

SUPER

GOAL 5

MANUEL DOS SANTOS



SuperGoal 5 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	Simple past tense <i>Be + born</i> Expressions with the passive <i>Used to</i> Time expressions for the past
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
EXPANSION Units 1–3 Pages 32–37		Language Review Writing: Write a report about an endangered species Reading: Water for Life	
4	What Do I Need to Buy? Pages 38–47	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>
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>
EXPANSION Units 4–6 Pages 68–73		Language Review Reading: Adventure Trips Writing: Write a brochure for an adventure trip	

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)
<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 in a supermarket	The <i>sh, ch, and j</i> sounds	Foods from the Americas	Write your favorite recipe Write about a meal with foods from different countries (Project)
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)
<p>Chant Along: I've Missed You! Project: Survey classmates about long-distance communication</p>			

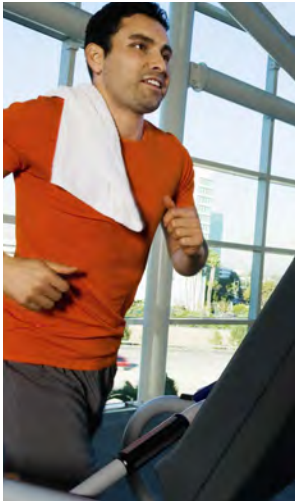
1 Lifestyles

1 Listen and Discuss

What activities do you do every day? Twice a day?

Check Your Lifestyle

Which of the people are you most like? Why?



Arthur is really into fitness. He works out at the gym regularly. He runs frequently, and he plays tennis twice a week. From time to time, Arthur goes rock climbing.



Refaa is a health food fanatic. She normally eats vegetarian meals. She hardly ever eats meat. She never drinks coffee, but she loves herbal tea. Sometimes she drinks six cups a day.



John hates any type of physical exercise. He enjoys challenging puzzles like sudoku. He spends most of his free time playing video games or solving puzzles in magazines.

Josh is an Internet addict. He seldom spends less than three hours a day on the computer. While he's chatting online, he often checks his cell phone for text messages.





Noura loves shopping. When she walks into a department store or a mall, she always buys something. She spends a lot of money. But she says shopping makes her happy.



Martin works very hard. He always takes work home from the office, and he rarely takes a vacation. He's really devoted to his job.

Your Profile

Answer the questions about your habits and routines.

- How many hours a day do you watch TV? _____
- How long do you talk on the phone a day? _____
- How much money do you spend a week? _____
- How much time do you spend on the Internet? _____
- How often do you exercise? _____
- How often do you go shopping? _____
- How many hours a day do you sleep? _____
- What two activities do you do very often? _____
- What two activities do you hardly ever do? _____
- What activities do you think you overdo? _____

Now compare your answers with a partner.

Quick Check ✓

- A. Vocabulary.** Underline words and expressions on pages 2 and 3 that tell about frequency (how often).
- B. Comprehension.** Answer the questions about the people.
- How often does Arthur go rock climbing?
 - How frequently does John exercise?
 - How often does Refaa eat meat?
 - How long does Josh spend on the Internet?
 - How much money does Noura usually spend?
 - How often does Martin go on vacation?

2 Pair Work

- A. Ask and answer.** Role-play the people in the article.
- So, Martin, how often do you watch TV?
 - I seldom watch TV. I have no time.
 - Tell me, Noura, how much time do you spend shopping?
 - A lot of time. I shop every weekend.
- B. Ask and answer** with your information.

3 Grammar

Simple Present Tense: Habitual Activities

Do you usually **drink** coffee? I rarely **drink** coffee.
Does he/she He/She **drinks** coffee now and then.

Adverbs/Expressions of Frequency

100% of the time		always, all the time
50%–99%		usually, generally, normally, frequently, often, regularly
20%–49%		sometimes, occasionally, from time to time
1%–19%		once in a while, now and then, hardly ever, seldom, rarely
0%		never

I **rarely** eat junk food. I'm **usually** a salad-and-fruit person.
 But I'll eat a piece of pizza **once in a while**.


- Adverbs of frequency usually come before the verb.
- However, they come after the verb *be*.
- Expressions such as *all the time, now and then, once in a while, twice a week, once a month, every two months* usually come at the end of the sentence.
- Some adverbs and expressions can come at the beginning of the sentence.

Sometimes Hameed works late. **From time to time**, he brings work to do at home.


Questions with *How Often/How Much/How Long*

Q: How often do you use your cell phone? **A:** I use it 20 times a day.
Q: How much time do you spend in the shower? **A:** I spend about 5 minutes.
Q: How long do you spend on your homework? **A:** I spend about 2 hours every night.

A. Rewrite the sentences in the opposite. Use the words in parentheses.

-  Jamal frequently exercises. (seldom) Jamal seldom exercises.
- Ibrahim constantly talks on the phone. (rarely) _____
 - My brother occasionally checks his email. (often) _____
 - I sometimes surf on the Internet. (once in a while) _____
 - Qassim always arrives at work on time. (hardly ever) _____
 - Maha usually drinks tea instead of coffee. (from time to time) _____

B. Now ask questions about the people in exercise **A**.

-  How often does Jamal exercise _____ ?
- How often _____ ?
 - How often _____ ?
 - How often _____ ?
 - How often _____ ?
 - How often _____ ?

C. Work with a partner. Ask and answer questions about people's habits and routines.

A: What does Adnan normally do in the evening?

B: He usually studies.

Adnan / normally / evening



1. Faris / generally / for lunch



2. Frank and Ali / occasionally / in the park



3. Emma / seldom / after dinner



4. Ahmed and his family / often / on the weekend



5. Kyle / sometimes / with his friends



6. Ben / now and then

D. How often do you do the activities in exercise C? Write sentences using an adverb or expression of frequency. Compare sentences in small groups.

💡 I normally get a haircut every two months.

E. Write sentences about things you **usually/always** do and you **seldom/never** do. Write at least two false sentences. Read them to your partner. Can your partner guess which sentences are true and which sentences are false?


💡 I usually hang out with my friends at the mall.
I never watch TV on the weekend.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

True	False
<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
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4 Language in Context

A. Work with a partner. Look at the picture of Tom's room. What can you tell about his lifestyle?

 *He usually does his homework on the computer.*



B. In what ways is your room like the one above? In what ways is it different?

5 Listening

Listen to Musa, a professional football player, talking about his career and lifestyle. Write **true** or **false**.

1. ____ Musa comes from a poor background.
2. ____ He spends a lot of time with his family.
3. ____ Musa is proud of playing for his country.
4. ____ He likes to wear fashionable clothes.
5. ____ He gives money to help those in need.
6. ____ Musa doesn't like the media following him.



6 Pronunciation

Listen. Notice how **do** and **you** are said together as one word. Then practice.

Do you have a cell phone?
Where **do you** live?

How often **do you** get a haircut?
How much time **do you** spend on the Internet?

7 About You

Work in a group. Talk about your pastimes and routines.

How much time do you spend...

- | | |
|-------------------|--------------------|
| on your homework? | shopping? |
| on the phone? | exercising? |
| on the Internet? | with your family? |
| in the shower? | with your friends? |

8 Conversation



Majid: How often do you go to the gym?

Omar: I work out every day, except weekends.
I'm a bit of an **exercise freak**.

Majid: Exercise **turns me off**.

Omar: **Anyway**, what are you doing now?

Majid: I'm checking my email.

Omar: How much time do you spend on the Internet?

Majid: A lot. I take my smartphone with me wherever I go. My friends say that my smartphone is really my best friend. **You see**, I can access the Internet almost everywhere.

Real Talk

exercise freak = someone who exercises a lot

turn (someone) off = does not interest at all

Anyway = a word to introduce a change in topic

You see = a phrase to introduce an explanation

About the Conversation

1. Does Omar exercise a lot?
2. Does exercise turn Majid off?
3. Does Majid spend a lot of time on the Internet?
4. Why can Majid check his email frequently?

Your Ending

What do you think Omar answers?

- 1 I prefer to exercise my body, not my thumb.
- 2 I only use my computer to send and receive email.
- 3 I don't have a cell phone. I don't want people calling me all the time.
- 4 Your idea: _____

Your Turn

Interview your partner about Internet use.
Use the following prompts:

1. frequency
2. number of hours
3. purpose (what for?)
4. type of connection
5. where
6. others: _____

9 Reading 

Before Reading

Why do people you know use cell phones? How often do they use them?

CELL PHONE OBSESSION: Negative or Positive?

- 1 Yakkity, yakkity, yak. All around, you hear ring tones of cell phones, and you see people who are talking on the phone in public or sending text messages. This use of cell phones may signal more than normal communication with friends and family. For some teenagers, this craze may be a sign of unhappiness and anxiety.
- 5
- 10 Cell phones are definitely part of today's youth culture. Ninety-five percent of U.S. teens have access to a smartphone, and soon over 60 percent of kids ages 8 to 12 will have **them**,
- 15 too. Students in grades 7 through 12 spend an average of more than an hour a day talking on their cell phones.



That's about the same amount of time that they devote to homework.

- 20 The majority of cell phone usage is for text messages. American teenagers send and receive sixty-seven text messages per day, on average, heavy users considerably more. They often become irritated when other people don't respond to **their** messages quickly. Heavy reliance on a cell phone can become a problem—and an obsession.

- 25 According to the *Los Angeles Times*, a survey of 575 high school students in the United States showed that two-thirds of the students who use their cell phones more than 90 times a day do so because they are unhappy or bored. They score higher on tests that measure depression and anxiety compared to students who use their phones less. However, when they were examined, the frequent users were not found to be clinically depressed—that is, **they** were not actually in a state of depression that was severe enough to require medical help. The researcher **who** conducted the study said, "The
- 30 young people may be unhappy because of a problem in **their** lives or anxious about their social status. They are trying to make themselves feel better by reaching out to others. Communicating via cell phone makes the 'addicts' feel popular."

- 35 For teenagers, cell phones are not just objects for communication. **They** are extensions of **themselves**. They are tools for keeping in touch. Many teenagers don't agree with the study from the United States, and they say that people who are anxious or depressed wouldn't be sending out messages or making calls. For **them**, a lot of cell phone use shows that a person is popular and has a lot of friends. What do you think?

After Reading

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

1. ____ Only one out of every four young Americans owns a cell phone.
2. ____ American students spend a lot more time on the phone than on homework.
3. ____ Most of the cell phone usage is for text messages.
4. ____ People who talk a lot on the phone do so because they are depressed.
5. ____ Some people think that a lot of cell phone use is a positive thing.



Discussion

A. Discuss the questions.

1. What do you think about the study from the *Los Angeles Times*?
2. Do you have a cell phone? If so, how often do you use your cell phone? What for?
3. Approximately how long do you spend on each call?
4. How much is your monthly cell phone bill?
5. Discuss the advantages and the disadvantages of cell phones.

B. Read and discuss.

A recent survey found that 1 to 30 percent of text messages received on cell phones are mobile spam (unwanted commercial advertising). Unlike email spam, some cell phone users may be charged a fee for every incoming message. What do you think can be done to prevent it?

10 Project

Work in groups. Do a survey to find out how often and how long group members spend on the following activities:

on chores	on the Internet
on homework	shopping
on a hobby/sport	using a cell phone
watching TV	other: ____

Discuss and compare results as a class. What habits or pastimes are the most common? On average, how often and how much time do members of the class spend doing them?



11 Writing

A. What did you learn about the habits of young people from your class survey? Complete the chart with your findings.

Habit/Pastime	How often?	How long?

Writing Corner

Cohesion is important in writing. Cohesion means the way sentences link together. One way to make writing more cohesive is to use pronouns and possessive adjectives.

- Pronouns and possessive adjectives link ideas in sentences.
Teenagers **who** play a sport say **they** often become friends with **their** teammates.
- Pronouns help avoid repeating the same word or words.
Football is popular because **it** is fun. **It** has simple rules, so **it** is easy to learn.
- Pronouns can refer to one word or a group of words.
Playing a team sport is beneficial because **it** keeps young people in shape and teaches **them** about cooperation.

B. Look back at the **Reading** on page 8. What do the pronouns or adjectives refer to?

- | | |
|--------------------------|-------------------------------|
| 1. them (line 14) _____ | 5. their (line 30) _____ |
| 2. their (line 21) _____ | 6. They (line 33) _____ |
| 3. they (line 28) _____ | 7. themselves (line 34) _____ |
| 4. who (line 29) _____ | 8. them (line 36) _____ |

C. Complete the text with suitable pronouns.

Teenagers in my country are obsessed with (1) _____ computers. The majority of (2) _____ spend an average of two to three hours a day on the computer. (3) _____ regularly surf the Internet to learn about things that interest (4) _____, and (5) _____ sometimes use (6) _____ to do research for school. Young people also frequently communicate through social media like Twitter and Facebook. They say that (7) _____ is a great way to keep in touch with (8) _____ friends. There are other teenagers (9) _____ just prefer to play video games. For teenagers, the computer is a tool for learning and a means of communication. But most of all, (10) _____ is simply entertaining.



D. Write a report about one or more of the most common habits and/or pastimes among young people in your country. Use information from your survey. Remember to use adverbs of frequency and pronouns.

12 Form, Meaning and Function

All, Both, Neither, None

All / Both / Neither / None + of + object pronoun + verb

Both / Neither refer to two people or two things.
Neither means *not one* and goes with singular verbs and nouns.



Both of them are teachers. **Neither of them** is a math teacher.
Both of them teach science. **Neither of them** teaches math.

All / None refer to three or more people or things.

All of them are teachers. **None of them** are math teachers.
All of them teach science. **None of them** teach math.



All / Both


All / Both can go after the auxiliary verb (be, can, do, etc.) and before the main verb.

They are **both** teachers. Are they **both** science teachers?
 They can **all** speak English. Can they **all** speak English?
 We **both** teach science. Do you **both** teach science?
 We are **all** having fun. Are you **all** having fun?



Lifestyle Survey	Noura	Maha	Badria
Are you a vegetarian?	no	no	no
Do you often eat junk food?	no	no	yes
Can you cook?	yes	yes	yes
Do you work out regularly?	yes	yes	no
Do you drink a lot of coffee?	no	no	no

A. Look at the survey. Write sentences about Noura and Maha. Use **both** or **neither**.

 *Neither of them is a vegetarian.*

1. _____
2. _____
3. _____
4. _____

B. Now write sentences about Noura, Maha, and Badria. Use **all**, **not all**, or **none**.

1. _____
2. _____
3. _____
4. _____
5. _____

C. Create your own survey with questions about lifestyle. Answer the survey. Then ask two classmates the survey questions. Write sentences about you and your classmates with **all**, **none**, **both**, and **neither**.

2 Life Stories

1 Listen and Discuss

Do you have a “People in the News” column in your local newspaper or magazine? What kind of information does it include?

People in the News

THE GIFT OF LIFE



Trent Olsen donated blood for the 100th time on Wednesday, June 23rd. Trent made his first donation at the Red Crescent Mobile Blood Donor Clinic when he was in his 20s. He said, “It started when some colleagues and I saw the mobile clinic parked outside our office. We all decided to give blood. I continued regularly after that because I thought it was the right thing to do. I didn’t have a lot of money for charity, so it was my way of helping others.” Every eight weeks, Trent makes his next appointment to give blood at the Fairview Clinic. One donation can save up to three lives. .

Thank you, Trent!

ATHLETE OF THE YEAR

Congratulations to Ahmed Jamal who was awarded “Athlete of the Year” for his outstanding leadership in sports. Ahmed, 16, received the award from the school principal in a ceremony at King Fahad High School on Monday evening.

HIS STORY

Ahmed was born with a crippling disease that made it difficult for him to walk. But that didn’t stop him from playing his favorite sport – football. Ahmed explained, “I used to love watching AFC games, and my older brother, Ali, played football in high school. When I was 12, he taught me to play in the park. My family really encouraged me, so I got in touch with other kids like me and we formed a team.” Ahmed and his team compete in the Special Olympics Junior League. He is team captain and this year’s highest scorer. Ahmed is an example to all young athletes.



BLUE FLAG FOR SUNSET

Over one hundred employees from local hotels and restaurants gathered at Sunset Beach again on Tuesday for a clean-up operation. The employees combed the beach for plastic bottles, bags, cans, and other litter. Last year, hotel and restaurant owners in the community decided to take responsibility for keeping the beach clean. Their efforts are a big success, and Sunset Beach was awarded the Blue Flag by the Foundation for Environmental Education.



NEWBORN



David and Mary Ann Taylor are the proud parents of twins. Linda and Jenny were born at Newton Maternity Hospital on Monday, June 21st. Mother and infants are in good health. We wish the parents and the babies all the best.

Quick Check

A. Vocabulary. Find words in the text that mean:



1. gave to charity
2. an arrangement to meet
3. excellent
4. supported someone to succeed
5. got together/met
6. a baby

B. Comprehension. Answer the questions.



1. Why did Trent continue to give blood?
2. How often does Trent give blood?
3. Why was it difficult for Ahmed to walk?
4. Who taught Ahmed to play football?
5. Why did the employees gather at the beach?
6. When were the twins born?

2 Pair Work

A. Ask and answer about the people in the stories.

-  What award did Ahmed receive?
-  He received "Athlete of the Year."

B. Ask and answer about your past.

-  Where were you born?
-  I was born in Madinah.

3 Grammar

Simple Past Tense

Yes/No Question (?)

Did you/he/she/they **live** in Riyadh?

Short Answer (+)

Yes, I/he/she/they **did**.

Short Answer (-)

No, I/he/she/they **didn't**.

Information Questions (?)

Where **did** you/he/she/they **live**?

What **did** you/he/she/they **wear**?

Where **did** you/he/she/they **work**?

Answer

I/He/She/They **lived** in Riyadh. (+)

I/He/She/They **wore** formal clothing. (+)

I/He/She/They **didn't work** in an office. (-)

Be + Born

I **was born** in Syria.

The twins **were born** on June 21st.

Expressions with the Passive

To be raised, to be married, to be called, to be educated, etc., are commonly used in stories about people's pasts. For the passive in the past, use *was/were* + past participle.

Michael **was raised** in Montreal.

The team **was called** *The Lions*.

His parents **were married** in Tabuk.

He **was educated** in private schools.

Used to

Use *used to* for past habits and states.

Affirmative (+)

When I was little, I **used to** play with toys.

Negative (-)

I **didn't use to** play video games.

Questions (?)

Did you **use to** play with dolls?

What **did** you **use to** play with?

Yes, I did. / No, I didn't.

I **used to** play with toy cars.

- A.** Make sentences about yourself. Use the phrases, and add some of your own. Share your sentences with a partner.

be born

say my first word at the age of...

go to school at the age of...

grow up

start walking at the age of...

first use a computer at the age of...





B. List some of the things you **used to do/didn't use to do** when you were young. Then compare and discuss with a partner.

Used to Do	Didn't Use to Do

C. Complete the paragraph with the past tense form of the verbs in parentheses.



Let me tell you how I _____ (1. meet) my best friend. Yousef and I _____ (2. go) to the same elementary school. Yousef _____ (3. be) a new 6th grade student, and the teacher _____ (4. ask) me to show him around during his first week. I _____ (5. agree) to help out, and we _____ (6. spend) every day together. Yousef _____ (7. grow up) in Abha, and his family _____ (8. move) when his father _____ (9. get) a new job in Jeddah. He _____ (10. not know) anyone, so I _____ (11. introduce) him to my friends and classmates. After school, he _____ (12. come) with me to football practice. At first, he just _____ (13. watch), but then he _____ (14. want) to play. He _____ (15. not play) well at first, but he _____ (16. try) very hard. And now Yousef is the best player on the team!

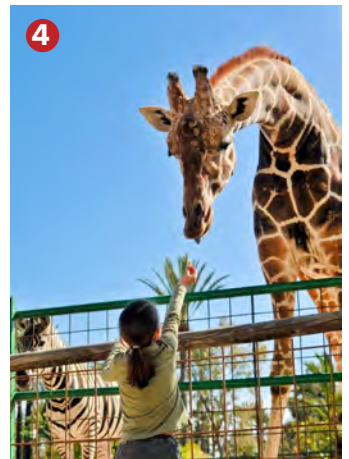
D. Work with a partner. Ask and answer about the first and last time you did the activities.

A: When was the first time you rode a bike?

B: I first rode a bike when I was four.

A: When was the last time you rode a bike?


B: I last rode a bike the day before yesterday. I rode it to school.



2 Life Stories

4 Language in Context

Work in pairs. Look at this old photo, and guess what people did and didn't do then.

-  People used to walk or ride donkeys in the city.
People didn't use to drive cars and trucks in the city.



▲ Makkah, 1930

5 Listening

Listen to the biography of Prince Sultan bin Salman. Put the events in chronological order. Number them from 1 to 8.

- ___ He began helping organizations for the disabled.
- ___ He completed university and flight training in the U.S.
- ___ He was on the Saudi Media Committee during the 1984 Olympics.
- 1 He was born in 1956 in Riyadh.
- ___ He started working for the Ministry of Information.
- ___ He became Secretary General of the Saudi Commission for Tourism and Antiquities.
- ___ He flew aboard the space shuttle *Discovery*.
- ___ He became involved in preserving Saudi architectural heritage.



6 Pronunciation

Listen to the pronunciation of **used to**. Then practice.

- I **used to** play with dolls. He **used to** live next door to me.
Mona **used to** teach English. They **used to** work together.

7 About You

1. Where were you born?
2. Where did you grow up?
3. Where is your family from?
4. Did you use to live in a different place? Where?
5. What games did you use to play?
6. Did you ever meet a friend somewhere by chance? Explain.
7. Where did you meet your best friend?
8. Did you ever take part in an activity to help the community? What did you do?

8 Conversation

Reporter: Your basketball team, *The Falcons*, is now leading the Junior League. So, how did the team start?

Khalid: Our coach posted a note on the bulletin board at our high school asking for players. The team was formed from the group of hopeful athletes that **turned up** at the gym.

Reporter: Do you still have the original team members?

Khalid: Yeah. Charlie and Dave are forwards, Carlos plays shooting guard, and I'm the point guard. But Trevor...

Reporter: **What about** your center forward? When did he join the team?

Khalid: Trevor came along a few months later. He used to play on another team, but he **wasn't into** the attitude of the players. He said they weren't serious enough, so he joined our team.

Reporter: Where did you practice, and where did you play?

Khalid: We used to practice in the school gym, but now we use the sports center. It has better facilities. We started in B Division, but now we're in A Division.

Reporter: When did your first **big break** come?



Your Ending

What do you think Khalid's answer was?

- ① When Trevor joined our team.
- ② When we won an important tournament.
- ③ When we beat the best team in B Division by 20 points.
- ④ Your idea: _____

Real Talk

to turn up = to appear unexpectedly

What about...? = used to introduce a new topic

to be into something = to be interested in, to like

big break = important opportunity

About the Conversation

1. How and where did the team members meet?
2. Were all the players originally on the team?
3. Where did they use to practice?
4. Why did Trevor leave the other team?
5. Why did the team change gyms?

Your Turn

Role-play with a partner. Make up a "fake" interview with a famous athlete. Ask about how the person's career started. Present your interview to the class.

9 Reading

Before Reading

1. Have you ever read about the lives of royalty? Who have you read about?
2. What do you know about King Salman bin Abdulaziz?

The King of Saudi Arabia



The Custodian of the Two Holy Mosques, King Salman bin Abdulaziz was born in Riyadh on December 31, 1935. He was educated at the Princes' School in Riyadh where he studied sciences, religion, and the Holy Qur'an. He was appointed Crown Prince of the Kingdom of Saudi Arabia and Deputy Prime Minister by his predecessor, King Abdullah bin Abdulaziz, on June 18, 2012. Crown Prince Salman became the King of Saudi Arabia and the Custodian of the Two Holy Mosques on January 23, 2015.

King Abdulaziz appointed young Prince Salman as the Emir of Riyadh in March 1954, when he was just 19 years old. He served as Deputy Governor of Riyadh for just over a year. Then, he became Governor of Riyadh until 1960 and again from 1963 to 2011, when he became the Minister of Defense. He was also Honorary President of the Friends of the Red Crescent

and President of the Higher Committee for the Development of Riyadh. The Prince helped Riyadh develop from a mid-sized town into a major urban metropolis. He attracted a lot of tourism, business, and investment in the Kingdom. Today, Riyadh is one of the richest cities in the world, and it is a major center of travel and trade.



For over 50 years, in his capacity as a prince, His Royal Highness worked with many humanitarian groups that offer relief from natural and human disasters in the Kingdom and abroad. For his humanitarian work, he received many awards: from Bahrain, Bosnia and Herzegovina, France, Morocco, Palestine, the Philippines, Senegal, the United Nations, Yemen, and the King Abdulaziz Medal-First Class. He also supported many cultural projects. He was Chairman of the Riyadh Charity for Sciences and President of the

Prince's Prize for the Memorization of the Holy Qur'an.

King Salman holds many degrees and academic awards, including an honorary doctorate from the Islamic University of Madinah and the Kant Medal from the Berlin-Brandenburg Academy of Sciences and Humanities. He was also awarded an Honorary Doctorate in Literature from the University of Umm Al-Qura in Makkah.



After Reading

A. Match each word with the meaning.

- | | |
|---------------------|---|
| 1. ___ abroad | a. a big city |
| 2. ___ humanitarian | b. taking away stress and pain |
| 3. ___ relief | c. name someone for an important position |
| 4. ___ appoint | d. a person who helps others |
| 5. ___ metropolis | e. in other countries |

B. Answer the questions about the reading.

1. Where did King Salman go to school?
2. When was he appointed as Crown Prince of the Kingdom?
3. For how many years was he the Governor of Riyadh?
4. How did he help to change Riyadh?
5. When did he become the King of Saudi Arabia?



C. Write down important events in King Salman's life. Compare your answers with a partner.

1.
2.
3.
4.
5.
6.

D. What are some of King Salman's accomplishments? Compare your answers with a partner.

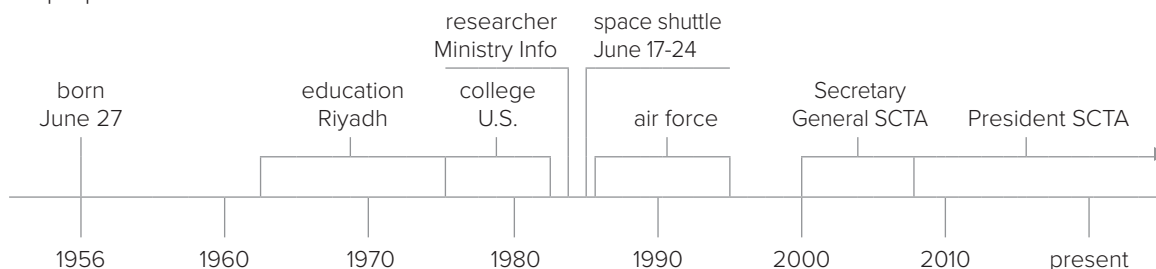
1.
2.
3.
4.
5.

Discussion

1. Do you think celebrities are good role models?
2. What do you think about celebrities who speak in favor of certain causes and issues?
3. What do you think about celebrities who are philanthropists and raise money for different causes?

10 Writing

- A. Look at the timeline of events in Prince Sultan bin Salman's life. Then, complete the summary with prepositions and time words.



Prince Sultan bin Salman Abdul-Aziz Al-Saud was born ⁽¹⁾ _____ Riyadh ⁽²⁾ _____ June 27, 1956. He was educated ⁽³⁾ _____ Riyadh. ⁽⁴⁾ _____ high school, he went to study communications and aviation ⁽⁵⁾ _____ the University of Denver ⁽⁶⁾ _____ the U.S. ⁽⁷⁾ _____ he was there, he also became a pilot. He started his career ⁽⁸⁾ _____ 1982 as a researcher ⁽⁹⁾ _____ the Ministry of Information ⁽¹⁰⁾ _____ Saudi Arabia. ⁽¹¹⁾ _____ 1985, Prince Sultan made history ⁽¹²⁾ _____ he became the first Saudi astronaut to travel ⁽¹³⁾ _____ space. He flew aboard the space shuttle STS-51-G Discovery ⁽¹⁴⁾ _____ June 17 ⁽¹⁵⁾ _____ June 24. ⁽¹⁶⁾ _____ he joined the Royal Saudi Air Force as a pilot, and retired ⁽¹⁷⁾ _____ 1996. ⁽¹⁸⁾ _____ 2000 ⁽¹⁹⁾ _____ 2008, he was Secretary General of the Saudi Commission for Tourism and Antiquities, and ⁽²⁰⁾ _____ 2008 he has served as its President.

Writing Corner

1. Prepositions of place: *in, on, at*

in Jeddah

in Saudi Arabia

in the world

on Earth

on an island

at school

2. Prepositions of time: *on, at, in, from...to...*

on Monday

on June 3rd

at 8:00 a.m.

at noon

in 2001

in May

in the winter

from 2007 to 2010

3. Time words: *since, ago, then, when, before, after*

I was raised in Abha. **Then** my family moved to Riyadh **when** I was twelve.

I have lived here **since** I was twelve. We moved here two years **ago**.

I learned to read **before** I went to school.

- B. Make a timeline about your life. Mark the important events in your life and your accomplishments on the timeline.
- C. Write your life story. Say where you were born, raised, and educated. Include important events, accomplishments, and influences in your life.

11 Project

Choose a famous person and research the events and accomplishments in his/her life. Write a biography of the person. Present the biography to the class.

12 Form, Meaning and Function

Time Expressions for the Past

Last—last night, last Tuesday, last week, last month, last year, last summer

Yesterday—yesterday, yesterday morning, the day before yesterday

Ago—six years ago, two days ago, a week ago, five hours ago, ten minutes ago

When clauses

They didn't go to school *when they were four years old*.

When I was a child, I used to play with my toys all day.

Past dates and times

in 1998, in the 20th century, on May 25th 2000, on Monday, this morning, at 6 A.M.

A. Complete the sentences with the correct time phrases. Use the words in parentheses.

- I'm in grade 9. _____ (last) I was in grade 8, and _____ (ago) I was in grade 7.
- I was born _____ (in). I was born _____ (on) _____ (ago).
- What time did you go to bed _____ (last)? What time did you wake up _____ (this)?
- I went to bed _____ (at) last night, and I woke up _____ (at) this morning.
- We finished Unit 1 of *SuperGoal 5* _____ (ago).
- I started learning English _____ (when).
- I didn't use to read and write _____ (when).
- I started going to this high school _____ (in).
- King Abdul Aziz Ibn Saud founded the Kingdom of Saudi Arabia _____ (century).
- The Kingdom of Saudi Arabia was founded _____ (in) _____ (on).

B. Put the words in order to make sentences. Start with the word in **bold**.

- hosted / in / **Beijing** / the / Summer Olympics / 2008
- took / before / math / a / test / **We** / day / yesterday / the
- graduated / **Fahd** / when / was / he / 23 / university / from
- he / to / morning / was / sick / **Ali** / so / didn't / class / this / go
- ago / ten / **Mona** / a / started / years / as / working / teacher
- century / didn't / **People** / cars / to / the / in / use / drive / 19th
- parents / me / cell phone / **My** / week / bought / a / last
- friends / new / I / when / started / high school / made / I

C. Work with a partner. Ask your partner questions using time expressions for the past. Then change roles.

- ⚡ A:** What did you do last weekend?
B: I visited my grandparents last weekend.
A: What time did you wake up this morning?
B: I woke up at 6:30 this morning.

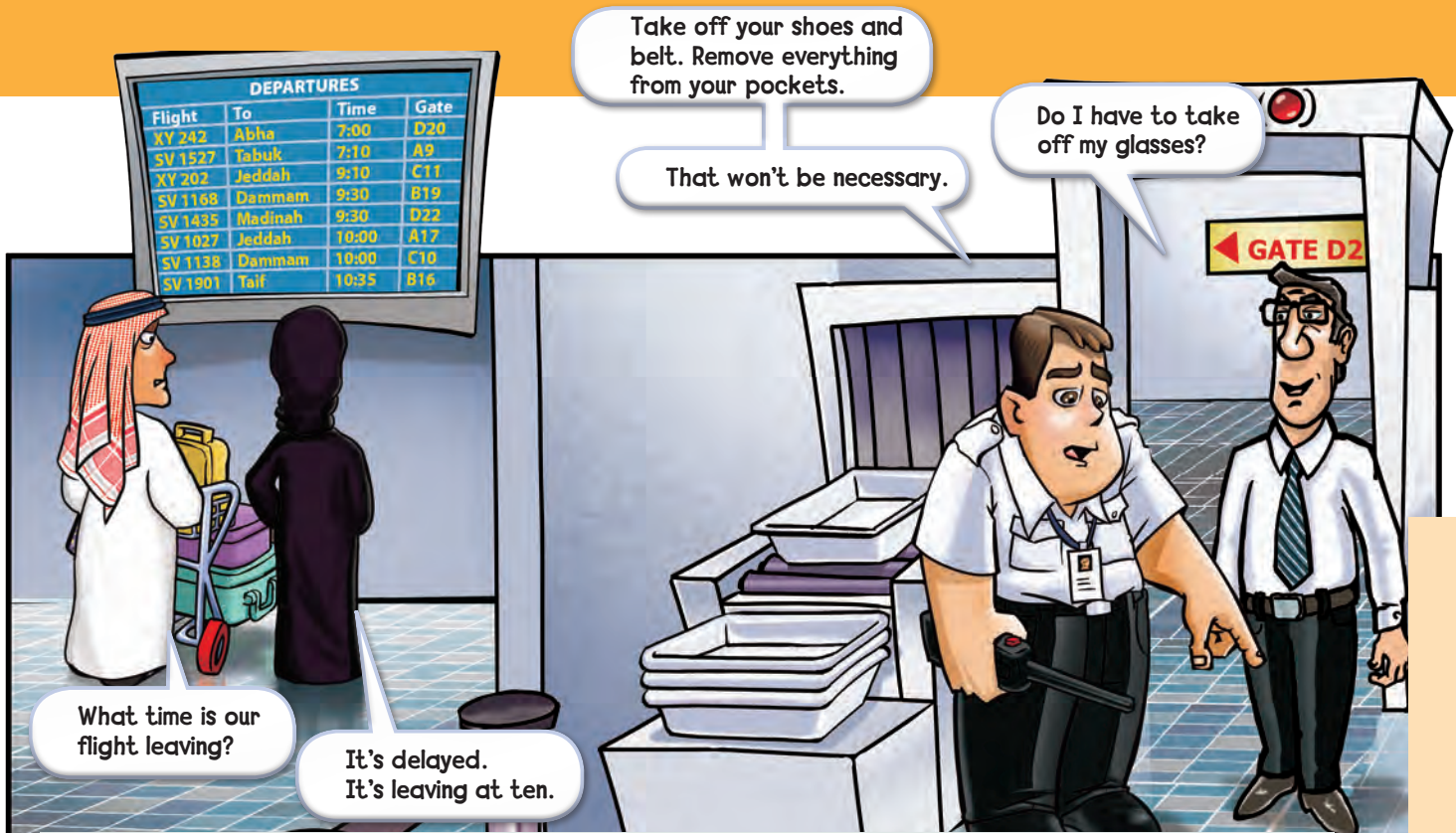


3 When Are You Traveling?

1 Listen and Discuss

What problems do air travelers have nowadays? Discuss with a partner.













! Advice to Travelers !

- Keep your belongings with you at all times to ensure their safety.
- Put a name tag on your suitcase to identify it.
- Do not agree to pack any items from strangers.
- Do not carry containers with liquids. Place liquids in your checked baggage.
- Always arrive at the airport at least two hours before departure to have extra time in case of long lines.
- Check that you have your photo identification (passport is required for international travel), ticket, and boarding pass with you to avoid difficulties.
- Check with your travel agent about visas and vaccinations for the countries you are visiting.
- Carry a major credit card.

Quick Check ✓

- A. Vocabulary.** Underline items that airplane passengers need.
- B. Comprehension.** Answer the questions.
1. How many bags is the man checking?
 2. Does the man need to take off his glasses?
 3. Why is the pilot going to bed early?
 4. Why is the young man going to Hawaii?
 5. Where should you put liquids when you travel?
 6. What do you need to have with you before you leave for the airport?

2 Pair Work

- A. Ask and answer** about the pictures.
-  What time is the couple's flight leaving?
 -  It's leaving at ten.
 -  Who will the parents miss?
 -  They'll miss their son.
- B. Ask and answer** about a trip. Use real or made-up information.
-  When are you going to leave on your trip?
 -  I'm leaving for Paris tomorrow.
 -  Where will you stay?
 -  I'll stay with friends.

3 When Are You Traveling?

3 Grammar

Present Progressive

Use the present progressive for actions happening now or for definite arrangements in the future.

My friends **are waiting** for me at the airport. My friends **are arriving** tomorrow.
What **are you doing** now? What **are you doing** tonight?

Note: Time expressions such as the following indicate the future: *tonight, tomorrow, next week.*

Future with *Going to* and *Will*

Use (*be +*) *going to* to talk about plans. Use *will + maybe/probably* for uncertain or indefinite plans.

What are you **going to** do on your vacation? Where **will** you stay?
I'm **going to** travel to Europe. Maybe I'**ll** stay with friends.
I'm not **going to** travel this year. I probably **won't** stay in a hotel.

Infinitives of Purpose

Use the infinitive to say why people do things.

I'm going to KSA **to visit** relatives. He got up early **to catch** the plane.

A. Ask and answer about flights, times, arrivals, and destinations.

A: What time is Flight 720 arriving?

B: It's arriving at 9:45.

A: Where is it coming from?

B: It's coming from Dubai.

A: What time is Flight 239 leaving?

B: It's leaving at ten o'clock.

A: What gate is it going to depart from?

B: It's going to depart from Gate D22.

Arrivals			
Flight	From	Arriving	Gate
SV 345	DAMMAM	8:00AM	D 20
EK 720	DUBAI	9:45AM	C 11
LH 87	FRANKFURT	10:20AM	B 19
IB 605	MADRID	11:00AM	A 17
SV 94	RIYADH	11:40AM	C 8
AZ 348	CAIRO	1:00PM	D 7

Departures			
Flight	To	Departing	Gate
JAL 33	TOKYO	8:15AM	A 90
SV 633	AMMAN	9:10AM	B 7
BA 239	LONDON	10:00AM	D 22
TP 987	LISBON	11:30AM	C 15
SV 621	JEDDAH	12:20PM	C 10
AF 573	PARIS	1:25PM	B 16

B. Work with a partner. Ask and answer questions.

A: Why is Matt going to Colorado?

B: He's going there to ski.

Matt / go /
to Colorado



1. Sam / go / Paris



2. Ali and Maha / go / airport



3. Badr / go / travel agency



4. Ted and his son / go / mall



5. Sabah / go / bank



6. Rudy / go / consulate

C. Now do role plays for the items in exercise **B**. Ask your partner what he/she is going to do in a particular place.

A: What are you going to do in Colorado?

B: I'm going to ski. / I'll probably go skiing.

D. Complete your schedule for next Saturday. Then ask and answer questions with a partner. Try to arrange a time to meet and do homework together.

A: What are you doing at two o'clock next Saturday?

B: I'm getting a haircut. How about you?

A: I'm not doing anything.


My Schedule	Activities and Times	My Partner's Schedule	Activities and Times
Morning		Morning	
Afternoon		Afternoon	
Evening		Evening	

3 When Are You Traveling?


4 Language in Context

Yahya lives in Dammam. He's going to London on vacation next month.

1. List eight items he's going to need. Compare with a partner.

 He is going to need a passport.
He's going to have to get a U.K. visa.

2. What do you think he's going to do in London? Discuss in small groups.

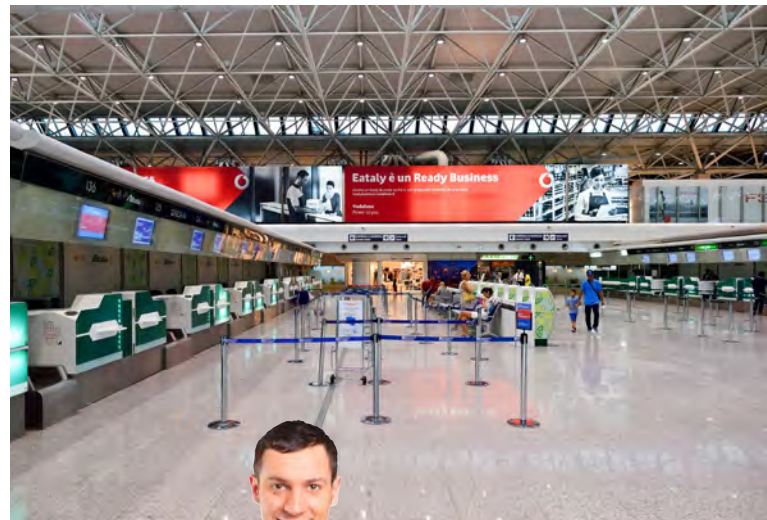
 He's going to take lots of photos.



5 Listening

Listen to the conversation. Answer **true** or **false**.

1. ____ Dan and Larry last saw one another two years ago.
2. ____ Dan is working in the clothing industry.
3. ____ They are both traveling to Milan.
4. ____ Larry is going to Florence to study architecture.
5. ____ Dan is going to Milan to find new clothing designs.



6 Pronunciation

Listen to the pronunciation of **-ing**. Then practice.

The plane is arriving **ing** at two.

When are you leaving**ing**?

Where are you going on vacation?

He's coming tomorrow.

7 About You

1. Have you ever traveled by plane?
2. Are you afraid of flying?
3. What do you like/dislike about plane trips?
4. What do you like/dislike about airports?
5. What do you think are the good and bad things about traveling?
6. Have you ever had a bad travel experience? Tell about it.



8 Conversation

- Michael:** Are you going to Saudi Arabia on business or vacation?
- Mr. Parker:** I'm going on business. My company has a branch in Riyadh. I'm attending a conference tomorrow morning, and then I'll probably fly back home to London next week. How about you?
- Michael:** I'm going to Saudi Arabia to study Arabic at King Khalid University. I'm an exchange student.
- Mr. Parker:** How long are you staying?
- Michael:** For a year, in Abha. Have you been there?
- Mr. Parker:** Yes, I have. It's very nice. Wonderful climate, but **kind of** slow for me, compared to Riyadh.
- Michael:** How's your Arabic?
- Mr. Parker:** **Pretty** good. I lived in Dubai for a while.
- Michael:** Well, I still make a lot of mistakes in Arabic, but my Arab friends say I have a good accent.
- Mr. Parker:** I'm sure you'll **pick up** the language quickly.



Real Talk

kind of = in some ways/slightly
pretty = very/quite
pick up = learn

About the Conversation

Answer about Michael. Then complete the same information about Mr. Parker.

1. Why is he going to Saudi Arabia? _____
2. How long is he staying? _____
3. What's his Arabic like? _____
4. In which city is he going to stay? _____

Your Turn

Imagine you are traveling and you meet someone on the plane. Role-play the conversation with a partner. Use the following cues.

1. Where / stay?
2. Why / go / name of place?
3. How long / stay?

9 Reading

Before Reading

1. What do you know about student exchange or language study programs abroad?
2. Would you like to go on one? Why or why not?

Study Arabic in Saudi Arabia

Saudi Arabia is the perfect destination if you want to learn the Arabic language and Islamic culture. Saudi Arabia is unique, with lots of traditions, historic places, and contrasts in scenery.

Why learn Arabic in Saudi Arabia?

Because there is so much to see and visit, you can be sure you'll never run out of things to do before and after your Arabic classes.



Why learn Arabic?

Arabic is the language of the Holy Qur'an. It is spoken by more than 340 million people around the world, mainly in the Middle East and North Africa. Like English, there are many different dialects in Arabic, but the majority of speakers in Saudi Arabia, the U.A.E., Oman, Kuwait, Yemen, Bahrain, and Egypt all understand each other. Arabic is commonly spoken in many other places, even where it is not the first language; for example, in the United States and increasingly in European countries.



Why register at the Arabic Language School?

Learning the language
At our school, you will study the language and the culture of Islam! You will recite the Holy Qur'an, practice conversation, listen, and learn to read and write Arabic. Soon you will be comfortable speaking and using words and expressions the local people use.

Accommodations

You will live with a family. You will share their delicious food, their experiences, and learn all about everyday life in Saudi Arabia. The family members and local people will be pleased to help you with the language and help you experience the culture.



Why Abha?

Abha is the capital of the Asir province. It is located in the Asir Mountains, 2,200 meters (7,218 feet)



above sea level. Its mild climate makes it a popular tourist destination, with average temperatures between 12° C (54° F) and 24° C (75° F). With a population of over 250,000, Abha is neither big nor small. The town is known for its traditional stone and mud-brick houses, but it also has modern hospitals and universities.

Abha has a rich heritage and a buzzing marketplace with regional foods and crafts. It attracts a great number of visitors, especially in summer, who come to relax and to take part in the lively atmosphere at the local summer festivals. Some even enjoy paragliding!

After Reading

A. Circle the correct meaning of the words as used in the brochure.

1. unique (1st paragraph)
 - a. strange
 - b. special
 - c. to be chosen
2. to run out (2nd paragraph)
 - a. to go out the door
 - b. to come to an end, be left without
 - c. to use up everything
3. dialects (3rd paragraph)
 - a. local varieties of language
 - b. spelling differences
 - c. different accents
4. recite (4th paragraph)
 - a. tell a story
 - b. answer a question
 - c. repeat from memory
5. rich (last paragraph)
 - a. wealthy
 - b. have a lot of sugar
 - c. have a lot of good things
6. heritage (last paragraph)
 - a. traditions
 - b. money from relatives
 - c. a preserved building
7. buzzing (last paragraph)
 - a. chaotic
 - b. busy and lively
 - c. very hot
8. atmosphere (last paragraph)
 - a. the way a place or situation makes you feel
 - b. traffic
 - c. gases surrounding Earth

B. Answer the questions.

1. What are the advantages of learning Arabic?
2. How will students learn Arabic at the Arabic Language School?
3. Where will students live during their stay in Abha?
4. What's the weather like in Abha?
5. Why is the town so popular with visitors?

Discussion

1. Have you ever been on an exchange program or studied in another country? Tell about it.
2. How do you think you would adjust to a foreign culture?
3. Which country would you like to go to and study a foreign language?
4. Discuss the importance of English as a world language. What do you know about where it is used?
5. Approximately 500 million people speak Spanish around the world. Do you think that Spanish will be an international language in the future? Say why or why not.

10 Project

Work in groups. Plan a study program for foreign students in your country. Include information about the classes, the accommodations, the location, and entertainment.

3 When Are You Traveling?

11 Writing

A. Read the email. Do you think Adnan is having a good time in Toronto?

Dear Mom and Dad,

It was so nice to hear from you. I think of you all the time, too. You needn't worry about me because I'm doing fine.

It was a little difficult for me to adjust at first because everything here is so different. The weather in Toronto is quite cold. It's about 14°C right now, but they say it can get really cold in the winter. The food is strange, too. The meals at the cafeteria are pretty good, but nothing like Mom's cooking. This afternoon, we had vegetarian pizza and salad.

The university has quite a large campus. I got lost on the first day, but I managed to ask for directions and made it to class on time. As for my classes, they are really interesting and the teachers are extremely helpful. I have four hours of English every day, so I'm learning quite fast. I still can't speak very well, but my teachers and classmates usually understand me. By the way, my classmates are very friendly, and I've made some new friends. We study together and hang out in the evenings.

Next week, our class is going to visit Niagara Falls. They've arranged for a tour guide to show us around. I'm sure it's going to be fantastic. I'll send you some photos.

I'm going to the library to study now. So, let's talk on Skype this Saturday. I miss you!

Love,

Adnan

Writing Corner

1. Intensifiers such as *very, quite, really, pretty, so, and extremely* make adjectives and other adverbs stronger. These adverbs are placed before the adjective or adverb.

The people are **really** friendly.

I'm learning **quite** fast.

I feel **pretty** lonely sometimes.

My teachers are **extremely** helpful.

The weather is **so** cold.

I can't speak **very** well yet.

2. When there is a singular noun, *quite* is placed before the article.

It has **a very** large campus.

It has **quite a** large campus.

B. Look at the writing task in C below. Before you write, make a chart and write notes for each paragraph. The chart below is an example of Adnan's email.

1	greetings	think of you, don't worry
2	differences	difficult to adjust: weather, food
3	campus/classes	large campus (got lost), interesting classes, helpful teachers, learn fast, friendly classmates (new friends)
4	plans	visit Niagara Falls: tour guide, photos
5	closing	library, Skype Saturday, miss you

C. Imagine you are a student studying in a foreign country. Write an email to a friend telling him/her about your experience. Describe your impressions, how you feel, and what you plan to do while you are there.

12 Form, Meaning and Function

Time clauses

Time clauses are introduced by conjunctions such as: *after, as soon as, before, until, when, while*. We do not use future forms in a time clause; we use the present.

They'll probably go skiing **when** they *are* on vacation. (future)

They went skiing **when** they were on vacation. (past)

I'll go shopping **while** you cook dinner. (future)

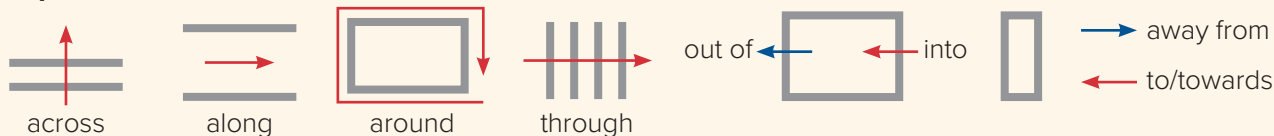
He went shopping **while** his wife cooked dinner. (past)



We place a comma after the time clause when it begins the sentence.

As soon as we arrive, we're going straight to the hotel.

Prepositions of Movement



A. Match each phrase with the correct time clause.

- | | |
|---|--------------------------------------|
| 1. ___ Take your ticket and passport with you | a. two hours before departure. |
| 2. ___ He's going to play football with his friends | b. when they're in London. |
| 3. ___ I won't spend a lot of money | c. until they call for boarding. |
| 4. ___ They'll probably visit a museum | d. until he finishes his homework. |
| 5. ___ We're going to miss you | e. as soon as he arrives. |
| 6. ___ You must go through the security check | f. before you leave for the airport. |
| 7. ___ Passengers should wait by the gate | g. when I go to the shopping mall. |
| 8. ___ They're meeting their son at the airport | h. before you board the airplane. |
| 9. ___ You should arrive at the airport | i. while you're away at college. |
| 10. ___ He won't go out with his friends | j. after he does his homework. |

B. Complete the paragraph with the correct prepositions.

Imad and Jasem are visiting London for two days. When they arrive at Heathrow airport, they're going to take the London Underground train (1) _____ the center of town. The train travels above ground as it moves (2) _____ the airport, but when it gets near the city, it travels (3) _____ underground tunnels. They're going to get off at Green Park Station, near the hotel. After they check (4) _____ the hotel, they'll probably rest and have dinner. The next day, they're taking a tour (5) _____ the city on a double-decker bus. The tour stops at Big Ben and Buckingham Palace, and includes a short cruise (6) _____ the Thames River. On their last day, they want to walk (7) _____ Millennium Bridge and visit the Tate Modern. In the evening, they're going to check (8) _____ the hotel and take the Underground back (9) _____ the airport.

EXPANSION Units 1–3

1 Language Review



- A. Complete the following information about yourself. Write complete sentences. Then compare with a partner.

Childhood Memories

1. Place and date of birth _____
2. Earliest memories _____
3. Favorite toy _____
4. Favorite teacher in elementary school _____
5. Best friend in elementary school _____
6. Favorite pastime as a child _____
7. Things you used to do _____
8. Things you didn't use to do _____

- B. Write questions for the following answers. Use the underlined words in each question.

1. I don't know what I'm doing next Thursday. _____
2. No, I'm going to do my homework tonight. _____
3. He'll probably go to college after high school. _____
4. Their friends are arriving from Syria tomorrow. _____
5. She's going to meet her sister at the mall. _____

- C. Complete the sentences with the correct verb or verb form.



Siberian Tigers



What (1) _____ probably become of the Siberian tiger, an endangered species, in the future? There (2) _____ now only about 400 to 500 Siberian tigers in the wild. (3) _____ authorities be able to protect them? Siberian tigers (4) _____ in the forests of eastern Asia, northern China, and Manchuria, but the majority survive in the Ussuiland region of Russia. Some tigers (5) _____ born and raised in zoos. An adult male normally (6) _____ 440 to 660 pounds (200 to 300 kilograms) and measures about 13 feet (4 meters) from head to tail. They (7) _____ very large animals and consume a lot of food every day because of the cold climate. At one meal, a Siberian tiger can (8) _____ up to 95 pounds (45 kilograms) of meat. Like all big cats, they hunt for their food. They sometimes (9) _____ some of their catch in trees, so other predators can't see it or find it. If they can't eat it all in one meal, they take a nap and finish it off later.





D. Read the text. Then use the prompts to ask questions about pandas. Then answer the questions.

Pandas

The lovable, cuddly-looking panda is one of the world's most popular animals. Unfortunately, it's also one of the most vulnerable species. Pandas live only in the dense bamboo areas of the misty, rainy forests of southwestern China. Today only about 1,900 pandas remain in the wild. The Chinese government and various conservation organizations are working to protect pandas in their natural habitat. They want to maintain a "bamboo corridor" through which pandas can move freely. Bamboo shoots and leaves account for 99 percent of a panda's diet. An adult giant panda eats up to 95 pounds (45 kilograms) of bamboo per day over a period of about 16 hours. So it is important to have a protected place with a lot of bamboo available.

1. Where / live?
2. How many?
3. How / work to protect pandas?
4. How much / eat?
5. How long / eat / a day?

Q: *Where do pandas live?* _____
 A: _____
 Q: _____
 A: _____
 Q: _____
 A: _____
 Q: _____
 A: _____

Discussion

1. Are there any endangered or vulnerable species in your country?
2. What are the authorities doing about conservation of wildlife in your country?
3. What can we do to preserve wildlife for future generations?

2 Writing

Imagine you belong to an organization that helps to protect endangered or vulnerable animals. Unfortunately, you only have funds to help one species. Decide which animal you would like to help protect and write a report about it.



3 Reading

Before Reading

1. Look at the photos. What do you think the text is about?
2. What do you know about the different ways of conserving water and providing freshwater?



WATER FOR LIFE

Imagine going to get a drink of water and discovering that the faucet is dry; or jumping into the shower to cool off on a steamy hot day and discovering that there's no water... Most of us simply take water for granted. We think there's plenty of it—in oceans, lakes, rivers, and streams. But this is not the case. The water we are using now is the very same water that the dinosaurs used millions of years ago. It is simply recycled over and over again. There will never be any more water on Earth than there is now.

Most of the water on our planet (97%) is salt water stored in oceans. The remaining 3 percent is freshwater—and most of that is locked up in ice caps and glaciers. In fact, less than 1 percent of the planet's water is usable freshwater. It's alarming that at the projected rate of population growth, humanity will use up more than 70 percent of all accessible freshwater by 2025.

Water is essential to people in more ways than we might think. We need water for cooking, bathing, transportation, and recreation. We eat aquatic plants and fish. We use water to irrigate our crops, to produce hydroelectric power, and to manufacture products. Water is indispensable for human health and well-being. People can live for two months without food, but will die in less than a week without water.

One of the greatest challenges facing the world in the twenty-first century is to preserve our natural reserves and to provide safe drinking water to the 20 percent or more of Earth's population that currently lacks easy access to it. The United Nations General Assembly proclaimed the years from 2005 to 2015 as the International Decade for Action "Water for Life."

One of the solutions to the problem of water conservation is to recycle wastewater. Stensund Folk College near Stockholm, Sweden, for example, is putting wastewater to good use. The school treats the wastewater in a greenhouse, where it is then used to provide water to plants and fish in an integrated cultivation system. In Lima, Peru, ponds full of algae and other small organisms clean up the wastewater. After 20 days, it is safe for reuse. Currently many factories, hotel chains, and apartment buildings around the world are installing water recycling systems.

We all need to be part of the solution, too. We need to learn how to use our water wisely. So the next time you have a drink or take a shower, think of how fortunate you are, and save water for life.



Stensund Wastewater Aquaculture

After Reading

A. Choose the correct answer.

1. Why do many people take water for granted?
a. It's cheap. b. It cools you down. c. It's easily available.
2. How much of the water on our planet is freshwater?
a. a great part b. a small amount c. a lot
3. How long can human beings live without water?
a. less than one week b. two weeks c. one month
4. What is one of the world's greatest challenges in the 21st century?
a. to recycle seawater b. to find water c. to provide freshwater
5. What do people use to clean up wastewater in Peru?
a. algae b. fish c. sun

B. Answer *true* or *false*.

1. ____ There is more freshwater today on Earth than at the time of the dinosaurs.
2. ____ By 2025, we'll use up 1 percent of all existing freshwater.
3. ____ At least one-fifth of the world's population does not have easy access to safe drinking water.
4. ____ The main goal of "Water for Life" is to recycle wastewater.
5. ____ At Stensund Folk College, Sweden, fish live in recycled water.

Discussion

1. Water is essential for life. Discuss the different ways that humans depend on water every day.
2. What will happen to a community if its water becomes contaminated?
3. What do you know about the different ways of conserving and providing freshwater?

4 Project

Work in a group. Research ways to save water in our everyday lives. Then prepare a campaign to persuade people to save water.

1. Find a title for your campaign.
2. List everyday suggestions to save water.
3. Present to the class.



5 Chant Along



What Have They Done to You?

Parrot, parrot, what have they done to you?
Parrot, parrot, what have they done to you?
They put you in a cage and made you talk.
They cut your wings and made you walk.
Look what they've done to you.
Just look what they've done to you!

River, river, what have they done to you?
River, river, what have they done to you?
Your crystal waters no longer flow.
The fish and the lilies no longer grow.
Look what they've done to you.
Just look what they've done to you!

Forest, forest, what have they done to you?
Forest, forest, what have they done to you?
They cut your trunks and cut your branches.
They said they needed you for ranches.
Look what they've done to you.
Just look what they've done to you!

But we can save the birds and bees,
Mountains, rivers, flowers, and trees.
It's a problem that we all must face.
If we all just do our share.
Save the water, clean the air.
We can make the world a better place.
We can make the world a better place.
We can make the world a better place.





Vocabulary

Find words in the song that mean:

1. a kind of farm _____
2. move, like water in a river _____
3. a kind of flower _____
4. a kind of insect _____

Comprehension

A. Answer the questions about the song.

1. What happened to the parrot?
2. Is the water in the river clean?
3. Do fish live in the water now?
4. Why did they cut the trees down?
5. Who are “they” in the song?

B. What do you understand by the following? Write your answers.

1. “It’s a problem that we all must face” means _____

2. “If we all just do our share” means _____

Discussion

Discuss ways that people can improve the situations mentioned in the song.

1. How can people clean up pollution?
2. How can people prevent forests from being cut down?

6 Project

Many environmental organizations are concerned about wildlife and ecology. Research some environmental organizations in your country on the Internet and discuss your findings with the class.



▲ Coral Reef in the Red Sea, Saudi Arabia

4 What Do I Need to Buy?

1 Listen and Discuss

1. How often do you go to the supermarket? What do you usually buy?
2. Who buys the food and supplies in your family?

BEST PRICE **SUPERMARKET** *Special Offers!*



MEAT

beef
lamb
chicken
sausage



SEAFOOD

salmon
shrimp
crab
squid



FRUIT

mango
pineapple
strawberries
papaya
avocado



VEGETABLES

carrots
onions
peppers
potatoes
beans



DAIRY PRODUCTS

butter
cheese
milk
yogurt



BREAD AND GRAINS

cereal
bread
rice



OILS AND CONDIMENTS

corn oil
olive oil
salt
pepper

DRINKS

tea
coffee



OTHER

flour
sugar



grapes

7.45 SAR
a kilogram



This Week Only:

Buy one and get the second for half price!



eggs

8.40 SAR
a dozen



mushrooms

13.45 SAR
a box



milk

7.50 SAR
a carton

watermelons



18.65 SAR
each



Let me see what I need for dinner.

First, for the appetizer, maybe I'll make a salad. I'll get a few tomatoes, peppers, and onions. I have enough parsley and cucumbers for a salad. I have to get some olive oil. I only have a little left, and I don't have any lemons at all.

Then for the main dish, I'm going to make chicken and rice. I'll need a whole chicken and some garlic. I think I have the other ingredients.

I have nothing for dessert. Maybe I'll bake some date cakes. I'll need some dates for that.

Now, I think that's everything.











Quick Check ✓

- A. Vocabulary.** Use the groups on page 38 to classify these foods: apples, tuna, ketchup, couscous, turkey, garlic, dates.
- B. Comprehension.** Complete the chart. What does the woman need to buy for dinner at the supermarket?



Dish	Ingredients Needed
Appetizer	
Main Dish	
Dessert	

2 Pair Work

- A. Ask and answer** about your last trip to the supermarket.

-  Did you get any coffee?
-  I got a little.
-  How about lemons?
-  I got a few.
-  How much chocolate did you buy?
-  I bought two bars.
-  And how many eggs?
-  I got a dozen.

- B. Ask and answer** about prices.

-  How much are oranges in your country?
-  They're 2 euros a kilo.

4 What Do I Need to Buy?

3 Grammar

Expressions of Quantity: *A Few, A Little, A Lot of, Much, Many, Enough*

Count

I eat **a few** carrots.

I eat **many** vegetables.

How many bananas do you eat?

Use *a lot of* and *enough* for both count and noncount nouns.

I eat **a lot of** eggs, but I don't eat **a lot of** bread. I don't eat **enough** fruit.

Noncount

I eat **a little** seafood.

I don't eat **much** bread.

How much milk do you drink?

Pronouns: *Something, Anything, Nothing*

I have **something** for lunch.

I don't have **anything** for lunch.

I have **nothing** for lunch.

Sequence Words: *First, Then, After That, Finally*

First, you mix the flour and the eggs. **Then** you add a little butter.

After that, you put in a teaspoon of baking powder. **Finally**, you let it rise.

A. Complete the sentences with *something, anything*, and *nothing*.

1. You're a good cook. You always have _____ delicious for dinner.
2. The refrigerator is empty. There is _____ to eat in here.
3. I haven't made _____ special for supper. Make yourself a sandwich.
4. There's _____ better than a nice cup of coffee after a meal.
5. Aren't you having _____ for breakfast? You should eat _____ in the morning. It isn't good to go out on an empty stomach.

B. Work with a partner. Ask and answer questions with *How many* and *How much*.

A: How many onions are there?

A: How much cheese is there?

B: There are a few.

B: There is a little.



- C. Complete the conversation with **any, a little, a few, dozen, package, enough, many, and much**. Then practice with a partner.

Noura: Do you need help?

Mona: Yes. I'm going to make a cake. Please check the refrigerator.
Are there (1) ___ eggs?

Noura: Yes, there are.

Mona: How (2) _____?

Noura: There are only (3) _____ left.

Mona: How (4) _____ butter is there?

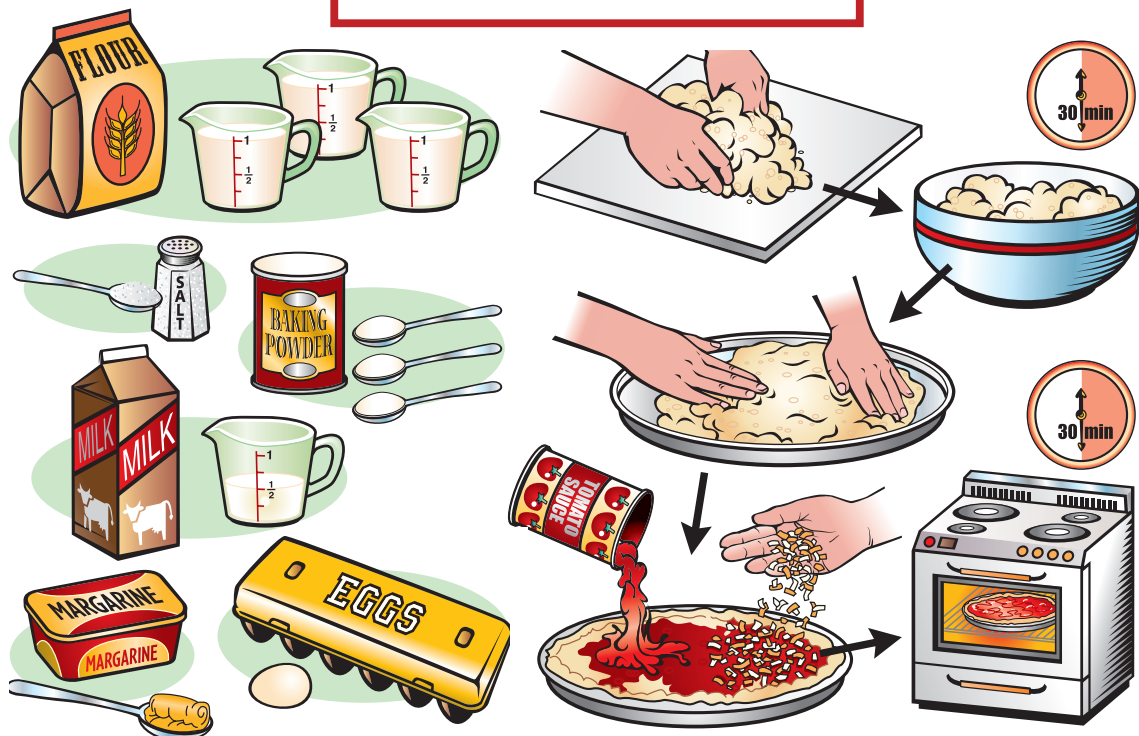
Noura: There's only (5) _____ left. There isn't (6) _____ for a cake.

Mona: Can you please go to the store and get a (7) _____ of butter, and a (8) _____ eggs?



- D. Complete the recipe. Use **after, before** (twice), **first, finally**, and **then** (twice).

HOW TO MAKE A PIZZA



- (1) _____ you start, check that you have all the ingredients. (2) _____, put three cups of flour, one teaspoon of salt, and three teaspoons of baking powder into a bowl. (3) _____ add half a cup of milk, one tablespoon of margarine, and one egg to the ingredients in the bowl, and mix them well to make the dough. (4) _____ you have made the dough, let it stand for about 30 minutes. (5) _____ you spread the dough, make sure it has risen enough. (6) _____ spread it evenly on the pan using your fingers. (7) _____, you cover it with cheese and tomato sauce and let it bake in a very hot oven for about 30 minutes.

Serves 3 people

4 What Do I Need to Buy?

4 Language in Context

Give advice about cooking. Role-play with two other students.

- A:** How should I cook the chicken?
- B:** Why don't you roast it in the oven?
- C:** I usually fry it.
- A:** I think I prefer to grill it.

chicken / roast ▶



▲ eggs / fry

▼ artichokes / steam



▲ vegetables / boil



▲ burgers / grill



▲ cake / bake

5 Listening

Listen to the conversation between Asma and Mrs. Hassan. Write down the things that Asma has in her shopping cart in the supermarket.

In Asma's Shopping Cart		

6 Pronunciation

Listen. Notice the pronunciation of the three sounds. Then practice.

1	2	3
shrimp	cheese	jam
fish	chocolate	juice
sugar	chips	orange

7 About You

1. Do you like to go to the supermarket? Why, or why not?
2. When did you last go to the supermarket, and what did you buy?
3. What are food prices like in your country?
4. Can you cook? What's your favorite recipe?
5. Have you ever baked a cake? Tell about your experience.
6. Have you ever eaten an unusual dish? Tell about it.

8 Conversation

Father: Mmm! Smells good.

Mother: Well, I have a real international menu today. I hope **you guys** like it. First, I have a Mexican dip—tortilla chips and guacamole. Then for the appetizer I have a shrimp cocktail, New Orleans style. After that, we'll have Moroccan style chicken tagine and couscous, with Brazilian passion fruit mousse for dessert. And finally, Colombian coffee.

Father: Sounds great. **I can't wait.**

Daughter: Do you need any help?

Mother: No, thanks. **Everything's under control.** Let's sit down and have some guacamole.

* * *

Father: The guacamole was great!

Daughter: How do you make it?

Mother: It's easy. You just follow the recipe.

Father: This chicken is absolutely delicious, too!

Mother: Would you like some more?

Father: No, thank you. **I've had more than enough.**

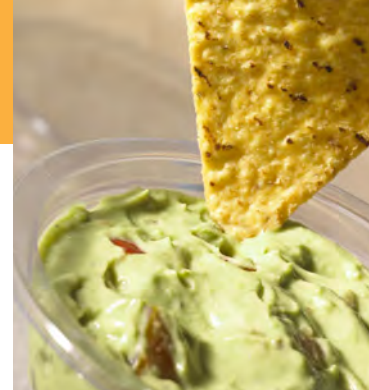
Daughter: You should start your own restaurant. You're an excellent cook.

Father: Yeah. I totally agree, but let's keep Mom's cooking for us.

Daughter: I have to learn how to cook.

Mother: I can teach you. It's lots of fun, and it's relaxing.

Father: And it's much cheaper and healthier than eating out.



FYI

guacamole: an avocado dip—see page 45 for a recipe

chicken tagine: a spicy chicken stew, often with olives and apricots

couscous: grains of wheat dough that resemble rice

Real Talk

you guys = an informal way to address two or more people

I can't wait. = I am very eager for something.

Everything's under control. = Everything is organized.

I've had more than enough. = I can't eat any more.

About the Conversation

1. What kind of meal did the mother prepare?
2. Does she need any help in the kitchen?
3. What suggestion does the daughter make over dinner?
4. What does the mother suggest to her daughter?
5. What does the father say about eating at home?

Your Turn

Role-play a conversation with a partner. Imagine you have invited someone for a meal. Discuss the food and the recipes you are preparing. Then switch roles.

*FYI: For Your Information

9 Reading

Before Reading

What do you know about the foods on these pages?

Foods from the Americas

Read about the foods from the Americas.
Then try out the recipes.



Tomatoes

Tomatoes are native to Mexico and Central America, and the Aztecs grew them back in the eighth century. In the sixteenth century, Spanish explorers introduced tomatoes to Spain, and the tomato's popularity spread quickly through Europe. The French, Germans, and Italians absolutely loved them. But the British thought they were poisonous at first. In the nineteenth century, a British diplomat introduced tomatoes to the Middle East, and now Egypt and Turkey are among the world's top tomato producers.



Avocado

The Aztecs also cultivated the avocado (they called it ahuactl). The avocado is an oily fruit, rich in vitamins A, B, and C. The fruit does not get ripe on the tree. People need to pick it from the tree before it develops its flavor and full maturity. Sailors used to call avocados "seaman's butter," because the fruit lasts for a long time, and it was good for sea voyages.



Chocolate

Chocolate (chocolatl in the Aztec language) was the treasured drink of the Aztecs. When the Spaniard Hernán Cortés arrived in Mexico in 1519, the Aztecs gave him chocolate as part of a royal welcome. It is said that the Aztec Emperor, Moctezuma, used to drink 50 cups of chocolate a day out of a gold cup. The Spanish introduced chocolate to Europe. However, it was only in the nineteenth century that Henri Nestlé, in Switzerland, created the first bar of chocolate. Nowadays, very few people can resist the sweet food—once only for kings.

Pasta with Tomato Sauce

INGREDIENTS:

- 5 cloves garlic
- 3 cups chopped tomatoes
- 5 tablespoons olive oil
- salt and pepper to taste
- fresh basil to taste
- 1 package pasta

DIRECTIONS:

Pasta: Cook separately according to package directions.

Sauce: First, chop the garlic into tiny pieces. Then put the tomatoes, olive oil, and garlic in a saucepan with salt and pepper, and cook on moderate to low heat for 20 minutes. After the sauce is thick, remove the pan from the heat. Tear fresh basil into pieces and add it to the sauce. Pour the sauce over the pasta.



Brownies

INGREDIENTS:

- $\frac{3}{4}$ cup margarine
- 1 $\frac{1}{2}$ cups sugar
- 1 $\frac{1}{2}$ teaspoons vanilla
- 3 eggs
- $\frac{3}{4}$ cup flour
- $\frac{1}{2}$ cup dark cocoa (powdered chocolate)
- $\frac{1}{2}$ teaspoon baking powder
- $\frac{1}{2}$ teaspoon salt

DIRECTIONS:

Mix the margarine, sugar, and vanilla in a bowl. Add the eggs, and mix well. After that, add the flour, cocoa, baking powder, and salt. Put the mixture into a baking pan, and bake it in a hot oven at 180° C (350° F) for 40-45 minutes.



Guacamole

INGREDIENTS:

- 2 ripe avocados
- 2 tablespoons lemon juice
- 1 small onion, chopped
- $\frac{1}{2}$ teaspoon salt
- hot sauce (Tabasco or chili) to taste

DIRECTIONS:

Before you cut the avocados, make sure that they are ripe. Mash them in a bowl with the lemon juice. After that, add the chopped onion and the salt. Finally, add the hot sauce to taste, and mix the ingredients well. Serve the guacamole with tortilla chips.



After Reading

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

1. _____ The Spanish introduced tomatoes to Europe.
2. _____ Tomatoes are not grown in the Middle East.
3. _____ Early sailors used avocados because they tasted like butter.
4. _____ Moctezuma sent the king of Spain a gold cup to drink chocolate from.
5. _____ The first chocolate bars date from the twentieth century.
6. _____ The main ingredient of guacamole is avocado.

B. Work with a partner. Choose one of the dishes and describe how to make it.

10 Project

Work in a group. Plan a meal with foods from different countries or your own country.

- Write the recipes and illustrate them.
- Present your meal to the class.

4 What Do I Need to Buy?

11 Writing

- A. What ingredients do you need to prepare your favorite dish? Write a note to a family member who is going to the supermarket. Ask him/her to buy the things you will need.



Dad,

I'm going to make turkey schnitzel for dinner. Can you please pick up the following things when you go to the supermarket?

- some grated Parmesan cheese*
- a package of bread crumbs*
- 4 slices of turkey meat for schnitzel*

I think we have everything else. Wait... buy a few eggs and potatoes since there aren't many left.

Thanks a lot. See you tonight.

Maha

Writing Corner

1. Use sequence words to show the order things happen: *first, next, then, after that, finally*. To boil an egg, **first** boil the water in a pot. **Next**, put the egg into the water. **Then**, wait 3-5 minutes. **After that**, remove the egg from the water. **Finally**, serve the egg.
2. Use time words such as *when* and *until*. Fry the onion in oil **until** it is golden brown. **When** the water boils, put the spaghetti in the pot.

- B. Put the directions for the recipe in the correct order. Number the steps 1–8.

Turkey Schnitzel

Ingredients

- | | |
|-------------------------------|-------------------------|
| 2 tablespoons milk | 1 cup bread crumbs |
| ½ cup flour | salt and pepper |
| 2 eggs, beaten | 4 thin slices of turkey |
| ¼ cup Parmesan cheese, grated | 4 tablespoons olive oil |

Directions

- ___ Next, dip the turkey slices into the eggs.
- ___ Fry the turkey at medium heat on both sides until it is golden brown.
- ___ First, dip turkey slices into the milk, and then coat them with flour.
- ___ To start, mix the bread crumbs with the Parmesan cheese, salt, and pepper.
- ___ Finally, coat the slices with the seasoned bread crumbs.
- ___ After that, heat the oil in a large frying pan.
- ___ Place the milk, flour, eggs, and seasoned bread crumbs in 4 separate shallow bowls.
- ___ When the slices are coated, place them on a plate and let them sit for 5-10 minutes.

Suggestion: Serve the turkey schnitzel with salad and fries or mashed potatoes.



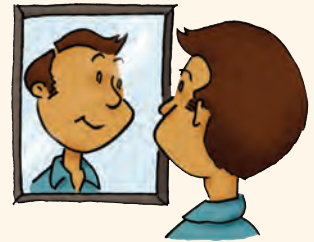
- C. Write the ingredients and the directions for your favorite recipe. In the directions, remember to use the imperative and sequence words.

12 Form, Meaning and Function

Reflexive Pronouns

Use the reflexive pronoun when the subject and the object are the same person.

I	→	myself	we	→	ourselves
you	→	yourself	you	→	yourselves
he	→	himself			
she	→	herself	they	→	themselves
it	→	itself			



He likes to look at **himself** in the mirror.

Note: You can also use the reflexive pronoun to say that you did something without anyone's help: I made the cake **myself**.

Because versus So

The subordinate conjunction *because* introduces a reason—it tells why. The conjunction *so* introduces a consequence or a result.

You should eat a good breakfast **because** it gives you energy.

We didn't have anything to eat at home, **so** we went out for dinner.

A. Complete the sentences with the correct reflexive pronouns.

1. Nawal cut _____ while she was peeling potatoes.
2. The instructions on the box say: "Do it _____."
3. Welcome everyone! Please help _____ to coffee and snacks.
4. My father was hungry, so he made _____ a sandwich.
5. When you set the timer, the oven will turn _____ off.
6. Our refrigerator broke down, so we bought _____ a new one.
7. The children are old enough to look after _____.
8. I burned _____ when I took the cake out of the oven.


B. Complete the sentences with **so** or **because**.

1. The service was excellent, _____ they left the waiter a big tip.
2. She bought four frozen pizzas _____ they were on sale.
3. Avocados are good for you _____ they're rich in vitamins.
4. Ali didn't feel well, _____ his mother made him some chicken soup.
5. I can't make cookies _____ I don't have all the ingredients.
6. She didn't remember the recipe, _____ she called her mother.



C. Join the sentences with **so** and **because**. Use the pronoun *it* where necessary.

We need to go grocery shopping. The fridge is empty.

 We need to go grocery shopping because the fridge is empty.

1. The bread was stale. We threw the bread away.
2. I can't cut the steak with this knife. The knife isn't sharp enough.
3. Maha is on a diet. She avoids eating foods with lots of calories.
4. I really enjoy cooking. Cooking is fun and relaxing.
5. She watches cooking shows on TV. She can learn new recipes.

5 Since When?

1 Listen and Discuss

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

INVENTIONS

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

PRINTERS

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



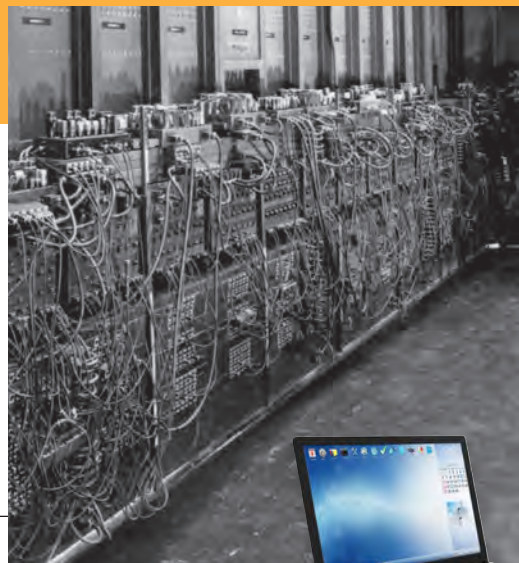
CAMERAS

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



COMPUTERS

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



TELEVISIONS

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



STOVES AND OVENS

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

CELL PHONES

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



Quick Check ✓

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

💡 *high-tech*

B. Comprehension. Answer about the inventions.

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

2 Pair Work

Ask and **answer** about the inventions.

- 🗨️ How long have people used cell phones?
- 💬 They've used them since the seventies.
- 🗨️ How long have you had a computer?
- 💬 I've had a computer for a long time.

3 Grammar

Present Perfect Tense versus Simple Past

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

Present Perfect

A: **Have** you ever **been** to France?

B: Yes, I've **been** there.

Past

A: When **were** you there?

B: I **was** there **two years ago**.

Present Perfect with *For* and *Since*

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

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

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



Affirmative (+)

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

Negative (-)

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

1. Hameed has had the same TV _____ 15 years.
2. I've had my laptop _____ last June.
3. We've worked on this project _____ a month.
4. My friends haven't visited me _____ my graduation.
5. We haven't used our car _____ a long time.
6. I've been drinking tea _____ years.
7. Tariq has worn glasses _____ the age of seven.
8. _____ when have you had that beautiful watch?

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

💡 *People have had credit cards since 1951 / for about 60 years.*

Invention	Date	Invention	Date
credit card	1951	electric lightbulb	1879
canned food	the early 1800s	filmmaking	1895
wristwatch	1910	paper clip	the 1890s
radio	1901	airplane	1903
toothpaste	1841	ballpoint pen	1888



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

A: Do you have a credit card?

B: Yes, I do.

A: How long have you had it?

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

A: Have you ever been on a plane?

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

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

Keep Cool


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

5 Since When?

4 Language in Context

Discuss these topics with a partner:

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

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

5 Listening

Listen to the conversation. Answer the questions.

1. Since when has Fahad walked for exercise?

2. How long has Fahad had his new job?

3. How long has Saeed been married?



6 Pronunciation

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

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

7 About You

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



8 Conversation

Fadi: Hi. This is a surprise.

Adnan: Hi there. **Long time no see.**

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

Adnan: Five years. Since high school.

Fadi: Has it been that long?

Adnan: Yeah. So, how are you doing?

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

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

Fadi: Yes, very much so.

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

Fadi: And **what have you been up to?**

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

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



Real Talk

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

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

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

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

settle down = get married

About the Conversation

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

Your Turn

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

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

9 Reading 

Before Reading

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

A HISTORY OF SPECIAL EFFECTS

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

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

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

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



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

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



After Reading

A. Match the words with their meanings.

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

B. Answer about the article.

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



Discussion

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

10 Project

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

11 Writing

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

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

Writing Corner

For better cohesion in writing:

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

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

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

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

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

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



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

12 Form, Meaning and Function

The Passive

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

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

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

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

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

A thief stole my bike.

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

Someone has broken the window.

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

The boys broke the window.


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

* See page 82 for a list of the past participles of irregular verbs.



A. Change the sentences from active to passive.

A company in Germany makes these cars.

 These cars are made by a company in Germany.

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



B. Change the sentences from passive to active.

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



6 Do You Know Where It Is?

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.

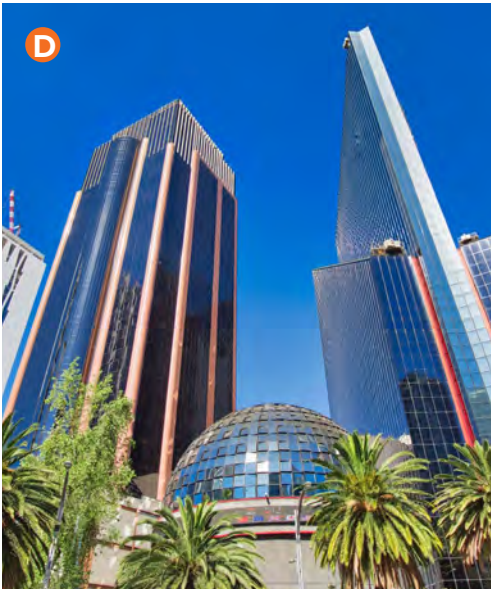
The city is known to be one of the safest cities in the world. The overall crime rate is roughly the same as that of Singapore, but lower than that of Tokyo, Toronto, and many other large cities. ▶



- ◀ 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*.
- _____ In Japan, trains are less expensive than planes.
 - _____ The trains in Japan travel at a speed faster than sound.
 - _____ The crime rate in Hong Kong is as low as that of Singapore.
 - _____ Cambridge has a lot of green areas, but noise is a problem.
 - _____ The traffic in Mexico City is much worse than in Sao Paulo.
- C.** Rank the items in the quality-of-life chart from 1-9. Compare your answers with a partner.

2 Pair Work

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

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

3 Grammar

Comparative and Superlative Forms of Adjectives

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



Comparative

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



Superlative

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



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

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

Comparisons with *as...as*

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

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

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

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

Indirect Questions

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

Direct Questions

What's the name of the street?

Where is the nearest bank?

When does the store open?

Where can I get good pizza?

How many people live here?

Who planned this town?

Indirect Questions

Do you know what the name of the street is?

Do you know where the nearest bank is?

Do you know when the store opens?

Could you tell me where I can get good pizza?

Could you tell me how many people live here?

Could you tell me who planned this town?

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

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

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

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

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

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

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

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

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

💡 **What** time does the bus arrive?
Do you know what time the bus arrives?

1. Where is the main post office?
2. How often do the buses come?
3. What time does the bank open?
4. Where is the nearest pharmacy?
5. Who can give us directions?
6. Which way is the center of town?
7. When does the gas station close?
8. What is the name of the highway to town?

D. Complete the conversation. Use comparative and superlative forms of the adjectives. Then practice the conversation with a partner.

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

B: I think it's Antonio's.

A: I disagree. Antonio's isn't as _____ (2. good) as Gino's.
Gino's has _____ (3. good) pasta than Antonio's.

B: But Antonio's is always crowded.

A: Of course. It's the _____ (4. popular) restaurant in town.
But it is still not the _____ (5. good) place to eat.

B: So, can you tell me where
the _____ (6. good) food
in town is?

A: In my opinion, it's at
209 Mulberry Street.

B: But that's where you live.

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



6 Do You Know Where It Is?

4 Language in Context

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

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



For Rent

Large room near university, fully furnished. Good for single person or student. No parking available. \$350 a month. See Mr. Boswell. 38 Sixth Street, or call 521-1967.

One-bedroom apartment (third floor, no elevator). Good location, near public transportation and park. \$700 a month. Contact Mr. Hammer at 297-5841 (after 6 P.M.).

Small studio apartment. Excellent neighborhood. Lots of green space, quiet, safe, two blocks from shopping mall and train station. Parking available below the building. \$450 a month. Call 305-2078.

Small house with a garden in the downtown area. Near restaurants, shopping mall, and sports center. Built-in closets, fully-equipped kitchen. \$900 a month. Call 521-3684.

5 Listening

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

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

6 Pronunciation

Listen. Notice that the indirect question has rising intonation. The information question with **Where** has falling intonation. Then practice.

Do you know where the bus stop is? Where is the museum?

7 About You

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

8 Conversation

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

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

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

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

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

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

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

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



Your Ending

What do you think Faris's response is?

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

Real Talk

a bit = a little

run down = in need of fixing/not looked after

Definitely! = an expression that shows strong agreement

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

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

About the Conversation

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

Your Turn

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

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

6 Do You Know Where It Is?

9 Reading

Before Reading

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

King Fahd's Fountain ▶



THE BRIDE OF THE RED SEA

- 1 For 12 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.

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

- 20 King Fahd’s Fountain, the highest fountain in the world. It jets water as high as 312 meters (1024 feet) and can be seen from nearly everywhere in the city. Other landmarks include the NCB Tower, the IDB Tower, and the Jeddah Municipality Tower. There are also plans to build the 1,000-meter high Kingdom Tower, which, when completed, will be the world’s tallest building.
- 25

- 30 During the 1980’s, many works of art were introduced into Jeddah’s public areas, making it one of the largest open-air galleries in the world. Modern sculptures, ranging from abstract works to traditional coffee pots and airplanes, decorate the pedestrian streets and roundabouts of the city. There are also a number of museums and galleries to visit. Bayt Naseef in Al-Balad was once home to the wealthy merchant family who hosted King Abdul Aziz Ibn Saud in 1925. Today, it houses a historic museum and heritage exhibits.
- 35
- 40

The historic center of Al-Balad is a charming blend of traditional houses and modern glass skyscrapers, and its huge marketplace features a combination of traditional *souqs* and designer boutiques. Today, huge efforts are being made to preserve its historical architecture.

- 45 The city is also famous for its recreation. It is home to many famous football and athletic clubs. A light breeze cools the coast in the Corniche area, where visitors can eat at the many restaurants, relax by the beach, and have fun at the amusement park. And the beautiful coral reefs of the Red Sea are popular with scuba divers. There’s always something interesting to do in Jeddah, the “Bride of the Red Sea.”
- 50
- 55



▲ Abdul Raouf Khalil Museum and Mosque

After Reading

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

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

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

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

▲ Bayt Naseef

Discussion

What city would you like to live in? Why?

10 Project 

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

11 Writing

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

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

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



Saudi Arabia has many natural resources, such as oil, gold and other valuable minerals. More importantly, it is blessed with the strength and potential of its people. The children of Saudi Arabia will create a great future and the government will support its people and country. The families of Saudi Arabia are a strong and important part of society. Families will receive all the help they need to raise their children according to Islamic values and help them develop their abilities. The country is rich in culture. More cultural events and activities will be organized to educate and provide entertainment. The government has a strong commitment to education and recreation. There will be more libraries, galleries and museums as well as sports facilities for everyone. Health care and education will be available to all citizens making their lives happier and more secure. A healthy economy offers opportunities to large and small businesses. Quality services and facilities will attract investors from different countries. A renewed business environment will provide professional opportunities to all citizens. A high-quality educational system that meets the needs of the job market will provide Saudi professionals with the necessary knowledge and skills. Saudi Arabia is also blessed with a good location – in between Africa, Asia and Europe – which helps trade. It also has a beautiful natural environment with a stable climate, which will allow us to develop tourism and attract visitors. Telecommunications and information technology will be developed in and around cities. This will make it easier for people to communicate across the globe and access information. Government services will support the growth and development of private and non-profit organizations and help them to operate successfully.

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

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

Writing Corner

Most forms of writing are organized in paragraphs.

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

12 Form, Meaning and Function

The Definite Article: *the*

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

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

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

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

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

Technology is used in classrooms.

Use *the* with the superlative.

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

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

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

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

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

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

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



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

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

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

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

EXPANSION Units 4–6

1 Language Review



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

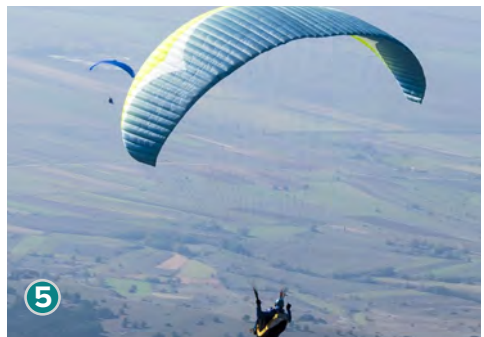
1. We only have _____ olive oil left. Don't forget to buy _____ oil.
2. Tony doesn't eat _____ seafood at all. He's allergic to it.
3. I'm trying to lose weight. Please give me only _____ french fries.
4. Many children don't eat _____ fruit because they don't like it.
5. _____ milk do you drink in a day?
6. _____ eggs do you eat in a week?
7. I never put _____ onions in the salad. They have too strong of a taste.
8. Have _____ hot tea. It'll make you feel better.

B. Choose the sentence that means the same thing.

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

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

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



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

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

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

E. 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		

F. 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			
Feel			
Hear			
See			
Smell			

Discussion

What adventure trips do people take in your country?

3 Writing

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

4 Chant Along 

I've Missed You!

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

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

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

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



Vocabulary

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

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

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

1. You have always been in my heart.

2. You've been constantly on our mind.

Comprehension

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

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

Writing

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

Discussion

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

5 Project

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

Vocabulary

1 Lifestyles

VOCABULARY

Nouns

addict
fanatic
fitness
herbal tea
lifestyle
puzzle
thumb
vegetarian

Verbs

download
enjoy
hate
overdo
solve
work out

Phrases with verbs

access the Internet
chat online
get a haircut
spend money/time

Adverbs/Expressions of frequency

all the time	occasionally
always	often
every day/week	once/twice a day
frequently	once/twice a week
from time to time	once in a while
generally	rarely
hardly ever	regularly
never	seldom
normally	sometimes
now and then	usually

Adjectives

challenging
physical
proud

Question words

How long?
How much?
How often?

Preposition

except

EXPRESSIONS

Real Talk

Anyway	turn (someone) off
exercise freak	You see

2 Life Stories

VOCABULARY

Nouns

appointment	infant
attitude	leadership
blood	league
colleague	litter
community	newborn
donation	operation
effort	owner
employee	principal
facility	twin

Verbs

award
compete
donate
encourage
gather
join
practice
receive

Phrases with verbs

comb the beach
get in touch with
grow up
take responsibility
used to

Adjectives

environmental
crippling
hopeful
original
outstanding

EXPRESSIONS

Wishing someone well

congratulations
wish (someone) all the best

Real Talk

big break
to be into something
to turn up
What about . . . ?

3 When Are You Traveling?

VOCABULARY

Nouns

accent
baggage
belongings
boarding pass
carry-on
climate
container
departure
difficulty
exchange student
flight
gate
liquid
photo identification
safety
stranger
suitcase
tag
vaccination
visa

Verbs

board
check
ensure
identify
leave
miss
pack
proceed
remove

Phrases with verbs

fly back
make a mistake
take off (your shoes)

Adverb

nowadays

Adjectives

delayed
major
necessary
required

EXPRESSIONS

Idioms

compared to
for a while
in case of

Expression to reassure

Don't worry. I'll be all right.

Saying someone doesn't have to do something

That won't be necessary.

Real Talk

kind of
pretty
pick up

Requesting and agreeing

May I (see your ticket), please?
Sure.

EXPANSION Units 1–3

VOCABULARY

Nouns

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

Verbs

cool off
flow
install
irrigate
manufacture
preserve
provide
recycle
store

Adjectives

accessible
alarming
aquatic
essential
indispensable
locked up
steamy
usable

EXPRESSIONS

Idioms

be the case
do our share
take for granted

4 What Do I Need to Buy?

VOCABULARY

Nouns

appetizer	cucumber	margarine	salmon
avocado	dairy product	meat	salt
bean	dates	milk	sausage
beef	egg	mushroom	seafood
bread	flour	olive oil	shrimp
butter	fruit	onion	squid
carrot	garlic	papaya	strawberry
cereal	grain	parsley	sugar
cheese	grape	pepper	vegetable
chicken	ingredient	pineapple	watermelon
condiment	lamb	potato	yogurt
corn oil	lettuce	recipe	
crab	mango	rice	

Partitives

cup of
kilo of
package of
tablespoon of
teaspoon of

Verbs

add
bake
boil
cover
fry
grill
mix
roast
spread
steam

Sequence words

after that
finally
first
then

Pronouns

anything
nothing
something

Expressions of quantity

a dozen enough
a few many
a little much
a lot of

EXPRESSIONS

Making offers

Do you need any help?
Would you like some more?

Real Talk

Everything's under control.
I can't wait.
I've had more than enough.
you guys

5 Since When?

VOCABULARY

Nouns

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

Verbs

appear
capture
invent
offer
produce
take up
take over

Adjectives

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

Prepositions

for
since

EXPRESSIONS

Idioms

be around
by accident
hit the market

Real Talk

Congratulations!
... er
Long time no see

settle down
What have you been up to?

6 Do You Know Where It Is?

VOCABULARY

Nouns

bridge
bullet train
commuter
fare
suburb
survey
vehicle

Features of a town/ community

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

Nouns— Measurement words

kilometer
mile

Verbs

commute
cycle
move out
park
renovate

Adjectives

cozy
efficient
low
narrow
overall
polluted
punctual

Adverbs

approximately
roughly

EXPRESSIONS

Real Talk

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

EXPANSION Units 4–6

VOCABULARY

Nouns

accomplishment
breeze
cable car
landscape
objective
parachute
pass
peak

rapids
scent
skydiving
trail
treat
valley
white-water rafting

Verbs

accompany
conquer
float
paddle
pedal
rush
wonder

Adjectives

calm
enjoyable
freezing
frightened
glacial
long-

distance
rural
proud
scenic
tiring
unique

Adverbs

constantly
terribly





EXPRESSIONS

Idioms





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

Writing Checklists

1 A report on the habits of young people

I can ...	Great! 	Good! 	OK! 	Needs work 
organize and plan paragraphs				
take notes on the topic				
use punctuation and capitals correctly				
use tenses correctly				
write an introductory paragraph				
make clear and interesting statements				
give interesting examples				
use appropriate vocabulary				
write a closing paragraph				
use pronouns to link sentences				
edit and correct my mistakes				

2 A personal biography





I can ...	Great! 	Good! 	OK! 	Needs work 
organize and plan paragraphs				
mark the events in my life on a timeline				
use punctuation and capitals correctly				
use tenses correctly				
introduce myself in the opening paragraph				
order events chronologically				
give interesting examples				
use appropriate vocabulary				
write a closing paragraph				
use appropriate language/style				
edit and correct my mistakes				

3 An email to a friend

I can ...	Great! 	Good! 	OK! 	Needs work 
organize and plan an email				
prepare notes for paragraphs				
use punctuation and capitals correctly				
use tenses correctly				
write an appropriate greeting				
express my feelings				
use interesting vocabulary				
describe activities and places effectively				
write an appropriate closing				
use appropriate informal language/style				
edit and correct my mistakes				

EXPANSION Units 1-3

A report about an endangered species





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

Writing Checklists





4 A recipe

I can ...	Great! 	Good! 	OK! 	Needs work 
collect information about a recipe				
take notes and use them to write				
use punctuation and capitals correctly				
express quantities correctly				
use sequence words				
use the imperative to give directions				
use appropriate vocabulary				
use appropriate language/style				
edit and correct my mistakes				

5 A description of personal possessions





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

6 An essay about my town

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

EXPANSION Units 4-6

A brochure for an adventure trip

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

Irregular Verbs

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

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SUPERGOAL 5 Audio Track List

CD1

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

CD2

2	Unit 4	1 Listen and Discuss
3	Unit 4	2 Pair Work
4	Unit 4	5 Listening
5	Unit 4	6 Pronunciation
6	Unit 4	8 Conversation
7	Unit 4	9 Reading
8	Unit 5	1 Listen and Discuss
9	Unit 5	2 Pair Work
10	Unit 5	5 Listening
11	Unit 5	6 Pronunciation
12	Unit 5	8 Conversation
13	Unit 5	9 Reading
14	Unit 6	1 Listen and Discuss
15	Unit 6	2 Pair Work
16	Unit 6	5 Listening
17	Unit 6	6 Pronunciation
18	Unit 6	8 Conversation
19	Unit 6	9 Reading
20	EXPANSION	2 Reading
21	Units 4–6	4 Chant Along

SUPER

GOAL 5

WORKBOOK

MANUEL DOS SANTOS

**Mc
Graw
Hill**

SuperGoal 5 Workbook

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1 Lifestyles

A Look at the people in the photos. Complete each description with a word from the box.

a devoted employee an exercise freak an Internet addict a vegetarian



1. Mark likes to work out. He's really into exercise and fitness. He's _____.



2. Ali is online all the time, even in the park! He's _____.



3. Saeed always works on the weekend. He's _____.



4. Jake never eats meat. He's _____.

B Describe each person from **A**. Use the expressions in the box.

usually downloads videos and games
always lives a healthy lifestyle
~~**frequently spends a lot of time at the gym**~~
regularly chats online

~~**normally works out five times a week**~~
often spends a lot of time at the office
never takes a vacation
always eats vegetables

! Mark *normally works out five times a week* _____.

Mark *frequently spends a lot of time at the gym* _____.

1. Ali _____
 Ali _____

2. Saeed _____
 Saeed _____

3. Jake _____
 Jake _____

1 Lifestyles

C Write about each photo. Use the words to ask questions and give answers.



Jamal / after school / usually // always

Q: *Does Jamal usually ride his bike after school?* _____

A: *Jamal always rides his bike after school.* _____

1. Sarah's little brother / usually / in the afternoon // sometimes

Q: _____

A: _____

2. Sabah and her friends / usually / on Thursday // often

Q: _____

A: _____

3. George / usually / on Saturday // occasionally

Q: _____

A: _____

D Write about yourself. Answer the questions. Use adverbs/expressions of frequency.

1. Do you usually sleep late on the weekend?

2. Do you generally do your homework in the afternoon?

3. Do you sometimes watch TV with your family?

4. Do you often chat online with your friends?

E Read the chart. Ask and answer a question about each person. Use **How many...?** / **How much...?** / **How long...?**

	watch TV	drink soda	exercise	chat online
Hussain	5 hours a week	1 can a day	2 hours a day	3 hours a night
Faris	1 hour a week	3 cans a day	2 hours a week	2 hours a day
Ismail	2 hours a day	2 cans a week	7 days a week	1 hour a day
Noura	3 hours a night	2 liters a month	2 days a week	2 hours a week
Fadwa	1 hour a day	1 liter a week	3 hours a week	6 hours a week
You				



Hussain / watch TV

Q: *How many hours a week does Hussain watch TV?*

A: *He watches TV 5 hours a week.*

1. Faris / drink soda

Q: _____

A: _____

2. Ismail / exercise

Q: _____

A: _____

3. Noura / watch TV

Q: _____

A: _____

4. Fadwa / chat online

Q: _____

A: _____

5. you / watch TV

Q: _____

A: _____

6. you / drink sodas

Q: _____

A: _____

7. you / exercise

Q: _____

A: _____

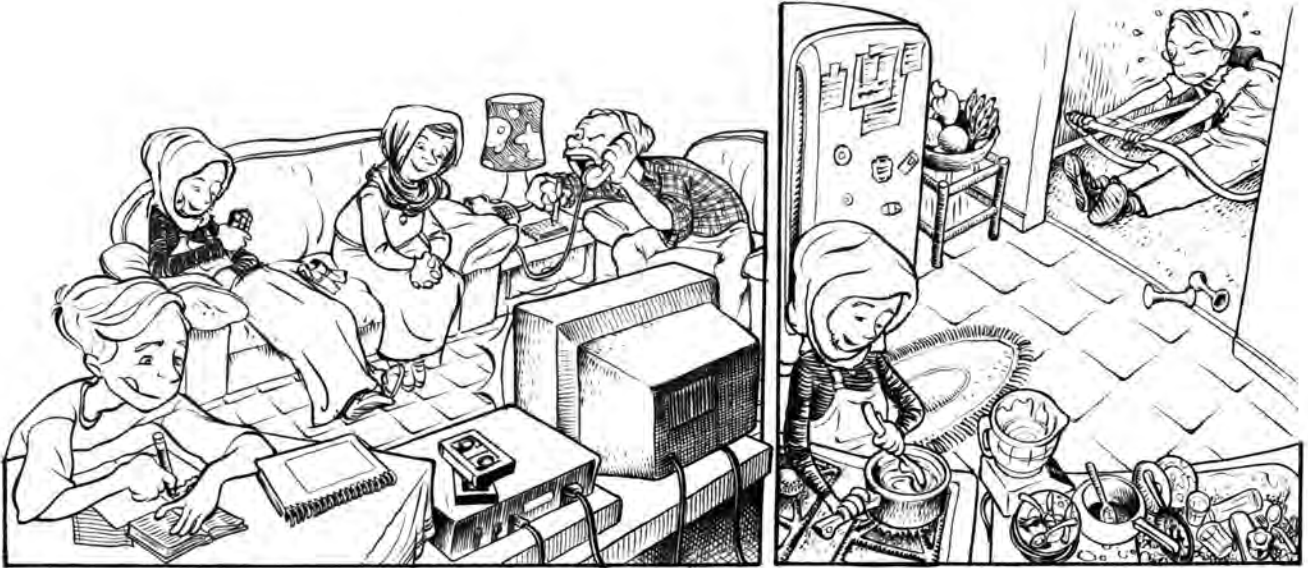
8. you / chat online

Q: _____

A: _____

1 Lifestyles

F Complete each sentence with the verb in parentheses. Then rewrite each sentence. Use an adverb of frequency.



I Steve *does* (do) his homework every day.

 He always does his homework.

1. Mr. Lewis (talk) to his boss on the phone in the evening five times a week.

2. Mrs. Lewis (watch) TV about once a week.

3. Sarah (eat) chocolate morning, noon, and night.

4. Sarah (make) dinner once a month.

5. Steve (work out) four times a week.

6. Steve (not do) the dishes. It's not his job.

G READING**Are You Addicted to Shopping?**

Do you love to shop?

Do you shop several times a week?

Do you buy things you don't need just because you have to buy something?

Do you ever spend money you don't really have?

Do you sometimes borrow money for shopping?

Are you a shopping addict? That means you can't stop shopping.

Take this test and find out. Circle **yes** or **no**.

- | | | |
|--|-----|----|
| 1. Do you think about shopping a lot? | yes | no |
| 2. Do you feel excited and happy when you are shopping? | yes | no |
| 3. Are you always planning your next shopping trip? | yes | no |
| 4. Do you feel nervous when you can't go shopping? | yes | no |
| 5. Do you go shopping when you are depressed or unhappy? | yes | no |
| 6. Do you go shopping at least once a day? | yes | no |
| 7. Do you sometimes buy things you don't need? | yes | no |
| 8. Do you spend a lot more money than you have? | yes | no |
| 9. Do you lose track of how much money you spend? | yes | no |
| 10. Do you say you spend less money than you really spent? | yes | no |
| 11. Do you want to spend less time shopping? | yes | no |

Did you answer **yes** to five or more questions?

You may be a shopping addict. What can you do? You can ask for help from friends.

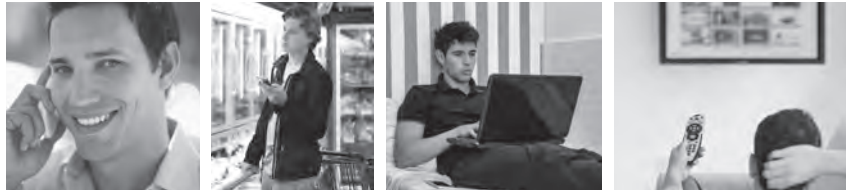
You can get counseling. Shopping shouldn't control you. You should control shopping.

Answer these questions.

1. What are three things that shopping addicts do?

2. What are two things shopping addicts can do to change their shopping habit?

H Complete the chart with your information. How many hours a week do you spend on each activity? Which things are habits for you? Which things are addictions?



	Talking on the phone	Going shopping	Going online	Watching TV	Your idea:
Hours per week:					
How important is it to you? • very important • important • not important	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

I WRITING

Now write a paragraph about your activities. How often and how long do you do them? Which are important? Which are not important? Which are habits? Which are addictions? What can you do to change them?

Habit or Addiction?

2 Life Stories

A Unscramble the letters and write the words on the correct announcement.

arptnes
snwit

liccin
dolob

niodontas
wnernbos

doorn
ntfain



B Complete the stories. Use the words from **A**.



1. In just two days, over 300 people came to give _____ at the Heart-to-Heart Mobile _____ in Lakeside County. Local businessmen and shoppers were happy to volunteer to help others in need. Some people donated blood for the first time and said they planned to do it again. One _____ told doctors that it was his 50th time giving blood. The blood _____ will go to hospitals around the country and will save many lives.

2. My aunt and uncle are new _____. They have two little _____. They're so small! It's hard to imagine that I was that little when I was an _____. The other really cool thing is that my two new little cousins look exactly the same. Why? Because they're _____.



C Complete the story. Use the simple past tense of the verbs in parentheses.



Roger and Paul **(1)** (be) _____ neighbors when they **(2)** (be) _____ children. They **(3)** (grow up) _____ together. They **(4)** (play) _____ sports and **(5)** (study) _____ together. They even **(6)** (go) _____ to the same college. After college, Paul **(7)** (get) _____ a job with an international bank in Paris and **(8)** (leave) _____ the country. At first, he **(9)** (not like) _____ his job because there **(10)** (be) _____ a lot of travel. He also **(11)** (miss) _____ his family a lot. After several years, he **(12)** (want) _____ to move back home and get a new job. Roger **(13)** (go) _____ back home after college. He immediately **(14)** (take) _____ a job at the city library. At first, he **(15)** (not be) _____ happy, but his parents **(16)** (need) _____ him at home, so he **(17)** (stay) _____. Last year, he **(18)** (start) _____ to think about a new job and life. He **(19)** (want) _____ to travel and see the world. Then six months ago, Paul **(20)** (move) _____ back home. A week later, he **(21)** (see) _____ Roger in the park. Yesterday, they **(22)** (go) _____ into business together and **(23)** (open) _____ their own travel agency!

D Answer the questions about the story in **C**.

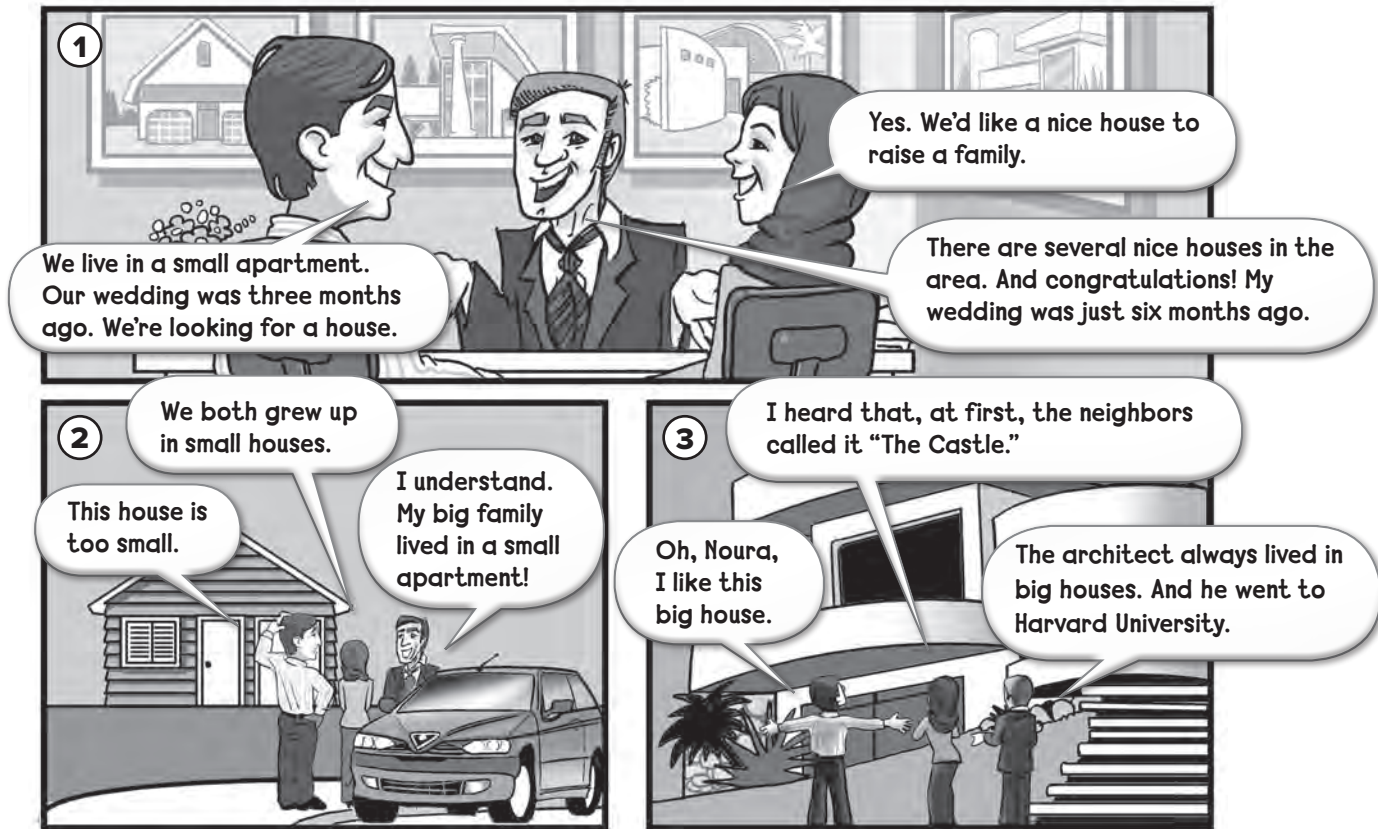
1. What did Paul and Roger do when they were young?

2. What did Paul think about his job at first?

3. Where did Roger work after college?

4. Where did Paul see Roger after he moved back home?

E Noura and Saeed want to buy a house. Mr. Adel is their real estate agent. Complete the sentences below the pictures. Use expressions with the passive in the affirmative and the negative.



Picture 1

1. Noura and Saeed _____ three months ago.
2. Noura and Saeed _____ six months ago.
3. Mr. Adel _____ six months ago.

Picture 2

1. Noura and Saeed _____ in small houses.
2. Mr. Adel _____ in a small house.
3. Mr. Adel _____ in a small apartment.

Picture 3

1. The architect _____ at Harvard University.
2. The architect _____ in big houses.
3. The house _____ "The Castle."

F Read the information. Complete the conversation. Use **used to** and **didn't use to**.

How Television Has Changed



The 1940s

- TVs have small, round screens.
- Many families eat dinner in front of the TV.
- TVs show only black and white pictures.

The 1950s

- People in big cities get four or five TV stations.
- Cable TV brings big-city TV to some country areas.
- The remote control is invented.

- Omar:** Did you know that some TVs **(1)** _____ have round screens?
- Yahya:** Yes, I did. And a lot of families **(2)** _____ eat dinner in front of the TV every night.
- Omar:** I know. And there **(3)** _____ be very many TV stations.
- Yahya:** Right. And before 1950, people in country areas **(4)** _____ have TV at all!
- Omar:** They probably **(5)** _____ have boring evenings with no TV.
- Yahya:** Maybe. They probably **(6)** _____ go to bed early.
- Omar:** Can you believe that TVs **(7)** _____ have color pictures? Everything was in black and white.
- Yahya:** Isn't that crazy? And people **(8)** _____ stand up and walk over to the TV to change channels. No remote control!
- Omar:** I'm glad I didn't live back then!

G Read the answers. Write questions.

Q: *Where did Ali use to live?* _____

A: Ali used to live in the country.

1. Q: _____

A: Fahd used to play football after school.

2. Q: _____

A: Yes, Farah did. She used to take the bus to school.

3. Q: _____

A: They used to go to the mall every Thursday evening.

4. Q: _____

A: No, I didn't. I used to stay up really late every night.

H READING**Prince William of Britain**

Prince William is the grandson of Queen Elizabeth II of Britain. He was born in London, England, on June 21, 1982. He is the elder son of Charles and the late Lady Diana, Prince and Princess of Wales. He has one younger brother named Harry.

William was educated at private schools in England. He attended one of the oldest high schools in England, Eton College. At Eton, he was captain of the football team and took up water polo. After graduation, William took a gap year, during which he trained with the British Army, traveled in Africa, and taught children in a small town in Chile.

He returned in 2001 and enrolled at one of the oldest universities in Scotland. He began studies in art history, but later changed his main subject to geography. William went on to earn a Master's degree—the best degree of any heir to the throne of Britain. He then decided to follow a military career and trained at the Royal Military Academy in 2006. He served in the Armed Forces with his brother, and two years later he earned his pilot wings. In 2009, he transferred to the Royal Air Force for helicopter training.

Prince William now serves as a co-pilot in the Search and Rescue Force. He also makes public appearances and performs his many royal duties—among which he is President of England's Football Association. And, like his mother, the late Lady Diana, he continues to help others by actively supporting many humanitarian causes.

Number the sentences in the correct order.

- _____ He traveled in Africa and South America.
- _____ Prince William went to Eton College.
- _____ He trained as a pilot.
- _____ Prince William was born in London.
- _____ William and Harry served in the Armed Forces.
- _____ He became a helicopter pilot.
- _____ Prince William graduated from university.



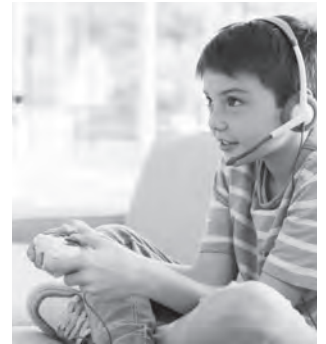
Map of Britain



2 Life Stories

I How is your life different now from when you were seven years old? Complete the chart with your ideas.

When I was seven, I used to:	Now I'm older, and I:



J WRITING

Now write a paragraph about your life then and now. Write what you used to do and what you do now.

Then and Now

3 When Are You Traveling?

A Complete the conversations. Use the words in the box.

flight

suitcase

boarding pass

gate

baggage

carry-on

What time is our

(1) _____

to Riyadh?



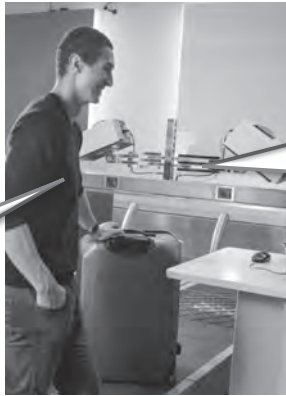
It's at 4:30, but I don't see

the (2) _____

number.

Yes, it is. And then I have one

(5) _____, too.



Is this (3) _____ the

only (4) _____ you're

going to check?

Is my seat number on my

(6) _____?



Yes, it is, sir. You'll be

next to a window.

3 When Are You Traveling?

B Read the customs declaration. Complete the conversation. Use the present progressive.

U.S. CUSTOMS SERVICE
DEPARTMENT OF THE TREASURY
UNITED STATES CUSTOMS SERVICE
CUSTOMS DECLARATION
19 CFR 122.27, 148.12, 148.13, 148.110, 148.111

FORM APPROVED
 OMB NO. 1515-0041

Each arriving traveler or responsible family member must provide the following information (only ONE written declaration per family is required):

1. Name: Hussain Ahmed K
Last First Middle Initial

2. Birth Date: 07/11/72 3. Airline/flight No.: 459
Day / Month / Year

4. Number of family members traveling with you: 1

5. Country of Citizenship: KSA 6. Country of Residence: KSA

7. U.S. Address: 15 State Street, Miami, FL

8. Expected Length of Stay: two weeks

9. The purpose of my trip is or was: Business Personal

10. I am/we are bringing fruits, plants, meats, food, soil, birds, snails, other live animals, farm products; YES NO
 or have been on a farm or ranch outside the U.S.

11. I am/we are carrying currency or monetary instruments over \$10,000 U.S., or foreign equivalent. YES NO



Customs Officer: What flight were you on?

Ahmed: I was on Flight 459.

Customs Officer: How many family members are traveling with you?

Ahmed: (1) _____ . My son is with me

Customs Officer: Where are you staying in the United States?

Ahmed: (2) _____ .

Customs Officer: How long are you visiting the United States?

Ahmed: (3) _____ .

Customs Officer: Are you bringing any fruits or live plants?

Ahmed: (4) _____ .

Customs Officer: Are you carrying more than \$10,000 cash?

Ahmed: (5) _____ .

Customs Officer: Are you coming to the United States for business or for pleasure?

Ahmed: (6) _____ . We're visiting family.

Customs Officer: Welcome to the United States. Enjoy your stay here.

Ahmed: Thank you!

C Complete the conversation. Use the information in the chart. Use **going to** for definite plans and **will** for indefinite plans.

Faisal's Weekend Plans

Thursday	Friday	Saturday
Maybe go to the special Antiquities Exhibition 10:00 A.M.–8:00 P.M.	Definitely go to the Al-Janadriyah Cultural Festival 8:00 A.M.–11:00 P.M.	Maybe ride in the bicycle race 10:30 A.M.–12:30 P.M.
Definitely go to the Champions League football game 8:00 P.M.	Definitely watch the camel races 7:00 P.M.	Probably go to the barbecue at Yahya's house 4:00 P.M.–8:00 P.M.

Thursday

Adnan: Hi, Faisal. What are you doing?

Faisal: I'm making plans for the weekend. Maybe I **(1)** (go) _____ to the special Antiquities Exhibition on Thursday afternoon.

Adnan: That's going to be interesting! Are you going to stay all afternoon?

Faisal: No. I **(2)** _____ probably (stay) _____ for an hour or two. Do you want to go?

Adnan: Sure! And I definitely **(3)** (go) _____ to the Champions League football game at 8:00.

Faisal: Me, too. Let's get there at 6:00.

Adnan: Fine. We **(4)** _____ probably (be) _____ the first people there.

Faisal: That's OK. We **(5)** (find) _____ great seats for sure!

Friday

Faisal: Are you going to go to the Al-Janadriyah Cultural Festival on Friday?

Adnan: You bet! I **(6)** (spend) _____ the whole afternoon there. It's **(7)** (be) _____ lots of fun!

Faisal: I **(8)** (get) _____ there early in the morning, and I **(9)** _____ probably (leave) _____ at 4:00.

Adnan: Then what are you going to do?

Faisal: I **(10)** (watch) _____ the camel races at 7:00.

D Write a conversation between Faisal and Adnan about Faisal's Saturday plans.

Adnan: _____

Faisal: _____

Adnan: _____

Faisal: _____

Adnan: _____

Faisal: _____

3 When Are You Traveling?

E Complete the answers to the questions with infinitives of purpose. Use the information in the photos for your answers. Use the verbs in the box.

finish

visit

go surfing

work out

catch

buy



Q: Why is your father going to the train station?

A: *He's going to the train station to catch a train.*

1. Q: Why is he staying up late?

A: _____ his homework.

2. Q: Why are they online?

A: _____ their tickets.

3. Q: Why are they flying to California?

A: _____ their grandparents.

4. Q: Why is he going to Mexico?

A: _____.

5. Q: Why is he going to the gym after school?

A: _____.



F Write three sentences. Tell where you will probably go next week. Use infinitives of purpose.

Q: *I will probably go to the mall to buy a new pair of shoes.*

1. _____

2. _____

3. _____

G READING**GUIDE TO NIAGARA FALLS****Things to Do**

There is a lot for the whole family to do in Niagara Falls. A helicopter ride provides a wonderful view of both the American falls and the Canadian falls. During the ride, you can take great pictures to show your friends back home. A favorite with all the tourists is the Journey Behind the Falls. You'll put on a raincoat, take an elevator, and get out at the bottom of the falls. From there, you'll see, hear, and feel the excitement as the water crashes down from the height of a twenty-story building. It's an unforgettable experience!

**Places to Stay***The Broadview Hotel*

Many visitors want to stay at the Broadview. The rooms are small, but the views of the falls are wonderful. The hotel restaurant is good, but very fancy. You'll have to wear your best clothes. The Broadview is expensive, but its guests receive very special treatment. And for your information, the hotel doesn't have a pool, but it has excellent workout facilities for people who like to exercise.

Martin's Motel

Martin's Motel is a really friendly place. When you check in, Martin shows you to your room. The rooms aren't fancy, but they're large and they have cable TV. There is an outdoor swimming pool and a game room especially for children. It's just a 15-minute walk to the falls. And if you're hungry, you can eat at the diner next door. The food is good and cheap, and the diner is open 24 hours a day. You won't have to dress up to eat there. Families that stay at Martin's always have a good time.

Write **T** for **True** or **F** for **False**.

1. _____ Visitors wear raincoats to go behind the falls.
2. _____ You can't take pictures on the helicopter ride.
3. _____ The Broadview Hotel has a pool.
4. _____ The Broadview Hotel has wonderful views of the falls.
5. _____ Martin's Motel is close to the falls.
6. _____ You have to wear a suit or dress to eat at the diner next to Martin's Motel.

H Answer these questions about the reading.

1. You can stay at the Broadview Hotel or Martin's Motel. Where will you probably stay? Why?

2. You can take the helicopter ride or the Journey Behind the Falls trip. Which will you probably take? Why?

3 When Are You Traveling?

I You are talking to a travel agent. You're telling the travel agent about the trip you want to take. Complete the travel agent's notes from your conversation.

1. *Where do you want to go?*
2. *What are you going to do while you're there?*
3. *When are you going to leave?*
4. *How long are you going to stay?*
5. *What airport do you want to leave from?*
6. *Who is going with you?*
7. *What kind of hotel do you want to stay at?*
8. *What sights do you want to see?*

J WRITING

Now write a paragraph about your trip. Use the information from the travel agent's form above.

My Trip

EXPANSION Units 1 – 3

A Write questions and answers. Use **always, usually, sometimes, seldom, or never** in your answers.



How often / you / eat / sandwiches / for lunch

Q: *How often do you eat sandwiches for lunch?* _____

A: *I usually eat sandwiches for lunch.* _____

1. How often / you / walk / school

Q: _____

A: _____

2. How often / you / watch / TV

Q: _____

A: _____

3. How often / you / clean / your room

Q: _____

A: _____

4. How often / you / go / to the mall

Q: _____

A: _____

5. How often / you / do / your homework

Q: _____

A: _____

B Complete each sentence. Use the simple past tense.

1. They're not going to play basketball tonight, but they _____ basketball last night.
2. I am not meeting my friend for lunch today. I _____ my friend for lunch yesterday.
3. She doesn't usually get sick, but she _____ sick last week. She had a cold.
4. He doesn't usually study on weekends, but he _____ this past weekend.
5. We don't usually grow tomatoes in my garden, but we _____ some this past summer.
6. He usually goes skiing on vacation, but he _____ surfing last month on vacation.
7. I don't usually make mistakes on my math homework, but I _____ three mistakes on my homework yesterday.
8. I don't usually have to do the dishes, but I _____ to do them last night.
9. My friend and I didn't go shopping yesterday, but we _____ every day last week.
10. My father didn't drive me to school this morning, but he _____ me to school yesterday.

EXPANSION Units 1 – 3

C Write the question for each answer. Use the simple past tense.

- Q:** *Where did your uncle live?*
A: My uncle lived in New York.
- Q:** _____
A: Amal watched TV yesterday evening.
- Q:** _____
A: Hussain wore a suit and tie to the job interview.
- Q:** _____
A: They slept on the airplane.
- Q:** _____
A: My brother went to college in Jeddah.
- Q:** _____
A: Ali and his family stayed in a hotel last year when they went to the beach.

D Write sentences about you, your family, or your friends.



be born

I was born in Jizan on January 23, 1997.

- be married

- be raised

- be called

- be educated

E Write questions and answers. Use **used to**.



Khalil played basketball.

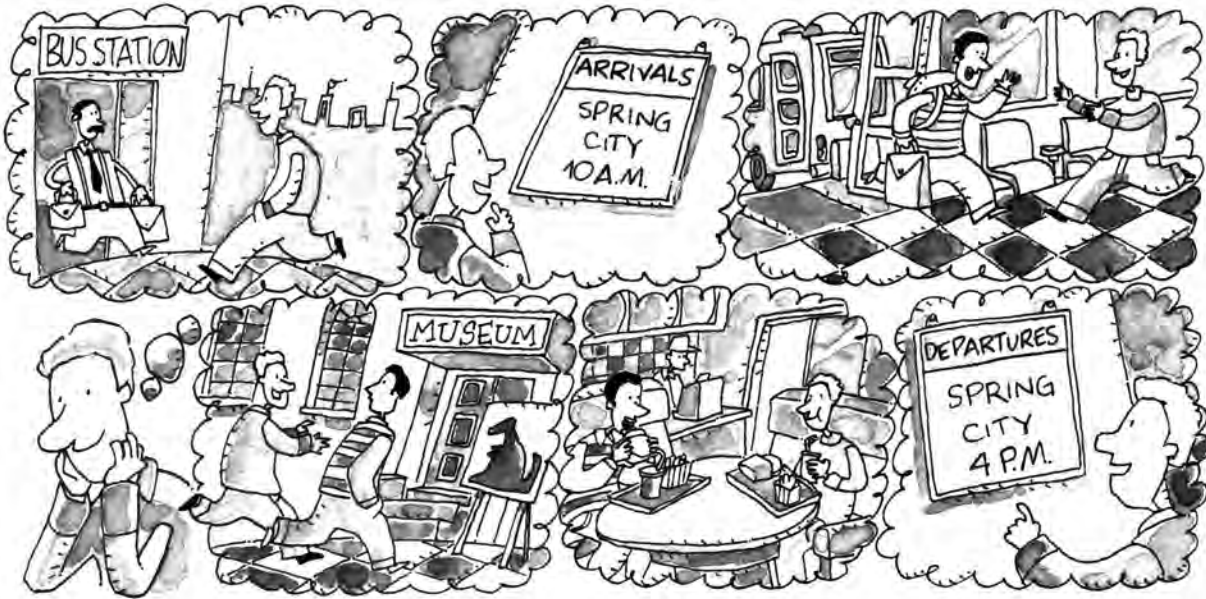
Q: *What did Khalil use to play?*

A: *Khalil used to play basketball.*

- Ibrahim ate a lot of fast food.
Q: _____
A: _____
- They studied English.
Q: _____
A: _____
- Saeed drove his father's car.
Q: _____
A: _____
- My brother and I drank milk every morning before school.
Q: _____
A: _____

EXPANSION Units 1 – 3

F Look at the picture. Write about Robert's plans for the day with his friend. Use the present progressive.



I *Robert is going to the bus station today.*

1. _____
2. _____
3. _____
4. _____
5. _____

G Complete the sentences. Use **be going to** or **will**.

1. I'm not sure. I _____ probably _____ (fly) to Dubai tomorrow.
2. My plans are definite. I _____ (go) to the mall with my friend tonight.
3. She isn't sure. She _____ probably _____ (leave) in the afternoon.
4. He didn't make definite plans. He _____ probably _____ (see) his uncle next week.
5. They didn't tell me their final plans. They _____ probably _____ (arrive) tomorrow morning.
6. I checked the schedule. The train _____ (leave) at 7:30 tomorrow morning.

EXPANSION Units 1 – 3

H Look at the photo of Jeff. Write two sentences about what he is going to do. Write two sentences about what he will probably do.

1. What is Jeff going to do?

2. What will Jeff probably do?



I What do you and your family conserve at home? How do you conserve at home? Complete the chart below.

Conservation at Home

	What we conserve	How we conserve	How we will probably conserve
💡	Electricity	<i>turn off lights</i>	<i>watch less TV</i>
	Water		<i>not wash the family car</i>
	Other		

J WRITING

Write a paragraph to tell how you conserve at home and what you will probably do to conserve in the future.

Conservation at Home

4 What Do I Need to Buy?

A Write the name of each food.



1. _____



6. _____



2. _____



7. _____



3. _____



8. _____



4. _____



9. _____



5. _____



10. _____

B Complete the chart with the words from **A**.

Meat	Seafood	Dairy	Fruit	Vegetables

4 What Do I Need to Buy?

C Complete the story. Use **a few**, **a little**, and **a lot of**.

Badria started a new diet called the Fat Flush Program. This is what she told me about it:

“At first, I didn’t understand the diet because there were **(1)** _____ rules—about three pages of them! For example, you have to take 1 tablespoon of oil twice a day. That’s not **(2)** _____ oil, but it helps you lose weight for some reason. You need to drink **(3)** _____ lemon juice (about a tablespoon) in water twice a day.

Fruits are part of the diet. You can have **(4)** _____ pieces of fruit—one, two, or three pieces—every day. You can eat **(5)** _____ different vegetables. In fact, you can eat all the vegetables you want, including beans, broccoli, cucumbers, onions, and 25 more. But you can only have **(6)** _____ spices. They cause problems with this diet. You need to drink **(7)** _____ water—at least eight glasses a day! I don’t know if I can do that all the time. You can’t eat **(8)** _____ meat—only 225 grams once a day. But that doesn’t bother me. I usually eat only **(9)** _____ meat anyway. There are only **(10)** _____ things on the diet that I never eat—actually just two things—lamb and tomatoes. And they encourage you to get **(11)** _____ exercise, but not too much. All in all, I think it’s a good program.”

D Rewrite each false sentence about the story from **C**. Make each one true. Use **much** and **many**.



Badria takes a lot of oil each day.

She doesn't take much oil each day. _____

1. Badria drinks a lot of lemon juice in water.

2. Badria can eat a few vegetables on the diet.

3. She can use a lot of spices.

E Write about what you eat or drink **a lot of** and what you don’t eat or drink **enough** of.



I eat a lot of ice cream, but I don't eat enough yogurt. _____

1. _____

2. _____

3. _____

F Read the recipe. Write questions and answers about it. Use **how much** and **how many**.

Mushroom and Cheese Omelet

- Cut 6 mushrooms into small pieces.
- Chop a piece of 1 onion.
- Cut up ¼ cup of cheddar cheese.
- Whip 3 eggs in a bowl.
- Add a little salt and pepper to the eggs.
- Melt 1 tablespoon of butter in a frying pan.
- Pour the ingredients into the frying pan and cook for 3 minutes.



you / need / eggs

Q: *How many eggs do you need?* _____

A: *I need three eggs.* _____

1. you / use / butter

Q: _____

A: _____

2. you / add / salt

Q: _____

A: _____

3. you / cut up / mushrooms

Q: _____

A: _____

4. you / cut up / cheese

Q: _____

A: _____

5. you / use / onions

Q: _____

A: _____

G Complete the sentences. Use **something**, **anything**, and **nothing**.

- We eat a lot of food at my house. We always need _____ from the supermarket.
- Are you hungry? Go to the kitchen. There's _____ in the refrigerator for you to eat.
- What a delicious lunch! But don't you have _____ to drink with it?
- I love fresh fruit. In fact, there's _____ better than a good piece of watermelon on a hot summer day!
- I'm so hungry. I haven't eaten _____ all day!
- Badr:** Do you like pizza?
Fahd: No, I don't. I don't like _____ with cheese.
- I can't make this recipe for dinner. I have absolutely _____ that it calls for.
- I'm going to buy some food at the supermarket. Can I get you _____, too?



4 What Do I Need to Buy?

H Look at the recipe for fruit salad. Rewrite the recipe in the correct order.

Fruit Salad

- Mix well and put the bowl in the refrigerator for three hours.
- Cut up 1 pineapple, 1 cup of strawberries, 2 oranges, and 1 cup of apples.
- Add $\frac{1}{2}$ cup of sugar and $\frac{1}{4}$ cup of lemon juice.
- Put the fruit in a large bowl.

Fruit Salad



I Now rewrite the recipe. Use the sequence words in the box.

after that

finally

first

then

1. _____

2. _____

3. _____

4. _____

J READING**Food Is Not Just for Food**

Do you like bananas on cereal, roasted garlic, or cucumbers in salad? Believe it or not, each of these foods is also a medicine. Thousands of years ago people started using foods to cure everyday health problems. Today, people still use many of these foods as medicines. Each culture has its own favorite food remedies. Here is a short list of illnesses and some of the foods people use to cure them.

**Headaches**

- Peel several very ripe bananas. Wrap the peels in two different pieces of cloth. Place one over the back of your neck and the other on your forehead.
- Peel a large lemon. Rub the skin of the lemons on your forehead. Then put the pieces in a cloth and place it on your forehead. The pain will stop.

Tired, Red Eyes

- Peel and slice up a very ripe apple. Let the fruit get brown. Place the pieces on your closed eyes. Leave them on for at least half an hour.
- Place thin slices of cucumber over your closed eyes and lie quietly for a few minutes.

A Cold

- Put two cloves of crushed garlic in a bowl of boiling water. Add one tablespoon of vinegar. Cover your head and the bowl with a towel. Breathe in the warm vapors.
- Soak a piece of brown paper in vinegar. Shake pepper on one side. Place the peppered side of the paper on your chest. Leave it there all night, if possible.

Have you ever heard of any of these remedies? Most people in the medical profession say that there is little research to prove any positive results from these old food remedies.

Complete the sentences. Use the information in the reading.

1. People eat food. Some people use food as _____.
2. To take away a _____, you can use ripe bananas.
3. Some people use ripe _____ to make their eyes feel better.
4. Cucumber slices can help your _____.
5. Some people say garlic and _____ will make a cold go away.

4 What Do I Need to Buy?

K What is your favorite meal? Make a shopping list for it. Complete the chart below with all the different food items for the meal. Then think about the supermarket you'll go to. Where are the different food items in that supermarket? Use a number to show the order in which you will buy the food at your supermarket.

Favorite Meal: _____

Food Group	Food Items	Shopping Trip Order
Meat / Seafood		
Breads and Grains		
Vegetables		
Fruits		
Dairy Products		
Other		



L WRITING

Now write a paragraph about your shopping trip at your supermarket. Use the information from your shopping list above. Use sequence words like **first**, **then**, **after that**, and **finally**.

My Shopping Trip

5 Since When?

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

brick
household

printer
microwave oven

clumsy
image

conventional
huge

device
light

My aunt was at my house yesterday. She and my mom made cookies. I noticed that my mom never uses the **(1)** _____ to make the cookies. My mom says that some things bake better the old-fashioned way, in a **(2)** _____ oven. That's why a lot of **(3)** _____ kitchens today have both types of oven.



Cell phones are very small today. And they have always been small. Well, that's what I thought! Then my older brother showed me one of the very first cell phones. My father had one in a box in the garage. It was not small at all! It was big and **(4)** _____. And when my brother handed it to me, I almost dropped it because it was so heavy. And that's why people called it the **(5)** _____. It's amazing how our cell phones today are so small and so **(6)** _____.



My new laptop computer is really amazing. It is so small and fast. I love it. I really only needed one other **(7)** _____ to go with it. I needed a **(8)** _____. But I didn't have to buy it. The store gave me one when I bought the laptop. What a deal!



My parents just bought a new TV. It's a big screen TV, and that means that the screen is **(9)** _____! It's awesome! The **(10)** _____ on the screen is crystal clear and the sound is amazing.



5 Since When?

B Complete the conversations. Use the simple past.

1. **Mona:** When did you arrive at school this morning?

Sabah: I _____ at school at 8 o'clock.

2. **Ahmed:** Where did Yahya eat lunch yesterday?

Faris: He _____ lunch at the mall.

3. **Sultan:** What time _____ Imad _____ you last night?

Fahd: Imad called me at 10:30 p.m.

4. **Amina:** When did Noura and you finish your homework yesterday?

Fadwa: We _____ our homework just before dinner.

5. **Asma:** Who passed the history test last week?

Nawal: No one _____ that test!

6. **Jabir:** When _____ you at the park?

Ismail: I was at the park yesterday during the football game.

C Write complete sentences. Use the present perfect.



I / see / the Great Wall

I've seen the Great Wall.

1. my brother / play tennis / in the new park

2. Saeed / try / to learn French

3. we / go camping / in the mountains

4. my parents / eat / at the Indian restaurant by the bookstore

D Write questions for the statements in **C**.

1. _____

2. _____

3. _____

4. _____

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

My uncle _____ (1. make) a lot of inventions. Some of his inventions _____ (2. work), and others _____ (3. not be) very successful. When I _____ (4. be) 12 years old, I _____ (5. walk) to school every day. That year, my uncle _____ (6. give) me one of his new inventions—a hat with an umbrella. He _____ (7. call) it his hat umbrella. _____ (8. be) it one of his successful inventions? Let's just say that we _____ (9. not talk) about it in years! Well, that's not completely true. Last year, my uncle _____ (10. wear) one of his hat umbrellas to my graduation. It _____ (11. be) really funny! And after dinner, he _____ (12. give) it to me. I think I'm the only person in the world who _____ (13. receive) two hat umbrellas as gifts!

F Complete each sentence with **for** or **since**.

1. Robert got sick two days ago. He has been sick _____ two days.



2. Daniel got his new car three weeks ago. He has had his new car _____ three weeks.



3. Carlos started to play tennis in 2006. He has played tennis _____ 2006.

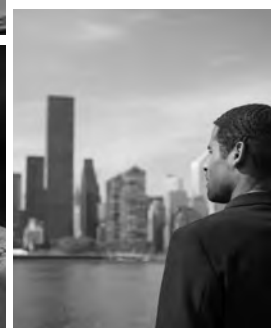


4. My brother last spoke to his friend two hours ago. He hasn't spoken to him _____ two hours.



5. My uncle moved to New York City in 2007.

He has lived in New York City _____ 2007.



5 Since When?

G Write a question and two answers for each photo. Use **How long, for,** and **since.**

chicken / be / in the microwave / three o'clock // 15 minutes

Q: *How long has the chicken been in the microwave?*

A: *The chicken has been in the microwave since three o'clock.*

A: *The chicken has been in the microwave for 15 minutes.*



1. Tom and Kenneth / use / laptops / four years old // almost their entire lives

Q: _____

A: _____

A: _____



2. Chris / play football / eight years old // seven years

Q: _____

A: _____

A: _____

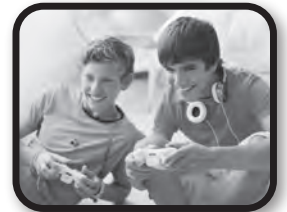


3. Alex and Sam / play video games / this afternoon // forty minutes

Q: _____

A: _____

A: _____

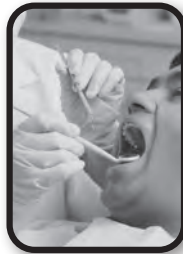


4. Omar / go / to this dentist / 2006 // many years

Q: _____

A: _____

A: _____



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

Q: _____

A: _____

A: _____



H READING

Since the 1700s, people have tried many different ways of traveling over land. They wanted to move more quickly and more comfortably than they could on horseback. Inventors have produced several different kinds of car engines since 1760. First, they tried steam engines. But they were noisy, and the driver had to stop frequently to get more water. Then they tried gasoline engines. The inventor of the modern gasoline-powered automobiles was a German named Karl Benz. He made his first car in 1886. His company later became Mercedes Benz, and it is still making cars today.

Automobile companies have added many improvements to cars over the years. Have you been in a car in rainy or snowy weather? Was it difficult to see the other cars on the road? A hundred years ago, it was almost impossible to drive in bad weather. People had to get out of their cars and wipe the windshields of their cars every few minutes. However, today, we have

windshield wipers. M. Anderson invented the windshield wiper in 1903, and by 1913 almost all American cars had them. And today you can't buy a car without them.

Another invention that has become very popular is the bucket seat. Steve McQueen, a famous American actor, invented this type of seat. McQueen worked on cars and was a race car driver. He needed a seat that was comfortable when his car was going very fast. Have you ever sat in a bucket seat? It's lower than a regular seat, and most people say it's more comfortable. Manufacturers have put bucket seats in cars for over thirty years now.

Auto manufacturers have improved cars. They've added things that make driving easier and more comfortable for drivers. Windshield wipers and bucket seats were only the beginning. Now many cars have GPS devices and even computers to help drivers park. Cars have come a long way in one hundred years!

Write **T** for **True** and **F** for **False**.

1. _____ There have been cars with engines since 1760.
2. _____ The first cars had gasoline engines.
3. _____ Most American cars had windshield wipers in 1903.
4. _____ An actor invented the bucket seat.
5. _____ American cars have had bucket seats since 1913.

5 Since When?



I Complete the chart. List inventions that have been important to you. Tell why each one has been important.



What inventions have changed my life?	How have they changed my life?
 <i>cell phone</i>	<i>always able to talk to friends</i>



cell phone

always able to talk to friends



J WRITING

Now write about the inventions you listed in the chart above. Write how each one has made your life better or worse, easier or harder.

These Inventions Have Changed My Life

6 Do You Know Where It Is?

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

1. cleaner air



3. larger green space



2. lower cost of living



4. better public transportation system



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

public transportation system
green spaces
punctual

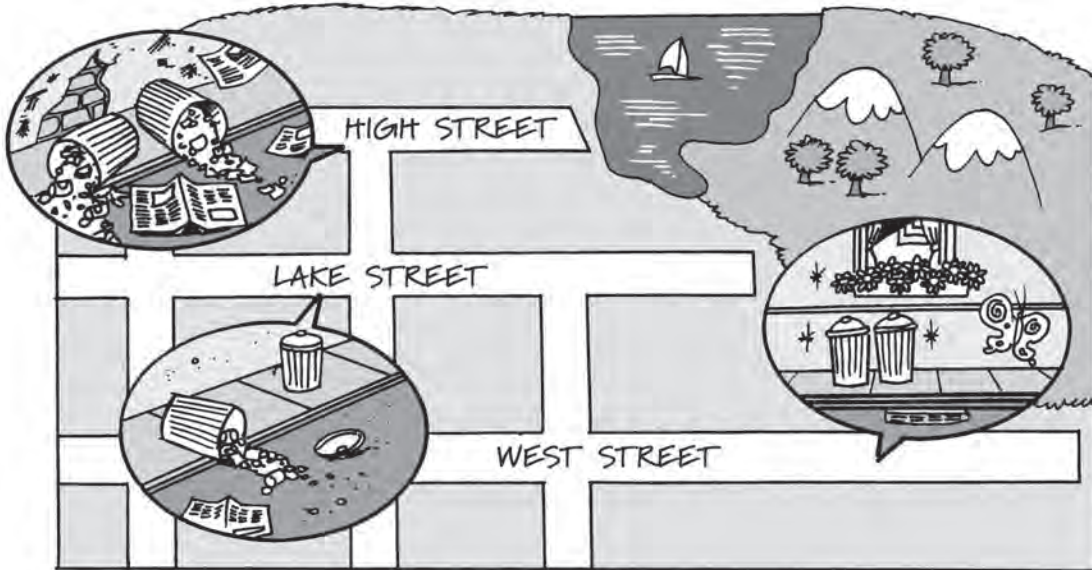
cozy
housing
quality of life

crime rate
efficient
cost of living

- We live in a small town, and my grandparents live in a very big city. It takes less money for my family to live in our small town house than it takes for my grandparents to live in their big city apartment. Our _____ is lower than my grandparents'.
- Berlin's _____ is awesome. We visited the city last year. And they have an amazing subway. It's always on time and doesn't cost a lot. It's very _____ and _____.
- An apartment and a small house are two examples of _____ that is available in the city. Both the houses and apartments aren't very big. They're really small and _____.
- I love Denver, Colorado. It's an awesome city to live in. There are a lot of trees and parks. With all the _____ here in the city, it's really easy to go walking or cycling whenever I want. That's important to me, my family, and my friends. We think the _____ in Denver is the best of any city in the world.
- Todd lives in the suburbs and not in the big city. He likes his neighborhood. It's safe and quiet, and people know their neighbors. In fact, there hasn't been a robbery in his neighborhood for two years. The _____ is definitely lower in his neighborhood than in the city.

6 Do You Know Where It Is?

C Fill in the correct comparatives and superlatives.



1. Lake Street is _____ (long) than High Street.
2. High Street is the _____ (short) street.
3. Lake Street is _____ (short) than West Street.
4. West Street is the _____ (long).
5. Lake Street is _____ (clean) than High Street.
6. High Street is the _____ (dirty) street.
7. Lake Street is _____ (dirty) than West Street.
8. West Street is the _____ (clean).

D Complete the sentences. Use comparatives or superlatives. Use the adjective **expensive**.

ROGERS REALTY

Fine Apartments – Low Prices!

- Come live at **the City Center**. One-bedroom apartments are \$500 a month.
- One-bedroom apartments at **the Plaza House** are \$700 a month.
- **The Amazon** has very special one-bedroom apartments with large balconies. Only \$1,000 a month!

💡 The City Center has the least expensive apartments.

1. The Amazon is _____ than the Plaza House.
2. The City Center is _____ than the Plaza House.
3. The Amazon is _____.

E Billy lives in the mountains. Dave lives at the beach. Complete the conversation. Use comparative and superlative adjectives.

Billy: I like the mountains. The weather is always _____ (1. cool) in the mountains than at the beach.

Dave: That's right. But I like the sun, and the beach is _____ (2. sunny) than the mountains.

Billy: That's true. But it's _____ (3. quiet) in the mountains. I can hike through the woods and hear the sound of birds. I like that.

Dave: Well, the beach is _____ (4. noisy) than the mountains, but there is always someone to talk to.

Billy: I think that people in the mountains are the _____ (5. friendly) people I've ever met. I know all my neighbors.

Dave: I am always meeting new people at the beach. They're usually on vacation and are from all over the world. In fact, they're the _____ (6. interesting) people I know.

Billy: I'm happy you like the beach. But I'll stay in the mountains. It's the _____ (7. good) place in the whole world!

Dave: And I'm happy you like the mountains. But I still think the beach is _____ (8. good) than the mountains!



F Where do you want to live, in the mountains or at the beach? Write three sentences about why you prefer to live there. Use comparatives or superlatives.

1. _____

2. _____

3. _____

6 Do You Know Where It Is?

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

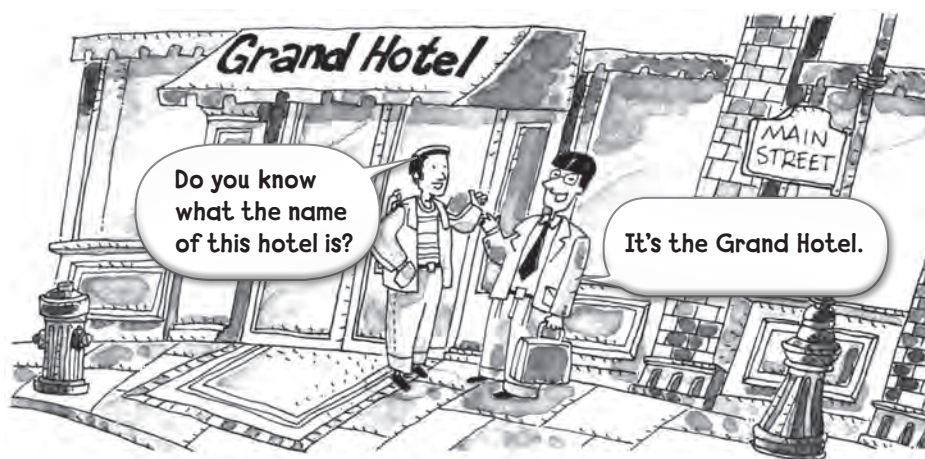


The office building is ten stories tall. The school building is ten stories tall, too.

The school building is as tall as the office building.

1. The bus ticket is inexpensive. It costs \$1.00. The subway ticket costs \$1.00, too.
The bus ticket is just _____ the subway ticket.
2. The pizza at Joe's is good, and the pizza at Mama Mia's is good, too.
Joe's pizza is _____ Mama Mia's pizza.
3. Apartments cost \$700 a month. Houses cost \$1100 a month.
Apartments aren't _____ houses.
4. Houston is warm in the winter. Chicago is not warm at all in the winter.
Chicago in the winter isn't _____ Houston in the winter.

H Write indirect questions for the answers.



Ali wants to know the name of this hotel.

Q: know / what Do you know what the name of this hotel is?

A: It's the Grand Hotel.

1. Amira wants you to tell her the time the bank closes.

Q: could / when _____

A: The bank closes at 4 o'clock.

2. Hameed wants to know the location of the gym.

Q: know / where _____

A: Yes. It's on Main Street.

3. Fahd wants to know the cost of a train ticket.

Q: could / how much _____

A: It costs \$5.00.

4. Farah needs to know when the supermarket opens.

Q: know / when _____

A: Yes. It opens at 8:00 in the morning.

I READING

Small Town America

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

Some people prefer to live in the city because there are a lot of people to meet, a lot of places to eat, and a lot of things to do. The pace of life is faster in a big city than it is in a small town. So for some people, the expression “small town” or “small town America” is another way to say that something is slow or even boring.

Officially a town has to have less than 10,000 residents to be considered a small town. In other words, a small town is even smaller than a small city. Many young people who grow up in small towns leave for life in the big city. But there are those who regret their move to the big city and want to move back to their small town life. Why? Many miss the community—the friendly neighbors, the close friends, and the looking out for the other person that are often characteristic of a vibrant small town.

The top ten best small towns in the U.S.A. are voted on annually. These are the towns that people miss when they move away. These are the towns that have citizens who are excited about living in their small town. Recently, Hammondsport, New York was voted the best small town in America.

Young people in small town America often do very different things for fun than their big city counterparts. Some of the exciting things young people in small town America do include riding ATVs (all terrain vehicles), riding horses, and even riding snowmobiles when it snows!

Answer the questions.

1. What are three reasons some people like to live in a big city?

2. How many people have to live in a town for the town to be considered a small town?

3. Why do some people regret moving to the big city from a small town?

4. What is the name of the town that was recently voted as the best small town in America?

5. What are three things that young people like to do in small towns?



6 Do You Know Where It Is?


J Think about where you live and where a friend or relative lives that is somewhere different (maybe even another country). Complete the chart with adjectives that describe the town or place where you live and where your friend or relative lives.

Where I Live	
Where My _____ Lives	

K WRITING

Now write a paragraph about where you live and where your friend or relative lives. Compare the two places. Use the information from the chart above.

Here and There



EXPANSION Units 4 – 6

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

1. I'm on a diet, so I only eat _____ ice cream.
2. I don't use _____ salt. I really don't like it.
3. Did you get _____ pineapple? If you want more, I have another one in the refrigerator.
4. I only eat _____ eggs each week. I don't think they are really good for my heart.
5. _____ papayas did you buy at the market?
6. Wow! That's hot! Did you put _____ pepper in the soup?
7. _____ butter are you going to put on your potato?
8. I don't like this restaurant's menu. There aren't _____ appetizers on it.

B Complete the conversation. Use **something**, **anything**, and **nothing**.

Hanan: I'm going to the supermarket. Can I get you (1) _____?

Maha: No, thank you. I don't want (2) _____. I went shopping yesterday.

Hanan: I went to the supermarket yesterday, too! But I have (3) _____ for dinner this evening.

Maha: Oh, no! I don't have (4) _____ for dinner either! Can you pick (5) _____ up for me?

C Write a recipe. Put the expressions from the list in the correct order and use sequence words in your sentences.

- stir the eggs for one minute
- pour the eggs into a frying pan
- crack four eggs into a bowl
- cook the eggs for three minutes



Recipe: Scrambled Eggs

EXPANSION Units 4 – 6

D Use each group of words to write two sentences. Use the present perfect for one sentence and the simple past for the other sentence.



Badria / visit / the museum // last year

Badria has visited the museum.

Badria visited the museum last year.

1. Tariq and Saeed / eat / at the Indian restaurant // last Thursday night

2. we / go sightseeing / in Egypt // during our vacation in 2009

3. Ali / not take / chemistry with Mr. Faris // this past year

E Write two sentences for each situation. Use the present perfect plus **since** and **for**.



Sultan started to exercise on September 5. Today is December 5.

He has exercised since September.

He has exercised for three months.

1. Faisal drove his new car on Monday for the first time. Today is Friday.

2. Noura and Amal studied French in seventh grade for the first time. They're now in tenth grade.

3. My parents bought our house when I was three years old. I'm sixteen years old now.

F Write questions. Use **How long**.



you / play / video games

How long have you played video games?

1. they / live / in Jeddah

2. she / be / on the phone

3. Qassim / work / at the hotel

4. Khalid / speak / Japanese

EXPANSION Units 4 – 6

G Complete the sentences. Use comparative or superlative adjectives.

1. The purple tie is \$22.00. The green tie is \$20.00. The red tie is \$18.00. The red tie is the _____ (expensive). The green tie is _____ (expensive) than the purple one. The purple tie is the _____ (expensive).
2. The Italian restaurant usually has a line of people waiting outside to eat. It's very popular. There is sometimes an empty table or two at the Indian restaurant, but it's usually crowded. There aren't usually many people in the French restaurant. It's never crowded, and the food isn't good. The Italian restaurant is the _____ (popular). The French restaurant is always the _____ (crowded). The Indian restaurant is _____ (good) than the French restaurant.
3. Ali's backpack weighs 4 kilograms. My backpack weighs 5 kilograms. It's really heavy! Fadi's backpack weighs 3 kilograms. My backpack is the _____ (heavy) of all. Ali's backpack is _____ (heavy) than Fadi's backpack. Fadi's backpack is _____ (light) than my backpack.

H Write sentences. Make comparisons with **as...as**.



cell phone / chocolate bar / light

A cell phone is as light as a chocolate bar.

1. train / plane / not fast

2. ice cream / cake / good

3. water skiing / surfing / exciting

4. Biology / English / not interesting

I Make indirect questions. Use **Do you know...?** or **Could you tell me...?**

1. How much does a subway ticket cost?

2. What's the name of this bridge?

3. Where's the best Indian restaurant?

4. How many flights are there to Amman today?

5. Where are my house keys?

EXPANSION Units 4 – 6

J Look at each photo. Write a short conversation. Use indirect questions and comparative and superlative forms of adjectives (popular, fresh, good).



1. Kevin: _____

Pete: _____

Andy: _____

Jason: _____



2. Customer: _____

Waiter: _____

Customer: _____

Waiter: _____

K How were your last two vacations? Complete the chart.

	Location	Weather	Activities
Vacation 1			
Vacation 2			

L WRITING

Now write a paragraph and compare your last two vacations. Use the information from your chart.

My Last Two Vacations

Unit 1 Self Reflection

Things that I liked about Unit 1:	Things that I didn't like very much:
_____	_____
_____	_____
_____	_____

Things that I found easy in Unit 1:	Things that I found difficult in Unit 1:
_____	_____
_____	_____
_____	_____

Unit 1 Checklist	I can do this very well.	I can do this quite well.	I need to study/practice more.
talk about lifestyles			
talk about habits and routines			
talk about frequency of actions			
use the simple present tense for habitual activities			
use adverbs and expressions of frequency			
ask questions with <i>how often</i> , <i>how much</i> , and <i>how long</i>			
<i>use all, both, neither, and none</i>			

My five favorite new words from Unit 1:	If you're still not sure about something from Unit 1:
_____	<ul style="list-style-type: none"> • read through the unit again • listen to the audio material • study the grammar and functions from the unit again • ask your teacher for help

Unit 2 Self Reflection

Things that I liked about Unit 2:	Things that I didn't like very much:
_____	_____
_____	_____
_____	_____

Things that I found easy in Unit 2:	Things that I found difficult in Unit 2:
_____	_____
_____	_____
_____	_____

Unit 2 Checklist	I can do this very well.	I can do this quite well.	I need to study/practice more.
talk about past actions			
relate past events in my life			
report what people said			
use the simple past tense in <i>yes/no</i> questions and short answers and in information questions			
use the expression <i>be + born</i>			
use expressions with the passive			
use <i>used to</i> in the affirmative and negative and in questions			
use time expressions for the past			

My five favorite new words from Unit 2:	If you're still not sure about something from Unit 2:
_____	<ul style="list-style-type: none"> • read through the unit again • listen to the audio material • study the grammar and functions from the unit again • ask your teacher for help

Unit 3 Self Reflection

Things that I liked about Unit 3:	Things that I didn't like very much:
<hr style="border: 0; border-top: 1px solid black; margin-bottom: 10px;"/> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 10px;"/> <hr style="border: 0; border-top: 1px solid black;"/>	<hr style="border: 0; border-top: 1px solid black; margin-bottom: 10px;"/> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 10px;"/> <hr style="border: 0; border-top: 1px solid black;"/>

Things that I found easy in Unit 3:	Things that I found difficult in Unit 3:
<hr style="border: 0; border-top: 1px solid black; margin-bottom: 10px;"/> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 10px;"/> <hr style="border: 0; border-top: 1px solid black;"/>	<hr style="border: 0; border-top: 1px solid black; margin-bottom: 10px;"/> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 10px;"/> <hr style="border: 0; border-top: 1px solid black;"/>

Unit 3 Checklist	I can do this very well.	I can do this quite well.	I need to study/practice more.
talk about air travel			
talk about ongoing actions			
talk about plans and future actions			
use the present progressive			
use the future with <i>going to</i> and <i>will</i>			
use infinitives of purpose			
use time clauses with <i>after</i> , <i>as soon as</i> , <i>before</i> , etc.			
use prepositions of movement			

My five favorite new words from Unit 3:	If you're still not sure about something from Unit 3:
<hr style="border: 0; border-top: 1px solid black; margin-bottom: 10px;"/> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 10px;"/> <hr style="border: 0; border-top: 1px solid black;"/>	<ul style="list-style-type: none"> read through the unit again listen to the audio material study the grammar and functions from the unit again ask your teacher for help

Unit 4 Self Reflection

Things that I liked about Unit 4:	Things that I didn't like very much:
_____	_____
_____	_____
_____	_____

Things that I found easy in Unit 4:	Things that I found difficult in Unit 4:
_____	_____
_____	_____
_____	_____

Unit 4 Checklist	I can do this very well.	I can do this quite well.	I need to study/practice more.
talk about foods, buying foods, and planning meals			
describe quantities			
put events in sequence			
give and follow directions			
use the expressions of quantity <i>a few, a little, a lot of, much, many, and enough</i>			
use the pronouns <i>something, anything, and nothing</i>			
use the sequence words <i>first, then, after that, and finally</i>			
use reflexive pronouns			
use the conjunctions <i>because</i> and <i>so</i>			

My five favorite new words from Unit 4:	If you're still not sure about something from Unit 4:
_____	<ul style="list-style-type: none"> • read through the unit again • listen to the audio material • study the grammar and functions from the unit again • ask your teacher for help

Unit 5 Self Reflection

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

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

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

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

Unit 6 Self Reflection

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

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

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

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

