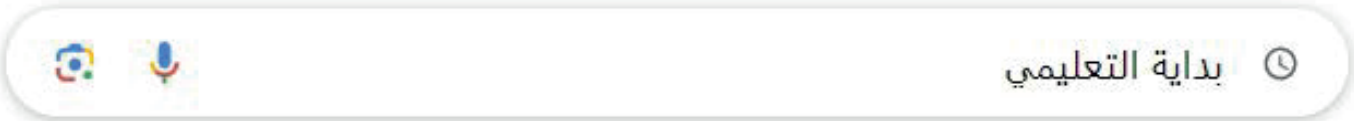
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SuperGoal 3 Student Book

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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
4	What Do I Need to Buy? **Pages 32–41**	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*
	EXPANSION Units 1–4 **Pages 42–47**	**Language Review** **Writing:** Write a report about an endangered species **Reading:** Water for Life	
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*

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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)
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)
	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	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)

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Scope and Sequence

	Unit Title	Functions	Grammar
7	It's a Good Deal, Isn't It? **Pages 68–77**	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 78–87**	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
	EXPANSION Units 5–8 **Pages 88–93**	**Language Review** **Reading:** Adventure Trips **Writing:** Write a brochure for an adventure trip	
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
10	Who Used My Toothpaste? **Pages 104–113**	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 114–123**	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 124–133**	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 134–145**	**Language Review** **Reading:** Aptitude and IQ: What's the Difference? **Writing:** Write about an occupation **Chant Along:** Career Path **Project:** Research questions on aptitude or IQ tests	

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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)
	Chant Along: I've Missed You! **Project:** Survey classmates about long-distance communication		
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)
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)
	Reading: Taking a Siesta **Project:** Research the benefits of sleep **Chant Along:** Assimilating **Writing:** Write advice on fitting into a new society		

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1 Lifestyles

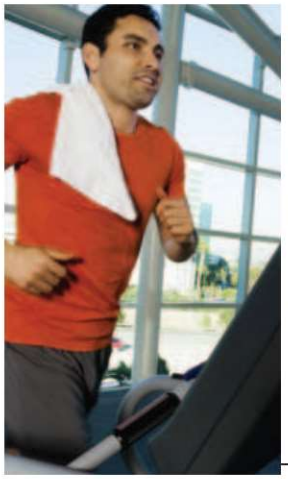
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1 Listen and Discuss

What activities do you do every day? Twice a day?

Check Your Lifestyle

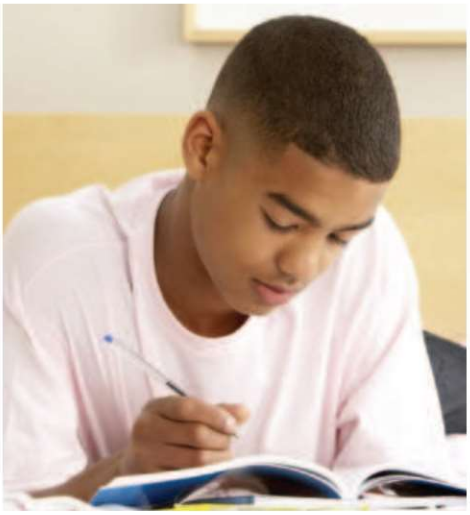
Which of the people are you most like? Why?





Arthur is really into fitness. He works out at the gym regularly. He runs frequently, and he plays tennis twice a week. From time to time, Arthur goes rock climbing.





Refaa is a health food fanatic. She normally eats vegetarian meals. She hardly ever eats meat. She never drinks coffee, but she loves herbal tea. Sometimes she drinks six cups a day.



John hates any type of physical exercise. He enjoys challenging puzzles like sudoku. He spends most of his free time playing video games or solving puzzles in magazines.



Josh is an Internet addict. He seldom spends less than three hours a day on the computer. While he's chatting online, he often checks his cell phone for text messages.

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STOVES AND OVENS

The first successful gas stove appeared in 1826, and the first electric stove in 1891. The microwave oven was invented by accident in 1946, when engineer Percy Spencer realized that microwaves could heat and cook foods faster than conventional ovens. The first microwave oven for use in homes was produced in 1967.

CELL PHONES

Portable cellular phones first appeared in the 1970s. The early model was called "the brick." It weighed 2 pounds (907 grams), offered just a half hour of talk time for every recharge, and sold for $3,995. Even though it was clumsy and expensive, consumers lined up by the hundreds to buy the first cellular phones as soon as they hit the market. Since then, phones have gotten smaller and much lighter, and they have become a necessary part of everyday life.



Quick Check

A. Vocabulary. Find six words in the article that relate to technology.

high-tech

B. Comprehension. Answer about the inventions.

1. How long has IBM produced commercially successful computers?
2. Has printing been around for a long time?
3. How long have TV sets been common in homes?
4. How long ago did the first microwave ovens appear in homes?
5. How long have cameras been on the market?
6. For how many years have people had cell phones?

2 Pair Work

Ask and **answer** about the inventions.

- How long have people used cell phones?
- They've used them since the seventies.
- How long have you had a computer?
- I've had a computer for a long time.

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3 Grammar

Present Perfect Tense versus Simple Past

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

Present Perfect

A: Have you ever **been** to France?
B: Yes, I**'ve been** there.

Past

A: When **were** you there?
B: I **was** there **two years ago**.

Present Perfect with *For* and *Since*

Use the present perfect with *for* and *since* to talk about an action that began in the past and that continues into the present.
For indicates the period of time: *for two months, for a year, for a long time*.
Since indicates when the action began: *since yesterday, since last June*.

Past	Present	Future
2018	I've lived here for several years. I've lived here since 2018.	→

Affirmative (+)

I've	studied English	**for** five years.	(I + have)
You've			(you + have)
He's		**since** third grade.	(he + has)
She's			(she + has)
We've			(we + have)
They've			(they + have)

Negative (–)

I/You/We/They	haven't	received an email	**for** two days.
He/She	hasn't		**since** Tuesday.

Question with *How Long*

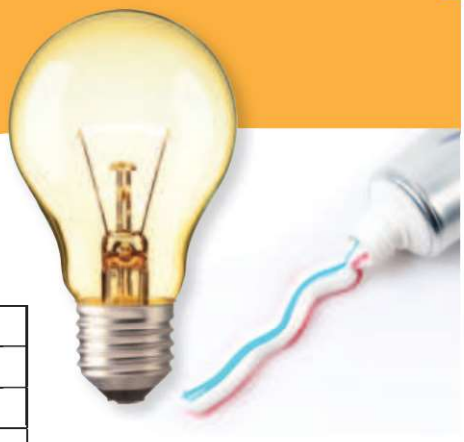
How long have you played football? — I've played football | **for** three years. / **since** I was 12.

A. Complete the sentences with ***for*** or ***since***.

1. Hameed has had the same TV _____ 15 years.
2. I've had my laptop _____ last June.
3. We've worked on this project _____ a month.
4. My friends haven't visited me _____ my graduation.
5. We haven't used our car _____ a long time.
6. I've been drinking tea _____ years.
7. Tariq has worn glasses _____ the age of seven.
8. _____ when have you had that beautiful watch?

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B. Work with a partner. Make sentences about the inventions.

People have had credit cards since 1950 / for about 70 years.

Invention	Date	Invention	Date
credit card	1950	electric lightbulb	1879
canned food	the early 1800s	filmmaking	1895
wristwatch	1868	paper clip	1867
radio	1901	airplane	1903
toothpaste	1824	ballpoint pen	1888











C. Have you used any of the inventions in exercise **B** above or on pages 48 and 49? How long have you used them? Ask and answer questions with a partner. Add other inventions.

A: Do you have a credit card?
B: Yes, I do.
A: How long have you had it?
B: I've had it for two years. OR I've had it since I was 18.

A: Have you ever been on a plane?
B: Yes, I have. I flew on a plane on my vacation.

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

Keep Cool

People _____ (1. try) to keep cool or keep their food cool for ages. The Chinese _____ (2. invent) ice cream 4,000 years ago, and they _____ (3. keep) it in snow in underground chambers. In Baghdad in the eighth century, a king _____ (4. import) snow and _____ (5. put) it in the walls of his summer home to cool the home. In 1834, Jacob Perkins _____ (6. build) a machine to make ice in London. The first home refrigerators _____ (7. appear) in the early 1920s. Since then, people _____ (8. preserve) their food in refrigerators. About the same time, air conditioning of large spaces _____ (9. become) possible. Since that time, people _____ (10. cool) themselves with air conditioners in stores, offices, and homes.

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4 Language in Context

Discuss these topics with a partner:

- Things you've done/haven't done for months, years, ages
- Things you've done/haven't done since you were small, last year, the age of 10
- Things you've never done

I haven't been rock climbing in a long time. OR *I've never been rock climbing.*



5 Listening

Listen to the conversation. Answer the questions.

1. Since when has Fahad walked for exercise?

   _____

2. How long has Fahad had his new job?

   _____

3. How long has Saeed been married?

   _____

6 Pronunciation

Listen. Notice the contractions of ***have***. Then practice.

How**'ve** you been? Where**'ve** you been? What**'ve** you done?

7 About You

1. How long have you studied English?
2. How long have you played a sport or had a hobby?
3. How long have you had any of these items: computer, laptop, digital camera, scooter, cell phone?
4. How long have you gone to school?
5. How long have you lived in your house?
6. How long have you known your best friends?



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8 Conversation

Fadi: Hi. This is a surprise.

Adnan: Hi there. Long time no see.

Fadi: Yeah. We haven't seen each other for about... er...

Adnan: Five years. Since high school.

Fadi: Has it been that long?

Adnan: Yeah. So, how are you doing?

Fadi: Great. I'm working in a bank. I've been in the accounting department for a year now. And you haven't changed at all.

Adnan: Well, you have. You're looking more, well, serious. I suppose you're happy with your job?

Fadi: Yes, very much so.

Adnan: This is good, as it is important to like one's job.

Fadi: And what have you been up to?

Adnan: I've taken over my father's restaurant. And I got married last year.

Fadi: Really? Congratulations! I'm getting married next month. I wanted to finish college and start a career before I settled down.

Real Talk

Long time no see. = I haven't seen you for a long time.
...er = a sound of hesitation, to show that the speaker is thinking
What have you been up to? = What are you doing these days?
Congratulations! = a response to good news relating to an achievement
settle down = get married

About the Conversation

1. How long has it been since Adnan and Fadi have seen each other?
2. Have they changed a lot?
3. Where is Fadi working?
4. How long has Fadi been working in a bank?
5. How long has Adnan been married?

Your Turn

Work with a partner. Role-play a conversation between you and an old friend you haven't seen for a long time. Include the following topics:

1. Say how long you haven't seen each other.
2. Say where and when you last met.
3. Say what you're doing now.

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9 Reading

Before Reading

1. What do you know about early film production?
2. What do you know about special effects?

A HISTORY OF SPECIAL EFFECTS

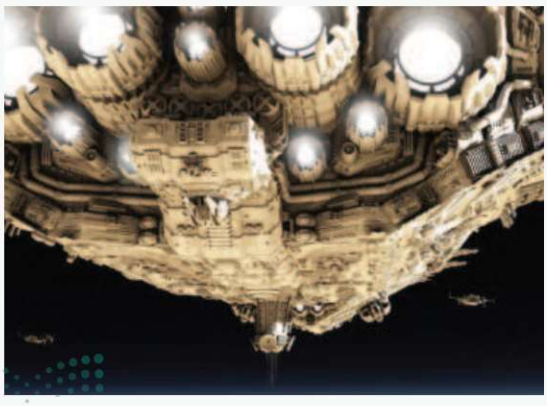


Audiences have been fascinated by the moving images in films ever since the Lumière brothers first showed short films in a café in Paris on December 28, 1895. **That** day, the audience screamed when a train on the film came straight toward them. Since **then**, filmmakers have used various techniques to amaze viewers. **These** techniques form the art of special effects—and create the visual illusions on the screen.

One of the first special effects used in motion pictures was discovered by accident. While filming in the streets of Paris in 1896, Georges Méliès's camera stopped and started again. When he viewed the film later, he found that the "stop trick" had caused a bus to turn into a carriage and pedestrians to disappear or change into different people. Because the film sequence had been interrupted, the picture seemed to mysteriously change before his eyes. Since **then**, filmmakers have used tricks like **this** to make people see things that didn't happen in real life.

Filmmakers today still use other old techniques such as miniatures and the animation of small-scale models. One of the most famous special effects in film history was the title character in *King Kong*, made in 1933. The huge gorilla on top of the Empire State Building was actually only 18 inches (45 centimeters) high. The film contained many revolutionary technical innovations for **its** time.

Another classic was *Star Wars (1977)* and its sequels, created by George Lucas. His ideas for the imagery and action scenes were so fantastic that the special effects crew often had to invent new techniques to accomplish them. **They** made many improvements in effects technology and developed a computer-controlled camera to create scenes with more realistic motion.



Nowadays, digital technology has given special effects a totally new dimension. Films such as *Jurassic Park*, *Toy Story*, *Transformers,* and *Pirates of the Caribbean* have become references in the art of visual effects. Imaginary situations and characters that only existed in books and comic books, such as *Spiderman*, have also been made to look realistic on television thanks to computer-generated images.

The art of filmmaking never stops. What amazing visual effects will filmmakers use in the future? You'll see **them** on the screen soon!

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After Reading

A. Match the words with their meanings.

1. ___ technique	**a.** a new way of doing things
2. ___ sequence	**b.** a small model
3. ___ interrupt	**c.** succeed in doing something
4. ___ miniature	**d.** a way of doing things
5. ___ innovation	**e.** stop in the middle
6. ___ accomplish	**f.** actions or events in a particular order

B. Answer about the article.

1. How long have audiences watched films?
2. How was the "stop trick" discovered?
3. What special effect was used for *King Kong*?
4. How did the special effects crew of *Star Wars* create realistic motion?
5. What films have become references in the art of visual effects?
6. Have you seen any of the films mentioned in the article? What is your opinion of them?



Discussion

1. Give examples of special effects in films you've seen on TV. Which impressed you the most?
2. Describe a TV film you saw that had a lot of special effects.
3. Do you like to watch old black and white films? Why, or why not?
4. Have you ever seen a 3-D (three-dimensional) film?
5. What do you think special effects will be like in the future?

10 Project

1. Work in groups. What do you think is the most important invention of the last century? How has it changed people's lives?
2. Present your arguments to the class about why you think it is so important.

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11 Writing

A. Look back at the **Reading** on page 54. What does each word refer to?

1. That (line 3) _____
2. then (line 5) _____
3. These (line 6) _____
4. then (line 15) _____
5. this (line 16) _____
6. its (line 20) _____
7. They (line 23) _____
8. them (line 33) _____

Writing Corner

For better cohesion in writing:

1. Use subject, object, and possessive pronouns or possessive adjectives.
   I collect stamps. I keep **them** in albums according to **their** country and date.
2. Use demonstrative pronouns and adverbs like: *this, that, these, those* or *then, there*.
   I started collecting stamps five years ago. Since **then**, I've collected over 2,000 of them.
   This is the oldest stamp that I have. **Those** are from Argentina.
3. Use relative pronouns like: *who, that, which*.
   The man **who** gave me this stamp said it is very old. It was on a letter **that** he received when he was a young boy.

B. Read the paragraphs. Circle the pronouns. What or who do they refer to?

I have one possession that is really important to me. This is my bike, which is special for many reasons.

I've had my bike for about two years. When I first saw it in the window of the sports shop, I just knew that I had to have it. My parents agreed that I could buy it, but they said I had to pay for it myself. That's one reason why it's so special to me. I'd never bought anything so expensive before. Since then, my bike and I go everywhere together. I ride it to school, to the park, to football practice, and sometimes I just ride it without any destination in mind.



I always try to keep my bike in good condition, but sometimes it breaks down. I've learned to repair a flat tire. Once, the chain came loose, so I learned how to fix that, too. Whenever I manage to save a bit of money, I like to get new accessories for my bike. I've bought reflectors, new handle bar grips, a bicycle pump, and a water bottle. As soon as I save enough money, I'm going to buy a Cateye Cycle Computer that calculates distance and speed.

I love riding and exploring new neighborhoods. Riding helps me clear my head and forget about my worries. It's great exercise, too. Of course, I'm careful when I ride in traffic and I always wear a helmet.

C. Write about some of your most important possessions. Say how long you've had them and why they are special. Remember to use appropriate pronouns to link sentences.

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12 Form, Meaning and Function

The Passive

We use the passive to emphasize the *action* and not *who* or *what* does it.
To make the passive, we use the verb *be* and a past participle.*

Simple Present: Millions of people use the Internet. (active)
The Internet **is used** by millions of people. (passive)

Present Perfect: Technology has changed our lives. (active)
Our lives **have been changed** by technology. (passive)

Simple Past: Alexander Graham Bell invented the telephone. (active)
The telephone **was invented** by Alexander Graham Bell. (passive)

The person or thing that does the action is the *agent*. When we want to show the agent, we use *by* + the agent. When the agent is not necessary, we leave it out.

A thief stole my bike.
My bike **was stolen**. (*by a thief* is not necessary)

Someone has broken the window.
The window **has been broken**. (*by someone* is not necessary)

The boys broke the window.
The window **was broken** *by the boys*. (necessary)



* See page 162 for a list of the past participles of irregular verbs.

A. Change the sentences from active to passive.

A company in Germany makes these cars.
These cars are made by a company in Germany.

1. Karl Benz made the first car in 1886.
2. Companies all the over world produce cars today.
3. They have made many changes in our city.
4. Did Alexander Fleming discover penicillin?
5. They filmed the documentary in a desert oasis.
6. Did they invite you to the graduation ceremony?
7. People speak English all over the world.
8. Steven Sasson invented the digital camera in 1975.



B. Change the sentences from passive to active.

1. Typewriters have been replaced by word processors.
2. All entrées in this restaurant are served with rice and salad.
3. Was the first airplane flown by the Wright brothers?
4. Soap has been used by people in the Middle East for nearly 5,000 years.
5. The way we communicate has been changed by cell phones and computers.
6. Roughly thirteen percent of the world's oil is produced by Saudi Arabia.
7. An encyclopedia of medical practices was written by Al-Zahrawi in 1000.
8. Many flying machines were designed by da Vinci, but they were never built.



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6 Do You Know Where It Is?

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1 Listen and Discuss

What do you think people mean when they say a town or neighborhood has a good quality of life?

Do You Know Where This Place Is?

Look at each photo, read the text, and guess the name of the city or country. In what ways is it similar to or different from where you live?



◂ The public transportation system is the most efficient in the world. The bullet trains can travel at 186 miles (300 kilometers) per hour and are extremely punctual. Fares for the express trains are as expensive as airplane fares, but overall, the time required for the train trip is usually shorter, since there is no need to travel to an airport.



The city is known to be one of the safest cities in the world. The overall crime rate is roughly the same as that of Singapore, but lower than that of Tokyo, Toronto, and many other large cities. ▸



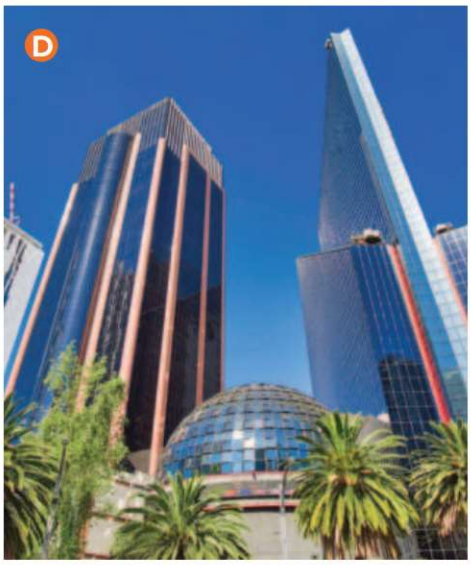
◂ It is home to one of the oldest universities in the world and one of the largest. Nowadays, the town isn't as quiet as it used to be, but the quality of life is still just as good. There are lots of green areas, and a quarter of the population cycles around the town: over the bridges, through the parks, and along the narrow streets.

Answers

A Japan, **B** Hong Kong, **C** Cambridge (England), **D** Mexico City

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Surveys show that the city has the worst traffic in the world. It is worse than Sao Paulo, Brazil. The average commuter spends four hours in traffic per day. There are approximately 6 million cars, taxis, buses, and other vehicles carrying 22 million people.

Quality-of-Life Indicators

What do you look for in a town/community? Check the indicators that are important to you.

- ☐ Cost of living
- ☐ Cost of housing
- ☐ Clean air/air quality
- ☐ Low crime rate
- ☐ Green areas
- ☐ Hospitals
- ☐ Schools
- ☐ Public transportation
- ☐ Culture and recreation

Quick Check ☑

A. Vocabulary. Underline the comparative and superlative forms in the article.

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

1. _____ In Japan, trains are less expensive than planes.
2. _____ The trains in Japan travel at a speed faster than sound.
3. _____ The crime rate in Hong Kong is as low as that of Singapore.
4. _____ Cambridge has a lot of green areas, but noise is a problem.
5. _____ The traffic in Mexico City is much worse than in Sao Paulo.

C. Rank the items in the quality-of-life chart from 1-9. Compare your answers with a partner.

2 Pair Work

Ask and **answer** about the places you know. Use ideas in the article and the chart.

- Do you know what the cost of living is like in Amman?
- It isn't as expensive as it is in Abu Dhabi.

- Which do you think is more polluted, Sao Paulo or Mexico City?
- Sao Paulo is just as polluted as Mexico City.

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3 Grammar

Comparative and Superlative Forms of Adjectives

Buses are **fast**.
Bus tickets are expensive.



Comparative

Trains are **faster** than buses.
Train tickets are **more expensive**.



Superlative

Planes are **the fastest**.
Plane tickets are **the most expensive**.



Buses are **less expensive** than taxis. But the subway is **the least expensive** way to travel.

Irregular Forms: **good / better / the best** **bad / worse / the worst**

Comparisons with *as...as*

Use *as...as* to say that two things are the same or different. You can use *just* for emphasis.

In Japan, trains are **as expensive as** planes.
This hostel is **just as comfortable as** the hotel, and it doesn't cost **as much**.
Our neighborhood isn't **as noisy as** our old one, and it isn't **as dangerous**.

Indirect Questions

There is no inversion of the subject and verb in indirect questions.

Direct Questions	Indirect Questions
What's the name of the street?	Do you know what the name of the street is?
Where is the nearest bank?	Do you know where the nearest bank is?
When does the store open?	Do you know when the store opens?
Where can I get good pizza?	Could you tell me where I can get good pizza?
How many people live here?	Could you tell me how many people live here?
Who planned this town?	Could you tell me who planned this town?

A. Complete the sentences. Use the correct form of the adjectives.

1. The downtown area is usually _____ (noisy) than the suburbs.
2. The hospitals in cities are usually _____ (good) than ones in the country.
3. Public transportation is _____ (frequent) at night than during the day.
4. My hometown has the _____ (clean) air of all the towns in this country.
5. Many people say that Sao Paulo has the _____ (bad) traffic in the world.
6. The subway is _____ (crowded) at rush hour than at other times.
7. Housing is usually _____ (expensive) in the country than in the city.
8. The cost of living in small towns is usually _____ (cheap) than in big cities.

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B. Write sentences with ***as...as***.

The Maxi camera is easy to use. The Digitron model is just as easy.
The Maxi camera is just as easy to use as the Digitron.

1. The Flash computer is fast. The XYZ model is just as fast.

_____

2. Majid is a smart young man, and so is his brother Nasr.

_____

3. This red car is expensive. The blue car is less expensive.

_____

4. Rome is an amazing city, and so is Paris.

_____

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

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

1. Where is the main post office?
2. How often do the buses come?
3. What time does the bank open?
4. Where is the nearest pharmacy?
5. Who can give us directions?
6. Which way is the center of town?
7. When does the gas station close?
8. What is the name of the highway to town?

D. Complete the conversation. Use comparative and superlative forms of the adjectives. Then practice the conversation with a partner.

A: In your opinion, what is the _____ (**1.** good) restaurant in town?

B: I think it's Antonio's.

A: I disagree. Antonio's isn't as _____ (**2.** good) as Gino's. Gino's has _____ (**3.** good) pasta than Antonio's.

B: But Antonio's is always crowded.

A: Of course. It's the _____ (**4.** popular) restaurant in town. But it is still not the _____ (**5.** good) place to eat.

B: So, can you tell me where the _____ (**6.** good) food in town is?

A: In my opinion, it's at 209 Mulberry Street.

B: But that's where you live.

A: Exactly. No one's cooking is as good as my mom's.



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4 Language in Context

1. Work in pairs. Choose the best place for Yousef to live. Then compare with other pairs.
2. Take a class vote. Which place does the class think is best for Yousef?

Yousef is looking for a place to live. He wants a small, quiet place in a good neighborhood. He doesn't have a car, but he has a motorcycle. Yousef is a student, and he has a part-time job. He earns about $1,500 a month.



5 Listening

Listen to the news story about garbage and recycling. Answer ***true*** or ***false***.

1. _____ The garbage from one week in Mexico City can fill a large stadium.
2. _____ The United States doesn't produce as much garbage as Mexico.
3. _____ Today, only paper and cans are recyclable.
4. _____ About one hundred pounds of recycled paper saves one tree.
5. _____ In Curitiba, Brazil, people can get bus coupons when they recycle garbage.

6 Pronunciation

Listen. Notice that the indirect question has rising intonation.
The information question with ***Where*** has falling intonation. Then practice.

Do you know where the bus stop is? ↗ Where is the museum? ↘

7 About You

1. Describe three things in your town that have changed in the last year or two.
2. Talk about something that has become cheaper or more expensive recently.
3. Compare things that are/aren't as good in two neighborhoods in your town.
4. What are the best restaurants, stores, and hangout places in your town? Does the class agree?

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8 Conversation



Faris: So how long have you lived out here in the suburbs?
Adel: Since I started college, about two years ago. The apartment was a bit run down, so I had to renovate it.
Faris: Well, you did a good job. It's really nice and cozy.
Adel: I'm glad I moved into this neighborhood. It's quiet and safe, and I have really nice neighbors.
Faris: Are there a lot of stores and green areas in the neighborhood?
Adel: Definitely! There are parks and supermarkets and a mall. The only thing is that I spend a lot of time commuting to college. But you can't have it all. What's your place like?
Faris: Do you know where the Rangers' stadium is? I live about two blocks away. I often can't find a place to park, and there's sometimes a lot of noise because of the games.
Adel: Why don't you find another place and move out?

Your Ending

What do you think Faris's response is?

1. It's close to my college.
2. I guess I'm used to it.
3. Now I'm a Rangers fan.
4. Your idea: _____

Real Talk

a bit = a little
run down = in need of fixing/not looked after
Definitely! = an expression that shows strong agreement
The only thing is that... = used to introduce a problem/issue
you can't have it all = everything has something negative

About the Conversation

1. Is Adel's neighborhood dangerous?
2. What did he do to his apartment?
3. What doesn't he like about the suburbs?
4. Where does Faris live?
5. What doesn't Faris like about his place?

Your Turn

Talk with your partner about your neighborhood. Discuss the following things.

1. Where do you live—in a house or an apartment?
2. What do you like/dislike about your neighborhood?
3. What facilities are in your neighborhood?

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9 Reading

Before Reading

1. Which cities in the Middle East do you think have the best quality of life?
2. What do you base your opinions on? Give reasons.



King Fahd's Fountain ▸

THE BRIDE OF THE RED SEA

For 20 consecutive years, Jeddah has been named a "global city" by the GaWC for offering a high quality of life to its citizens. So what makes Jeddah a global city and one of the best places to live in the Middle East? Residents and visitors point out several aspects relating to everyday life, such as the city's cultural diversity, modern architecture and engineering, rich cultural heritage, and high quality of education.

Jeddah is a leading destination for international students and travelers. It has several public and private universities that provide a very high standard of academics. Jeddah is also the gateway to the Holy City of Makkah and hosts millions of pilgrims from around the world on their way to Hajj every year.

Jeddah has been an example of modern architectural and engineering innovation since the 1980s. One of the city's major landmarks is King Fahd's Fountain, the highest fountain in the world. It jets water as high as 312 meters (1024 feet) and can be seen from nearly everywhere in the city. Other landmarks include the NCB Tower, the IDB Tower, and the Jeddah Municipality Tower. There are also plans to build the 1,000-meter high Kingdom Tower, which, when completed, will be the world's tallest building.

During the 1980's, many works of art were introduced into Jeddah's public areas, making it one of the largest open-air galleries in the world. Modern sculptures, ranging from abstract works to traditional coffee pots and airplanes, decorate the pedestrian streets and roundabouts of the city. There are also a number of museums and galleries to visit. Bayt Naseef in Al-Balad was once home to the wealthy merchant family who hosted King Abdulaziz Ibn Saud in 1925. Today, it houses a historic museum and heritage exhibits.

The historic center of Al-Balad is a charming blend of traditional houses and modern glass skyscrapers, and its huge marketplace features a combination of traditional *souqs* and designer boutiques. Today, huge efforts are being made to preserve its historical architecture.

The city is also famous for its recreation. It is home to many famous football and athletic clubs. A light breeze cools the coast in the Corniche area, where visitors can eat at the many restaurants, relax by the beach, and have fun at the amusement park. And the beautiful coral reefs of the Red Sea are popular with scuba divers. There's always something interesting to do in Jeddah, the "Bride of the Red Sea."

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▲ Abdul Raouf Khalil Museum and Mosque



▲ Bayt Naseef

After Reading

A. Choose the meaning of the underlined words that best fits the reading context.

1. for 20 consecutive years (line 1)
   a. recent **b.** an unbroken series **c.** next or future
2. point out several aspects (line 6)
   a. ideas **b.** ways **c.** features
3. a leading destination (line 10)
   a. popular **b.** winning **c.** most important
4. it houses a historic museum (line 39)
   a. visits **b.** holds **c.** protects
5. a combination of traditional *souqs* (line 44)
   a. mixture **b.** series of numbers **c.** things joined

B. Mark which of the following things a visitor can do in Jeddah, according to the article.

1. _____ You can meet people from different cultures.
2. _____ You can study at university.
3. _____ You can visit the world's tallest fountain.
4. _____ You can see modern sculptures at Bayt Naseef.
5. _____ You can go shopping in Al-Balad.
6. _____ You can visit the Kingdom Tower.

Discussion

What city would you like to live in? Why?

10 Project

Work in groups. Select a town or city in your country or in the world. Present its features to the class and say why you chose it.

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رؤيـــة VISION 2030
المملكة العربية السعودية
KINGDOM OF SAUDI ARABIA

11 Writing

A. Write about Saudi Arabia. Create a chart to make notes on the advantages and benefits (assets) of the country and what you think it can achieve (aims) in the future.
Organize your chart around these themes: Family and Community, Education, Environment and Natural Resources, Culture and Recreation, Transportation, Tourism. Add a theme of your own.

B. Read the extract from the Vision 2030 program.
- Circle each asset
- Underline each aim



Saudi Arabia has many natural resources, such as oil, gold and other valuable minerals.
More importantly, it is blessed with the strength and potential of its people. The children of Saudi Arabia will create a great future and the government will support its people and country.
The families of Saudi Arabia are a strong and important part of society. Families will receive all the help they need to raise their children according to Islamic values and help them develop their abilities.
The country is rich in culture. More cultural events and activities will be organized to educate and provide entertainment. The government has a strong commitment to education and recreation. There will be more libraries, galleries and museums as well as sports facilities for everyone.
Health care and education will be available to all citizens making their lives happier and more secure.
A healthy economy offers opportunities to large and small businesses. Quality services and facilities will attract investors from different countries. A renewed business environment will provide professional opportunities to all citizens.
A high-quality educational system that meets the needs of the job market will provide Saudi professionals with the necessary knowledge and skills.
Saudi Arabia is also blessed with a good location – in between Africa, Asia and Europe – which helps trade. It also has a beautiful natural environment with a stable climate, which will allow us to develop tourism and attract visitors.
Telecommunications and information technology will be developed in and around cities. This will make it easier for people to communicate across the globe and access information.
Government services will support the growth and development of private and non-profit organizations and help them to operate successfully.

** 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.*

- Compare the phrases you have underlined with your ideas from exercise **A** and share with a partner. Discuss your charts. How did your type of chart help you to organize your ideas?

C.
- Make another chart to write lists of the assets in your city or neighborhood and what you think the aims should be for your city or neighborhood's future. Will you use the same style of chart that you made in **A**? Why? Why not?
- Write an essay about the aims of your city or neighborhood.
- Include ideas about how you, and other good citizens, can help your city to achieve these aims.

Writing Corner

Most forms of writing are organized in paragraphs.
1. Essays begin with an introductory paragraph that presents the main idea of the essay.
2. The main body of an essay may have one or many paragraphs. Each paragraph focuses on and develops a specific topic; there is usually a topic sentence.
3. At the end, there is a conclusion that sums up the main idea of the essay.

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12 Form, Meaning and Function

The Definite Article: *the*

The definite article *the* comes before singular and plural nouns: **the** car, **the** cars.

Use *the* for specific objects or people that were introduced before or that are known.
Do not use *the* with plural or noncount nouns when talking in general.

He is a tourist. **The** tourist is in Jeddah.
What are **the** official languages of Canada?

Technology is used in classrooms.



Use *the* with the superlative.

Planes are **the** fastest means of transport.

Use *the* for objects that are one of a kind.

the Earth	**the** sun	**the** moon
the stars	**the** sky	**the** sea

Use *the* with the names of oceans, seas, rivers, mountain ranges, deserts, groups of states, and monuments.

the Red Sea	**the** Amazon	**the** Eiffel Tower	**the** National Museum
the Arabian Desert	**the** Alps	**the** United States	**the** Pacific Ocean

Do not use *the* with proper names, possessive adjectives, months, days of the week, meals, games, sports, or with the words *home*, *school*, *work*, *business*, and *vacation* when used for their purpose.

Fahd is my brother. He is in Dubai on business. Let's play tennis after lunch.

A. Write the definite article ***the*** where necessary.

1. When _____ sun goes down at _____ night, you can see _____ moon and _____ stars.
2. _____ Burj Khalifa in _____ Dubai is _____ tallest building in _____ world.
3. _____ Great Pyramid of _____ Giza is one of _____ Seven Wonders of _____ Ancient World.
4. _____ Calligraphers used _____ Kufic script to write _____ first copies of _____ Holy Qur'an.
5. _____ Last year we went on _____ vacation to _____ island of _____ Penang in _____ Malaysia.

B. Write the article ***a***, ***an***, or ***the*** where necessary.

1. _____ bullet train can travel at _____ speed of 300 km _____ hour. It isn't as fast as _____ airplane, but _____ trip on _____ express train can take _____ shorter time.
2. We usually play _____ football in _____ park on _____ Saturday morning. In _____ afternoon, we go for _____ lunch at _____ our favorite restaurant by _____ beach.
3. What makes _____ Jeddah _____ global city and one of _____ best places to live in _____ Middle East? Is it _____ quality of _____ life?
4. _____ Cambridge is surrounded by _____ green areas; _____ quarter of _____ population cycles around _____ town, through _____ parks, and along _____ narrow streets.
5. _____ coral reefs in _____ Red Sea are _____ popular destination for _____ scuba divers.

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

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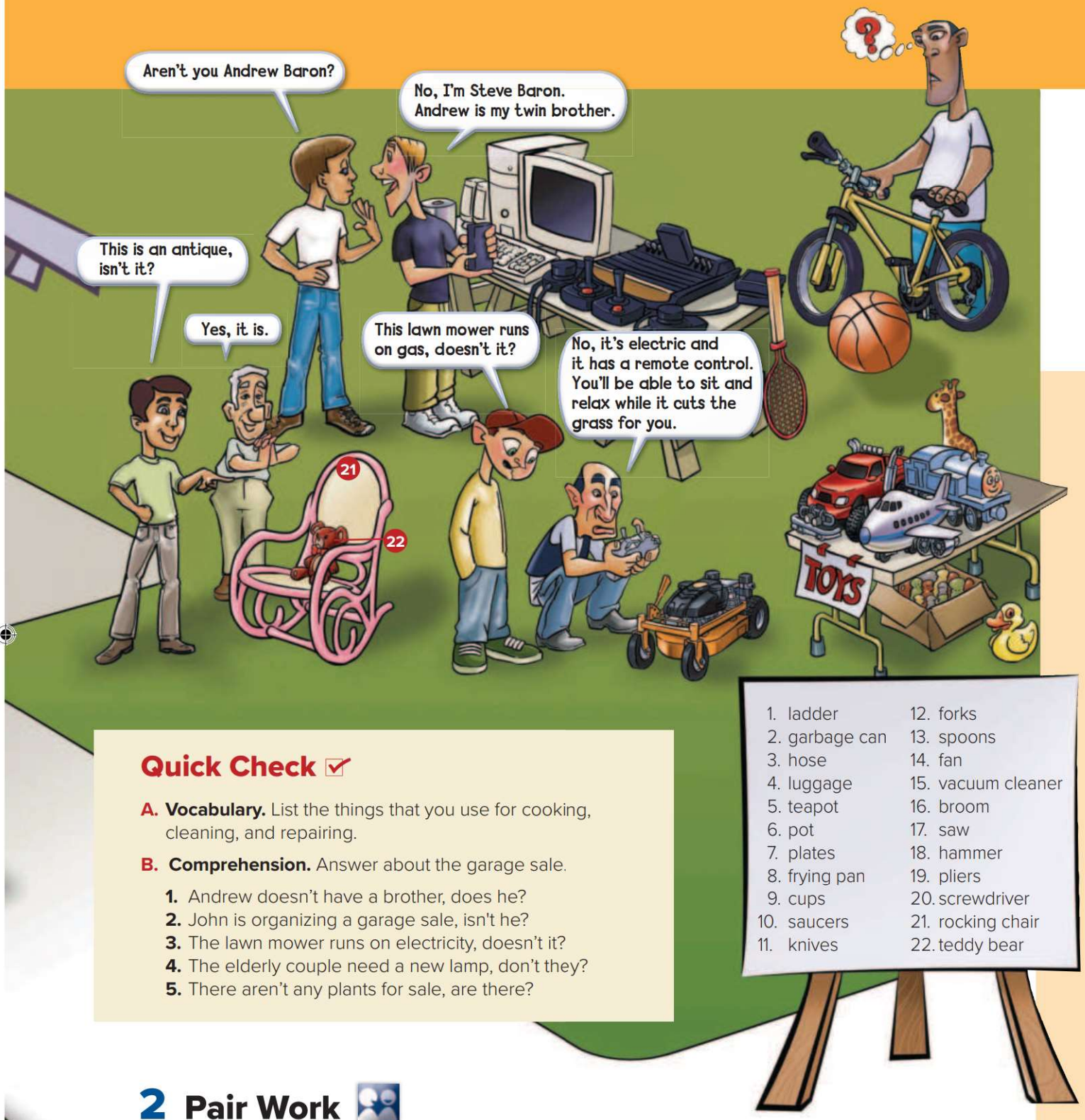
1 Listen and Discuss

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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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)

Your name is Ali Khalid, **isn't it?**
You were born in Abha, **weren't you?**
You live in Dammam, **don't you?**
You studied in Dhahran, **didn't you?**
You've graduated, **haven't you?**
You're going to work in Riyadh, **aren't you?**

Negative Sentence (Affirmative Tag)

Mariam isn't American, **is she?**
She wasn't born in the United States, **was she?**
She doesn't speak English, **does she?**
She didn't work in a school, **did she?**
She hasn't lived in the United States, **has she?**
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



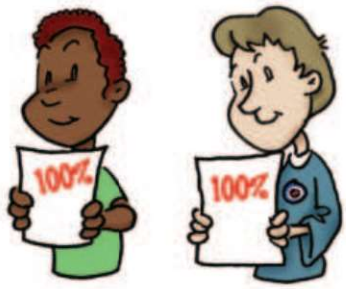
2. the players



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!"

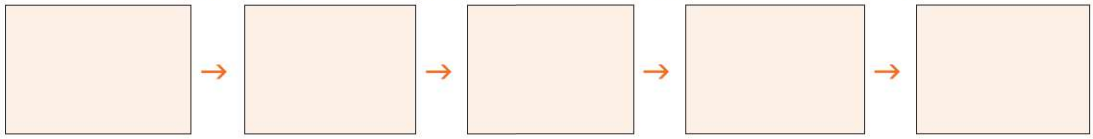


Writing Corner

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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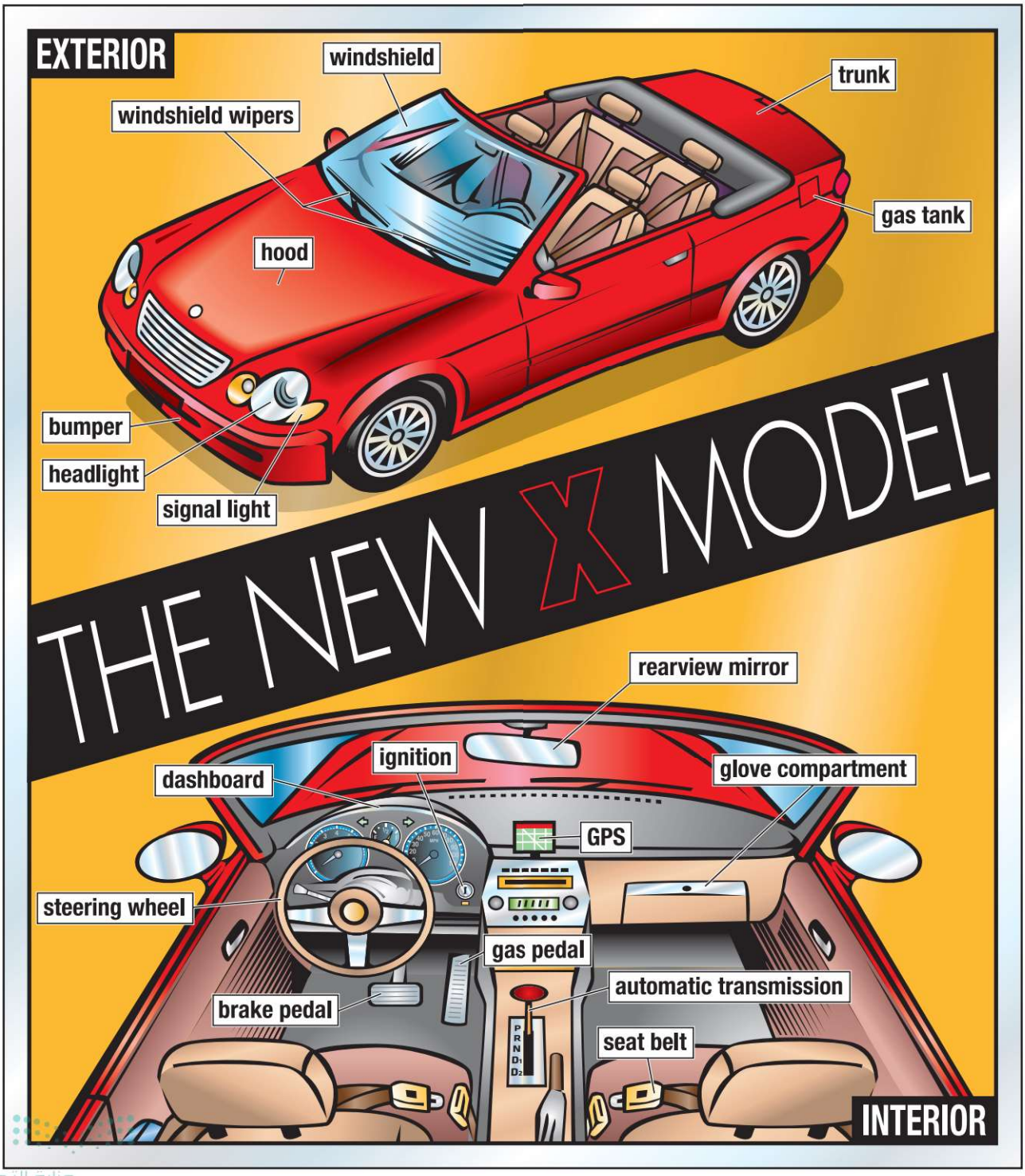
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8 Drive Slowly!

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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**.

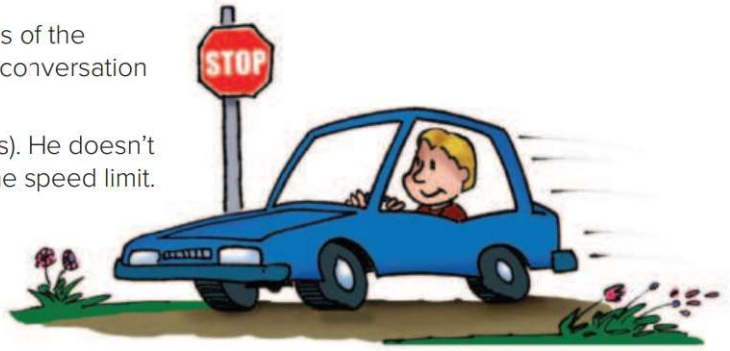
The adverb form of *good* is *well*.
He's a good player. He plays **well**.

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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8 Drive Slowly!

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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.

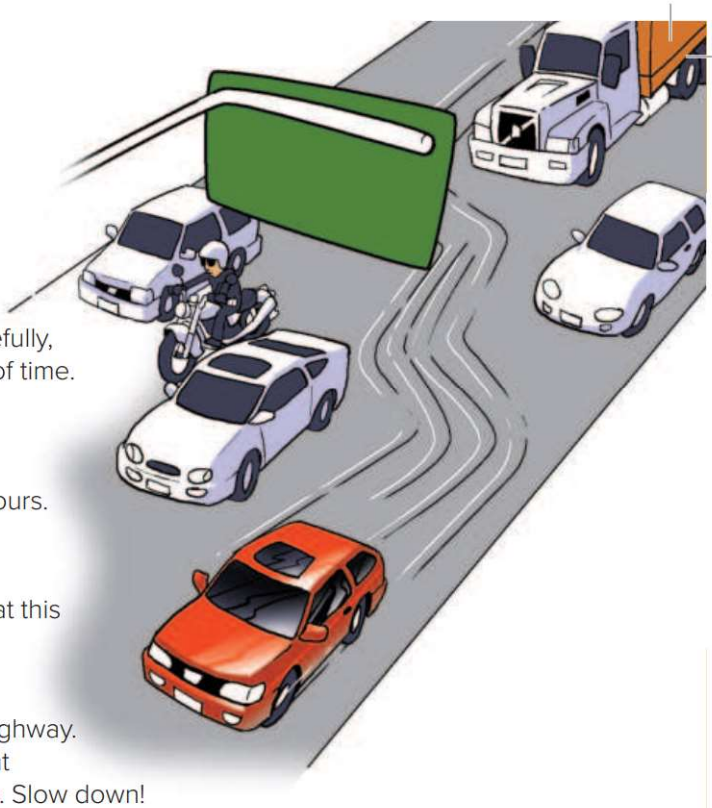
You **must** be 18 to get a license.
You **mustn't** go over the speed limit.

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.

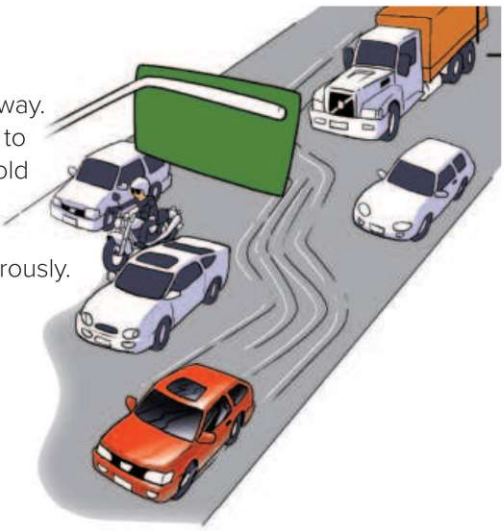
   _____

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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EXPANSION Units 5–8

1 Language Review

A. Choose the sentence that means the same thing.

1. The cost of living in Rome is just about the same as in Paris.
   a. Rome is cheaper. **b.** There isn't much difference. **c.** They're both expensive.
2. My new air conditioner isn't as noisy as the old one.
   a. The new one is just as noisy. **b.** The new one is noisier. **c.** The new one is less noisy.
3. This is the most crowded restaurant I've ever been in, but it's always like this.
   a. It's more crowded today. **b.** It's as crowded as usual. **c.** It's not usually this crowded.
4. The taxis are as slow as the buses during rush hour.
   a. Taxis are faster. **b.** Buses and taxis are slow. **c.** Buses are faster.
5. Our TV screen is as large as yours, but yours has a higher definition.
   a. They're not the same size. **b.** One has a better definition. **c.** They're exactly the same.

B. Complete the sentences with the present perfect or the simple past form of the verb.

1. Sahar and Asma _____ (be) friends for 10 years, and they call each other often.
2. Qassim _____ (work) as a guide before he started his travel agency.
3. The team _____ (win) all their games so far this season.
4. I _____ (not see) a good film on TV for a long time.
5. Ashraf _____ (live) in a dorm since he went to college.
6. Hameed and Adel _____ (meet) when they were at school.

C. 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, _____?

D. 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.

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E. 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 _____.

F. Look at the pictures of adventures on this page, and say which you have or haven't done.

I've been go-kart racing. OR
I've never been go-kart racing.

1. go-kart racing
2. exploring a cave
3. mountain climbing
4. white-water rafting
5. skydiving
6. riding a camel

G. Now complete the chart with your opinions of the adventures. Then compare ideas with a partner. Write your partner's ideas in the third column.

Adventure	My Opinion	My Partner's Opinion
the most exciting		
the cheapest		
the most dangerous		
the shortest		
the longest		
the most tiring		
the craziest		

H. Work in a group. Defend your opinions of the adventures.

White-water rafting is less dangerous than skydiving, and it's just as exciting.

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2 Reading

Before Reading

Discuss the pros and cons of the following adventure sports.

Adventure Trips





Biking in the Alps, Germany

Pedaling through the Bavarian countryside is the way to go for many visitors. You can bike through green valleys and past rivers, including the Danube, while enjoying rural landscapes and experiencing life in German villages. The trail takes you over the Alps and crosses several mountain passes to Garmisch-Partenkirchen. The town is Germany's most famous winter sports center, close to Zugspitze, Germany's highest mountain. A mountain railway and cable car can take you to the peak. The trip along this scenic route is a real treat.

Click here for details:
www.pedalps.com

Skydiving: Flying High in the Rockies, USA

Have you ever dreamed of flying? We can offer you a unique opportunity. SKYHI is top ranked and is the largest and most reliable skydiving facility in Colorado. Every year, people take more than 35,000 jumps at our facility. Conquer your fear, and get an awesome view of the snowy peaks from about 3,000 feet (900 meters) above the Rockies. For those of you who want to relive your greatest adventure over many years, our camera operator will accompany you and film your own personal jump video, or you can even carry your own camera!

Location: 1 hour from Denver, Colorado.
Information: www.skyhidive.com

White-Water Rafting, Chile

We invite you to come and explore the best-kept secret of Patagonia, an amazing place where glacial lakes are connected by hundreds of kilometers of rivers. The Futaleufu River offers 40 miles (64 kilometers) of top white-water rafting. Come and experience the turquoise-colored rapids rushing through the Andean mountain range. This is the safest ride there is, even for beginners. We've been providing rafting trips for more than 30 years.

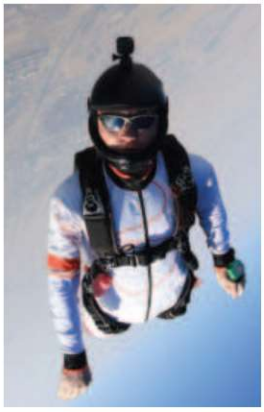
For more information, click here:
www.andesrafting.net



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Comments from customers about their experience



The instructor told me to stand up and walk toward the exit door. I thought, "What if my parachute doesn't open?" I've never been so frightened in my life. My camera operator was ready. I couldn't back out now. So I let myself go out the plane. Those were the most exciting and enjoyable seconds that I have ever experienced. I saw the ground getting closer and closer, and I heard the wind rushing by. I checked my altimeter and pulled the ripcord of my parachute. There was a strong jerk. Suddenly it was calm, and I watched the beautiful landscape below as I floated peacefully to the landing area.

Mitch Taylor



I've ridden cross-country for several years, but this was my first cycling tour—and I'm looking forward to the next one. It was spring, there was still some snow on the slopes, and the countryside was green and full of wildflowers. I could smell the fresh scent of the plants in the air when the breeze blew against my face. Biking is much more fun than being stuck inside a car or on a tour bus. I love to be in contact with nature and hear all the sounds: the birds, the trees, the water in the streams. Going uphill can be tiring sometimes, but the views are worth the effort.

Daniel Garcia



At first, I was scared, but after a while, I got used to going up and down. The bumps, spins, and shakes were the least of my worries. I've gone to amusement parks since I was a kid, but this was a different matter. It was the real thing, and it was up to us to control the experience and stay safe. I paddled to get away from the rocks, and heard the sound of the boat hitting the water. It splashed up inside the boat, and I got completely soaked. But I wasn't worried about the freezing water. My objective was to get to the end of the journey safely. It was a great feeling of accomplishment when it was over.

Neil Davenport

After Reading

Fill in the information from the texts. Not all the rows will be filled.

	Mitch Taylor	Daniel Garcia	Neil Davenport
Kind of adventure			
Feel			
Hear			
See			
Smell			

Discussion

What adventure trips do people take in your country?

3 Writing

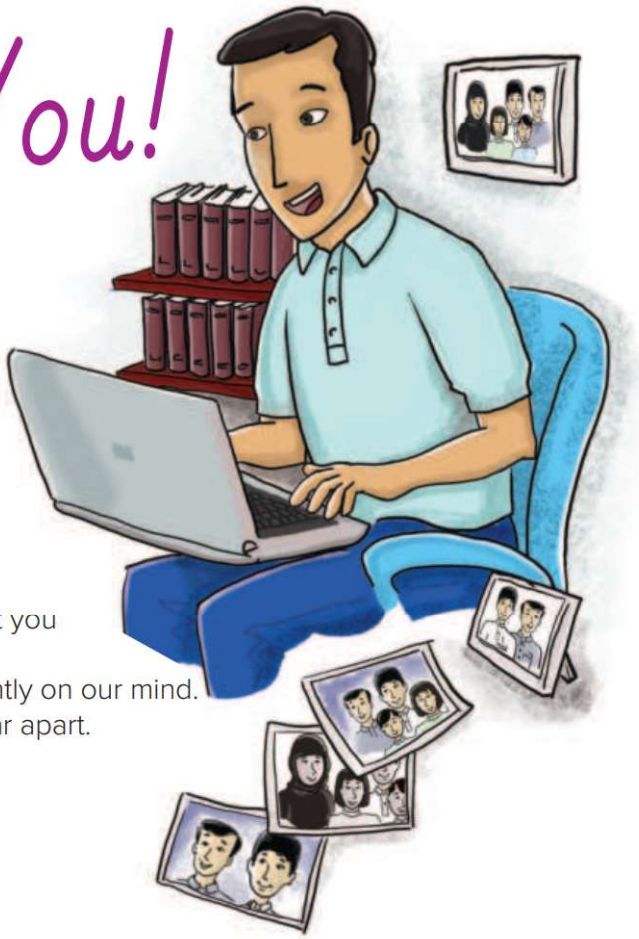
Work with a partner. Write a brochure for an adventure trip in your country. Present it to the class.

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4 Chant Along

I've Missed You!



Hello, Mom!
Hello, Dad!
It's been a long, long time
Since I've made a call.
It's been a long, long time
Since I've seen you all.
You have always been in my heart.

Listen, son!
We've thought about you
All this time.
You've been constantly on our mind.
We've been so far, far apart.



Been so busy.
Had exams.
Have I missed you?
Yes, I have.
Have I studied?
Yes, night and day.
I have worked hard
To make you proud.
I can't wait to come home.



Little brother, is that you?
You have grown an inch or two!
Little sister, how are you?
I have wondered what is new.
I've missed you all so terribly.
Have you thought about how much
You mean to me?

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Vocabulary

A. What do the following words mean in the chant?

1. constantly
a. forever **b.** all the time **c.** a occasionally

2. proud
a. pleased **b.** disappointed **c.** worried

3. wonder
a. be amazed **b.** dream **c.** ask oneself

4. terribly
a. not well **b.** very much **c.** just a little not very much

B. Explain the meaning of the following sentences in your own words.

1. You have always been in my heart.

_____

2. You've been constantly on our mind.

_____

Comprehension

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

1. _____ The student hasn't seen his family for a long time.
2. _____ He's in a distant place.
3. _____ He hasn't studied very hard.
4. _____ The parents want to know if their son has missed them.
5. _____ The student doesn't want to come home.

Writing

Imagine you are the student. Write an email to your family. Say what you have been doing, why you miss them, and so on.

Discussion

1. Have you ever called a friend or family member that you hadn't seen for a long time?
2. What was his/her reaction?
3. What did you talk about?
4. Imagine you have to go far away to study. What would you miss most?

5 Project

Do a survey in your class to find out who communicates long-distance. Find out what methods of long-distance communication are the most popular.

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9 All Kinds of People

رابط الدرس الرقمي
www.ien.edu.sa

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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5 Since When?

Term 2

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

brick	**printer**	**clumsy**	**conventional**	**device**
household	**microwave oven**	**image**	**huge**	**light**





My aunt was at my house yesterday. She and my mom made cookies. I noticed that my mom never uses the **(1)** _____ to make the cookies. My mom says that some things bake better the old-fashioned way, in a **(2)** _____ oven. That's why a lot of **(3)** _____ kitchens today have both types of oven.







Cell phones are very small today. And they have always been small. Well, that's what I thought! Then my older brother showed me one of the very first cell phones. My father had one in a box in the garage. It was not small at all! It was big and **(4)** _____. And when my brother handed it to me, I almost dropped it because it was so heavy. And that's why people called it the **(5)** _____. It's amazing how our cell phones today are so small and so **(6)** _____.



My new laptop computer is really amazing. It is so small and fast. I love it. I really only needed one other **(7)** _____ to go with it. I needed a **(8)** _____. But I didn't have to buy it. The store gave me one when I bought the laptop. What a deal!



My parents just bought a new TV. It's a big screen TV, and that means that the screen is **(9)** _____! It's awesome! The **(10)** _____ on the screen is crystal clear and the sound is amazing.

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B Complete the conversations. Use the simple past.

1. **Mona:** When did you arrive at school this morning?
   Sabah: I _____ at school at 8 o'clock.
2. **Ahmed:** Where did Yahya eat lunch yesterday?
   Faris: He _____ lunch at the mall.
3. **Sultan:** What time _____ Imad _____ you last night?
   Fahd: Imad called me at 10:30 p.m.
4. **Amina:** When did Noura and you finish your homework yesterday?
   Fadwa: We _____ our homework just before dinner.
5. **Asma:** Who passed the history test last week?
   Nawal: No one _____ that test!
6. **Jabir:** When _____ you at the park?
   Ismail: I was at the park yesterday during the football game.

C Write complete sentences. Use the present perfect.

I / see / the Great Wall
I've seen the Great Wall.

1. my brother / play tennis / in the new park
   _____
2. Saeed / try / to learn French
   _____
3. we / go camping / in the mountains
   _____
4. my parents / eat / at the Indian restaurant by the bookstore
   _____

D Write questions for the statements in **C**.

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

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

My uncle _____ (**1.** make) a lot of inventions. Some of his inventions _____ (**2.** work), and others _____ (**3.** not be) very successful. When I _____ (**4.** be) 12 years old, I _____ (**5.** walk) to school every day. That year, my uncle _____ (**6.** give) me one of his new inventions—a hat with an umbrella. He _____ (**7.** call) it his hat umbrella. _____ (**8.** be) it one of his successful inventions? Let's just say that we _____ (**9.** not talk) about it in years! Well, that's not completely true. Last year, my uncle _____ (**10.** wear) one of his hat umbrellas to my graduation. It _____ (**11.** be) really funny! And after dinner, he _____ (**12.** give) it to me. I think I'm the only person in the world who _____ (**13.** receive) two hat umbrellas as gifts!

F Complete each sentence with ***for*** or ***since***.

1. Robert got sick two days ago. He has been sick _____ two days.

2. Daniel got his new car three weeks ago. He has had his new car _____ three weeks.

3. Carlos started to play tennis in 2017. He has played tennis _____ 2017.

4. My brother last spoke to his friend two hours ago. He hasn't spoken to him _____ two hours.

5. My uncle moved to New York City in 2019. He has lived in New York City _____ 2019.







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5 Since When?

G Write a question and two answers for each photo. Use ***How long***, ***for***, and ***since***.

chicken / be / in the microwave / three o'clock // 15 minutes



Q: *How long has the chicken been in the microwave?*

A: *The chicken has been in the microwave since three o'clock.*

A: *The chicken has been in the microwave for 15 minutes.*

1. Tom and Kenneth / use / laptops / four years old // almost their entire lives



Q: _____

A: _____

A: _____

2. Chris / play football / eight years old // seven years



Q: _____

A: _____

A: _____

3. Alex and Sam / play video games / this afternoon // forty minutes



Q: _____

A: _____

A: _____

4. Omar / go / to this dentist / 2018 // many years



Q: _____

A: _____

A: _____

5. Grandma / have / her tea set / get married // over forty years



Q: _____

A: _____

A: _____

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H READING



Since the 1700s, people have tried many different ways of traveling over land. They wanted to move more quickly and more comfortably than they could on horseback. Inventors have produced several different kinds of car engines since 1760. First, they tried steam engines. But they were noisy, and the driver had to stop frequently to get more water. Then they tried gasoline engines. The inventor of the modern gasoline-powered automobiles was a German named Karl Benz. He made his first car in 1886. His company later became Mercedes Benz, and it is still making cars today.

Automobile companies have added many improvements to cars over the years. Have you been in a car in rainy or snowy weather? Was it difficult to see the other cars on the road? A hundred years ago, it was almost impossible to drive in bad weather. People had to get out of their cars and wipe the windshields of their cars every few minutes. However, today, we have windshield wipers. M. Anderson invented the windshield wiper in 1903, and by 1913 almost all American cars had them. And today you can't buy a car without them.

Another invention that has become very popular is the bucket seat. Steve McQueen, a famous American actor, invented this type of seat. McQueen worked on cars and was a race car driver. He needed a seat that was comfortable when his car was going very fast. Have you ever sat in a bucket seat? It's lower than a regular seat, and most people say it's more comfortable. Manufacturers have put bucket seats in cars for over forty years now.

Auto manufacturers have improved cars. They've added things that make driving easier and more comfortable for drivers. Windshield wipers and bucket seats were only the beginning. Now many cars have GPS devices and even computers to help drivers park. Cars have come a long way in one hundred years!

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

1. _____ There have been cars with engines since 1760.

2. _____ The first cars had gasoline engines.

3. _____ Most American cars had windshield wipers in 1903.

4. _____ An actor invented the bucket seat.

5. _____ American cars have had bucket seats since 1913.

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5 Since When?



I Complete the chart. List inventions that have been important to you. Tell why each one has been important.









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



J **WRITING**

Now write about the inventions you listed in the chart above. Write how each one has made your life better or worse, easier or harder.

These Inventions Have Changed My Life

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6 Do You Know Where It Is?

A Look at the photos. Circle the one that matches the description best.

1. cleaner air





2. lower cost of living



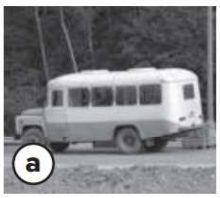


3. larger green space





4. better public transportation system





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

public transportation system	**cozy**	**crime rate**
green spaces	**housing**	**efficient**
punctual	**quality of life**	**cost of living**

1. We live in a small town, and my grandparents live in a very big city. It takes less money for my family to live in our small town house than it takes for my grandparents to live in their big city apartment. Our _____ is lower than my grandparents'.

2. Berlin's _____ is awesome. We visited the city last year. And they have an amazing subway. It's always on time and doesn't cost a lot. It's very _____ and _____.

3. An apartment and a small house are two examples of _____ that is available in the city. Both the houses and apartments aren't very big. They're really small and _____.

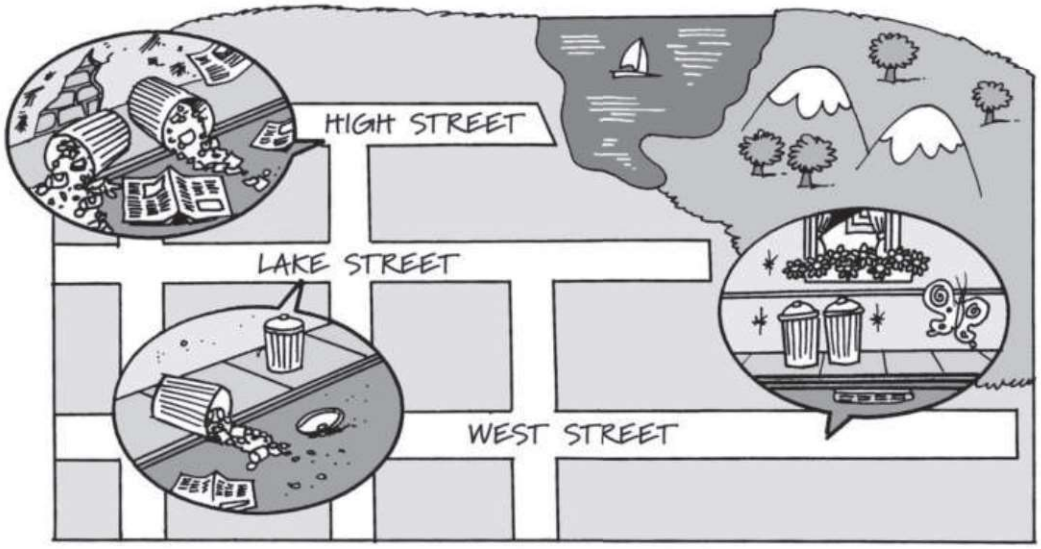
4. I love Denver, Colorado. It's an awesome city to live in. There are a lot of trees and parks. With all the _____ here in the city, it's really easy to go walking or cycling whenever I want. That's important to me, my family, and my friends. We think the _____ in Denver is the best of any city in the world.

5. Todd lives in the suburbs and not in the big city. He likes his neighborhood. It's safe and quiet, and people know their neighbors. In fact, there hasn't been a robbery in his neighborhood for two years. The _____ is definitely lower in his neighborhood than in the city.

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C Fill in the correct comparatives and superlatives.



1. Lake Street is _____ (long) than High Street.
2. High Street is the _____ (short) street.
3. Lake Street is _____ (short) than West Street.
4. West Street is the _____ (long).
5. Lake Street is _____ (clean) than High Street.
6. High Street is the _____ (dirty) street.
7. Lake Street is _____ (dirty) than West Street.
8. West Street is the _____ (clean).

D Complete the sentences. Use comparatives or superlatives. Use the adjective ***expensive***.

ROGERS REALTY

Fine Apartments – Low Prices!

- Come live at **the City Center**. One-bedroom apartments are $500 a month.
- One-bedroom apartments at **the Plaza House** are $700 a month.
- **The Amazon** has very special one-bedroom apartments with large balconies. Only $1,000 a month!

The City Center has *the least expensive apartments*.

1. The Amazon is _____ than the Plaza House.
2. The City Center is _____ than the Plaza House.
3. The Amazon is _____.

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E Billy lives in the mountains. Dave lives at the beach. Complete the conversation. Use comparative and superlative adjectives.



Billy: I like the mountains. The weather is always _____ (**1.** cool) in the mountains than at the beach.

Dave: That's right. But I like the sun, and the beach is _____ (**2.** sunny) than the mountains.

Billy: That's true. But it's _____ (**3.** quiet) in the mountains. I can hike through the woods and hear the sound of birds. I like that.

Dave: Well, the beach is _____ (**4.** noisy) than the mountains, but there is always someone to talk to.



Billy: I think that people in the mountains are the _____ (**5.** friendly) people I've ever met. I know all my neighbors.



Dave: I am always meeting new people at the beach. They're usually on vacation and are from all over the world. In fact, they're the _____ (**6.** interesting) people I know.



Billy: I'm happy you like the beach. But I'll stay in the mountains. It's the _____ (**7.** good) place in the whole world!

Dave: And I'm happy you like the mountains. But I still think the beach is _____ (**8.** good) than the mountains!

F Where do you want to live, in the mountains or at the beach? Write three sentences about why you prefer to live there. Use comparatives or superlatives.

1. _____

2. _____

3. _____

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G Complete the sentences. Use comparisons with ***as...as***.

The office building is ten stories tall. The school building is ten stories tall, too.
The school building is *as tall as* **the office building.**

1. The bus ticket is inexpensive. It costs $1.00. The subway ticket costs $1.00, too.
   The bus ticket is just _____ the subway ticket.
2. The pizza at Joe's is good, and the pizza at Mama Mia's is good, too.
   Joe's pizza is _____ Mama Mia's pizza.
3. Apartments cost $700 a month. Houses cost $1100 a month.
   Apartments aren't _____ houses.
4. Houston is warm in the winter. Chicago is not warm at all in the winter.
   Chicago in the winter isn't _____ Houston in the winter.

H Write indirect questions for the answers.



Ali wants to know the name of this hotel.
Q: know / what *Do you know what the name of this hotel is?*
A: It's the Grand Hotel.

1. Amira wants you to tell her the time the bank closes.
   Q: could / when _____
   A: The bank closes at 4 o'clock.
2. Hameed wants to know the location of the gym.
   Q: know / where _____
   A: Yes. It's on Main Street.
3. Fahd wants to know the cost of a train ticket.
   Q: could / how much _____
   A: It costs $5.00.
4. Farah needs to know when the supermarket opens.
   Q: know / when _____
   A: Yes. It opens at 8:00 in the morning.

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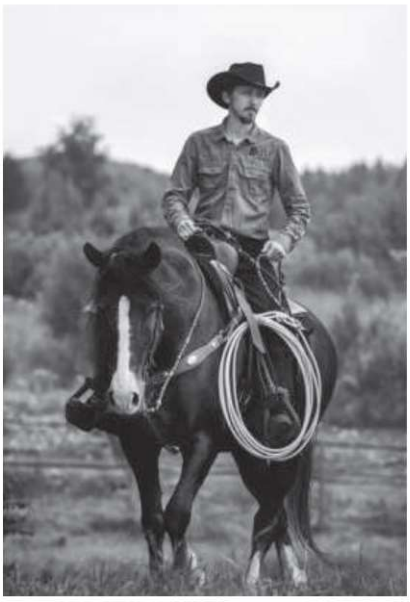
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I READING

Small Town America









Do you know what the expression "small town America" means? Sometimes people use it to describe living in a small town in the U.S.A. There's a big difference between the quality of life in a large city and in a small town. That's true in any country.

Some people prefer to live in the city because there are a lot of people to meet, a lot of places to eat, and a lot of things to do. The pace of life is faster in a big city than it is in a small town. So for some people, the expression "small town" or "small town America" is another way to say that something is slow or even boring.

Officially a town has to have less than 10,000 residents to be considered a small town. In other words, a small town is even smaller than a small city. Many young people who grow up in small towns leave for life in the big city. But there are those who regret their move to the big city and want to move back to their small town life. Why? Many miss the community—the friendly neighbors, the close friends, and the looking out for the other person that are often characteristic of a vibrant small town.

The top ten best small towns in the U.S.A. are voted on annually. These are the towns that people miss when they move away. These are the towns that have citizens who are excited about living in their small town. Recently, Hammondsport, New York was voted the best small town in America.

Young people in small town America often do very different things for fun than their big city counterparts. Some of the exciting things young people in small town America do include riding ATVs (all terrain vehicles), riding horses, and even riding snowmobiles when it snows!

Answer the questions.

1. What are three reasons some people like to live in a big city?

_____

2. How many people have to live in a town for the town to be considered a small town?

_____

3. Why do some people regret moving to the big city from a small town?

_____

4. What is the name of the town that was recently voted as the best small town in America?

_____

5. What are three things that young people like to do in small towns?

_____

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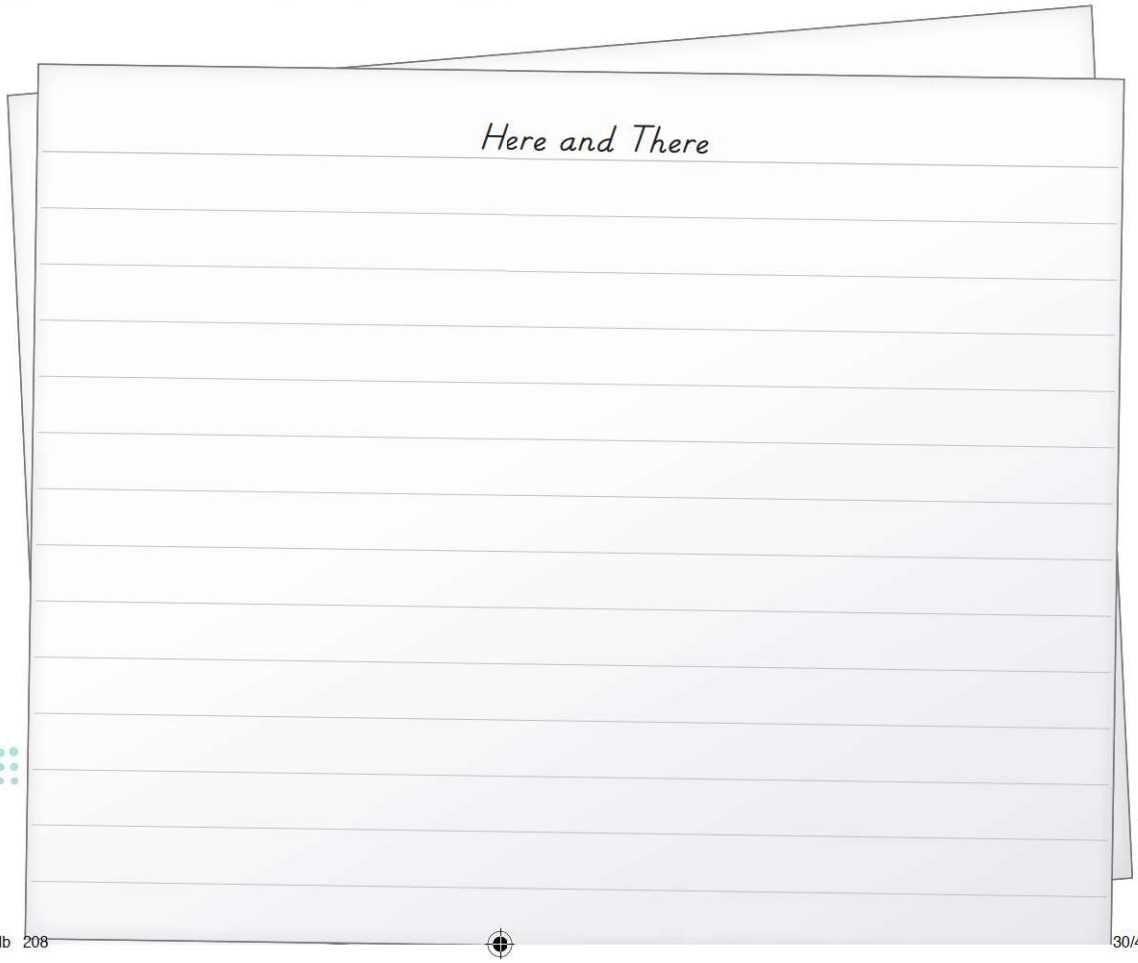
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J Think about where you live and where a friend or relative lives that is somewhere different (maybe even another country). Complete the chart with adjectives that describe the town or place where you live and where your friend or relative lives.

Where I Live	
Where My _____ Lives	

K **WRITING**

Now write a paragraph about where you live and where your friend or relative lives. Compare the two places. Use the information from the chart above.



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

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.

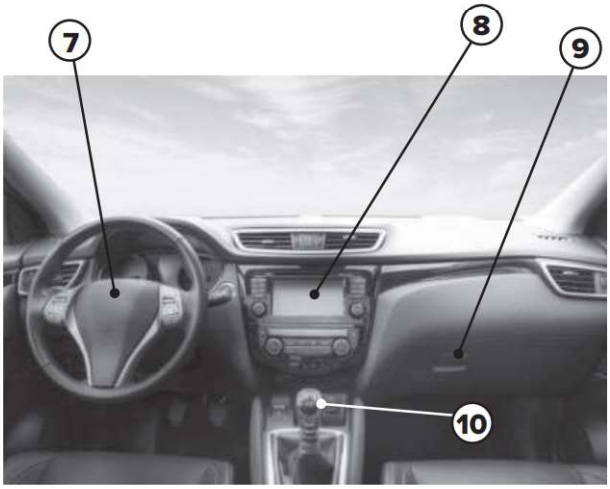
1. _____
2. _____
3. _____
4. _____



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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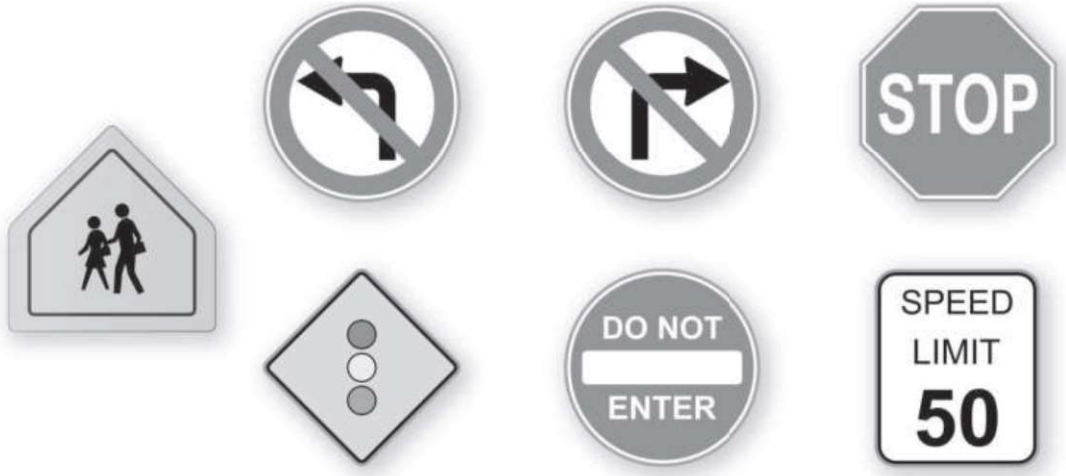
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8 Drive Slowly!

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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EXPANSION Units 5–8

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 5–8

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 5–8

E Use each group of words to write two sentences. Use the present perfect for one sentence and the simple past for the other sentence.

Badria / visit / the museum // last year

Badria has visited the museum.

Badria visited the museum last year.

1. Tariq and Saeed / eat / at the Indian restaurant // last Thursday night

2. we / go sightseeing / in Egypt // during our vacation in 2009

3. Ali / not take / chemistry with Mr. Faris // this past year

F Write two sentences for each situation. Use the present perfect plus ***since*** and ***for***.

Sultan started to exercise on September 5. Today is December 5.

He has exercised since September.

He has exercised for three months.

1. Faisal drove his new car on Monday for the first time. Today is Friday.

2. Noura and Amal studied French in seventh grade for the first time. They're now in tenth grade.

3. My parents bought our house when I was three years old. I'm sixteen years old now.

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EXPANSION Units 5–8

G Write questions. Use ***How long***.

you / play / video games

How long have you played video games?

1. they / live / in Jeddah

_____

2. she / be / on the phone

_____

3. Qassim / work / at the hotel

_____

4. Khalid / speak / Japanese

_____

H Complete the sentences. Use comparative or superlative adjectives.

1. The purple tie is $22.00. The green tie is $20.00. The red tie is $18.00. The red tie is the _____ (expensive). The green tie is _____ (expensive) than the purple one. The purple tie is the _____ (expensive).
2. The Italian restaurant usually has a line of people waiting outside to eat. It's very popular. There is sometimes an empty table or two at the Indian restaurant, but it's usually crowded. There aren't usually many people in the French restaurant. It's never crowded, and the food isn't good. The Italian restaurant is the _____ (popular). The French restaurant is always the _____ (crowded). The Indian restaurant is _____ (good) than the French restaurant.
3. Ali's backpack weighs 4 kilograms. My backpack weighs 5 kilograms. It's really heavy! Fadi's backpack weighs 3 kilograms. My backpack is the _____ (heavy) of all. Ali's backpack is _____ (heavy) than Fadi's backpack. Fadi's backpack is _____ (light) than my backpack.

I Write sentences. Make comparisons with ***as...as***.

cell phone / chocolate bar / light

A cell phone is as light as a chocolate bar.

1. train / plane / not fast

_____

2. ice cream / cake / good

_____

3. water skiing / surfing / exciting

_____

4. Biology / English / not interesting

_____

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EXPANSION Units 5–8

J Make indirect questions. Use ***Do you know...?*** or ***Could you tell me...?***

1. How much does a subway ticket cost?

_____

2. What's the name of this bridge?

_____

3. Where's the best Indian restaurant?

_____

4. How many flights are there to Amman today?

_____

5. Where are my house keys?

_____

K Look at each photo. Write a short conversation. Use indirect questions and comparative and superlative forms of adjectives (popular, fresh, good).



1. Kevin: _____

Pete: _____

Andy: _____

Jason: _____



2. Customer: _____

Waiter: _____

Customer: _____

Waiter: _____

Customer: _____

Waiter: _____

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EXPANSION Units 5–8

L How were your last two vacations? Complete the chart.

	Location	Weather	Activities
Vacation 1			
Vacation 2			

M WRITING

Now write a paragraph and compare your last two vacations. Use the information from your chart.

My Last Two Vacations

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