SUPER GOAL 3

MANUEL DOS SANTOS

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Ministry of Education
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Mc Graw Hill

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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
	EXPANSION Units 1–3 **Pages 32–37**	**Language Review** **Writing:** Write a report about an endangered species **Reading:** Water for Life	
4	What Do I Need to Buy? **Pages 38–47**	Talk about foods, buying foods, and planning meals Describe quantities Put events in sequence Give and follow directions	Expressions of quantity: *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*
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*
	EXPANSION Units 4–6 **Pages 68–73**	**Language Review** **Reading:** Adventure Trips **Writing:** Write a brochure for an adventure trip	

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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)
	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 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)
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)
	Chant Along: I've Missed You! **Project:** Survey classmates about long-distance communication		

Scope and Sequence

	Unit Title	Functions	Grammar
7	It's a Good Deal, Isn't It? **Pages 74–83**	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 84–93**	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
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
	EXPANSION Units 7–9 **Pages 104–109**	**Language Review** **Reading:** Aptitude and IQ: What's the Difference? **Writing:** Write about an occupation	
10	Who Used My Toothpaste? **Pages 110–119**	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 120–129**	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 130–139**	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 10–12 **Pages 140–145**	**Language Review** **Reading:** Taking a siesta **Project:** Research the benefits of sleep	

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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)
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)
	Chant Along: Career Path **Project:** Research questions on aptitude or IQ tests		
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)
	Chant Along: Assimilating **Writing:** Write advice on fitting into a new society		

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1 Listen and Discuss

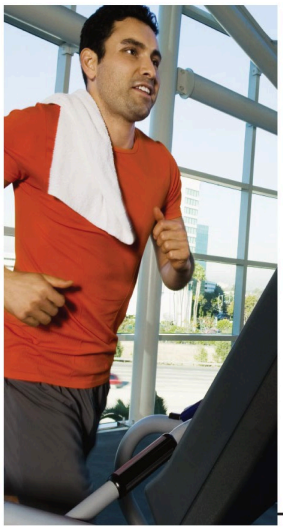
What activities do you do every day? Twice a day?

1a) What activities do you do every day?...: Every day I pray, study, and check my messages. Twice a day I brush my teeth and go for a short walk.

Check Your Lifestyle

Which of the people are you most like? Why?

1b) Which of the people are you most...: I am most like Arthur, because I am really into fitness: I work out at the gym regularly and play sports every week.





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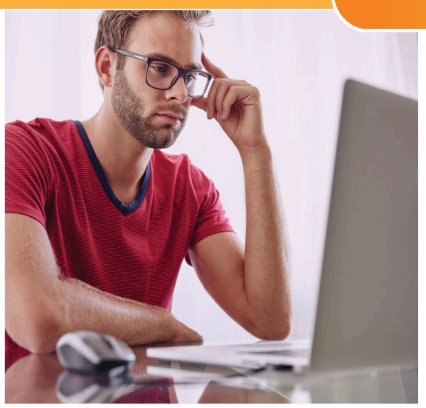
Noura wants to be an artist. After school, she always does her homework and helps with the chores. Then she paints for at least two hours every evening. She says it makes her feel happy.



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?	About 2 hours.	How often do you exercise?	3 times a week.
How long do you talk on the phone a day?	About 30 minutes.	How often do you go shopping?	Once a week.
How much money do you spend a week?	About 100 riyals.	How many hours a day do you sleep?	About 8 hours.
How much time do you spend on the Internet?	About 1 hour.		

What two activities do you do very often?
YP8) I read and play football very often.

What two activities do you hardly ever do?
YP9) I hardly ever watch TV or play video games.

What activities do you think you overdo?
YP10) I think I overdo using my cell phone.

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?

A) Quick Check A. Vocabulary. Underline...: every day, twice a day, regularly, frequently, twice a week, from time to time, normally, hardly ever, never, sometimes, seldom, often, always, every evening, rarely

B2) Comprehension 2. How frequently does...: Never. He hates any type of physical exercise.

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.

2A) So, Arthur, how often do you go rock climbing? — I go rock climbing from time to time.

2B) How often do you go shopping? — I go shopping once a week.

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B1) Comprehension 1. How often does...: From time to time.

B3) Comprehension 3. How often does Refaa...: Hardly ever. She normally eats vegetarian meals.

B4) Comprehension 4. How long does Josh...: He seldom spends less than three hours a day on the computer.

B5) Comprehension 5. How much time does...: At least two hours every evening.

B6) Comprehension 6. How often does...: He rarely takes a vacation.

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3 Grammar

Simple Present Tense: Habitual Activities

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

Adverbs/Expressions of Frequency

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

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

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

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

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

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

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

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

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

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

How often *does Jamal exercise* ?

1. How often **B1) does Ibrahim talk on the phone** ?
2. How often **B2) does your brother check his email** ?
3. How often **B3) do you surf on the Internet** ?
4. How often **B4) does Qassim arrive at work on time** ?
5. How often **B5) does Maha drink tea instead of coffee** ?

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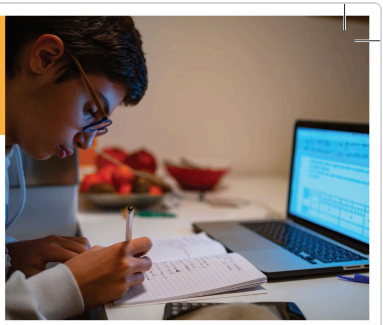


C. Work with a partner. Ask and answer questions about people's habits and routines.

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



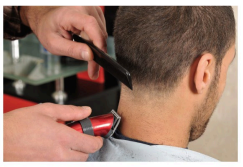
3. Emma / seldom / after dinner



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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C1) Faris / generally / for lunch — ask…: What does Faris generally have for lunch? – He generally has a hamburger for lunch.

C2) Frank and Ali / occasionally / in the…: What do Frank and Ali occasionally do in the park? – They occasionally play tennis in the park.

C3) Emma / seldom / after dinner: What does Emma seldom do after dinner? – She seldom washes the dishes after dinner.

C4) Ahmed and his family / often / on the…: What do Ahmed and his family often do on the weekend? – They often have a picnic in the park.

C5) Kyle / sometimes / with his friends: What does Kyle sometimes do with his friends? – He sometimes goes bowling with his friends.

C6) Ben / now and then: What does Ben do now and then? – He gets a haircut now and then.

D) How often do you do the activities in…: I generally have rice and chicken for lunch, and I occasionally play tennis in the park.

E1) Write a true/false sentence about…: I always do my homework before dinner. — True

E2) Sentence 2 (usually/always –…: I usually go to school by bus. — True

E3) Sentence 3 (usually/always –…: I seldom drink coffee in the morning. — True

E4) Sentence 4 (must include false…: I never play video games. — False

E5) Sentence 5 (must include false…: I always get up at four o'clock in the morning. — False

E6) Sentence 6 (usually/always –…: I usually help my family on the weekend. — True

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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.

4A) He plays tennis and has won a trophy. He likes football, and he often plays video games and listens to music.



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

4B) Like Tom's room, mine has a desk and a computer, but it has bookshelves and no posters.

5 Listening

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

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



6 Pronunciation

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

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

7 About You

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

How much time do you spend...

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

7) How much time do you spend on your...: I spend about two hours a day on my homework, an hour on the Internet and the phone, and I exercise with my friends twice a week.

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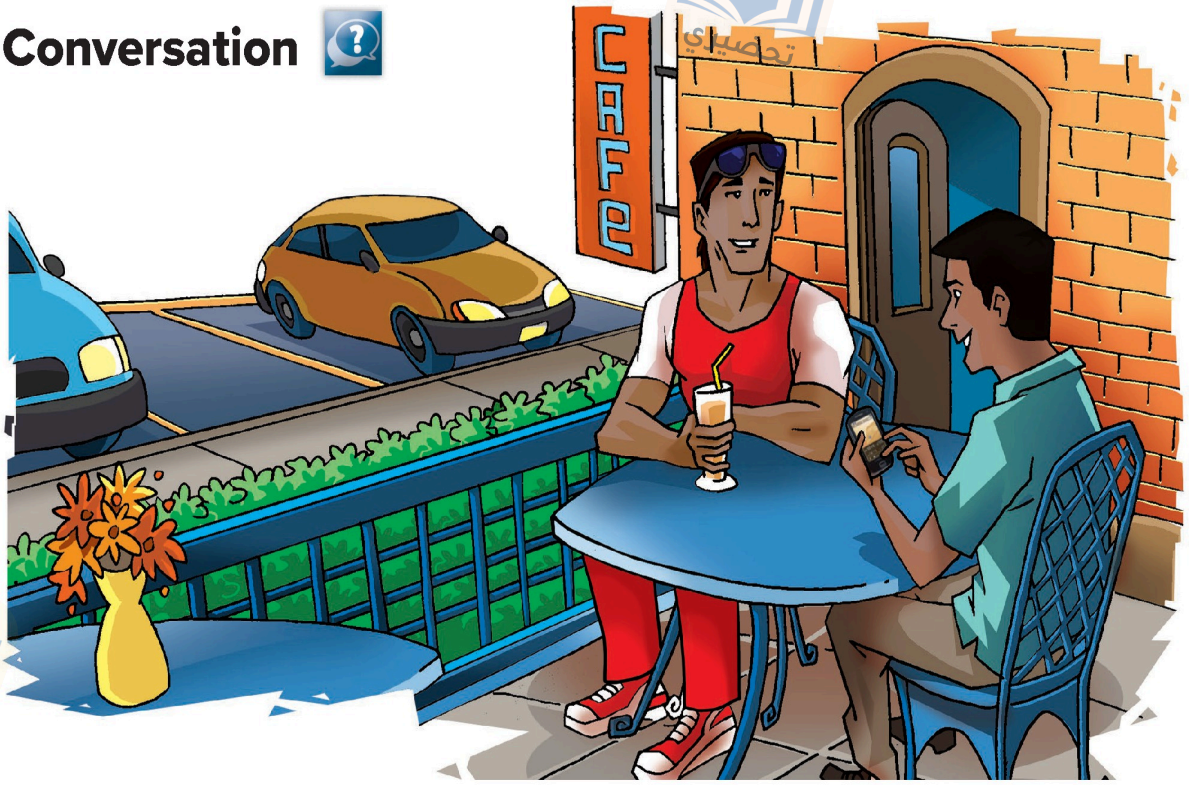
8 Conversation



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: _____

Your Ending) (1) I prefer to exercise my body, not my thumb. — Omar is an exercise freak, so this ending fits him.

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? **1) Yes, he does.**
2. Does exercise turn Majid off? **2) Yes, it does.**
3. Does Majid spend a lot of time on the Internet? **3) Yes, he does. He takes his phone everywhere.**
4. Why can Majid check his email frequently? **4) Because he takes his smartphone wherever he goes and can access the Internet almost everywhere.**

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: _____

Your Turn) Every day, about two hours, for study and email, on Wi-Fi, at home and at school.

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Before Reading) Look at the graphs below. What do you...: That students eat too much rice, noodles and fried food; that enough sleep means higher test scores; and that most of them exercise.

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9 Reading

Before Reading

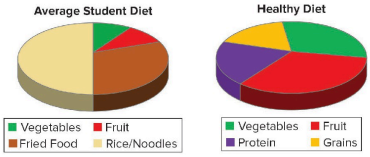
Look at the graphs below. What do you think the article will say about college students?

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.



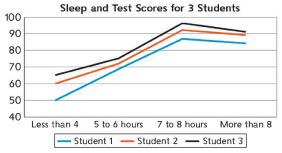
Our findings below show that the *Average Student Diet* differs greatly from that of a *Healthy Diet*. A healthy diet contains plenty of fresh produce, and moderate amounts of protein and grains. Yet, the diet of most students consists mainly of rice and noodles. **It** also contains a lot of fried food,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

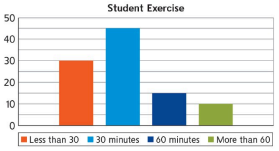


Getting the required amount of sleep is another important factor in students' health. Studies have shown that **it** has a positive effect on memory and concentration. We recorded the sleeping habits of three college students for one semester. The *Sleep and Test Scores* results in the graph below support 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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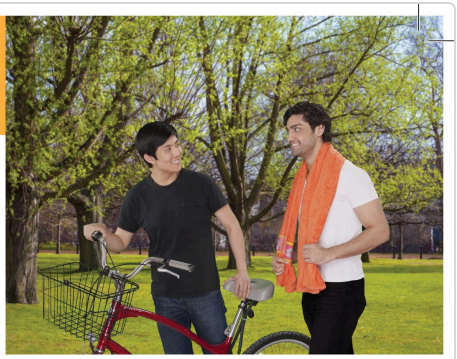

After Reading

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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1) The writer thinks that most college...: false

2) The diet of most students doesn't...: true

3) It's probably not a good idea to stay...: true

4) Most college students don't get...: false

5) If students manage their time better,...: true

A1) What do you think about the study on...: It is useful. It shows students look healthy because they are young, but they still need better food and more sleep.

A2) How does your diet compare to the...: My diet is closer to the healthy one: I eat more fruit and vegetables and much less fried food.

A4) Do you think you get enough exercise...: Yes. I walk to school and play football, so I exercise for at least 30 minutes a day.

10-other) Survey list — other: _____: reading books

10) What habits or pastimes are the most...: The most common are homework and the Internet, about two hours a day each; chores take the least time, about 20 minutes.

B1) Certain foods can boost brain power...: I agree. Oily fish, green vegetables and berries give the brain omega-3 and vitamins, so memory and focus improve.

B2) What other foods do you know about...: Nuts and olive oil are good for the heart, dates and honey give quick energy, and milk builds strong bones.

A3) Does the amount of sleep you get...: Yes. When I sleep seven or eight hours I concentrate better and my test scores are higher.

A5) Discuss the advantages of having a...: You have more energy, feel happier, concentrate better in class, and become ill less often.

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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?
A1a) using the Internet	A1b) every day	A1c) about two hours a day
A2a) doing homework	A2b) every school day	A2c) an hour and a half
A3a) playing sports	A3b) three times a week	A3c) about 45 minutes

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) B1) college students
2. their (line 5) B2) college students
3. It (line 15) B3) the diet of most students
4. it (line 20) getting the required amount of sleep
5. their (line 22) B5) the students
6. them (line 23) B6) college students
7. who (line 27) B7) students
8. themselves (line 30) B8) many college students

C. Complete the text with suitable pronouns.

C4) them

Teenagers in my country are obsessed with (1) C1) their computers. The majority of (2) C2) them spend an average of two to three hours a day on the computer.

(3) C3) They regularly surf the Internet to learn about things that interest (4) _____, and (5) C5) they sometimes use (6) C6) it to do research for school. Young people also frequently communicate through social media like Twitter and Facebook. They say that (7) C7) it is a great way to keep in touch with (8) C8) their 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) C10) it is simply entertaining.

C9) who

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.

D) Young people here are always online. They usually spend about two hours a day on the Internet, and they often use it for homework as well.

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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. **(A1) Neither of them often eats junk food.**
2. **(A2) Both of them can cook.**
3. **(A3) Both of them work out regularly.**
4. **(A4) Neither of them drinks a lot of coffee.**

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

1. **(B1) None of them are vegetarians.**
2. **(B2) Not all of them often eat junk food.**
3. **(B3) All of them can cook.**
4. **(B4) Not all of them work out regularly.**
5. **(B5) None of them drink a lot of coffee.**

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

(C) All of us can cook. None of us are vegetarians. Both of my classmates work out regularly, and neither of them drinks coffee.

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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?

1) Do you have a "People in the News"...: Yes, our local newspaper has one. It gives news about ordinary people: their achievements, awards, charity work, and family events.

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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A1) gave to charity: donated

A3) excellent: outstanding

A2) an arrangement to meet: appointment

2A) Ask and answer about the people in...: Q: When was Trent's 100th donation? A: It was on Wednesday, June 23rd. Q: How old is Ahmed? A: He is 16 years old.

A5) got together/met: gathered

B4) Who taught Ahmed to play football?: His older brother, Ali, taught him in the park when he was 12.

B5) Why did the employees gather at the...: For a clean-up operation: they combed the beach for plastic bottles, bags, cans, and other litter.

B6) When were the twins born?: On Monday, June 21st.

2B) Ask and answer about your past.: Q: When were you born? A: I was born in 2010. Q: Where did you study before? A: I studied at Al Noor Primary School.

B2) How often does Trent give blood?: Every eight weeks.

B3) Why was it difficult for Ahmed to...: Because he was born with a crippling disease.

A4) supported someone to succeed: encouraged

A6) a baby: infant

B1) Why did Trent continue to give blood?: Because he thought it was the right thing to do, and he had little money for charity, so it was his way of helping others.

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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...



A1) be born: I was born in Riyadh in 2010.

A2) say my first word at the age of...: I said my first word at the age of one.

A3) go to school at the age of...: I went to school at the age of six.

A4) grow up: I grew up in a small town near Jeddah.

A5) start walking at the age of...: I started walking at the age of thirteen months.

A6) first use a computer at the age of...: I first used a computer at the age of seven.

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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
play with toy cars, watch cartoons, sleep in the afternoon	B) ride a bike, use a computer, cook

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



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

12) came

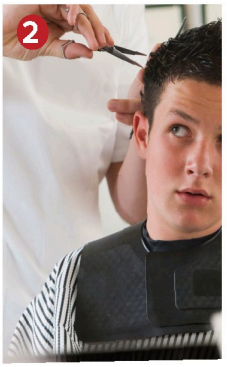
D. Work with a partner. Ask and answer about the first and last time you did the activities.

D) A: When was the first time you went to the zoo? B: I first went when I was six, and I last went there last month.

A: When was 3) was time you rode a bike?
B: I first rode a bike when I was four.
A: When was the last time you rode a bike?
B: I last rode a bike the day before yesterday. I rode it to school.















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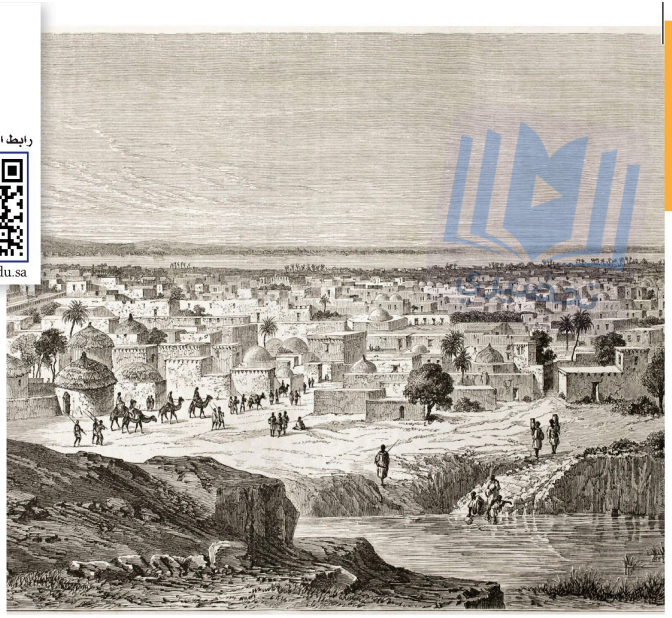
4 Language in Context

Work in pairs. Look at this old photo, and guess 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.

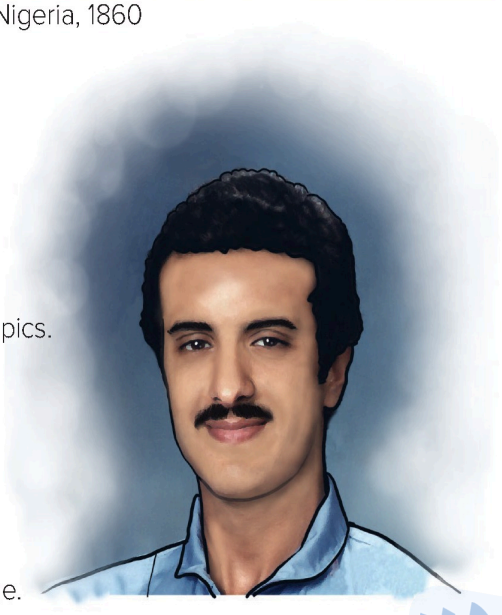
People used to live in mud-brick houses. They didn't use to have electricity.



▲ 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.



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

6 Pronunciation

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

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

7 About You

1. Where were you born? **7.1) I was born in Riyadh.**
2. Where did you grow up? **7.2) I grew up in Riyadh.**
3. Where is your family from? **7.3) My family is from Al-Qassim.**
4. Did you use to live in a different place? Where? **7.4) Yes, I used to live in Dammam for two years.**
5. What games did you use to play? **7.5) I used to play football and hide-and-seek.**
6. Did you ever meet a friend somewhere by chance? Explain.
7. Where did you meet your best friend? **7.7) I met him at school in the fourth grade.**
8. Did you ever take part in an activity to help the community? What did you do?

7.8) Yes. I joined a volunteer team and helped clean our neighborhood park.

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Yes. I met my old classmate by chance at the airport last summer.

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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E1) Your Ending: What do you think...: (2) When we won an important tournament.

E4) Your Ending 4: Your idea: _____: When our team got its first sponsor.

2) Were all the players originally on...: No. Trevor came along and joined the team a few months later.

4) Why did Trevor leave the other team?: He wasn't into the players' attitude; he said they weren't serious enough.

T) Your Turn: role-play a fake interview...: "How did your career start?" "I used to train at a small local club until a coach noticed me."

1) How and where did the team members...: The coach posted a note on the school bulletin board, and the hopeful athletes turned up at the gym.

5) Why did the team change gyms?: Because the sports center has better facilities than the school gym.

3) Where did they use to practice?: They used to practice in the school gym.

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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?

1) Yes. I have read about King Abdulaziz Al Saud.

2) He was born in Riyadh in 1935, governed Riyadh for many years, and became King in 2015.

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. He continued this work as king, founding the King Salman Humanitarian Aid and Relief Centre for global aid. 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. With support from His Royal Highness, sites such as Al-Ahsa Oasis and the Hima Cultural Area were named UNESCO World Heritage Sites during his reign as king. This ensures they will be preserved for visitors to enjoy for years to come.

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

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? **B2) On June 18, 2012.**
3. For how many years was he the Governor of Riyadh? **B3) About 53 years (1955-1960 and 1963-2011).**
4. How did he help to change Riyadh? **He helped Riyadh develop from a mid-sized town into a major urban metropolis.**
5. When did he become the King of Saudi Arabia? **B5) On January 23, 2015.**

B1) He was educated at the Princes' School in Riyadh.



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. **C1) He was born in Riyadh on December 31, 1935.**
2. **C2) He studied sciences, religion and the Qur'an at the Princes' School.**
3. **C3) He was appointed Emir of Riyadh in March 1954, when he was 19.**
4. **C4) He was Governor of Riyadh until 1960 and again from 1963 to 2011.**
5. **C5) He became Minister of Defense in 2011.**
6. **C6) He became Crown Prince in 2012 and King on January 23, 2015.**

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. **D1) He developed Riyadh into a major urban metropolis.**
2. **D2) He worked with many humanitarian groups for over 50 years.**
3. **D3) He founded the King Salman Humanitarian Aid and Relief Centre.**
4. **D4) He helped Al-Ahsa Oasis and the Hima Cultural Area become UNESCO World Heritage Sites.**
5. **D5) He received honorary doctorates and the Kant Medal.**

Discussion

1. Do you think famous people are good role models? **Yes, because young people often copy what they say and do.**
2. What do you think about famous people who speak in favor of certain causes and issues? **2) I think it is good, because they raise awareness of important issues.**
3. What do you think about famous people who are philanthropists and raise money for different causes? **3) It is excellent, because their fame helps charities collect much more.**

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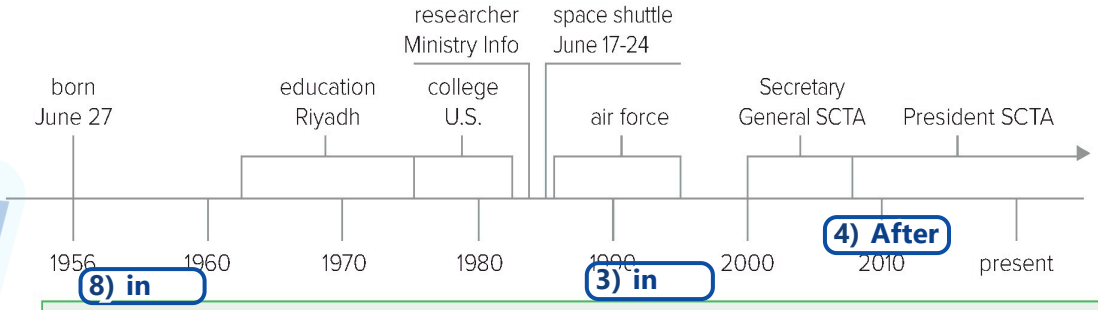
10 Writing

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

15) to

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. B) Born in Jeddah, 2010; started school, 2016; won a science prize, 2023.

C. Write your life story. Say where you were born, raised, and educated. Include important events, accomplishments, and influences in your life.
C) I was born in Jeddah in 2010, raised and educated in Riyadh; in 2023 I won a science prize.

11 Project

Project) Example: Ibn Battuta, born in Tangier in 1304, travelled for about 29 years and wrote the Rihla.

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.



A1a) I'm in grade 9. _____ (last) I was...: Last year

A1b) and _____ (ago) I was in grade 7.: two years ago

A2a) I was born _____ (in).: in 2011

A2b) I was born _____ (on): on May 12th

A2c) _____ (ago).: fifteen years ago

A4b) and I woke up _____ (at) this...: at 6:00

A3a) What time did you go to bed _____...: last night

A3b) What time did you wake up _____...: this morning

A4a) I went to bed _____ (at) last night: at 10:30

A5) We finished Unit 1 of SuperGoal 3...: two weeks ago

A10b) _____ (on).: on September 23rd

B6) century / didn't / People / cars / to...: People didn't use to drive cars in the 19th century.

B7) parents / me / cell phone / My / week...: My parents bought me a cell phone last week.

B8) friends / new / I / when / started /...: I made new friends when I started high school.

C) Ask your partner questions using time...: A: When did you last visit your grandparents? B: I visited them two days ago.

B2) took / before / math / a / test / We...: We took a math test the day before yesterday.

B3) graduated / Fahd / when / was / he /...: Fahd graduated from university when he was 23.

B4) he / to / morning / was / sick / Ali...: Ali was sick this morning, so he didn't go to class.

B5) ago / ten / Mona / a / started /...: Mona started working as a teacher ten years ago.

A6) I started learning English _____...: when I was seven years old

A8) I started going to this high school...: in 2024

A7) I didn't use to read and write _____...: when I was a small child

A9) King Abdulaziz Ibn Saud founded the...: in the 20th century

A10a) The Kingdom of Saudi Arabia was...: in 1932

B1) hosted / in / Beijing / the / Summer...: Beijing hosted the Summer Olympics in 2008.

1) What problems do air travelers have...: Long lines and security checks, flight delays, lost or overweight baggage, and strict rules about liquids in carry-on bags.

3 When Are You Traveling?

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1 Listen and Discuss

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





⚠ Advice to Travelers ⚠

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

Quick Check ☑

A. Vocabulary. Underline items that airplane passengers need.

B. Comprehension. Answer the questions.

1. How many bags is the man checking?
2. Does the man need to take off his glasses?
3. Why is the pilot going to bed early?
4. Why is the young man going to Hawaii?
5. Where should you put liquids when you travel?
6. What do you need to have with you before you leave for the airport?

2 Pair Work

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

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

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

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

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

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

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A) Vocabulary. Underline items that...: photo identification (passport), ticket, boarding pass, visas, vaccinations, and a major credit card

B1) How many bags is the man checking?: He's checking one bag (one suitcase). He also has one carry-on.

B6) What do you need to have with you...: Your photo identification (a passport for international travel), your ticket, your boarding pass, and a major credit card.

B3) Why is the pilot going to bed early?: Because he's flying to Japan tomorrow morning.

2A) Ask and answer about the pictures.: A: What is the officer asking the man to do? B: He's asking him to take off his shoes and belt.

B4) Why is the young man going to Hawaii?: He's going there to surf.

B2) Does the man need to take off his...: No, he doesn't. The officer says that won't be necessary.

2B) Ask and answer about a trip. Use real...: A: When are you going to leave on your trip? B: I'm leaving for Makkah next Thursday. A: Where will you stay? B: I'll stay in a hotel.

B5) Where should you put liquids when you...: You should put them in your checked baggage.

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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	D20
EK 720	DUBAI	9:45 AM	C11
LH 87	FRANKFURT	10:20 AM	B19
IB 605	MADRID	11:00 AM	A17
SV 94	RIYADH	11:40 AM	C8
AZ 348	CAIRO	1:00 PM	D7

Departures

Flight	To	Departing	Gate
JAL 33	TOKYO	8:15 AM	A90
SV 633	AMMAN	9:10 AM	B7
BA 239	LONDON	10:00 AM	D22
TP 987	LISBON	11:30 AM	C15
SV 621	JEDDAH	12:20 PM	C10
AF 573	PARIS	1:25 PM	B16

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A1) Arrivals board: SV 345 / Dammam /...: A: What time is Flight SV 345 arriving? B: It's arriving at 8:00 AM. A: Where is it coming from? B: It's coming from Dammam.

A6) Departures board: JAL 33 / Tokyo /...: A: What time is Flight JAL 33 leaving? B: It's leaving at 8:15 AM. A: What gate is it going to depart from? B: Gate A90.

A5) Arrivals board: AZ 348 / Cairo / 1:00...: A: What gate is Flight AZ 348 arriving at? B: At Gate D7. It's arriving from Cairo at 1:00 PM.

A3) Arrivals board: IB 605 / Madrid /...: A: Where is Flight IB 605 coming from? B: It's coming from Madrid. It's arriving at 11:00 AM at Gate A17.

A7) Departures board: SV 633 / Amman /...: A: Where is Flight SV 633 going? B: It's going to Amman. It's leaving at 9:10 AM from Gate B7.

A10) Departures board: AF 573 / Paris /...: A: What gate is Flight AF 573 going to depart from? B: Gate B16. It's leaving for Paris at 1:25 PM.

A4) Arrivals board: SV 94 / Riyadh /...: A: What time is Flight SV 94 arriving? B: It's arriving at 11:40 AM from Riyadh, at Gate C8.

A2) Arrivals board: LH 87 / Frankfurt /...: A: What time is Flight LH 87 arriving? B: It's arriving at 10:20 AM from Frankfurt, at Gate B19.

A9) Departures board: SV 621 / Jeddah /...: A: What time is Flight SV 621 leaving? B: It's leaving for Jeddah at 12:20 PM from Gate C10.

A8) Departures board: TP 987 / Lisbon /...: A: What time is Flight TP 987 leaving? B: It's leaving for Lisbon at 11:30 AM from Gate C15.

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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B.1) B. Ask and answer: Sam / go / Paris: A: Why is Sam going to Paris? B: He's going there to study.

B.2) B. Ask and answer: Ali and Maha / go...: A: Why are Ali and Maha going to the airport? B: They're going there to meet their son.

B.3) B. Ask and answer: Badr / go / travel...: A: Why is Badr going to the travel agency? B: He's going there to book a trip.

B.4) B. Ask and answer: Ted and his son /...: A: Why are Ted and his son going to the mall? B: They're going there to buy a suitcase.

B.5) B. Ask and answer: Sabah / go / bank: A: Why is Sabah going to the bank? B: She's going there to change money.

B.6) B. Ask and answer: Rudy / go /...: A: Why is Rudy going to the consulate? B: He's going there to get a visa.

D) D. Complete your schedule for next...: Morning: 9:00 study math. Afternoon: 2:00 getting a haircut. Evening: 7:00 doing homework with my partner.

C) C. Role play: ask your partner what...: A: What are you going to do in Paris? B: I'm going to study French. / I'll probably study French.



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.

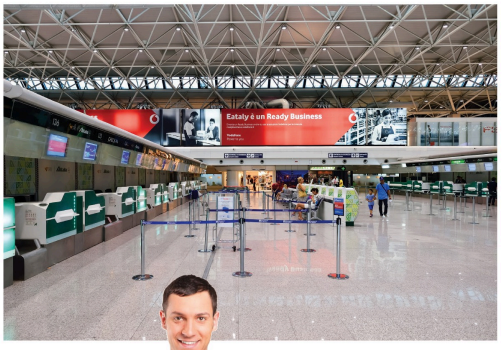
2. What do you think he's going to do in London? Discuss in small groups.

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.



4.1) Yahya is going to London. List eight...: He's going to need a passport, a U.K. visa, a plane ticket, money, warm clothes, an umbrella, a camera and a suitcase.

4.2) What do you think he's going to do in...: He's going to take lots of photos, visit Big Ben and Tower Bridge, ride the London Eye and go shopping.

5.1) Listening: Dan and Larry last saw one...: ✗ False

5.2) Listening: Dan is working in the...: ✓ True

5.3) Listening: They are both traveling to...: ✗ False

5.4) Listening: Larry is going to Florence...: ✓ True

5.5) Listening: Dan is going to Milan to...: ✓ True

7.1) About You: Have you ever traveled by...: Yes, I have. I flew from Riyadh to Jeddah with my family last year.

7.2) About You: Are you afraid of flying?: No, I'm not. Flying is one of the safest ways to travel.

7.3) About You: What do you like/dislike...: I like the view from the window and the meals, but I dislike sitting for many hours.

7.4) About You: What do you like/dislike...: I like the shops and watching the planes, but I dislike the long lines at check-in.

7.5) About You: What do you think are the...: Traveling lets you see new places and meet new people, but it is expensive and tiring.

7.6) About You: Have you ever had a bad...: Yes. Once my flight was delayed for five hours and my suitcase arrived two days later.

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?

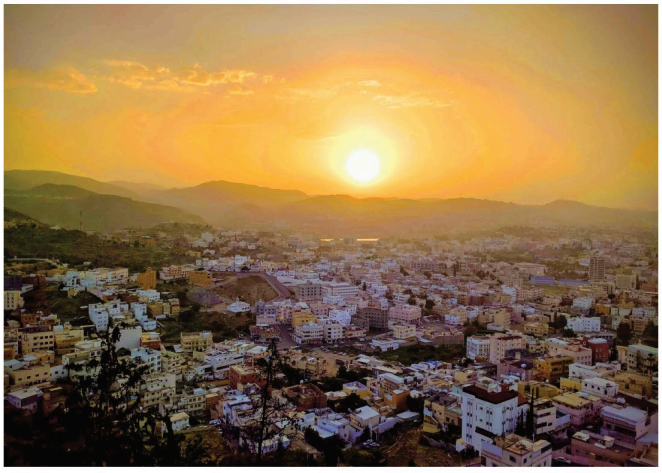
Mr. Parker: Pretty good. I lived in Dubai for a while.

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? — To study Arabic at King Khalid University.
2. How long is he staying? — For a year.
3. What's his Arabic like? — He makes mistakes, but has a good accent.
4. In which city is he going to stay? — In Abha.

1. Why is he going to Saudi Arabia? — On business; he's attending a conference.
2. How long is he staying? — Until next week.
3. What's his Arabic like? — Pretty good. He lived in Dubai.
4. In which city is he going to stay? — In Riyadh.

Your Turn

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

1. Where / stay? — A: Where are you going to stay? B: In Jeddah.
2. Why / go / name of place? — Your Turn 2) A: Why are you going to Jeddah? B: To visit my relatives.
3. How long / stay? — Your Turn 3) A: How long are you staying? B: For two weeks.

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1) What do you know about student...: They let students live and study in another country for a while to learn its language and culture, usually staying with a host family.

2) Would you like to go on one? Why or...: Yes, I would. Living with a host family is the fastest way to improve my language and to learn about a different culture.

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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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A1) A. unique (1st paragraph): (b) special

A2) A. to run out (2nd paragraph): (b) to come to an end, be left without

A3) A. dialects (3rd paragraph): (a) local varieties of language

A4) A. recite (4th paragraph): (c) repeat from memory

B1) B. What are the advantages of...: It is the language of the Holy Qur'an and is spoken by more than 400 million people, mainly in the Middle East and North Africa.

A5) A. rich (last paragraph): (c) have a lot of good things

A6) A. heritage (last paragraph): (a) traditions

A7) A. buzzing (last paragraph): (b) busy and lively

A8) A. atmosphere (last paragraph): (a) the way a place or situation makes you feel

B2) B. How will students learn Arabic at...: They will study the language and the culture of Islam: recite the Holy Qur'an, practice conversation, listen, and read and write Arabic.

Disc.4) Discussion 4. Discuss the importance...: English is the main language of science, business, travel and the internet, and is used as a common language in most countries.

Disc.5) Discussion 5. Do you think that...: It may spread further, since Spanish is official in about twenty countries, but English will probably stay the main international language.

10) 10 Project: Plan a study program for...: Model: a four-week Arabic course in Riyadh, classes every morning, students stay with host families, weekend trips to Diriyah and the desert.

Disc.1) Discussion 1. Have you ever been on...: No, I haven't, but I would love to. I would choose a short summer program to practice English with native speakers.

Disc.2) Discussion 2. How do you think you...: I would learn about its customs first, respect them, keep an open mind, and make local friends to practice the language.

Disc.3) Discussion 3. Which country would you...: I would like to study English in the United Kingdom, because it is the home of the language and has many good schools.

B3) B. Where will students live during...: They will live with a family, sharing their food, their experiences and everyday life in Saudi Arabia.

B4) B. What's the weather like in Abha?: It is mild, with average temperatures between 12 C (54 F) and 24 C (75 F).

B5) B. Why is the town so popular with...: Because of its mild climate, rich heritage, buzzing marketplace and the lively atmosphere of its summer festivals.

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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A) A. Read the email. Do you think Adnan...: Yes, he is. He says he is doing fine, his classes are really interesting, his teachers are extremely helpful, and he has made new friends.

B) B. Before you write, make a chart and...: My chart: 1 greetings - hello, I am fine; 2 differences - cold weather, new food; 3 school/classes - big school, kind teachers; 4 plans - visit the museum; 5 closing - write back soon.

C) C. Write an email to a friend telling...: Dear Ali, I'm doing fine in London. The weather is quite cold and the food is strange, but my classes are really interesting and my teachers are extremely helpful. Next week we're visiting the British Museum. Write back soon! Ahmed

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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.

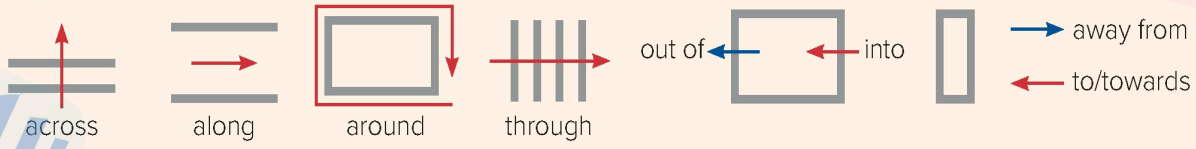
They'll probably go skiing **when** they *are* on vacation. (future)
They went skiing **when** they were on vacation. (past)
I'll go shopping **while** you *cook* dinner. (future)
He went shopping **while** his wife cooked dinner. (past)



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. (f) Take your ticket and passport with you
2. (j) He's going to play football with his friends
3. (g) I won't spend a lot of money
4. (b) They'll probably visit a museum
5. (i) We're going to miss you
6. (h) You must go through the security check
7. (c) Passengers should wait by the gate
8. (e) They're meeting their son at the airport
9. (a) You should arrive at the airport
10. (d) He won't go out with his friends

a. two hours before departure.
b. when they're in London.
c. until they call for boarding.
d. until he finishes his homework.
e. as soon as he arrives.
f. before you leave for the airport.
g. when I go to the shopping mall.
h. before you board the airplane.
i. while you're away at college.
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) (B1) to the center of town. The train travels above ground as it moves (2) (B2) away from the airport, but when it gets near the city, it travels (3) (B3) through underground tunnels. They're going to get off at Green Park Station, near the hotel. After they check (4) (B4) into the hotel, they'll probably rest and have dinner. The next day, they're taking a tour (5) (B5) around the city on a double-decker bus. The tour stops at Big Ben and Buckingham Palace, and includes a short cruise (6) (B6) along the Thames River. On their last day, they want to walk (7) (B7) across Millennium Bridge and visit the Tate Modern. In the evening, they're going to check (8) (B8) out of the hotel and take the Underground back (9) (B9) to the airport.

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EXPANSION Units 1–3

1 Language Review

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

Childhood Memories

1. Place and date of birth — A1) I was born in Riyadh on 3 May 2011.
2. Earliest memories — A2) My earliest memory is my first day at school.
3. Favorite toy — A3) My favorite toy was a small red car.
4. Favorite teacher in elementary school — A4) My favorite teacher was Mr. Ahmed.
5. Best friend in elementary school — A5) My best friend was Saad, my neighbor.
6. Favorite pastime as a child — A6) My favorite pastime was playing football.
7. Things you used to do — A7) I used to ride my bike every afternoon.
8. Things you didn't use to do — A8) I didn't use to read books for fun.

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. — B1) What are you doing next Thursday?
2. No, I'm going to do my homework tonight. — Are you going to do your homework tomorrow?
3. He'll probably go to college after high school. — B3) Will he go to college after high school?
4. Their friends are arriving from Syria tomorrow. — When are their friends arriving from Syria?
5. She's going to meet her sister at the mall. — B5) Where is she going to meet her sister?

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



Siberian Tigers

What (1) C1) will Will probably become of the Siberian tiger, an endangered species, in the future? There (2) are now only about 400 to 500 Siberian tigers in the wild. (3) _____ authorities be able to protect them? Siberian tigers (4) C4) live in the forests of eastern Asia, northern China, and Manchuria, but the majority survive in the Ussuiland region of Russia. Some tigers (5) C5) are born and raised in zoos. An adult male normally (6) weighs 440 to 660 pounds (200 to 300 kilograms) and measures about 13 feet (4 meters) from head to tail. They (7) C7) are very large animals and consume a lot of food every day because of the cold climate. At one meal, a Siberian tiger can (8) C8) eat up to 95 pounds (45 kilograms) of meat. Like all big cats, they hunt for their food. They sometimes (9) hide 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. Read the text. Then use the prompts to ask questions about pandas. Then answer the questions.

Pandas

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

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

Q: *Where do pandas live?*
A: They live only in the dense bamboo areas of the misty, rainy forests of southwestern China.
Q: 2Q) How many pandas are there in the wild?
A: Today only about 1,900 pandas remain in the wild.
Q: 3Q) How do they work to protect pandas?
A: They protect pandas in their natural habitat and maintain a bamboo corridor for free movement.
Q: 4Q) How much does a panda eat?
A: An adult giant panda eats up to 95 pounds (45 kilograms) of bamboo per day.
Q: 5Q) How long does a panda eat a day?
A: 5A) It eats over a period of about 16 hours a day.

Discussion

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

Disc.1) Yes. The Arabian leopard, the Arabian oryx, the houbara bustard and sea turtles are endangered in Saudi Arabia.

Disc.2) They created protected reserves, banned hunting of rare animals, and breed them to return them to the wild.

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.

I would help the Arabian oryx. Hunting and habitat loss made it rare, so we would guard its reserves, breed it and release young oryx.

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Disc.3) We can protect natural habitats, stop hunting and pollution, support reserves, and raise public awareness.

1) Look at the photos. What do you think...: I think it is about water on Earth: how little of it is fresh, and how we recycle it and use it wisely.

2) What do you know about the different...: Recycling wastewater, desalinating seawater, harvesting rainwater, repairing leaks, drip irrigation, and taking shorter showers.



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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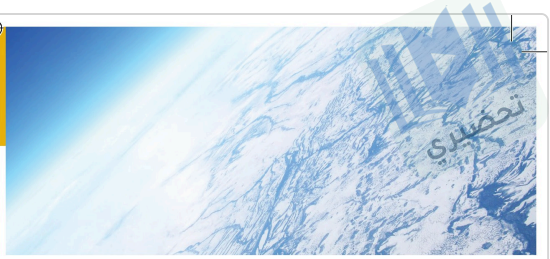

After Reading

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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A.1) Why do many people take water for...: (c) It's easily available.

A.2) How much of the water on our planet...: (b) a small amount

A.3) How long can human beings live...: (a) less than one week

A.4) What is one of the world's greatest...: (c) to provide freshwater

A.5) What do people use to clean up...: (a) algae

B.1) There is more freshwater today on...: ✗ False — it is the very same water, simply recycled over and over.

B.2) By 2025, we'll use up 1 percent of...: ✗ False — more than 70 percent of all accessible freshwater.

B.3) At least one-fifth of the world's...: ✓ True

B.4) The main goal of "Water for Life" is...: ✗ False — its goal is to preserve natural reserves and provide safe drinking water.

B.5) At Stensund Folk College, Sweden,...: ✓ True

Project) Find a title for your campaign and...: Title: "Every Drop Counts." Suggestions: turn off the tap while brushing, take shorter showers, fix leaks, and reuse water for plants.

D.1) Discuss the different ways that...: We drink it and use it for cooking, bathing, transportation, recreation, irrigating crops, producing electricity, and manufacturing products.

D.2) What will happen to a community if...: People will get sick, crops and animals will die, and the community will have to treat the water or bring safe water from elsewhere.

D.3) What do you know about the different...: Recycling wastewater, desalinating seawater, harvesting rainwater, repairing leaks, drip irrigation, and taking shorter showers.

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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V.1) Find a word in the song that means: a...: ranches

V.2) Find a word in the song that means:...: flow

V.3) Find a word in the song that means: a...: lilies

V.4) Find a word in the song that means: a...: bees

A.1) What happened to the parrot?: They put it in a cage and made it talk, and they cut its wings and made it walk.

A.3) Do fish live in the water now?: No, they don't. The fish and the lilies no longer grow there.

A.2) Is the water in the river clean?: No, it isn't. It is polluted, and its crystal waters no longer flow.

A.5) Who are "they" in the song?: "They" are people — human beings who harm nature and pollute the environment.

A.4) Why did they cut the trees down?: Because they said they needed the forest for ranches.

Project) Research environmental organizations...: In Saudi Arabia the National Center for Wildlife and the Saudi Green Initiative protect wild animals and plant millions of trees.

D.1) How can people clean up pollution?: By recycling waste, cleaning rivers and beaches, treating wastewater, and using clean energy instead of burning fuel.

D.2) How can people prevent forests from...: By passing laws that protect forests, planting new trees, recycling paper, and using other materials instead of wood.

B.1) "It's a problem that we all must...: that damaging the environment is everybody's problem, so we all have to deal with it together.

B.2) "If we all just do our share" means...: that each one of us does his own part and duty to protect the environment.

4 What Do I Need to Buy?



1 Listen and Discuss 

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

1) Once a week. I usually buy fruit, vegetables, milk, and bread.

2) My mother and my father buy the food and supplies for our 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

a kilogram
milk

a carton
watermelons

each
eggs

a dozen
mushrooms

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

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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 38 to classify these foods: apples, tuna, ketchup, couscous, turkey, garlic, dates.

B. Comprehension. Complete the chart. What does the woman need to buy for dinner at the supermarket?

Dish	Ingredients Needed
Appetizer	
Main Dish	
Dessert	

2 Pair Work

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

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

B. **Ask** and **answer** about prices.

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

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A) Vocabulary. Use the groups on page 38...: apples: Fruit; tuna: Seafood; ketchup: Oils and Condiments; couscous: Bread and Grains; turkey: Meat; garlic: Vegetables; dates: Fruit

2-A) Pair Work. Ask and answer about your...: A: Did you get any rice? B: I got a lot. A: How much sugar did you buy? B: I bought two bags. A: And how many eggs? B: I got a dozen.

2-B) Pair Work. Ask and answer about...: A: How much are apples in your country? B: They are 8 riyals a kilo.

B) Comprehension. Complete the chart:...: Appetizer: tomatoes, peppers, onions, olive oil, lemons; Main Dish: a whole chicken, garlic; Dessert: dates

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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***.

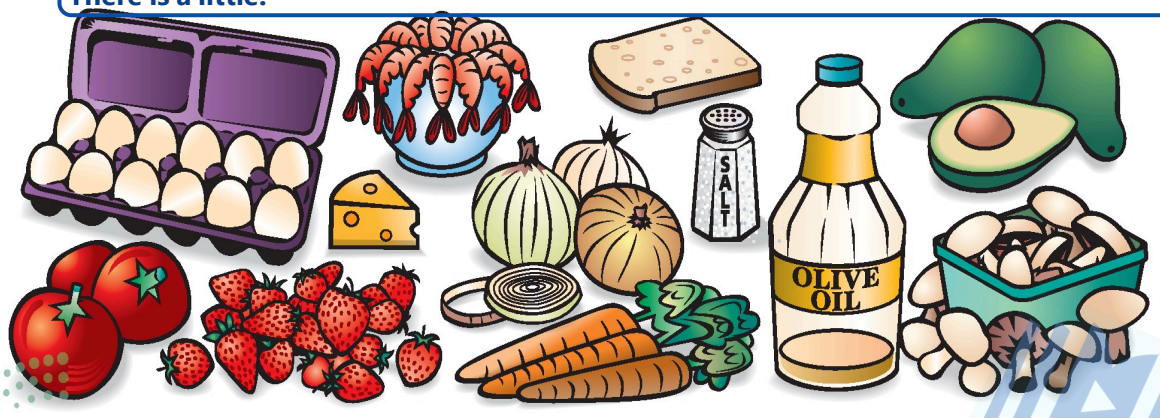
1. You're a ~~good cook.~~ You always have (1) something delicious for dinner.
2. The ~~refrigerator is empty.~~ There is (2) nothing to eat in here.
3. I haven't made (3) anything special for supper. Make yourself a sandwich.
4. There's _____ better than a nice cup of coffee after a meal.
5. Aren't you having _____ for breakfast? You should eat _____ in the morning. It isn't good to go out on an empty stomach. (4) nothing (5) (1) anything (2) something

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.

B) A: How many eggs are there? B: There are a lot. A: How much olive oil is there? B: There is a little.



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C) (1) any (2) many (3) a few (4) much (5) a little (6) enough (7) package (8) dozen

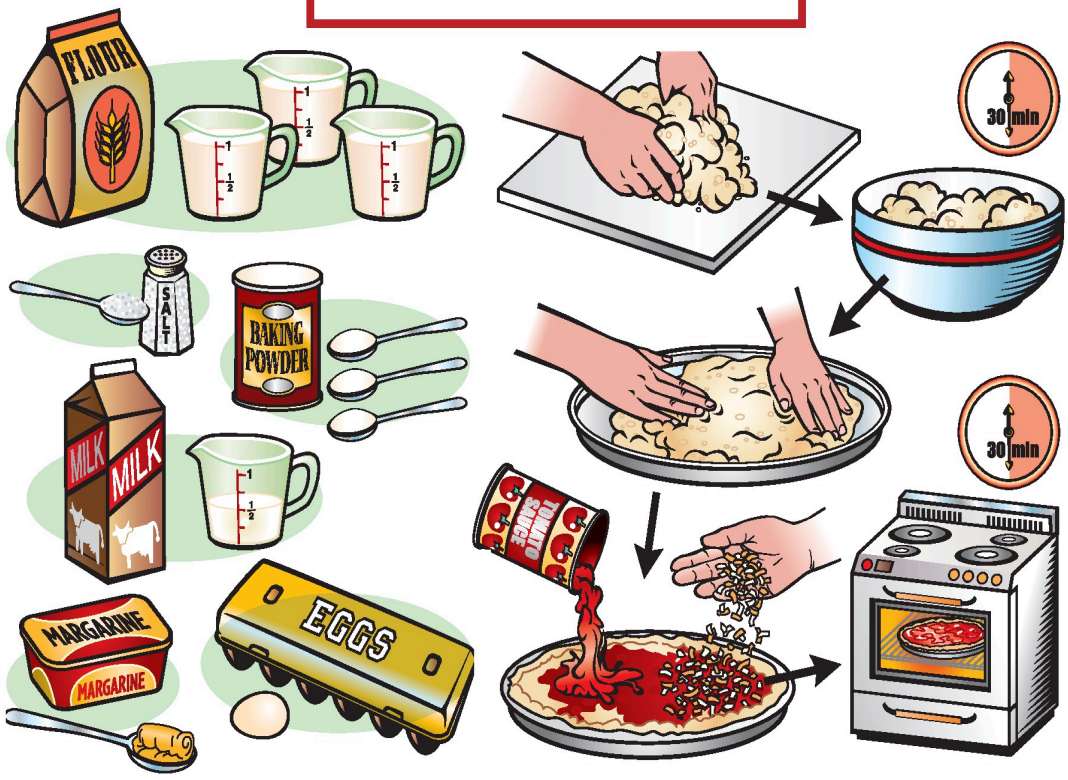


C. Complete the conversation with ***any***, ***a little***, ***a few***, ***dozen***, ***package***, ***enough***, ***many***, and ***much***. Then practice with a partner.

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

D) (1) Before (2) First (3) Then (4) After (5) Before (6) Then (7) Finally

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4 Language in Context

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

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


▲ eggs / fry

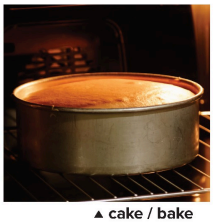

chicken / roast ▶

▼ artichokes / steam



▲ vegetables / boil


▲ burgers / grill


▲ cake / bake

5 Listening

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

In Asma's Shopping Cart

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.

4) Language in Context: give advice...: A: How should I cook the artichokes? B: Why don't you steam them? C: I usually boil them. A: I think I prefer to grill them.

5) Listening: write down the things that...: Listening task — as you listen to Asma and Mrs. Hassan, write one thing from Asma's cart in each row of the chart.

6) Pronunciation: notice the...: 1 = the /sh/ sound (shrimp, fish, sugar); 2 = the /ch/ sound (cheese, chocolate, chips); 3 = the /j/ sound (jam, juice, orange).

7.1) About You: Do you like to go to the...: Yes, I do. I like choosing fresh food myself and comparing the prices.

7.2) About You: When did you last go to...: I went last Thursday. I bought rice, chicken, milk, bread, and some fruit.

7.3) About You: What are food prices like...: They are reasonable. Local fruit and vegetables are cheap, but imported food is more expensive.

7.4) About You: Can you cook? What's your...: Yes, a little. My favorite recipe is chicken kabsa with rice.

7.5) About You: Have you ever baked a...: Yes, I have. I baked a chocolate cake with my mother for my brother's birthday, and everyone liked it.

7.6) About You: Have you ever eaten an...: Yes, I have. I once ate camel meat with rice at a wedding. It was tender and really tasty.

8 Conversation









Father: Mmm! Smells good.
Mother: Well, I have a real international menu today. I hope you guys like it. First, I have a Mexican dip—tortilla chips and guacamole. Then for the appetizer I have a shrimp cocktail, New Orleans style. After that, we'll have Moroccan style chicken tagine and couscous, with Brazilian passion fruit mousse for dessert. And finally, Colombian coffee.
Father: Sounds great. I can't wait.
Daughter: Do you need any help?
Mother: No, thanks. Everything's under control. Let's sit down and have some guacamole.

* * *

Father: The guacamole was great!
Daughter: How do you make it?
Mother: It's easy. You just follow the recipe.
Father: This chicken is absolutely delicious, too!
Mother: Would you like some more?
Father: No, thank you. I've had more than enough.
Daughter: You should start your own restaurant. You're an excellent cook.
Father: Yeah. I totally agree, but let's keep Mom's cooking for us.
Daughter: I have to learn how to cook.
Mother: I can teach you. It's lots of fun, and it's relaxing.
Father: And it's much cheaper and healthier than eating out.

FYI

guacamole: an avocado dip—see page 45 for a recipe
chicken tagine: a spicy chicken stew, often with olives and apricots
couscous: grains of wheat dough that resemble rice

Real Talk

you guys = an informal way to address two or more people
I can't wait. = I am very eager for something.
Everything's under control. = Everything is organized.
I've had more than enough. = I can't eat any more.

About the Conversation

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

Your Turn

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

*FYI: For Your Information

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1) About the Conversation: What kind of...: An international menu: Mexican dip, New Orleans shrimp cocktail, Moroccan chicken tagine and couscous, Brazilian mousse, Colombian coffee.

2) About the Conversation: Does she need...: No, she doesn't. She says, 'No, thanks. Everything's under control.'

Your Turn) Role-play: you have invited someone...: A: I've invited you for dinner. I'm making chicken tagine and couscous. B: How do you make it? A: It's easy. You just follow the recipe.

4) About the Conversation: What does the...: She offers to teach her how to cook, saying that it is lots of fun and it is relaxing.

3) About the Conversation: What...: She suggests that her mother should start her own restaurant, because she is an excellent cook.

5) About the Conversation: What does the...: He says it is much cheaper and healthier than eating out.

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Reading

Before Reading

What do you know about the foods on these pages?

9) Before Reading: What do you know...: They are tomatoes, avocados, and chocolate — all foods from the Americas. The Aztecs grew tomatoes and avocados and drank chocolate.

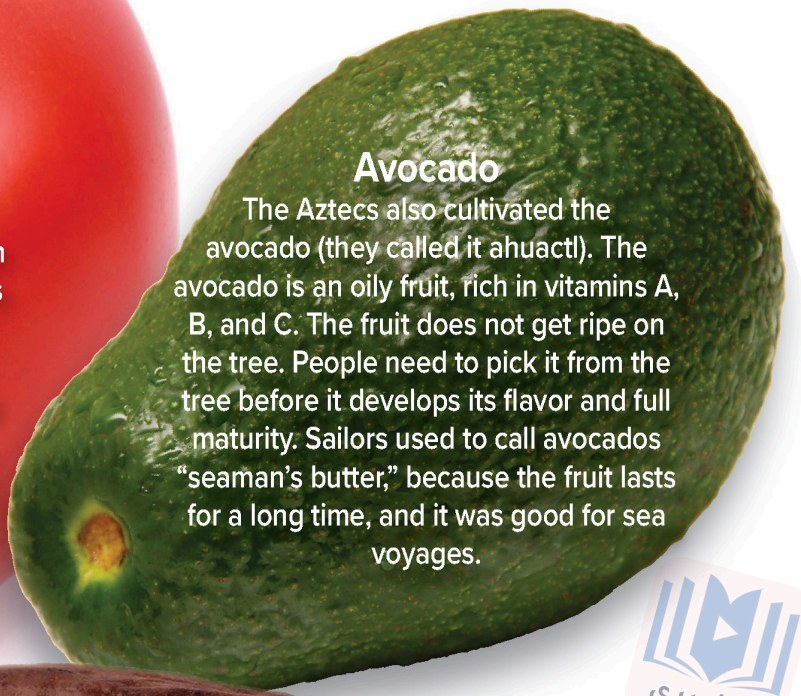
Foods from the Americas

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



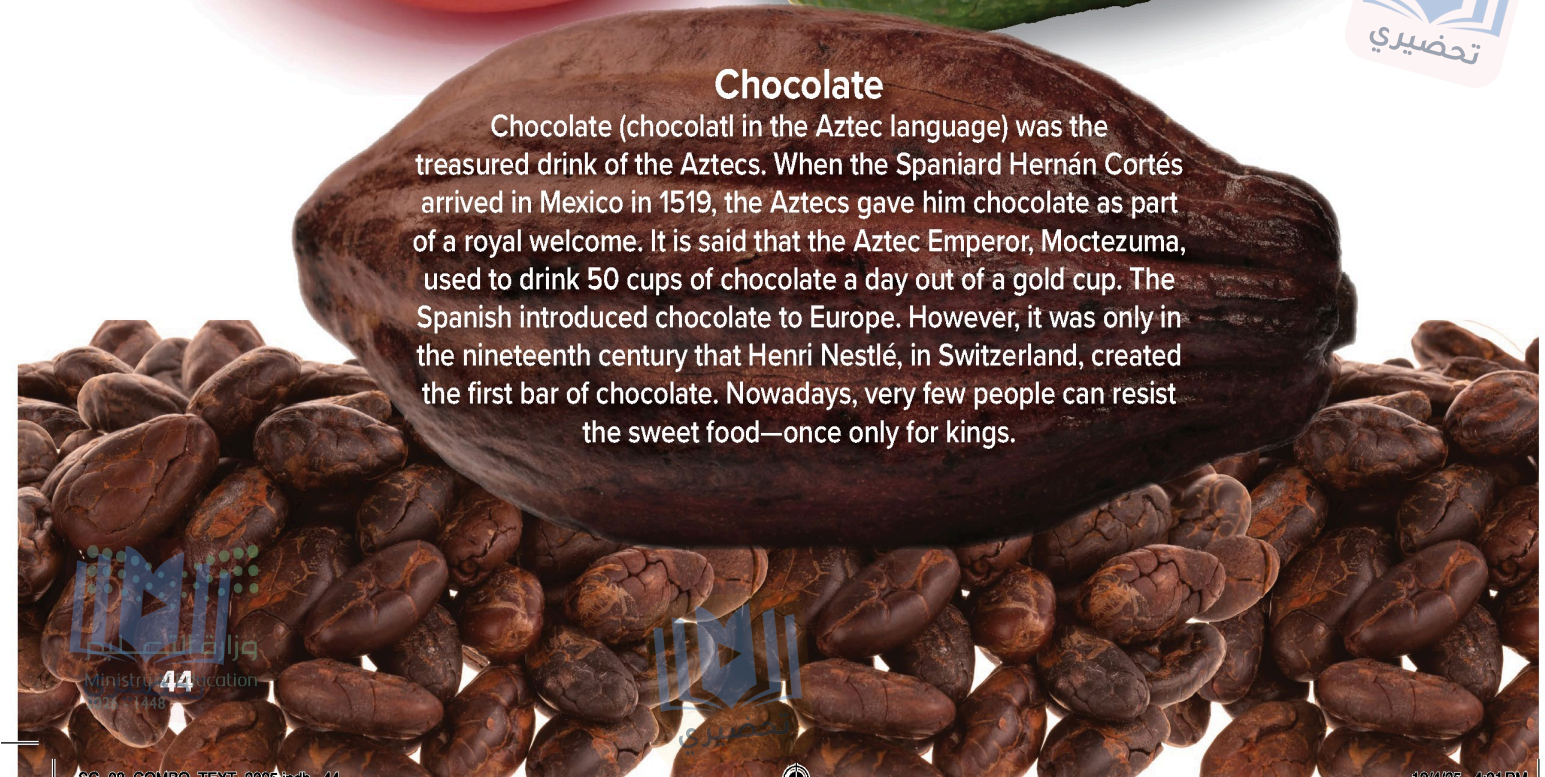
Tomatoes

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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A2) Tomatoes are not grown in the Middle...: False

A1) The Spanish introduced tomatoes to...: True

A3) Early sailors used avocados because...: False

A4) Moctezuma sent the king of Spain a...: False

A6) The main ingredient of guacamole is...: True

A5) The first chocolate bars date from...: False

10) Work in a group. Plan a meal with...: Meal: Saudi kabsa, pasta with tomato sauce, and brownies. Write and illustrate each recipe, then present the meal to the class.

B) Work with a partner. Choose one of...: Guacamole: mash two ripe avocados with lemon juice; add chopped onion, salt, and hot sauce; mix well and serve with tortilla chips.

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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

A) What ingredients do you need to...: **Dad, I'm going to make chicken kabsa tonight. Can you please buy 1 kg of chicken, 2 cups of rice, 3 onions, and kabsa spices? Thanks. Salem**

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.

B) Put the directions for the recipe in...: **Top to bottom: 4, 8, 3, 1, 5, 7, 2, 6 (Start by cooking the pasta = 1; Finally, add the pasta = 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.

C) Write the ingredients and the...: **Scrambled eggs: 3 eggs, butter, salt. First, beat the eggs. Next, melt the butter in a pan. Then add the eggs and stir. Finally, serve hot.**

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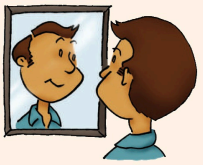
12 Form, Meaning and Function

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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A2) The instructions on the box say: "Do...: yourself

A1) Nawal cut ___ while she was peeling...: herself

A4) My father was hungry, so he made ___...: himself

A3) Welcome everyone! Please help ___ to...: yourselves

A5) When you set the timer, the oven will...: itself

A6) Our refrigerator broke down, so we...: ourselves

A7) The children are old enough to look...: themselves

A8) I burned ___ when I took the cake...: myself

C3) Maha is on a diet. She avoids eating...: Maha is on a diet, so she avoids eating foods with lots of calories.

C4) I really enjoy cooking. Cooking is...: I really enjoy cooking because it is fun and relaxing.

C5) She watches cooking shows on TV. She...: She watches cooking shows on TV, so she can learn new recipes.

B4) Ali didn't feel well, ___ his mother...: so

B6) She didn't remember the recipe, ___...: so

C1) The bread was stale. We threw the...: The bread was stale, so we threw it away.

C2) I can't cut the steak with this...: I can't cut the steak with this knife because it isn't sharp enough.

B1) The service was excellent, ___ they...: so

B2) She bought four frozen pizzas ___...: because

B3) Avocados are good for you ___...: because

B5) I can't make cookies ___ I don't...: because

5 Since When?

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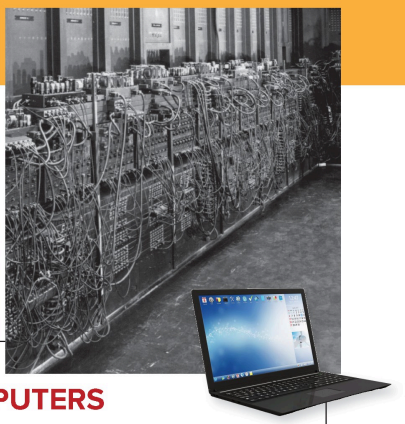
1 Listen and Discuss

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

INVENTIONS

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



COMPUTERS

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



PRINTERS

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



TELEVISIONS

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



CAMERAS

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

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1) How long do you think these...: Mass printing since 1440, television since the late 1930s, computers since the IBM 701 in 1953, and digital photography since 1975.

2) How have these things changed...: They have made life easier and faster: we print books, work and study on computers, watch news on TV, and take pictures instantly.

3) Which of them can't you live without?: I can't live without the computer, because I use it every day for studying, reading and keeping in touch with my family and friends.



STOVES AND OVENS

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

CELL PHONES

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



Quick Check

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

high-tech

B. Comprehension. Answer about the inventions.

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

2 Pair Work

Ask and **answer** about the inventions.

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

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A) Vocabulary. Find six words in the...: computers, PCs, laptop, digital, megapixels, cell phones

2) Ask and answer about the inventions.: A: How long have people used microwave ovens? B: They've used them since 1967.

B5) How long have cameras been on the...: Since 1888, when George Eastman introduced rolls of film for his box camera.

B3) How long have TV sets been common in...: Since the 1960s, when black-and-white TVs became widespread in homes.

B1) How long has IBM produced...: Since 1953, when the IBM 701 became the first computer successfully sold to businesses.

B6) For how many years have people had...: For about fifty years; portable cellular phones first appeared in the 1970s.

B4) How long ago did the first microwave...: About sixty years ago: the first home microwave oven was produced in 1967.

B2) Has printing been around for a long...: Yes, it has. Mass printing has been around since Gutenberg's printing press in 1440.

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3 Grammar

Present Perfect Tense versus Simple Past

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

Present Perfect	Past
A: Have you ever **been** to France?	**A:** When **were** you there?
B: Yes, I**'ve been** there.	**B:** I **was** there **two years ago**.

Present Perfect with *For* and *Since*

Use the present perfect with *for* and *since* to talk about an action that began in the past and that continues into the present.
For indicates the period of time: *for two months, for a year, for a long time.*
Since indicates when the action began: *since yesterday, since last June.*

Past	Present	Future
2018	I've lived here for several years. I've lived here since 2018.	→

Affirmative (+)

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

Negative (–)

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

Question with *How Long*

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

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

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

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A2) I've had my laptop ___ last June.: since

A3) We've worked on this project ___ a...: for

A1) Hameed has had the same TV ___ 15...: for

A6) I've been drinking tea ___ years.: for

A7) Tariq has worn glasses ___ the age...: since

A4) My friends haven't visited me ___ my...: since

A8) ___ when have you had that beautiful...: Since

A5) We haven't used our car ___ a long...: for



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

People have had credit cards since 1950 / for about 70 years.

Invention	Date	Invention	Date
credit card	1950	electric lightbulb	1879
canned food	the early 1800s	filmmaking	1895
wristwatch	1868	paper clip	1867
radio	1901	airplane	1903
toothpaste	1824	ballpoint pen	1888









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

A: Do you have a credit card?
B: Yes, I do.
A: How long have you had it?
B: I've had it for two years. OR I've had it since I was 18.

A: Have you ever been on a plane?
B: Yes, I have. I flew on a plane on my vacation.

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

Keep Cool

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

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B2) canned food — the early 1800s: People have had canned food since the early 1800s / for more than 200 years.

B4) wristwatch — 1868: People have had wristwatches since 1868 / for about 160 years.

B6) radio — 1901: People have had radios since 1901 / for about 125 years.

B8) toothpaste — 1824: People have had toothpaste since 1824 / for about 200 years.

D1) People ___ (1. try) to keep cool .....: have tried

B1) electric lightbulb — 1879: People have had electric lightbulbs since 1879 / for almost 150 years.

B3) filmmaking — 1895: Filmmaking has been around since 1895 / for about 130 years.

B5) paper clip — 1867: People have had paper clips since 1867 / for about 160 years.

B7) airplane — 1903: People have had airplanes since 1903 / for about 120 years.

D2) The Chinese ___ (2. invent) ice...: invented

D8) Since then, people ___ (8. preserve)...: have preserved

D7) The first home refrigerators ___ (7....: appeared

D9) air conditioning of large spaces ___...: became

D10) Since that time, people ___ (10....: have cooled

D3) and they ___ (3. keep) it in snow in...: kept

D4) a king ___ (4. import) snow: imported

D5) and ___ (5. put) it in the walls of...: put

D6) In 1834, Jacob Perkins ___ (6....: built

B9) ballpoint pen — 1888: People have had ballpoint pens since 1888 / for about 140 years.

C) Have you used any of the inventions...: A: Do you have a wristwatch? B: Yes, I do. A: How long have you had it? B: I've had it for three years.

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4 Language in Context

Discuss these topics with a partner:

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

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



5 Listening

Listen to the conversation. Answer the questions.

1. Since when has Fahad walked for exercise?

_____

2. How long has Fahad had his new job?

_____

3. How long has Saeed been married?

_____

6 Pronunciation

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

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

7 About You

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



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4) Discuss these topics with a partner:...: I haven't visited my uncle for months. I've played football since I was ten. I've never travelled by plane.

5-1) Since when has Fahad walked for...: Sample: He has walked for exercise since last summer.

5-2) How long has Fahad had his new job?: Sample: He has had his new job for six months.

5-3) How long has Saeed been married?: Sample: He has been married for two years.

7-1) How long have you studied English?: I have studied English for six years.

7-4) How long have you gone to school?: I have gone to school for nine years.

7-5) How long have you lived in your house?: I have lived in my house for about ten years.

7-3) How long have you had any of these...: I have had my cell phone for two years, and I have had a laptop since last year.

7-2) How long have you played a sport or...: I have played football since I was eight years old.

7-6) How long have you known your best...: I have known my best friends since primary school.



8 Conversation



Fadi: Hi. This is a surprise.
Adnan: Hi there. Long time no see.
Fadi: Yeah. We haven't seen each other for about... er...
Adnan: Five years. Since high school.
Fadi: Has it been that long?
Adnan: Yeah. So, how are you doing?
Fadi: Great. I'm working in a bank. I've been in the accounting department for a year now. And you haven't changed at all.
Adnan: Well, you have. You're looking more, well, serious. I suppose you're happy with your job?
Fadi: Yes, very much so.
Adnan: This is good, as it is important to like one's job.
Fadi: And what have you been up to?
Adnan: I've taken over my father's restaurant. And I got married last year.
Fadi: Really? Congratulations! I'm getting married next month. I wanted to finish college and start a career before I settled down.

Real Talk

Long time no see. = I haven't seen you for a long time.
...er = a sound of hesitation, to show that the speaker is thinking
What have you been up to? = What are you doing these days?
Congratulations! = a response to good news relating to an achievement
settle down = get married

About the Conversation

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

Your Turn

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

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

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1) How long has it been since Adnan and...: Five years — they haven't seen each other since high school.

2) Have they changed a lot?: Fadi says Adnan hasn't changed at all, but Adnan says Fadi has changed: he looks more serious.

3) Where is Fadi working?: He is working in a bank, in the accounting department.

4) How long has Fadi been working in a...: For a year — he has been in the accounting department for a year now.

5) How long has Adnan been married?: For a year; he got married last year.

Your Turn) Role-play a conversation between you...: A: Long time no see! We haven't met for three years. B: We last met at school in 2023. Now I'm in grade nine and I play football.

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9 Reading

Before Reading

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

1) Early films were short, silent and in black and white; the Lumière brothers showed the first ones in a café in Paris in 1895.

2) They are techniques that create visual illusions on the screen, such as the stop trick, miniatures and computer-generated images.

A HISTORY OF SPECIAL EFFECTS

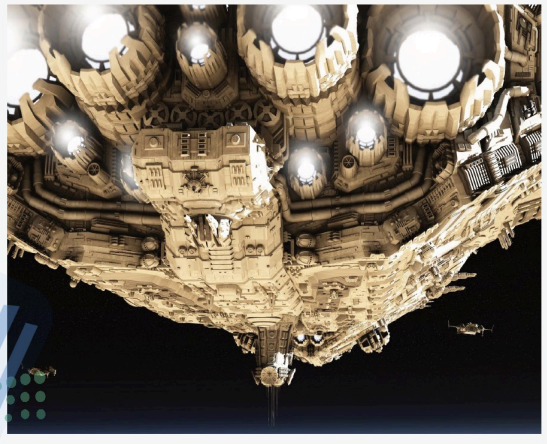
Audiences have been fascinated by the moving images in films ever since the Lumière brothers first showed short films in a café in Paris on December 28, 1895. **That** day, the audience screamed when a train on the film came straight toward them. Since **then**, filmmakers have used various techniques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



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

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

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



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

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

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After Reading

A. Match the words with their meanings.

1. ___ technique
2. ___ sequence
3. ___ interrupt
4. ___ miniature
5. ___ innovation
6. ___ accomplish

a. a new way of doing things
b. a small model
c. succeed in doing something
d. a way of doing things
e. stop in the middle
f. actions or events in a particular order

B. Answer about the article.

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



Discussion

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

10 Project

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

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A.1) technique: d — a way of doing things

A.2) sequence: f — actions or events in a particular order

A.3) interrupt: e — stop in the middle

A.4) miniature: b — a small model

A.5) innovation: a — a new way of doing things

A.6) accomplish: c — succeed in doing something

B.1) How long have audiences watched films?: Since December 28, 1895, when the Lumière brothers first showed short films in a café in Paris.

B.2) How was the "stop trick" discovered?: By accident: while Méliès was filming in the streets of Paris in 1896, his camera stopped and started again.

B.3) What special effect was used for King...: A miniature: the gorilla was an animated small-scale model only 18 inches (45 centimeters) high.

B.4) How did the special effects crew of...: They developed a computer-controlled camera.

B.5) What films have become references in...: Jurassic Park, Transformers, and Pirates of the Caribbean.

B.6) Have you seen any of the films...: Yes, I have seen Jurassic Park. In my opinion its dinosaurs still look real, and its effects are amazing.

D.1) Give examples of special effects in...: Flying scenes in Spiderman and the dinosaurs in Jurassic Park. The dinosaurs impressed me most because they looked alive.

D.2) Describe a TV film you saw that had a...: I saw Transformers. Huge robots changed into cars and buildings exploded, all created with computer-generated images.

D.3) Do you like to watch old black and...: Yes, I do. Their tricks are simple but clever, and they show how the art of cinema began.

D.4) Have you ever seen a 3-D...: Yes, I have. In a 3-D film the images seem to come out of the screen, so you feel part of the action.

D.5) What do you think special effects...: They will be even more realistic. Computers and virtual reality will let viewers feel that they are inside the film.

Project 1) Work in groups. What do you think is...: The internet. It has changed people's lives because they can now learn, work, shop and talk to each other from anywhere.

Project 2) Present your arguments to the class...: Give clear reasons and examples: the internet saves time, connects families, and gives everyone access to knowledge and education.

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11 Writing

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

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

Writing Corner

For better cohesion in writing:

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

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

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

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



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

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

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

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A.1) That (line 3): December 28, 1895 — the day the Lumière brothers first showed short films in a café in Paris.

A.2) then (line 5): That day in 1895, when audiences first watched films.

A.3) These (line 6): The various techniques filmmakers have used to amaze viewers.

A.4) then (line 15): 1896, when Méliès discovered the "stop trick" by accident.

A.5) this (line 16): The "stop trick" — stopping the camera and starting it again.

A.6) its (line 20): The film King Kong, made in 1933.

A.7) They (line 23): The special effects crew who worked on Star Wars.

A.8) them (line 33): The amazing visual effects filmmakers will use in the future.

C) Write about some of your most...: Model: My most important possession is my bicycle, which I have had for three years. I bought it with my own money, so it is special to me. I ride it to school every day.

B) Read the paragraphs. Circle the...: This, which, it → my bike; they → my parents; That's → paying for the bike myself; then → two years ago; that (fix that) → the loose chain; that (calculates) → the Cateye Cycle Computer; It → riding.

12 Form, Meaning and Function

The Passive

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

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

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

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

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

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

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

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



* See page 162 for a list of the past participles of irregular verbs.

A. Change the sentences from active to passive.

A company in Germany makes these cars.
These cars are made by a company in Germany.

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



B. Change the sentences from passive to active.

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



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A.1) Karl Benz made the first car in 1886.: The first car was made by Karl Benz in 1886.

A.2) Companies all the over world produce...: Cars are produced by companies all over the world today.

A.3) They have made many changes in our...: Many changes have been made in our city.

A.4) Did Alexander Fleming discover...: Was penicillin discovered by Alexander Fleming?

B.5) The way we communicate has been...: Cell phones and computers have changed the way we communicate.

B.1) Typewriters have been replaced by...: Word processors have replaced typewriters.

A.5) They filmed the documentary in a...: The documentary was filmed in a desert oasis.

B.6) Roughly thirteen percent of the...: Saudi Arabia produces roughly thirteen percent of the world's oil.

B.2) All entrées in this restaurant are...: This restaurant serves all entrées with rice and salad.

A.6) Did they invite you to the graduation...: Were you invited to the graduation ceremony?

B.7) An encyclopedia of medical practices...: Al-Zahrawi wrote an encyclopedia of medical practices in 1000.

B.3) Was the first airplane flown by the...: Did the Wright brothers fly the first airplane?

A.7) People speak English all over the...: English is spoken all over the world.

B.8) Many flying machines were designed by...: Da Vinci designed many flying machines, but no one ever built them.

B.4) Soap has been used by people in the...: People in the Middle East have used soap for nearly 5,000 years.

A.8) Steven Sasson invented the digital...: The digital camera was invented by Steven Sasson in 1975.

6 Do You Know Where It Is?

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1 Listen and Discuss

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

Do You Know Where This Place Is?

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



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



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



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

Answers

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

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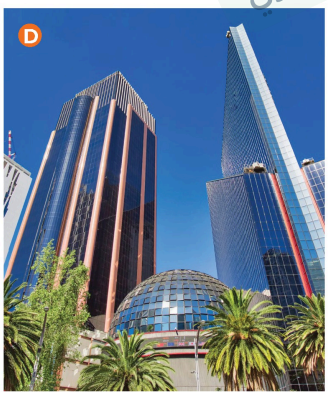
1) What do you think people mean when...: That it is a good place to live: clean safe streets, a low crime rate, green areas, good schools and hospitals, efficient public transport and a reasonable cost of living.

2) Look at each photo, read the text,...: Model: My city is like Cambridge because it has lots of green areas and a low crime rate, but our public transport is not as fast or as punctual as Japan's.

B) B. One of the safest cities in the...: Hong Kong

A) A. The public transportation system...: Japan

C) C. Home to one of the oldest and...: Cambridge (England)



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

Quality-of-Life Indicators

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

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

Quick Check

A. Vocabulary. Underline the comparative and superlative forms in the article.

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

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

C. Rank the items in the quality-of-life chart from 1-9. Compare your answers with a partner.

2 Pair Work

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

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

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D) D. Surveys show that the city has the...: Mexico City

1) What do you look for in a...: Answers vary. Model: check Clean air/air quality, Low crime rate, Hospitals, Schools, Green areas and Public transportation.

2) 2 Pair Work. Ask and answer about the...: Model: A: Do you know what the cost of living is like in Riyadh? B: It isn't as expensive as it is in Dubai.

A) A. Vocabulary. Underline the...: Superlatives: most efficient, safest, oldest, largest, worst. Comparatives: shorter, lower, worse. Equatives: as expensive as, as quiet as, as good as.

B1) ___ In Japan, trains are less...: false — express train fares are as expensive as airplane fares.

C) C. Rank the items in the...: Answers vary. Model: 1 clean air, 2 low crime rate, 3 hospitals, 4 schools, 5 cost of living, 6 cost of housing, 7 green areas, 8 public transportation, 9 culture and recreation.

B4) ___ Cambridge has a lot of green...: true — there are lots of green areas, but the town isn't as quiet as it used to be.

B5) ___ The traffic in Mexico City is...: true — it has the worst traffic in the world, worse than Sao Paulo.

B2) ___ The trains in Japan travel at a...: false — they travel at 300 km/h (186 mph), far slower than sound.

B3) ___ The crime rate in Hong Kong is as...: true — its overall crime rate is roughly the same as Singapore's.

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3 Grammar

Comparative and Superlative Forms of Adjectives

	Comparative	Superlative
Buses are **fast**. Bus tickets are expensive.	Trains are **faster** than buses. Train tickets are **more expensive**.	Planes are **the fastest**. Plane tickets are **the most expensive**.







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

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

Comparisons with *as...as*

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

In Japan, trains are **as expensive as** planes.
This hostel is **just as comfortable as** the hotel, and it doesn't cost **as much**.
Our neighborhood isn't **as noisy as** our old one, and it isn't **as dangerous**.

Indirect Questions

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

Direct Questions	Indirect Questions
What's the name of the street?	Do you know what the name of the street is?
Where is the nearest bank?	Do you know where the nearest bank is?
When does the store open?	Do you know when the store opens?
Where can I get good pizza?	Could you tell me where I can get good pizza?
How many people live here?	Could you tell me how many people live here?
Who planned this town?	Could you tell me who planned this town?

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

1. The downtown area is usually (A1) noisier (noisy) than the suburbs.
2. The hospitals in cities are usually (A2) better (good) than ones in the country.
3. Public transportation is (A3) less frequent (frequent) at night than during the day.
4. My hometown has the (A4) cleanest (clean) air of all the towns in this country.
5. Many people say that Sao Paulo has the (A5) worst (bad) traffic in the world.
6. The subway is (A6) more crowded (crowded) at rush hour than at other times.
7. Housing is usually (A7) less expensive (expensive) in the country than in the city.
8. The cost of living in small towns is usually (A8) cheaper (cheap) than in big cities.

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

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

1. The Flash computer is fast. The XYZ model is just as fast.
2. Majid is a smart young man, and so is his brother Nasr.
3. This red car is expensive. The blue car is less expensive.
4. Rome is an amazing city, and so is Paris.

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

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

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

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

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

B: I think it's Antonio's.

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

B: But Antonio's is always crowded.

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

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

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

B: But that's where you live.

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



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B1) The Flash computer is fast. The XYZ...: The Flash computer is just as fast as the XYZ model.

B2) Majid is a smart young man, and so is...: Majid is just as smart as his brother Nasr.

B3) This red car is expensive. The blue...: The blue car isn't as expensive as the red car.

B4) Rome is an amazing city, and so is...: Rome is just as amazing as Paris.

C1) Where is the main post office?: Do you know where the main post office is?

C5) Who can give us directions?: Do you know who can give us directions?

C2) How often do the buses come?: Could you tell me how often the buses come?

C3) What time does the bank open?: Do you know what time the bank opens?

D1) A: In your opinion, what is the ___...: best

D5) But it is still not the ___ (5....: best

D4) A: Of course. It's the ___ (4....: most popular

D6) B: So, can you tell me where the ___...: best

C8) What is the name of the highway to...: Could you tell me what the name of the highway to town is?

D3) Gino's has ___ (3. good) pasta than...: better

D2) A: I disagree. Antonio's isn't as...: good

C6) Which way is the center of town?: Could you tell me which way the center of town is?

C7) When does the gas station close?: Do you know when the gas station closes?

C4) Where is the nearest pharmacy?: Could you tell me where the nearest pharmacy is?

4 Language in Context

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

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



5 Listening

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

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

6 Pronunciation

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

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

7 About You

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

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4.2) Take a class vote. Which place does...: Answers vary. Most classes vote for the small studio apartment: the room near the university has no parking, and the other two cost more.

4.1) Work in pairs. Choose the best place...: The small studio apartment ($450): small, quiet, safe, excellent neighborhood, with parking below the building for his motorcycle.

5.1) ___ The garbage from one week in...: ✓ True

5.4) ___ About one hundred pounds of...: ✓ True

5.3) ___ Today, only paper and cans are...: ✗ False — glass, plastic and many other materials are recyclable today too.

5.5) ___ In Curitiba, Brazil, people can...: ✓ True

7.2) Talk about something that has become...: Model: Mobile phones are cheaper than they were last year, but rents have become much more expensive.

7.1) Describe three things in your town...: Model: A new mall has opened, the old market has been renovated, and the traffic has become worse than before.

5.2) ___ The United States doesn't produce...: ✗ False — the United States produces even more garbage than Mexico.

7.4) What are the best restaurants,...: Model: The best restaurant is on King Fahd Road, the biggest mall has the best stores, and the park is the best hangout place.

7.3) Compare things that are/aren't as...: Model: My neighborhood isn't as crowded as the downtown area, but its schools are just as good.

6) Listen. Notice that the indirect...: Do you know where the bus stop is? = rising intonation (indirect question). Where is the museum? = falling intonation (Where question).

8 Conversation



Faris: So how long have you lived out here in the suburbs?
Adel: Since I started college, about two years ago. The apartment was a bit run down, so I had to renovate it.
Faris: Well, you did a good job. It's really nice and cozy.
Adel: I'm glad I moved into this neighborhood. It's quiet and safe, and I have really nice neighbors.
Faris: Are there a lot of stores and green areas in the neighborhood?
Adel: Definitely! There are parks and supermarkets and a mall. The only thing is that I spend a lot of time commuting to college. But you can't have it all. What's your place like?
Faris: Do you know where the Rangers' stadium is? I live about two blocks away. I often can't find a place to park, and there's sometimes a lot of noise because of the games.
Adel: Why don't you find another place and move out?

Your Ending

What do you think Faris's response is?

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

Real Talk

a bit = a little
run down = in need of fixing/not looked after
Definitely! = an expression that shows strong agreement
The only thing is that... = used to introduce a problem/issue
you can't have it all = everything has something negative

About the Conversation

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

Your Turn

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

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

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Your Ending) What do you think Faris's response is?: Answers vary; any of 1-3 fits. Model: (2) I guess I'm used to it. Your idea: My friends all live here, so I don't want to move.

1) Is Adel's neighborhood dangerous?: No, it isn't. It is quiet and safe, and he has really nice neighbors.

2) What did he do to his apartment?: He renovated it, because it was a bit run down when he moved in.

Your Turn 2) What do you like/dislike about your...: Model: I like it because it is quiet and has a big park, but I dislike the traffic noise in the morning.

4) Where does Faris live?: He lives about two blocks away from the Rangers' stadium.

3) What doesn't he like about the...: He spends a lot of time commuting to college.

Your Turn 3) What facilities are in your...: Model: There are a mosque, a school, a supermarket, a health center and a small park.

5) What doesn't Faris like about his...: He often can't find a place to park, and there is sometimes a lot of noise because of the games.

Your Turn 1) Where do you live—in a house or an...: Model: I live in an apartment on the third floor of a building near the center of town.

1) Before Reading 1. Which cities in the...: Model: Jeddah, Riyadh, Abu Dhabi and Doha; they are safe and modern, with good schools, hospitals and services.

2) Before Reading 2. What do you base...: Model: On quality-of-life indicators: clean air, a low crime rate, good education and health care, green areas and transportation.

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9 Reading

Before Reading

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



King Fahd's Fountain ▸

THE BRIDE OF THE RED SEA

For 20 consecutive years, Jeddah has been named a "global city" by the GaWC for offering a high quality of life to its citizens. So what makes Jeddah a global city and one of the best places to live in the Middle East? Residents and visitors point out several aspects relating to everyday life, such as the city's cultural diversity, modern architecture and engineering, rich cultural heritage, and high quality of education.

Jeddah is a leading destination for international students and travelers. It has several public and private universities that provide a very high standard of academics. Jeddah is also the gateway to the Holy City of Makkah and hosts millions of pilgrims from around the world on their way to Hajj every year.

Jeddah has been an example of modern architectural and engineering innovation since the 1980s. One of the city's major landmarks is King Fahd's Fountain, the highest fountain in the world. It jets water as high as 312 meters (1024 feet) and can be seen from nearly everywhere in the city. Other landmarks include the NCB Tower, the IDB Tower, and the Jeddah Municipality Tower. There are also plans to build the 1,000-meter high Kingdom Tower, which, when completed, will be the world's tallest building.

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

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

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



▲Abdul Raouf Khalil Museum and Mosque



▲Bayt Naseef

After Reading

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

1. for 20 consecutive years (line 1)
   a. recent **b.** an unbroken series **c.** next or future
   A1) (b) an unbroken series
2. point out several aspects (line 6)
   a. ideas **b.** ways **c.** features
   A2) (c) features
3. a leading destination (line 10)
   a. popular **b.** winning **c.** most important
   A3) (c) most important
4. it houses a historic museum (line 39)
   a. visits **b.** holds **c.** protects
   A4) (b) holds
5. a combination of traditional *souqs* (line 44)
   a. mixture **b.** series of numbers **c.** things joined
   A5) (a) mixture

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

B2) ✓

1. _____ You can meet people from different cultures. **B1) ✓**
2. _____ You can study at university.
3. _____ You can visit the world's tallest fountain. **B3) ✓**
4. _____ You can see modern sculptures at Bayt Naseef.
5. _____ You can go shopping in Al-Balad. **B5) ✓**
6. _____ You can visit the Kingdom Tower.

X — it is only planned, not built yet

B4) X — the sculptures are in the streets; Bayt Naseef houses a historic museum

Discussion

What city would you like to live in? Why?

Discussion) What city would you like to live in?...: I would like to live in Jeddah. It is a global city with a rich heritage, good universities and a beautiful Corniche.

10 Project

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

10) Work in groups. Select a town or city...: Model: We chose Al-Ula — old town, Hegra tombs and desert scenery. We chose it because it mixes ancient history with modern tourism.

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VISION رؤية 2030
المملكة العربية السعودية
KINGDOM OF SAUDI ARABIA

11 Writing

A. Write about Saudi Arabia. Create a chart to make notes on the advantages and benefits (assets) of the country and what you think it can achieve (aims) in the future.
Organize your chart around these themes: Family and Community, Education, Environment and Natural Resources, Culture and Recreation, Transportation, Tourism. Add a theme of your own.

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



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

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

- Compare the phrases you have underlined with your ideas from exercise **A** and share with a partner. Discuss your charts. How did your type of chart help you to organize your ideas?

C.
- Make another chart to write lists of the assets in your city or neighborhood and what you think the aims should be for your city or neighborhood's future. Will you use the same style of chart that you made in **A**? Why? Why not?
- Write an essay about the aims of your city or neighborhood.
- Include ideas about how you, and other good citizens, can help your city to achieve these aims.

Writing Corner

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

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B1) Circle each asset.: Assets: many natural resources (oil, gold and other valuable minerals); the strength and potential of its people; strong families; a country rich in culture; a healthy economy; a good location in between Africa, Asia and Europe; a beautiful natural environment with a stable climate.

C3) Include ideas about how you, and...: We can keep the streets clean, save water and electricity, plant trees, respect public property, volunteer in our neighborhood and encourage others to do the same.

A) Write about Saudi Arabia. Create a...: Theme tree chart (asset / aim) — Family and Community: strong families / more support for raising children; Education: many universities / a system that fits the job market; Environment and Natural Resources: oil, gold, minerals / cleaner, greener cities; Culture and Recreation: rich heritage / more museums and sports facilities; Transportation: a location between three continents / better roads and transport; Tourism: coasts and old towns / more visitors; own theme Technology: skilled youth / more IT services.

C2) Write an essay about the aims of your...: Introduction: a paragraph presenting the main idea — my city today. Body: one paragraph for each aim (education, environment, transport), each with a topic sentence. Conclusion: these aims will make our city a better place to live.

B3) Compare the phrases you have...: My ideas matched the text: the assets are what the country already has, and the aims are the future 'will' sentences. The theme tree chart helped because it groups every idea under its own theme, so the two lists were easy to compare.

C1) Make another chart of the assets of...: Example: Assets — good schools, parks, a hospital, helpful neighbors. Aims — cleaner streets, more libraries, better public transport. Yes, I used the same style of chart, because a theme tree groups the ideas by theme and shows each asset next to its aim.

B2) Underline each aim.: Aims (the 'will' sentences): the children will create a great future; the government will support its people and country; families will receive all the help they need; more cultural events and activities; more libraries, galleries, museums and sports facilities; health care and education for all citizens; quality services will attract investors; professional opportunities for all citizens; a high-quality educational system; develop tourism and attract visitors; develop telecommunications and IT; support private and non-profit organizations.

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12 Form, Meaning and Function

The Definite Article: *the*

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

Use *the* for specific objects or people that were introduced before or that are known.
Do not use *the* with plural or noncount nouns when talking in general.

He is a tourist. **The** tourist is in Jeddah.
What are **the** official languages of Canada?

Technology is used in classrooms.

Use *the* with the superlative.

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

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

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



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

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

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

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

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

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

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

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

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A1) When ___ sun goes down at ___ night,...: the / — / the / the

A2) ___ Burj Khalifa in ___ Dubai is ___...: The / — / the / the

A3) ___ Great Pyramid of ___ Giza is one...: The / — / the / the

A4) ___ Calligraphers used ___ Kufic...: — / the / the / the

A5) ___ Last year we went on ___ vacation...: — / — / the / — / —

B5) ___ coral reefs in ___ Red Sea are...: The / the / a / —

B3) What makes ___ Jeddah ___ global city...: — / a / the / the / the / —

B1) ___ bullet train can travel at ___...: A / a / an / an / a / an / a

B4) ___ Cambridge is surrounded by ___...: — / — / a / the / the / the / the

B2) We usually play ___ football in ___...: — / the / — / the / — / — / the

EXPANSION Units 4–6

1 Language Review

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

1. We only have _____ olive oil left. Don't forget to buy _____ oil. **(A1) a little / some**
2. Tony doesn't eat _____ seafood at all. He's allergic to it. **(A2) any**
3. I'm trying to lose weight. Please give me only _____ french fries. **(A3) a few**
4. Many children don't eat _____ fruit because they don't like it. **(A4) much**
5. _____ milk do you drink in a day? **(A5) How much**
6. _____ eggs do you eat in a week? **(A6) How many**
7. I never put _____ onions in the salad. They have too strong of a taste. **(A7) any**
8. Have _____ hot tea. It'll make you feel better. **(A8) some**

B. Choose the sentence that means the same thing.

1. The cost of living in Rome is just about the same as in Paris.
   a. Rome is cheaper.
   b. There isn't much difference.
   c. They're both expensive.

   B1) The cost of living in Rome is just...: (b) There isn't much difference.

2. My new air conditioner isn't as noisy as the old one.
   a. The new one is just as noisy.
   b. The new one is much noisier.
   c. The new one is less noisy.

   B2) My new air conditioner isn't as noisy...: (c) The new one is less noisy.

3. This is the most crowded restaurant I've ever been in, but it's always like this.
   a. It's more crowded today than usual.
   b. It's as crowded as usual.
   c. It's sometimes more crowded than this.

   B3) This is the most crowded restaurant...: (b) It's as crowded as usual.

4. The taxis are as slow as the buses during rush hour.
   a. Taxis are faster.
   b. Buses are as slow as taxis.
   c. Rush hour is annoying.

   B4) The taxis are as slow as the buses...: (b) Buses are as slow as taxis.

5. Our TV screen is as large as yours, but yours has a higher definition.
   a. They're not the same size.
   b. One has a better definition.
   c. They're exactly the same.

   B5) Our TV screen is as large as yours,...: (b) One has a better definition.

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

1. Sahar and Asma **(C1) have been** (be) friends for 10 years, and they call each other often.
2. Qassim **(C2) worked** (work) as a guide before he started his travel agency.
3. The team **(C3) has won** (win) all their games so far this season.
4. I **(C4) haven't seen** (not see) a good film on TV for a long time.
5. Ashraf **(C5) has lived** (live) in a dorm since he went to college.
6. Hameed and Adel **(C6) met** (meet) when they were at school.

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

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

1. go-kart racing — **D1) I've been go-kart racing.**
2. exploring a cave — **D2) I've never explored a cave.**
3. mountain climbing — **D3) I've been mountain climbing.**
4. white-water rafting — **I've never been white-water rafting.**
5. skydiving — **D5) I've never been skydiving.**
6. riding a camel — **D6) I've ridden a camel.**

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

Adventure	My Opinion	My Partner's Opinion
the most exciting	E1) skydiving	
the cheapest	exploring a cave	
the most dangerous	mountain climbing	
the shortest	E4) go-kart racing	
the longest	E5) riding a camel	
the most tiring	E6) white-water rafting	
the craziest	E7) skydiving	

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

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

F) Mountain climbing is more dangerous than riding a camel, but it isn't as crazy as skydiving.

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2 Reading

Before Reading

Discuss the pros and cons of the following adventure sports.

1) Pros: exciting, healthy, great views and new skills. Cons: dangerous, expensive, tiring and need training.

Adventure Trips



Skydiving: Flying High in the Rockies, USA

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

Location: 1 hour from Denver, Colorado.
Information: www.skyhidive.com



Biking in the Alps, Germany

Pedaling through the Bavarian countryside is the way to go for many visitors. You can bike through green valleys and past rivers, including the Danube, while enjoying rural landscapes and experiencing life in German villages. The trail takes you over the Alps and crosses several mountain passes to Garmisch-Partenkirchen. The town is Germany's most famous winter sports center, close to Zugspitze, Germany's highest mountain. A mountain railway and cable car can take you to the peak. The trip along this scenic route is a real treat.

Click here for details:
www.pedalps.com

White-Water Rafting, Chile

We invite you to come and explore the best-kept secret of Patagonia, an amazing place where glacial lakes are connected by hundreds of kilometers of rivers. The Futaleufu River offers 40 miles (64 kilometers) of top white-water rafting. Come and experience the turquoise-colored rapids rushing through the Andean mountain range. This is the safest ride there is, even for beginners. We've been providing rafting trips for more than 30 years.

For more information, click here:
www.andesrafting.net



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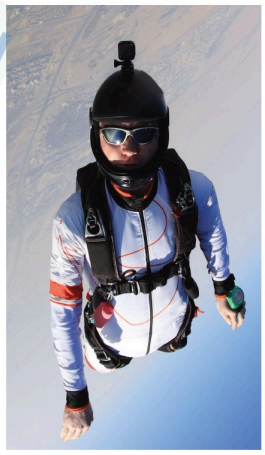
Comments from customers about their experience



The instructor told me to stand up and walk toward the exit door. I thought, "What if my parachute doesn't open?" I've never been so frightened in my life. My camera operator was ready. I couldn't back out now. So I let myself go out the plane. Those were the most exciting and enjoyable seconds that I have ever experienced. I saw the ground getting closer and closer, and I heard the wind rushing by. I checked my altimeter and pulled the ripcord of my parachute. There was a strong jerk. Suddenly it was calm, and I watched the beautiful landscape below as I floated peacefully to the landing area.

Mitch Taylor



I've ridden cross-country for several years, but this was my first cycling tour—and I'm looking forward to the next one. It was spring, there was still some snow on the slopes, and the countryside was green and full of wildflowers. I could smell the fresh scent of the plants in the air when the breeze blew against my face. Biking is much more fun than being stuck inside a car or on a tour bus. I love to be in contact with nature and hear all the sounds: the birds, the trees, the water in the streams. Going uphill can be tiring sometimes, but the views are worth the effort.

Daniel Garcia



At first, I was scared, but after a while, I got used to going up and down. The bumps, spins, and shakes were the least of my worries. I've gone to amusement parks since I was a kid, but this was a different matter. It was the real thing, and it was up to us to control the experience and stay safe. I paddled to get away from the rocks, and heard the sound of the boat hitting the water. It splashed up inside the boat, and I got completely soaked. But I wasn't worried about the freezing water. My objective was to get to the end of the journey safely. It was a great feeling of accomplishment when it was over.

Neil Davenport

After Reading

Fill in the information from the texts. Not all the rows will be filled.

	Mitch Taylor	Daniel Garcia	Neil Davenport
Kind of adventure	1) skydiving	biking (a cycling tour)	3) white-water rafting
Feel	frightened; a strong jerk	the breeze on his face; tiring uphill	scared; bumps, spins, shakes; soaked
Hear	7) the wind rushing by		
See	the ground getting closer; the landscape	snow on the slopes; wildflowers	12) —
Smell	13) —	the fresh scent of the plants	15) —

birds, trees, water in the streams

Discussion

What adventure trips do people take in your country?

16) In Saudi Arabia people go hiking and climbing in the Sarawat mountains, camping in the desert, and diving in the Red Sea.

3 Writing

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

17) Model: "Climb Jabal Sawda! Two days of hiking, a night in a mountain camp, a guide and equipment included. Book now!"

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the sound of the boat hitting the water

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4 Chant Along

I've Missed You!



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

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



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



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

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Vocabulary

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

1. constantly
   a. forever **b.** all the time **c.** a occasionally

A1) (b) all the time

2. proud
   a. pleased **b.** disappointed **c.** worried

A2) (a) pleased

3. wonder
   a. be amazed **b.** dream **c.** ask oneself

A3) (c) ask oneself

4. terribly
   a. not well **b.** very much **c.** just a little not very much

A4) (b) very much

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

1. You have always been in my heart.

B1) I have never stopped thinking about you and loving you.

2. You've been constantly on our mind.

B2) We have thought about you all the time.

Comprehension

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

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

C1) true

C2) true

C3) false

C4) false

C5) false

Writing

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

Writing) Dear Mom and Dad, I've been very busy: I've had exams and I have studied night and day. I've missed you all terribly and I can't wait to come home. Love, Salem

Discussion

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

D1) Yes, I have.

D2) He was very happy and surprised to hear my voice.

D4) My family and my friends.

D3) We talked about school, our families and our plans.

5 Project

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

Project) Most classmates communicate long-distance by video calls and messaging apps; e-mail and letters are the least popular.

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1) Do you have garage sales in your...: No, we don't. Garage sales are not common here; people usually sell the things they no longer need at a haraj (used-goods market) or on online selling apps.

2) What do you do with things that you...: I give them to people who need them or to charity, sell them online, or recycle them instead of throwing them away.

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

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1 Listen and Discuss

1. Do you have garage sales in your country?
2. What do you do with things that you don't want or need anymore?



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A) Vocabulary. List the things that you...: Cooking: teapot, pot, frying pan, plates, cups, saucers, knives, forks, spoons. Cleaning: garbage can, hose, vacuum cleaner, broom. Repairing: ladder, saw, hammer, pliers, screwdriver.

1) Andrew doesn't have a brother, does...: Yes, he does. Andrew has a twin brother, Steve.

2) John is organizing a garage sale,...: Yes, he is. John is the owner and he is organizing the garage sale.

Pair Work) Ask and answer about the things at...: A: That rocking chair is an antique, isn't it? B: Yes, it is. A: The toys aren't expensive, are they? B: No, they aren't.

5) There aren't any plants for sale, are...: No, there aren't. There are no plants for sale at the garage sale.

3) The lawn mower runs on electricity,...: Yes, it does. It is electric and it has a remote control.

4) The elderly couple need a new lamp,...: Yes, they do. They need a new lamp and this one is really pretty.

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تحضيري

3 Grammar

Tag Questions

Use tag questions to check information. With an affirmative sentence, use a negative tag. With a negative sentence, use an affirmative tag.

Affirmative Sentence (Negative Tag)	Negative Sentence (Affirmative Tag)
Your name is Ali Khalid, **isn't it?**	Mariam isn't American, **is she?**
You were born in Abha, **weren't you?**	She wasn't born in the United States, **was she?**
You live in Dammam, **don't you?**	She doesn't speak English, **does she?**
You studied in Dhahran, **didn't you?**	She didn't work in a school, **did she?**
You've graduated, **haven't you?**	She hasn't lived in the United States, **has she?**
You're going to work in Riyadh, **aren't you?**	She isn't going to move here, **is she?**

Note:

To agree with negative tags, answer *yes*.

Q: You're from Riyadh, aren't you?
A: Yes, I am.

To agree with affirmative tags, answer *no*.

Q: You aren't from Riyadh, are you?
A: No, I'm not. I'm from Jeddah.

Negative Questions

We sometimes use negative questions to check information or to express surprise.

Isn't he tired of working there?
Aren't you coming with us?
Haven't you finished your homework yet?!
Don't you live near the beach?

Be Able To

Use *be able to* to express ability and to talk about things you can or can't do.

He **won't be able to** play basketball today because he hurt his hand.
I **wasn't able to** come to the park because I had a previous appointment.
Will you **be able to** go out with us tomorrow?

A. Check information. Complete the tag questions.

1. These toys are in good condition, (1) aren't they?
2. You've had garage sales before, (2) haven't you?
3. He didn't buy that fan, (3) did he?
4. They weren't able to sell the tools, (4) were they?
5. She found a set of nice crystal glasses, (5) didn't she?
6. That vacuum cleaner works OK, (6) doesn't it?
7. We have lots of bargains here today, (7) don't we?
8. This lawn mower is really high-tech, (8) isn't it?









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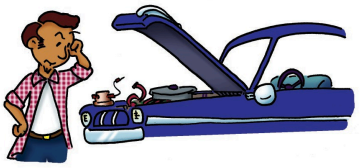
B. Write down some facts about your classmates that you think are correct. Then check the information with them.

Your classmate was born in Dammam.

A: You were born in Dammam, weren't you?
B: Yes, I was.

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

A: Was Ahmed able to fix the car?
B: No, he wasn't.





1. Hameed



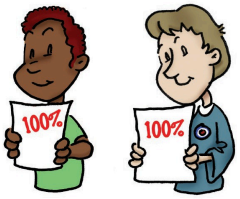
2. the players



3. Adnan



4. Majedah



5. the students



6. the football fans

D. Write negative questions for the following situations.

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

Aren't you going to buy one too?

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

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B) Write down some facts about your...: Your classmate plays football. A: You play football, don't you? B: Yes, I do.

C1) Hameed (horse jumping over a fence):...: A: Was Hameed able to jump over the fence? B: Yes, he was.

C4) Majedah (taking a hot cake out of the...: A: Was Majedah able to bake the cake? B: Yes, she was.

D1) You recognize an old friend at the...: Don't you remember me?

C2) The players (rain, tennis rackets...: A: Were the players able to play tennis? B: No, they weren't. It was raining.

C3) Adnan (driving a red sports car...: A: Was Adnan able to drive his new car? B: Yes, he was.

D3) You are playing a board game. You...: Don't you want to play the game with us?

D5) Classes start at eight o'clock. It's...: Aren't you going to school today?

D6) Someone you don't know left a message...: Didn't you call him back?

D2) Your friend is eating popcorn and is...: Aren't you going to offer me some popcorn?

D4) Someone came and joined your group,...: Aren't you going to greet me too?

C5) The students (holding test papers...: A: Were the students able to pass the test? B: Yes, they were.

C6) The football fans (SOLD OUT ticket...: A: Were the fans able to buy tickets? B: No, they weren't. The game was sold out.

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4 Language in Context

Prepare a quiz about historical facts, and play a game with a partner. Use tag questions when you are not sure of an answer.

A: Which volcano destroyed Pompeii?
B: Vesuvius destroyed Pompeii, didn't it?
A: Yes, it did. You're right.

A: Who invented the printing press?
B: Da Vinci was the inventor of the printing press, wasn't he?
A: No, he wasn't. It was Gutenberg.



▲ Pompeii, Italy



◂ Printing press

5 Listening

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

_____

_____

6 Pronunciation

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

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

That isn't your car, is it?

We haven't met before, have we?

We were here yesterday, weren't we?

7 About You

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



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4) Prepare a quiz about historical...: A: Who built the Great Pyramids? B: The Egyptians built them, didn't they? A: Yes, they did. You're right.

5) Listen to the conversation and...: One man thought he knew the other and greeted him warmly, but he had mistaken him for someone else; in fact they had never met before.

7-1) Have you ever mistaken a person for...: Yes, I have. I once greeted a man in the market thinking he was my uncle, but he was a stranger.

7-2) Have you read or heard about stories...: Yes, I have. I read a story about twin brothers whose teachers and friends always confused them.

7-3) Have you ever been to a garage sale...: Yes, I have. I went to a street sale last summer and bought some used books at a very good price.

7-4) Have you ever bought something that...: Yes, I have. It was a large bicycle. It was too heavy for me, so I never used it.

8 Conversation



Ted: You aren't from around here, are you?
Sean: No, I'm not. How did you guess?
Ted: Your accent.
Sean: Of course. No, I'm from Ireland, Dublin actually.
Ted: My name's Ted.
Sean: How do you do? I'm Sean. So, what do you know about Ireland?
Ted: Lots of Irish came over to the United States in the past, didn't they?
Sean: Yes, they did.
Ted: And you speak Gaelic.
Sean: Yes, some Irish people do. They like to hold on to the tradition.
Ted: Is that so? So, what are you doing in Chicago?
Sean: I'm an exchange student.
Ted: I'll be happy to show you around the campus.

Your Ending

What do you think Sean answers?

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

Real Talk

How do you do? = a way to respond to an introduction
Is that so? = a way to show surprise
I'll be happy to... = a way to offer to do something for someone
show someone around = act as a guide

About the Conversation

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

Your Turn

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

You aren't from around here, are you?
Expressions of surprise:
Is that so?, You don't say?, Really?, etc.

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Your Ending) What do you think Sean answers?: (2) Thanks. Are you able to meet me this afternoon? (4) Your idea: That's very kind of you. I'd love a tour of the campus.

1) Where is Sean from in Ireland?: He is from Dublin.

Your Turn) Start a conversation with a stranger.....: A: You aren't from around here, are you? B: No, I'm not. I'm from Jazan. A: Is that so? Welcome to Riyadh!

4) What does Ted offer to do?: He offers to show Sean around the campus.

3) What is Sean doing in Chicago?: He is an exchange student there.

2) What does Ted know about Ireland and...: He knows that lots of Irish came over to the United States in the past and that the Irish speak Gaelic.

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9 Reading

Before Reading

What do you know about twins? Have you ever met any?

Before Reading) Twins are two children born to the same mother at the same time, and they often look exactly alike. Yes, I have met twins in my class.

You Look Just Like Me!



"Hi, Eddy. We're going to be in math class together again this semester, aren't we?"
"Sorry. I'm not Eddy."

"Nice to see you again, Bobby."
"Sorry. I don't know you."
"You're Bobby, aren't you?"
"No, I am not. I'm Eddy."

This is the story of an amazing coincidence. Three brothers—triplets—met for the first time at the age of 19.

Bobby Shafran started a new semester at Sullivan Community College in New York. The previous semester Eddy Galland was a student there. The two teens looked exactly alike. Another student confused Bobby with Eddy, and then he realized that the boys were probably brothers. That student introduced Bobby to Eddy. The two boys found out that they were in fact twins, born at the same time. The boys were orphans and grew up in two different families. The families didn't know that their baby boys had brothers. But even more amazing was this. After the story was in the newspapers, another boy, named David Kellman, realized that he was their brother, too—also born at the same time. So, the twins became triplets!

There are many touching stories of orphans who meet for the first time as adults. Another well-known story of twins is that of Daphne Goodship and Barbara Herbert. They met for the first time at the age of 39. When they met, each was wearing a beige dress and a brown jacket. Blue was their favorite color. They both liked their coffee cold and black. Well, perhaps, that isn't very surprising, is it? But how about these similarities? They both fell down some stairs at the age of 15, and later they had problems with their ankles. They both used the same recipe book and sometimes cooked the same meal on the same day. And to scientists who studied them, they had similar personalities: they were talkative, and they laughed a lot. Because of this, they were called the "Giggle" twins.

Scientists like to study such cases of twins. They want to answer the classic question, "What's more important—heredity or environment?" Studies with twins like the Giggle twins seem to make a case for heredity, don't they? The twins grew up in different environments, but still the twins are very similar in many ways. But are all the similarities just coincidences? What do you think?

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After Reading



A. Answer the questions about the reading.

1. How did Bobby and Eddy first meet?
2. What happened when one brother read the newspaper?
3. How were the Giggle twins similar?
4. Why were they called the Giggle twins?

B. Match the following words in the reading with their definitions.

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

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

Discussion

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

10 Project

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



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A1) After Reading: How did Bobby and Eddy...: Another student at Sullivan Community College confused Bobby with Eddy, realized they were brothers, and introduced them.

A2) What happened when one brother read...: David Kellman read their story in the newspaper and realized he was their brother too, so the twins became triplets.

A3) How were the Giggle twins similar?: Both wore a beige dress and a brown jacket, liked blue, drank coffee cold and black, fell down stairs at 15, and laughed a lot.

A4) Why were they called the Giggle twins?: Because they had similar personalities: they were talkative and they laughed a lot.

B) Match the following words in the...: 1 coincidence-c, 2 confuse-b, 3 orphan-d, 4 heredity-e, 5 triplets-a, 6 touching-f

C) Role-play an interview with one set...: Interviewer: How did you feel when you met? Bobby: I was amazed. I never imagined I had two brothers who look exactly like me.

10) Project: Work in groups of four....: GARAGE SALE! Saturday, 9 a.m. to 2 p.m., 12 King Fahd Street. Books, toys, furniture and kitchen tools at low prices. Everything must go!

D2) What do you think is more important...: I think both matter, but heredity is stronger. My brother and I have the same quick temper although we study in different schools.

D1) Discussion: What do you think that...: They make a case for heredity: twins who grew up in different environments still had the same tastes, habits and personality.

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11 Writing

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

(2) One afternoon, I was walking around the campus looking for a place to eat lunch when suddenly I heard someone call my name. I turned around. "You're Sean, aren't you?" said a familiar voice.

(6) The three of us went for lunch that afternoon, and Mike and I did a lot of catching up. Since then, I hang out with him and Lee almost every day.

(1) I arrived here in Chicago two months ago as an exchange student. During my first week at the college, everything was still a bit confusing. I felt lonely most of the time. Sure, I had met a few students in my classes, but I hadn't made any friends yet.

(4) "Mike, what are you doing here in Chicago?"

(3) It took me a second to realize who it was. To my surprise, it was my cousin, Mike. I hadn't seen him in five years because his family had moved to the U.S. He was with Lee, a student in one of my classes.

(5) "Well, I live in Chicago and I'm studying economics here at the college. When Lee told me there was an Irish student in one of his classes, I had no idea it was you! What a small world!"



Writing Corner

1. Use simple past to talk about completed past events.
   Suddenly I **heard** someone call my name. I **turned** around.
2. Use the past progressive* (*was/were* + verb-*ing*) to talk about actions that were in progress when another past event happened.
   I **was walking** around the campus when suddenly I heard someone call my name.
3. Use the past perfect* (*had* + past participle**) to talk about an action that happened before another action in the past.
   I **hadn't seen** him in five years because his family **had moved** to the United States.

* You will practice the past progressive in Unit 9 and the past perfect in Unit 12.

** See a list of irregular verbs and past participles on page 162.

B. Look at the writing task in **C**. Before you write, take notes in the event chain diagram.

B1) I was in a cafe in Jeddah. → **B2) A man smiled at me.** → **B3) He said my family name.** → **B4) He was my cousin Faisal.** → **B5) We had tea and talked.**

C. Write about a strange coincidence or chance meeting. Here are some examples for ideas.

1. I have a big family, and I don't know them all. One day when I was in a café...
2. I was taking a summer English course in London. A student sat next to me in class, and we started a conversation. The student mentioned...

C) Write about a strange coincidence or...: Last year in a cafe in Jeddah a man smiled at me and said my family name. To my surprise, he was my cousin Faisal; we had tea and talked.

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12 Form, Meaning and Function

Suggestions

Use *should* and *shouldn't* to ask for and give suggestions.

A: What **should** we do tonight? **B:** I don't know, but we **shouldn't** stay home.
A: **Should** I buy this racing bike? **B:** No, you **should** buy the mountain bike.

Use *can* and *could* to give possible suggestions.

A: What should I cook for dinner? **B:** You **could** make spaghetti.
A: Let's go to the park this afternoon. **B:** That's a good idea. We **can** have a picnic.

Note: *Can* and *can't* are also used for ability or inability.

A: Can you go out tonight? **B:** Sorry, I **can't**. I have to study.

Use *Why don't...?* and *Let's* to give suggestions.

A: Why don't we order a pizza? **B:** No. **Let's** eat out instead.
A: Let's go to the park. **B:** OK. **Why don't** we take our bikes?

To accept suggestions, we say: *OK; That's a good idea; Sure; All right;* or *That sounds good.*
To politely refuse suggestions, we say: *Sorry, I can't; Let's... instead.*

A. Fill in each blank with a suitable word. Then practice the conversation with a partner.

Fahd: (1) (1) Let's go get some pizza and hang out by the beach.
Imad: Sorry, I (2) (2) can't. I have to clean my room and start packing for college.
Fahd: That's right. You're leaving next week, aren't you? (3) (3) Why don't you let me help you? Then we (4) (4) can go out later.
Imad: Thanks. That (5) (5) sounds good... What (6) (6) should I do with all my stuff? I (7) (7) can't take it with me because my room at the college is really small.



Fahd: Well, you (8) (8) could leave it here at your parents' house.
Imad: No, I (9) (9) can't. My parents want to give the room to my brother, so I have to move all my things out.
Fahd: Then, why (10) (10) don't you have a garage sale?
Imad: Hmm... That's a good (11) (11) idea. I (12) (12) could get rid of some old things that I don't use anymore.
Fahd: And you (13) (13) could make a bit of money, too!
Imad: True. I (14) (14) could use the money to buy books. What day (15) should I have it?
Fahd: (16) Why don't you have it on Saturday?
Imad: All right. (17) (17) Let's start by putting aside the things I don't want. Pass me that skateboard and those binoculars.
Fahd: No, you (18) shouldn't sell those! You (19) should keep them.
Imad: Do you want them? Why (20) (20) don't you come to my garage sale on Saturday?

B. Work in a group of four. Plan a school trip. Think about: where your class should go, when you should go, how you should get there, and what activities you should do. Use language for giving, accepting, and refusing suggestions.

A: Why don't we go to the museum?
B: Museums are boring. Let's go to the zoo instead.
C: Yes. The zoo sounds good.
D: I agree. I think we should visit the zoo.

B) Work in a group of four. Plan a...: A: Let's visit the museum on Thursday. B: Good idea. We could go by bus. C: Sorry, I can't. D: Why don't we go on Sunday instead?

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8 Drive Slowly!

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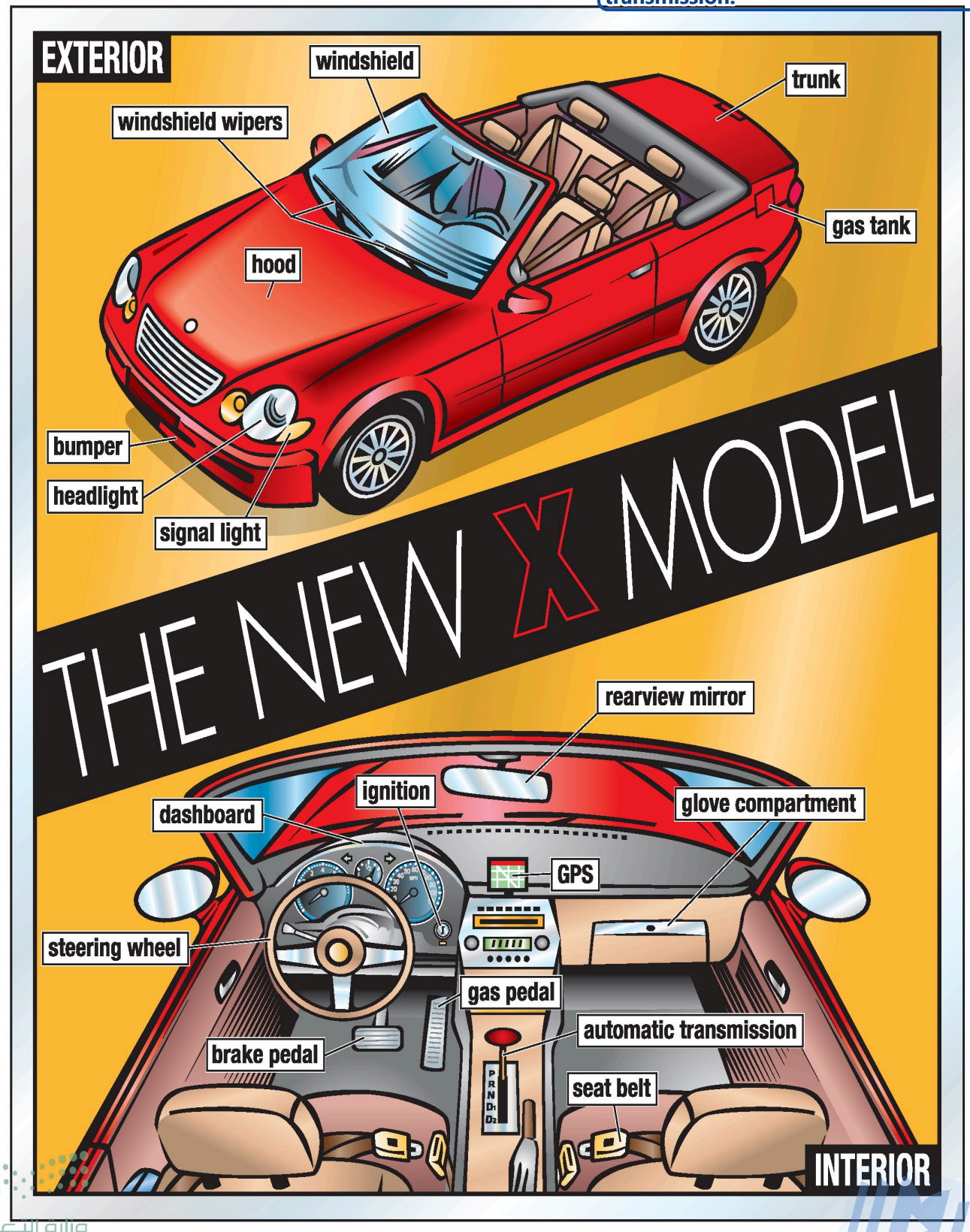
1 Listen and Discuss

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

1) Are you interested in cars? What do...:
Yes, I am interested in cars. People look for safety, comfort, a good price, low fuel use, and extras like a GPS and automatic transmission.



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International Traffic Signs

How many of these road signs do you know?





Quick Check

A. Vocabulary. Match the two words.

1. steering ___	a. shield
2. wind ___	b. belt
3. dash ___	c. sign
4. seat ___	d. mirror
5. rearview ___	e. wheel
6. road ___	f. board

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

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

2 Pair Work

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

What does that sign mean?
You must not pass.

B. Give advice about driving.

What's the first thing a driver should do?
Drivers should put on their seat belts.

What shouldn't a driver do?
Drivers shouldn't drive too quickly.

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A) Vocabulary. Match the two words. 1...: 1-e wheel, 2-a shield, 3-f board, 4-b belt, 5-d mirror, 6-c sign

B-2) What kind of transmission does it...: It has an automatic transmission.

2-A) Pair Work. Ask and answer about the...: A: What does that sign mean? B: You must not park here. A: What does that sign mean? B: You must stop.

B-3) Is it a four-door car?: No, it isn't. It is a two-door car (a convertible).

B-4) What does the instructor want people...: He wants people to always wear their seat belts, drive carefully without speeding, and obey the road signs.

B-1) Comprehension. Does the car have a...: Yes, it does. It has a GPS on the dashboard.

2-B) Pair Work. Give advice about driving.: A: What should a driver do at a red light? B: Drivers should stop. A: What shouldn't a driver do? B: They shouldn't speed.

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3 Grammar

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

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

You **must** stop at the traffic lights.
You **must not** park on the sidewalk.

You **should** drive under the speed limit.
You **shouldn't** eat when you're driving.

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

Adverbs of Manner

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

How did he drive? He drove **slowly**.
How did she walk? She walked **quickly**.

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

Note: Sometimes an adjective and an adverb have the same form:
He's a **fast** driver. He drives **fast**.
He's a **hard** worker. He works **hard**.

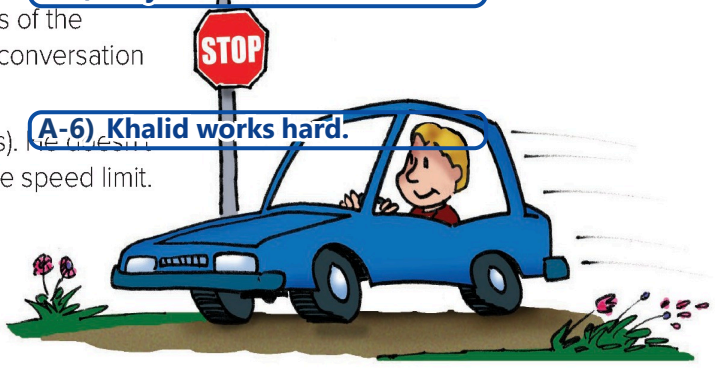
The adverb form of *good* is *well*.
He's a good player. He plays **well**.

A. Rewrite the sentences. Use adverbs of manner.

Adel is a careful driver. *Adel drives carefully.*

1. Badr is an aggressive driver. **A-1) Badr drives aggressively.**
2. Stunt pilots fly in a dangerous way. **A-2) Stunt pilots fly dangerously.**
3. Fadwa and Amal are enthusiastic readers. **A-3) Fadwa and Amal read enthusiastically.**
4. Saeed is a really good player. **A-4) Saeed plays really well.**
5. Sabah is a quiet talker. **A-5) Sabah talks quietly.**
6. Khalid is a hard worker. **A-6) Khalid works hard.**
7. Majid and Ali are fast runners. **A-7) Majid and Ali run fast.**

B. Complete the conversation. Use adverb forms of the adjectives in parentheses. Then practice the conversation with a partner.



A: Well, my son Brian drives **recklessly** (reckless). He doesn't stop at stop signs, and he's usually over the speed limit. He's always in a hurry.

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

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

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C. Complete the conversations using your own words.

1. **A:** I'm afraid I'm running out of gas.
   B: You should _____.

2. **A:** The sign says 80 kilometers per hour, and I'm doing 90.
   B: Then you must _____.

3. **A:** I'm lost. I don't know which way to go.
   B: I think we should _____.

4. **A:** I need to make a phone call. Can you please hold the steering wheel?
   B: You must not _____.

5. **A:** The car won't start. There's plenty of gas. I wonder what the problem is.
   B: You should _____.

D. Work with a partner. Discuss what you shouldn't/must not do in the situations shown by these signs.















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C-1) A: I'm afraid I'm running out of gas....: stop at the next gas station and fill up the tank.

C-2) A: The sign says 80 kilometers per...: slow down and keep to the speed limit.

C-3) A: I'm lost. I don't know which way...: stop and ask someone for directions.

C-4) A: I need to make a phone call. Can...: use your phone while you are driving.

C-5) A: The car won't start. There's...: check the battery and call a mechanic.

D-1) Sign 1: a bicycle crossed out. What...: You must not ride your bicycle here.

D-2) Sign 2: DO NOT LITTER - MAX FINE...: You must not litter. The maximum fine is 1000 dollars.

D-3) Sign 3: a swimmer crossed out.: You must not swim here.

D-4) Sign 4: a mobile phone crossed out.: You must not use your mobile phone while you are driving.

D-5) Sign 5: Do not feed the squirrels.: You must not feed the squirrels.

D-6) Sign 6: a tent and a campfire crossed...: You must not camp or light a fire here.

D-7) Sign 7: BUS LANE, BUSES ONLY...: You must not drive in the bus lane from 7 to 10 a.m. and from 2 to 7 p.m., Monday to Friday.

8 Drive Slowly!

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4 Language in Context

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

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

5 Listening

Listen. Brandon is having a driving lesson.
Mark the things he does right and wrong.

	Right	Wrong
1. start the car		
2. hold the steering wheel		
3. obey the speed limit		
4. park		



6 Pronunciation

Listen. Notice the vowel sound of /ə/ in ***should*** and ***must*** when they are pronounced quickly.
Then practice.

You **should** obey the driving laws.
You **shouldn't** pass on the right.

You **must** be 18 to get a license.
You **mustn't** go over the speed limit.

7 About You

1. What is the driving age in your country?
2. Is the driving age the same for motorcycles?
3. What is the speed limit in your town/city? Is it too high or too low?
4. Do you see a lot of aggressive drivers? What do they do?
5. What are the most common traffic problems in your town?
6. What is the major cause of car accidents in your country?
7. What do you think are the difficulties of driving in your country?
8. Do you think it is a good idea to have speed cameras on some roads?
9. Have you ever seen or been in a road accident? What happened?

A1) Aggressive Drivers: Drive dangerously...: ✓

A2) Aggressive Drivers: Go through stop...: ✓

A3) Aggressive Drivers: Are courteous to...: ✗

A4) Aggressive Drivers: Tailgate - drive...: ✓

A5) Aggressive Drivers: Blow their horns...: ✓

A6) Aggressive Drivers: Let others pass...: ✗

B7) What to Do - Other: Stay calm, slow down and keep a safe distance.

B1) What to Do: Get out of the way.: ✓

B2) What to Do: Challenge them to show...: ✗

B3) What to Do: Ignore them and their...: ✓

B4) What to Do: Avoid eye contact.: ✓

B5) What to Do: Blow your horn.: ✗

A7) Aggressive Drivers - Other: Change lanes suddenly without signaling.

B6) What to Do: Report them to the...: ✓

7-8) Do you think it is a good idea to...: Yes, I do. Speed cameras make drivers slow down and they reduce serious accidents.

7-5) What are the most common traffic...: Heavy traffic jams at rush hour, drivers who ignore red lights, and too few parking spaces.

7-9) Have you ever seen or been in a road...: Yes. I once saw two cars crash at a junction because a driver did not stop at the red light.

7-6) What is the major cause of car...: Speeding and using a mobile phone while driving are the major causes of car accidents.

7-3) What is the speed limit in your...: It is 60 to 80 kilometers per hour inside the city. I think it is reasonable, not too high.

7-7) What do you think are the...: Crowded roads, road works, aggressive drivers, and dust storms that reduce visibility.

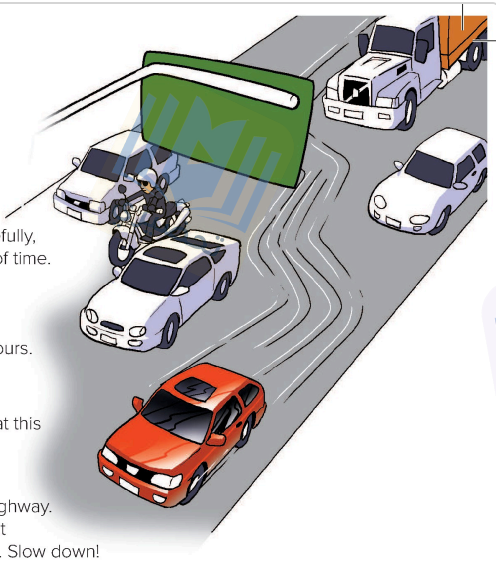
7-4) Do you see a lot of aggressive...: Yes, I do. They speed, tailgate, change lanes suddenly and blow their horns at other drivers.

5) Listening: Brandon is having a...: Answers come from the recording: tick Right or Wrong for 1 start the car, 2 hold the steering wheel, 3 obey the speed limit, 4 park.

7-1) About You: What is the driving age in...: In Saudi Arabia you must be 18 years old to get a driver's license.

7-2) Is the driving age the same for...: No, it isn't the same. A motorcycle needs a separate license, and its minimum age is lower.

8 Conversation



Father: George, I want you to drive slowly and carefully, and put on your seat belt. We have plenty of time.

George: What time is your flight, Dad?

Father: At 6:00 P.M.

George: That's in three hours! You have two extra hours. The trip to the airport is less than an hour.

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

George: Because it's quicker.

Father: You can't be serious! You should use the highway. It's faster because it's more direct. Turn right at the next traffic light. Hey, don't go so fast. Slow down!

George: Dad, the speed limit here is 70 kilometers per hour, and I'm doing 60.

Father: Be careful! You almost hit that car. You have to watch out for traffic.



Real Talk

You can't be serious! = used to express surprise or disbelief
Hey = used to attract someone's attention
I'm doing 60. = I'm driving 60 kilometers per hour.

Your Ending

What do you think George's response is?

1. OK, Dad. You know the first rule of safety: Don't talk to the driver.
2. OK, Dad. You drive.
3. Dad, why don't you get a cab?
4. Your idea: _____

About the Conversation

1. How does the father want George to drive?
2. What should George do before he starts the car?
3. What does the father say about the time to arrive at the airport?
4. What must George watch out for?

Your Turn

A. Role-play this situation with a partner:
You're going to the airport. You want to leave early.
Your brother is going to drive.

B. Role-play this situation with a partner:
You're going somewhere in a taxi. You aren't in a hurry. The driver is speeding and driving recklessly.

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Your Ending) What do you think George's response...: (1) OK, Dad. You know the first rule of safety: Don't talk to the driver.

Your Ending 4) Your idea (write your own ending): Sorry, Dad. I'll slow down and take the highway.

1) How does the father want George to...: He wants him to drive slowly and carefully.

B) Role-play: in a taxi; the driver is...: A: Excuse me, could you slow down please? We aren't in a hurry. B: Sorry, sir. I'll keep to the speed limit.

3) What does the father say about the...: He says you should always arrive at least two hours before departure.

2) What should George do before he...: He should put on his seat belt.

4) What must George watch out for?: He must watch out for traffic.

A) Role-play: going to the airport; you...: A: Let's leave now. We must arrive two hours early. B: Don't worry, I'll take the highway and drive carefully.

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9 Reading

Before Reading

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

1) In Saudi Arabia people drive on the right.

2) People usually walk on the left, facing the traffic.

Is Right, Right?



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

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

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

One idea is that in the 1700s, people in France and in the United States started to use wagons with several pairs of horses and to drive on the right side of the road. It was easier for the drivers to sit on the left and control the horses with a whip in the right hand, and it was safer if other vehicles passed on the left so the drivers could see the distance between vehicles. Some people say that in England, people always drove on the left, and in France, people always drove on the right.

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

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

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

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After Reading

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

1. ____ In England, people drive on the left.
2. ____ In Japan, people drive on the right and walk on the left.
3. ____ In France, people probably always drove on the right.
4. ____ Many countries use left or right because of England and France.
5. ____ Some countries changed to driving on the right.

B. Match. Find the meaning of the word in bold type from the reading.

1. ____ Historians **investigate** questions about past events. They read old records to find answers.
2. ____ There is some **confusion** over the history of the use of the right or the left. People aren't sure of what happened.
3. ____ At the end of the war, the large country **conquered** the small one.
4. ____ In some countries, the **custom** is to drive very fast on large roads.
5. ____ There was a **trend** toward energy-efficient cars at the start of the twenty-first century.

a. took control of (a country, city etc.) through the use of force
b. uncertainty about what happened
c. a direction of change, a tendency
d. something that is usually done
e. study and research

Discussion

1. What are some problems due to people driving on different sides of the road in different places?
2. Do you think that there should be one standard for the whole world?
3. What problems do you think Sweden had when it changed from left to right?

10 Project

Work with a partner. Research and prepare a list of driving tips and safety rules for new drivers. Make a poster to display in class.



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A1) In England, people drive on the left.: ✓ True

A2) In Japan, people drive on the right...: ✗ False — in Japan people drive on the left.

A3) In France, people probably always...: ✓ True — some people say that in France people always drove on the right.

A4) Many countries use left or right...: ✓ True — British colonies kept the left, and the countries France conquered took the right.

A5) Some countries changed to driving on...: ✓ True — Sweden changed its laws in 1967.

B) Match. Find the meaning of the word...: 1-e, 2-b, 3-a, 4-d, 5-c

1) What are some problems due to people...: Drivers who travel to another country get confused, so accidents happen, and cars have to be built for both sides.

10) Work with a partner. Research and...: Poster tips: always wear your seat belt, keep to the speed limit, never use your phone, don't tailgate, check your mirrors.

3) What problems do you think Sweden had...: It had to change all the signs, traffic lights and buses, and drivers were confused at first, so accidents were likely.

2) Do you think that there should be one...: Yes. One standard would make driving abroad safer and cars cheaper to build, but the change would cost a lot of money.

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11 Writing

A. What is the legal driving age in your country? In other countries? Read about getting a driver's license in Canada. In groups, discuss whether you think this is a good system.

In most provinces of Canada, the legal age to start driving an automobile is 16. However, new drivers must successfully complete several stages before they get a full license.

L New drivers must first pass a written exam to ensure that they understand the rules of the road. Then they are issued a Learner's License. They are able to drive only under the supervision of an adult for one year, and they must place an **L** sign on the back of the car.

N When young drivers are ready, they must pass a road test with an examiner. Then they are issued a Novice License. They are able to drive on their own or with one passenger in the car, and they must display an **N** sign on the back of the car. After two years of safe driving as a novice, they must pass another road test to get a full license.

B. Complete the sentences with words from the box. Find the meaning of any new words.

reflexes immature responsible accident distracted impulses rage attention

1. Due to the fact that many adolescents are unable to control their emotions and _____, they are prone to road _____.
2. Teenagers are easily _____ by their cell phone or by other people in the car. As a result, they don't pay careful _____ to the road.
3. Teenagers are still mentally young and _____. For this reason, they are not _____ drivers.
4. Since adolescents don't have much experience behind the wheel, they don't have the _____ to react quickly. Consequently, they are more likely to cause an _____ than an experienced driver.



Writing Corner

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

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

Reasons	Results

D. Write an essay to argue why the driving age in some countries should be raised to 18 or older. Use your notes from the chart and ideas from this unit.

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A) What is the legal driving age in your...: In Saudi Arabia it is 18; in most of Canada 16. Canada's staged system is good — new drivers gain experience safely.

B1) unable to control their emotions and...: impulses ; rage

B2) Teenagers are easily ___ by their...: distracted ; attention

B3) still mentally young and ___ ... they...: immature ; responsible

B4) they don't have the ___ to react...: reflexes ; accident

C1) Complete the chart with notes — row 1: Reason: they cannot control their emotions and impulses. Result: they are prone to road rage.

C2) Complete the chart with notes — row 2: Reason: they are easily distracted by cell phones. Result: they don't pay attention to the road.

C3) Complete the chart with notes — row 3: Reason: they are still mentally young and immature. Result: they are not responsible drivers.

C4) Complete the chart with notes — row 4: Reason: they have little experience behind the wheel. Result: slow reflexes, so more accidents.

D) Essay: why the driving age should be...: The driving age should be 18 because teenagers are immature and easily distracted; consequently they cause more accidents.

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12 Form, Meaning and Function

Requests

Use *can, could, will*, or *would* for requests.

Request	Agreeing	Refusing
Can/Could you help me?	Sure. No problem.	Sorry, I can't.
Will/Would you help me?	Of course.	Not now. I'm busy.

Commands

Use the imperative for commands.

Turn right at the intersection. **Don't park** the car there.



Reporting Requests and Commands

ask/tell + object/pronoun + infinitive

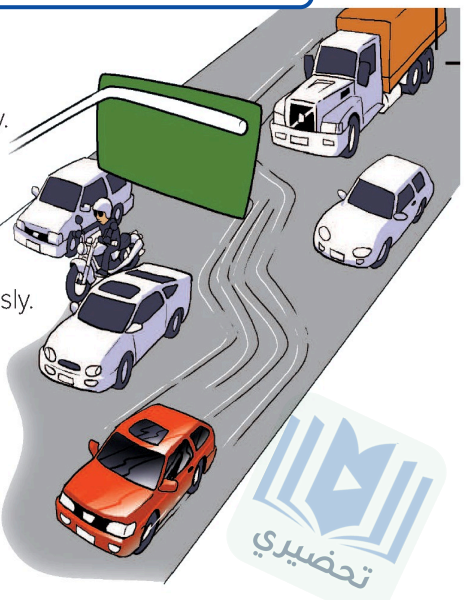
"Can you help me?" my mother asked me. My mother **asked me to help** her.
"Turn right," said Omar to his brother. Omar **told his brother to turn** right.
"Don't be late," said their parents. Their parents **told them not to be** late.

A. Report the requests and commands.

1. "Put on your seat belts," the father said to his children.
   A1) The father told his children to put on their seat belts.
2. "Would you drive us to the airport?" Abdullah's cousins asked him.
   A2) Abdullah's cousins asked him to drive them to the airport.
3. "Please don't drive so fast," the woman said to her husband.
   A3) The woman told her husband not to drive so fast.
4. "Don't ride your motorcycle in the rain," said the mother to her son.
   A4) The mother told her son not to ride his motorcycle in the rain.
5. "Could you please fill up the gas tank?" the man asked the gas station attendant.
   A5) The man asked the gas station attendant to fill up the gas tank.
6. "Can you check the brakes?" Ahmed asked the mechanic. "They don't work well."
   A6) Ahmed asked the mechanic to check the brakes.

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

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



1. B1) "Turn onto the highway carefully."
2. B2) "Could you drive faster?"
3. B3) "Don't tailgate."
4. B4) "Watch out for the motorcycle!"
5. B5) "Could you pull over and stop the car?"

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1) Compare the people and the situations...: In my town people are always in a hurry too, and guides help tourists; but we use taxis, not pedal cabs, and nobody hands out flyers.

2) Match the pictures to the...: Top left: d; top right: e; bottom left: a; bottom right: b

9 All Kinds of People

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1 Listen and Discuss

Look at the pictures.

1. Compare the people and the situations in the pictures to the ones in your town.
2. Match the pictures to the descriptions below. Write the letters in the circles.









Impressions of a City

a. The people who live in the city are always in a hurry.
b. A man who was dressed in black was handing out flyers.
c. The watches that the man was selling were fakes.
d. The pedal cab that was at the side of the road is a typical attraction in the town.
e. The man who was giving directions to the tourists is a guide.
f. The thief was trying to steal the boy's backpack when the police officer saw him.
g. A man was talking on his cell phone while he was waiting for the bus.
h. The man who was hailing a taxi had to get to a business meeting.

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Quick Check

A. Vocabulary. Look at the picture for 10 seconds. Then close your book. Write down a list of things you saw in the street. Compare with a partner.

B. Comprehension. Match the two parts of the sentences.

1. The people who live in the city ___
2. The man was talking on the phone ___
3. The officer who was on duty ___
4. The man who was hailing the taxi ___
5. The man was giving directions ___

a. saw the thief stealing the backpack.
b. was in a hurry.
c. to some tourists who were lost.
d. seem to have little time.
e. while he was waiting for the bus.

2 Pair Work

Ask and **answer** about the pictures.

- What was the man doing while he was waiting for the bus?
- He was talking on his cell phone.
- Who is that man?
- He's the one who was handing out flyers.

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A) Vocabulary. Write down a list of...: Sample: taxis, buses, cars, tall buildings, shops, a bank, trees, streetlights, a bus stop, a police officer, tourists, a mosque.

2) Pair Work. Ask and answer about the...: A: What was the officer doing? B: He was on duty, and he saw the thief who was stealing the backpack.

B) Comprehension. Match the two parts of...: 1-d, 2-e, 3-a, 4-b, 5-c

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3 Grammar

Relative Pronouns: *Who, That, Which*

Relative clauses add information about a noun in the main clause.
Use the relative pronoun *who* or *that* for people.
Use the relative pronoun *that* or *which* for things and animals.

The man was talking to the tourists. He was friendly.
The man **who/that** was talking to the tourists was friendly. (relative clause)

The horse pulled the carriage. It was black.
The horse **that/which** pulled the carriage was black. (relative clause)

Past Progressive with *When* and *While*

Use the past progressive:

- To talk about events that were happening when another event happened.
  I **was looking** in the store window **when** the thief **grabbed** my bag.
- To talk about actions that were happening at the same time.
  He **was driving while** he **was talking** on his cell phone.

A. Complete the definitions by matching the two parts.

1. An athletic person is someone who _____	**a.** makes you laugh.
2. A talkative person is someone who _____	**b.** is intelligent.
3. An efficient person is someone who _____	**c.** dresses well.
4. A rude person is someone who _____	**d.** speaks a lot.
5. A clever person is someone who _____	**e.** likes to be with others.
6. A fashionable person is someone who _____	**f.** does things well and quickly.
7. A funny person is someone who _____	**g.** isn't polite.
8. A friendly person is someone who _____	**h.** enjoys sports.

A) 1-h, 2-d, 3-f, 4-g, 5-b, 6-c, 7-a, 8-e

B. Complete the sentences.

1. We were waiting for the bus when **B1) it started to rain**.
2. I was crossing the street when **B2) I saw my old friend Salem**.
3. They were sitting in the café when **B3) the waiter brought their order**.
4. Adnan was buying ice cream when **B4) he met his English teacher**.
5. You were sleeping when **B5) I called you on the phone**.

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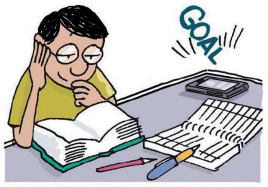
C. Work with a partner. Make sentences to describe the actions in the pictures.

It was raining while Yahya was washing the car.



Yahya



1. Faisal



2. Mr. Lewis



3. the people



4. Fatima



5. the couple



6. Hameed

D. Complete the sentences with ***who*** or ***that***.

1. The neighbor _____ lives downstairs is very quiet.
2. The flowers _____ grow in the city garden are very colorful.
3. I'd like to introduce you to the person _____ organized the conference.
4. That isn't the camera _____ is on sale.
5. The actor _____ was playing the lead role was very funny.
6. Isn't that the book _____ you were reading last week?
7. The clothes designer _____ made this dress was very creative.
8. Mom, may I eat the mango _____ is in the refrigerator?

E. Complete the sentences with your ideas.

1. I like cars that are _____.
2. I like people who are _____.
3. I like books that have _____.
4. I like clothes which are _____.
5. I like weather that is _____.
6. I like games that are _____.
7. I like stores that offer _____.
8. I like foods that are _____.
9. I like friends who _____.
10. I like teachers who _____.

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C1) Make a sentence about picture 1:...: Faisal was studying while the football game was playing on TV.

C2) Make a sentence about picture 2: Mr....: Mr. Lewis was reading the newspaper while he was drinking his coffee.

C3) Make a sentence about picture 3: the...: The people were talking while they were waiting for the bus.

C4) Make a sentence about picture 4:...: Fatima was talking on her cell phone while she was shopping.

C5) Make a sentence about picture 5: the...: The couple were cooking dinner while they were watching the news on TV.

C6) Make a sentence about picture 6:...: Hameed was looking out of the window while he was riding the bus.

D1) The neighbor ___ lives downstairs is...: who

D2) The flowers ___ grow in the city...: that

D3) I'd like to introduce you to the...: who

D4) That isn't the camera ___ is on sale.: that

D5) The actor ___ was playing the lead...: who

D6) Isn't that the book ___ you were...: that

D7) The clothes designer ___ made this...: who

D8) Mom, may I eat the mango ___ is in...: that

E1) I like cars that are ___.: fast, safe and comfortable

E2) I like people who are ___.: honest, friendly and helpful

E3) I like books that have ___.: exciting stories and beautiful pictures

E4) I like clothes which are ___.: simple, clean and comfortable

E5) I like weather that is ___.: warm and sunny with a light breeze

E6) I like games that are ___.: fun, exciting and challenging

E7) I like stores that offer ___.: good prices and excellent service

E8) I like foods that are ___.: healthy, fresh and delicious

E9) I like friends who ___.: are loyal and always help me

E10) I like teachers who ___.: explain the lessons clearly and are patient with us

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4 Language in Context

Work with a partner. Give a definition of an adjective from the words in the box to describe a person. Your partner guesses the adjective. You can use a dictionary for help.

A: Someone who makes you laugh is...?
B: Funny.

absentminded / athletic / clever / friendly / funny / generous / hardworking / honest / kind / lazy / optimistic / patient / persuasive / pessimistic / polite / quiet / reliable / rude / selfish / serious / talkative

5 Listening

Listen. Look at the picture of a gallery opening. Who said what? Write the numbers in the boxes.



- ☐ The man who is taking a snack
- ☐ The waiter who is carrying the tray
- ☐ The artist who is talking about his painting
- ☐ The man who spilled his coffee
- ☐ The person who is taking the photo
- ☐ The man who is leaving the gallery
- ☐ The man who is talking to a reporter
- ☐ The man who is complimenting the artist

6 Pronunciation

Listen. Notice the stress in the adjectives. Then practice.

talkative	ath**let**ic	ef**fi**cient	pessi**mis**tic
generous	per**sua**sive	re**li**able	absent**mind**ed

7 About You

1. Have you ever bought anything on the street? What?
2. Have you ever talked to a reporter? Where? When?
3. Have you ever ridden in a pedal cab? When? Where?
4. Have you ever been to an art gallery? Describe the art you saw there.
5. Describe yourself. What kind of person are you? Use the adjectives in the box in **Language in Context** above to help you.

4) Language in Context. Define an...: A: Someone who works very hard is...? B: Hardworking. A: Someone who never tells a lie is...? B: Honest.

5) Listening. Look at the gallery...: Listening task: write 1-8 in the boxes, giving each person the number of the speaker you hear on the recording.

6) Pronunciation. Notice the stress in...: TALK-a-tive, GEN-er-ous, ath-LET-ic, per-SUA-sive, ef-FI-cient, re-LI-a-ble, pes-si-MIS-tic, ab-sent-MIND-ed.

7.1) About You: Have you ever bought...: Yes, I have. I once bought a bottle of water and a box of dates from a seller in the street.

7.2) About You: Have you ever talked to a...: Yes, I have. A reporter talked to me at my school last year during the science fair.

7.3) About You: Have you ever ridden in a...: No, I haven't. There are no pedal cabs in my city, but I would like to ride one someday.

7.4) About You: Have you ever been to an...: Yes, I have. I visited a gallery in Riyadh and saw beautiful paintings of the desert and old houses.

7.5) About You: Describe yourself. What...: I am a friendly and hardworking person. I am usually patient and polite, but I am a little talkative.

8 Conversation



Lars: I realize it's part of your job, but it's a real treat for me to be invited to these charity events. Do you know many of the celebrities here?
Ken: Of course. Quite a few. The tall man who was standing at the door when we came in is Colin Parker.
Lars: Isn't he the one who started his own airline?
Ken: That's right. And that's Tony Kramer, the editor of *Success*. I worked with him on the magazine while I was in London.
Lars: Is that a reporter with him?
Ken: No, no. That's Patrick Logan, the football player.
Lars: Really? I mean, he looks different in a suit. I didn't recognize him. And who's that guy over there? The one with the turtleneck sweater.
Ken: That's B.W. Actually...



Your Ending

What do you think Ken answers?
1. We went to college together.
2. He was my boss.
3. I interviewed him once.
4. Your idea: _____

Real Talk

a real treat = something very pleasant and enjoyable
Of course. = to answer yes in a strong way
I mean = a phrase to introduce an explanation of what one has said

About the Conversation

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

1. Colin Parker is the man who has his own airline company.
2. Tony was the director of a British TV station.
3. Ken worked with Tony while he was in London.
4. Tony is talking to a reporter.
5. B.W. is the man who is wearing a turtleneck sweater.

Your Turn

Imagine you were a guest at this charity event. You are looking at the pictures while a friend is asking you all about the different people.

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Your Ending) What do you think Ken answers? 1 We...: (3) I interviewed him once. (Any of the four endings is acceptable.)

Your Ending 4) Your idea: _____ (your own ending...: I met him when I was working in London.

1) True or false: Colin Parker is the...: ✓ True

Your Turn) Imagine you were a guest at this...: A: Who is the man who is wearing the turtleneck sweater? B: That's B.W. I interviewed him once for a magazine.

3) True or false: Ken worked with Tony...: ✓ True

4) True or false: Tony is talking to a...: ✗ False — the man with him is Patrick Logan, the football player.

2) True or false: Tony was the director...: ✗ False — Tony Kramer was the editor of the magazine Success.

5) True or false: B.W. is the man who is...: ✓ True

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9 Reading

Before Reading

1. Do you know about people who work for charity?
2. Have you ever worked for charity? What was your experience like?

1) Yes. Muhammad Yunus and Mohammed Abdul Latif Jameel are well known for their charity work against poverty.

2) Yes, I have. I helped pack and hand out food baskets to needy families, and it was a very rewarding experience.

Simple Ideas, BIG Results

Muhammad Yunus, Nobel Peace Prize Winner



Muhammad Yunus, often called "the world's banker to the poor," received the Nobel Peace Prize in 2006 for his pioneering work against poverty. Yunus said he would use the $1.35 million prize money to "find more innovative ways" to help the poor.

Yunus founded the Grameen Bank in 1976 with just $27 from his own pocket. The idea came to him while he was teaching economics at Chittagong University in southern Bangladesh, which is one of the poorest nations in the world. He and his students started an experimental project: They lent poor people small amounts of money. The people used the money for their own small businesses; for example, to buy straw to make stools. Until then, the local people relied on local moneylenders who were not always fair.

Since then, the Grameen Bank model has been duplicated in more than 100 countries. Today, the bank has over 9 million borrowers and over 2,500 branches in over 81,000 villages in Bangladesh. The bank also started a program to give poor people a loan of about $9 to purchase small items such as bread, candy, pickles, and toys. Receivers of the loans then resell the goods to supplement their income. The bank reports that it has lent $24 billion over the past 38 years and claims a high repayment rate— 99.6 percent. Nowadays Grameen Banks are also in developed countries. One hundred people in Queens, New York, were among the first borrowers of Grameen America. The total number of borrowers worldwide is 100 million.*

Mohammed Abdul Latif Jameel, Businessman and Philanthropist



Mohammed Abdul Latif Jameel has received many awards for his humanitarian work to solve the crisis of poverty around the world. In 2012, he was named "Saudi Volunteer of the Year" for establishing job creation programs in Saudi Arabia and the Middle East. Unemployment is the main cause of poverty, and Jameel realizes that governments need the support of businesses to solve the problem. Jameel says, "My father taught me an important lesson in running a business: never to forget that life is not just about you—it is about what you can do for others."

Jameel studied at MIT where he joined the Poverty Action Lab. In 2005, he made a huge donation to the organization, and it was renamed J-PAL in honor of his father, Abdul Latif Jameel. J-PAL is a group of expert researchers whose mission is to reduce poverty in the world by finding scientifically-based solutions. In Saudi Arabia, he established the Abdul Latif Jameel Community Initiatives program (ALJCI). One project of ALJCI is Bab Rizq Jameel (BRJ), which focuses on creating job opportunities. Between 2003 and 2012, BRJ created more than 230,000 jobs in the Kingdom and over 300,000 in the Middle East. ALJCI also supports projects in business financing, education and training, health, and art and culture.**

* *Adapted from: Wikipedia contributors. "Muhammad Yunus" (3 April 2023) and "Grameen Bank" (27 March 2023). In Wikipedia, The Free Encyclopedia.*

** *Adapted from: Wikipedia contributors. "Abdul Latif Jameel" (19 March 2023) and "Abdul Latif Jameel Poverty Action Lab" (18 January 2023). In Wikipedia, The Free Encyclopedia.*

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After Reading

A. Choose the correct meaning according to the text.

1. poverty (line 2)	**a.** pollution	**b.** being poor	**c.** disease
2. to rely on (line 9)	**a.** to accept	**b.** to trust	**c.** to depend on
3. loan (line 13)	**a.** money you borrow	**b.** money you earn	**c.** money lost
4. to establish (line 20)	**a.** to create	**b.** to buy	**c.** to give money to
5. unemployment (line 21)	**a.** lack of money	**b.** lack of education	**c.** lack of jobs
6. to reduce (line 27)	**a.** to make more	**b.** to stop	**c.** to make less

B. Answer the questions about the reading.

1. Why did Yunus receive the Nobel Peace Prize?
2. What work was he doing when he thought of the idea?
3. How did his system work?
4. How long has he had the Grameen Bank?
5. Why was Jameel named "Saudi Volunteer of the Year"?
6. What did Jameel learn from his father?
7. What is the purpose of J-PAL?
8. What kind of projects does ALJCI support?



C. Complete the chart.

How are Muhammad Yunus and Mohammed Abdul Latif Jameel alike?

Discussion

In your opinion, who do you think offers more to society—Muhammad Yunus, who helps people to start their own businesses and earn a living, or Mohammed Abdul Latif Jameel, who helps create job opportunities?

10 Project

Research someone "who has made a difference" in your country or to the world. Present your findings to the class.

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A1) poverty (line 2): a. pollution b.…: (b) being poor

A2) to rely on (line 9): a. to accept b.…: (c) to depend on

A3) loan (line 13): a. money you borrow…: (a) money you borrow

A4) to establish (line 20): a. to create…: (a) to create

A5) unemployment (line 21): a. lack of…: (c) lack of jobs

A6) to reduce (line 27): a. to make more…: (c) to make less

B1) Why did Yunus receive the Nobel Peace…: He received it in 2006 for his pioneering work against poverty.

B2) What work was he doing when he…: He was teaching economics at Chittagong University in southern Bangladesh.

B3) How did his system work?: He and his students lent poor people small amounts of money, which they used for their own small businesses.

B4) How long has he had the Grameen Bank?: Since 1976 — he founded it that year with just 27 dollars from his own pocket.

B5) Why was Jameel named "Saudi Volunteer…: Because in 2012 he established job creation programs in Saudi Arabia and the Middle East.

B6) What did Jameel learn from his father?: An important lesson in running a business: never forget that life is not just about you, it is about what you can do for others.

B7) What is the purpose of J-PAL?: To reduce poverty in the world by finding scientifically-based solutions.

B8) What kind of projects does ALJCI…: Job creation, business financing, education and training, health, and art and culture.

C1) How are Muhammad Yunus and Mohammed…: Both work to fight poverty and to help poor people around the world.

C2) How are Muhammad Yunus and Mohammed…: Both help the poor earn a living: Yunus with small loans, Jameel with job opportunities.

C3) How are Muhammad Yunus and Mohammed…: Both established organizations to help the poor: the Grameen Bank, and J-PAL and ALJCI.

C4) How are Muhammad Yunus and Mohammed…: Both have won awards for their humanitarian work: the Nobel Peace Prize and Saudi Volunteer of the Year.

Discussion) In your opinion, who offers more to…: Both help greatly, but I think Yunus offers more: his small loans let millions of poor people start businesses and become independent.

Project) Research someone "who has made a…: Sample: Dr. Abdullah Al-Rabeeah, a Saudi surgeon famous for separating conjoined twins and head of KSrelief, which sends aid worldwide.

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11 Writing



رؤية VISION 2030
المملكة العربية السعودية
KINGDOM OF SAUDI ARABIA

The Kingdom of Saudi Arabia is blessed with a wealth of natural resources and opportunities. The nation's real wealth, however, is the Saudi society, whose members will continue to enjoy a healthy, happy, and secure life in an attractive and safe environment. The Saudi society is defined by its Islamic values and its family orientation. Families will receive the necessary support to raise their children and develop their abilities and character. Culture and entertainment projects will be launched to create libraries, galleries, and museums and provide different types of events and activities.

The Kingdom's fast growing economy will offer equal opportunities for all citizens through a high quality educational system that meets the needs of the job market. The business environment will be renewed in order to attract entrepreneurs, as well as large or small businesses. Improved facilities and services will attract international trade and make Saudi Arabia the transportation center for Europe, Africa, and Asia. Telecommunications and information technology, including high-speed broadband, will be developed in and around cities and urban areas.

Government services will be effective and transparent to facilitate the growth and development of private and non-profit sectors. Many government services and assets will be privatized and monitored by the state, to ensure a better profit and a successful performance.*

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

A. Read the text about Saudi Arabia's 2030 Vision.

1. Underline and make notes about key changes and events in the chart.

Families	Culture & Entertainment	Economy	Government
A1-Families) Support to raise children; develop their abilities and character.	A1-Culture) New libraries, galleries, museums; more events and activities.	Fast growth; equal opportunities; education for jobs; trade; broadband.	A1-Government) Effective, transparent services; services and assets privatized.

2. Which verb forms are more frequent in the text? Why?

A2) The future with will (often passive: will be launched), because the text is about future plans.

B. With a partner, choose a topic and write about your vision of:

- schools in the future
- my city / town / village in the future

Use your imagination. Draw one or more pictures, if you wish.

B) Sample: My school will be smart — screens instead of books, robots helping teachers, solar power, and lessons from home.

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12 Form, Meaning and Function

Can/May/Could

We use the modal verbs *can, may*, and *could* to ask for permission.

Ask for Permission	Agree	Refuse
Can I ask you a question?	Yes, of course.	I'm sorry, but...
May I speak to the manager?	Certainly./Sure.	That's not possible...
Could I make a reservation?	All right.	I'm afraid...

FYI* *May / Could* are more formal

We use *would like (to)...* for polite requests: I **would like to** book a room.



Complete the telephone conversations. Then practice them with a partner.

A. Asking for information

A: Good morning. Greenwich Bank.
B: Hello. (1) (A1) May I please speak to the manager?
A: (2) (A2) I'm sorry, the manager is busy at the moment. (3) (A3) Can I help you with something?
B: No, thank you.
A: Well, if you (4) (A4) would like to leave your name and phone number, I will ask him to call you.
B: Sure. My name is (Khalid Al-Harbi). He can reach me at (A-phone) 0551234567.

B. Making a reservation



A: Wyatt Hotel. Good afternoon.
B: Hello. I (1) (B1) would like to book a room for May 14th and 15th.
A: (2) (B2) Certainly. And how many guests will that be for?
B: Just one. (3) (B3) Could I also have breakfast, please?
A: Sure. The price is (120 dollars) per night. (4) (B4) May I have your name and credit card number, please?
B: My name is (Khalid Al-Harbi). My visa card is (students' own card number).

C. Ordering a taxi



A: Speedy Cabs. How (1) (C1) can we help you?
B: Hello. I (2) (C2) would like a taxi to the airport, please.
A: (3) (C3) Could you give me your address?
B: Yes, it's (25 King Fahd Road, Riyadh).
A: All right. A driver will be there in ten minutes.
B: That's great. (4) (C4) Thank you.

D. Making an appointment

A: Pinewood Medical Clinic. Lisa speaking.
B: Hello. My name is (Khalid Al-Harbi). I'm Dr. Green's patient. (1) (D1) May I make an appointment to see the doctor on Tuesday morning?
A: (2) (D2) I'm afraid that we don't have any available appointments on Tuesday.
B: How about Wednesday morning?
A: Let me see. (3) (Would you like) to come at nine o'clock?
B: Yes. That (4) (D4) would be fine. Thank you.

*FYI: For Your Information

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EXPANSION Units 7–9

1 Language Review

A. Complete each sentence with a tag question.

1. Mr. Morris is a driving instructor, (A1) isn't he?
2. Fadwa was on the phone at the time of the earthquake, (A2) wasn't she?
3. Mahmoud didn't have a driver's license, (A3) did he?
4. The tourists in the pedal cab were excited, (A4) weren't they?
5. Your new bike is going to arrive next week, (A5) isn't it?
6. Mr. Yunus won the Nobel Peace Prize in 2006, (A6) didn't he?
7. Michael Phelps won eight gold medals at the Beijing Olympics, (A7) didn't he?
8. You've lived in this neighborhood for a long time, (A8) haven't you?
9. The football teams didn't play in this rain, (A9) did they?

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

1. You (B1) shouldn't drive so slowly on the highway. You'll get a fine.
2. People (B2) shouldn't throw litter in the streets. It makes the town look ugly.
3. He (B3) must throw out the sandwich. Eating isn't allowed in here.
4. You (B4) must not honk your horn. It's a hospital area.
5. He (B5) must put his cell phone away while he's driving. It's the law.
6. You (B6) must not speed, or else I'm getting out of your car.

C. Complete the sentences using an adverb.

1. Khalid isn't careful when he drives. He doesn't drive (C1) carefully.
2. Mariam is a really good writer. She writes very (C2) well.
3. Fahad takes his time when he eats. He eats (C3) slowly.
4. My father works 14 hours a day. He really works (C4) hard.
5. There wasn't much traffic on the road. They got home (C5) quickly.
6. Ahmed likes extreme sports. He enjoys living (C6) dangerously.

D. Complete the sentences with the past progressive or the simple past tense.

The other day I (D1) was (**1.** be) on my way to school on my scooter. As I (D2) was driving (**2.** drive) along, I noticed that the car in front of me (D3) was moving (**3.** go) slowly, and it (D4) was moving (**4.** move) from side to side. I realized that the driver (D5) was talking (**5.** talk) on his cell phone. He (D6) was having (**6.** have) an argument. He (D7) was making (**7.** make) gestures with his hand while he (D8) was driving (**8.** drive), and I could see it coming! Suddenly he lost control of the car and (D9) crashed (**9.** crash) into a tree on the side of the road. I stopped and (D10) rushed (**10.** rush) to help him. Fortunately, he wasn't hurt, because he (D11) was wearing (**11.** wear) his seat belt.



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E. Complete the questionnaire about yourself. Fill in the top. Check the items that are true for you on the bottom.





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Name _____

Address _____

Occupation of interest _____ Male ____ Female ____ Age____

....YOUR PERSONALITY....		....YOUR INTERESTS....	
talkative	☐	sports	☐
shy	☐	technology	☐
outgoing	☐	environment	☐
creative	☐	economics	☐
calm	☐	languages	☐
nervous	☐	geography	☐
ambitious	☐	science/math	☐
persuasive	☐	reading/literature	☐
hardworking	☐	history/archaeology	☐
reliable	☐	art/design	☐
efficient	☐	psychology	☐
Other: _____		Other: _____	

E) Name: Khalid Al-Harbi; Occupation of interest: engineer; Male ✓; Age 15. Personality ✓: ambitious, hardworking, reliable. Interests ✓: technology, science/math.

F. Work with a partner. Make guesses about his/her personality and interests, and ask for confirmation. Use the list in the questionnaire in exercise **E**.

A: You're ambitious, aren't you?
B: Yes, I am. / No, I'm not.

A: You like sports, don't you?
B: Yes, I do. / No, I don't.

F) A: You're creative, aren't you? B: Yes, I am. A: You like technology, don't you? B: No, I don't. I like science and math.

G. Write six sentences about the things you like and dislike about people.

I like people who have a good sense of humor.

G1) I like people who are ambitious and hardworking.
G2) I like people who are calm and patient.
G3) I like people who are creative and outgoing.

I don't like people who aren't reliable.

G4) I don't like people who are always late.
G5) I don't like people who aren't efficient.
G6) I don't like people who are too talkative.

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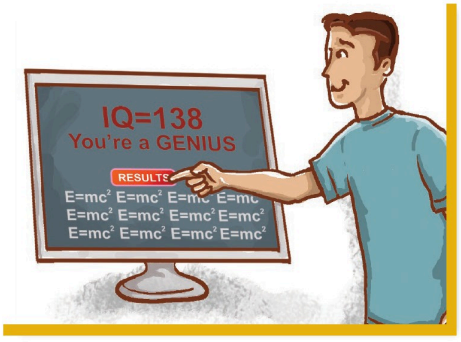
2 Reading

Before Reading

What do you know about aptitude tests and IQ tests? Have you ever taken one?

Aptitude and IQ: What's the Difference?



Aptitude Tests

Nowadays, millions of people—young and old—use aptitude tests to help them decide on a career path or a career change. Many employers also find them useful in their selection of new employees. Aptitude tests can be particularly beneficial for high school students who are uncertain about what career path they should follow.

Very few adolescents have a clear idea of what they want to do when they grow up. They often don't know where to begin searching for a job, let alone realize the vast number of career options that are available. Career aptitude tests can help steer students in the right direction by assessing their natural abilities.

What is aptitude? First, aptitude should not be confused with academic knowledge, skills, personal interests, or intelligence. Aptitudes are natural talents—special abilities for learning to do certain tasks quickly and easily. Skills and knowledge are learned, but aptitude is something you are born with. For example, an accountant who has learned the skills for the job, but has an aptitude for something else will probably find his work unrewarding and difficult. On the other hand, someone who knows nothing about accounting may have the aptitude to learn the necessary skills quickly and easily.

A career aptitude test determines someone's strengths, weaknesses, and natural ability to perform and succeed in certain professions. Common areas of testing are: logical reasoning, mathematical ability, mechanical understanding, spatial awareness, and communication. The results are best when combined with interest and personality tests to assess what types of work a person would most likely enjoy and perform well.

IQ Tests

IQ stands for Intelligence Quotient. The typical IQ test produces a score that compares the test taker's cognitive ability to the general population. A score between 90 and 110 is average, and a score over 130 shows exceptional intelligence—a genius. So what exactly does an IQ test measure? More simply, it assesses the ability to understand concepts and solve different types of problems using logic. This includes spatial ability, mathematical reasoning, language ability, and memory. A sample math question might be: "Ben bought three books for $5 each with a 20% discount. How much did he pay?"

IQ tests, however, are not particularly useful in career planning. Two people with the same IQ may have very different aptitudes. Occupations of famous people with high IQs include authors, journalists, businessmen, scientists, inventors, computer specialists, lawyers, cartoonists, actors, boxing champions, and race car drivers.

Before Reading) Aptitude tests measure natural talents and help you choose a career; IQ tests measure intelligence and problem-solving. Yes, I have taken one.

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After Reading

A. Complete with the correct word.

1. Something that is helpful or good for you is _____.
   a. unrewarding **b.** certain **c.** beneficial
2. When you _____ something, you measure its value, importance, or size.
   a. realize **b.** assess **c.** perform
3. When you put two or more things together, you _____ them.
   a. combine **b.** confuse **c.** select
4. The level that is typical or normal is _____.
   a. exceptional **b.** average **c.** vast
5. When you think two things are connected by mistake, you _____ one thing with another.
   a. assess **b.** succeed **c.** confuse
6. When you understand the general idea, you understand the _____.
   a. option **b.** concept **c.** ability

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

1. _____ Millions of people use aptitude tests to get a job.
2. _____ Some people use aptitude tests to hire new employees.
3. _____ Most high school students know what job they want to do.
4. _____ Aptitude is someone's natural ability to perform certain tasks well.
5. _____ A genius is a person with an IQ of more than 130.
6. _____ People with the same IQ have similar talents.

Discussion

1. What do you think you have an aptitude for?
2. What kind of career are you interested in?
3. Do you think your career choice matches your aptitude and personality?
4. Do you know someone who finds their job rewarding or unrewarding? Do you think it is related to their aptitude?
5. What factors might influence someone's IQ?
6. Do you think IQ tests are always accurate?

3 Writing

Write about an occupation you are interested in and whether you think your aptitude and personality will make you successful at it.



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A1) Something that is helpful or good for...: (c) beneficial

A2) When you ___ something, you measure...: (b) assess

A3) When you put two or more things...: (a) combine

A4) The level that is typical or normal...: (b) average

A5) When you think two things are...: (c) confuse

A6) When you understand the general idea,...: (b) concept

B1) Millions of people use aptitude tests...: ✗ false — they use aptitude tests to decide on a career path or a career change.

B2) Some people use aptitude tests to...: ✓ true

B3) Most high school students know what...: ✗ false — very few adolescents have a clear idea of what they want to do.

B4) Aptitude is someone's natural ability...: ✓ true

B5) A genius is a person with an IQ of...: ✓ true

B6) People with the same IQ have similar...: ✗ false — two people with the same IQ may have very different aptitudes.

D1) What do you think you have an...: I think I have an aptitude for mathematics and logical reasoning; I learn new problem-solving methods quickly and easily.

D2) What kind of career are you...: I am interested in engineering, especially computer engineering, because I enjoy designing and building useful things.

D3) Do you think your career choice...: Yes. It matches my aptitude for math and my patient, organized personality, so I would perform well in it.

D4) Do you know someone who finds their...: Yes. My uncle is an accountant but has an aptitude for teaching, so he finds his job unrewarding. It is related to his aptitude.

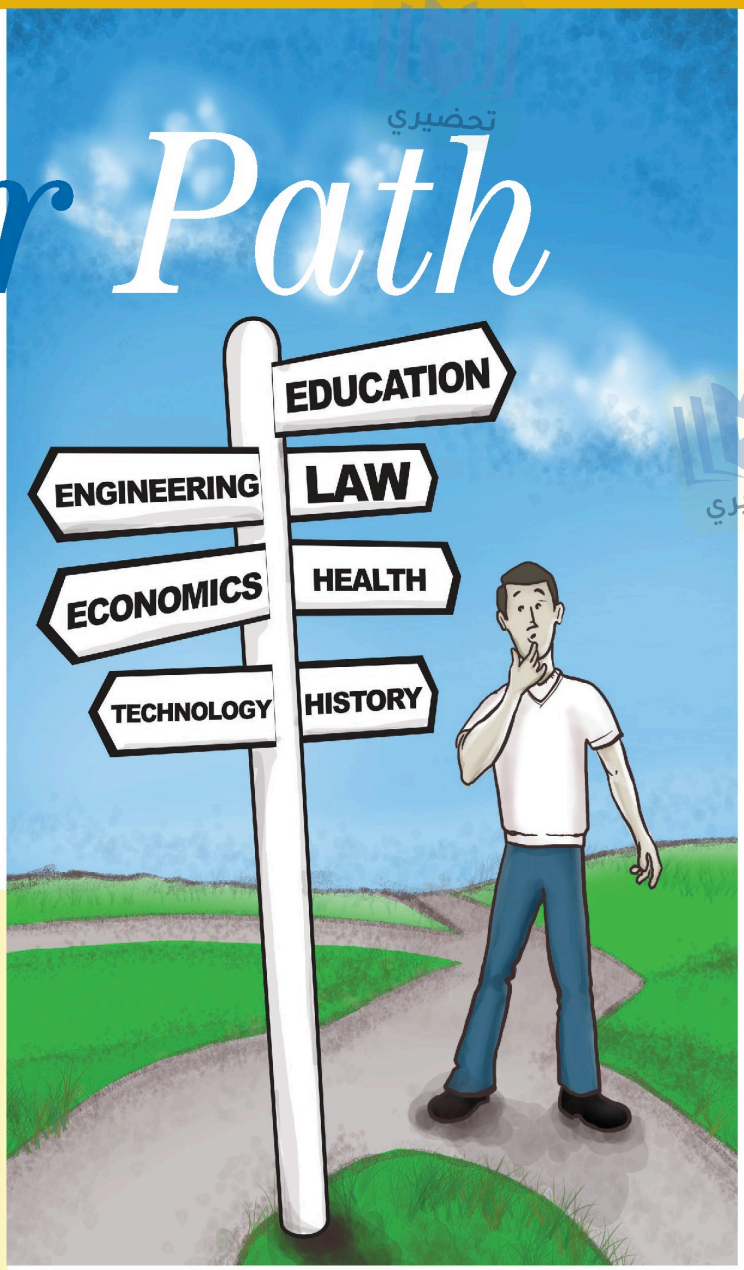
D5) What factors might influence...: Genetics, education, health and nutrition, and the environment a person grows up in may all influence someone's IQ.

D6) Do you think IQ tests are always...: No. They measure only some abilities, so they are not always accurate and are not very useful in career planning.

3) Write about an occupation you are...: I want to be a computer engineer. I have an aptitude for math and logical reasoning, and I am creative and patient, so I would succeed at it.

4 Chant Along

Career Path



You should choose a career
That you'll find rewarding,
A satisfying line of work
That you'll never find boring.
If you attend university,
You'll obtain a degree.
You'll have qualifications
To earn a high salary.
Now let's look at your interests,
Let's test your IQ.
What are you adept at?
What occupation is right for you?

CHORUS

What is the right job for me?
I just don't know what I should be.
I am still in high school,
I'm only sixteen and a half.
How can I choose a lifelong career?
Do I have to decide by next year?
Please give me some guidance.
Help me choose the right path.



Well, you could be a carpenter
Who designs chairs and tables.
How about an electrician
Who repairs overhead cables?
A race car driver—
Now that's really exciting!
Be an author or a journalist
Who is gifted at writing.
Choose a profession or a vocation:
Pilot, baker, lawyer, dentist,
Teacher, plumber, chef, accountant,
Artist, engineer, scientist…

CHORUS

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Vocabulary

A. Match the words with the meanings.

1. ___ rewarding	a. advice
2. ___ to obtain	b. regular payment for work
3. ___ qualifications	c. satisfying
4. ___ salary	d. skills or knowledge for a job
5. ___ to be adept at	e. to get something with effort
6. ___ guidance	f. to be good at

B. Find 5 words or expressions in the chant that mean a type of job.

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

Comprehension

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

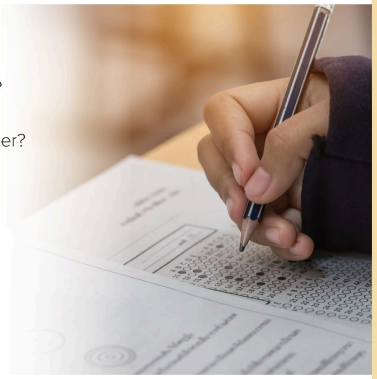
1. _____ The boy knows what career he will follow.
2. _____ The boy is asking for advice.
3. _____ The boy has already graduated from high school.
4. _____ The career advisor suggests a variety of occupations.
5. _____ The career advisor tells the boy which occupation is best.

B. Complete three sentences about the occupations.

1. A carpenter is someone who _____.
2. An electrician is someone who _____.
3. A journalist is someone who _____.

Discussion

1. Have you decided on a career?
2. What qualifications do you need for your chosen career?
3. Who do you ask for career advice?
4. Do you think aptitude tests are helpful in planning a career? Why or why not?



5 Project

Research some common questions on aptitude and IQ tests, and present them to the class.

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V-A1) Match the words with the meanings:...: (c) satisfying

V-A2) Match the words with the meanings: to...: (e) to get something with effort

V-A4) Match the words with the meanings:...: (b) regular payment for work

V-A3) Match the words with the meanings:...: (d) skills or knowledge for a job

V-A5) Match the words with the meanings: to...: (f) to be good at

V-A6) Match the words with the meanings:...: (a) advice

V-B1) Find 5 words or expressions in the...: career

V-B4) Find 5 words or expressions in the...: profession

V-B2) Find 5 words or expressions in the...: line of work

V-B5) Find 5 words or expressions in the...: vocation

V-B3) Find 5 words or expressions in the...: occupation

D3) Who do you ask for career advice?: I ask my parents, my teachers, and the student counselor at school.

D4) Do you think aptitude tests are...: Yes, because they show your natural abilities and help you choose work you will find rewarding, but they should not be the only guide.

5) Research some common questions on...: Present sample items such as number series, word analogies, shape patterns and logical-reasoning questions, and explain what ability each one measures.

C-B1) A carpenter is someone who ____.: designs chairs and tables

C-B2) An electrician is someone who ____.: repairs overhead cables

C-B3) A journalist is someone who ____.: is gifted at writing

D1) Have you decided on a career?: Yes, I have decided to become a computer engineer, because I am adept at math and technology.

D2) What qualifications do you need for...: I need a high school certificate and then a university degree in computer engineering.

C-A1) The boy knows what career he will...: ✗ false — he says, "I just don't know what I should be."

C-A2) The boy is asking for advice.: ✓ true

C-A3) The boy has already graduated from...: ✗ false — he is still in high school, only sixteen and a half.

C-A4) The career advisor suggests a variety...: ✓ true

C-A5) The career advisor tells the boy...: ✗ false — he only suggests choices; he never says which one is best.

1) Which of the problems in the pictures...: Problems A and C happen in my family: my brother borrows my things without asking, and we argue about whose turn it is to do the dishes.

10 Who Used My Toothpaste?

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1 Listen and Discuss

Which of the problems in the pictures happen in your family?

Sharing is Caring



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Common Complaints in Families

Many families list the same complaints. Here are some common ones.

- Leaving dirty clothes and shoes all around the house
- Using someone else's hairbrush
- Splashing toothpaste all over the bathroom mirror
- Borrowing things and not asking first
- Not cleaning your room
- Spending a lot of time in the bathroom
- Playing the TV or video games very loudly

Quick Check

A. Vocabulary. Complete the expressions based on the pictures.

1. Have you done _____?
2. Have you fed _____?
3. I can't stand _____.
4. Who used my _____?

B. Comprehension. Answer the questions about the pictures.

1. Why hasn't the boy done the dishes yet?
2. What can't the father stand?
3. What has the girl just given the fish?
4. What should the sister do after she uses the hair dryer?

2 Pair Work

A. Ask and answer about household chores.

- Have you taken the garbage out yet?
- Yes, I've already done it. OR No, I haven't done it yet.

B. Imagine you are part of the family in the pictures. Make requests.

- Please stop using my hair dryer.
- Don't you remember? You lent it to me.

C. Ask and answer about yourself.

- What do people do around the house that you don't like?
- I can't stand people eating while they're using the computer.

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A1) Have you done ___?: the dishes yet

A2) Have you fed ___?: the goldfish yet

A3) I can't stand ___.: listening to it anymore

2-A) Ask and answer about household chores.: Have you cleaned up your room yet? — Yes, I've already done it. OR No, I haven't done it yet.

A4) Who used my ___?: toothpaste

B3) What has the girl just given the fish?: She has just given them some food.

B2) What can't the father stand?: He can't stand listening to the video game his son is playing.

2-B) Imagine you are part of the family in...: Please stop playing that game so loudly. — Sorry, I'll turn the sound down.

2-C) Ask and answer about yourself.: What do people do around the house that you don't like? — I can't stand people leaving dirty dishes in the sink.

B4) What should the sister do after she...: She should put it away.

B1) Why hasn't the boy done the dishes...: Because he was doing homework, and there's no dishwashing liquid.

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3 Grammar

Present Perfect with *Already*, *Yet*, *Just*

You can use the present perfect to talk about events that happened *before now*.
It is possible that the event happened earlier than expected.

Questions	Affirmative (+)	Negative (–)
Have you done the dishes **yet**?	Yes, I've **already** done them.	No, I haven't done them **yet**.
Have you **already** washed the clothes?	Yes, I've **just** washed them.	No, I haven't washed them **yet**.

Verb + Gerund

Use the gerund form (which ends in *-ing*) after the following verbs:

avoid	enjoy	give up	imagine	mind	stop
can't stand	finish	hate	keep	miss	suggest

He **can't stand waiting** in line.
We **miss being** with our friends.
I **don't enjoy sitting** in the sun.
They **stop playing** tennis in the winter.

Two-Word Verbs (Phrasal Verbs)

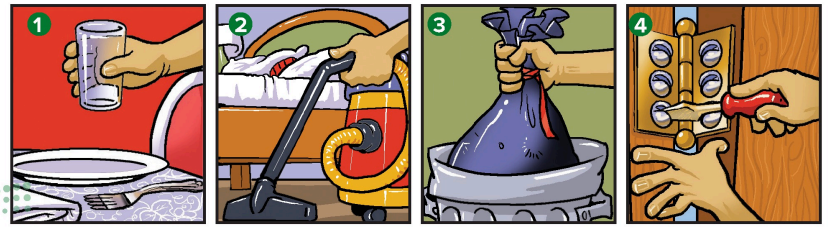
Two-word verbs are common in English. They have a verb + particle.
Object pronouns always come between the verb and the particle.

Turn down the TV.
Put away your clothes.
Turn the TV **down**.
Put your clothes **away**.
Turn it **down**.
Put them **away**.

A. Work with a partner. Ask and answer about the pictures.

A: Have you done the dishes yet?
B: Yes, I've already done them.





A1) Picture 1 (set the table): ask and...: A: Have you set the table yet? B: Yes, I've already set it.

A2) Picture 2 (vacuum the floor): ask and...: A: Have you vacuumed the floor yet? B: Yes, I've already vacuumed it.

A4) Picture 4 (fix the door): ask and...: A: Have you fixed the door yet? B: Yes, I've already fixed it.

A3) Picture 3 (take the garbage out): ask...: A: Have you taken the garbage out yet? B: Yes, I've already taken it out.

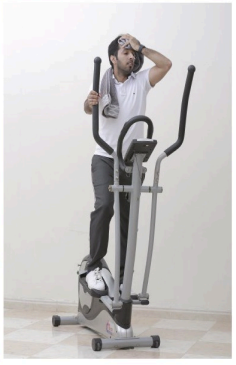
B. Work in small groups. Which of the following do you enjoy doing? Which of the following do you dislike doing? Add your own ideas.













I enjoy cooking, exercising and traveling by plane, but I dislike ironing, grocery shopping and going to the dentist. I also enjoy reading.

C. Rewrite each sentence with a two-word verb in two ways.

Turn on the TV.

Turn the TV on. *Turn it on.*

1. Put away the toys.
   C1) Put the toys away. / Put them away.
2. Clean up the mess.
   C2) Clean the mess up. / Clean it up.
3. Take out the garbage.
   C3) Take the garbage out. / Take it out.
4. Turn off the light.
   C4) Turn the light off. / Turn it off.
5. Throw away these old shoes.
   C5) Throw these old shoes away. / Throw them away.

D. Make sentences with the words. Use gerunds.

dessert / eat / after meals / can't resist / I

I can't resist eating dessert after meals.

1. she / clean / can't stand / the house
   D1) She can't stand cleaning the house.
2. live / our grandparents / enjoy / in the country
   D2) Our grandparents enjoy living in the country.
3. the children / hate / their ice cream / share
   D3) The children hate sharing their ice cream.
4. eat / Mom's food / we / miss
   D4) We miss eating Mom's food.
5. my sister / my toothpaste / use / stop / have to
   D5) My sister has to stop using my toothpaste.
6. the workers / paint / the house / finished
   D6) The workers finished painting the house.

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4 Language in Context

Mark the things that annoy you.
Then compare your list with a partner.

I can't stand it when people:

_____ show up late
_____ don't put things away
_____ don't give back what they borrowed
_____ don't clean up after meals
_____ don't take out the garbage
_____ use up all the milk, sugar, etc.

Others: _____

5 Listening

Ken and Jake are away at college.
Listen and mark the things they miss from home.

	Ken	Jake
family		
homemade food		
friends		
basketball		
video games		
laundry		
privacy		

6 Pronunciation

Listen. Notice the different sounds of vowels followed by ***r***. Then practice.

1	2	3	4
/ɛr/	/ɔr/	/ɪr/	/ər/
share	chore	here	word
hairbrush	scissors	ear	heard

7 About You

1. Do you have obligations at home? What do you have to do?
2. Do members of your family share household chores?
3. Do you share a room? If yes, do you have any problems?
4. Do other family members use your things? What things?
5. What things shouldn't you share?
6. What things do you think it is possible to share?
7. What do you think are the most common problems of people sharing the same space?
8. What can people do to avoid having these problems?



4) Mark the things that annoy you. I...: Sample: ✓ show up late, ✓ don't put things away, ✓ don't give back what they borrowed, ✓ don't clean up after meals.

4-Others) Others: _____: Sample: talk loudly on the phone in public.

5) Listening: Ken and Jake are away at...: Answers depend on the recording: put a ✓ in Ken's or Jake's column beside each thing that he says he misses from home.

7.1) Do you have obligations at home? What...: Yes, I do. I have to keep my room tidy, take out the garbage and help my little brother with his homework.

7.7) What do you think are the most common...: The most common problems are noise, mess, using each other's things without asking, and not doing the chores.

7.4) Do other family members use your...: Yes, they do. My brother uses my laptop and my headphones, and my sister borrows my books and my bicycle.

7.2) Do members of your family share...: Yes, they do. Everyone has a job: my mother cooks, my father shops, and my sister and I wash the dishes.

7.6) What things do you think it is...: It is possible to share books, games, a computer, sports equipment and food with other people.

7.3) Do you share a room? If yes, do you...: Yes, I share a room with my brother. Sometimes he plays games late at night, so it is hard for me to sleep.

7.8) What can people do to avoid having...: They can talk politely, agree on rules, share the chores, ask before borrowing and always put things back.

7.5) What things shouldn't you share?: You shouldn't share personal things such as a toothbrush, a comb, a razor, clothes or your password.

8 Conversation







Amal: So, has your nephew left yet?
Sarah: Yes, Kareem has already gone. At long last!
Amal: How long did he stay?
Sarah: Almost three months. He was doing a research project here at the university. When he arrived, I said, "Make yourself at home." And he did just that.
Amal: But he seemed like such a nice young man.
Sarah: Oh, he is, and I was happy to help out. The trouble is that he took over our house. He used our things and never put them back. He never cleaned up after himself, and I've never seen anyone eat so much! One day I walked into the living room, and there was Kareem eating and making a mess, with his feet on the furniture...
Amal: That's a bit too much, isn't it?
Sarah: That's what I thought.
Amal: So what did you say to him?

Real Talk

At long last! = Finally!
That's a bit too much. = This has gone too far.

Your Ending

What do you think Sarah said to Kareem?

1. Kareem, please eat in the kitchen. Not in here.
2. Kareem, I don't know how you behave at home, but in our house we have some rules.
3. Kareem, don't you think it's time you started cleaning up after yourself?
4. Your idea: _____

About the Conversation

1. How long did Kareem stay?
2. Was he welcome at his aunt's house at first?
3. What complaints did Sarah have about her nephew?

Your Turn

A. Role-play the conversation. Make up a reply for Kareem.
B. Interview Kareem about his stay with his aunt.

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1) About the Conversation 1. How long...: He stayed almost three months.

4) Your Ending 4. Your idea: _____...: Kareem, I'd appreciate it if you put things back where you found them and kept your feet off the furniture.

B) Your Turn B. Interview Kareem about...: Sample: "Why did you come?" "To do a research project." "How was your stay?" "Great, but I know I should have helped more."

3) About the Conversation 3. What...: He took over the house, used their things and never put them back, never cleaned up after himself, and ate too much.

A) Your Turn A. Role-play the...: Kareem: I'm so sorry, Aunt Sarah. I didn't realize I was being rude. I'll clean up right now and be more careful.

2) About the Conversation 2. Was he...: Yes. Sarah was happy to help out and told him, "Make yourself at home."

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9 Reading

Before Reading

Think of the three things that other people do that irritate you the most. Compare your list with a partner.

Sample: 1) People who interrupt me while I'm speaking. 2) People who are always late. 3) People who borrow things and never give them back.

Complaints

What can't you stand? What drives you crazy? What really gets under your skin?

Do you have a complaint? Let it out. Here's your forum.
Add your complaint to the list.

2) Sample: People who leave the door open behind them and let the cold air in.

ADD

- Standing in line at checkout counters at the supermarket.
- Listening to people talking on their cell phones in restaurants. It's annoying.
- When people talk on their cell phones and drive.
- People who use words like *cool* and *stuff* all the time. Also, people who use the word *like* all the time in conversation. The word takes the place of adjectives, nouns, and intelligence.
- Rushing to the phone and finding out it's a telemarketer who's calling.
- People who lost weight and now try to control what others eat.
- People who are always late, and people who are late and don't apologize.
- When salespeople try to talk you into buying something you don't want or need.
- People who don't say "please" and "thank you."
- When people enter a door or an elevator and don't hold it open for the person who is right behind them.
- I can't stand people who chew with their mouths open.
- It drives me insane when I call up a company and I get "Press 1 for A, 2 for B, 3 for C," and so on. Or the common assurance "Your call will be answered in the order it was received," and then you have to wait forever while they put you on hold.
- When people don't give up their subway or bus seats to seniors or to those with disabilities.
- People who stand in the way of others who want to use an escalator or doorway.
- People who change the TV channel without asking when someone else is clearly watching.
- People who stand in someone else's line of sight in front of the TV during the last 30 seconds of any show or game.
- People who "borrow" stuff without asking and don't give it back.
- When someone constantly interrupts you while you're speaking.
- When people leave a pile of dirty dishes in the kitchen for others to clean up.



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After Reading



A. Match the two-word verbs with their meanings.

1. ___ let out		a.	learn
2. ___ find out		b.	let someone have
3. ___ clean up		c.	phone
4. ___ give back		d.	express yourself freely
5. ___ call up		e.	make things neat
6. ___ give up		f.	return

B. Write three expressions that mean "to irritate."

1. _____
2. _____
3. _____

C. Answer ***true*** or ***false*** about the complaints in the forum.

In general, people disapprove of the following:



1. _____ people talking on cell phones in public places
2. _____ people on a diet
3. _____ people who don't wait their turn
4. _____ people who do the dishes right after a meal
5. _____ people using an escalator instead of the stairs

Discussion

1. Which of the things listed in the **Reading** do you think show bad manners?
2. Compare and discuss your complaints with your classmates.
3. What is the most common complaint in your class?



10 Project

Interview one or two young people who have left home to attend college. Find out what they miss most about home. Present your findings to the class.

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A) After Reading A. Match the two-word...: 1-d, 2-a, 3-e, 4-f, 5-c, 6-b

B.1) B. Write three expressions that mean...: can't stand (something)

B.2) B. Write three expressions that mean...: drive (someone) crazy

B.3) B. Write three expressions that mean...: get under (someone's) skin — also accepted: drive (someone) insane

C.1) C. True or false: people disapprove...: ✓ True

C.2) C. True or false: people disapprove...: ✗ False — the complaint is about people who lost weight and then try to control what others eat.

C.3) C. True or false: people disapprove...: ✓ True

C.4) C. True or false: people disapprove...: ✗ False — the complaint is about people who leave a pile of dirty dishes for others to clean up.

C.5) C. True or false: people disapprove...: ✗ False — the complaint is about people who stand in the way of others who want to use an escalator.

D.1) Discussion 1. Which of the things...: Not saying "please" and "thank you," not holding the door open, chewing with your mouth open, interrupting, and not giving seniors a seat.

D.2) Discussion 2. Compare and discuss...: Sample: Mine were people who interrupt and people who are late; my classmate's were loud phone calls and dirty dishes left in the sink.

D.3) Discussion 3. What is the most common...: Sample: The most common complaint was people talking loudly on their cell phones in public places.

P) Project 10. Interview young people...: Sample: Both students said they miss their mother's cooking, family meals together, and their own room the most.

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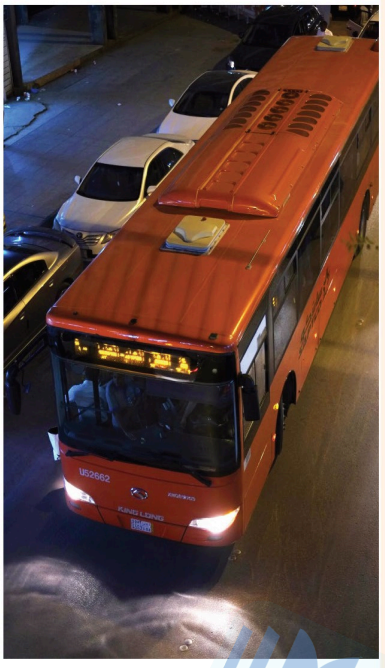
11 Writing



A. Read the information in the **Writing Corner**. Complete the sentences with ***who, that, which, whose***, or ***where***.

1. It's inconsiderate when passengers on the bus put their shopping bags (A.1) where other people want to sit.
2. I can't stand people (who/that) throw litter in the street.
3. I don't care for people (A.3) whose ring tone is too loud.
4. It irritates me when people don't put things back (A.4) where they found them.
5. It gets on my nerves when people say things (which/that) aren't true.
6. I hate those advertisements (which/that) continuously pop up on my computer screen.
7. It bothers me when I have coffee with a friend (who/that) is constantly texting on his phone.
8. Car alarms (which/that) go off in the middle of the night are really annoying.

Writing Corner

We use relative clauses to make clear which person or thing we are talking about.

1. Use *who* or *that* for people.
   I can't stand people **who/that** cut in front of the line.
2. Use *which* or *that* for things.
   It's annoying when salespeople try to sell you things **which/that** you don't need.
3. Use *whose* to show possession.
   I dislike people **whose** behavior is rude.
4. Use *where* for places.
   It annoys me when people park their cars on sidewalks **where** pedestrians walk.

B. Complete the chart with notes on impolite behavior and how it affects others.

Impolite behavior	Effects
B.1a) Talking loudly on a cell phone in a public place	B.1b) It disturbs everyone around you and makes it hard to relax.
B.2a) Cutting in line instead of waiting your turn	B.2b) It is unfair and makes the people who waited feel angry.
B.3a) Not holding the door open for the person right behind you	B.3b) It makes people feel ignored and unwelcome.
B.4a) Leaving a pile of dirty dishes for other people to clean up	B.4b) It gives others extra work that is not theirs to do.
B.5a) Borrowing things without asking and not giving them back	B.5b) It breaks trust and damages friendships.

C. Write five entries for an Internet forum about impolite behavior and how it affects others. Use your notes from the chart and other ideas from this unit.

C) C. Write five entries for an Internet...: Sample: 1) I can't stand people who talk loudly on their phones on the bus; it disturbs everyone. 2) It irritates me when people cut in line. 3) I hate ads that pop up on my screen. 4) It bothers me when people leave dirty dishes for others. 5) Car alarms that go off at night are really annoying.

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12 Form, Meaning and Function

Can't/Must

Use *can't* and *must* to speculate about something. Use *must* to say we are sure of something. Use *can't* to say that we think something is impossible.

It **can't** be rain. There isn't a cloud in the sky. It **must** be the neighbor. She's watering the plants on her balcony.

So...That/Such...That

So and *such* make the meaning of an adjective or adverb stronger. *So...that* and *such...that* are used to show cause and effect.

so* + adjective/adverb + *that

He is **so** fast **that** he won the race. He ran **so** fast **that** he won the race.

so* + *many/much* + noun + *that

He has **so many** books **that** he can hardly carry them.

I have **so much** homework **that** I can't go out tonight.

such* + adjective + noun + *that

It was **such** a difficult test **that** none of the students did well.



A. Complete the sentences with ***can't*** or ***must***.

1. Badria couldn't sleep last night. She (A.1) must be tired.
2. Ahmed's just joking. He (A.2) can't be serious.
3. You haven't eaten all day. You (A.3) must be hungry.
4. Look how tall he is! He (A.4) must be over two meters tall.
5. It (A.5) can't be six o'clock already. Where does the time go?
6. That's impossible. It (A.6) can't be true.

B. Complete the conversation with ***can't, must, so,*** or ***such***. Then practice the conversation with a partner.

A: This (1) (B.1) can't be your apartment!

B: Don't you recognize it?

A: Not at all. It was (2) (B.2) so run down that I wondered why you wanted to buy it.

B: Well, it was (3) (B.3) so cheap that I could afford it. And it has (4) (B.4) such a beautiful view of the harbor.

A: But...

B: I know. It was (5) (B.5) such a mess that I couldn't stand it. The paint was (6) (B.6) so old that it was coming off the walls, and the floors... There were just (7) (B.7) so many things to fix that I took some time off work to renovate.

A: You did this yourself? You (8) (B.8) must be joking. You did (9) (B.9) such a good job that it looks professional.

B: Thanks. I just have one complaint. I worked (10) (B.10) so hard that I'm exhausted. I need another week off to rest.



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11 Making Choices

1 Listen and Discuss

Read the quotations, and give your comments.

A



If I don't wear cool clothes, I won't fit in. But who cares?

If Victor doesn't wear fashionable clothes, he won't fit in with the crowd. But he doesn't mind. He likes to have his own personal style.

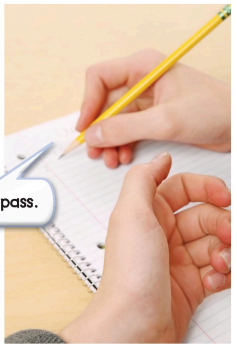
B



Tennis involves a lot of traveling, and so I'll be away from my family a lot. But there are many benefits, such as visiting a lot of countries, meeting interesting people, and learning about different cultures.

If Fahd becomes a professional tennis player, he won't see his family very often. But he'll visit new places and meet new people.

C



If I study for this test, I'll pass.

If Jimmy studies, he'll probably pass. But he won't be able to go to the football match with his friends.

D



If I buy the gold bracelet, I'll spend a lot of money.

Sabah wants to get her daughter a graduation gift, but she thinks the gold bracelet is too expensive. She'd rather save the money for her daughter's college studies.

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A) Comment on the quotation: "If I don't...: I agree with Victor. If people wear clothes only to fit in, they lose their own style. It is better to dress neatly and be yourself.

B) Comment on the quotation: "Tennis...: If Fahd becomes a professional player, he will be away from his family, but he will visit new countries and learn about other cultures.

C) Comment on the quotation: "If I study...: Jimmy should study. If he studies, he will pass the test; he can go to a football match with his friends another time.

D) Comment on the quotation: "If I buy...: Sabah is being wise. If she buys the bracelet, she will spend a lot, so saving the money for her daughter's studies is a better gift.

E) Read the quotations, and give your...: If they build the highway, the area will develop, but the farmers will lose the quiet scenic route and get traffic and pollution instead.

G) Read the quotations, and give your...: The resort would create jobs for the islanders, but I agree with the conservationists: it will interfere with the environment they live on.

A) Quick Check A. Vocabulary. Match the...: 1-c, 2-e, 3-b, 4-a, 5-d

B.1) B. Comprehension. Answer true or...: ✗ false — if he doesn't study, he probably won't pass the test.



Quick Check

A. Vocabulary. Match the words with the definitions.

1. ____	to study	a.	advantage
2. ____	to fit in	b.	a fine
3. ____	a ticket	c.	to prepare for a test
4. ____	benefit	d.	with beautiful views
5. ____	scenic	e.	to be similar to or to blend with

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

1. ____ If Jimmy doesn't study for the test, he won't learn anything.
2. ____ If Sabah buys the bracelet, she won't save money.
3. ____ If Omar speeds on that road, he won't get into trouble.
4. ____ If Fahd becomes a professional tennis player, he won't have to travel.
5. ____ If they build the resort, it won't cause any problems.
6. ____ If they don't build a new road, they won't spoil the peace and quiet.

2 Pair Work

Ask and **answer** about the people's comments.

- What will happen if Jimmy studies for the test?
- He might get a good grade, and he will pass.

- What will the conservationists do if they try to build the resort?
- They'll speak out.

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F) Read the quotations, and give your...: Omar is right to slow down. If he speeds along this road, he may get a ticket or even have an accident, so it is not worth the risk.

2) Pair Work: Ask and answer about the...: Sample: What will happen if Omar speeds along this road? — He might get a ticket or even have an accident.

B.2) B. Comprehension. Answer true or...: ✓ true

B.5) B. Comprehension. Answer true or...: ✗ false — conservationists say it will interfere with the environment.

B.4) B. Comprehension. Answer true or...: ✗ false — tennis involves a lot of traveling.

B.3) B. Comprehension. Answer true or...: ✗ false — he might get a ticket or even have an accident.

B.6) B. Comprehension. Answer true or...: ✓ true

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3 Grammar

Conditional Sentences with Present and Future Forms

You can use conditional sentences with *if* to talk about causes and results.

Present Facts

Use the *simple present tense* in both clauses.

If you **cook** an egg in the microwave, it **explodes**.
If you **put** water in the freezer, it **becomes** ice.

Future Facts

Use the *simple present* in the *if*-clause and the *future* with *be going to* or *will* in the result clause.

If Saeed **gets** the job, he**'ll be** very happy.
If Imad **doesn't go** to college, he**'s going to be** very sorry.

May/Might

Use *may/might* in the result clause to suggest something is possible, but not certain.

If Noura doesn't do the homework, she **may fail** the class.
If Imad doesn't go to college, he **might not get** a good job.

I'd Rather

Use *I'd rather* (= *I would rather*) to talk about preferences.

A: Do you prefer to drive along the scenic route or take the highway?
B: I'd rather drive along the scenic route.

A. Complete the sentences about facts. Use the simple present or ***will*** in the second clause.

1. If you _____ (heat) water to 100 degrees Celsius, it _____ (boil).
2. If they _____ (climb) up to 4,000 meters, they _____ (need) oxygen.
3. If you _____ (not cross) its path, the snake _____ (not bite) you.
4. If we _____ (get) this 4K television, we _____ (see) the game better.
5. If you _____ (mix) flour and water, you _____ (end up) with batter.
6. If he _____ (not obey) the speed limit, he _____ (get) a ticket.

B. Work with a partner. Say what will/might happen in the following situations.

1. If we take the scenic route, _____.
2. If we spend the day in the country, _____.
3. If we rent a boat, _____.
4. If we bring a picnic lunch, _____.
5. If we invite some friends to come along, _____.
6. If we have time, _____.
7. Your idea: _____.

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A.1) A. If you ___ (heat) water to 100...: heat — boils

A.2) A. If they ___ (climb) up to 4,000...: climb — will need

A.3) A. If you ___ (not cross) its path,...: don't cross — won't bite

A.4) A. If we ___ (get) this 4K...: get — will see

A.5) A. If you ___ (mix) flour and water,...: mix — end up

A.6) A. If he ___ (not obey) the speed...: doesn't obey — will get

B.6) B. If we have time, ___.: we might visit the old village on the way back.

B.7) B. Your idea: ___.: If we leave early, we won't get stuck in the traffic.

B.3) B. If we rent a boat, ___.: we might go fishing on the lake.

B.4) B. If we bring a picnic lunch, ___.: we won't have to look for a restaurant.

B.5) B. If we invite some friends to come...: we will all have a lot more fun.

B.1) B. Say what will/might happen: If we...: we will see beautiful mountains and lakes.

B.2) B. If we spend the day in the...: we will get plenty of fresh air and relax.

C. Look at the picture, and match the parts of the sentences.

1. If she leaves the food on the ground, ___	**a.** he'll be pleased.
2. If the cow crosses the road, ___	**b.** the boy won't be happy.
3. If the boy doesn't stop hitting their nest, ___	**c.** the ants will take it.
4. If the man catches a fish, ___	**d.** it'll be good for the farmer's crops.
5. If it rains on the farm, ___	**e.** the truck might hit it.
6. If the toy plane crashes, ___	**f.** the wasps will sting him.



D. Make up your own questions and answers with *if* about the picture.

Question: *What do you think will happen if the government builds a highway along this route?*

Answer: *If they build a highway, a new shopping mall will go up.*
If they build a highway, there won't be any cows in the field.

E. What would you rather do? Share your choices with a partner.

live in the city / live in the country
I'd rather live in the country than live in the city.

1. get a job / go to college	**5.** travel by train / travel by plane
2. lie in the sun / sit in the shade	**6.** go to the beach / go to the mountains
3. cook dinner / wash the dishes	**7.** have cold weather / have hot weather
4. live in an apartment / live in a house	**8.** eat at home / eat at a restaurant

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C.1) C. Look at the picture, and match the...: c — the ants will take it.

C.2) C. If the cow crosses the road, ___: e — the truck might hit it.

C.3) C. If the boy doesn't stop hitting...: f — the wasps will sting him.

C.4) C. If the man catches a fish, ___: a — he'll be pleased.

C.5) C. If it rains on the farm, ___: d — it'll be good for the farmer's crops.

C.6) C. If the toy plane crashes, ___: b — the boy won't be happy.

D) D. Make up your own questions and...: Q: What will happen if the campers leave the fire burning? A: If they leave it burning, they might start a fire on the farm.

E.1) E. What would you rather do? Share...: I'd rather go to college than get a job.

E.2) E. lie in the sun / sit in the shade: I'd rather sit in the shade than lie in the sun.

E.3) E. cook dinner / wash the dishes: I'd rather cook dinner than wash the dishes.

E.4) E. live in an apartment / live in a...: I'd rather live in a house than live in an apartment.

E.5) E. travel by train / travel by plane: I'd rather travel by plane than travel by train.

E.6) E. go to the beach / go to the...: I'd rather go to the beach than go to the mountains.

E.7) E. have cold weather / have hot...: I'd rather have cold weather than have hot weather.

E.8) E. eat at home / eat at a restaurant: I'd rather eat at home than eat at a restaurant.

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4 Language in Context

How will the following things affect your life? Discuss in small groups.

If I don't go to college, I might not get a good job.

go to college
learn English well
save some money
move to another town
travel to other countries
get good grades
get a scholarship
get a lot of money



5 Listening

A. Listening to the radio program with representatives of the Farmers' Association and of the Highway Department on the issue of the road. Which of the arguments are mentioned in the program? Check them.

B. Listen again and write **F** if the representative of the Farmers' Association says it or **H** if the representative of the Highway Department says it.

C. Discuss whether you support the Farmers' Association or the Highway Department. Give reasons for your position.



		Check if Mentioned	F (Farmer) or H (Highway)
1.	People will lose a scenic route.		
2.	Few people use the scenic route.		
3.	Factories will pollute the river.		
4.	Drinking water will be bad.		
5.	No new housing will go up.		
6.	Factories won't dump chemicals into the river.		
7.	The river is polluted already.		
8.	Farmers can buy new farms.		
9.	The development will create hundreds of jobs.		
10.	Farmers won't be able to find new land.		

6 Pronunciation

Notice the common consonant clusters at the beginning of words. Then practice.

sp	tr	cr	pr	gr
speed	traffic	crowd	prefer	grow

7 About You

1. Have you ever had to make a difficult choice in your life? What were the options? What were the positive and negative results?
2. Have you ever helped a friend to decide about a personal dilemma? Tell about it.
3. What are the most common important choices young people in your country have to make?

4.1) How will "go to college" affect your...: If I go to college, I'll be able to get a better job.

4.2) How will "learn English well" affect...: If I learn English well, I'll understand my lessons better and talk to people from other countries.

4.3) How will "save some money" affect...: If I save some money, I'll buy the things I need and help my family.

4.4) How will "move to another town"...: If I move to another town, I might miss my old friends and my school.

4.5) How will "travel to other countries"...: If I travel to other countries, I'll learn about different cultures.

4.6) How will "get good grades" affect...: If I get good grades, I might get a scholarship to a good university.

4.7) How will "get a scholarship" affect...: If I get a scholarship, my family won't have to pay for my studies.

4.8) How will "get a lot of money" affect...: If I get a lot of money, I'll help my family and give some to charity.

5.A) Listening A. Which of the arguments...: From the audio: put a ✓ beside every argument you hear the two representatives make, and leave the others blank.

5.B) Listening B. Write F if the Farmers'...: F (Farmers' Association, against the road): 1, 3, 4, 10. H (Highway Department, for the road): 2, 6, 7, 8, 9.

5.C) Listening C. Discuss whether you...: I support the Farmers' Association: the highway would take good farmland, pollute the river and spoil a beautiful scenic route.

6) Pronunciation. Notice the common...: Clusters sp, tr, cr, pr, gr: speed, traffic, crowd, prefer, grow — also spend, train, cross, price and great.

7.1) Have you ever had to make a difficult...: Yes. I had to choose between the science club and the football team. I chose science: I learned a lot, but I miss playing football.

7.2) Have you ever helped a friend to...: Yes. A friend couldn't decide whether to tell his parents about a bad grade. I advised him to be honest, and they helped him study.

7.3) What are the most common important...: Choosing a university major, deciding whether to study abroad, and choosing between taking a job and continuing their education.

8 Conversation

Adel: What are you doing on the weekend?
Faisal: My plans are still up in the air. Sometimes there's nothing interesting to do, but this weekend I have three good choices. I don't know which one to do.
Adel: What are the three things? I might be able to help you make up your mind.
Faisal: OK. First, Fahd has just graduated from college, and he's invited me to dinner. If I don't go to Fahd's graduation, he's going to be very hurt. I'm one of his closest friends, you know. Second, Khalid invited me to spend the weekend at his family's house at the beach. Third, the airshow is taking place, and Tariq asked me to go with him this weekend.
Adel: What's your preference?
Faisal: I'd much rather go to the Saudi Hawks airshow. If I don't go this weekend, I may not get another chance to see it.
Adel: It seems to me, you should do what you feel like doing. If you go to the airshow, explain to Fahd and Khalid why you're going. I'm sure they'll understand.



▲ Saudi Hawks performing aerobatics (Souq Okaz, Taif, Saudi Arabia, 2017)

Real Talk

up in the air = undecided
make up your mind = decide
It seems to me = a way to introduce an opinion

About the Conversation

1. What are Faisal's plans for the weekend?
2. What are his choices?
3. What will happen if he doesn't go to Fahd's graduation?
4. What will he regret if he doesn't go to the airshow?
5. What do you think Faisal should do?

Your Turn

A. Role-play the conversation. Suggest what you think Faisal should do on the weekend.
B. You have been invited to two events on the same day. Discuss with a partner what you will do at each one. List the positive and negative results of your choices.

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1) What are Faisal's plans for the...: His plans are still up in the air (undecided). He has three good choices and does not know which one to do.

2) What are his choices?: Fahd's graduation dinner, a weekend at Khalid's family beach house, or going to the airshow with Tariq.

B) Your Turn: Two invitations on the...: Sample: I will attend my friend's wedding. Positive: I keep a close friendship. Negative: I miss the match, so I will watch it later.

3) What will happen if he doesn't go to...: Fahd is going to be very hurt, because Faisal is one of his closest friends.

5) What do you think Faisal should do?: He should go to the Saudi Hawks airshow, then explain to Fahd and Khalid why he chose it; I'm sure they will understand.

A) Your Turn: Role-play the...: Sample: "It seems to me you should go to the airshow, because it may not come again, and visit Fahd and Khalid later."

4) What will he regret if he doesn't go...: He may not get another chance to see the Saudi Hawks airshow.

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9 Reading

Before Reading

Have you ever had to make a serious decision in your life? Discuss.

The Right Choice

The story goes that in the fifteenth century, in a tiny village near Nuremberg, Germany, lived a family with 18 children. In order to keep food on the table for his large family, the father—a goldsmith by profession—worked almost 18 hours a day.

Despite their hopeless situation, two of the Dürers' elder children had a dream. They both wanted to pursue their talent for art, but they knew full well that their father could never afford to send either of them to Nuremberg to study at the academy.

After many long discussions, the two boys finally worked out a pact. Albert said, "I'll go down in the mines. With my earnings, I'll support you while you attend the academy for four years. When you complete your studies, you'll support me, either with the sales of your artwork or, if necessary, also by working in the mines."

His brother Albrecht agreed and went off to Nuremberg to study art at the academy. Meanwhile, Albert went down into the dangerous mines and, for the next four years, financed his brother, whose work at the academy was almost an immediate sensation. Albrecht's etchings, his woodcuts, and his oils were far better than those of most of his professors, and by the time he graduated, he was beginning to earn high fees for his works.

When the young artist returned to his village, the Dürer family held a festive dinner to celebrate Albrecht's triumphant homecoming. After a long and memorable meal, Albrecht rose at the head of the table to thank his beloved brother for the years of support that had allowed Albrecht to fulfill his ambition. His closing words were, "And now, Albert, blessed brother of mine, it is your turn. Now you can go to Nuremberg to pursue your dream, and I will take care of you."

All heads turned to the far end of the table where Albert sat, tears streaming down his pale face, shaking his lowered head from side to side while he sobbed and repeated, over and over, "No… no… no… no."

Finally, Albert rose, wiped the tears from his cheeks and said, "No, brother. I cannot go to Nuremberg. It is too late for me. Look what four years in the mines have done to my hands! The bones in every finger have been smashed, and lately I have been suffering from arthritis so badly in my right hand that I cannot make delicate lines on parchment or canvas with a pen or a brush. No, brother, for me it is too late."

In order to show his gratitude to Albert, Albrecht Dürer drew his brother's abused hands with palms together and thin fingers stretched skyward. He called his powerful drawing simply *Hands*, and the entire world almost immediately opened their hearts to his great masterpiece.



▲ German Artist Albrecht Dürer (1471-1528)

Note: Albrecht Dürer is a famous artist, but there is no historical confirmation for this inspiring story, which appears to have been recently invented.

1) Before Reading: Have you ever had to…: Yes. When I had to choose my study track, I listed the good and bad points, asked my family for advice, and chose the science track.

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After Reading

A. Explain the following expressions in your own words.

1. could not afford
   _____
2. to work out a pact
   _____
3. to fulfill his ambition
   _____

B. Now in your own words explain the brothers' choice.

_____
_____
_____
_____
_____
_____



▲ Albrecht Dürer House, Nuremberg, Germany

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

1. _____ The father worked very hard as a tailor in order to support his family.
2. _____ The two boys were talented and wanted to become artists.
3. _____ The father didn't have enough money to send his sons to the academy.
4. _____ One brother would stay at home while the other went to Nuremberg.
5. _____ By the time he graduated, Albrecht's works were already known.
6. _____ Albrecht came back home to fulfill his part of the deal.
7. _____ His brother Albert couldn't go to the academy because he had broken fingers.
8. _____ Albrecht drew his brother's hands to express his gratitude.

Discussion

What do you think about the saying: "No one ever makes it alone!" Discuss in a group, and give examples.

10 Project

As a class, discuss local issues like the one about the highway in the Listening on page 124. Choose an issue and discuss the positive and negative aspects of each side. Role-play radio interviews like the one in the Listening, in which people who support different sides of the issue are interviewed.

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A1) Explain in your own words: could not...: did not have enough money to pay for something

A2) Explain in your own words: to work...: to reach an agreement (a deal) with someone after discussion

A3) Explain in your own words: to fulfill...: to achieve the goal or dream he had always hoped for

C2) The two boys were talented and wanted...: True

C1) The father worked very hard as a...: False — he worked as a goldsmith, not as a tailor.

B) Now in your own words explain the...: They agreed that Albert would work in the mines to pay for Albrecht's four years at the academy, and then Albrecht would support Albert to study.

C4) One brother would stay at home while...: False — Albert did not stay at home; he went down into the dangerous mines to earn money.

C3) The father didn't have enough money...: True

C6) Albrecht came back home to fulfill...: True

E) Project: discuss a local issue, its...: Sample issue: a new factory near our town. Positive: more jobs. Negative: pollution and traffic. Role-play interviews with both sides.

D) Discussion: What do you think about...: I agree. Nobody succeeds without help: Albrecht became a great artist only because his brother sacrificed four years in the mines for him.

C5) By the time he graduated, Albrecht's...: True

C8) Albrecht drew his brother's hands to...: True

C7) His brother Albert couldn't go to the...: True

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11 Writing

I won't risk failing again!

A. Read the article about making choices. Circle the gerunds.

Making Choices

Your life is a result of the choices you make. Some everyday choices are simple and usually have very little impact on your life, while others can have serious consequences on your future.



Deciding what to wear or what to eat for lunch, for example, is usually of very little consequence. If you choose not to wear a jacket on a cold day, the worst thing that can happen is that you may come down with a cold for a few days. Choosing not to study for a test, however, could have more serious consequences. If you don't study, you will probably get a low grade or fail the test. Yet, sometimes making "bad" choices like these can help you learn to make "good" ones in the future. The next time it's cold, you will consider wearing a jacket. And the next time you have a test, you will study hard so that you won't end up failing.

But life also has more important choices to make, such as deciding on a career to follow or which university to attend. Making decisions like these is often difficult, so it's important to think about them carefully. One way to do this is to make a list of the positive and negative aspects before deciding. After comparing them, the right choice may seem clear. Another thing you can do is ask someone that you trust for advice. An older member of the family or a teacher who has had more life experience will be able to guide you in the right direction.

Remember that you are responsible for making choices, whether they are "good" or "bad." If you realize that a choice you have made is wrong, then it's up to you to decide how to make it right.

A) Deciding, Choosing, making, wearing, failing, deciding, Making, deciding, comparing, making

Writing Corner

1. Gerunds and gerund phrases can act as subjects.
   Deciding what to wear, for example, is usually of very little consequence.
2. Gerunds and gerund phrases can act as direct objects of verbs.
   The next time it's cold, you will consider **wearing a jacket**.
3. Gerunds can act as objects of prepositions: *before, after, for, of, in, without*, etc.
   Make a list of the positive and negative aspects before **deciding**.

B. Write notes in the chart about personal choices you have made and their consequences.

Choices	Consequences
B1a) not studying for a test	B1b) I got a low grade
B2a) sleeping late	B2b) I was late for school
B3a) saving my pocket money	B3b) I bought a new bicycle
B4a) joining the school team	B4b) I made new friends

C. Write about choices that you have made and their positive or negative consequences. Who has influenced your choices? What have you learned from the "bad" choices?

C) Write about choices you have made and...: I chose to join the science club instead of playing games; my father encouraged me and I won a prize. Bad choices taught me to think first.

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12 Form, Meaning and Function

Conditional Sentences: Imaginary Situations

You can use conditional sentences to talk about imaginary or hypothetical situations in the present.
Use the simple past in the *if*-clause and *would* in the main clause.
If they **built** a new highway, the farmers **would** be affected.
If I **was/were** rich, I **wouldn't** have to work.

The contraction of *would* is *'d: I'd, you'd, he'd, she'd, we'd, they'd.*
They**'d** be happy **if** they **had** time to take a vacation.

Wish

Use *wish* + the simple past for things you want to happen in the present but probably won't.

They don't have much time.	They **wish** they **had** more time.
I have to study today.	I **wish** I **didn't have** to study today.
Faisal isn't rich.	Faisal **wishes** he **was/were** rich.
I can't speak French.	I **wish** I **could** speak French.

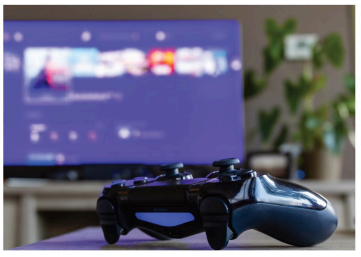
Note: The form of the verb *be* is often *were* for all subjects in imaginary situations and wishes.

A. Match the sentence parts.

1. ___ If my family had to move to another city,	**a.** there'd be less traffic.
2. ___ If everyone cared for the environment,	**b.** he'd be in good shape.
3. ___ If he had more work experience,	**c.** I'd visit New Zealand.
4. ___ If people took the bus more often,	**d.** I'd miss my friends.
5. ___ If he worked out at the gym every day,	**e.** he'd apply for the job.
6. ___ If I could travel anywhere in the world,	**f.** there'd be less pollution.

B. Discuss the following situations with a partner. What would you do?

1. You have more free time to do something you really enjoy.
2. You were given a scholarship to study at the college of your choice.
3. You lent a good friend some money, but he/she didn't return it.
4. You are a conservationist and your job is to protect the environment.
5. Your classmate asked you to not study for an important test.



C. Write two sentences with ***wish*** for things that each person wants.

1. Trevor has to wake up early for work. He can never get enough sleep.
2. You don't feel well, so you can't hang out with your friends today.
3. There is so much pollution. We want more people to care for the environment.
4. You want to buy a new laptop, but you don't have enough money.
5. A friend asks Ali to go surfing. He can't go because he doesn't know how to surf.



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A1) ___ If my family had to move to...: d

A2) ___ If everyone cared for the...: f

A3) ___ If he had more work experience,: e

A4) ___ If people took the bus more...: a

A5) ___ If he worked out at the gym...: b

A6) ___ If I could travel anywhere in...: c

B1) You have more free time to do...: If I had more free time, I would learn to play a musical instrument.

B2) You were given a scholarship to study...: If I were given a scholarship, I would study medicine and help sick people.

B3) You lent a good friend some money,...: If a friend didn't give my money back, I would remind him politely and give him more time to pay.

B4) You are a conservationist and your...: If I were a conservationist, I would start recycling campaigns and plant more trees in my city.

B5) Your classmate asked you to not study...: If a classmate asked me not to study, I would refuse politely and invite him to study with me.

C1) Trevor has to wake up early for work....: He wishes he didn't have to wake up early. He wishes he could get enough sleep.

C2) You don't feel well, so you can't...: I wish I felt well. I wish I could hang out with my friends today.

C3) There is so much pollution. We want...: I wish there weren't so much pollution. I wish more people cared for the environment.

C4) You want to buy a new laptop, but you...: I wish I had a new laptop. I wish I had enough money to buy one.

C5) A friend asks Ali to go surfing. He...: He wishes he could go surfing. He wishes he knew how to surf.

12 Culture Shock

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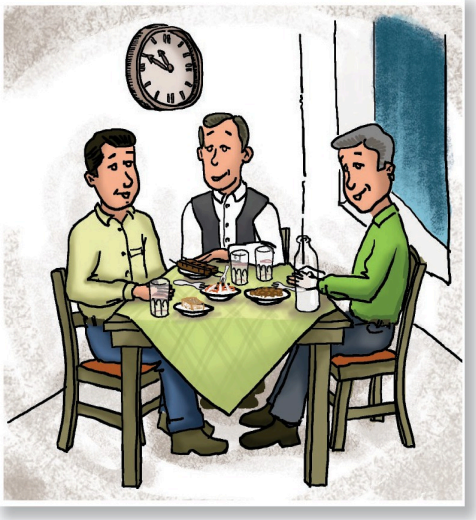
1 Listen and Discuss

Which of the following customs are similar in your country?

Standing in line, saying thank you, and taking an afternoon rest are similar in my country.

When in Rome, Do as the Romans Do

When you are visiting a new place, you should try to act as the local people do. Here are some tips.



In Mediterranean Countries ▲

Eating dinner late is a common custom in Mediterranean countries such as Italy, Greece, and Spain. No one goes out for a meal before 9 P.M., and most restaurants stay open past midnight. It is also common for people in these countries to take an afternoon break. Many stores close for 3 hours in the afternoon, allowing workers to eat with their family, rest, and return to work relaxed.



In England ▲

In England, it's customary to say "please," "thank you," "excuse me," and "sorry." It's polite to say "excuse me" if someone is blocking your way, and "sorry" if you accidentally bump into someone. And remember to stand in line (or as the British say, "queue up") and wait your turn patiently. It's a good idea to talk about the weather, a favorite topic of conversation with the British.



In Japan ▲

In Japan, be prepared to exchange personal or business cards. When a person gives you a card, don't put it in your pocket right away. The person expects you to read it and even comment on it. It is impolite not to do so.

◀ In Asian Countries

In many Asian countries, people eat with chopsticks. It's not polite to play with chopsticks or to cut and spear food with them. It's rude to leave them standing up in a bowl of rice. When not using your chopsticks, place them on the chopsticks holder. If you can't manage to eat with them, it's advisable to ask for a spoon or a fork.

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In Mexico

In Mexico, all university graduates have a title, and they usually expect you to use it. Don't forget to call a university graduate, such as a lawyer or an engineer *Licenciado*.



In India

Removing shoes before entering a home is customary in India. In fact, it is common practice in many parts of the world. Try not to spread dust and mud in the house and on the carpets of your host.



In the United States and China

In the United States, remember to make sure you tip porters, taxi drivers, and waiters. Waiters expect to get a tip that is 15 percent of the cost of your meal. China is one of those wonderful countries where tipping is not practiced, and almost no one asks for tips.

In Germany

Being punctual is important to Germans. For business meetings it is a good idea to arrive a few minutes early. Hosts also expect their guests to be on time. Being late or rushing makes a bad impression.

Quick Check

A. Vocabulary. Write down four sentences in the article that use expressions of advice and recommendation.

It's a good idea to...

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

1. _____ It's not a good idea to discuss the weather in England.
2. _____ You are expected to take off your shoes in an Indian home.
3. _____ Make sure you call everyone in Mexico *Licenciado*.
4. _____ Be sure to carry business cards with you in Japan.
5. _____ Remember not to be late for an appointment in Germany.
6. _____ You should always remember to tip in China.

2 Pair Work

A. **Ask** and **answer** about customs in different countries using the information on these pages.

- What should I remember to do in England?
- Always remember to stand in line.
- Is it polite to cut your food with chopsticks in Japan?
- No, it isn't.

B. Give advice to travelers to different countries.

- It's advisable to have a snack before dinner in Spain.
- Why?
- Because people have dinner very late, and most restaurants stay open after midnight.

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A) Vocabulary. Write down four sentences...: 1) It's a good idea to talk about the weather. 2) It's advisable to ask for a spoon or a fork. 3) Don't forget to call a university graduate Licenciado. 4) Remember to stand in line.

B2) You are expected to take off your...: ✓ True

2A) Pair Work. Ask and answer about...: What should I remember to do in India? Always remember to take off your shoes before you enter a home.

B4) Be sure to carry business cards with...: ✓ True

B6) You should always remember to tip in...: ✗ False — tipping is not practiced in China.

2B) Pair Work. Give advice to travelers...: It's advisable to arrive a few minutes early in Germany. Why? Because being late makes a bad impression there.

B1) It's not a good idea to discuss the...: ✗ False — it's a good idea to talk about the weather in England.

B5) Remember not to be late for an...: ✓ True

B3) Make sure you call everyone in Mexico...: ✗ False — only university graduates are called Licenciado.

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3 Grammar

Verb + Infinitive

The infinitive form can follow certain verbs, including the ones below.

afford, choose, decide, expect, forget, hope, learn, manage, offer, promise, refuse, remember, try

expect	We didn't **expect to arrive** so late.
manage	They **managed to get** an earlier flight.
refuse	The airline **refused to pay** for our hotel.
remember	I didn't **remember to bring** my toothbrush.
try	She **tried to sleep** on the plane, but she couldn't.

Remember: Some verbs are followed by gerunds. See Unit 10, page 112.

Verb + Noun/Pronoun + Infinitive

In Latin America, families **allow children to stay up** late.
In China, people don't **expect you to tip**.

It's... + Infinitive

It's polite to...
not polite to.../impolite to...
rude to...
common to...
wrong to...
advisable to...
a good idea to...

Note: Some of these expressions can be used for advice (for example, *It's advisable to..., It's a good idea to...*).

Expressions of Advice with Infinitives

Try to...
Try not to...
Remember to...
Don't forget to...
Make sure to...
Be sure to...

Gerunds as Subjects

A gerund can be used as the subject of the sentence.

Traveling is a good way to learn about other cultures.
Tipping is not common in Japan.

A. Make sentences. Use infinitives. Add ***it's*** where necessary.

1. good idea / follow / local customs
2. we / managed / get seats / on the crowded bus
3. not advisable / carry / a lot of money
4. make sure / tip / taxi drivers
5. try / stay / in places that are safe
6. polite / stand in line / for a bus

1) It's a good idea to follow local customs.
We managed to get seats on the crowded bus.
4) Make sure to tip taxi drivers.
5) Try to stay in places that are safe.
6) It's polite to stand in line for a bus.

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3) It's not advisable to carry a lot of money.

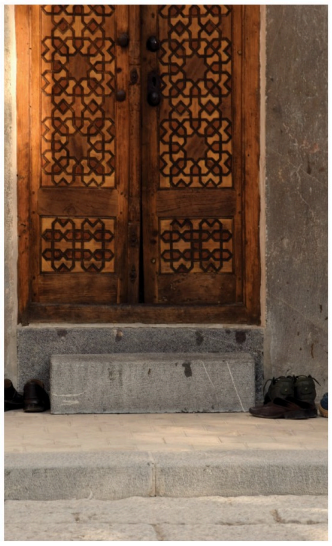
B. Complete the following sentences with infinitives. Use the information in the article on pages 130 to 131.

1. It's advisable (B1) to exchange business cards in Japan.
2. It's not a good idea (B2) to arrive late in Germany.
3. It's polite (B3) to say excuse me and sorry in England.
4. It's not common (B4) to wear your shoes inside a home in India.
5. It's important to call university graduates Licenciado in Mexico.
6. It's common (B6) to eat dinner late in Mediterranean countries.

C. Look at the photos. What do you think is the polite/not polite thing or the right/wrong thing to do in your country?

It's polite for businessmen to shake hands.
Shaking hands is polite in my country.

C) It's polite to take off your shoes at the door and to raise your hand to call a waiter, but it's rude to point at people or put your feet on the desk.











D. Complete the sentences with the correct form—the infinitive or gerund. Review the list of verbs that can be followed by gerunds in Unit 10, page 112.

1. We enjoyed (D1) driving (drive) along the scenic route on the way to the ocean.
2. Mahmoud managed (D2) to change (change) the tire in the dark.
3. I refuse (D3) to try (try) different kinds of foods.
4. We kept (D4) looking (look) until we found a good restaurant for dinner.
5. I expected (D5) to pay (pay) a lot of money for hotels.
6. I can't stand (D6) waiting (wait) in long lines.
7. Please remember (D7) to take (take) your passport with you when you travel.
8. I tried (D8) to learn (learn) some of the customs of the country before I traveled.

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4 Language in Context

Discuss with a partner how people handle the following situations in your country.

Standing in line to catch a bus is common. OR
It isn't common for people to stand in line to catch a bus.

standing in line
tipping
shaking hands
arriving late
eating late at night
taking a rest in the afternoon
taking your shoes off in the house
your idea: _____

5 Listening

Listen to the advice about traveling to the United States. Then answer ***true*** or ***false***.

1. _____ Gestures are very similar all over the world.
2. _____ Americans usually introduce themselves with their last names.
3. _____ Americans like to stand really close when they are talking to others.
4. _____ People are expected to arrive on time at all events in the United States.
5. _____ It's polite for house guests to give a small gift in the United States.



6 Pronunciation

Listen. Notice how ***to*** is reduced and pronounced quickly. Then practice.

It's polite **to** shake hands.
It's advisable **to** study the customs.
It's impolite **to** stare at someone.
It's common **to** exchange business cards.

7 About You

1. What dos and don'ts do you know about for different countries? What are some cultural differences you know about?
2. Are there different customs in different parts of your country? What are the differences?
3. Have you ever lived or traveled abroad? Did you have any difficulty in adjusting?
4. Have you ever had a problem because of a cultural difference? Explain.
5. What are common gestures in your culture? What do they mean?

4) Language in Context. Discuss with a...: Standing in line, shaking hands, eating late at night, taking a rest in the afternoon and taking your shoes off in the house are common; tipping and arriving late aren't common.

4b) your idea: _____: greeting your neighbors

5.1) Listening. Gestures are very similar...: ✗ False — the same gesture can mean different things in different countries.

5.2) Americans usually introduce...: ✗ False — they usually introduce themselves with their first names.

5.3) Americans like to stand really close...: ✗ False — they like to keep some personal space when they talk.

5.4) People are expected to arrive on time...: ✗ False — being on time matters for business, but you may arrive a little late for a party.

5.5) It's polite for house guests to give...: ✓ True

7.5) What are common gestures in your...: Placing the right hand on the heart after shaking hands shows respect and welcome, and a slight nod of the head means thank you.

7.3) Have you ever lived or traveled...: Yes, I traveled to Malaysia last year. At first the food and the language were difficult, but people were friendly, so I adjusted quickly.

7.1) About You. What dos and don'ts do you...: Do exchange business cards in Japan, do take off your shoes in India, and don't tip in China. Greetings and mealtimes also differ.

7.4) Have you ever had a problem because...: Yes. I once arrived late for a meeting abroad and my host was upset, because being punctual is very important in his country.

7.2) Are there different customs in...: Yes. Food, dialects, and wedding traditions differ from one region to another, but generosity and hospitality are the same everywhere.

8 Conversation

Will: So, what's it like living and working in China?

Edgar: Well, to be honest, in today's globalized world, there isn't really all that much difference anymore, especially in big cities like Shanghai, where I'm based. There's a lot of traffic, crowded subways and buses, tall skyscrapers, and modern shopping malls just like in other large cities around the world.

Will: Have any differences struck you?

Edgar: Well, the food is very different, and eating with chopsticks was tricky at first, especially rice and noodles. But I got the hang of it.

Will: What about the language?

Edgar: Most of the people I work with speak English well. I'm still learning Chinese to handle everyday situations.

Will: Is there anything else you're not used to yet?

Edgar: No, I've adjusted to the way of life. However, there's still one thing that's kind of weird to me. In China, the family name comes before the first name, and millions of people have the same surname. For example, Wang, Li, Zhang, Chen, and so on are the most common.

Will: No kidding!

Edgar: Yeah, at work when I called out Zhou, three colleagues used to answer me. But I managed to solve the problem.

Will: What did you do?



▲ Shanghai, China

Your Ending

What do you think Edgar answers?

1. I found out the first name of each one.
2. Together we came up with a Western name for each: John, George, and Joe.
3. I left my work station and went and talked to each one.
4. Your idea: _____

Real Talk

to be honest = used to state something more directly
to get the hang of = to get used to doing something the right way
kind of = rather
No kidding! = an expression of surprise and disbelief

About the Conversation

1. What things does Edgar say are the same in Shanghai?
2. What's his conversational Chinese like?
3. What did Edgar find difficult at first?
4. What is unusual about Chinese surnames?

Your Turn

Role-play the conversation like the one above but using a different country. Express surprise at some of the things mentioned.

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Your Ending) What do you think Edgar answers?: (2) Together we came up with a Western name for each: John, George, and Joe.

Your Ending 4) Your idea: ___: I started calling each colleague by his full name, so everyone knew exactly who I meant.

4) What is unusual about Chinese...: The family name comes before the first name, and millions of people share the same surname.

2) What's his conversational Chinese...: It is still basic; he is still learning Chinese to handle everyday situations.

1) What things does Edgar say are the...: Traffic, crowded subways and buses, tall skyscrapers, and modern shopping malls, just like other large cities.

Your Turn) Role-play the conversation using a...: A: What's it like living in Japan? B: To be honest, it's like any big city, but people bow instead of shaking hands. A: No kidding!

3) What did Edgar find difficult at...: The food was very different, and eating with chopsticks was tricky, especially rice and noodles.

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9 Reading

Before Reading

What problems do you think people have adapting to a different culture?

Before Reading) What problems do you think people...: Language barriers, unfamiliar food, homesickness, and different customs, transport and daily habits.

A FISH OUT OF WATER



Almost everyone who studies, lives, or works abroad experiences some degree of culture shock. This period of cultural adjustment involves everything from getting used to the food and language to smaller things like learning how to use the telephone. No matter how patient and flexible you are, adjusting to a new culture can sometimes be difficult and frustrating. Some people get depressed, and very homesick. But don't panic—these are all totally normal reactions and you are not alone.

The term *culture shock* was first used by writer Kalervo Oberg in 1954. He found that all human beings experience the same feelings when they travel to or live in a different country or culture. Oberg identified five distinct stages of culture shock.

1. **THE ADJUSTMENT PHASE**
   This period can last six months or longer. The newcomer is excited about being in a new place and experiencing a new lifestyle. Some problems may occur, but the person usually tends to accept them as part of the adjustment to another country and novelty of being in a new place. People are generally helpful to the newcomer, and that person feels welcome.
2. **EMPTINESS OR REJECTION PHASE**
   The newcomer has to deal with the usual problems of accommodation, transportation, shopping (not finding your favorite foods), and very often not being able to communicate fluently in the local language. The local people may not understand why the newcomer is making such a big deal over what they see as a small problem. At this point, the newcomer starts to complain about, and maybe even reject, the new country.
3. **THE CONFORMIST PHASE**
   Gaining some understanding of the new culture, its ideals, and its values brings a new feeling of pleasure. The crisis is over when the newcomer learns to understand the cultural differences, but hasn't completely adjusted to the new culture.
4. **ASSIMILATION PHASE OR COMPLETE ADJUSTMENT**
   In this phase, the person accepts the food, the habits, and customs of the new country, and may even find some things better than things back home. The newcomer becomes completely adjusted and feels comfortable in the new place. On returning home, the traveler will miss the new friends and the country and will cherish the memories forever.
5. **REVERSE CULTURE SHOCK**
   This is when the person comes back to the home country. The returnee may have been away from home for a long time and gets a "re-entry shock." Many things may have changed, and it will take a while to get used to home again.

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After Reading

A. Match the words with the definitions.

1. b flexible
2. ___ frustrating
3. e homesick
4. a stage
5. ___ newcomer
6. f novelty
7. ___ values
8. d to cherish

h

c

g

a. missing home and family
b. able to change in different situations
c. beliefs about what is right or wrong
d. person who has arrived recently
e. annoying because you cannot do something you want
f. one level or phase in a series
g. to remember a pleasant feeling for a long time
h. something new and interesting

B. Answer about the reading.

1. What do you think "fish out of water" means?

B1) Someone who feels uncomfortable and out of place in unfamiliar surroundings.

2. What do you understand by the term "culture shock"?

B2) The confusion and stress felt while adjusting to a new, unfamiliar culture.

3. When did the expression first appear?

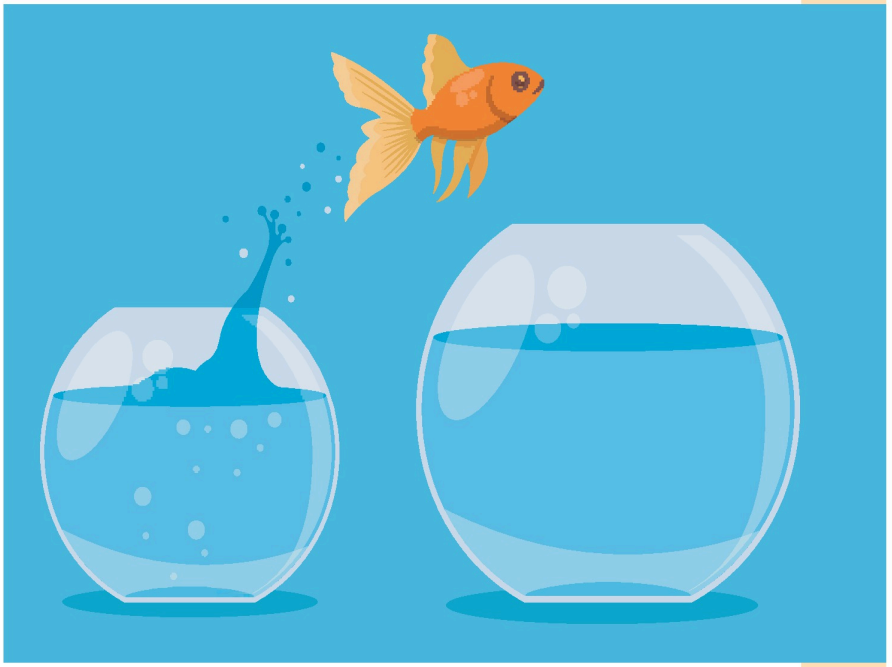
B3) In 1954, when the writer Kalervo Oberg first used it.

4. In your own words, classify the five different stages of culture shock.

B4) Adjustment; emptiness or rejection; conformist; assimilation; reverse culture shock.

Discussion

1. Have you ever lived for a period of time in another country? What was your experience like? Did you get culture shock? Reverse culture shock?
2. What experiences of culture shock have people that you know had when they visited another country?



Discussion 2) A friend in Japan was surprised by the crowded trains and by having to take off his shoes indoors.

10 Project

Yes, I lived a year abroad. At first the food and dialect confused me, but I adjusted; coming home felt strange too.

Work in groups. Think of advice to give to travelers to your country. Make a list of tips to help them fit into the local culture.

Project) Tips: learn Arabic greetings, dress modestly, respect prayer times, accept coffee and dates, and try kabsa.

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11 Writing

A. In groups, read the quotes about culture and travel. Discuss what the quotes mean.

A people without the knowledge of their past history, origin, and culture is like a tree without roots.
—Marcus Garvey

Though we travel the world over to find the beautiful, we must carry it with us or we find it not.
—Ralph Waldo Emerson

When you travel, remember that a foreign country is not designed to make you comfortable. It is designed to make its own people comfortable.
—Clifton Fadiman

Culture makes people understand each other better. And if they understand each other better in their soul, it is easier to overcome the economic and political barriers. But first they have to understand that their neighbor is, in the end, just like them, with the same problems, the same questions.
—Paulo Coelho

We shall not cease from exploration, and the end of all our exploring will be to arrive where we started and know the place for the first time.
—T.S. Eliot

A) Culture and history are a people's roots; travel enriches us only if we carry understanding with us.

Writing Corner

1. *Be used to* + gerund/noun means to be familiar with something usual.
   I **am not used to eating** with chopsticks.
2. *Get used to* + gerund/noun means to become familiar with something.
   I **am getting used to** some of the local customs.
3. *Used to* + infinitive refers to an action that repeatedly happened in the past, but does not happen now. The negative form is *didn't use to*.
   We **used to walk** to school. We **didn't use to take** the bus.

B. Complete the sentences with the gerund or infinitive of the word in parentheses.

1. The people here are used to **B1) standing** (stand) in line at the bus stop.
2. It isn't easy to get used to **B2) living** (live) in a new cultural environment.
3. We are not used to the weather **B3) being** (be) so cold and rainy.
4. She used to **B4) drink** (drink) coffee in the morning, but now she drinks tea.
5. He has gotten used to **B5) driving** (drive) on the left side of the road.
6. You may find it strange at first, but you'll get used to **B6) eating** (eat) the food.
7. I had difficulty with the language at first, but I'm used to **B7) speaking** (speak) it now.
8. I didn't use to **B8) take** (take) a nap, but now I rest for an hour every afternoon.

C. Imagine that you are staying in a foreign country. Write an email to a friend about the cultural differences you have experienced. Before you write, you may want to research the local habits, customs, gestures, cuisine, weather, etc.

C) Dear Sami, Life here is very different: people bow instead of shaking hands, and I am still not used to eating with chopsticks. Ali

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12 Form, Meaning and Function

Past Perfect

Use the past perfect tense (*had* + past participle*) to indicate an action that happened before another action in the past. Some time expressions that are used with the past perfect are: *after, already, before, by the time, ever, never, until*.



By the time we **got** to the airport, our flight **had** already **left**.
After she **had gone** to the hotel, Amal **exchanged** some money.
Had you ever **eaten** sushi before you **traveled** to Japan?
No, I**'d** never **tasted** sushi until I **visited** Japan.
He**'d had** the car for ten years before he **sold** it.

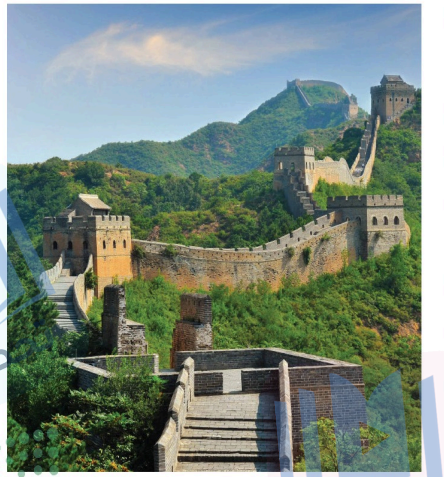
Note: The contraction of *had* is *'d: I'd, you'd, he'd, she'd, we'd, they'd*.

* See page 162 for a list of the past participles of irregular verbs.

A. Complete the sentences with the verbs in parentheses. Use the simple past and the past perfect.

1. They had already started (already start) boarding the plane when I A1b) arrived (arrive) at the gate.
2. Sabah didn't know (not know) how to use the chopsticks because she had never eaten (never eat) in a Chinese restaurant before.
3. We didn't manage to (not manage) get a hotel room because we hadn't made (not make) a reservation in advance.
4. I had never been (never be) abroad until I A4b) traveled (travel) to Paris last summer.
5. Had you learned (you / learn) to speak French before you A5b) went (go) to Paris?
6. The waiter A6a) was (be) upset because his customers A6b) hadn't left (not leave) him a tip.
7. By the time Faris A7a) finished (finish) his studies, he had lived (live) in London for five years.
8. After he had adjusted (adjust) to British culture, Faris A8b) felt (feel) quite comfortable living in London.
9. He had become (become) so familiar with the British customs that he experienced (experience) reverse culture shock when he returned home.
10. Everyone had taken off (take off) their shoes before they A10b) entered (enter) the mosque.

B. Complete the text with the correct past tense of the verbs in parentheses.



I had always wanted (**1.** always want) to visit China, and last year my dream B2) came (**2.** come) true. Before I B3) left (**3.** leave) home, I had planned (**4.** plan) my trip carefully. I had gotten (**5.** get) maps and lots of expert advice from my travel agent. I had studied (**6.** study) the Chinese customs, and I had even taken (**7.** even take) a course to learn some basic Chinese. I B8) spent (**8.** spend) one month in China traveling to different regions of the country. I B9) saw (**9.** see) amazing sights like the Great Wall, which B10) was (**10.** be) more spectacular than I had ever imagined (**11.** ever imagine). The scenery was so incredible that I B12) took (**12.** take) over 300 pictures in one day!

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EXPANSION Units 10–12

1 Language Review

A. Complete the sentences about yourself using a verb in the gerund form.

1. I can't stand (A1) waiting in long lines.
2. I really enjoy (A2) reading books about other cultures.
3. I gave up (A3) drinking coffee late at night.
4. I really miss (A4) playing football with my old friends.
5. I avoid (A5) eating fast food between meals.

B. Write two sentences about the things you've ***already done*** and ***haven't done yet*** this year.

1. (B1) I have already finished my science project.
2. (B2) I have already joined the school reading club.
3. (B3) I haven't visited my grandparents in Abha yet.
4. (B4) I haven't learned how to swim yet.

C. Adnan wants to be a successful doctor. Write five things he'll have to do to achieve that. Start the sentences with ***if***.

If Adnan wants to be a doctor, he'll have to go to medical school.
If he wants to get into medical school, he'll need to get good grades.

1. If he's accepted, he'll (C1) have to study hard for at least six years.
2. (C2) If he wants to graduate, he'll have to pass all his exams.
3. (C3) If he finishes medical school, he'll have to train in a hospital.
4. (C4) If he wants more experience, he'll have to work with senior doctors.
5. (C5) If he wants to stay successful, he'll have to keep learning about new treatments.



D. Complete the sentences about yourself. Use ***will*** or ***might***.

1. If I don't do my chores, (D1) my parents will be upset with me.
2. If I study hard this year, (D2) I will get high grades in all my subjects.
3. If another person is rude to me, (D3) I might just walk away politely.
4. If my parents give me some money, (D4) I will save it for a new bicycle.
5. If someone gets in front of the line, (D5) I might ask him to wait his turn.

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E. Complete the sentences using a gerund or an infinitive.

1. I hope (E1) to get a good grade on my English test.
2. The thief avoided (E2) looking the police officer straight in the eye.
3. The students expect (E3) to finish their assignments before Friday.
4. I didn't have any money, so my friend offered (E4) to pay for my meal.
5. It's important (E5) to get all necessary vaccinations before you travel.
6. Our neighbors promised (E6) to water our plants when we're away.
7. I hate (E7) washing the pots and pans after I finish cooking.
8. My co-workers refuse (E8) to work on weekends.
9. I miss (E9) cooking when I'm away from home.
10. We stopped (E10) playing tennis in the winter because of the weather.

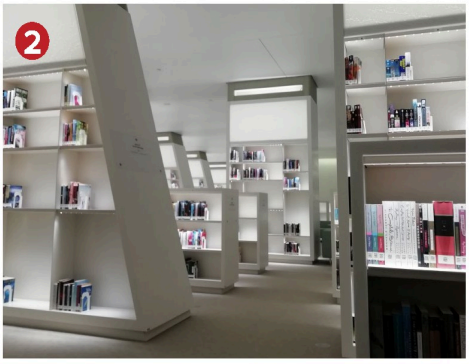
F. Complete the sentences about what is or isn't allowed or advisable.

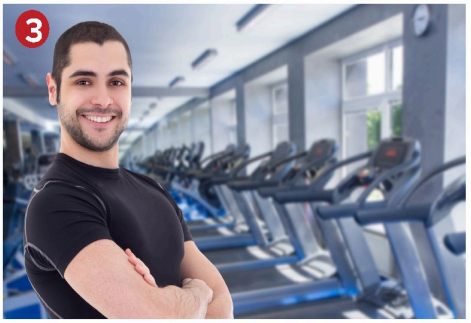
Talking on a cell phone while driving is not allowed.

1. (F1) Throwing trash in the street is subject to a fine.
2. (F2) Talking loudly in the library disturbs others.
3. (F3) Exercising regularly keeps you healthy.
4. (F4) Eating vegetables is good for your health.











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2 Reading

Before Reading

Taking a nap is recommended for both religious and health reasons. Do you take a nap in the afternoon? Do you feel sleepy after a large meal?

Before Reading) Yes, I nap in the afternoon, and big meals make me sleepy.

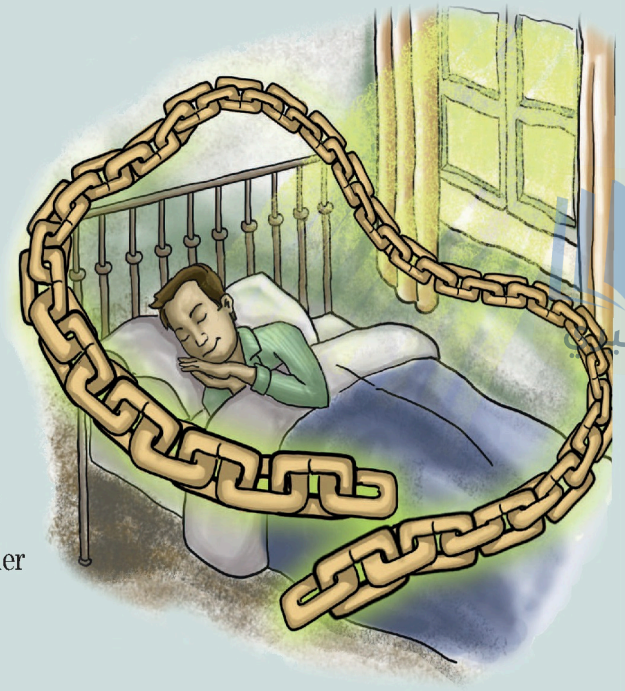
TAKING A SIESTA

"Sleep is the golden chain that ties health and our bodies together." Thomas Dekker

"A good laugh and a long sleep are the best cures in the doctor's book." Irish Proverb

"A well spent day brings happy sleep." Leonardo da Vinci

The idea of taking a siesta—an afternoon nap—and closing business for a few hours during the day is frowned upon by most Americans and Northern Europeans. In their cultures where "time is money," a sleep break is considered wasteful and unproductive. However, in many Latin, Asian, and Mediterranean cultures, taking a nap and an afternoon break is part of the daily routine.



Since the daytime nap is a custom in Spain, the Spanish word *siesta* is used to refer to a short rest after the midday meal. Many believe that the original concept of siesta was created to allow people to spend time with their family and friends. Today, it is a common practice in many countries where the weather is warm. The high temperatures, especially in summer, combined with a large meal contribute to a feeling of sleepiness. Still, some colder regions of Latin America practice siesta. In these cases, the tradition seems to be based on cultural influence rather than climate.

HERE ARE SOME BENEFITS OF SIESTA:

BIOLOGICAL NEED: Some doctors believe that the body is designed to sleep for shorter periods of time rather than in one large dose. Also, the body's blood sugar levels drop after a big meal, inducing drowsiness. This explains why many people may feel sleepy after lunch.

PROTECTION FROM THE SUN: Siesta takes place when the sun is at its highest point. This is when the temperature is hottest and the sun's rays are strongest. Avoiding the sun during midday protects people against sunburn, sunstroke, skin cancer, and heat exhaustion.

HEALTH: Studies have shown that people who nap regularly during the week are 37% less likely to suffer from heart disease. Napping helps people relax and reduces their stress levels.

IMPROVED MEMORY: Other research has found that people who took a short nap were able to remember information they learned better than those who did not nap.

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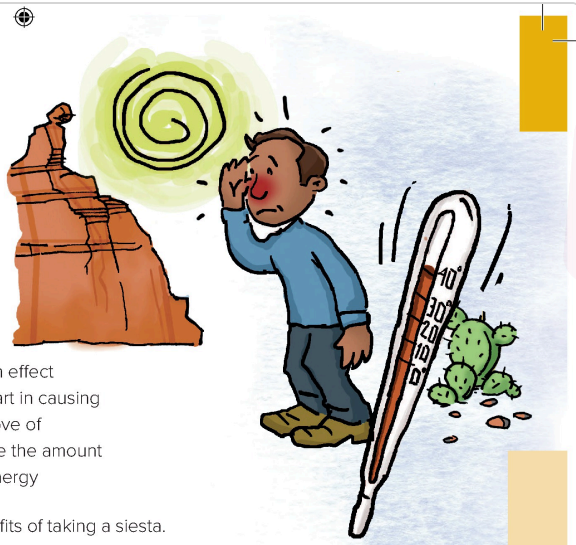

After Reading

A. Match the words from the text with the definitions.

1. ____ to frown upon	a. sleepiness
2. ____ to contribute to	b. to cause an effect
3. ____ to induce	c. to play a part in causing
4. ____ drowsiness	d. to disapprove of
5. ____ exhaustion	e. to decrease the amount
6. ____ to reduce	f. a loss of energy

B. In your own words, describe the 4 benefits of taking a siesta.

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

C. Answer the questions. Discuss with a partner.

1. What does the expression "time is money" mean?
2. Which of the quotes about sleep do you like best? Why?

Discussion

1. What are the advantages of taking a siesta?
2. What are the disadvantages of taking a siesta?
3. Which countries do you know of that practice siesta? Do they practice it in the same way?
4. Do you think that a siesta is beneficial, or do you think it is wasteful and unproductive? Explain.



3 Project

Research the benefits of sleep and present your findings to the class.

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A1) ____ to frown upon: d (to disapprove of)

A2) ____ to contribute to: c (to play a part in causing)

A3) ____ to induce: b (to cause an effect)

A4) ____ drowsiness: a (sleepiness)

A5) ____ exhaustion: f (a loss of energy)

A6) ____ to reduce: e (to decrease the amount)

B1) In your own words, describe the 4...: Biological need: the body is designed to sleep in shorter periods, and blood sugar drops after a big meal, inducing drowsiness.

B2) In your own words, describe the 4...: Protection from the sun: midday rest avoids the strongest rays, preventing sunburn, sunstroke, skin cancer and heat exhaustion.

D3) Which countries do you know of that...: Spain, Italy, Greece, Mexico and other Latin, Asian and Mediterranean countries, and Saudi Arabia; not all in the same way.

C2) Which of the quotes about sleep do...: Thomas Dekker's: "Sleep is the golden chain that ties health and our bodies together," because it shows sleep keeps us healthy.

B3) In your own words, describe the 4...: Health: people who nap regularly are 37% less likely to suffer heart disease, and napping relaxes them and reduces stress.

D4) Do you think that a siesta is...: Beneficial: the text shows a nap meets a biological need, cuts heart-disease risk by 37% and improves memory, so it is not wasted time.

D1) What are the advantages of taking a...: It gives rest and new energy, improves memory, reduces stress, protects the heart, and keeps you out of the midday sun.

B4) In your own words, describe the 4...: Improved memory: people who took a short nap remembered what they had learned better than those who did not nap.

Project) Research the benefits of sleep and...: Sample: sleep repairs the body, strengthens memory and immunity, and improves mood; teenagers need about 8-10 hours a night.

D2) What are the disadvantages of taking...: Businesses close for hours, work is delayed, and a long nap can make it hard to fall asleep at night.

C1) What does the expression "time is...: Time is as valuable as money, so wasting it is like wasting money - that is why some cultures call a sleep break wasteful.

4 Chant Along

Assimilating



Welcome to our country!
We're glad to have you here,
But please respect our rules
And the customs we hold dear.
Our habits may seem different.
Our cuisine may taste strange.
So, if you want to settle in
You'll need to make some change.
Assimilating is the key
To co-exist in harmony.



Chorus

We have our differences
You and I,
But it's all right
If we don't see eye to eye.
There's no reason why,
No, there's no reason why,
We can't get along.
If we respect one another,
Our friendship will be strong,
Our friendship will be strong.

Learning our native language
May seem overwhelming at the start,
But you'll pick it up eventually
So be patient, don't lose heart.

You'll grow to appreciate our people,
Get accustomed to our ways,
And cherish our traditions.
It's all part of the adjustment phase.
Assimilating is the key
To fit into society.



Chorus

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Vocabulary

A. Match the following expressions with their meanings.

1. _____ to hold dear	a. to agree
2. _____ to settle in	b. to get discouraged
3. _____ to see eye to eye	c. to feel at home
4. _____ to get along	d. to cherish
5. _____ to lose heart	e. to have a good relationship
6. _____ to pick up	f. to get used to
7. _____ to get accustomed to	g. to learn

B. Make sentences with the following verbs.

1. to respect _____
2. to appreciate _____
3. to cherish _____

Comprehension

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

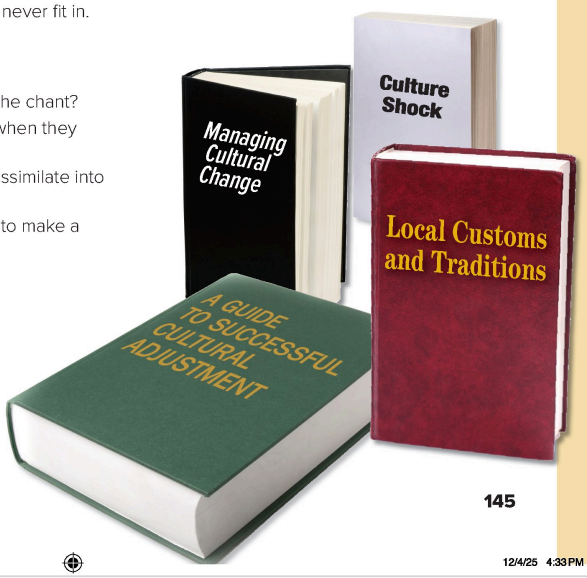
1. _____ The person greets the newcomer with pleasure.
2. _____ The person advises the newcomer not to change.
3. _____ He says that it's OK if they don't agree.
4. _____ He recommends they have mutual respect for one another.
5. _____ He says that learning the language may be difficult.
6. _____ After some time, the newcomer will get used to the lifestyle.
7. _____ He says the newcomer will never fit in.

Discussion

1. Do you agree with the advice in the chant?
2. What difficulties do people face when they move to another country?
3. What should a newcomer do to assimilate into a new society?
4. What should the local people do to make a newcomer feel welcome?

5 Writing

Write advice on what a newcomer needs to do to fit into a new society and how the local people can help.



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A.1) to hold dear: (d) to cherish

A.2) to settle in: (c) to feel at home

A.3) to see eye to eye: (a) to agree

A.4) to get along: (e) to have a good relationship

A.5) to lose heart: (b) to get discouraged

A.6) to pick up: (g) to learn

A.7) to get accustomed to: (f) to get used to

B.1) to respect (make a sentence): We must respect the customs of our host country.

B.2) to appreciate (make a sentence): I appreciate the help my new classmates gave me.

B.3) to cherish (make a sentence): We cherish our traditions and pass them on.

C.1) The person greets the newcomer with...: true

C.2) The person advises the newcomer not...: false — he says you'll need to make some change.

C.3) He says that it's OK if they don't...: true

C.4) He recommends they have mutual...: true

C.5) He says that learning the language...: true

C.6) After some time, the newcomer will...: true

C.7) He says the newcomer will never fit...: false — assimilating is the key to fit into society.

D.1) Do you agree with the advice in the...: Yes, I agree. Respecting local rules and customs helps newcomers and local people co-exist in harmony.

D.2) What difficulties do people face when...: A new language, unfamiliar food and customs, homesickness, and difficulty making new friends.

D.3) What should a newcomer do to...: Learn the language, respect the local customs and rules, be patient, and make friends with local people.

D.4) What should the local people do to...: Greet them warmly, be patient, explain their customs, and offer help and friendship.

5) Write advice on what a newcomer needs...: A newcomer should learn the language, respect local customs and be patient; local people should welcome them warmly and offer help.

Vocabulary

1 Lifestyles

VOCABULARY

Nouns
addict
fanatic
fitness
herbal tea
lifestyle
puzzle
thumb

Verbs
enjoy
hate
overdo
solve
work out

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

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

Adjectives
challenging
physical
proud
vegetarian

Question words
How long?
How much?
How often?

Preposition
except

EXPRESSIONS

Real Talk
Anyway
exercise freak
turn (someone) off
You see

2 Life Stories

VOCABULARY

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

Verbs
award
compete
donate
encourage
gather
join
practice
receive

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

Adjectives
environmental
crippling
hopeful
original
outstanding

EXPRESSIONS

Wishing someone well
congratulations
wish (someone) all the best

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

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3 When Are You Traveling?

VOCABULARY

Nouns

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

Verbs

board
check
ensure
identify
leave
miss
pack
proceed
remove

Phrases with verbs

fly back
make a mistake
take off (your shoes)

Adverb

nowadays

Adjectives

delayed
major
necessary
required

EXPRESSIONS

Idioms

compared to
for a while
in case of

Expression to reassure

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

Requesting and agreeing

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

Saying someone doesn't have to do something

That won't be necessary.

Real Talk

kind of
pretty
pick up

EXPANSION Units 1–3

VOCABULARY

Nouns

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

Verbs

cool off
flow
install
irrigate
manufacture
preserve
provide
recycle
store

Adjectives

accessible
alarming
aquatic
essential
indispensable
locked up
steamy
usable

EXPRESSIONS

Idioms

be the case
do our share
take for granted

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4 What Do I Need to Buy?

VOCABULARY

Nouns

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

Partitives

cup of
kilo of
package of
tablespoon of
teaspoon of

Verbs

add
bake
boil
cover
fry
grill
mix
roast
spread
steam

Sequence words

after that
finally
first
then

Pronouns

anything
nothing
something

Expressions of quantity

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

EXPRESSIONS

Making offers

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

Real Talk

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

5 Since When?

VOCABULARY

Nouns

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

Verbs

appear
capture
invent
offer
produce
take up
take over

Adjectives

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

Prepositions

for
since

EXPRESSIONS

Idioms

be around
by accident
hit the market

Real Talk

Congratulations!
. . . er
Long time no see
settle down
What have you been up to?

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6 Do You Know Where It Is?

VOCABULARY

Nouns
bridge
bullet train
commuter
fare
suburb
survey
vehicle

Features of a town/ community
clean air
cost of living
crime rate
green area
housing
public transportation system
quality of life
recreation

Nouns—Measurement words
kilometer
mile

Verbs
commute
cycle
move out
park
renovate

Adjectives
cozy
efficient
low
narrow
overall
polluted
punctual

Adverbs
approximately
roughly

EXPRESSIONS

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

EXPANSION Units 4–6

VOCABULARY

Nouns
accomplishment
breeze
cable car
landscape
objective
parachute
pass
peak
rapids
scent
skydiving
trail
treat
valley
white-water rafting

Verbs
accompany
conquer
float
paddle
pedal
rush
wonder

Adjectives
calm
enjoyable
freezing
frightened
glacial
long-distance
rural
proud
scenic
tiring
unique

Adverbs
constantly
terribly

EXPRESSIONS

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

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

VOCABULARY

Nouns

antique
broom
cup
fan
fork
frying pan
garage sale
garbage can
grass
hammer
hose
knife, knives (*pl.*)
ladder
lamp
lawn mower
luggage
plate
pot
pliers
rocking chair
saucer
saw
screwdriver
spoon
teapot
teddy bear
vacuum cleaner

Verbs

guess
run on

Verb phrase

be able to

EXPRESSIONS

Idiom

from around here

Disagreeing politely

I don't think so.

Real Talk

How do you do?
I'll be happy to . . .
Is that so?
show someone around

8 Drive Slowly!

VOCABULARY

Nouns

automatic transmission
brake pedal
bumper
dashboard
exterior
gas pedal
gas tank
glove compartment
GPS
headlight
highway
hood
ignition
interior
pedestrian
rearview mirror
road sign
seat belt
signal light
speed limit
steering wheel
ticket
trunk
windshield
windshield wipers

Verbs

obey
pass
speed
watch out

Adverbs

carefully
slowly
well

EXPRESSIONS

Idioms

in a hurry
run into traffic

Real Talk

Hey
I'm doing 60.
You can't be serious!

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9 All Kinds of People

VOCABULARY

Nouns

airline
attraction
editor
event
fake
flyers
pedal cab
thief

Verbs

compliment
grab
recognize
spill
steal

Adjectives

absentminded
athletic
clever
efficient
generous
hardworking
honest
kind
lazy
optimistic
patient
persuasive
pessimistic
polite
quiet
reliable
rude
selfish
serious
silly
talkative
typical
unreliable

EXPRESSIONS

Idioms

give directions
hail a taxi
hand out
in a hurry
on duty

Real Talk

a real treat
I mean
Of course

EXPANSION Units 7–9

VOCABULARY

Nouns

adolescent
aptitude
cable
career
concept
degree
genius
guidance
intelligence
IQ
logic
occupation
option
profession
qualification
salary
strength
talent
vocation
weakness

Verbs

assess
combine (with)
confuse (with)
obtain
succeed

Adverbs

particularly
simply

Adjectives

average
beneficial
cognitive
exceptional
gifted
rewarding
uncertain
unrewarding

EXPRESSIONS

Idioms

be adept at
grow up
let alone
line of work

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10 Who Used My Toothpaste?

VOCABULARY

Nouns
complaint
dishwashing liquid
hairbrush
hair dryer
mess
mirror
nail polish
nephew
scissors
shampoo
toothpaste

Verbs
annoy
avoid
borrow
feed
finish
imagine
irritate
mind
splash
stand
suggest

Two-word verbs
blow up
clean up
give back
give up
mess up
put away
put back
take over
turn down
turn off

Adjective
dirty

Adverbs
already
just
yet

EXPRESSIONS

Idioms
make oneself at home
wait in line

Real Talk
At long last!
That's a bit too much.

11 Making Choices

VOCABULARY

Nouns
airshow
benefit
choice
conservationist
environment
farmer
graduation
pollution
preference
resort
route
scholarship
subject

Verbs
care
fail
fit in
generate
graduate
interfere
involve
pass (a test)
speed
study

Adjective
scenic

EXPRESSIONS

Idioms
be against
feel like (doing)
fit in
get a chance
get caught
would rather

Real Talk
It seems to me
make up your mind
up in the air

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12 Culture Shock

VOCABULARY

Nouns

break
chopsticks
custom
dust
graduate
guest
host
impression
lawyer
mud
pocket
porter
shock
surname
tip
topic

Verbs

adjust
allow
block
bump (into)
comment
exchange
expect
handle
manage
remove
rest
rush
spear
spread
tip

Adjectives

crowded
customary
globalized
local
punctual
relaxed
similar
tricky

Adverbs

accidentally
patiently

EXPRESSIONS

Expressions with *It's* + infinitive

It's advisable to . . .
It's a good idea to . . .
It's common to . . .
It's not polite to . . ./It's impolite to . . .
It's polite to . . .
It's rude to . . .
It's wrong to . . .

Expressions of advice

Be sure to . . .
Don't forget to . . .
Make sure to . . .
Remember to . . .
Try not to . . .
Try to . . .

Idioms

be based
be on time
stand in line
wait your turn
What's it like . . . ?

Real Talk

kind of
No kidding!
to be honest
to get the hang of

EXPANSION Units 10–12

VOCABULARY

Nouns

cure
dose
drowsiness
exhaustion
harmony
memory
nap
siesta
skin cancer
sleepiness
stress
sunburn
sunstroke

Verbs

appreciate
assimilate
cherish
contribute
induce
reduce
respect

Adjectives

overwhelming
sleepy
unproductive
wasteful

EXPRESSIONS

Idioms

frown upon
get accustomed to
get along
hold dear
lose heart
pick up
see eye to eye
settle in

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1 A report on the habits of young people

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

2 A personal biography

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

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3 An email to a friend

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

EXPANSION Units 1–3 A report about an endangered species

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

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4 A recipe

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

5 A description of personal possessions

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

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6 An essay about my town

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

EXPANSION Units 4–6 A brochure for an adventure trip

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

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7 A narrative about a strong coincidence

I can ...	Great!	Good!	OK!	Needs work
prepare an outline in an event chain diagram				
take notes on the places, people, and events				
set the scene in the introduction				
develop events clearly				
describe feelings				
use descriptive vocabulary				
use time words to sequence events				
end the story with an interesting conclusion				
use punctuation and capitals correctly				
use past tenses correctly				
edit and correct my mistakes				

8 An essay about raising the driving age

I can ...	Great!	Good!	OK!	Needs work
organize ideas in a chart				
take notes on the reasons and results				
write an introduction				
develop ideas clearly				
use a range of vocabulary				
use phrases to express cause or reason				
use phrases to express result				
write a conclusion				
use punctuation and capitals correctly				
use tenses correctly				
edit and correct my mistakes				

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9 An interview with a humanitarian

I can ...	Great!	Good!	OK!	Needs work
organize and plan an interview				
prepare notes/questions				
use question forms correctly				
use information given to write responses				
order questions in a logical sequence				
use a range of vocabulary				
end the interview on a positive note				
use punctuation and capitals correctly				
use appropriate formal/polite language				
use tenses correctly				
edit and correct my mistakes				

EXPANSION Units 7–9 A description of an occupation

I can ...	Great!	Good!	OK!	Needs work
organize and plan paragraphs				
take notes on an occupation				
take notes on my aptitude/personality				
write an introduction				
describe the occupation in detail				
use a range of vocabulary				
describe my aptitude and relate it to the occupation				
assess my suitability for the occupation in the conclusion				
use punctuation and capitals correctly				
use tenses correctly				
edit and correct my mistakes				

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10 Internet forum entries on impolite behavior and its effects

I can ...	Great!	Good!	OK!	Needs work
organize and plan my forum entries				
take notes on rude behavior and its effects				
describe impolite behavior				
explain the effects of rude behavior				
express my ideas clearly				
use a range of vocabulary/expressions				
use relative clauses to link ideas				
use relative pronouns correctly				
use punctuation and capitals correctly				
use tenses correctly				
edit and correct my mistakes				

11 A description of personal choices and their consequences

I can ...	Great!	Good!	OK!	Needs work
organize and plan paragraphs				
take notes on choices and consequences				
write an introduction				
describe choices I have made and their positive or negative consequences				
describe who has influenced my choices				
use a range of vocabulary				
use gerunds and gerund phrases				
express what I have learned in the conclusion				
use punctuation and capitals correctly				
use tenses correctly				
edit and correct my mistakes				

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12 An email about cultural differences

I can ...	Great!	Good!	OK!	Needs work
organize and plan paragraphs				
research and take notes on the topic				
write a greeting for the email				
describe habits/traditions in detail				
express feelings and reactions				
use a range of vocabulary				
use expressions with *used to*				
write a closing for the email				
use punctuation and capitals correctly				
use tenses correctly				
edit and correct my mistakes				

EXPANSION Units 10–12 An essay giving advice on fitting in

I can ...	Great!	Good!	OK!	Needs work
organize and plan paragraphs				
research and take notes on cultural assimilation				
state the topic/problem in the introduction				
give helpful advice				
explain why the advice is beneficial				
use linking expressions				
use a range of vocabulary				
state the results of your advice in the conclusion				
use punctuation and capitals correctly				
use tenses correctly				
edit and correct my mistakes				

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Irregular Verbs

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

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SUPERGOAL 3 Audio Track List

CD1

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

CD2

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

CD3

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

CD4

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

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SuperGoal 3 Workbook

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SUPER GOAL 3

WORKBOOK

MANUEL DOS SANTOS

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1 Lifestyles

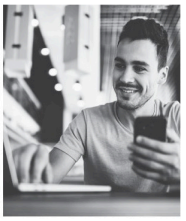
Part 1

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



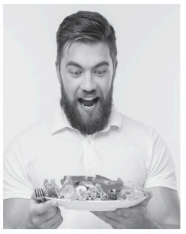
1. Ismail likes to work out. He's really into exercise and fitness. He's A1) an exercise freak.



2. Ali is online all the time, even in the park! He's A2) an Internet addict.



3. Saeed always works on the weekend. He's a devoted employee.



4. Jake never eats meat. He's A4) a vegetarian.

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 B1a) usually downloads videos and games.
   Ali B1b) regularly chats online.
2. Saeed B2a) often spends a lot of time at the office.
   Saeed B2b) never takes a vacation.
3. Jake B3a) always eats vegetables.
   Jake B3b) always lives a healthy lifestyle.

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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: **C1-Q) Does Sarah's little brother usually watch TV in the afternoon?**

A: **C1-A) Sarah's little brother sometimes watches TV in the afternoon.**

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

Q: **C2-Q) Do Sabah and her friends usually go shopping on Thursday?**

A: **C2-A) Sabah and her friends often go shopping on Thursday.**

3. George / usually / on Saturday // occasionally

Q: **C3-Q) Does George usually play soccer on Saturday?**

A: **C3-A) George occasionally plays soccer on Saturday.**

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

1. Do you usually sleep late on the weekend?

D1) Yes, I usually sleep late on the weekend.

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

D2) Yes, I generally do my homework in the afternoon.

3. Do you sometimes watch TV with your family?

D3) Yes, I sometimes watch TV with my family.

4. Do you often chat online with your friends?

D4) Yes, I often chat online with my 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	**2 hours a day**	**3 cans a week**	**5 hours a week**	**1 hour a day**

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: **1-Q) How many cans of soda a day does Faris drink?**

A: **1-A) He drinks 3 cans a day.**

2. Ismail / exercise

Q: **2-Q) How many days a week does Ismail exercise?**

A: **2-A) He exercises 7 days a week.**

3. Noura / watch TV

Q: **3-Q) How many hours a night does Noura watch TV?**

A: **3-A) She watches TV 3 hours a night.**

4. Fadwa / chat online

Q: **4-Q) How many hours a week does Fadwa chat online?**

A: **4-A) She chats online 6 hours a week.**

5. you / watch TV

Q: **5-Q) How many hours a day do you watch TV?**

A: **5-A) I watch TV 2 hours a day.**

6. you / drink sodas

Q: **6-Q) How many cans of soda a week do you drink?**

A: **6-A) I drink 3 cans a week.**

7. you / exercise

Q: **7-Q) How many hours a week do you exercise?**

A: **7-A) I exercise 5 hours a week.**

8. you / chat online

Q: **8-Q) How many hours a day do you chat online?**

A: **8-A) I chat online 1 hour a day.**

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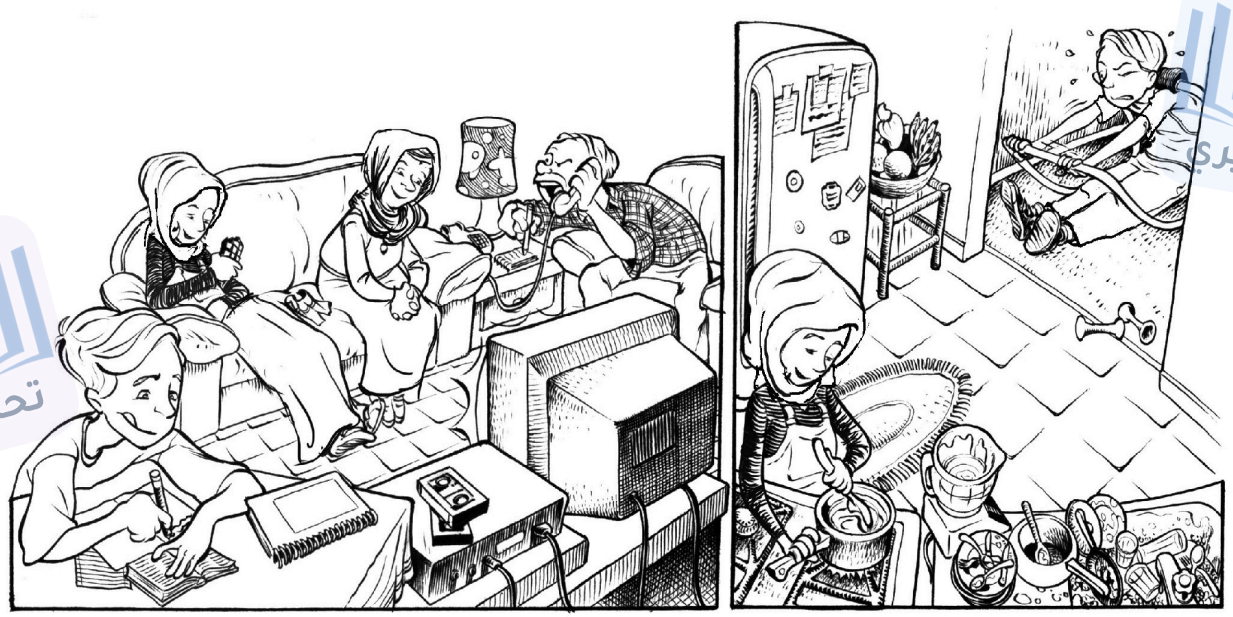
F Complete each sentence with the verb in parentheses. Then rewrite each sentence. Use an adverb of frequency.



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

He always does his homework.

1. Mr. Lewis (1-verb) talks (talk) to his boss on the phone in the evening five times a week.
   1) He usually talks to his boss on the phone in the evening.
2. Mrs. Lewis (2-verb) watches (watch) TV about once a week.
   2) She sometimes watches TV.
3. Sarah (3-verb) eats (eat) chocolate morning, noon, and night.
   3) She always eats chocolate.
4. Sarah (4-verb) makes (make) dinner once a month.
   4) She rarely makes dinner.
5. Steve (5-verb) works out (work out) four times a week.
   5) He often works out.
6. Steve (6-verb) doesn't do (not do) the dishes. It's not his job.
   6) He never does the dishes.

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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?

1) What are three things that shopping...: They think about shopping a lot, buy things they don't need, and spend more money than they have.

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

2) What are two things shopping addicts...: They can ask for help from friends, and they can get counseling.

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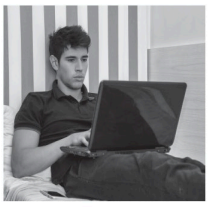
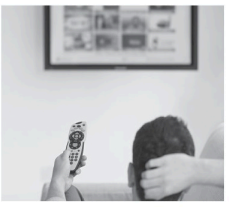
H Complete the chart with your information. How many hours a week do you spend on each activity? Which things are habits for you? Which things are addictions?



	Talking on the phone	Going shopping	Going online	Watching TV	Your idea:
Hours per week:	H1) 5	H2) 3	H3) 10	H4) 7	H5) Sports: 4
How important is it to you? • very important • important • not important	H6) important	H7) not important	H8) very important	H9) not important	H10) very 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?

I) WRITING: paragraph 'Habit or...: I go online about ten hours a week and talk on the phone five hours a week; these are habits, not addictions. Watching TV and going shopping are not important to me, but playing sports is very important. To spend less time online, I will turn my phone off while I study and play sports instead.

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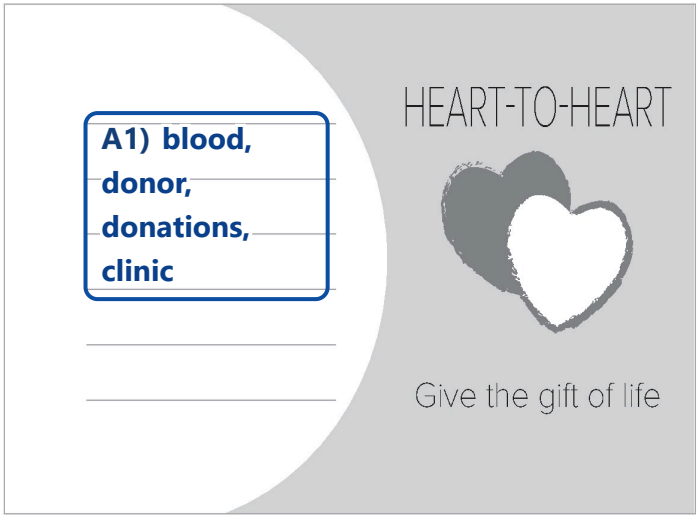
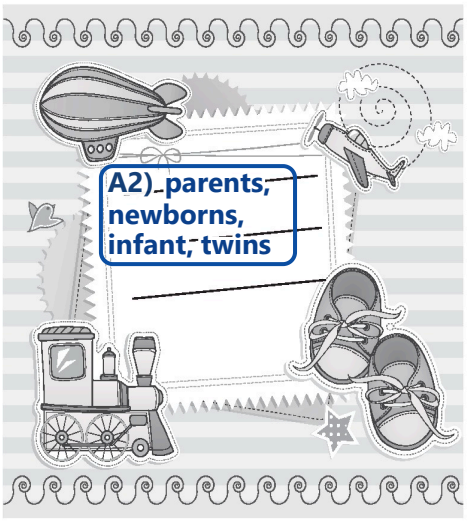
2 Life Stories

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 (1a) blood at the Heart-to-Heart Mobile (1b) clinic 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 (1c) donor told doctors that it was his 50th time giving blood. The blood (1d) donations will go to hospitals around the country and will save many lives.

2. My aunt and uncle are new (2a) parents! They have two little (2b) newborns. They're so small! It's hard to imagine that I was that little when I was an (2c) infant!
The other really cool thing is that my two new little cousins look exactly the same. Why? Because they're (2d) twins.



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



Roger and Paul **(1)** (be) C1) were neighbors when they **(2)** (be) C2) were children. They **(3)** (grow up) C3) grew up together. They **(4)** (play) C4) played sports and **(5)** (study) C5) studied together. They even **(6)** (go) C6) went to the same college. After college, Paul **(7)** (get) C7) got a job with an international bank in Paris and **(8)** (leave) C8) left the country. At first, he **(9)** (not like) C9) didn't like his job because there **(10)** (be) C10) was a lot of travel. He also **(11)** (miss) C11) missed his family a lot. After several years, he **(12)** (want) C12) wanted to move back home and get a new job. Roger **(13)** (go) C13) went back home after college. He immediately **(14)** (take) C14) took a job at the city library. At first, he **(15)** (not be) C15) wasn't happy, but his parents **(16)** (need) C16) needed him at home, so he **(17)** (stay) C17) stayed. Last year, he **(18)** (start) C18) started to think about a new job and life. He **(19)** (want) C19) wanted to travel and see the world. Then six months ago, Paul **(20)** (move) C20) moved back home. A week later, he **(21)** (see) C21) saw Roger in the park. Yesterday, they **(22)** (go) C22) went into business together and **(23)** (open) C23) opened their own travel agency!

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

1. What did Paul and Roger do when they were young?
   D1) They grew up together, played sports, studied together, and went to the same college.
2. What did Paul think about his job at first?
   D2) He didn't like it because there was a lot of travel.
3. Where did Roger work after college?
   D3) He worked at the city library.
4. Where did Paul see Roger after he moved back home?
   D4) He saw him in the park.

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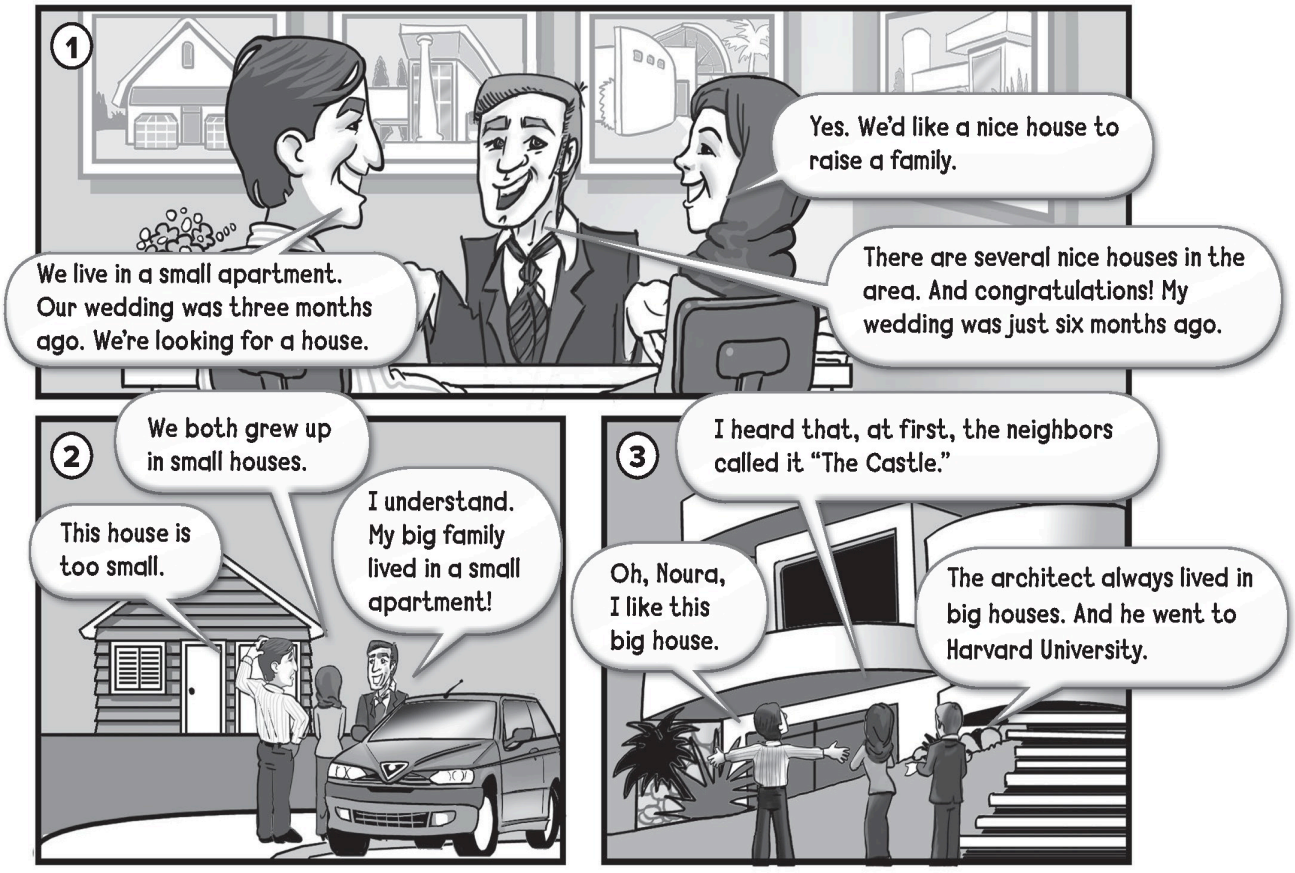
E Noura and Saeed want to buy a house. Mr. Smith is their real estate agent. Complete the sentences below the pictures. Use expressions with the passive in the affirmative and the negative.



Picture 1

1. Noura and Saeed _P1-1) were married_ three months ago.
2. Noura and Saeed _P1-2) weren't married_ six months ago.
3. Mr. Smith _P1-3) was married_ six months ago.

Picture 2

1. Noura and Saeed _P2-1) were raised_ in small houses.
2. Mr. Smith _P2-2) wasn't raised_ in a small house.
3. Mr. Smith _P2-3) was raised_ in a small apartment.

Picture 3

1. The architect _P3-1) was educated_ at Harvard University.
2. The architect _P3-2) was raised_ in big houses.
3. The house _P3-3) was called_ "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)** F1) used to have round screens?

Yahya: Yes, I did. And a lot of families **(2)** F2) used to eat dinner in front of the TV every night.

Omar: I know. And there **(3)** F3) didn't use to be very many TV stations.

Yahya: Right. And before 1950, people in country areas **(4)** F4) didn't use to have TV at all!

Omar: They probably **(5)** F5) used to have boring evenings with no TV.

Yahya: Maybe. They probably **(6)** F6) used to go to bed early.

Omar: Can you believe that TVs **(7)** F7) didn't use to have color pictures? Everything was in black and white.

Yahya: Isn't that crazy? And people **(8)** F8) used to 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:** G1) What did Fahd use to do after school?
   A: Fahd used to play football after school.
2. **Q:** G2) Did Farah use to take the bus to school?
   A: Yes, Farah did. She used to take the bus to school.
3. **Q:** G3) Where did they use to go every Thursday evening?
   A: They used to go to the mall every Thursday evening.
4. **Q:** G4) Did you use to go to bed early?
   A: No, I didn't. I used to stay up really late every night.

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H READING

Prince William of Britain



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

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

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

H7) 4

Number the sentences in the correct order.

H1) 3 He traveled in Africa and South America.

H2) 2 Prince William went to Eton College.

He trained as a pilot.

H3) 6 Prince William was born in London.

H4) 1 William and Harry served in the Armed Forces.

H5) 5 He became a helicopter pilot.

Prince William graduated from university.

H6) 7

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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:
I1) Chart: When I was seven, I used to: play with toy cars; watch cartoons; go to bed at 8:00; play in the park	**I2) Chart: Now I'm older, and I: play football with my friends; watch documentaries; go to bed at 10:00; study for exams**



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

J) WRITING: write a paragraph about your...: When I was seven, I used to play with toy cars and watch cartoons. I used to play in the park every afternoon, and I used to go to bed at 8:00. Now I'm older, and I play football with my friends, watch documentaries, and study hard for my exams. I go to bed at 10:00.

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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) 1) flight to Riyadh?



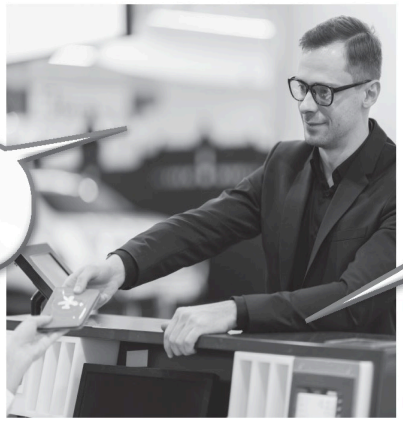
It's at 4:30, but I don't see the (2) 2) gate number.

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



Yes, it is. And then I have one (5) 5) carry-on, too.

Is my seat number on my (6) 6) boarding pass?



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

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3 When Are You Traveling?

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) 1) One family member is traveling with me. My son is with me

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

Ahmed: (2) 2) I'm staying at 15 State Street, Miami, FL.

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

Ahmed: (3) 3) I'm visiting the United States for two weeks.

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

Ahmed: (4) 4) No, I'm not bringing any fruits or live plants.

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

Ahmed: (5) 5) No, I'm not carrying more than 10,000 dollars.

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

Ahmed: (6) 6) I'm coming to the United States for pleasure. 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) **1) will 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)** **2a) will** probably (stay) **2b) stay** for an hour or two. Do you want to go?

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

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

Adnan: Fine. We **(4)** **4a) will** probably (be) **4b) be** the first people there.

Faisal: That's OK. We **(5)** (find) **5) are going to 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) **6) am going to spend** the whole afternoon there. It's **(7)** (be) **7) going to be** lots of fun!

Faisal: I **(8)** (get) **8) am going to get** there early in the morning, and I **(9)** **9a) will** probably (leave) **9b) leave** at 4:00.

Adnan: Then what are you going to do?

Faisal: I **(10)** (watch) **10) am going to watch** the camel races at 7:00.

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

Adnan: **D1) What are you going to do on Saturday?**

Faisal: **D2) Maybe I'll ride in the bicycle race at 10:30 in the morning.**

Adnan: **D3) That sounds great! What are you going to do in the afternoon?**

Faisal: **D4) I'll probably go to the barbecue at Yahya's house at 4:00.**

Adnan: **D5) How long are you going to stay there?**

Faisal: **D6) I'll probably stay until 8:00. Do you want to come with me?**

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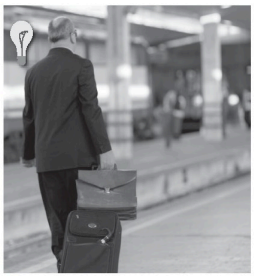
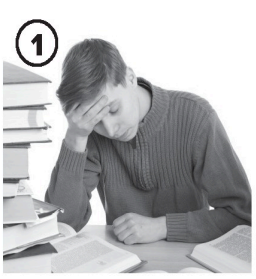
E Complete the answers to the questions with infinitives of purpose. Use the information in the photos for your answers. Use the verbs in the box.

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



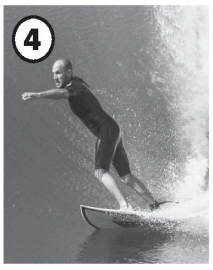






Q: Why is your father going to the train station?

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



1. **Q:** Why is he staying up late?
   A: **1) He's staying up late to finish** his homework.

2. **Q:** Why are they online?
   A: **2) They're online to buy** their tickets.



3. **Q:** Why are they flying to California?
   A: **3) They're flying to California to visit** their grandparents.

4. **Q:** Why is he going to Mexico?
   A: **4) He's going to Mexico to go surfing.**

5. **Q:** Why is he going to the gym after school?
   A: **5) He's going to the gym after school to work out.**

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. **F1) I will probably go to the library to borrow some new books.**
2. **F2) I will probably go to the park to play football with my friends.**
3. **F3) I will probably go to my grandfather's house to visit my family.**

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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. 1) T Visitors wear raincoats to go behind the falls.
2. 2) F You can't take pictures on the helicopter ride.
3. The Broadview Hotel has a pool.
4. 3) F The Broadview Hotel has wonderful views of the falls.
5. 4) T 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.
   5) T

H

Answer these questions about the reading.

6) F

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

   H1) I'll probably stay at Martin's Motel, because the rooms are large, it has a pool and a game room, and the food is good and cheap.

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

   H2) I'll probably take the Journey Behind the Falls, because you can see, hear, and feel the water crashing down. It's unforgettable!

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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?* **1) London, in the UK.**
2. *What are you going to do while you're there?* **2) Museums and shopping.**
3. *When are you going to leave?* **3) On June 5th.**
4. *How long are you going to stay?* **4) For ten days.**
5. *What airport do you want to leave from?* **5) King Khalid Airport, Riyadh.**
6. *Who is going with you?* **6) My father and my brother.**
7. *What kind of hotel do you want to stay at?* **7) A quiet hotel downtown.**
8. *What sights do you want to see?* **8) Big Ben and the British Museum.**

J WRITING

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

My Trip

J) J WRITING: Now write a paragraph...: I'm going to travel to London, in the UK, with my father and my brother. We're going to leave from King Khalid Airport in Riyadh on June 5th and stay for ten days in a quiet hotel downtown. While we're there, we're going to visit museums and go shopping, and I really want to see Big Ben and the British Museum. It's going to be a wonderful trip!

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EXPANSION Units 1–3

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

How often / you / eat / sandwiches / for lunch

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

A: *I usually eat sandwiches for lunch.*

1. How often / you / walk / school

Q: (A1) Q: How often do you walk to school? A: I sometimes walk to school.

A: _____

2. How often / you / watch / TV

Q: (A2) Q: How often do you watch TV? A: I usually watch TV.

A: _____

3. How often / you / clean / your room

Q: (A3) Q: How often do you clean your room? A: I always clean my room.

A: _____

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

Q: (A4) Q: How often do you go to the mall? A: I seldom go to the mall.

A: _____

5. How often / you / do / your homework

Q: (A5) Q: How often do you do your homework? A: I always do my homework.

A: _____

B Complete each sentence. Use the simple past tense.

1. They're not going to play basketball tonight, but they (B1) played basketball last night.

2. I am not meeting my friend for lunch today. I (B2) met my friend for lunch yesterday.

3. She doesn't usually get sick, but she (B3) got 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 (B10) drove some this past summer.

6. He usually goes skiing on vacation, but he (B4) studied surfing last month on vacation.

7. I don't usually make mistakes on my math homework, but I (B5) grew three mistakes on my homework yesterday.

8. I don't usually have to do the dishes, but I (B6) went to do them last night.

9. My friend and I didn't go shopping yesterday, but we (B9) went shopping every day last week.

10. My father didn't drive me to school this morning, but he _____ me to school yesterday.

(B7) made

(B8) had

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EXPANSION Units 1–3

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

Q: *Where did your uncle live?*
A: **My uncle lived in New York.**

1. **Q:** **(C1) What did Amal watch yesterday evening?**
   A: Amal watched TV yesterday evening.
2. **Q:** **(C2) What did Hussain wear to the job interview?**
   A: Hussain wore a suit and tie to the job interview.
3. **Q:** **(C3) Where did they sleep?**
   A: They slept on the airplane.
4. **Q:** **(C4) Where did your brother go to college?**
   A: My brother went to college in Jeddah.
5. **Q:** **(C5) Where did Ali and his family stay last year when they went to the beach?**
   A: Ali and his family stayed in a hotel last year when they went to the beach.

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: **(D1) Q: What did Ibrahim use to eat? A: Ibrahim used to eat a lot of fast food.**
   A:
2. They studied English.
   Q: **(D2) Q: What did they use to study? A: They used to study English.**
   A:
3. Saeed drove his father's car.
   Q: **(D3) Q: What did Saeed use to drive? A: Saeed used to drive his father's car.**
   A:
4. My brother and I drank milk every morning before school.
   Q: **(D4) Q: What did you use to drink before school? A: We used to drink milk every morning before school.**
   A:

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

be born
I was born in Jizan on January 23, 2010.

1. be married
   (E1) My sister was married two years ago in Riyadh.
2. be raised
   (E2) I was raised in a small village near Abha.
3. be called
   (E3) My grandfather was called Abu Salem by all his friends.
4. be educated
   (E4) My father was educated at King Saud University in Riyadh.

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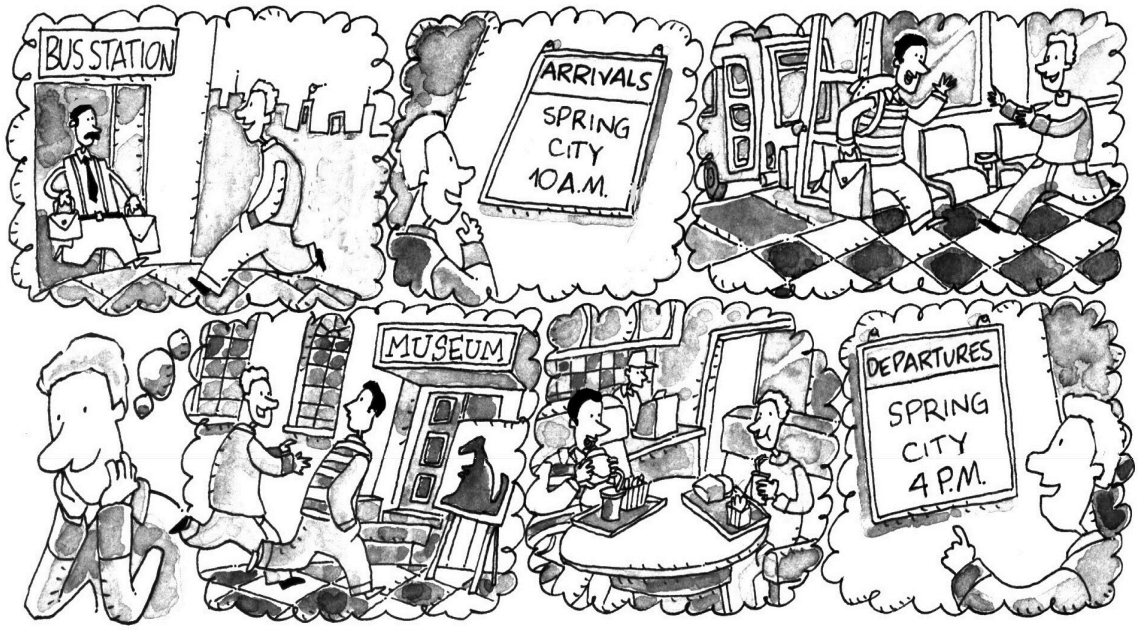
EXPANSION Units 1–3

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. **F1) His friend is arriving from Spring City at 10 a.m.**
2. **F2) He is meeting his friend at the bus station.**
3. **F3) They are going shopping and visiting the museum.**
4. **F4) They are eating lunch at a restaurant.**
5. **F5) His friend is leaving for Spring City at 4 p.m.**

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

1. I'm not sure. I **will** probably **G1b) fly** (fly) to Dubai tomorrow.
2. My plans are definite. I **G2) am going to go** (go) to the mall with my friend tonight.
3. She isn't sure. She **will** probably **G3b) leave** (leave) in the afternoon.
4. He didn't make definite plans. He **will** probably **G4b) see** (see) his uncle next week.
5. They didn't tell me their final plans. They **will** probably **G5b) arrive** (arrive) tomorrow morning.
6. I checked the schedule. The train **G6) is going to leave** (leave) at 7:30 tomorrow morning.

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EXPANSION Units 1–3

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



1. What is Jeff going to do?

H1) He is going to take a trip. He is going to fly to another city.

2. What will Jeff probably do?

H2) He will probably take a taxi to the airport. He will probably stay in a hotel.

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

Conservation at Home

What we conserve	How we conserve	How we will probably conserve
Electricity	*turn off lights*	*watch less TV*
I1) Paper	I2) use both sides of the paper	I3) read the news online
Water	I4) take shorter showers	*not wash the family car*
I5) Food	I6) cook only what we need	I7) not waste leftover food
Other	I8) walk to nearby places	I9) use public transportation

J **WRITING**

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

Conservation at Home

J) WRITING: Write a paragraph to tell...: At home we turn off the lights, take shorter showers and use both sides of the paper. In the future we will probably watch less TV and use public transportation.

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4 What Do I Need to Buy?

A Write the name of each food.



1. A1) peppers



6. A6) sausage



2. A2) shrimp



7. A7) carrots



3. A3) chicken



8. A8) crab



4. A4) pineapple



9. A9) cheese



5. A5) yogurt



10. A10) strawberries

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

Meat	Seafood	Dairy	Fruit	Vegetables
B1) chicken	B2) shrimp	B3) yogurt	B4) pineapple	B5) peppers
B6) sausage	B7) crab	B8) cheese	B9) strawberries	B10) carrots

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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)** C1) a lot of rules—about three pages of them! For example, you have to take 1 tablespoon of oil twice a day. That's not **(2)** C2) a lot of oil, but it helps you lose weight for some reason. You need to drink **(3)** C3) a little lemon juice (about a tablespoon) in water twice a day.

Fruits are part of the diet. You can have **(4)** C4) a few pieces of fruit—one, two, or three pieces—every day. You can eat **(5)** C5) a lot of 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)** C6) a few spices. They cause problems with this diet. You need to drink **(7)** C7) a lot of water—at least eight glasses a day! I don't know if I can do that all the time. You can't eat **(8)** C8) a lot of meat—only 225 grams once a day. But that doesn't bother me. I usually eat only **(9)** C9) a little meat anyway. There are only **(10)** C10) a few things on the diet that I never eat—actually just two things—lamb and tomatoes. And they encourage you to get **(11)** C11) a little 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.

D1) She doesn't drink much lemon juice in water.

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

D2) She can eat many vegetables on the diet.

3. She can use a lot of spices.

D3) She can't use many 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. E1) I drink a lot of tea, but I don't drink enough water.
2. E2) I eat a lot of rice, but I don't eat enough vegetables.
3. E3) I eat a lot of dates, but I don't eat enough fish.

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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: F1 Q) How much butter do you use?

A: F1 A) I use one tablespoon of butter.

2. you / add / salt

Q: F2 Q) How much salt do you add?

A: F2 A) I add a little salt.

3. you / cut up / mushrooms

Q: F3 Q) How many mushrooms do you cut up?

A: F3 A) I cut up six mushrooms.

4. you / cut up / cheese

Q: F4 Q) How much cheese do you cut up?

A: F4 A) I cut up a quarter cup of cheddar cheese.

5. you / use / onions

Q: F5 Q) How many onions do you use?

A: F5 A) I use one onion.

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

1. We eat a lot of food at my house. We always need G1) something from the supermarket.
2. Are you hungry? Go to the kitchen. There's G2) something in the refrigerator for you to eat.
3. What a delicious lunch! But don't you have G3) anything to drink with it?
4. I love fresh fruit. In fact, there's G4) nothing better than a good piece of watermelon on a hot summer day!
5. I'm so hungry. I haven't eaten G5) anything all day!
6. **Badr:** Do you like pizza?
   Fahd: No, I don't. I don't like G6) anything with cheese.
7. I can't make this recipe for dinner. I have absolutely G7) nothing that it calls for.
8. I'm going to buy some food at the supermarket. Can I get you G8) something, 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

H1) Cut up 1 pineapple, 1 cup of strawberries, 2 oranges, and 1 cup of apples.

H2) Put the fruit in a large bowl.

H3) Add 1/2 cup of sugar and 1/4 cup of lemon juice.

H4) Mix well and put the bowl in the refrigerator for three hours.

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

after that	finally	first	then

1. I1) First, cut up 1 pineapple, 1 cup of strawberries, 2 oranges, and 1 cup of apples.
2. I2) Then, put the fruit in a large bowl.
3. I3) After that, add 1/2 cup of sugar and 1/4 cup of lemon juice.
4. I4) Finally, mix well and put the bowl in the refrigerator for three hours.

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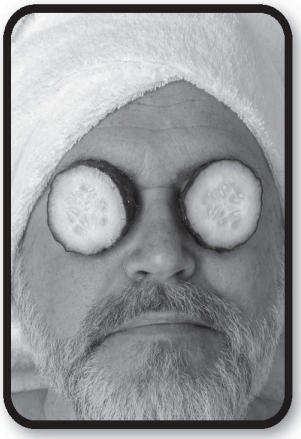
J READING

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 (J1) medicine.
2. To take away a (J2) headache, you can use ripe bananas.
3. Some people use ripe (J3) apples to make their eyes feel better.
4. Cucumber slices can help your (J4) eyes.
5. Some people say garlic and (J5) vinegar 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: K) Chicken Kabsa

Food Group	Food Items	Shopping Trip Order
Meat / Seafood	K1) chicken	K1 order) 5
Breads and Grains	K2) rice, bread	K2 order) 3
Vegetables	K3) onions, tomatoes	K3 order) 1
Fruits	K4) lemons, dates	K4 order) 2
Dairy Products	K5) yogurt, butter	K5 order) 4
Other	K6) kabsa spices, oil	K6 order) 6

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

L) WRITING: a paragraph about your...: First, I buy the vegetables and fruit. Then I get rice and bread. After that, I take yogurt and butter. Finally, I buy the chicken and spices.

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5 Since When?

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

brick	printer	clumsy	conventional	device
household	microwave oven	image	huge	light





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







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



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



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

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B Complete the conversations. Use the simple past.

1. **Mona:** When did you arrive at school this morning?
   Sabah: I (B1) arrived at school at 8 o'clock.
2. **Ahmed:** Where did Yahya eat lunch yesterday?
   Faris: He (B2) ate lunch at the mall.
3. **Sultan:** What time (B3) did Imad (B3) call you last night?
   Fahd: Imad called me at 10:30 p.m.
4. **Amina:** When did Noura and you finish your homework yesterday?
   Fadwa: We (B4) finished our homework just before dinner.
5. **Asma:** Who passed the history test last week?
   Nawal: No one (B5) passed that test!
6. **Jabir:** When (B6) were you at the park?
   Ismail: I was at the park yesterday during the football game.

C Write complete sentences. Use the present perfect.

I / see / the Great Wall
I've seen the Great Wall.

1. my brother / play tennis / in the new park
   (C1) My brother has played tennis in the new park.
2. Saeed / try / to learn French
   (C2) Saeed has tried to learn French.
3. we / go camping / in the mountains
   (C3) We have gone camping in the mountains.
4. my parents / eat / at the Indian restaurant by the bookstore
   (C4) My parents have eaten at the Indian restaurant by the bookstore.

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

1. (D1) Has your brother played tennis in the new park?
2. (D2) Has Saeed tried to learn French?
3. (D3) Have you gone camping in the mountains?
4. (D4) Have your parents eaten at the Indian restaurant by the bookstore?

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

My uncle **E1) has made** (**1.** make) a lot of inventions. Some of his inventions **E2) have worked** (**2.** work), and others **E3) have not been** (**3.** not be) very successful. When I **E4) was** (**4.** be) 12 years old, I **E5) walked** (**5.** walk) to school every day. That year, my uncle **E6) gave** (**6.** give) me one of his new inventions—a hat with an umbrella. He **E7) called** (**7.** call) it his hat umbrella. **E8) Was** (**8.** be) it one of his successful inventions? Let's just say that we **E9) haven't talked** (**9.** not talk) about it in years! Well, that's not completely true. Last year, my uncle **E10) wore** (**10.** wear) one of his hat umbrellas to my graduation. It **E11) was** (**11.** be) really funny! And after dinner, he **E12) gave** (**12.** give) it to me. I think I'm the only person in the world who **E13) has received** (**13.** receive) two hat umbrellas as gifts!

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

1. Robert got sick two days ago. He has been sick **F1) for** two days.

2. Daniel got his new car three weeks ago. He has had his new car **F2) for** three weeks.

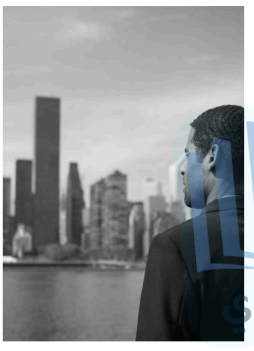
3. Carlos started to play tennis in 2017. He has played tennis **F3) since** 2017.

4. My brother last spoke to his friend two hours ago. He hasn't spoken to him **F4) for** two hours.

5. My uncle moved to New York City in 2019. He has lived in New York City **F5) since** 2019.







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5 Since When?

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

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



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

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

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

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



Q: **1 Q) How long have Tom and Kenneth used laptops?**

A: **1 A) Tom and Kenneth have used laptops since they were four years old.**

A: **1 A) Tom and Kenneth have used laptops for almost their entire lives.**

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



Q: **2 Q) How long has Chris played football?**

A: **2 A) Chris has played football since he was eight years old.**

A: **2 A) Chris has played football for seven years.**

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



Q: **3 Q) How long have Alex and Sam played video games?**

A: **3 A) Alex and Sam have played video games since this afternoon.**

A: **3 A) Alex and Sam have played video games for forty minutes.**

4. Omar / go / to this dentist / 2018 // many years



Q: **4 Q) How long has Omar gone to this dentist?**

A: **4 A) Omar has gone to this dentist since 2018.**

A: **4 A) Omar has gone to this dentist for many years.**

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



Q: **5 Q) How long has Grandma had her tea set?**

A: **5 A) Grandma has had her tea set since she got married.**

A: **5 A) Grandma has had her tea set for over forty years.**

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H READING



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

Automobile companies have added many improvements to cars over the years. Have you been in a car in rainy or snowy weather? Was it difficult to see the other cars on the road? A hundred years ago, it was almost impossible to drive in bad weather. People had to get out of their cars and wipe the windshields of their cars every few minutes. However, today, we have windshield wipers. M. Anderson invented the windshield wiper in 1903, and by 1913 almost all American cars had them. And today you can't buy a car without them.

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

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

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

1. _____ There have been cars with engines since 1760.
2. _____ The first cars had gasoline engines.
3. _____ Most American cars had windshield wipers in 1903.
4. _____ An actor invented the bucket seat.
5. _____ American cars have had bucket seats since 1913.

1) T

2) F — the first cars had steam engines.

3) F — the wiper was invented in 1903; by 1913 almost all cars had them.

4) T — the American actor Steve McQueen invented it.

5) F — they have had them for over forty years.

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5 Since When?



I Complete the chart. List inventions that have been important to you. Tell why each one has been important.









What inventions have changed my life?	How have they changed my life?
cell phone	*always able to talk to friends*
I2a) the airplane	I2b) I can travel to far countries in a few hours.
I3a) the laptop computer	I3b) I can study and find information anywhere.
I4a) the credit card	I4b) I can pay for things without carrying cash.
I5a) the digital camera	I5b) I can keep my best memories in pictures.



J **WRITING**

Now write about the inventions you listed in the chart above. Write how each one has made your life better or worse, easier or harder.

These Inventions Have Changed My Life

J) J. WRITING: write about the...: The airplane has made travel easier: I can visit far countries in a few hours. My laptop has made studying easier, because I can find information and write my homework quickly. The credit card makes shopping simpler, but it can also make me spend too much money. Finally, my camera keeps my best memories safe in pictures.

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6 Do You Know Where It Is?

A Look at the photos. Circle the one that matches the description best.

1. cleaner air **A1) (a) the harbor town with clear air**





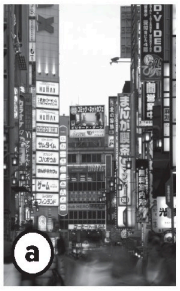
2. lower cost of living





A2) (a) the small-town street of shops

3. larger green space **A3) (b) the suburb with trees and gardens**





4. better public transportation system





A4) (b) the modern subway train

B Complete the sentences. Use the words in the box.

public transportation system	cozy	crime rate
green spaces	housing	efficient
punctual	quality of life	cost of living

1. We live in a small town, and my grandparents live in a very big city. It takes less money for my family to live in our small town house than it takes for my grandparents to live in their big city apartment. Our **B1) cost of living** is lower than my grandparents'.

2. Berlin's **B2a) public transportation system** is awesome. We visited the city last year. And they have an amazing subway. It's always on time and doesn't cost a lot. It's very **B2b) punctual** and **B2c) efficient**.

3. An apartment and a small house are two examples of **B3a) housing** that is available in the city. Both the houses and apartments aren't very big. They're really small and **B3b) cozy**.

4. I love Denver, Colorado. It's an awesome city to live in. There are a lot of trees and parks. With all the **B4a) green spaces** here in the city, it's really easy to go walking or cycling whenever I want. That's important to me, my family, and my friends. We think the **B4b) quality of life** in Denver is the best of any city in the world.

5. Todd lives in the suburbs and not in the big city. He likes his neighborhood. It's safe and quiet, and people know their neighbors. In fact, there hasn't been a robbery in his neighborhood for two years. The **B5) crime rate** is definitely lower in his neighborhood than in the city.

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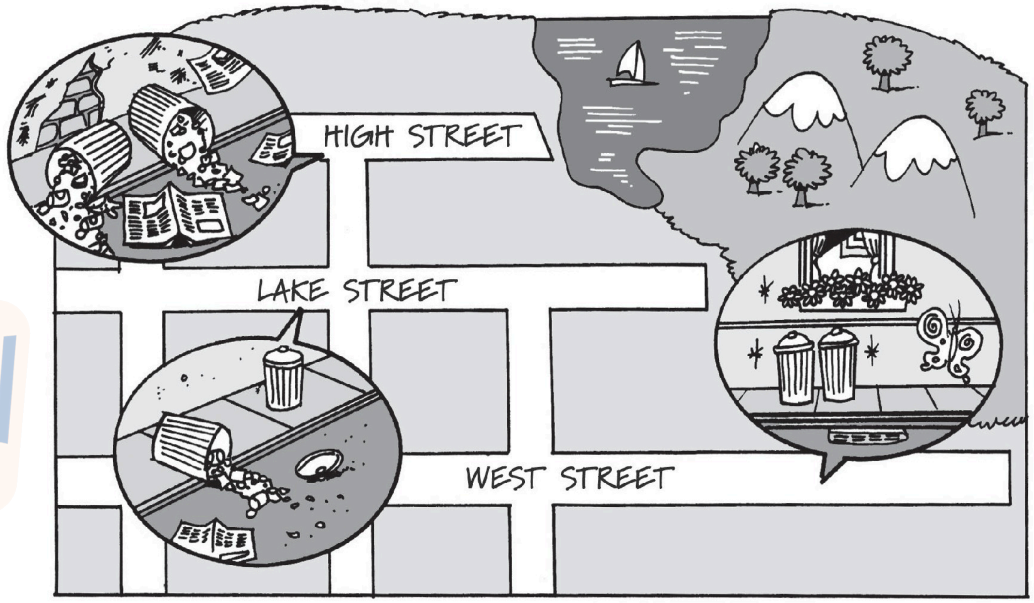
C Fill in the correct comparatives and superlatives.



1. Lake Street is (C1) **longer** (long) than High Street.
2. High Street is the (C2) **shortest** (short) street.
3. Lake Street is (C3) **shorter** (short) than West Street.
4. West Street is the (C4) **longest** (long).
5. Lake Street is (C5) **cleaner** (clean) than High Street.
6. High Street is the (C6) **dirtiest** (dirty) street.
7. Lake Street is (C7) **dirtier** (dirty) than West Street.
8. West Street is the (C8) **cleanest** (clean).

D Complete the sentences. Use comparatives or superlatives. Use the adjective ***expensive***.

ROGERS REALTY

Fine Apartments – Low Prices!

- Come live at **the City Center**. One-bedroom apartments are $500 a month.
- One-bedroom apartments at **the Plaza House** are $700 a month.
- **The Amazon** has very special one-bedroom apartments with large balconies. Only $1,000 a month!

The City Center has *the least expensive apartments*.

1. The Amazon is (D1) **more expensive** than the Plaza House.
2. The City Center is (D2) **less expensive** than the Plaza House.
3. The Amazon is (D3) **the most expensive**.

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E Billy lives in the mountains. Dave lives at the beach. Complete the conversation. Use comparative and superlative adjectives.



Billy: I like the mountains. The weather is always E1) cooler (**1.** cool) in the mountains than at the beach.

Dave: That's right. But I like the sun, and the beach is E2) sunnier (**2.** sunny) than the mountains.

Billy: That's true. But it's E3) quieter (**3.** quiet) in the mountains. I can hike through the woods and hear the sound of birds. I like that.

Dave: Well, the beach is E4) noisier (**4.** noisy) than the mountains, but there is always someone to talk to.





Billy: I think that people in the mountains are the E5) friendliest (**5.** friendly) people I've ever met. I know all my neighbors.

Dave: I am always meeting new people at the beach. They're usually on vacation and are from all over the world. In fact, they're the E6) most interesting (**6.** interesting) people I know.



Billy: I'm happy you like the beach. But I'll stay in the mountains. It's the E7) best (**7.** good) place in the whole world!

Dave: And I'm happy you like the mountains. But I still think the beach is E8) better (**8.** good) than the mountains!

F Where do you want to live, in the mountains or at the beach? Write three sentences about why you prefer to live there. Use comparatives or superlatives.

1. F1) I want to live in the mountains because the air there is cleaner than the air at the beach.
2. F2) The mountains are quieter than the beach, so I can study and sleep better.
3. F3) For me, the mountains are the most beautiful place in the world.

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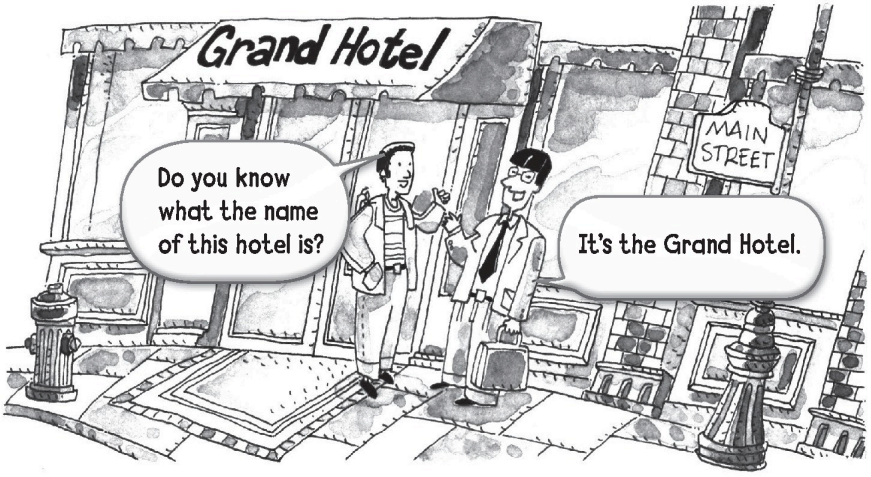
G Complete the sentences. Use comparisons with ***as...as***.

The office building is ten stories tall. The school building is ten stories tall, too.
The school building is *as tall as* **the office building.**

1. The bus ticket is inexpensive. It costs ₪ 1.00. The subway ticket costs ₪ 1.00, too.
   The bus ticket is just **G1) as inexpensive as** the subway ticket.
2. The pizza at Joe's is good, and the pizza at Mama Mia's is good, too.
   Joe's pizza is **G2) as good as** Mama Mia's pizza.
3. Apartments cost ₪ 3000 a month. Houses cost ₪ 6000 a month.
   Apartments aren't **G3) as expensive as** houses.
4. Houston is warm in the winter. Chicago is not warm at all in the winter.
   Chicago in the winter isn't **G4) as warm as** Houston in the winter.

H Write indirect questions for the answers.



Ali wants to know the name of this hotel.
Q: know / what *Do you know what the name of this hotel is?*
A: It's the Grand Hotel.

1. Amira wants you to tell her the time the bank closes.
   Q: could / when **H1) Could you tell me when the bank closes?**
   A: The bank closes at 4 o'clock.
2. Hameed wants to know the location of the gym.
   Q: know / where **H2) Do you know where the gym is?**
   A: Yes. It's on Main Street.
3. Fahd wants to know the cost of a train ticket.
   Q: could / how much **H3) Could you tell me how much a train ticket costs?**
   A: It costs ₪ 20.
4. Farah needs to know when the supermarket opens.
   Q: know / when **H4) Do you know when the supermarket opens?**
   A: Yes. It opens at 8:00 in the morning.

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I READING

Small Town America









Do you know what the expression "small town America" means? Sometimes people use it to describe living in a small town in the U.S.A. There's a big difference between the quality of life in a large city and in a small town. That's true in any country.

Some people prefer to live in the city because there are a lot of people to meet, a lot of places to eat, and a lot of things to do. The pace of life is faster in a big city than it is in a small town. So for some people, the expression "small town" or "small town America" is another way to say that something is slow or even boring.

Officially a town has to have less than 10,000 residents to be considered a small town. In other words, a small town is even smaller than a small city. Many young people who grow up in small towns leave for life in the big city. But there are those who regret their move to the big city and want to move back to their small town life. Why? Many miss the community—the friendly neighbors, the close friends, and the looking out for the other person that are often characteristic of a vibrant small town.

The top ten best small towns in the U.S.A. are voted on annually. These are the towns that people miss when they move away. These are the towns that have citizens who are excited about living in their small town. Recently, Hammondsport, New York was voted the best small town in America.

Young people in small town America often do very different things for fun than their big city counterparts. Some of the exciting things young people in small town America do include riding ATVs (all terrain vehicles), riding horses, and even riding snowmobiles when it snows!

Answer the questions.

1. What are three reasons some people like to live in a big city?
   1) There are a lot of people to meet, a lot of places to eat, and a lot of things to do.
2. How many people have to live in a town for the town to be considered a small town?
   2) Less than 10,000 residents.
3. Why do some people regret moving to the big city from a small town?
   3) They miss the community: the friendly neighbors, the close friends, and the looking out for the other person.
4. What is the name of the town that was recently voted as the best small town in America?
   4) Hammondsport, New York.
5. What are three things that young people like to do in small towns?
   5) Riding ATVs (all terrain vehicles), riding horses, and riding snowmobiles.

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J Think about where you live and where a friend or relative lives that is somewhere different (maybe even another country). Complete the chart with adjectives that describe the town or place where you live and where your friend or relative lives.

Where I Live	
J) (Where I Live) Complete the chart...: (Riyadh) big, modern, busy, crowded, noisy, exciting.	
Where My _____ Lives	
J) (Where My ___ Lives) Complete the...: (My cousin, in Abha) small, quiet, green, cool, peaceful, friendly.	

K **WRITING**

Now write a paragraph about where you live and where your friend or relative lives. Compare the two places. Use the information from the chart above.

Here and There

K) WRITING: Now write a paragraph about...: I live in Riyadh, a big, modern city that is busier and more crowded than my cousin's town. Abha is smaller and quieter than Riyadh, and it is much cooler and greener in summer. I like the shops and museums here, but I enjoy the peaceful mountains there.

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EXPANSION Units 4–6

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

1. I'm on a diet, so I only eat A1) a little ice cream.
2. I don't use A2) any salt. I really don't like it.
3. Did you get A3) enough pineapple? If you want more, I have another one in the refrigerator.
4. I only eat A4) a few eggs each week. I don't think they are really good for my heart.
5. A5) How many papayas did you buy at the market?
6. Wow! That's hot! Did you put A6) too much pepper in the soup?
7. A7) How much butter are you going to put on your potato?
8. I don't like this restaurant's menu. There aren't A8) many appetizers on it.

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

Hanan: I'm going to the supermarket. Can I get you (1) B1) anything?

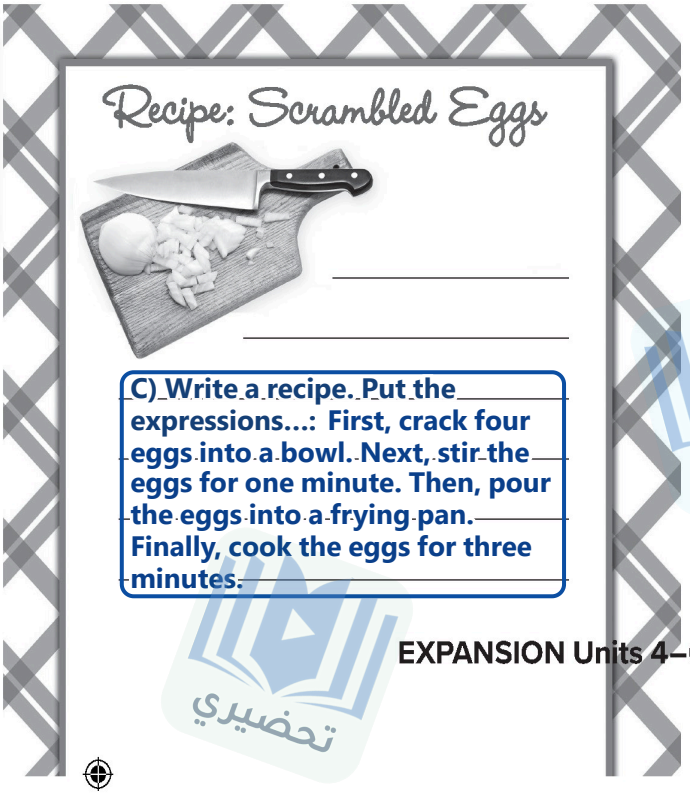
Maha: No, thank you. I don't want (2) B2) anything. I went shopping yesterday.

Hanan: I went to the supermarket yesterday, too! But I have (3) B3) nothing for dinner this evening.

Maha: Oh, no! I don't have (4) B4) anything for dinner either! Can you pick (5) B5) something up for me?

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

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



C) Write a recipe. Put the expressions...: First, crack four eggs into a bowl. Next, stir the eggs for one minute. Then, pour the eggs into a frying pan. Finally, cook the eggs for three minutes.

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EXPANSION Units 4–6

D Use each group of words to write two sentences. Use the present perfect for one sentence and the simple past for the other sentence.

Badria / visit / the museum // last year

Badria has visited the museum.

Badria visited the museum last year.

1. Tariq and Saeed / eat / at the Indian restaurant // last Thursday night

(D1) Tariq and Saeed have eaten at the Indian restaurant. Tariq and Saeed ate at the Indian restaurant last Thursday night.

2. we / go sightseeing / in Egypt // during our vacation in 2009

(D2) We have gone sightseeing in Egypt. We went sightseeing in Egypt during our vacation in 2009.

3. Ali / not take / chemistry with Mr. Faris // this past year

(D3) Ali hasn't taken chemistry with Mr. Faris. Ali didn't take chemistry with Mr. Faris this past year.

E Write two sentences for each situation. Use the present perfect plus ***since*** and ***for***.

Sultan started to exercise on September 5. Today is December 5.

He has exercised since September.

He has exercised for three months.

1. Faisal drove his new car on Monday for the first time. Today is Friday.

(E1) He has driven his new car since Monday. He has driven his new car for four days.

2. Noura and Amal studied French in seventh grade for the first time. They're now in tenth grade.

(E2) They have studied French since seventh grade. They have studied French for three years.

3. My parents bought our house when I was three years old. I'm sixteen years old now.

(E3) My parents have had our house since I was three years old. They have had our house for thirteen years.

F Write questions. Use ***How long***.

you / play / video games

How long have you played video games?

1. they / live / in Jeddah

(F1) How long have they lived in Jeddah?

2. she / be / on the phone

(F2) How long has she been on the phone?

3. Qassim / work / at the hotel

(F3) How long has Qassim worked at the hotel?

4. Khalid / speak / Japanese

(F4) How long has Khalid spoken Japanese?

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EXPANSION Units 4–6

G Complete the sentences. Use comparative or superlative adjectives.

1. The purple tie is $22.00. The green tie is $20.00. The red tie is $18.00. The red tie is the (G1a) least expensive (expensive). The green tie is (G1b) less expensive (expensive) than the purple one. The purple tie is the (G1c) most expensive (expensive).

2. The Italian restaurant usually has a line of people waiting outside to eat. It's very popular. There is sometimes an empty table or two at the Indian restaurant, but it's usually crowded. There aren't usually many people in the French restaurant. It's never crowded, and the food isn't good. The Italian restaurant is the (G2a) most popular (popular). The French restaurant is always the (G2b) least crowded (crowded). The Indian restaurant is (G2c) better (good) than the French restaurant.

3. Ali's backpack weighs 4 kilograms. My backpack weighs 5 kilograms. It's really heavy! Fadi's backpack weighs 3 kilograms. My backpack is the (G3a) heaviest (heavy) of all. Ali's backpack is (G3b) heavier (heavy) than Fadi's backpack. Fadi's backpack is (G3c) lighter (light) than my backpack.

H Write sentences. Make comparisons with ***as...as***.

cell phone / chocolate bar / light

A cell phone is as light as a chocolate bar.

1. train / plane / not fast
(H1) A train is not as fast as a plane.
2. ice cream / cake / good
(H2) Ice cream is as good as cake.
3. water skiing / surfing / exciting
(H3) Water skiing is as exciting as surfing.
4. Biology / English / not interesting
(H4) Biology is not as interesting as English.

I Make indirect questions. Use ***Do you know...?*** or ***Could you tell me...?***

1. How much does a subway ticket cost?
(I1) Do you know how much a subway ticket costs?
2. What's the name of this bridge?
(I2) Could you tell me what the name of this bridge is?
3. Where's the best Indian restaurant?
(I3) Do you know where the best Indian restaurant is?
4. How many flights are there to Amman today?
(I4) Could you tell me how many flights there are to Amman today?
5. Where are my house keys?
(I5) Do you know where my house keys are?

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EXPANSION Units 4–6

J Look at each photo. Write a short conversation. Use indirect questions and comparative and superlative forms of adjectives (popular, fresh, good).

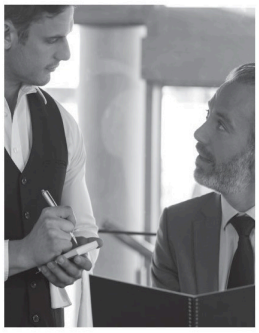


1. Kevin: J1a) Do you know which sport is the most popular at our school?

   Pete: J1b) Soccer is. It's more popular than basketball here.

   Andy: J1c) Could you tell me who the best player on our team is?

   Jason: J1d) Sami is. He is the best player of all.



2. Customer: J2a) Could you tell me what the most popular dish is?

   Waiter: J2b) The grilled fish is the most popular, and it's the freshest food today.

   Customer: J2c) Do you know if the soup is better than the salad?

   Waiter: J2d) Yes, it is. Our soup is the best in the city.

K How were your last two vacations? Complete the chart.

	Location	Weather	Activities
Vacation 1	K1a) Abha	K1b) cool and rainy	K1c) hiking and visiting the park
Vacation 2	K2a) Jeddah	K2b) hot and sunny	K2c) swimming and walking on the Corniche

L WRITING

Now write a paragraph and compare your last two vacations. Use the information from your chart.

My Last Two Vacations

L) WRITING: Now write a paragraph and...: My last two vacations were very different. Abha was cooler and rainier than Jeddah, so I went hiking and visited the park there. Jeddah was hotter and sunnier, and swimming and walking on the Corniche was the best part of all.

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

Part 2

A Write the name of each item.



1. A1) teapot



6. A6) fan



2. A2) pliers



7. A7) pot



3. A3) rocking chair



8. A8) saw



4. A4) teddy bear



9. A9) frying pan



5. A5) hammer



10. A10) screwdriver

B Where do the items belong? Complete the chart with the words from **A**.

Garage	Kitchen	Bedroom
B1) pliers	B5) teapot	B8) rocking chair
B2) hammer	B6) pot	B9) teddy bear
B3) saw	B7) frying pan	B10) fan
B4) screwdriver		

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C Read the situations. Circle the letter of the correct question for the situation.



1. It's very early in the morning, and Faisal is still sleepy. Some coffee will help wake him up. His wife asks him:
   a. You want a cup of coffee, don't you?
   b. You want a cup of coffee, do you?

1) (a) You want a cup of coffee, don't you?



2. Patricia is excited about going to garage sales this morning. Tonya is going with her. As they get near the first garage sale, Patricia gets even more excited. Patricia looks at Tonya and notices that Tonya doesn't seem excited at all. Patricia is curious about that. She asks Tonya:
   a. You've been to a garage sale before, haven't you?
   b. You've been to a garage sale before, have you?

2) (a) You've been to a garage sale before, haven't you?



3. Don finds a colorful shirt in a box at a garage sale. He picks up the shirt and looks at it. He's not sure if he wants to buy it. His wife definitely doesn't want him to buy the shirt. She politely lets Don know that he shouldn't buy the shirt. She says:
   a. You don't want that shirt, don't you?
   b. You don't want that shirt, do you?

3) (b) You don't want that shirt, do you?



4. Andrew is looking at a sweater. He likes it, but isn't sure about the price. His wife looks at the sweater and its price, too. She is thinking the same thing that Andrew is thinking, so she says:
   a. This sweater is too expensive, is it?
   b. This sweater is too expensive, isn't it?

4) (b) This sweater is too expensive, isn't it?

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D Two friends see each other at a garage sale. This is the first time they've spoken in five years. Complete their tag questions. Give the expected responses.

Alan: You have some great stuff here, Scott. Your garage sale is a big success.
Scott: Thanks, Alan. And it's good to see you again.
Alan: Yeah. It's been at least five years, **(1)** 1) hasn't it?
Scott: **(2)** 2) Yes, it has.
Alan: Those skis in the garage aren't for sale, **(3)** 3) are they?
Scott: **(4)** 4) No, they aren't.
Alan: You were a champion downhill skier, **(5)** 5) weren't you?
Scott: **(6)** 6) Yes, I was.
Alan: And you won a lot of medals in competitions, **(7)** 7) didn't you?
Scott: **(8)** 8) Yes, I did.
Alan: You don't compete anymore, **(9)** 9) do you?
Scott: **(10)** 10) No, I don't.
Alan: But you still enjoy skiing, **(11)** 11) don't you?
Scott: **(12)** 12) Yes, I do.
Alan: You haven't thought about becoming a ski instructor, **(13)** 13) have you?
Scott: **(14)** 14) No, I haven't.
Alan: You see, my nephew and I really want to learn how to ski. You can teach us, **(15)** 15) can't you?
Scott: Well, of course, **(16)** 16) I can.

E Answer the tag questions. Use your own information.

1. You haven't finished high school, have you?
   E1) No, I haven't. I'm still in the ninth grade.
2. You brushed your teeth this morning, didn't you?
   E2) Yes, I did. I brush my teeth every morning.
3. You haven't cleaned your room today, have you?
   E3) No, I haven't. I'm going to clean it after school.
4. Your parents have been married for a long time, haven't they?
   E4) Yes, they have. They have been married for twenty years.
5. Your English teacher is very intelligent, isn't he/she?
   E5) Yes, he is. He is one of the best teachers in our school.

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F Write negative questions for the following situations.

It's raining. Your sister is leaving the house without an umbrella.
Aren't you taking an umbrella with you?

1. You and your friend planned to do research on the Internet with your friend's laptop. Your friend just arrived at your house, but you don't see a laptop.
F1) Didn't you bring your laptop?

2. Your friend told you to meet at 5:00 P.M. in the mall. You're in the mall. It's now 5:30, and your friend isn't there. You get a call on your cell phone from your friend who is still at home.
F2) Aren't you coming to the mall?

3. You and your family are going for a walk at the beach. Everyone is ready to leave, but your brother is in his room playing video games.
F3) Aren't you coming with us to the beach?

4. You and your friends are at a new Japanese restaurant. You order food for everyone. You notice that your friends aren't eating their food. You are not sure they like what you ordered.
F4) Don't you like the food?

G Complete the paragraph about Roger. Use the correct form of ***be able to***.



I started playing tennis when I was only ten years old. My family didn't have much money, so I **G1) wasn't able to** (**1.** not be able to) join a tennis club. Fortunately, a neighbor **G2) was able to** (**2.** be able to) coach me. Because I was so young, I **G3) wasn't able to** (**3.** not be able to) play in tournaments. At first I **G4) wasn't able to** (**4.** not be able to) serve very well. But I practiced hard, and soon I **G5) was able to** (**5.** be able to) hit the ball hard and fast. Now I'm 16 years old. Next month I will be in my first big tournament. I hope that I **G6) will be able to** (**6.** be able to) win a few matches. I am going to compete against some really good players. But no matter what, I'll have a good time, and I **G7) will be able to** (**7.** be able to) say that I did my best.

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H READING

A Special Bond



There is a very special bond—or tie—between identical twins. Of course, identical twins look alike. When they get older, they sometimes even have the same number of wrinkles around their eyes. Most twins also share a special bond, an amazing feeling of closeness with each other. And identical twins behave alike. For example, one pair of twins both walk into the ocean backward and only up to their knees.

For John and William Bloomfield, the special bond went beyond life. The Bloomfield twins did everything together. One night they were eating dinner together at a restaurant. John—or perhaps it was William—had a heart attack and died. His brother immediately had a heart attack and died, too. The medics couldn't save either brother, or even figure out who was John and who was William.

California twins Ronald and Donald Anderson shared a single life. Everyone thought there was only one Mr. Anderson. One day Ronald Anderson robbed a bank. The police were sure that Ronald Anderson was the thief. They saw him running away. There was one problem: When the bank was robbed, Ronald Anderson was already in jail. If he was in jail, he was not the thief. The police were confused. Finally, they found the answer. There were two Anderson brothers—twins! For many years, they pretended to be one person. *Donald* Anderson was in jail. *Ronald* Anderson robbed the bank. Now Ronald Anderson is in jail, too.

Answer the questions.

1. What is the special bond between twins?
   1) It is an amazing feeling of closeness that most twins share with each other.
2. How did John and William Bloomfield die?
   2) Each of them had a heart attack while they were eating dinner together at a restaurant.
3. What was unusual about their deaths?
   3) They died at almost the same moment, and the medics could not tell who was John and who was William.
4. Why did people think that there was only one Mr. Anderson?
   4) Because for many years the two Anderson twins pretended to be one person.
5. Who really robbed the bank?
   5) Ronald Anderson robbed the bank; his twin brother Donald was the one already in jail.

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I Think about several things you are learning to do. For example, are you learning to play a sport or to speak a new language? Write them on the lines below.

I'm learning to speak English.

I-1) I'm learning to swim.

I-2) I'm learning to play volleyball.

I-3) I'm learning to use a design program on the computer.

Now complete the chart with information about one of the things you are learning to do.

Past	Present	Future
What was I able to do? *I was only able to say the alphabet.*	*What am I able to do now?* **I-4) I am able to talk about my family and my school in English.**	*What will I be able to do?* **I-5) I will be able to read English books and speak fluently.**
What wasn't I able to do? **I-6) I wasn't able to understand any English words.**	*What am I not able to do now?* **I-7) I am not able to understand fast native speakers yet.**	*What won't I be able to do?* **I-8) I won't be able to speak exactly like a native speaker.**

J **WRITING**

Now write a paragraph about what you are learning to do. Use the information from your chart above.

I Am Able to Do That!

J) Write a paragraph about what you are...: I am learning to speak English. In the past I was only able to say the alphabet, and I wasn't able to understand any English words. Now I am able to talk about my family and my school in English, but I am not able to understand fast native speakers yet. Next year I will be able to read English books and speak fluently.

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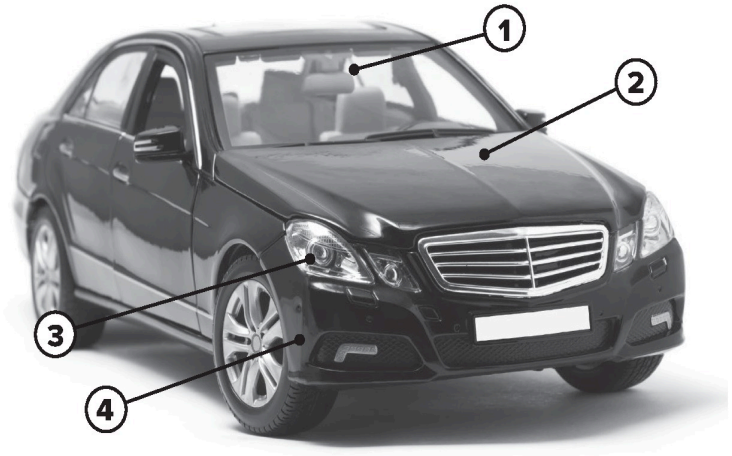
8 Drive Slowly!

A Look at the photos of different cars. Identify the parts of the car.

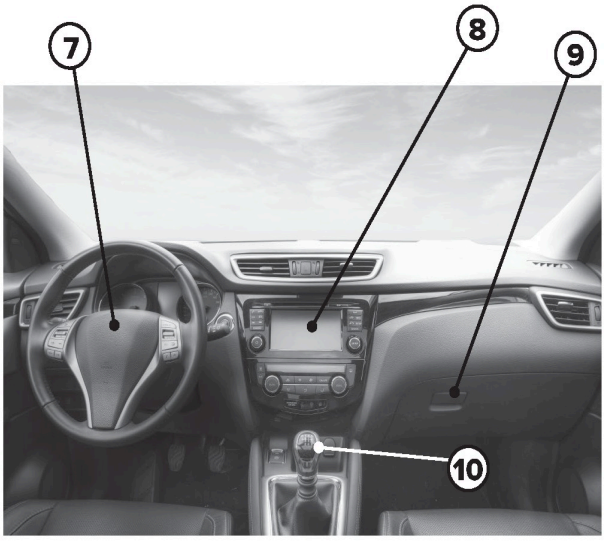
1. (1) the windshield
2. (2) the hood
3. (3) the headlight
4. (4) the bumper



5. (5) the trunk
6. (6) the door handle



7. (7) the steering wheel
8. (8) the radio
9. (9) the glove compartment
10. (10) the gearshift



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B Read the rules and advice that Mr. Day gave his students. Use that information to write sentences. Use ***must, mustn't, must not, should,*** or ***shouldn't***.



Mr. Day's English Class: Rules and Advice for Students

- Don't give me homework that is late.
  I won't take any late homework.
- Try to read something every night.
  Reading is fun, and it will help your vocabulary.
- Take my advice: Don't study just before tests.
  Try to study every day.
  This way you'll do better on your tests.
- Do NOT talk in class. This is an important rule.
- There will be three tests.
  You need to take all the tests.
  You can't miss a test.
- Sometimes the class might seem hard.
  Here's my advice: Don't worry; ask me for help.

turn in / homework late

You *must not turn in homework late*.

1. give / me your homework on time
   You **(1) must give me your homework on time**.
2. read / every night
   You **(2) should read every night**.
3. study / just before tests
   You **(3) shouldn't study just before tests**.
4. study / every day
   You **(4) should study every day**.
5. talk / in class
   You **(5) must not talk in class**.
6. take / three tests
   You **(6) must take three tests**.
7. worry
   You **(7) shouldn't worry**.
8. ask / me for help
   When class seems hard, you **(8) should ask me for help**.

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C Talk about the law and give advice. Use ***must, must not, should,*** and ***shouldn't***.



Now we'll only have 20 minutes for your driving lesson. Get here on time.

You should get here on time.

1. You're driving recklessly and dangerously. Show some concern for other drivers and for me!
   C1) You should show some concern for other drivers and for me.
2. You passed that car on the right. That's against the law.
   C2) You must not pass a car on the right.
3. You are driving too fast. The speed limit is only 70 kilometers per hour here.
   C3) You must not drive faster than 70 kilometers per hour.

D Write sentences. Give three laws that a good driver must obey. Use ***must*** or ***must not***.

A good driver must not drive too fast.

1. **D1) A good driver must stop at a red light.**
2. **D2) A good driver must wear a seat belt.**
3. **D3) A good driver must not use a mobile phone while driving.**

E Answer the question. Use ***should*** or ***shouldn't***.

Question: What should a good driver do when there is a lot of traffic?

1. **E1) A good driver should be patient and drive slowly.**
2. **E2) A good driver shouldn't change lanes suddenly.**
3. **E3) A good driver should keep a safe distance from the car in front.**

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F Read the descriptions of six different drivers. Complete each description with the appropriate adverb of manner. Use the adjectives in the box to form the adverbs of manner. Use each adjective one time.

~~aggressive~~	dangerous	fast	hard	proper	reckless	slow

Mr. Collins is an angry man, and he drives like an angry man. He speeds; he blows his horn; he screams and shouts. He drives very *aggressively*.

1. Mr. Nasser never drives over the speed limit. He often drives under it. He drives very (F1) **slowly**.
2. Tariq never drives under the speed limit. He often drives over it. He drives very (F2) **fast**.
3. Khalid spends many hours with his driving instructor. He has taken the driving test three times. He hasn't passed it yet, but he is trying very (F3) **hard**.
4. Tom has been a driver for just a year, and he has already been in six accidents. He caused these accidents by driving (F4a) **dangerously** and (F4b) **recklessly**.
5. New drivers need to learn how to drive (F5) **properly**.

G Read the story. Rewrite the numbered sentences. Use adverbs of manner.

I'm a good driver. That is what I thought. But now I'm in a special class. **(1) The students are here because they are dangerous drivers.** So why am I a student here? **(2) I'm here because I am a slow driver.** My brother always told me this. **(3) But he's a fast driver.** So I never listened to him. But last week, a police officer told me this, too. And the police officer sent me to this special class. **(4) I like to do everything the proper way. (5) So I am a hard worker in this class. (6) I've learned that driving slowly isn't the same thing as driving in a careful way.** My brother laughed when he heard about this class. That's OK. I've learned a lot of things to tell him about his driving, too!

I drive well.

1. (G1) **The students are here because they drive dangerously.**
2. (G2) **I'm here because I drive slowly.**
3. (G3) **But he drives fast.**
4. (G4) **I like to do everything properly.**
5. (G5) **So I work hard in this class.**
6. (G6) **I've learned that driving slowly isn't the same thing as driving carefully.**

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H READING

Teenage Driving



"Colin, you just ran a red light!" Brad shouted from the back seat of the car. "Did I? Sorry! I didn't even see the red light." A few minutes later, Colin saw a stop sign—after he ran it. He was driving over the speed limit. When they got to Mark's house, Colin called his mother. "Mom, we're at Mark's house. Everything is OK. I drove safely."

Teenage driving is sometimes a problem. In the United States, more teenagers die from accidents than from any other cause. There is a higher risk of accidents with 16-year-old drivers than with 17- and 18-year-old drivers. Also, when teens drive with other people in the car, they have accidents more often than when they're driving alone.

What is the reason for the teenage driving problem? Are teens reckless and dangerous drivers? Some people say teenagers are too young to drive. Other people don't agree. They say that the problem is just that teenagers are new drivers. They just need more practice and experience.

What is the solution to the problem? Some people think the solution is "graduated licensing." Here's what this means: A 16-year-old can get a license, but the license has limits that change over time. For example, at first the 16-year-old must drive with an adult. Then he can drive alone. The 16-year-old must not drive with other teenagers or must not drive at night. When the teenager has more experience, he can have a license with no limits. Some countries are trying graduated licensing, and it seems to be working well.

Answer the questions.

1. Why was Colin driving recklessly on the way to Mark's house?
   Because he was a new teenage driver with little experience, and he had friends in the car, so he wasn't paying attention.
2. Which of these is **less** safe than the other—a car with a teenager driving alone or a car with a teenager driving with friends?
   2) A car with a teenager driving with friends is less safe; teens have more accidents when other people are in the car.
3. What are two ideas that people have about why teenage driving is sometimes a problem?
   Some say teenagers are too young to drive; others say they are just new drivers who need more practice and experience.
4. What limits does a teenager with a graduated license have at first?
   4) At first he must drive with an adult; then he must not drive with other teenagers or must not drive at night.

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I Complete the charts. Use your own ideas.

Things a Good Driving Instructor Should/Shouldn't Do
should be patient
I-1) should explain the traffic rules clearly
I-2) should stay calm and speak politely
I-3) shouldn't shout at the student
I-4) shouldn't use his phone during the lesson

Things a Good Driving Instructor Must/Must Not Do
I-5) must have a driving instructor's license
I-6) must wear a seat belt
I-7) must obey all the traffic laws
I-8) must not drive over the speed limit
I-9) must not let a student drive without a permit



J **WRITING**

Now write a paragraph that describes a good driving instructor.

What Makes a Good Driving Instructor?

J) Now write a paragraph that describes...: A good driving instructor should be patient and should explain the traffic rules clearly. He must have a license and must obey all the traffic laws. He must not drive over the speed limit, and he shouldn't shout at his students.

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9 All Kinds of People

A Look at the photos. Complete the sentences. Use the words and expressions in the box.

pedal cab	**taxi**	**thief**	**fake**
steal	**tourist**	**in a hurry**	**give directions**



I visited my brother in New York City two weeks ago. We were walking downtown on a rainy day when I took this photo. Even in the rain, some people prefer to take a **(1)** **(A1) pedal cab** because it's more environmentally-friendly and less expensive than a **(2)** **(A2) taxi**.



I was shopping at Manhattan mall when I saw a man **(3)** **(A3) steal** a shirt. I wasn't the only one who saw him do this. The security guard in the store saw him, too. Fortunately for the store, the man who tried to take the shirt without paying isn't a good **(4)** **(A4) thief**.



My brother loves life in New York City. But my brother has changed since he moved there. He talks faster. He walks faster. He's always **(5)** **(A5) in a hurry**. When I was visiting him, a **(6)** **(A6) tourist** stopped us and said he was lost. My brother looked at his watch and then looked at the man. Then he said, "I don't have time to **(7)** **(A7) give directions** to you. Sorry."



Can you tell which of these watches is real? My brother can't. He was really late for a meeting the other day. At first, he didn't understand why. He looked at his watch and he actually should have been 15 minutes early, not a half hour late. Then he realized what was wrong. His watch wasn't working. He was mad, but not because he was late for the meeting. He was mad because his broken watch that cost $300 was really a **(8)** **(A8) fake**. I told him to buy his next watch in a store and not from a man on a street corner!

B Complete the definitions. Use the words in the box from **A**.

1. Someone who is late for school is going to be **(B1) in a hurry**.
2. A watch that looks like a well-known brand but costs a lot less is probably a **(B2) fake**.
3. A person who steals things from others is a **(B3) thief**.
4. A person who is visiting a place on vacation is a **(B4) tourist**.

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C Circle the correct relative pronoun.



1. Ali works in an office (who / which) is noisy and busy. **C1) which**
2. So yesterday he went to a park (who / that) is near his office to have lunch. **C2) that**
3. He sat down on a bench next to a man (who / which) was reading a book. **C3) who**
4. A minute later, the man picked up a cell phone (who / that) was on the bench next to him and began making calls. **C4) that**
5. Two men (which / who) were sitting under a tree were having a quiet conversation. **C5) who**
6. Then some children (who / which) were playing near the men started to fight and shout. **C6) who**
7. Ali left the park thinking, "There is no place (who / that) is quiet and peaceful." **C7) that**
8. So he went back to his office (who / that) is not so different from the rest of the world. **C8) that**

D Imad's cousin from America is coming to visit Imad and his family. Combine each pair of sentences by putting the second sentence after the correct noun in the first sentence. Replace the underlined word(s) in the second sentence with ***who, which,*** or ***that***.

1. My parents want me to be nice to Ahmed. He is my age.
   D1) My parents want me to be nice to Ahmed, who is my age.
2. They want me to take Ahmed to the football game. The football game is tomorrow night.
   D2) They want me to take Ahmed to the football game that is tomorrow night.
3. I don't want to take my cousin. He might not be a football fan.
   D3) I don't want to take my cousin, who might not be a football fan.
4. This morning I heard voices. The voices were coming from the living room.
   D4) This morning I heard voices that were coming from the living room.
5. When I walked into the room, I saw Ahmed. He was wearing a football jersey.
   D5) When I walked into the room, I saw Ahmed, who was wearing a football jersey.
6. I think that Ahmed is going to be fun to hang out with. Ahmed loves football.
   D6) I think that Ahmed, who loves football, is going to be fun to hang out with.

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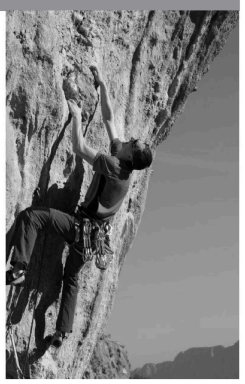


E Write two new sentences for each group of sentences. Use ***who*** in one sentence and ***which*** or ***that*** in the other sentence.

Brian likes adventure sports. He doesn't get nervous. Adventure sports take a lot of concentration.

Brian, who doesn't get nervous, likes adventure sports.

Brian likes adventure sports that take a lot of concentration.



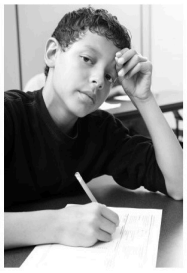
1. Vincent works as a security guard at a bank. Vincent is a very serious person. The bank has never been robbed.

E1) Vincent works as a security guard at...: Vincent, who is a very serious person, works as a security guard at a bank. / Vincent works as a security guard at a bank that has never been robbed.



2. My brother designed a new eco-friendly home. My brother is an architect. The home uses solar and wind power.

E2) My brother designed a new...: My brother, who is an architect, designed a new eco-friendly home. / My brother designed a new eco-friendly home that uses solar and wind power.



3. Omar passed the test. Omar always studies and is very smart. The test was about relative pronouns.

E3) Omar passed the test. Omar always...: Omar, who always studies and is very smart, passed the test. / Omar passed the test that was about relative pronouns.

F Complete the sentences with the words in parentheses. Use the past progressive and the simple past.

1. The tourists _____ (eat) their lunch when a thief _____ (steal) their camera.

F1) were eating / stole

2. The thief _____ (run) when he _____ (drop) the camera.

F2) was running / dropped

3. The camera _____ (sit) on the ground when a boy _____ (pick it up).

F3) was sitting / picked it up

4. The boy _____ (play) with the camera when the tourists suddenly _____ (notice) him. They got their camera back!

F4) was playing / noticed

5. The boy _____ (eat) an ice cream cone that the tourists bought for him when they _____ (take) a picture of him.

F5) was eating / took

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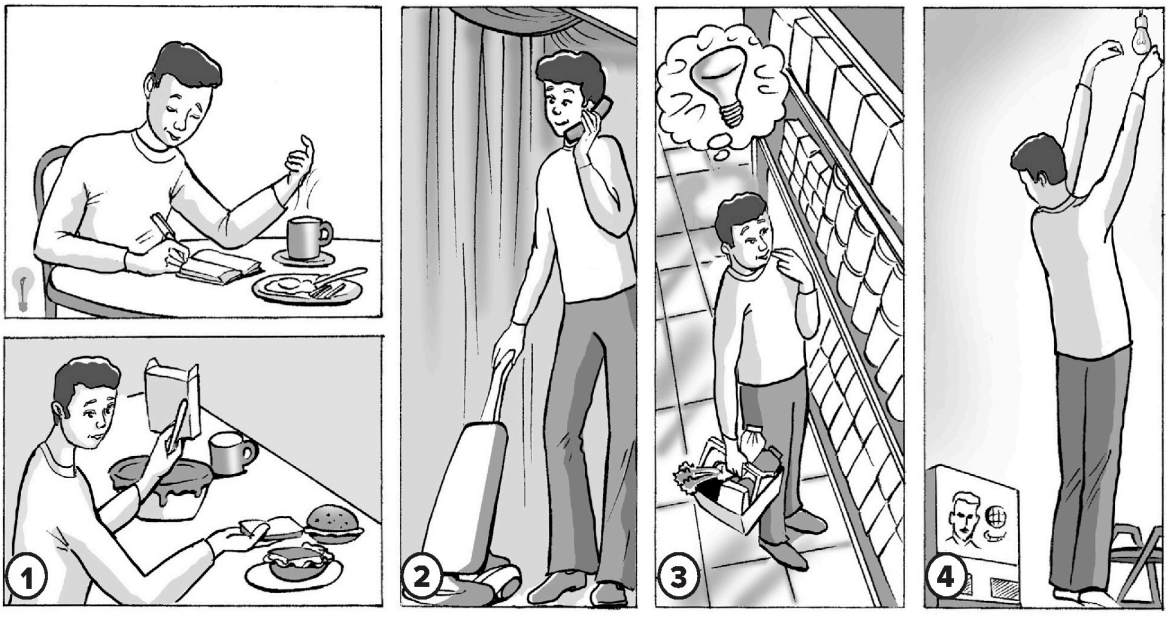
G On Thursday morning, Martin decided that he wanted to invite some friends over that night. He had to do many things at the same time. Write sentences about what he did. Use the pictures and his list.



change the lightbulb	~~have breakfast~~
~~make a list of things to do~~	clean house
make sandwiches	shop at the grocery store
talk on the phone	watch TV
think of what he needed to buy	make a cake

He was making a list of things to do while he was having breakfast.

1. G1) He was making sandwiches while he was making a cake.
2. G2) He was talking on the phone while he was cleaning the house.
3. G3) He was thinking of what he needed to buy while he was shopping at the grocery store.
4. G4) He was changing the lightbulb while he was watching TV.

H Complete the sentences. Use ***when*** or ***while***.

1. My brother was watching TV H1) while he was eating dinner.
2. Ahmed was walking in the park H2) when he saw Hameed.
3. Maha and Badria were studying for the math test H3) when the phone rang.
4. Mom was cutting some vegetables for dinner H4) when she cut her finger.
5. Dad was drinking coffee H5) while he was reading the newspaper.
6. They were surfing H6) when it started to rain.

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I READING

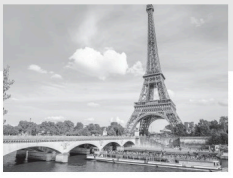
WHAT SHOULD THEY DO?





Saeed is 35 years old. He has an important job with a computer company. He has a beautiful new house and many of the things that money can buy. But he is thinking about saying goodbye to a lot of that. He wants to leave this job to become a teacher. If he does, he'll have to go back to university to train to be a teacher. This will take up a lot of time and he will not earn money while he studies. He wants to help kids by being a teacher, but he also needs income to support his family. Should he leave his job?





Khalid, who is 18, has just graduated from high school. His parents want him to start university right away, but Khalid wants to start university next year. First, he wants to travel to different places around the world. His parents say that traveling will distract him and delay his studies. Khalid believes that traveling will be an exciting experience. It will make him more independent and confident, and it will also give him time to make responsible decisions about his future. What do you think?

To help people make decisions like these, you need to ask some questions:

- What kind of person is he? Is he a person who is lazy? Is he a person who is adventurous?
- What does he like to do? Does he like to do something that is exciting? Does he like to do something that is boring?
- What does he want to do? Does he want to do something that is important? Does he want to do something that is helpful?

Answer the questions.

1. What job does Saeed have now?
   (1) He has an important job with a computer company.
2. What does Saeed want to be? Why?
   (2) He wants to be a teacher, because he wants to help kids.
3. Why don't Khalid's parents want him to travel for a year?
   (3) They say that traveling will distract him and delay his studies.
4. Should Khalid go to university or travel for a year? Why?
   Answers vary. Model: He should travel for a year first, because it will make him more independent and confident.

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J Answer the questions. Use your own information.

What Kind of Person Are You?

What do I like to do? (school subjects, activities outside school, etc.)

1. J1) I like studying English and science at school.
2. J2) I like playing football with my friends after school.
3. J3) I like reading books and drawing in my free time.

What things are important to me? (environment, traveling, health, entertainment, etc.)

1. J4) My family and my studies are important to me.
2. J5) Good health and playing sports are important to me.
3. J6) Protecting the environment is important to me.

What kind of person am I? (talkative, energetic, clever, etc.)

1. J7) I am a friendly and talkative person.
2. J8) I am energetic and I like working in a team.
3. J9) I am hardworking, patient and responsible.

What is a job that would be good for me? J10) I think being a teacher would be a good job for me.

K ## WRITING

Now write a paragraph. Write about one of the jobs that would be good for you. Explain why this is a job that would be good for you.

My Kind of Job

K) WRITING: Write a paragraph about one...: I would like to be a teacher. I like explaining things and helping people, and I am patient and hardworking, so this job suits me.

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EXPANSION Units 7–9

A Change each question to a tag question.

Do you live near the park?

You live near the park, don't you?

1. Did your brother go to the garage sale with you?
   A1) Your brother went to the garage sale with you, didn't he?
2. Have you been on vacation this year?
   A2) You have been on vacation this year, haven't you?
3. Doesn't your father speak French?
   A3) Your father speaks French, doesn't he?
4. Are we going to go out for dinner this evening?
   A4) We are going to go out for dinner this evening, aren't we?
5. Did your brother get the job in Dammam?
   A5) Your brother got the job in Dammam, didn't he?
6. Did you pass the test?
   A6) You passed the test, didn't you?
7. Hasn't she read that book?
   A7) She has read that book, hasn't she?

B Write a negative question for each answer.

Q: *Isn't Fahd going to take the bus to school?*

A: Yes, Fahd is going to take the bus to school.

1. **Q:** **B1) Didn't you buy these tools at the garage sale on the weekend?**
   A: Yes, I bought these tools at the garage sale on the weekend.
2. **Q:** **B2) Didn't you eat at the new Italian restaurant with your friends?**
   A: Yes, I ate at the new Italian restaurant with my friends.
3. **Q:** **B3) Isn't your sister doing her homework right now?**
   A: Yes, my sister is doing her homework right now.
4. **Q:** **B4) Didn't he use the new vacuum cleaner?**
   A: Yes, he used the new vacuum cleaner.
5. **Q:** **B5) Haven't they gone to the mountains on vacation?**
   A: Yes, they have gone to the mountains on vacation.
6. **Q:** **B6) Isn't your friend going to call you at 5 o'clock?**
   A: Yes, my friend is going to call me at 5 o'clock.

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EXPANSION Units 7–9

C Complete the conversations with ***should/shouldn't*** and ***must/must not***.

Ibrahim: Our basketball team has lost all its games this year. We have three games left to play. The other basketball teams (**1**) **C1) should** win the games against our team.

Mahmoud: That's not a nice thing to say. You (**2**) **C2) shouldn't** talk like that. Our team is practicing a lot. We are going to win. I know it!

Police officer: The law is very clear, sir. A driver (**3**) **C3) must not** talk on the phone while he is driving. I repeat. It is against the law for a driver to talk on the phone in the car.

Driver: I'm sorry, officer. But I was sitting in a traffic jam. Cars weren't moving. I (**4**) **C4) shouldn't** get a ticket because I was just sitting—I wasn't driving.

Police officer: Again, the law is clear. You were in your car. You were the driver. And you were on your phone. I (**5**) **C5) must** give you a ticket.

D Rewrite the sentences. Use adverbs of manner.

Tariq is a slow eater.
Tariq eats slowly.

1. Rashid is a loud talker.
D1) Rashid talks loudly.

2. My sister and brother are fast readers.
D2) My sister and brother read fast.

3. Khalid is a careful driver.
D3) Khalid drives carefully.

4. Your mom is a good cook.
D4) Your mom cooks well.

5. Yahya is an aggressive video game player.
D5) Yahya plays video games aggressively.

6. Hameed and Ahmed are good swimmers.
D6) Hameed and Ahmed swim well.

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EXPANSION Units 7–9

E Combine the sentences. Use ***who*** or ***which***.

I live in an apartment. The apartment is small.

I live in an apartment which is small.

1. I have three good friends. They are in my class at school.

   E1) I have three good friends who are in my class at school.

2. We have modern furniture. It is elegant and comfortable.

   E2) We have modern furniture which is elegant and comfortable.

3. Last night I went to a restaurant. The restaurant serves Italian food.

   E3) Last night I went to a restaurant which serves Italian food.

4. Have you been to the new shopping mall? The mall opened last week.

   E4) Have you been to the new shopping mall which opened last week?

5. We're going to visit my grandparents. My grandparents live in the countryside.

   E5) We're going to visit my grandparents who live in the countryside.

F Combine the sentences. Use the simple past and the past progressive. Use ***when*** or ***while***.

I read a book.

I ride the bus to the doctor's office.

I was reading a book while I rode the bus to the doctor's office.

1. I get off the bus.

   The paper with the doctor's address falls from my pocket.

   F1) I was getting off the bus when the paper with the doctor's address fell from my pocket.

2. A strong wind blows the paper quickly down the street.

   I run after it.

   F2) A strong wind was blowing the paper quickly down the street while I ran after it.

3. I wait at the corner at a stop light.

   A car runs over the paper.

   F3) I was waiting at the corner at a stop light when a car ran over the paper.

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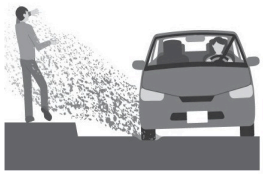
EXPANSION Units 7–9

G Look at each image. Write about what just happened. Use the simple past and the past progressive. Use ***when*** or ***while***.



1. What just happened to Abdullah?

G1) What just happened to Abdullah?: He was working on his laptop when the phone rang.



2. What just happened to Paul?

G2) What just happened to Paul?: He was walking on the sidewalk when a car drove through a puddle and splashed him.

H Who is your best friend? How long have you known your friend? Complete the chart below about your friend's personality.

Personality	Example
funny	*always makes me laugh*
H1a) kind	**H1b) always helps me with my homework**
H2a) honest	**H2b) always tells the truth**
H3a) friendly	**H3b) talks to everyone at school**

I WRITING

Now write a paragraph about your best friend.

My Best Friend

I) Now write a paragraph about your best...: My best friend is Saad. I have known him for six years. He is kind and always helps me with my homework. He is honest, and he always tells the truth. He is also friendly, and he talks to everyone at school.

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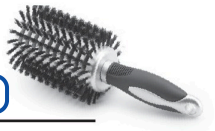
10 Who Used My Toothpaste?

A Write the names of the items.

1. **A1) nail polish** 
2. **A2) toothpaste** 
3. **A3) mirror** 
4. **A4) hairdryer** 
5. **A5) dish soap** 

6. **A6) scissors** 
7. **A7) hairbrush** 
8. **A8) shampoo** 

B Answer the question about each photo. Use the words from **A**.

1. Imad used a toothbrush and water to brush his teeth. What else did Imad use?
   B1) He used toothpaste.
2. What did the man use to wash Hussain's hair?
   B2) He used shampoo.
3. The woman at the salon painted Amina's nails. What did she use?
   B3) She used nail polish.
4. It was my turn to wash the dishes. What did I put in the water to wash them?
   B4) I put dish soap in the water.
5. Fahd is getting his hair cut. What are some of the things that the hair stylist will use on Fahd's hair?
   The hair stylist will use scissors, a hairbrush and a hairdryer.
6. Ali just went to the dentist. What is he using to look at his teeth?
   B6) He is using a mirror.



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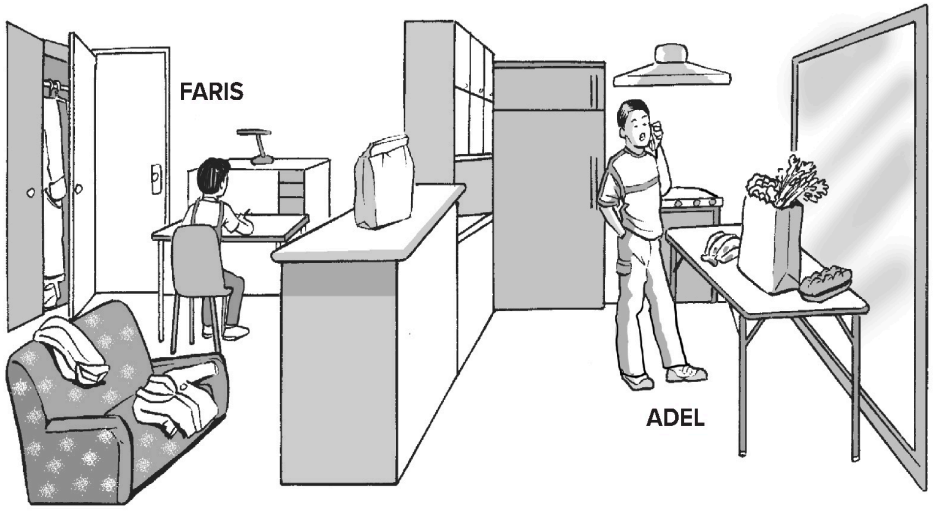
C Write questions and answers with the present perfect. Use the information in the picture. Use ***already***, ***yet***, or ***just***.



Faris / come home

Q: *Has Faris already come home?*

A: *Yes, he's already come home.*

1. Adel / do the grocery shopping

Q: C1Q) Has Adel already done the grocery shopping?

A: C1A) Yes, he has already done the grocery shopping.

2. Adel and Faris / put their jackets in the closet

Q: C2Q) Have Adel and Faris put their jackets in the closet yet?

A: C2A) No, they haven't put their jackets in the closet yet.

3. Adel / answer the phone

Q: C3Q) Has Adel answered the phone yet?

A: C3A) Yes, he has just answered the phone.

4. Faris / start his homework

Q: C4Q) Has Faris started his homework yet?

A: C4A) Yes, he has already started his homework.

5. Adel / put the food from the supermarket away

Q: C5Q) Has Adel put the food from the supermarket away yet?

A: C5A) No, he hasn't put the food away yet.

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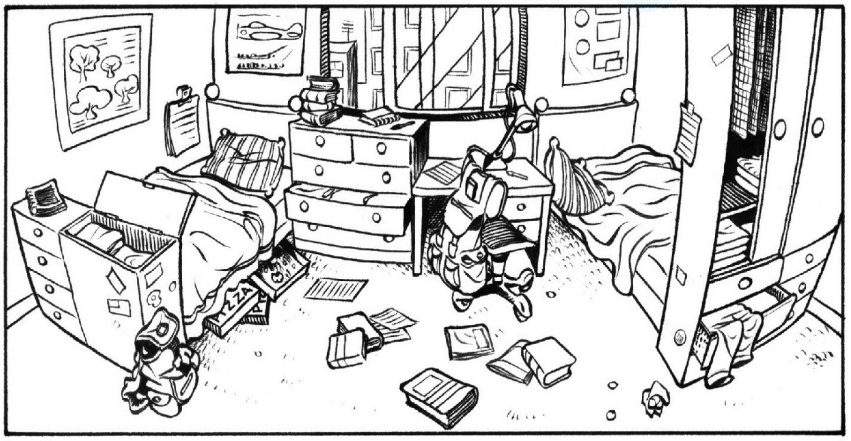

D Complete the sentences about Ahmed. Use a verb from the box + the gerund form of the verb in parentheses.

enjoy	finish	keep	miss

It's my first year at college, and I'm going to have a roommate. I know I'm going to (1) enjoy living (1. live) with a roommate. It will really be fun! I won't even (2) miss having (2. have) my own room. I haven't met my roommate yet, but I (3) keep thinking (3. think) that we're going to be great friends. I've already (4) finished cleaning (4. clean) the room, and it looks nice and neat!

A week later:

avoid	keep	enjoy	hate

I (5) hate being (5. be) in a dirty room, so I do the chores. But Jack, who is my roommate, (6) enjoys living (6. live) in one—he hasn't done any chores yet. I try to talk to him about sharing chores, but he (7) avoids talking (7. talk) to me. He also (8) keeps using (8. use) my things and doesn't return them.

Two months later:

keep	avoid	enjoy	can't stand	stop

Help! I (9) can't stand living (9. live) with Jack anymore! He (10) keeps throwing (10. throw) his clothes on the floor. And he won't (11) stop using (11. use) my things. He says he'll stop, but then he uses them again. I'm spending a lot of time in the library, so I can (12) avoid going (12. go) back to my room now.

Later that day:

I just found out that Jack failed all his classes and won't be coming back to school. I realize that I (13) enjoy living (13. live) without a roommate—at least one like Jack!

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E Rewrite the conversations. Change the position of the phrasal verbs.

Dad: Can you clean your room up?

Can you clean up your room?



1. **Son:** But I *did* clean my room up.

1a) But I did clean up my room.

Dad: Really? It looks like you messed your room up.

1b) Really? It looks like you messed up your room.

2. **Son:** OK, Mom. I put the dishes away.

2a) OK, Mom. I put away the dishes.

Mom: Are you sure you put away all the dishes?

2b) Are you sure you put all the dishes away?

Son: Oh, I didn't notice those plates in the dishwasher. I'll put the plates away now.

2c) Son: Oh, I didn't notice those plates...: Oh, I didn't notice those plates in the dishwasher. I'll put away the plates now.

F Complete each sentence. Use a two-word verb from the box and the correct pronoun.

clean up	~~throw away~~	hang up	put away	turn off	take out

I used to save empty plastic bottles, but now I'm going to *throw them away* .

1. The trash can in the kitchen is full of garbage, so I'm going to **1) take it out** .
2. I used to leave the light on in my bedroom when I wasn't there. Now I **2) turn it off** when I leave my bedroom.
3. I used to leave the clean dishes in the dishwasher. Now I'm going to **3) put them away** after they're washed.
4. I have just ironed my clothes. I'm going to **4) hang them up** , so they don't get wrinkled.
5. The apartment is very dirty now, but I'm going to **5) clean it up** .

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G READING

Living with a College Roommate and Enjoying It

Many students go away to college and need accommodation. Apartments are often expensive. For students who have a tight budget, it can be a good idea to share an apartment. Money is not the only reason to have a roommate. Sharing an apartment can be fun.

But life with a roommate can also be a very bad experience. Some sociologists did a study of college students who shared a room. They found that students who had problems with their roommates were not happy at school and got sick more often than other students.



So how can you enjoy living with a roommate? Here is some advice:

- Being roommates with a friend can be hard. Friends who you see once in a while can be different when you live with them all the time. So before you decide to live with a friend, discuss the situation carefully.
- Before you decide to live with someone you don't know, talk to your potential roommate. Be honest about your habits and the things that irritate you.
- When you move in with a roommate, make rules. Decide how you will share the chores. Decide if you will share food. Is it OK to have guests? And what about making noise?
- Don't get angry at small things that your roommate does. Remember that no one—including you—is perfect.

Answer the questions.

1. What happened to the college students who had problems with their roommates?

1) They were not happy at school and got sick more often than other students.

2. What should you do before you become roommates with a friend?

2) Discuss the situation carefully first, because friends can be different when you live with them all the time.

3. What should you do before you become roommates with someone that you don't know?

3) Talk to your potential roommate and be honest about your habits and the things that irritate you.

4. What are some things you and a roommate should make rules about?

4) Sharing the chores, sharing food, having guests, and making noise.

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H Complete the college roommate application with your own information.

College Roommate Application

1. What do you enjoy doing?
   1) I enjoy reading, playing football, and going out with my friends at the weekend.
2. ~~What are some things that irritate you?~~
   2) Loud noise while I am studying, and people who use my things without asking, irritate me.
3. ~~When do you go to bed? When do you get up?~~
   3) I usually go to bed at about 10:30 at night, and I get up at 6:00 in the morning.
4. What kind of food do you like? Do you like cooking?
   4) I like rice, chicken, and grilled fish. Yes, I like cooking simple meals.
5. When do you usually study? Does noise bother you when you study?
   5) I usually study in the evening after dinner, and yes, noise bothers me a lot when I study.
6. ~~Do you usually leave your things all around or do you pick them up?~~
   How often do you clean your room up?
   6) I always pick my things up and put them away, and I clean my room up twice a week.
7. ~~Do you like your friends to visit you? Or do you prefer going out with your friends?~~
   7) I like my friends to visit me at the weekend, but I usually prefer going out with them.
8. ~~How much time do you spend talking on the phone?~~
   8) I spend about half an hour a day talking on the phone.

I **WRITING**

Now write a paragraph about what a roommate should know about you.

Things a Roommate Should Know About Me

I) I WRITING: Now write a paragraph...: I am a quiet, tidy person. I clean my room up every week and always put my things away. I go to bed early and can't stand noise when I am studying, but I enjoy sharing the chores and talking with my roommate.

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11 Making Choices

A Complete each paragraph. Answer each question. Use the words in the box.

conservationist	generate	scenic	group	focus
environment	pass	pollution	fit in	benefit



1. I live in a rural part of the country. There are a lot of trees and rivers and even some small mountains where I live. I love the natural beauty here. There is this one very **1a) scenic** place that is near my house. It has a river and a lot of green space. The local people like to go fishing and swimming in the river there. And many families even go on picnics there during the summer. It's really peaceful and a lot of fun. There's a lot of discussion about this place right now. Some people want to build a factory on the river. I don't understand how anyone would want to do that. I'm very worried about what is going to happen to the **1b) environment**—the river, the animals, the trees. I have learned that the factory will probably create a lot of **1c) pollution** in the area. People probably won't be able to swim or fish in the river anymore. And a lot of the trees will be cut down. I guess I'm a **1d) conservationist** because I don't want to see the area destroyed. Some people want the factory because they say that it will **1e) generate** jobs and more money for the area. They say that the factory is going to be a big **1f) benefit** to everyone in our town. I don't agree.

Would you choose for the factory or against it?

1Q) Against it, because the factory would pollute the river and destroy the scenic beauty of the area.

2. Daniel is a very social person. He likes having friends and enjoys hanging out with them. He is intelligent, but sometimes he has too many things to do at one time. For example, next week he has extra football practice, he has to volunteer at the youth center, and he wants to hang out with his friends and go skiing. That is already a lot to do, but he also has a very important test in history. He needs to get a good grade on it. Daniel likes to **2a) fit in** with his friends, so hanging out with them, wearing the right clothes, and playing sports are important. But getting into a good college is important, too, so he needs to **2b) focus** on studying more and getting better grades. He just can't do everything, but he thinks he can. He got a crazy idea—to create a study **2c) group** for his history test. If he does that, he thinks that he'll be able to **2d) pass** it.

If Daniel tells his friends about his idea, what will they say?

They will probably say it is a great idea and ask him if they can join his study group.



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B Complete the conditional sentences about facts. Use the present and future forms of verbs.

If I _spend_ **(spend) money on clothes, I won't have enough to buy a car next year. But if I don't spend money on clothes, I** _won't look_ **(not look) good when I go on job interviews.**



1. If I **1a) sleep** (sleep) in class, the teacher won't be happy. But if I don't study until midnight, I **1b) won't pass** (not pass) the exam.
2. If it **2a) rains** (rain) a lot this week, the team won't be able to practice for the big game. If the weather is nice, the team **2b) will practice** (practice) every afternoon.
3. If the temperature drops below zero, rain **3a) changes** (change) to ice and snow. But if the temperature stays above zero degrees, rain **3b) doesn't freeze** (not freeze).
4. If I **4a) decide** (decide) on King Saud University , I'll move to Riyadh next fall. I **4b) will be** (be) happy there if I **4c) make** (make) friends quickly.
5. If I **5a) tell** (tell) my parents that I didn't do well on the test, they **5b) will be** (be) angry. If I **5c) don't tell** (not tell) my parents the truth, they **5d) will be** (be) angry, too!
6. If you drop an apple, it **6a) falls** (fall) to the ground. If you **6b) drop** (drop) a feather, it **6c) floats** (float) to the ground.
7. If Sultan **7a) gets** (get) the job, he **7b) will move** (move) to Dhahran. But if he **7c) moves** (move) to Dhahran, he probably **7d) won't see** (not see) his friends and family very often.
8. If Mahmoud **8a) makes** (make) his hotel reservation now, he **8b) will be** (be) guaranteed a room. If Mahmoud **8c) doesn't go** (not go) on vacation, he **8d) will have to** (have to) cancel his reservation.

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C Write sentences about facts and possibilities. Use the information in the lists provided below.

The city is thinking about putting a modern sculpture in a square in the old part of town.





Facts	Possibilities
~~have to pay for the sculpture~~	not like the modern piece of art
plant trees instead	be more beautiful than it is now
have a new place to sit	not visit the square

The sculpture will be expensive. If the city puts a modern sculpture in the square, the city *will have to pay for the sculpture*.

1. The garden club loves trees. If the city doesn't put a modern sculpture in the square, the garden club **1) will plant trees instead**.
2. The square isn't very pretty right now, and some sculptures are really beautiful. If the city puts a modern sculpture in the square, the square **2) might be more beautiful than it is now**.
3. The city wants more tourists to visit the square, but sculptures aren't really big tourist attractions. If the city puts a modern sculpture in the square, more tourists **3) might not visit the square**.
4. People have their own ideas about what good art is. If the city puts a modern sculpture in the square, some people **4) might not like the modern piece of art**.
5. There are a lot of birds in the square. If the city puts a modern sculpture in the square, the birds **5) will have a new place to sit**.

D Write sentences about situations in your life. Say what will/might happen.

D4) I save my money, I may buy a new bicycle next month.

If *I spend less time playing video games, I may do better in school*.

1. If **D1) I study every day, I will get better grades this year.**
2. If **D2) I don't sleep early tonight, I might feel tired at school tomorrow.**
3. If **D3) it rains tomorrow, we won't play football in the park.**
4. If

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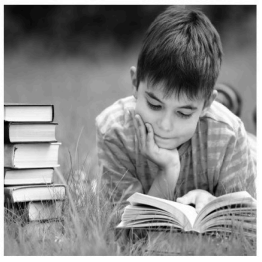
E Answer the questions. Use ***I'd rather***.

Derek is riding his bicycle by the lake. Would you rather go shopping at the mall or ride your bicycle by the lake?

I'd rather ride my bicycle by the lake than go shopping at the mall.

1. Kevin is reading his favorite book in the park. Would you rather study math or read your favorite book in the park?

1) I'd rather read my favorite book in the park than study math.





2. David is camping in the mountains. Would you rather go camping in the mountains or stay in a hotel at the beach?

2) I'd rather go camping in the mountains than stay in a hotel at the beach.



3. Charles is going to visit England and Scotland on vacation. Would you rather go on vacation to another country or stay at home during vacation?

3) I'd rather go on vacation to another country than stay at home during vacation.





4. Tom plays on his school's football team. Would you rather play on your school's football team or play on its basketball team?

4) I'd rather play on my school's football team than play on its basketball team.

5. My brother and his friend went hiking in France last year. Would you rather go hiking across another country or take a train?

5) I'd rather go hiking across another country than take a train.



6. I have a little cousin who loves to go fishing. Would you rather go fishing or play video games?

6) I'd rather go fishing than play video games.



7. That's my Uncle Bill. He went to the Grand Canyon in Arizona. Would you rather visit the Grand Canyon or visit New York City?

7) I'd rather visit the Grand Canyon than visit New York City.

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F READING

Who Influences Teens?

The teenage years are a time of life when people must make many important choices. Teenagers need to think about questions like these: Should I go to college? What kind of career do I want? Each person must make his or her own choices. But other people influence our choices. Who influences teens? Teens were asked this question, and here's what they said.



It depends on the kind of choice. When teens buy things, friends are the most important influence. This is especially true for clothes and electronic devices. Television shows, advertisements, and parents also influence teenagers. In more serious matters, parents are probably the most important influence. Some teens say it's best to have parents and friends as influences. One seventeen-year-old girl says, "Parents are able to tell us what's right and wrong because they have experience. And they always want what's best for us."

But teens also feel they need to make their own choices—to make their own mistakes. As one teenage boy said, "If our parents don't let us make our own choices, maybe in the future we won't know how to." And they feel friends can often be a big help, especially because friends sometimes know more about their situation than their parents do. For example, one boy said his friends stopped him from making the wrong decision. He wanted to quit the basketball team because the coach wasn't nice to him. His friends kept saying, "You're a great player. The coach just wants you to try harder." Finally, he saw that they were right. "Thanks to the coach," he says, "I'm a better player than I used to be."

Complete the sentences. Use the information in the text.

1. Teenagers have to make decisions about college and their 1) career.
2. Teenagers' 2) friends are the most important influence when they buy things.
3. Teenagers often go to their parents for advice on 3) serious matters.
4. Many teens think that it is a good idea to make decisions with the help of 4) parents and friends.
5. To some teens, it is OK to sometimes 5) make mistakes when they make decisions. They learn this way.

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G Read about these two situations.

1. Your brother isn't doing well in his history class. You are very good at history. Your brother asks you to write his history report for him. In return, he promises to do all your chores for a month. You want your brother to do well in school. If you help him, he might get a better grade in history. And if he does your chores, you will have more free time this month. However, if you write his report for him, he won't learn anything. Should you write his report? Is there another solution?
2. You are a writer for your school newspaper. You're working on an article about a local water pollution problem. You think that the pollution is from a factory that dumps chemicals into the river, but you aren't 100 percent sure. The pollution might not come from this factory. Some people ask you to write a story about how bad the situation is. What will you do?

Choose one situation. List some ideas for and against your choice.

G) G: Choose one situation. List some...: Situation 1. My choice: not to write his report. For: he learns and it is honest. Against: his grade may drop and I lose the free time.

H **WRITING**

Now write a paragraph about your choice. Write what you will do and explain your choice.

A Difficult Decision

H) H: WRITING - Now write a paragraph...: I will not write my brother's report. Instead I will help him plan it and check his work, so he learns and earns his grade honestly.

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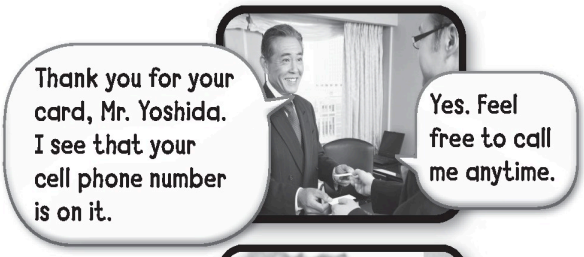
12 Culture Shock

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

tip	punctual	comment	graduate
mud	lawyer	exchange	remove



1. In many countries, people (1a) remove their shoes before entering a home, so they don't bring dust and (1b) mud into the house.



2. In Japan, business people (2) exchange cards, and it's polite to comment on the cards.



3. In the United States, it's not unusual to order a pizza on the phone and have it delivered to your house. And just like in a restaurant, it's polite to (3) tip the person who delivers the pizza to your house.

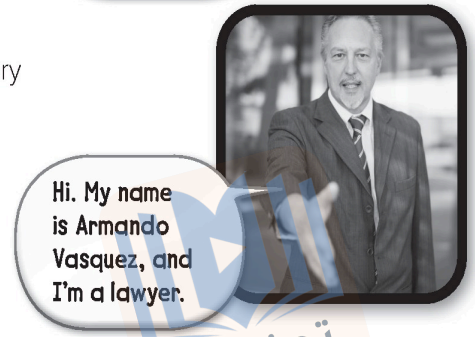


4. In Germany, it's important to be (4) punctual for business meetings. Being late or rushing makes a bad impression.



5. In England, people often (5) comment about the weather while they're waiting in line for a bus.

6. Armando Vasquez went to college in Mexico. It is customary to call him "Licenciado" because he is a university (6a) graduate and a (6b) lawyer.



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B Complete the paragraph with a verb + infinitive. Use the simple past of the verbs in the box and the infinitives in parentheses.

decide	expect	promise	manage	remember	~~refuse~~

When I went to the United States last summer on a business trip, my 5-year-old daughter and 7-year-old son asked me to take them. I wasn't sure about the idea, so in the beginning I *refused* *to take* (take) them. But they kept asking, and they **(B1a) promised** **(B1b) to be** (**1.** be) good, so finally I **(B2a) decided** **(B2b) to take** (**2.** take) them with me. I **(B3a) expected** **(B3b) to do** (**3.** do) some work on the flight. But my children had other ideas. They ran up and down the airplane, hitting each other, and making a lot of noise. I wasn't able to do any work, and I was very angry with them. They really **(B4a) managed** **(B4b) to upset** (**4.** upset) me. But when they saw that I was upset, they **(B5a) remembered** **(B5b) to be** (**5.** be) good for the rest of the trip.

C Make the sentences. Use verb + noun/pronoun + infinitive.

in England / people / expect / you / wait in line for a bus
In England, people expect you to wait in line for a bus.

1. in Japan / business people / expect / you / read their business cards

(C1) In Japan, business people expect you to read their business cards.

2. in the United States / waiters / expect / you / tip after a meal

(C2) In the United States, waiters expect you to tip after a meal.

3. my parents / never allow / us / eat dessert before dinner

(C3) My parents never allow us to eat dessert before dinner.

4. some business people / learn / English / do business in the United States

(C4) Some business people learn English to do business in the United States.

5. in France / restaurants / expect / customers / eat the salad after the main course

(C5) In France, restaurants expect customers to eat the salad after the main course.

6. in India / hosts / expect / their guests / remove their shoes

(C6) In India, hosts expect their guests to remove their shoes.

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D Complete the sentences. Use infinitives. Use ***it's*** where necessary.

It's wrong to expect **(wrong / expect) people in another country to speak your language.**

1. D1) It's wrong to believe (wrong / believe) that only your culture does things the "right" way.
2. D2) It's important to read (important / read) about a place before you travel there.
3. It's a good idea to learn (a good idea / learn) a little of the language.
4. D4) It's advisable to look (advisable / look) at what people from the country are doing and not doing.
5. D5) It's rude to point (rude / point) at people in any country.
6. D6) It's not polite to refuse (not polite / refuse) an offer for coffee or tea from a business colleague.
7. It's a good idea to avoid (a good idea / avoid) jokes that people in other cultures might not understand.

E Rewrite the sentences in **D**. Make expressions of advice with infinitives.

Try not to *expect people in another country to speak your language*.

1. Try not to E1) believe that only your culture does things the "right" way.
2. Be sure to E2) read about a place before you travel there.
3. Try to E3) learn a little of the language.
4. Don't forget to E4) look at what people from the country are doing and not doing.
5. Try not to E5) point at people in any country.
6. Try not to E6) refuse an offer for coffee or tea from a business colleague.
7. Make sure to E7) avoid jokes that people in other cultures might not understand.

F A friend from the United States is going to visit you in your country. Write five expressions of advice for your friend about your country and culture.

1. F1) Be sure to greet people with "As-salamu alaykum" when you meet them.
2. F2) Don't forget to accept the Arabic coffee and dates your host offers you.
3. F3) Try to wear modest clothes in public places and markets.
4. F4) Make sure to use your right hand when you eat or give something.
5. F5) Try not to take photos of people before you ask their permission.

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G Make sentences. Use infinitives. Add ***It's*** where necessary.

common / have / problems when you travel

It's common to have problems when you travel.

1. wrong / expect / the same customs in foreign countries
   G1) It's wrong to expect the same customs in foreign countries.
2. don't forget / watch out / for thieves
   G2) Don't forget to watch out for thieves.
3. a good idea / hide / your money
   G3) It's a good idea to hide your money.
4. remember / call / us every day so we know you're OK
   G4) Remember to call us every day so we know you're OK.
5. try not / get lost / in the big cities
   G5) Try not to get lost in the big cities.
6. not rude / refuse / food that looks strange
   G6) It's not rude to refuse food that looks strange.
7. make sure / pack / some medicine for stomach problems
   G7) Make sure to pack some medicine for stomach problems.
8. important / take / your doctor's telephone number with you
   G8) It's important to take your doctor's telephone number with you.
9. be sure / have / great time
   G9) Be sure to have a great time.

H Complete Michael's story. Use gerunds and infinitives.

H1) Going (**1.** go) to Spain as an exchange student in high school was one of my big dreams. I hoped **H2) to learn** (**2.** learn) Spanish while I was there. But I learned much more than Spanish. **H3) Living** (**3.** live) in Spain gave me the chance to learn another culture. My parents took me to the airport, and I promised **H4) to send** (**4.** send) emails every day. **H5) Flying** (**5.** fly) to Spain was a very exciting day for me. But after I arrived, I refused **H6) to write** (**6.** write) to my parents for several weeks. I didn't write because I was so unhappy. Nothing was the way I expected it **H7) to be** (**7.** be). I missed my friends at home. **H8) Hanging out** (**8.** hang out) with them was always a big part of my day. And every day in Spain I thought about how great things were at home. In the United States before my trip to Spain, I meant **H9) to learn** (**9.** learn) Spanish, but now I refused **H10) to talk** (**10.** talk) to anyone in Spanish. I even pretended not **H11) to understand** (**11.** understand) what people were saying to me. **H12) Going** Then a student who was my age invited me to the beach and introduced me to a lot of his friends. _____ (**12.** go) to the beach with others was really important. I remembered **H13) to have** (**13.** have) fun!

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I READING

Learn to Speak the Language



When you go to another country, you should learn to speak the language. This isn't something you can do with just a dictionary and a grammar book. Allow me to explain.

Words don't always have their literal meaning. When I went to Japan for the first time, I knew that the Japanese word for "yes" is *hai*. I went to discuss an important business issue. At the end of the meeting, I summarized my plan and asked my Japanese colleague, "Do you agree?" He answered with *hai*. That night I called my boss and told him that the Japanese company was ready to go ahead with the plan. The next day I had to tell my boss that this wasn't true. It turns out that the Japanese often use *hai* to mean "I've heard you. I understand."

Gestures are worse than words. They often have a meaning that is very different from the meaning you know. When I was in China, I saw people waving their hands at other people. They waved their hands the way I do when I want to tell someone to go away. But every time a Chinese person did this, the other person came nearer. Finally, a Chinese friend explained that this was the gesture for "come here."



This experience didn't prepare me for the taxi in Bulgaria. When my plane arrived in Sofia, I was tired. So I was happy that a taxi was right there. "OK?" I asked, opening the door. The taxi driver moved his head up and down, so I jumped in. "Downtown, please. OK?" I said. The taxi driver nodded again, but nothing happened. Finally, I became angry and jumped out. Guess what? In Bulgaria moving your head up and down means "no" and shaking your head from side to side means "yes."

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

1. (1) T Words sometimes have more than one meaning.
2. (2) F In Japanese, *hai* always means "yes."
3. (3) T Waving one's hand in China means "come here."
4. (4) T In Bulgaria, nodding the head up and down means "no."
5. (5) F Shaking the head from side to side in Bulgaria means "I don't understand."

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J What things are unique to your culture? Complete the chart with your ideas.

1. What actions are considered polite in your culture?	J1) Greeting with "As-salamu alaykum", shaking hands, and serving guests Arabic coffee and dates first.
2. What is the food like in your culture? What are typical dishes or ingredients?	J2) Rice, lamb and spices. Typical dishes are kabsa, jareesh and mandi, always with dates and Arabic coffee.
3. What gestures do people make with their hands or head or eyes? What do the different gestures mean?	J3) What gestures do people make with...: Right hand on the heart means thanks; nodding the head means yes; touching noses is a warm male greeting.
4. What pastimes are part of your culture?	J4) Camping in the desert, camel and horse racing, falconry, football, and long visits with family.
5. What words or expressions make up part of your culture?	J5) "Ahlan wa sahlan" (welcome), "in sha' Allah" (God willing) and "shukran" (thank you).

K WRITING

Imagine you are having an exchange student from another culture stay with you. This student has never been to your country. Write a paragraph about things that are unique to your culture. Use some of your ideas from the chart above.

Welcome to My Culture!

K) K. WRITING: Write a paragraph about...: In Saudi Arabia we greet guests with "As-salamu alaykum" and serve them Arabic coffee and dates. It's polite to shake hands and to eat with your right hand. Our typical dishes are kabsa and jareesh. In our free time we camp in the desert or watch camel races, and we always say "shukran" for thank you.

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EXPANSION Units 10–12

A Dad, Jenny, and Lee want to do something special for Mom. Write sentences about what they have already done and what they haven't done yet. Use the present perfect. Use ***already*** and ***yet***.

Dad			Jenny and Lee		
✓		invite Mom's relatives	✓	3.	bake a cake
		select a restaurant		4.	buy Mom a gift
✓	1.	buy Mom a gift		5.	clean the house
	2.	buy Mom flowers	✓	6.	make Mom a card

Dad has already invited Mom's relatives.

Dad hasn't selected a restaurant yet.

1. **A1) Dad has already bought Mom a gift.**
2. **A2) Dad hasn't bought Mom flowers yet.**
3. **A3) Jenny and Lee have already baked a cake.**
4. **A4) Jenny and Lee haven't bought Mom a gift yet.**
5. **A5) Jenny and Lee haven't cleaned the house yet.**
6. **A6) Jenny and Lee have already made Mom a card.**

B Complete the sentences using a verb in the gerund form.

Tariq plays tennis all the time. He enjoys *playing tennis* .

1. Imad hasn't gone out with his friends in two weeks. He misses **B1) going out with his friends** .
2. I don't like to eat carrots. In fact, I can't stand **B2) eating carrots** .
3. Ahmed painted his bedroom this week. Finally, late Thursday night, he finished **painting his bedroom** .
4. My friend and I didn't study much for the test, and we didn't do well on it. So I suggested **studying more** .

C Write sentences about the chores or other things a mother wants her child to do. Use two-word verbs.

put away — *Put your clothes away.*

1. turn off — **C1) Turn the TV off.**
2. clean up — **C2) Clean your room up.**
3. turn on — **C3) Turn the light on.**
4. throw away — **C4) Throw the trash away.**
5. hang up — **C5) Hang your coat up.**
6. take out — **C6) Take the garbage out.**

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EXPANSION Units 10–12

D Complete the conditional sentences with your own ideas. Use ***may*** or ***might***, the future, or the simple present.

1. If I study a lot, **D1) I will get good grades**.
2. If I go to college, **D2) I might study engineering**.
3. If I don't have much time to see my friends, **D3) I may call them instead**.
4. If the temperature outside is zero degrees, **D4) water freezes**.
5. If it rains a lot, **D5) the streets will flood**.
6. If I don't do my homework, **D6) my teacher will be upset**.
7. If I work all the time, **D7) I might get very tired**.
8. If the sun sets, **D8) it gets dark**.
9. If my family eats dinner in a restaurant, **D9) we will try a new dish**.
10. If I go to the beach, **D10) I may go swimming**.

E Write answers to what you would rather do.

eat steak and chicken all the time / be a vegetarian

I'd rather be a vegetarian than eat steak and chicken all the time.

1. read a book / watch TV
   E1) I'd rather read a book than watch TV.
2. hang out with your friends / surf the Internet
   E2) I'd rather hang out with my friends than surf the Internet.
3. work a lot and be tired all the time / work less and enjoy my free time
   E3) I'd rather work less and enjoy my free time than work a lot and be tired all the time.
4. buy a new camera / save my money
   E4) I'd rather save my money than buy a new camera.
5. travel and make new friends / stay home and work
   E5) I'd rather travel and make new friends than stay home and work.
6. study and pass a test / not study and fail a test
   E6) I'd rather study and pass a test than not study and fail a test.
7. live in a big city / live in a small town
   E7) I'd rather live in a small town than live in a big city.

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EXPANSION Units 10–12

F Complete the email. Use gerunds or infinitives of the verbs in parentheses.



Hi Ali,

F1) Going (1. go) to England on a language course was such a great idea! I've really enjoyed F2) meeting (2. meet) new people. In fact, I don't want F3) to leave (3. leave), so I've decided F4) to stay (4. stay) here for the summer.

I never expected F5) to like (5. like) it here so much. At first, I missed F6) hanging out (6. hang out) with my friends, and I avoided F7) talking (7. talk) to others because I thought my English was bad. Then one day, a few classmates invited me F8) to join (8. join) them for dinner at an Indian restaurant. I agreed to go because I couldn't stand F9) eating (9. eat) the food in the cafeteria. F10) Going out (10. go out) was a lot of fun, and we spent the entire evening F11) laughing (11. laugh). I didn't even mind F12) speaking (12. speak) in English.

So, you see, I've managed F13) to make (13. make) new friends, and I've learned F14) to speak (14. speak) English much more confidently. I promise F15) to write (15. write) again soon.

Take care,
Saeed

G Complete the conversations.

1. **Maha:** It's G1a) polite to say "please" and "thank you."
   Badria: And G1b) it's polite to say "you're welcome," too.
2. **Noura:** It's G2a) rude to talk while someone else is talking.
   Sabah: So G2b) it's polite to listen while someone is talking to you.
3. **Yahya:** It's G3a) normal to miss your family and friends when you go away to college.
   Majid: But G3b) it's important to make new friends as soon as you can.
4. **Saeed:** It's G4a) important to bring some food and water on a long hike.
   Adel: G4b) It's a good idea to take some fruit, too.
5. **Fadwa:** It's G5a) against the law to take something from a store without paying for it.
   Aisha: G5b) It's important to call the police if you see someone do this.

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EXPANSION Units 10–12

H Look at each of the photos. What advice is being given? Write two expressions of advice for each photo.

1. H1) Be sure to keep your arm straight when you swing the ball.
2. H2) Don't forget to keep your eyes on the pins when you roll the ball.
3. H3) Make sure to wear a helmet every time you ride your bike.
4. H4) Remember to fasten the strap under your chin before you start.





I What's the best way to deal with culture shock? Complete the chart with ideas on how to deal with these common cultural differences.

Customs / Traditions

- *respect local customs*
- *learn about traditions*

Cuisine

I1) • try the local dishes • ask what is in a dish before you eat it

Culture Shock

Language

I2) • learn some basic phrases • practice with native speakers

I3) • watch how people greet each other • avoid gestures that are rude there

Gestures

J WRITING

Now write a paragraph with advice on how to deal with culture shock.

How to Deal with Culture Shock

J) J. WRITING: write a paragraph with...: Culture shock is normal, so be patient. It's a good idea to learn a few phrases of the language and to respect local customs. Try the local food, watch how people use gestures, and make new friends soon.

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Things that I liked about Unit 1:	Things that I didn't like very much:
1) Things that I liked about Unit 1: I liked talking about my daily habits and pastimes and using adverbs of frequency such as seldom and occasionally.	2) Things that I didn't like very much: I didn't like the long reading about college students' health habits; the graphs had many new words.

Things that I found easy in Unit 1:	Things that I found difficult in Unit 1:
3) Things that I found easy in Unit 1: Talking about my routines with the simple present and adverbs like usually and seldom was easy.	4) Things that I found difficult in Unit...: Using all, both, neither and none correctly was difficult; I often chose the wrong one.

Unit 1 Checklist	I can do this very well.	I can do this quite well.	I need to study/ practice more.
talk about lifestyles	5) ✓		
talk about habits and routines	6) ✓		
talk about frequency of actions	7) ✓		
use the simple present tense for habitual activities	8) ✓		
use adverbs and expressions of frequency	9) ✓		
ask questions with *how often*, *how much*, and *how long*		10) ✓	
use all, both, neither, and *none*			11) ✓

My five favorite new words from Unit 1:	If you're still not sure about something from Unit 1:
12) My five favorite new words from Unit 1: lifestyle, pastime, junk food, seldom, occasionally	• read through the unit again • listen to the audio material • study the grammar and functions from the unit again • ask your teacher for help

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Things that I liked about Unit 2:	Things that I didn't like very much:
1) Things that I liked about Unit 2: I liked reading about the life of King Salman and telling the story of my own childhood.	2) Things that I didn't like very much: I didn't like learning so many irregular past forms; I had to memorize a long list.

Things that I found easy in Unit 2:	Things that I found difficult in Unit 2:
3) Things that I found easy in Unit 2: Talking about what I used to do when I was young was easy and enjoyable to practice.	4) Things that I found difficult in Unit...: Reporting what people said was difficult, because I had to change the tense and the pronouns.

Unit 2 Checklist	I can do this very well.	I can do this quite well.	I need to study/ practice more.
talk about past actions	5) ✓		
relate past events in my life	6) ✓		
report what people said			7) ✓
use the simple past tense in *yes/no* questions and short answers and in information questions		8) ✓	
use the expression *be* + *born*	9) ✓		
use expressions with the passive		10) ✓	
use *used to* in the affirmative and negative and in questions	11) ✓		
use time expressions for the past	12) ✓		

My five favorite new words from Unit 2:	If you're still not sure about something from Unit 2:
13) My five favorite new words from Unit 2: donated, appointment, humanitarian, abroad, metropolis	• read through the unit again • listen to the audio material • study the grammar and functions from the unit again • ask your teacher for help

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Unit 3 Self Reflection

Things that I liked about Unit 3:	Things that I didn't like very much:
1) Things that I liked about Unit 3: I liked talking about air travel and making plans for a trip with going to and will.	2) Things that I didn't like very much: I didn't like the long reading about the Arabic Language School; it had many new words.

Things that I found easy in Unit 3:	Things that I found difficult in Unit 3:
3) Things that I found easy in Unit 3: Using the present progressive to say what people are doing at the airport was easy.	4) Things that I found difficult in Unit...: Prepositions of movement were difficult; I often confused across, through and along.

Unit 3 Checklist	I can do this very well.	I can do this quite well.	I need to study/ practice more.
talk about air travel	5) ✓		
talk about ongoing actions	6) ✓		
talk about plans and future actions	7) ✓		
use the present progressive	8) ✓		
use the future with *going to* and *will*	9) ✓		
use infinitives of purpose		10) ✓	
use time clauses with *after, as soon as, before,* etc.		11) ✓	
use prepositions of movement			12) ✓

My five favorite new words from Unit 3:	If you're still not sure about something from Unit 3:
13) My five favorite new words from Unit 3: boarding pass, carry-on, heritage, dialects, atmosphere	• read through the unit again • listen to the audio material • study the grammar and functions from the unit again • ask your teacher for help

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Unit 4 Self Reflection

Things that I liked about Unit 4:	Things that I didn't like very much:
1) Things that I liked about Unit 4: I liked planning meals and writing the steps of a recipe with first, then and finally.	2) Things that I didn't like very much: I didn't like the long list of food words; sorting them into groups took a long time.

Things that I found easy in Unit 4:	Things that I found difficult in Unit 4:
3) Things that I found easy in Unit 4: Using something, anything and nothing in sentences about food was easy for me.	4) Things that I found difficult in Unit...: Reflexive pronouns were difficult; I kept writing himself instead of themselves.

Unit 4 Checklist	I can do this very well.	I can do this quite well.	I need to study/ practice more.
talk about foods, buying foods, and planning meals	5) ✓		
describe quantities	6) ✓		
put events in sequence	7) ✓		
give and follow directions	8) ✓		
use the expressions of quantity *a few, a little, a lot of, much, many,* and *enough*		9) ✓	
use the pronouns *something, anything,* and *nothing*	10) ✓		
use the sequence words *first, then, after that,* and *finally*	11) ✓		
use reflexive pronouns			12) ✓
use the conjunctions *because* and *so*	13) ✓		

My five favorite new words from Unit 4:	If you're still not sure about something from Unit 4:
14) My five favorite new words from Unit 4: appetizer, ingredients, condiments, couscous, recipe	• read through the unit again • listen to the audio material • study the grammar and functions from the unit again • ask your teacher for help

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Things that I liked about Unit 5:	Things that I didn't like very much:
1) Things that I liked about Unit 5: I liked reading about inventions and special effects and saying how long they have existed.	2) Things that I didn't like very much: I didn't like memorizing the dates of all the inventions in the article.

Things that I found easy in Unit 5:	Things that I found difficult in Unit 5:
3) Things that I found easy in Unit 5: Using for and since with the present perfect was easy once I learned the difference.	4) Things that I found difficult in Unit...: The passive was difficult, because I had to change the form of be in every tense.

Unit 5 Checklist	I can do this very well.	I can do this quite well.	I need to study/ practice more.
talk about inventions	5) ✓		
express actions that have happened recently	6) ✓		
express actions that began in the past and continue into the present	7) ✓		
use the present perfect tense versus the simple past		8) ✓	
use the present perfect with *for* and *since* in the affirmative and negative	9) ✓		
use questions with *how long*	10) ✓		
use the passive in simple present, present perfect, and simple past			11) ✓

My five favorite new words from Unit 5:	If you're still not sure about something from Unit 5:
12) My five favorite new words from Unit 5: technique, sequence, miniature, innovation, accomplish	• read through the unit again • listen to the audio material • study the grammar and functions from the unit again • ask your teacher for help

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Unit 6 Self Reflection

Things that I liked about Unit 6:	Things that I didn't like very much:
1) Things that I liked about Unit 6: I liked comparing cities and reading about the quality of life in Jeddah and other places.	2) Things that I didn't like very much: I didn't like the long survey about city indicators; it had a lot of numbers to read.

Things that I found easy in Unit 6:	Things that I found difficult in Unit 6:
3) Things that I found easy in Unit 6: Making comparative and superlative adjectives such as noisier and the best was easy.	4) Things that I found difficult in Unit...: Indirect questions were difficult, because the word order changes after Do you know.

Unit 6 Checklist	I can do this very well.	I can do this quite well.	I need to study/ practice more.
talk about quality of life	5) ✓		
describe features of places	6) ✓		
make comparisons	7) ✓		
ask for information	8) ✓		
use the comparative and superlative forms of adjectives	9) ✓		
use comparisons with *as...as*	10) ✓		
ask indirect questions			11) ✓
use the definite article *the*		12) ✓	

My five favorite new words from Unit 6:	If you're still not sure about something from Unit 6:
13) My five favorite new words from Unit 6: quality of life, suburbs, consecutive, aspects, destination	• read through the unit again • listen to the audio material • study the grammar and functions from the unit again • ask your teacher for help

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Unit 7 Self Reflection

Things that I liked about Unit 7:	Things that I didn't like very much:
1) Things that I liked about Unit 7: I liked reading about the three twins who found each other and talking about a garage sale.	2) Things that I didn't like very much: I didn't like listing all the tools for cooking, cleaning and repairing; there were too many.

Things that I found easy in Unit 7:	Things that I found difficult in Unit 7:
3) Things that I found easy in Unit 7: Making suggestions with let's, why don't we and should was easy and useful.	4) Things that I found difficult in Unit...: Tag questions were difficult, because the tag must match the verb and be the opposite.

Unit 7 Checklist	I can do this very well.	I can do this quite well.	I need to study/ practice more.
talk about common items at a garage sale	5) ✓		
confirm information	6) ✓		
describe abilities	7) ✓		
use tag questions in the affirmative and negative			8) ✓
ask negative questions		9) ✓	
use the expression *be able to*	10) ✓		
use *should, can, could, why don't,* and *let's* for suggestions	11) ✓		

My five favorite new words from Unit 7:	If you're still not sure about something from Unit 7:
12) My five favorite new words from Unit 7: garage sale, antique, lawn mower, condition, twins	• read through the unit again • listen to the audio material • study the grammar and functions from the unit again • ask your teacher for help

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Unit 8 Self Reflection

Things that I liked about Unit 8:	Things that I didn't like very much:
1) Things that I liked about Unit 8: I liked learning the parts of a car and the meaning of the traffic signs.	2) Things that I didn't like very much: I didn't like the long article about why young drivers have accidents; it was sad.

Things that I found easy in Unit 8:	Things that I found difficult in Unit 8:
3) Things that I found easy in Unit 8: Making adverbs of manner by adding -ly, such as carefully and dangerously, was easy.	4) Things that I found difficult in Unit...: Reporting commands and requests was difficult; I forgot to use the infinitive with to.

Unit 8 Checklist	I can do this very well.	I can do this quite well.	I need to study/ practice more.
talk about cars, driving, and traffic signs	5) ✓		
give advice	6) ✓		
express obligation	7) ✓		
say how people do things	8) ✓		
use the modal auxiliaries *must/mustn't/must not* and *should/shouldn't*		9) ✓	
use adverbs of manner	10) ✓		
use *can, could, will*, and *would* for requests	11) ✓		
report commands and requests			12) ✓

My five favorite new words from Unit 8:	If you're still not sure about something from Unit 8:
13) My five favorite new words from Unit 8: steering wheel, windshield, dashboard, rearview mirror, seat belt	• read through the unit again • listen to the audio material • study the grammar and functions from the unit again • ask your teacher for help

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Things that I liked about Unit 9:	Things that I didn't like very much:
1) Things that I liked about Unit 9: I liked reading about Muhammad Yunus and describing people's personalities and character.	2) Things that I didn't like very much: I didn't like the long list of personality adjectives; many of them were new to me.

Things that I found easy in Unit 9:	Things that I found difficult in Unit 9:
3) Things that I found easy in Unit 9: Asking for permission with can, may and could was easy and polite to use.	4) Things that I found difficult in Unit...: The past progressive with when and while was difficult; I mixed up which action was longer.

Unit 9 Checklist	I can do this very well.	I can do this quite well.	I need to study/ practice more.
talk about past events that are interrupted	5) ✓		
describe people's personalities and character	6) ✓		
use the relative pronouns *who*, *that*, and *which*		7) ✓	
use the past progressive with *when* and *while*			8) ✓
ask for permission with *can*, *may*, and *could*	9) ✓		

My five favorite new words from Unit 9:	If you're still not sure about something from Unit 9:
10) My five favorite new words from Unit 9: poverty, loan, unemployment, to rely on, to establish	• read through the unit again • listen to the audio material • study the grammar and functions from the unit again • ask your teacher for help

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Unit 10 Self Reflection

Things that I liked about Unit 10:	Things that I didn't like very much:
1) Things that I liked about Unit 10: I liked talking about everyday complaints and the things that annoy people at home.	2) Things that I didn't like very much: I didn't like the long forum reading about bad manners; the complaints were repetitive.

Things that I found easy in Unit 10:	Things that I found difficult in Unit 10:
3) Things that I found easy in Unit 10: Using already, yet and just with the present perfect was easy to understand.	4) Things that I found difficult in Unit...: Two-word verbs were difficult, because their meaning is not clear from the two words.

Unit 10 Checklist	I can do this very well.	I can do this quite well.	I need to study/ practice more.
describe problems	5) ✓		
talk about common complaints	6) ✓		
express actions that have happened recently	7) ✓		
use the present perfect with *already, yet,* and *just* in questions and answers	8) ✓		
use the construction verb + gerund	9) ✓		
use two-word verbs			10) ✓
use *can't* and *must* for speculation		11) ✓	
use *so...that* and *such...that*	12) ✓		

My five favorite new words from Unit 10:	If you're still not sure about something from Unit 10:
13) My five favorite new words from Unit...: complaint, irritate, inconsiderate, annoy, chores	• read through the unit again • listen to the audio material • study the grammar and functions from the unit again • ask your teacher for help

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Unit 11 Self Reflection

Things that I liked about Unit 11:	Things that I didn't like very much:
1) Things that I liked about Unit 11: I liked talking about choices and using if-sentences to say what will happen and what I would do.	2) Things that I didn't like very much: I didn't like the long reading about the two brothers' pact; it had many difficult new words.

Things that I found easy in Unit 11:	Things that I found difficult in Unit 11:
3) Things that I found easy in Unit 11: Making sentences with I'd rather to express my preferences was easy for me.	4) Things that I found difficult in Unit...: Using the conditional for imaginary situations was difficult; I still mix up the past forms.

Unit 11 Checklist	I can do this very well.	I can do this quite well.	I need to study/ practice more.
express cause and effect	5) ✓		
make choices	6) ✓		
express preferences	7) ✓		
use the conditional with present and future forms		8) ✓	
use the expression *I'd rather*	9) ✓		
use the conditional for imaginary situations			10) ✓
express present wishes		11) ✓	

My five favorite new words from Unit 11:	If you're still not sure about something from Unit 11:
12) My five favorite new words from Unit...: choice, scholarship, conservationist, ambition, consequence	• read through the unit again • listen to the audio material • study the grammar and functions from the unit again • ask your teacher for help

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Unit 12 Self Reflection

Things that I liked about Unit 12:	Things that I didn't like very much:
1) Things that I liked about Unit 12: I liked reading about the customs of different cultures and learning how to give polite advice.	2) Things that I didn't like very much: I didn't like memorizing so many new words about culture shock and its stages.

Things that I found easy in Unit 12:	Things that I found difficult in Unit 12:
3) Things that I found easy in Unit 12: Making sentences with It's + infinitive to give advice, such as It's polite to stand in line.	4) Things that I found difficult in Unit...: Using the past perfect was difficult, because I had to decide which action happened first.

Unit 12 Checklist	I can do this very well.	I can do this quite well.	I need to study/ practice more.
describe customs of different cultures	5) ✓		
give advice	6) ✓		
use the construction verb + infinitive	7) ✓		
use the construction verb + noun/pronoun + infinitive		8) ✓	
use the construction *it's* + infinitive	9) ✓		
use expressions of advice with infinitives	10) ✓		
use gerunds as subjects		11) ✓	
use the past perfect			12) ✓

My five favorite new words from Unit 12:	If you're still not sure about something from Unit 12:
13) My five favorite new words from Unit...: customs, gesture, advisable, homesick, newcomer	• read through the unit again • listen to the audio material • study the grammar and functions from the unit again • ask your teacher for help

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