

1 Listen and Discuss



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

INVENTIONS

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

PRINTERS

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



CAMERAS

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



COMPUTERS

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



TELEVISIONS

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

STOVES AND OVENS

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



CELL PHONES

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



A. computer, screens, laptop, printer, device, digital

Quick Check ✓

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

💡 *high-tech*

- B. **Comprehension.** Answer about the inventions.

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

B.

1. **It has produced computers since 1953**
2. **Yes, it has**
3. **TV sets have been common in homes since the late 1930s**
4. **It appeared since 1967**
5. **Cameras have been on the market since 1888**
6. **People have had cell phones for almost 42 years**



Present Perfect Tense versus Simple Past

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

Present Perfect

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

Past

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

Present Perfect with *For* and *Since*

Use the present perfect with *for* and *since* to talk about an action that began in the past and that continues into the present.

For indicates the period of time: *for two months*, *for a year*, *for a long time*.

Since indicates when the action began: *since yesterday*, *since last June*.

Past	Present	Future
2008	I've lived here for several years. I've lived here since 2008.	

Affirmative (+)

I've		(I + have)
You've		(you + have)
He's	studied English	(he + has)
She's		(she + has)
We've		(we + have)
They've		(they + have)

Negative (-)

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

Question with *How Long*

How long have you played football?

I've played football

for three years.

since I was 12.

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

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



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

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

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



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

A: Do you have a credit card?

B: Yes, I do.

A: How long have you had it?

B: I've had it for two years. OR
I've had it since I was 18.

A: Have you ever been on a plane?

B: Yes, I have. I flew on a plane on my vacation.

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

Keep Cool

have tried

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

- 8. have preserved**
- 9. became**
- 10. have cooled**

7. appeared

b-

People have eaten canned food since the early 1800s

People have had wristwatches since 1910

People have had radios since 1901

People have used toothpaste since 1841

People have had electric lightbulb since 1879

People have made films since 1895

People have used paper clip since the 1890s

People have flown airplane since 1903

People have used ballpoint pen since 1888



4 Language in Context

Discuss these topics with a partner:

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

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



5 Listening

Listen to the conversation. Answer the questions.

1. Since when has Fahad walked for exercise?

He has walked since he had his heart problem

2. How long has Fahad had his new job?

He has had his new job for six months

3. How long has Saeed been married?

He has been married for almost a year

6 Pronunciation

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

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

7 About You

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



8 Conversation

Fadi: Hi. This is a surprise.

Adnan: Hi there. Long time no see.

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

Adnan: Five years. Since high school.

Fadi: Has it been that long?

Adnan: Yeah. So, how are you doing?

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

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

Fadi: Yes, very much so.

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

Fadi: And what have you been up to?

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

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



Real Talk

Long time no see. = I haven't seen you for a long time.

...er = a sound of hesitation, to show that the speaker is thinking

What have you been up to? = What are you doing these days?

Congratulations! = a response to good news relating to an achievement

settle down = get married

About the Conversation

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

Your Turn

1. It has been five years, since high school
2. Adnan hasn't changed, but Fahd has changed a lot
3. Fahd is working in a bank
4. He has worn a suit since he started working
5. He has been married for a year



Before Reading

- What do you know about early film production?
- What do you know about special effects?

A HISTORY OF SPECIAL EFFECTS

1 Audiences have been fascinated by the moving images in films ever since the Lumière brothers first showed short films in a café in Paris on December 28, 1895. **That** day, the audience screamed when a train 5 on the film came straight toward them. Since **then**, filmmakers have used various techniques to amaze viewers. **These** techniques form the art of special effects—and create the visual illusions on the screen.

One of the first special effects used in motion pictures 10 was discovered by accident. While filming in the streets of Paris in 1896, Georges Méliès's camera stopped and started again. When he viewed the film later, he found that the "stop trick" had caused a bus to turn into a carriage and pedestrians to disappear or change into different people. Because the film 15 sequence had been interrupted, the picture seemed to mysteriously change before his eyes. Since **then**, filmmakers have used tricks like **this** to make people see things that didn't happen in real life.

Filmmakers today still use other old techniques such as miniatures and the animation of small-scale models. One of the most famous special effects in film history was the title character in *King Kong*, made in 1933. The huge gorilla on top of the Empire State Building was actually only 18 inches (45 centimeters) 20 high. The film contained many revolutionary technical innovations for **its** time.

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



25 Nowadays, digital technology has given special effects a totally new dimension. Films such as *Jurassic Park*, *Toy Story*, *Transformers*, and *Pirates of the Caribbean* have become references in the art of visual effects. Imaginary 30 situations and characters that only existed in books and comic books, such as *Spiderman*, have also been made to look realistic on television thanks to computer-generated images.

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



After Reading

A. Match the words with their meanings.

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



B. Answer about the article.

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

B-

1. **Audiences have watched films since December 28, 1895**
2. **The "stop trick" was discovered by accident.**
3. **They used miniatures and small-scale models**
4. **They made many improvements in effects technology and developed a computer-controlled camera to create scenes with more realistic motion.**
5. **Jurassic park, Toy Story and Avatar**
6. **Yes, I have. They were amazing**

Discussion

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

10 Project



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



11 Writing



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

- | | | | |
|-------------------|--|-------------------|---------------------------------|
| 1. That (line 3) | December 28, 1895 | 5. this (line 16) | stop trick |
| 2. then (line 5) | December 28, 1895 | 6. its (line 20) | "King Kong" film |
| 3. These (line 6) | techniques | 7. They (line 23) | The special effects crew |
| 4. then (line 15) | The time of filming in the streets of Paris in 1896 | 8. them (line 33) | Amazing visual effects |

Writing Corner

For better cohesion in writing:

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

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

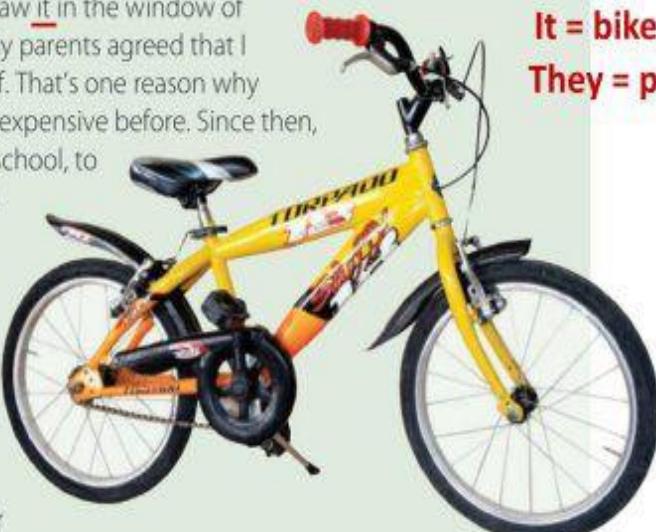
I have one possession that is really important to me. This is my bike, which is special for many reasons.

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

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

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

It = riding



It = bike
They = parents

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

C.

I have many special possessions. I have a wristwatch. I've had it since I was 10. my grandpa gave it to me as a present for my birthday. I also have a digital camera. I've had it for almost a year. I asked my parents to buy it for me because I like photography. It's very special for me.



Form, Meaning and Function



The Passive

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

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

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

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

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

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

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

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

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



A. Change the sentences from active to passive.

A company in Germany makes these cars.

💡 These cars are made by a company in Germany.

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



B. Change the sentences from passive to active.

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



A-

1. The first car was made by Karl Benz in 1886
2. Cars are produced by companies all over the world
3. Many changes have been made in our city
4. Was penicillin discovered by Alexander Fleming?
5. The documentary was filmed in a desert oasis.
6. Were you invited to the graduation ceremony?
7. English is spoken by people all over the world
8. The digital camera was invented by Steven Sassoon in 1975

B-

1. Word processors have replaced typewriters.
2. They serve all entrees in this restaurant with rice and salad.
3. Did the Wright brothers fly the first airplane?
4. People have used soap in the Middle East for nearly 5000 years.
5. Cell phones and computers have changed the way we communicate.
6. Saudi Arabia produces roughly thirteen percent of the world's oil
7. Al-Zahrawi wrote an encyclopedia of medical practices in 1000.
8. Da Vinci designed many flying machines, but no one built them.



1 Listen and Discuss



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

Do You Know Where This Place Is?

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



A

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

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



B



C

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

Answers

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



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

Quality-of-Life Indicators

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

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

Quick Check ✓

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

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

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

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

2 Pair Work



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

- Do you know what the cost of living is like in Amman?
- It isn't as expensive as it is in Abu Dhabi.
- Which do you think is more polluted, São Paulo or Mexico City?
- São Paulo is just as polluted as Mexico City.

6 Do You Know Where It Is?

وزارة التعليم

Ministry of Education

2022-1443هـ

3 Grammar



رائحة الدرس الرقمي



Comparative and Superlative Forms of Adjectives

Comparative

Buses are **fast**.

Bus tickets are expensive.



Trains are **faster** than buses.

Train tickets are **more expensive**.



Superlative

Planes are **the fastest**.

Plane tickets are **the most expensive**.



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

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

Comparisons with as...as

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

In Japan, trains are **as expensive as** planes.

This hostel is **just as comfortable as** the hotel, and it doesn't cost **as much**.

Our neighborhood isn't **as noisy as** our old one, and it isn't **as dangerous**.

Indirect Questions

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

Direct Questions

What's the name of the street?

Where is the nearest bank?

When does the store open?

Where can I get good pizza?

How many people live here?

Who planned this town?

Indirect Questions

Do you know what the name of the street is?

Do you know where the nearest bank is?

Do you know when the store opens?

Could you tell me where I can get good pizza?

Could you tell me how many people live here?

Could you tell me who planned this town?

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

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

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

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

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

The flash computer is just as fast as the XYZ model

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

Majid is as smart as his brother Nasr

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

The blue car isn't as expensive as the red car

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

Rome is as amazing as Paris

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

💡 What time does the bus arrive?

Do you know what time the bus arrives?

1. Where is the main post office?

5. Who can give us directions?

2. How often do the buses come?

6. Which way is the center of town?

3. What time does the bank open?

7. When does the gas station close?

4. Where is the nearest pharmacy?

8. What is the name of the highway to town?

D. Complete the conversation. Use comparative and superlative forms of the adjectives.

Then practice the conversation with a partner.

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

B: I think it's Antonio's.

A: I disagree. Antonio's isn't as good (2. good) as Gino's.

Gino's has better (3. good) pasta than Antonio's.

B: But Antonio's is always crowded.

most popular

A: Of course. It's the _____ (4. popular) restaurant in town.

But it is still not the best (5. good) place to eat.

B: So, can you tell me where

the best (6. good) food
in town is?

A: In my opinion, it's at

209 Mulberry Street.

B: But that's where you live.

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



C-

- 1. Do you know where the main post office is?**
- 2. Could you tell me how often the buses come?**
- 3. Do you know what time the bank opens?**
- 4. Could you tell me where the nearest pharmacy is?**
- 5. Do you know who can give us directions?**
- 6. Do you know which way the center of town is?**
- 7. Could you tell me when the gas station closes?**
- 8. Do you know what the name of the highway to town is?**

6 Do You Know Where It Is?

وزارة التعليم

Ministry of Education

٢٠٢٣-١٤٤٤

رایغہ المدرس الموقعي



4 Language in Context



1. Work in pairs. Choose the best place for Yousef to live. Then compare with other pairs.

2. Take a class vote. Which place does the class think is best for Yousef?

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

5 Listening



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

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

6 Pronunciation



Listen. Notice that the indirect question has rising intonation.

The information question with **Where** has falling intonation. Then practice.

Do you know where the bus stop is?

Where is the museum?

7 About You



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

8 Conversation



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

Adel: Since I left home, about two years ago. I wanted to have a place of my own. The apartment was a bit run down, so I had to renovate it.

Faris: Well, you did a good job. It's really nice and cozy.

Adel: I'm glad I moved into this neighborhood. It's quiet and safe, and I have really nice neighbors.

Faris: Are there a lot of stores and green areas in the neighborhood?

Adel: Definitely! There are parks and supermarkets and a mall. **The only thing is that** I spend a lot of time commuting to work. But you **can't have it all**. What's your place like?

Faris: Do you know where the Rangers' stadium is? I live about two blocks away. I often can't find a place to park, and there's sometimes a lot of noise because of the games.

Adel: Why don't you find another place and move out?



Your Ending

What do you think Faris's response is?

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

Real Talk

a bit = a little

run down = in need of fixing/not looked after

Definitely! = an expression that shows strong agreement

The only thing is that... = used to introduce a problem/issue

you can't have it all = everything has something negative

About the Conversation

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

1. **No, it's not**
2. **He renovated it**
3. **It's quiet and safe and he has really nice neighbors**
4. **He lives about two blocks away from the Ranger's stadium.**
5. **He doesn't like that he can't find a place to park and there is sometimes a lot of noise because of the games.**

6 Do You Know Where It Is?

وزارة التعليم

Ministry of Education

2022-1443

9 Reading



رقم المدرس الرقمي



www.len.edu.sa

Before Reading

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

King Fahd's Fountain ▶



THE BRIDE OF THE RED SEA

- For 20 consecutive years, Jeddah has been named a "global city" by the GaWC for offering a high quality of life to its citizens. So what makes Jeddah a global city and one of the best places to live in the Middle East? Residents and visitors point out several aspects relating to everyday life, such as the city's cultural diversity, modern architecture and engineering, rich cultural heritage, and high quality of education.
- Jeddah is a leading destination for international students and travelers. It has several public and private universities that provide a very high standard of academics. Jeddah is also the gateway to the Holy City of Makkah and hosts millions of pilgrims from around the world on their way to Hajj every year.
- Jeddah has been an example of modern architectural and engineering innovation since the 1980s. One of the city's major landmarks is King Fahd's Fountain, the highest fountain in the world. It jets water as high as 312 meters (1024 feet) and can be seen from nearly everywhere in the city. Other landmarks include the NCB Tower, the IDB Tower, and the Jeddah Municipality Tower. There are also plans to build the 1,000-meter high Kingdom Tower, which, when completed, will be the world's tallest building.
- During the 1980's, many works of art were introduced into Jeddah's public areas, making it one of the largest open-air galleries in the world. Modern sculptures, ranging from abstract works to traditional coffee pots and airplanes, decorate the pedestrian streets and roundabouts of the city. There are also a number of museums and galleries to visit. Bayt Naseef in Al-Balad was once home to the wealthy merchant family who hosted King Abdulaziz Ibn Saud in 1925. Today, it houses a historic museum and heritage exhibits.
- The historic center of Al-Balad is a charming blend of traditional houses and modern glass skyscrapers, and its huge marketplace features a combination of traditional souqs and designer boutiques. Today, huge efforts are being made to preserve its historical architecture.
- The city is also famous for its recreation. It is home to many famous football and athletic clubs. A light breeze cools the coast in the Corniche area, where visitors can eat at the many restaurants, relax by the beach, and have fun at the amusement park. And the beautiful coral reefs of the Red Sea are popular with scuba divers. There's always something interesting to do in Jeddah, the "Bride of the Red Sea."



▲ Abdul Raouf Khalil Museum and Mosque

After Reading

A. Choose the meaning of the underlined

1. for 12 consecutive years (line 1)
 - a. recent
 - b.** an unbroken series
 - c. next or future
2. point out several aspects (line 6)
 - a. ideas
 - b. ways
 - c.** features
3. a leading destination (line 10)
 - a.** popular
 - b. winning
 - c. most important
4. it houses a historic museum (line 39)
 - a. visits
 - b.** holds
 - c. protects
5. a combination of traditional souqs (line 44)
 - a.** mixture
 - b. series of numbers
 - c. things joined

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

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



▲ Bayt Naseef

Discussion

What city would you like to live in? Why?

10 Project

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

6 Do You Know Where It Is?

وزارة التعليم

Ministry of Education

2022-1444

11

Writing



المملكة العربية السعودية
KINGDOM OF SAUDI ARABIA

- A. Write about Saudi Arabia. Create a chart to make notes on the advantages and benefits (assets) of the country and what you think it can achieve (aims) in the future.

Organize your chart around these themes: Family and Community, Education, Environment and Natural Resources, Culture and Recreation, Transportation, Tourism. Add a theme of your own.

- B. Read the extract from the Vision 2030 program.

- Circle each asset
- Underline each aim



Saudi Arabia has many natural resources, such as oil, gold and other valuable minerals.

More importantly, it is blessed with the strength and potential of its people. The children of Saudi Arabia will create a great future and the government will support its people and country.

The families of Saudi Arabia are a strong and important part of society. Families will receive all the help they need to raise their children according to Islamic values and help them develop their abilities. The country is rich in culture. More cultural events and activities will be organized to educate and provide entertainment. The government has a strong commitment to education and recreation. There will be more libraries, galleries and museums as well as sports facilities for everyone.

Health care and education will be available to all citizens making their lives happier and more secure. A healthy economy offers opportunities to large and small businesses. Quality services and facilities will attract investors from different countries. A renewed business environment will provide professional opportunities to all citizens.

A high-quality educational system that meets the needs of the job market will provide Saudi professionals with the necessary knowledge and skills.

Saudi Arabia is also blessed with a good location – in between Africa, Asia and Europe – which helps trade. It also has a beautiful natural environment with a stable climate, which will allow us to develop tourism and attract visitors.

Telecommunications and information technology will be developed in and around cities. This will make it easier for people to communicate across the globe and access information.

Government services will support the growth and development of private and non-profit organizations and help them to operate successfully.

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

- Compare the phrases you have underlined with your ideas from exercise A and share with a partner. Discuss your charts. How did your type of chart help you to organize your ideas?
- C.
- Make another chart to write lists of the assets in your city or neighborhood and what you think the aims should be for your city or neighborhood's future. Will you use the same style of chart that you made in A? Why? Why not?
 - Write an essay about the aims of your city or neighborhood.
 - Include ideas about how you, and other good citizens, can help your city to achieve these aims.

Writing Corner

Most forms of writing are organized in paragraphs.

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



12 Form, Meaning and Function



The Definite Article: **the**

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

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

He is a tourist. **The** tourist is in Jeddah.

What are **the** official languages of Canada?

Technology is used in classrooms.

Use **the** with the superlative.

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

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

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

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



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

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

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

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

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

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

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

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

الجامعة الإسلامية

جامعة إسلامية

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?

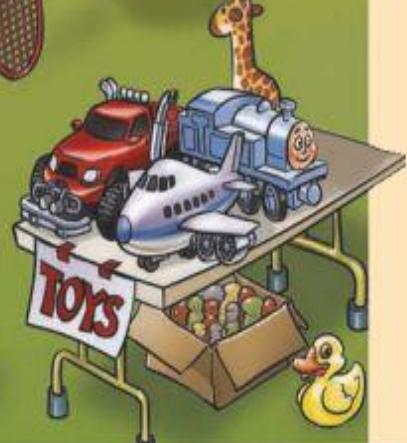
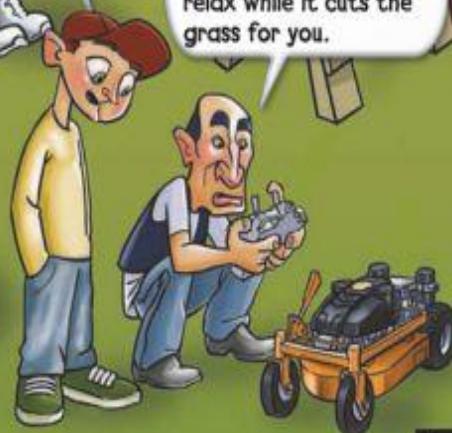
No, I'm Steve Baron.
Andrew is my twin brother.

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

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

وزارة التعليم

Ministry of Education

2022-1443هـ

3 Grammar



رائحة الدرس الرقمي



www.ien.edu.sa

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?

Haven't you finished your homework yet?!

Aren't you coming with us?

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.

- These toys are in good condition, **aren't they**?
- You've had garage sales before, **Haven't you?**
- He didn't buy that fan, **Did he?**
- They weren't able to sell the tools, **Were they?**
- She found a set of nice crystal glasses, **Didn't she?**
- That vacuum cleaner works OK, **Doesn't it?**
- We have lots of bargains here today, **Don't we?**
- 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.



1. Hameed



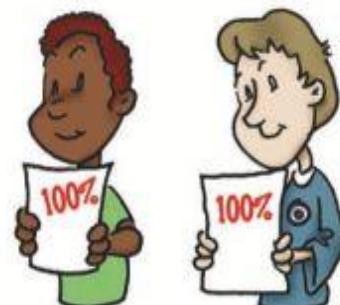
2. the players



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?

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

رائد الفرس المركب



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?

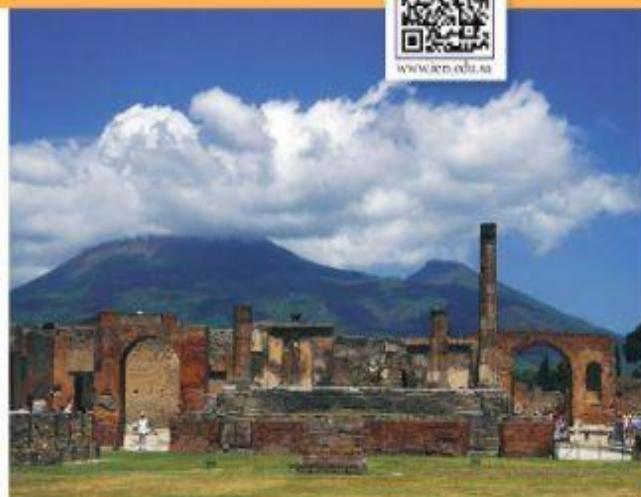
B: Vesuvius destroyed Pompeii, didn't it?

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?

وزارة التعليم

Ministry of Education



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.

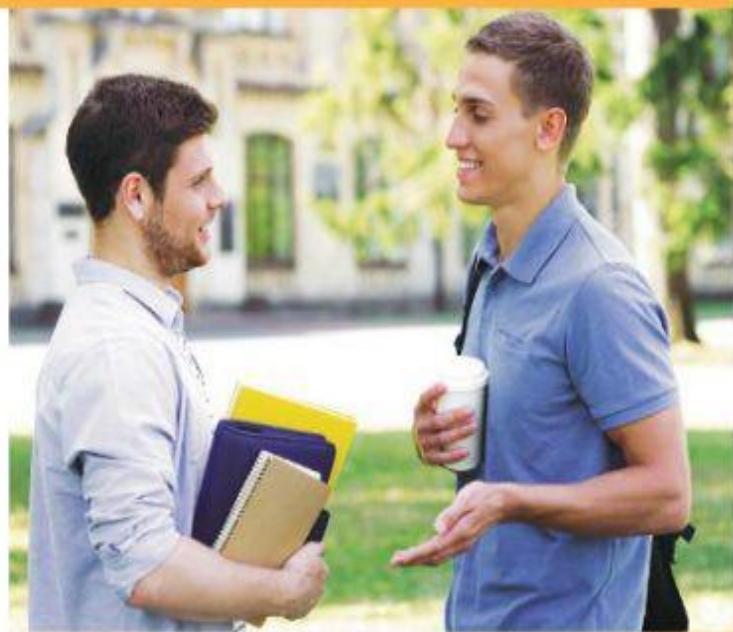
Ted: And you speak Gaelic.

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



وزارة التعليم

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.

11 Writing 

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) _____ go get some pizza and hang out by the beach.

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

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

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

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

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

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

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

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

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

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

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

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

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



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

A: Why don't we go to the museum?

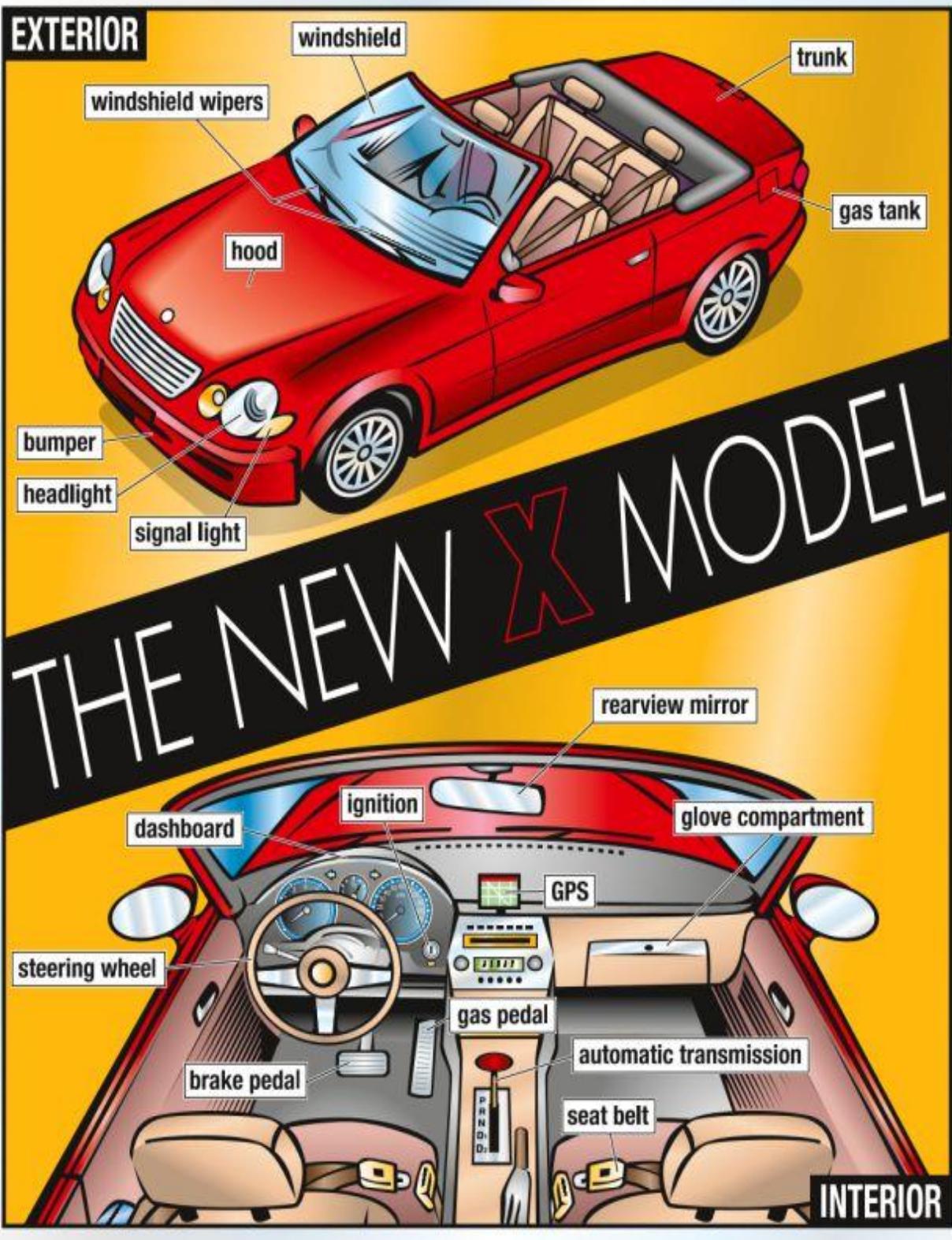
B: Museums are boring. Let's go to the zoo instead.

C: Yes. The zoo sounds good.

D: I agree. I think we should visit the zoo.

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



No Parking



Parking Area

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.

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

2 Pair Work

A. Ask and answer about the signs.

- Ask: What does that sign mean?
Answer: You must not pass.

B. Give advice about driving.

- Ask: What's the first thing a driver should do?
Answer: Drivers should put on their seat belts.
Ask: What shouldn't a driver do?
Answer: 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 **79**



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

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

You **must** stop at the traffic lights.

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

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

You **shouldn't** eat when you're driving.

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

Adverbs of Manner

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

How did he drive?

He drove **slowly**.

How did she walk?

She walked **quickly**.

Adjectives that end in / double the *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).

i3 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.

1. A: I'm afraid I'm running out of gas.

B: You should **Stop at a gas station**

2. A: The sign says 80 kilometers per hour, and I'm doing 90.

B: Then you must **Slow down**

3. A: I'm lost. I don't know which way to go.

B: I think we should **Stop and ask someone For directions**

4. 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**

5. 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!

وزارة التعليم

Ministry of Education

2020-1441هـ

رقم الدرس الموقعي



www.men.edu.sa



4 Language in Context



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

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

5 Listening



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

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



6 Pronunciation



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

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

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

7 About You



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

8 Conversation

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

George: What time is your flight, Dad?

Father: At 6:00 P.M.

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

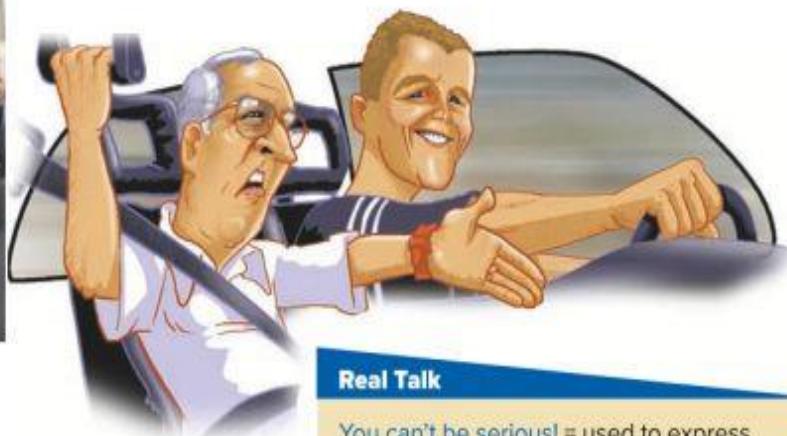
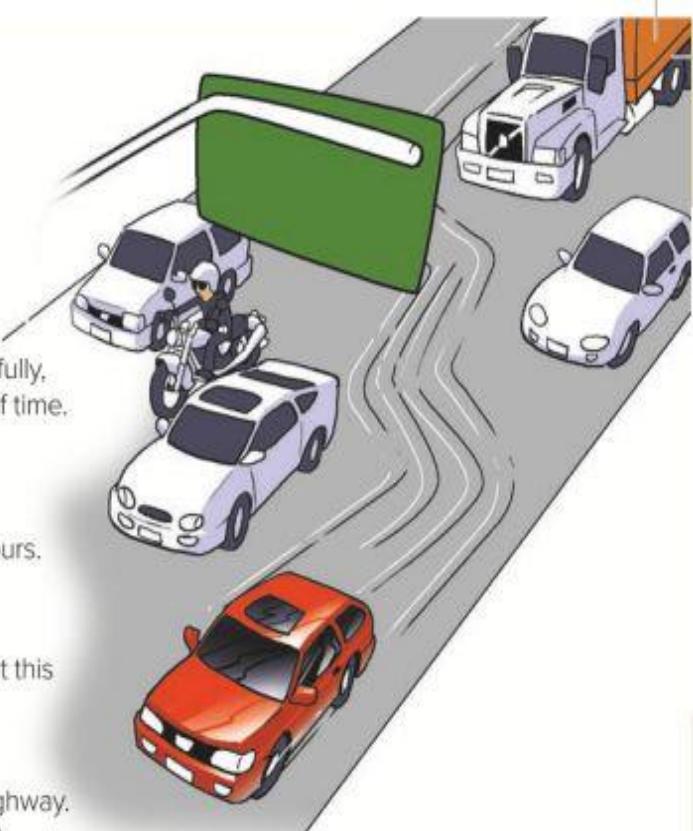
Father: You should always arrive at least two hours before departure. We might run into traffic at this time of day. Why are we taking this road?

George: Because it's quicker.

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

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

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



Real Talk

You can't be serious! = used to express surprise or disbelief

Hey = used to attract someone's attention

I'm doing 60. = I'm driving 60 kilometers per hour.

Your Ending

What do you think George's response is?

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

About the Conversation

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

Your Turn

- A. Role-play this situation with a partner: You're going to the airport. You want to leave early. Your brother is going to drive.
- B. Role-play this situation with a partner: You're going somewhere in a taxi. You aren't in a hurry. The driver is speeding and driving recklessly.

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

- On which side of the road do people drive in your country?
- 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

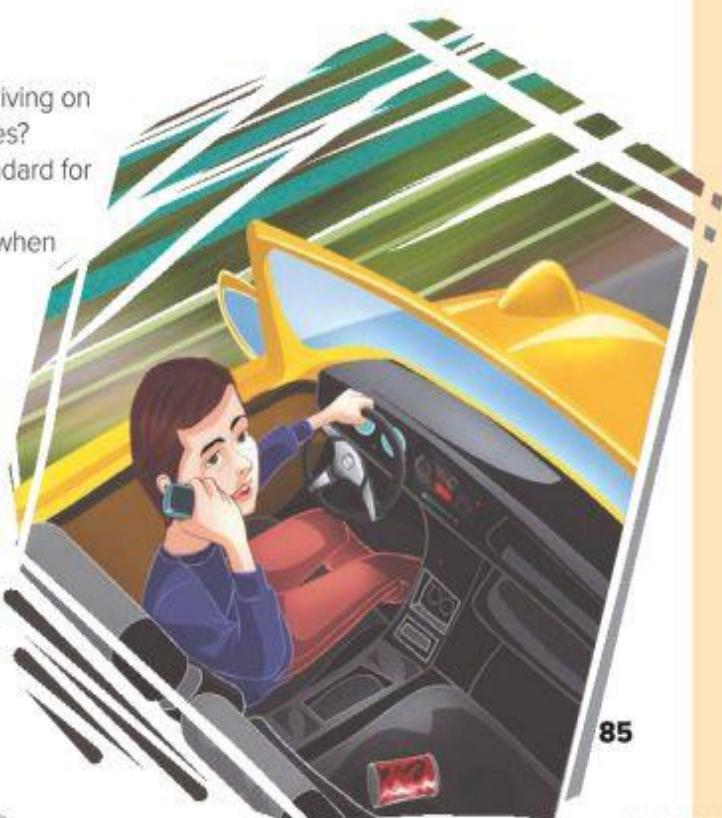
Discussion

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.



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



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

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

reflexes immature responsible accident distracted impulses rage attention

- Due to the fact that many adolescents are unable to control their emotions and **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

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

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

Reasons	Results

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

C.

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



12

Form, Meaning and Function



Requests

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

Request

Can/Could you help me?

Will/Would you help me?

Agreeing

Sure. No problem.

Of course.

Refusing

Sorry, I can't.

Not now. I'm busy.

Commands

Use the imperative for commands.

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



Reporting Requests and Commands

ask/tell + object/pronoun + infinitive

"Can you help me?" my mother asked me.

"Turn right," said Omar to his brother.

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

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

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

Their parents **told them not to be** late.

A. Report the requests and commands.

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

The father told His children to put on their seatbelts

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

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

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

The woman told her husband not to drive too fast

4. "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

5. "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

6. "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?

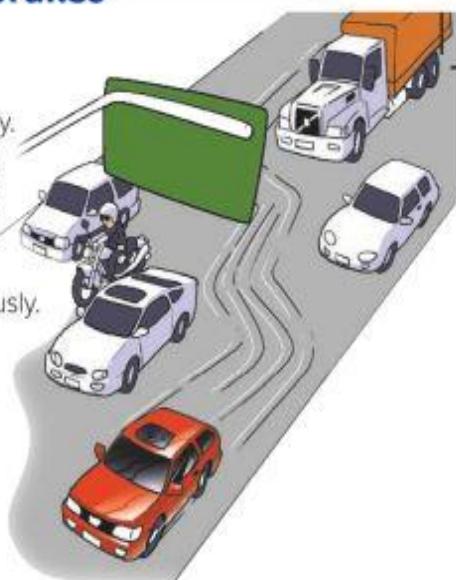
1. **Turn on the highway carefully**

2. **Can you drive faster?**

3. **Don't tailgate**

4. **Watch out for the motorcycle!**

Will you pull over and Stop the car ?





1 Language Review

A. Complete the sentences with expressions of quantity. Sometimes more than one answer is possible.

1. We only have **a little** olive oil left. Don't forget to buy **some** oil.
2. Tony doesn't eat **any** seafood at all. He's allergic to it.
3. I'm trying to lose weight. Please give me only **a few** french fries.
4. Many children don't eat **any** fruit because they don't like it.

How much 5. _____ milk do you drink in a day?

How many 6. _____ eggs do you eat in a week?

7. I never put **any** onions in the salad. They have too strong of a taste.
8. Have **some** hot tea. It'll make you feel better.

B. Choose the sentence that means the same thing.

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

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

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

E. Complete the sentences using an adverb.

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

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

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

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

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

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

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

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



2. I've never been exploring a cave
3. I've been mountain climbing
4. I've never been white-water rafting
5. I've never been skydiving
6. I've been riding a camel

Before Reading

Discuss the pros and cons of the following adventure sports.

Adventure Trips



Skydiving: Flying High in the Rockies, USA

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

Location: 1 hour from Denver, Colorado.

Information: www.skyhidive.com

Biking in the Alps, Germany

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

Click here for details:
www.pedalps.com



White-Water Rafting, Chile

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

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



Comments

from customers about their experience



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

Mitch Taylor



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

Daniel Garcia



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

Neil Davenport

After Reading

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

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

Discussion

What adventure trips do people take in your country?

3 Writing

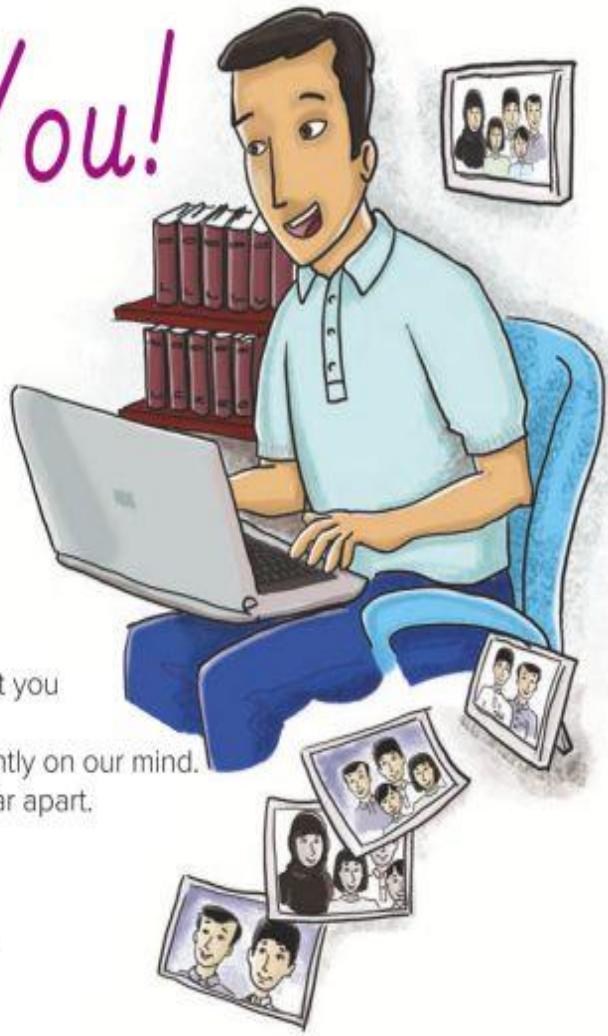
Work with a partner. Write a brochure for an adventure trip in your country. Present it to the class.

	Mitch Taylor	Daniel Garcia	Neil Davenport
Kind of adventure	parachuting	cycling	white-water rafting
Feel	the wind rushing by	The breeze blew against his face	Felt scared at first, felt the bumps, spins, and the shakes
Hear	frightened	Hear all the sounds: the birds, the trees and the water in the streams	The sound of the boat hitting the water
See	Saw the ground getting closer, watched the beautiful landscape	Snow on the slopes, the green countryside which was full of wild flowers	
Smell		The fresh scent of the plants in the air	



I've Missed You!

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

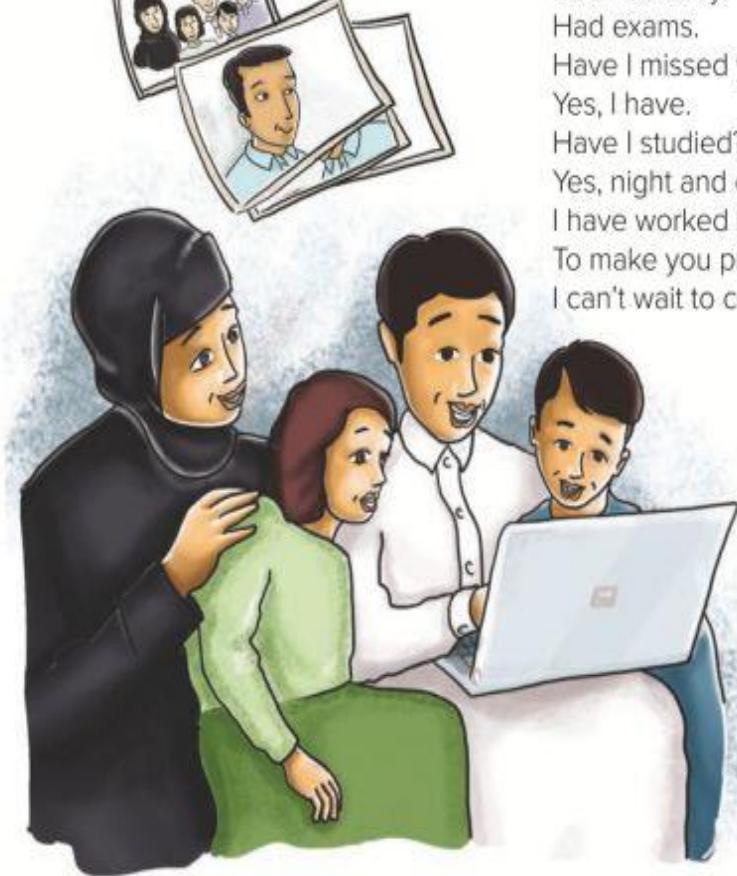


Listen, son!
 We've thought about you
 All this time.
 You've been constantly on our mind.
 We've been so far, far apart.

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



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





Vocabulary

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

- | | | |
|-------------------|------------------------|--------------------------------|
| 1. constantly | b. all the time | c. occasionally |
| a. forever | | |
| 2. proud | b. disappointed | c. worried |
| a. pleased | | |
| 3. wonder | b. dream | c. ask oneself |
| a. be amazed | | |
| 4. terribly | b. very much | c. just a little not very much |
| a. not well | | |

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

1. You have always been in my heart.

I've never forgotten you

2. You've been constantly on our mind.

We always remember you

Comprehension

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

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

Writing

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

Discussion

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

Dear mom and dad

It's been a long time since I last talk to you. I've been too busy because I had exams and I had to study hard. I miss you so much. I miss my mom's cooking. Write to me soon and tell me about you.

5 Project



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

**With love
Ahmed**