

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

رابط الدرس الرقمي



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## 1 Listen and Discuss

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



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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.

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## 3 Grammar

### Tag Questions

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

#### Affirmative Sentence (Negative Tag)

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

#### Negative Sentence (Affirmative Tag)

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

#### Note:

To agree with negative tags, answer *yes*.

**Q:** You're from Riyadh, aren't you?

**A:** Yes, I am.

To agree with affirmative tags, answer *no*.

**Q:** You aren't from Riyadh, are you?

**A:** No, I'm not. I'm from Jeddah.

### Negative Questions

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

**Isn't** he tired of working there?

**Aren't** you coming with us?

**Haven't** you finished your homework yet?!

**Don't** you live near the beach?

### Be Able To

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

He **won't be able to** play basketball today because he hurt his hand.

I **wasn't able to** come to the park because I had a previous appointment.

**Will** you **be able to** go out with us tomorrow?

#### A. Check information. Complete the tag questions.

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





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

💡 Your classmate was born in Dammam.

**A:** You were born in Dammam, weren't you?

**B:** Yes, I was.

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

**A:** Was Ahmed able to fix the car?

**B:** No, he wasn't.



Ahmed



1. Hameed



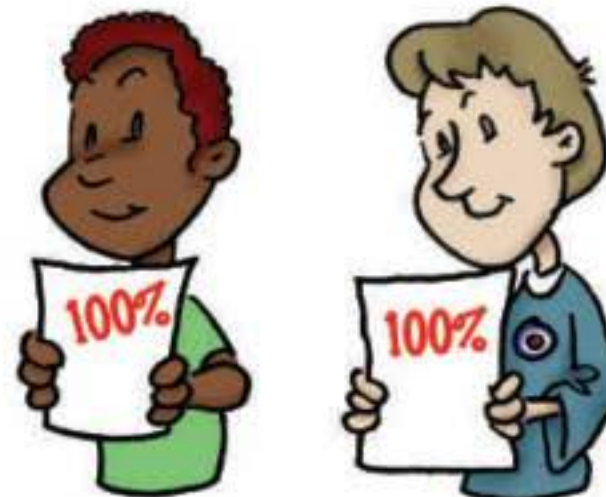
2. the players



3. Adnan



4. Majedah



5. the students



6. the football fans

- D.** Write negative questions for the following situations.

You just bought a new cell phone. Your friend is still deciding about whether to buy one.

💡 Aren't you going to buy one too?

1. You recognize an old friend at the mall. The friend doesn't recognize you.
2. Your friend is eating popcorn and is not offering you any.
3. You are playing a board game. You want your friend to play the game too.
4. Someone came and joined your group, greeted everyone, but forgot you.
5. Classes start at eight o'clock. It's 8:30, and your brother is still in bed.
6. Someone you don't know left a message on your cell phone. Your friend asks if you called back. What does the friend say?



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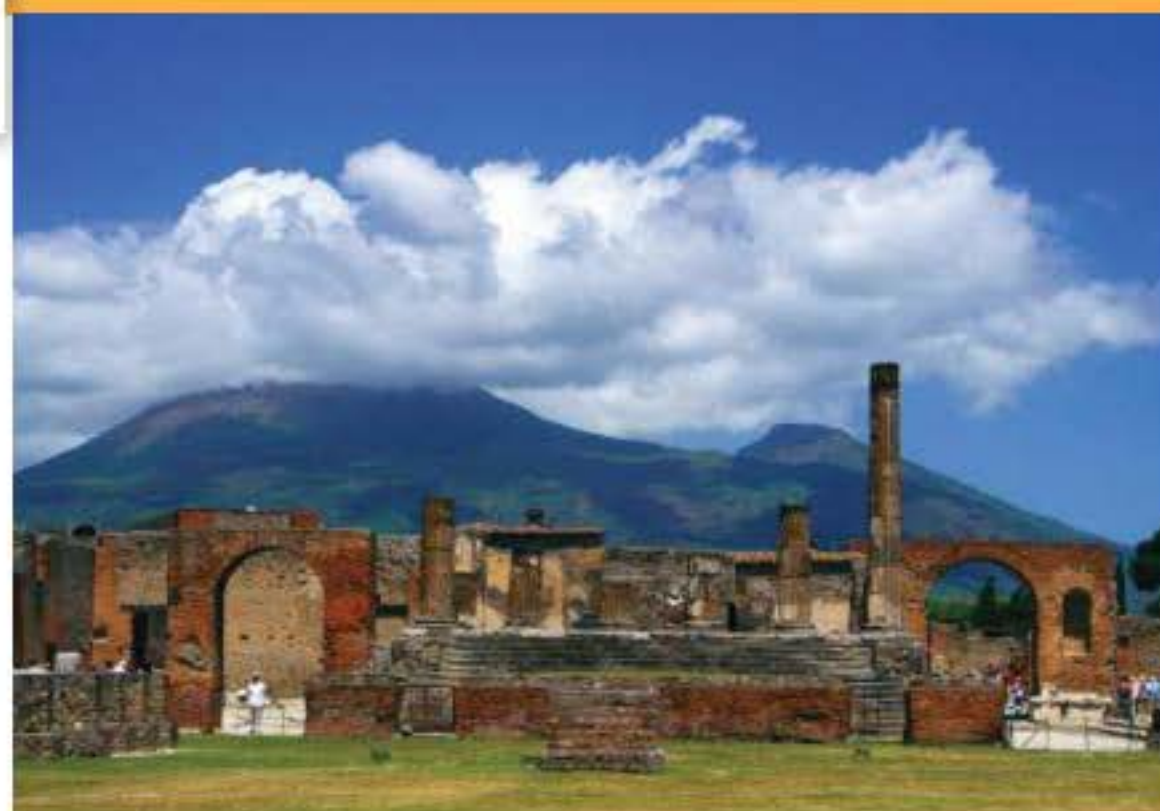


### 4 Language in Context



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

- A:** Which volcano destroyed Pompeii?  
**B:** Vesuvius destroyed Pompeii, didn't it?  
**A:** Yes, it did. You're right.
- A:** Who invented the printing press?  
**B:** Da Vinci was the inventor of the printing press, wasn't he?  
**A:** No, he wasn't. It was Gutenberg.



▲ Pompeii, Italy

◀ Printing press

### 5 Listening



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

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### 6 Pronunciation



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

You're coming with us, aren't you? ↗

That isn't your car, is it? ↗

We haven't met before, have we? ↗

We were here yesterday, weren't we? ↗

### 7 About You



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





## 8 Conversation

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

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

**Ted:** Your accent.

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

**Ted:** My name's Ted.

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

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

**Sean:** Yes, they did.

**Ted:** And you speak Gaelic.

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

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

**Sean:** I'm an exchange student.

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



### Your Ending

What do you think Sean answers?

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

### Real Talk

*How do you do?* = a way to respond to an introduction

*Is that so?* = a way to show surprise

*I'll be happy to...* = a way to offer to do something for someone

*show someone around* = act as a guide

### About the Conversation

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



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### Your Turn

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

You aren't from around here, are you?

*Expressions of surprise:*

*Is that so?, You don't say?, Really?, etc.*



## 9 Reading

### Before Reading

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



# You Look Just Like Me!

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

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

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



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

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

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



## After Reading

A. Answer the questions about the reading.

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

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

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

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



## Discussion

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

## 10 Project

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



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## 11 Writing

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

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



### Writing Corner

- Use simple past to talk about completed past events.  
Suddenly I **heard** someone call my name. I **turned** around.
  - Use the past progressive\* (*was/were + verb-ing*) to talk about actions that were in progress when another past event happened.  
I **was walking** around the campus when suddenly I heard someone call my name.
  - Use the past perfect\* (*had + past participle*) to talk about an action that happened before another action in the past.  
I **hadn't seen** him in five years because his family **had moved** to the United States.
- \* You will practice the past progressive in Unit 9 and the past perfect in Unit 12.  
\*\* See a list of irregular verbs and past participles on page 162.

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



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

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





## 12 Form, Meaning and Function

### Suggestions

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

**A:** What **should** we do tonight?

**B:** I don't know, but we **shouldn't** stay home.

**A:** **Should** I buy this racing bike?

**B:** No, you **should** buy the mountain bike.

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

**A:** What should I cook for dinner?

**B:** You **could** make spaghetti.

**A:** Let's go to the park this afternoon.

**B:** That's a good idea. We **can** have a picnic.

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

**A:** **Can** you go out tonight?

**B:** Sorry, I **can't**. I have to study.

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

**A:** **Why don't** we order a pizza?

**B:** No. **Let's** eat out instead.

**A:** **Let's** go to the park.

**B:** OK. **Why don't** we take our bikes?

To accept suggestions, we say: *OK; That's a good idea; Sure; All right; or That sounds good.*

To politely refuse suggestions, we say: *Sorry, I can't; Let's... instead.*

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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



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

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

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

**C:** Yes. The zoo sounds good.

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