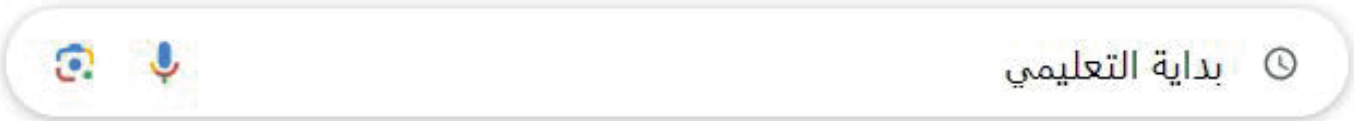
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SUPER GOAL 3

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*	Do College Students Have a Healthy Lifestyle?	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—imaginary 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

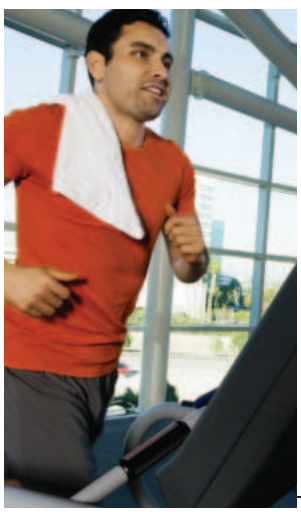
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1 Listen and Discuss

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

Check Your Lifestyle

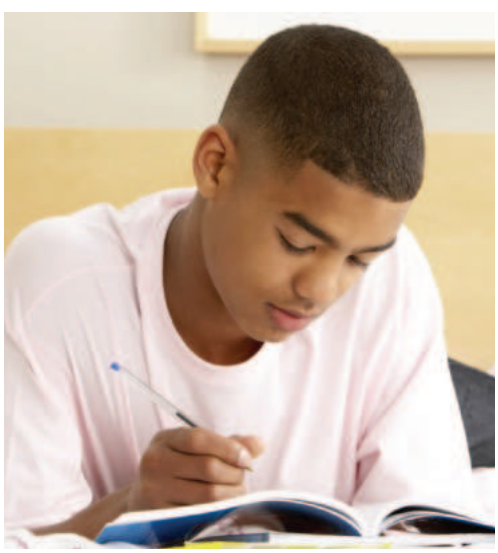
Which of the people are you most like? Why?





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





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



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



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

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Noura wants to be an artist. After school, she always does her homework and helps with the chores. Then she paints for at least two hours every evening. She says it makes her feel happy.



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

Your Profile

Answer the questions about your habits and routines.

How many hours a day do you watch TV? _____

How long do you talk on the phone a day? _____

How much money do you spend a week? _____

How much time do you spend on the Internet? _____

How often do you exercise? _____

How often do you go shopping? _____

How many hours a day do you sleep? _____

What two activities do you do very often? _____

What two activities do you hardly ever do? _____

What activities do you think you overdo? _____

Now compare your answers with a partner.

Quick Check ☑

A. Vocabulary. Underline words and expressions on pages 2 and 3 that tell about frequency (how often).

B. Comprehension. Answer the questions about the people.

1. How often does Arthur go rock climbing?
2. How frequently does John exercise?
3. How often does Refaa eat meat?
4. How long does Josh spend on the Internet?
5. How much time does Noura spend painting?
6. How often does Martin go on vacation?

2 Pair Work

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

So, Martin, how often do you watch TV?

I seldom watch TV. I have no time.

B. Ask and **answer** with your information.

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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.

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

Jamal frequently exercises. (seldom) *Jamal seldom exercises.*

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

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

How often *does Jamal exercise* ?

1. How often _____ ?
2. How often _____ ?
3. How often _____ ?
4. How often _____ ?
5. How often _____ ?

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

A: What does Adnan normally do in the evening?
B: He usually studies.

Adnan / normally / evening



1. Faris / generally / for lunch



2. Frank and Ali / occasionally / in the park



3. Emma / seldom / after dinner



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



5. Kyle / sometimes / with his friends



6. Ben / now and then

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

I normally get a haircut every two months.

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

	True	False
I usually hang out with my friends at the mall.	☑	☐
I never watch TV on the weekend.	☐	☑
1.	☐	☐
2.	☐	☐
3.	☐	☐
4.	☐	☐
5.	☐	☐
6.	☐	☐

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4 Language in Context

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

He usually does his homework on the computer.



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

5 Listening

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

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



6 Pronunciation

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

Do you have a cell phone?
Where **do you** live?
How often **do you** get a haircut?
How much time **do you** spend on the Internet?

7 About You

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

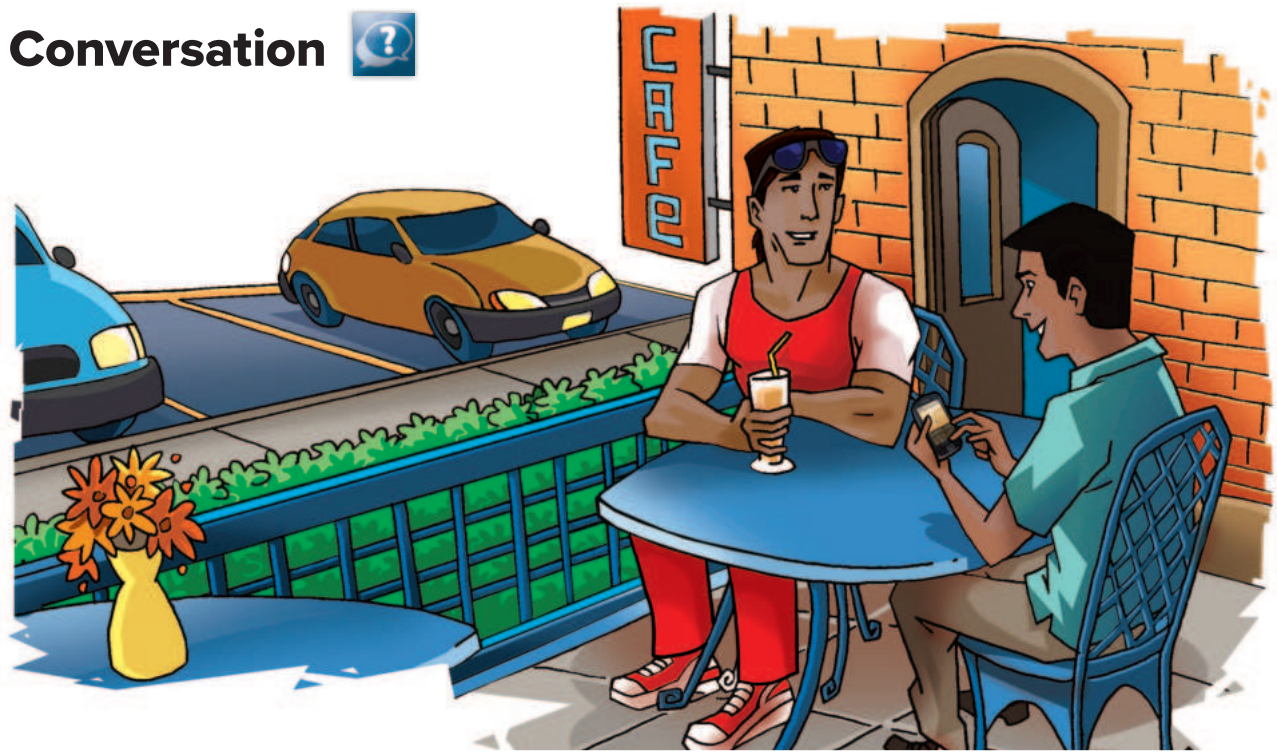
How much time do you spend...

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

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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 in topic
You see = a phrase to introduce an explanation

About the Conversation

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

Your Turn

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

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

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9 Reading

Before Reading

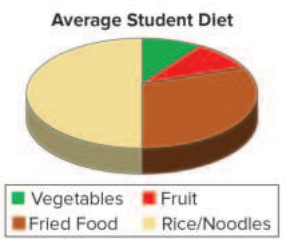
Look at the graphs below. What do you think the article will say about college students?

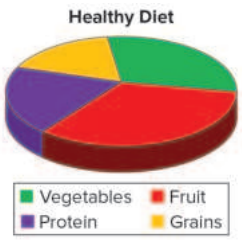
Do College Students Have a Healthy Lifestyle?

The majority of college students seem to be quite healthy. They don't suffer from health issues that older people have because **they** are still young. However, that doesn't mean they shouldn't try to improve **their** lifestyle. We carried out research at a local college to find the truth about students' lifestyle: their eating, sleeping, and exercise habits.



Our findings below show that the *Average Student Diet* differs greatly from that of a *Healthy Diet*. A healthy diet contains plenty of fresh produce, and moderate amounts of protein and grains. Yet, the diet of most students consists mainly of rice and noodles. **It** also contains a lot of fried food, which suggests that they eat too much fast food and need to add more fresh fruit and vegetables to their diet.

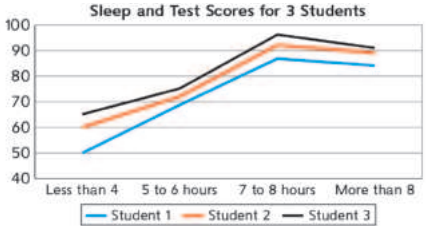


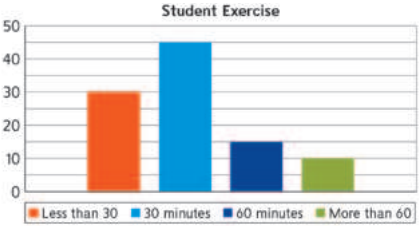


Getting the required amount of sleep is another important factor in students' health. Studies have shown that **it** has a positive effect on memory and concentration. We recorded the sleeping habits of three college students for one semester. The *Sleep and Test Scores* results in the graph below support this theory: when the students got enough sleep, **their** exam scores were much higher. On average, however, most of **them** only get about six hours of sleep every night.

Finally, we interviewed students to find out how much they exercise. The *Student Exercise* graph below shows that the majority work out for at least 30 minutes a day. This is positive, because students **who** get enough exercise are usually happier, more energetic, and find it easier to pay attention.

Unfortunately, many college students are so busy focusing on their studies that they don't take time to look after **themselves**. All it takes is some good time management. Healthy habits can help them succeed in their classes, so they should try to get enough sleep, eat well, and exercise.





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After Reading

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

1. _____ The writer thinks that most college students have healthy habits.
2. _____ The diet of most students doesn't contain enough fruit and vegetables.
3. _____ It's probably not a good idea to stay up late studying before an exam.
4. _____ Most college students don't get enough daily exercise.
5. _____ If students manage their time better, they can have a healthier lifestyle.

Discussion

A. Discuss the questions.

1. What do you think about the study on college students' health habits?
2. How does your diet compare to the ones shown in the graphs?
3. Does the amount of sleep you get affect your test scores?
4. Do you think you get enough exercise every day?
5. Discuss the advantages of having a healthy lifestyle.

B. Read and discuss.

Many studies agree that certain foods can boost brain power and memory. These include oily fish (tuna, salmon, sardines), green vegetables (spinach, kale, broccoli), berries (blueberries, blackberries, strawberries), and dark chocolate. What do you think?

What other foods do you know about that are beneficial and in what ways?

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?

Writing Corner

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

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

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

1. they (line 3) _____
2. their (line 5) _____
3. It (line 15) _____
4. it (line 20) _____
5. their (line 22) _____
6. them (line 23) _____
7. who (line 27) _____
8. themselves (line 30) _____

C. Complete the text with suitable pronouns.

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

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



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

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

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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

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

Neither of them is a vegetarian.

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

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

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

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

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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.

Quick Check ☑

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

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

B. Comprehension. Answer the questions.

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

2 Pair Work

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

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

B. Ask and **answer** about your past.

Where were you born?
I was born in Madinah.

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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 (+)	Negative (–)
When I was little, I **used to** play with toys.	I **didn't use to** play video games.

Questions (?)	
Did you **use to** play with dolls?	Yes, I did. / No, I didn't.
What **did** you **use to** play with?	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...



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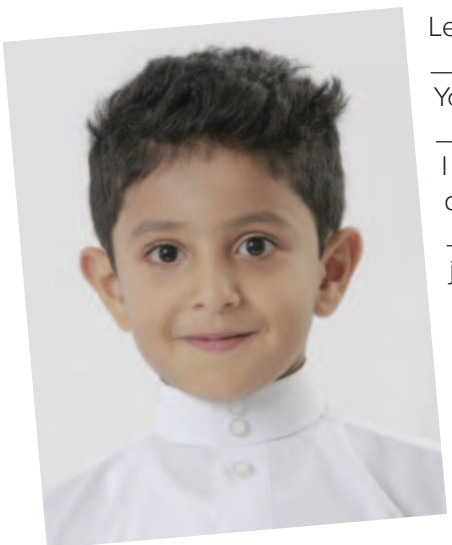
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B. List some of the things you ***used to do/didn't use to do*** when you were young. Then compare and discuss with a partner.

Used to Do	Didn't Use to Do

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

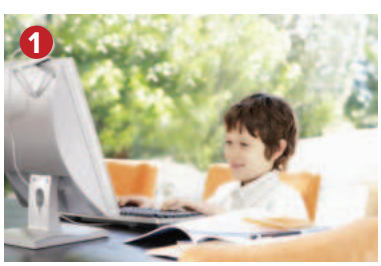


Let me tell you how I _____ (**1.** meet) my best friend. Yousef and I _____ (**2.** go) to the same elementary school. Yousef _____ (**3.** be) a new 6th grade student, and the teacher _____ (**4.** ask) me to show him around during his first week. I _____ (**5.** agree) to help out, and we _____ (**6.**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

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

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

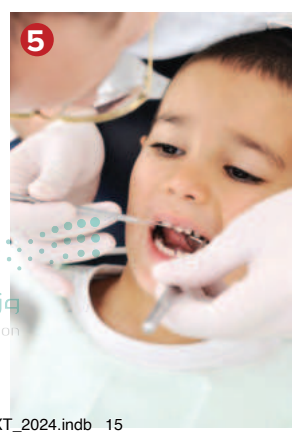














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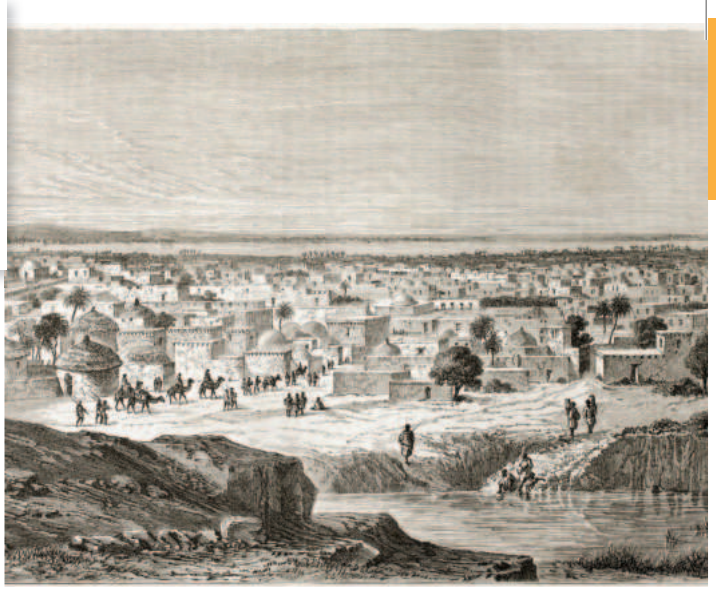
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4 Language in Context

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

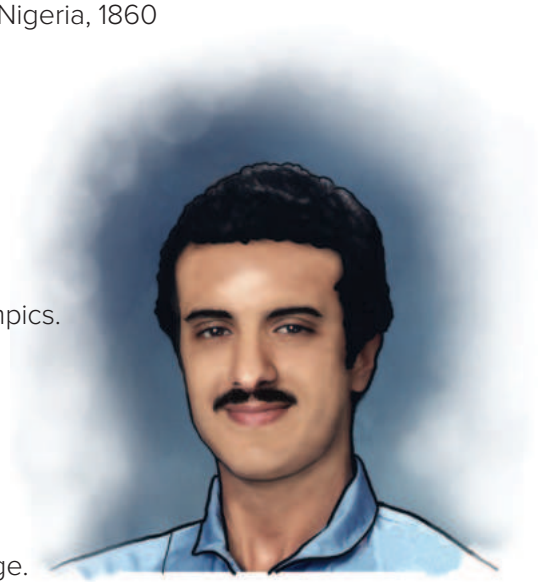
People used to walk or ride donkeys and camels in the city.
People didn't use to drive cars and trucks in the city.



▲ Kano, Nigeria, 1860

5 Listening

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



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

6 Pronunciation

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

I **used to** play with dolls.
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?

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

Your Turn

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

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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 the Custodian of the Two Holy Mosques King Salman bin Abdulaziz Al Saud?

The King of Saudi Arabia



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

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



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

The Custodian of the Two Holy Mosques King Salman bin Abdulaziz Al Saud 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. ____ abroad	**a.** a big city
2. ____ humanitarian	**b.** taking away stress and pain
3. ____ relief	**c.** name someone for an important position
4. ____ appoint	**d.** a person who helps others
5. ____ metropolis	**e.** in other countries

B. Answer the questions about the reading.

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

C. Write down important events in the life of the Custodian of the Two Holy Mosques King Salman bin Abdulaziz Al Saud. Compare your answers with a partner.

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

D. What are some of the accomplishments of the Custodian of the Two Holy Mosques King Salman bin Abdulaziz Al Saud? Compare your answers with a partner.

1.
2.
3.
4.
5.

Discussion

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

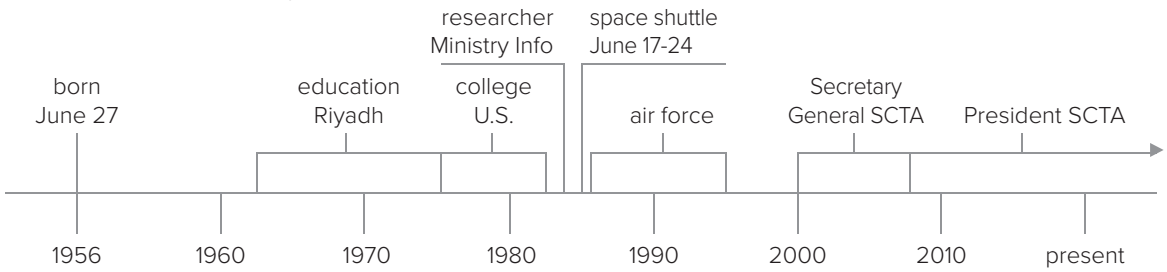
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10 Writing

A. Look at the timeline of events in the life of His Royal Highness Prince Sultan bin Salman Al Saud. Then, complete the summary with prepositions and time words.



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

Writing Corner

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

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

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

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

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

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

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

11 Project

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

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12 Form, Meaning and Function

Time Expressions for the Past

Last—last night, last Tuesday, last week, last month, last year, last summer
Yesterday—yesterday, yesterday morning, the day before yesterday
Ago—six years ago, two days ago, a week ago, five hours ago, ten minutes ago

When clauses

They didn't go to school *when they were four years old*.
When I was a child, I used to play with my toys all day.

Past dates and times

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

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

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



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

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

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

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



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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.

What time is the couple's flight leaving?
It's leaving at ten.

Who will the parents miss?
They'll miss their son.

B. Ask and **answer** about a trip. Use real or made-up information.

When are you going to leave on your trip?
I'm leaving for Paris tomorrow.

Where will you stay?
I'll stay with friends.

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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 / to Colorado



1. Sam / go / Paris



2. Ali and Maha / go / airport



3. Badr / go / travel agency



4. Ted and his son / go / mall



5. Sabah / go / bank



6. Rudy / go / consulate

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

A: What are you going to do in Colorado?
B: I'm going to ski. / I'll probably go skiing.

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

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

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

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4 Language in Context

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

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

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

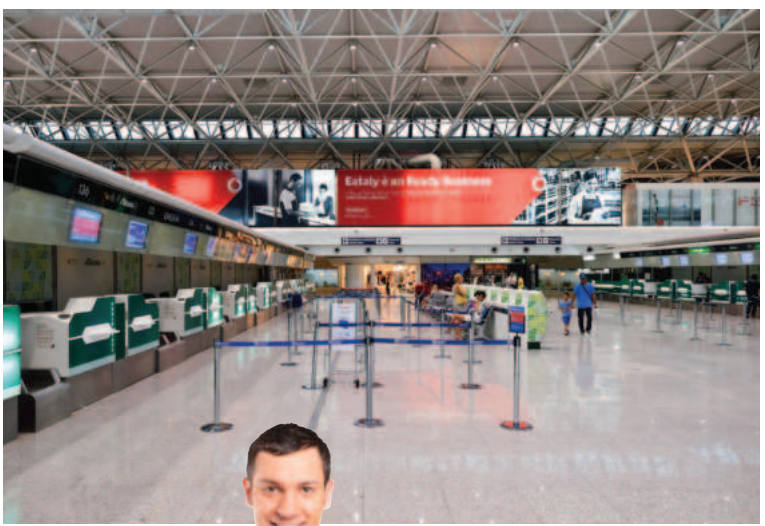
2. What do you think he's going to do in London? Discuss in small groups.

He's going to take lots of photos.

5 Listening

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

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



6 Pronunciation

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

The plane is 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.







Real Talk

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

About the Conversation

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

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

Your Turn

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

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

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

Discussion

1. Have you ever been on an exchange program or studied in another country? Tell about it.
2. How do you think you would adjust to a foreign culture?
3. Which country would you like to go to and study a foreign language?
4. Discuss the importance of English as a world language. What do you know about where it is used?
5. Approximately 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.

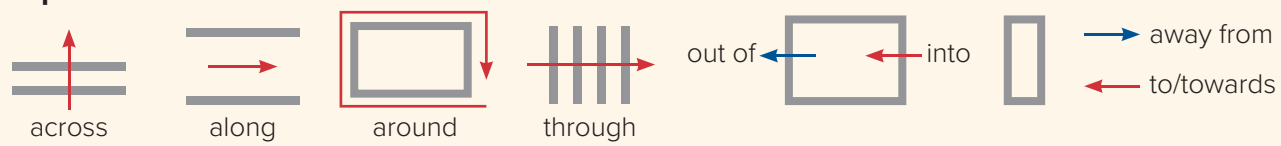
They'll probably go skiing **when** they *are* on vacation. (future)
They went skiing **when** they were on vacation. (past)
I'll go shopping **while** you *cook* dinner. (future)
He went shopping **while** his wife cooked dinner. (past)



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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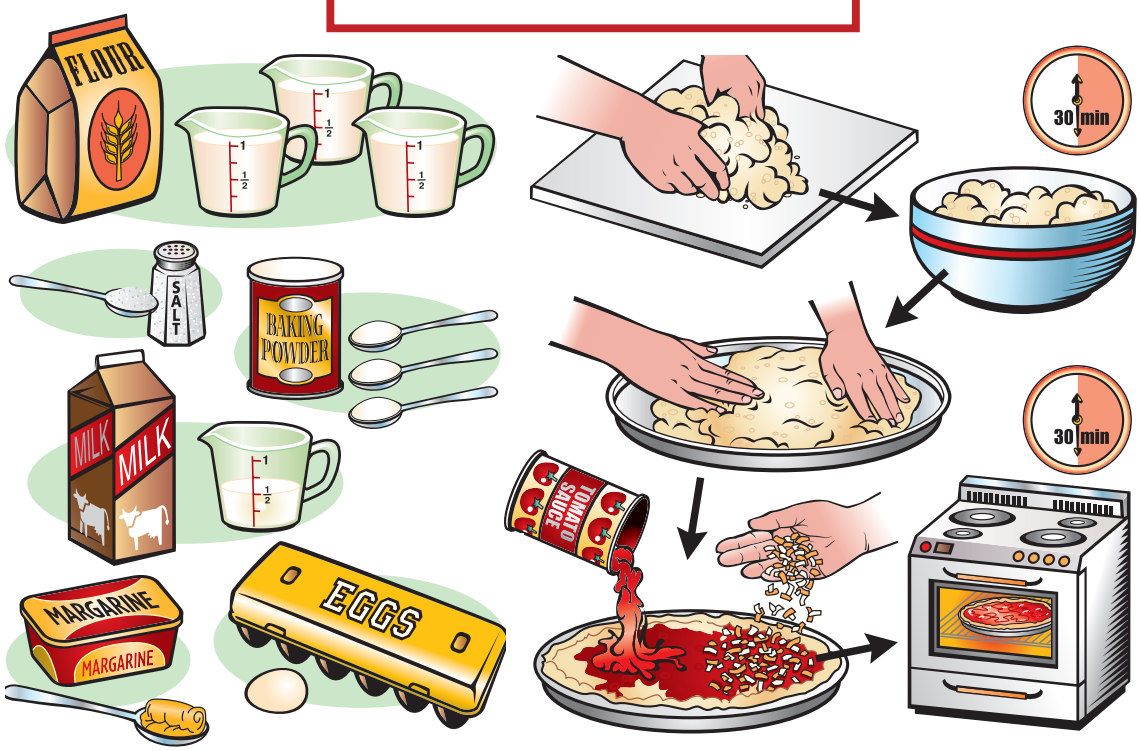


C. Complete the conversation with ***any***, ***a little***, ***a few***, ***dozen***, ***package***, ***enough***, ***many***, and ***much***. Then practice with a partner.

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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▲ eggs / fry

4 Language in Context

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

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



chicken / roast ▸

▼ artichokes / steam





▲ vegetables / boil



▲ burgers / grill



▲ cake / bake

5 Listening

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

In Asma's Shopping Cart

6 Pronunciation

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

1	2	3
shrimp	**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 your partner about your experience.
6. Have you ever eaten an unusual dish? Tell your partner 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.

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.



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 spinach pasta for dinner. Can you please pick up the following things when you go to the supermarket?
—some grated Parmesan cheese
—a package of pasta (spaghetti or linguine)
—some fresh baby spinach
I think we have everything else. Wait... buy a bottle of olive oil since there isn't much 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.

Spinach Pasta



Ingredients

300 grams pasta
2 tablespoons olive oil
2-3 garlic pieces, sliced
250 grams baby spinach
150 grams cream cheese
30 grams Parmesan cheese, grated
1/4 teaspoon nutmeg
salt and pepper

Directions

_____ Add the garlic to the hot oil and cook for about 1-2 minutes.
_____ Finally, add the pasta and combine it with the sauce.
_____ Next, heat the olive oil in a large frying pan over medium heat.
_____ Start by cooking the pasta according to the package directions.
_____ After that, slowly add the spinach and gently stir it with the garlic.
_____ Then add the Parmesan cheese and nutmeg to the sauce and stir it well.
_____ Drain the pasta and put aside 1/2 cup of the cooking water.
_____ When the spinach is soft, stir in the cream cheese, the cooking water, and salt.

Suggestion: Serve with grated Parmesan cheese and a dash of black pepper.

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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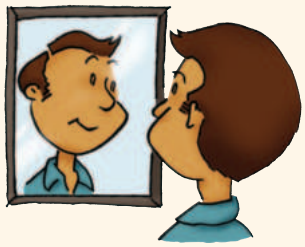
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12 Form, Meaning and Function

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. _____
2. No, I'm going to do my homework tonight. _____
3. He'll probably go to college after high school. _____
4. Their friends are arriving from Syria tomorrow. _____
5. She's going to meet her sister at the mall. _____

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



Siberian Tigers

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

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



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

Discussion

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

4 Project

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

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



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

Comprehension

A. Answer the questions about the song.

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

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

1. "It's a problem that we all must face" means _____
_____.
2. "If we all just do our share" means _____
_____.

Discussion

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

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

6 Project

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



▲ Coral Reef in the Red Sea, Saudi Arabia

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SUPER GOAL 3

WORKBOOK

MANUEL DOS SANTOS

Mc Graw Hill

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1 Lifestyles

Term 1

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

a devoted employee	**an exercise freak**	**an Internet addict**	**a vegetarian**



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



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



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



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

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

usually downloads videos and games	~~**normally works out five times a week**~~
always lives a healthy lifestyle	**often spends a lot of time at the office**
~~**frequently spends a lot of time at the gym**~~	**never takes a vacation**
regularly chats online	**always eats vegetables**

Mark *normally works out five times a week*.

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

1. Ali _____.

Ali _____.

2. Saeed _____.

Saeed _____.

3. Jake _____.

Jake _____.

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








Jamal / after school / usually // always

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

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

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

Q: _____

A: _____

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

Q: _____

A: _____

3. George / usually / on Saturday // occasionally

Q: _____

A: _____

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

1. Do you usually sleep late on the weekend?

_____

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

_____

3. Do you sometimes watch TV with your family?

_____

4. Do you often chat online with your friends?

_____

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

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

Hussain / watch TV

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

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

1. Faris / drink soda

Q: _____

A: _____

2. Ismail / exercise

Q: _____

A: _____

3. Noura / watch TV

Q: _____

A: _____

4. Fadwa / chat online

Q: _____

A: _____

5. you / watch TV

Q: _____

A: _____

6. you / drink sodas

Q: _____

A: _____

7. you / exercise

Q: _____

A: _____

8. you / chat online

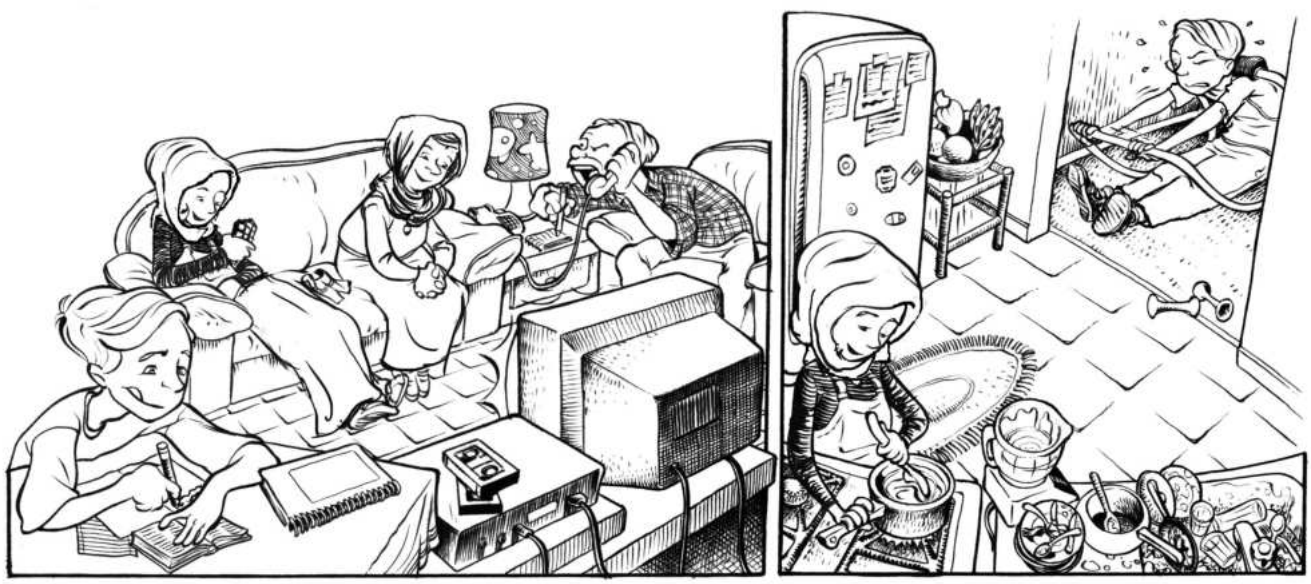
Q: _____

A: _____

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



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

He always does his homework.

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

_____

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

_____

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

_____

4. Sarah _____ (make) dinner once a month.

_____

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

_____

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

_____

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G READING

Are You Addicted to Shopping?

Do you love to shop?
Do you shop several times a week?
Do you buy things you don't need just because you have to buy something?
Do you ever spend money you don't really have?
Do you sometimes borrow money for shopping?

Are you a shopping addict? That means you can't stop shopping.
Take this test and find out. Circle ***yes*** or ***no***.

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

Did you answer ***yes*** to five or more questions?
You may be a shopping addict. What can you do? You can ask for help from friends. You can get counseling. Shopping shouldn't control you. You should control shopping.

Answer these questions.

1. What are three things that shopping addicts do?

_____

_____

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

_____

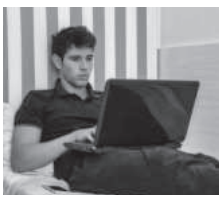
_____

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






	Talking on the phone	Going shopping	Going online	Watching TV	Your idea:
Hours per week:					
How important is it to you? • **very important** • **important** • **not important**					

I **WRITING**

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

Habit or Addiction?

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2 Life Stories

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

arptnes	**liccin**	**niodontas**	**doorn**
snwit	**dolob**	**wnernbos**	**ntfain**





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





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

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



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



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

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

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

_____

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

_____

3. Where did Roger work after college?

_____

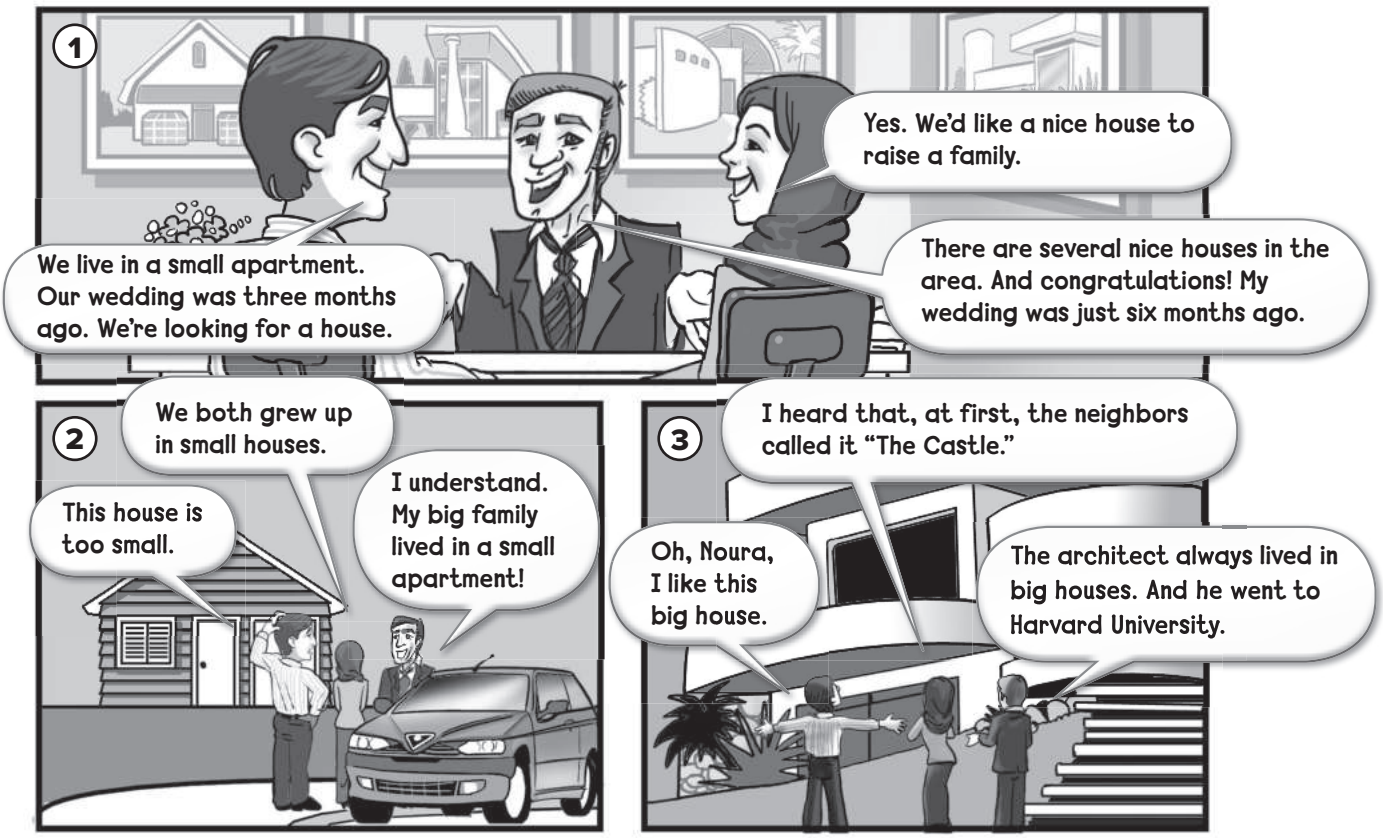
4. Where did Paul see Roger after he moved back home?

_____

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



Picture 1

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

Picture 2

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

Picture 3

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

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

How Television Has Changed



The 1940s

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

The 1950s

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

Omar: Did you know that some TVs **(1)** _____ have round screens?

Yahya: Yes, I did. And a lot of families **(2)** _____ eat dinner in front of the TV every night.

Omar: I know. And there **(3)** _____ be very many TV stations.

Yahya: Right. And before 1950, people in country areas **(4)** _____ have TV at all!

Omar: They probably **(5)** _____ have boring evenings with no TV.

Yahya: Maybe. They probably **(6)** _____ go to bed early.

Omar: Can you believe that TVs **(7)** _____ have color pictures? Everything was in black and white.

Yahya: Isn't that crazy? And people **(8)** _____ stand up and walk over to the TV to change channels. No remote control!

Omar: I'm glad I didn't live back then!

G Read the answers. Write questions.

Q: *Where did Ali use to live?*

A: Ali used to live in the country.

1. **Q:** _____
   A: Fahd used to play football after school.
2. **Q:** _____
   A: Yes, Farah did. She used to take the bus to school.
3. **Q:** _____
   A: They used to go to the mall every Thursday evening.
4. **Q:** _____
   A: No, I didn't. I used to stay up really late every night.

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H READING

Prince William of Britain


Map of Britain

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

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

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

Prince William now makes public appearances and performs his many royal duties—among which he is President of England's Football Association. And, like his mother, the late Lady Diana, he continues to help others by actively supporting many humanitarian causes.

Number the sentences in the correct order.

_____ He traveled in Africa and South America.

_____ Prince William went to Eton College.

_____ He trained as a pilot.

_____ Prince William was born in London.

_____ William and Harry served in the Armed Forces.

_____ He became a helicopter pilot.

_____ Prince William graduated from university.



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

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



J **WRITING**

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

Then and Now

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SG_03_COMBO_TEXT_2024.indb 178 30/4/24 12:34 AM

3 When Are You Traveling?

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

flight	**suitcase**	**boarding pass**	**gate**	**baggage**	**carry-on**

What time is our (1) _____ to Riyadh?



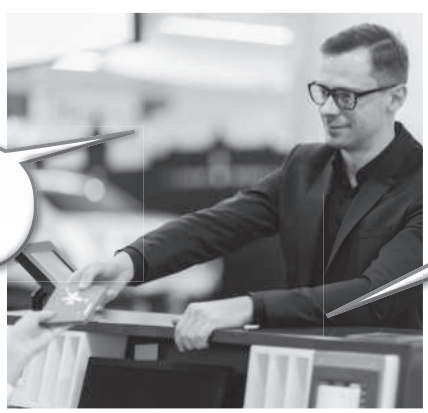
It's at 4:30, but I don't see the (2) _____ number.

Is this (3) _____ the only (4) _____ you're going to check?



Yes, it is. And then I have one (5) _____, too.

Is my seat number on my (6) _____?



Yes, it is, sir. You'll be next to a window.

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

DEPARTMENT OF THE TREASURY
UNITED STATES CUSTOMS SERVICE

FORM APPROVED
OMB NO. 1515-0041

CUSTOMS DECLARATION

19 CFR 122.27, 148.12, 148.13, 148.110, 148.111

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

1. Name: Hussain (Last) Ahmed (First) K (Middle Initial)

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

4. Number of family members traveling with you: 1

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

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

8. Expected Length of Stay: two weeks

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

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

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



Customs Officer: What flight were you on?

Ahmed: I was on Flight 459.

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

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

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

Ahmed: **(2)** _____.

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

Ahmed: **(3)** _____.

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

Ahmed: **(4)** _____.

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

Ahmed: **(5)** _____.

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

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

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

Ahmed: Thank you!

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

Faisal's Weekend Plans

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

Thursday

Adnan: Hi, Faisal. What are you doing?

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

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

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

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

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

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

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

Friday

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

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

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

Adnan: Then what are you going to do?

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

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

Adnan: _____

Faisal: _____

Adnan: _____

Faisal: _____

Adnan: _____

Faisal: _____

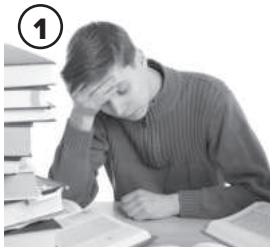
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E Complete the answers to the questions with infinitives of purpose. Use the information in the photos for your answers. Use the verbs in the box.

finish	**visit**	**go surfing**	**work out**	~~**catch**~~	**buy**









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

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



1. Q: Why is he staying up late?

A: _____ his homework.

2. Q: Why are they online?

A: _____ their tickets.



3. Q: Why are they flying to California?

A: _____ their grandparents.

4. Q: Why is he going to Mexico?

A: _____.

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

A: _____.

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

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

1. _____

2. _____

3. _____

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G READING

GUIDE TO NIAGARA FALLS



Things to Do

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

Places to Stay

The Broadview Hotel

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

Martin's Motel

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

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

1. _____ Visitors wear raincoats to go behind the falls.

2. _____ You can't take pictures on the helicopter ride.

3. _____ The Broadview Hotel has a pool.

4. _____ The Broadview Hotel has wonderful views of the falls.

5. _____ Martin's Motel is close to the falls.

6. _____ You have to wear a suit or dress to eat at the diner next to Martin's Motel.

H

Answer these questions about the reading.

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

_____

_____

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

_____

_____

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

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

J **WRITING**

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

My Trip

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4 What Do I Need to Buy?

A Write the name of each food.



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____



7. _____



8. _____



9. _____



10. _____

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

Meat	Seafood	Dairy	Fruit	Vegetables

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

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

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

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

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

Badria takes a lot of oil each day.

She doesn't take much oil each day.

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

_____

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

_____

3. She can use a lot of spices.

_____

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

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

1. _____

2. _____

3. _____

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

Mushroom and Cheese Omelet

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



you / need / eggs

Q: *How many eggs do you need?*

A: *I need three eggs.*

1. you / use / butter

Q: _____

A: _____

2. you / add / salt

Q: _____

A: _____

3. you / cut up / mushrooms

Q: _____

A: _____

4. you / cut up / cheese

Q: _____

A: _____

5. you / use / onions

Q: _____

A: _____

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

1. We eat a lot of food at my house. We always need _____ from the supermarket.

2. Are you hungry? Go to the kitchen. There's _____ in the refrigerator for you to eat.

3. What a delicious lunch! But don't you have _____ to drink with it?

4. I love fresh fruit. In fact, there's _____ better than a good piece of watermelon on a hot summer day!

5. I'm so hungry. I haven't eaten _____ all day!

6. **Badr:** Do you like pizza?
Fahd: No, I don't. I don't like _____ with cheese.

7. I can't make this recipe for dinner. I have absolutely _____ that it calls for.

8. I'm going to buy some food at the supermarket. Can I get you _____, too?



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

Fruit Salad

- Mix well and put the bowl in the refrigerator for three hours.
- Cut up 1 pineapple, 1 cup of strawberries, 2 oranges, and 1 cup of apples.
- Add ½ cup of sugar and ¼ cup of lemon juice.
- Put the fruit in a large bowl.









Fruit Salad

_____

_____

_____

_____

_____

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

after that	finally	first	then

1. _____

2. _____

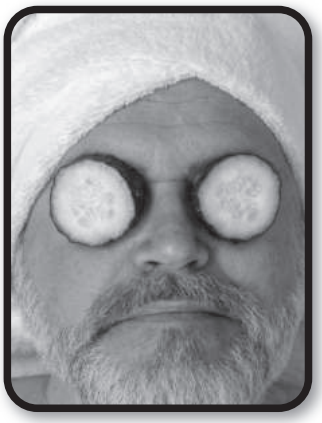
3. _____

4. _____

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J READING





Food Is Not Just for Food

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

Headaches

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

Tired, Red Eyes

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

A Cold

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

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

Complete the sentences. Use the information in the reading.

1. People eat food. Some people use food as _____.

2. To take away a _____, you can use ripe bananas.

3. Some people use ripe _____ to make their eyes feel better.

4. Cucumber slices can help your _____.

5. Some people say garlic and _____ will make a cold go away.

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







Favorite Meal: _____

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

L **WRITING**

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

My Shopping Trip

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EXPANSION Units 1 – 4

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

How often / you / eat / sandwiches / for lunch

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

A: *I usually eat sandwiches for lunch.*

1. How often / you / walk / school

Q: _____

A: _____

2. How often / you / watch / TV

Q: _____

A: _____

3. How often / you / clean / your room

Q: _____

A: _____

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

Q: _____

A: _____

5. How often / you / do / your homework

Q: _____

A: _____

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

Q: *Where did your uncle live?*

A: My uncle lived in New York.

1. Q: _____

A: Amal watched TV yesterday evening.

2. Q: _____

A: Hussain wore a suit and tie to the job interview.

3. Q: _____

A: They slept on the airplane.

4. Q: _____

A: My brother went to college in Jeddah.

5. Q: _____

A: Ali and his family stayed in a hotel last year when they went to the beach.

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EXPANSION Units 1 – 4

C Complete each sentence. Use the simple past tense.

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

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

Khalil played basketball.

Q: *What did Khalil use to play?*

A: *Khalil used to play basketball.*

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

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EXPANSION Units 1 – 4

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

be born

I was born in Jizan on January 23, 2010.

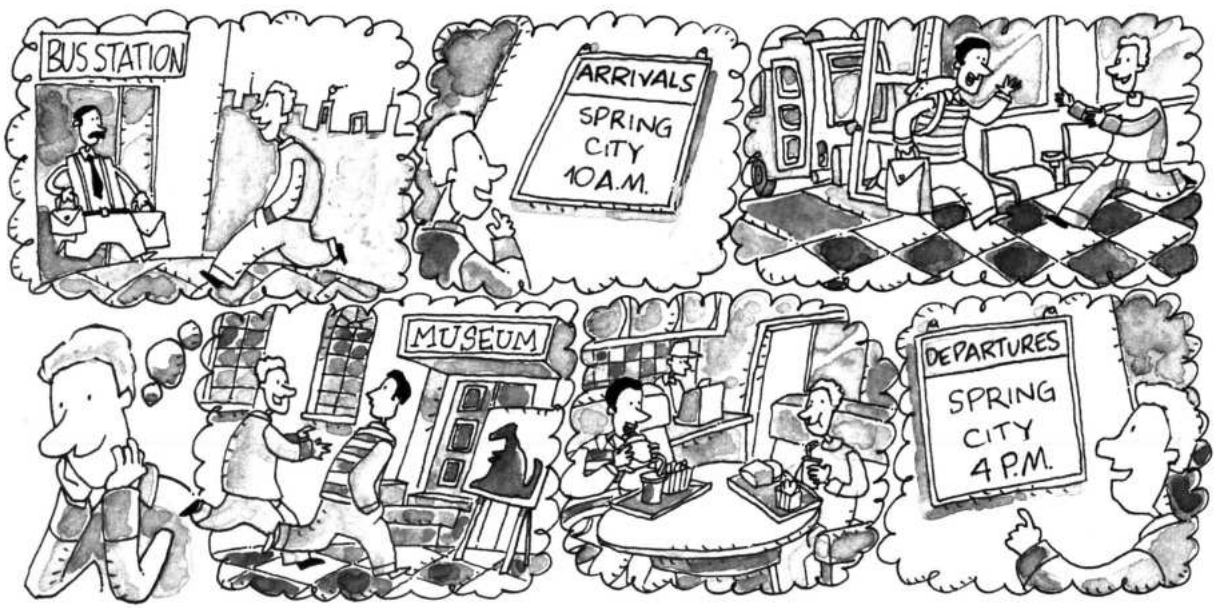
1. be married

2. be raised

3. be called

4. be educated

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



Robert is going to the bus station today.

1. _____

2. _____

3. _____

4. _____

5. _____

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EXPANSION Units 1 – 4

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

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

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

1. What is Jeff going to do?

_____

_____

_____

_____

_____

2. What will Jeff probably do?

_____

_____

_____

_____

_____



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EXPANSION Units 1 – 4

I Complete the sentences. Use expressions of quantity. Sometimes more than one answer is possible.

1. I'm on a diet, so I only eat _____ ice cream.
2. I don't use _____ salt. I really don't like it.
3. Did you get _____ pineapple? If you want more, I have another one in the refrigerator.
4. I only eat _____ eggs each week. I don't think they are really good for my heart.
5. _____ papayas did you buy at the market?
6. Wow! That's hot! Did you put _____ pepper in the soup?
7. _____ butter are you going to put on your potato?
8. I don't like this restaurant's menu. There aren't _____ appetizers on it.

J Complete the conversation. Use ***something, anything,*** and ***nothing***.

Hanan: I'm going to the supermarket. Can I get you (1) _____?

Maha: No, thank you. I don't want (2) _____. I went shopping yesterday.

Hanan: I went to the supermarket yesterday, too! But I have (3) _____ for dinner this evening.

Maha: Oh, no! I don't have (4) _____ for dinner either! Can you pick (5) _____ up for me?

K Write a recipe. Put the expressions from the list in the correct order and use sequence words in your sentences.

- stir the eggs for one minute
- pour the eggs into a frying pan
- crack four eggs into a bowl
- cook the eggs for three minutes

Recipe: Scrambled Eggs



_____

_____

_____

_____

_____

_____

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EXPANSION Units 1 – 4

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

Conservation at Home

What we conserve	How we conserve	How we will probably conserve
Electricity	*turn off lights*	*watch less TV*
Water		*not wash the family car*
Other		

M WRITING

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

Conservation at Home

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