk on the left.
3. _____ In France, people probably always drove on the right.
4. _____ Many countries use left or right because of England and France.
5. _____ Some countries changed to driving on the right.

B. Match. Find the meaning of the word in bold type from the reading.

1. _____ Historians **investigate** questions about past events. They read old records to find answers.
2. _____ There is some **confusion** over the history of the use of the right or the left. People aren't sure of what happened.
3. _____ At the end of the war, the large country **conquered** the small one.
4. _____ In some countries, the **custom** is to drive very fast on large roads.
5. _____ There was a **trend** toward energy-efficient cars at the start of the twenty-first century.

a. took control of (a country, city etc.) through the use of force
b. uncertainty about what happened
c. a direction of change, a tendency
d. something that is usually done
e. study and research

Discussion

1. What are some problems due to people driving on different sides of the road in different places?
2. Do you think that there should be one standard for the whole world?
3. What problems do you think Sweden had when it changed from left to right?



10 Project

Work with a partner. Research and prepare a list of driving tips and safety rules for new drivers. Make a poster to display in class.

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11 Writing

A. What is the legal driving age in your country? In other countries? Read about getting a driver's license in Canada. In groups, discuss whether you think this is a good system.

In most provinces of Canada, the legal age to start driving an automobile is 16. However, new drivers must successfully complete several stages before they get a full license.

L New drivers must first pass a written exam to ensure that they understand the rules of the road. Then they are issued a Learner's License. They are able to drive only under the supervision of an adult for one year, and they must place an **L** sign on the back of the car.

N When young drivers are ready, they must pass a road test with an examiner. Then they are issued a Novice License. They are able to drive on their own or with one passenger in the car, and they must display an **N** sign on the back of the car. After two years of safe driving as a novice, they must pass another road test to get a full license.

B. Complete the sentences with words from the box. Find the meaning of any new words.

reflexes immature responsible accident distracted impulses rage attention

1. Due to the fact that many adolescents are unable to control their emotions and _____, they are prone to road _____.
2. Teenagers are easily _____ by their cell phone or by other people in the car. As a result, they don't pay careful _____ to the road.
3. Teenagers are still mentally young and _____. For this reason, they are not _____ drivers.
4. Since adolescents don't have much experience behind the wheel, they don't have the _____ to react quickly. Consequently, they are more likely to cause an _____ than an experienced driver.



Writing Corner

1. Use phrases to express cause/reason: *because (of), since, as,* and *due to.*
2. Use phrases to express result: *for this reason, as a result,* and *consequently.*

C. Complete the chart with notes about why the legal driving age should be over 16.

Reasons	Results

D. Write an essay to argue why the driving age in some countries should be raised to 18 or older. Use your notes from the chart and ideas from this unit.

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12 Form, Meaning and Function

Requests

Use *can, could, will*, or *would* for requests.

Request	Agreeing	Refusing
Can/Could you help me?	Sure. No problem.	Sorry, I can't.
Will/Would you help me?	Of course.	Not now. I'm busy.



Commands

Use the imperative for commands.

Turn right at the intersection. **Don't park** the car there.

Reporting Requests and Commands

***ask/tell* + object/pronoun + infinitive**

"Can you help me?" my mother asked me.	My mother **asked me to help** her.
"Turn right," said Omar to his brother.	Omar **told his brother to turn** right.
"Don't be late," said their parents.	Their parents **told them not to be** late.

A. Report the requests and commands.

1. "Put on your seat belts," the father said to his children.

_____

2. "Would you drive us to the airport?" Abdullah's cousins asked him.

_____

3. "Please don't drive so fast," the woman said to her husband.

_____

4. "Don't ride your motorcycle in the rain," said the mother to her son.

_____

5. "Could you please fill up the gas tank?" the man asked the gas station attendant.

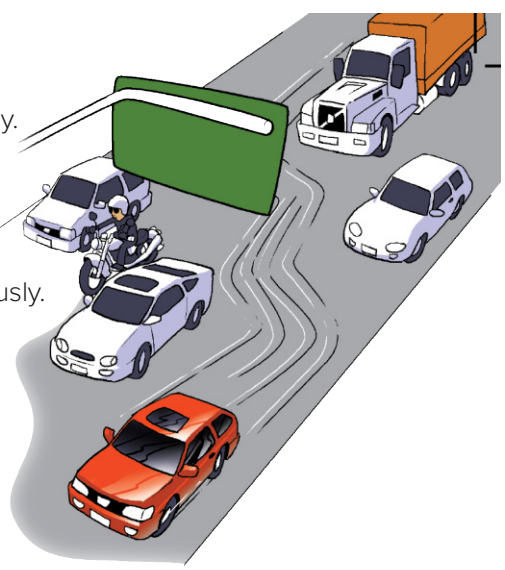
_____

6. "Can you check the brakes?" Ahmed asked the mechanic. "They don't work well."

_____

B. What did the driving instructor say? Write the requests and commands.

I had my third driving lesson yesterday. It was the first time I drove on the highway. The driving instructor told me to turn onto the highway carefully. He asked me to drive faster, so I sped up. There was a truck moving slowly in front of me. He told me not to tailgate, so I passed the truck. Then he told me to watch out for the motorcycle. I changed lanes quickly to avoid the motorcycle. Then the driving instructor asked me to pull over and stop the car because I was driving dangerously. What did I do wrong?



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

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9 All Kinds of People

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1 Listen and Discuss

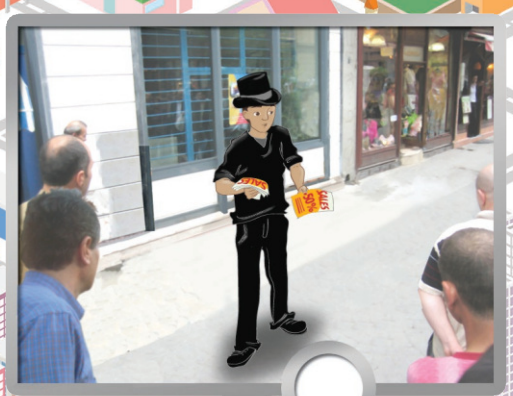
Look at the pictures.

1. Compare the people and the situations in the pictures to the ones in your town.
2. Match the pictures to the descriptions below. Write the letters in the circles.









Impressions of a City

a. The people who live in the city are always in a hurry.
b. A man who was dressed in black was handing out flyers.
c. The watches that the man was selling were fakes.
d. The pedal cab that was at the side of the road is a typical attraction in the town.
e. The man who was giving directions to the tourists is a guide.
f. The thief was trying to steal the boy's backpack when the police officer saw him.
g. A man was talking on his cell phone while he was waiting for the bus.
h. The man who was hailing a taxi had to get to a business meeting.

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Quick Check ☑

A. Vocabulary. Look at the picture for 10 seconds. Then close your book. Write down a list of things you saw in the street. Compare with a partner.

B. Comprehension. Match the two parts of the sentences.

1. The people who live in the city ___
2. The man was talking on the phone ___
3. The officer who was on duty ___
4. The man who was hailing the taxi ___
5. The man was giving directions ___

a. saw the thief stealing the backpack.
b. was in a hurry.
c. to some tourists who were lost.
d. seem to have little time.
e. while he was waiting for the bus.

2 Pair Work

Ask and **answer** about the pictures.

- What was the man doing while he was waiting for the bus?
- He was talking on his cell phone.
- Who is that man?
- He's the one who was handing out flyers.

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3 Grammar

Relative Pronouns: *Who, That, Which*

Relative clauses add information about a noun in the main clause.
Use the relative pronoun *who* or *that* for people.
Use the relative pronoun *that* or *which* for things and animals.

The man was talking to the tourists. He was friendly.
The man **who**/**that** was talking to the tourists was friendly. (relative clause)

The horse pulled the carriage. It was black.
The horse **that**/**which** pulled the carriage was black. (relative clause)

Past Progressive with *When* and *While*

Use the past progressive:

- To talk about events that were happening when another event happened.
  I **was looking** in the store window **when** the thief **grabbed** my bag.
- To talk about actions that were happening at the same time.
  He **was driving while** he **was talking** on his cell phone.

A. Complete the definitions by matching the two parts.

1. An athletic person is someone who _____	**a.** makes you laugh.
2. A talkative person is someone who _____	**b.** is intelligent.
3. An efficient person is someone who _____	**c.** dresses well.
4. A rude person is someone who _____	**d.** speaks a lot.
5. A clever person is someone who _____	**e.** likes to be with others.
6. A fashionable person is someone who _____	**f.** does things well and quickly.
7. A funny person is someone who _____	**g.** isn't polite.
8. A friendly person is someone who _____	**h.** enjoys sports.

B. Complete the sentences.

1. We were waiting for the bus when _____.
2. I was crossing the street when _____.
3. They were sitting in the café when _____.
4. Adnan was buying ice cream when _____.
5. You were sleeping when _____.

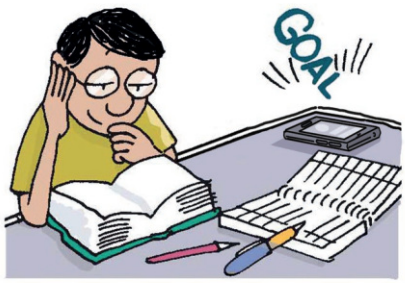
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C. Work with a partner. Make sentences to describe the actions in the pictures.

It was raining while Yahya was washing the car.



Yahya



1. Faisal



2. Mr. Lewis



3. the people



4. Fatima



5. the couple



6. Hameed

D. Complete the sentences with ***who*** or ***that***.

1. The neighbor _____ lives downstairs is very quiet.
2. The flowers _____ grow in the city garden are very colorful.
3. I'd like to introduce you to the person _____ organized the conference.
4. That isn't the camera _____ is on sale.
5. The actor _____ was playing the lead role was very funny.
6. Isn't that the book _____ you were reading last week?
7. The clothes designer _____ made this dress was very creative.
8. Mom, may I eat the mango _____ is in the refrigerator?

E. Complete the sentences with your ideas.

1. I like cars that are _____.
2. I like people who are _____.
3. I like books that have _____.
4. I like clothes which are _____.
5. I like weather that is _____.
6. I like games that are _____.
7. I like stores that offer _____.
8. I like foods that are _____.
9. I like friends who _____.
10. I like teachers who _____.

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4 Language in Context

Work with a partner. Give a definition of an adjective from the words in the box to describe a person. Your partner guesses the adjective. You can use a dictionary for help.

A: Someone who makes you laugh is...?
B: Funny.

absentminded / athletic / clever / friendly / funny / generous / hardworking / honest / kind / lazy / optimistic / patient / persuasive / pessimistic / polite / quiet / reliable / rude / selfish / serious / talkative

5 Listening

Listen. Look at the picture of a gallery opening. Who said what? Write the numbers in the boxes.



- ☐ The man who is taking a snack
- ☐ The waiter who is carrying the tray
- ☐ The artist who is talking about his painting
- ☐ The man who spilled his coffee
- ☐ The person who is taking the photo
- ☐ The man who is leaving the gallery
- ☐ The man who is talking to a reporter
- ☐ The man who is complimenting the artist

6 Pronunciation

Listen. Notice the stress in the adjectives. Then practice.

talkative	ath**let**ic	ef**fi**cient	pessi**mis**tic
generous	per**sua**sive	re**li**able	absent**mind**ed

7 About You

1. Have you ever bought anything on the street? What?
2. Have you ever talked to a reporter? Where? When?
3. Have you ever ridden in a pedal cab? When? Where?
4. Have you ever been to an art gallery? Describe the art you saw there.
5. Describe yourself. What kind of person are you? Use the adjectives in the box in **Language in Context** above to help you.

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8 Conversation



Lars: I realize it's part of your job, but it's a real treat for me to be invited to these charity events. Do you know many of the celebrities here?
Ken: Of course. Quite a few. The tall man who was standing at the door when we came in is Colin Parker.
Lars: Isn't he the one who started his own airline?
Ken: That's right. And that's Tony Kramer, the editor of *Success*. I worked with him on the magazine while I was in London.
Lars: Is that a reporter with him?
Ken: No, no. That's Patrick Logan, the football player.
Lars: Really? I mean, he looks different in a suit. I didn't recognize him. And who's that guy over there? The one with the turtleneck sweater.
Ken: That's B.W. Actually...





Your Ending

What do you think Ken answers?

1. We went to college together.
2. He was my boss.
3. I interviewed him once.
4. Your idea: _____

Real Talk

a real treat = something very pleasant and enjoyable
Of course. = to answer yes in a strong way
I mean = a phrase to introduce an explanation of what one has said

About the Conversation

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

1. Colin Parker is the man who has his own airline company.
2. Tony was the director of a British TV station.
3. Ken worked with Tony while he was in London.
4. Tony is talking to a reporter.
5. B.W. is the man who is wearing a turtleneck sweater.

Your Turn

Imagine you were a guest at this charity event. You are looking at the pictures while a friend is asking you all about the different people.

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9 Reading

Before Reading

1. Do you know about people who work for charity?
2. Have you ever worked for charity? What was your experience like?

Simple Ideas, BIG Results

Muhammad Yunus, Nobel Peace Prize Winner



Muhammad Yunus, often called "the world's banker to the poor," received the Nobel Peace Prize in 2006 for his pioneering work against poverty. Yunus said he would use the $1.35 million prize money to "find more innovative ways" to help the poor.

Yunus founded the Grameen Bank in 1976 with just $27 from his own pocket. The idea came to him while he was teaching economics at Chittagong University in southern Bangladesh, which is one of the poorest nations in the world. He and his students started an experimental project: They lent poor people small amounts of money. The people used the money for their own small businesses; for example, to buy straw to make stools. Until then, the local people relied on local moneylenders who were not always fair.

Since then, the Grameen Bank model has been duplicated in more than 100 countries. Today, the bank has over 9 million borrowers and over 2,500 branches in over 81,000 villages in Bangladesh. The bank also started a program to give poor people a loan of about $9 to purchase small items such as bread, candy, pickles, and toys. Receivers of the loans then resell the goods to supplement their income. The bank reports that it has lent $24 billion over the past 38 years and claims a high repayment rate— 99.6 percent. Nowadays Grameen Banks are also in developed countries. One hundred people in Queens, New York, were among the first borrowers of Grameen America. The total number of borrowers worldwide is 100 million.*

Mohammed Abdul Latif Jameel, Businessman and Philanthropist



Mohammed Abdul Latif Jameel has received many awards for his humanitarian work to solve the crisis of poverty around the world. In 2012, he was named "Saudi Volunteer of the Year" for establishing job creation programs in Saudi Arabia and the Middle East. Unemployment is the main cause of poverty, and Jameel realizes that governments need the support of businesses to solve the problem. Jameel says, "My father taught me an important lesson in running a business: never to forget that life is not just about you—it is about what you can do for others."

Jameel studied at MIT where he joined the Poverty Action Lab. In 2005, he made a huge donation to the organization, and it was renamed J-PAL in honor of his father, Abdul Latif Jameel. J-PAL is a group of expert researchers whose mission is to reduce poverty in the world by finding scientifically-based solutions. In Saudi Arabia, he established the Abdul Latif Jameel Community Initiatives program (ALJCI). One project of ALJCI is Bab Rizq Jameel (BRJ), which focuses on creating job opportunities. Between 2003 and 2012, BRJ created more than 230,000 jobs in the Kingdom and over 300,000 in the Middle East. ALJCI also supports projects in business financing, education and training, health, and art and culture.**

* *Adapted from: Wikipedia contributors. "Muhammad Yunus" (3 April 2023) and "Grameen Bank" (27 March 2023). In Wikipedia, The Free Encyclopedia.*
** *Adapted from: Wikipedia contributors. "Abdul Latif Jameel" (19 March 2023) and "Abdul Latif Jameel Poverty Action Lab" (18 January 2023). In Wikipedia, The Free Encyclopedia.*

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After Reading

A. Choose the correct meaning according to the text.

1. poverty (line 2)	**a.** pollution	**b.** being poor	**c.** disease
2. to rely on (line 9)	**a.** to accept	**b.** to trust	**c.** to depend on
3. loan (line 13)	**a.** money you borrow	**b.** money you earn	**c.** money lost
4. to establish (line 20)	**a.** to create	**b.** to buy	**c.** to give money to
5. unemployment (line 21)	**a.** lack of money	**b.** lack of education	**c.** lack of jobs
6. to reduce (line 27)	**a.** to make more	**b.** to stop	**c.** to make less

B. Answer the questions about the reading.

1. Why did Yunus receive the Nobel Peace Prize?
2. What work was he doing when he thought of the idea?
3. How did his system work?
4. How long has he had the Grameen Bank?
5. Why was Jameel named "Saudi Volunteer of the Year"?
6. What did Jameel learn from his father?
7. What is the purpose of J-PAL?
8. What kind of projects does ALJCI support?



C. Complete the chart.

How are Muhammad Yunus and Mohammed Abdul Latif Jameel alike?

Discussion

In your opinion, who do you think offers more to society—Muhammad Yunus, who helps people to start their own businesses and earn a living, or Mohammed Abdul Latif Jameel, who helps create job opportunities?

10 Project

Research someone "who has made a difference" in your country or to the world. Present your findings to the class.

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11 Writing



رؤية VISION 2030
المملكة العربية السعودية
KINGDOM OF SAUDI ARABIA

The Kingdom of Saudi Arabia is blessed with a wealth of natural resources and opportunities. The nation's real wealth, however, is the Saudi society, whose members will continue to enjoy a healthy, happy, and secure life in an attractive and safe environment. The Saudi society is defined by its Islamic values and its family orientation. Families will receive the necessary support to raise their children and develop their abilities and character. Culture and entertainment projects will be launched to create libraries, galleries, and museums and provide different types of events and activities.

The Kingdom's fast growing economy will offer equal opportunities for all citizens through a high quality educational system that meets the needs of the job market. The business environment will be renewed in order to attract entrepreneurs, as well as large or small businesses. Improved facilities and services will attract international trade and make Saudi Arabia the transportation center for Europe, Africa, and Asia. Telecommunications and information technology, including high-speed broadband, will be developed in and around cities and urban areas.

Government services will be effective and transparent to facilitate the growth and development of private and non-profit sectors. Many government services and assets will be privatized and monitored by the state, to ensure a better profit and a successful performance.*

** 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.*

A. Read the text about Saudi Arabia's 2030 Vision.

1. Underline and make notes about key changes and events in the chart.

Families	Culture & Entertainment	Economy	Government

2. Which verb forms are more frequent in the text? Why?

B. With a partner, choose a topic and write about your vision of:
- schools in the future
- my city / town / village in the future

Use your imagination. Draw one or more pictures, if you wish.

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12 Form, Meaning and Function

Can/May/Could

We use the modal verbs *can, may*, and *could* to ask for permission.

Ask for Permission	Agree	Refuse
Can I ask you a question?	Yes, of course.	I'm sorry, but...
May I speak to the manager?	Certainly./Sure.	That's not possible...
Could I make a reservation?	All right.	I'm afraid...

FYI* *May / Could* are more formal

We use *would like (to)*... for polite requests: I **would like to** book a room.



Complete the telephone conversations. Then practice them with a partner.

A. Asking for information

A: Good morning. Greenwich Bank.
B: Hello. (**1**) _____ I please speak to the manager?
A: (**2**) _____, the manager is busy at the moment. (**3**) _____ I help you with something?
B: No, thank you.
A: Well, if you (**4**) _____ to leave your name and phone number, I will ask him to call you.
B: Sure. My name is _____. He can reach me at _____.

B. Making a reservation



A: Wyatt Hotel. Good afternoon.
B: Hello. I (**1**) _____ to book a room for May 14th and 15th.
A: (**2**) _____. And how many guests will that be for?
B: Just one. (**3**) _____ I also have breakfast, please?
A: Sure. The price is _____ per night. (**4**) _____ I have your name and credit card number, please?
B: My name is _____. My visa card is _____.

C. Ordering a taxi



A: Speedy Cabs. How (**1**) _____ we help you?
B: Hello. I (**2**) _____ a taxi to the airport, please.
A: (**3**) _____ you give me your address?
B: Yes, it's _____.
A: All right. A driver will be there in ten minutes.
B: That's great. (**4**) _____.

D. Making an appointment

A: Pinewood Medical Clinic. Lisa speaking.
B: Hello. My name is _____. I'm Dr. Green's patient. (**1**) _____ I make an appointment to see the doctor on Tuesday morning?
A: (**2**) _____ that we don't have any available appointments on Tuesday.
B: How about Wednesday morning?
A: Let me see. (**3**) _____ to come at nine o'clock?
B: Yes. That (**4**) _____ be fine. Thank you.

*FYI: For Your Information

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EXPANSION Units 7–9

1 Language Review

A. Complete each sentence with a tag question.

1. Mr. Morris is a driving instructor, _____?
2. Fadwa was on the phone at the time of the earthquake, _____?
3. Mahmoud didn't have a driver's license, _____?
4. The tourists in the pedal cab were excited, _____?
5. Your new bike is going to arrive next week, _____?
6. Mr. Yunus won the Nobel Peace Prize in 2006, _____?
7. Michael Phelps won eight gold medals at the Beijing Olympics, _____?
8. You've lived in this neighborhood for a long time, _____?
9. The football teams didn't play in this rain, _____?

B. Use ***should/shouldn't*** or ***must/must not***. More than one answer may be possible.

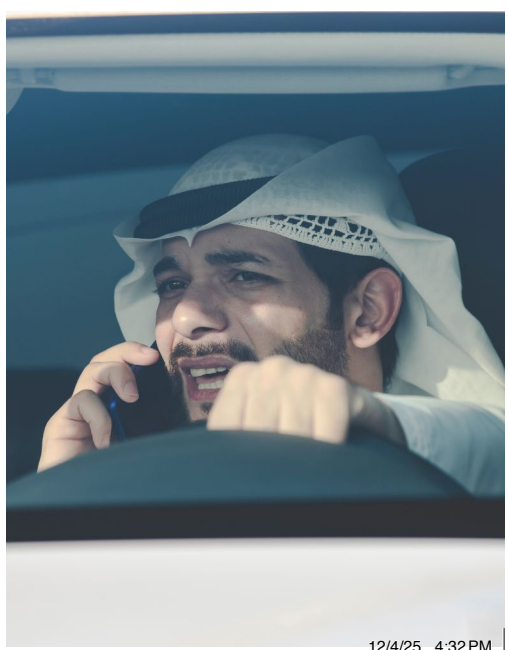
1. You _____ drive so slowly on the highway. You'll get a fine.
2. People _____ throw litter in the streets. It makes the town look ugly.
3. He _____ throw out the sandwich. Eating isn't allowed in here.
4. You _____ honk your horn. It's a hospital area.
5. He _____ put his cell phone away while he's driving. It's the law.
6. You _____ speed, or else I'm getting out of your car.

C. Complete the sentences using an adverb.

1. Khalid isn't careful when he drives. He doesn't drive _____.
2. Mariam is a really good writer. She writes very _____.
3. Fahad takes his time when he eats. He eats _____.
4. My father works 14 hours a day. He really works _____.
5. There wasn't much traffic on the road. They got home _____.
6. Ahmed likes extreme sports. He enjoys living _____.

D. Complete the sentences with the past progressive or the simple past tense.

The other day I _____ (**1.** be) on my way to school on my scooter. As I _____ (**2.** drive) along, I noticed that the car in front of me _____ (**3.** go) slowly, and it _____ (**4.** move) from side to side. I realized that the driver _____ (**5.** talk) on his cell phone. He _____ (**6.** have) an argument. He _____ (**7.** make) gestures with his hand while he _____ (**8.** drive), and I could see it coming! Suddenly he lost control of the car and _____ (**9.** crash) into a tree on the side of the road. I stopped and _____ (**10.** rush) to help him. Fortunately, he wasn't hurt, because he _____ (**11.** wear) his seat belt.



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E. Complete the questionnaire about yourself. Fill in the top. Check the items that are true for you on the bottom.



CAREER PATHWAYS

CAREER PLANNING SERVICES

Thousands of students have used our services to make successful career choices.

So why not fill in this questionnaire? We will send you, at no obligation, a complete guide to our services, together with details of aptitude tests that will help you choose a career that is right for you.

Name _____

Address _____

Occupation of interest _____ Male _____ Female _____ Age_____

....YOUR PERSONALITY....

- talkative ☐
- shy ☐
- outgoing ☐
- creative ☐
- calm ☐
- nervous ☐
- ambitious ☐
- persuasive ☐
- hardworking ☐
- reliable ☐
- efficient ☐
- Other: _____

....YOUR INTERESTS....

- sports ☐
- technology ☐
- environment ☐
- economics ☐
- languages ☐
- geography ☐
- science/math ☐
- reading/literature ☐
- history/archaeology ☐
- art/design ☐
- psychology ☐
- Other: _____

F. Work with a partner. Make guesses about his/her personality and interests, and ask for confirmation. Use the list in the questionnaire in exercise **E**.

A: You're ambitious, aren't you?
B: Yes, I am. / No, I'm not.

A: You like sports, don't you?
B: Yes, I do. / No, I don't.

G. Write six sentences about the things you like and dislike about people.

I like people who have a good sense of humor.
_____
_____
_____

I don't like people who aren't reliable.
_____
_____
_____

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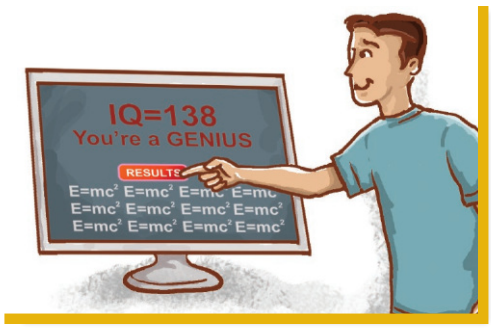
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2 Reading

Before Reading

What do you know about aptitude tests and IQ tests? Have you ever taken one?

Aptitude and IQ: What's the Difference?



Aptitude Tests

Nowadays, millions of people—young and old—use aptitude tests to help them decide on a career path or a career change. Many employers also find them useful in their selection of new employees. Aptitude tests can be particularly beneficial for high school students who are uncertain about what career path they should follow.

Very few adolescents have a clear idea of what they want to do when they grow up. They often don't know where to begin searching for a job, let alone realize the vast number of career options that are available. Career aptitude tests can help steer students in the right direction by assessing their natural abilities.

What is aptitude? First, aptitude should not be confused with academic knowledge, skills, personal interests, or intelligence. Aptitudes are natural talents—special abilities for learning to do certain tasks quickly and easily. Skills and knowledge are learned, but aptitude is something you are born with. For example, an accountant who has learned the skills for the job, but has an aptitude for something else will probably find his work unrewarding and difficult. On the other hand, someone who knows nothing about accounting may have the aptitude to learn the necessary skills quickly and easily.

A career aptitude test determines someone's strengths, weaknesses, and natural ability to perform and succeed in certain professions. Common areas of testing are: logical reasoning, mathematical ability, mechanical understanding, spatial awareness, and communication. The results are best when combined with interest and personality tests to assess what types of work a person would most likely enjoy and perform well.

IQ Tests

IQ stands for Intelligence Quotient. The typical IQ test produces a score that compares the test taker's cognitive ability to the general population. A score between 90 and 110 is average, and a score over 130 shows exceptional intelligence—a genius. So what exactly does an IQ test measure? More simply, it assesses the ability to understand concepts and solve different types of problems using logic. This includes spatial ability, mathematical reasoning, language ability, and memory. A sample math question might be: "Ben bought three books for $5 each with a 20% discount. How much did he pay?"

IQ tests, however, are not particularly useful in career planning. Two people with the same IQ may have very different aptitudes. Occupations of famous people with high IQs include authors, journalists, businessmen, scientists, inventors, computer specialists, lawyers, cartoonists, actors, boxing champions, and race car drivers.

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After Reading

A. Complete with the correct word.

1. Something that is helpful or good for you is _____.
   a. unrewarding **b.** certain **c.** beneficial
2. When you _____ something, you measure its value, importance, or size.
   a. realize **b.** assess **c.** perform
3. When you put two or more things together, you _____ them.
   a. combine **b.** confuse **c.** select
4. The level that is typical or normal is _____.
   a. exceptional **b.** average **c.** vast
5. When you think two things are connected by mistake, you _____ one thing with another.
   a. assess **b.** succeed **c.** confuse
6. When you understand the general idea, you understand the _____.
   a. option **b.** concept **c.** ability

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

1. _____ Millions of people use aptitude tests to get a job.
2. _____ Some people use aptitude tests to hire new employees.
3. _____ Most high school students know what job they want to do.
4. _____ Aptitude is someone's natural ability to perform certain tasks well.
5. _____ A genius is a person with an IQ of more than 130.
6. _____ People with the same IQ have similar talents.

Discussion

1. What do you think you have an aptitude for?
2. What kind of career are you interested in?
3. Do you think your career choice matches your aptitude and personality?
4. Do you know someone who finds their job rewarding or unrewarding? Do you think it is related to their aptitude?
5. What factors might influence someone's IQ?
6. Do you think IQ tests are always accurate?

3 Writing

Write about an occupation you are interested in and whether you think your aptitude and personality will make you successful at it.

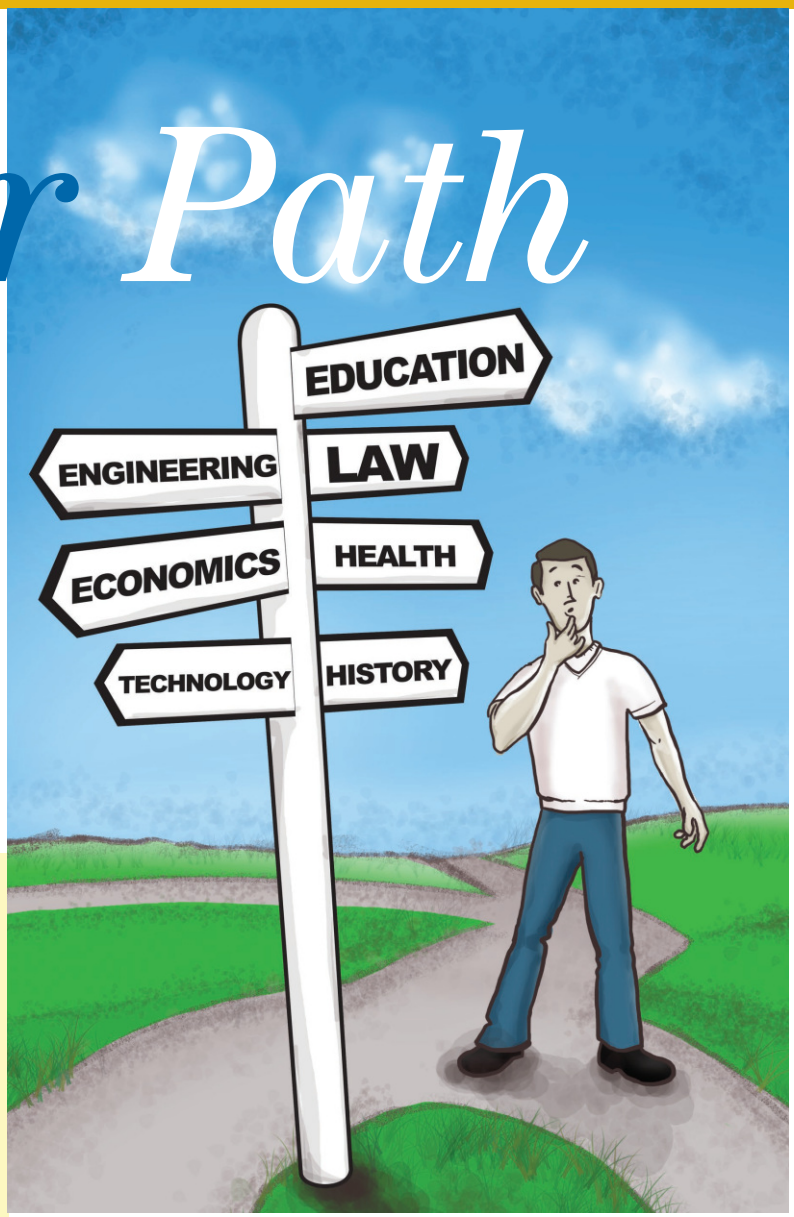


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4 Chant Along

Career Path



You should choose a career
That you'll find rewarding,
A satisfying line of work
That you'll never find boring.
If you attend university,
You'll obtain a degree.
You'll have qualifications
To earn a high salary.
Now let's look at your interests,
Let's test your IQ.
What are you adept at?
What occupation is right for you?

CHORUS

What is the right job for me?
I just don't know what I should be.
I am still in high school,
I'm only sixteen and a half.
How can I choose a lifelong career?
Do I have to decide by next year?
Please give me some guidance.
Help me choose the right path.



Well, you could be a carpenter
Who designs chairs and tables.
How about an electrician
Who repairs overhead cables?
A race car driver—
Now that's really exciting!
Be an author or a journalist
Who is gifted at writing.
Choose a profession or a vocation:
Pilot, baker, lawyer, dentist,
Teacher, plumber, chef, accountant,
Artist, engineer, scientist…

CHORUS

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Vocabulary

A. Match the words with the meanings.

1. ____ rewarding	**a.** advice
2. ____ to obtain	**b.** regular payment for work
3. ____ qualifications	**c.** satisfying
4. ____ salary	**d.** skills or knowledge for a job
5. ____ to be adept at	**e.** to get something with effort
6. ____ guidance	**f.** to be good at

B. Find 5 words or expressions in the chant that mean a type of job.

1. _____ **4.** _____
2. _____ **5.** _____
3. _____

Comprehension

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

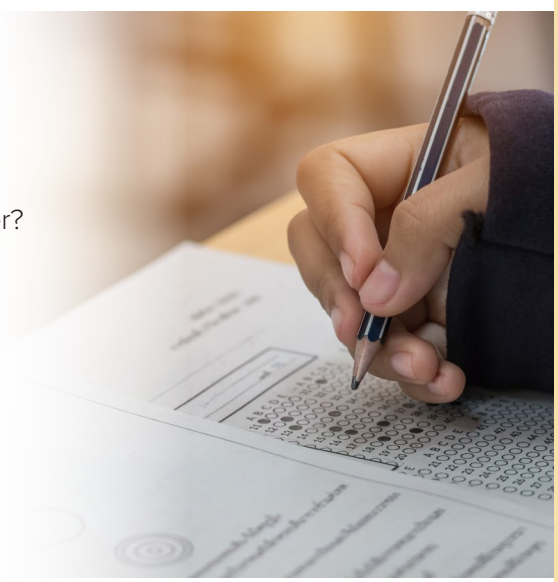
1. _____ The boy knows what career he will follow.
2. _____ The boy is asking for advice.
3. _____ The boy has already graduated from high school.
4. _____ The career advisor suggests a variety of occupations.
5. _____ The career advisor tells the boy which occupation is best.

B. Complete three sentences about the occupations.

1. A carpenter is someone who _____.
2. An electrician is someone who _____.
3. A journalist is someone who _____.

Discussion

1. Have you decided on a career?
2. What qualifications do you need for your chosen career?
3. Who do you ask for career advice?
4. Do you think aptitude tests are helpful in planning a career? Why or why not?



5 Project

Research some common questions on aptitude and IQ tests, and present them to the class.

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10 Who Used My Toothpaste?

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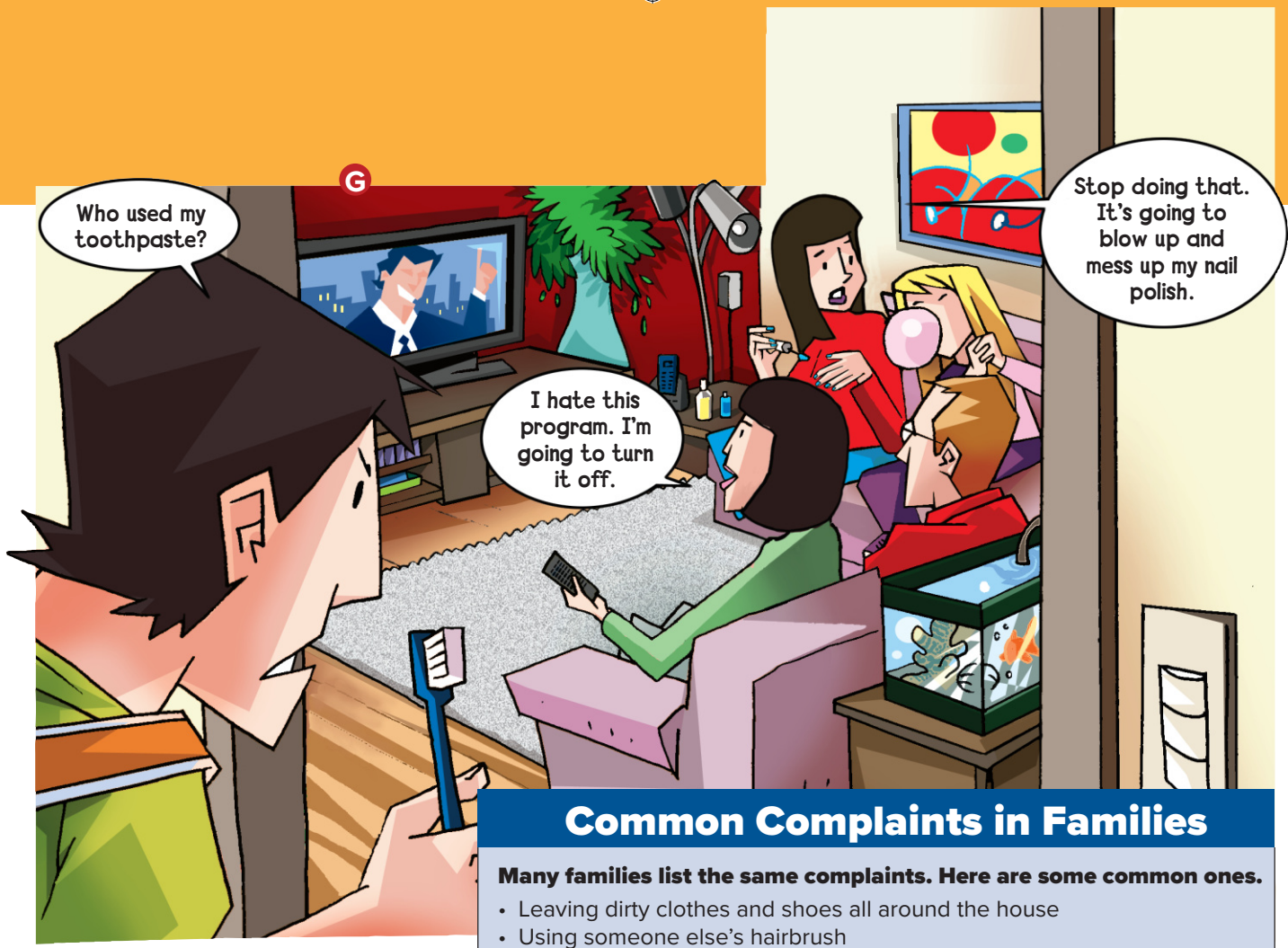
1 Listen and Discuss

Which of the problems in the pictures happen in your family?

Sharing is Caring



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Common Complaints in Families

Many families list the same complaints. Here are some common ones.

- Leaving dirty clothes and shoes all around the house
- Using someone else's hairbrush
- Splashing toothpaste all over the bathroom mirror
- Borrowing things and not asking first
- Not cleaning your room
- Spending a lot of time in the bathroom
- Playing the TV or video games very loudly

Quick Check ☑

A. Vocabulary. Complete the expressions based on the pictures.

1. Have you done _____?
2. Have you fed _____?
3. I can't stand _____.
4. Who used my _____?

B. Comprehension. Answer the questions about the pictures.

1. Why hasn't the boy done the dishes yet?
2. What can't the father stand?
3. What has the girl just given the fish?
4. What should the sister do after she uses the hair dryer?

2 Pair Work

A. Ask and **answer** about household chores.

Have you taken the garbage out yet?
Yes, I've already done it. OR
No, I haven't done it yet.

B. Imagine you are part of the family in the pictures. Make requests.

Please stop using my hair dryer.
Don't you remember? You lent it to me.

C. Ask and **answer** about yourself.

What do people do around the house that you don't like?
I can't stand people eating while they're using the computer.

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3 Grammar

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

Two-Word Verbs (Phrasal Verbs)

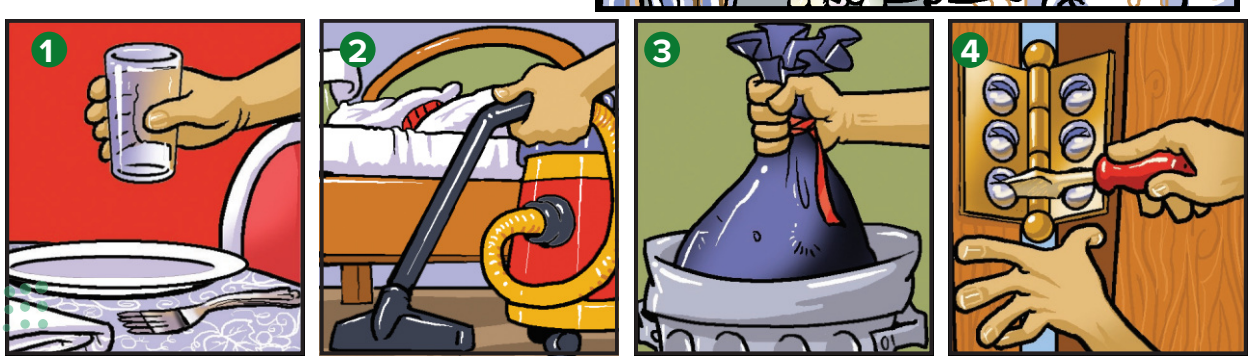
Two-word verbs are common in English. They have a verb + particle.
Object pronouns always come between the verb and the particle.

Turn down the TV.
Put away your clothes.
Turn the TV **down**.
Put your clothes **away**.
Turn it **down**.
Put them **away**.

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.





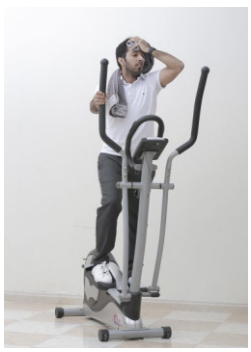
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B. Work in small groups. Which of the following do you enjoy doing? Which of the following do you dislike doing? Add your own ideas.




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

Turn on the TV.

Turn the TV on. *Turn it on.*

1. Put away the toys.
2. Clean up the mess.
3. Take out the garbage.
4. Turn off the light.
5. Throw away these old shoes.

D. 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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10 Who Used My Toothpaste?

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4 Language in Context

Mark the things that annoy you.
Then compare your list with a partner.

I can't stand it when people:

_____ show up late
_____ don't put things away
_____ don't give back what they borrowed
_____ don't clean up after meals
_____ don't take out the garbage
_____ use up all the milk, sugar, etc.

Others: _____

5 Listening

Ken and Jake are away at college.
Listen and mark the things they miss from home.

	Ken	Jake
family		
homemade food		
friends		
basketball		
video games		
laundry		
privacy		

6 Pronunciation

Listen. Notice the different sounds of vowels followed by ***r***. Then practice.

1	2	3	4
/ɛr/	/ɔr/	/ɪr/	/ər/
sh**are**	ch**ore**	h**ere**	w**ord**
h**air**brush	scissors	**ear**	h**ear**d

7 About You

1. Do you have obligations at home? What do you have to do?
2. Do members of your family share household chores?
3. Do you share a room? If yes, do you have any problems?
4. Do other family members use your things? What things?
5. What things shouldn't you share?
6. What things do you think it is possible to share?
7. What do you think are the most common problems of people sharing the same space?
8. What can people do to avoid having these problems?



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8 Conversation







Amal: So, has your nephew left yet?
Sarah: Yes, Kareem has already gone. At long last!
Amal: How long did he stay?
Sarah: Almost 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.
Amal: But he seemed like such a nice young man.
Sarah: 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 Kareem eating and making a mess, with his feet on the furniture...
Amal: That's a bit too much, isn't it?
Sarah: That's what I thought.
Amal: So what did you say to him?

Real Talk

At long last! = Finally!
That's a bit too much. = This has gone too far.

Your Ending

What do you think Sarah said to Kareem?

1. Kareem, please eat in the kitchen. Not in here.
2. Kareem, I don't know how you behave at home, but in our house we have some rules.
3. Kareem, don't you think it's time you started cleaning up after yourself?
4. Your idea: _____

About the Conversation

1. How long did Kareem stay?
2. Was he welcome at his aunt's house at first?
3. What complaints did Sarah have about her nephew?

Your Turn

A. Role-play the conversation. Make up a reply for Kareem.

B. Interview Kareem about his stay with his aunt.

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9 Reading

Before Reading

Think of the three things that other people do that irritate you the most. Compare your list with a partner.

Complaints

What can't you stand? What drives you crazy? What really gets under your skin?

Do you have a complaint? Let it out. Here's your forum.
Add your complaint to the list.

ADD

- Standing in line at checkout counters at the supermarket.
- Listening to people talking on their cell phones in restaurants. It's annoying.
- When people talk on their cell phones and drive.
- People who use words like *cool* and *stuff* all the time. Also, people who use the word *like* all the time in conversation. The word takes the place of adjectives, nouns, and intelligence.
- Rushing to the phone and finding out it's a telemarketer who's calling.
- People who lost weight and now try to control what others eat.
- People who are always late, and people who are late and don't apologize.
- When salespeople try to talk you into buying something you don't want or need.
- People who don't say "please" and "thank you."
- When people enter a door or an elevator and don't hold it open for the person who is right behind them.
- I can't stand people who chew with their mouths open.
- It drives me insane when I call up a company and I get "Press 1 for A, 2 for B, 3 for C," and so on. Or the common assurance "Your call will be answered in the order it was received," and then you have to wait forever while they put you on hold.
- When people don't give up their subway or bus seats to seniors or to those with disabilities.
- People who stand in the way of others who want to use an escalator or doorway.
- People who change the TV channel without asking when someone else is clearly watching.
- People who stand in someone else's line of sight in front of the TV during the last 30 seconds of any show or game.
- People who "borrow" stuff without asking and don't give it back.
- When someone constantly interrupts you while you're speaking.
- When people leave a pile of dirty dishes in the kitchen for others to clean up.



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After Reading

A. Match the two-word verbs with their meanings.

1. ____ let out		**a.**	learn
2. ____ find out		**b.**	let someone have
3. ____ clean up		**c.**	phone
4. ____ give back		**d.**	express yourself freely
5. ____ call up		**e.**	make things neat
6. ____ give up		**f.**	return

B. Write three expressions that mean "to irritate."

1. _____

2. _____

3. _____



C. Answer ***true*** or ***false*** about the complaints in the forum.

In general, people disapprove of the following:

1. _____ people talking on cell phones in public places

2. _____ people on a diet

3. _____ people who don't wait their turn

4. _____ people who do the dishes right after a meal

5. _____ people using an escalator instead of the stairs

Discussion

1. Which of the things listed in the **Reading** do you think show bad manners?

2. Compare and discuss your complaints with your classmates.

3. What is the most common complaint in your class?



10 Project

Interview one or two young people who have left home to attend college. Find out what they miss most about home. Present your findings to the class.

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11 Writing



A. Read the information in the **Writing Corner**. Complete the sentences with ***who, that, which, whose***, or ***where***.

1. It's inconsiderate when passengers on the bus put their shopping bags _____ other people want to sit.
2. I can't stand people _____ throw litter in the street.
3. I don't care for people _____ ring tone is too loud.
4. It irritates me when people don't put things back _____ they found them.
5. It gets on my nerves when people say things _____ aren't true.
6. I hate those advertisements _____ continuously pop up on my computer screen.
7. It bothers me when I have coffee with a friend _____ is constantly texting on his phone.
8. Car alarms _____ go off in the middle of the night are really annoying.

Writing Corner

We use relative clauses to make clear which person or thing we are talking about.

1. Use *who* or *that* for people.
   I can't stand people **who/that** cut in front of the line.
2. Use *which* or *that* for things.
   It's annoying when salespeople try to sell you things **which/that** you don't need.
3. Use *whose* to show possession.
   I dislike people **whose** behavior is rude.
4. Use *where* for places.
   It annoys me when people park their cars on sidewalks **where** pedestrians walk.

B. Complete the chart with notes on impolite behavior and how it affects others.

Impolite behavior	Effects

C. Write five entries for an Internet forum about impolite behavior and how it affects others. Use your notes from the chart and other ideas from this unit.

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12 Form, Meaning and Function

Can't/Must

Use *can't* and *must* to speculate about something. Use *must* to say we are sure of something. Use *can't* to say that we think something is impossible.

It **can't** be rain. There isn't a cloud in the sky. It **must** be the neighbor. She's watering the plants on her balcony.

So...That/Such...That

So and *such* make the meaning of an adjective or adverb stronger. *So...that* and *such...that* are used to show cause and effect.

so* + adjective/adverb + *that

He is **so** fast **that** he won the race. He ran **so** fast **that** he won the race.

so* + *many/much* + noun + *that

He has **so many** books **that** he can hardly carry them.

I have **so much** homework **that** I can't go out tonight.

such* + adjective + noun + *that

It was **such** a difficult test **that** none of the students did well.



A. Complete the sentences with ***can't*** or ***must***.

1. Badria couldn't sleep last night. She _____ be tired.
2. Ahmed's just joking. He _____ be serious.
3. You haven't eaten all day. You _____ be hungry.
4. Look how tall he is! He _____ be over two meters tall.
5. It _____ be six o'clock already. Where does the time go?
6. That's impossible. It _____ be true.

B. Complete the conversation with ***can't, must, so,*** or ***such***. Then practice the conversation with a partner.

A: This (**1**) _____ be your apartment!

B: Don't you recognize it?

A: Not at all. It was (**2**) _____ run down that I wondered why you wanted to buy it.

B: Well, it was (**3**) _____ cheap that I could afford it. And it has (**4**) _____ a beautiful view of the harbor.

A: But...

B: I know. It was (**5**) _____ a mess that I couldn't stand it. The paint was (**6**) _____ old that it was coming off the walls, and the floors... There were just (**7**) _____ many things to fix that I took some time off work to renovate.

A: You did this yourself? You (**8**) _____ be joking. You did (**9**) _____ a good job that it looks professional.

B: Thanks. I just have one complaint. I worked (**10**) _____ hard that I'm exhausted. I need another week off to rest.



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11 Making Choices

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1 Listen and Discuss

Read the quotations, and give your comments.

A



If I don't wear cool clothes, I won't fit in. But who cares?

If Victor doesn't wear fashionable clothes, he won't fit in with the crowd. But he doesn't mind. He likes to have his own personal style.

B



Tennis involves a lot of traveling, and so I'll be away from my family a lot. But there are many benefits, such as visiting a lot of countries, meeting interesting people, and learning about different cultures.

If Fahd becomes a professional tennis player, he won't see his family very often. But he'll visit new places and meet new people.

C



If I study for this test, I'll pass.

If Jimmy studies, he'll probably pass. But he won't be able to go to the football match with his friends.

D



If I buy the gold bracelet, I'll spend a lot of money.

Sabah wants to get her daughter a graduation gift, but she thinks the gold bracelet is too expensive. She'd rather save the money for her daughter's college studies.

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E



The Department of Roads and Highways says that if it builds a new highway, it will bring a lot of development to the area.

The local farmers would rather keep the scenic route. They don't want a lot of traffic and pollution in the area.

F



If I speed along this road, I might get a ticket or even have an accident.

Omar had better not speed along this road, or he might have an accident.

G



If we build a resort on this site, it will generate lots of jobs for the people on the island.

Conservationists are against building the resort because they say it will interfere with the environment.

Quick Check ☑

A. Vocabulary. Match the words with the definitions.

1. _____	to study	**a.**	advantage
2. _____	to fit in	**b.**	a fine
3. _____	a ticket	**c.**	to prepare for a test
4. _____	benefit	**d.**	with beautiful views
5. _____	scenic	**e.**	to be similar to or to blend with

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

1. _____ If Jimmy doesn't study for the test, he won't learn anything.
2. _____ If Sabah buys the bracelet, she won't save money.
3. _____ If Omar speeds on that road, he won't get into trouble.
4. _____ If Fahd becomes a professional tennis player, he won't have to travel.
5. _____ If they build the resort, it won't cause any problems.
6. _____ If they don't build a new road, they won't spoil the peace and quiet.

2 Pair Work

Ask and **answer** about the people's comments.

- What will happen if Jimmy studies for the test?
- He might get a good grade, and he will pass.

- What will the conservationists do if they try to build the resort?
- They'll speak out.

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3 Grammar

Conditional Sentences with Present and Future Forms

You can use conditional sentences with *if* to talk about causes and results.

Present Facts

Use the *simple present tense* in both clauses.

If you **cook** an egg in the microwave, it **explodes**.
If you **put** water in the freezer, it **becomes** ice.

Future Facts

Use the *simple present* in the *if*-clause and the *future* with *be going to* or *will* in the result clause.

If Saeed **gets** the job, he**'ll be** very happy.
If Imad **doesn't go** to college, he**'s going to be** very sorry.

May/Might

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

If Noura doesn't do the homework, she **may fail** the class.
If Imad doesn't go to college, he **might not get** a good job.

I'd Rather

Use *I'd rather* (= *I would rather*) to talk about preferences.

A: Do you prefer to drive along the scenic route or take the highway?
B: I'd rather drive along the scenic route.

A. Complete the sentences about facts. Use the simple present or ***will*** in the second clause.

1. If you _____ (heat) water to 100 degrees Celsius, it _____ (boil).
2. If they _____ (climb) up to 4,000 meters, they _____ (need) oxygen.
3. If you _____ (not cross) its path, the snake _____ (not bite) you.
4. If we _____ (get) this 4K television, we _____ (see) the game better.
5. If you _____ (mix) flour and water, you _____ (end up) with batter.
6. If he _____ (not obey) the speed limit, he _____ (get) a ticket.

B. Work with a partner. Say what will/might happen in the following situations.

1. If we take the scenic route, _____.
2. If we spend the day in the country, _____.
3. If we rent a boat, _____.
4. If we bring a picnic lunch, _____.
5. If we invite some friends to come along, _____.
6. If we have time, _____.
7. Your idea: _____.

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C. Look at the picture, and match the parts of the sentences.

1. If she leaves the food on the ground, ____
2. If the cow crosses the road, ____
3. If the boy doesn't stop hitting their nest, ____
4. If the man catches a fish, ____
5. If it rains on the farm, ____
6. If the toy plane crashes, ____

a. he'll be pleased.
b. the boy won't be happy.
c. the ants will take it.
d. it'll be good for the farmer's crops.
e. the truck might hit it.
f. the wasps will sting him.



D. Make up your own questions and answers with *if* about the picture.

Question: *What do you think will happen if the government builds a highway along this route?*

Answer: *If they build a highway, a new shopping mall will go up.*
If they build a highway, there won't be any cows in the field.

E. What would you rather do? Share your choices with a partner.

live in the city / live in the country
I'd rather live in the country than live in the city.

1. get a job / go to college
2. lie in the sun / sit in the shade
3. cook dinner / wash the dishes
4. live in an apartment / live in a house
5. travel by train / travel by plane
6. go to the beach / go to the mountains
7. have cold weather / have hot weather
8. eat at home / eat at a restaurant

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4 Language in Context



How will the following things affect your life? Discuss in small groups.

If I don't go to college, I might not get a good job.

go to college
learn English well
save some money
move to another town
travel to other countries
get good grades
get a scholarship
get a lot of money

5 Listening

A. Listening to the radio program with representatives of the Farmers' Association and of the Highway Department on the issue of the road. Which of the arguments are mentioned in the program? Check them.

B. Listen again and write **F** if the representative of the Farmers' Association says it or **H** if the representative of the Highway Department says it.

C. Discuss whether you support the Farmers' Association or the Highway Department. Give reasons for your position.



		Check if Mentioned	F (Farmer) or H (Highway)
1.	People will lose a scenic route.		
2.	Few people use the scenic route.		
3.	Factories will pollute the river.		
4.	Drinking water will be bad.		
5.	No new housing will go up.		
6.	Factories won't dump chemicals into the river.		
7.	The river is polluted already.		
8.	Farmers can buy new farms.		
9.	The development will create hundreds of jobs.		
10.	Farmers won't be able to find new land.		

6 Pronunciation

Notice the common consonant clusters at the beginning of words. Then practice.

sp	tr	cr	pr	gr
speed	**tr**affic	**cr**owd	**pr**efer	**gr**ow

7 About You

1. Have you ever had to make a difficult choice in your life? What were the options? What were the positive and negative results?
2. Have you ever helped a friend to decide about a personal dilemma? Tell about it.
3. What are the most common important choices young people in your country have to make?

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8 Conversation

Adel: What are you doing on the weekend?

Faisal: My plans are still up in the air. Sometimes there's nothing interesting to do, but this weekend I have three good choices. I don't know which one to do.

Adel: What are the three things? I might be able to help you make up your mind.

Faisal: OK. First, Fahd has just graduated from college, and he's invited me to dinner. If I don't go to Fahd's graduation, he's going to be very hurt. I'm one of his closest friends, you know. Second, Khalid invited me to spend the weekend at his family's house at the beach. Third, the airshow is taking place, and Tariq asked me to go with him this weekend.

Adel: What's your preference?

Faisal: I'd much rather go to the Saudi Hawks airshow. If I don't go this weekend, I may not get another chance to see it.

Adel: It seems to me, you should do what you feel like doing. If you go to the airshow, explain to Fahd and Khalid why you're going. I'm sure they'll understand.

Real Talk

up in the air = undecided
make up your mind = decide
It seems to me = a way to introduce an opinion



▲ **Saudi Hawks performing aerobatics (Souq Okaz, Taif, Saudi Arabia, 2017)**

About the Conversation

1. What are Faisal's plans for the weekend?
2. What are his choices?
3. What will happen if he doesn't go to Fahd's graduation?
4. What will he regret if he doesn't go to the airshow?
5. What do you think Faisal should do?

Your Turn

A. Role-play the conversation. Suggest what you think Faisal should do on the weekend.

B. You have been invited to two events on the same day. Discuss with a partner what you will do at each one. List the positive and negative results of your choices.

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9 Reading

Before Reading

Have you ever had to make a serious decision in your life? Discuss.

The Right Choice

The story goes that in the fifteenth century, in a tiny village near Nuremberg, Germany, lived a family with 18 children. In order to keep food on the table for his large family, the father—a goldsmith by profession—worked almost 18 hours a day.

Despite their hopeless situation, two of the Dürers' elder children had a dream. They both wanted to pursue their talent for art, but they knew full well that their father could never afford to send either of them to Nuremberg to study at the academy.

After many long discussions, the two boys finally worked out a pact. Albert said, "I'll go down in the mines. With my earnings, I'll support you while you attend the academy for four years. When you complete your studies, you'll support me, either with the sales of your artwork or, if necessary, also by working in the mines."

His brother Albrecht agreed and went off to Nuremberg to study art at the academy. Meanwhile, Albert went down into the dangerous mines and, for the next four years, financed his brother, whose work at the academy was almost an immediate sensation. Albrecht's etchings, his woodcuts, and his oils were far better than those of most of his professors, and by the time he graduated, he was beginning to earn high fees for his works.

When the young artist returned to his village, the Dürer family held a festive dinner to celebrate Albrecht's triumphant homecoming. After a long and memorable meal, Albrecht rose at the head of the table to thank his beloved brother for the years of support that had allowed Albrecht to fulfill his ambition. His closing words were, "And now, Albert, blessed brother of mine, it is your turn. Now you can go to Nuremberg to pursue your dream, and I will take care of you."

All heads turned to the far end of the table where Albert sat, tears streaming down his pale face, shaking his lowered head from side to side while he sobbed and repeated, over and over, "No… no… no… no."

Finally, Albert rose, wiped the tears from his cheeks and said, "No, brother. I cannot go to Nuremberg. It is too late for me. Look what four years in the mines have done to my hands! The bones in every finger have been smashed, and lately I have been suffering from arthritis so badly in my right hand that I cannot make delicate lines on parchment or canvas with a pen or a brush. No, brother, for me it is too late."

In order to show his gratitude to Albert, Albrecht Dürer drew his brother's abused hands with palms together and thin fingers stretched skyward. He called his powerful drawing simply *Hands*, and the entire world almost immediately opened their hearts to his great masterpiece.



▲ German Artist Albrecht Dürer (1471-1528)

Note: Albrecht Dürer is a famous artist, but there is no historical confirmation for this inspiring story, which appears to have been recently invented.

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After Reading

A. Explain the following expressions in your own words.

1. could not afford

_____

2. to work out a pact

_____

3. to fulfill his ambition

_____

B. Now in your own words explain the brothers' choice.

_____

_____

_____

_____

_____

_____



▲ **Albrecht Dürer House, Nuremberg, Germany**

C. Answer ***true*** or ***false***.

1. _____ The father worked very hard as a tailor in order to support his family.
2. _____ The two boys were talented and wanted to become artists.
3. _____ The father didn't have enough money to send his sons to the academy.
4. _____ One brother would stay at home while the other went to Nuremberg.
5. _____ By the time he graduated, Albrecht's works were already known.
6. _____ Albrecht came back home to fulfill his part of the deal.
7. _____ His brother Albert couldn't go to the academy because he had broken fingers.
8. _____ Albrecht drew his brother's hands to express his gratitude.

Discussion

What do you think about the saying: "No one ever makes it alone!" Discuss in a group, and give examples.

10 Project

As a class, discuss local issues like the one about the highway in the **Listening** on page 118. Choose an issue and discuss the positive and negative aspects of each side. Role-play radio interviews like the one in the **Listening**, in which people who support different sides of the issue are interviewed.

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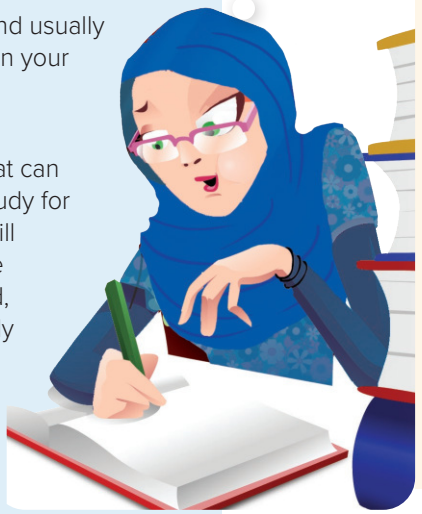
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I won't risk failing again!

11 Writing

A. Read the article about making choices. Circle the gerunds.

Making Choices



Your life is a result of the choices you make. Some everyday choices are simple and usually have very little impact on your life, while others can have serious consequences on your future.

Deciding what to wear or what to eat for lunch, for example, is usually of very little consequence. If you choose not to wear a jacket on a cold day, the worst thing that can happen is that you may come down with a cold for a few days. Choosing not to study for a test, however, could have more serious consequences. If you don't study, you will probably get a low grade or fail the test. Yet, sometimes making "bad" choices like these can help you learn to make "good" ones in the future. The next time it's cold, you will consider wearing a jacket. And the next time you have a test, you will study hard so that you won't end up failing.

But life also has more important choices to make, such as deciding on a career to follow or which university to attend. Making decisions like these is often difficult, so it's important to think about them carefully. One way to do this is to make a list of the positive and negative aspects before deciding. After comparing them, the right choice may seem clear. Another thing you can do is ask someone that you trust for advice. An older member of the family or a teacher who has had more life experience will be able to guide you in the right direction.

Remember that you are responsible for making choices, whether they are "good" or "bad." If you realize that a choice you have made is wrong, then it's up to you to decide how to make it right.

Writing Corner

1. Gerunds and gerund phrases can act as subjects.
   Deciding what to wear, for example, is usually of very little consequence.
2. Gerunds and gerund phrases can act as direct objects of verbs.
   The next time it's cold, you will consider **wearing a jacket**.
3. Gerunds can act as objects of prepositions: *before, after, for, of, in, without*, etc.
   Make a list of the positive and negative aspects before **deciding**.

B. Write notes in the chart about personal choices you have made and their consequences.

Choices	Consequences

C. Write about choices that you have made and their positive or negative consequences. Who has influenced your choices? What have you learned from the "bad" choices?

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12 Form, Meaning and Function

Conditional Sentences: Imaginary Situations

You can use conditional sentences to talk about imaginary or hypothetical situations in the present.
Use the simple past in the *if*-clause and *would* in the main clause.
If they **built** a new highway, the farmers **would** be affected.
If I **was/were** rich, I **wouldn't** have to work.

The contraction of *would* is *'d*: *I'd, you'd, he'd, she'd, we'd, they'd.*
They**'d** be happy **if** they **had** time to take a vacation.

Wish

Use *wish* + the simple past for things you want to happen in the present but probably won't.

They don't have much time.	They **wish** they **had** more time.
I have to study today.	I **wish** I **didn't have** to study today.
Faisal isn't rich.	Faisal **wishes** he **was/were** rich.
I can't speak French.	I **wish** I **could** speak French.

Note: The form of the verb *be* is often *were* for all subjects in imaginary situations and wishes.

A. Match the sentence parts.

1. ___ If my family had to move to another city,	**a.** there'd be less traffic.
2. ___ If everyone cared for the environment,	**b.** he'd be in good shape.
3. ___ If he had more work experience,	**c.** I'd visit New Zealand.
4. ___ If people took the bus more often,	**d.** I'd miss my friends.
5. ___ If he worked out at the gym every day,	**e.** he'd apply for the job.
6. ___ If I could travel anywhere in the world,	**f.** there'd be less pollution.

B. Discuss the following situations with a partner. What would you do?



1. You have more free time to do something you really enjoy.
2. You were given a scholarship to study at the college of your choice.
3. You lent a good friend some money, but he/she didn't return it.
4. You are a conservationist and your job is to protect the environment.
5. Your classmate asked you to not study for an important test.

C. Write two sentences with ***wish*** for things that each person wants.

1. Trevor has to wake up early for work. He can never get enough sleep.
2. You don't feel well, so you can't hang out with your friends today.
3. There is so much pollution. We want more people to care for the environment.
4. You want to buy a new laptop, but you don't have enough money.
5. A friend asks Ali to go surfing. He can't go because he doesn't know how to surf.



12 Culture Shock

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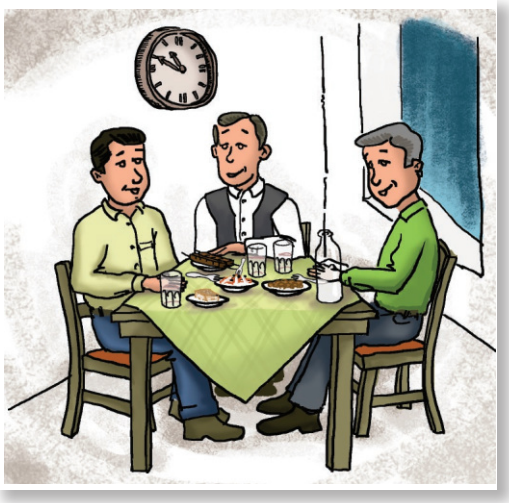


1 Listen and Discuss

Which of the following customs are similar in your country?

When in Rome, Do as the Romans Do

When you are visiting a new place, you should try to act as the local people do. Here are some tips.



In Mediterranean Countries ▲

Eating dinner late is a common custom in Mediterranean countries such as Italy, Greece, and Spain. No one goes out for a meal before 9 P.M., and most restaurants stay open past midnight. It is also common for people in these countries to take an afternoon break. Many stores close for 3 hours in the afternoon, allowing workers to eat with their family, rest, and return to work relaxed.



In England ▲

In England, it's customary to say "please," "thank you," "excuse me," and "sorry." It's polite to say "excuse me" if someone is blocking your way, and "sorry" if you accidentally bump into someone. And remember to stand in line (or as the British say, "queue up") and wait your turn patiently. It's a good idea to talk about the weather, a favorite topic of conversation with the British.



In Japan ▲

In Japan, be prepared to exchange personal or business cards. When a person gives you a card, don't put it in your pocket right away. The person expects you to read it and even comment on it. It is impolite not to do so.

◀ In Asian Countries

In many Asian countries, people eat with chopsticks. It's not polite to play with chopsticks or to cut and spear food with them. It's rude to leave them standing up in a bowl of rice. When not using your chopsticks, place them on the chopsticks holder. If you can't manage to eat with them, it's advisable to ask for a spoon or a fork.

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In Mexico

In Mexico, all university graduates have a title, and they usually expect you to use it. Don't forget to call a university graduate, such as a lawyer or an engineer *Licenciado*.



In India

Removing shoes before entering a home is customary in India. In fact, it is common practice in many parts of the world. Try not to spread dust and mud in the house and on the carpets of your host.



In the United States and China

In the United States, remember to make sure you tip porters, taxi drivers, and waiters. Waiters expect to get a tip that is 15 percent of the cost of your meal. China is one of those wonderful countries where tipping is not practiced, and almost no one asks for tips.

In Germany

Being punctual is important to Germans. For business meetings it is a good idea to arrive a few minutes early. Hosts also expect their guests to be on time. Being late or rushing makes a bad impression.

Quick Check ☑

A. Vocabulary. Write down four sentences in the article that use expressions of advice and recommendation.

It's a good idea to...

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

1. _____ It's not a good idea to discuss the weather in England.
2. _____ You are expected to take off your shoes in an Indian home.
3. _____ Make sure you call everyone in Mexico *Licenciado*.
4. _____ Be sure to carry business cards with you in Japan.
5. _____ Remember not to be late for an appointment in Germany.
6. _____ You should always remember to tip in China.

2 Pair Work

A. **Ask** and **answer** about customs in different countries using the information on these pages.

- What should I remember to do in England?
- Always remember to stand in line.
- Is it polite to cut your food with chopsticks in Japan?
- No, it isn't.

B. Give advice to travelers to different countries.

- It's advisable to have a snack before dinner in Spain.
- Why?
- Because people have dinner very late, and most restaurants stay open after midnight.

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3 Grammar

Verb + Infinitive

The infinitive form can follow certain verbs, including the ones below.

afford, choose, decide, expect, forget, hope, learn, manage, offer, promise, refuse, remember, try

expect	We didn't **expect to arrive** so late.
manage	They **managed to get** an earlier flight.
refuse	The airline **refused to pay** for our hotel.
remember	I didn't **remember to bring** my toothbrush.
try	She **tried to sleep** on the plane, but she couldn't.

Remember: Some verbs are followed by gerunds. See Unit 10, page 106.

Verb + Noun/Pronoun + Infinitive

In Latin America, families **allow children to stay up** late.
In China, people don't **expect you to tip**.

It's... + Infinitive

It's polite to...
not polite to.../impolite to...
rude to...
common to...
wrong to...
advisable to...
a good idea to...

Note: Some of these expressions can be used for advice (for example, *It's advisable to..., It's a good idea to...*).

Expressions of Advice with Infinitives

Try to...
Try not to...
Remember to...
Don't forget to...
Make sure to...
Be sure to...

Gerunds as Subjects

A gerund can be used as the subject of the sentence.

Traveling is a good way to learn about other cultures.
Tipping is not common in Japan.

A. Make sentences. Use infinitives. Add ***it's*** where necessary.

1. good idea / follow / local customs _____
2. we / managed / get seats / on the crowded bus _____
3. not advisable / carry / a lot of money _____
4. make sure / tip / taxi drivers _____
5. try / stay / in places that are safe _____
6. polite / stand in line / for a bus _____

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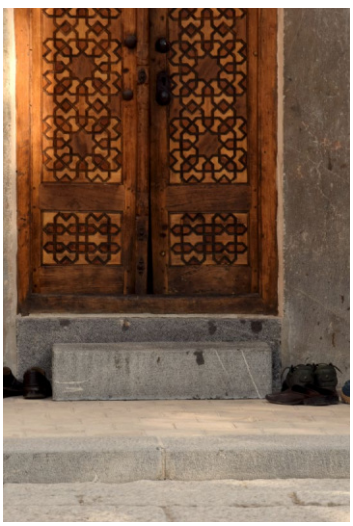
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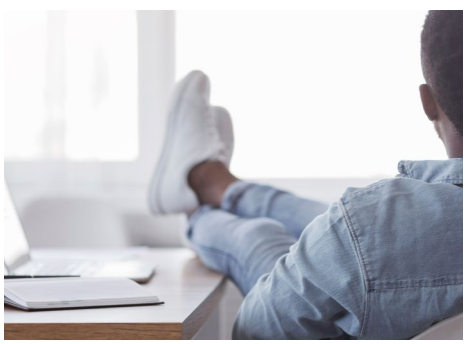
B. Complete the following sentences with infinitives. Use the information in the article on pages 124 to 125.

1. It's advisable _____ in Japan.
2. It's not a good idea _____ in Germany.
3. It's polite _____ in England.
4. It's not common _____ in India.
5. It's important _____ in Mexico.
6. It's common _____ in Mediterranean countries.

C. Look at the photos. What do you think is the polite/not polite thing or the right/wrong thing to do in your country?

It's polite for businessmen to shake hands.
Shaking hands is polite in my country.




D. Complete the sentences with the correct form—the infinitive or gerund. Review the list of verbs that can be followed by gerunds in Unit 10, page 106.

1. We enjoyed _____ (drive) along the scenic route on the way to the ocean.
2. Mahmoud managed _____ (change) the tire in the dark.
3. I refuse _____ (try) different kinds of foods.
4. We kept _____ (look) until we found a good restaurant for dinner.
5. I expected _____ (pay) a lot of money for hotels.
6. I can't stand _____ (wait) in long lines.
7. Please remember _____ (take) your passport with you when you travel.
8. I tried _____ (learn) some of the customs of the country before I traveled.

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4 Language in Context

Discuss with a partner how people handle the following situations in your country.

Standing in line to catch a bus is common. OR
It isn't common for people to stand in line to catch a bus.

standing in line	eating late at night
tipping	taking a rest in the afternoon
shaking hands	taking your shoes off in the house
arriving late	your idea: _____

5 Listening



Listen to the advice about traveling to the United States. Then answer ***true*** or ***false***.

1. _____ Gestures are very similar all over the world.
2. _____ Americans usually introduce themselves with their last names.
3. _____ Americans like to stand really close when they are talking to others.
4. _____ People are expected to arrive on time at all events in the United States.
5. _____ It's polite for house guests to give a small gift in the United States.

6 Pronunciation

Listen. Notice how ***to*** is reduced and pronounced quickly. Then practice.

It's polite **to** shake hands.
It's advisable **to** study the customs.
It's impolite **to** stare at someone.
It's common **to** exchange business cards.

7 About You

1. What dos and don'ts do you know about for different countries? What are some cultural differences you know about?
2. Are there different customs in different parts of your country? What are the differences?
3. Have you ever lived or traveled abroad? Did you have any difficulty in adjusting?
4. Have you ever had a problem because of a cultural difference? Explain.
5. What are common gestures in your culture? What do they mean?

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8 Conversation



▲ Shanghai, China

Will: So, what's it like living and working in China?

Edgar: Well, to be honest, in today's globalized world, there isn't really all that much difference anymore, especially in big cities like Shanghai, where I'm based. There's a lot of traffic, crowded subways and buses, tall skyscrapers, and modern shopping malls just like in other large cities around the world.

Will: Have any differences struck you?

Edgar: Well, the food is very different, and eating with chopsticks was tricky at first, especially rice and noodles. But I got the hang of it.

Will: What about the language?

Edgar: Most of the people I work with speak English well. I'm still learning Chinese to handle everyday situations.

Will: Is there anything else you're not used to yet?

Edgar: No, I've adjusted to the way of life. However, there's still one thing that's kind of weird to me. In China, the family name comes before the first name, and millions of people have the same surname. For example, Wang, Li, Zhang, Chen, and so on are the most common.

Will: No kidding!

Edgar: Yeah, at work when I called out Zhou, three colleagues used to answer me. But I managed to solve the problem.

Will: What did you do?

Your Ending

What do you think Edgar answers?

1. I found out the first name of each one.
2. Together we came up with a Western name for each: John, George, and Joe.
3. I left my work station and went and talked to each one.
4. Your idea: _____

Real Talk

to be honest = used to state something more directly
to get the hang of = to get used to doing something the right way
kind of = rather
No kidding! = an expression of surprise and disbelief

About the Conversation

1. What things does Edgar say are the same in Shanghai?
2. What's his conversational Chinese like?
3. What did Edgar find difficult at first?
4. What is unusual about Chinese surnames?

Your Turn

Role-play the conversation like the one above but using a different country. Express surprise at some of the things mentioned.

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9 Reading

Before Reading

What problems do you think people have adapting to a different culture?

A FISH OUT OF WATER



Almost everyone who studies, lives, or works abroad experiences some degree of culture shock. This period of cultural adjustment involves everything from getting used to the food and language to smaller things like learning how to use the telephone. No matter how patient and flexible you are, adjusting to a new culture can sometimes be difficult and frustrating. Some people get depressed, and very homesick. But don't panic—these are all totally normal reactions and you are not alone.

The term *culture shock* was first used by writer Kalervo Oberg in 1954. He found that all human beings experience the same feelings when they travel to or live in a different country or culture. Oberg identified five distinct stages of culture shock.

1. **THE ADJUSTMENT PHASE**
   This period can last six months or longer. The newcomer is excited about being in a new place and experiencing a new lifestyle. Some problems may occur, but the person usually tends to accept them as part of the adjustment to another country and novelty of being in a new place. People are generally helpful to the newcomer, and that person feels welcome.
2. **EMPTINESS OR REJECTION PHASE**
   The newcomer has to deal with the usual problems of accommodation, transportation, shopping (not finding your favorite foods), and very often not being able to communicate fluently in the local language. The local people may not understand why the newcomer is making such a big deal over what they see as a small problem. At this point, the newcomer starts to complain about, and maybe even reject, the new country.
3. **THE CONFORMIST PHASE**
   Gaining some understanding of the new culture, its ideals, and its values brings a new feeling of pleasure. The crisis is over when the newcomer learns to understand the cultural differences, but hasn't completely adjusted to the new culture.
4. **ASSIMILATION PHASE OR COMPLETE ADJUSTMENT**
   In this phase, the person accepts the food, the habits, and customs of the new country, and may even find some things better than things back home. The newcomer becomes completely adjusted and feels comfortable in the new place. On returning home, the traveler will miss the new friends and the country and will cherish the memories forever.
5. **REVERSE CULTURE SHOCK**
   This is when the person comes back to the home country. The returnee may have been away from home for a long time and gets a "re-entry shock." Many things may have changed, and it will take a while to get used to home again.

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After Reading

A. Match the words with the definitions.

1. _____ flexible	**a.** missing home and family
2. _____ frustrating	**b.** able to change in different situations
3. _____ homesick	**c.** beliefs about what is right or wrong
4. _____ stage	**d.** person who has arrived recently
5. _____ newcomer	**e.** annoying because you cannot do something you want
6. _____ novelty	**f.** one level or phase in a series
7. _____ values	**g.** to remember a pleasant feeling for a long time
8. _____ to cherish	**h.** something new and interesting

B. Answer about the reading.

1. What do you think "fish out of water" means?

_____

2. What do you understand by the term "culture shock"?

_____

3. When did the expression first appear?

_____

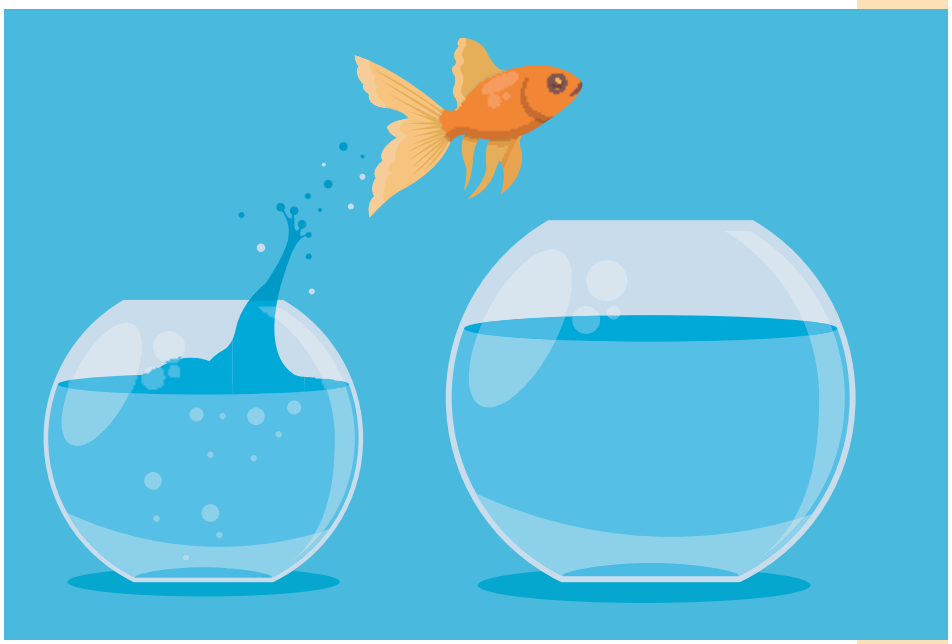
4. In your own words, classify the five different stages of culture shock.

_____

Discussion

1. Have you ever lived for a period of time in another country? What was your experience like? Did you get culture shock? Reverse culture shock?

2. What experiences of culture shock have people that you know had when they visited another country?



10 Project

Work in groups. Think of advice to give to travelers to your country. Make a list of tips to help them fit into the local culture.

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11 Writing

A. In groups, read the quotes about culture and travel. Discuss what the quotes mean.

A people without the knowledge of their past history, origin, and culture is like a tree without roots.
—Marcus Garvey

Though we travel the world over to find the beautiful, we must carry it with us or we find it not.
—Ralph Waldo Emerson

When you travel, remember that a foreign country is not designed to make you comfortable. It is designed to make its own people comfortable.
—Clifton Fadiman

Culture makes people understand each other better. And if they understand each other better in their soul, it is easier to overcome the economic and political barriers. But first they have to understand that their neighbor is, in the end, just like them, with the same problems, the same questions.
—Paulo Coelho

We shall not cease from exploration, and the end of all our exploring will be to arrive where we started and know the place for the first time.
—T.S. Eliot

Writing Corner

1. *Be used to* + gerund/noun means to be familiar with something usual.
   I **am not used to eating** with chopsticks.
2. *Get used to* + gerund/noun means to become familiar with something.
   I **am getting used to** some of the local customs.
3. *Used to* + infinitive refers to an action that repeatedly happened in the past, but does not happen now. The negative form is *didn't use to*.
   We **used to walk** to school. We **didn't use to take** the bus.

B. Complete the sentences with the gerund or infinitive of the word in parentheses.

1. The people here are used to _____ (stand) in line at the bus stop.
2. It isn't easy to get used to _____ (live) in a new cultural environment.
3. We are not used to the weather _____ (be) so cold and rainy.
4. She used to _____ (drink) coffee in the morning, but now she drinks tea.
5. He has gotten used to _____ (drive) on the left side of the road.
6. You may find it strange at first, but you'll get used to _____ (eat) the food.
7. I had difficulty with the language at first, but I'm used to _____ (speak) it now.
8. I didn't use to _____ (take) a nap, but now I rest for an hour every afternoon.

C. Imagine that you are staying in a foreign country. Write an email to a friend about the cultural differences you have experienced. Before you write, you may want to research the local habits, customs, gestures, cuisine, weather, etc.

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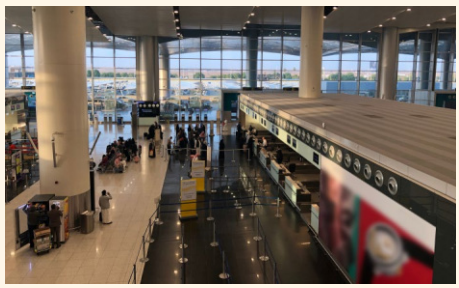
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12 Form, Meaning and Function

Past Perfect

Use the past perfect tense (*had* + past participle*) to indicate an action that happened before another action in the past. Some time expressions that are used with the past perfect are: *after, already, before, by the time, ever, never, until*.



By the time we **got** to the airport, our flight **had** already **left**.
After she **had gone** to the hotel, Amal **exchanged** some money.
Had you ever **eaten** sushi before you **traveled** to Japan?
No, I**'d** never **tasted** sushi until I **visited** Japan.
He**'d had** the car for ten years before he **sold** it.

Note: The contraction of *had* is *'d: I'd, you'd, he'd, she'd, we'd, they'd*.

* See page 164 for a list of the past participles of irregular verbs.

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

1. They _____ (already start) boarding the plane when I _____ (arrive) at the gate.
2. Sabah _____ (not know) how to use the chopsticks because she _____ (never eat) in a Chinese restaurant before.
3. We _____ (not manage) get a hotel room because we _____ (not make) a reservation in advance.
4. I _____ (never be) abroad until I _____ (travel) to Paris last summer.
5. _____ (you / learn) to speak French before you _____ (go) to Paris?
6. The waiter _____ (be) upset because his customers _____ (not leave) him a tip.
7. By the time Faris _____ (finish) his studies, he _____ (live) in London for five years.
8. After he _____ (adjust) to British culture, Faris _____ (feel) quite comfortable living in London.
9. He _____ (become) so familiar with the British customs that he _____ (experience) reverse culture shock when he returned home.
10. Everyone _____ (take off) their shoes before they _____ (enter) the mosque.

B. Complete the text with the correct past tense of the verbs in parentheses.



I _____ (**1.** always want) to visit China, and last year my dream _____ (**2.** come) true. Before I _____ (**3.** leave) home, I _____ (**4.** plan) my trip carefully. I _____ (**5.** got) maps and lots of expert advice from my travel agent. I _____ (**6.** study) the Chinese customs, and I _____ (**7.** even take) a course to learn some basic Chinese. I _____ (**8.** spend) one month in China traveling to different regions of the country. I _____ (**9.** see) amazing sights like the Great Wall, which _____ (**10.** be) more spectacular than I _____ (**11.** ever imagine). The scenery was so incredible that I _____ (**12.** take) over 300 pictures in one day!

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EXPANSION Units 10–12

1 Language Review

A. Complete the sentences about yourself using a verb in the gerund form.

1. I can't stand _____.
2. I really enjoy _____.
3. I gave up _____.
4. I really miss _____.
5. I avoid _____.

B. Write two sentences about the things you've ***already done*** and ***haven't done yet*** this year.

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

C. Adnan wants to be a successful doctor. Write five things he'll have to do to achieve that. Start the sentences with ***if***.

If Adnan wants to be a doctor, he'll have to go to medical school.
If he wants to get into medical school, he'll need to get good grades.

1. If he's accepted, he'll _____
2. _____
3. _____
4. _____
5. _____



D. Complete the sentences about yourself. Use ***will*** or ***might***.

1. If I don't do my chores, _____.
2. If I study hard this year, _____.
3. If another person is rude to me, _____.
4. If my parents give me some money, _____.
5. If someone gets in front of the line, _____.

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E. Complete the sentences using a gerund or an infinitive.

1. I hope _____ a good grade on my English test.
2. The thief avoided _____ the police officer straight in the eye.
3. The students expect _____ their assignments before Friday.
4. I didn't have any money, so my friend offered _____ for my meal.
5. It's important _____ all necessary vaccinations before you travel.
6. Our neighbors promised _____ our plants when we're away.
7. I hate _____ the pots and pans after I finish cooking.
8. My co-workers refuse _____ on weekends.
9. I miss _____ when I'm away from home.
10. We stopped _____ tennis in the winter because of the weather.

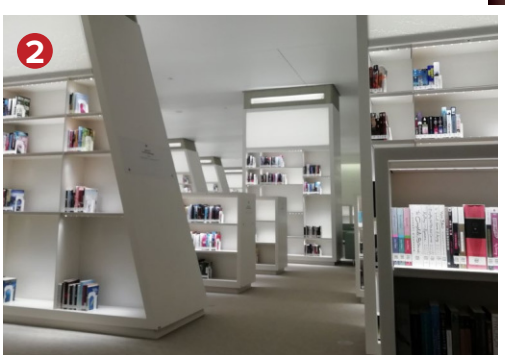
F. Complete the sentences about what is or isn't allowed or advisable.

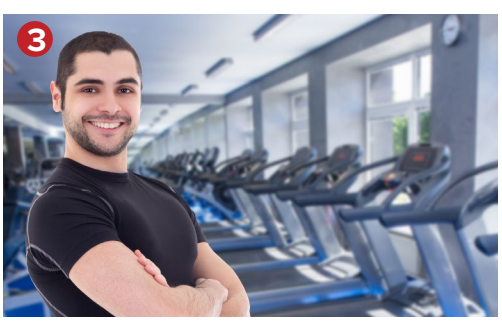
Talking on a cell phone while driving is not allowed.

1. _____ in the street is subject to a fine.
2. _____ in the library disturbs others.
3. _____ regularly keeps you healthy.
4. _____ is good for your health.











2 Reading

Before Reading

Taking a nap is recommended for both religious and health reasons. Do you take a nap in the afternoon? Do you feel sleepy after a large meal?

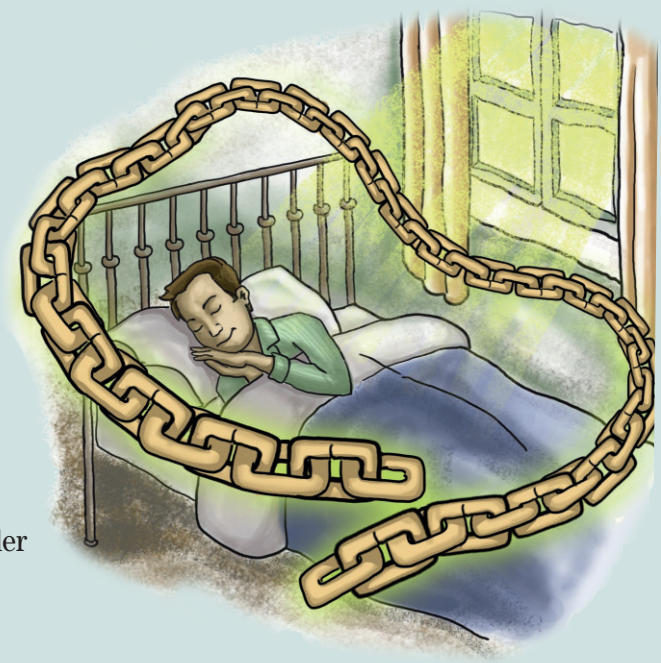
Taking a Siesta

"Sleep is the golden chain that ties health and our bodies together." *Thomas Dekker*

"A good laugh and a long sleep are the best cures in the doctor's book." *Irish Proverb*

"A well spent day brings happy sleep." *Leonardo da Vinci*

The idea of taking a siesta—an afternoon nap—and closing business for a few hours during the day is frowned upon by most Americans and Northern Europeans. In their cultures where "time is money," a sleep break is considered wasteful and unproductive. However, in many Latin, Asian, and Mediterranean cultures, taking a nap and an afternoon break is part of the daily routine.



Since the daytime nap is a custom in Spain, the Spanish word *siesta* is used to refer to a short rest after the midday meal. Many believe that the original concept of siesta was created to allow people to spend time with their family and friends. Today, it is a common practice in many countries where the weather is warm. The high temperatures, especially in summer, combined with a large meal contribute to a feeling of sleepiness. Still, some colder regions of Latin America practice siesta. In these cases, the tradition seems to be based on cultural influence rather than climate.

Here are some benefits of siesta:

Biological need: Some doctors believe that the body is designed to sleep for shorter periods of time rather than in one large dose. Also, the body's blood sugar levels drop after a big meal, inducing drowsiness. This explains why many people may feel sleepy after lunch.

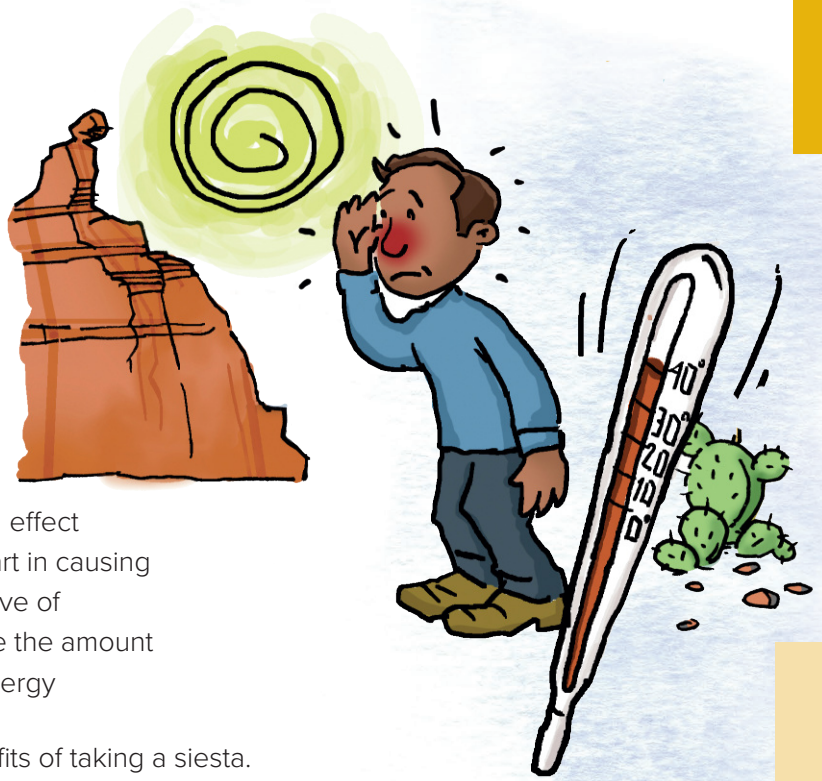
Protection from the sun: Siesta takes place when the sun is at its highest point. This is when the temperature is hottest and the sun's rays are strongest. Avoiding the sun during midday protects people against sunburn, sunstroke, skin cancer, and heat exhaustion.

Health: Studies have shown that people who nap regularly during the week are 37% less likely to suffer from heart disease. Napping helps people relax and reduces their stress levels.

Improved memory: Other research has found that people who took a short nap were able to remember information they learned better than those who did not nap.

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After Reading

A. Match the words from the text with the definitions.

1. _____	to frown upon	**a.**	sleepiness
2. _____	to contribute to	**b.**	to cause an effect
3. _____	to induce	**c.**	to play a part in causing
4. _____	drowsiness	**d.**	to disapprove of
5. _____	exhaustion	**e.**	to decrease the amount
6. _____	to reduce	**f.**	a loss of energy

B. In your own words, describe the 4 benefits of taking a siesta.

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

C. Answer the questions. Discuss with a partner.

1. What does the expression “time is money” mean?

2. Which of the quotes about sleep do you like best? Why?

Discussion

1. What are the advantages of taking a siesta?

2. What are the disadvantages of taking a siesta?

3. Which countries do you know of that practice siesta? Do they practice it in the same way?

4. Do you think that a siesta is beneficial, or do you think it is wasteful and unproductive? Explain.



3 Project

Research the benefits of sleep and present your findings to the class.

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4 Chant Along

Assimilating



Welcome to our country!
We're glad to have you here,
But please respect our rules
And the customs we hold dear.
Our habits may seem different.
Our cuisine may taste strange.
So, if you want to settle in
You'll need to make some change.
Assimilating is the key
To co-exist in harmony.



Chorus

We have our differences
You and I,
But it's all right
If we don't see eye to eye.
There's no reason why,
No, there's no reason why,
We can't get along.
If we respect one another,
Our friendship will be strong,
Our friendship will be strong.

Learning our native language
May seem overwhelming at the start,
But you'll pick it up eventually
So be patient, don't lose heart.



You'll grow to appreciate our people,
Get accustomed to our ways,
And cherish our traditions.
It's all part of the adjustment phase.
Assimilating is the key
To fit into society.

Chorus

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Vocabulary

A. Match the following expressions with their meanings.

1. _____ to hold dear	**a.** to agree
2. _____ to settle in	**b.** to get discouraged
3. _____ to see eye to eye	**c.** to feel at home
4. _____ to get along	**d.** to cherish
5. _____ to lose heart	**e.** to have a good relationship
6. _____ to pick up	**f.** to get used to
7. _____ to get accustomed to	**g.** to learn

B. Make sentences with the following verbs.

1. to respect _____

2. to appreciate _____

3. to cherish _____

Comprehension

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

1. _____ The person greets the newcomer with pleasure.

2. _____ The person advises the newcomer not to change.

3. _____ He says that it's OK if they don't agree.

4. _____ He recommends they have mutual respect for one another.

5. _____ He says that learning the language may be difficult.

6. _____ After some time, the newcomer will get used to the lifestyle.

7. _____ He says the newcomer will never fit in.

Discussion

1. Do you agree with the advice in the chant?

2. What difficulties do people face when they move to another country?

3. What should a newcomer do to assimilate into a new society?

4. What should the local people do to make a newcomer feel welcome?



5 Writing

Write advice on what a newcomer needs to do to fit into a new society and how the local people can help.

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Vocabulary

1 Lifestyles

VOCABULARY

Nouns
addict
fanatic
fitness
herbal tea
lifestyle
puzzle
thumb

Verbs
enjoy
hate
overdo
solve
work out

Phrases with verbs
access the Internet
chat online
get a haircut
spend money/time

Adverbs/Expressions of frequency
all the time
always
every day/week
frequently
from time to time
generally
hardly ever
never
normally
now and then
occasionally
often
once/twice a day
once/twice a week
once in a while
rarely
regularly
seldom
sometimes
usually

Adjectives
challenging
physical
proud
vegetarian

Question words
How long?
How much?
How often?

Preposition
except

EXPRESSIONS

Real Talk
Anyway
exercise freak
turn (someone) off
You see

2 Life Stories

VOCABULARY

Nouns
appointment
attitude
blood
colleague
community
donation
effort
employee
facility
infant
leadership
league
litter
newborn
operation
owner
principal
twin

Verbs
award
compete
donate
encourage
gather
join
practice
receive

Phrases with verbs
comb the beach
get in touch with
grow up
take responsibility
used to

Adjectives
environmental
crippling
hopeful
original
outstanding

EXPRESSIONS

Wishing someone well
congratulations
wish (someone) all the best

Real Talk
big break
to be into something
to turn up
What about . . . ?

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3 When Are You Traveling?

VOCABULARY

Nouns

accent
baggage
belongings
boarding pass
carry-on
climate
container
departure
difficulty
exchange student
flight
gate
liquid
photo identification
safety
stranger
suitcase
tag
vaccination
visa

Verbs

board
check
ensure
identify
leave
miss
pack
proceed
remove

Phrases with verbs

fly back
make a mistake
take off (your shoes)

Adverb

nowadays

Adjectives

delayed
major
necessary
required

EXPRESSIONS

Idioms

compared to
for a while
in case of

Expression to reassure

Don't worry. I'll be all right.

Requesting and agreeing

May I (see your ticket), please?
Sure.

Saying someone doesn't have to do something

That won't be necessary.

Real Talk

kind of
pretty
pick up

EXPANSION Units 1–3

VOCABULARY

Nouns

bee
branch
cage
crops
faucet
forest
glacier
ice cap
lake
parrot
planet
ranch
stream
trunk

Verbs

cool off
flow
install
irrigate
manufacture
preserve
provide
recycle
store

Adjectives

accessible
alarming
aquatic
essential
indispensable
locked up
steamy
usable

EXPRESSIONS

Idioms

be the case
do our share
take for granted

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4 What Do I Need to Buy?

VOCABULARY

Nouns

appetizer
avocado
bean
beef
bread
butter
carrot
cereal
cheese
chicken
condiment
corn oil
crab
cucumber
dairy product
dates
egg
flour
fruit
garlic
grain
grape
ingredient
lamb
lettuce
mango
margarine
meat
milk
mushroom
olive oil
onion
papaya
parsley
pepper
pineapple
potato
recipe
rice
salmon
salt
sausage
seafood
shrimp
squid
strawberry
sugar
vegetable
watermelon
yogurt

Partitives

cup of
kilo of
package of
tablespoon of
teaspoon of

Verbs

add
bake
boil
cover
fry
grill
mix
roast
spread
steam

Sequence words

after that
finally
first
then

Pronouns

anything
nothing
something

Expressions of quantity

a dozen
a few
a little
a lot of
enough
many
much

EXPRESSIONS

Making offers

Do you need any help?
Would you like some more?

Real Talk

Everything's under control.
I can't wait.
I've had more than enough.
you guys

5 Since When?

VOCABULARY

Nouns

accounting
brick
consumer
device
feature
image
invention
microwave oven
model
printer
printing press
recharge
resolution

Verbs

appear
capture
invent
offer
produce
take up
take over

Adjectives

available
clumsy
conventional
digital
entire
high-tech
household
huge
light
mass
movable
portable
professional
successful
widespread

Prepositions

for
since

EXPRESSIONS

Idioms

be around
by accident
hit the market

Real Talk

Congratulations!
. . . er
Long time no see
settle down
What have you been up to?

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6 Do You Know Where It Is?

VOCABULARY

Nouns
bridge
bullet train
commuter
fare
suburb
survey
vehicle

Features of a town/ community
clean air
cost of living
crime rate
green area
housing
public transportation system
quality of life
recreation

Nouns—Measurement words
kilometer
mile

Verbs
commute
cycle
move out
park
renovate

Adjectives
cozy
efficient
low
narrow
overall
polluted
punctual

Adverbs
approximately
roughly

EXPRESSIONS

Real Talk
a bit
Definitely!
run down
The only thing is that . . .
you can't have it all

EXPANSION Units 4–6

VOCABULARY

Nouns
accomplishment
breeze
cable car
landscape
objective
parachute
pass
peak
rapids
scent
skydiving
trail
treat
valley
white-water rafting

Verbs
accompany
conquer
float
paddle
pedal
rush
wonder

Adjectives
calm
enjoyable
freezing
frightened
glacial
long-distance
rural
proud
scenic
tiring
unique

Adverbs
constantly
terribly

EXPRESSIONS

Idioms
be in contact with
get used to
look forward to
worth the effort

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7 It's a Good Deal, Isn't It?

VOCABULARY

Nouns

antique
broom
cup
fan
fork
frying pan
garage sale
garbage can
grass
hammer
hose
knife, knives (*pl.*)
ladder
lamp
lawn mower
luggage
plate
pot
pliers
rocking chair
saucer
saw
screwdriver
spoon
teapot
teddy bear
vacuum cleaner

Verbs

guess
run on

Verb phrase

be able to

EXPRESSIONS

Idiom

from around here

Disagreeing politely

I don't think so.

Real Talk

How do you do?
I'll be happy to . . .
Is that so?
show someone around

8 Drive Slowly!

VOCABULARY

Nouns

automatic transmission
brake pedal
bumper
dashboard
exterior
gas pedal
gas tank
glove compartment
GPS
headlight
highway
hood
ignition
interior
pedestrian
rearview mirror
road sign
seat belt
signal light
speed limit
steering wheel
ticket
trunk
windshield
windshield wipers

Verbs

obey
pass
speed
watch out

Adverbs

carefully
slowly
well

EXPRESSIONS

Idioms

in a hurry
run into traffic

Real Talk

Hey
I'm doing 60.
You can't be serious!

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9 All Kinds of People

VOCABULARY

Nouns

airline
attraction
editor
event
fake
flyers
pedal cab
thief

Verbs

compliment
grab
recognize
spill
steal

Adjectives

absentminded
athletic
clever
efficient
generous
hardworking
honest
kind
lazy
optimistic
patient
persuasive
pessimistic
polite
quiet
reliable
rude
selfish
serious
silly
talkative
typical
unreliable

EXPRESSIONS

Idioms

give directions
hail a taxi
hand out
in a hurry
on duty

Real Talk

a real treat
I mean
Of course

EXPANSION Units 7–9

VOCABULARY

Nouns

adolescent
aptitude
cable
career
concept
degree
genius
guidance
intelligence
IQ
logic
occupation
option
profession
qualification
salary
strength
talent
vocation
weakness

Verbs

assess
combine (with)
confuse (with)
obtain
succeed

Adverbs

particularly
simply

Adjectives

average
beneficial
cognitive
exceptional
gifted
rewarding
uncertain
unrewarding

EXPRESSIONS

Idioms

be adept at
grow up
let alone
line of work

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10 Who Used My Toothpaste?

VOCABULARY

Nouns
complaint
dishwashing liquid
hairbrush
hair dryer
mess
mirror
nail polish
nephew
scissors
shampoo
toothpaste

Verbs
annoy
avoid
borrow
feed
finish
imagine
irritate
mind
splash
stand
suggest

Two-word verbs
blow up
clean up
give back
give up
mess up
put away
put back
take over
turn down
turn off

Adjective
dirty

Adverbs
already
just
yet

EXPRESSIONS

Idioms
make oneself at home
wait in line

Real Talk
At long last!
That's a bit too much.

11 Making Choices

VOCABULARY

Nouns
airshow
benefit
choice
conservationist
environment
farmer
graduation
pollution
preference
resort
route
scholarship
subject

Verbs
care
fail
fit in
generate
graduate
interfere
involve
pass (a test)
speed
study

Adjective
scenic

EXPRESSIONS

Idioms
be against
feel like (doing)
fit in
get a chance
get caught
would rather

Real Talk
It seems to me
make up your mind
up in the air

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12 Culture Shock

VOCABULARY

Nouns

break
chopsticks
custom
dust
graduate
guest
host
impression
lawyer
mud
pocket
porter
shock
surname
tip
topic

Verbs

adjust
allow
block
bump (into)
comment
exchange
expect
handle
manage
remove
rest
rush
spear
spread
tip

Adjectives

crowded
customary
globalized
local
punctual
relaxed
similar
tricky

Adverbs

accidentally
patiently

EXPRESSIONS

Expressions with *It's* + infinitive

It's advisable to . . .
It's a good idea to . . .
It's common to . . .
It's not polite to . . ./It's impolite to . . .
It's polite to . . .
It's rude to . . .
It's wrong to . . .

Expressions of advice

Be sure to . . .
Don't forget to . . .
Make sure to . . .
Remember to . . .
Try not to . . .
Try to . . .

Idioms

be based
be on time
stand in line
wait your turn
What's it like . . . ?

Real Talk

kind of
No kidding!
to be honest
to get the hang of

EXPANSION Units 10–12

VOCABULARY

Nouns

cure
dose
drowsiness
exhaustion
harmony
memory
nap
siesta
skin cancer
sleepiness
stress
sunburn
sunstroke

Verbs

appreciate
assimilate
cherish
contribute
induce
reduce
respect

Adjectives

overwhelming
sleepy
unproductive
wasteful

EXPRESSIONS

Idioms

frown upon
get accustomed to
get along
hold dear
lose heart
pick up
see eye to eye
settle in

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1 A report on the habits of young people

I can ...	Great!	Good!	OK!	Needs work
organize and plan paragraphs				
take notes on the topic				
use punctuation and capitals correctly				
use tenses correctly				
write an introductory paragraph				
make clear and interesting statements				
give interesting examples				
use appropriate vocabulary				
write a closing paragraph				
use pronouns to link sentences				
edit and correct my mistakes				

2 A personal biography

I can ...	Great!	Good!	OK!	Needs work
organize and plan paragraphs				
mark the events in my life on a timeline				
use punctuation and capitals correctly				
use tenses correctly				
introduce myself in the opening paragraph				
order events chronologically				
give interesting examples				
use appropriate vocabulary				
write a closing paragraph				
use appropriate language/style				
edit and correct my mistakes				

3 An email to a friend

I can ...	Great!	Good!	OK!	Needs work
organize and plan an email				
prepare notes for paragraphs				
use punctuation and capitals correctly				
use tenses correctly				
write an appropriate greeting				
express my feelings				
use interesting vocabulary				
describe activities and places effectively				
write an appropriate closing				
use appropriate informal language/style				
edit and correct my mistakes				

EXPANSION Units 1–3 A report about an endangered species

I can ...	Great!	Good!	OK!	Needs work
organize and plan a report				
research and take notes on the topic				
use punctuation and capitals correctly				
use tenses correctly				
write an introductory paragraph				
organize and order facts				
include interesting details				
use a range of vocabulary				
write a closing paragraph				
use appropriate language/style				
edit and correct my mistakes				

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4 A recipe

I can ...	Great!	Good!	OK!	Needs work
collect information about a recipe				
take notes and use them to write				
use punctuation and capitals correctly				
express quantities correctly				
use sequence words				
use the imperative to give directions				
use appropriate vocabulary				
use appropriate language/style				
edit and correct my mistakes				

5 A description of personal possessions

I can ...	Great!	Good!	OK!	Needs work
organize and plan paragraphs				
prepare notes on the topic				
use punctuation and capitals correctly				
use tenses correctly				
write an introductory paragraph				
describe objects effectively				
express my feelings				
use a range of vocabulary				
write a closing paragraph				
use pronouns for better cohesion				
edit and correct my mistakes				

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6 An essay about my town

I can ...	Great!	Good!	OK!	Needs work
organize and plan paragraphs				
research and take notes on the topic				
use punctuation and capitals correctly				
use tenses correctly				
write an introductory paragraph				
compare and contrast details well				
develop paragraphs in the main body				
write topic sentences for paragraphs				
use a range of vocabulary				
write an appropriate conclusion				
edit and correct my mistakes				

EXPANSION Units 4–6 A brochure for an adventure trip

I can ...	Great!	Good!	OK!	Needs work
organize and plan information				
research and take notes on the topic				
use punctuation and capitals correctly				
use tenses correctly				
interest the reader				
give descriptive details				
use interesting vocabulary				
convince the reader				
use appropriate language/style				
edit and correct my mistakes				

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7 A narrative about a strange coincidence

I can ...	Great!	Good!	OK!	Needs work
prepare an outline in an event chain diagram				
take notes on the places, people, and events				
set the scene in the introduction				
develop events clearly				
describe feelings				
use descriptive vocabulary				
use time words to sequence events				
end the story with an interesting conclusion				
use punctuation and capitals correctly				
use past tenses correctly				
edit and correct my mistakes				

8 An essay about raising the driving age

I can ...	Great!	Good!	OK!	Needs work
organize ideas in a chart				
take notes on the reasons and results				
write an introduction				
develop ideas clearly				
use a range of vocabulary				
use phrases to express cause or reason				
use phrases to express result				
write a conclusion				
use punctuation and capitals correctly				
use tenses correctly				
edit and correct my mistakes				

9 An interview with a humanitarian

I can ...	Great!	Good!	OK!	Needs work
organize and plan an interview				
prepare notes/questions				
use question forms correctly				
use information given to write responses				
order questions in a logical sequence				
use a range of vocabulary				
end the interview on a positive note				
use punctuation and capitals correctly				
use appropriate formal/polite language				
use tenses correctly				
edit and correct my mistakes				

EXPANSION Units 7–9 A description of an occupation

I can ...	Great!	Good!	OK!	Needs work
organize and plan paragraphs				
take notes on an occupation				
take notes on my aptitude/personality				
write an introduction				
describe the occupation in detail				
use a range of vocabulary				
describe my aptitude and relate it to the occupation				
assess my suitability for the occupation in the conclusion				
use punctuation and capitals correctly				
use tenses correctly				
edit and correct my mistakes				

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10 Internet forum entries on impolite behavior and its effects

I can ...	Great!	Good!	OK!	Needs work
organize and plan my forum entries				
take notes on rude behavior and its effects				
describe impolite behavior				
explain the effects of rude behavior				
express my ideas clearly				
use a range of vocabulary/expressions				
use relative clauses to link ideas				
use relative pronouns correctly				
use punctuation and capitals correctly				
use tenses correctly				
edit and correct my mistakes				

11 A description of personal choices and their consequences

I can ...	Great!	Good!	OK!	Needs work
organize and plan paragraphs				
take notes on choices and consequences				
write an introduction				
describe choices I have made and their positive or negative consequences				
describe who has influenced my choices				
use a range of vocabulary				
use gerunds and gerund phrases				
express what I have learned in the conclusion				
use punctuation and capitals correctly				
use tenses correctly				
edit and correct my mistakes				

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12 An email about cultural differences

I can ...	Great!	Good!	OK!	Needs work
organize and plan paragraphs				
research and take notes on the topic				
write a greeting for the email				
describe habits/traditions in detail				
express feelings and reactions				
use a range of vocabulary				
use expressions with *used to*				
write a closing for the email				
use punctuation and capitals correctly				
use tenses correctly				
edit and correct my mistakes				

EXPANSION Units 10–12 An essay giving advice on fitting in

I can ...	Great!	Good!	OK!	Needs work
organize and plan paragraphs				
research and take notes on cultural assimilation				
state the topic/problem in the introduction				
give helpful advice				
explain why the advice is beneficial				
use linking expressions				
use a range of vocabulary				
state the results of your advice in the conclusion				
use punctuation and capitals correctly				
use tenses correctly				
edit and correct my mistakes				

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Irregular Verbs

Base Form	Simple Past	Past Participle
be	was / were	been
become	became	become
blow	blew	blown
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
hang	hung	hung
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
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
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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SUPERGOAL 3 Audio Track List

CD1

Track	Unit	Student Book Section
2	Unit 1	**1** Listen and Discuss
3	Unit 1	**2** Pair Work
4	Unit 1	**5** Listening
5	Unit 1	**6** Pronunciation
6	Unit 1	**8** Conversation
7	Unit 1	**9** Reading
8	Unit 2	**1** Listen and Discuss
9	Unit 2	**2** Pair Work
10	Unit 2	**5** Listening
11	Unit 2	**6** Pronunciation
12	Unit 2	**8** Conversation
13	Unit 2	**9** Reading
14	Unit 3	**1** Listen and Discuss
15	Unit 3	**2** Pair Work
16	Unit 3	**5** Listening
17	Unit 3	**6** Pronunciation
18	Unit 3	**8** Conversation
19	Unit 3	**9** Reading
20	EXPANSION	**3** Reading
21	Units 1–3	**5** Chant Along

CD2

Track	Unit	Student Book Section
2	Unit 4	**1** Listen and Discuss
3	Unit 4	**2** Pair Work
4	Unit 4	**5** Listening
5	Unit 4	**6** Pronunciation
6	Unit 4	**8** Conversation
7	Unit 4	**9** Reading
8	Unit 5	**1** Listen and Discuss
9	Unit 5	**2** Pair Work
10	Unit 5	**5** Listening
11	Unit 5	**6** Pronunciation
12	Unit 5	**8** Conversation
13	Unit 5	**9** Reading
14	Unit 6	**1** Listen and Discuss
15	Unit 6	**2** Pair Work
16	Unit 6	**5** Listening
17	Unit 6	**6** Pronunciation
18	Unit 6	**8** Conversation
19	Unit 6	**9** Reading
20	EXPANSION	**2** Reading
21	Units 4–6	**4** Chant Along

CD3

Track	Unit	Student Book Section
2	Unit 7	**1** Listen and Discuss
3	Unit 7	**2** Pair Work
4	Unit 7	**5** Listening
5	Unit 7	**6** Pronunciation
6	Unit 7	**8** Conversation
7	Unit 7	**9** Reading
8	Unit 8	**1** Listen and Discuss
9	Unit 8	**2** Pair Work
10	Unit 8	**5** Listening
11	Unit 8	**6** Pronunciation
12	Unit 8	**8** Conversation
13	Unit 8	**9** Reading
14	Unit 9	**1** Listen and Discuss
15	Unit 9	**2** Pair Work
16	Unit 9	**5** Listening
17	Unit 9	**6** Pronunciation
18	Unit 9	**8** Conversation
19	Unit 9	**9** Reading
20	EXPANSION	**2** Reading
21	Units 7–9	**4** Chant Along

CD4

Track	Unit	Student Book Section
2	Unit 10	**1** Listen and Discuss
3	Unit 10	**2** Pair Work
4	Unit 10	**5** Listening
5	Unit 10	**6** Pronunciation
6	Unit 10	**8** Conversation
7	Unit 10	**9** Reading
8	Unit 11	**1** Listen and Discuss
9	Unit 11	**2** Pair Work
10	Unit 11	**5** Listening
11	Unit 11	**6** Pronunciation
12	Unit 11	**8** Conversation
13	Unit 11	**9** Reading
14	Unit 12	**1** Listen and Discuss
15	Unit 12	**2** Pair Work
16	Unit 12	**5** Listening
17	Unit 12	**6** Pronunciation
18	Unit 12	**8** Conversation
19	Unit 12	**9** Reading
20	EXPANSION	**2** Reading
21	Units 10–12	**4** Chant Along

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SuperGoal 3 Workbook

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SUPER GOAL 3

WORKBOOK

MANUEL DOS SANTOS

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7 It's a Good Deal, Isn't It?

Part 2

A Write the name of each item.



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____



7. _____



8. _____



9. _____



10. _____

B Where do the items belong? Complete the chart with the words from **A**.

Garage	Kitchen	Bedroom

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C Read the situations. Circle the letter of the correct question for the situation.



1. It's very early in the morning, and Faisal is still sleepy. Some coffee will help wake him up. His wife asks him:

a. You want a cup of coffee, don't you?

b. You want a cup of coffee, do you?



2. Patricia is excited about going to garage sales this morning. Tonya is going with her. As they get near the first garage sale, Patricia gets even more excited. Patricia looks at Tonya and notices that Tonya doesn't seem excited at all. Patricia is curious about that. She asks Tonya:

a. You've been to a garage sale before, haven't you?

b. You've been to a garage sale before, have you?



3. Don finds a colorful shirt in a box at a garage sale. He picks up the shirt and looks at it. He's not sure if he wants to buy it. His wife definitely doesn't want him to buy the shirt. She politely lets Don know that he shouldn't buy the shirt. She says:

a. You don't want that shirt, don't you?

b. You don't want that shirt, do you?



4. Andrew is looking at a sweater. He likes it, but isn't sure about the price. His wife looks at the sweater and its price, too. She is thinking the same thing that Andrew is thinking, so she says:

a. This sweater is too expensive, is it?

b. This sweater is too expensive, isn't it?

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D Two friends see each other at a garage sale. This is the first time they've spoken in five years. Complete their tag questions. Give the expected responses.

Alan: You have some great stuff here, Scott. Your garage sale is a big success.

Scott: Thanks, Alan. And it's good to see you again.

Alan: Yeah. It's been at least five years, **(1)**_____?

Scott: **(2)**_____

Alan: Those skis in the garage aren't for sale, **(3)**_____?

Scott: **(4)**_____

Alan: You were a champion downhill skier, **(5)**_____?

Scott: **(6)**_____

Alan: And you won a lot of medals in competitions, **(7)**_____?

Scott: **(8)**_____

Alan: You don't compete anymore, **(9)**_____?

Scott: **(10)**_____

Alan: But you still enjoy skiing, **(11)**_____?

Scott: **(12)**_____

Alan: You haven't thought about becoming a ski instructor, **(13)**_____?

Scott: **(14)**_____

Alan: You see, my nephew and I really want to learn how to ski. You can teach us, **(15)**_____?

Scott: Well, of course, **(16)**_____.

E Answer the tag questions. Use your own information.

1. You haven't finished high school, have you?

_____

2. You brushed your teeth this morning, didn't you?

_____

3. You haven't cleaned your room today, have you?

_____

4. Your parents have been married for a long time, haven't they?

_____

5. Your English teacher is very intelligent, isn't he/she?

_____

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F Write negative questions for the following situations.

It's raining. Your sister is leaving the house without an umbrella.
Aren't you taking an umbrella with you?

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

_____

2. Your friend told you to meet at 5:00 P.M. in the mall. You're in the mall. 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 family are going for a walk at the beach. Everyone is ready to leave, but your brother is in his room playing video games.

_____

4. 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.

_____

G Complete the paragraph about Roger. Use the correct form of ***be able to***.

I started playing tennis when I was only ten years old. My family didn't have much money, so I _____ (**1.** not be able to) join a tennis club. Fortunately, a neighbor _____ (**2.** be able to) coach me. Because I was so young, I _____ (**3.** not be able to) play in tournaments. At first I _____ (**4.** not be able to) serve very well. But I practiced hard, and soon I _____ (**5.** be able to) hit the ball hard and fast. Now I'm 16 years old. Next month I will be in my first big tournament. I hope that I _____ (**6.** be able to) win a few matches. I am going to compete against some really good players. But no matter what, I'll have a good time, and I _____ (**7.** be able to) say that I did my best.



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H READING

A Special Bond



There is a very special bond—or tie—between identical twins. Of course, identical twins look alike. When they get older, they sometimes even have the same number of wrinkles around their eyes. Most twins also share a special bond, an amazing feeling of closeness with each other. And identical twins behave alike. For example, one pair of twins both walk into the ocean backward and only up to their knees.

For John and William Bloomfield, the special bond went beyond life. The Bloomfield twins did everything together. One night they were eating dinner together at a restaurant. John—or perhaps it was William—had a heart attack and died. His brother immediately had a heart attack and died, too. The medics couldn't save either brother, or even figure out who was John and who was William.

California twins Ronald and Donald Anderson shared a single life. Everyone thought there was only one Mr. Anderson. One day Ronald Anderson robbed a bank. The police were sure that Ronald Anderson was the thief. They saw him running away. There was one problem: When the bank was robbed, Ronald Anderson was already in jail. If he was in jail, he was not the thief. The police were confused. Finally, they found the answer. There were two Anderson brothers—twins! For many years, they pretended to be one person. *Donald* Anderson was in jail. *Ronald* Anderson robbed the bank. Now Ronald Anderson is in jail, too.

Answer the questions.

1. What is the special bond between twins?

_____

2. How did John and William Bloomfield die?

_____

3. What was unusual about their deaths?

_____

4. Why did people think that there was only one Mr. Anderson?

_____

5. Who really robbed the bank?

_____

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I Think about several things you are learning to do. For example, are you learning to play a sport or to speak a new language? Write them on the lines below.

I'm learning to speak English.

Now complete the chart with information about one of the things you are learning to do.

Past	Present	Future
What was I able to do? *I was only able to say the alphabet.*	*What am I able to do now?*	*What will I be able to do?*
What wasn't I able to do?	*What am I not able to do now?*	*What won't I be able to do?*

J **WRITING**

Now write a paragraph about what you are learning to do. Use the information from your chart above.

I Am Able to Do That!

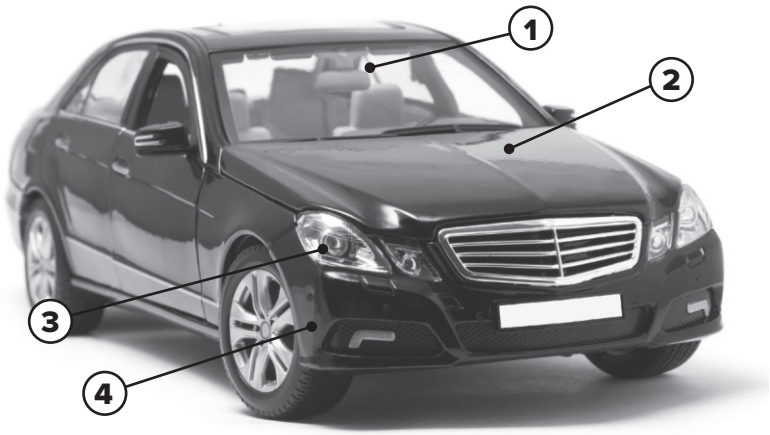
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8 Drive Slowly!

A Look at the photos of different cars. Identify the parts of the car.

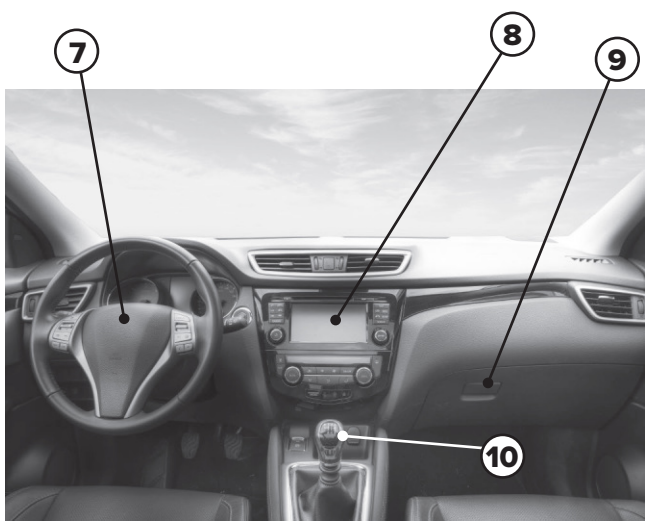
1. _____
2. _____
3. _____
4. _____



5. _____
6. _____



7. _____
8. _____
9. _____
10. _____



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B Read the rules and advice that Mr. Day gave his students. Use that information to write sentences. Use ***must, mustn't, must not, should,*** or ***shouldn't***.



Mr. Day´s English Class: Rules and Advice for Students

- Don't give me homework that is late.
  I won't take any late homework.
- Try to read something every night.
  Reading is fun, and it will help your vocabulary.
- Take my advice: Don't study just before tests.
  Try to study every day.
  This way you'll do better on your tests.
- Do NOT talk in class. This is an important rule.
- There will be three tests.
  You need to take all the tests.
  You can't miss a test.
- Sometimes the class might seem hard.
  Here's my advice: Don't worry; ask me for help.

turn in / homework late

You *must not turn in homework late*.

1. give / me your homework on time
You _____.

2. read / every night
You _____.

3. study / just before tests
You _____.

4. study / every day
You _____.

5. talk / in class
You _____.

6. take / three tests
You _____.

7. worry
You _____.

8. ask / me for help
When class seems hard, you _____.

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C Talk about the law and give advice. Use ***must, must not, should,*** and ***shouldn't***.



Now we'll only have 20 minutes for your driving lesson. Get here on time.

You should get here on time.

1. You're driving recklessly and dangerously. Show some concern for other drivers and for me!

_____

2. You passed that car on the right. That's against the law.

_____

3. You are driving too fast. The speed limit is only 70 kilometers per hour here.

_____

D Write sentences. Give three laws that a good driver must obey. Use ***must*** or ***must not***.

A good driver must not drive too fast.

1. _____

2. _____

3. _____

E Answer the question. Use ***should*** or ***shouldn't***.

Question: What should a good driver do when there is a lot of traffic?

1. _____

2. _____

3. _____

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F Read the descriptions of six different drivers. Complete each description with the appropriate adverb of manner. Use the adjectives in the box to form the adverbs of manner. Use each adjective one time.

~~aggressive~~	dangerous	fast	hard	proper	reckless	slow

Mr. Collins is an angry man, and he drives like an angry man. He speeds; he blows his horn; he screams and shouts. He drives very *aggressively*.

1. Mr. Nasser never drives over the speed limit. He often drives under it. He drives very _____.
2. Tariq never drives under the speed limit. He often drives over it. He drives very _____.
3. Khalid spends many hours with his driving instructor. He has taken the driving test three times. He hasn't passed it yet, but he is trying very _____.
4. Tom has been a driver for just a year, and he has already been in six accidents. He caused these accidents by driving _____ and _____.
5. New drivers need to learn how to drive _____.

G Read the story. Rewrite the numbered sentences. Use adverbs of manner.

I'm a good driver. That is what I thought. But now I'm in a special class. **(1) The students are here because they are dangerous drivers.** So why am I a student here? **(2) I'm here because I am a slow driver.** My brother always told me this. **(3) But he's a fast driver.** So I never listened to him. But last week, a police officer told me this, too. And the police officer sent me to this special class. **(4) I like to do everything the proper way. (5) So I am a hard worker in this class. (6) I've learned that driving slowly isn't the same thing as driving in a careful way.** My brother laughed when he heard about this class. That's OK. I've learned a lot of things to tell him about his driving, too!

I drive well.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

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H READING

Teenage Driving



"Colin, you just ran a red light!" Brad shouted from the back seat of the car. "Did I? Sorry! I didn't even see the red light." A few minutes later, Colin saw a stop sign—after he ran it. He was driving over the speed limit. When they got to Mark's house, Colin called his mother. "Mom, we're at Mark's house. Everything is OK. I drove safely."

Teenage driving is sometimes a problem. In the United States, more teenagers die from accidents than from any other cause. There is a higher risk of accidents with 16-year-old drivers than with 17- and 18-year-old drivers. Also, when teens drive with other people in the car, they have accidents more often than when they're driving alone.

What is the reason for the teenage driving problem? Are teens reckless and dangerous drivers? Some people say teenagers are too young to drive. Other people don't agree. They say that the problem is just that teenagers are new drivers. They just need more practice and experience.

What is the solution to the problem? Some people think the solution is "graduated licensing." Here's what this means: A 16-year-old can get a license, but the license has limits that change over time. For example, at first the 16-year-old must drive with an adult. Then he can drive alone. The 16-year-old must not drive with other teenagers or must not drive at night. When the teenager has more experience, he can have a license with no limits. Some countries are trying graduated licensing, and it seems to be working well.

Answer the questions.

1. Why was Colin driving recklessly on the way to Mark's house?

_____

2. Which of these is **less** safe than the other—a car with a teenager driving alone or a car with a teenager driving with friends?

_____

3. What are two ideas that people have about why teenage driving is sometimes a problem?

_____

4. What limits does a teenager with a graduated license have at first?

_____

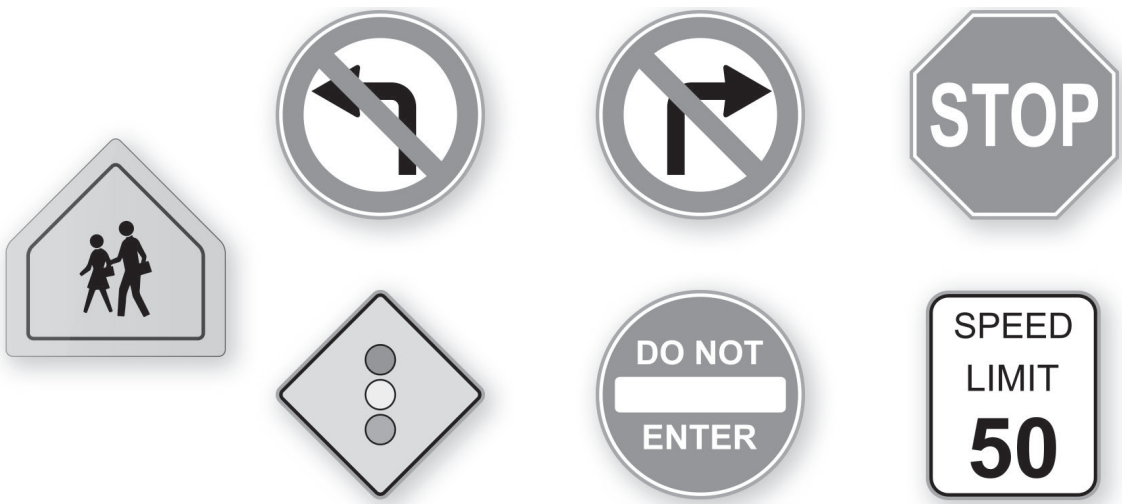
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I Complete the charts. Use your own ideas.

Things a Good Driving Instructor Should/Shouldn't Do
should be patient

Things a Good Driving Instructor Must/Must Not Do



J **WRITING**

Now write a paragraph that describes a good driving instructor.

What Makes a Good Driving Instructor?

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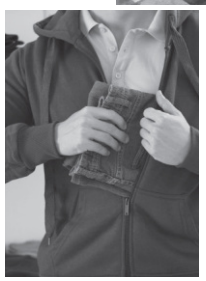
9 All Kinds of People

A Look at the photos. Complete the sentences. Use the words and expressions in the box.

pedal cab	**taxi**	**thief**	**fake**
steal	**tourist**	**in a hurry**	**give directions**



I visited my brother in New York City two weeks ago. We were walking downtown on a rainy day when I took this photo. Even in the rain, some people prefer to take a **(1)** _____ because it's more environmentally-friendly and less expensive than a **(2)** _____.



I was shopping at Manhattan mall when I saw a man **(3)** _____ a shirt. I wasn't the only one who saw him do this. The security guard in the store saw him, too. Fortunately for the store, the man who tried to take the shirt without paying isn't a good **(4)** _____.



My brother loves life in New York City. But my brother has changed since he moved there. He talks faster. He walks faster. He's always **(5)** _____. When I was visiting him, a **(6)** _____ stopped us and said he was lost. My brother looked at his watch and then looked at the man. Then he said, "I don't have time to **(7)** _____ to you. Sorry."



Can you tell which of these watches is real? My brother can't. He was really late for a meeting the other day. At first, he didn't understand why. He looked at his watch and he actually should have been 15 minutes early, not a half hour late. Then he realized what was wrong. His watch wasn't working. He was mad, but not because he was late for the meeting. He was mad because his broken watch that cost $300 was really a **(8)** _____. I told him to buy his next watch in a store and not from a man on a street corner!

B Complete the definitions. Use the words in the box from **A**.

1. Someone who is late for school is going to be _____.
2. A watch that looks like a well-known brand but costs a lot less is probably a _____.
3. A person who steals things from others is a _____.
4. A person who is visiting a place on vacation is a _____.

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C Circle the correct relative pronoun.



1. Ali works in an office (who / which) is noisy and busy.
2. So yesterday he went to a park (who / that) is near his office to have lunch.
3. He sat down on a bench next to a man (who / which) was reading a book.
4. A minute later, the man picked up a cell phone (who / that) was on the bench next to him and began making calls.
5. Two men (which / who) were sitting under a tree were having a quiet conversation.
6. Then some children (who / which) were playing near the men started to fight and shout.
7. Ali left the park thinking, “There is no place (who / that) is quiet and peaceful.”
8. So he went back to his office (who / that) is not so different from the rest of the world.

D Imad’s cousin from America is coming to visit Imad and his family. Combine each pair of sentences by putting the second sentence after the correct noun in the first sentence. Replace the underlined word(s) in the second sentence with ***who, which,*** or ***that***.

1. My parents want me to be nice to Ahmed. He is my age.

   _____

2. They want me to take Ahmed to the football game. The football game is tomorrow night.

   _____

3. I don’t want to take my cousin. He might not be a football fan.

   _____

4. This morning I heard voices. The voices were coming from the living room.

   _____

5. When I walked into the room, I saw Ahmed. He was wearing a football jersey.

   _____

6. I think that Ahmed is going to be fun to hang out with. Ahmed loves football.

   _____

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E Write two new sentences for each group of sentences. Use ***who*** in one sentence and ***which*** or ***that*** in the other sentence.

Brian likes adventure sports. He doesn't get nervous. Adventure sports take a lot of concentration.

Brian, who doesn't get nervous, likes adventure sports.

Brian likes adventure sports that take a lot of concentration.



1. Vincent works as a security guard at a bank. Vincent is a very serious person. The bank has never been robbed.

_____

_____



2. My brother designed a new eco-friendly home. My brother is an architect. The home uses solar and wind power.

_____

_____



3. Omar passed the test. Omar always studies and is very smart. The test was about relative pronouns.

_____

_____

F Complete the sentences with the words in parentheses. Use the past progressive and the simple past.

1. The tourists _____ (eat) their lunch when a thief _____ (steal) their camera.

2. The thief _____ (run) when he _____ (drop) the camera.

3. The camera _____ (sit) on the ground when a boy _____ (pick it up).

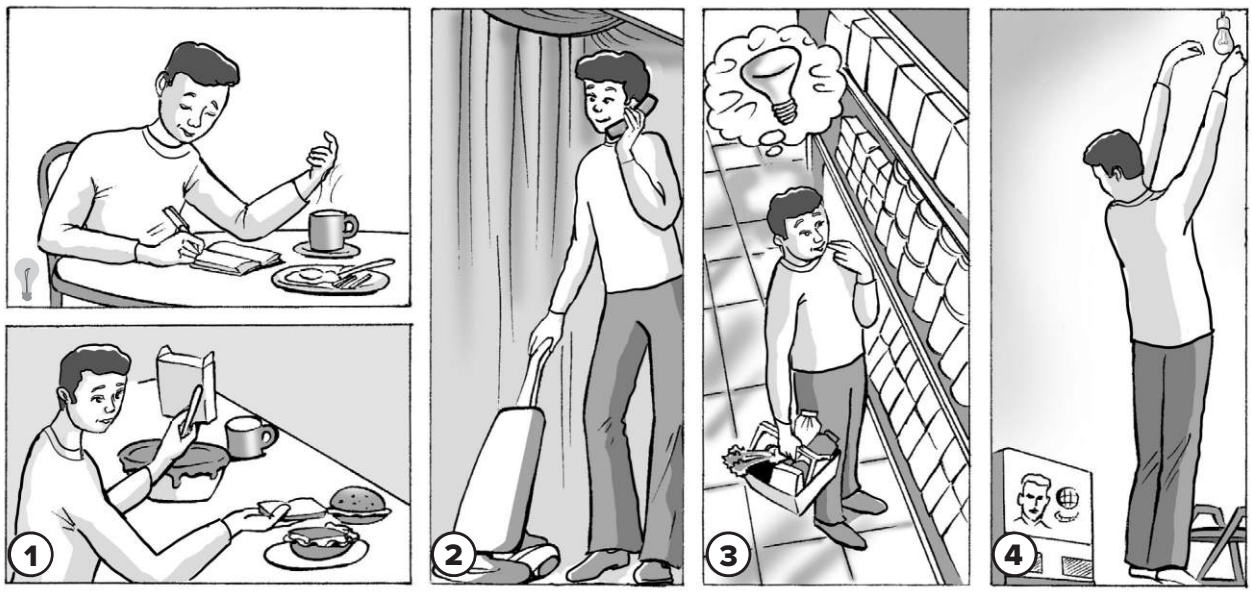
4. The boy _____ (play) with the camera when the tourists suddenly _____ (notice) him. They got their camera back!

5. The boy _____ (eat) an ice cream cone that the tourists bought for him when they _____ (take) a picture of him.

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G On Thursday morning, Martin decided that he wanted to invite some friends over that night. He had to do many things at the same time. Write sentences about what he did. Use the pictures and his list.



change the lightbulb	~~have breakfast~~
~~make a list of things to do~~	clean house
make sandwiches	shop at the grocery store
talk on the phone	watch TV
think of what he needed to buy	make a cake

He was making a list of things to do while he was having breakfast.

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

H Complete the sentences. Use ***when*** or ***while***.

1. My brother was watching TV _____ he was eating dinner.
2. Ahmed was walking in the park _____ he saw Hameed.
3. Maha and Badria were studying for the math test _____ the phone rang.
4. Mom was cutting some vegetables for dinner _____ she cut her finger.
5. Dad was drinking coffee _____ he was reading the newspaper.
6. They were surfing _____ it started to rain.

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I READING

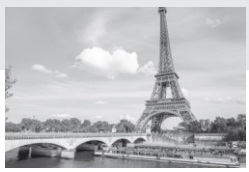
WHAT SHOULD THEY DO?





Saeed is 35 years old. He has an important job with a computer company. He has a beautiful new house and many of the things that money can buy. But he is thinking about saying goodbye to a lot of that. He wants to leave this job to become a teacher. If he does, he'll have to go back to university to train to be a teacher. This will take up a lot of time and he will not earn money while he studies. He wants to help kids by being a teacher, but he also needs income to support his family. Should he leave his job?





Khalid, who is 18, has just graduated from high school. His parents want him to start university right away, but Khalid wants to start university next year. First, he wants to travel to different places around the world. His parents say that traveling will distract him and delay his studies. Khalid believes that traveling will be an exciting experience. It will make him more independent and confident, and it will also give him time to make responsible decisions about his future. What do you think?

To help people make decisions like these, you need to ask some questions:

- What kind of person is he? Is he a person who is lazy? Is he a person who is adventurous?
- What does he like to do? Does he like to do something that is exciting? Does he like to do something that is boring?
- What does he want to do? Does he want to do something that is important? Does he want to do something that is helpful?

Answer the questions.

1. What job does Saeed have now?

_____

2. What does Saeed want to be? Why?

_____

3. Why don't Khalid's parents want him to travel for a year?

_____

4. Should Khalid go to university or travel for a year? Why?

_____

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J Answer the questions. Use your own information.

What Kind of Person Are You?

What do I like to do? (school subjects, activities outside school, etc.)

1. _____
2. _____
3. _____

What things are important to me? (environment, traveling, health, entertainment, etc.)

1. _____
2. _____
3. _____

What kind of person am I? (talkative, energetic, clever, etc.)

1. _____
2. _____
3. _____

What is a job that would be good for me? _____

K ## WRITING

Now write a paragraph. Write about one of the jobs that would be good for you. Explain why this is a job that would be good for you.



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EXPANSION Units 7–9

A Change each question to a tag question.

Do you live near the park?

You live near the park, don't you?

1. Did your brother go to the garage sale with you?

   _____

2. Have you been on vacation this year?

   _____

3. Doesn't your father speak French?

   _____

4. Are we going to go out for dinner this evening?

   _____

5. Did your brother get the job in Dammam?

   _____

6. Did you pass the test?

   _____

7. Hasn't she read that book?

   _____

B Write a negative question for each answer.

Q: *Isn't Fahd going to take the bus to school?*

A: Yes, Fahd is going to take the bus to school.

1. **Q:** _____
   A: Yes, I bought these tools at the garage sale on the weekend.
2. **Q:** _____
   A: Yes, I ate at the new Italian restaurant with my friends.
3. **Q:** _____
   A: Yes, my sister is doing her homework right now.
4. **Q:** _____
   A: Yes, he used the new vacuum cleaner.
5. **Q:** _____
   A: Yes, they have gone to the mountains on vacation.
6. **Q:** _____
   A: Yes, my friend is going to call me at 5 o'clock.

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EXPANSION Units 7–9

C Complete the conversations with ***should/shouldn't*** and ***must/must not***.

Ibrahim: Our basketball team has lost all its games this year. We have three games left to play. The other basketball teams (**1**) _____ win the games against our team.

Mahmoud: That's not a nice thing to say. You (**2**) _____ talk like that. Our team is practicing a lot. We are going to win. I know it!

Police officer: The law is very clear, sir. A driver (**3**) _____ talk on the phone while he is driving. I repeat. It is against the law for a driver to talk on the phone in the car.

Driver: I'm sorry, officer. But I was sitting in a traffic jam. Cars weren't moving. I (**4**) _____ get a ticket because I was just sitting—I wasn't driving.

Police officer: Again, the law is clear. You were in your car. You were the driver. And you were on your phone. I (**5**) _____ give you a ticket.

D Rewrite the sentences. Use adverbs of manner.

Tariq is a slow eater.
Tariq eats slowly.

1. Rashid is a loud talker.

_____

2. My sister and brother are fast readers.

_____

3. Khalid is a careful driver.

_____

4. Your mom is a good cook.

_____

5. Yahya is an aggressive video game player.

_____

6. Hameed and Ahmed are good swimmers.

_____

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EXPANSION Units 7–9

E Combine the sentences. Use ***who*** or ***which***.

I live in an apartment. The apartment is small.

I live in an apartment which is small.

1. I have three good friends. They are in my class at school.

_____

2. We have modern furniture. It is elegant and comfortable.

_____

3. Last night I went to a restaurant. The restaurant serves Italian food.

_____

4. Have you been to the new shopping mall? The mall opened last week.

_____

5. We're going to visit my grandparents. My grandparents live in the countryside.

_____

F Combine the sentences. Use the simple past and the past progressive. Use ***when*** or ***while***.

I read a book.

I ride the bus to the doctor's office.

I was reading a book while I rode the bus to the doctor's office.

1. I get off the bus.

The paper with the doctor's address falls from my pocket.

_____

2. A strong wind blows the paper quickly down the street.

I run after it.

_____

3. I wait at the corner at a stop light.

A car runs over the paper.

_____

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EXPANSION Units 7–9

G Look at each image. Write about what just happened. Use the simple past and the past progressive. Use ***when*** or ***while***.



1. What just happened to Abdullah?

_____

_____



2. What just happened to Paul?

_____

_____

H Who is your best friend? How long have you known your friend? Complete the chart below about your friend's personality.

Personality	Example
funny	*always makes me laugh*

I WRITING

Now write a paragraph about your best friend.

My Best Friend

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10 Who Used My Toothpaste?

A Write the names of the items.





1. _____

5. _____





2. _____

6. _____





3. _____

7. _____





4. _____

8. _____

B Answer the question about each photo. Use the words from **A**.

1. Imad used a toothbrush and water to brush his teeth. What else did Imad use?

   _____

2. What did the man use to wash Hussain's hair?

   _____

3. The woman at the salon painted Amina's nails. What did she use?

   _____

4. It was my turn to wash the dishes. What did I put in the water to wash them?

   _____

5. Fahd is getting his hair cut. What are some of the things that the hair stylist will use on Fahd's hair?

   _____

6. Ali just went to the dentist. What is he using to look at his teeth?

   _____









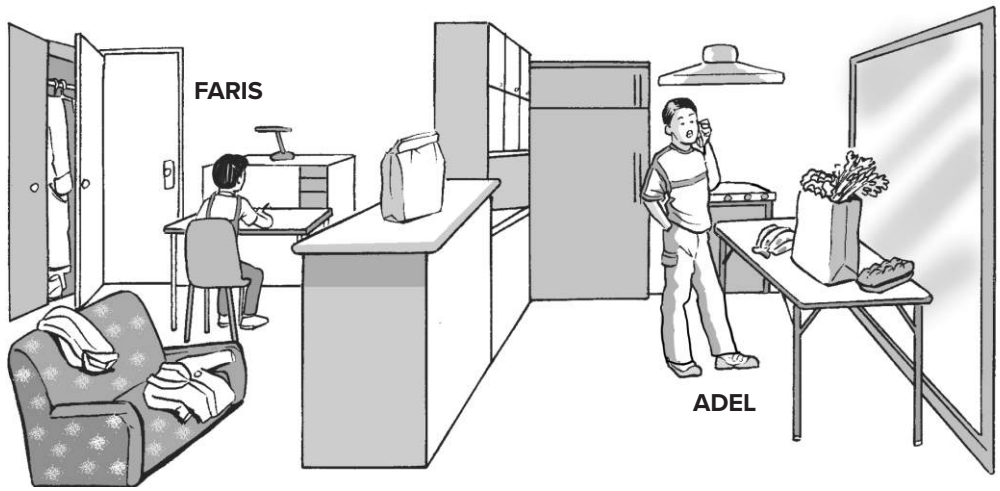




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C Write questions and answers with the present perfect. Use the information in the picture. Use ***already***, ***yet***, or ***just***.



Faris / come home

Q: *Has Faris already come home?*

A: *Yes, he's already come home.*

1. Adel / do the grocery shopping

Q: _____

A: _____

2. Adel and Faris / put their jackets in the closet

Q: _____

A: _____

3. Adel / answer the phone

Q: _____

A: _____

4. Faris / start his homework

Q: _____

A: _____

5. Adel / put the food from the supermarket away

Q: _____

A: _____

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D Complete the sentences about Ahmed. Use a verb from the box + the gerund form of the verb in parentheses.

enjoy	**finish**	**keep**	**miss**

It's my first year at college, and I'm going to have a roommate. I know I'm going to _____ (**1.** live) with a roommate. It will really be fun! I won't even _____ (**2.** have) my own room. I haven't met my roommate yet, but I _____ (**3.** think) that we're going to be great friends. I've already _____ (**4.** clean) the room, and it looks nice and neat!

A week later:

avoid	**keep**	**enjoy**	**hate**

I _____ (**5.** be) in a dirty room, so I do the chores. But Jack, who is my roommate, _____ (**6.** live) in one—he hasn't done any chores yet. I try to talk to him about sharing chores, but he _____ (**7.** talk) to me. He also _____ (**8.** use) my things and doesn't return them.

Two months later:

keep	**avoid**	**enjoy**	**can't stand**	**stop**

Help! I _____ (**9.** live) with Jack anymore! He _____ (**10.** throw) his clothes on the floor. And he won't _____ (**11.** use) my things. He says he'll stop, but then he uses them again. I'm spending a lot of time in the library, so I can _____ (**12.** go) back to my room now.

Later that day:

I just found out that Jack failed all his classes and won't be coming back to school. I realize that I _____ (**13.** live) without a roommate—at least one like Jack!

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E Rewrite the conversations. Change the position of the phrasal verbs.

Dad: Can you clean your room up?

Can you clean up your room?



1. Son: But I *did* clean my room up.

_____

Dad: Really? It looks like you messed your room up.

_____

2. Son: OK, Mom. I put the dishes away.

_____

Mom: Are you sure you put away all the dishes?

_____

Son: Oh, I didn't notice those plates in the dishwasher. I'll put the plates away now.

_____

_____

F Complete each sentence. Use a two-word verb from the box and the correct pronoun.

clean up	~~throw away~~	hang up	put away	turn off	take out

I used to save empty plastic bottles, but now I'm going to *throw them away* **.**

1. The trash can in the kitchen is full of garbage, so I'm going to _____ .

2. I used to leave the light on in my bedroom when I wasn't there. Now I _____ when I leave my bedroom.

3. I used to leave the clean dishes in the dishwasher. Now I'm going to _____ after they're washed.

4. I have just ironed my clothes. I'm going to _____ , so they don't get wrinkled.

5. The apartment is very dirty now, but I'm going to _____ .

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G READING

Living with a College Roommate and Enjoying It

Many students go away to college and need accommodation. Apartments are often expensive. For students who have a tight budget, it can be a good idea to share an apartment. Money is not the only reason to have a roommate. Sharing an apartment can be fun.

But life with a roommate can also be a very bad experience. Some sociologists did a study of college students who shared a room. They found that students who had problems with their roommates were not happy at school and got sick more often than other students.



So how can you enjoy living with a roommate? Here is some advice:

- Being roommates with a friend can be hard. Friends who you see once in a while can be different when you live with them all the time. So before you decide to live with a friend, discuss the situation carefully.
- Before you decide to live with someone you don't know, talk to your potential roommate. Be honest about your habits and the things that irritate you.
- When you move in with a roommate, make rules. Decide how you will share the chores. Decide if you will share food. Is it OK to have guests? And what about making noise?
- Don't get angry at small things that your roommate does. Remember that no one—including you—is perfect.

Answer the questions.

1. What happened to the college students who had problems with their roommates?

_____

2. What should you do before you become roommates with a friend?

_____

3. What should you do before you become roommates with someone that you don't know?

_____

4. What are some things you and a roommate should make rules about?

_____

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H Complete the college roommate application with your own information.

College Roommate Application

1. What do you enjoy doing?

2. What are some things that irritate you?

3. When do you go to bed? When do you get up?

4. What kind of food do you like? Do you like cooking?

5. When do you usually study? Does noise bother you when you study?

6. Do you usually leave your things all around or do you pick them up? How often do you clean your room up?

7. Do you like your friends to visit you? Or do you prefer going out with your friends?

8. How much time do you spend talking on the phone?

I **WRITING**

Now write a paragraph about what a roommate should know about you.

Things a Roommate Should Know About Me

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11 Making Choices

A Complete each paragraph. Answer each question. Use the words in the box.

conservationist	generate	scenic	group	focus
environment	pass	pollution	fit in	benefit

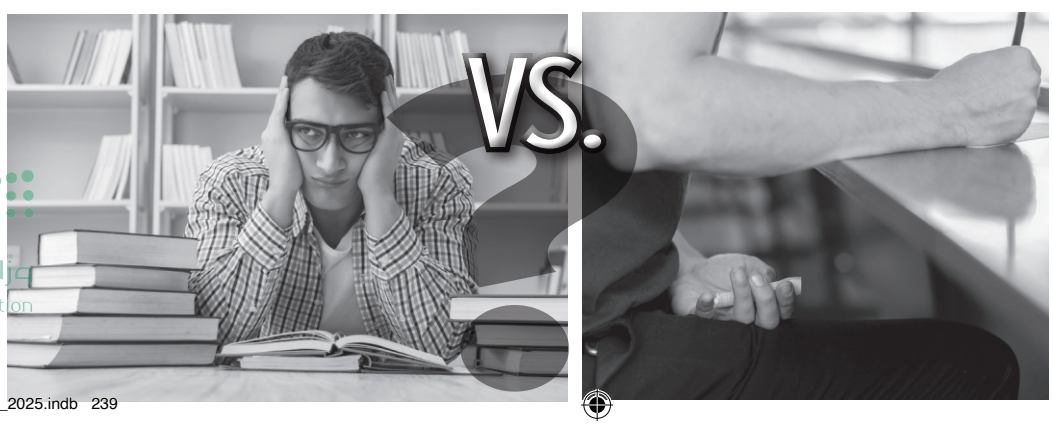


1. I live in a rural part of the country. There are a lot of trees and rivers and even some small mountains where I live. I love the natural beauty here. There is this one very _____ place that is near my house. It has a river and a lot of green space. The local people like to go fishing and swimming in the river there. And many families even go on picnics there during the summer. It's really peaceful and a lot of fun. There's a lot of discussion about this place right now. Some people want to build a factory on the river. I don't understand how anyone would want to do that. I'm very worried about what is going to happen to the _____—the river, the animals, the trees. I have learned that the factory will probably create a lot of _____ in the area. People probably won't be able to swim or fish in the river anymore. And a lot of the trees will be cut down. I guess I'm a _____ because I don't want to see the area destroyed. Some people want the factory because they say that it will _____ jobs and more money for the area. They say that the factory is going to be a big _____ to everyone in our town. I don't agree.

Would you choose for the factory or against it? _____

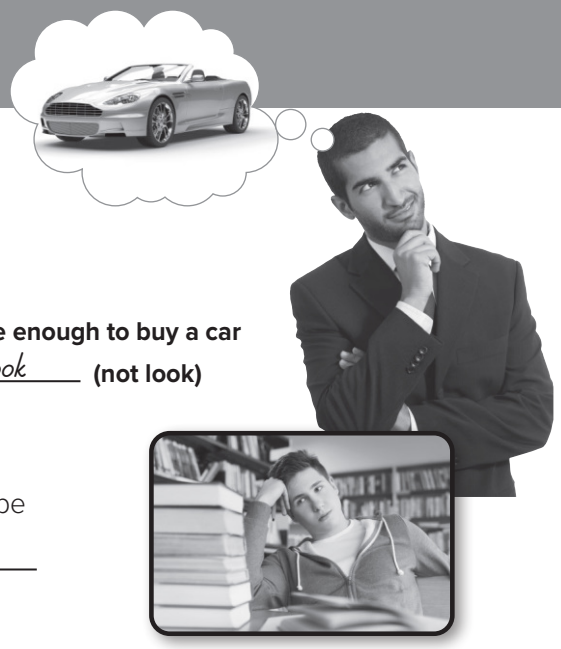
2. Daniel is a very social person. He likes having friends and enjoys hanging out with them. He is intelligent, but sometimes he has too many things to do at one time. For example, next week he has extra football practice, he has to volunteer at the youth center, and he wants to hang out with his friends and go skiing. That is already a lot to do, but he also has a very important test in history. He needs to get a good grade on it. Daniel likes to _____ with his friends, so hanging out with them, wearing the right clothes, and playing sports are important. But getting into a good college is important, too, so he needs to _____ on studying more and getting better grades. He just can't do everything, but he thinks he can. He got a crazy idea—to create a study _____ for his history test. If he does that, he thinks that he'll be able to _____ it.

If Daniel tells his friends about his idea, what will they say?_____



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B Complete the conditional sentences about facts. Use the present and future forms of verbs.

If I *spend* **(spend) money on clothes, I won't have enough to buy a car next year. But if I don't spend money on clothes, I** *won't look* **(not look) good when I go on job interviews.**

1. If I _____ (sleep) in class, the teacher won't be happy. But if I don't study until midnight, I _____ (not pass) the exam.

2. If it _____ (rain) a lot this week, the team won't be able to practice for the big game. If the weather is nice, the team _____ (practice) every afternoon.

3. If the temperature drops below zero, rain _____ (change) to ice and snow. But if the temperature stays above zero degrees, rain _____ (not freeze).

4. If I _____ (decide) on King Saud University , I'll move to Riyadh next fall. I _____ (be) happy there if I _____ (make) friends quickly.

5. If I _____ (tell) my parents that I didn't do well on the test, they _____ (be) angry. If I _____ (not tell) my parents the truth, they _____ (be) angry, too!

6. If you drop an apple, it _____ (fall) to the ground. If you _____ (drop) a feather, it _____ (float) to the ground.

7. If Sultan _____ (get) the job, he _____ (move) to Dhahran. But if he _____ (move) to Dhahran, he probably _____ (not see) his friends and family very often.

8. If Mahmoud _____ (make) his hotel reservation now, he _____ (be) guaranteed a room. If Mahmoud _____ (not go) on vacation, he _____ (have to) cancel his reservation.

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C Write sentences about facts and possibilities. Use the information in the lists provided below.

The city is thinking about putting a modern sculpture in a square in the old part of town.





Facts	Possibilities
~~have to pay for the sculpture~~	not like the modern piece of art
plant trees instead	be more beautiful than it is now
have a new place to sit	not visit the square

The sculpture will be expensive. If the city puts a modern sculpture in the square, the city *will have to pay for the sculpture* .

1. The garden club loves trees. If the city doesn't put a modern sculpture in the square, the garden club _____ .
2. The square isn't very pretty right now, and some sculptures are really beautiful. If the city puts a modern sculpture in the square, the square _____ .
3. The city wants more tourists to visit the square, but sculptures aren't really big tourist attractions. If the city puts a modern sculpture in the square, more tourists _____ .
4. People have their own ideas about what good art is. If the city puts a modern sculpture in the square, some people _____ .
5. There are a lot of birds in the square. If the city puts a modern sculpture in the square, the birds _____ .

D Write sentences about situations in your life. Say what will/might happen.

If *I spend less time playing video games, I may do better in school* .

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

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E Answer the questions. Use ***I'd rather***.

Derek is riding his bicycle by the lake. Would you rather go shopping at the mall or ride your bicycle by the lake?

I'd rather ride my bicycle by the lake than go shopping at the mall..

1. Kevin is reading his favorite book in the park. Would you rather study math or read your favorite book in the park?

_____

2. David is camping in the mountains. Would you rather go camping in the mountains or stay in a hotel at the beach?

_____

3. Charles is going to visit England and Scotland on vacation. Would you rather go on vacation to another country or stay at home during vacation?

_____

4. Tom plays on his school's football team. Would you rather play on your school's football team or play on its basketball team?

_____

5. My brother and his friend went hiking in France last year. Would you rather go hiking across another country or take a train?

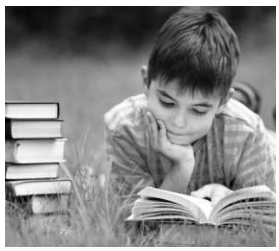
_____

6. I have a little cousin who loves to go fishing. Would you rather go fishing or play video games?

_____

7. That's my Uncle Bill. He went to the Grand Canyon in Arizona. Would you rather visit the Grand Canyon or visit New York City?

_____









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F READING

Who Influences Teens?



The teenage years are a time of life when people must make many important choices. Teenagers need to think about questions like these: Should I go to college? What kind of career do I want? Each person must make his or her own choices. But other people influence our choices. Who influences teens? Teens were asked this question, and here's what they said.

It depends on the kind of choice. When teens buy things, friends are the most important influence. This is especially true for clothes and electronic devices. Television shows, advertisements, and parents also influence teenagers. In more serious matters, parents are probably the most important influence. Some teens say it's best to have parents and friends as influences. One seventeen-year-old girl says, "Parents are able to tell us what's right and wrong because they have experience. And they always want what's best for us."

But teens also feel they need to make their own choices—to make their own mistakes. As one teenage boy said, "If our parents don't let us make our own choices, maybe in the future we won't know how to." And they feel friends can often be a big help, especially because friends sometimes know more about their situation than their parents do. For example, one boy said his friends stopped him from making the wrong decision. He wanted to quit the basketball team because the coach wasn't nice to him. His friends kept saying, "You're a great player. The coach just wants you to try harder." Finally, he saw that they were right. "Thanks to the coach," he says, "I'm a better player than I used to be."

Complete the sentences. Use the information in the text.

1. Teenagers have to make decisions about college and their _____ .

2. Teenagers' _____ are the most important influence when they buy things.

3. Teenagers often go to their parents for advice on _____ .

4. Many teens think that it is a good idea to make decisions with the help of _____ .

5. To some teens, it is OK to sometimes _____ when they make decisions. They learn this way.

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G Read about these two situations.

1. Your brother isn't doing well in his history class. You are very good at history. Your brother asks you to write his history report for him. In return, he promises to do all your chores for a month. You want your brother to do well in school. If you help him, he might get a better grade in history. And if he does your chores, you will have more free time this month. However, if you write his report for him, he won't learn anything. Should you write his report? Is there another solution?
2. You are a writer for your school newspaper. You're working on an article about a local water pollution problem. You think that the pollution is from a factory that dumps chemicals into the river, but you aren't 100 percent sure. The pollution might not come from this factory. Some people ask you to write a story about how bad the situation is. What will you do?

Choose one situation. List some ideas for and against your choice.

_____

_____

_____

H WRITING

Now write a paragraph about your choice. Write what you will do and explain your choice.



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12 Culture Shock

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

tip	punctual	comment	graduate
mud	lawyer	exchange	remove



1. In many countries, people _____ their shoes before entering a home, so they don't bring dust and _____ into the house.



2. In Japan, business people _____ cards, and it's polite to comment on the cards.

3. In the United States, it's not unusual to order a pizza on the phone and have it delivered to your house. And just like in a restaurant, it's polite to _____ the person who delivers the pizza to your house.



4. In Germany, it's important to be _____ for business meetings. Being late or rushing makes a bad impression.



5. In England, people often _____ about the weather while they're waiting in line for a bus.



6. Armando Vasquez went to college in Mexico. It is customary to call him "Licenciado" because he is a university _____ and a _____ .



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B Complete the paragraph with a verb + infinitive. Use the simple past of the verbs in the box and the infinitives in parentheses.

decide	expect	promise	manage	remember	~~refuse~~

When I went to the United States last summer on a business trip, my 5-year-old daughter and 7-year-old son asked me to take them. I wasn't sure about the idea, so in the beginning I *refused* *to take* (take) them. But they kept asking, and they _____ _____ (**1.** be) good, so finally I _____ _____ (**2.** take) them with me. I _____ _____ (**3.** do) some work on the flight. But my children had other ideas. They ran up and down the airplane, hitting each other, and making a lot of noise. I wasn't able to do any work, and I was very angry with them. They really _____ _____ (**4.** upset) me. But when they saw that I was upset, they _____ _____ (**5.** be) good for the rest of the trip.

C Make the sentences. Use verb + noun/pronoun + infinitive.

in England / people / expect / you / wait in line for a bus
In England, people expect you to wait in line for a bus.

1. in Japan / business people / expect / you / read their business cards

_____

2. in the United States / waiters / expect / you / tip after a meal

_____

3. my parents / never allow / us / eat dessert before dinner

_____

4. some business people / learn / English / do business in the United States

_____

5. in France / restaurants / expect / customers / eat the salad after the main course

_____

6. in India / hosts / expect / their guests / remove their shoes

_____

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D Complete the sentences. Use infinitives. Use ***it's*** where necessary.

It's wrong to expect **(wrong / expect) people in another country to speak your language.**

1. _____ (wrong / believe) that only your culture does things the "right" way.
2. _____ (important / read) about a place before you travel there.
3. _____ (a good idea / learn) a little of the language.
4. _____ (advisable / look) at what people from the country are doing and not doing.
5. _____ (rude / point) at people in any country.
6. _____ (not polite / refuse) an offer for coffee or tea from a business colleague.
7. _____ (a good idea / avoid) jokes that people in other cultures might not understand.

E Rewrite the sentences in **D**. Make expressions of advice with infinitives.

Try not to *expect people in another country to speak your language*.

1. Try not to _____.
2. Be sure to _____.
3. Try to _____.
4. Don't forget to _____.
5. Try not to _____.
6. Try not to _____.
7. Make sure to _____.

F A friend from the United States is going to visit you in your country. Write five expressions of advice for your friend about your country and culture.

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

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G Make sentences. Use infinitives. Add ***It's*** where necessary.

common / have / problems when you travel

It's common to have problems when you travel.

1. wrong / expect / the same customs in foreign countries

_____

2. don't forget / watch out / for thieves

_____

3. a good idea / hide / your money

_____

4. remember / call / us every day so we know you're OK

_____

5. try not / get lost / in the big cities

_____

6. not rude / refuse / food that looks strange

_____

7. make sure / pack / some medicine for stomach problems

_____

8. important / take / your doctor's telephone number with you

_____

9. be sure / have / great time

_____

H Complete Michael's story. Use gerunds and infinitives.

_____ (**1.** go) to Spain as an exchange student in high school was one of my big dreams. I hoped _____ (**2.** learn) Spanish while I was there. But I learned much more than Spanish. _____ (**3.** live) in Spain gave me the chance to learn another culture. My parents took me to the airport, and I promised _____ (**4.** send) emails every day. _____ (**5.** fly) to Spain was a very exciting day for me. But after I arrived, I refused _____ (**6.** write) to my parents for several weeks. I didn't write because I was so unhappy. Nothing was the way I expected it _____ (**7.** be). I missed my friends at home. _____ (**8.** hang out) with them was always a big part of my day. And every day in Spain I thought about how great things were at home. In the United States before my trip to Spain, I meant _____ (**9.** learn) Spanish, but now I refused _____ (**10.** talk) to anyone in Spanish. I even pretended not _____ (**11.** understand) what people were saying to me. Then a student who was my age invited me to the beach and introduced me to a lot of his friends. _____ (**12.** go) to the beach with others was really important. I remembered _____ (**13.** have) fun!

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I READING

Learn to Speak the Language



When you go to another country, you should learn to speak the language. This isn't something you can do with just a dictionary and a grammar book. Allow me to explain.

Words don't always have their literal meaning. When I went to Japan for the first time, I knew that the Japanese word for "yes" is *hai*. I went to discuss an important business issue. At the end of the meeting, I summarized my plan and asked my Japanese colleague, "Do you agree?" He answered with *hai*. That night I called my boss and told him that the Japanese company was ready to go ahead with the plan. The next day I had to tell my boss that this wasn't true. It turns out that the Japanese often use *hai* to mean "I've heard you. I understand."

Gestures are worse than words. They often have a meaning that is very different from the meaning you know. When I was in China, I saw people waving their hands at other people. They waved their hands the way I do when I want to tell someone to go away. But every time a Chinese person did this, the other person came nearer. Finally, a Chinese friend explained that this was the gesture for "come here."



This experience didn't prepare me for the taxi in Bulgaria. When my plane arrived in Sofia, I was tired. So I was happy that a taxi was right there. "OK?" I asked, opening the door. The taxi driver moved his head up and down, so I jumped in. "Downtown, please. OK?" I said. The taxi driver nodded again, but nothing happened. Finally, I became angry and jumped out. Guess what? In Bulgaria moving your head up and down means "no" and shaking your head from side to side means "yes."

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

1. _____ Words sometimes have more than one meaning.

2. _____ In Japanese, *hai* always means "yes."

3. _____ Waving one's hand in China means "come here."

4. _____ In Bulgaria, nodding the head up and down means "no."

5. _____ Shaking the head from side to side in Bulgaria means "I don't understand."

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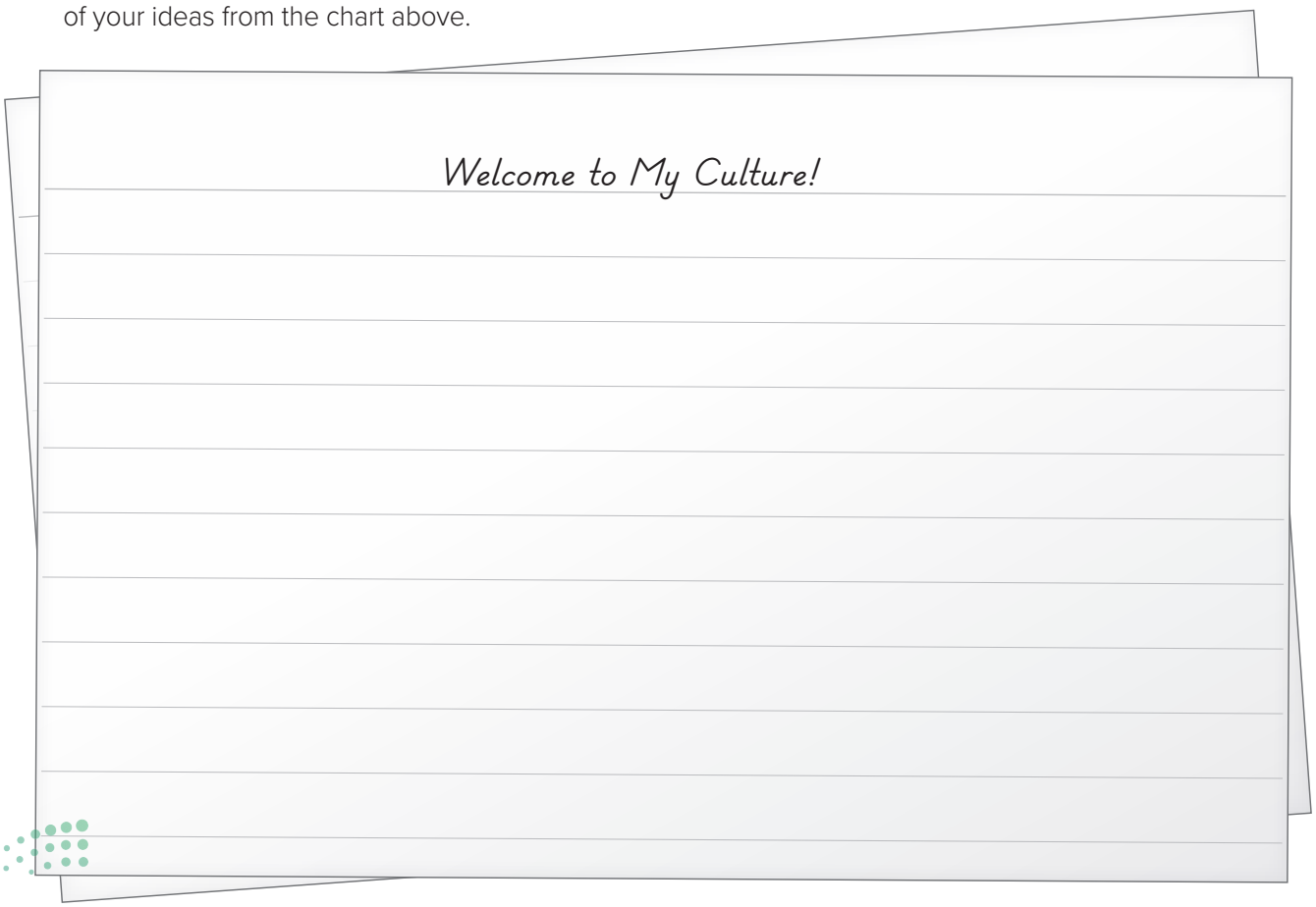
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J What things are unique to your culture? Complete the chart with your ideas.

1. What actions are considered polite in your culture?	
2. What is the food like in your culture? What are typical dishes or ingredients?	
3. What gestures do people make with their hands or head or eyes? What do the different gestures mean?	
4. What pastimes are part of your culture?	
5. What words or expressions make up part of your culture?	

K WRITING

Imagine you are having an exchange student from another culture stay with you. This student has never been to your country. Write a paragraph about things that are unique to your culture. Use some of your ideas from the chart above.



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EXPANSION Units 10–12

A Dad, Jenny, and Lee want to do something special for Mom. Write sentences about what they have already done and what they haven't done yet. Use the present perfect. Use ***already*** and ***yet***.

Dad			Jenny and Lee		
✓		invite Mom's relatives	✓	**3.**	bake a cake
		select a restaurant		**4.**	buy Mom a gift
✓	**1.**	buy Mom a gift		**5.**	clean the house
	2.	buy Mom flowers	✓	**6.**	make Mom a card

Dad has already invited Mom's relatives.

Dad hasn't selected a restaurant yet.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

B Complete the sentences using a verb in the gerund form.

Tariq plays tennis all the time. He enjoys *playing tennis* **.**

1. Imad hasn't gone out with his friends in two weeks. He misses _____.

2. I don't like to eat carrots. In fact, I can't stand _____.

3. Ahmed painted his bedroom this week. Finally, late Thursday night, he finished _____.

4. My friend and I didn't study much for the test, and we didn't do well on it. So I suggested _____.

C Write sentences about the chores or other things a mother wants her child to do. Use two-word verbs.

put away *Put your clothes away.*

1. turn off _____

2. clean up _____

3. turn on _____

4. throw away _____

5. hang up _____

6. take out _____

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EXPANSION Units 10–12

D Complete the conditional sentences with your own ideas. Use ***may*** or ***might***, the future, or the simple present.

1. If I study a lot, _____.
2. If I go to college, _____.
3. If I don't have much time to see my friends, _____.
4. If the temperature outside is zero degrees, _____.
5. If it rains a lot, _____.
6. If I don't do my homework, _____.
7. If I work all the time, _____.
8. If the sun sets, _____.
9. If my family eats dinner in a restaurant, _____.
10. If I go to the beach, _____.

E Write answers to what you would rather do.

eat steak and chicken all the time / be a vegetarian
I'd rather be a vegetarian than eat steak and chicken all the time.

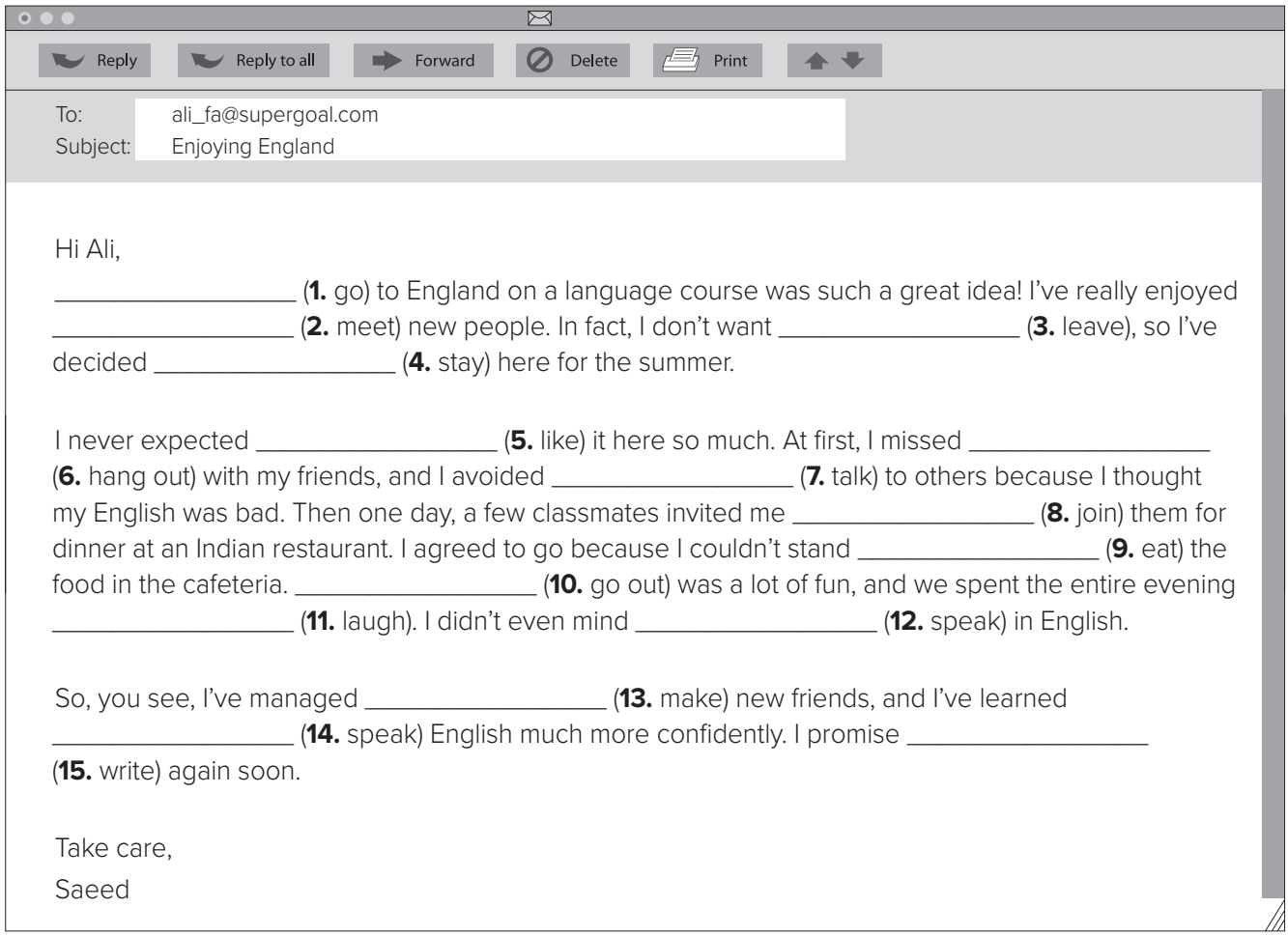
1. read a book / watch TV
_____
2. hang out with your friends / surf the Internet
_____
3. work a lot and be tired all the time / work less and enjoy my free time
_____
4. buy a new camera / save my money
_____
5. travel and make new friends / stay home and work
_____
6. study and pass a test / not study and fail a test
_____
7. live in a big city / live in a small town
_____

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EXPANSION Units 10–12

F Complete the email. Use gerunds or infinitives of the verbs in parentheses.



G Complete the conversations.

1. **Maha:** It's _____ say "please" and "thank you."
   Badria: And _____ say "you're welcome," too.
2. **Noura:** It's _____ talk while someone else is talking.
   Sabah: So _____ listen while someone is talking to you.
3. **Yahya:** It's _____ miss your family and friends when you go away to college.
   Majid: But _____ make new friends as soon as you can.
4. **Saeed:** It's _____ bring some food and water on a long hike.
   Adel: _____ take some fruit, too.
5. **Fadwa:** It's _____ take something from a store without paying for it.
   Aisha: _____ call the police if you see someone do this.

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EXPANSION Units 10–12

H Look at each of the photos. What advice is being given? Write two expressions of advice for each photo.





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

I What's the best way to deal with culture shock? Complete the chart with ideas on how to deal with these common cultural differences.

Customs / Traditions

- *respect local customs*
- *learn about traditions*

Cuisine

Culture Shock

Language

Gestures

J WRITING

Now write a paragraph with advice on how to deal with culture shock.

How to Deal with Culture Shock

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Unit 1 Self Reflection

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

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

Unit 1 Checklist	I can do this very well.	I can do this quite well.	I need to study/ practice more.
talk about lifestyles			
talk about habits and routines			
talk about frequency of actions			
use the simple present tense for habitual activities			
use adverbs and expressions of frequency			
ask questions with *how often, how much,* and *how long*			
use all, both, neither, and *none*			

My five favorite new words from Unit 1:	If you're still not sure about something from Unit 1:
_____ _____ _____	• 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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Unit 2 Self Reflection

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

Things that I found easy in Unit 2:	Things that I found difficult in Unit 2:
_____ _____ _____	_____ _____ _____

Unit 2 Checklist	I can do this very well.	I can do this quite well.	I need to study/ practice more.
talk about past actions			
relate past events in my life			
report what people said			
use the simple past tense in *yes/no* questions and short answers and in information questions			
use the expression *be* + *born*			
use expressions with the passive			
use *used to* in the affirmative and negative and in questions			
use time expressions for the past			

My five favorite new words from Unit 2:	If you're still not sure about something from Unit 2:
_____ _____ _____	• 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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Unit 3 Self Reflection

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

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

Unit 3 Checklist	I can do this very well.	I can do this quite well.	I need to study/ practice more.
talk about air travel			
talk about ongoing actions			
talk about plans and future actions			
use the present progressive			
use the future with *going to* and *will*			
use infinitives of purpose			
use time clauses with *after, as soon as, before,* etc.			
use prepositions of movement			

My five favorite new words from Unit 3:	If you're still not sure about something from Unit 3:
_____ _____ _____	• 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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Unit 4 Self Reflection

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

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

Unit 4 Checklist	I can do this very well.	I can do this quite well.	I need to study/ practice more.
talk about foods, buying foods, and planning meals			
describe quantities			
put events in sequence			
give and follow directions			
use the expressions of quantity *a few, a little, a lot of, much, many,* and *enough*			
use the pronouns *something, anything,* and *nothing*			
use the sequence words *first, then, after that,* and *finally*			
use reflexive pronouns			
use the conjunctions *because* and *so*			

My five favorite new words from Unit 4:	If you're still not sure about something from Unit 4:
_____ _____ _____	• 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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Unit 5 Self Reflection

Things that I liked about Unit 5:	Things that I didn't like very much:
_____ _____ _____	_____ _____ _____

Things that I found easy in Unit 5:	Things that I found difficult in Unit 5:
_____ _____ _____	_____ _____ _____

Unit 5 Checklist	I can do this very well.	I can do this quite well.	I need to study/ practice more.
talk about inventions			
express actions that have happened recently			
express actions that began in the past and continue into the present			
use the present perfect tense versus the simple past			
use the present perfect with *for* and *since* in the affirmative and negative			
use questions with *how long*			
use the passive in simple present, present perfect, and simple past			

My five favorite new words from Unit 5:	If you're still not sure about something from Unit 5:
_____ _____ _____	• 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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Unit 6 Self Reflection

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

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

Unit 6 Checklist	I can do this very well.	I can do this quite well.	I need to study/ practice more.
talk about quality of life			
describe features of places			
make comparisons			
ask for information			
use the comparative and superlative forms of adjectives			
use comparisons with *as...as*			
ask indirect questions			
use the definite article *the*			

My five favorite new words from Unit 6:	If you're still not sure about something from Unit 6:
_____ _____ _____	• 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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Unit 7 Self Reflection

Things that I liked about Unit 7:	Things that I didn't like very much:
_____ _____ _____	_____ _____ _____

Things that I found easy in Unit 7:	Things that I found difficult in Unit 7:
_____ _____ _____	_____ _____ _____

Unit 7 Checklist	I can do this very well.	I can do this quite well.	I need to study/ practice more.
talk about common items at a garage sale			
confirm information			
describe abilities			
use tag questions in the affirmative and negative			
ask negative questions			
use the expression *be able to*			
use *should, can, could, why don't,* and *let's* for suggestions			

My five favorite new words from Unit 7:	If you're still not sure about something from Unit 7:
_____ _____ _____	• 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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Unit 8 Self Reflection

Things that I liked about Unit 8:	Things that I didn't like very much:
_____ _____ _____	_____ _____ _____

Things that I found easy in Unit 8:	Things that I found difficult in Unit 8:
_____ _____ _____	_____ _____ _____

Unit 8 Checklist	I can do this very well.	I can do this quite well.	I need to study/ practice more.
talk about cars, driving, and traffic signs			
give advice			
express obligation			
say how people do things			
use the modal auxiliaries *must/mustn't/must not* and *should/shouldn't*			
use adverbs of manner			
use *can, could, will*, and *would* for requests			
report commands and requests			

My five favorite new words from Unit 8:	If you're still not sure about something from Unit 8:
_____ _____ _____	• 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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Unit 9 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 past events that are interrupted			
describe people's personalities and character			
use the relative pronouns *who, that,* and *which*			
use the past progressive with *when* and *while*			
ask for permission with *can, may*, and *could*			

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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Unit 10 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.
describe problems			
talk about common complaints			
express actions that have happened recently			
use the present perfect with *already, yet,* and *just* in questions and answers			
use the construction verb + gerund			
use two-word verbs			
use *can't* and *must* for speculation			
use *so...that* and *such...that*			

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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Unit 11 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.
express cause and effect			
make choices			
express preferences			
use the conditional with present and future forms			
use the expression *I'd rather*			
use the conditional for imaginary situations			
express present wishes			

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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Unit 12 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.
describe customs of different cultures			
give advice			
use the construction verb + infinitive			
use the construction verb + noun/pronoun + infinitive			
use the construction *it's* + infinitive			
use expressions of advice with infinitives			
use gerunds as subjects			
use the past perfect			

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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