

تم تحميل وعرض المادة من



موقع منهجي منصة تعليمية توفر كل ما يحتاجه المعلم  
والطالب من حلول الكتب الدراسية وشرح للدروس  
بأسلوب مبسط لكافة المراحل التعليمية وتوزيع  
المناهج وتحاضير وملخصات ونماذج اختبارات وأوراق  
عمل جاهزة للطباعة والتحميل بشكل مجاني

**SUPER**

# GOAL 3

**MANUEL DOS SANTOS**



وزارة التعليم  
Ministry of Education  
2022 - 1444





## SuperGoal 3 Student Book

*SuperGoal Series* Copyright © 2009 by McGraw-Hill Education

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

Published by arrangement with McGraw Hill LLC

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

ISBN: 9781398928503

*Publisher:* Jorge Rodríguez Hernández

*Editorial director:* Anita Raducanu

*Development editors:* Ana Laura Martínez Vázquez, Janet Battiste

*Art direction:* Heloisa Yara Tiburtius

*Interior design and production:* Page2, LLC

*Cover design:* Page2, LLC

*Photo coordinator:* Kevin Sharpe

Photo Credits: The Photo Credits section for this book on pages 268-269 is considered an extension of the copyright page.

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



وزارة التعليم  
Ministry of Education  
2022 - 1444

# Contents

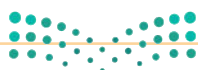
		Scope and Sequence	iv
Term 1	Unit	<b>1</b> Lifestyles	<b>2</b>
	Unit	<b>2</b> Life Stories	<b>12</b>
	Unit	<b>3</b> When Are You Traveling?	<b>22</b>
	Unit	<b>4</b> What Do I Need to Buy?	<b>32</b>
		<b>EXPANSION Units 1–4</b>	<b>42</b>
Term 2	Unit	<b>5</b> Since When?	<b>48</b>
	Unit	<b>6</b> Do You Know Where It Is?	<b>58</b>
	Unit	<b>7</b> It's a Good Deal, Isn't It?	<b>68</b>
	Unit	<b>8</b> Drive Slowly!	<b>78</b>
		<b>EXPANSION Units 5–8</b>	<b>88</b>
Term 3	Unit	<b>9</b> All Kinds of People	<b>94</b>
	Unit	<b>10</b> Who Used My Toothpaste?	<b>104</b>
	Unit	<b>11</b> Making Choices	<b>114</b>
	Unit	<b>12</b> Culture Shock	<b>124</b>
		<b>EXPANSION Units 9–12</b>	<b>134</b>
		Vocabulary	<b>146</b>
		Writing Checklists	<b>154</b>
		Irregular Verbs	<b>162</b>
		Audio Track List	<b>163</b>



# 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 <i>how often/how much/how long</i> <i>All/both/neither/none</i>
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, <i>be + born</i> <i>Used to</i> Time expressions for the past <i>When</i> 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 <i>going to</i> and <i>will</i> Infinitives of purpose Time clauses: <i>after, as soon as, before</i> , 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: <i>a few, a little, a lot of, much, many, enough</i> Pronouns: <i>something, anything, nothing</i> Sequence words: <i>first, then, after that, finally</i> Reflexive pronouns Conjunctions: <i>because, so</i>
EXPANSION Units 1–4 Pages 42–47		<b>Language Review</b> <b>Writing:</b> Write a report about an endangered species <b>Reading:</b> 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 <i>for</i> and <i>since</i> Questions with <i>how long</i> 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 <i>as . . . as</i> Indirect questions Definite article: <i>the</i>

Listening	Pronunciation	Reading	Writing
Listen for specific details in a lifestyle description	Reduction of <i>do you</i>	Cell Phone Obsession: Negative or Positive?	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	<i>used to</i>	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 <i>-ing</i>	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 <i>sh</i> , <i>ch</i> , and <i>j</i> sounds	Foods from the Americas	Write your favorite recipe Write about a meal with foods from different countries (Project)
<b>Project:</b> Prepare a campaign to save water <b>Chant Along:</b> What Have They Done to You? <b>Project:</b> Research an environmental organization			
Listen for specific information in a conversation	Contractions of <i>have</i>	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)



# 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 <i>Be able to</i> Suggestions— <i>Should/can/could</i> and <i>why don't/let's</i>
8	Drive Slowly! Pages 78–87	Talk about cars, driving, and traffic signs Give advice Express obligation Say how people do things	Modal auxiliaries: <i>must/mustn't/must not</i> and <i>should/shouldn't</i> Adverbs of manner <i>Can/could/will/would</i> Requests and commands Reporting requests and commands
<b>EXPANSION</b> Units 5–8 Pages 88–93		<b>Language Review</b> <b>Reading:</b> Adventure Trips <b>Writing:</b> 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: <i>who, that, which</i> Past progressive with <i>when</i> and <i>while</i> <i>Can/may/could</i>
10	Who Used My Toothpaste? Pages 104–113	Describe problems Talk about common complaints Express actions that have happened recently	Present perfect with <i>already, yet, just</i> —questions, answers Verb + gerund Two-word verbs <i>Can't/must</i> <i>So...that/such...that</i>
11	Making Choices Pages 114–123	Express cause and effect Make choices Express preferences	Conditional with present and future forms <i>I'd rather</i> Conditional sentences—imagery situations <i>Wish</i>
12	Culture Shock Pages 124–133	Describe customs of different cultures Give advice	Verb + infinitive Verb + noun/pronoun + infinitive <i>It's...</i> + infinitive Expressions of advice with infinitives Gerunds as subjects Past perfect
<b>EXPANSION</b> Units 9–12 Pages 134–145		<b>Language Review</b> <b>Reading:</b> Aptitude and IQ: What's the Difference? <b>Writing:</b> Write about an occupation <b>Chant Along:</b> Career Path <b>Project:</b> Research questions on aptitude or IQ tests	

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 <i>should</i> and <i>must</i>	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)
<b>Chant Along:</b> I've Missed You! <b>Project:</b> 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 <i>r</i>	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 <i>sp, tr, cr, pr, gr</i> 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 <i>to</i> in sentences	A Fish Out of Water	Write an email about cultural differences Write advice to travelers to your country (Project)
 <b>Reading:</b> Taking a Siesta <b>Project:</b> Research the benefits of sleep <b>Chant Along:</b> Assimilating <b>Writing:</b> Write advice on fitting into a new society			

# 5 Since When?



## 1 Listen and Discuss

1. How long do you think these inventions have been around?
2. How have these things changed people's lives?
3. Which of them can't you live without?

## INVENTIONS

Many inventions aren't as old as you think. The following inventions are part of people's everyday lives, but some haven't been around for all that long. Read about their history. Does any of the information surprise you?

### PRINTERS

Mass printing has been around since Johannes Gutenberg invented movable type and the printing press in 1440 in Germany. Nowadays, small, portable, high-tech printers can be found in offices and homes everywhere.



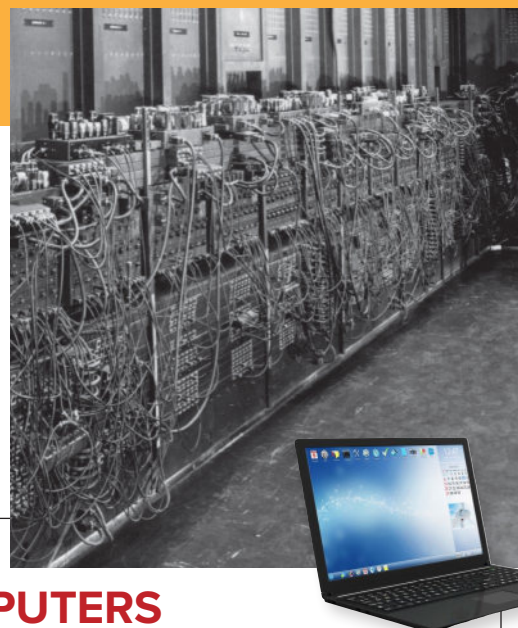
### CAMERAS

Digital photography hasn't been around for that many years. In 1975, Steven Sasson, an engineer at Eastman Kodak, captured a black-and-white image on a digital cassette tape at a resolution of .01 megapixels. Before that, cameras used rolls of film to produce a photograph. George Eastman introduced rolls of film to the public in 1888 for use in his box camera.



### COMPUTERS

Computers have changed the lives of so many people. The IBM 701 computer produced in 1953 was huge, slow, and took up an entire room. It was the first computer that was successfully sold to businesses. Smaller PCs came into widespread use in the 1980s. Over the last few years, laptop computers have become smaller, faster, and lighter, and they contain a greater number of features.



### TELEVISIONS

Television has been around for a long time. The television set has become a common household device. It first became commercially available in the late 1930s, and black-and-white TVs became widespread in homes in the 1960s. Nowadays, we have digital color TVs and even mirrors that are also TV screens.





## 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.



### 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

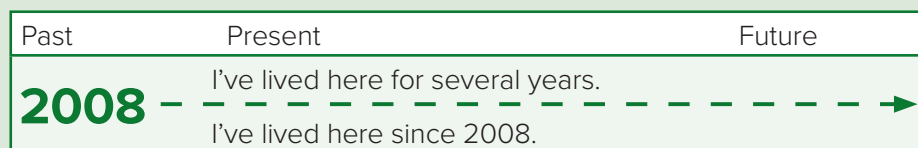
**A:** When **were** you there?  
**B:** I **was** there **two years ago**.

#### 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*.



##### Affirmative (+)

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

##### Negative (-)

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

#### Question with *How Long*

<b>How long</b> have you played football?	I've played football	<b>for</b> three years. <b>since</b> I was 12.
---	----------------------	---

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

- Hameed has had the same TV \_\_\_\_\_ 15 years.
- I've had my laptop \_\_\_\_\_ last June.
- We've worked on this project \_\_\_\_\_ a month.
- My friends haven't visited me \_\_\_\_\_ my graduation.
- We haven't used our car \_\_\_\_\_ a long time.
- I've been drinking tea \_\_\_\_\_ years.
- Fariq has worn glasses \_\_\_\_\_ the age of seven.
- \_\_\_\_\_ when have you had that beautiful watch?

**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.


## 5 Since When?



### 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?





## 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.





## 9 Reading

### Before Reading

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

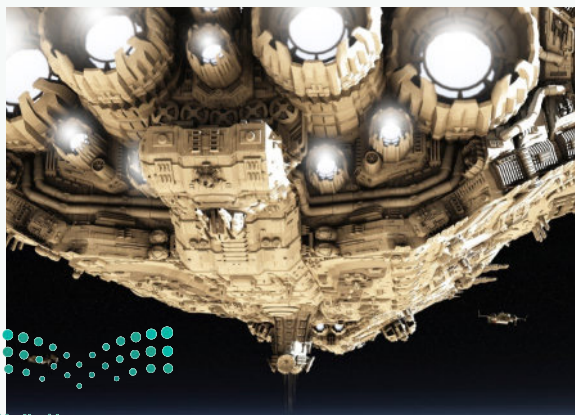
# A HISTORY OF SPECIAL EFFECTS

- 1 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
- 5 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
- 10 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
- 15 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)
- 20 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.



- 25 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
- 30 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!

## 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.





## 11 Writing

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

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

### Writing Corner

For better cohesion in writing:

- Use subject, object, and possessive pronouns or possessive adjectives.  
I collect stamps. I keep **them** in albums according to **their** country and date.
- 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.
- 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.





## 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.



# 6 Do You Know Where It Is?

رابط الدرس الرقمي



www.ien.edu.sa

## 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.

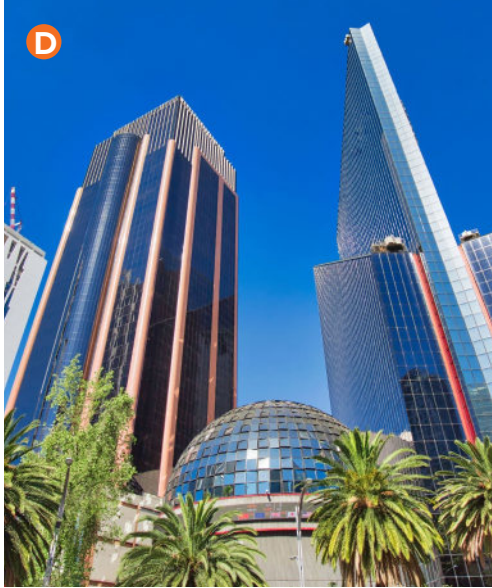
### Answers

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

وزارة التعليم

Ministry of Education

2022 581444



- ◀ 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**.
- \_\_\_\_\_ In Japan, trains are less expensive than planes.
  - \_\_\_\_\_ The trains in Japan travel at a speed faster than sound.
  - \_\_\_\_\_ The crime rate in Hong Kong is as low as that of Singapore.
  - \_\_\_\_\_ Cambridge has a lot of green areas, but noise is a problem.
  - \_\_\_\_\_ 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.





### 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

**What's** the name of the street?

**Where** is the nearest bank?

**When** does the store open?

**Where** can I get good pizza?

**How** many people live here?

**Who** planned this town?

##### Indirect Questions

Do you know what the name of the street is?

Do you know where the nearest bank is?

Do you know when the store opens?

Could you tell me where I can get good pizza?

Could you tell me how many people live here?

Could you tell me who planned this town?

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

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

**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.



## 6 Do You Know Where It Is?

رابط الدرس الرقمي



www.ien.edu.sa

### 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.



**For Rent**

- Large room near university, fully furnished. Good for single person or student. No parking available. \$350 a month. See Mr. Boswell. 38 Sixth Street, or call 521-1967.
- One-bedroom apartment (third floor, no elevator). Good location, near public transportation and park. \$700 a month. Contact Mr. Hammer at 297-5841 (after 6 P.M.).
- Small studio apartment. Excellent neighborhood. Lots of green space, quiet, safe, two blocks from shopping mall and train station. Parking available below the building. \$450 a month. Call 305-2078.
- Small house with a garden in the downtown area. Near restaurants, shopping mall, and sports center. Built-in closets, fully-equipped kitchen. \$900 a month. Call 521-3684.

### 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?



## 8 Conversation

**Faris:** So how long have you lived out here in the suburbs?

**Adel:** Since I left home, about two years ago. I wanted to have a place of my own. 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 work. 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 job.
- 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?

## 6 Do You Know Where It Is?



### 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 ▶

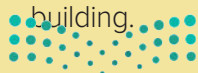


# THE BRIDE OF THE RED SEA

- 1 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.
- 5
- 10 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.
- 15

Jeddah has been an example of modern architectural and engineering innovation since the 1980s. One of the city’s major landmarks is

- 20 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.
- 25



- 30 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.
- 35
- 40

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.

- 45 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.”
- 50
- 55







▲ Abdul Raouf Khalil Museum and Mosque

## 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.



▲ Bayt Naseef

## 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.

## 6 Do You Know Where It Is?



### 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.*

- 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.





## 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.



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

رابط الدرس الرقمي



www.ien.edu.sa

## 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?





Aren't you Andrew Baron?

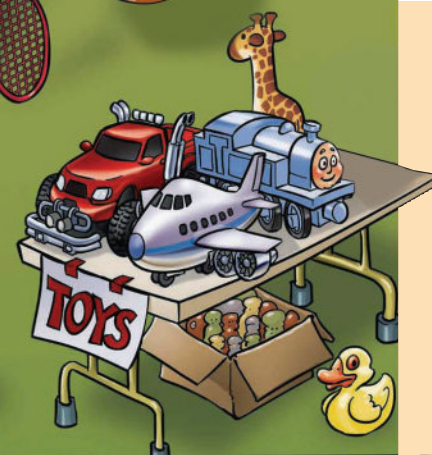
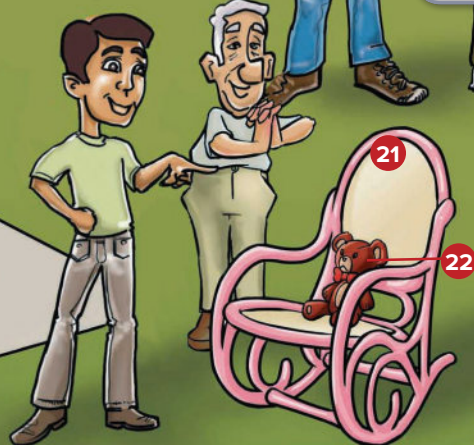
No, I'm Steve Baron.  
Andrew is my twin brother.

This is an antique,  
isn't it?

Yes, it is.

This lawn mower runs  
on gas, doesn't it?

No, it's electric and  
it has a remote control.  
You'll be able to sit and  
relax while it cuts the  
grass for you.



## 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?

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

## 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.





### 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, \_\_\_\_\_?



- 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?

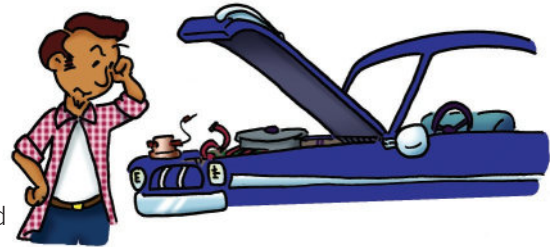
**B:** Yes, I was.

- 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



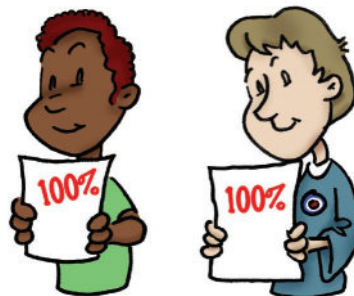
2. the players



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?

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



### 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?





## 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.



## 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."

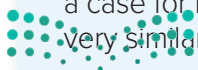
This is the story of an amazing coincidence. Three brothers—triplets—met for the first time at the age of 19.



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?



## 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.





## 11 Writing

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

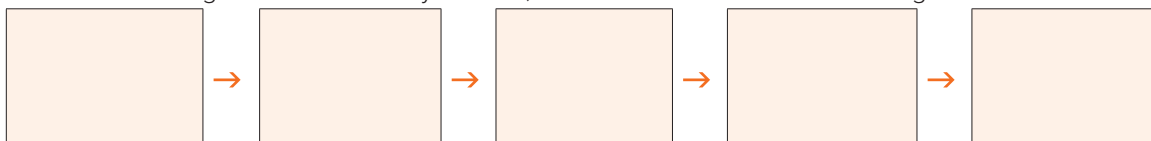
- ☐ One afternoon, I was walking around the campus looking for a place to eat lunch when suddenly I heard someone call my name. I turned around. "You're Sean, aren't you?" said a familiar voice.
- ☐ The three of us went for lunch that afternoon, and Mike and I did a lot of catching up. Since then, I 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

- Use simple past to talk about completed past events.  
Suddenly I **heard** someone call my name. I **turned** around.
  - 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.
  - 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.

- I have a big family, and I don't know them all. One day when I was in a café...
- 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...



## 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.

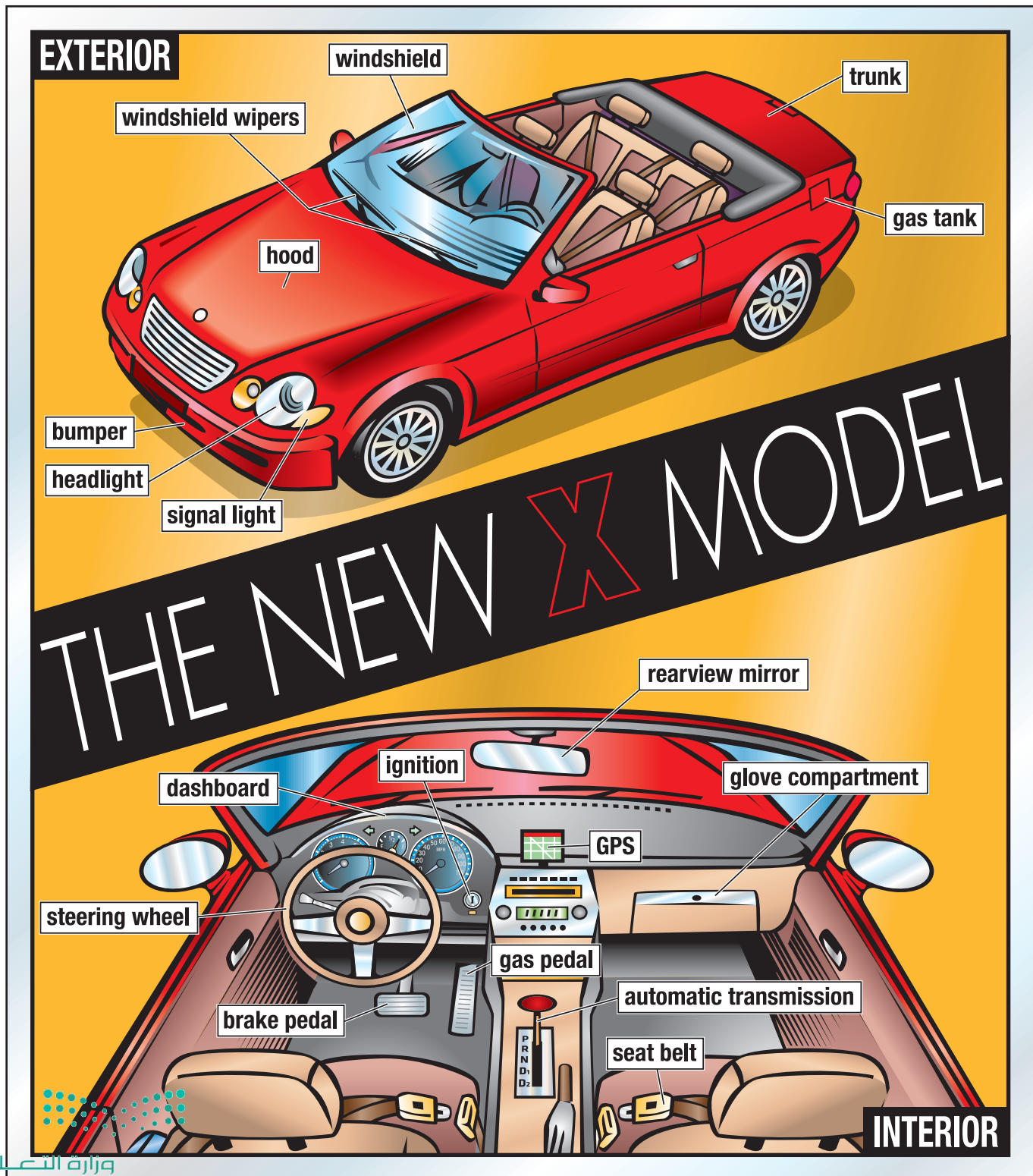


# 8 Drive Slowly!



## 1 Listen and Discuss

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





## International Traffic Signs

How many of these road signs do you know?



Speed Limit



Pedestrian Crossing



Stop



No Entry



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.

- Does the car have a global positioning system?
- What kind of transmission does it have?
- Is it a four-door car?
- 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.

### 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 **should** drive under the speed limit.

You **must not** park on the sidewalk.

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 */* double the */*: 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.

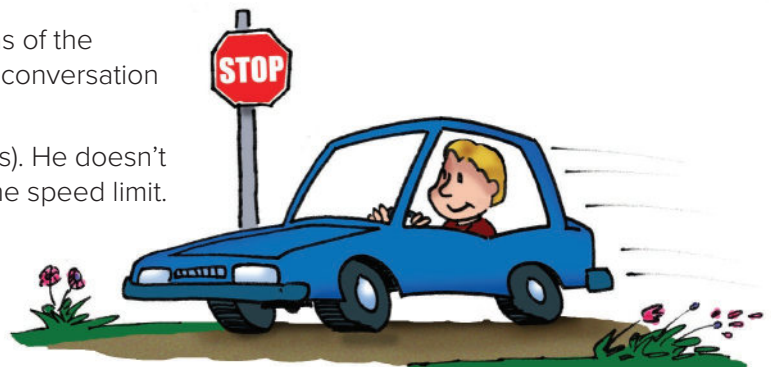
**B.** Complete the conversation. Use adverb forms of the adjectives in parentheses. Then practice the conversation with a partner.

**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).

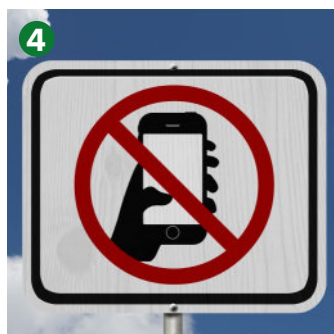
But he still doesn't drive \_\_\_\_\_ (careful). Next time he is going to lose his license.



**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.





## 8 Drive Slowly!



www.ien.edu.sa



### 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
<input type="checkbox"/> Drive dangerously and recklessly.	<input type="checkbox"/> Get out of the way.
<input type="checkbox"/> Go through stop signs and red lights.	<input type="checkbox"/> Challenge them to show you aren't scared.
<input type="checkbox"/> Are courteous to other motorists.	<input type="checkbox"/> Ignore them and their gestures.
<input type="checkbox"/> Tailgate—drive closely behind the car in front.	<input type="checkbox"/> Avoid eye contact.
<input type="checkbox"/> Blow their horns and flash their lights.	<input type="checkbox"/> Blow your horn.
<input type="checkbox"/> Let others pass them.	<input type="checkbox"/> 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?



## 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.

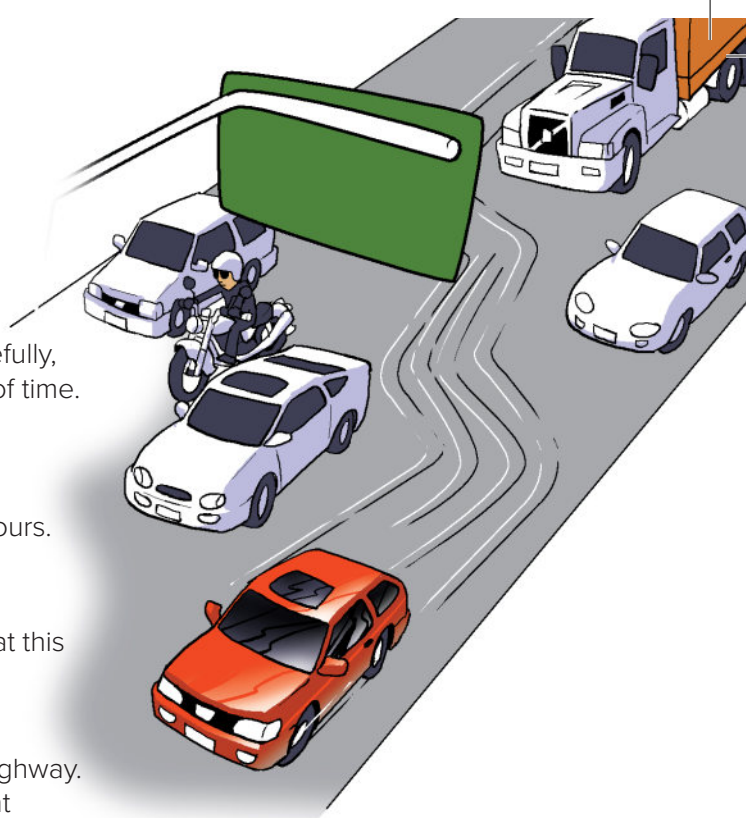
**Father:** You should always arrive at least two hours before departure. We might run into traffic at this time of day. Why are we taking this road?

**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.



## 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

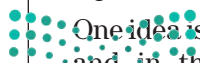


wagons with several pairs of horses and to drive on the right side of the road. It was easier for the drivers to sit on the left and control the horses with a whip in the right hand, and it was safer if other vehicles passed on the left so the drivers could see the distance between vehicles. Some people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



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



## 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

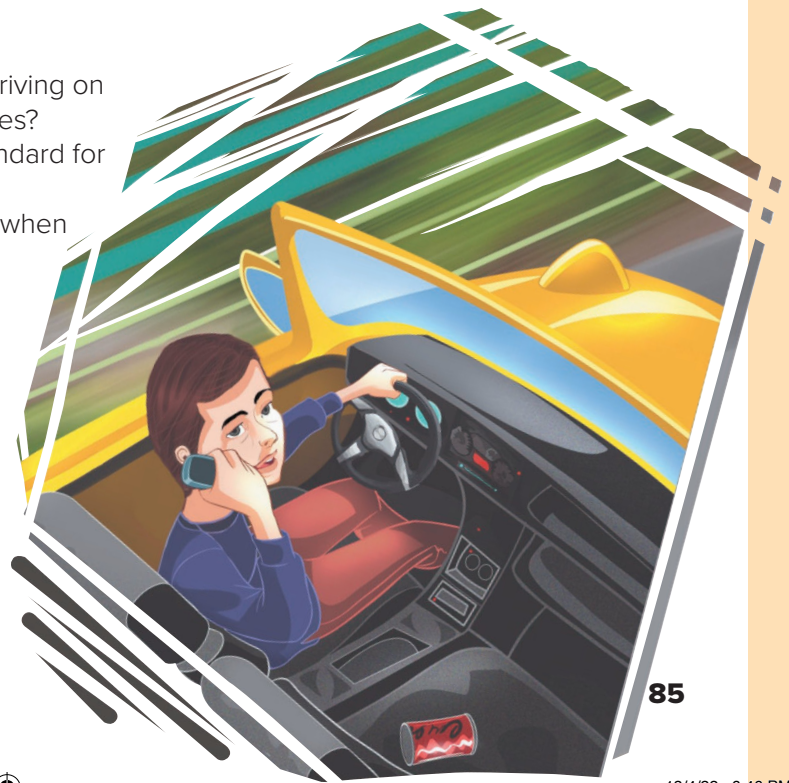
1. What are some problems due to people driving on different sides of the road in different places?
2. Do you think that there should be one standard for the whole world?
3. What problems do you think Sweden had when it changed from left to right?

## 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.



وزارة التعليم  
Ministry of Education  
2022 - 1444





## 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.



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.



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

- Due to the fact that many adolescents are unable to control their emotions and \_\_\_\_\_, they are prone to road \_\_\_\_\_.
- 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.
- Teenagers are still mentally young and \_\_\_\_\_. For this reason, they are not \_\_\_\_\_ drivers.
- 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

- Use phrases to express cause/reason: *because (of), since, as, and due to.*
- 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.





## 12 Form, Meaning and Function



### Requests

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

#### Request

**Can/Could** you help me?

**Will/Would** you help me?

#### Agreeing

Sure. No problem.

Of course.

#### Refusing

Sorry, I can't.

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.

"Turn right," said Omar to his brother.

"Don't be late," said their parents.

My mother **asked me to help** her.

Omar **told his brother to turn** right.

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?

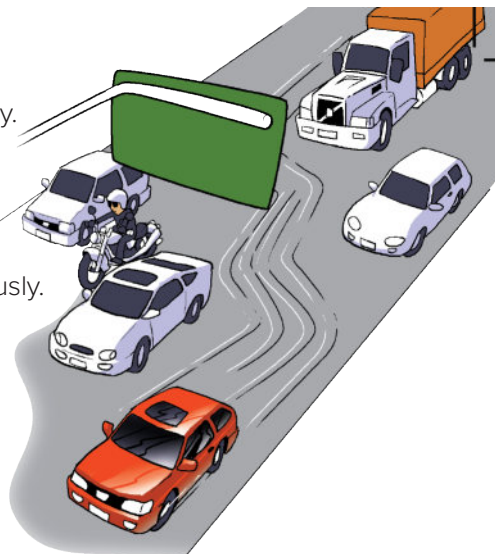
1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_



# EXPANSION Units 5–8

## 1 Language Review



A. Choose the sentence that means the same thing.

- 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.
- 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.
- This is the most crowded restaurant I've ever been in, but it's always like this.  
a. It's more crowded      b. It's as crowded as usual.      c. It's not usually this crowded today.
- 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.
- 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.

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

C. Complete each sentence with a tag question.

- Mr. Morris is a driving instructor, \_\_\_\_\_?
- Fadwa was on the phone at the time of the earthquake, \_\_\_\_\_?
- Mahmoud didn't have a driver's license, \_\_\_\_\_?
- The tourists in the pedal cab were excited, \_\_\_\_\_?
- Your new bike is going to arrive next week, \_\_\_\_\_?
- Mr. Yunus won the Nobel Peace Prize in 2006, \_\_\_\_\_?
- Michael Phelps won eight gold medals at the Beijing Olympics, \_\_\_\_\_?
- You've lived in this neighborhood for a long time, \_\_\_\_\_?
- 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.

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

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    | 4 white-water rafting |
| 2 exploring a cave  | 5 skydiving           |
| 3 mountain climbing | 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.





## 2 Reading

### Before Reading

Discuss the pros and cons of the following adventure sports.

## Adventure Trips

### 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](http://www.skyhidive.com)



وزارة التعليم

Ministry of Education

2022 901444

### 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](http://www.pedalps.com)

### White-Water Rafting, Chile

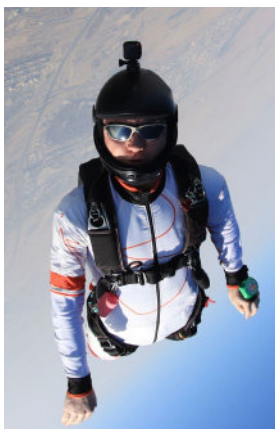
We invite you to come and explore the best-kept secret of Patagonia, an amazing place where glacial lakes are connected by hundreds of kilometers of rivers. The Futaleufu River offers 40 miles (64 kilometers) of top white-water rafting. Come and experience the turquoise-colored rapids rushing through 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](http://www.andesrafting.net)





## 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.

## 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?

## 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.

# Vocabulary

## EXPANSION Units 1–4

### VOCABULARY

#### Nouns

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

#### Verbs

cool off  
flow  
install  
irrigate  
manufacture  
preserve  
provide  
recycle  
store

#### Adjectives

accessible  
alarming  
aquatic  
essential  
indispensable  
locked up  
steamy  
usable

### EXPRESSIONS

#### Idioms

be the case  
do our share  
take for granted

## 5

## Since When?

### VOCABULARY

#### Nouns

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

#### Verbs

appear  
capture  
invent  
offer  
produce  
take up  
take over

#### Adjectives

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

#### Prepositions

for  
since

### EXPRESSIONS

#### Idioms

be around  
by accident  
hit the market

#### Real Talk

Congratulations!  
... er  
Long time no see

settle down  
What have you been up to?





## 6 Do You Know Where It Is?

### VOCABULARY

#### Nouns

bridge  
bullet train  
commuter  
fare  
suburb  
survey  
vehicle

#### Features of a town/ community

clean air  
cost of living  
crime rate  
green area  
housing  
public transportation system  
quality of life  
recreation

#### Nouns— Measurement words

kilometer  
mile

#### Verbs

commute  
cycle  
move out  
park  
renovate

#### Adjectives

cozy  
efficient  
low  
narrow  
overall  
polluted  
punctual

#### Adverbs

approximately  
roughly

### EXPRESSIONS

#### Real Talk

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

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

### VOCABULARY

#### Nouns

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

#### Verbs

guess  
run on

#### Verb phrase

be able to

### EXPRESSIONS

#### Idiom

from around here

#### Disagreeing politely

I don't think so.

#### Real Talk

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



# Vocabulary

## 8 Drive Slowly!

### VOCABULARY

#### Nouns

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

#### Verbs

obey  
pass  
speed  
watch out

#### Adverbs

carefully  
slowly  
well

### EXPRESSIONS

#### Idioms

in a hurry  
run into traffic

#### Real Talk

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

## EXPANSION Units 5–8

### VOCABULARY

#### Nouns

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

#### Verbs

accompany  
conquer  
float  
paddle  
pedal  
rush  
wonder

#### Adjectives

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

#### Adverbs

constantly  
terribly

### EXPRESSIONS

#### Idioms

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



## EXPANSION Units 9–12

### VOCABULARY

#### Nouns

adolescent	nap
aptitude	occupation
cable	option
career	profession
concept	qualification
cure	salary
degree	siesta
dose	skin cancer
drowsiness	sleepiness
exhaustion	strength
genius	stress
guidance	sunburn
harmony	sunstroke
intelligence	talent
IQ	vocation
logic	weakness
memory	

#### Verbs

appreciate	contribute
assess	induce
assimilate	obtain
cherish	reduce
combine (with)	respect
confuse (with)	succeed

#### Adverbs

particularly  
simply

#### Adjectives

average	rewarding
beneficial	sleepy
cognitive	uncertain
exceptional	unproductive
gifted	unrewarding
overwhelming	wasteful

### EXPRESSIONS

#### Idioms





be adept at	let alone
frown upon	line of work
get accustomed to	lose heart
get along	pick up
grow up	see eye to eye
hold dear	settle in







# Writing Checklists

## EXPANSION Units 1-4

## A report about an endangered species





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

## 5 A description of personal possessions

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



## 6 An essay about my town





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

## 7 A narrative about a strange coincidence

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





# Writing Checklists

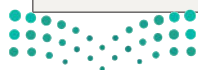
## 8 An essay about raising the driving age

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

## EXPANSION Units 5-8





## A brochure for an adventure trip

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







## EXPANSION Units 9–12

## A description of an occupation

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

## EXPANSION Units 9–12

## An essay giving advice on fitting in

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

# Irregular Verbs

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





# SUPERGOAL 3 Audio Track List

## CD1

Track	Unit	Student Book Section
2	Unit 1	<b>1</b> Listen and Discuss
3	Unit 1	<b>2</b> Pair Work
4	Unit 1	<b>5</b> Listening
5	Unit 1	<b>6</b> Pronunciation
6	Unit 1	<b>8</b> Conversation
7	Unit 1	<b>9</b> Reading
8	Unit 2	<b>1</b> Listen and Discuss
9	Unit 2	<b>2</b> Pair Work
10	Unit 2	<b>5</b> Listening
11	Unit 2	<b>6</b> Pronunciation
12	Unit 2	<b>8</b> Conversation
13	Unit 2	<b>9</b> Reading
14	Unit 3	<b>1</b> Listen and Discuss
15	Unit 3	<b>2</b> Pair Work
16	Unit 3	<b>5</b> Listening
17	Unit 3	<b>6</b> Pronunciation
18	Unit 3	<b>8</b> Conversation
19	Unit 3	<b>9</b> Reading
20	Unit 4	<b>1</b> Listen and Discuss
21	Unit 4	<b>2</b> Pair Work
22	Unit 4	<b>5</b> Listening
23	Unit 4	<b>6</b> Pronunciation
24	Unit 4	<b>8</b> Conversation
25	Unit 4	<b>9</b> Reading
26	EXPANSION	<b>3</b> Reading
27	Units 1–4	<b>5</b> Chant Along

## CD2

Track	Unit	Student Book Section
2	Unit 5	<b>1</b> Listen and Discuss
3	Unit 5	<b>2</b> Pair Work
4	Unit 5	<b>5</b> Listening
5	Unit 5	<b>6</b> Pronunciation
6	Unit 5	<b>8</b> Conversation
7	Unit 5	<b>9</b> Reading
8	Unit 6	<b>1</b> Listen and Discuss
9	Unit 6	<b>2</b> Pair Work
10	Unit 6	<b>5</b> Listening
11	Unit 6	<b>6</b> Pronunciation
12	Unit 6	<b>8</b> Conversation
13	Unit 6	<b>9</b> Reading
14	Unit 7	<b>1</b> Listen and Discuss
15	Unit 7	<b>2</b> Pair Work
16	Unit 7	<b>5</b> Listening
17	Unit 7	<b>6</b> Pronunciation
18	Unit 7	<b>8</b> Conversation
19	Unit 7	<b>9</b> Reading

20	Unit 8	<b>1</b> Listen and Discuss
21	Unit 8	<b>2</b> Pair Work
22	Unit 8	<b>5</b> Listening
23	Unit 8	<b>6</b> Pronunciation
24	Unit 8	<b>8</b> Conversation
25	Unit 8	<b>9</b> Reading
26	EXPANSION	<b>2</b> Reading
27	Units 5–8	<b>4</b> Chant Along

## CD3

Track	Unit	Student Book Section
2	Unit 9	<b>1</b> Listen and Discuss
3	Unit 9	<b>2</b> Pair Work
4	Unit 9	<b>5</b> Listening
5	Unit 9	<b>6</b> Pronunciation
6	Unit 9	<b>8</b> Conversation
7	Unit 9	<b>9</b> Reading
8	Unit 10	<b>1</b> Listen and Discuss
9	Unit 10	<b>2</b> Pair Work
10	Unit 10	<b>5</b> Listening
11	Unit 10	<b>6</b> Pronunciation
12	Unit 10	<b>8</b> Conversation
13	Unit 10	<b>9</b> Reading
14	Unit 11	<b>1</b> Listen and Discuss
15	Unit 11	<b>2</b> Pair Work
16	Unit 11	<b>5</b> Listening
17	Unit 11	<b>6</b> Pronunciation
18	Unit 11	<b>8</b> Conversation
19	Unit 11	<b>9</b> Reading
20	Unit 12	<b>1</b> Listen and Discuss
21	Unit 12	<b>2</b> Pair Work
22	Unit 12	<b>5</b> Listening
23	Unit 12	<b>6</b> Pronunciation
24	Unit 12	<b>8</b> Conversation
25	Unit 12	<b>9</b> Reading
26		<b>2</b> Reading
27	EXPANSION	<b>4</b> Chant Along
28	Units 9–12	<b>6</b> Reading
29		<b>8</b> Chant Along

## SuperGoal 3 Workbook

*SuperGoal Series* Copyright © 2009 by McGraw-Hill Education

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

Published by arrangement with McGraw Hill LLC

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

ISBN: 9781398928503

Contributing Writer: Kevin Sharpe

*Publisher:* Jorge Rodríguez Hernández

*Editorial director:* Anita Raducanu

*Art direction:* Heloisa Yara Tiburtius

*Interior design and production:* Page2, LLC

*Cover design:* Page2, LLC

*Photo coordinator:* Kevin Sharpe

Photo Credits: The Photo Credits section for this book on page 270 is considered an extension of the copyright page.

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



وزارة التعليم  
Ministry of Education  
2022 - 1444

**SUPER**

# **GOAL 3**

**WORKBOOK**

**MANUEL DOS SANTOS**



وزارة التعليم  
Ministry of Education  
2022 - 1444

**Mc  
Graw  
Hill**

# Contents

Term 1	Unit	<b>1</b>	Lifestyles	<b>167</b>
	Unit	<b>2</b>	Life Stories	<b>173</b>
	Unit	<b>3</b>	When Are You Traveling?	<b>179</b>
	Unit	<b>4</b>	What Do I Need to Buy?	<b>185</b>
			EXPANSION Units 1–4	<b>191</b>
Term 2	Unit	<b>5</b>	Since When?	<b>197</b>
	Unit	<b>6</b>	Do You Know Where It Is?	<b>203</b>
	Unit	<b>7</b>	It's a Good Deal, Isn't It?	<b>209</b>
	Unit	<b>8</b>	Drive Slowly!	<b>215</b>
			EXPANSION Units 5–8	<b>221</b>
Term 3	Unit	<b>9</b>	All Kinds of People	<b>227</b>
	Unit	<b>10</b>	Who Used My Toothpaste?	<b>233</b>
	Unit	<b>11</b>	Making Choices	<b>239</b>
	Unit	<b>12</b>	Culture Shock	<b>245</b>
			EXPANSION Units 9–12	<b>251</b>
			Self Reflections	<b>256</b>





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

<b>brick</b>	<b>printer</b>	<b>clumsy</b>	<b>conventional</b>	<b>device</b>
<b>household</b>	<b>microwave oven</b>	<b>image</b>	<b>huge</b>	<b>light</b>

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.

## 5 Since When?

**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. \_\_\_\_\_

**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**.

- Robert got sick two days ago. He has been sick \_\_\_\_\_ two days.
- Daniel got his new car three weeks ago. He has had his new car \_\_\_\_\_ three weeks.
- Carlos started to play tennis in 2006. He has played tennis \_\_\_\_\_ 2006.
- My brother last spoke to his friend two hours ago. He hasn't spoken to him \_\_\_\_\_ two hours.
- My uncle moved to New York City in 2007. He has lived in New York City \_\_\_\_\_ 2007.



# 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:** \_\_\_\_\_

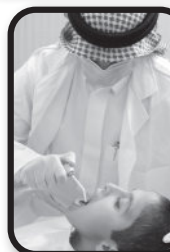


**4.** Omar / go / to this dentist / 2006 // many years

**Q:** \_\_\_\_\_

**A:** \_\_\_\_\_

**A:** \_\_\_\_\_



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

**Q:** \_\_\_\_\_

**A:** \_\_\_\_\_

**A:** \_\_\_\_\_





## 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 thirty 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.

## 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?
<i>cell phone</i>	<i>always able to talk to friends</i>



## **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*



# 6 Do You Know Where It Is?

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

1. cleaner air



3. larger green space



2. lower cost of living



4. better public transportation system



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

public transportation system  
green spaces  
punctual

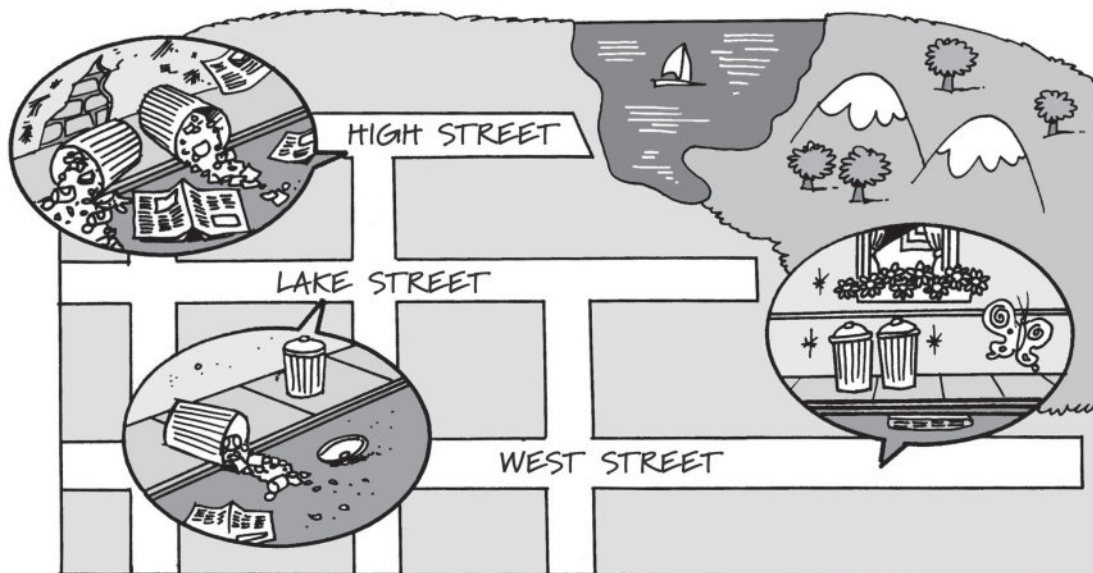
cozy  
housing  
quality of life

crime rate  
efficient  
cost of living

- 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'.
- 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 \_\_\_\_\_.
- 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 \_\_\_\_\_.
- 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.
- 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.

## 6 Do You Know Where It Is?

**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 \_\_\_\_\_.



**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. \_\_\_\_\_



## 6 Do You Know Where It Is?

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

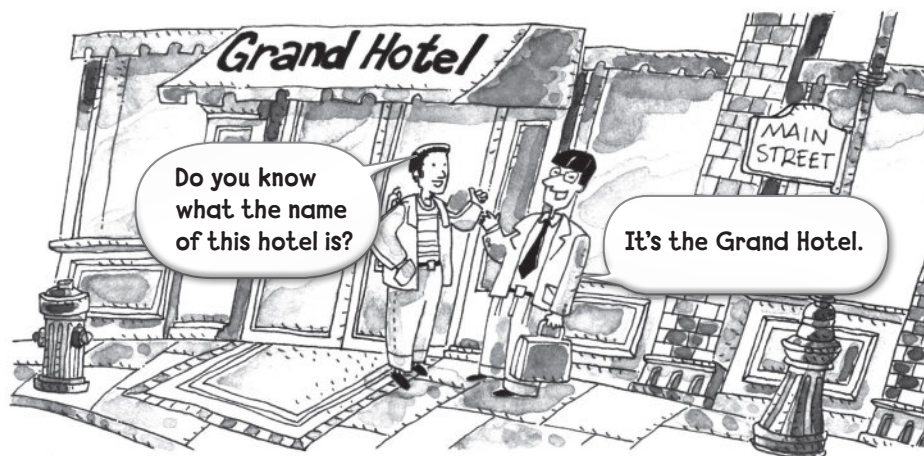


**The office building is ten stories tall. The school building is ten stories tall, too.**

**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.**

## I READING

## Small Town America

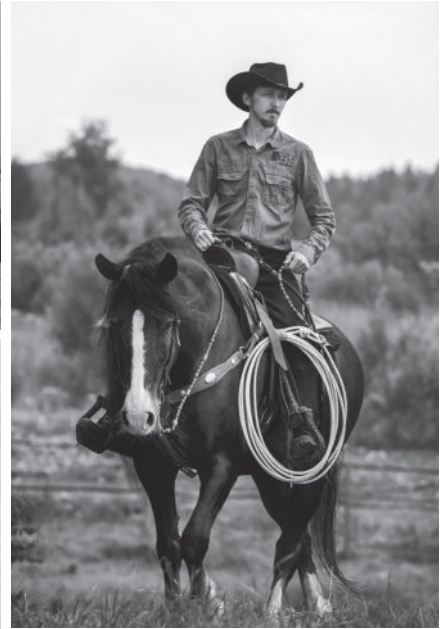
Do you know what the expression “small town America” means? Sometimes people use it to describe living in a small town in the U.S.A. There’s a big difference between the quality of life in a large city and in a small town. That’s true in any country.

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?  
\_\_\_\_\_

## 6 Do You Know Where It Is?

- 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.

*Here and There*





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

**A** Write the name of each item.



1. \_\_\_\_\_



2. \_\_\_\_\_



3. \_\_\_\_\_



4. \_\_\_\_\_



5. \_\_\_\_\_



6. \_\_\_\_\_



7. \_\_\_\_\_



8. \_\_\_\_\_



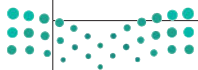
9. \_\_\_\_\_



10. \_\_\_\_\_

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

Garage	Kitchen	Bedroom



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

**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?

**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?

\_\_\_\_\_



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

**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.





**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?

---

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

**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
<p><i>What was I able to do?</i></p> <p>! <i>I was only able to say the alphabet.</i></p>	<i>What am I able to do now?</i>	<i>What will I be able to do?</i>
<i>What wasn't I able to do?</i>	<i>What am I not able to do now?</i>	<i>What won't I be able to do?</i>

## 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!*



# 8 Drive Slowly!

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

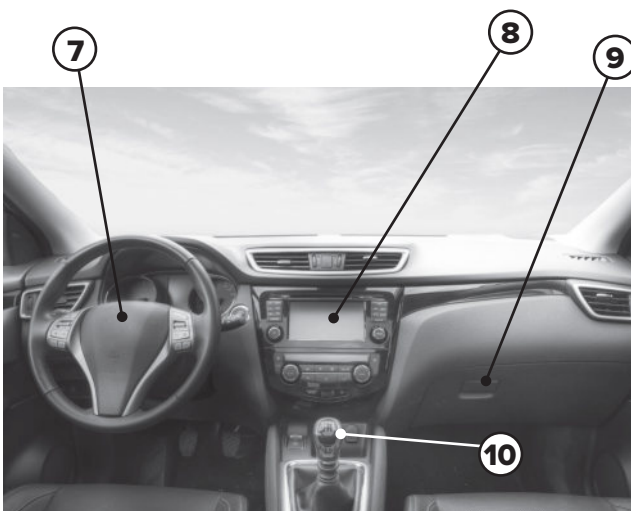
1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_



5. \_\_\_\_\_
6. \_\_\_\_\_



7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_



## 8 Drive Slowly!

- 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 \_\_\_\_\_.

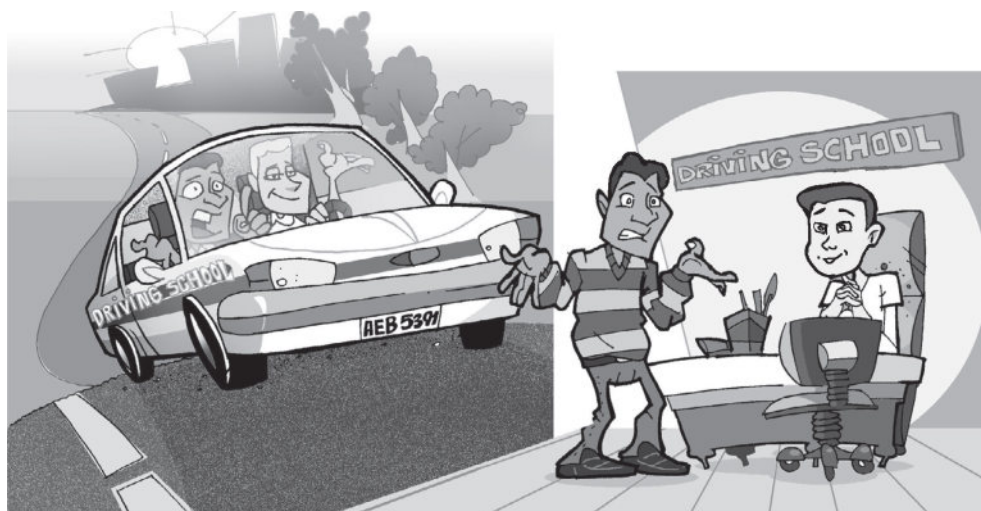


8. ask / me for help

When class seems hard, you \_\_\_\_\_.



- 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. \_\_\_\_\_

## 8 Drive Slowly!

**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. \_\_\_\_\_



## 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?

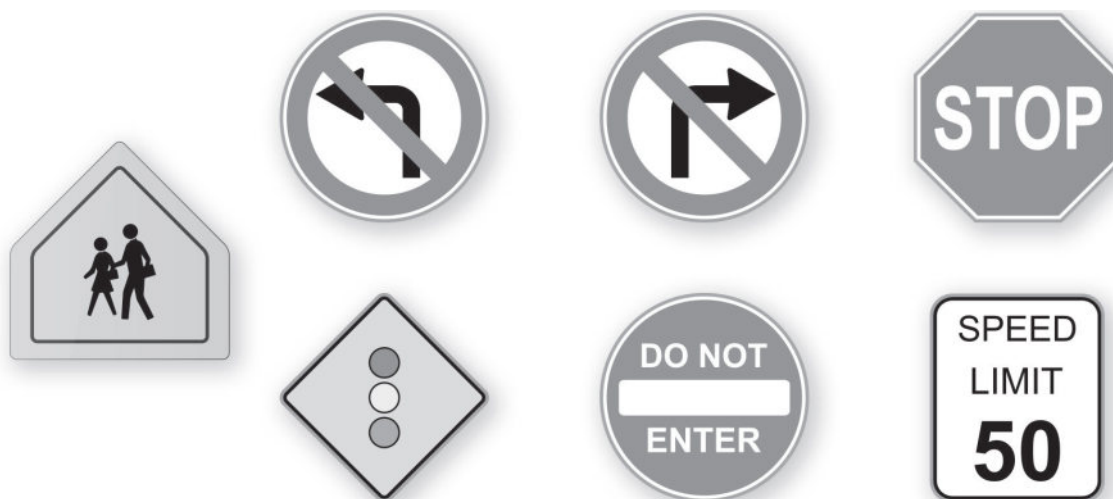


## 8 Drive Slowly!

**I** Complete the charts. Use your own ideas.

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

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?*





# 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.

# 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.



# 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.

---

---



# 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.

- 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).
- 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.
- 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



# 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: \_\_\_\_\_

# 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*



وزارة التعليم

Ministry of Education

2022 - 1444

226 EXPANSION Units 5–8

## Unit 5 Self Reflection

Things that I liked about Unit 5:	Things that I didn't like very much:
_____	_____
_____	_____
_____	_____

Things that I found easy in Unit 5:	Things that I found difficult in Unit 5:
_____	_____
_____	_____
_____	_____

Unit 5 Checklist	I can do this very well.	I can do this quite well.	I need to study/ practice more.
talk about inventions			
express actions that have happened recently			
express actions that began in the past and continue into the present			
use the present perfect tense versus the simple past			
use the present perfect with <i>for</i> and <i>since</i> in the affirmative and negative			
use questions with <i>how long</i>			
use the passive in simple present, present perfect, and simple past			

My five favorite new words from Unit 5:	If you're still not sure about something from Unit 5:
_____	<ul style="list-style-type: none"> <li>• read through the unit again</li> <li>• listen to the audio material</li> <li>• study the grammar and functions from the unit again</li> <li>• ask your teacher for help</li> </ul>
_____	
_____	

## Unit 6 Self Reflection

Things that I liked about Unit 6:	Things that I didn't like very much:
_____	_____
_____	_____
_____	_____

Things that I found easy in Unit 6:	Things that I found difficult in Unit 6:
_____	_____
_____	_____
_____	_____

Unit 6 Checklist	I can do this very well.	I can do this quite well.	I need to study/ practice more.
talk about quality of life			
describe features of places			
make comparisons			
ask for information			
use the comparative and superlative forms of adjectives			
use comparisons with <i>as...as</i>			
ask indirect questions			
use the definite article <i>the</i>			

My five favorite new words from Unit 6:	If you're still not sure about something from Unit 6:
_____	<ul style="list-style-type: none"> <li>• read through the unit again</li> <li>• listen to the audio material</li> <li>• study the grammar and functions from the unit again</li> <li>• ask your teacher for help</li> </ul>
_____	
_____	
_____	
_____	

## Unit 7 Self Reflection

Things that I liked about Unit 7:	Things that I didn't like very much:
_____	_____
_____	_____
_____	_____

Things that I found easy in Unit 7:	Things that I found difficult in Unit 7:
_____	_____
_____	_____
_____	_____

Unit 7 Checklist	I can do this very well.	I can do this quite well.	I need to study/ practice more.
talk about common items at a garage sale			
confirm information			
describe abilities			
use tag questions in the affirmative and negative			
ask negative questions			
use the expression <i>be able to</i>			
use <i>should</i> , <i>can</i> , <i>could</i> , <i>why don't</i> , and <i>let's</i> for suggestions			

My five favorite new words from Unit 7:	If you're still not sure about something from Unit 7:
_____	<ul style="list-style-type: none"> <li>• read through the unit again</li> <li>• listen to the audio material</li> <li>• study the grammar and functions from the unit again</li> <li>• ask your teacher for help</li> </ul>
_____	
_____	




## Unit 8 Self Reflection

Things that I liked about Unit 8:	Things that I didn't like very much:
_____	_____
_____	_____
_____	_____

Things that I found easy in Unit 8:	Things that I found difficult in Unit 8:
_____	_____
_____	_____
_____	_____

Unit 8 Checklist	I can do this very well.	I can do this quite well.	I need to study/ practice more.
talk about cars, driving, and traffic signs			
give advice			
express obligation			
say how people do things			
use the modal auxiliaries <i>must/mustn't/must not</i> and <i>should/shouldn't</i>			
use adverbs of manner			
use <i>can, could, will, and would</i> for requests			
report commands and requests			

My five favorite new words from Unit 8:	If you're still not sure about something from Unit 8:
<div>  </div>   	<ul style="list-style-type: none"> <li>• read through the unit again</li> <li>• listen to the audio material</li> <li>• study the grammar and functions from the unit again</li> <li>• ask your teacher for help</li> </ul>

**SB:** iii (t)©Tatweer Co. for Educational Services, **2** (t)©sirtravelalot/Shutterstock, (tc)©makasana photo/Shutterstock, (tr)©Meelena/Shutterstock, (cl)© Monkey Business Images/Shutterstock, (cr)©Feyyaz Alacam/Shutterstock, (br)©Photographie.eu/Shutterstock; **3** (t)©Marwen khatmi/Shutterstock, (tr)©Nako Photography/Shutterstock; **5** (tr)©pio3/Shutterstock, (l)©Ingram Publishing, (2)©Friends Stock/Shutterstock, (3)©I i g h t p o e t/Shutterstock, (4)© Hi Brow Arabia/Alamy Stock Photo, (5)©Africa Studio/Shutterstock, (6)©Levent Konuk/Shutterstock; **6** (cr)©fotoinfot/Shutterstock; **8** (tr)©Antonio Guillem/Shutterstock; **9** (tr)©Sam Edwards/Glow Images, (br)©gulf eye/Shutterstock; **010** (br)©phive/Shutterstock; **12** (cl)© McGraw-Hill Education, (br)©Artur Didyk/Shutterstock, (bkgd)©Picsfive/Shutterstock; **13** (tr)©Raul Mellado Ortiz/Shutterstock, (cl)©Jon Schulte/Shutterstock, (bkgd)©Picsfive/Shutterstock; **14** (br)©jocic/Shutterstock; **015** (tr)©Littlekidmoment/Shutterstock, (cl)©Tatweer Co. for Educational Services, (cr)©zhu\_zhu/123RF, (l)© Robert Daly/age fotostock, (2)©JUPITERIMAGES/BananaStock/Alamy, (3)©Little\_Desire/Shutterstock, (4)©Tetyana Kokhanets/Shutterstock, (5)©Zurijeta/Shutterstock, (6)©Hi Brow Arabia/Alamy Stock Photo; **16** (tr)©Universal History Archive/UiG/Shutterstock; **18** (tl)©Witt/Sipa/Shutterstock, (cl)©Mosa'Ab Elshamy/AP/Shutterstock, (br)©adznano3/Shutterstock; **19** (tr)©Shutterstock; **21** (cl)©adznano3/Shutterstock, (cr)©kv naushad/Shutterstock, (br)©Rawpixel.com/Shutterstock; **26** (l-r, t-b)©S.Borisov/Shutterstock, (2)©Sorbis/Shutterstock, (3)©Ljupco Smokovski/Shutterstock, (4)©McGraw-Hill Education, (5)©carpe89/Shutterstock, (6)©McGraw-Hill Education, (7)©Nadezda Murmakova/Shutterstock, (8)©lendy16/Shutterstock; **27** (tr)©ESB Professional/Shutterstock, (cl)©Mahmoud Farahat/Shutterstock, (cr)©pio3/Shutterstock; **28** (t)©Hyserb/Shutterstock, (cl)©Ahmed Hamdy Hassan/Shutterstock, (cr)©Mohammed Kamaludheen/Shutterstock, (b)©H1N1/Shutterstock; **32** Heath Doman/Shutterstock, Alex Staroseltsev/Shutterstock, Hal\_P/Shutterstock, Elena Schweitzer/Shutterstock, PaulPaladin/Shutterstock, Anton Starikov/Shutterstock, Gelpi/Shutterstock, JIANG HONGYAN/Shutterstock, Constant/Shutterstock, Danny Smythe/Shutterstock, Sandra Caldwell/Shutterstock, Andrjuss/Shutterstock, Diana Jo Marmont/Shutterstock, DronG/Shutterstock, Tatiana Popova/Shutterstock, Shebeko/Shutterstock, Rafa Irusta/Shutterstock, Norman Chan/Shutterstock, Cameramannz/Shutterstock, italianestro/Shutterstock, Anita Patterson Peppers/Shutterstock, Semjonow Juri/Shutterstock, Nataliya Sdobnikova/Shutterstock, Kulyk/Shutterstock, Inc/Shutterstock, Eric Gevaert/Shutterstock, Elena Schweitzer/Shutterstock; **33** (t)©Brilliant-Tariq Al Nahdi/Shutterstock, (cl)©Ana Blazic Pavlovic/Shutterstock, (cr)©Stanislav71/Shutterstock; **35** (tr)©Karen Appleyard/Alamy Stock Photo; **36** (l)©Ingram Publishing/SuperStock, (2)©magone/123RF, (3)©Zigzag Mountain Art/Shutterstock, (4)©Tetra Images/Alamy Stock Photo, (5)©ChameleonsEye/Shutterstock, (6)©Praisang/Shutterstock; **37** (l)©Andrew Bret Wallis/BananaStock/Getty Images, (2)©Purestock/SuperStock, (3)©Paul Cowan/Shutterstock, (4)©Diego Samy/Shutterstock; **38** (cl)©oleksiy/123RF, (cr)©Ian 2010/Shutterstock, (b)©mama\_mia/Shutterstock, (bkgd)©lewalp/Shutterstock; **39** (tr)©Joe Gough/Shutterstock, (c)©Iconotec/Glowimages, (br)©vitals/Shutterstock; **42** (b)©Popova Valeriya/Shutterstock; **43** (t)©Eric Isselee/Shutterstock, (tc)©inxti/Shutterstock; **44** (tr)©Andrey Myagkov/Shutterstock, (cl)©showcake/Shutterstock, (br)©panco971/Shutterstock; **45** (tr)©Amy Nichole Harris/Shutterstock, (c)©Vladimir Mulder/Shutterstock, (cr)©astudio/Shutterstock, (br)©NT\_pong/Shutterstock; **46** (tr)©wowow/Shutterstock, (cl)©javarmen/Shutterstock, (cr)©Jill Lang/Shutterstock, (cr)©szefei/Shutterstock, (bl)©Dejan Lazarevic/Shutterstock, (br)©basel101658/Shutterstock; **47** (tr)©Julien Tromeur/Shutterstock, (br)©Borisoff/Shutterstock; **48** Everett Historical/Shutterstock, Rashevskiy Viacheslav/Shutterstock, Dja65/Shutterstock, tankist276/Shutterstock, Ingram Publishing/SuperStock, ZynatiszJay/Shutterstock, George Doyle/SuperStock, Sergey Ryzhov/Alamy Stock Photo; **49** arogant/Shutterstock, Hurst Photo/Shutterstock, Roman Vukolov/Shutterstock, studioZEVs/Shutterstock; **51** (l)©Somchai Som/Shutterstock, (2)©dcb/Shutterstock, (3)©Volodymyr Krasnyuk/Shutterstock, (4)©Vvoe/Shutterstock, (5)©New Africa/Shutterstock, (6)©domnitsky/Shutterstock, (7)©photo one/Shutterstock; **52** (tr)© Image Source, all rights reserved., (br)©ApoGapo/Shutterstock; **54** (tr)©meunierd/Shutterstock, (bl)©Algoi/Shutterstock; **55** (tr)©Wayo/Shutterstock, (cr)©Jomic/Shutterstock; **56** (br)©Suradech Prapairat/Shutterstock; **57** (cr)©Andrey Lobachev/Shutterstock, (br)©maxpro/Shutterstock; **58** (tl)©Rob Tilley/Spaces Images/Blend Images, (cr)©EarnestTse/Shutterstock, (bl)©Konstantin/Shutterstock; **59** (tl)©eskystudio/Shutterstock; **60** (tl)©Petr Student/Shutterstock, (tc)©Tatweer Co. for Educational Services, (tr)©Dejan Milinkovic/Shutterstock; **61** (br)©krsmanovic/Shutterstock; **64** (tr)©Sophie James/Shutterstock; **65** (tl)©urosr/Shutterstock, (tr)©Mohammed Kamaludheen/Shutterstock; **66** (l)©Digital Archive Japan/Alamy Stock Photo; **67** (tr)©kv naushad/Shutterstock; **070** (cr)©igorad1/Shutterstock, (bl)©chaoss/Shutterstock, (bcl)©Le Do/Shutterstock, (bcr)©Ljupco Smokovski/Shutterstock, (br)©VtIs/Shutterstock; **72** (tr)©Mikhail Nekrasov/Shutterstock, (c)©Dja65/Shutterstock, (b)©Tatweer Co. for Educational Services; **73** (tr)©Friends Stock/Shutterstock; **74** (tl)©karen roach/Shutterstock, (tr)©Altrendo Images/Shutterstock; **75** (tr)©Lorelyn Medina/Shutterstock, (b)©Linda Parton/Shutterstock; **76** (c)©Ryan Kelm/Shutterstock; **77** (c)©Tatweer Co. for Educational Services; **79** (l)©Ahmad Ihsan/Shutterstock, (l)©andrzej80/Shutterstock, (2)©Zoart Studio/Shutterstock, (3)©Cherkas/Shutterstock, (4)©Cherkas/Shutterstock, (5)©Jojo64/Shutterstock, (6)©Jojo64/Shutterstock, (7)©Fejas/Shutterstock, (8)©Fejas/Shutterstock; **81** (l)©Jason Kasumovic/Shutterstock, (2)©Sue Smith/Shutterstock, (3)©Valeriy Poltorak/Shutterstock, (4)©karen roach/Shutterstock, (5)©Craicpot/Shutterstock, (6)©Shane White/Shutterstock, (7)©Kurt Vansteelant/Shutterstock; **82** (tr)©Zurijeta/Shutterstock, (cr)©Syda Productions/Shutterstock; **84** (tr)©Askolds Berovskis/Shutterstock; **85** (tr)©Kamira/Shutterstock; **87** (tr)©Fejas/Shutterstock; **89** (l)©n1kcy/123RF, (2)©emerald\_media/Shutterstock, (3)©vchal/Shutterstock, (4)©Image Source/Javier Perini CM, (5)©Shutterstock/zeffart, (6)©Glen Allison/Getty Images; **90** (tl)©Mauricio Graiki/Shutterstock, (tr)©lassedesignen/Shutterstock, (b)©Peppy Graphics/Shutterstock; **91** (tl)©ViktorKozlov/Shutterstock, (cl)©Image Source/Javier Perini CM, (cr)©Ljupco Smokovski/123RF; **101** (c)©Shutterstock/lev radin; **102** (tr)©Zurijeta/Shutterstock, (c)©Digital Archive Japan/Alamy Stock Photo; **107** (l-r, t-b)©Elnur/Shutterstock, (2)©Katrina Brown/Shutterstock, (3)©zeljkodan/Shutterstock, (4)©Tatweer Co. for Educational Services, (5)©Tatweer Co. for Educational Services, (6)©Brilliant-Tariq Al Nahdi/Shutterstock; **108** (tr)©Moatassem/Shutterstock, (br)©Ebtikar/Shutterstock; **112** (tr)©Crystal Eye Studio/Shutterstock; **114** (tr)©R McKown/Shutterstock, (cl)©FotoAndalucia/Shutterstock, (cr)©Suzanne Tucker/Shutterstock, (bl)©schusterbauer.com/Shutterstock; **115** (tr)©Nesrudheen Matathoor/Shutterstock, (cl)©Tatweer Co. for Educational Services, (cr)©Fabio Lamanna/Shutterstock; **118** (tr)©John Grummitt/Shutterstock, (c)©kv naushad/Shutterstock; **119** (tr)©Ian Cramman/Shutterstock; **120** (cr)©Christos Georgiou/Shutterstock; **121** (tr)©Sean Nel/Shutterstock; **123** (cr)©Joeri Mostmans/Shutterstock; **127** (l-r, t-b)©Sophia\_Kluge/Shutterstock, (2)©Tatweer Co.

for Educational Services, (3)©Friends Stock/Shutterstock, (4)©Prostock-studio/Shutterstock, (5)©fizkes/Shutterstock; **128** (cr)©ClassicVector/Shutterstock; **129** (tr)©dibrova/Shutterstock; **130** (t)©Tatweer Co. for Educational Services; **131** (tr)©Tatweer Co. for Educational Services, (br)©kkoman/Shutterstock; **133** (tr)©Moatassem/Shutterstock, (bl)©Hung Chung Chih/Shutterstock; **134** (br)©Black Kings/Shutterstock; **136** (br)©Tatweer Co. for Educational Services; **137** (tr)©bbarnard/Shutterstock, (l)©Steffen Foerster/Shutterstock, (2)©John Alex Fraser/Shutterstock, (3)©Di Studio/Shutterstock, (4)©diplomedia/Shutterstock; **139** (br)©dizain/Shutterstock; **140** (bl)©John Grummitt/Shutterstock; **141** (tr)©Kdonmuang/Shutterstock, (br)©smolaw/Shutterstock, (bkgd)©Pandapaw/Shutterstock; **143** (br)©Tatweer Co. for Educational Services; **144** (tr)©gulf eye/Shutterstock, (c)©Ahmed Hamdy Hassan/Shutterstock, (br)©MUHAMMAD FARID/Shutterstock; **145** (tr)©Sophie James/Shutterstock, (l-r, t-b)©J. Helgason/Shutterstock, (2)©VictoriaKh/Shutterstock, (3)©Chay/Shutterstock, (4)©BorisVian/Shutterstock.

**WB: 167** (1)©Antoniodiaz/Shutterstock, (2)©GaudiLab/Shutterstock, (3)©Vadim Guzhva/123RF, (4)©Dean Drobot/Shutterstock; **168** (tl)©Sam Edwards/Glow Images, (1)©andreypopov/123RF, (2)©Sony Herdiana/Shutterstock, (3)©T-Design/Shutterstock; **172** (tl)©Tatweer Co. for Educational Services, (tl)©LADO/Shutterstock, (tr)©Theartofphoto/123RF, (tr)©Image Source/Getty Images; **173** (tr)©Goodreason/Shutterstock, (cl)©AFM Visuals/Shutterstock, (cl)©Keith Brofsky/Getty Images, (br)©Patrik Kosmider/Shutterstock; **176** (tl)©mike mols/Shutterstock; **177** (tr)©Ken Welsh/Pixtal/AGE Fotostock, (5)©Frederic Legrand - COMEO/Shutterstock; **178** (tr)©Robert Daly/Caia Image/Glow Images; **179** (t)©Image Source, (c)©Tyler Olson/Shutterstock, (b)©Roman Kosolapov/Shutterstock; **182** (tl)©Glow Images, (1)©Ustyujanin/Shutterstock, (2)©Hero Images/Image Source, (3)©Chubykin Arkady/Shutterstock, (4)©Chris Van Lennep/Alamy Stock Photo, (5)©Robert Marmion/Alamy Stock Photo; **183** (tr)©Library of Congress Prints and Photographs Division; **185** (1)©DronG/Shutterstock, (2)©JIANG HONGYAN/Shutterstock, (3)©Valentina Razumova/Shutterstock, (4)©Valentina Proskurina/Shutterstock, (5)©mexrix/Shutterstock, (6)©oksana2010/Shutterstock, (7)©Nattika/Shutterstock, (8)©Pixfiction/Shutterstock, (9)©azure1/Shutterstock, (10)©Balogh Tamas/Shutterstock; **187** (tr)©AlexeiLogvinovich/Shutterstock, (br)©Andrey\_Popov/Shutterstock; **188** (1)©Maks Narodenko/Shutterstock, (2)©Valentyn Volkov/Shutterstock, (3)©Kyselova Inna/Shutterstock, (4)©Valery121283/Shutterstock; **189** (tl)©mediamasmedia/Shutterstock, (tr)©VicPhotoria/Shutterstock; **190** (t)©Emma Innocenti/Image Source, (c)©Blend Images/Image Source, (r)©svario photo/Shutterstock; **194** (tr)©Ljupco Smokovski/LJSpography/Alamy Stock Photo; **196** (b)©Denise Kappa/Shutterstock; **197** (1)© McGraw-Hill Education, (2)©Tetra Images, LLC/Alamy Stock Photo, (3)©stockfour/Shutterstock, (4)©Roman Vukolov/Shutterstock, (5)©Oleh Poliarush/123RF, (6)©Oleksandr\_Delyk/Shutterstock, (7)©tankist276/Shutterstock, (8)©Vukasin Antanaskovic/Shutterstock; **199** (1)© Paul Bradbury/age fotostock, (2)©Sergey Furtaev/Shutterstock, (3)©Purestock/SuperStock, (4)©BravissimoS/Shutterstock, (5)©goofyfootaka/Shutterstock; **20** (4)©Tatweer Co. for Educational Services; **200** (tr)©diplomedia/Shutterstock, (1)©Prostock-studio/Shutterstock, (2)©Image Source, (3)©Paul Bradbury/AGE Fotostock, (5)©(c)©Comstock Images/Alamy; **202** (tr)©JetKat/Shutterstock, (1)©Maxx-Studio/Shutterstock, (2)©adempcerem/Shutterstock, (3)©Oleksandr\_Delyk/Shutterstock, (4)©Aeolos Image/Shutterstock, (5)©Jose Ignacio Soto/Shutterstock; **203** (tl)©OPIS Zagreb/Shutterstock, (tl)©mikeledray/Shutterstock, (tr)©Sam DCruz/Shutterstock, (tr)©NAPA/Shutterstock, (bl)©Kenneth Sponsler/Shutterstock, (bcl)©iofoto/Shutterstock, (bcr)©Michael Mihin/Shutterstock, (br)©arway/Shutterstock; **205** (tr)©gary718/Shutterstock, (c)©Slatan/Shutterstock, (cr)©Sabphoto/Shutterstock, (br)©Westend61/Image Source; **207** (tc)©Sascha Burkard/Shutterstock, (tr)©Alla-Berlezova/Shutterstock, (c)©Robert Asento/Shutterstock, (cr)©Kenneth Sponsler/Shutterstock; **209** (1)©Iconotec/Glowimages, (2)©lynx/iconotec.com/Glow Images, (3)©Comstock Images/Alamy, (4)©Comstock Images/Alamy, (5)©ImageState/Alamy, (6)©Shutterstock/prapass, (7)©vnlit/Shutterstock, (8)©donatas1205/123RF, (9)©Shutterstock/Alexandr Zagibailov, (10)©Eugene Shapovalov/Shutterstock; **210** (1)©M Salem/Shutterstock, (2)©Hurst Photo/Shutterstock, (3)©GraphicsRF.com/Shutterstock, (4)©3DMI/Shutterstock; **211** (tr)©New Africa/Shutterstock; **212** (br)©Phovoir/Shutterstock; **213** (tr)©New Africa/Shutterstock; **215** (t)©Andrey Lobachev/Shutterstock, (c)©Andrey Lobachev/Shutterstock, (b)©kesipun/Shutterstock; **220** (cl)©alex09d4n/Shutterstock, (c)©Orca/Shutterstock; **226** (tl)©sonya etchison/Shutterstock, (cl)©wavebreakmedia/Shutterstock; **227** (tr)©lcpdstock/Shutterstock, (cl)©Dejan Dundjerski/Shutterstock, (cr)©Andrey\_Popov/Shutterstock, (br)©Alaettin YILDIRIM/Shutterstock, (br)©Alaettin YILDIRIM/Shutterstock; **229** (tr)©Vitalii Nesterchuk/Shutterstock, (1)©Andrey\_Popov/Shutterstock, (2)©John Grummitt/Shutterstock, (3)©Lisa F. Young/Shutterstock; **231** (l-r, t-b)©Tatweer Co. for Educational Services, (2)©John Grummitt/Shutterstock, (3)©Shutterstock/Victor Maschek, (4)©Rahhal/Shutterstock, (5)©Sylvie Bouchard/Shutterstock, (6)©RossHelen/Shutterstock; **233** (1)©Hekla/Shutterstock, (1)©Ebtikar/Shutterstock, (2)©alexsol/Shutterstock, (2)©fotoinfot/Shutterstock, (3)©design56/Shutterstock, (3)©wavebreakmedia/Shutterstock, (4)©dariuszz/Shutterstock, (4)©Andrew Rafalsky/Shutterstock, (5)©nevodka/Shutterstock, (5)©Aleks Gudenko/Shutterstock, (6)©Mega Pixel/Shutterstock, (6)©Dragon Images/Shutterstock, (7)©Dmitrij Skorobogatov/Shutterstock, (8)©Kolonko/Shutterstock; **236** (tr)©Delpixel/Shutterstock, (cr)©Africa Studio/Shutterstock; **239** (tr)©Jaros/Shutterstock, (cr)©WathanyuSowong/Shutterstock, (bl)©Elnur/Shutterstock, (br)©Mike\_shots/Shutterstock; **240** (t-b)©Dimitris Leonidas/Shutterstock, (2)©Antonio Guillem/Shutterstock, (3)©Syda Productions/Shutterstock; **242** (l-r, t-b)©LeManna/Shutterstock, (2)©Dudarev Mikhail/Shutterstock, (3)©Vladimir Mucibabic/Shutterstock, (4)©Photo\_DDD/Shutterstock, (5)©GaudiLab/Shutterstock, (6)©Sergey Nivens/Shutterstock, (7)©Galyna Andrushko/Shutterstock, (8)©Ljupco Smokovski/Shutterstock; **245** (t-b)©BUY THIS/Shutterstock, (2)©KPG\_Payless/Shutterstock, (3)©Phovoir/Shutterstock, (4)©Jsnow my world/Shutterstock, (5)©Maksym Poriechkin/Shutterstock, (6)©Minerva Studio/Shutterstock; **252** (tl)©diplomedia/Shutterstock, (cl)©alphabe/Shutterstock; **255** (tr)©Kzenon/Shutterstock, (cr)©wavebreakmedia/Shutterstock.

**Cover** (bl)©adznano3/Shutterstock, (br)©kv naushad/Shutterstock.

