

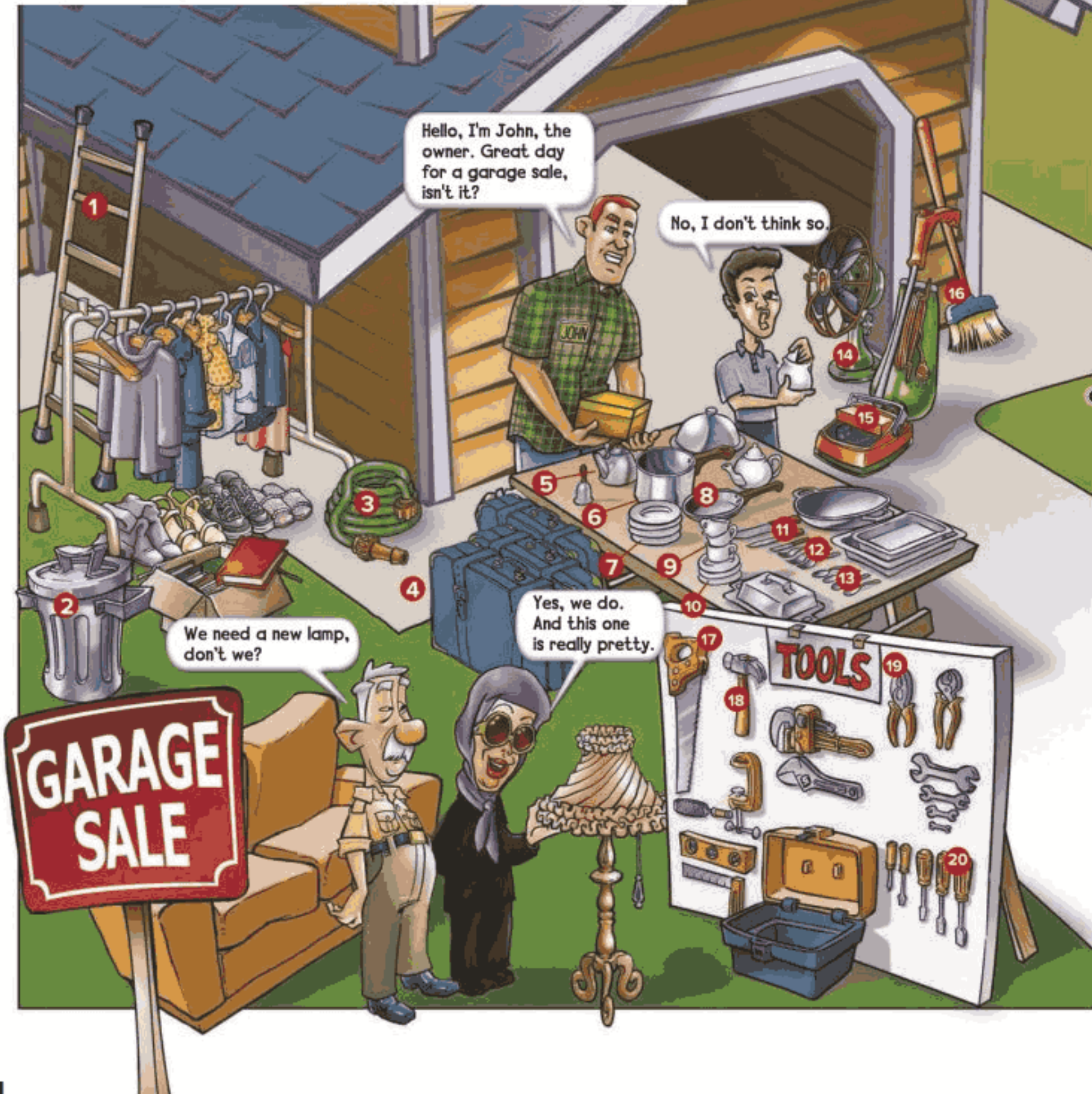
7 It's a Good Deal, Isn't It?

وزارة التعليم
Ministry of Education
2022 - 1444



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?

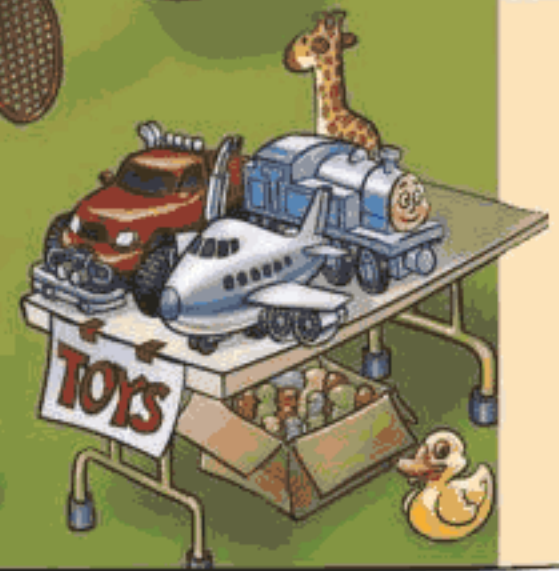
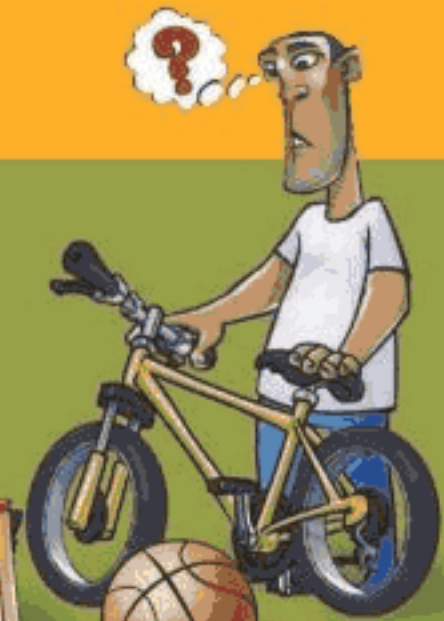
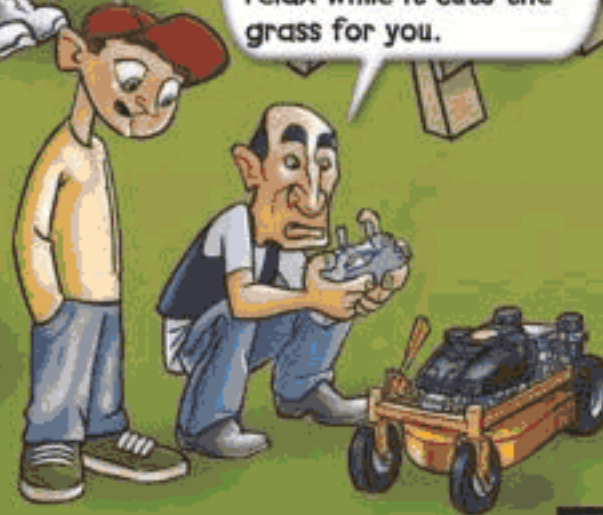
No, I'm Steve Baron.
Andrew is my twin brother.

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.

B

Yes he does

Yes he is

Yes it does

Yes they do

No there aren't



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, aren't they?
2. You've had garage sales before, Haven't you?
3. He didn't buy that fan, Did he?
4. They weren't able to sell the tools, Were they?
5. She found a set of nice crystal glasses, Didn't she?
6. That vacuum cleaner works OK, Doesn't it?
7. We have lots of bargains here today, Don't we?
8. This lawn mower is really high-tech, Isn't it?





- 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?

C

1.

A: Was Hameed able to ride the horse?

B: Yes, he was.

2.

A: Were the players able to play tennis?

B: No, they weren't.

3.

A: Was Adnan able to drive the car?

B: Yes, he was.

4.

A: Was Majedah able to bake the cake?

B: No, she wasn't.

5.

A: Were the children able to get good grades?

B: Yes, they were.

6.

A: Were the football fans able to get tickets?

B: No, they weren't.

D

1. Don't you remember me?

2. Aren't you going to offer me some popcorn?

3. Don't you want to play this game too?

4. Don't you want to say hello to me?/Didn't you see me?

5. Aren't you going to school?

6. Aren't you going to call the person back?



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.

George Scott Thinks the man is A famous author named Melvin dupont
George went to school with Melvin.

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?

الرجاء
 ration



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?

Your Turn

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

You aren't from around here, are you?

1 Sean is from Dublin

2 he knows That many Irish Came to the United States in the past , And he knows They speak Gaelic

3 He is an exchange student

4 Ted offers to show Sean around the campus



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. <u>C</u> coincidence | a. three children born at the same time |
| 2. <u>B</u> confuse | b. think wrongly that a person is someone else |
| 3. <u>D</u> orphan | c. a situation in which two things happen together by chance |
| 4. <u>E</u> heredity | d. a child who has lost his parents |
| 5. <u>A</u> triplets | e. what you get from your parents |
| 6. <u>f</u> 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.



After reading

A

1. They met when another student introduced them.
2. One brother read the story about Bobby and Eddy and realized that he was their brother, too.
3. They wore similar clothes, had the same favorite color, and liked coffee the same way. They both fell down stairs at 15, and they both used the same recipe book. They were talkative and laughed a lot.
4. They laughed a lot.



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

- 2 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.
- 6 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.
- 1 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.
- 4 "Mike, what are you doing here in Chicago?"
- 3 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.
- 5 "Well, I live in Chicago and I'm studying economics here at the college. When Lee told me there was an Irish student in one of his classes, I had no idea it was you! What a small world!"



Writing Corner

1. Use simple past to talk about completed past events.
Suddenly I **heard** someone call my name. I **turned** around.
 2. Use the past progressive* (*was/were + verb-ing*) to talk about actions that were in progress when another past event happened.
I **was walking** around the campus when suddenly I heard someone call my name.
 3. Use the past perfect** (*had + past participle***) to talk about an action that happened before another action in the past.
I **hadn't seen** him in five years because his family **had moved** to the United States.
- * You will practice the past progressive in Unit 3 and the past perfect in Unit 6.
** See a list of irregular verbs and past participles on page 82.

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



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

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

B

I was taking a summer English course in London. I meet a student from my city Jeddah sat next to me in class. I phone my father and told him about the student. My father surprised me because he knew the student's father. Me and the student are now the best friends.

C

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 that his name is Ali. His father's name is Fahd Al Qassim and he is from Jedah. When I went home, I phone my father. I was happy to meet a student from my country, city. My father surprised me because he knew Ali's father. He is a friend to my father. They are doctors and they work together in a famous hospital. It was the strangest coincidence of my life. Me and Ali are now the best friends.



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) **Let's** go get some pizza and hang out by the beach.

Imad: Sorry, I (2) **can't**. I have to clean my room and start packing for college.

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

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

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

Imad: No, I (9) **can't**. My parents want to give the room to my brother, so I have to move all my things out.

Fahd: Then, why (10) **don't** you have a garage sale?

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

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

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

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

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

Fahd: No, you (18) **shouldn't** sell those! You (19) **should** keep them.

Imad: Do you want them? Why (20) **don't** 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.

A: Let's go to the park.

B: Sorry, I can't. It's too hot.

C: Why don't we go to the mall?

D: OK. That sounds good.

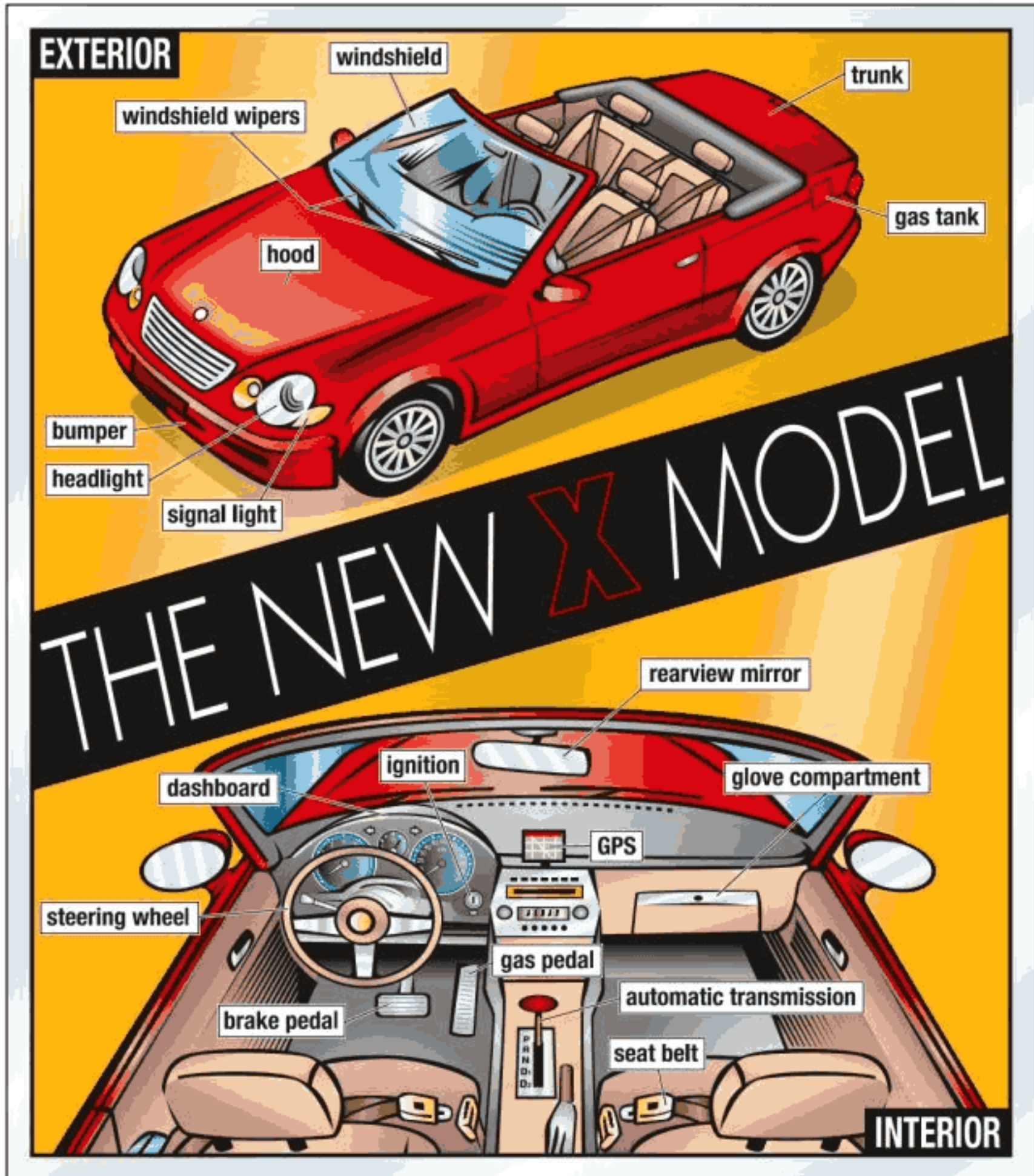
8 Drive Slowly!

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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 <u>E</u> | a. shield |
| 2. wind <u>A</u> | b. belt |
| 3. dash <u>F</u> | c. sign |
| 4. seat <u>B</u> | d. mirror |
| 5. rearview <u>D</u> | e. wheel |
| 6. road <u>C</u> | 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? **B**
- 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.

1 Yes it does

2 It has automatic transmission

3 No it isn't

4 He wants people to wear seat belts



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 *l* double the *l*; careful → carefully

Note: Sometimes an adjective and an adverb have the same form:

He's a **fast** driver. He drives **fast**.

He's a **hard** worker. He works **hard**.

The adverb form of *good* is *well*.

He's a good player. He plays **well**.

A. Rewrite the sentences. Use adverbs of manner.

Adel is a careful driver.

Adel drives carefully.

1. Badr is an aggressive driver.

Badr drives aggressively

2. Stunt pilots fly in a dangerous way.

Stunt pilots Fly dangerously

3. Fadwa and Amal are enthusiastic readers.

~~Fadwa and amal Read enthusiastically~~

4. Saeed is a really good player.

Saeed plays really well

5. Sabah is a quiet talker.

Sabah talks quietly

6. Khalid is a hard worker.

Khalid works Hard

7. Majid and Ali are fast runners.

Majid and ali Run fast

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 **Recklessly** (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 **Well** (good), but he sometimes drives too

Fast (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** (fast). He had to go to a special class for people who drive **Dangerously** (dangerous). But he still doesn't drive **Carefully** (careful). Next time he is going to lose his license.





C. Complete the conversations using your own words.

- A:** I'm afraid I'm running out of gas.
B: You should **Stop at a gas station**
- A:** The sign says 80 kilometers per hour, and I'm doing 90.
B: Then you must **Slow down**
- A:** I'm lost. I don't know which way to go.
B: I think we should **Stop and ask someone For directions**
- A:** I need to make a phone call. Can you please hold the steering wheel?
B: You must not **Make a call when you are driving**
- A:** The car won't start. There's plenty of gas. I wonder what the problem is.
B: You should **Call a mechanic**

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



1. You shouldn't ride your bike here.
2. You must not litter.
3. You shouldn't swim here.
4. You shouldn't use your cell phone here.
5. You must not feed the squirrels and pigeons.
6. You should not camp or have a campfire here.
7. You must not park here.

8 Drive Slowly!

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4 Language in Context

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

Aggressive Drivers	What to Do
<input checked="" type="checkbox"/> Drive dangerously and recklessly.	<input checked="" type="checkbox"/> Get out of the way.
<input checked="" 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 checked="" type="checkbox"/> Ignore them and their gestures.
<input checked="" type="checkbox"/> Tailgate—drive closely behind the car in front.	<input type="checkbox"/> Avoid eye contact.
<input checked="" type="checkbox"/> Blow their horns and flash their lights.	<input checked="" type="checkbox"/> Blow your horn.
<input type="checkbox"/> Let others pass them.	<input checked="" 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	<input checked="" type="checkbox"/>	
2. hold the steering wheel		<input checked="" type="checkbox"/>
3. obey the speed limit		<input checked="" type="checkbox"/>
4. park	<input checked="" type="checkbox"/>	



6 Pronunciation

Listen. Notice the vowel sound of /a/ 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

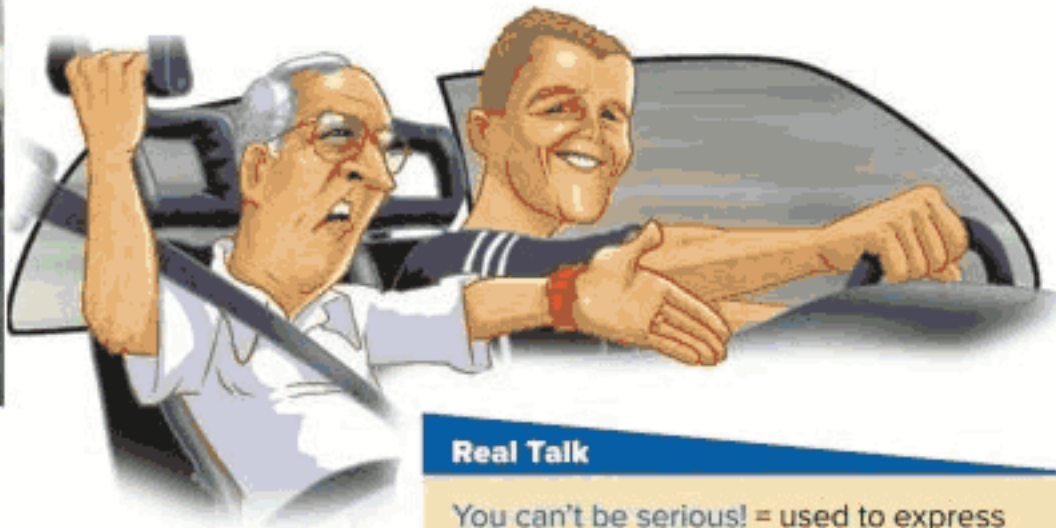
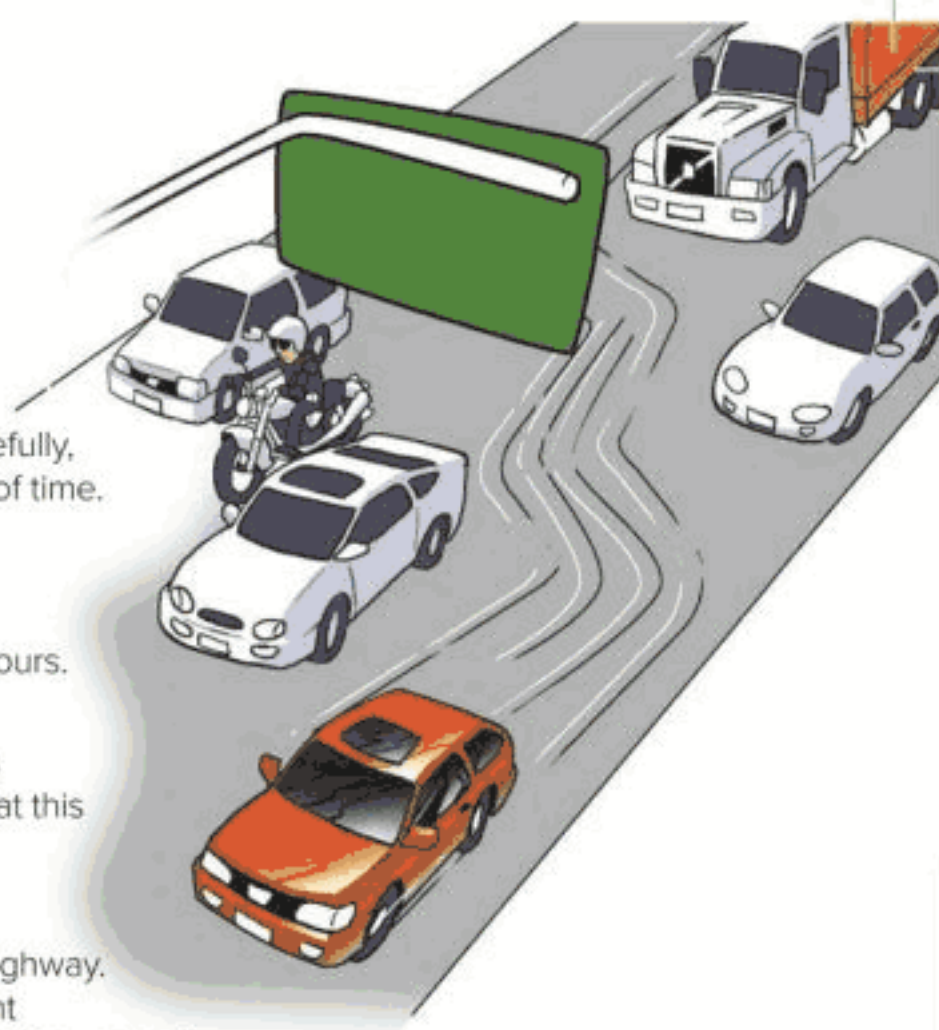
1. What is the driving age in your country?
2. Is the driving age the same for motorcycles?
3. What is the speed limit in your town/city? Is it too high or too low?
4. Do you see a lot of aggressive drivers? What do they do?
5. What are the most common traffic problems in your town?
6. What is the major 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?



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.

1. He wants George to drive slowly and carefully.
2. George should put on his seat belt.
3. He says that you should always arrive at the airport two hours before the departure.
4. George must watch out for traffic.



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!



After Reading

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

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

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

1. **E** Historians **investigate** questions about past events. They read old records to find answers.
2. **B** There is some **confusion** over the history of the use of the right or the left. People aren't sure of what happened.
3. **A** At the end of the war, the large country **conquered** the small one.
4. **D** In some countries, the **custom** is to drive very fast on large roads.
5. **C** 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.





11 Writing

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

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

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

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

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

reflexes immature responsible accident distracted impulses rage attention

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



Writing Corner

Follow the answer on the next page

- 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.

Follow the answer on the next page

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.

Reasons	Results
Adding more mature drivers to the road rather than immature drivers	Would be beneficial to everyone's safety
If we have a lot of daring drivers on our road	It wouldn't be very safe at all
An 18 year old may not be in a rush as much as a 16 year old might be	People in a rush tend to not pay as much attention as someone who is calmer
Changing the driving age to 18 years old or older	It would greatly increase the safety of road travel

D.

Why the driving age in some countries should be raised to 18 or older

Between 1995 and 2004, there were 30,917 fatalities in accidents that involved 15-to-17-year-old drivers, according to a study by the AAA Foundation for Traffic Safety. About a third of those deaths were the teen drivers themselves. The rest were pedestrians, passengers, and people in cars that teenage drivers struck.

Reason #1

The older the teen, the more mature they are. It is a proven fact that the older someone is the more mature they are, and adding more mature drivers to the road rather than immature drivers would be beneficial to everyone's safety.

Reason #2

The younger the teen, the more daring they are. If we have a lot of daring drivers on our road it wouldn't be very safe at all. By taking less daring teens and putting them behind the wheel we would be saving lots of lives.

Reason #3

My last reason is that an 18 year old may not be in a rush as much as a 16 year old might be. People in a rush tend to not pay as much attention as someone who is calmer and takes their time.

I think that the driving age should be changed to 18 years old because it would greatly increase the safety of road travel. The majority of my class agrees with this change.



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.

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

The father told His children to put on their seatbelts

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

Abdullah's cousins asked him to drive them to the airport

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

The woman told her husband not to drive too fast

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

The mother told her son to ride his motorcycle in the rain

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

The man asked the gas station attendant to fill up the gas tank

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

Ahmed asked the mechanic to check the brakes

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?

- Turn on the highway carefully**

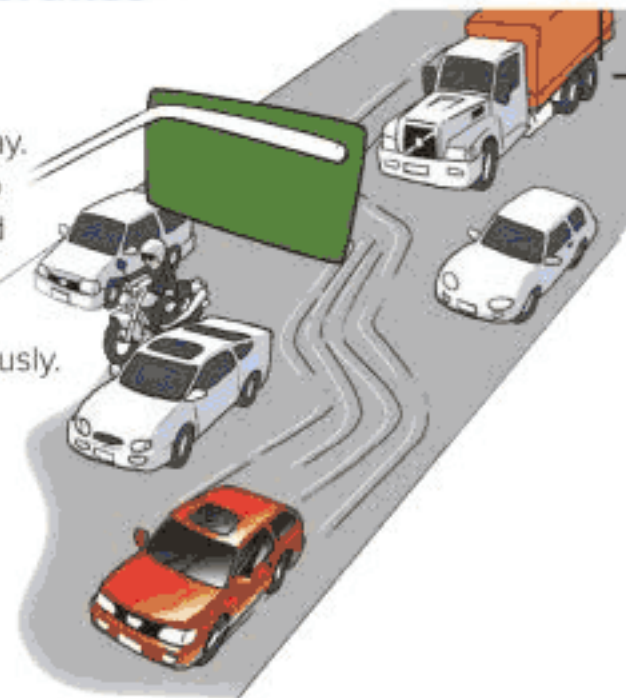
- Can you drive faster?**

-

- Don't tailgate**

- Watch out for the motorcycle!**

Will you pull over and Stop the car ?



9 All Kinds of People

رابط الدرس الرقمي



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1 Listen and Discuss

Look at the pictures.

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



Impressions of a City

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



Quick Check ✓

Follow the answer on the next page

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





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

1. The people who live in the city **d**
2. The man was talking on the phone **e**
3. The officer who was on duty **a**
4. The man who was hailing the taxi **b**
5. The man was giving directions **c**

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

2 Pair Work

Ask and **answer** about the pictures.

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

Quick Check

A.

- **A man who was dressed in black**
- **The pedal cab.**
- **The watches that the man was selling were fakes.**
- **The tourists guide.**
- **The man who was hailing a taxi.**



3 Grammar

Relative Pronouns: *Who, That, Which*

Relative clauses add information about a noun in the main clause.

Use the relative pronoun *who* or *that* for people.

Use the relative pronoun *that* or *which* for things and animals.

The man was talking to the tourists. He was friendly.

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

The horse pulled the carriage. It was black.

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

Past Progressive with *When* and *While*

Use the past progressive:

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

A. Complete the definitions by matching the two parts.

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

e

B. Complete the sentences.

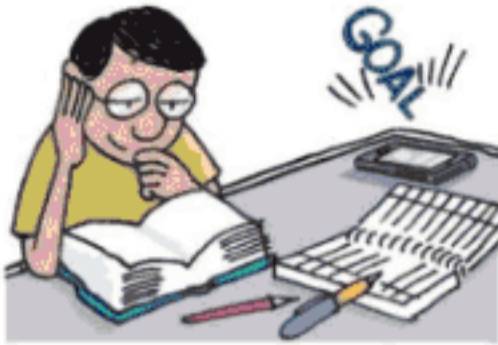
- We were waiting for the bus when **my dad came by in his car and offered us a ride.**
- I was crossing the street when **a car almost hit me**
- They were sitting in the café when **I first saw them**
- Adnan was buying ice cream when **he realized he didn't have his wallet**
- You were sleeping when **it started to rain**

Follow the answer on the next page

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

🔦 *It was raining while Yahya was washing the car.*

Yahya



1. Faisal



2. Mr. Lewis



3. the people



4. Fatima



5. the couple



6. Hameed

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

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

E. Complete the sentences with your ideas.

- I like cars that are **small and energy-efficient**.
- I like people who are **friendly and open**.
- I like books that have **happy endings**.
- I like clothes which are **on sale**.
- I like weather that is **warm and sunny**.
- I like games that are **challenging and fun**.
- I like stores that offer **sales and inexpensive clothes**.
- I like foods that are **healthy**.
- I like friends who **are helpful and dependable**.
- I like teachers who **explain things clearly**.

C.

- 1. Faisal was listening to the football game while he was studying.**
- 2. Mr. Lewis was reading while he was eating breakfast.**
- 3. The people were talking while they were waiting for the bus.**
- 4. Fatima was talking on her cell phone while she was shopping.**
- 5. The couples were watching TV while they were cooking.**
- 6. Hameed was looking out the window while he was riding the bus.**



4 Language in Context

Follow the answer on the next page

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

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

B: Funny.

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

5 Listening

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



- 1 The man who is taking a snack
- 6 The waiter who is carrying the tray
- 5 The artist who is talking about his painting
- 7 The man who spilled his coffee

- 3 The person who is taking the photo
- 2 The man who is leaving the gallery
- 8 The man who is talking to a reporter
- 4 The man who is complimenting the artist

6 Pronunciation

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

talkative
generous

athletic
persuasive

efficient
reliable

pessimistic
absentminded

7 About You

1. Have you ever bought anything on the street? What?
2. Have you ever talked to a reporter? Where? When?
3. Have you ever ridden in a pedal cab? When? Where?

4. Have you ever been to an art gallery? Describe the art you saw there.
5. Describe yourself. What kind of person are you? Use the adjectives in the box in **Language in Context** above to help you.

4 Language in Context

absentminded = someone who doesn't remember things.

athletic = someone who is good at sports.

clever = someone who is smart.

friendly = someone who likes to be with others.

funny = someone who makes others laugh.

generous = someone who gives freely.

hardworking = someone who works a lot.

honest = someone who tells the truth.

kind = someone who is nice to other people.

lazy = someone who doesn't like to do work.

optimistic = someone who looks on the positive side.

patient = someone who waits calmly and doesn't get angry or annoyed quickly.

persuasive = someone who gets others to do what he/she wants or to think a certain way.

pessimistic = someone who looks on the negative side.

polite = someone who says "please" and "thank you".

quiet = someone who doesn't make a lot of noise.

reliable = someone who can be trusted.

rude = someone who is not polite.

selfish = someone who cares only about him/herself.

serious = someone who doesn't laugh a lot.

talkative = someone who speaks a lot.

8 Conversation



Lars: I realize it's part of your job, but it's a real treat for me to be invited to these charity events. Do you know many of the celebrities here?

Ken: Of course. Quite a few. The tall man who was standing at the door when we came in is Colin Parker.

Lars: Isn't he the one who started his own airline?

Ken: That's right. And that's Tony Kramer, the editor of *Success*. I worked with him on the magazine while I was in London.

Lars: Is that a reporter with him?

Ken: No, no. That's Patrick Logan, the football player.

Lars: Really? I mean, he looks different in a suit. I didn't recognize him. And who's that guy over there? The one with the turtleneck sweater.

Ken: That's B.W. Actually...



Your Ending

What do you think Ken answers?

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

Real Talk

a real treat = something very pleasant and enjoyable

Of course. = to answer yes in a strong way

I mean = a phrase to introduce an explanation of what one has said

Follow the answer on the next page About the Conversation

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

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

Your Turn

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

About the Conversation

1. true.
2. false (He is the editor of Success magazine.)
3. true.
4. false (He's talking to a football player.)
5. true.



9 Reading

Before Reading

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

Simple Ideas, **BIG Results**

Muhammad Yunus, Nobel Peace Prize Winner

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

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



- Since then, the Grameen Bank model has been duplicated in more than 100 countries. Today, the bank has over 9 million borrowers and over 2,500 branches in over 81,000 villages in Bangladesh. The bank also started a program to give poor people a loan of about \$9 to purchase small items such as bread, candy, pickles, and toys. Receivers of the loans then resell the goods to supplement their income. The bank reports that it has lent
- 15 \$24 billion over the past 38 years and claims a high repayment rate— 99.6 percent. Nowadays Grameen Banks are also in developed countries. One hundred people in Queens, New York, were among the first borrowers of Grameen America. The total number of borrowers worldwide is 100 million.*

Mohammed Abdul Latif Jameel, Businessman and Philanthropist

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



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

After Reading

A. Choose the correct meaning according to the text.

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

Follow the answer on the next page

B. Answer the questions about the reading.

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



C. Complete the chart.

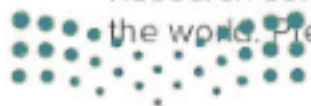
How are Muhammad Yunus and Mohammed Abdul Latif Jameel alike?
They both do humanitarian work.
They both fight against poverty.
They both created organizations to help others.
Both of them have received awards for their humanitarian work.

Discussion

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

10 Project

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



B.

- 1. He received it for his work against poverty.**
- 2. He was an economics teacher.**
- 3. He lent poor people small amounts of money to use for their own small businesses.**
- 4. He has had the Grameen Bank since 1976.**
- 5. He established job creation programs in Saudi Arabia and the Middle East.**
- 6. He learned that life is about helping others.**
- 7. J-PAL does research and tries to reduce poverty by finding scientifically-based solutions.**
- 8. ALICI supports projects in job creation, business financing, education and training, health, and art and culture.**



11 Writing



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

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

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

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

Follow the answer on the next page

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

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

Families	Culture & Entertainment	Economy	Government

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

Follow the answer on the next page

B. With a partner, choose a topic and write about your vision of:

- schools in the future
- my city / town / village in the future

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

A.

Reasons:

1. When did you start the Grameen Bank?
2. How did you come up with the idea of micro-lending?
3. Could you describe this experimental project?
4. How did you feel when you won the Nobel Peace Prize?
5. Do most people pay back the money they borrowed?

B.

Results:

1. My father inspired me. He taught me that life is not only about ourselves, but how we can help others.
2. I joined the Poverty Action Lab when I was a student at MIT. I strongly supported their work and, in honor of my father, the organization was renamed J-PAL in 2005.
3. J-PAL is a group of expert researchers. Their mission is to find scientific solutions to reducing poverty in the world.
4. Bab Rizq Jameel is a part of the Abdul Latif Jameel Community Initiatives program. BRJ focuses on creating job opportunities to reduce unemployment. So far we have created over 230,000 jobs in Saudi Arabia and another 300,000 in the Middle East.
5. I was deeply honored, and I wish to thank all our partners across the globe for their hard work. It has encouraged us to work even harder to promote positive changes in the Arab world. .

C:

Interview with Muhammed Yunus

- 1. You often speak about the emergence of a new kind of business; you call it social business, which is different from what we usually think of as socially responsible business. Can you explain what you mean?**
- 2. You said that credit is a human right. Others say it's a responsibility and not everybody deserves credit. Can you explain why you believe credit is a human right and why everyone should be able to have access to it?**
- 3. Is it realistic to expect people to pursue this kind of business?**
- 4. What makes you confident the idea will grow?**
- 5. Where will the investment come from?**
- 6. What would you say to a person who asks, 'Where should I start?'**
- 7. Looking back on your life, what's the best decision you made?**
- 8. What would you have done differently?**
- 9. What would you like to see in the next five years?**



12 Form, Meaning and Function

Can/May/Could

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

Ask for Permission

Can I ask you a question?

May I speak to the manager?

Could I make a reservation?

Agree

Yes, of course.

Certainly/Sure.

All right.

Refuse

I'm sorry, but...

That's not possible...

I'm afraid...

FYI

May / Could are more formal

We use *would like (to)...* for polite requests:

I **would like to** book a room.

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

A. Asking for information

A: Good morning. Greenwich Bank.

B: Hello. (1) **May/Could/Can** please speak to the manager?

A: (2) **I'm sorry**, the manager is busy at the moment. (3) **Could/May/Can** I help you with something?

B: No, thank you.

A: Well, if you (4) **would like/want** to leave your name and phone number, I will ask him to call you.

B: Sure. My name is **Khalid Jamal Hamza**. He can reach me at **0687647328827**.

B. Making a reservation

A: Wyatt Hotel. Good afternoon.

B: Hello. I (1) **would like/want** to book a room for May 14th and 15th.

A: (2) **Certainly/Of course** how many guests will that be for?

B: Just one. (3) **Could/Can/May** I also have breakfast, please?

A: Sure. The price is **two hundred** per night. (4) **May/Could/Can** I have your name and credit card number, please?

B: My name is **Mashary Al Rajhi**. My visa card is **0806409972554**.

C. Ordering a taxi

A: Speedy Cabs. How (1) **can/may/could** we help you?

B: Hello. I (2) **would like/want** a taxi to the airport, please.

A: (3) **Could/Can** you give me your address?

B: Yes, it's **15th the main street**.

A: All right. A driver will be there in ten minutes.

B: That's great. (4) **Thank you**.

D. Making an appointment

A: Pinewood Medical Clinic. Lisa speaking.

B: Hello. My name is **Saeed ahmed**. I'm Dr. Green's patient. (1) **may** I make an appointment to see the doctor on Tuesday morning?

A: (2) **I'm scared** that we don't have any available appointments on Tuesday.

B: How about Wednesday morning?

A: Let me see. (3) **Would you like** come at nine o'clock?

B: Yes. That (4) **would** be fine. Thank you.



EXPANSION Units 7-9

A. Complete each sentence with a tag question.

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

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

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

C. Complete the sentences using an adverb.

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

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

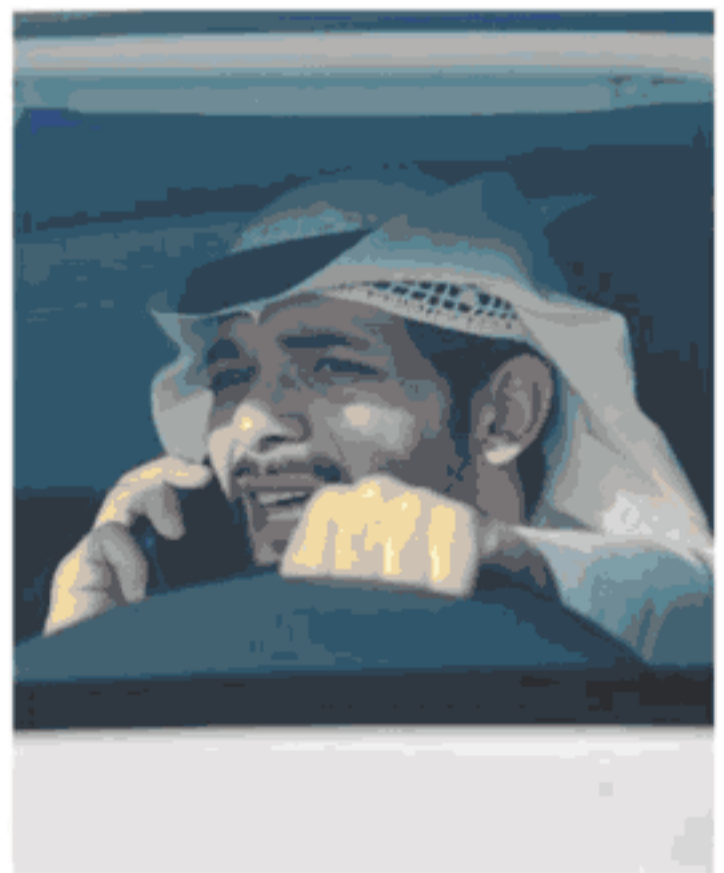
The other day I **Was** (1. be) on my way to school on my scooter. As I **Was driving** (2. drive) along, I noticed that the car in front of me **Was going** (3. go) slowly, and it **Was moving** (4. move) from side to side. I realized that the driver **Was talking** (5. talk) on his cell phone. He **Was having** (6. have) an argument.

He **Was making** (7. make) gestures with his hand while he **Was driving** (8. drive), and I could see it coming!

Suddenly he **Was driving** (9. crash) of the car and **Crashed** (9. crash) into a tree on the side of the road. I stopped and

rushed (10. rush) to help him. Fortunately, he wasn't

بأذى لأنه **Was Wearing** (11. wear) his seat belt.





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



CAREER PATHWAYS

CAREER PLANNING SERVICES

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

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

Name Ahmed Saeed

Address Al-Hameed street

Occupation of interest Reading Male Female Age 27

....YOUR PERSONALITY....

- | | |
|--------------|-------------------------------------|
| talkative | <input checked="" type="checkbox"/> |
| shy | <input checked="" type="checkbox"/> |
| outgoing | <input type="checkbox"/> |
| creative | <input type="checkbox"/> |
| calm | <input checked="" type="checkbox"/> |
| nervous | <input checked="" type="checkbox"/> |
| ambitious | <input type="checkbox"/> |
| persuasive | <input type="checkbox"/> |
| hardworking | <input type="checkbox"/> |
| reliable | <input checked="" type="checkbox"/> |
| efficient | <input type="checkbox"/> |
| Other: _____ | |

....YOUR INTERESTS....

- | | |
|---------------------|-------------------------------------|
| sports | <input type="checkbox"/> |
| technology | <input type="checkbox"/> |
| environment | <input checked="" type="checkbox"/> |
| economics | <input type="checkbox"/> |
| languages | <input type="checkbox"/> |
| geography | <input checked="" type="checkbox"/> |
| science/math | <input type="checkbox"/> |
| reading/literature | <input type="checkbox"/> |
| history/archaeology | <input type="checkbox"/> |
| art/design | <input type="checkbox"/> |
| psychology | <input checked="" type="checkbox"/> |
| Other: _____ | |

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

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

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

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

I like people who have a good sense of humor.

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

I like people who are honest

I don't like people who are rude

I like people who help others

I don't like people who lie

I like people who are kind

I don't like people who aren't reliable

2 Reading

Before Reading

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

APTITUDE AND IQ: WHAT'S THE DIFFERENCE?



Aptitude Tests

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

Very few adolescents have a clear idea of what they want to do when they grow up. They often don't know where to begin searching for a job, let alone realize the vast number of career options that are available. Career

aptitude tests can help steer students in the right direction by assessing their natural abilities.

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

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

IQ Tests

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

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

After Reading

A. Complete with the correct word.

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

B. Answer *true* or *false*.

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

Discussion

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

Follow the answer on the next page

3 Writing

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



3 Writing

In the future I want to do so many things. In my dreams I want to become a Civil Engineer. I will have to study more than ever. After that I want to get a well-paid job as an Engineer, doing all kind of projects to improve the infrastructure of different cities. I think my aptitude and personality will make me successful at it. I can work hard to make my dreams come true.

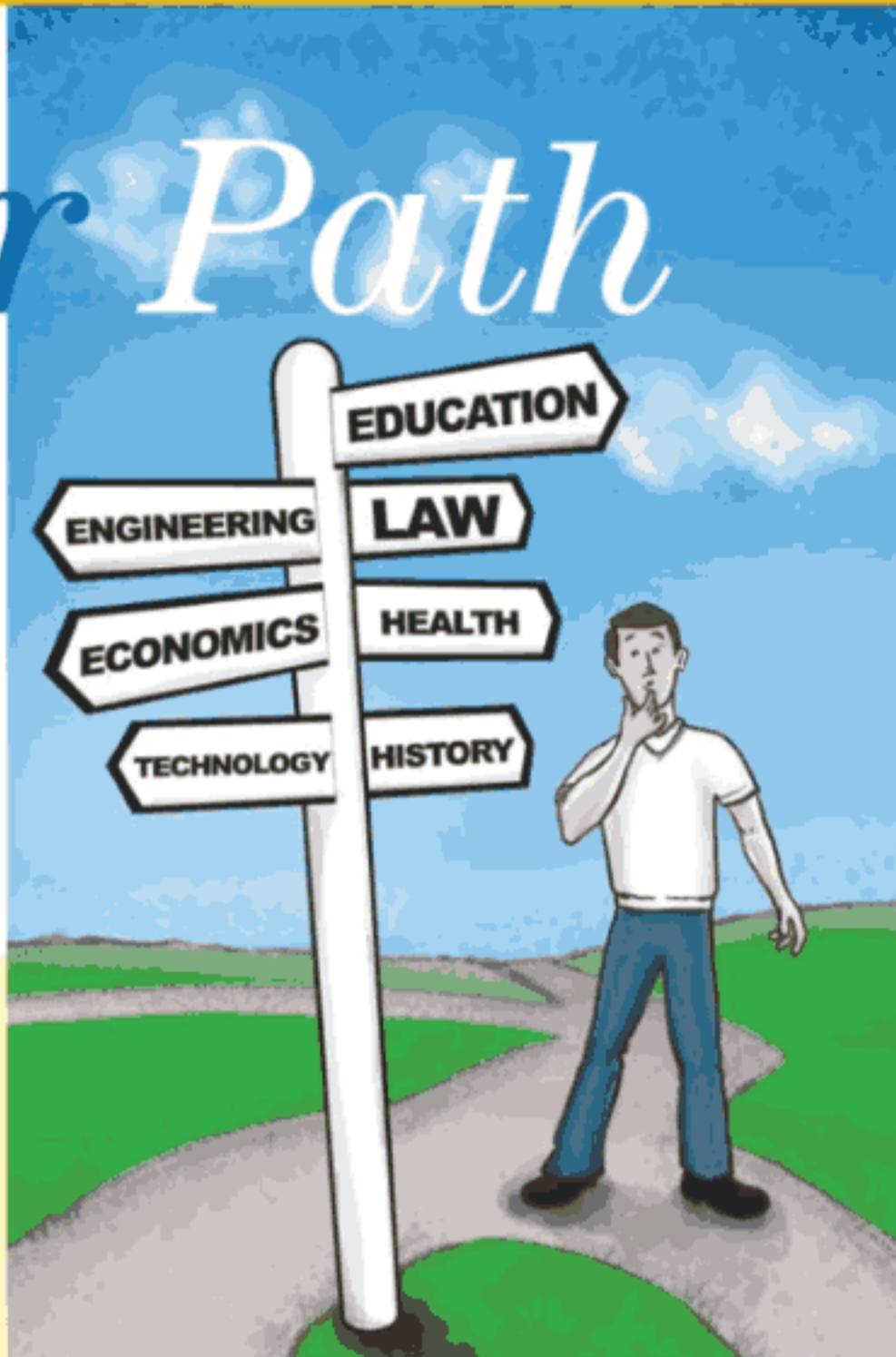
4 Chant Along 

Career Path

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

CHORUS

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



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

CHORUS

Vocabulary

A. Match the words with the meanings.

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

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

- | | |
|-------------------------|-----------------------|
| 1. career. | 4. profession. |
| 2. line of work. | 5. vocation. |
| 3. occupation. | |



Comprehension

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

- False** The boy knows what career he will follow.
- True** The boy is asking for advice.
- False** The boy has already graduated from high school.
- True** The career advisor suggests a variety of occupations.
- False** The career advisor tells the boy which occupation is best.

B. Complete three sentences about the occupations.

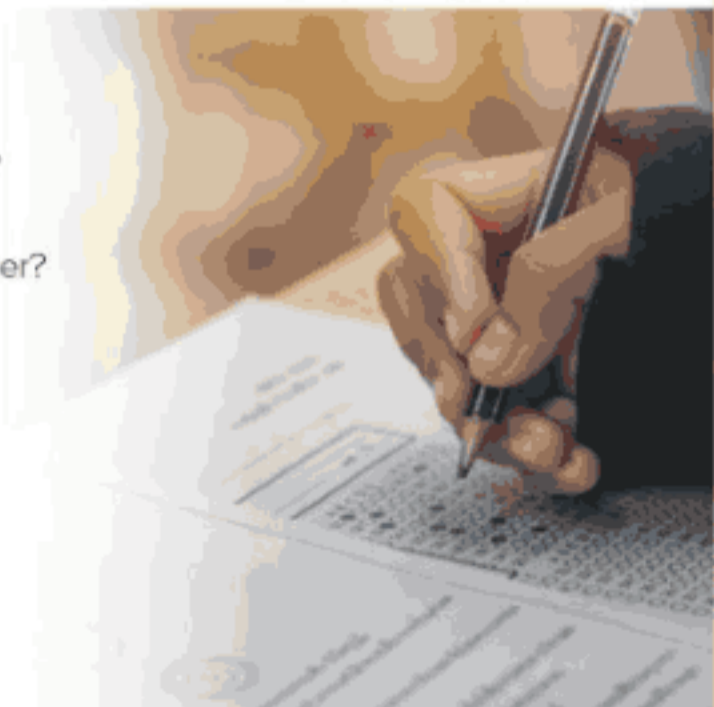
- A carpenter is someone who **designs chairs and tables.**
- An electrician is someone who **repairs overhead cables.**
- A journalist is someone who **is gifted at writing.**

Discussion

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

5 Project

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



10 Who Used My Toothpaste?

1 Listen and Discuss

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

Sharing is Caring





Common Complaints in Families

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

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

Quick Check ✓

Follow the answer on the next page

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

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

B. **Comprehension.** Answer the questions about the pictures.

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

2 Pair Work

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

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

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

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

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

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

Quick check

A.

1. the dishes yet.
2. the goldfish yet.
3. listening to that game anymore.
4. toothpaste.

B.

1. There's no dishwashing liquid and he was doing his homework.
2. He can't stand listening to the video game.
3. She has just given the fish some food.
4. She should put the hair dryer away



10 Who Used My Toothpaste?

3 Grammar

Present Perfect with *Already, Yet, Just*

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

Questions

Have you done the dishes **yet**?

Have you **already** washed the clothes?

Affirmative (+)

Yes, I've **already** done them.

Yes, I've **just** washed them.

Negative (-)

No, I haven't done them **yet**.

No, I haven't washed them **yet**.

Verb + Gerund

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

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

He **can't stand waiting** in line.

We **miss being** with our friends.

I **don't enjoy sitting** in the sun.

They **stop playing** tennis in the winter.

Two-Word Verbs (Phrasal Verbs)

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

Turn down the TV.

Turn the TV **down**.

Turn it down.

Put away your clothes.

Put your clothes **away**.

Put them away.

Follow the answer on the next page

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

A: Have you done the dishes yet?

B: Yes, I've already done them.



A.

1. A: Have you set the table yet?

B: Yes, I've already set the table. / No, I haven't set the table yet.

2. A: Have you vacuumed under the bed yet?

B: Yes, I have already vacuumed under the bed. / No, I haven't vacuumed under the bed yet.

3. A: Have you taken out the garbage yet?

B: Yes, I have already taken out the garbage. / No, I haven't taken out the garbage yet.

4. A: Have you fixed the door yet?

B: Yes, I have already fixed the door. / No, I haven't fixed the door yet.

Follow the answer on the next page

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



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

Turn on the TV.

Turn the TV on.

Turn it on.

1. Put away the toys.
Put the toys away.

Put them away.

2. Clean up the mess.
Clean the mess up.

Clean it up.

3. Take out the garbage.
Take the garbage out.

Take it out.

4. Turn off the light.
Turn the light off.

Turn it off.

5. Throw away these old shoes.
Throw these old shoes away

Throw them away.

D. Make sentences with the words. Use gerunds.

dessert / eat / after meals / can't resist / I

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

I can't resist eating dessert after meals.

She can't stand cleaning the house.

Our grandparents enjoy living in the country.

The children hate sharing their ice cream.

We miss eating Mom's food.

My sister has to stop using my toothpaste.

The workers have finished painting the house

B.

- I enjoy exercising.
- I can't stand waiting in lines.
- I enjoy cooking.
- I hate shopping in crowded stores or malls.
- I don't enjoy ironing.
- I don't mind going to the barber/hairdresser



4 Language in Context

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

I can't stand it when people:

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

Others: _____

5 Listening

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

	Ken	Jake
family	x	
homemade food	x	x
friends	x	
basketball	x	
video games	x	
laundry	x	
privacy		x

6 Pronunciation

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

1	2	3	4
/ɛr/	/ɔr/	/ɪr/	/ər/
share	chore	here	word
hairbrush	scissors	ear	heard

7 About You

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



8 Conversation



Amal: So, has your nephew left yet?

Sarah: Yes, Kareem has already gone. At long last!

Amal: How long did he stay?

Sarah: Almost three months. He was doing a research project here at the university. When he arrived, I said, "Make yourself at home." And he did just that.

Amal: But he seemed like such a nice young man.

Sarah: Oh, he is, and I was happy to help out. The trouble is that he took over our house. He used our things and never put them back. He never cleaned up after himself, and I've never seen anyone eat so much! One day I walked into the living room, and there was Kareem eating and making a mess, with his feet on the furniture...

Amal: That's a bit too much, isn't it?

Sarah: That's what I thought.

Amal: So what did you say to him?

Real Talk

At long last! = Finally!

That's a bit too much. = This has gone too far.

Follow the answer on the next page

About the Conversation

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



Your Ending

What do you think Sarah said to Kareem?

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

Your Turn

- A. Role-play the conversation. Make up a reply for Kareem.
- B. Interview Kareem about his stay with his aunt.

About the conversation

- 1. Greg stayed almost three months.**
- 2. Yes, he was.**
- 3. Greg took over the house. He used their things and didn't put them back. He never cleaned up, and he ate in the living room.**



The game was like, cool. Like, you know what I mean.



9 Reading

Before Reading

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

Complaints

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

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

ADD

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

Press 1 for.....
Press 2 for.....
Press 3 for.....

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Ministry of Education

After Reading

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

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



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

1. **drive you crazy.** _____
2. **get under your skin.** _____
3. **annoy** _____

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

In general, people disapprove of the following:

1. **true** people talking on cell phones in public places
2. **False** people on a diet
3. **true** people who don't wait their turn
4. **False** people who do the dishes right after a meal
5. **False** people using an escalator instead of the stairs




Discussion

1. Which of the things listed in the **Reading** do you think show bad manners?
2. Compare and discuss your complaints with your classmates.
3. What is the most common complaint in your class?



10 Project

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



11 Writing

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

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



Writing Corner


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

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

Follow the answer on the next page

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

Impolite behavior	Effects

 Write five entries for an Internet forum about impolite behavior and how it affects others. Use your notes from the chart and other ideas from this unit. **Follow the answer on the next page**

B

Impolite behavior	Effects
Improper Cell Phone Use	It is still rude to be texting on your phone while also having a conversation with someone else
Gossiping	When this happens, you run the risk of losing your friends and looking petty
Interrupting	It seems like a kind of disrespect to the person who is talking
Littering: includes everything you throw on public or private property	Put your trash or garbage into the container it belongs to for helping in recycling
Being Late every time	Not calling to say you will be late is rude behavior; you should call and give others a chance to be understanding, if they want to be

C.

IMPOLITE BEHAVIOR AND HOW IT AFFECTS OTHERS

1. Improper Cell Phone Use

Despite how commonplace these behaviors have become, it is still rude to be texting on your phone while also having a conversation with someone else, to talk on your cell phone during meals, to text or call while driving (which is also very dangerous).

2. Gossiping

Gossip is never a good quality, no matter where you are. But when you're in the workplace the chances of not being able to escape the hurt you've caused others is a potential job-killer. When this happens, you run the risk of losing your friends and looking petty.

3. Interrupting

It is normal for very young children to interrupt adults when they are talking, but adults should know better than to cut someone off while they're saying something.

4. Littering

Littering includes everything from throwing cigarette butts out the window of a car to not getting trash or garbage into the container it belongs in, or dumping trash on public or private property.

Litter of any kind is dangerous for the environment; it can breed vermin and disease, contaminate drinking water, and take away from the aesthetic beauty of nature.

5. Being Late

Sure, we are all late for something sometimes, but not calling to say you will be late is rude behavior; you should call and give others a chance to be understanding, if they want to be. Those who are habitually late for meetings, family gatherings, and work should try setting all their clocks at home 15 minutes ahead.



12 Form, Meaning and Function

Can't/Must

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

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

So...That/Such...That

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

so + adjective/adverb + that

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

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

so + many/much + noun + that

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

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

such + adjective + noun + that

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

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

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



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

A: This (1) **can't** be your apartment!

B: Don't you recognize it?

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

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

A: But...

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

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

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



11 Making Choices



رابطه القروس الرقمية
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1 Listen and Discuss

Read the quotations, and give your comments.

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



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



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

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



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

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



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

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

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

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



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

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

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

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



Quick Check ✓

A. Vocabulary. Match the words with the definitions.





- | | |
|-----------------------|--------------------------------------|
| 1. <u>c</u> to study | a. advantage |
| 2. <u>e</u> to fit in | b. a fine |
| 3. <u>b</u> a ticket | c. to prepare for a test |
| 4. <u>a</u> benefit | d. with beautiful views |
| 5. <u>d</u> scenic | e. to be similar to or to blend with |

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

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

2 Pair Work

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

-  What will happen if Jimmy studies for the test?
-  He might get a good grade, and he will pass.
-  What will the conservationists do if they try to build the resort?
-  They'll speak out.



3 Grammar

Conditional Sentences with Present and Future Forms

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

Present Facts

Use the *simple present tense* in both clauses.

If you **cook** an egg in the microwave, it **explodes**.

If you **put** water in the freezer, it **becomes** ice.

Future Facts

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

If Saeed **gets** the job, he'll **be** very happy.

If Imad **doesn't go** to college, he's **going to be** very sorry.

May/Might

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

If Noura doesn't do the homework, she **may fail** the class.

If Imad doesn't go to college, he **might not get** a good job.

I'd Rather

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

A: Do you prefer to drive along the scenic route or take the highway?

B: I'd rather drive along the scenic route.

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

- If you **heat** (heat) water to 100 degrees Celsius, it **boils** (boil).
- If they **climb** (climb) up to 4,000 meters, they **will need** (need) oxygen.
- If you **don't cross** (not cross) its path, the snake **won't bite** (not bite) you.
- If we **get** (get) this 4K television, we **will see** (see) the game better.
- If you **mix** (mix) flour and water, you **end up** (end up) with batter.
- If he **doesn't obey** (not obey) the speed limit, he **will get** (get) a ticket.

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

- If we take the scenic route, **it will take more time** _____.
- If we spend the day in the country, **we will be able to relax** _____.
- If we rent a boat, **we will be able to go across the lake** _____.
- If we bring a picnic lunch, **we will be able to eat near the lake** _____.
- If we invite some friends to come along, **we will have more fun** _____.
- If we have time, **we will walk around the lake** _____.

قترح Your idea: **if we spend the day in the city, we will go for a Mall** _____
 cation

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

- | | |
|---|--|
| 1. If she leaves the food on the ground, <u>c</u> | a. he'll be pleased. |
| 2. If the cow crosses the road, <u>e</u> | b. the boy won't be happy. |
| 3. If the boy doesn't stop hitting their nest, <u>f</u> | c. the ants will take it. |
| 4. If the man catches a fish, <u>a</u> | d. it'll be good for the farmer's crops. |
| 5. If it rains on the farm, <u>d</u> | e. the truck might hit it. |
| 6. If the toy plane crashes, <u>b</u> | f. the wasps will sting him. |



Follow the answer on the next page

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

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

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

Follow the answer on the next page

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

live in the city / live in the country

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

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

D.

What will happen if the farmer doesn't do something about the crows?

If the cow crosses the road, the truck might hit it.

What will happen if the toy plane crashes?

If the toy plane crashes, the boy won't be happy.

What will happen if the man catches a fish?

If the man catches a fish, he'll be pleased.

E.

1. I'd rather get a job than go to college. /

I'd rather go to college than get a job.

2. I'd rather lie in the sun than sit in the shade. /

I'd rather sit in the shade than lie in the sun.

3. I'd rather cook dinner than wash the dishes. /

I'd rather wash the dishes than cook dinner.

4. I'd rather live in an apartment than live in a house. /

I'd rather live in a house than live in an apartment.

5. I'd rather travel by train than travel by plane. /

I'd rather travel by plane than travel by train.

6. I'd rather go to the beach than go to the mountains. /

I'd rather go to the mountains than go to the beach.

7. I'd rather have cold weather than have hot weather. /

I'd rather have hot weather than have cold weather.

8. I'd rather eat at home than eat at a restaurant. /

I'd rather eat at a restaurant than eat at home.

11 Making Choices

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Follow the answer on the next page

4 Language in Context

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

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

- go to college
- learn English well
- save some money
- move to another town

- travel to other countries
- get good grades
- get a scholarship
- get a lot of money

5 Listening

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

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

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



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

6 Pronunciation

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

sp	tr	cr	pr	gr
speed	traffic	crowd	prefer	grow

7 About You

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

مناهج التعليم

4 Language in Context

- **If I don't learn English well, I might not join my preferred college.**
- **If I don't save some money, I might not be able to make my project.**
- **If I don't move to another town. I might not be pleased.**
- **If I don't travel to other countries. I might not be happy.**
- **If I don't get good grades. I might not be rewarded.**
- **If I don't get a scholarship. I might not realize my dream.**
- **If I don't get a lot of money. I might not be able to buy a smart phone.**

8 Conversation

Adel: What are you doing on the weekend?

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

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

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

Adel: What's your preference?

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

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

Real Talk

up in the air = undecided

make up your mind = decide

It seems to me = a way to introduce an opinion

Follow the answer on the next page

About the Conversation

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



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

Your Turn

- A. Role-play the conversation. Suggest what you think Faisal should do on the weekend.
- B. You have been invited to two events on the same day. Discuss with a partner what you will do at each one. List the positive and negative results of your choices.

About the Conversation

- 1. Faisal's plans are not certain.**
- 2. His choices are to go to Fahd's graduation dinner, to spend the weekend at Khalid's family's house at the beach, or to go to the Dubai Airshow with Tariq.**
- 3. Fahd will be hurt.**
- 4. He may not get another chance to see it.**
- 5. I think Faisal should go to Fahd's graduation dinner.**



9 Reading

Before Reading

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

THE RIGHT CHOICE

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

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

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

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

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

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

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

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



▲ German Artist Albrecht Dürer (1471-1528)

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

After Reading

A. Explain the following expressions in your own words.

- could not afford
didn't have enough money.
- to work out a pact
to reach an agreement.
- to fulfill his ambition
to do what he wants to do with his life.

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

The family could not afford to send either son to art school. The two brothers worked out a pact. Albrecht would go to fulfill his ambition at art school and Albert would work in the mines to support him



▲ Albrecht Dürer House, Nuremberg, Germany

C. Answer *true* or *false*.

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

Discussion

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

10 Project

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



I won't risk failing again!

11 Writing

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

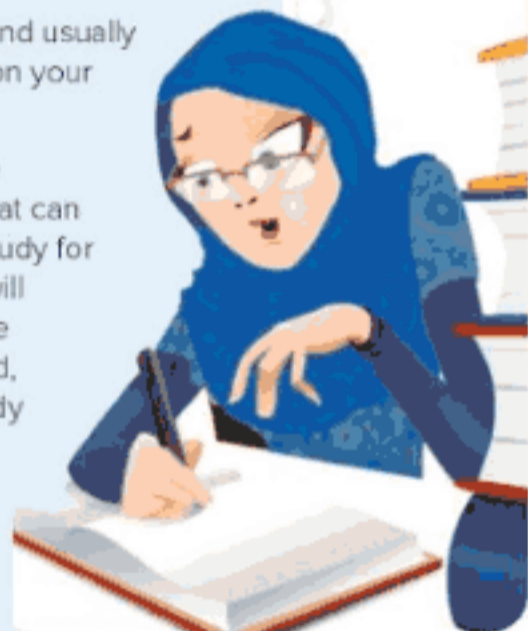
Making Choices

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

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

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

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



Writing Corner

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

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

Choices	Consequences

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

The Answers:

A.

Subject: Deciding what to wear; Choosing not to study for a test; making "bad" choices like these; Making decisions

Object of verb: consider wearing a jacket; end up failing; risk failing

Object of preposition: such as deciding on a career; before deciding; After comparing; [responsible] for making choices;

B:

Choices	Consequences
Eating healthy food	my health is better than before
Take an English course	I read stories in English
Stop surfing the net all the day	I organize my time and make a time for studying, reading, sporting and also surfing the net
Pass the ICDL exam	I can use practical skills in computer applications.

C:

I take some decisions; these decisions make some impacts on my life. The first choice is eating healthy food. I concerned with eating fruits and vegetables. I feel that my health is better than before.

I decide to take an English course in my summer holiday. Now, I can read stories in English.

Then, I stop surfing the net all the day and decide to organize my time. I make a time for studying, reading, sporting and also surfing the net.

Finally, I pass the ICDL exam. I can use practical skills in computer applications.



12 Form, Meaning and Function

Conditional Sentences: Imaginary Situations

You can use conditional sentences to talk about imaginary or hypothetical situations in the present. Use the simple past in the *if*-clause and *would* in the main clause.

If they **built** a new highway, the farmers **would** be affected.

If I **was/were** rich, I **wouldn't** have to work.

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

They'd be happy if they **had** time to take a vacation.

Wish

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

They don't have much time.

They **wish** they **had** more time.

I have to study today.

I **wish** I **didn't have** to study today.

Faisal isn't rich.

Faisal **wishes** he **was/were** rich.

I can't speak French.

I **wish** I **could** speak French.

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

A. Match the sentence parts.

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

Follow the answer on the next page

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

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

Follow the answer on the next page

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

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



B.

1. If I had more free time to go to the beach, I'd really enjoy.
2. If I were given a scholarship to study at London College of Communication, I'd be p
3. I'd be in a trouble, if she didn't return my money.
4. If I were a conservationist, I'd protect the environment.
5. If Ali asked me to help him cheat on the final test, I wouldn't help him.

C.

1. Trevor wishes he woke up early for work. He wishes he had enough sleep.
2. I wish I felt well. I wish I could hang out with my friends today.
3. We wish there wasn't so much pollution. We wish more people cared for the envi
4. I wish I bought a new laptop. I wish I had enough money.
5. Ali wishes went surfing with his friend. Ali can't go because he wishes knew how t

12 Culture Shock



1 Listen and Discuss

Which of the following customs are similar in your country?

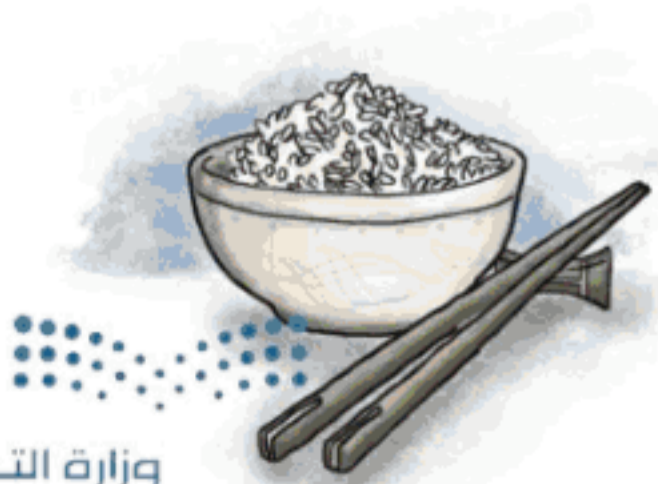
When in Rome, Do as the Romans Do

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



In Mediterranean Countries ▲

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



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In England ▲

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



In Japan ▲

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

◀ In Asian Countries

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

In Mexico

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



In India

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



In the United States and China

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

In Germany

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

Follow the answer on the next page

Quick Check ✓

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

💡 *It's a good idea to...*

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

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

2 Pair Work

- A. Ask and answer** about customs in different countries using the information on these pages.
- What should I remember to do in England?
 - Always remember to stand in line.
 - Is it polite to cut your food with chopsticks in Japan?
 - No, it isn't.
- B. Give advice** to travelers to different countries.
- It's advisable to have a snack before dinner in Spain.
 - Why?
 - Because people have dinner very late, and most restaurants stay open after midnight.

Quick Check

A.

In England, it's customary to say...

And remember to stand in line...

It's a good idea to talk about...

In the United States, remember to make sure

Don't forget to call a university graduate...

In Japan, be prepared to exchange...

It is impolite not to do so.

Try not to spread dust...

It's not polite to play with...

It's rude to leave them...

It's advisable to ask for.



3 Grammar

Verb + Infinitive

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

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

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

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

Verb + Noun/Pronoun + Infinitive

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

It's... + Infinitive

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

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

Expressions of Advice with Infinitives

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

Gerunds as Subjects

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

Traveling is a good way to learn about other cultures.

Tipping is not common in Japan.

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

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

It's a good idea to follow local customs.
We managed to get seats on the crowded bus.
It's not advisable to carry a lot of money.
Make sure to tip taxi drivers.
Try to stay in places that are safe.
It's polite to stand in line for a bus.

Follow the answer on the next page

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

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

Follow the answer on the next page

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

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



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

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

B.

1. to read a person's business card and comment on it.
2. to be late for an appointment.
3. to say "sorry" if you accidentally bump into someone.
4. to wear shoes in the house.
5. to use university graduates' titles.
6. to eat dinner late.

C.

It's polite to remove your shoes at a mosque.

Removing your shoes at a mosque is the polite thing to do.

It's impolite to shout at the waiter.

Raising your hand is the right thing to do.

It's rude to point at people.

Pointing at a person is not accepted.

It's not polite to put your feet on the seat.


Putting your feet on the seat is wrong.



Follow the answer on the next page

4 Language in Context

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

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

standing in line
tipping
shaking hands
arriving late

eating late at night
taking a rest in the afternoon
taking your shoes off in the house
your idea: _____

5 Listening

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

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



6 Pronunciation

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

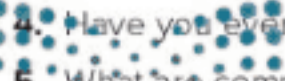
It's polite **to** shake hands.

It's impolite **to** stare at someone.

It's advisable **to** study the customs.

It's common **to** exchange business cards.

7 About You

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

4 Language in Context

- It isn't common for people to stand in line to catch a bus.
- It isn't common for people to eat late at night.
- It is common for people to give tipping for waiters.
- It is common for people to take a rest in the afternoon.
- It is common for people to shake hands.
- It is common for people to take their shoes off in the house.
- It isn't common for people to arrive late.

8 Conversation

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

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

Will: Have any differences struck you?

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

Will: What about the language?

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

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

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

Will: No kidding!

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

Will: What did you do?



▲ Shanghai, China

Your Ending

What do you think Edgar answers?

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

Real Talk

to be honest = used to state something more directly
to get the hang of = to get used to doing something the right way

kind of = rather

No kidding! = an expression of surprise and disbelief

Follow the answer on the next page

About the Conversation

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

Your Turn

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

About the Conversation

- 1. There's a lot of traffic, crowded buses, tall buildings, and modern shopping malls.**
- 2. He's still learning Chinese for everyday situations.**
- 3. Eating with chopsticks was difficult for him at first.**
- 4. The surnames come before the first names, and millions of people have the same surname.**



9 Reading

Before Reading

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

A FISH OUT OF WATER



Almost everyone who studies, lives, or works abroad experiences some degree of culture shock. This period of cultural adjustment involves everything from getting used to the food and language to smaller things like learning how to use the telephone. No matter how patient and flexible you are, adjusting to a new culture can sometimes be difficult and frustrating. Some people get depressed, and very homesick. But don't panic—these are all totally normal reactions and you are not alone. The term *culture shock* was first used by writer Kalervo Oberg in 1954. He found that all human beings experience the same feelings when they travel to or live in a different country or culture. Oberg identified five distinct stages of culture shock.

1. THE ADJUSTMENT PHASE

This period can last six months or longer. The newcomer is excited about being in a new place and experiencing a new lifestyle. Some problems may occur, but the person usually tends to accept them as part of the adjustment to another country and novelty of being in a new place. People are generally helpful to the newcomer, and that person feels welcome.

2. EMPTINESS OR REJECTION PHASE

The newcomer has to deal with the usual problems of accommodation, transportation, shopping (not finding your favorite foods), and very often not being able to communicate fluently in the local language. The local people may not understand why the newcomer is making such a big deal over what they see as a small problem. At this point, the newcomer starts to complain about, and maybe even reject, the new country.

3. THE CONFORMIST PHASE

Gaining some understanding of the new culture, its ideals, and its values brings a new feeling of pleasure. The crisis is over when the newcomer learns to understand the cultural differences, but hasn't completely adjusted to the new culture.

4. ASSIMILATION PHASE OR COMPLETE ADJUSTMENT

In this phase, the person accepts the food, the habits, and customs of the new country, and may even find some things better than things back home. The newcomer becomes completely adjusted and feels comfortable in the new place. On returning home, the traveler will miss the new friends and the country and will cherish the memories forever.

5. REVERSE CULTURE SHOCK

This is when the person comes back to the home country. The returnee may have been away from home for a long time and gets a "re-entry shock." Many things may have changed, and it will take a while to get used to home again.

After Reading

A. Match the words with the definitions.

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

B. Answer about the reading.

1. What do you think "fish out of water" means?
being in a new place and not being comfortable
2. What do you understand by the term "culture shock"?
the period of adjustment when someone moves to a new country.
3. When did the expression first appear?
the period of adjustment when someone moves to a new country.
4. In your own words, classify the five different stages of culture shock.
Follow the answer on the next page



Discussion

1. Have you ever lived for a period of time in another country? What was your experience like? Did you get culture shock? Reverse culture shock?
2. What experiences of culture shock have people that you know had when they visited another country?



10 Project

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

B.

4.

a. Adjustment Phase: The newcomer is excited and happy to be in a new place.

b. Emptiness or Rejection Phase: The newcomer has to deal with problems and may not be able to communicate his needs effectively.

c. Conformist Phase: The newcomer learns to understand and accept differences.

d. Assimilation Phase or Complete Adjustment: The newcomer is adjusted to the new culture and feels comfortable.

e. Reverse Culture Shock: When the person returns home, he will have to re-adjust to life in his original home.



11 Writing

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

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

—Marcus Garvey

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

—Ralph Waldo Emerson

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

—Clifton Fadiman

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

—Paulo Coelho

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

—T.S. Eliot


Writing Corner

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

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

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

Follow the answer on the next page

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

C.

I traveled to Japan and notice something about their eating style. During a visit to a Japanese home, I was served noodles. After several frustrating minutes of trying to eat with chopsticks, I noticed a slurping sound. After looking around, I saw that the entire Japanese family is slurping their noodles. It is their way of eating noodles!

I didn't know slurping was polite to Japanese people. They don't consider slurping rude. Why not just join the family and slurp yourself.



12 Form, Meaning and Function

Past Perfect

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

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

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

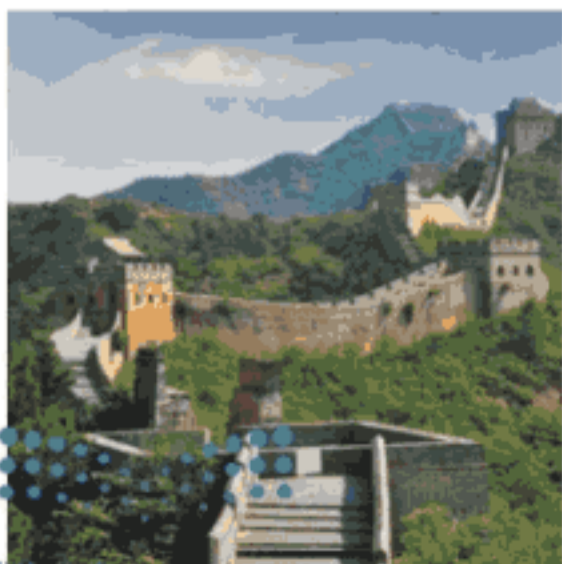
* See page 162 for a list of the past participles of irregular verbs.



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

- They **had already started** (already start) boarding the plane when I **arrived** (arrive) at the gate.
- Sabah **didn't know** (not know) how to use the chopsticks because she **had never eaten** (never eat) in a Chinese restaurant before.
- We **didn't manage** (not manage) get a hotel room because we **hadn't made** (not make) a reservation in advance.
- I **had never been** (never be) abroad until I **travelled** (travel) to Paris last summer.
- Had you learnt** (you / learn) to speak French before you **went** (go) to Paris?
- The waiter **was** (be) upset because his customers **hadn't left** (not leave) him a tip.
- By the time Faris **finished** (finish) his studies, he **had lived** (live) in London for five years.
- After he **had adjusted** (adjust) to British culture, Faris **felt** (feel) quite comfortable living in London.
- He **became** (become) so familiar with the British customs that he **had experienced** (experience) reverse culture shock when he returned home.
- Everyone **had taken** (take off) their shoes before they **entered** (enter) the mosque.

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



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

1 Language Review


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

1. I can't stand **doing the laundry** _____.
2. I really enjoy **playing video games** _____.
3. I gave up **drinking coffee** _____.
4. I really miss **seeing my family every day** _____.
5. I avoid **eating junk food** _____.

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

1. **I've already taken a vacation this year** _____.
2. **I've already read two good books this year** _____.
3. **I haven't gone swimming yet this year** _____.
4. **I haven't been to the beach yet this year** _____.

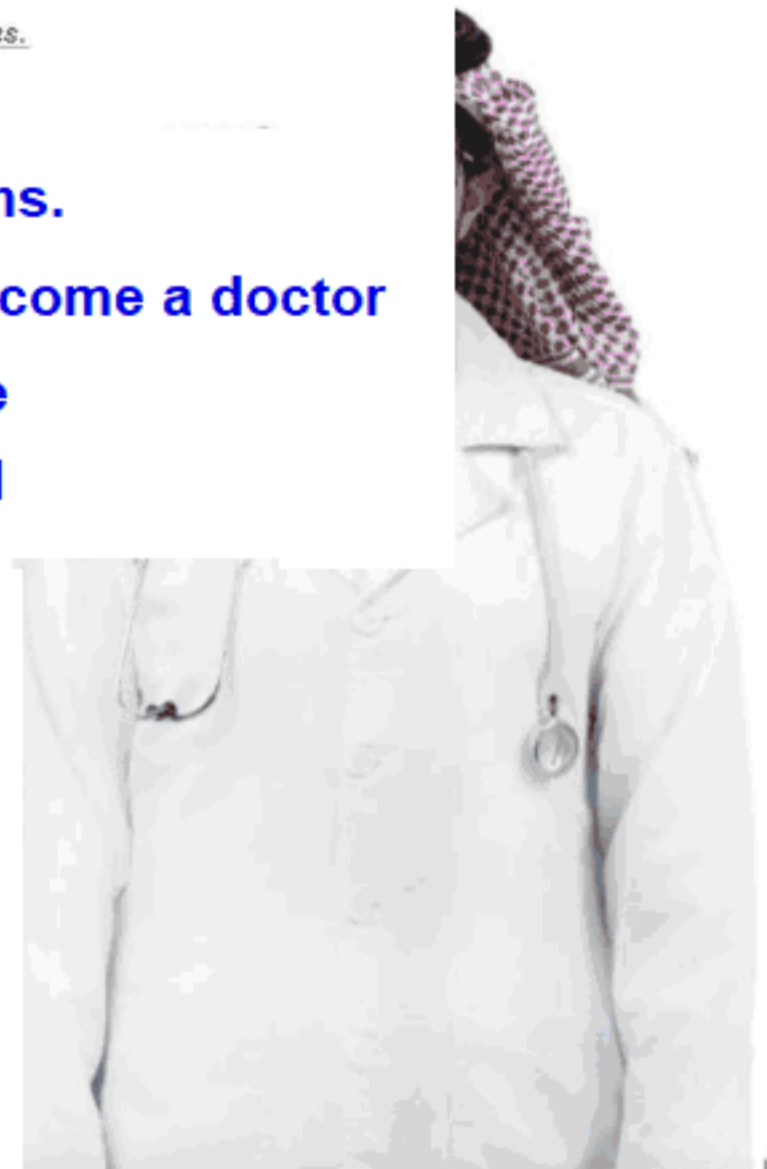
C. Adnan wants to be a successful doctor. Write five things he'll have to do to achieve that. Start the sentences with **if**.

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

1. If he's accepted, he'll **start medical school.** _____
2. **If he studies hard, he'll pass his exams.** _____
3. **If he finishes medical school, he'll become a doctor** _____
4. **If he works hard, he'll gain experience** _____
5. **If he helps people, he'll be successful** _____

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

1. If I don't do my chores, _____
I will be in trouble with my parents _____.
2. If I study hard this year, _____
I will get good grades. _____.
3. If another person is rude to me, _____
I might just ignore the person _____.
4. If my parents give me some money, _____
I will buy a new laptop _____.
5. If someone gets in front of the line, _____
I might say something to the person _____.



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

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

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

- Talking on a cell phone** while driving is not allowed.
1. **Throwing litter** in the street is subject to a fine.
 2. **Talking** in the library disturbs others.
 3. **Exercising** regularly keeps you healthy.
 4. **Eating fruit** is good for your health.



6 Reading

Before Reading

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

TAKING A SIESTA

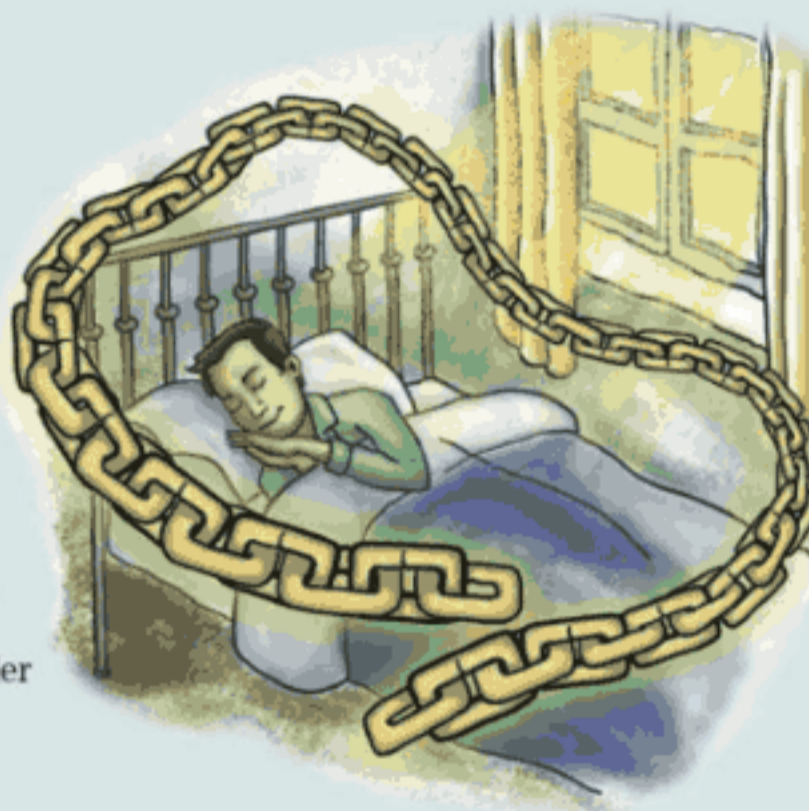
“Sleep is the golden chain that ties health and our bodies together.” Thomas Dekker

“A good laugh and a long sleep are the best cures in the doctor’s book.” Irish Proverb

“A well spent day brings happy sleep.” Leonardo da Vinci

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

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



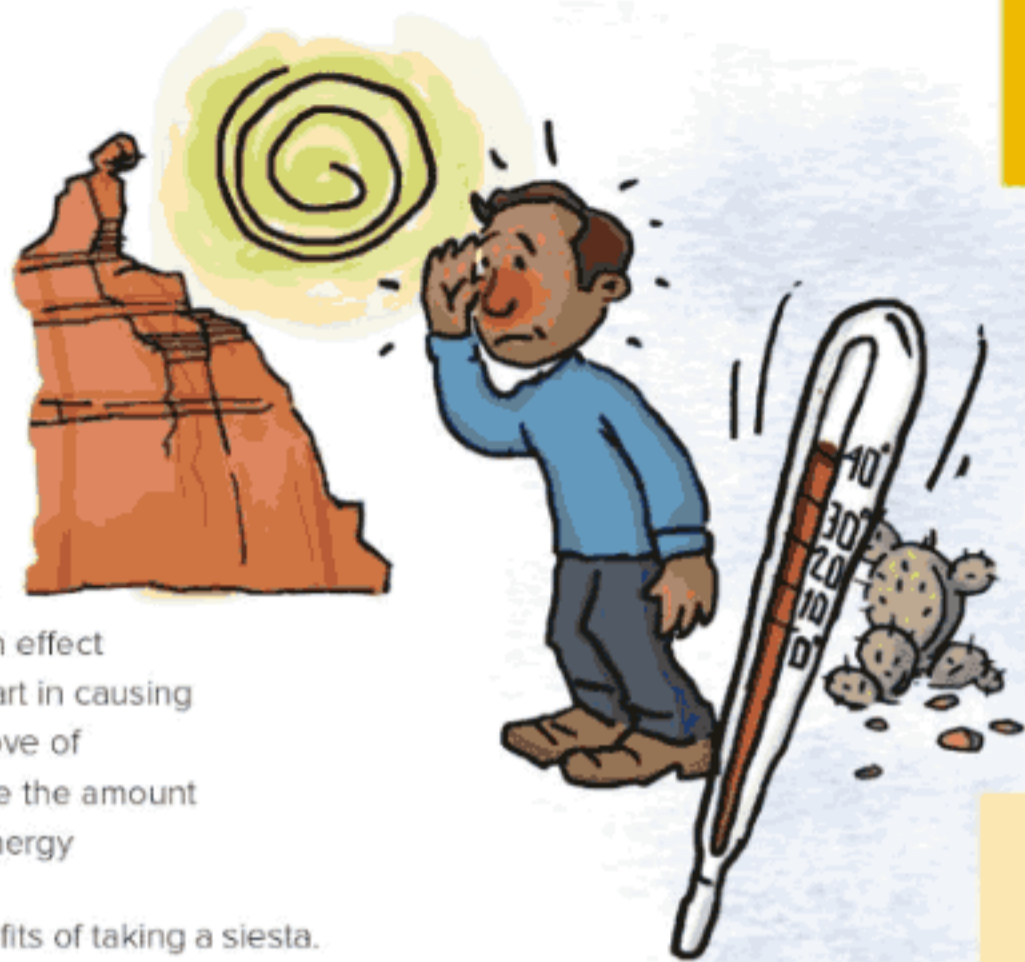
HERE ARE SOME BENEFITS OF SIESTA:

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

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

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

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



After Reading

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

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

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

1. **Your body needs to rest after a big meal because the level of sugar in the blood drops. Also, experts think the body needs several short naps instead of a long sleep.**
2. **Taking a nap in the afternoon means that you are not in the hot sun and this protects you from sunstroke, skin disease, and heat exhaustion.**
3. **Taking regular naps is good for your health because you have less stress, feel more relaxed, and are less likely to have heart problems.**
4. **Taking a nap helps you remember information better.**

Follow the answer on the next page

C. Answer the questions. Discuss with a partner.

1. What does the expression "time is money" mean?
2. Which of the quotes about sleep do you like best? Why?

Discussion

1. What are the advantages of taking a siesta?
2. What are the disadvantages of taking a siesta?
3. Which countries do you know of that practice siesta? Do they practice it in the same way?
4. Do you think that a siesta is beneficial, or do you think it is wasteful and unproductive? Explain.



7 Project



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

C.

- 1. The expression "time is money" means that you should not waste time because you could be using the time to earn money.**
- 2. I like the second quote best because it suggests that in order to have a healthy life you should laugh and be happy and get a good night's sleep.**

8 Chant Along 

Assimilating

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

Assimilating is the key
To co-exist in harmony.

Chorus

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

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

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



Vocabulary

A. Match the following expressions with their meanings.

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

B. Make sentences with the following verbs.

- to respect **It's important to respect the customs and traditions of another culture.**
- to appreciate **I appreciate your advice on how to assimilate into the culture here**
- to cherish **I will always cherish the new friends that I made while I was in the country**

Comprehension

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

- True** The person greets the newcomer with pleasure.
- False** The person advises the newcomer not to change.
- True** He says that it's OK if they don't agree.
- True** He recommends they have mutual respect for one another.
- True** He says that learning the language may be difficult.
- True** After some time, the newcomer will get used to the lifestyle.
- False** He says the newcomer will never fit in.

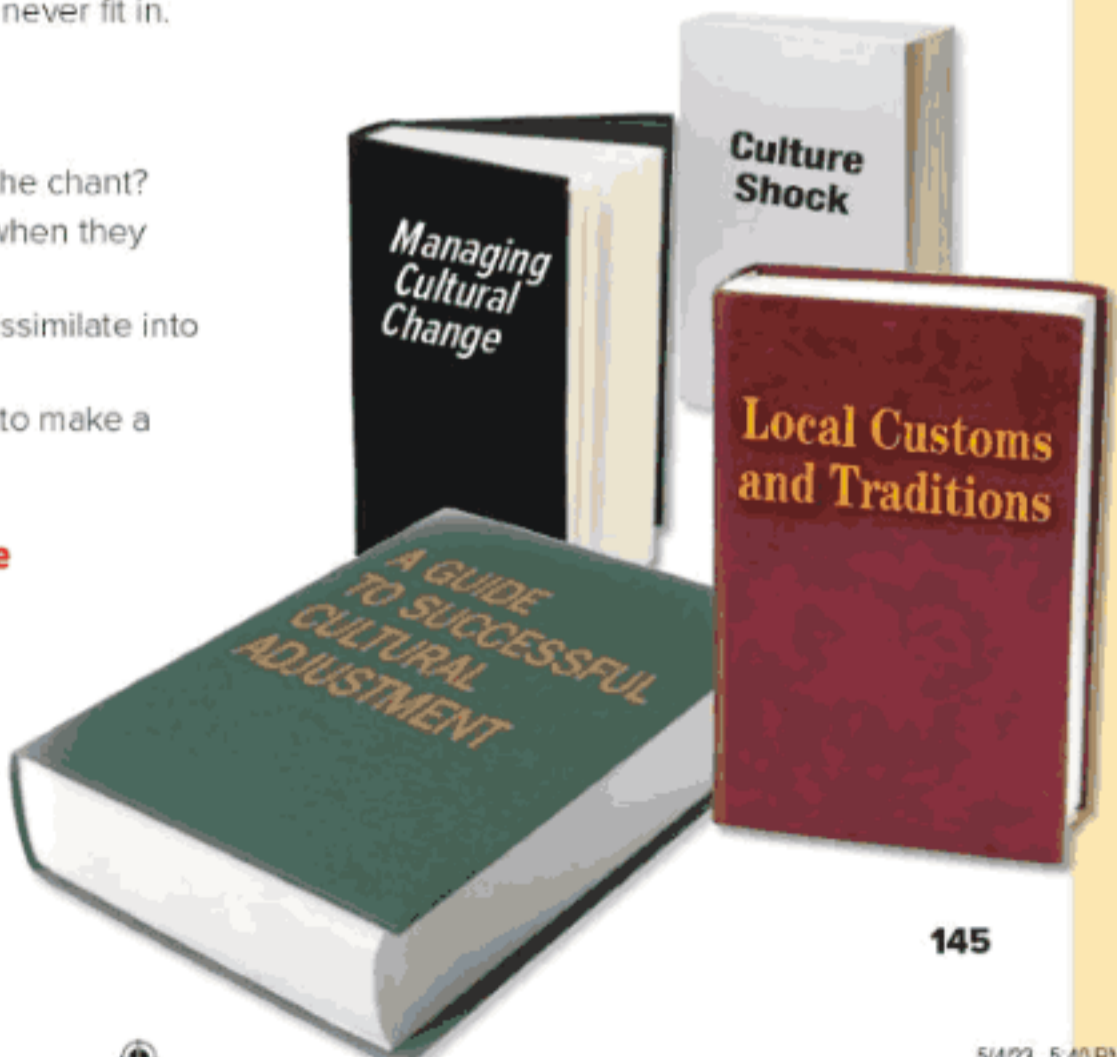
Discussion

- Do you agree with the advice in the chant?
- What difficulties do people face when they move to another country?
- What should a newcomer do to assimilate into a new society?
- What should the local people do to make a newcomer feel welcome?

Follow the answer on the next page

9 Writing

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



5 Writing

- **Please respect the customs and traditions that we are proud of.**
- **If you want to settle in our country, you will need to make some changes of your behavior.**
- **If we respect each other, our friendship will be strong.**
- **Get a feel for our traditions, will make people respect you.**
- **Be patient, will make you able to adapt with us.**