

تم تحميل وعرض المادة من

موقع كتبي

المدرسية اونلاين



www.ktbby.com

موقع كتبي يعرض لكم الكتب الدراسية الطبعة الجديدة
وحلولها، توزيع مناهج، تحضير، أوراق عمل، عروض
بوربوينت، نماذج إختبارات بشكل مباشر PDF

جميع الحقوق محفوظة للقائمين على العمل

English Language
Intermediate Stage
Second Intermediate Grade
First Semester
SUPER GOAL 5
Student's Book,
More! & Workbook

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.



Khalid 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.





Nura 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.
1. How often does Arthur go rock climbing?
 2. How frequently does Khalid exercise?
 3. How often does Refaa eat meat?
 4. How long does Josh spend on the Internet?
 5. How much money does Nura usually spend?
 6. 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, Nura, how much time do you spend shopping?
 - A lot of time. I shop every weekend.
- B. **Ask** and **answer** with your information.

The Answers:

B.

- 1. Arthur goes rock climbing from time to time.**
- 2. Khalid never exercises.**
- 3. Refaa hardly ever eats meat.**
- 4. Josh seldom spends less than three hours a day on the computer.**
- 5. Nura spends a lot of money.**
- 6. Martin rarely takes a vacation.**


3 Grammar

Simple Present Tense: Habitual Activities

Do | you | usually **drink** coffee?
Does | he/she |

I rarely **drink** coffee.
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.

1. Ibrahim constantly talks on the phone. (rarely)
2. My brother occasionally checks his email. (often)
3. I sometimes surf on the Internet. (once in a while)
4. Qassim always arrives at work on time. (hardly ever)
5. 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 ?

1. How often **does Ibrahim talk on the phone** ?
2. How often **does your brother check his email** ?
3. How often **do you surf on the Internet** ?
4. How often **does Qassim arrive at work on time** ?
5. How often **does Maha drink tea instead of coffee** ?

The Answers:

A.

1. Ibrahim rarely talks on the phone.
2. My brother often checks his email. / My brother checks his email often.
3. I surf on the Internet once in a while.
4. Qassim hardly ever arrives at work on time.
5. Maha drinks tea instead of coffee from time to time.



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. Kyle / generally / for lunch



2. Faris and Ali / occasionally / in the park



3. Emma / seldom / after dinner



4. Ali and his parents / often / on the weekend



5. Ismail / 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.

True False

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

The Answers:

C.

1. What does Kyle generally eat/have for lunch?

He generally eats/has a burger and a soda for lunch.

2. What do Faris and Ali occasionally do in the park?

Faris and Ali occasionally play tennis in the park. /

Faris and Ali play tennis in the park occasionally.

3. What does Emma seldom do after dinner?

Emma seldom does/washes the dishes after dinner.

4. What do Ali and his parents often do on the weekend?

Ali and his parents often go to the park on the weekend.

5. What does Ismail sometimes do with his friends?

Ismail sometimes goes bowling with his friends.

6. What does Ben do now and then?

Ben gets a haircut now and then.

E.

1. I usually help my mother in housework.

2. I never eat fish.

3. I always go shopping on Fridays.


4. I seldom go to parks.

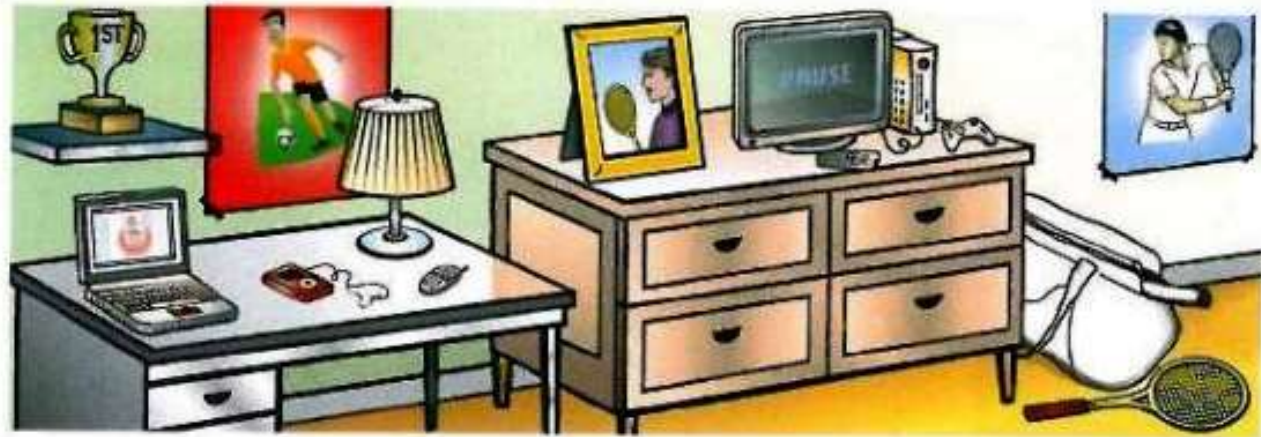
5. I usually drink coffee every morning.

6. I never play football.

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? |

The Answers:

4.

A.

He likes football.

He plays computer games.

He plays tennis.

He has a trophy.

He sends text messages.

He likes tennis a lot.

5 Listening:

1. true.

2. false.

3. true.

4. true.

5. true.

6. true.

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

The Answers:

About the Conversation

- 1. Yes, he does. He works out every day except weekends.**
- 2. Yes, it does.**
- 3. Yes, he does.**
- 4. He has a smartphone, and he can access the Internet almost everywhere.**

9 Reading

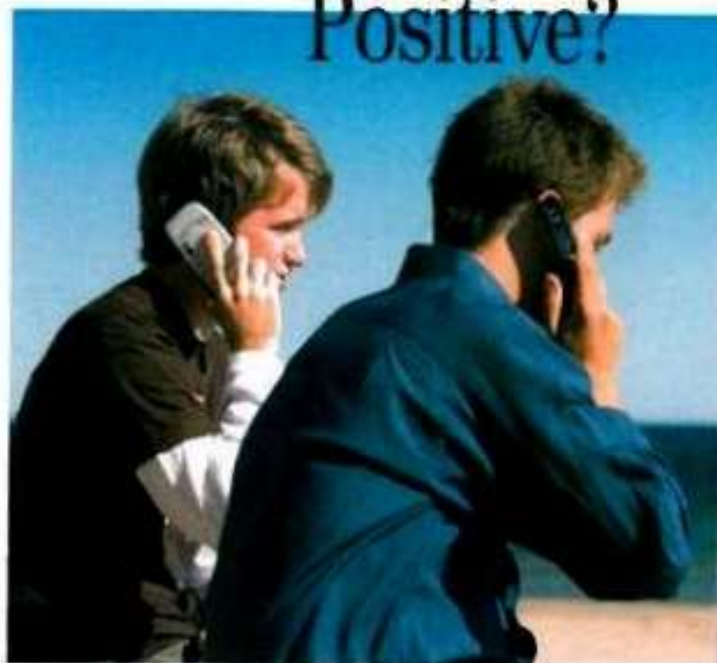
Before Reading

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

CELL PHONE OBSESSION: Negative or Positive?

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.

Cell phones are definitely part of today's youth culture. Sixty percent of U.S. teens have cell phones, and soon over 50 percent of kids ages 8 to 12 will have them, too. Students in grades 7 through 12 spend an average of an hour a day talking on their cell phones. That's about the same amount of time that they devote to homework.



The majority of cell phone usage is for text messages, and heavy users check for replies frequently. The heaviest users check their phones approximately every 10 minutes. 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.

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 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."

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. **false** Only one out of every four young Americans owns a cell phone.
2. **false** American students spend a lot more time on the phone than on homework.
3. **true** Most of the cell phone usage is for text messages.
4. **false** People who talk a lot on the phone do so because they are depressed.
5. **true** 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 Writing

Write a report about one or more of the most common habits and/or pastimes among young people in your country.

11 Project

Work in groups. Find out how long group members spend on the following activities:

on chores	on the Internet
on homework	shopping
in the bath/shower	sleeping
watching TV	other: _____

Discuss and compare results as a class.



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.

The Answers:

A.

- 1. donated.**
- 2. appointment.**
- 3. outstanding.**
- 4. encouraged.**
- 5. gathered.**
- 6. infant/newborn.**

B.

- 1. Because he thought it was the right thing to do.**
- 2. He gives blood every eight weeks.**
- 3. Because he was born with a crippling disease.**
- 4. Ahmed's brother, Ali, taught him how to play football.**
- 5. They gathered at the beach for a cleanup operation.**
- 6. The twins were born on Monday, June 21.**

3 Grammar

Simple Past Tense

Yes/No Question (?)

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

Information Questions (?)

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

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

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

Short Answer (+)

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

Short Answer (-)

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

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...

I was born in California.
I grew up in Los Angeles.
I don't remember when I said my first word. I started walking at the age of 18 months.
I went to school at the age of five. I first used a computer at the age of six.





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
<p>I used to play with toys when I was young. I used to take swimming lessons.</p>	<p>I didn't use to take karate classes. I didn't use to play football.</p>

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.



The Answers:

C.

1. met.

2. went.

3. was.

4. asked.

5. agreed.

6. spent.

7. grew up.

8. moved.

9. got.

10. didn't know.

11. introduced.

12. came.

13. watched.


14. wanted.

15. didn't play.

16. tried.

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, 1934

5 Listening

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

- 6 He began helping organizations for the disabled.
- 2 He completed university and flight training in the U.S.
- 4 He was on the Saudi Media Committee during the 1984 Olympics.
- 1 He was born in 1956 in Riyadh.
- 3 He started working for the Ministry of Information.
- 8 He became Secretary General of the Saudi Commission for Tourism and Antiquities.
- 5 He flew aboard the space shuttle *Discovery*.
- 7 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.
Mona **used to** teach English.

He **used to** live next door to me.
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?

The Answers:

4 Language in Context:

- People used to get news from the radio.
- People didn't use to get news from the Internet.
- People used to play more games.
- People didn't use to watch TV.

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.

The Answers:

About the Conversation

- 1. They met in high school. The coach put a note on a bulletin board asking for players.**
- 2. No, Trevor was not originally on the team.**
- 3. They used to practice in the school gym.**
- 4. He wasn't into the attitude of the players.**
- 5. The sports center has better facilities.**

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 Crown Prince Salman bin Abdulaziz?

Crown Prince of the Kingdom



His Royal Highness, Prince 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. Prince Salman was appointed Crown Prince of the Kingdom of Saudi Arabia and Deputy Prime Minister by the Custodian of the Two Holy Mosques, King Abdullah bin Abdulaziz, on June 18, 2012. He also serves as the Minister of Defense of the Kingdom.

King Abdulaziz appointed 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.



Charity for Sciences and President of Prince Salman's Prize for the Memorization of the Holy Qur'an.

The Crown Prince 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.

Since 1956, Crown Prince Salman has worked with many humanitarian groups that offer relief from natural and human disasters in the Kingdom and abroad. For his humanitarian work, he has 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 supports many cultural projects. He is Chairman of the Riyadh



After Reading

A. Match each word with the meaning.

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

B. Answer the questions about the reading.

- Where did Prince Salman go to school?
- When was he appointed as Crown Prince of the Kingdom?
- For how many years was he the Governor of Riyadh?
- How did he help to change Riyadh?
- What does the Crown Prince do now?



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

- | |
|--|
| 1. He was educated at the Princes' School in Riyadh. |
| 2. He was the Governor of Riyadh from 1963 to 2011. |
| 3. He became the Minister of Defense in 2011. |
| 4. He was appointed Crown Prince of the Kingdom on June 18, 2012. |

Discussion

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

10 Writing

Write your life story. Say where you were born, raised, and educated. Include important events and influences in your life.

11 Project

Choose a famous person and research and write a biography of the person. Present it to the class.

The Answers:

- B.**
- 1. Prince Salman went to the Princes' School in Riyadh.**
 - 2. He was appointed Crown Prince on June 18, 2012.**
 - 3. He was the Governor of Riyadh for about 53 years.**
 - 4. He attracted a lot of tourism, business, and investment.**
 - 5. The Crown Prince now serves as the Minister of Defense in the Kingdom.**

11 Project:

Aisha Abdul-Rahman is an Islamic scholar, intellectual journalist and professor at the university.

She was born on November 1913 in Damietta in Egypt. She started studying at the age of 5. She attended Teacher Training School in 1929 and moved to Cairo. She studied for Bachelor's at Cairo University. Then she continued her studies to get Master's degree and Doctorate degree at Cairo University.

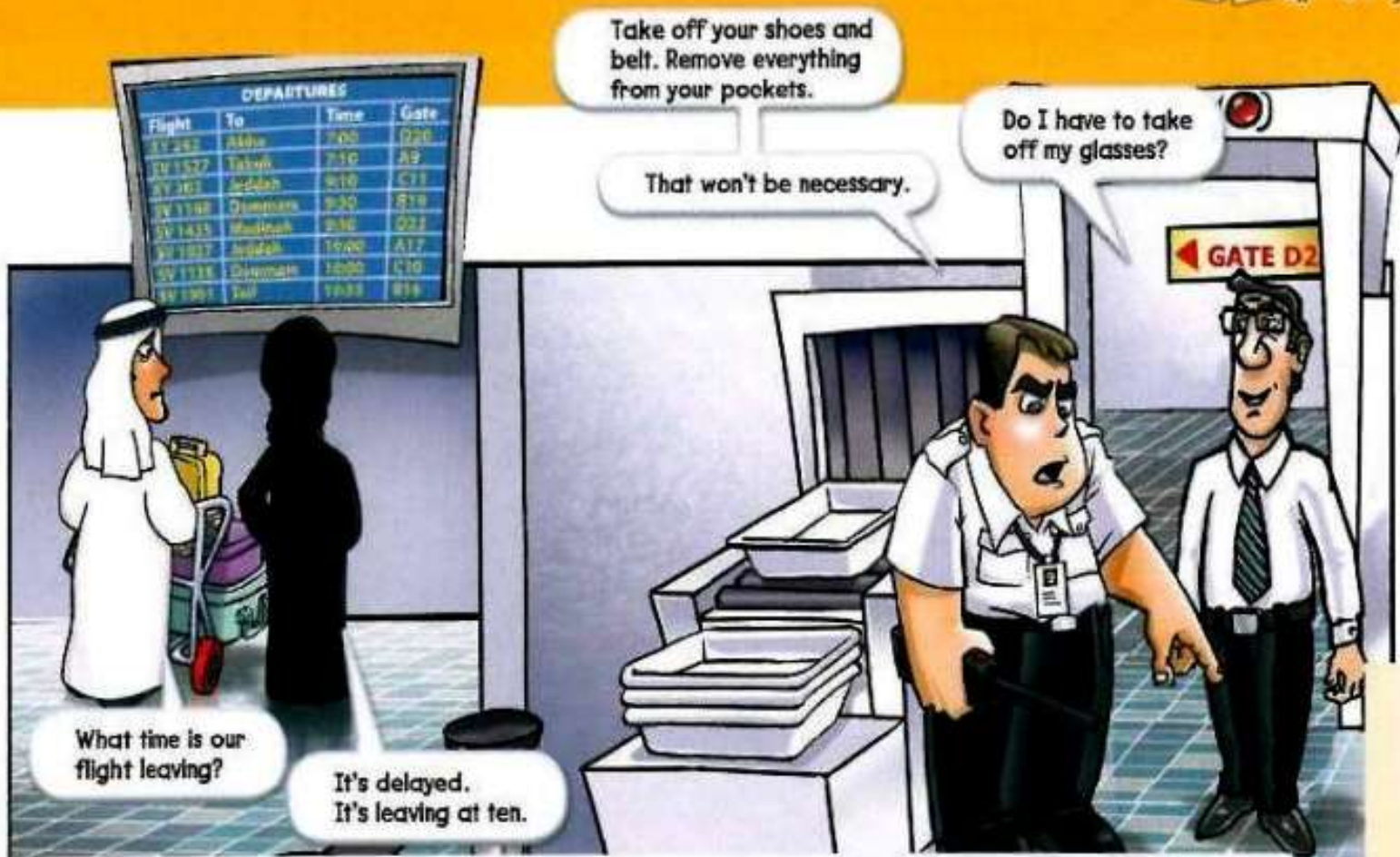
She worked as University teacher in Cairo, Sudan, Morocco, Lebanon and Saudi Arabia. She also wrote books and newspaper articles. She died on December 1st, 1998 due to heart attack. She was respected as Islamic scholar.

3 When Are You Traveling?

1 Listen and Discuss

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





Take off your shoes and belt. Remove everything from your pockets.

That won't be necessary.

Do I have to take off my glasses?

What time is our flight leaving?

It's delayed. It's leaving at ten.

⚠ 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.

The Answers:

B.

- 1. The man is checking one suitcase.**
- 2. No, she doesn't.**
- 3. The pilot is going to bed early because he is flying to Japan the next morning.**
- 4. He's going to Hawaii to surf.**
- 5. You should put liquids in your checked baggage.**
- 6. You need to have photo identification and a ticket.**

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.
What **are you doing** now?

My friends **are arriving** tomorrow.
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?
I'm **going to** travel to Europe.
I'm not **going to** travel this year.

Where **will** you stay?
Maybe I'll stay with friends.
I probably **won't** stay in a hotel.

Infinitives of Purpose

Use the infinitive to say why people do things.

I'm going to Qatar **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 Doha.

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
AA345	ROME	8:00 AM	D20
QR720	DOHA	9:45 AM	C11
LH87	FRANKFURT	10:20 AM	B19
IB605	MADRID	11:00 AM	A17
AV94	BOGOTA	11:40 AM	C8
AZ348	CAIRO	1:00 PM	D7

Departures

Flight	From	Departing	Gate
JAL33	TOKYO	8:15 AM	A90
SV633	AMMAN	9:10 AM	B7
BA239	LONDON	10:00 AM	D22
TP987	LISBON	11:30 AM	C15
TK621	ISTANBUL	12:20 PM	C10
AF573	PARIS	1:25 PM	B16

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	

The Answers:

B.

1. A: Why is Sam going to Paris?

B: He's going to Paris to study French.

2. A: Why are Ali and Maha going to the airport?

B: They're going to the airport to meet their son.

3. A: Why is Badr going to the travel agency?

B: He's going to the travel agency to plan a trip.

4. A: Why are Ted and his son going to the mall?

B: They're going to the mall to buy a suitcase.

5. A Why is Sabah going to the bank?

B: She's going to the bank to get foreign currency.

6. A Why is Rudy going to the consulate?


B: He's going to the consulate to get a visa.

3 When Are You Traveling?

4 Language in Context


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

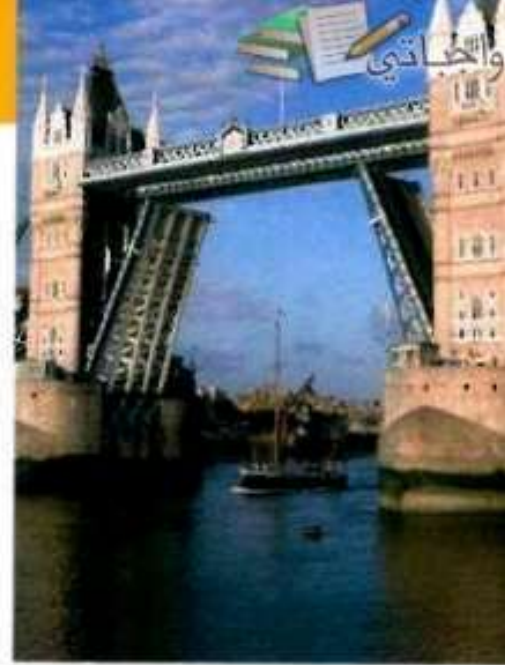
1. List eight items he's going to need. Compare with a partner.

 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. **false** Dan and Larry last saw one another two years ago.

2. **true** Dan is working in the clothing industry.

3. **false** They are both traveling to Milan.

4. **false** Larry is going to Florence to study architecture.

5. **true** Dan is going to Milan to find new clothing designs.



6 Pronunciation

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

The plane is **arriving** at two.

Where are you **going** on vacation?

When are you **leaving**?

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.



The Answers:

4 Language in Context

1. He's going to need a passport. He's going to need a U.K. visa.

He's going to need British pounds. He's going to need war clothes.

He's going to need a hotel reservation. He's going to need a camera.

He's going to need comfortable shoes.

2. He's going to go sightseeing. He's going to go to the British Museum. He's going to speak English.

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?

The Answers:

About the Conversation

Michael

1. He's going to Saudi Arabia to study Arabic.
2. He's staying for a year.
3. He still makes mistakes in Arabic.
4. He's going to stay in Abha.

Mr. Parker

1. He's going to Saudi Arabia on business.
2. He's staying for a few days.
3. His Arabic is pretty good.
4. He's going to stay in Riyadh.

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, Qatar, 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. rich (last paragraph)

- a. wealthy
- b. have a lot of sugar
- c. have a lot of good things

4. heritage (last paragraph)

- a. traditions
- b. money from relatives
- c. a preserved building

5. buzzing (last paragraph)

- a. chaotic
- b. busy and lively
- c. very hot

6. 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 Writing

Imagine you are an exchange student studying in a foreign country. Write an email to a friend telling about your experiences. Say what you are doing and what you plan to do while you are there.

11 Project

Work in groups. Plan a study program for foreign students in your country.

The Answers:

B.

- 1. Arabic is spoken by more than 340 million people, so it can help you communicate with lots of people.**
- 2. Students will recite the Holy Qur'an, practice conversation, listen, and learn to read and write Arabic.**
- 3. Students will live with a family.**
- 4. Abha has a mild climate with temperatures between 12°C and 24°**

C.

- 5. The climate is good, and Abha has a rich heritage, a buzzing marketplace, a lively atmosphere, summer festivals, and even paragliding.**

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) will probably become of the Siberian tiger, an endangered species, in the future? There (2) are now only about 400 to 500 Siberian tigers in the wild. (3) Will authorities be able to protect them? Siberian tigers (4) live in the forests of eastern Asia, northern China, and Manchuria, but the majority survive in the Ussuiland region of Russia. Some tigers (5) are born and raised in zoos. An adult male normally (6) weighs 440 to 660 pounds (200 to 300 kilograms) and measures about 13 feet (7 meters) from head to tail. They (7) are very large animals and consume a lot of food every day because of the cold climate. At one meal, a Siberian tiger can (8) eat up to 95 pounds (45 kilograms) of meat. Like all big cats, they hunt for their food. They sometimes (9) leave 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.



The Answers:

B.

1. What are you doing next Thursday?
2. Are you going to do your homework tomorrow?
3. Will he go to college after high school?
4. When are their friends arriving from Syria?
5. Where is she going to meet her sister?

- 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 endangered species. Pandas live only in the dense bamboo areas of the misty, rainy forests of southwestern China. Today only about 1,600 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?

Q: Where do pandas live?

A: _____

2. How many?

Q: _____

A: _____

3. How / work to protect pandas?

Q: _____

A: _____

4. How much / eat?

Q: _____

A: _____

5. How long / eat / a day?

Q: _____

A: _____

Discussion

1. Are there any endangered 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 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.

The Answers:

D.

1. Q: Where do pandas live?

A: They live only in the bamboo areas of the forests in southwestern China.

2. Q: How many pandas remain in the wild?

A: Today only about 1,600 pandas remain in the wild.

3. Q: How are conservation organizations working to protect pandas in their natural habitat?

A: They want to maintain a “bamboo corridor,” through which pandas can move freely.

4. Q: How much does a panda eat per day?

A: A panda eats up to 45 kilograms of bamboo per day.

5. Q: How long does a panda eat every day?

A: A panda eats for about 16 hours a day.



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.



Stensund Wastewater Aquaculture

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.

After Reading

A. Choose the correct answer.

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

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

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



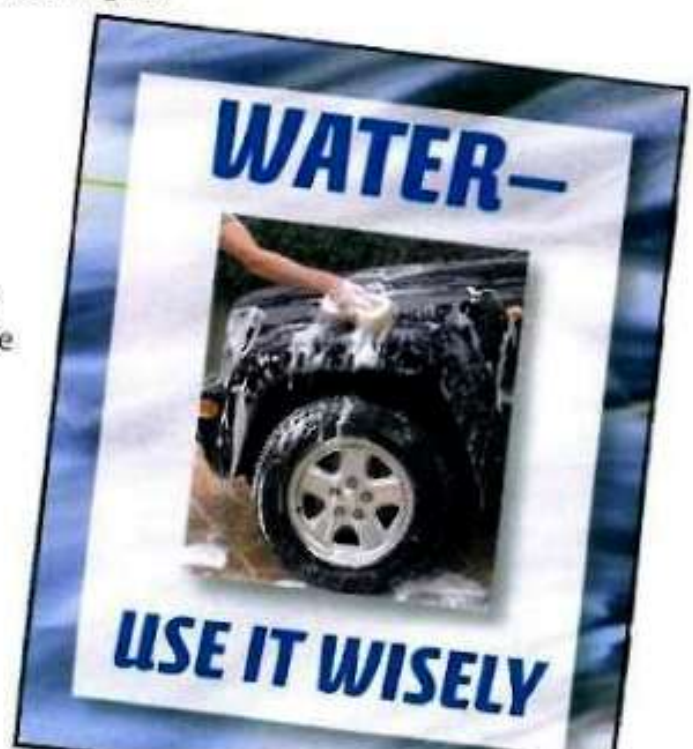
Discussion

- Water is essential for life. Discuss the different ways that humans depend on water every day.
- What will happen to a community if its water becomes contaminated?
- 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.


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



The Answers:

B.

1. false (There is the same amount of freshwater on Earth today as at the time of the dinosaurs.)
2. false (By 2025, we'll use up 70 percent of Earth's freshwater.)
3. true.
4. false (The main goal of "Water for Life" is to preserve our natural reserves and to provide safe drinking water for the people who don't have it.)
5. true.

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 _____ ranch.
2. move, like water in a river _____ flow.
3. a kind of flower _____ lilies (lily).
4. a kind of insect _____ bees (bee).



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 We all have to try to help solve the problem.
2. "If we all just do our share" means If we all work to protect the environment, we will have success.

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

The Answers:

Comprehension

A.

1. They put the parrot in a cage and made it talk.

They cut its wings and made it walk.

2. No. It is no longer clean.

3. No, they don't.

4. They cut the trees to have land for ranches.

5. "They" are people who don't care about or harm the environment.

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



VEGETABLES

carrots
onions
peppers
potatoes
beans



OILS AND CONDIMENTS

corn oil
olive oil
salt
pepper



SEAFOOD

salmon
shrimp
crab
squid



DAIRY PRODUCTS

butter
cheese
milk
yogurt



FRUIT

mango
pineapple
strawberries
papaya
avocado



BREAD AND GRAINS

cereal
bread
rice



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 32 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.

The Answers:

A.

Fruit: apples, dates.

Seafood: tuna.

Oils and Condiments: ketchup.

Meat: turkey.

Vegetables: garlic.

Bread and Grains: couscous.

B.

Dish	Ingredients Needed
Appetizer	tomatoes, peppers, onions, olive oil, lemons.
Main Dish	a whole chicken, some garlic.
Dessert	dates.

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 **something** delicious for dinner.
2. The refrigerator is empty. There is **nothing** to eat in here.
3. I haven't made **anything** special for supper. Make yourself a sandwich.
4. There's **nothing** better than a nice cup of coffee after a meal.
5. Aren't you having **anything** for breakfast? You should eat **something** 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.



The Answers:

B.

A: How many strawberries are there?

B: There are many.

A: How many tomatoes are there?

B: There are a few.

A: How much oil is there?

B: There is a little.

A: How much salt is there?

B: There is a lot.

A: How many carrots are there?

B: There are a few.

A: How many mushrooms are there?

B: There are a lot.

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

Nura: Do you need help?

Mona: Yes. I'm going to make a cake. Please check the refrigerator.

Are there (1) any eggs?

Nura: Yes, there are.

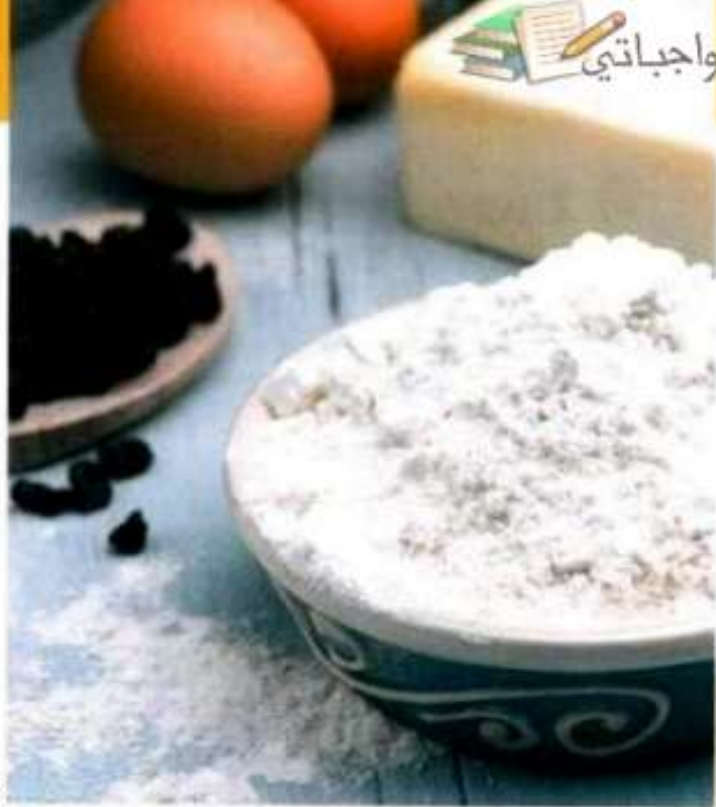
Mona: How (2) many ?

Nura: There are only (3) a few left.

Mona: How (4) much butter is there?

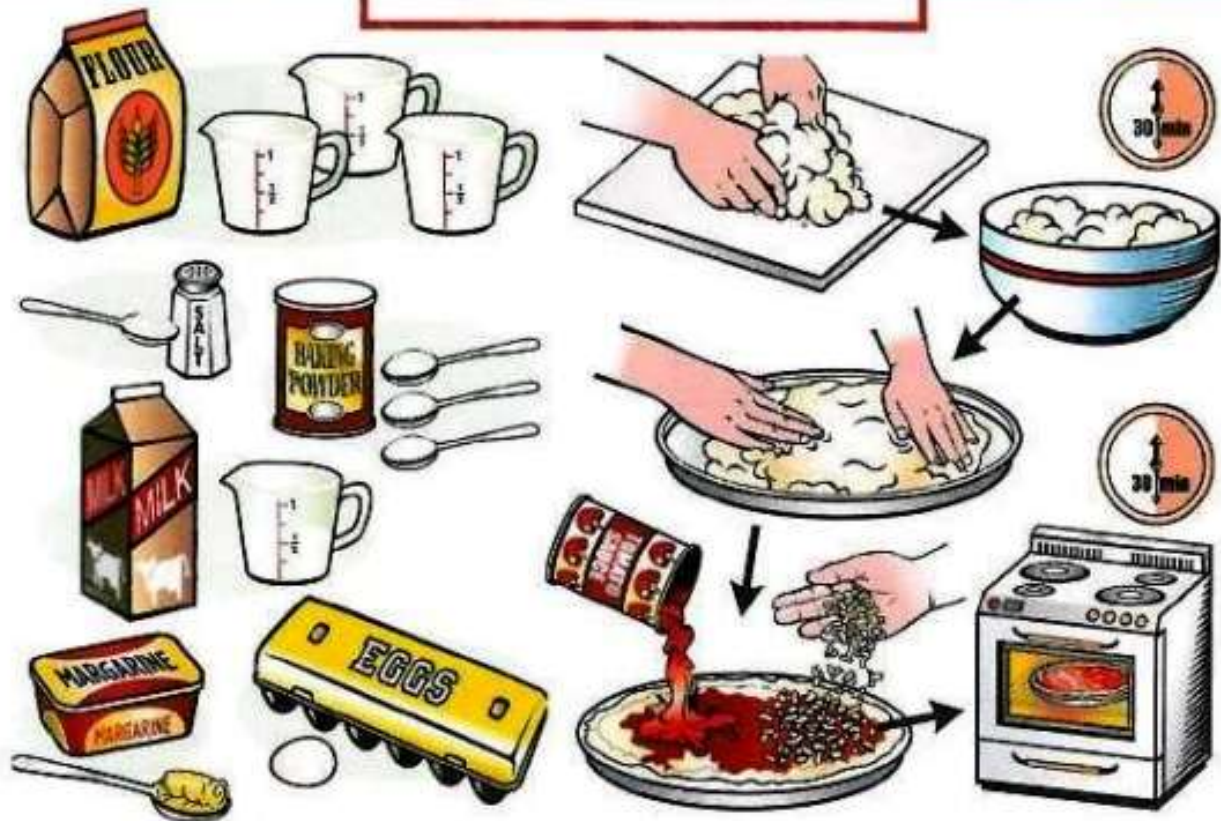
Nura: There's only (5) a little left. There isn't (6) enough for a cake.

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



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

HOW TO MAKE A PIZZA



(1) **Before** you start, check that you have all the ingredients. (2) **First**, put three cups of flour, one teaspoon of salt, and three teaspoons of baking powder into a bowl. (3) **Then** 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) **After** you have made the dough, let it stand for about 30 minutes. (5) **Before** you spread the dough, make sure it has risen enough. (6) **Then** spread it evenly on the pan using your fingers. (7) **Finally**, 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 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.



▲ eggs / fry



chicken / roast ▶



▲ vegetables / boil



▲ burgers / grill



▼ artichokes / stea



▲ 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.

The Answers:

4 Language in Context

A.

A: How should I make the vegetables?

B: Why don't you boil them?

C: I usually steam them.

A: That's what I'll do.

A: What's a good way to cook eggs?

B: I fry them.

C: I don't like fried eggs.

A: How about if I boil them?

5 Listening

In Asma's Shopping Cart

four packages of frozen chicken burgers.

two dozen buns.

extra large bags of potato chips.

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 39 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.

The Answers:

About the Conversation

- 1. She prepared an international meal.**
- 2. No, she doesn't.**
- 3. She says that her mother should start her own restaurant.**
- 4. She says that she can teach her daughter how to cook.**
- 5. It is cheaper and healthier than eating out.**

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 Henry 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:

- ¼ cup margarine
- 1 ½ cups sugar
- 1 ½ teaspoons vanilla
- 3 eggs
- ¼ cup flour
- ¼ cup dark cocoa (powdered chocolate)
- ½ teaspoon baking powder
- ½ 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
- ½ 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 Writing

Write the ingredients and the directions for your favorite recipe.

11 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.

The Answers:

After Reading

A.

- 1. true.**
- 2. false (Egypt and Turkey are among the world's top tomato producers.)**
- 3. false (The avocado was called “seaman’s butter” because it was a good fruit to take on voyages.)**
- 4. false (Montezuma used a gold cup to drink his chocolate.)**
- 5. false (Henry Nestle created the first bar of chocolate in the nineteenth century.)**
- 6. true.**

10 Writing

Nutella Banana Sandwich

You need: two slices of bread, one banana, a little Nutella.

First, cut the banana into slices. Then, put some Nutella on the slices of bread. After that, put the slices of banana between the two slices of bread. Finally, eat the sandwich!

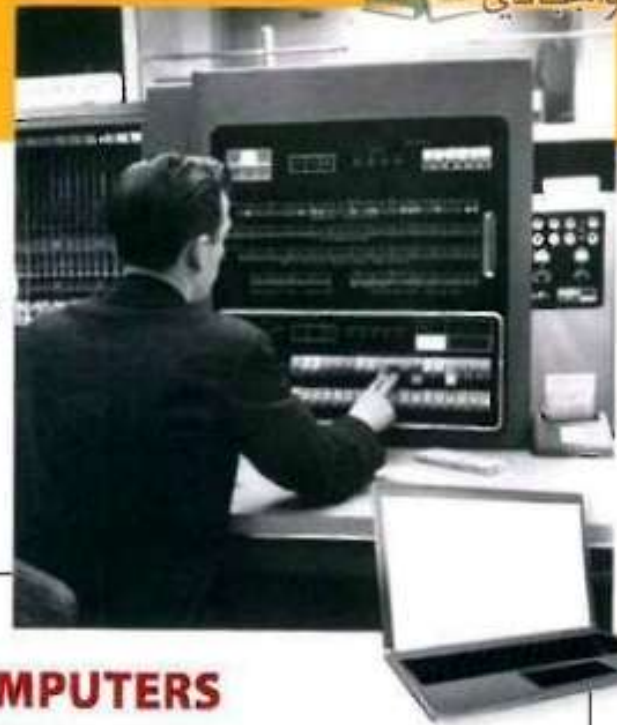
5 Since When?

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?



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.

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.



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.
- How long has IBM produced commercially successful computers?
 - Has printing been around for a long time?
 - How long have TV sets been common in homes?
 - How long ago did the first microwave ovens appear in homes?
 - How long have cameras been on the market?
 - 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.

The Answers:

A.

There are more than six words:

invention, computer, PCs, screens, laptop, printer, device, television, digital, cassette tape, recharging, megapixels.

B.

- 1. IBM has produced commercially successful printers since 1953/for about 60 years.**
- 2. Printing has been around since 1440/for almost six hundred years.**
- 3. TV sets have been common in houses since the 1960s/for more than 50 years.**
- 4. The first microwave oven appeared in homes about**
- 5. 45 years ago.**
- 6. Cameras have been on the market for more than 120 years/since 1888.**
- 7. People have had cell phones for about 35 years.**

3 Grammar

Present Perfect Tense versus Simple Past

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

Present Perfect

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

Past

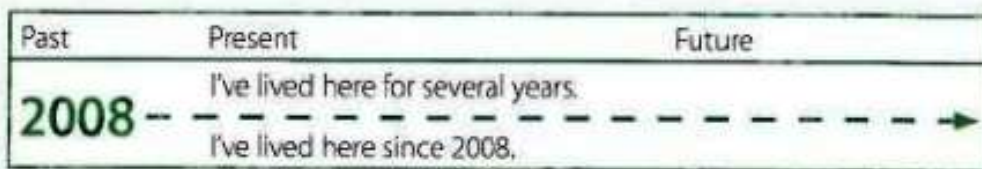
A: When **were** you there?
B: I **was** there **two years ago**.

Present Perfect with *For* and *Since*

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

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

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



Affirmative (+)

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

Negative (-)

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

Question with *How Long*

How long have you played football? | I've played football | **for** three years,
since I was 12.

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

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

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

People have had credit cards since 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 40 and 41?

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.

The Answers:

B.

- People have eaten canned food since the early 1800s.
- People have worn wristwatches for over 100 years.
- People have had radios since 1901.
- People have used toothpaste for over 170 years.
- People have used electric light bulbs since 1879.
- People have made films since 1895.
- People have used paper clips since the 1890s.
- People have flown airplanes since 1903.
- People have used ballpoint pens for a long time.


D.

1. have tried.
2. invented.
3. kept.
4. imported.
5. put.
6. built.
7. appeared.
8. have preserved.
9. became.
10. have cooled.

4 Language in Context

Discuss these topics with a partner:

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

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



5 Listening

Listen to the conversation. Answer the questions.

1. Since when has Fahad walked for exercise?

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

2. How long has Fahad had his new job?

Fahad has had his new job for six months.

3. How long has Saeed been married?

Saeed has been married for almost a year.

6 Pronunciation

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

How've you been?

Where've you been?

What've you done?

7 About You

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



8 Conversation

- Fadi:** Hi. This is a surprise.
- Adnan:** Hi there. Long time no see.
- Fadi:** Yeah. We haven't seen each other for about... er...
- Adnan:** Five years. Since high school.
- Fadi:** Has it been that long?
- Adnan:** Yeah. So, how are you doing?
- Fadi:** Great. I'm working in a bank. I've been in the accounting department for a year now. And you haven't changed at all.
- Adnan:** Well, you have. You're looking more, well, serious. How long have you worn a suit and tie?
- Fadi:** Since I started working. Do you like it?
- Adnan:** Sure. It makes you look really professional.
- 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 worn a suit?
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.

The Answers:

About the Conversation

- 1. They haven't seen each other for five years/since high school.**
- 2. Adnan hasn't changed at all, but Fadi looks more serious.**
- 3. Fadi is working in a bank.**
- 4. Fadi has worn a suit since he started working.**
- 5. Adnan has been married for about a year.**

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

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 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 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 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) 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.



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

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

After Reading

A. Match the words with their meanings.

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



B. Answer about the article.

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



Discussion

- Give examples of special effects in films you've seen on TV. Which impressed you the most?
- Describe a TV film you saw that had a lot of special effects.
- Do you like to watch old black and white films? Why, or why not?

10 Writing

Write about your most important possessions, and say how long you've had them.

11 Project

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

The Answers:

- B.**
- 1. Audiences have watched movies since 1895/for more than 115 years.**
 - 2. The “stop trick” was discovered by accident.**
 - 3. A small model of a gorilla was used, but in the film it looked large.**
 - 4. They used a computer-controlled camera to create scenes with more realistic motion.**
 - 5. Jurassic Park, Lord of the Rings, Toy Story, and Avatar.**
 - 6. Yes, I have. I see the Rings and Toy Story. In both films, the plot is simple but effective and actually has genuine drama and excitement to it. The main story is attractive but the degree of character development is what really shores it up.**

6 Do You Know Where It Is?

1 Listen and Discuss

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

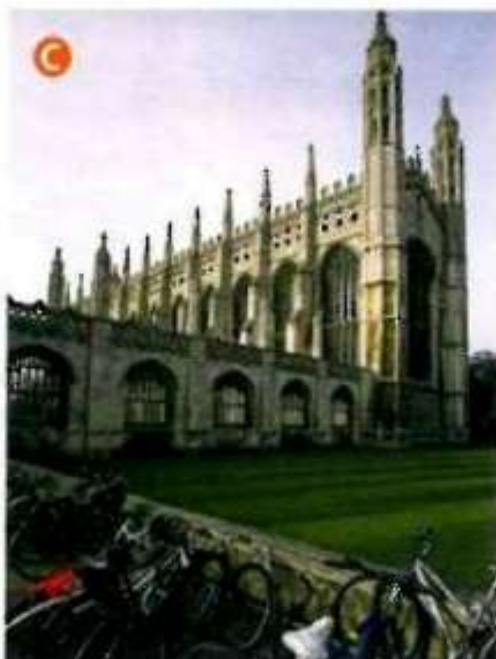
Do You Know Where This Place Is?

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



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

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



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

Answers

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



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

Quality-of-Life Indicators

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





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

Quick Check ✓

- A. **Vocabulary.** Underline the comparative and superlative forms in the article.
- B. **Comprehension.** Answer *true* or *false*.
1. ____ In Japan, trains are less expensive than planes.
 2. ____ The trains in Japan travel at a speed faster than sound.
 3. ____ The crime rate in Hong Kong is as low as that of Singapore.
 4. ____ Cambridge has a lot of green areas, but noise is a problem.
 5. ____ The traffic in Mexico City is much worse than in Sao Paulo.
- 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.

The Answers:

B.

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

3 Grammar

Comparative and Superlative Forms of Adjectives

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



Comparative

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



Superlative

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



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

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

Comparisons with *as...as*

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

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

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

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

Indirect Questions

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

Direct Questions

What's the name of the street?

Where is the nearest bank?

When does the store open?

Where can I get good pizza?

How many people live here?

Who planned this town?

Indirect Questions

Do you know what the name of the street is?

Do you know where the nearest bank is?

Do you know when the store opens?

Could you tell me where I can get good pizza?

Could you tell me how many people live here?

Could you tell me who planned this town?

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

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

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

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

1. The Flash computer is fast. The XYZ model is just as fast.
The XYZ model is as fast as the Flash computer.
2. Majid is a smart young man, and so is his brother Nasr.
Majid is as smart as his brother Nasr.
3. This red car is expensive. The blue car is less expensive.
The blue car isn't as expensive as the red car.
4. Rome is an amazing city, and so is Paris.
Paris is as amazing as Rome.

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

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

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

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

- A: In your opinion, what is the **best** (1. good) restaurant in town?
 B: I think it's Antonio's.
 A: I disagree. Antonio's isn't as **good** (2. good) as Gino's.
 Gino's has **better** (3. good) pasta than Antonio's.
 B: But Antonio's is always crowded.
 A: Of course. It's the **most popular** (4. popular) restaurant in town.
 But it is still not the **best** (5. good) place to eat.
 B: So, can you tell me where the **best** (6. good) food in town is?
 A: In my opinion, 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.



The Answers:

C.

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

4 Language in Context

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

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



For Rent

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

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

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. **true** The garbage from one week in Mexico City can fill a large stadium.
2. **false** The United States doesn't produce as much garbage as Mexico.
3. **false** Today, only paper and cans are recyclable.
4. **true** About one hundred pounds of recycled paper saves one tree.
5. **true** 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?

The Answers:

About the Conversation

- 1. No, it isn't. It's safe.**
- 2. Adel renovated his apartment.**
- 3. He spends a lot of time commuting to work.**
- 4. Faris lives near Rangers Stadium.**
- 5. He often can't find a place to park, and sometimes there is a lot of noise.**

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.

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

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

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

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



▲ Le Giel Revolving Restaurant

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**
 - c. most important
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

▲ Bayt Naseef

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.

Discussion

What city would you like to live in? Why?

10 Writing

Write about the positive and negative aspects of your town. How does it compare to other towns in your country?

11 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.

1 Language Review

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

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

B. Choose the sentence that means the same thing.

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

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

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

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.skydiver.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.com



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.

The Answers:

After Reading

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

4 Chant Along 

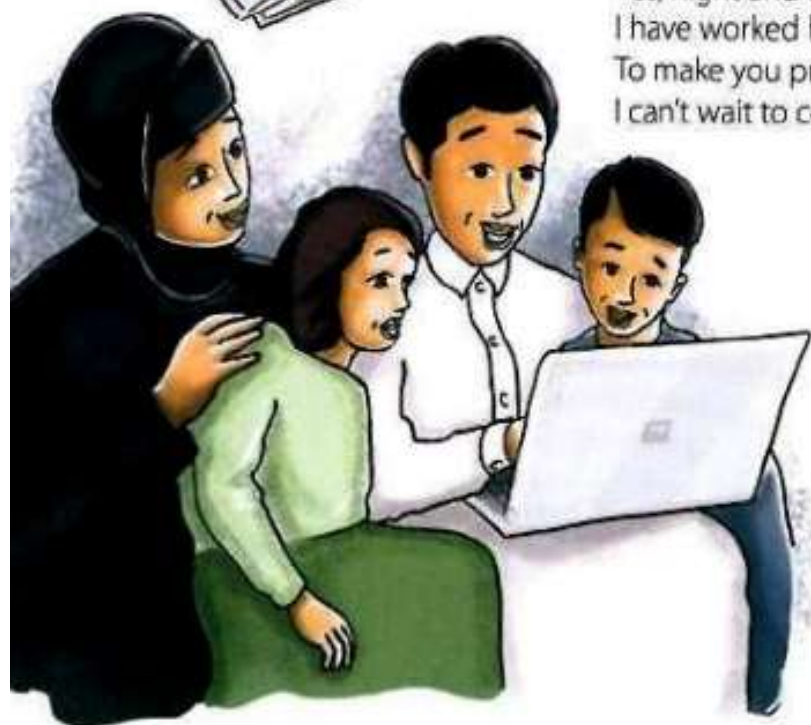
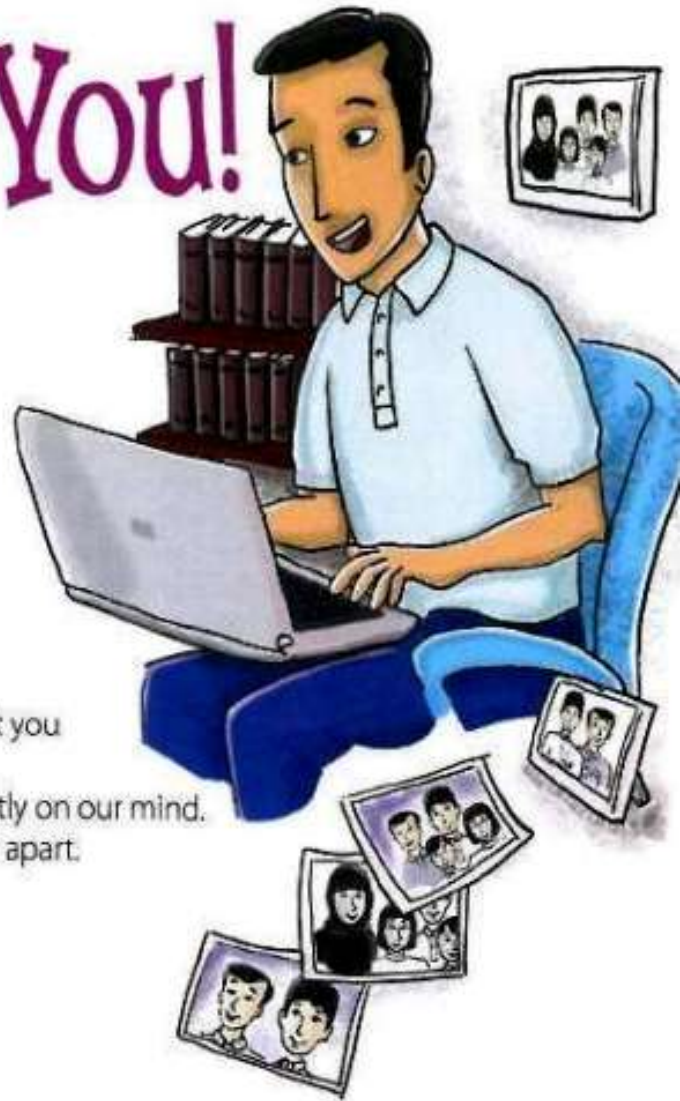
I've Missed You!

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

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

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

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



Vocabulary

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

- | | | | |
|---------------|-------------------|------------------------|--------------------------------|
| 1. constantly | a. forever | 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.

You are very dear to me and I love you.

2. You've been constantly on our mind.

We think about you all the time.

Comprehension

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

- true** The student hasn't seen his family for a long time.
- true** He's in a distant place.
- false** He hasn't studied very hard.
- true** The parents want to know if their son has missed them.
- false** 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

- Have you ever called a friend or family member that you hadn't seen for a long time?
- What was his/her reaction?
- What did you talk about?
- 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.

Things that I liked about Unit 1:	Things that I didn't like very much:
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

Things that I found easy in Unit 1:	Things that I found difficult in Unit 1:
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

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>			

My five favorite new words from Unit 1:	If you're still not sure about something from Unit 1:
<hr/>	<ul style="list-style-type: none"> • read through the unit again • listen to the audio material • study the grammar on page 4 again • ask your teacher for help
<hr/>	
<hr/>	

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			

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 on page 12 again • ask your teacher for help

Things that I liked about Unit 3:	Things that I didn't like very much:
_____	_____
_____	_____
_____	_____

Things that I found easy in Unit 3:	Things that I found difficult in Unit 3:
_____	_____
_____	_____
_____	_____

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			

My five favorite new words from Unit 3:	If you're still not sure about something from Unit 3:
_____	<ul style="list-style-type: none"> • read through the unit again • listen to the audio material • study the grammar on page 20 again • ask your teacher for help

Things that I liked about Unit 4:	Things that I didn't like very much:
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

Things that I found easy in Unit 4:	Things that I found difficult in Unit 4:
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

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>			

My five favorite new words from Unit 4:	If you're still not sure about something from Unit 4:
<hr/>	<ul style="list-style-type: none"> • read through the unit again • listen to the audio material • study the grammar on page 34 again • ask your teacher for help
<hr/>	
<hr/>	

Things that I liked about Unit 5:	Things that I didn't like very much:
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

Things that I found easy in Unit 5:	Things that I found difficult in Unit 5:
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

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>			

My five favorite new words from Unit 5:	If you're still not sure about something from Unit 5:
<hr/>	<ul style="list-style-type: none"> • read through the unit again • listen to the audio material • study the grammar on page 42 again • ask your teacher for help
<hr/>	
<hr/>	

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			

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 on page 50 again • ask your teacher for help

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	Nura	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 Nura and Maha. Use **both** or **neither**.

Neither of them is a vegetarian.

- Neither of them eats junk food.
- They can both cook.
- They both work out regularly.
- Neither of them drinks a lot of coffee.

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

- None of them are vegetarians.
- Not all of them eat junk food.
- They can all cook.
- Not all of them work out regularly.
- None of them drink a lot of coffee.

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**.

The Answers:

C.

1. Neither of us is a vegetarian.
2. All of us eat junk food.
3. We can all cook.
4. We both work out regularly.
5. None of us drink a lot of coffee.

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).
- 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 / 2012
- wrote / 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.



The Answers:

A:

1. last year – two years ago.
2. in 2000 – on April – fourteen years ago.
3. last night – this morning.
4. at 10:00 – at 7:00.
5. a week ago.
6. when I was ten.
7. when I was a child.
8. in 2011.
9. in the 20th century
10. in 1932 / on September 23rd

B:

1. Beijing hosted the Summer Olympic in 2012.
2. We wrote a math test the day before yesterday.
3. Fahd graduated from university when he was 23.
4. Ali was sick this morning so he didn't go to class.
5. Mona started working as a teacher ten years ago.
6. People didn't use to drive cars in the 19th century.
7. My parents bought me a cell phone last week.
8. I made new friends when I started high school.

C:

A: What did you do last weekend?

B: I went shopping last weekend.

A: What time did you wake up this morning?

B: I woke up at 7:00 this morning.

A: Where did you go last summer?

B: I went to Egypt last summer.

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)

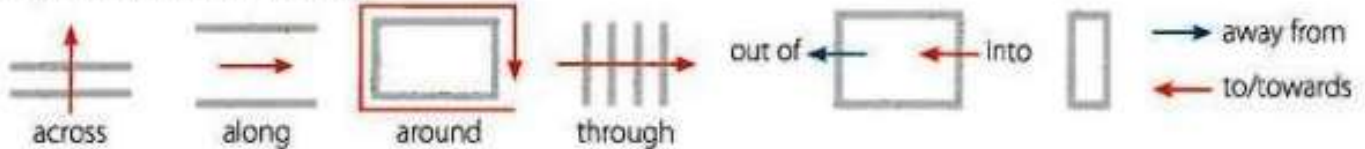
He went shopping **while** his wife cooked dinner. (past)

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

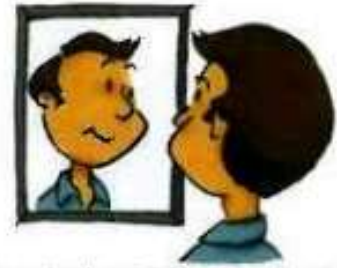
B. Complete the paragraph with the correct prepositions.

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

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.

- Nawal cut **herself** while she was peeling potatoes.
- The instructions on the box say: "Do it **yourself**."
- Welcome everyone! Please help **yourselves** to coffee and snacks.
- My father was hungry, so he made **himself** a sandwich.
- When you set the timer, the oven will turn **itself** off.
- Our refrigerator broke down, so we bought **ourselves** a new one.
- The children are old enough to look after **themselves**.
- I burned **myself** when I took the cake out of the oven.



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

- The service was excellent, **so** they left the waiter a big tip.
- She bought four frozen pizzas **because** they were on sale.
- Avocados are good for you **because** they're rich in vitamins.
- Alli didn't feel well, **so** his mother made him some chicken soup.
- I can't make cookies **because** I don't have all the ingredients.
- She didn't remember the recipe, **so** 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.

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

The Answers:

C:

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

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 Sassoon 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.



The Answers:

A:

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

B:

1. Word processors have replaced typewriters.
2. This restaurant serves all entrées with rice and salad.
3. Did the Wright brothers fly the first airplane?
4. People in the Middle East have used soap for nearly 5,000 years.
5. Cell phones and computers have changed the way we communicate.
6. Saudi Arabia produces roughly thirteen percent of the world's oil.
7. Al-Zahrawi wrote an encyclopedia of medical practices in 1000.
8. Da Vinci designed many flying machines, but he never built them.

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 New York.
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 Arabian Desert **the** Alps **the** United States

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

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

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

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
always
every day/week
frequently
from time to time
generally
hardly ever
never
normally
now and then

occasionally
often
once/twice a day
once/twice a week
once in a while
rarely
regularly
seldom
sometimes
usually

Adjectives

challenging
physical
proud

Question words

How long?
How much?
How often?

Preposition

except

EXPRESSIONS

Real Talk

Anyway
exercise freak
turn (someone) off
You see

2 Life Stories

VOCABULARY

Nouns

appointment
attitude
blood
colleague
community
donation
effort
employee
facility

infant
leadership
league
litter
newborn
operation
owner
principal
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.

Requesting and agreeing

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

Saying someone doesn't have to do something

That won't be necessary.

Real Talk

kind of
pretty
pick up

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
clumsy
conventional
digital
entire
high-tech
household
huge

light
mass
movable
portable
professional
successful
widespread

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




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 appropriate language/style				
edit and correct my mistakes				

2 A personal biography





I can ...	Great! 	Good! 	OK! 	Needs work 
organize and plan paragraphs				
take notes on the events in my life				
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				
use punctuation and capitals correctly				
use tenses correctly				
write an appropriate opening paragraph				
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				





4 A recipe

I can ...	Great! 	Good! 	OK! 	Needs work 
collect information about a recipe				
use sources to find English words				
take notes and use them to write				
use punctuation and capitals correctly				
express quantities correctly				
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 appropriate language/style				
edit and correct my mistakes				

6 A comparative essay about towns

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				
express my opinion clearly				
use a range of vocabulary				
write a closing paragraph				
use appropriate language/style				
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				

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