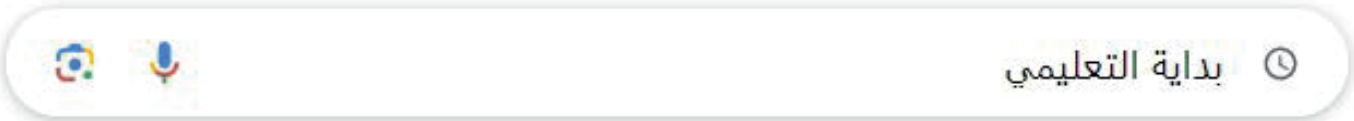
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MANUEL DOS SANTOS

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SuperGoal 3 Student Book

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Scope and Sequence

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

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

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Scope and Sequence

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

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

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1 Lifestyles

At the end of this session, the students will be able to
Assemble someone's routine
Infer someone life style using a picture
Practice asking someone about their routine
Recognize adverbs of frequency

1 Listen and Discuss

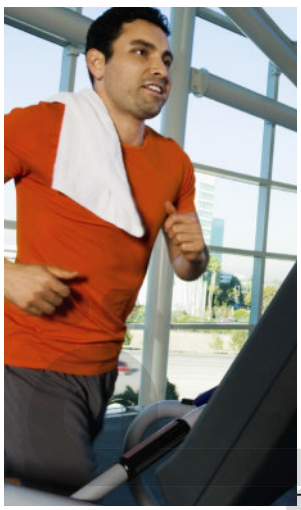
What activities do you do every day?

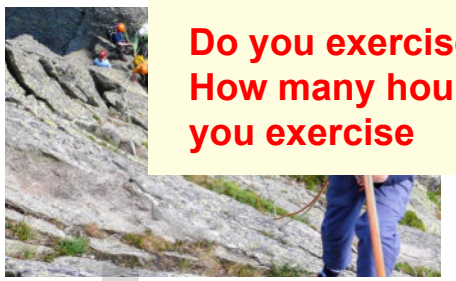
I teach English twenty hours a week
I exercise three hours a week
I watch TV about one hour a day
I sleep about seven hours a night

Check Y

Which of the people are you most l

Do you exercise
How many hours a week do you exercise

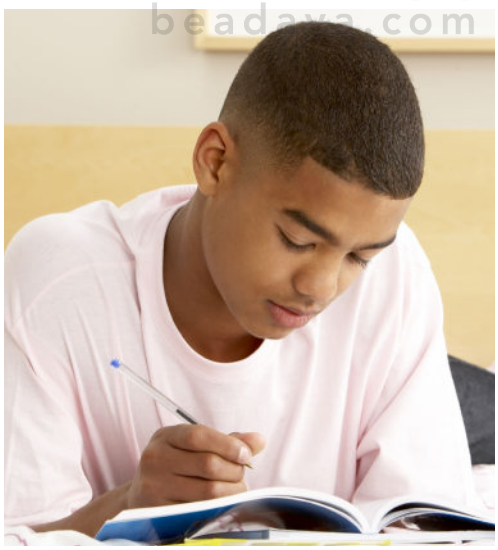




Arthur is really into fitness. He works out at the gym regularly. He runs frequently, and he plays tennis twice a week. From time to time, Arthur goes rock climbing.



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



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

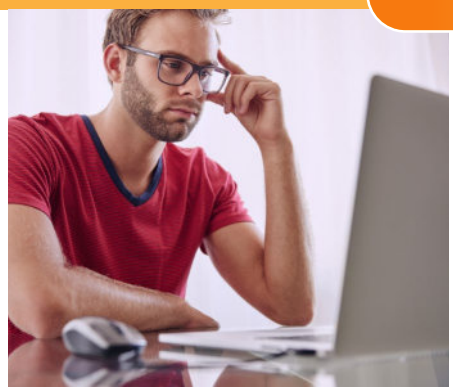


Josh is an Internet addict. He seldom spends less than three hours a day on the computer. While he's chatting online, he often checks his cell phone for text messages.

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



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

Your Profile

Answer the questions about your habits and routines.

How many hours a day do you watch TV? Three hours
How long do you talk on the phone a day? A hour
How much money do you spend a week? three hundreds
How much time do you spend on the Internet? more than three hours

How often do you exercise? I always do exercise
How often do you go shopping? three times a week
How many hours a day do you sleep? seven hours

What two activities do you do very often? I play video games and go for a swim
What two activities do you hardly ever do? I read novels and play football
What activities do you think you overdo? I go shopping and go for a drive

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regularly, frequently, twice a week
from time to time, normally, hardly ever, never, sometimes, seldom, often, always, rarely

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 John exercise?
3. How often does Refaa eat meat?
4. How long does Josh spend on the Internet?
5. How much money does Noura usually spend?
6. How often does Martin go on vacation?

2 Pair Work

A. Ask and **answer**. Role-play the people

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

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3 Grammar

Simple Present Tense: Habitual Activities

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

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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) — **Ibrahim rarely talks on the phone**
2. My brother occasionally checks his email. (often) — **My brother often checks his email**
3. I sometimes surf on the Internet. (once in a while) — **My brother checks his email often**
4. Qassim always arrives at work on time. (hardly ever) — **I surf on the Internet once in a while**
5. Maha usually drinks tea instead of coffee. (from time to time) — **Qassim hardly ever arrives at work on time**
   Maha 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** ?

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What does Kyle generally eat/have for lunch
He generally eats/has a burger and a soda for lunch

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

What does Emma seldom do after dinner
Emma seldom does/washes the dishes after dinner

What do Ali and his parents often do on the weekend
Ali and his parents often go to the park on the weekend

What does Ismail sometimes do with his friends
Ismail sometimes goes bowling with his friends

What does Ben do now and then
Ben gets a haircut now and then

C. Work with a partner
habits and routines

A: What does Adna
in the evening?
B: He usually studie



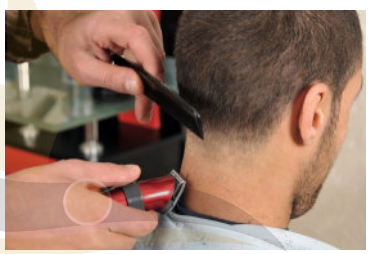
1. Faris / generally /
for lunch



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



5. Kyle / sometimes /
with his friends



6. Ben / now and then

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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?

	True	False
I usually hang out with my friends at the mall.	☑	☐
I never watch TV on the weekend.	☐	☑
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**	✓	☐

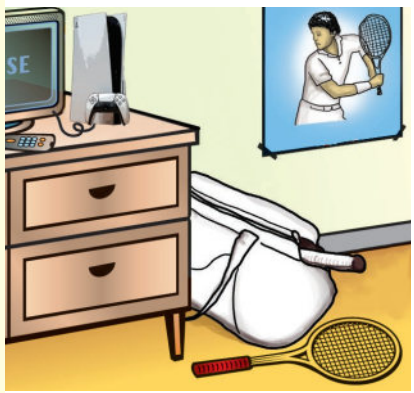
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4 Language in Context

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

He usually does his homework on the computer.

He likes football
He plays computer games
He plays tennis
He has a trophy
He sends text messages
He likes tennis a lot



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. true Musa comes from a poor background.
2. false He spends a lot of time with his family.
3. true Musa is proud of playing for his country.
4. true He likes to wear fashionable clothes.
5. true He gives money to help those in need.
6. true 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

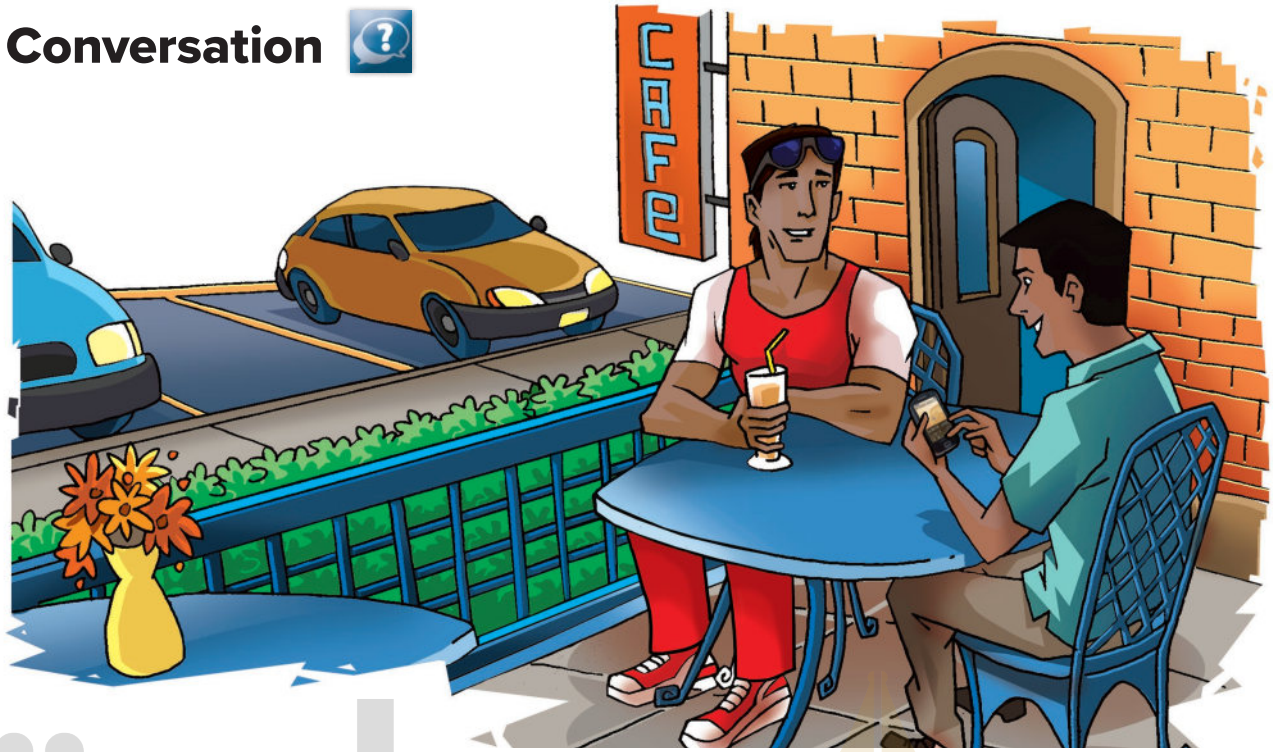
Work in a group. Talk about your pastimes and routines.

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?

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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.

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: _____

Real Talk

exercise freak = someone who exercises a lot
turn (someone) off = does not interest at all
Anyway = a word to introduce a change i
You see = a phrase to introduce an expla

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
4. Why can Majid check his email freque

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

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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.

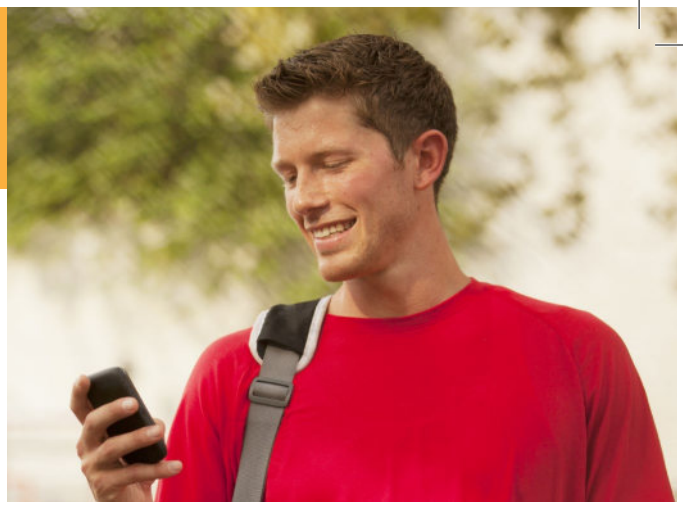
Cell phones are definitely part of today's youth culture. Ninety-five percent of U.S. teens have access to a smartphone, and soon over 60 percent of kids ages 8 to 12 will have **them**, too. Students in grades 7 through 12 spend an average of more than an hour a day talking on their cell phones. That's about the same amount of time that they devote to homework.

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

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?

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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?

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10 Project

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

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

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



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11 Writing

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

Habit/Pastime	How often?	How long?
video game	twice a week	three hours a day
Internet	always	less than gne hour
reading novels	sometimes	tow hours a day

Writing Corner

D

Nowadays, people do a lot of activities to spend their free time. Doing some activities in free time is more beneficial on these days due to the rush life pattern.In my country Some people use to go shopping during their free time, playing video game and surfing the Internet and those are common habits or common pastimes . However, some other people that do a variety of activities to spend their free time like going for a walk , going to the gym and hanging out with friends. So according to my opinion, youth should do more valuable exercise than doing shopping and playing video games Shopping and playing video games are the favorite pastimes and the most common habits of the young people in my country

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

1. them (line 14) cell phones
2. their (line 21) the heaviest users
3. they (line 28) the frequent users
4. who (line 29) the researcher
5. their (line 30) young people
6. They (line 33) Cell phones
7. themselves (line 34) teenagers
8. them (line 36) many teenagers

C. Complete the text with suitable pronouns.

Teenagers in my country are obsessed with (1) ___their___ computers. The majority of (2) ___them___ spend an average of two to three hours a day on the computer.

(3) ___they___ regularly surf the Internet to learn about things that interest (4) ___them___, and (5) ___they___ sometimes use (6) ___it___ to do research for school. Young people also frequently communicate through social media like Twitter and Facebook. They say that (7) ___it___ is a great way to keep in touch with (8) ___their___ friends. There are other teenagers (9) ___they___ just prefer to play video games.



For teenagers, the computer is a tool for learning and a means of communication. But most of all, (10) ___it___ is simply entertaining.

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

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12 Form, Meaning and Function

All, Both, Neither, None

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

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



Both of them are teachers.
Both of them teach science.

Neither of them *is* a math teacher.
Neither of them *teaches* math.

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



All of them are teachers.
All of them teach science.

None of them are math teachers.
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.
They can **all** speak English.
We **both** teach science.
We are **all** having fun.

Are they **both** science teachers?
Can they **all** speak English?
Do you **both** teach science?
Are you **all** having fun?

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



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

Neither of them is a vegetarian.

1. **Neither of them eats junk food often**
2. **Both of them can cook / They can both cook**
3. **Both of them work out regularly / They both work out regularly**
4. **Neither of them drinks a lot of coffee**

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

1. **None of them are vegetarians**
2. **Not all of them eat junk food often. They don't all eat junk food**
3. **All of them can cook/ They all can cook**
4. **Not all of them work out regularly /They don't all work out regularly**
5. **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***.

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2 Life Stories

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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

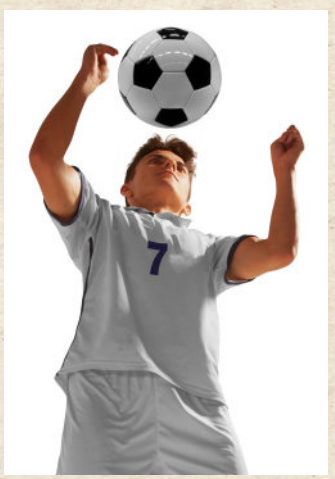


Trent Olsen donated blood for the 100th time on Wednesday, June 23rd. Trent made his first donation at the Red Crescent Mobile Blood Donor Clinic when he was in his 20s. He said, "It started when some colleagues and I saw the mobile clinic parked outside our office. We all decided to give blood. I continued 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 Al Marwah 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.

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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.

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Quick Check ☑

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

1. gave to charity **donated**
2. an arrangement to meet **appointment**
3. excellent **outstanding**
4. supported someone to succeed **encouraged**
5. got together/met **gathered**
6. a baby **infant/ newborn**

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.

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**

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3 Grammar

Simple Past Tense

Yes/No Question (?)	Short Answer (+)	Short Answer (–)
Did you/he/she/they **live** in Riyadh?	Yes, I/he/she/they **did**.	No, I/he/she/they **didn't**.

Information Questions (?)	Answer
Where **did** you/he/she/they **live**?	I/He/She/They **lived** in Riyadh. (+)
What **did** you/he/she/they **wear**?	I/He/She/They **wore** formal clothing. (+)
Where **did** you/he/she/they **work**?	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?

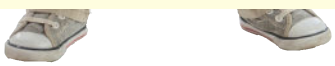
Yes, I did. / No, I didn't.
I **used to** play with toy cars.



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



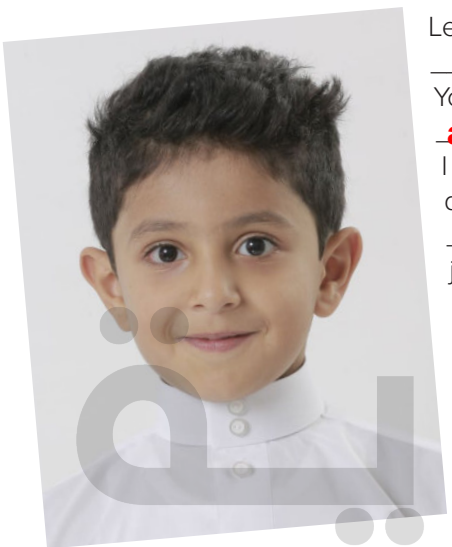
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B. List some of the things you ***used to do/didn't use to do*** when you were young. Then compare and discuss with a partner.

Used to Do	Didn't Use to Do
I used to play with toys when I was young I used to take swimming lessons	I didn't use to take karate classes I didn't use to play football

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

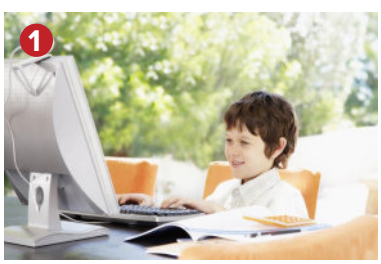


Let me tell you how I **met** (**1.** meet) my best friend. Yousef and I **went** (**2.** go) to the same elementary school. Yousef **was** (**3.** be) a new 6th grade student, and the teacher **asked** (**4.** ask) me to show him around during his first week. I **agreed** (**5.** agree) to help out,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

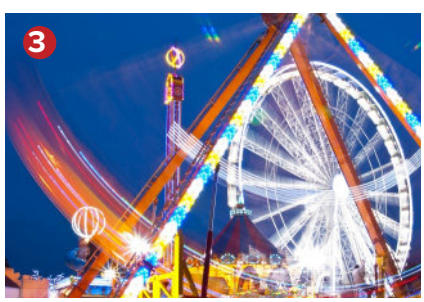
D. Work with a partner. Ask and answer about the first and last time you did the activities.

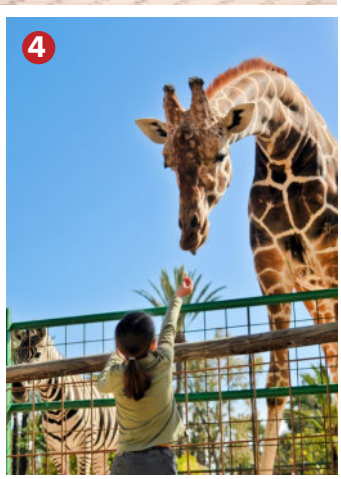
A: When was the first time you rode a bike?
B: I first rode a bike when I was four.
A: When was the last time you rode a bike?
B: I last rode a bike the day before yesterday. I rode it to school.

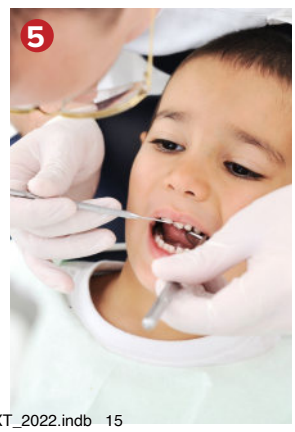














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4 Language in Context

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

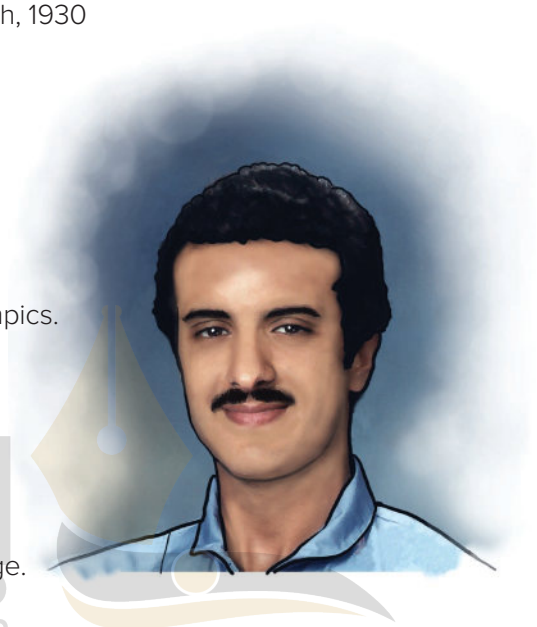
People used to walk or ride donkeys in the city.
People didn't use to drive cars and trucks in the

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

▲ Makkah, 1930

5 Listening

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



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.

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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?

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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?

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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 Division B 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 mee
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?

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

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9 Reading

Before Reading

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

The King of Saudi Arabia



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

King Abdulaziz appointed young Prince Salman as the Emir of Riyadh in March 1954, when he was just 19 years old. He served as Deputy Governor of Riyadh for just over a year. Then, he became Governor of Riyadh until 1960 and again from 1963 to 2011, when he became the Minister of Defense. He was also Honorary President of the Friends of the Red Crescent and President of the Higher Committee for the Development of Riyadh. The Prince helped Riyadh develop from a mid-sized town into a major urban metropolis. He attracted a lot of tourism, business, and investment in the Kingdom. Today, Riyadh is one of the richest cities in the world, and it is a major center of travel and trade.

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

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



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After Reading

A. Match each word with the meaning.

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

B. Answer the questions about the reading.

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

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

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

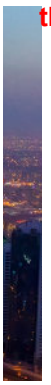
1.	He was educated at the Princes' School in Riyadh
2.	He was appointed Emir of Riyadh in 1954
3.	He was the Governor of Riyadh from 1963 to 2011
4.	He became the Minister of Defense in 2011
5.	He was appointed Crown Prince of the Kingdom on June 18, 2012
6.	He became the King of Saudi Arabia on January 23, 2015

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

1.	At the age of 19 he became the Emir of Riyadh
2.	He helped Riyadh develop into a major urban metropolis by attracting tourism, business, and investment
3.	For over 50 years, he worked with many humanitarian groups and received many awards
4.	He supported many cultural projects such as the Riyadh charity for sciences and the Prince's Prize for the Memorization of the Holy Qur'an
5.	He holds many degrees and academic awards

Discussion

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



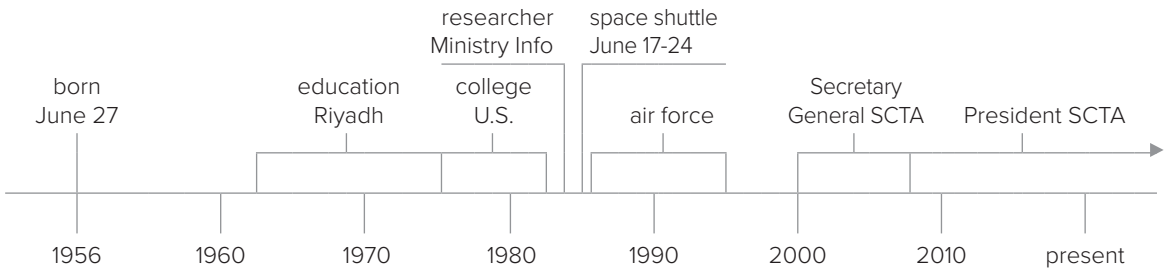
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When was Prince Sultan born?
Where was he educated?
When did he fly in the space shuttle?
What did he do sfter that?
What does he do now? since when?

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10 Writing

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



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

Writing Corner

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

in Jeddah	**in** Saudi Arabia	**in** the world
on Earth	**on** an island	**at** school

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

on Monday	**on** June 3rd	**at** 8:00 a.m.	**at** noon
in 2001	**in** May	**in** the winter	**from** 2007 **to** 2010

3. Time words: *since, ago, then, when, before, after*
   I was raised in Abha. **Then** my family moved to Riyadh **when** I was twelve.
   I have lived here **since** I was twelve. We moved here two years **ago**.
   I learned to read **before** I went to school.

B. Make a timeline about your life. Mark the important events in your life and your accomplishments on the timeline.

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

Ali studied from 6 to 9 pm. last night
We attend school from Sunday to Thursday
Summer is from June to August
I have worked here since last year
I started working here one year ago

11 Project

Choose a famous person and research the events
Write a biography of the person. Present the biog

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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

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.

1. I'm in grade 9. **Last year** (last) I was in grade 8, and **two years ago** (ago) I was in grade 7.
2. I was born **(in (year** (in). I was born **on (date) number** (on) **years ago** (ago).
3. What time did you go to bed _____ (last)? What time did you wake up _____ (this)?
4. I went to bed **last night** (at) last night, and I woke up **at** (at) this morning.
5. We finished Unit 1 of *SuperGoal 3* **aweek) ago)** (ago).
6. I started learning English **ago** (when).
7. I didn't use to read and write **when I was** (when).
8. I started going to this high school **in** (in).
9. King Abdulaziz Ibn Saud founded the Kingdom of Saudi Arabia **in the 20th century** (century).
10. The Kingdom of Saudi Arabia was founded **1932** (in) **on September 23rd** (on).



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

1. hosted / in / **Beijing** / the / Summer Olymp
2. took / before / math / a / test / **We** / day / y
3. graduated / **Fahd** / when / was / he / 23 /
4. he / to / morning / was / sick / **Ali** / so / did
5. ago / ten / **Mona** / a / started / years / as /
6. century / didn't / **People** / cars / to / the / i
7. parents / me / cell phone / **My** / week / bo
8. friends / new / I / when / started / high sch

1 **Beijing hosted the Summer Olympics in 2008**
2 **We wrote a math test the day before yesterday**
3 **Fahd graduated from university when he was 23**
4 **Ali was sick, so he didn't go to class this morning. / Ali was sick the 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. 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.



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3 When Are You Traveling?

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1 Listen and Discuss

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



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⚠ 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.

1 The man is checking one suitcase
2 No, she doesn't
3 The pilot is going to bed early because he is lying to Japan the next morningf
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

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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 KSA **to visit** relatives.

He got up early **to catch** the plane.

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

A: What time is Flight 720 arriving?
B: It's arriving at 9:45.
A: Where is it coming from?
B: It's coming from Dubai.

A: What time is Flight 239 leaving?
B: It's leaving at ten o'clock.
A: What gate is it going to depart from?
B: It's going to depart from Gate D22.

Arrivals

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

Departures

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

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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 / Colorado

A: Why is Sam going to Paris
B: He's going to Paris to study French

A: Why are Ali and Maha going to the airport
B: They're going to the airport to meet their son

A: Why is Badr going to the travel agency
B: He's going to the travel agency to plan a trip

A: Why are Ted and his son going to the mall
B: They're going to the mall to buy a suitcase

A Why is Sabah going to the bank
B: She's going to the bank to get foreign currency

A: Why is Rudy going to the consulate
B: He's going to the consulate to get a visa



a / go / airport



3. Badr / go / travel agency



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.

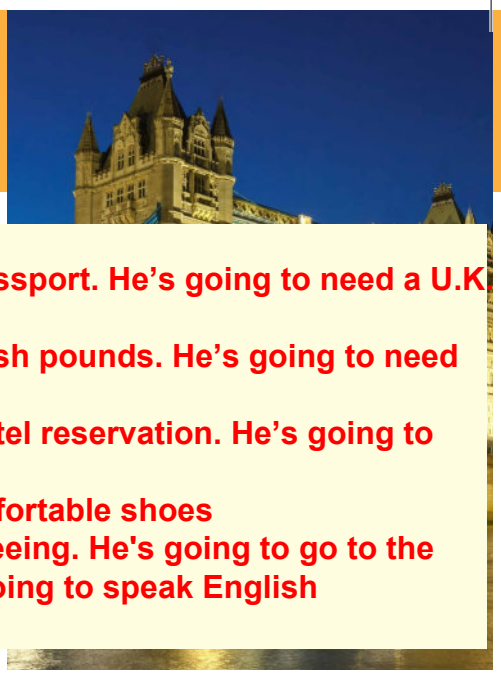
A: What are you doing at two o'clock next Saturday?
B: I'm getting a haircut. How about you?
A: I'm not doing anything.

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

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4 Language in Context

Yahya lives in Dammam. He's going to Lon

1. List eight items he's going to need. Com

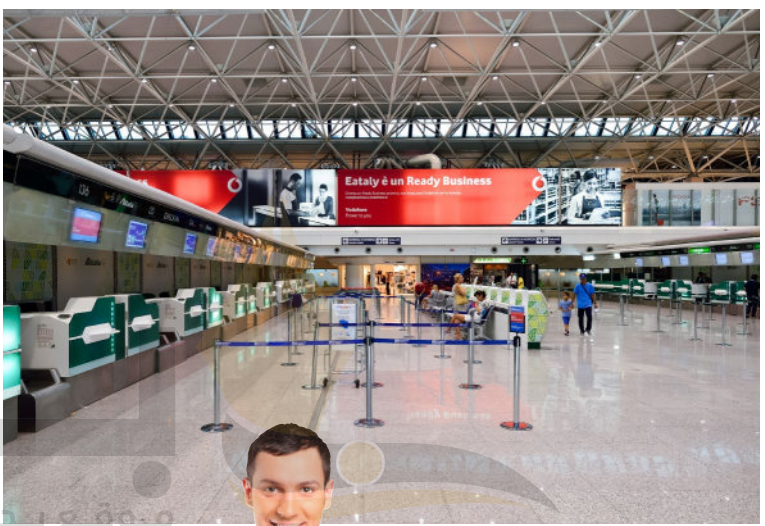
He is going to need a passport.
He's going to have to get a U.K. visa

2. What do you think he's going to do in L

He's going to take lots of photos.

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

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 arriv**ing** at two.
Where are you go**ing** on vacation?
When are you leav**ing**?
He's com**ing** 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.

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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.



About the Conversation

Answer about Michael. Then complet

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?

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

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?

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

Why register at the Arabic Language School?

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

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



Why Abha?
Abha is the capital of 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!

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After Reading

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

1. unique (1st paragraph)
- **a.** strange
- **b.** special
- **c.** to be chosen

2. to run out (2nd paragraph)
- **a.** to go out the door
- **b.** to come to an end, be left without
- **c.** to use up everything

3. dialects (3rd paragraph)
- **a.** local varieties of language
- **b.** spelling differences
- **c.** different accents

4. recite (4th paragraph)
- **a.** tell a story
- **b.** answer a question
- **c.** repeat from memory

5. rich (last paragraph)
- **a.** wealthy
- **b.** have a lot of sugar
- **c.** have a lot of good things

6. heritage (last paragraph)
- **a.** traditions
- **b.** money from relatives
- **c.** a preserved building

7. buzzing (last paragraph)
- **a.** chaotic
- **b.** busy and lively
- **c.** very hot

8. atmosphere (last paragraph)
- **a.** the way a place or situation makes you feel
- **b.** traffic
- **c.** gases surrounding Earth

B. Answer the questions.

1. What are the advantages
2. How will students learn Ar
3. Where will students live du
4. What's the weather like in
5. Why is the town so popula

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**

Discussion

1. Have you ever been on an e
2. How do you think you would
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 580 million people speak Spanish around the world. Do you think that Spanish will be an international language in the future? Say why or why not.

10 Project

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

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11 Writing

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

Dear Mom and Dad,

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

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

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

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

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

Love,

Adnan

Writing Corner

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

The people are **really** friendly.	I'm learning **quite** fast.
I feel **pretty** lonely sometimes.	My teachers are **extremely** helpful.
The weather is **so** cold.	I can't speak **very** well yet.

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

It has *a* **very** large campus.	It has **quite** *a* large campus.

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

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

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

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12 Form, Meaning and Function

Time clauses

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

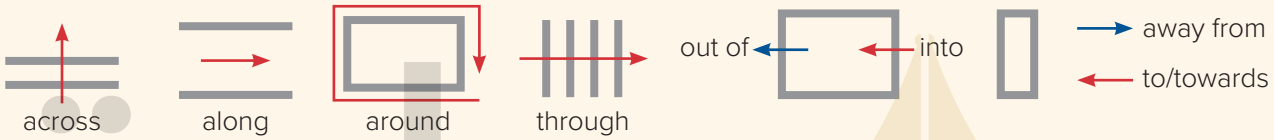
They'll probably go skiing **when** they *are* on vacation. (future)
They went skiing **when** they were on vacation. (past)
I'll go shopping **while** you *cook* dinner. (future)
He went shopping **while** his wife cooked dinner. (past)



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

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

Prepositions of Movement



A. Match each phrase with the correct time clause.

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

B. Complete the paragraph with the correct prepositions.

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

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4 What Do I Need to Buy?

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1 Listen and Discuss

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

BEST PRICE SUPERMARKET Special Offers!

MEAT
beef
lamb
chicken
sausage

SEAFOOD
salmon
shrimp
crab
squid

FRUIT
mango
pineapple
strawberries
papaya
avocado

VEGETABLES
carrots
onions
peppers
potatoes
beans

DAIRY PRODUCTS
butter
cheese
milk
yogurt

BREAD AND GRAINS
cereal
bread
rice

OILS AND CONDIMENTS
corn oil
olive oil
salt
pepper

DRINKS
tea
coffee

OTHER
flour
sugar

grapes
7.45 SAR a kilogram

This Week Only:
Buy one and get the second for half price!

milk
7.50 SAR a carton

watermelons
18.65 SAR each

eggs
8.40 SAR a dozen

mushrooms
13.45 SAR a box

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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.

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3 Grammar

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

Count	Noncount
I eat **a few** carrots.	I eat **a little** seafood.
I eat **many** vegetables.	I don't eat **much** bread.
How many bananas do you eat?	**How much** milk do you drink?

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.

Pronouns: *Something, Anything, Nothing*

I have **something** for lunch.

I don't have **anything** for lunch.
I have **nothing** for lunch.

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

First, you mix the flour and the eggs. **Then** you add a little butter.
After that, you put in a teaspoon of baking powder. **Finally**, you let it rise.

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

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

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

A: How many onions are there?
B: There are a few.

A: How much cheese is there?
B: There is a little.



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

Noura: Do you need help?
Mona: Yes. I'm going to make a cake. Please check the refrigerator. Are there (1) ___ eggs?
Noura: Yes, there are.
Mona: How (2) _____?
Noura: There are only (3) _____ left.
Mona: How (4) _____ butter is there?
Noura: There's only (5) _____ left. There isn't (6) _____ for a cake.
Mona: Can you please go to the store and get a (7) _____ of butter, and a (8) _____ eggs?

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

HOW TO MAKE A PIZZA



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

Serves 3 people

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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 ▸



▼ artichokes / steam





▲ vegetables / boil



▲ burgers / grill



▲ cake / bake

5 Listening

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

In Asma's Shopping Cart

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6 Pronunciation

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

1	2	3
shrimp	**ch**eese	**j**am
fi**sh**	**ch**ocolate	**j**uice
sugar	**ch**ips	oran**g**e

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.

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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.

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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.

*FYI: For Your Information

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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.



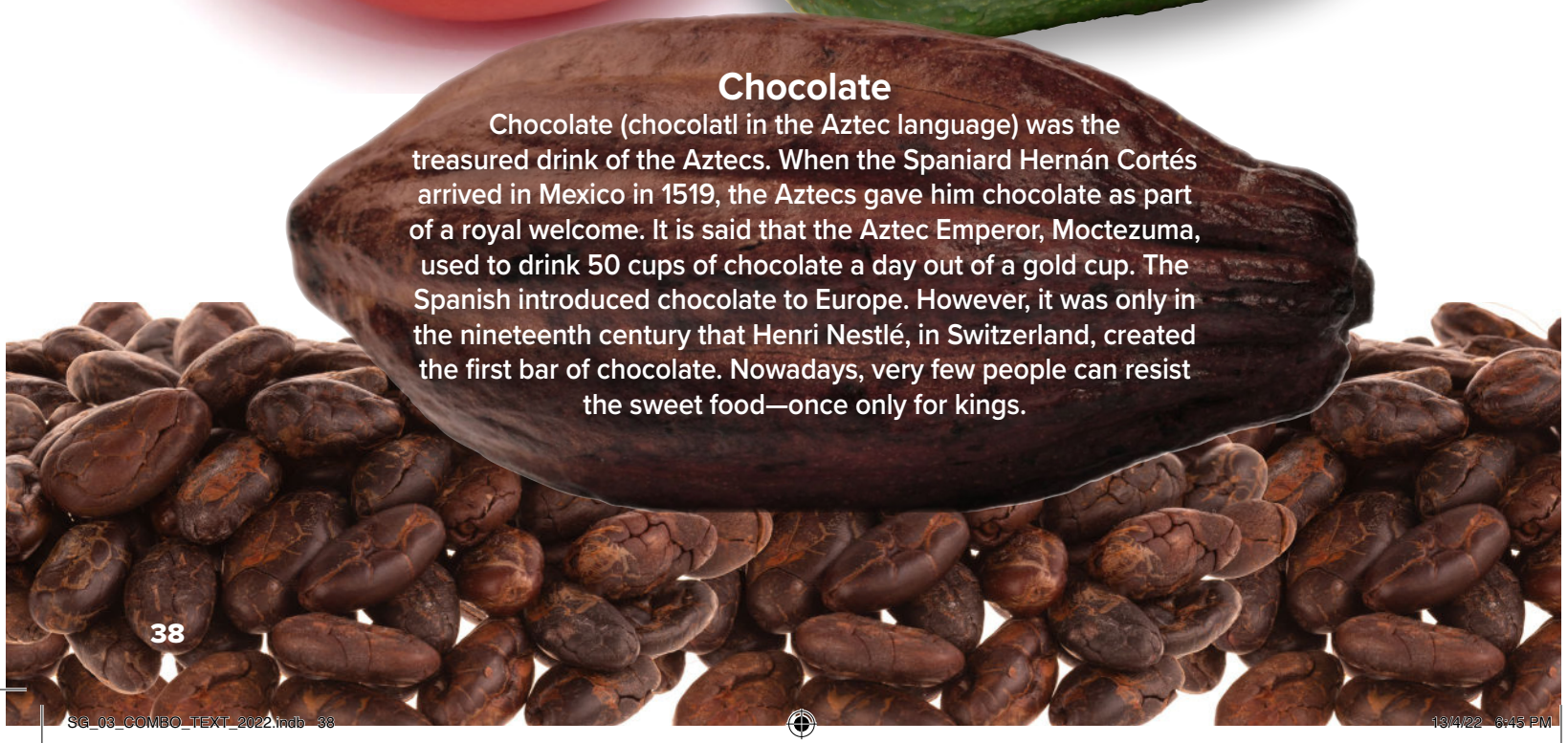
Tomatoes

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 is among the world's top tomato producers.



Avocado

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



Chocolate

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

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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:

- ¾ cup margarine
- 1 ½ cups sugar
- 1 ½ teaspoons vanilla
- 3 eggs
- ¾ cup flour
- ½ 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.



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After Reading

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

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

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

10 Project

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

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

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11 Writing

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

Dad,

I'm going to make turkey schnitzel for dinner. Can you please pick up the following things when you go to the supermarket?
—some grated Parmesan cheese
—a package of bread crumbs
—4 slices of turkey meat for schnitzel
I think we have everything else. Wait... buy a few eggs and potatoes since there aren't many left.
Thanks a lot. See you tonight.

Maha

Writing Corner

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

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

Turkey Schnitzel



Ingredients

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

Directions

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

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

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

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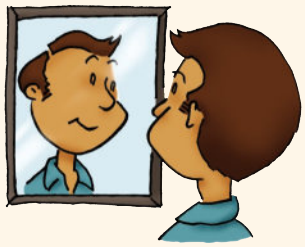
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12 Form, Meaning and Function

Reflexive Pronouns

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

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



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

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

Because versus *So*

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

You should eat a good breakfast **because** it gives you energy.
We didn't have anything to eat at home, **so** we went out for dinner.



A. Complete the sentences with the correct reflexive pronouns.

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

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

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

C. Join the sentences with ***so*** and ***because***. Use the pronoun *it* where necessary.
We need to go grocery shopping. The fridge is empty.

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

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

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EXPANSION Units 1–4

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. **What are you doing next Thursday?**
2. No, I'm going to do my homework tonight. **Are you going to do your homework tomorrow?**
3. He'll probably go to college after high school. **Will he go to college after high school?**
4. Their friends are arriving from Syria tomorrow. **When are their friends arriving from Syria?**
5. She's going to meet her sister at the mall. **Where is she going to meet her sister?**

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 (4 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.

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

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

E. Read the text. Then use the prompts to ask and answer questions with a partner.

Pandas

The lovable, cuddly-lookin
Unfortunately, it's also on
the dense bamboo areas
only about 1,900 pandas r
conservation organizations
They want to maintain a "b
Bamboo shoots and leaves
panda eats up to 95 pound
16 hours. So it is important t

1. Where / pandas / live?
2. How many / pandas / in the
3. How / organizations / work
4. How much / eat?
5. How long / eat / a day?

Q: Where do pandas live
A: They live only in the bamboo areas of the forests in southwestern China

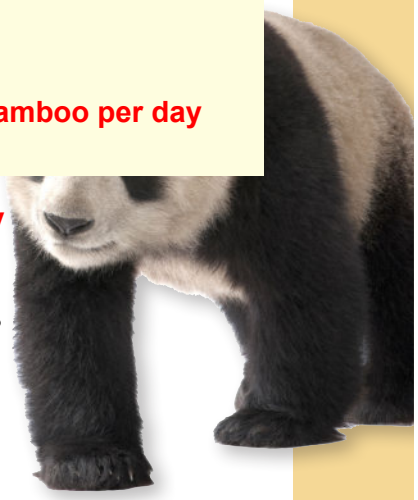
Q: How many pandas remain in the wild
A: Today only about 1,600 pandas remain in the wild

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

Q: How much does a panda eat per day
. A: A panda eats up to 45 kilograms of bamboo per day

Q: How long does a panda eat every day
A: A panda eats for about 16 hours a day



Discussion

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

2 Writing

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

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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."

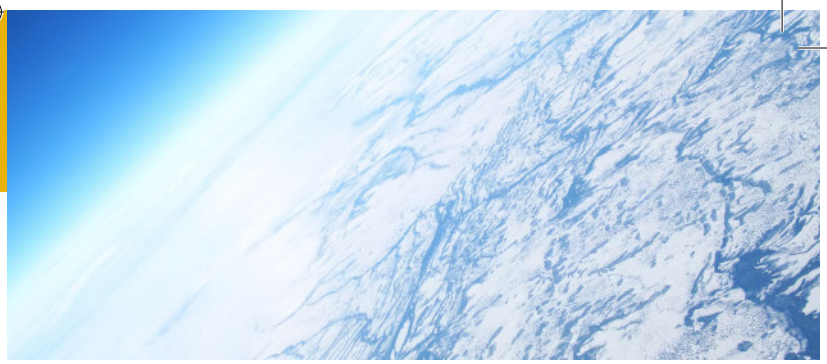
One of the solutions to the problem of water conservation is to recycle wastewater. Stensund Folk College near Stockholm, Sweden, for example, is putting wastewater to good use. The school treats the wastewater in a greenhouse, where it is then used to provide water to plants and fish in an integrated 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.

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After Reading

A. Choose the correct answer.

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





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

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

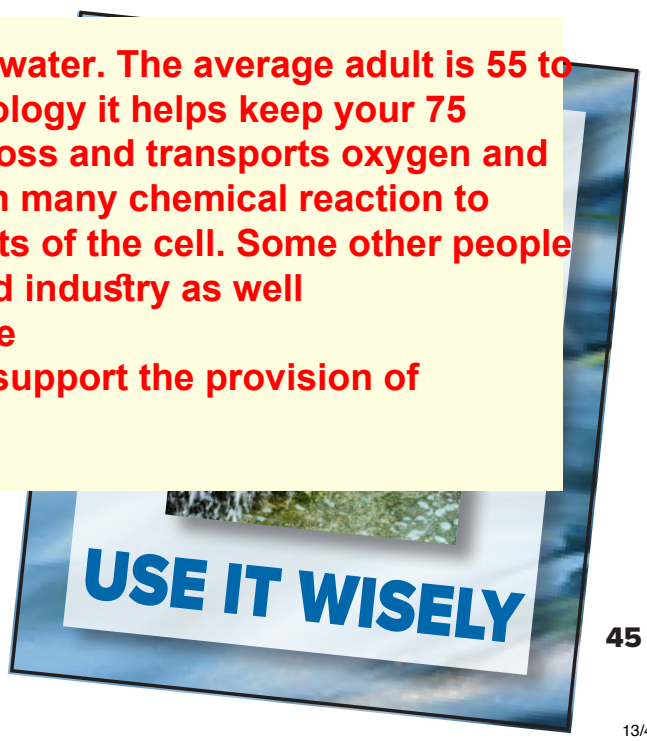
Discussion

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

1 In general human survival is dependent on water. The average adult is 55 to percent water. Water plays a vital role in biology it helps keep your 75 muscles and skin toned, assists in weight loss and transports oxygen and nutrients to cells. Some people use water in many chemical reaction to build and break down important components of the cell. Some other people use water for the purpose of agriculture and industry as well

2 Diseases will increase and people would die

3 There are many technical equipments that support the provision of freshwater



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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.

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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

Comprehension

A. Answer the questions ab

1. What happened to the
2. Is the water in the rive
3. Do fish live in the wate
4. Why did they cut the t
5. Who are "they" in the

1 They put the parrot in a cage and made it talk
2 They cut its wings and made it walk
3 No. It is no longer clean
4 No, they don't
5 They cut the trees to have land for ranches
They" are people who don't care about or harm the environment

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 trv to help solve the problem.
2. "If we all just do our share" means If we all work to protecf 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

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