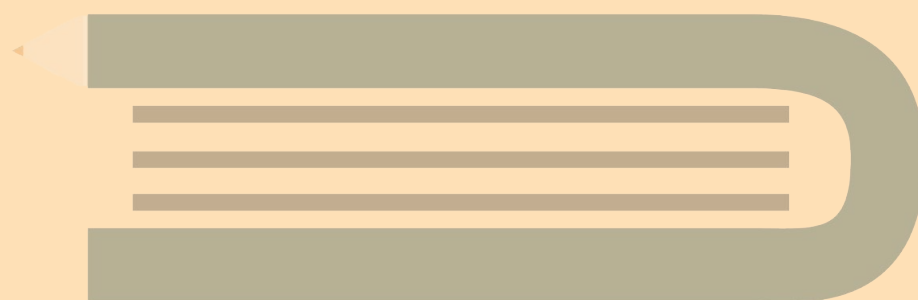


SUPER

GOAL 3



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MANUEL DOS SANTOS



SuperGoal 3 Student Book

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Scope and Sequence

	Unit Title	Functions	Grammar
1	Lifestyles Pages 2–11	Talk about lifestyles Talk about habits and routines Talk about frequency of actions	Simple present tense Adverbs/Expressions of frequency Questions with <i>how often/how much/how long</i> <i>All/both/neither/none</i>
2	Life Stories Pages 12–21	Talk about past actions Relate past events in your life Report what people said Talk about past dates and times	Simple past tense Expressions with the passive, <i>be + born</i> <i>Used to</i> Time expressions for the past <i>When</i> clauses
3	When Are You Traveling? Pages 22–31	Talk about air travel Talk about ongoing actions Talk about plans and future actions	Present progressive Future with <i>going to</i> and <i>will</i> Infinitives of purpose Time clauses: <i>after, as soon as, before, etc.</i> Prepositions of movement
4	What Do I Need to Buy? Pages 32–41	Talk about foods, buying foods, and planning meals Describe quantities Put events in sequence Give and follow directions	Expressions of quantity: <i>a few, a little, a lot of, much, many, enough</i> Pronouns: <i>something, anything, nothing</i> Sequence words: <i>first, then, after that, finally</i> Reflexive pronouns Conjunctions: <i>because, so</i>
EXPANSION Units 1–4 Pages 42–47		Language Review Writing: Write a report about an endangered species Reading: Water for Life	
5	Since When? Pages 48–57	Talk about inventions Express actions that have happened recently Express actions that began in the past and continue into the present	Present perfect tense versus simple past Present perfect with <i>for</i> and <i>since</i> Questions with <i>how long</i> Passive—simple present, present perfect, simple past
6	Do You Know Where It Is? Pages 58–67	Talk about quality of life Describe features of places Make comparisons Ask for information	Comparative and superlative forms of adjectives Comparisons with <i>as . . . as</i> Indirect questions Definite article: <i>the</i>

Listening	Pronunciation	Reading	Writing
Listen for specific details in a lifestyle description	Reduction of <i>do you</i>	Cell Phone Obsession: Negative or Positive?	Write a report about a common habit or pastime among young people in your country Do a group survey on common habits and pastimes (Project)
Listen to a biography and put events in chronological order	<i>used to</i>	The King of Saudi Arabia	Write your life story Write a biography of a famous person (Project)
Listen for specific information in a conversation between travelers	Words ending in <i>-ing</i>	Study Arabic in Saudi Arabia	Write an email to a friend about studying in another country Write a study program for foreign students in your country (Project)
Listen for specific information in a conversation in a supermarket	The <i>sh, ch,</i> and <i>j</i> sounds	Foods from the Americas	Write your favorite recipe Write about a meal with foods from different countries (Project)
<p>• Project: Prepare a campaign to save water Chant Along: What Have They Done to You? Project: Research an environmental organization</p>			
Listen for specific information in a conversation	Contractions of <i>have</i>	A History of Special Effects	Write about your most important possessions and how long you've had them Write about the most important invention of the last century (Project)
Listen for specific details in a news story about garbage and recycling	Intonation of direct and indirect questions	The Bride of the Red Sea	Write about the assets and future aims of your city or neighborhood Write about a town or city in your country or the world (Project)

Scope and Sequence

	Unit Title	Functions	Grammar
7	It's a Good Deal, Isn't It? Pages 68–77	Talk about common items at a garage sale Confirm information Describe abilities	Tag questions—affirmative, negative Negative questions <i>Be able to</i> Suggestions— <i>Should/can/could</i> and <i>why don't/let's</i>
8	Drive Slowly! Pages 78–87	Talk about cars, driving, and traffic signs Give advice Express obligation Say how people do things	Modal auxiliaries: <i>must/mustn't/must not</i> and <i>should/shouldn't</i> Adverbs of manner <i>Can/could/will/would</i> Requests and commands Reporting requests and commands
EXPANSION Units 5–8 Pages 88–93		Language Review Reading: Adventure Trips Writing: Write a brochure for an adventure trip	
9	All Kinds of People Pages 94–103	Talk about past events that are interrupted Describe people's personalities and character	Relative pronouns: <i>who, that, which</i> Past progressive with <i>when</i> and <i>while</i> <i>Can/may/could</i>
10	Who Used My Toothpaste? Pages 104–113	Describe problems Talk about common complaints Express actions that have happened recently	Present perfect with <i>already, yet, just</i> —questions, answers Verb + gerund Two-word verbs <i>Can't/must</i> <i>So...that/such...that</i>
11	Making Choices Pages 114–123	Express cause and effect Make choices Express preferences	Conditional with present and future forms <i>I'd rather</i> Conditional sentences—imagery situations <i>Wish</i>
12	Culture Shock Pages 124–133	Describe customs of different cultures Give advice	Verb + infinitive Verb + noun/pronoun + infinitive <i>It's... + infinitive</i> Expressions of advice with infinitives Gerunds as subjects Past perfect
EXPANSION Units 9–12 Pages 134–145		Language Review Reading: Aptitude and IQ: What's the Difference? Writing: Write about an occupation Chant Along: Career Path Project: Research questions on aptitude or IQ tests	

Listening	Pronunciation	Reading	Writing
Listen to a conversation to explain a misunderstanding	Rising intonation in tag questions	You Look Just Like Me!	Write about a strange coincidence or chance meeting Prepare an advertisement for a garage sale (Project)
Listen for specific information in a conversation about driving	Vowel sound /ə/ in <i>should</i> and <i>must</i>	Is Right, Right?	Write an essay about why the driving age should be raised Make a poster with a list of driving tips and safety rules (Project)
<p>Chant Along: I've Missed You! Project: Survey classmates about long-distance communication</p>			
Listen to infer who is speaking and match speakers to their pictures	Syllable stress in adjectives	Simple Ideas, Big Results	Write an essay about your vision of schools or your town in the future Present a person who has made a difference in the world (Project)
Listen for specific information in a conversation about home	Vowel sounds followed by <i>r</i>	Complaints	Write about impolite behavior and how it affects others Interview college students to find what they miss about home (Project)
Listen for points of view in a radio interview	Consonant clusters <i>sp, tr, cr, pr, gr</i> in initial position	The Right Choice	Write about choices you have made and their consequences Role-play an interview about a local issue and its positive and negative sides (Project)
Listen for specific details in travel advice	Reduction of <i>to</i> in sentences	A Fish Out of Water	Write an email about cultural differences Write advice to travelers to your country (Project)
<p>Reading: Taking a Siesta Project: Research the benefits of sleep Chant Along: Assimilating Writing: Write advice on fitting into a new society</p>			

5 Since When?

رابط الدرس الرقمي



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1 Listen and Discuss

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

INVENTIONS

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

PRINTERS

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



CAMERAS

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



COMPUTERS

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



TELEVISIONS

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



STOVES AND OVENS

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



CELL PHONES

Portable cellular phones first appeared in the 1970s. The early model was called "the brick." It weighed 2 pounds (907 grams), offered just a half hour of talk time for every recharge, and sold for \$2,995. Even though it was clumsy and expensive, consumers lined



- A: There are more than six words**
 , invention, computer, PCs, screens, laptop, printer, device, televisio
 .digital, cassette tape, recharging, megapixels

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 phone

2 Pair Work

**IBM has produced commercially -1
 successful printers since ١٩٥٣ for about
 ٦٠ years**

**Printing has been around since ١٤٤٠ for -٢
 almost six hundred years**

**TV sets have been around since ١٤٤٠ -٣
 for almost six hundred years**

**The first microwave oven appeared in ٤
 homes about**

years ago ٤٥ -٥

**Cameras have been on the market for more -٦
 than ١٢٠ years since**

١٨٨٨



3 Grammar

Present Perfect Tense versus Simple Past

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

Present Perfect

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

Past

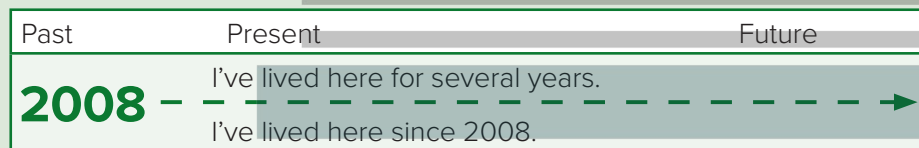
A: When **were** you there?
B: I **was** there **two years ago**.

Present Perfect with *For* and *Since*

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

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

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



Affirmative (+)

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

Negative (-)

I/You/We/They	haven't	received an email	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.

People have eaten canned food since the early 1800s

People have worn wristwatches for over 100 years

People have had radios since 1901

People have used toothpaste for over 170 years

People have used electric light bulbs since 1879

People have made films since 1895

People have used paper clips since the 1890s

People have flown airplanes since 1903

People have used ballpoint pens for a long time

I've had it since I was 18.

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

- have tried - ١
- invented - ٢
- kept - ٣
- imported - ٤
- put - ٥
- built - ٦
- appeared - ٧
- have preserved - ٨
- became - ٩
- have cooled - ١٠

Keep Cool


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



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?

. Fahad has walked for exercise since he had his heart problem

2. How long has Fahad had his new job?

. Fahad has had his new job for six months

3. How long has Saeed been married?

. Saeed 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



About the Conversation

- ١. They haven't seen each other for five years/since high school .
- ٢. Adnan hasn't changed at all, but Fadi looks more serious .
- ٣. Fadi is working in a bank .
- ٤. Fadi has worn a suit since he started working .
- ٥. Adnan has been married for about a year .

About the Conversation

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

Your Turn

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

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



9 Reading

Before Reading

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

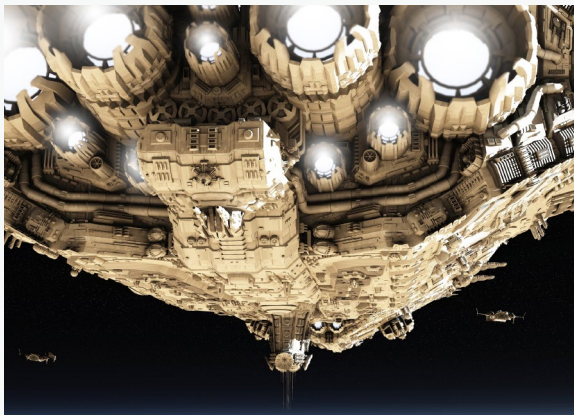
A HISTORY OF SPECIAL EFFECTS

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

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

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

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



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



B. Answer about the article.

- How long have audiences watched films?
Audiences have watched movies since 1895/for more than 110 years.
- How was the “stop trick” discovered?
The “stop trick” was discovered by accident.
- What special effect was used for *King Kong*?
A small model of a gorilla was used, but in the film it looked large.
- How did the special effect of *Star Wars* create realistic motion?
They used a computer-controlled camera to create scenes with more realistic motion.
- What films have become references in the art of visual effects?
Jurassic Park, Lord of the Rings, Toy Story, and Avatar.
- Have you seen any of the ones mentioned in the article? In your opinion of them?
Yes, I have. I see the Rings and Toy Story. In both films, the plot is simple but effective and actually has genuine drama and excitement to it. The main story is attractive but the degree of character development is what really shores it up.

Discussion

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

10 Project

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



11 Writing

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

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

Writing Corner

For better cohesion in writing:

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

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

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

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

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

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



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

12 Form, Meaning and Function

The Passive

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

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

Present Perfect: Technology has changed our lives. (active)


- A

1. The first car was made by Karl Benz in 1886.
2. Cars are produced by companies all over the world today.
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 all over the world.
8. The digital camera was invented by Steven Sasson in 1975.

A. Change the sentences from active to passive.

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A company in Germany makes these cars.

 These cars are made by a company in Germany.

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



B. Change the sentences from passive to active.

1. Word processors have replaced typewriters.
2. This restaurant serves all entrées with rice and salad.
3. Did the Wright brothers fly the first airplane?
4. People in the Middle East have used soap 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 he never built them.



6 Do You Know Where It Is?



1 Listen and Discuss

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

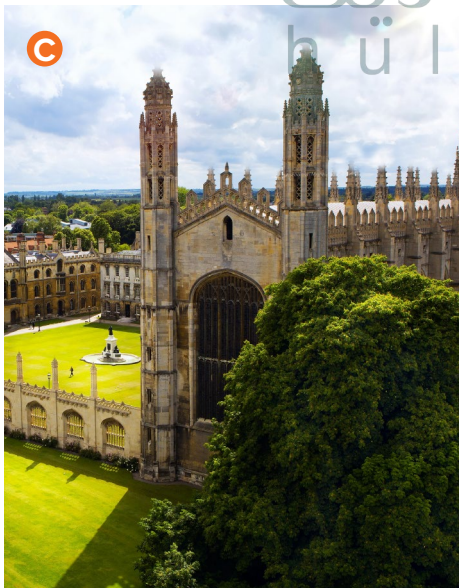
Do You Know Where This Place Is?

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



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

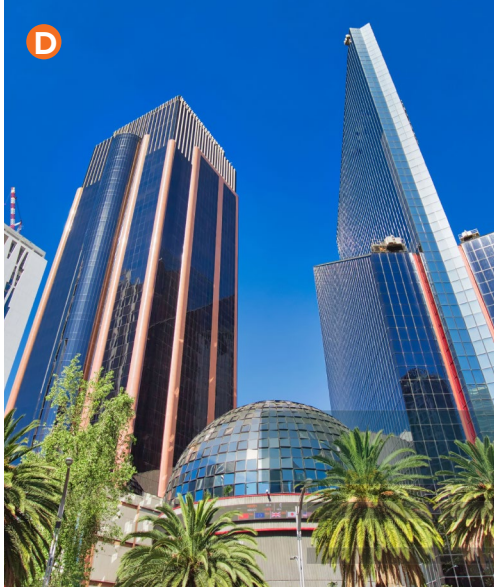
The city is known to be one of the safest cities in the world. The overall crime rate is roughly the same as that of Singapore, but lower than that of Tokyo, Toronto, and many other large cities.



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

Answers

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



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

Quality-of-Life Indicators

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

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

Quick Check ✓





- A. Vocabulary.** Underline the comparative and superlative forms in the article.
- B. Comprehension.** Answer **true** or **false**.

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

الإجابة في الاسفل

2 Pair Work

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

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

1. (.false) Trains are as expensive as planes .
 2. false)The bullet trains travel at 300 kilometers per .hour
 3. true .
 4. (.false)Noise is not a problem .
 5. true .



3 Grammar

Comparative and Superlative Forms of Adjectives

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



Comparative

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



Superlative

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



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

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

Comparisons with *as...as*

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

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

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

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

Indirect Questions

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

Direct Questions

What's the name of the street?

Where is the nearest bank?

When does the store open?

Where can I get good pizza?

How many people live here?

Who planned this town?

Indirect Questions

Do you know what the name of the street is?

Do you know where the nearest bank is?

Do you know when the store opens?

Could you tell me where I can get good pizza?

Could you tell me how many people live here?

Could you tell me who planned this town?

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

- The downtown area is usually **noisier** (noisy) than the suburbs.
- The hospitals in cities are usually **better** (good) than ones in the country.
- Public transportation is **less frequent** (frequent) at night than during the day.
- My hometown has the **cleanest** (clean) air of all the towns in this country.
- Many people say that Sao Paulo has the **worst** (bad) traffic in the world.
- The subway is **more crowded** (crowded) at rush hour than at other times.
- Housing is usually **less expensive** (expensive) in the country than in the city.
- The cost of living in small towns is usually **cheaper** (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 XYZ model is as fast as the Flash computer**

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.

. **Paris is as amazing as Rome**

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

💡 **What** time does the bus arrive? **الإجابة في الاسفل**
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.

A: Of course. It's the **most popular** (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,
209 Mulberry St

B: But that's where

A: Exactly. No one
is as good as I



الإجابة على سؤال C

1. **Do you know where the main post office is? / Could you tell me where the main post office is**

2. **Do you know how often the buses come? / Could you tell me how often the buses come**

3. **Do you know what time the bank opens? / Could you tell me what time the bank opens**

4. **Do you know where the nearest pharmacy is? / Could you tell me where the nearest pharmacy is**

5. **Do you know who can give us directions? / Could you tell me who can give us directions**

6. **Do you know which way the center of town is? / Could you tell me which way the center of town is**

7. **Do you know when the gas station closes? / Could you tell me when the gas station closes**

8. **Do you know what the name of the highway to town is? / Could you tell me what the name of the highway to town is**



4 Language in Context

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

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

For Rent

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

5 Listening

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

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

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?



The Answers

About the Conversation

1. No, it isn't. It's safe. ١

2. Adel renovated his apartment. ٢

3. He spends a lot of time commuting to work. ٣

4. Faris lives near Rangers Stadium. ٤

5. He often can't find a place to park, and sometimes there is a lot of noise. ٥

الإجابة في الأعلى

About the Conversation

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

Your Turn

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

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

6 Do You Know Where It Is?



9 Reading

Before Reading

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

King Fahd's Fountain ▶



THE BRIDE OF THE RED SEA

- 1 For 20 consecutive years, Jeddah has been named a “global city” by the GaWC for offering a high quality of life to its citizens. So what makes Jeddah a global city and one of the best places to live in the Middle East? Residents and visitors point out several aspects relating to everyday life, such as the city’s cultural diversity, modern architecture and engineering, rich cultural heritage, and high quality of education.
- 5
- 10 Jeddah is a leading destination for international students and travelers. It has several public and private universities that provide a very high standard of academics. Jeddah is also the gateway to the Holy City of Makkah and hosts millions of pilgrims from around the world on their way to Hajj every year.
- 15
- Jeddah has been an example of modern architectural and engineering innovation since the 1980s. One of the city’s major landmarks is
- 20 King Fahd’s Fountain, the highest fountain in the world. It jets water as high as 312 meters (1024 feet) and can be seen from nearly everywhere in the city. Other landmarks include the NCB Tower, the IDB Tower, and the Jeddah Municipality Tower. There are also plans to build
- 25 the 1,000-meter high Kingdom Tower, which, when completed, will be the world’s tallest building.
- 30 During the 1980’s, many works of art were introduced into Jeddah’s public areas, making it one of the largest open-air galleries in the world. Modern sculptures, ranging from abstract works to traditional coffee pots and airplanes, decorate the pedestrian streets and roundabouts of the city. There are also a number of museums and galleries to visit.
- 35
- 40 The historic center of Al-Balad is a charming blend of traditional houses and modern glass skyscrapers, and its huge marketplace features a combination of traditional *souqs* and designer boutiques. Today, huge efforts are being made to preserve its historical architecture.
- 45
- The city is also famous for its recreation. It is home to many famous football and athletic clubs. A light breeze cools the coast in the Corniche area, where visitors can eat at the many restaurants, relax by the beach, and have fun at the amusement park. And the beautiful coral reefs of the Red Sea are popular
- 50 with scuba divers. There’s always something interesting to do in Jeddah, the “Bride of the Red Sea.”
- 55





▲ Abdul Raouf Khalil Museum and Mosque



▲ Bayt Naseef

After Reading

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

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

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

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

Discussion

What city would you like to live in? Why?

10 Project

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

6 Do You Know Where It Is?



11 Writing

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

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

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

Saudi Arabia has many natural resources, such as oil, gold and other valuable minerals. More importantly, it is blessed with the strength and potential of its people. The children of Saudi Arabia will create a great future and the government will support its people and country. The families of Saudi Arabia are a strong and important part of society. Families will receive all the help they need to raise their children according to Islamic values and help them develop their abilities. The country is rich in culture. More cultural events and activities will be organized to educate and provide entertainment. The government has a strong commitment to education and recreation. There will be more libraries, galleries and museums as well as sports facilities for everyone. Health care and education will be available to all citizens making their lives happier and more secure. A healthy economy offers opportunities to large and small businesses. Quality services and facilities will attract investors from different countries. A renewed business environment will provide professional opportunities to all citizens.

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

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

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

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

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

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

Writing Corner

Most forms of writing are organized in paragraphs.

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





12 Form, Meaning and Function

The Definite Article: *the*

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

Use *the* for specific objects or people that were introduced before or that are known.

Do not use *the* with plural or noncount nouns when talking in general.

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

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

Technology is used in classrooms.

Use *the* with the superlative.

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

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

the Earth **the** sun **the** moon

the stars **the** sky **the** sea

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

the Red Sea

the Amazon

the Eiffel Tower

the National Museum

the Arabian Desert

the Alps

the United States

the Pacific Ocean

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

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



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

- 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 _____ 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.

- The** bullet train can travel at a speed of 300 km an hour. It isn't as fast as an airplane, but a 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 a global city and one of **the** best places to live in **the** Middle East? Is it **the** 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?

رابطہ المدرس 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?



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.



, Cooking: pots (and pans), teapot, plates, frying pan
, cups, saucers, knives, forks
spoon
Cleaning: broom, vacuum cleaner, hose
Repairing: saw, hammer, pliers, screwdriver

Quick Check ✓

الإجابة في الأعلى 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? **yes he does**
2. John is organizing a garage sale, isn't he? **No they havent**
3. The lawn mower runs on electricity, doesn't it? **yes it does**
4. The elderly couple need a new lamp, don't they? **yes they do**
5. There aren't any plants for sale, are there? **No there arent**

- | | |
|----------------|--------------------|
| 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? Those cups are cute, aren't they?
- Yes, it is. 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*. To agree with affirmative tags, answer *no*.

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

A: Yes, I am.

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, **arent they** _____?
2. You've had garage sales before, **havent you** _____?
3. He didn't buy that fan, **did he** _____?
4. They weren't able to sell the tools, **were they** _____?
5. She found a set of nice crystal glasses, **didnt she** _____?
6. That vacuum cleaner works OK, **doesnt it** _____?
7. We have lots of bargains here today, **dont we** _____?
8. This lawn mower is really high-tech, **isnt it** _____?



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

💡 *Your classmate was born in Dammam.*

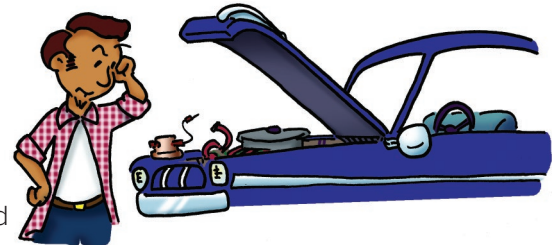
A: You were born in Dammam, weren't you?

B: Yes, I was.

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

A: Was Ahmed able to fix the car?

B: No, he wasn't.



Ahmed

C

A: Was Hameed able to ride the horse

B: Yes, he was

A: Were the players able to play tennis on

B: No, they weren't

A: Was Adnan able to drive the car

B: Yes, he was

A: Was Majedah able to bake the cake

B: No, she wasn't

A: Were the children able to get good grades

B: Yes, they were

A: Were the football fans able to get tickets

B: No, they weren't

D

Don't you remember me ?

Aren't you going to offer me some popcorn ?

Don't you want to play this game too ?

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

Aren't you going to school ?

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

4. Majedah

5. the students

6. the football fans

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

الإجابة في الأعلى

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

💡 *Aren't you going to buy one too?*

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

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

رابطه الدرس الرقمي



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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

5 Listening

◀ Printing press

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

George Scott thiks the man is a famous author named Melvin Dupont George went to school with Melvin. The man says that he isn't Melvin Dupont and that he doesn't know George

6 Pronunciation

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

You're coming with us, aren't you?

That isn't your car, is it?

We haven't met before, have we?

We were here yesterday, weren't we?

7 About You

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



8 Conversation

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

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

Ted: Your accent.

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

Ted: My name's Ted.

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

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

Sean: Yes, they did.

Ted: And you speak Gaelic.

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

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

Sean: I'm an exchange student.

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



Your Ending

What do you think Sean answers?

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

Real Talk

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

Is that so? = a way to show surprise

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

show someone around = act as a guide

About the Conversation

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

Your Turn

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

You aren't from around here, are you?

Expressions of surprise:

, Really?, etc.

Sea is from Dublin-1
He knows that many Irish came to the United States in the past, and he-2
knows they speak Gaelic
He is an exchange student-3
- Ted offers to show Sean around the campus 4



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?



They met when another student introduced them

One brother read the story about Bobby and Eddy and realized that he was their brother, too

They wore similar clothes, had the same favorite color, and liked coffee the same way

They both fell down stairs at ١٥ , and they both used the same recipe book They were talkative and laughed a lot

They laughed a lot

الإجابة في الأعلى

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.

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

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



Discussion

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

10 Project

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





11 Writing

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

٢ 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.

٢ 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.

٢ 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.

٢ "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.

٢ "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

: 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

الإجابة في الأعلى 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 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 Jeddah. 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. The 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) lets go get some pizza and hang out by the beach.

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

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

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

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

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

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

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

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

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

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

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

Fahd: No, you (18) shoudnt/cant sell those! You (19) should keep them.

Imad: Do you want them? Why (20) dont 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.

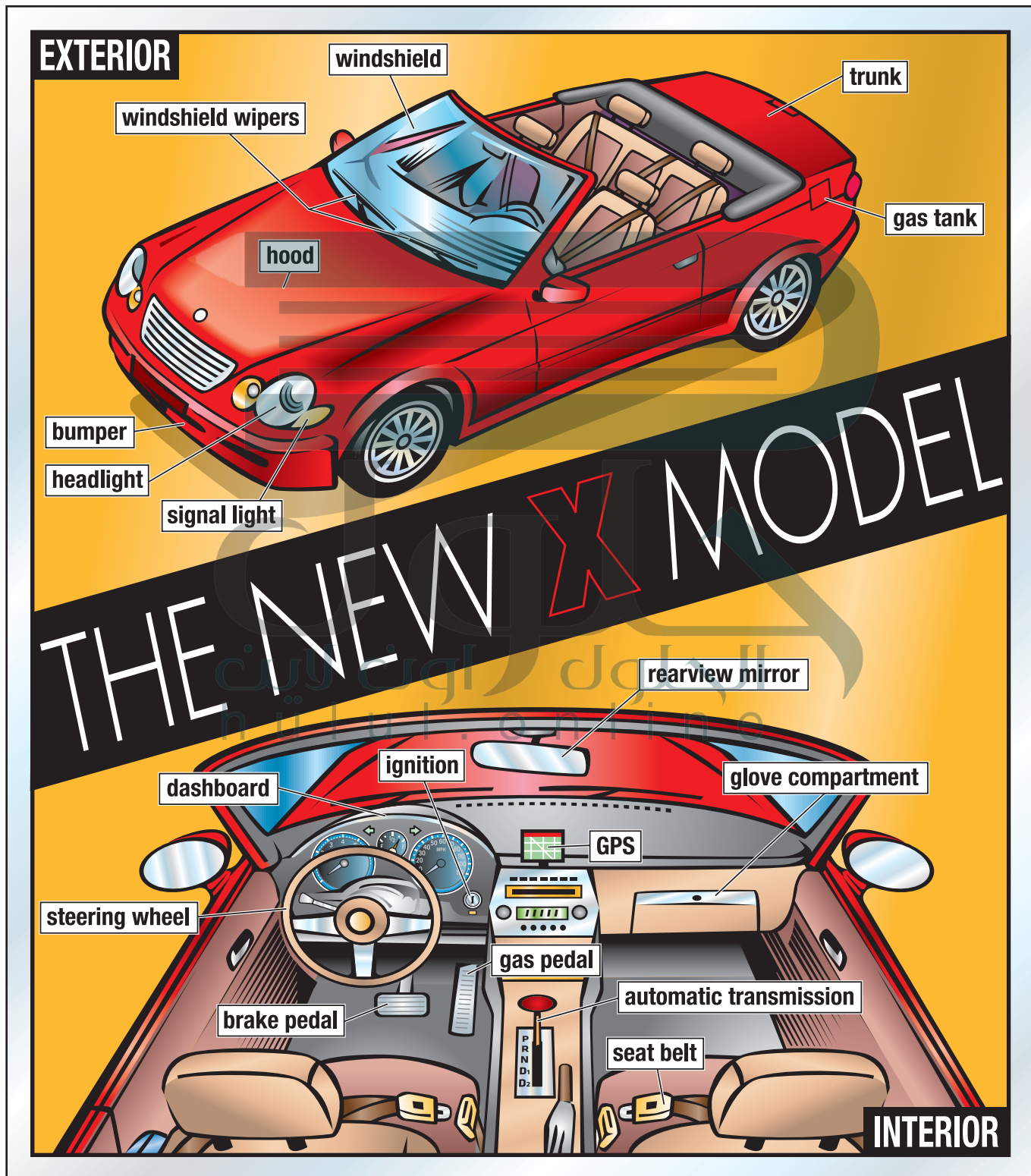
- A:** Why don't we go to the museum? **Why do't we go to Al-Masmak Palace**
B: Museums are boring. Let's go to the zoo instead. **Al-Masmak Palace is a historical place Let's go to Burj al- Mamlaka**
C: Yes. The zoo sounds good. **Yes, Burj al-Mamlaka is a good idea**
D: I agree. I think we should visit the zoo. **I agree. I think we should go to Burj al Mamlaka**

8 Drive Slowly!



1 Listen and Discuss

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



International Traffic Signs

How many of these road signs do you know?



You must always wear your seat belt.

You should drive carefully, and you should not speed.

You must obey the road signs.



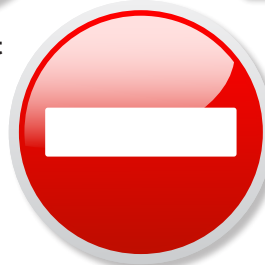
Speed Limit



Pedestrian Crossing



Stop



No Entry



Danger



No Passing



Parking Area



No Parking

Quick Check ✓

A. Vocabulary. Match the two words.

- | | |
|----------------------|-----------|
| 1. steering <u>e</u> | a. shield |
| 2. wind <u>a</u> | b. belt |
| 3. dash <u>f</u> | c. sign |
| 4. seat <u>b</u> | d. mirror |
| 5. rearview <u>d</u> | e. wheel |
| 6. road <u>c</u> | f. board |

B. Comprehension. Answer about the car and the driving instructor.

- Does the car have a global positioning system?
- What kind of transmission does it have?
- Is it a four-door car?
- What does the instructor want people to do?

2 Pair Work

A. Ask and **answer** about the signs.

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

B. Give advice about driving.

- What's the first thing a driver

Yes, it does . ١

It has automatic trasmission . ٢

No, it isn't . ٣

He wants people to wear seat belts, to drive . ٤
carefully, not to speed, and to obey
road signs



3 Grammar

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

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

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

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

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

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

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

Adverbs of Manner

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

How did he drive?

He drove **slowly**.

How did she walk?

She walked **quickly**.

Adjectives that end in *l* double the *l*: careful → **carefully**

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

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

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

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

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

A. Rewrite the sentences. Use adverbs of manner.

 Adel is a careful driver.

Adel drives carefully.

1. Badr is an aggressive driver.

Badr drives aggressively

2. Stunt pilots fly in a dangerous way.

stunt pilots fly dangerously

3. Fadwa and Amal are enthusiastic readers.

Fadwa and Amal read slowly

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.

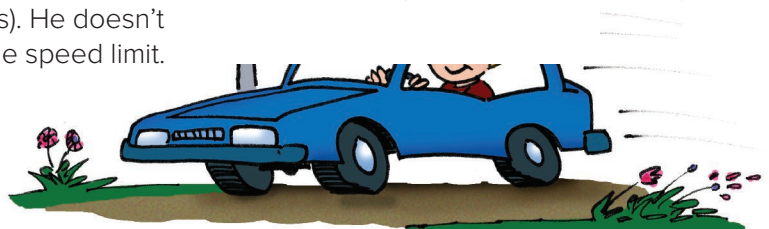
Majid and Ali run fast

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 _____ (reckless). He doesn't stop at stop signs, and he's usually over the speed limit. He's always in a hurry.

B: My son Alexander drives _____ (good), but he sometimes drives too _____ (fast). I'm afraid he's going to have an accident one of these days.

A: Well, Brian got a ticket because he was driving too _____ (fast). He had to go to a special class for people who drive _____ (dangerous). But he still doesn't drive _____ (careful). Next time he is going to lose his license.



A: recklessly

B: well-fast dal

A: fast dangerously - carefully

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're 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 .
- 7. here . You must not park here

2



3



6



7



8 Drive Slowly!



4 Language in Context

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

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

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.

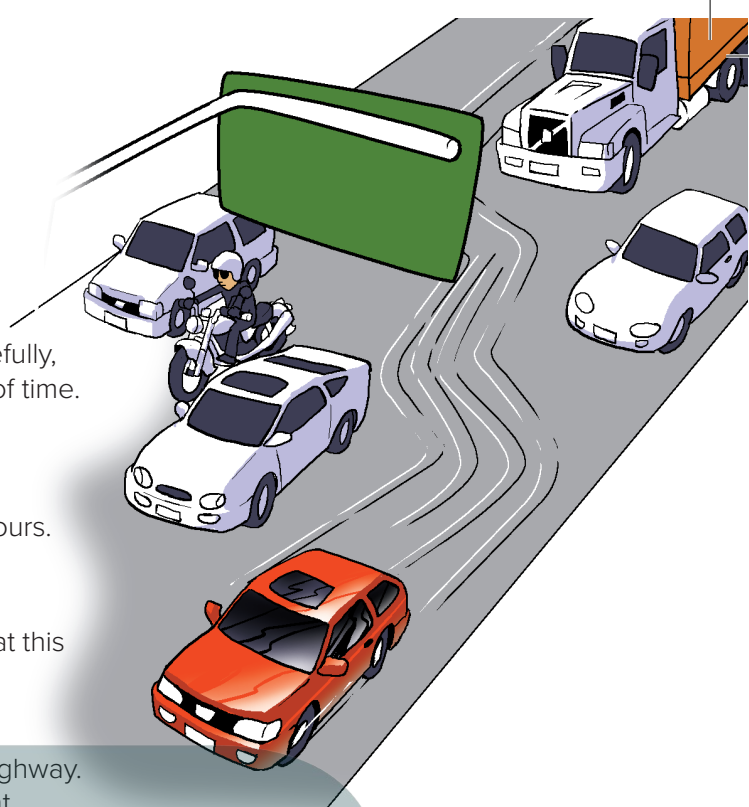
Father: You should always arrive at least two hours before departure. We might run into traffic at this time of day. Why are we taking this road?

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?

He wants George to drive slowly and carefully . ١

George should put on his seat belt . ٢

He says that you should always arrive at the airport two . ٣ hours before the departure

George must watch out for traffic . ٤

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 stuck in traffic somewhere in a taxi. You aren't
The driver is speeding and driving



9 Reading

Before Reading

1. On which side of the road do people drive in your country?
2. On which side of the road do people usually walk?

Is Right, Right?

Why must you drive on the right side of the road in some countries and on the left side of the road in other countries? Investigate the question, and you find a lot of confusion on right versus left. About a quarter of the world drives on the left, and most of those countries used to be British colonies. In England people drive on the left, but on escalators they stand on the right, so that people who are in a hurry can go up on the left. In Japan, they drive on the left, too, but people usually stand on the left on escalators.

There are different explanations for the use of right versus left. Some people believe that it is a natural tendency to walk or drive on the right. This is because most people are right-handed.

We can look back in history for reasons people move on the right or left of the road. Some people say that in Europe hundreds of years ago, people rode their horses on the left. This way, their sword was between them and anyone who was coming toward them in the opposite direction. They were ready to pull out their sword and fight to defend themselves with their right arm. There is also evidence that ancient Greek, Egyptian, and Roman troops used to march on the left side. And in Rome, they made it a law in the 1300s. So when and why did the right side become popular?

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



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

In any case, Napoleon, a ruler of France, ordered people to drive on the right side in the early 1800s. France conquered many countries at that time, and so these countries drove on the right. But France didn't conquer England, so England kept its custom of driving on the left.

In the twentieth century, there was a trend to the right. Many cars were made in the United States, and they were made for driving on the right side of the road. As recently as 1967, Sweden changed its laws. Now people in Sweden must drive on the right.

So right or left? Just follow the customs of the country where you are—and be sure to drive carefully on that side!

After Reading

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

1. **T** In England, people drive on the left.
2. **F** In Japan, people drive on the right and walk on the left.
3. **F** In France, people probably always drove on the right.
4. **T** Many countries use left or right because of England and France.
5. **T** 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. | a. took control of (a country, city etc.) through the use of force |
| 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. | b. uncertainty about what happened |
| 3. a At the end of the war, the large country conquered the small one. | c. a direction of change, a tendency |
| 4. d In some countries, the custom is to drive very fast on large roads. | d. something that is usually done |
| 5. c There was a trend toward energy-efficient cars at the start of the twenty-first century. | 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.



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

Between 1990 and 2014, there were 30,917 fatalities in accidents that involved 16- to 17-year-old drivers, according to a study by the AAA

Foundation for Traffic Safety. About a third of those deaths were the teen drivers themselves. The rest were pedestrians, passengers, and people in cars that teen drivers struck

Reason 1

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

Reason 2

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

Reason 3

My last reason is that an 18-year old may not be in a rush as much as a 16-year old might be. People in a rush tend to not pay as much attention as someone who is calmer and takes their time I think that the driving age should be changed to 18 years old because it would greatly increase the safety of road travel. The majority of my class agrees with this change

reflexes immature responsible accident distracted impulses rage attention

1. Due to the fact that many adolescents are unable to control their emotions and impulses, they are prone to road rage.
2. Teenagers are easily distracted by their cell phone or by other people in the car. As a result, they don't pay careful attention to the road.
3. Teenagers are still mentally young and immature. For this reason, they are not responsible drivers.
4. 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

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

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

Reasons:

- 1 - Adding more mature drivers to the road rather than immature drivers
- 2 - If we have a lot of daring drivers on our road
- 3 - An 18 year old may not be in a rush is much as a 16 year old might be
- 4 - Changing the driving age to 18 years old or older

Results:

- 1 - Would be beneficial to everyone's safety
- 2 - It wouldn't be very safe at all
- 3 - People in a rush tend to not pay as much attention as someone who is calmer
- 4 - It would greatly increase the safety of road travel

D. Write an essay to argue why the driving age in some countries should be raised to 18 or older. Use

الإجابة في أعلى الصفحة



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.

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

"Turn right," said Omar to his brother.

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

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

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

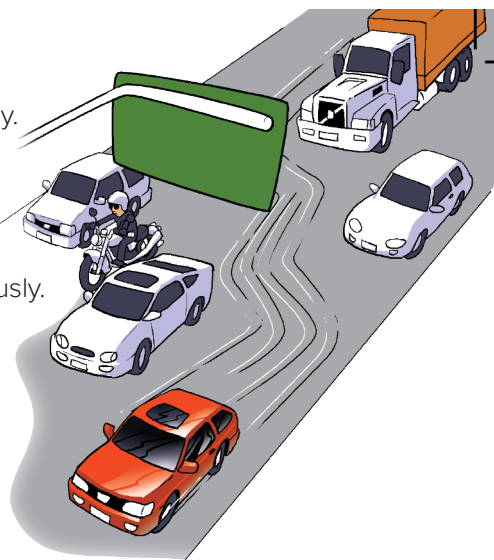
A. Report the requests and commands.

- "Put on your seat belts," the father said to his children.
the father told his children to put on their seatbelts
- "Would you drive us to the airport?" Abdullah's cousins asked him.
Abdullah's cousins asked him to drive them to the airport
- "Please don't drive so fast," the woman said to her husband.
the woman told her husband not to drive so fast
- "Don't ride your motorcycle in the rain," said the mother to her son.
the mother told her son not to drive his motorcycle in the rain
- "Could you please fill up the gas tank?" the man asked the gas station attendant.
the man asked the gas station attendant to fill up the gas tank
- "Can you check the brakes?" Ahmed asked the mechanic. "They don't work well."
Ahmed asked the mechanic to check the brakes

B. What did the driving instructor say? Write the requests and commands.

I had my third driving lesson yesterday. It was the first time I drove on the highway. The driving instructor told me to turn onto the highway carefully. He asked me to drive faster, so I sped up. There was a truck moving slowly in front of me. He told me not to tailgate, so I passed the truck. Then he told me to watch out for the motorcycle. I changed lanes quickly to avoid the motorcycle. Then the driving instructor asked me to pull over and stop the car because I was driving dangerously. What did I do wrong?

- tur onto the highway carefully**
- could / would / can / will you drive faster ?**
- don't tailgate**
- watch out for the motorcycle! motorcycled a**
- could/would / can / will you pull over and stop the car ?**



EXPANSION Units 5–8

1 Language Review



A. Choose the sentence that means the same thing.

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

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

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

C. Complete each sentence with a tag question.

- Mr. Morris is a driving instructor, isnt he ?
- Fadwa was on the phone at the time of the earthquake, wasnt she ?
- Mahmoud didn't have a driver's license, did he ?
- The tourists in the pedal cab were excited, werent they ?
- Your new bike is going to arrive next week, isnt it ?
- Mr. Yunus won the Nobel Peace Prize in 2006, didnt he ?
- Michael Phelps won eight gold medals at the Beijing Olympics, didnt he ?
- You've lived in this neighborhood for a long time, havent you ?
- The football teams didn't play in this rain, did they ?

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

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



E. Complete the sentences using an adverb.

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

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

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

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

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

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

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

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

2 Reading

Before Reading

Discuss the pros and cons of the following adventure sports.

Adventure Trips

Skydiving: Flying High in the Rockies, USA

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

Location: 1 hour from Denver, Colorado.

Information: www.skyhidive.com

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	skydiving over the Rockies	biking in the Alps	white-water rafting in Chile
Feel	felt frightened	felt the breeze on his face; felt tired going uphill	felt scared; felt bumps, spins, and shakes; felt the freezing water
Hear	heard the wind rushing by	heard the sounds of nature: the birds, the trees, the water in the streams	heard the sound of the boat hitting the water
See	saw the ground getting closer and closer; watched the beautiful landscape below	saw snow on the slopes; saw green countryside that was full of wildflowers	
Smell		smelled the fresh scent of the plants	

4 Chant Along



I've Missed You!



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

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

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

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



Vocabulary

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

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

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

1. You have always been in my heart.
you are very dear to me and I love you
2. You've been constantly on our mind.
We think about you all he time

Comprehension

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

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

Writing

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

Discussion

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

5 Project

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