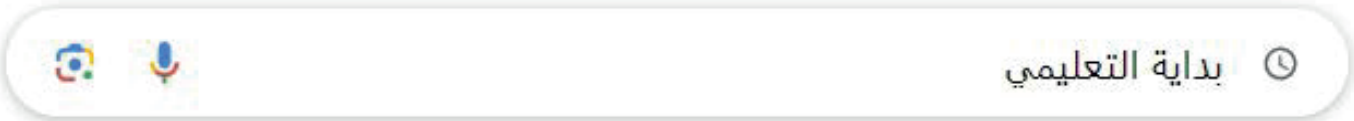
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# SUPER GOAL 1

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SuperGoal 1 Student Book

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# Scope and Sequence

| | Unit Title | Functions | Grammar |
|---|---|---|---|
| 1 | Good Morning!<br>**Pages 2–9** | Greet people / Say goodbye<br>Introduce yourself and others<br>Talk about school supplies | Verb: *be*<br>Possessive adjectives: *my*, *your*, *his*, *her* |
| 2 | What Day Is Today?<br>**Pages 10–17** | Use days of the week and months<br>Use the numbers 1 to 1,000 in context<br>Use ordinal numbers<br>Talk about your age<br>Follow and give classroom instructions | Possessive adjectives: *our*, *your*, *their*<br>Question words: *what*, *when*, *how old*<br>Prepositions: *in*, *on* with dates |
| 3 | What's That?<br>**Pages 18–25** | Give commands and instructions<br>Ask for identification of things | Demonstrative pronouns: *this/that/these/those*<br>Imperatives<br>Indefinite and definite articles: *a/an, the* |
| 4 | Around the World<br>**Pages 26–33** | Talk about countries and nationalities<br>Ask for information with *yes/no* questions<br>Give basic personal information | Verb: *be*<br>Question word: *where*<br>Prepositions: *from*, *in*, *on*<br>*Can/will* for requests and offers |
| | EXPANSION Units 1–4<br>**Pages 34–39** | **Language Review**<br>**Reading:** Win a Free Trip to the Caribbean!<br>**Writing:** Write about your country | |
| 5 | Families, Families<br>**Pages 40–47** | Identify family members<br>Describe families | Verb: *have*<br>Quantity expressions: *any*, *a lot of/lots of*<br>Possessives: *'s*<br>Question words: *how many, who*<br>Regular and irregular plural nouns |
| 6 | Is There a View?<br>**Pages 48–55** | Talk about rooms in a house and objects in the rooms<br>Describe the location of objects<br>Describe houses | *There is/there are*<br>Prepositions: *in, in front of, behind*, *on*, *under*<br>Conjunctions: *and, but, or* |
| 7 | Where Do You Live?<br>**Pages 56–63** | Name places in a city<br>Describe location<br>Ask for and give directions | Verb: *live* + preposition<br>Prepositions of place: *across from*, *between*, *next to*, *on*, *near*, *far from*<br>Imperatives for a command, instruction or advice<br>Comparative and superlative adjectives |
| 8 | What Are You Doing?<br>**Pages 64–71** | Talk about what people are doing | Present progressive tense<br>Questions with *what* + present progressive<br>*Would like* and *would like to* |
| | EXPANSION Units 5–8<br>**Pages 72–77** | **Language Review**<br>**Reading:** Email Pals<br>**Writing:** Write an email about family and activities | |

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| Listening | Pronunciation | Reading | Writing |
|---|---|---|---|
| Listen to conversations for specific information | Sentence intonation | A New Student! | Write a conversation<br>Make and illustrate a list of greetings (Project) |
| Listen to conversations for specific information | Stressed syllables | How Old Are They? | Complete a form with personal information<br>Write about animal life spans (Project) |
| Listen for specific details | Voiced *th* and unvoiced *th* | Museum of Science | Write about things in a museum<br>Make a brochure for a museum (Project) |
| Listen for specific information—telephone numbers, emails, and addresses | Telephone numbers, emails, addresses | Lapland: The Land of the Midnight Sun | Write your name, address, telephone numbers, and email for a class directory<br>Make an information poster about your country (Project) |
| | **Chant Along:** Orders, Orders, Everywhere<br>**Project:** Prepare a set of school rules | | |
| Listen for specific information about a family | *Do you...?* | Family Values and Society | Write about an imaginary family<br>Write about the Saudi royal family (Project) |
| Listen for specific information to perform a task | *Yes/no* question intonation | Unusual Houses | Describe your home<br>Make a poster about a dream house (Project) |
| Listen to follow directions | Syllable stress | Famous Neighborhoods | Write a postcard about your neighborhood<br>Make a brochure for your neighborhood (Project) |
| Listen for specific details about ongoing activities | The *-ing* ending | Teenagers' Favorite Place | Write about ongoing activities of family and friends<br>Write about a popular teenage hangout (Project) |
| | **About You**<br>**Chant Along:** My Neighborhood! | | |

# Scope and Sequence

| | Unit Title | Functions | Grammar |
|---|---|---|---|
| 9 | What Do You Do?<br>**Pages 78–85** | Ask and answer questions about jobs<br>Describe job activities<br>Ask and answer with *why/because* | Simple present tense<br>Questions with *what*<br>Conjunctions: *so/because* |
| 10 | What's School Like?<br>**Pages 86–93** | Talk about school subjects<br>Describe people's physical traits<br>Describe people's personality<br>Discuss likes and dislikes | Simple present tense<br>Adjectives (position)<br>Intensifiers: *very, quite, really*, etc.<br>Adjectives with *-ed* and *-ing* |
| 11 | What Time Do You Get Up?<br>**Pages 94–101** | Describe daily activities and routines<br>Express time | Adverbs of frequency: *always*, *usually*, *sometimes*, *never*<br>Time expressions: *before*, *after*, *then*, *every day*<br>Prepositions: *at*, *in*, *on* in time expressions<br>Simple present versus present progressive |
| 12 | What Can You Do There?<br>**Pages 102–109** | Talk about places and activities<br>Express ability<br>Express likes and dislikes | Modal: *can*<br>Verb: *like* + infinitive<br>Gerunds and infinitives after verbs |
| | EXPANSION Units 9–12<br>**Pages 110–117** | **Language Review**<br>**Reading:** English Everywhere | |
| 13 | What Are You Going to Wear There?<br>**Pages 118–125** | Talk about clothing and colors<br>Express future plans<br>Make suggestions | Future: *be* + *going to*<br>Time expressions for the future: *tomorrow*, *next week*, *next month,* etc.<br>Present progressive: future arrangements and time expressions |
| 14 | Let's Celebrate<br>**Pages 126–133** | Talk about national holidays and celebrations<br>Express wants and needs<br>Make suggestions and invitations | Object pronouns<br>*Need/want/like* + infinitive<br>*Let's* + verb<br>Modals: *must/mustn't/should/shouldn't* |
| 15 | Then and Now<br>**Pages 134–141** | Talk about the past<br>Describe places and people in the past | Simple past tense: *be*<br>*To be born*<br>*There was/there were* |
| 16 | What Did You Do Last Week?<br>**Pages 142–149** | Talk about past activities | Simple past tense<br>Regular past tense verbs<br>Irregular past tense verbs<br>Time expressions for the past: *yesterday*, *last night*, *last week, last month*<br>Simple present versus simple past |
| | EXPANSION Units 13–16<br>**Pages 150–155** | **Language Review**<br>**Reading:** My Favorite Hangout Place | |



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| Listening | Pronunciation | Reading | Writing |
|---|---|---|---|
| Listen for specific details about jobs | Third-person singular verb endings /s/ and /z/ | Follow Your Dream | Write about your dream job<br>Make a list of good and bad jobs (Project) |
| Listen for specific details about people | Third-person singular verb ending -es | School Clubs | Write a description of a person you know<br>Make an advertisement for a school club (Project) |
| Listen for specific details about daily activities | Linking—Does he and Does she | Schooldays: School Around the World | Write an email about a typical day at school<br>Write about school routines around the world (Project) |
| Listen for specific information from a radio ad | *Can* and *can't* | Places to visit in Saudi Arabia | Write a postcard from a resort in your country<br>Design a brochure for a vacation resort (Project) |
| | **Chant Along:** The English Class<br>**Project:** Language survey | | |
| Listen for specific details about clothing and colors | *Going to* | The Iguassu Falls | Write a description of people's clothing<br>Do a class survey on shopping advice (Project) |
| Listen for specific details from invitations | Nonstressed object pronouns | Eid Celebrations | Write about a holiday celebration in your country<br>Present a celebration in another country (Project) |
| Listen for specific details from a biography | *Was* and *were* | A Real Giant | Write about a celebrity<br>Write an interview with a famous person (Project) |
| Listen for specific details about a past event | Past tense endings—/t/, /d/, /ɪd/ | Favorite Foods—Around the World | Write a recipe for your favorite food<br>Present a regional dish in your country (Project) |
| | **Writing:** A funny or unexpected event<br>**Chant Along:** My Dream Vacation | | |

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# 9 What Do You Do?

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## 1 Listen and Discuss

Look at the information about the boys.
What do they want to be?




**Name:** Adnan
**Age:** 14
**Interests:** technology, gadgets, high-tech design

Adnan wants to become a high-tech designer.

**Name:** Majid
**Age:** 14
**Interests:** sports, video games, tennis

Majid wants to become a famous tennis player.



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# Part 2

**Adnan:** So you want to become a tennis player?
**Majid:** Yes, very much.
**Adnan:** And what does your father do?
**Majid:** He's a doctor, but he likes to cook. He makes the best sandwiches! What about you? What do you want to be?
**Adnan:** I want to be a designer. You know, I want to design gadgets, computers, and things.
**Majid:** And what about your father? What does he do?
**Adnan:** He's a mechanic. But he always carries a briefcase, and people think he's a lawyer!




## Quick Check ☑

**A. Vocabulary.** What's the name of the job?

1. plays tennis
2. works in a hospital
3. teaches at a school
4. designs new gadgets

**B. Comprehension.** Answer ***yes*** or ***no***.

1. ___ Majid wants to be a teacher.
2. ___ Adnan wants to be a designer.
3. ___ Majid designs games.
4. ___ Adnan is interested in technology.

## 2 Pair Work

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

What does Majid do?
He's a student.
He goes to school.

**B. Ask** and **answer** with a partner.

What do you do?
I'm a _____. I _____.

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# 3 Grammar

## Simple Present Tense

Use the simple present tense for actions that happen all the time or usually occur.

**Affirmative (+)**

| | | |
|---|---|---|
| I<br>You | work | for an airline. |
| He<br>She | work**s** | |
| We<br>They | work | |

**Third Person Endings**

| | | |
|---|---|---|
| cook | – | cook**s** |
| write | – | write**s** |
| take | – | take**s** |
| make | – | make**s** |
| cut | – | cut**s** |
| play | – | play**s** |



## Questions with *What*

**What** do you do?
**What** do they do?

**What** does he do?
**What** does she do?

**What** do you want to be?
I want to be a doctor.

FYI* *What do you do?* usually means *What's your job?*

**A.** Complete the conversations. Then practice with a partner.

1. **A:** What _____ your uncle _____?
   **B:** He's a bus driver.
   **A:** What _____ your cousin do?
   **B:** He's a salesperson. He works in a store. He _____ shoes.
2. **A:** What _____ you _____?
   **B:** I'm a reporter. I _____ for a newspaper.
   **A:** What _____ your friends _____?
   **B:** They're football players. They _____ for a famous football team.
3. **A:** What _____ your father _____?
   **B:** My father is a doctor. He _____ in a clinic.
   **A:** How about your brother?
   **B:** He _____ for a magazine.
4. **A:** What do you _____ _____ _____?
   **B:** I want to be a teacher. What about you?
   **A:** I _____ _____ _____ a chef and work in an elegant restaurant.



*FYI: For Your Information



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

**A:** What does Ali do?
**B:** He's a cyclist. He cycles for the local cycling team.






1 Fatima / teacher / work / school



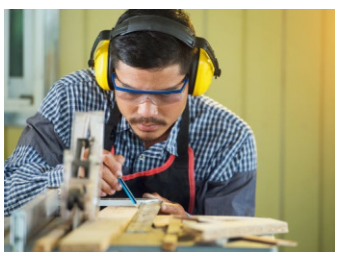
2 Mike / waiter / work / restaurant



3 Ibrahim / cameraman / film / news



4 Mr. Smith / bus driver / drive / bus



5 Fahd / carpenter / make / furniture



6 Amina / doctor / work / hospital

## 4 Listening

Listen to each person talk about his job. Complete the chart.

| Name | Job | Place of Work |
|---|---|---|
| **1.** Omar | | |
| **2.** Lee | | |
| **3.** David | | |
| **4.** Robert | | |

## 5 Pronunciation

Listen to the endings of the following verbs. Then practice.

| /s/ | /z/ |
|---|---|
| Mr. Penn **writes** for a magazine. | John **sells** cameras in a store. |
| Mr. Chang **works** in a bank. | My father **drives** a bus. |
| Pierre **cooks** in a restaurant. | My brother **plays** volleyball. |

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# 9 What Do You Do?

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## 6 Conversation




### Your Ending

What does Adel say to Steve?




How about architecture? | Work as a website designer. | How about a job in advertising?

### About the Conversation

1. What do Adel and Steve do?
2. What does Adel want to be?
3. Is it a good job for him? Why? Why not?
4. What is Steve good at?

### Your Turn

Ask your classmates what jobs their fathers, mothers, brothers, or sisters do.

**A:** What does your father, mother, brother, or sister do?

**B:** _____

## 7 About You

What do you want to be in the future? Discuss in a group. Say why.

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# 8 Reading

## Before Reading

What do you think Omar Hamdan wants to be?

# Follow Your *Dream*



Omar Hamdan lives in Tabuk. He is sixteen years old, and he's on the school football team. Omar is a very good player, and he's the team's top striker this season.

Omar wants to be a professional football player. The coach thinks he has potential. Omar is an Al-Watani fan, and his dream is to play for Al-Watani one day. This summer he is going to the Al-Watani Football School. There, boys learn the techniques of football and how to work as a team. They also have a chance to meet their favorite star players.

Omar is really excited. His parents support him, but they want him to go to a university. They say: "Football is OK, but you need to think about your future. Not many people become professional players who make a lot of money. And professional football players have a very short career." But Omar loves football, and he wants to follow his dream.

## After Reading

1. Where does Omar live?
2. Who does he play for?
3. What kind of player is he?
4. What does he want to be?
5. Where is he going in the summer?
6. What do Omar's parents think of his plans?

## Discussion

Do you agree or disagree with Omar's parents? Is a professional football player a good job? Is it easy to become a professional football player?

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## 9 Writing

**A.** Read about Khalid's dream job. Answer the questions.



People always ask me, "What do you want to be when you grow up?" I tell them that I want to be a teacher. Then they ask me, "Why?" Well, my parents are teachers and they are very happy with their jobs. My father teaches math at a college, and my mother teaches at a primary school. But I want to be a science teacher at a high school. I'm really interested in chemistry and physics, and I like to do experiments. I like to help my younger brothers with their homework, so I think I can be a good teacher. When I explain things to them, they usually understand. A teacher's job is important because education is important. It's a difficult job sometimes, but it's rewarding when students learn from you.

1. What does "grow up" mean?
2. Why does Khalid want to be a teacher?
3. What does Khalid want to teach? Why?
4. Why do you think he says "it's a difficult job sometimes"?
5. What do you think "rewarding" means?

### Writing Corner

1. Use *because* to explain why. Use *so* to explain a result.
   I want to be a pilot **because** I'm interested in planes.
   I'm interested in planes, **so** I want to be a pilot.
2. Use *and* to connect similar ideas. Use *but* to connect contrasting ideas.
   I really like chemistry **and** physics, **but** I don't like history.

**B.** Write notes about your dream job in the chart.

| | |
|---|---|
| **My dream job** | |
| **Why I like this job** | **1.** |
| | **2.** |
| | **3.** |
| **Why I think I can do this job** | |
| **One thing I don't like about it** | |

**C.** Write about your dream job. Use your notes from the chart and ideas from this unit.

## 10 Project

What do you think are good and bad jobs? Make a list and compare in a group. As a group, decide on the best and worst jobs.



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# 11 Form, Meaning and Function

## Why / Because

We use the question word *why* to ask for a reason.
We use the conjunction *because* to answer questions with why.

**Why** is he taking a nap? **Because** he's tired.
**Why** do you want to stay home? **Because** it's cold and rainy.



## Because / So

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

He's taking a nap **because** he's tired.
He's tired, **so** he's taking a nap.

**A.** Write questions to match the answers. Use a job from the box.

architect chef doctor flight attendant mechanic teacher

*Why does he want to be an architect?* — Because he likes to design houses.

1. _____ — Because he's interested in cars.
2. _____ — Because I like to travel and meet people.
3. _____ — Because she likes to work with children.
4. _____ — Because he likes to cook.
5. _____ — Because I want to help sick people.

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

1. He's interested in computers, _____ he wants to design software.
2. We're studying _____ we have a test in history tomorrow.
3. He wants to be a carpenter _____ he likes to build houses.
4. He wants to be a lawyer, _____ he's studying law at university.
5. She wants to be a nurse _____ she wants to help sick people.
6. The car has a problem, _____ the mechanic is checking it out.
7. The children aren't going to school today _____ it's Saturday.
8. I like my neighborhood _____ it's quiet and the people are friendly.



**C.** Interview four classmates. Ask what job they want to do in the future and the reason why. Fill in the chart. Then tell the class about your classmates.

*Badria wants to be a teacher because she likes to work with children.*
*Badria likes to work with children, so she wants to be a teacher.*

| Name | Job | Reason |
|---|---|---|
| | | |
| | | |
| | | |
| | | |

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# 10 What's School Like?

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## 1 Listen and Discuss

Choose an adjective from the box to describe each school subject. Compare your choices in a group.

**Adjectives:** interesting fun boring difficult challenging easy

What's your favorite subject, Carl?

History. It's interesting. Do you like history?

Yes, I do. But I like math and art more. There are too many names and dates in history.

**Subjects**

ENGLISH
SCIENCE
COMPUTER SCIENCE
HISTORY
HEALTH
PHYSICAL EDUCATION
GEOGRAPHY
MATH
ART

Who are your friends in school?

Well, there's Ben.

What does Ben look like?

He's tall and athletic. Wait, here's a picture of my school friends.

**FYI** We say PE for physical education.



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Ben is the tall boy with blond hair and blue eyes. He's really active. He's on the school basketball team.

The boy with glasses is Lee. He's an exchange student from China. He's nice and very smart.

The thin boy with black hair is Saeed. He runs the library club.

The boy with short brown hair is Matt. He plays football. He's lots of fun.

## Quick Check

**A. Vocabulary.** Match the words with their meanings.

| | |
|---|---|
| **1.** ___ active | **a.** difficult |
| **2.** ___ interesting | **b.** athletic |
| **3.** ___ smart | **c.** not boring |
| **4.** ___ hard | **d.** intelligent |

**B. Comprehension.** Answer ***yes*** or ***no***.

**1.** ___ Carl's favorite subject is history.
**2.** ___ Ben plays on the volleyball team.
**3.** ___ Saeed runs the computer club.
**4.** ___ Matt has curly blond hair.
**5.** ___ Lee wears glasses.

## 2 Pair Work

**A. Ask** and **answer** about school subjects.

Do you like math?
Yes, I do. It's great.
I think it's difficult.

**B. Ask** and **answer** about the classmates in the picture above.

Does Matt have blond hair?
No, he doesn't.
Does he play football?
Yes, he does.

**C.** Describe two classmates.
What do they look like? What are they like?

**FYI**

What does he/she look like? = *physical appearance* — He's/She's thin.
What's he/she like? = *personality* — He's/She's friendly.

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# 3 Grammar

## Simple Present Tense: Statements and Questions

**Affirmative (+)**

| | | |
|---|---|---|
| I / You | speak | English. |
| He / She | speak**s** | |
| We / They | speak | |

**Negative (–)**

| | | |
|---|---|---|
| I / You | **don't** | speak English. |
| He / She | **doesn't** | |
| We / They | **don't** | |

**Questions (?)**

| | | |
|---|---|---|
| **Do** | you / we / they | speak English. |
| **Does** | he / she | |

**Short Answers (+)**

| | | |
|---|---|---|
| Yes, | I / we / they | **do.** |
| | he / she | **does.** |

**Short Answers (–)**

| | | |
|---|---|---|
| No, | I / we / they | **don't.** |
| | he / she | **doesn't.** |

**FYI**

Some verbs that end in *y* change to *-ies*: study – stud**ies**
Verbs that end in *ch* and *sh*, add *-es*: teach – teach**es**, brush – brush**es**

## Adjectives

In English, adjectives go before nouns or after the verb *be*.

Uncle Peter has a **long** beard. History is **interesting**.

**A.** Answer the questions about Ahmed's schedule.

1. Does Ahmed take Spanish?
2. Does he have French on Sunday?
3. Does Mr. Dobbs teach history?
4. Do Mr. Fat'hi and Mr. Al-Jahawi teach science?
5. What subject does Ahmed have last on Tuesday?
6. What subject does he have three times a week?
7. What subjects does he have every day?
8. What does Mr. Al-Halawi teach?

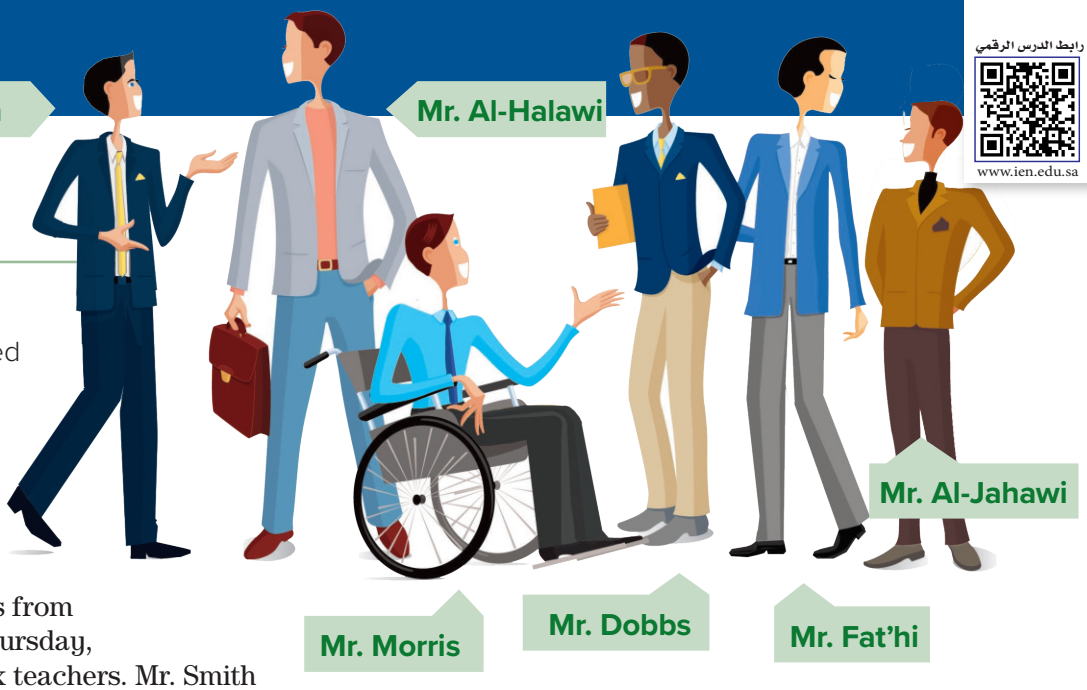
| | | Sunday | Monday | Tuesday | Wednesday | Thursday |
|---|---|---|---|---|---|---|
| **First Period** | **English** Mr. Smith | ✓ | ✓ | ✓ | ✓ | ✓ |
| **Second Period** | **History** Mr. Al-Halawi | | ✓ | | ✓ | |
| **Third Period** | **Math** Mr. Dobbs | ✓ | ✓ | ✓ | ✓ | ✓ |
| **Fourth Period** | **French** Mr. Morris | ✓ | | ✓ | | ✓ |
| **Fifth Period** | **Science** Mr. Fat'hi, Mr. Al-Jahawi | ✓ | ✓ | ✓ | ✓ | ✓ |

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**B.** Look at the picture. Ahmed is writing about his schedule and his teachers. Complete his description.

I have classes from Sunday to Thursday, and I have six teachers. Mr. Smith (**1**) _____ English. He has (**2**) _____ _____ hair and blue eyes. He gives a lot of homework. Mr. Al-Halawi is the history teacher. He's (**3**) _____ , and he has (**4**) _____ hair. Mr. Dobbs teaches math. He always (**5**) _____ a jacket and tie, and he's a very good teacher. Mr. Fat'hi and Mr. Al-Jahawi (**6**) _____ science. Mr. Fat'hi has short (**7**) _____ hair. Mr. Al-Jahawi is short, and he has (**8**) _____ brown hair. They are very strict. French is my favorite subject, and Mr. Morris is our teacher. He has (**9**) _____ _____ hair and blue eyes, and he's a lot of fun. We (**10**) _____ French in class, and I send emails to my friends in Canada in French.

## 4 Listening

You are meeting two visitors at the airport. You don't know what they look like. Listen to the descriptions. Answer ***yes*** or ***no***.

**Ted**

1. _____ Ted has black hair.
2. _____ Ted has long hair.
3. _____ Ted is tall.
4. _____ Ted is carrying a laptop.

**Seth**

1. _____ Seth has brown hair.
2. _____ Seth wears glasses.
3. _____ Seth is short.
4. _____ Seth always carries a camera.

## 5 Pronunciation

Listen to the ***-es*** endings of the words. Then practice.

Mr. Robinson **teaches** geography.
Kerry **watches** TV every night.
The description **matches** the photo.
Fred **uses** the library all the time.

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# 10 What's School Like?

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## 6 Conversation

**Hashim:** What's your favorite subject?
**Faris:** I like science. I think it's cool. I love the experiments.
**Hashim:** I prefer history. It's fascinating. What are your teachers like this year?
**Faris:** They are all good, but the math teacher is my favorite. He explains things clearly and also makes math fun! How about you?
**Hashim:** I like Mr. Huston, the English teacher.





**Real Talk**

cool = great

### Your Ending

What does Hashim say about Mr. Huston?

1. His classes are interesting. He organizes great activities.
2. He speaks English in class. I learn a lot.
3. He doesn't give a lot of homework.

### About the Conversation

1. What's Faris's favorite subject? Why?
2. Does Hashim like history? Why?
3. Does Faris like the math teacher? Why?
4. Who is Hashim's favorite teacher?

### Your Turn

Work in a group. Ask your classmates about their favorite subjects. Compare your answers with other groups.

**A:** What's your favorite subject?
**B:** _____
**A:** Why?
**B:** _____

| Name | Subject | Why? |
|---|---|---|
| | | |
| | | |
| | | |
| | | |
| | | |

## 7 About You

1. Do you have lots of homework?
2. What's your school schedule like?
3. Who's your best friend at school?
4. What does he/she look like?

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# 8 Reading

## Before Reading

What clubs does your school have?

**What is the goal of a school club?**

Students make friends with other students that share the same interests. A club helps students explore their interests, learn to work with others—and just have fun.

## School Clubs





**Come and check it out!**

Visit one of the clubs and spend an afternoon doing what you like most.

The Science Club: Students organize their own experiments. Club members are students who say: "I'm sort of like a scientist too," and "Science is cool." Do you feel the same?
Archaeology Club: Students learn how to excavate archaeological findings. Club members organize expeditions in the desert every spring.
Poetry Club: Students learn and recite traditional and modern poetry. They write poetry and organize poetry readings.
Computer Club: Members learn about and get a chance to use lots of computer programs—from spreadsheets to games. Some students even design their own programs. Does this interest you?
Drama Club: Members learn the basics of acting and get a chance to act in plays in front of student audiences. Get on stage and get in on the act.
Football Club: Members practice and compete for the school team. They also help with the organization of football games with other school teams.

## After Reading

Write the club in which students do each of the activities.

1. word processing _____
2. acting _____
3. visit archaeological sites _____
4. present poetry _____
5. play for the school team _____
6. use chemicals _____

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## 9 Writing

**A.** Complete the chart with notes about your physical appearance, character, and interests. Describe yourself to a partner.

| | |
|---|---|
| Eyes/Hair | |
| Height/Build | |
| Character | |
| Interests | |

**B.** Match the questions with the answers. There are two answers for each question. Write the letters on the lines below the question.

**1.** What does he look like?

_____ _____

**2.** What is he like?

_____ _____

**3.** What does he like?

_____ _____

**a.** He's a lot of fun.
**b.** He's interested in technology.
**c.** His favorite subject is math.
**d.** He wears glasses.
**e.** He's tall and thin.
**f.** He's friendly with everyone.

### Writing Corner

1. Every sentence has a subject and a verb.
2. When a sentence has one subject and two verbs connected with *and*, it is not necessary to repeat the subject.
   Fahd is athletic **and** plays football. He is tall **and** has brown eyes.

**C.** Read the text about Ali. What does he look like? What is he like? What does he like?



My cousin, Ali, is a college student. He has brown eyes and curly black hair. He's quite tall and has a medium build. He also has a very nice smile. Ali is a lot of fun and likes to make his friends laugh. People like him because he is cheerful and friendly. Ali is interested in languages, so he studies English and French. He wants to be a writer. He is also an active student and runs the "Young Writers" club at his college.

**D.** Choose a person you know well—a friend, a classmate, or a family member. Make a chart like the one in exercise **A** and complete it with information about the person. Then, write a description of the person.

## 10 Project

In a group, make an advertisement for a school club. Present it to the class.

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# 11 Form, Meaning and Function

## Intensifiers

We use adverbs like *very, quite, really, pretty*, and *extremely* to make adjectives stronger. These adverbs are normally placed before the adjective.

Ali is **very** tall.
Science is **pretty** interesting.
Faisal is **quite** short.

Ali is an **extremely** active student.
Science is a **really** interesting subject.
Faisal is **quite** an intelligent student.

**Note:** When there is a singular noun, *quite* goes before the article.

## Adjectives with *-ed*

Adjectives that end in *-ed* describe how a person feels or reacts.
Adjectives that end in *-ing* describe what causes a feeling or reaction.


excited


bored


tired


interested (in)


annoyed


worried


frightened


confused

**A.** Circle the correct adjectives.

1. We're really (excited / exciting) because our team is winning the football game.
2. Sabah feels extremely (tired / tiring), so she wants to stay home and relax.
3. This math problem is quite (confused / confusing). Can you please help me with it?
4. I'm never (bored / boring) in science class. The experiments are very (interested / interesting).
5. You look extremely (worried / worrying). Is anything wrong?
6. The teacher is (annoyed / annoying) because the students aren't paying attention.
7. I don't like to watch (frightened / frightening) films on TV. I prefer to watch comedies.
8. History isn't (bored / boring). In fact, it's quite a (fascinated / fascinating) subject.

**B.** Use the words to write sentences.

Football / very / exciting / sport — *Football is a very exciting sport.*

1. Math / quite / difficult / subject _____
2. Maha / really / talented / artist _____
3. Fahd / extremely / athletic / student _____
4. History / pretty / interesting / subject _____
5. Mr. Parks / quite / strict / teacher _____

**C.** Work with a partner. Talk about school subjects and school friends. Use adjectives from this unit and the adverbs: ***very***, ***quite***, ***really***, ***pretty***, and ***extremely***.

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# 11 What Time Do You Get Up?

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## 1 Listen and Discuss

Which activities are the same or different in your country at these times?

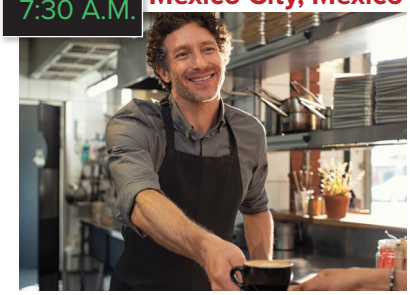
### Every Day Around the World

**5:30 A.M. Jeddah, KSA**



Amal is waking up. She usually gets up early in the morning.

**7:30 A.M. Mexico City, Mexico**



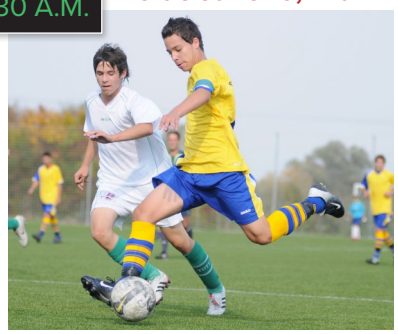
Alex is working. He usually serves breakfast in the morning.

**9:30 A.M. New York, USA**



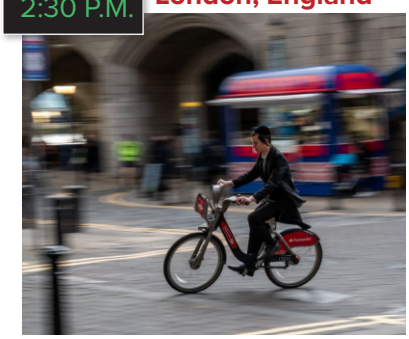
Jeff and Rick always take the train to work. Traffic is bad in the morning, so they never drive to work.

**11:30 A.M. Rio de Janeiro, Brazil**



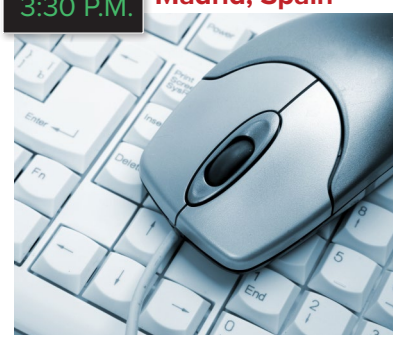
Celso is at school. He sometimes plays football during PE.

**2:30 P.M. London, England**



Bob is riding home from work. He usually goes to work by bike.

**3:30 P.M. Madrid, Spain**



Fernando is at work. He always checks his email after lunch.

**4:30 P.M. Cairo, Egypt**



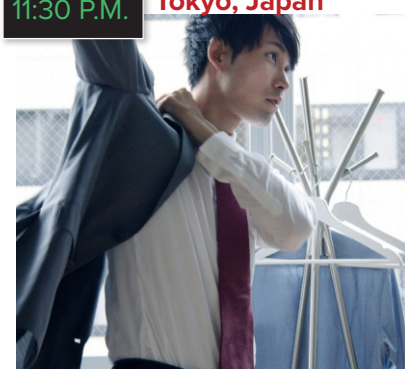
Ali is doing his homework. He usually studies before dinner.

**7:30 P.M. Lahore, Pakistan**



Mr. Zaheer Abbas and his family are eating. They always have dinner together.

**11:30 P.M. Tokyo, Japan**



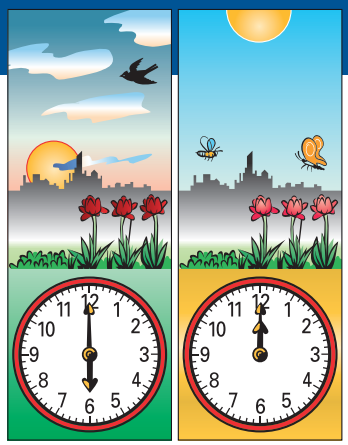
Takeshi is going back home. He is a lawyer and he usually works late.

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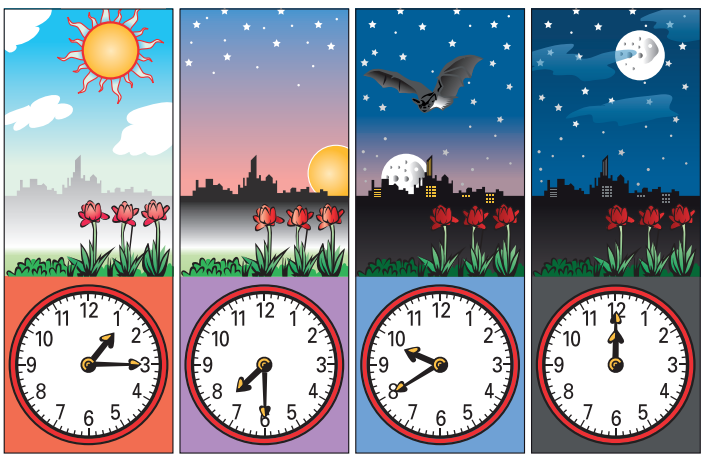
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It's six o'clock in the morning. It's 6:00 A.M.

It's noon. It's 12:00 (noon).



It's one fifteen in the afternoon. It's 1:15 P.M.

It's seven thirty in the evening. It's 7:30 P.M.

It's nine forty at night. It's 9:40 P.M.

It's midnight. It's 12:00 (at night).




## Quick Check ☑

**A. Vocabulary.** What activities on page 88 do you do every day? Write them in order from morning to night.

**B. Comprehension.** Answer ***yes*** or ***no***.

1. ____ Amal usually gets up early.
2. ____ Alex is having breakfast.
3. ____ Jeff and Rick never drive to work.
4. ____ Celso plays football at school.
5. ____ Bob goes to work by bus.
6. ____ Fernando reads his email in the office.
7. ____ Ali usually studies after dinner.
8. ____ Takeshi usually goes home early.

## 2 Pair Work

**A. Ask** and **answer** about the people on page 88.

What time does Amal usually get up?
She usually gets up at five thirty.

**B. Ask** and **answer** about daily activities.

What do you usually do after dinner?
I usually watch TV.

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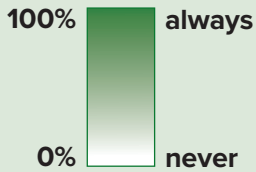
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# 3 Grammar

## Adverbs of Frequency: *always, usually, sometimes, never*

What do you usually do after school?

I | **always** / **usually** / **sometimes** / **never** | do my homework.




## Time Expressions: *before, after, then, every day*



He usually does his homework **before** dinner.



He always brushes his teeth **after** dinner.



**Then** he watches TV.

## Prepositions: *at, in, on* in Time Expressions

| | at | in | on |
|---|---|---|---|
| I get up... | at six o'clock. | in the morning. | on weekdays. |
| I leave work... | at five o'clock. | in the afternoon. | on Tuesdays and Wednesdays. |
| I get home... | at seven o'clock. | in the evening. | on Sundays and Mondays. |

**A.** Unscramble the sentences.

in the morning / usually / at seven o'clock / get up / I
*I usually get up at seven o'clock in the morning.*

1. opens / at nine / usually / The bank
2. closes / The supermarket / on Sundays / never
3. to work / drive / always / My brothers
4. in our family / go to bed late / The children / never
5. always / in the afternoon / do / I / my homework
6. usually / eats dinner / My family / at six




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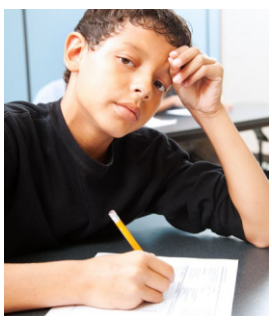
**B.** Work with a partner. Talk about the people's daily activities.

usually / weekends
*Derek usually visits his grandfather on weekends.*

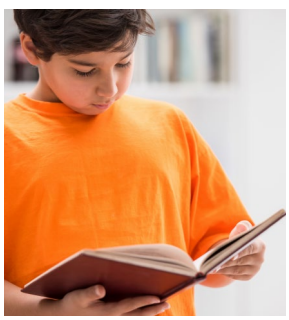

Derek


1 Fatimah
always / the evening


2 Tariq
sometimes / the morning


3 Adam
never / weekends


4 Abdullah
usually / Saturdays


5 Khalid
always / after school


6 Ali and his friends
sometimes / the evening

**C.** Look at the activities in exercise B, and write sentences about yourself. Use adverbs of frequency. Share them with a partner.

## 4 Listening



Listen to Jeff's typical day. Tick (✔) the things he does.

1. ____ Jeff usually exercises before breakfast.
2. ____ He rides the bus to school.
3. ____ He does his homework after practice.
4. ____ Jeff plays tennis on weekends.
5. ____ He never meets his friends on weeknights.

## 5 Pronunciation

Listen to the pronunciation of ***Does he*** and ***Does she***. Notice how the words are pronounced together. Then practice.

**Does she** get up early? **Does he** exercise every day?

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## 6 Conversation

**Fahd:** Hi, Ryan. Where are you going?
**Ryan:** To the gym. I usually work out for about an hour in the afternoon. Where are you off to?
**Fahd:** To martial arts class.
**Ryan:** That's awesome! What are you learning?
**Fahd:** Well, right now, I'm learning some difficult karate moves. But sometimes we do special exercises to learn how to concentrate. Come along some time.



### Your Ending

What does Ryan answer?

1. No way!
2. I can't do karate at all.
3. Do they teach taekwondo?

**Real Talk**

Where are you off to? = Where are you going?
awesome = really great
No way! = Absolutely not!

### About the Conversation

1. What does Ryan usually do in the afternoons?
2. What kind of lesson does Fahd have?
3. What is he learning now?

### Your Turn

Find someone in your class who does each of the activities.

| Find Someone Who... | Name |
|---|---|
| usually goes to bed after eleven o'clock | |
| takes a shower or bath at night | |
| does homework late in the evening | |
| never watches TV after dinner | |
| sometimes walks to school | |
| takes karate lessons | |



## 7 About You

1. Do you take any lessons? What kind?
2. What do you usually do on Saturdays?
3. What do you never do on Saturdays?

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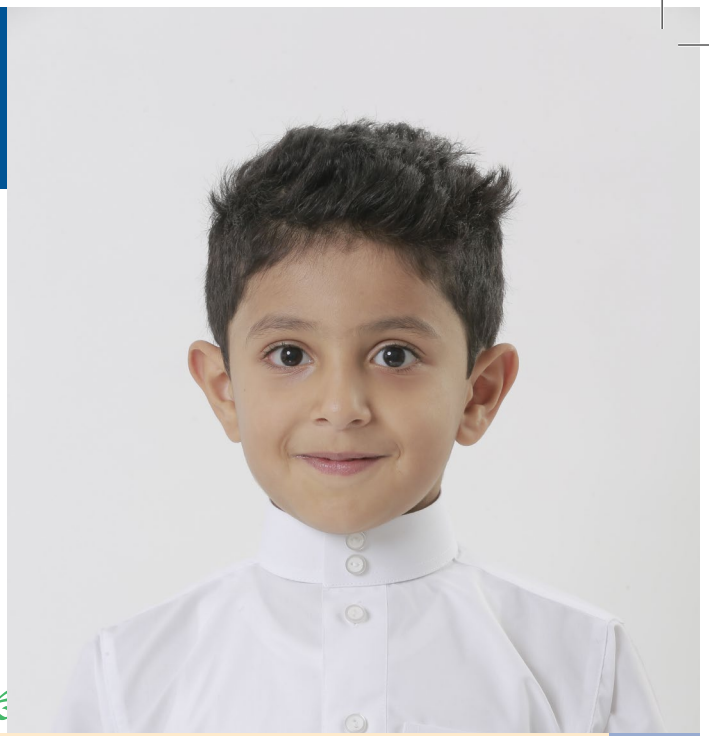
# 8 Reading

## Before Reading

Do you have a school newspaper or web page?
What information does it have?

# Schooldays:

## School Around the World





**Ahmed**
**Jeddah, Saudi Arabia**

I usually arrive at school before 7 A.M. Assembly is at 6:45, and we always sing the Saudi national anthem. After assembly, we go straight to the classroom. We have six classes a day. Each one lasts 45 minutes. We only leave our classroom for subjects like computer, PE, and art. School finishes at 1 P.M., but there is an optional seventh period for students who want extra tutoring. There are after-school clubs. I'm a member of the football club, so I sometimes stay after school and play football.

**José**
**Amazon Rain Forest, Ecuador**

My school is in a village on the Aguarico River. I live far from the school, so I need to get up at 5 A.M. I go to school by canoe, but when it rains a lot I stay at home. Our school has 46 students and two classrooms. There are two teachers, one for grades 1–3, the other for grades 4–6. We study all the subjects in Quechua, our first language, but we also learn Spanish. Our school has a generator for electricity, and it has a computer.



## After Reading

Underline or list the things and activities that are different from your school. Compare with a partner.

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## 9 Writing

**A.** Read the email from a Japanese student in middle school. With a partner, discuss what is the same or different about your school.



**From:** kaito_suzuki@mail.jp
**Subject:** Middle school in Japan

Hi Saeed,

It's fun to have a pen pal in another country! We can practice English. Today, I want to tell you about middle school in Japan.

I usually get up at 7:15. I put on my school uniform, prepare my school bag, and eat breakfast. Then, I go to school by bus. Other students go on foot or by train.

Our school day begins at 8:30. Before classes, we meet in our homeroom for assembly. We have six classes a day, four in the morning and two in the afternoon. We study subjects like language, math, science, social studies, technology, health and PE, and art. Each class is 50 minutes long, with a 5-minute break between classes. We have lunch at 12:30. Everyone brings lunch from home, and we always eat in our homeroom.

School ends at 3:30. Before we go home, we all help to clean the school. There are also many clubs and after-school activities. For example, I play baseball twice a week and I'm in the English club (that's how I met you!). On these days, I usually leave school at 5:00.

What's middle school like in Saudi Arabia? Write back soon.

Your friend,

Kaito

### Writing Corner

1. *By* explains how: **by** car, **by** bus, **by** plane, etc. But we say **on** foot.
   Kaito goes to school **by** bus. Other students go **on** foot or **by** train.
2. *To* shows direction: He goes **to** school by bus.
3. *In* shows location: Students meet **in** their homeroom.

**B.** Look at the writing task in **C**. Write notes in the chart to organize your paragraphs.

| | |
|---|---|
| Things I do before school | |
| School hours and classes | |
| After-school activities | |

**C.** Write an email to a pen pal about a typical day at your school. Use your notes from the chart and other ideas from this unit.

## 10 Project

Work in a group. Do research on routines of schools around the world. Write how they are similar or different from your school.

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# 11 Form, Meaning and Function

## Simple Present versus Present Progressive

Use the simple present to talk about permanent actions like habits or routines.
Use the present progressive to talk about temporary actions that are happening now.

The students usually **write** tests every month. (habit or routine)
The students **are writing** a test at the moment. (happening now)

PERMANENT TEMPORARY

Saeed **lives** in Jeddah, but he **is studying** in Riyadh this year.

**Note:** Some verbs are not used in the progressive form: *believe, forget, hear, know, like, love, need, prefer, remember, see, understand, want.*

**A.** Choose the correct verb for each sentence.

1. Nawal _____ her homework at the moment.
   **a.** does **b.** is doing **c.** do
2. _____ to come to the mall with us?
   **a.** Do you want **b.** Want you **c.** Are you wanting
3. The scientists _____ the cause of the problem.
   **a.** aren't knowing **b.** not know **c.** don't know
4. Look! The children _____ in the lake.
   **a.** are swimming **b.** swim **c.** are swim
5. The moon _____ around the Earth.
   **a.** is going **b.** go **c.** goes
6. Abdullah sometimes _____ his bike to school.
   **a.** is riding **b.** rides **c.** ride
7. Jasem has a part-time job, but he _____ today.
   **a.** isn't working **b.** works not **c.** aren't working
8. _____ in your country in the winter?
   **a.** Does it snow **b.** Snows **c.** Is it snowing
9. Please be quiet. The baby _____ right now.
   **a.** is sleep **b.** sleeps **c.** is sleeping
10. Listen. The tourists _____ for directions in English.
    **a.** is asking **b.** are asking **c.** ask



**B.** Put the verbs in parentheses into the present progressive or simple present.

1. _____ your email every day? (you/check)
2. Look at them! They _____ horses on the beach. (ride)
3. I _____ this exercise. Can you explain it again? (not/understand)
4. We _____ to the park. Would you like to come with us? (go)
5. Majid usually _____ at the gym three times a week. (work out)
6. What time _____ in the morning? (you/usually/wake up)
7. _____ the newspaper? Can I have a look at it, please? (you/read)
8. Fatimah always _____ her teeth after dinner. (brush)
9. Khalid has football after school, so he _____ home early. (not/come)
10. My father's car is at the mechanic's, so he _____ the bus to work. (take)

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# 12 What Can You Do There?

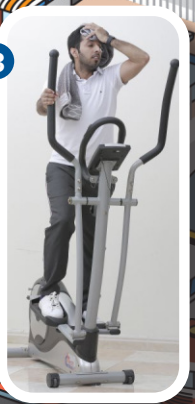
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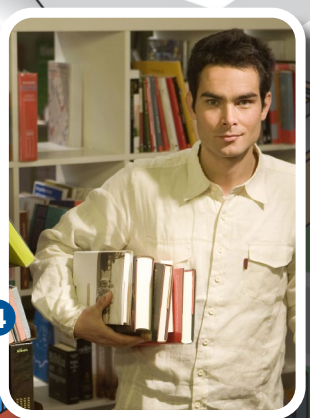
## 1 Listen and Discuss

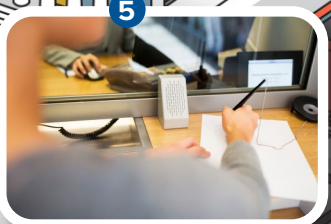
Name the places in a town.
What can people do at each place?


1


2


3


4


5


6

## Quick Check

**A. Vocabulary.** Mark your favorite places in the picture. Say why you like them and what you do there.

**B. Comprehension.** Match activities and places. Write the number of each place.

1. _____ You can go shopping and meet friends.
2. _____ You can buy books.
3. _____ Visitors can sleep there.
4. _____ You can open an account.
5. _____ You can take a bus.
6. _____ You can fly to places.

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## 2 Pair Work

**A.** **Ask** and **answer** about places.

- Can I buy a new smartphone at the mall?
- Yes, you can.
- Can I hang out at the museum with my friends?
- No, you can't.

**B.** **Ask** and **answer** about yourself.

- Can you play tennis?
- Yes, I can. / No, I can't.
- Do you like to draw?
- Yes, I do. And I like to design gadgets. / No, I don't. But I like to make things.

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# 3 Grammar

## Modal: *can*

Use *can* to express ability or possibility.

*Ability:* I **can speak** English, but I **can't speak** Chinese.
*Possibility:* You **can play** golf at the resort.
I **can't play** football today. I'm studying for a test.




| Affirmative (+) | | Negative (–) | |
|---|---|---|---|
| I / You / He / She / It / We / They | **can** speak English. | I / You / He / She / It / We / They | **can't** rollerblade. |

| Questions (?) | | | Short Answers (+) | | | Short Answers (–) | | |
|---|---|---|---|---|---|---|---|---|
| **Can** | I / you / he / she / it / we / they | read? | Yes, | I / you / he / she / it / we / they | **can**. | No, | I / you / he / she / it / we / they | **can't**. |

**FYI** can't = cannot

## Verb: *like* + Infinitive

**FYI** An infinitive is *to* + verb.

| Affirmative (+) | Negative (–) |
|---|---|
| I / You / We / They **like to read**.<br>He / She **likes to read**. | I / You / We / They **don't like to read**.<br>He / She **doesn't like to read**. |

| Questions (?) | Short Answers (+) | Short Answers (–) |
|---|---|---|
| **Do** you **like** to swim?<br>**Does** he/she **like** to swim? | Yes, I **do**.<br>Yes, he/she **does**. | No, I **don't**.<br>No, he/she **doesn't**. |

**A.** Complete the sentences with ***can*** or ***can't*** and the verb in parentheses.

1. Ahmed _____ _____ (come) tonight. He's finishing an assignment.
2. _____ Luke _____ (drive) them to the mall in his car?
3. We _____ _____ (meet) tomorrow afternoon. I'm going to the dentist.
4. Mr. Sawyer _____ _____ (see) you now. I'm afraid he's very busy.
5. You _____ _____ (speak) in the library, but you _____ _____ (read).
6. Imad _____ _____ (stay) very long. His friends are waiting for him.

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

**A:** Can Fred play basketball?
**B:** Yes, he can.

**A:** Can Fred drive a bus?
**B:** No, he can't.



play / basketball



drive / bus



1 make / sandwich



2 ride / bike



3 ride / motorcycle



4 use / laptop



5 ice-skate

**C.** Ask a partner. Use the pictures in exercise **B**.

1. Which activities can you do? Which can't you do?
2. Which activities do you like to do? Write them in order of preference.

**D.** Ask classmates what they can and can't do. Write their names in the chart. Tick ***Can*** or ***Can't***.

**A:** Can you drive?
**B:** Yes, I can. / No, I can't.

| Ability | Name | *Can* | *Can't* |
|---|---|---|---|
| drive | | | |
| play basketball | | | |
| cook | | | |
| ride a motorcycle | | | |
| use a laptop | | | |
| swim | | | |
| rollerblade | | | |

## 4 Listening

Listen to the ad for the New Town Mall, and write ***yes*** or ***no***.

1. _____ The mall is located near the hospital.
2. _____ You can shop and meet your friends.
3. _____ You can go mountain climbing.
4. _____ You can't rollerblade.
5. _____ The Falcons is the name of a computer store.

## 5 Pronunciation

Listen to the pronunciation of ***can*** and ***can't***. Then practice.

**Can** you ride a bike? I **can** ride a bike, but I **can't** rollerblade.

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# 12 What Can You Do There?

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## 6 Conversation



**Ali:** Can you play tennis?
**Imad:** Yes, I can.
**Ali:** Do you want to play a match?
**Imad:** Sure. When's good for you?
**Ali:** I prefer the weekend. I have more free time. How about Thursday afternoon?
**Imad:** I can't. I'm busy. How about Saturday morning?
**Ali:** Good idea. What time?
**Imad:** Eight o'clock.
**Ali:** Eight o'clock, on a Saturday morning! Are you crazy?

**Real Talk**

When's good for you? = What time is good for you?
Are you crazy? = You're saying something I think is strange.

### About the Conversation

1. Can Imad play tennis?
2. Can Imad play on Thursday afternoon?
3. When can he play? What time?
4. What does Ali think about the time?

### Your Turn

Invite your partner to play a game or sport, go on an outing, etc.

**A:** Let's _____.
**B:** Good idea. When?
**A:** _____.
**B:** I can't. I _____.
**A:** How about _____?
**B:** That's _____.

## 7 About You

1. Do you like sports?
2. What sports and games can you play?
3. How often do you play them?
4. Do you like to watch sports on TV? Which ones?



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# 8 Reading

## Before Reading

Look at the title and the headings.

- Write down words, phrases and ideas connected with each heading.

# *Places to visit in Saudi Arabia*



## Saudi Arabia's future

Our country has many assets. To build a good future, we have a vision for Saudi Arabia. Part of the vision is to share our strong culture and beautiful environment with citizens, residents, and visitors.

We are building many hotels, roads, and museums to bring visitors to see our country and history. We can help look after our natural environment so all people can enjoy it.

We are building and planning places for people to visit where they can learn about our history, culture and nature. They can enjoy relaxing holidays, too.

## Environmental tourism

In the mountains of Al-Baha we protect our forests, parks, and reserves so that everyone can visit these areas and enjoy nature without harming it.

## Family beach holidays

We are developing Al-Uquair to be a beach resort with many outdoor activities suitable for all ages, such as a water park and the Ocean World Center.

## Cultural tourism

At Al-Ula, we are making the world's largest open-air museum. Visitors can see important historical sites and traditional art.

* *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.*

## After Reading

**1.** Compare your ideas in 'Before Reading' with the text.

**2.** Think about what activities you can do in each place. Make notes in the chart.

| Place | Activities |
|---|---|
| Al-Baha | *walk in the mountains* |
| Al-Uquair | |
| Al-Ula | |

**3.** Which place do you like best? Why?

- Share your ideas with a partner and support your opinion.

**4.** Underline all the examples of present progressive in the text. Why do they use present progressive here?

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# 12 What Can You Do There?

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## 9 Writing

**A.** Read the email. Have you ever tried any of these activities?

Reply | Reply to all | Forward | Delete

To: maha@supergoal.com
From: badria@supergoal.com
Subject: Vacation

Dear Maha,

My family and I are having a fantastic winter vacation in Abha! There are so many activities to do. You can go rock-climbing in the mountains, take a boat on the Abha Dam lake and even ride a cable-car!

Today we are visiting the Shadda Palace Museum and the Abha Great Mosque.

Tomorrow we are going to the Asir National Park and we are going hiking in the forest there.

You can enjoy nature here and you can also buy great souvenirs.

See you soon,

Badria

**B.** Research another resort in your country. Complete the chart with notes about the resort.

| | |
|---|---|
| **Location** | |
| **Type of resort (cultural, environmental, holiday)** | |
| **Activities** | |
| **What you like about the place** | |

**C.** Imagine that you are at a resort in Saudi Arabia. Write an email to a friend. Say what you can do there and say what you are planning to do, during your stay. Use your notes from the chart.

## 10 Project

Design a brochure for a vacation resort. Present it to the class. You can use your notes from the chart in exercise **B** or create an imaginary resort.

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# 11 Form, Meaning and Function

## Gerunds after Verbs

Gerunds are the *-ing* form of a verb. They act like nouns and answer the question *what*.

They spend their free time **playing** basketball.
He enjoys **skateboarding** in the park.



We use gerunds after certain verbs and phrases, such as:

| | | |
|---|---|---|
| can't stand | feel like | love |
| dislike | hate | prefer |
| enjoy | like | spend time |

## Infinitives after Verbs

An infinitive is *to* + the base form of a verb. Like gerunds, infinitives act like nouns and answer the question *what*. The verbs *like, love, hate*, and *prefer* can go with either a gerund or an infinitive.

I like **to watch** TV, but I prefer **to play** games online.



We use infinitives after certain verbs and phrases, such as:

| | | |
|---|---|---|
| hate | love | want |
| like | prefer | would like |

**A.** Write the gerund or infinitive of the verb in parentheses.

My family and I love _____ (**1.** go) to Beachside Resort on vacation every summer. We always stay in a comfortable apartment with a beautiful view.

There are lots of fun activities to do at Beachside. My dad and brothers enjoy _____ (**2.** do) water sports. They usually rent a boat. My dad and Ahmed spend the day _____ (**3.** fish). Sometimes they catch enough fish for dinner. Hameed prefers _____ (**4.** snorkel), and this year he would like _____ (**5.** try) scuba diving. My mom can't stand _____ (**6.** sail) because she gets seasick, and I hate _____ (**7.** sit) on the boat all day. We prefer _____ (**8.** walk) along the beach.

In the evening, I help my mom cook dinner. We all love _____ (**9.** eat) fresh fish and seafood. After dinner, my brothers like _____ (**10.** hike) along the ecological trails. I clear the table and wash up the dishes because my parents want _____ (**11.** relax) on the balcony. Then, I usually feel like _____ (**12.** read) a good book.

**B.** Write about your likes and dislikes. Use gerunds and infinitives.

**1.** I like _____.
**2.** I would like _____.
**3.** I enjoy _____.
**4.** I prefer _____.
**5.** I dislike _____.
**6.** I can't stand _____.
**7.** I spend my free time _____.

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# EXPANSION Units 9–12

## 1 Language Review

**A.** Answer the questions. Tick (✓) the boxes.

| Do you like to . . . ? | Yes | No |
|---|---|---|
| 1. be with people | ☐ | ☐ |
| 2. work with computers | ☐ | ☐ |
| 3. work outdoors | ☐ | ☐ |
| 4. make things | ☐ | ☐ |
| 5. sit at a desk all day | ☐ | ☐ |
| 6. cook | ☐ | ☐ |
| 7. drive vehicles (cars, buses, etc.) | ☐ | ☐ |
| 8. draw | ☐ | ☐ |
| 9. work with plants or animals | ☐ | ☐ |
| 10. write stories | ☐ | ☐ |
| 11. talk on the phone | ☐ | ☐ |
| 12. solve problems | ☐ | ☐ |




**B.** In a group, share your answers.
What jobs are good for you?
What do other group members think?
Do they agree on a job?
Do you agree with them?

**C.** Write your schedule.
Then interview classmates.
Whose schedule is most like yours?

| What time do you usually...? | My schedule | _____'s schedule | _____'s schedule | _____'s schedule |
|---|---|---|---|---|
| 1. get up | | | | |
| 2. eat breakfast | | | | |
| 3. leave for school | | | | |
| 4. eat lunch | | | | |
| 5. have math class | | | | |
| 6. have science class | | | | |
| 7. eat dinner | | | | |
| 8. do your homework | | | | |
| 9. go to bed | | | | |
| 10. get up on Saturday | | | | |

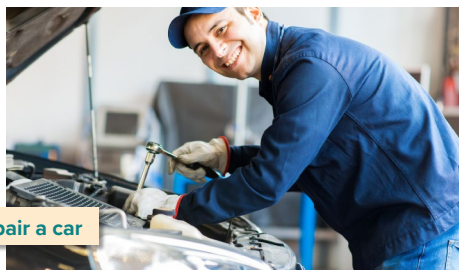
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**D.** Find people in your class who do the following things. Write their names.



repair a car

ride a horse

| | | | | |
|---|---|---|---|---|
| ski | like to draw | are good at sports | like to repair cars | like to design things |
| play basketball | ride a horse | play chess | like to act | drive |
| are good at math | ice-skate | write stories | rollerblade | surf the Internet |
| like to travel | work out at a gym | take photographs | use computer software | like to sew |
| are good at science | ride a motorcycle | cook | speak two languages | like to tell jokes |

play basketball



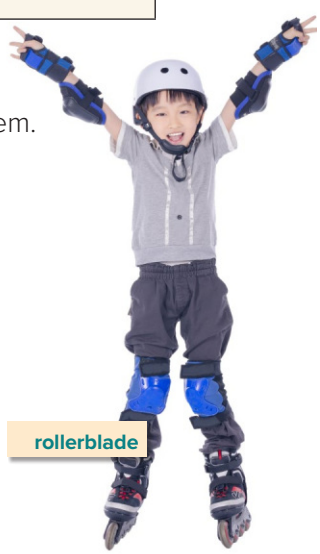


draw

**E.** Choose four activities from the chart, and write how often you do them. Use ***always, usually, sometimes,*** or ***never***.

*I never drive a car.*

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



rollerblade

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**F.** Use some of the words from the box and your own ideas to answer the questions.

| Nouns | | Verbs | | Adjectives |
|---|---|---|---|---|
| boots | raincoat | buy | hang out | casual |
| fireworks | sandals | decorate | run | formal |
| invitations | sunglasses | get together | swim | quiet |
| ocean | volleyball | go shopping | touch | traditional |

What should your class do to celebrate graduation?

*We should watch fireworks.*

1. _____
2. _____
3. _____

What should you wear to graduation? What shouldn't you wear?

1. _____
2. _____

What should Fahd wear at the beach? What shouldn't he wear?

1. _____
2. _____

What should Fahd and his friends do at the beach?

1. _____
2. _____

What can you do at the mall?

1. _____
2. _____

What must the students do at the museum? What mustn't they do?

1. _____
2. _____

**G.** Write two activities you ***can do*** at your school and three that you ***can't do***.

*I can practice with a friend at school.* OR *I can't play tennis at my school.*

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

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**H.** We can hear and read English every day. English is in malls and hotels, at the beach and the airport, on TV and the Internet, and in the streets. We can find many English signs like these in countries around the world.

Look at the signs and write what they mean.

*Go out this way.*




1. _____




2. _____




3. _____




4. _____




5. _____




6. _____




**I.** Find and draw more signs in English. Present them to the class.

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## 2 Reading

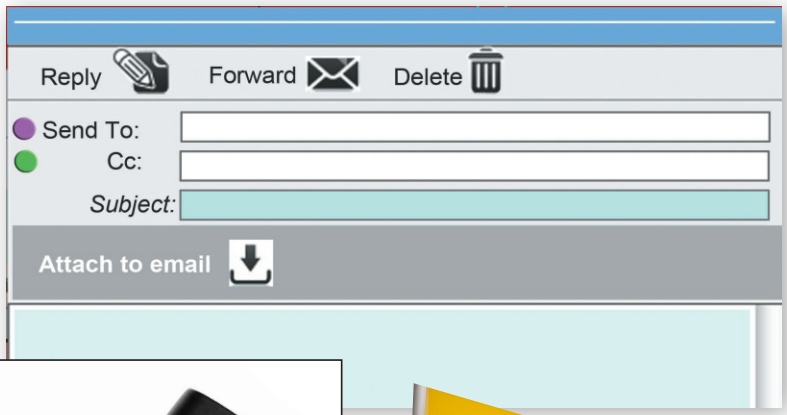
### Before Reading

First, look at the pictures and name the objects.

Do you use the same words when you speak Arabic?

# English Everywhere














Do you come across English in your everyday life? Some teachers and students complain that they don't use any English outside the classroom. Think about it: we read, hear, and use English all the time. For example:

- Words for food like burger or chips.
- Computer jargon that is also used in general English, such as window, mouse, click, drag, etc.
- Words for clothes like jeans or T-shirt.
- Short greetings or abbreviations like "Hello" or "OK."

Think of all the video games, social networks, websites, and other material on the Internet. When students search for information, they look up sources in English. Most of the films and programs on cable TV are available in English. Finally, any time you walk into a mall or a supermarket and pick up different products, check the label or the instructions. Most of the information is in English. English is everywhere, outside the classroom!

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## After Reading

**A.** Read the text. Answer ***yes*** or ***no***.

**1.** ____ Some students never use English outside the classroom.

**2.** ____ Some words we use for computers also have a general English meaning.

**3.** ____ Students don't need English when they search for information on the Internet.

**4.** ____ Most films on cable TV are in English.

**5.** ____ There are no English labels on products we buy at the supermarket.




**B.** Answer the questions.

**1.** What is computer jargon? Find examples in the text.

**2.** What are some English words for food and clothes that different speakers use?

**3.** When do students hear, read, or speak English?

## Discussion

**1.** What other English words do you use in your country?

**2.** What Arabic words do English speakers use?

**3.** Do you read the subtitles when you watch films? Why? Why not?

**4.** How do you feel about using English in games or on the Internet? Why?

**5.** Why is it important to know how to speak English? Give examples.

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## 3 Chant Along

Number the verses in the correct order.

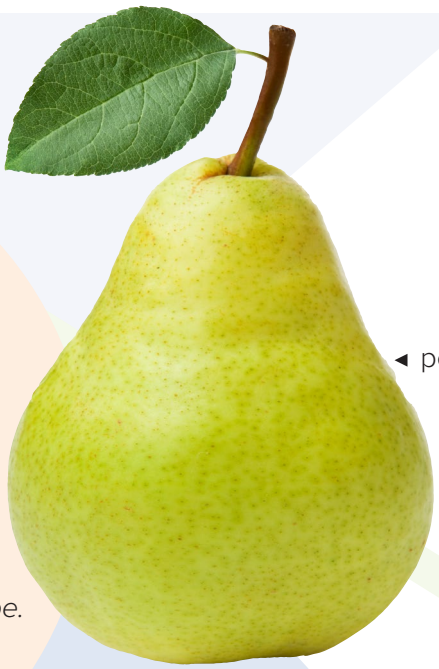
# The English Class

It's a book. It's a pen.
It's a pencil and crayon.
It's a ball. It's a bat.
It's a bag and a hat.
It's a circle, a square,
A rectangle, a line.
Find a partner,
And smile.

It's a car. It's a plane.
It's a bus and a train.
It's a table, a chair.
It's an apple, a pear.
What's this?
What's that?




book ▲



◀ pear

bag ▼



Please come in and sit down.
Don't talk. Turn around.
Nice to meet you.
How do you do?
Spell your name.
How are you?
Close your book – The verb *to be*.
Now repeat after me.



hat ▲

It's a mouse. It's a pad.
It's a screen and a stick.
It's a keyboard.
It's an email, an address.
A site, a new face,
A text, a word.
Read a message,
And reply.



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## Vocabulary

**A.** Match the two parts. Write the number in the blank.

| | |
|---|---|
| **1.** "Repeat after me" | **a.** ____ when we meet someone for the first time. |
| **2.** We say "How are you?" | **b.** ____ to move on the screen and click. |
| **3.** We say "How do you do?" | **c.** ____ is something the teacher says. |
| **4.** We reply | **d.** ____ when we meet a friend. |
| **5.** We use the mouse | **e.** ____ when we write an answer to an email. |

**B.** Put the words into the correct groups.

| | | | | | |
|---|---|---|---|---|---|
| **bus** | **drone** | **USB flash drive** | **book** | **mouse** | **keyboard** |
| **car** | **train** | **video game** | **pen** | **email** | **motorcycle** |
| **paper** | **plane** | **bike** | **pencil** | **partner** | **chair** |








| Classroom | Transportation | Technology |
|---|---|---|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

## Comprehension

Answer ***yes*** or ***no***.

**1.** ____ A circle has 4 sides.

**2.** ____ When you spell your name, you need to say each letter separately.

**3.** ____ We put a pad under the keyboard.

**4.** ____ We click with the mouse.

**5.** ____ There are sites on the Internet.

## 4 Project

**1.** Keep a record of what you do in English each day. Think about what you hear, read, and see.

**2.** Compare with a partner.

**3.** Do a class survey. Find out how much English your classmates use.

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# 13 What Are You Going To Wear There?

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## 1 Listen and Discuss

What kind of clothes do you like to wear?







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## Quick Check

**A. Vocabulary.** List the clothes you are wearing today. Also give the colors.

**B. Comprehension.** Answer ***yes*** or ***no***.

1. ___ Steve is going to Rio de Janeiro for work.
2. ___ He's going to need casual clothes.
3. ___ Nawal is going to get married next weekend.
4. ___ Sabah is going to buy an abaya.

### Colors

- blue
- light blue
- green
- dark green
- red
- pink
- purple
- orange
- yellow
- brown
- beige
- black
- gray
- white

## 2 Pair Work

**Ask** and **answer**.

- What clothes do I need to buy for Abha in the winter?
- You need warm clothes. It's cold in Abha.
- What clothes do I need for Jeddah in July?
- You need light clothes. The weather is very hot.
- What are you going to do next weekend?
- I'm going to go shopping.
- What color are your boots?
- They're brown.

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# 3 Grammar

## Future: *be* + *going to*

**Affirmative (+)**

| | | | |
|---|---|---|---|
| I**'m** | | | (I + am) |
| You**'re** | | | (you + are) |
| He**'s** | **going to** | wear jeans. | (he + is) |
| She**'s** | | | (she + is) |
| We**'re** | | | (we + are) |
| They**'re** | | | (they + are) |

**Negative (–)**

| | | | |
|---|---|---|---|
| I**'m** | **not** | | |
| You | **aren't** | | |
| He | **isn't** | **going to** | wear jeans. |
| She | | | |
| We | **aren't** | | |
| They | | | |

**Questions (?)**

| | | |
|---|---|---|
| **Are** you | | |
| **Is** he/she | **going to** | wear jeans? |
| **Are** we/they | | |

**Short Answers (+)**

| | | |
|---|---|---|
| Yes, | I | **am**. |
| | he/she | **is**. |
| | we/they | **are**. |

**Short Answers (–)**

| | | |
|---|---|---|
| No, | I**'m** | **not**. |
| | he/she | **isn't**. |
| | we/they | **aren't**. |

## Time Expressions for the Future: *tomorrow*, *next week*, *next month*

**Q:** What **are** you **going to wear** to school **tomorrow**?
**A:** I'm going to wear my uniform.
**Q:** **Is** she **going to go shopping** for clothes **next week**?
**A:** Yes, she is.

**A.** Unscramble the sentences.

1. She / going / a new dress / is / to buy _____
2. jeans / are / to the park / They / to wear / going _____
3. a new pair of sneakers / to shop for / going / I'm _____
4. to wear / sandals / is / to the beach / He / going _____
5. are / for Dad / We / going / a tie / to buy _____
6. to need / going / for work / are / a suit / You _____

**B.** Work in a group. Ask and answer.

**A:** What do you usually wear on a plane?
**B:** I usually wear a T-shirt and jeans.

1. at home
2. to school
3. to a football game
4. to the beach
5. in cold weather
6. in hot weather
7. Your idea: _____



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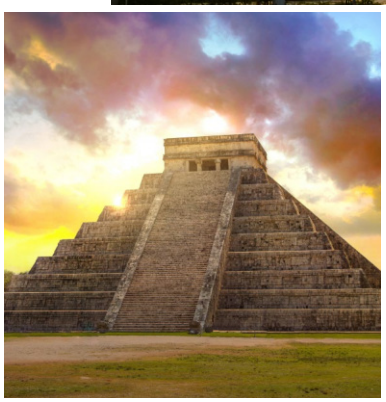
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**C.** Work with a partner. Ask and answer.

**A:** Where is Hussain going to go on vacation?
**B:** He's going to go to Jeddah.
**A:** What's he going to take?
**B:** He's going to take light clothes.


Hussain / Jeddah


1 Tom and Sam / Moscow


2 Bob / Mexico


3 Mel / Tahiti


4 George and Joe / the Andes

## 4 Listening

What are Adnan and Mark going to buy? Listen and complete the chart.
Write all the colors you hear each person say.

| | Clothes | Colors | Style |
|---|---|---|---|
| **1.** Adnan | | | |
| **2.** Mark | | | |

## 5 Pronunciation

Listen to the pronunciation of ***going to***. Notice how the two words are pronounced together.
Then practice.

What are you **going to** do?
What are you **going to** wear?

I'm **going to** meet my friends.
I'm **going to** wear a sweater and jeans.

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## 6 Conversation



**Brian:** What clothes are you going to take to Norway?
**Andy:** Warm clothes, very warm clothes. You know, a heavy coat, a scarf, gloves ... I'm going to pack all my sweaters and warm socks.
**Brian:** Don't forget your sunglasses!
**Josh:** He's not going to need sunglasses. He isn't going to the beach.
**Andy:** Actually, Brian is right. I'm going to put them on when I'm out in the snow!
**Josh:** You, out in the cold? You must be joking ...

**Real Talk**

put on = wear

### About the Conversation

1. Where is Andy going to go?
2. What is he going to wear?

### Your Turn

Someone is going to visit Riyadh.
Tell them what clothes to take.

## 7 About You

1. What kind of clothes do you like wearing? Casual or formal?
2. What's your favorite color for clothes?
3. Do you like shopping for clothes? Why? Why not?
4. What clothes do you need to buy?
5. Where do you shop for clothes?
6. Are clothes expensive in your country?
7. What are you going to wear to school tomorrow?
8. Do you think clothes tell a lot about your personality?





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# 8 Reading

## Before Reading

Look at the photos. What do you think the reading is about?



# The Iguassu Falls

The Iguassu Falls are on the border of Brazil and Argentina. They are very beautiful and very famous. The falls are very popular with tourists from all around the world.

At some times during the year, you can see as many as 275 separate waterfalls. The waterfalls go a distance of 2,700 meters. You can hear the roaring sound of the water several kilometers away.

Visitors wear waterproof jackets or raincoats with hoods to keep their heads dry. They also wear rubber boots or waterproof shoes.



**Transportation:**

There are buses to the falls at the Iguassu Park.

**Towns:**

The town of Foz do Iguassu is near the falls. It's a big town, and it's very busy with people from many places around the world.

**Other Attractions:**

- Makuku boat ride on the Iguassu River to the falls. Very exciting!
- Helicopter ride over the falls. Great fun!
- Itaipu Dam (hydroelectric dam).
- Walk on the Brazilian side for a great view.

## After Reading

1. Where are the Iguassu Falls?
2. What is near the falls?
3. What attractions do the Iguassu Falls have?
4. How do the people go to the falls?
5. What do visitors wear at the falls?

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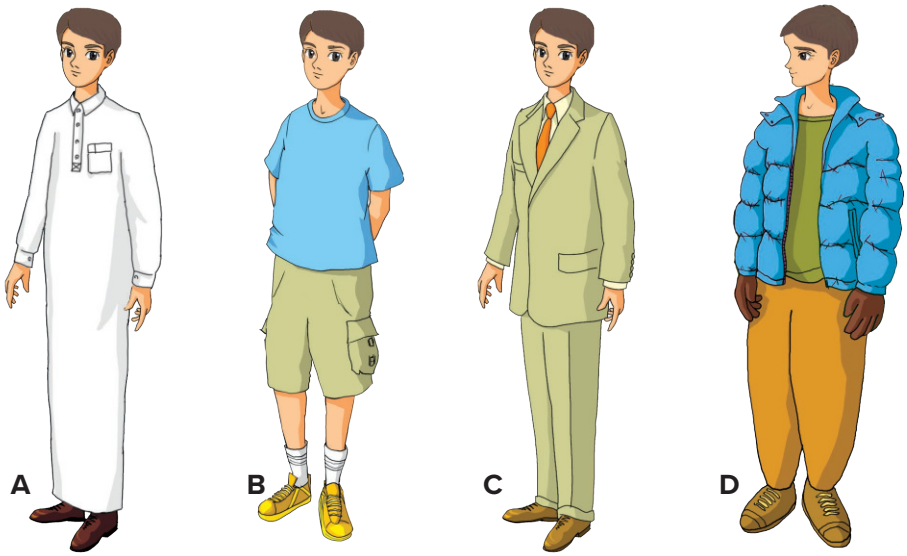
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## 9 Writing

**A.** With a partner, ask and answer questions about the boy's clothes and where he is going.

**A:** What is the boy wearing in picture A?
**A:** Where is he going?
**B:** He's wearing...
**B:** I think he's going to...




### Writing Corner

1. When there are 2 or 3 adjectives in front of a noun, they usually go in this order:

| opinion | size | age | shape | color | origin | material |
|---|---|---|---|---|---|---|

He has a **nice new silk** tie.
She has **small round gold** earrings.
These are **comfortable brown leather** shoes.
He's wearing an **expensive Italian** suit.

**B.** Use two or three adjectives to describe the boy's clothes. Write them in a notebook. Then compare with a partner.

*comfortable old yellow sneakers*

**C.** Find three photos of people who are wearing different clothes. Write a description of each person's clothes.

**Play a game:** Work in small groups. Place all the photos from your group on a desk. Each student reads a description. The first person to find the correct photo gets a point. Continue until you have read all the descriptions. Who has the most points?

## 10 Project

In groups, do a survey to find out where classmates get shopping advice. Who helps them with their clothing choices? Present your survey results to the class.

_____ Advertising _____ Salespeople _____ Fashion magazines
_____ Store websites _____ Family and friends _____ Other

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# 11 Form, Meaning and Function

## The Future with the Present Progressive

We often use the present progressive for definite arrangements in the future. It is also correct to use *be + going to*, but English speakers usually use the present progressive when the arrangements are certain. Compare:

| | |
|---|---|
| What **are** you **doing**? (now) | What **are** you **doing** tomorrow? (future)<br>What **are** you **going to do** tomorrow? (future) |
| He **is wearing** a suit. (now) | He **is wearing** a suit to the graduation. (future)<br>He **is going to wear** a suit to the graduation. (future) |



**Note:** When we use the present progressive to show the future, it is necessary to use time expressions such as: *tonight, tomorrow, next week*, *on Thursday*, etc.

## Time Expressions for the Future

I'm meeting my brother...
- on Tuesday morning/afternoon/evening/night
- tomorrow morning/afternoon/evening/night
- this afternoon/this evening/tonight

| | Sunday | Monday | Tuesday | Wednesday | Thursday |
|---|---|---|---|---|---|
| 8 am – 12 pm (morning) | | | Order cake from bakery | Pick up suit from dry cleaner | |
| 12 pm – 4 pm (afternoon) | | Take suit to dry cleaner | | Wash car | Attend graduation ceremony 2 pm |
| 4 pm – 8 pm (evening) | Call to invite friends | Buy shoes | Write speech | | Guests arrive at restaurant 6 pm |
| 8 pm – 12 am (night) | Book restaurant | | | Meet brother at airport 8:30 pm | |

**A.** It is Sunday morning. Qassim's graduation is on Thursday. He is planning a party after the ceremony, so he has many things to do this week. Look at Qassim's schedule. Write sentences with the present continuous about his arrangements.

*He is calling his friends this evening to invite them to the graduation party.*

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

**B.** Work with a partner. Talk about definite arrangements that you have in the future. Use the present progressive.

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# 14 Let's Celebrate

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## 1 Listen and Discuss

1. What are the important holidays in your country?
2. How do you celebrate them?

# National Day



**Saudi Arabia** ▲
**September 23rd**
Cities and towns are covered in green. People fly flags and celebrate in the streets.





▲ **Oman**
**November 18th**
There are official celebrations, parades, and fireworks.

◀ **United Arab Emirates**
**December 2nd**
UAE countries celebrate the Federation of the Emirates. People decorate the streets, buildings, and homes with bright lights.



▲ **Kuwait**
**February 25th and 26th**
People in Kuwait celebrate their National and Liberation Days with fireworks and special events. Families and friends get together to share meals.



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**Amal:** Let's get some cards for the National Day.

**Sabah:** OK. That's a wonderful idea. We can send them to family and friends.

**Amal:** Yes. I like to send greeting cards to people I know.

## Quick Check ☑

**A. Vocabulary.** Fill in the blanks with words from page 124.

1. People _____ in the streets.
2. People _____ their homes with bright lights.
3. There are _____ in most countries on National Day.
4. You can watch the _____ in the sky at night.
5. Families and friends get together to _____ meals.
6. On national days, people fly _____ from their houses or wave them in the streets.

**B. Comprehension.** Answer ***yes*** or ***no***.

1. ____ People in Saudi Arabia cover everything in green.
2. ____ In the UAE, people only decorate their homes.
3. ____ There are parades in every country.
4. ____ Kuwaitis celebrate their Liberation Day.



## 2 Pair Work

**A. Ask** and **answer** about holidays.

- When is the national holiday in your country?
- Saudi National Day is on September 23rd.
- What do people usually do on that day?
- They fly the flag and celebrate.

- What are you going to do on Saudi National Day?
- I'm going to the open-air activities.

**B.** Talk about invitations.

- Do you want to invite your cousins for Eid?
- Yes, let's invite them.

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# 3 Grammar

## Object Pronouns

| Singular | | | Plural | | |
|---|---|---|---|---|---|
| *Subject Pronouns* | *Object Pronouns* | | *Subject Pronouns* | *Object Pronouns* | |
| I | **me** | He knows **me**. | we | **us** | They know **us**. |
| you | **you** | I know **you**. | you | **you** | They know **you**. |
| he | **him** | I know **him**. | they | **them** | We know **them**. |
| she | **her** | I know **her**. | | | |

## *Need / Want / Like* + Infinitive

**Q:** What do we **need to buy** for the celebration?
**A:** We **need to buy** some snacks.
**Q:** Do you **want to invite** your friend?
**A:** Yes. I **want to invite** him/her.
**Q:** Do you **like to watch** parades?
**A:** Yes. I **like to watch** them.

**FYI** Use *need* + infinitive to talk about necessity.

## *Let's* + Verb

Use *let's* + verb to make or agree to suggestions.

**Let's send** greeting cards.
Yes. Good idea. **Let's do** that.

**A.** Complete the sentences. Use the correct object pronoun: ***me, you, him, her, us,*** or ***them***.

We need to invite our friends. I can ask *them*.

1. He wants to invite Jack. He's going to call _____.
2. Sandra is her best friend. She's going to visit _____.
3. I want to meet my neighbors. I don't know _____.
4. We want to come to your graduation. Don't forget _____.
5. I'm going to be at home tonight. Please call _____.
6. Please listen. I'm talking to _____.

**B.** Unscramble the sentences.

1. my / to call / need / I / friends _____
2. the house / likes / to decorate / Mariam _____
3. snacks / to buy / you / Do / need / ? _____
4. like / laptop / He / to share / doesn't / his _____
5. don't / an invitation / need / We / to send _____
6. want / you / to / a graduation party / Do / to come / ? _____



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**C.** Work with a partner. Ask and answer.

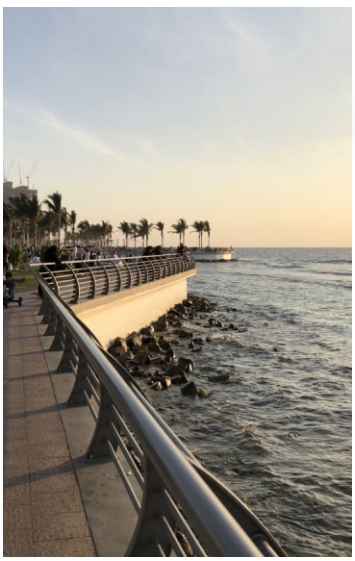
**A:** What do you want to do during the holiday?
**B:** I want to spend some time with my friends.



1 you / during the holiday



2 Badr and his family / Eid Al-Fitr







3 you / Eid Al-Fitr

4 your family / vacation

5 you / graduation day

## 4 Listening

Listen to the invitations on the telephone answering machines. Complete the chart.

| | Day | Time | Place |
|---|---|---|---|
| **1.** Eid Al-Fitr | | | |
| **2.** Eid Al-Adha | | | |
| **3.** Graduation party | | | |

## 5 Pronunciation

Object pronouns do not usually have a strong stress in normal speech. They are said quickly. Listen to the pronunciation of ***him***, ***her,*** and ***them***. Then practice.

Does he know **him** well? He knows **him** very well.
Does she call **her** often? She calls **her** every day.
Do you ever see **them**? I see **them** often.

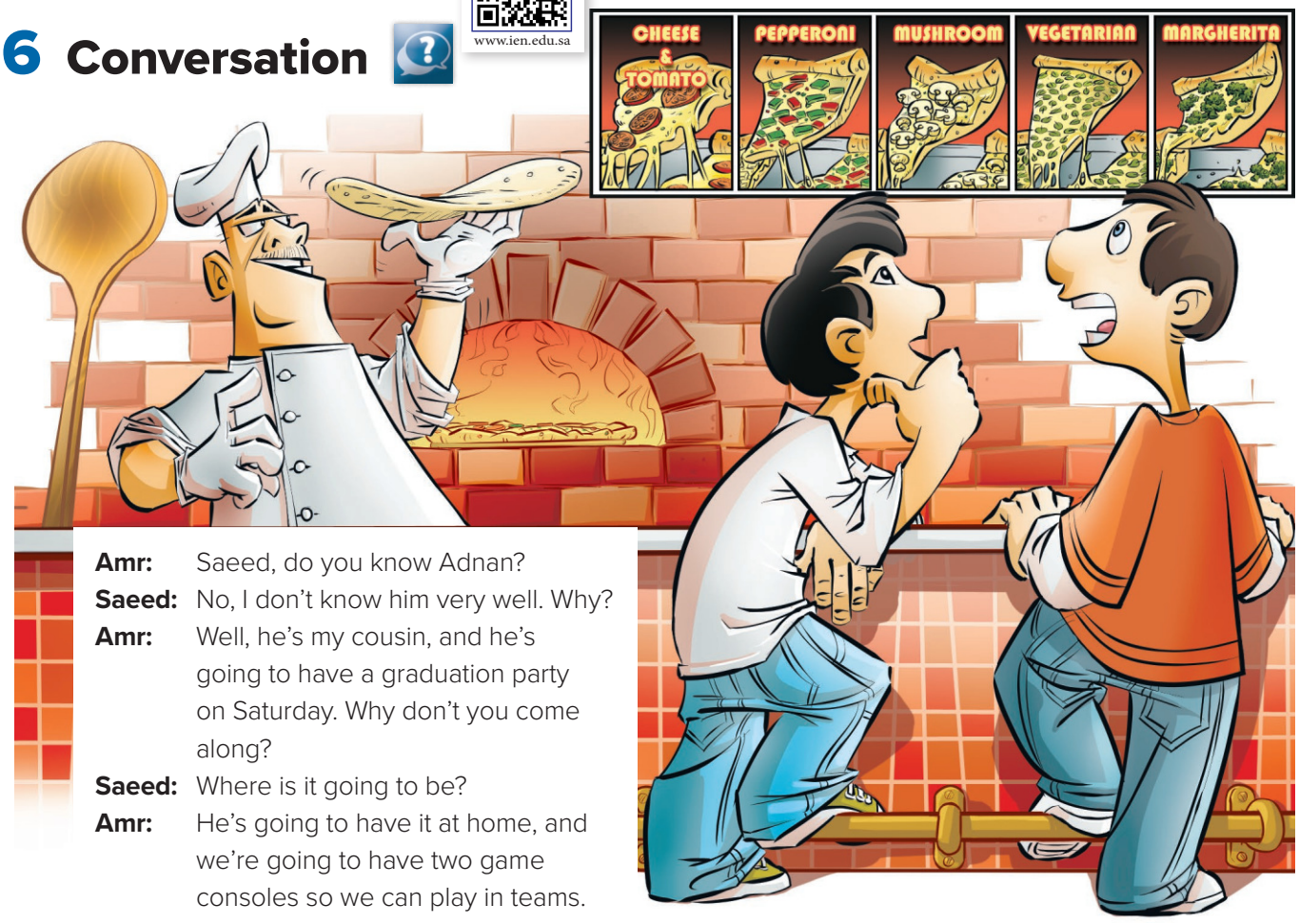
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## 6 Conversation




**Amr:** Saeed, do you know Adnan?
**Saeed:** No, I don't know him very well. Why?
**Amr:** Well, he's my cousin, and he's going to have a graduation party on Saturday. Why don't you come along?
**Saeed:** Where is it going to be?
**Amr:** He's going to have it at home, and we're going to have two game consoles so we can play in teams. Oh, yes, there's also going to be lots of pizza.

### Your Ending

What does Saeed say?

1. Sounds like fun. Tell me how to get there.
2. I don't have an invitation. Too bad.
3. Sounds great! Can we go together?

### About the Conversation

1. Does Saeed know Adnan well?
2. Where is the graduation party going to be? When?
3. What are they going to have there?

### Your Turn

Invite a friend to a graduation party.

**A:** Do you _____ to come to a graduation party?
**B:** Great. When _____ _____?
**A:** It's on _____.
**B:** OK. And where _____ _____?
**A:** It's at _____ around _____ P.M.

## 7 About You

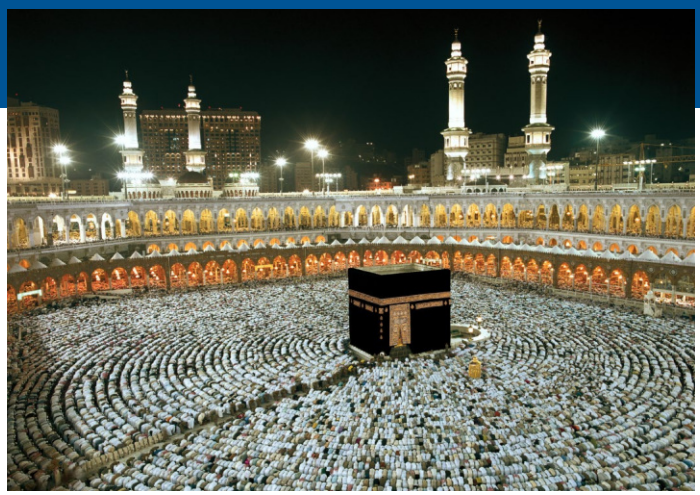
1. What do people usually do for graduation?
2. What are you going to do for your graduation?
3. What's your favorite holiday?
4. How do you celebrate it?

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## 8 Reading

### Before Reading

What do you know about traditional Eid practices in other Arab countries?

# Eid Celebrations



Eid Al-Fitr is a Muslim holiday that marks the end of Ramadan. It is the most widely celebrated holiday in the Islamic calendar. The day begins with a light snack, usually dates, and the Eid prayer. People often decorate their homes and cook festive meals for family and friends. Older members of the family offer money to children.

Many store owners offer a special Eid gift to customers to show their generosity. Everyone does their best to be kind and generous to others, especially to those who are in need. At the end of Ramadan, Muslims donate food (such as dates and rice) to the poor. This is called Zakat Al-Fitr. In some areas, neighbors place large rugs on the street. Then, each family brings a meal to share with their neighbors.

Another important celebration is Eid Al-Adha. To celebrate Eid Al-Adha, Muslims all over the world sacrifice an animal. Depending on the region, they sacrifice a lamb, a goat, a camel, or a cow. The family shares the meal with friends and donates some to the poor.

Families get together for a special meal, visit friends and neighbors, and exchange gifts.



### After Reading

Answer ***yes*** or ***no***.

1. _____ Children offer money to adults.
2. _____ People show generosity and kindness to others.
3. _____ People have a light breakfast before the prayer on Eid Al-Fitr.
4. _____ In celebration of Eid Al-Adha, families sacrifice an animal and give some of it to those in need.

### Discussion

Choose a holiday and discuss it with a partner. Compare how you celebrate the holiday with your families.

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## 9 Writing

**A.** Find 22 words in the word search that are related to celebrations (12 words across and 10 words down). Shade them with a pencil. Write the remaining letters to find a hidden message.

| T | R | A | D | I | T | I | O | N | A | L | L |
|---|---|---|---|---|---|---|---|---|---|---|---|
| F | U | N | P | L | E | N | G | A | G | T | I |
| A | M | E | A | L | S | V | O | T | I | S | B |
| M | S | C | R | E | L | I | A | I | F | H | E |
| I | D | L | A | M | B | T | T | O | T | A | R |
| L | E | E | D | A | T | E | S | N | S | R | A |
| Y | C | C | E | L | E | B | R | A | T | E | T |
| H | O | L | I | D | A | Y | F | L | A | G | I |
| P | R | F | I | R | E | W | O | R | K | S | O |
| R | A | G | R | A | D | U | A | T | I | O | N |
| A | T | B | R | A | M | A | D | A | N | R | A |
| Y | E | I | D | A | L | F | I | T | R | T | E |



**B.** Read the invitation to a graduation party. Work with a partner. Ask and answer questions with: ***who, what, where, when,*** and ***why***.

**A:** Who is the graduation party for?

**B:** The graduation party is for Ahmed.

*Please join us to celebrate the graduation of*

*Ahmed Al-Faisal*

*Saturday, May 15th at 6:00 pm*





*Oasis Restaurant*
*Makkah Road*

**C.** Decide which holiday celebration you are going to write about in exercise **D**. Design an invitation to invite your friends to the celebration.

**D.** Write about a holiday celebration in your country. Include: the date, the clothing, the food, and special events or traditional practices. Use vocabulary from the word search and ideas from this unit.

## 10 Project

Research a celebration in another country. Present your findings to the class.

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# 11 Form, Meaning and Function

## *Must / Mustn't* and *Should / Shouldn't*

*Must* and *should* are modal verbs. The form of the modal verb does not change according to the subject. After the modal verbs *must* and *should*, we use the base form of the main verb.

Use *must / mustn't* to talk about obligations and rules.

FYI mustn't = must not

We **must** follow the rules.
He **must** stop at the traffic lights.
You **mustn't** talk during the test.
They **mustn't** park on the sidewalk.

Use *should / shouldn't* to give suggestions and advice.

FYI shouldn't = should not

Who **should** I invite to the celebration?
We **should** donate to the poor.
They **shouldn't** eat junk food.
She **shouldn't** spend all her money.

**Note:** *Must* is stronger than *should*. It has a more formal tone.

**A.** Change the imperatives to sentences with ***must*** or ***mustn't***.

Be kind to your neighbors. We *must be kind to our neighbors* .

1. Do your homework tonight. I _____.
2. Don't be late for class. You _____.
3. Ask the teacher for help. She _____.
4. Don't sit on the desks. Students _____.
5. Share your toys. The children _____.
6. Don't eat snacks before dinner. He _____.
7. Send the invitations today. We _____.
8. Don't use fireworks indoors. You _____.

**B.** Complete the sentences with ***should*** or ***shouldn't*** and the verb in parentheses.



1. Yahya's tooth hurts. He _____ a dentist. (see)
2. Fatimah wants to lose weight. She _____ ice cream. (eat)
3. The children don't feel well. They _____ to school today. (go)
4. If you don't understand, you _____ the teacher to explain it. (ask)
5. The parade starts at 11 o'clock. What time _____? (we/leave)
6. Drivers _____ cell phones when they are driving. (use)
7. I have an idea. We _____ the room with balloons. (decorate)
8. Thanks for inviting me. What _____? How about a cake? (I/bring)

**C.** Work in groups of four. Plan an end-of-the-year celebration for your class. Think about: the date and time, the place, the food and drinks, invitations, guests, decorations, and activities. Use ***should***, ***shouldn't***, ***must***, and ***mustn't***.




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# 15 Then and Now

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## 1 Listen and Discuss

How well do you know these cities?
What do you know about them?

# Riyadh and Jeddah *Then and Now*



The old, oasis town of Riyadh was an area of about one square kilometer with a population of about 14,000. There were many mud-brick houses, mosques, and other buildings inside the walls of the city.

Today, most of the buildings and walls of the old city are in ruins. But the Al-Masmak fort and some parts of the walls were restored and are in better condition.

Nowadays, Riyadh is home to a population of more than 7 million people and covers an area of more than 1,500 square kilometers. Modern building complexes and skyscrapers like the Kingdom Center, the Al-Faisaliya Center, and the Riyadh TV Tower are now attractions of the new city.



Balad, the old part of Jeddah, was a group of three- to five-story buildings with beautiful wooden balconies. The roads were narrow to protect pedestrians from the sun during the hot months and offered shelter from strong winds. All the woodwork was beautifully carved and decorated.

There were plazas and *souqs,* where vendors from different places showed their products. Present day Jeddah is an attractive, modern port city with tall buildings, beautiful homes, and a wide range of stores and hotels.





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# Majed Ahmed Abdullah

## *Then and Now*



Majed Ahmed Abdullah is one of the best football strikers in the history of Saudi Arabia. He is also the all-time goal leader of the Saudi national team. He was born in Jeddah, but moved to Riyadh with his family when he was very young. Majed's father was a football manager.

Majed and his friends used to play for a club called Al-Nasser while he was still in high school. They were too young to join a football tournament, but their team was finally accepted after a 3-1 win in a game against an important Riyadh team.

Majed holds two national records: one when he scored 5 goals in an international game in 1979; and another one when he scored 4 goals during the 1984 Summer Olympics.

### Quick Check ☑

**A. Vocabulary.** Mark the information about the buildings, materials, and size of each city.

**B. Comprehension.** Answer ***yes*** or ***no***.

1. _____ The walls of the old city of Riyadh were made of concrete.
2. _____ Most of the buildings in Balad had two stories.
3. _____ More than 7 million people live in Riyadh.
4. _____ The Al-Masmak fort is in ruins.
5. _____ Majed was a member of the Saudi national team.

## 2 Pair Work

**A. Ask** and **answer** about the cities and Majed.

- What was the population in old Riyadh?
- It was about 14,000 people.
- Was Majed in Jeddah when he was a teenager?
- No, he wasn't. He was in Riyadh.

**B. Ask** and **answer** about yourself.

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

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## 3 Grammar

### Simple Past Tense: *be*

**FYI**
wasn't = was + not
weren't = were + not

**Affirmative (+)**

| | | |
|---|---|---|
| I<br>He<br>She<br>It | **was** | famous. |
| We<br>You<br>They | **were** | |

**Negative (–)**

| | | |
|---|---|---|
| I<br>He<br>She<br>It | **wasn't** | famous. |
| We<br>You<br>They | **weren't** | |

**Questions (?)**

| | | |
|---|---|---|
| **Was** | I<br>he<br>she<br>it | famous? |
| **Were** | we<br>you<br>they | |

**Short Answers (+)**

| | | |
|---|---|---|
| Yes, | I<br>he<br>she<br>it | **was.** |
| | we<br>you<br>they | **were.** |

**Short Answers (–)**

| | | |
|---|---|---|
| No, | I<br>he<br>she<br>it | **wasn't.** |
| | we<br>you<br>they | **weren't.** |

***To be born***

**Q:** Where **were you born**?
**A:** **I was born** in Oman.
**Q:** Where **was he/she born**?
**A:** **He/She was born** in Kuwait.

**A.** Complete the conversations. Use ***was/wasn't*** or ***were/weren't***.

1. **A:** _____ your father born in the States?
   **B:** No, he _____. He _____ born in Europe.
   **A:** Where in Europe _____ he born?
   **B:** He _____ born in Poland.

2. **A:** What _____ your father's first job?
   **B:** He and his brother _____ waiters.
   **A:** How old _____ they?
   **B:** They _____ very old—17 and 15.

3. **A:** How _____ the graduation party?
   **B:** It _____ great.
   **A:** Who _____ there?
   **B:** All our friends _____ there.

4. **A:** What _____ Oscar like?
   **B:** He _____ very smart.
   **A:** _____ his grades good?
   **B:** No, they _____.

5. **A:** _____ you late for school?
   **B:** Yes, I _____.
   **A:** Why?
   **B:** The bus _____ late.

6. **A:** _____ the hotel comfortable?
   **B:** Yes, it _____ OK.
   **A:** What _____ the weather like?
   **B:** It _____ terrible.

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**B.** Work with a partner. Imagine you went on vacation to these places. Ask and answer about your vacation. Use the adjectives in the box.

**A:** How was your vacation?
**B:** It was great. OR It was boring.
**A:** That's good! OR That's too bad!

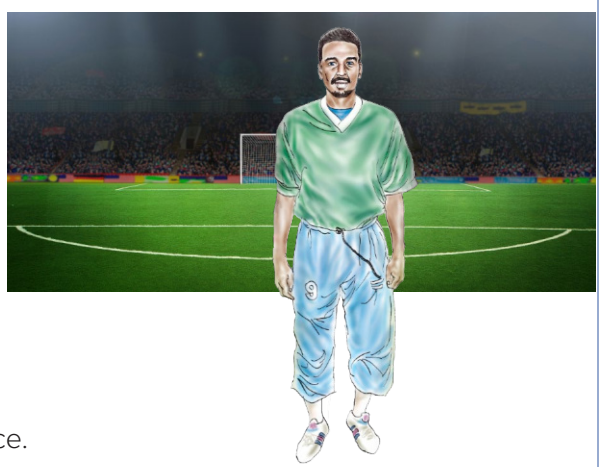
| Positive (+) | Negative (–) |
|---|---|
| great | bad |
| OK | terrible |
| interesting | boring |
| awesome | uncomfortable |
| beautiful | crowded |




## 4 Listening

Listen to the description of the life of Majed Ahmed Abdullah. Complete the information.

| | |
|---|---|
| **1.** Nickname | |
| **2.** Schools | |
| **3.** Football experience before Al-Nasser | |
| **4.** National records | |
| **5.** National Team | |



## 5 Pronunciation

Listen to the pronunciation of ***was*** and ***were***. Then practice.

You **were** late for class. Where **were** you?
Sorry I **was** late. I **was** in the library.

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## 6 Conversation



**Neil:** Hi, Leo. Don't you remember me? Neil Roberts. I was in your class in ninth grade.

**Leo:** Oh, yeah. Sure, I remember you. How are things?

**Neil:** OK. Do you ever see any of our old classmates?

**Leo:** Not very often. How about you?

**Neil:** From time to time. Remember Keith Anderson? He was always the winner of school competitions. He is a management consultant now.

**Leo:** Really? What about Derek Adams? He was really smart.

**Neil:** Yes, he was. Now he's a successful businessman, and . . . my boss.

**Leo:** You're kidding!

**Real Talk**

How are things? = How are you?
You're kidding! = You're joking!

### About the Conversation

1. Were Leo and Neil in the same class? What grade?
2. Does Leo see his old classmates often?
3. What was Keith Anderson like?
4. What does Derek Adams do now?

### Your Turn

Role-play the conversation. Imagine you meet an old school friend. Discuss classmates, teachers, and events.

## 7 About You

1. Were your grades good in elementary school?
2. What was your favorite subject?
3. What was your favorite after-school activity?
4. Who was your favorite teacher?
5. Who was your best friend?
6. Where is he/she now? What is he/she doing?

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# 8 Reading

## Before Reading

What do you know about basketball? What do you know about the person in the picture?

# A REAL GIANT



In China, his nickname is "Little Giant." In the West, they call **him** the "Great Wall." Yao Ming is 7 feet 6 inches (2.29 meters) tall. He was born on September 12, 1980, in Shanghai, China. His parents were both tall. Their beds were extra long, and **their** clothes and shoes were in special large sizes. His dad was a successful basketball player.

Yao wasn't interested in basketball as a child. He was tall but very thin, and he wasn't very strong. Yao's parents were very encouraging, and by the age of 12, he was serious about basketball. **His** progress at Shanghai's sports academy was excellent. Soon he was on his local youth team. Yao's big chance to play for the Chinese national team was in 1999 in the Asian Cup. By 2002, **he** was a member of the Houston Rockets, one of the top professional teams in the U.S. At the opening ceremony of the Olympic Games in Beijing in 2008, he was the flag carrier for the entire Chinese team and a member of the basketball team.

Yao Ming is a celebrity, and **his** smiling face appears in commercials around the world. **He** has fans everywhere!

## After Reading

1. Where was Yao Ming born?
2. Were his parents short?
3. When was Yao first serious about basketball?
4. What was the name of his team in the U.S.?
5. What was his role in the Olympic Games of 2008 in Beijing?
6. Does he have fans only in his home country?

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## 9 Writing

**A.** Look back at the **Reading** on page 137. Who do the pronouns or adjectives refer to?

1. him (line 2) _____
2. their (line 5) _____
3. His (line 11) _____
4. he (line 15) _____
5. his (line 21) _____
6. He (line 22) _____

### Writing Corner

Subject and object pronouns and possessive adjectives help to link sentences in writing.

1. Pronouns and possessive adjectives link similar ideas in sentences.
   Yao Ming was born in China. **He** is very tall, and **his** parents were both tall.
2. Pronouns help avoid repeating the same word or words.
   Basketball is popular because **it** is fun. **It** is a team sport, and **it** is easy to learn.

**B.** Circle the pronouns and possessive adjectives in the text. Who do they refer to?



Khaled Al-Eid is a famous Saudi horseman. He is a member of the Saudi Equestrian Team and travels around the world to compete in show-jumping events.

Khaled was born on January 2, 1969. His family has a long tradition of horse riding, and they own stables with Arabian horses near Riyadh. He was ten years old when he first learned to ride with his father. Khaled was a very talented young rider. He was successful in some racing competitions, but he was more interested in show jumping. Khaled and his brother, Fahad, were members of the Kingdom's first international jumping team.

In 2000, Khaled was a competitor in the Olympic Games in Sydney, Australia. His horse, Khashm Al-Aan, was in good form, but there was some tough competition. Khaled wasn't sure they could do well. Finally, their performance in the jumping event was outstanding, and they were the bronze medal winners. Khaled was the first ever Saudi horseman to win an Olympic medal.

Many years later, members of the Saudi Equestrian Team were the bronze medalists in show jumping at the 2012 Olympic Games in London.

**C.** Write about a celebrity in your country.

## 10 Project

Work in pairs. Choose a famous person. Find information about the person. Create an interview—one of you is the famous person and the other is the interviewer. Present your interview to the class.

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# 11 Form, Meaning and Function

*There Was / There Were*

**Singular**
**There was** an old castle. (+)
**There wasn't** a shopping mall. (–)

**Plural**
**There were** many traditional houses. (+)
**There weren't** any modern skyscrapers. (–)

**FYI**
wasn't = was not
weren't = were not

**Questions (?)**
**Was there** a restaurant?
**Were there** any stores?

**Short Answer (+)**
Yes, **there was**.
Yes, **there were**.

**Short Answer (–)**
No, **there wasn't**.
No, **there weren't**.

**A.** Ten years ago, Lee was a poor student. Now he is a successful architect. Look at his apartments then and now. Describe his old apartment. Use ***There was***, ***There wasn't***, ***There were***, and ***There weren't***.




**Lee's apartment then**




**Lee's apartment now**

1. _____ only one room.
2. _____ any other rooms.
3. _____ an old sofa.
4. _____ holes in the sofa.
5. _____ a comfortable bed.
6. _____ a balcony.
7. _____ any windows.
8. _____ some books on a shelf.
9. _____ a light on the ceiling.
10. _____ a television.

**B.** Work with a partner. Take turns asking and answering questions about Lee's old apartment. Use ***Was there...?*** and ***Were there...?***

**A:** Was there a sofa?
**B:** Yes, there was.
**B:** Were there any windows?
**A:** No, there weren't.

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# 16 What Did You Do Last Week?

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## 1 Listen and Discuss

Did you do any of the things that Omar, Ahmed, Saeed, and Imad did last week?










**Omar**

We had a great time on Saturday. We went to a friend's house and played video games on his console, and watched a car race. Then we went to the zoo.



**Ahmed**

This was a good week. I presented my project in class, and everyone liked it. On Thursday afternoon, I played football with friends, and I bought a new smartphone.



## Quick Check

**A. Vocabulary.** Read the explanations. Write a word from the descriptions.

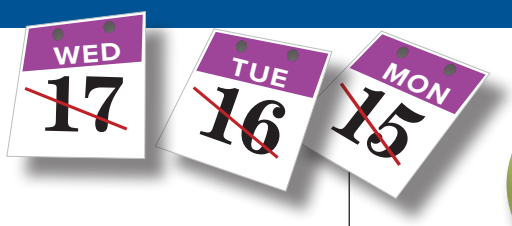
1. a competition with cars _____
2. equipment for video games _____
3. a high-tech phone _____
4. looking for _____

**B. Comprehension.** Answer ***yes*** or ***no***.

1. ____ Omar stayed at home on Saturday.
2. ____ Ahmed was pleased with his presentation.
3. ____ Saeed and his brothers drove to the museum.
4. ____ Imad needed to finish his assignment for school.




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**Saeed**

Well, on Thursday afternoon I went to the art museum, and on Saturday morning, my brothers and I drove to the beach to play beach volleyball. Then we ate lunch at a restaurant. So I was out a lot. Did you go out Imad?













**Imad**

No, I stayed home, studied for the science test, and cleaned out my closet. I also spent some time searching for information on the Internet. I needed to finish my assignment for today.



## 2 Pair Work

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

- Did Saeed go to school on Thursday afternoon?
- No, he didn't. He went to the art museum.
- Did Imad stay home on Saturday?
- Yes, he did.

**B.** **Ask** and **answer** about yourself.

- Did you have a test yesterday?
- Yes, I did. / No, I didn't.
- What did you do yesterday afternoon?
- I went to the zoo.

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# 3 Grammar

## Simple Past Tense

**Affirmative (+)**

| | | |
|---|---|---|
| I<br>You<br>He/She<br>We<br>They | **worked** | yesterday. |

**Negative (–)**

| | | |
|---|---|---|
| I<br>You<br>He/She<br>We<br>They | **didn't work** | yesterday. |

FYI didn't = did not

**Questions (?)**

| | | | |
|---|---|---|---|
| **Did** | I/you/he/she<br>we/they | **work** | yesterday? |

**Short Answers (+)**

| | | |
|---|---|---|
| Yes, | I/you/he/she<br>we/they | **did.** |

**Short Answers (–)**

| | | |
|---|---|---|
| No, | I/you/he/she<br>we/they | **didn't.** |

## Regular Past Tense Verbs

Add ***–ed*** to most verbs: work + **ed** = work**ed**
For verbs ending in ***e,*** add ***–d***: live + **d** = live**d**
For verbs ending in consonant + ***y,*** use ***–ied***: study = stud**ied**

## Irregular Past Tense Verbs

Many verbs in English have irregular past tense forms. See the irregular verb list on page 182.

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| buy | **bought** | drink | **drank** | get (up) | **got (up)** | have | **had** | sleep | **slept** |
| come | **came** | drive | **drove** | give | **gave** | read | **read** | swim | **swam** |
| do | **did** | eat | **ate** | go | **went** | see | **saw** | take | **took** |

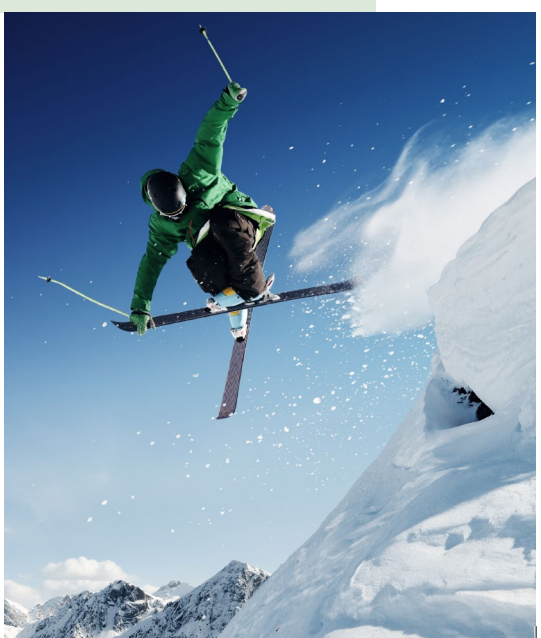
## Time Expressions for the Past: *yesterday, last night, last week, last month*

What did you do **last night**? — I **went** out.

**A.** It was very cold last weekend, and there was snow. Which activities do you think Steve did? Which activities didn't he do? Use the list of things. Add your own ideas.

*He went skiing. He didn't go swimming.*

do the laundry
take a walk
go to the mall
go to the football game
read a book
watch TV
work outside in the garden
talk on the phone
eat a snack
drink hot chocolate



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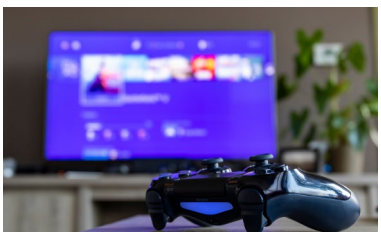
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**B.** Work with a partner.
Ask and answer about what the people did.

**A:** What did you do on your vacation?
**B:** I went to the beach.



you / on vacation



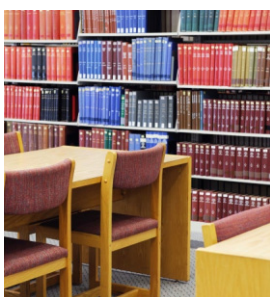
1 Badr and his brothers / last night



2 your family / last weekend



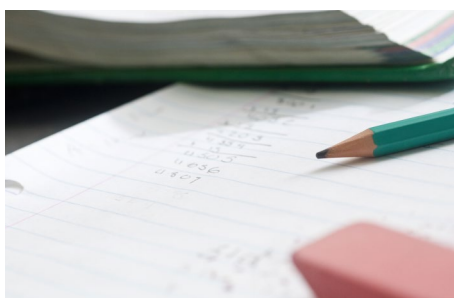
3 the boys / last Thursday



4 Saud / last night



5 Keith and his family / in the summer



6 Huda / before dinner

## 4 Listening

Listen to the conversation between the two friends.
Answer the questions.

1. Who did Ken go out with?
2. Where did they go?
3. What did they talk about?
4. When did they go out?
5. Did Ken have a good time?



## 5 Pronunciation

Listen to the pronunciation of the past tense endings. Then practice.

| | | | | |
|---|---|---|---|---|
| /t/ | liked | worked | washed | Paul **worked** in the morning. |
| /d/ | played | studied | cleaned | Alan **studied** French. |
| /ɪd/ | wanted | needed | visited | We **needed** some help. |

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## 6 Conversation



**Sam:** What did you do last week?

**Amr:** Nothing special. How about you?

**Sam:** I went out with a new friend from work, Dave Robbins.

**Amr:** Really? What's he like?

**Sam:** He's very interesting but very demanding!

**Amr:** Where did you go?

**Sam:** Well, I wanted to impress him, so I took him to an expensive Indian restaurant.

**Amr:** Was the food good?

**Sam:** It was great. Um, the problem was he didn't like the spicy food.

**Amr:** Didn't you know?

**Sam:** No, he said he ate all kinds of foods. But at the Indian restaurant, he only had the rice!



### About the Conversation

1. Who did Sam go out with?
2. What was he like?
3. Where did Sam take Dave?
4. What was the food like?
5. Did Dave like the food?
6. What did he eat?

### Your Turn

Ask your classmates about their activities last week.

**A:** Did you get up late on Saturday?
**B:** No, I didn't.

## 7 About You

How good is your memory? Do you remember what you did recently?

1. Did you drink water with your dinner last night?
2. What did you eat for breakfast yesterday?
3. Who was the last person you talked to on the phone?
4. What was the last email you received?
5. When did you write an email to a friend? Who did you write to last?
6. When was the last time you visited relatives?

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## 8 Reading



kabsa
**Saudi food**

### Before Reading

Do you like different kinds of ethnic dishes like sushi, pizza, and curry? Which do you like best?

# Favorite Foods—Around the World

Many of the favorite foods and snacks in the world were accidents. For example, a favorite snack in the U.S. is chocolate chip cookies. In 1930, Mrs. Wakefield wanted to make cookies for her guests, but she didn't have the baking chocolate that she usually used. She used regular chocolate, but it didn't melt. It stayed in small pieces or chips. Her guests loved them, and chocolate chip cookies became popular everywhere.

Flat bread with different toppings was common in many cultures, but it became famous in Naples, Italy when they added tomatoes and cheese. At first, it was a meal for the poor, but in the 1800s it became popular with kings and queens. Today, pizza is popular all around the world.

kebabs
**Middle Eastern food**



chocolate chip cookies
**American snack**



sushi
**Japanese food**



pizza
**Italian food**



### After Reading

1. Who made the first chocolate chip cookies?
2. Why were chocolate chip cookies an "accident"?
3. Where did pizza become popular? Why?
4. What are some of the most popular dishes in the world?
5. What ethnic food is popular in your country?

### Discussion

Is it important to know about different ethnic cuisines? Why? Why not?

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## 9 Writing

**A.** Work in small groups. Talk about your favorite foods. Find a dish that everyone in the group likes. Discuss the ingredients and how to prepare the dish.

### Writing Corner

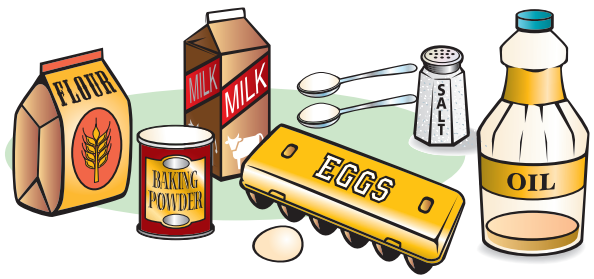
1. Use sequence words to show the order things happen: *first, next, then, after that, finally*.
   To boil an egg, **first** boil the water in a pot. **Next**, put the egg into the water. **Then**, wait 3-5 minutes. **After that**, remove the egg from the water. **Finally**, serve the egg.
2. Use time 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.** Read the recipe for pancakes. Complete the directions with time and sequence words: ***first, next, then, after that, finally, when,*** and ***until***. Use each word once (sometimes more than one answer is possible).

### Pancakes

**Ingredients**

1 cup flour
2 tablespoons sugar
2 teaspoons baking powder
½ teaspoon salt
1 egg, beaten
1 cup milk
2 tablespoons vegetable oil




**Directions**

1. _____, beat the milk, egg, and oil in a bowl.
2. _____, mix the flour, sugar, baking powder, and salt in a large bowl.
3. _____, make a hole in the center of the flour mixture.
4. Pour the milk and eggs into the flour, and beat _____ the batter is smooth.
5. Heat a frying pan. _____, pour a scoop of the batter into the pan.
6. _____ the batter starts to bubble, flip the pancake. Brown the other side.
7. _____, serve the pancakes hot with your favorite toppings.

**C.** Write a recipe for your favorite food. Make a list of ingredients. Use the imperative to write the directions. Remember to use sequence words and time words such as: ***first, next, then, after that, finally, when,*** and ***until***.

## 10 Project

Prepare a presentation on a regional dish in your country.

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# 11 Form, Meaning and Function

## Simple Present versus Simple Past



Use the simple present to talk about permanent actions like habits or routines.
We often use adverbs of frequency such as: *always, usually, often, rarely, never*.

| | |
|---|---|
| Ali **phones** his family... | every day / every Friday / every week |
| **Does** Ali **phone** his family...? | on Monday(s) / on the weekend |
| Ali **doesn't phone** his family... | once a week / three times a month |

Use the simple past to talk about actions that were completed in the past.
We often use time expressions such as: *yesterday, last night, two years ago*.

| | |
|---|---|
| Ali **phoned** his family... | yesterday |
| **Did** Ali **phone** his family...? | last week / last Friday / last month |
| Ali **didn't phone** his family... | two days ago / a week ago |

**Note:** We can also use adverbs of frequency with the simple past.

**A.** Match the phrases to make sentences. Use each phrase on the right only once.

| | |
|---|---|
| **1.** ___ Sabah finished | **a.** because it's boring. |
| **2.** ___ Sabah always finishes | **b.** vacation to Malaysia last summer. |
| **3.** ___ My family and I go on | **c.** her assignment last Monday. |
| **4.** ___ My family and I went on | **d.** have for breakfast? |
| **5.** ___ I don't like this art exhibit | **e.** her assignments on time. |
| **6.** ___ I didn't like the art exhibit | **f.** have for breakfast this morning? |
| **7.** ___ What did you | **g.** because it was boring. |
| **8.** ___ What do you usually | **h.** vacation twice a year. |

**B.** Complete the sentences with the simple present or the simple past of the verbs in parentheses.

**1.** My family usually _____ (eat) dinner at home, but last night we _____ (go out) to an ethnic restaurant. The food _____ (be) quite spicy.

**2.** I rarely _____ (stay) home on the weekend, but last Saturday I _____ (not/go out). I _____ (clean out) my closet.

**3.** When she _____ (be) younger, my sister _____ (not/like) coffee. Now she _____ (drink) coffee every day.

**4.** I always _____ (study). I _____ (spend) the weekend studying for the test, but now I _____ (not/know) any of the answers!

**5.** Our team _____ (play) a football match once a week. Two weeks ago we _____ (lose), but last week we _____ (win).

**6.** When my father _____ (go) to college, he often _____ (ride) his bike. Now he _____ (drive) to work every day.

**7.** I usually _____ (not/speak) English outside of class, but yesterday I _____ (give) directions to some British tourists. They _____ (say) that my English was excellent!

**8.** _____ (you/take) my keys? I _____ (search) everywhere, but I can't find them. I always _____ (leave) them on my desk.

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# EXPANSION Units 13–16

## 1 Language Review

**A.** Complete the following conversations using ***was, were, wasn't,*** or ***weren't***.

1. **A:** Where _____ you yesterday?
   **B:** I _____ at school.
   **A:** No, you _____. You _____ at the mall.
2. **A:** Badr _____ the best student in the class.
   **B:** No, he _____. Adel _____.
3. **A:** How long _____ the trip to the zoo?
   **B:** It _____ two hours.
   **A:** What _____ the parrots like?
   **B:** They _____ fabulous! They're my favorite birds.
4. **A:** How _____ everything at the restaurant?
   **B:** Well, the food _____ delicious, but the service _____ very slow.

**B.** Complete the conversation with the sentences from the box.

| | |
|---|---|
| So, you had lots of fun? | What was it like? |
| What did you do there? | Show me your photos sometime. |
| How was your trip to London? | Who did you go with? |



**Greg:** _____

**Imad:** It was wonderful.

**Greg:** _____

**Imad:** My parents and my brother.

**Greg:** _____

**Imad:** We visited all the sights, and we went to the British Museum.

**Greg:** _____

**Imad:** It was awesome.

**Greg:** _____

**Imad:** Oh, yeah. We had a great time.

**Greg:** _____

**Imad:** I didn't take any. I lost my smartphone and forgot my camera.





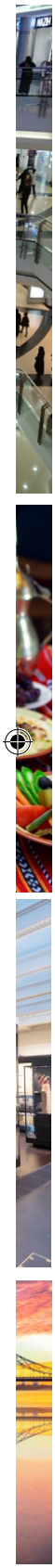




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**C.** Write your schedule. Then compare with a partner.

**Last week**

| Day | What You Did | What Your Partner Did |
|---|---|---|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

**A:** What did you do on Saturday?
**B:** I hung out with my friends. How about you?

**Next week**

| Day | What You Are Going to Do | What Your Partner Is Going to Do |
|---|---|---|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

**A:** What are you going to do on Monday?
**B:** I'm going to study English and history.

**D.** How much can you remember? Write your answers. Compare with a partner.

1. What did you wear yesterday? _____
2. What time did you go to bed last night? _____
3. What did you eat for lunch yesterday? _____
4. Who was the first person you talked to on the phone today? _____
5. What was the last thing you bought at the mall? _____
6. What was the last film you saw on TV? _____

**E.** Now tell another classmate about your partner's answers.

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## 2 Reading

### Before Reading

What is your favorite place in your town? Why?

# My Favorite Hangout Place



My name is Walter Tan. I'm from Alberta, Canada. My favorite hangout place is the West Edmonton Mall. The mall is one of the largest in the world, and it's a tourist attraction. There are 800 stores, a hotel, and 110 restaurants. It has an amusement park with 47 different rides, a swimming pool with a sand beach, an ice rink, an aquarium, and a miniature golf course. But my favorite place is the video arcade.

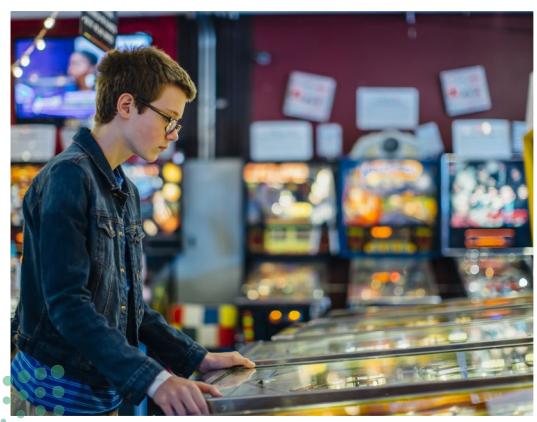
I was there with friends last weekend. We walked around to see if there were any new games before we started playing. We spent the whole afternoon there before we decided it was time to get something to eat.

I wanted to try vegetarian food, but my friends wanted to go to a new Italian restaurant. I like different kinds of food and many Italian dishes don't have meat, so I agreed. We walked in, but there were no tables. It was really crowded. So we decided to go to the Chinese restaurant near the arcade, but it was closed. They all looked at me as if it was my fault. Anyway, we went to the food court. They got sandwiches or noodles and I got salad, so everyone was happy.



**Real Talk**

hangout place = a place you like to spend time at







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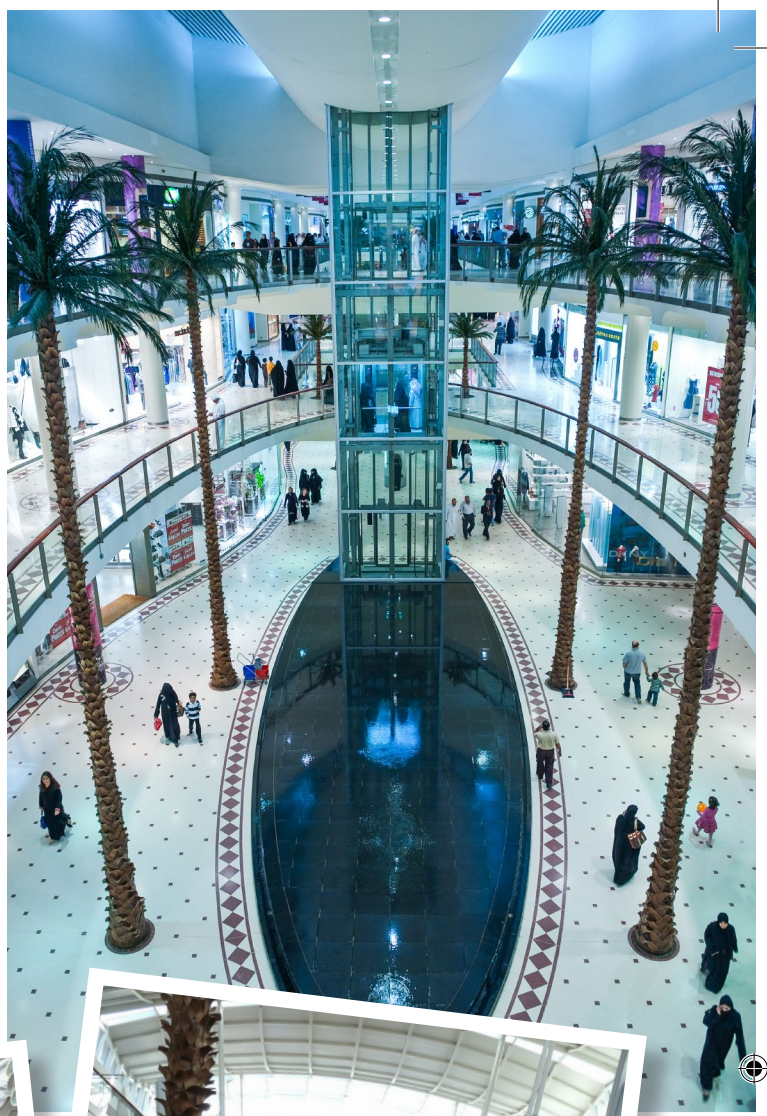
## After Reading

**A.** Compare your favorite place to Walter's favorite place. What do you think?

**B.** Read the text and answer the questions.

1. Where is Walter from?
2. What is the name of his favorite hangout place?
3. How large is the mall? What kinds of shops, services, and other facilities does it have?
4. What is Walter's favorite place in the mall?
5. What did Walter and his friends do last weekend?
6. What did they want to eat? What did they finally eat?

**C.** Tell your partner what happened to Walter and his friends when they tried to get something to eat.







## 3 Writing

Think about a time when something funny or unexpected happened to you and your friends. Write a story about it, and read it to the class.

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## 4 Chant Along

Number the verses in the correct order.

# My Dream




My bag is packed.
I've got my ticket.
I'm not coming back
For a long, long time.
Forget all my worries.
Leave my cares behind.
Have lots of fun, that's the
First thing on my mind.

I'm finally here.
Feelin' so fine.
Waiting in line
To get my bag.
Hat and glasses,
I feel so free.
No cars, no noise,
This is really me.

I'm lying in the sun.
Feelin' the ocean breeze,
Going for a swim
In the deep blue sea.
T-shirt and sandals,
I feel so free.
No phone, no tie,
That's the way I'll be.

### ▸ Chorus

I am flying
I am flying
To a place
Across the sea.
I am going
I am going
To a land
Of fantasy.



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## Vocabulary

Match the words from the chant with their meanings.

| | |
|---|---|
| **1.** _____ dream | **a.** return |
| **2.** _____ worries | **b.** light wind |
| **3.** _____ come back | **c.** good plan for one's future |
| **4.** _____ breeze | **d.** with no problems or things to do |
| **5.** _____ free | **e.** problems |
| **6.** _____ tie | **f.** clothing you wear around your neck |

## Comprehension

Answer ***yes*** or ***no***.

**1.** _____ The man is dreaming about his vacation.

**2.** _____ He's going by plane.

**3.** _____ He doesn't have a ticket.

**4.** _____ His clothes are in his suitcase.

**5.** _____ He's coming home soon.

**6.** _____ Fun is the last thing on his mind.

**7.** _____ He usually wears a tie to work.

**8.** _____ He's going to a beach.

## Discussion

**1.** What are some of the things that the person is happy to get away from?

**2.** Do you feel the same when you go on vacation? Why? Why not?

**3.** Where do you want to go for your dream vacation? Describe the place.

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# Vocabulary

## 1 Good Morning!

### VOCABULARY

**Nouns**

best friend
class
classmate
family
father (dad)
first name
friend
last name
man
mother (mom)
name
principal
student
teacher
woman

**Parts of the day**

afternoon
evening
morning
night

**Titles**

Miss
Mr.
Mrs.
Ms.

**Adjectives**

big
married
single

### EXPRESSIONS

**Greetings**

Good afternoon.
Good evening.
Good morning.
Hello.
Hi.
Welcome to . . .

**Saying goodbye**

Bye.
Goodbye.
Good night.
See you later.
Take care.

**Introductions**

How do you spell (name)?
I'm (name).
My friends call me (name).
My name's (name).
Nice to meet you.
Nice to meet you, too.
This is (name).

**Ask/say how someone is**

How are you?
How's it going?
I'm fine, thanks.
I'm OK.
Not bad.

**Express thanks**

Thanks.
Thank you.

**Express regret**

I'm sorry.

## 2 What Day Is Today?

### VOCABULARY

**Nouns**

age
cat
date
middle name

**Adjectives**

cute
favorite
our
their
your

**Days of the week**

Sunday
Monday
Tuesday
Wednesday
Thursday
Friday
Saturday

**Prepositions**

in
on

**Months of the year**

January
February
March
April
May
June
July
August
September
October
November
December

**Numbers**

1 one – 1st first
2 two – 2nd second
3 three – 3rd third
4 four – 4th fourth
5 five – 5th fifth
6 six – 6th sixth
7 seven – 7th seventh
8 eight – 8th eighth
9 nine – 9th ninth
10 ten – 10th tenth
11 eleven – 11th eleventh
12 twelve – 12th twelfth
13 thirteen – 13th thirteenth
14 fourteen– 14th fourteenth
15 fifteen – 15th fifteenth
16 sixteen – 16th sixteenth
17 seventeen – 17th seventeenth
18 eighteen – 18th eighteenth
19 nineteen – 19th nineteenth
20 twenty – 20th twentieth
21 twenty-one – 21st twenty-first
22 twenty-two – 22nd twenty-second
23 twenty-three – 23rd twenty-third
24 twenty-four – 24th twenty fourth

30 thirty – 30th thirtieth
40 forty – 40th fortieth
50 fifty – 50th fiftieth
60 sixty – 60th sixtieth
70 seventy – 70th seventieth
80 eighty – 80th eightieth
90 ninety – 90th ninetieth
100 one hundred – one hundredth
1,000 one thousand – one thousandth

### EXPRESSIONS

**Ask for information**

How old are you/they?
How old is he/she?
What month is it?
What day is today?

**Real Talk**

You're welcome.

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# 3 What's That?

## VOCABULARY

### Nouns

airplane
bicycle / bike
calculator
camera
car
diamond
dinosaur
egg
fish
fossil
gift shop
guide
headphones
key
key chain
lamp
meteor
museum
painting
pencil
photograph
poster
radio
reproduction
sculpture
skeleton
souvenir
telephone
television
tote bag
toy
typewriter
washing machine
watch

### Verbs

buy
check out
follow
touch

### Adjectives

enormous
famous
nice

### Pronouns

this / that
these / those

## EXPRESSIONS

### Ask for the name of something

What's this/that?
What are these/those?

### Polite command

Please...

# 4 Around the World

## VOCABULARY

### Nouns

address
area code
avenue
bus
capital
cell number
country
email
home
language
nationality
people
street
telephone number
tourist
viewer
world

### Nouns—Countries

Australia
Brazil
Canada
China
Egypt
England
France
Jordan
Kingdom of Saudi Arabia
Mexico
Oman
Russia
Spain
Syria
United States
Venezuela

### Adjectives—Nationality

American
Australian
Brazilian
Canadian
Chinese
Egyptian
English
French
Jordanian
Mexican
Omani
Russian
Saudi
Spanish
Syrian
Venezuelan

### Verbs

believe
say

### Adjectives

hot
official

### Prepositions

around
from
in
on

## EXPRESSIONS

### Idioms

on business
on vacation

### Ask for information

Where are you from?

### Real Talk

Excuse me.
How about you?

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# EXPANSION Units 1–4

## VOCABULARY

**Nouns**

ad
backpack
broom
coconut
contest
destination
door
floor
form
industry
island
kid
order
pineapple
prize
questionnaire
ship
sport
tourism
trip
winner

**Verbs**

brush
clean
close
come in
do
find
get up
hurry
use
wait
walk
work

**Phrases with verbs**

brush (one's) teeth
do (one's) homework
get off the phone
give (someone) a break
sweep the floor

**Adjectives**

late
national
popular
principal

## EXPRESSIONS

**Idioms**

give me a break
leave me alone
What for?

# 5 Families, Families

## VOCABULARY

**Nouns**

aunt
baby
brother
child / *plural*: children
cousin
daughter
family
grandchildren
grandfather
grandmother
grandparent
husband
nephew
niece
parent
sister
son
uncle
wife

**Verbs**

come from
have
miss

**Adjectives**

big
many
married
only
single
small

## EXPRESSIONS

**Quantity expressions**

a lot of
any
lots

**Real Talk**

I've got . . .
Not really.

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# 6 Is There a View?

## VOCABULARY

### Nouns
apartment
balcony
flower
garden
house
laundry
motorcycle
tree
view
yard

### Nouns—Rooms of the house
bathroom
bedroom
dining room
garage
kitchen
laundry room
living room

### Nouns—Furniture and things in a room
armchair
bathtub
bed
cabinet
chair
closet
curtains
desk
dishwasher
dryer
DVD player
lamp
laptop computer
microwave
mirror
refrigerator
rug
shelf
shower
sink
sofa
sound system
stove
table
toilet
TV
vase
washer

### Adjectives
beautiful
comfortable
great
huge
pretty
small

### Adverbs
downstairs
upstairs

### Prepositions
behind
in
in front of
on
under

## EXPRESSIONS

### Ask for and give a description
Is/Are there...?
There is (There's)/There are . . .
What's . . . like?

### Ask for and give a reason
Why?
Because . . .

# 7 Where Do You Live?

## VOCABULARY

### Nouns
block
corner
floor
food
gym
neighborhood
pasta
pizza
price
sauna
swimming pool
town

### Nouns—Places in the neighborhood
airport
apartment building
bank
bookstore
bus stop
convenience store
gym
health club
mall
park
pharmacy
post office
restaurant
subway station
supermarket

### Verbs
get off
go
live
take
turn

### Adjectives
closed
low
new
open

### Prepositions
across from
between
far from
near
next to
on
on the corner of ... and ...

## EXPRESSIONS

### Give directions
Go down.
Go up.
Go straight (ahead).
Go to the corner.
Turn left.
Turn right.

### Ask for directions
How do I get to . . . ?

### Give a strong yes answer
Of course.

### Real Talk
Trust me.
You can't miss it.

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# 8 What Are You Doing?

## VOCABULARY

### Nouns

action film
actor
advantage
comedy
food court
generation
hangout
helpline service
homework
magazine
mail
sandwich
science fiction
text message

### Verbs

call
chat
come
deliver
do
drink
eat
hang out
help
listen to
look at
play
read
see
send
speak
study
surf (the Internet)
talk
wait for
watch
wear
work (online)
write

### Adjectives

action
busy

### Adverb

right now

## EXPRESSIONS

### Expression of location

at work

### Make a suggestion

Let's (go).

### Accept a suggestion

Good idea!

### Real Talk

check out
What's up?

# EXPANSION Units 5–8

## VOCABULARY

### Nouns

hangout place
hobby
holiday
interests
mailman
pet
subject

### Verbs

collect
hang out
laugh

### Adjectives

busy
enormous
local
quiet

### Adverb

loud

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# 9 What Do You Do?

## VOCABULARY

**Nouns**
advertising
airline
architecture
art and design
clinic
future
gadget
job
newspaper

**Nouns—Occupations/jobs**
bus driver
cameraman
carpenter
chef
doctor
flight attendant
lawyer
mechanic
reporter
salesperson
teacher
waiter
website designer

**Verbs**
cook
cut
design
drive
make
meet
sell
travel

**Adjectives**
interested (in)
professional

## EXPRESSIONS

**Idiom**
I'm good with . . .

**Ask about someone's job**
What do you do?

# 10 What's School Like?

## VOCABULARY

**Nouns**
archaeology
basketball
club
drama
exchange student
expedition
glasses
poetry
schedule
subject
team
volleyball

**School Subjects**
art
computer science
English
geography
health
history
math
physical education (PE)
science

**Adjectives**
active
athletic
boring
challenging
difficult
easy
fascinating
friendly
fun
hard
intelligent
interesting
smart
strict

**Verbs**
act
brush
excavate
run
teach
wear

**Adjectives to describe people's looks**
black (hair)
blond (hair)
blue (eyes)
brown (hair, eyes)
long (hair)
short (hair)
tall
thin

## EXPRESSIONS

**Ask about people's appearance**
What does he/she look like?

**Real Talk**
cool

**Ask about people's personality**
What's he/she like?

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## 11 What Time Do You Get Up?

### VOCABULARY

**Nouns**
activity
breakfast
dinner
karate
lunch
martial arts
traffic
weekday
weekend
weeknight

**Verbs**
concentrate
get up
learn
wake up
work out

**Phrases with verbs**
brush one's teeth
check email
go to bed
play football
ride home
take a bath
take a shower

**Adjectives**
bad
different
late
same

**Adverbs**
early
late

**Frequency adverbs**
always
never
sometimes
usually

**Time words**
after
before
then

### EXPRESSIONS

**Time expressions**
A.M.
at night
at (six) o'clock
every day
in the afternoon
in the evening
in the morning
o'clock
on weekdays
P.M.

**Ask for the time**
What time is it?

**Real Talk**
awesome
No way!
Where are you off to?

## 12 What Can You Do There?

### VOCABULARY

**Nouns**
beach
free time
match
ocean
resort

**Nouns—Places in a town**
airport
bank
bookstore
bus station
gym
hospital
hotel
mall
museum
park
restaurant
supermarket

**Verbs**
buy
can
draw
fly
hang out
like
shop
sleep

**Verbs—Sports**
climb
dive
fish
hike
ice-skate
play golf
play tennis
ride a bike
ride a horse
rollerblade
sail
snorkel
swim

### EXPRESSIONS

**Accept a suggestion**
Sure.

**Real Talk**
Are you crazy?
When's good for you?

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# EXPANSION Units 9–12

## VOCABULARY

### Nouns

artist
cable TV
carpenter
chess
circle
jargon
joke
keyboard
label
nurse
problem
rectangle
screen
source
square
veterinarian
website designer
writer

### Verbs

click
complain
drag
draw
hear
leave
repair
repeat
reply
sew
smile
solve
spell

### Phrases with verbs

come across
look up
pick up
search for

## EXPRESSIONS

### Idiom

tell jokes

### Meeting and greeting people

How are you?
How do you do?
Nice to meet you.

# 13 What Are You Going To Wear There?

## VOCABULARY

### Nouns

attraction
graduation
style
transportation
waterfall
weather
wedding

### Nouns—Clothes

abaya
blouse
boots
coat
dress
gloves
jacket
jeans
pants
raincoat
sandals
scarf
shirt
shoes
shomagh
shorts
skirt
sneakers
socks
suit
sweater
thobe
tie
T-shirt

### Verbs

get married
go shopping
need
wear

### Adjectives

casual (clothes)
cold
formal (clothes)
light (clothes)
warm (clothes)

### Adjectives—Colors

beige
black
blue
brown
dark (green)
gray
green
light (blue)
orange
pink
purple
red
white
yellow

### Time expressions for the future

next month
next week
tomorrow

## EXPRESSIONS

### Ask about color

What color are your boots?

### Real Talk

put on

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# Vocabulary

## 14 Let's Celebrate

### VOCABULARY

**Nouns**

card
celebration
federation
fireworks
flag
generosity
gift
holiday
independence
invitation
neighbor
parade
snack

**Nouns—Holidays**

Eid Al-Adha
Eid Al-Fitr
Independence Day
Liberation Day
National Day

**Verbs**

celebrate
cover
decorate
donate
exchange
get together
invite
know
offer
sacrifice
send
share
show

**Adjectives**

bright
traditional
wonderful

**Adverb**

well

**Pronouns**

her
him
me
them
us
you

### EXPRESSIONS

**Make or agree to a suggestion**

Let's...

**Expressions to show interest**

Sounds like fun.
Sounds great!
That's a wonderful idea.

**Expression of regret**

Too bad.

## 15 Then and Now

### VOCABULARY

**Nouns**

area
balcony
boss
businessman
celebrity
football striker
member
management consultant
pedestrian
population
shelter
skyscraper
story
tournament
vendor

**Phrases with verbs**

be in good condition
be in ruins
hold a record
score a goal

**Verb**

protect

**Adjectives**

attractive
modern
narrow
successful

**Adjectives for opinions**

awesome
bad
beautiful
boring
crowded
great
interesting
OK
terrible
uncomfortable

### EXPRESSIONS

**Ask for information**

Where were you born?

**Time expression**

from time to time

**Real Talk**

How are things?
You're kidding!

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# Vocabulary

## 16 What Did You Do Last Week?

### VOCABULARY

**Nouns**
accident
assignment
beach volleyball
console
guest
race
rice
snack
topping

**Verbs**
impress
melt
stay

**Phrases with verbs**
clean out
go out
have a great time
search for
spend time
stay home

**Adjectives**
common
demanding
ethnic
expensive
spicy

**Time expressions**
last month
last night
last weekend
yesterday

### EXPRESSIONS

**Ask for information on past activities**
What did you do yesterday/last week, etc.?

**Conversation filler**
Um . . .

**Expression of interest in the speaker's comment**
Really?

## EXPANSION Units 13–16

### VOCABULARY

**Nouns**
amusement park
aquarium
breeze
dream
facility
fault
golf course
hangout place
ice rink
suitcase
video arcade
worry

**Verbs**
decide
forget
lie
pack

**Adjectives**
free
unexpected

### EXPRESSIONS

**Idioms**
on my mind

**Describe means of transportation**
by bus
by car
by train

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# Unit 1 Self Reflection

| Things that I liked about Unit 1: | Things that I didn't like very much: |
|---|---|
| _____<br>_____<br>_____ | _____<br>_____<br>_____ |

| Things that I found easy in Unit 1: | Things that I found difficult in Unit 1: |
|---|---|
| _____<br>_____<br>_____ | _____<br>_____<br>_____ |

| Unit 1 Checklist | I can do this very well. | I can do this quite well. | I need to study/ practice more. |
|---|---|---|---|
| greet people | | | |
| say goodbye | | | |
| introduce myself and others | | | |
| use the verb *be* | | | |
| use the possessive *adjectives my, your, his, her* | | | |
| talk about school supplies | | | |

| My five favorite new words from Unit 1: | If you're still not sure about something from Unit 1: |
|---|---|
| _____<br>_____<br>_____ | • read through the unit again<br>• listen to the audio material<br>• study the grammar and functions from the unit again<br>• ask your teacher for help |



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# Unit 2 Self Reflection

| Things that I liked about Unit 2: | Things that I didn't like very much: |
|---|---|
| _____<br>_____<br>_____ | _____<br>_____<br>_____ |

| Things that I found easy in Unit 2: | Things that I found difficult in Unit 2: |
|---|---|
| _____<br>_____<br>_____ | _____<br>_____<br>_____ |

| Unit 2 Checklist | I can do this very well. | I can do this quite well. | I need to study/ practice more. |
|---|---|---|---|
| use the days of the week and the months of the year in context | | | |
| use the numbers 1 to 1,000 in context | | | |
| use ordinal numbers | | | |
| talk about my age | | | |
| use the possessive adjectives *our, your, their* | | | |
| use the question words *what, when*, and *how old* | | | |
| use the prepositions *in* and *on* with dates | | | |
| follow and give classroom instructions | | | |

| My five favorite new words from Unit 2: | If you're still not sure about something from Unit 2: |
|---|---|
| _____<br>_____<br>_____ | • read through the unit again<br>• listen to the audio material<br>• study the grammar and functions from the unit again<br>• 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: |
|---|---|
| _____<br>_____<br>_____ | _____<br>_____<br>_____ |

| Things that I found easy in Unit 3: | Things that I found difficult in Unit 3: |
|---|---|
| _____<br>_____<br>_____ | _____<br>_____<br>_____ |

| Unit 3 Checklist | I can do this very well. | I can do this quite well. | I need to study/ practice more. |
|---|---|---|---|
| give commands and instructions | | | |
| ask for identification of things | | | |
| use the demonstrative pronouns *this/that* and *these/ those* | | | |
| use imperatives | | | |
| use the indefinite articles *a/an* | | | |
| use the definite article *the* | | | |

| My five favorite new words from Unit 3: | If you're still not sure about something from Unit 3: |
|---|---|
| _____<br>_____<br>_____ | • read through the unit again<br>• listen to the audio material<br>• study the grammar and functions from the unit again<br>• 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: |
|---|---|
| _____<br>_____<br>_____ | _____<br>_____<br>_____ |

| Things that I found easy in Unit 4: | Things that I found difficult in Unit 4: |
|---|---|
| _____<br>_____<br>_____ | _____<br>_____<br>_____ |

| Unit 4 Checklist | I can do this very well. | I can do this quite well. | I need to study/ practice more. |
|---|---|---|---|
| talk about countries and nationalities | | | |
| ask for information with *yes/no* questions | | | |
| give basic personal information | | | |
| use the verb *be* in the negative and in questions and short answers | | | |
| use the question word *when* | | | |
| use the prepositions *from, in,* and *on* | | | |
| use *can/will* for requests and offers | | | |

| My five favorite new words from Unit 4: | If you're still not sure about something from Unit 4: |
|---|---|
| _____<br>_____<br>_____ | • read through the unit again<br>• listen to the audio material<br>• study the grammar and functions from the unit again<br>• ask your teacher for help |

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# Unit 5 Self Reflection

| Things that I liked about Unit 5: | Things that I didn't like very much: |
|---|---|
| _____<br>_____<br>_____ | _____<br>_____<br>_____ |

| Things that I found easy in Unit 5: | Things that I found difficult in Unit 5: |
|---|---|
| _____<br>_____<br>_____ | _____<br>_____<br>_____ |

| Unit 5 Checklist | I can do this very well. | I can do this quite well. | I need to study/ practice more. |
|---|---|---|---|
| identify family members | | | |
| describe families | | | |
| use the verb *have* in the affirmative and negative and in questions and short answers | | | |
| use the quantity expressions *any* and *a lot of/lots of* | | | |
| talk about possession with *'s* | | | |
| use the question words *how many* and *who* | | | |
| use regular and irregular plural nouns | | | |

| My five favorite new words from Unit 5: | If you're still not sure about something from Unit 5: |
|---|---|
| _____<br>_____<br>_____ | • read through the unit again<br>• listen to the audio material<br>• study the grammar and functions from the unit again<br>• 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: |
|---|---|
| _____<br>_____<br>_____ | _____<br>_____<br>_____ |

| Things that I found easy in Unit 6: | Things that I found difficult in Unit 6: |
|---|---|
| _____<br>_____<br>_____ | _____<br>_____<br>_____ |

| Unit 6 Checklist | I can do this very well. | I can do this quite well. | I need to study/ practice more. |
|---|---|---|---|
| talk about rooms in a house and objects in the rooms | | | |
| describe the location of objects | | | |
| describe houses | | | |
| use *there is/there are* in the affirmative and negative and in questions and short answers | | | |
| use the prepositions *in, in front of, behind, on,* and *under* | | | |
| use the conjunctions *and, but,* and *or* | | | |

| My five favorite new words from Unit 6: | If you're still not sure about something from Unit 6: |
|---|---|
| _____<br>_____<br>_____ | • read through the unit again<br>• listen to the audio material<br>• study the grammar and functions from the unit again<br>• 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: |
|---|---|
| _____<br>_____<br>_____ | _____<br>_____<br>_____ |

| Things that I found easy in Unit 7: | Things that I found difficult in Unit 7: |
|---|---|
| _____<br>_____<br>_____ | _____<br>_____<br>_____ |

| Unit 7 Checklist | I can do this very well. | I can do this quite well. | I need to study/ practice more. |
|---|---|---|---|
| name places in a city | | | |
| describe location | | | |
| describe houses | | | |
| ask for and give directions | | | |
| use the verb *live* + preposition | | | |
| use the prepositions of place *across from, between, next to, on, near,* and *far from* | | | |
| use imperatives for directions | | | |
| use comparative and superlative adjectives | | | |

| My five favorite new words from Unit 7: | If you're still not sure about something from Unit 7: |
|---|---|
| _____<br>_____<br>_____ | • read through the unit again<br>• listen to the audio material<br>• study the grammar and functions from the unit again<br>• 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: |
|---|---|
| _____<br>_____<br>_____ | _____<br>_____<br>_____ |

| Things that I found easy in Unit 8: | Things that I found difficult in Unit 8: |
|---|---|
| _____<br>_____<br>_____ | _____<br>_____<br>_____ |

| Unit 8 Checklist | I can do this very well. | I can do this quite well. | I need to study/ practice more. |
|---|---|---|---|
| talk about what people are doing | | | |
| use the present progressive tense in the affirmative and negative and in questions and short answers | | | |
| ask questions with *what* + present progressive | | | |
| use *would like* and *would like to* | | | |

| My five favorite new words from Unit 8: | If you're still not sure about something from Unit 8: |
|---|---|
| _____<br>_____<br>_____ | • read through the unit again<br>• listen to the audio material<br>• study the grammar and functions from the unit again<br>• ask your teacher for help |

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# Unit 9 Self Reflection

| Things that I liked about Unit 9: | Things that I didn't like very much: |
|---|---|
| _____<br>_____<br>_____ | _____<br>_____<br>_____ |

| Things that I found easy in Unit 9: | Things that I found difficult in Unit 9: |
|---|---|
| _____<br>_____<br>_____ | _____<br>_____<br>_____ |

| Unit 9 Checklist | I can do this very well. | I can do this quite well. | I need to study/ practice more. |
|---|---|---|---|
| ask and answer questions about jobs | | | |
| describe job activities | | | |
| ask and answer questions with *why* and *because* | | | |
| use the simple present tense in the affirmative | | | |
| ask questions with *what* in the simple present tense | | | |
| use the conjunctions *so* and *because* | | | |

| My five favorite new words from Unit 9: | If you're still not sure about something from Unit 9: |
|---|---|
| _____<br>_____<br>_____ | • read through the unit again<br>• listen to the audio material<br>• study the grammar and functions from the unit again<br>• 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: |
|---|---|
| _____<br>_____<br>_____ | _____<br>_____<br>_____ |

| Things that I found easy in Unit 10: | Things that I found difficult in Unit 10: |
|---|---|
| _____<br>_____<br>_____ | _____<br>_____<br>_____ |

| Unit 10 Checklist | I can do this very well. | I can do this quite well. | I need to study/ practice more. |
|---|---|---|---|
| talk about school subjects | | | |
| describe people's physical traits | | | |
| describe people's personality | | | |
| discuss likes and dislikes | | | |
| use the simple present tense in the affirmative and negative and in questions and short answers | | | |
| use adjectives and put them in the correct position | | | |
| use the intensifiers *very, quite, really,* etc. | | | |
| use adjectives with *-ed* and *-ing* | | | |

| My five favorite new words from Unit 10: | If you're still not sure about something from Unit 10: |
|---|---|
| _____<br>_____<br>_____ | • read through the unit again<br>• listen to the audio material<br>• study the grammar and functions from the unit again<br>• 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: |
|---|---|
| _____<br>_____<br>_____ | _____<br>_____<br>_____ |

| Things that I found easy in Unit 11: | Things that I found difficult in Unit 11: |
|---|---|
| _____<br>_____<br>_____ | _____<br>_____<br>_____ |

| Unit 11 Checklist | I can do this very well. | I can do this quite well. | I need to study/ practice more. |
|---|---|---|---|
| describe daily activities and routines | | | |
| express time | | | |
| use the adverbs of frequency *always, usually, sometimes*, and *never* | | | |
| use the time expressions *before, after, then,* and *every day* | | | |
| use the prepositions *at, in,* and *on* in time expressions | | | |
| use the simple present versus the present progressive | | | |

| My five favorite new words from Unit 11: | If you're still not sure about something from Unit 11: |
|---|---|
| _____<br>_____<br>_____ | • read through the unit again<br>• listen to the audio material<br>• study the grammar and functions from the unit again<br>• 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: |
|---|---|
| _____<br>_____<br>_____ | _____<br>_____<br>_____ |

| Things that I found easy in Unit 12: | Things that I found difficult in Unit 12: |
|---|---|
| _____<br>_____<br>_____ | _____<br>_____<br>_____ |

| Unit 12 Checklist | I can do this very well. | I can do this quite well. | I need to study/ practice more. |
|---|---|---|---|
| talk about places and activities | | | |
| express ability | | | |
| express likes and dislikes | | | |
| use the modal *can* in the affirmative and negative and in questions and short answers | | | |
| use the verb *like* + infinitive | | | |
| use gerunds and infinitives after verbs | | | |

| My five favorite new words from Unit 12: | If you're still not sure about something from Unit 12: |
|---|---|
| _____<br>_____<br>_____ | • read through the unit again<br>• listen to the audio material<br>• study the grammar and functions from the unit again<br>• ask your teacher for help |

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# Unit 13 Self Reflection

| Things that I liked about Unit 13: | Things that I didn't like very much: |
|---|---|
| _____<br>_____<br>_____ | _____<br>_____<br>_____ |

| Things that I found easy in Unit 13: | Things that I found difficult in Unit 13: |
|---|---|
| _____<br>_____<br>_____ | _____<br>_____<br>_____ |

| Unit 13 Checklist | I can do this very well. | I can do this quite well. | I need to study/ practice more. |
|---|---|---|---|
| talk about clothing and colors | | | |
| express future plans | | | |
| make suggestions | | | |
| use the future construction *be + going to* in the affirmative and negative and in questions and short answers | | | |
| use the time expressions for the future *tomorrow, next week,* and time expressions *tonight,* etc. | | | |
| express future arrangements with present progressive | | | |

| My five favorite new words from Unit 13: | If you're still not sure about something from Unit 13: |
|---|---|
| _____<br>_____<br>_____ | • read through the unit again<br>• listen to the audio material<br>• study the grammar and functions from the unit again<br>• ask your teacher for help |



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# Unit 14 Self Reflection

| Things that I liked about Unit 14: | Things that I didn't like very much: |
|---|---|
| _____<br>_____<br>_____ | _____<br>_____<br>_____ |

| Things that I found easy in Unit 14: | Things that I found difficult in Unit 14: |
|---|---|
| _____<br>_____<br>_____ | _____<br>_____<br>_____ |

| Unit 14 Checklist | I can do this very well. | I can do this quite well. | I need to study/ practice more. |
|---|---|---|---|
| talk about national holidays and celebrations | | | |
| express wants and needs | | | |
| make suggestions and invitations | | | |
| use object pronouns | | | |
| use *need / want / like* + infinitive | | | |
| use *let's* + infinitive | | | |
| use the modals *must / mustn't* and *should / shouldn't* | | | |

| My five favorite new words from Unit 14: | If you're still not sure about something from Unit 14: |
|---|---|
| _____<br>_____<br>_____ | • read through the unit again<br>• listen to the audio material<br>• study the grammar and functions from the unit again<br>• ask your teacher for help |

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# Unit 15 Self Reflection

| Things that I liked about Unit 15: | Things that I didn't like very much: |
|---|---|
| _____<br>_____<br>_____ | _____<br>_____<br>_____ |

| Things that I found easy in Unit 15: | Things that I found difficult in Unit 15: |
|---|---|
| _____<br>_____<br>_____ | _____<br>_____<br>_____ |

| Unit 15 Checklist | I can do this very well. | I can do this quite well. | I need to study/ practice more. |
|---|---|---|---|
| talk about the past | | | |
| describe places and people in the past | | | |
| use the simple past tense of *be* in the affirmative and negative and in questions and short answers | | | |
| use the expression *to be born* | | | |
| use *there was / there were* | | | |

| My five favorite new words from Unit 15: | If you're still not sure about something from Unit 15: |
|---|---|
| _____<br>_____<br>_____ | • read through the unit again<br>• listen to the audio material<br>• study the grammar and functions from the unit again<br>• ask your teacher for help |

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# Unit 16 Self Reflection

| Things that I liked about Unit 16: | Things that I didn't like very much: |
|---|---|
| _____<br>_____<br>_____ | _____<br>_____<br>_____ |

| Things that I found easy in Unit 16: | Things that I found difficult in Unit 16: |
|---|---|
| _____<br>_____<br>_____ | _____<br>_____<br>_____ |

| Unit 16 Checklist | I can do this very well. | I can do this quite well. | I need to study/ practice more. |
|---|---|---|---|
| talk about past activities | | | |
| use the simple past tense in the affirmative and negative and in questions and short answers | | | |
| use regular past tense verbs | | | |
| use irregular past tense verbs | | | |
| use the time expressions for the past *yesterday, last night, last week,* and *last month* | | | |
| use the simple present versus the simple past | | | |

| My five favorite new words from Unit 16: | If you're still not sure about something from Unit 16: |
|---|---|
| _____<br>_____<br>_____ | • read through the unit again<br>• listen to the audio material<br>• study the grammar and functions from the unit again<br>• ask your teacher for help |

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# Irregular Verbs

| Base Form | Simple Past |
|---|---|
| be | was/were |
| become | became |
| buy | bought |
| come | came |
| cut | cut |
| do | did |
| draw | drew |
| drink | drank |
| drive | drove |
| eat | ate |
| fight | fought |
| find | found |
| get (up) | got (up) |
| give | gave |
| go | went |
| hang | hung |
| have | had |
| hear | heard |
| know | knew |
| leave | left |
| lend | lent |
| make | made |
| mean | meant |
| meet | met |
| read | read |
| ride | rode |
| run | ran |
| say | said |
| see | saw |
| sell | sold |
| send | sent |
| sing | sang |
| sit | sat |
| sleep | slept |
| speak | spoke |
| spend | spent |
| sweep | swept |
| swim | swam |
| take | took |
| teach | taught |
| think | thought |
| understand | understood |
| wake (up) | woke (up) |
| wear | wore |
| write | wrote |



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# 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 | 4 | Pronunciation |
| 5 | Unit 1 | 5 | Listening |
| 6 | Unit 1 | 7 | Conversation |
| 7 | Unit 1 | 8 | Reading |
| 8 | Unit 2 | 1 | Listen and Discuss |
| 9 | Unit 2 | 2 | Pair Work |
| 10 | Unit 2 | 4 | Listening |
| 11 | Unit 2 | 5 | Pronunciation |
| 12 | Unit 2 | 7 | Conversation |
| 13 | Unit 2 | 8 | 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 | 7 | Conversation |
| 19 | Unit 3 | 8 | Reading |
| 20 | Unit 4 | 1 | Listen and Discuss |
| 21 | Unit 4 | 2 | Pair Work |
| 22 | Unit 4 | 4 | Pronunciation |
| 23 | Unit 4 | 5 | Listening |
| 24 | Unit 4 | 6 | Conversation |
| 25 | Unit 4 | 8 | Reading |
| 26 | EXPANSION | 2 | Reading |
| 27 | Units 1–4 | 4 | Chant Along |
| 28 | Unit 5 | 1 | Listen and Discuss |
| 29 | Unit 5 | 2 | Pair Work |
| 30 | Unit 5 | 4 | Listening |
| 31 | Unit 5 | 5 | Pronunciation |
| 32 | Unit 5 | 6 | Conversation |
| 33 | Unit 5 | 8 | Reading |
| 34 | Unit 6 | 1 | Listen and Discuss |
| 35 | Unit 6 | 2 | Pair Work |
| 36 | Unit 6 | 4 | Listening |
| 37 | Unit 6 | 5 | Pronunciation |
| 38 | Unit 6 | 6 | Conversation |
| 39 | Unit 6 | 8 | Reading |
| 40 | Unit 7 | 1 | Listen and Discuss |
| 41 | Unit 7 | 2 | Pair Work |
| 42 | Unit 7 | 4 | Listening |
| 43 | Unit 7 | 5 | Pronunciation |
| 44 | Unit 7 | 6 | Conversation |
| 45 | Unit 7 | 8 | Reading |
| 46 | Unit 8 | 1 | Listen and Discuss |
| 47 | Unit 8 | 2 | Pair Work |
| 48 | Unit 8 | 4 | Listening |
| 49 | Unit 8 | 5 | Pronunciation |
| 50 | Unit 8 | 6 | Conversation |
| 51 | Unit 8 | 8 | Reading |
| 52 | EXPANSION | 2 | Reading |
| 53 | Units 5–8 | 5 | Chant Along |

**CD2**

| Track | Unit | Student Book Section | |
|---|---|---|---|
| 2 | Unit 9 | 1 | Listen and Discuss |
| 3 | Unit 9 | 2 | Pair Work |
| 4 | Unit 9 | 4 | Pronunciation |
| 5 | Unit 9 | 5 | Listening |
| 6 | Unit 9 | 6 | Conversation |
| 7 | Unit 9 | 8 | Reading |
| 8 | Unit 10 | 1 | Listen and Discuss |
| 9 | Unit 10 | 2 | Pair Work |
| 10 | Unit 10 | 4 | Listening |
| 11 | Unit 10 | 5 | Pronunciation |
| 12 | Unit 10 | 6 | Conversation |
| 13 | Unit 10 | 8 | Reading |
| 14 | Unit 11 | 1 | Listen and Discuss |
| 15 | Unit 11 | 2 | Pair Work |
| 16 | Unit 11 | 4 | Listening |
| 17 | Unit 11 | 5 | Pronunciation |
| 18 | Unit 11 | 6 | Conversation |
| 19 | Unit 11 | 8 | Reading |
| 20 | Unit 12 | 1 | Listen and Discuss |
| 21 | Unit 12 | 2 | Pair Work |
| 22 | Unit 12 | 4 | Pronunciation |
| 23 | Unit 12 | 5 | Listening |
| 24 | Unit 12 | 6 | Conversation |
| 25 | Unit 12 | 8 | Reading |
| 26 | EXPANSION | 2 | Reading |
| 27 | Units 9–12 | 3 | Chant Along |
| 28 | Unit 13 | 1 | Listen and Discuss |
| 29 | Unit 13 | 2 | Pair Work |
| 30 | Unit 13 | 4 | Listening |
| 31 | Unit 13 | 5 | Pronunciation |
| 32 | Unit 13 | 6 | Conversation |
| 33 | Unit 13 | 8 | Reading |
| 34 | Unit 14 | 1 | Listen and Discuss |
| 35 | Unit 14 | 2 | Pair Work |
| 36 | Unit 14 | 4 | Listening |
| 37 | Unit 14 | 5 | Pronunciation |
| 38 | Unit 14 | 6 | Conversation |
| 39 | Unit 14 | 8 | Reading |
| 40 | Unit 15 | 1 | Listen and Discuss |
| 41 | Unit 15 | 2 | Pair Work |
| 42 | Unit 15 | 4 | Listening |
| 43 | Unit 15 | 5 | Pronunciation |
| 44 | Unit 15 | 6 | Conversation |
| 45 | Unit 15 | 8 | Reading |
| 46 | Unit 16 | 1 | Listen and Discuss |
| 47 | Unit 16 | 2 | Pair Work |
| 48 | Unit 16 | 4 | Listening |
| 49 | Unit 16 | 5 | Pronunciation |
| 50 | Unit 16 | 6 | Conversation |
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SuperGoal 1 Workbook

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# SUPER GOAL 1

## WORKBOOK

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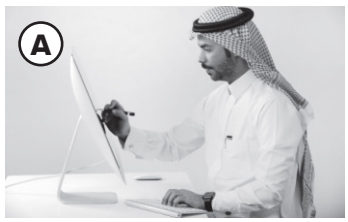


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# 9 What Do You Do?

Part 2

**A** Match the photo with the person. Complete each sentence.

























C **Jabr takes photos. He's a** photographer.

**1.** ___ Mustafa sells cars. He's a _____.

**2.** ___ Sadiq writes for a newspaper. He's a _____.

**3.** ___ My brother designs computer games. He's a _____.

**4.** ___ Ahmed drives a taxi. He's a _____.

**5.** ___ Adnan designs clothes. He's a _____.

**6.** ___ Omar's brother works in a hospital. He's a _____.

**7.** ___ Fahd works at a school. He's a _____.

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**B** Complete the questions and answers.



**Joe and Adel**



**Imad**



**Fred and Ray**



**Mike, Bruce, and Ali**

**A: (Joe)** *What does Joe do?*

**B:** *He paints* **pictures.**

1. **A:** (Adel) _____

   **B:** He _____ photos.

2. **A:** (Imad) _____

   **B:** He _____ clothes.

3. **A:** (Fred) _____

   **B:** He _____ food.

4. **A:** (Ray) _____

   **B:** He's a _____.

5. **A:** (Fred and Ray) _____

   **B:** They _____ in a restaurant.

6. **A:** (Bruce and Ali) _____

   **B:** They _____ taxis.

7. **A:** (Mike) _____

   **B:** He _____ magazines.



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**C** Complete the conversation. Use the information in the picture.



**Yousef:** Hi. I'm Yousef Hamda. I'm a _____. I work in a hospital in Riyadh.

**Darren:** That's a great job. I'm Darren Barton.

**Yousef:** What _____ you _____?

**Darren:** I'm a _____. I help my clients in court. And my wife's a _____. She's not here. She's at home.

**Yousef:** Do you know anyone here?

**Darren:** Yes, I do. Those are my friends, Saeed and Adel.

**Yousef:** What _____ they _____?

**Darren:** They _____ designers. They _____ for a company in Kuwait. Adel's brother _____ a chef. He _____ at a French restaurant in Dubai.

**Yousef:** That's interesting. My brother is a chef, too. He _____ at a restaurant in Jeddah.

**What about you? What do you want to be? Write about yourself. Use the space in the picture.**

**D** Circle the correct answers.

1. **A:** What ( do / does ) Amina do?
   **B:** She ( 're / 's ) a teacher.
2. **A:** What do your parents ( do / are )?
   **B:** They ( do / 're ) teachers.
3. **A:** What does Yahya ( do / does )?
   **B:** He ( drive / drives ) a taxi.
4. **A:** What ( does / is ) your brother do?
   **B:** He ( does / 's ) a student.

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## E READING



### Career Day

My name is Mark Robbs. I'm 17 years old, and I'm a student at River Street High School. I want to be an architect, a chef, and a writer. It isn't easy to decide. I like to draw. I like to cook. I like to write, too. A lot of my friends have the same problem. What do we want to do?

Today is Career Day at my school. It's from noon to 3:00 P.M. On Career Day, different professionals come to our school. We talk to them about their jobs. I want to talk to Mr. Redford. He's an architect, and he is at school today. A famous chef from New York is here, too. And a successful writer is coming at 2:00 P.M. Career Day is a great idea!

Answer ***yes*** or ***no.***

**1.** _____ Mark is a student.

**2.** _____ Mark doesn't know what he wants to do.

**3.** _____ Career Day is in the morning.

**4.** _____ Mr. Redford is a chef.

**5.** _____ A successful designer is coming to the school.

## F WRITING

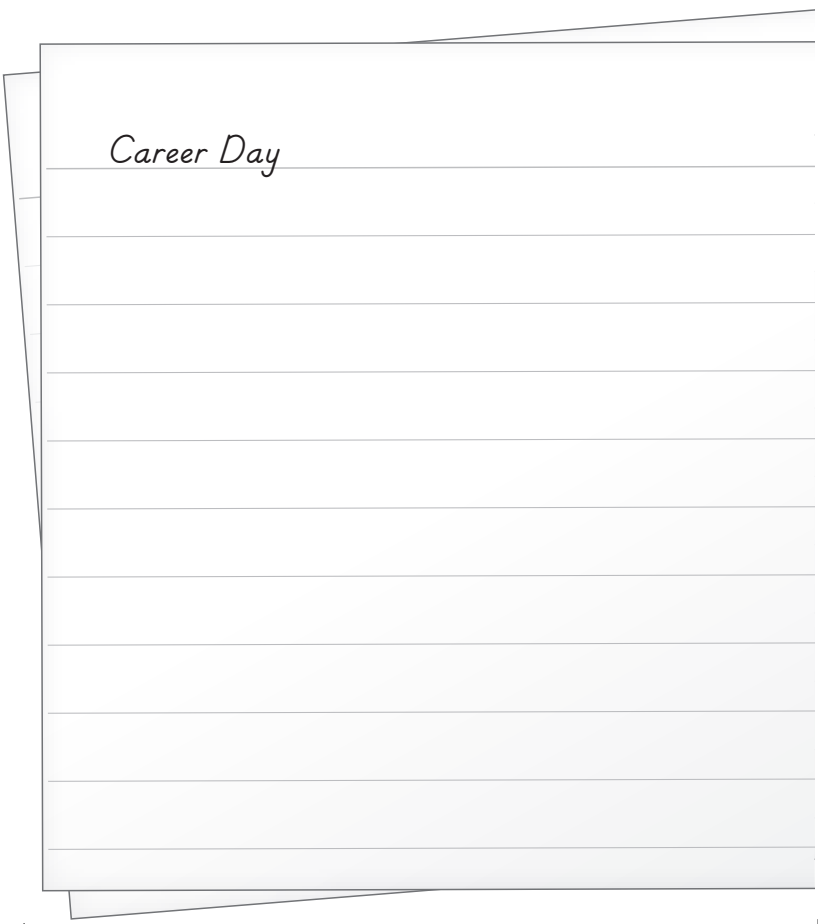
**A:** Write about yourself. Use the first paragraph of the Reading as a model.

**B:** Imagine your school is having a Career Day. Write about it.

**1.** Who is coming to your school's Career Day? Name three people.

**2.** Where do they work?

**3.** Who do you want to talk to?

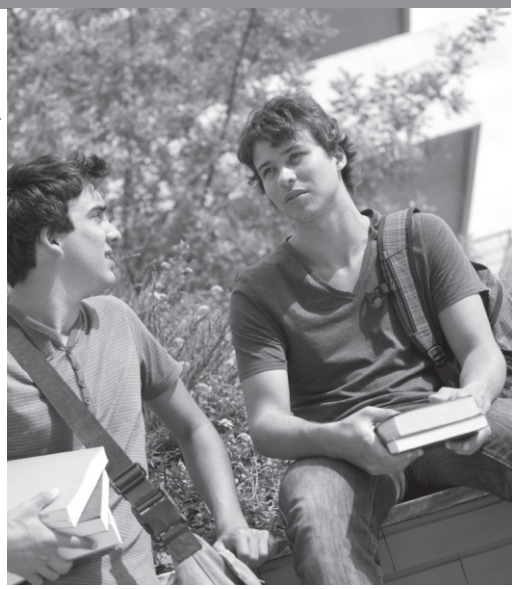





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# 10 What's School Like?



**A** It's the first day of school. Dave and Sean are talking about their new classes. Complete the conversation. Use the words in the box.

| fun | challenging | interesting | difficult | smart |
|---|---|---|---|---|

**Sean:** Here's my new schedule.

**Dave:** Look! I have math class with you. It's my favorite class. It's fun. Do you like math?

**Sean:** No, I don't. It's not easy. It's really _____ and _____.

**Dave:** What's your favorite class?

**Sean:** English is my favorite class.

**Dave:** I like English, too. It's not boring. It's very _____.

**Sean:** And look! Mr. Simpkins is teaching the class.

**Dave:** He's a great teacher. He's _____, and he's a lot of _____.

**B** Ali is a new student. He is talking to his new friend, Fahd. Complete the conversation. Use the words in the box.



| athletic | tall | short | brown | smart |
|---|---|---|---|---|

**Ali:** Who are your friends?

**Fahd:** Amr is wearing the striped shirt. He plays on the basketball team. He's very _____.

**Ali:** Who is the boy with short _____ hair?

**Fahd:** That's Adnan. He's in my computer club. He has lots of friends.

**Ali:** What's he like?

**Fahd:** He's _____ and lots of fun.

**Ali:** And who is the boy with _____ black hair, in front of the window?

**Fahd:** His name is Imad. He's really _____. And he's a tennis champion.

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**C** Make a conversation between Ted and Ahmed. Number the sentences in the correct order.

1 **Ted:** **What does Matt look like?**

____ **Ted:** Does he play any sports?

____ **Ted:** Isn't Tom in our English class? What does he look like?

____ **Ted:** What's he like?

____ **Ahmed:** No, he doesn't. He's in the science club. But his brother, Tom, plays football.

____ **Ahmed:** He's smart and very nice. And he's good at English.

____ **Ahmed:** He's tall. He has short black hair. And he has brown eyes.

____ **Ahmed:** Yes, he is. He's tall, too. And he has curly black hair.

**D** Write the words in the correct order to make sentences.

**doesn't / speak / he / English**

*He doesn't speak English*.

**1.** study / you / do / French

_____?

**2.** Mr. Lee / science / teach / does

_____?

**3.** long / hair / has / blond / she

_____.

**4.** has / red / a / Faisal / backpack

_____.

**5.** black / has / Imad / hair / short

_____.

**6.** laptop / new / has / Omar / a

_____.

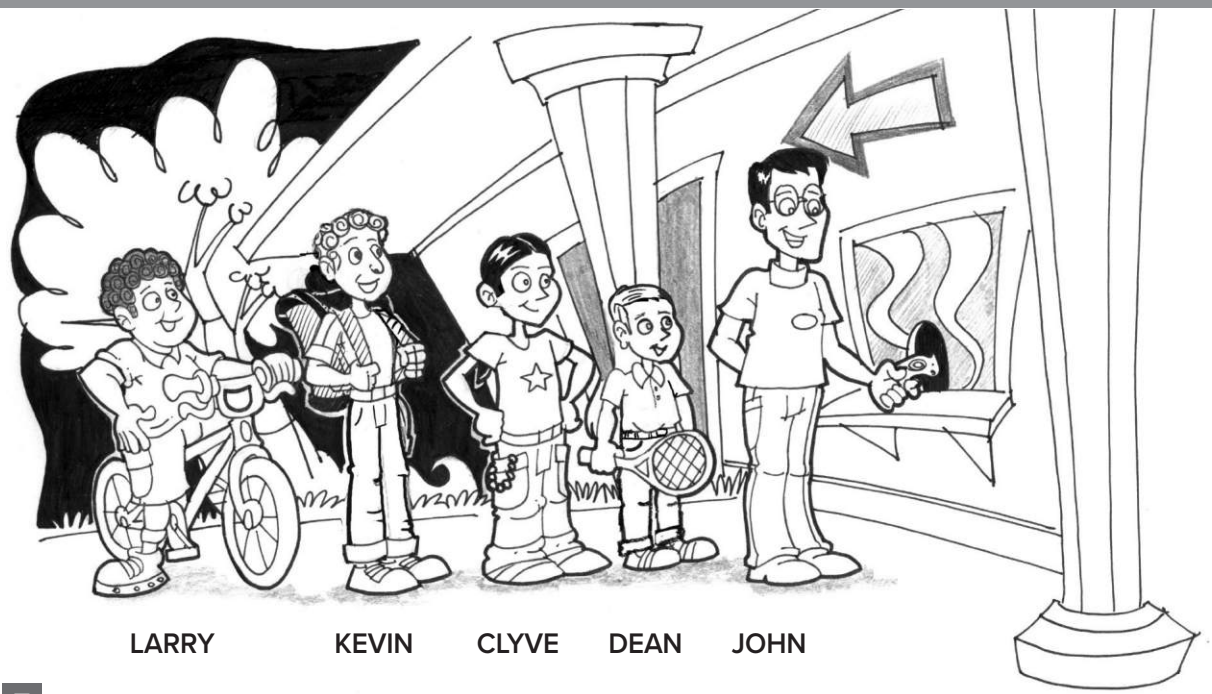
**7.** don't / chemistry / take / you

_____?



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LARRY KEVIN CLYVE DEAN JOHN

**E** Read the sentences. Answer the questions.

**1.** One of the people in the picture is Steven's friend. Steven's friend doesn't wear glasses. He is short, and he has short blond hair. What's the name of the friend?

_____

**2.** One of the people in the picture is Peter's friend. His friend has short black hair and wears glasses. His friend doesn't have a bike. What's the name of his friend?

_____

**F** Describe the people in the picture.

**1.** John _____

_____

**2.** Dean _____

_____

**3.** Clyve _____

_____

**4.** Kevin _____

_____

**5.** Larry _____

_____

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**G** Read the text. Write the name in the box next to each person in the teacher's room.



Mr. Fletcher is the history teacher. He has blond hair and wears glasses. Mr. Collins teaches French. He's short, and he has black hair. The math teacher is Mr. Argano. He's very intelligent. He doesn't have any hair. Mr. Johnson is tall and has black hair. He's the PE teacher. Mr. Werner teaches science. He has white hair, and he isn't very tall. He's very nice. Mr. Marsh is tall and thin. He has short blond hair, and he teaches language classes.

## H WRITING

Write an email to a friend. Write about your school.

1. What subjects do you take?
2. What is your favorite class?
3. Who are your teachers?
4. Does your school have sports or clubs?
5. What sports or clubs are you in?




to: _____ subject: _____

message: _____

_____

_____

_____

_____



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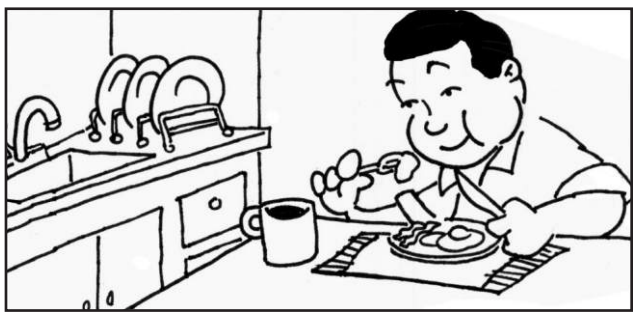
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# 11 What Time Do You Get Up?

**A** Look at the pictures. Complete the sentences.




**1.** Mr. Shaw usually _____ at 6:30 A.M.



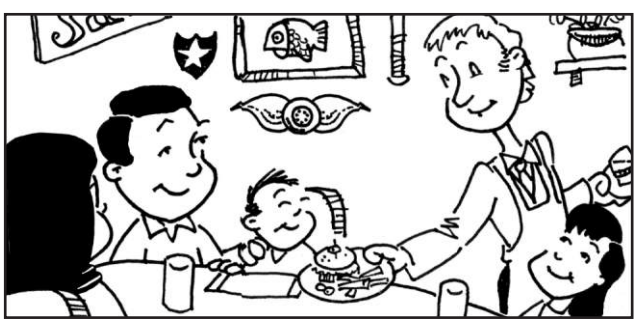
**2.** He always _____ in the kitchen.



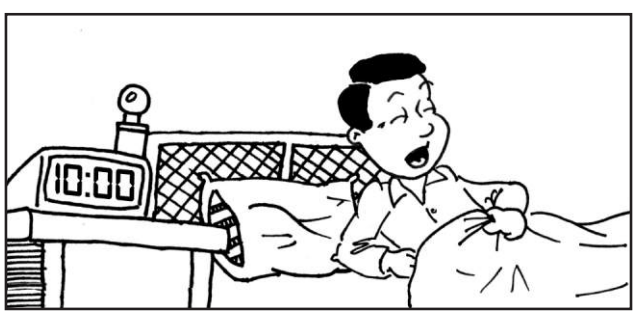
**3.** The Shaws usually _____ from work and school.



**4.** Mr. Shaw's children usually _____ in the living room.



**5.** The Shaws usually _____ at home, but tonight they're eating dinner in a restaurant.




**6.** Mr. Shaw usually _____ early.

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**B** Look at the clocks. Complete the conversations.

**A: What time is it?**

**B:** *It's five o'clock in the morning.*

It's 5:00 A.M.



**1. A:** What time is it?

**B:** It's six twenty-five in the evening.

_____.



**2. A:** What time is it?

**B:** _____

It's noon.



**3. A:** What time is it?

**B:** _____

_____.

_____.



**C** Fill in the correct word. Use ***at***, ***in***, and ***on***.

My brother always has breakfast _____ 7:00 A.M. _____ weekdays, after breakfast, he gets ready for work. He goes to work _____ 9:00 A.M. He drinks a lot of coffee _____ the morning at work. He does a lot of work before lunch. He eats lunch _____ 1:30 P.M. After lunch, he sometimes takes a walk and goes back to work until 5:00 P.M. He sometimes drinks tea _____ the afternoon. After work, he goes home. Then he has dinner. He usually watches TV _____ the evening. He always goes shopping _____ Thursday evening.



**D** How often do you do these things? Use ***always***, ***usually***, ***sometimes***, and ***never***.

**get up before 6:00 A.M.**

*I never get up before 6:00 A.M.*

**1.** do homework with friends

_____

**2.** brush my teeth after breakfast

_____

**3.** write emails to my family members

_____

**4.** study for tests at night

_____

**5.** visit friends on Saturdays

_____

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**E** Jamal has three part-time jobs. He also plays tennis. Read Jamal's weekday schedule. Then complete the sentences below.

Use these adverbs of frequency: ***always***, ***usually***, ***sometimes***, ***never***.
Use these time expressions: ***before***, ***after***, ***then***, ***every day***, ***at***, ***in***, ***on***.

### Jamal's Schedule

| | SUNDAY | MONDAY | TUESDAY | WEDNESDAY | THURSDAY |
|---|---|---|---|---|---|
| **6:00–10:00 A.M.** | Drive taxi | Drive taxi | Drive taxi | Drive taxi | Drive taxi |
| **10:00 A.M.–12:00 noon** | Sell cell phones | Sell cell phones | 10:00 A.M.–2:00 P.M. Work at the Internet café | Sell cell phones | Sell cell phones |
| **2:00-3:00 P.M.** | Play tennis with Adel | | Play tennis with Adel | Play tennis with George | |
| **3:00–6:00 P.M.** | Free time | Free time | Free time | Free time | Free time |
| **7:00–11:00 P.M.** | Work at the Internet café | | Work at the Internet café | Work at the Internet café | Work at the Internet café |
| **12:00 A.M.–1:00 A.M.** | Watch TV | Watch TV | Watch TV | Watch TV | Watch TV |

**Jamal** _always_ **drives the taxi** _in_ **the morning.**

**1.** He _____ drives the taxi _____ he sells cell phones at the store.

**2.** He _____ plays tennis _____ his job at the store.

**3.** He drives the taxi _____.

**4.** He drives the taxi _____ Tuesday. _____ he works at the Internet café _____ ten o'clock.

**5.** He _____ sells cell phones _____ Tuesday.

**6.** Jamal _____ plays tennis _____ night.

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## F READING

Read the article about Faris.



### Faris's Day

It's 5:00 A.M. Is Faris at home sleeping? No, he is at the market. He's buying food for his restaurant. Faris goes to the market six days a week. Then, at 6:30 A.M., he goes to the gym and exercises. At 7:30 A.M., he goes home and goes back to sleep.



Faris goes back to the restaurant at 1:00 P.M. He cooks the food for the day. He writes out the menu for the next day. The restaurant is open from 5:00 P.M. to 11:00 P.M. After 11:00 P.M., Faris cleans the restaurant and the kitchen. He goes home at midnight. Then the next morning he gets up at 5:00 A.M. again.

But on Sunday he never gets up before 8:00 A.M. The restaurant isn't open on Sundays. Does Faris cook on Sundays? No, he doesn't. He always goes out to eat in a restaurant, of course!



Answer ***yes*** or ***no***.

**1.** _____ Faris goes to the market at 6:30 A.M.

**2.** _____ Faris sleeps in the morning after the gym.

**3.** _____ Faris goes to his restaurant at 2:00 P.M.

**4.** _____ Faris goes home at midnight.

**5.** _____ Faris always eats in his restaurant on Sundays.

## G WRITING

Write about your days. Use time expressions and adverbs of frequency.

**1.** What do you do before school?

**2.** What do you usually do after school?

**3.** When do you do your homework?

**4.** What days do you see your friends?

**5.** When do you watch TV?

My Days

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# 12 What Can You Do There?

**A** Complete the sentences.



**1.** Ted likes to _____.



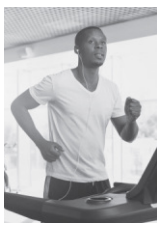
**2.** They like to _____.



**3.** Paul likes to _____.



**4.** Michael and Bob like to _____.



**5.** Jack likes to _____.



**6.** Ahmed and Robert like to _____.

**B** Which of the following activities do you like? Which don't you like?

| | | | |
|---|---|---|---|
| **to go shopping** | **to watch films** | **to do homework** | **to eat** |
| **to read** | **to ride a bike** | **to talk on the phone** | **to cook** |

*I like to go shopping.* _____ *I don't like to watch films.* _____

_____ _____

_____ _____

_____ _____

_____ _____

**Your ideas:**

_____ _____

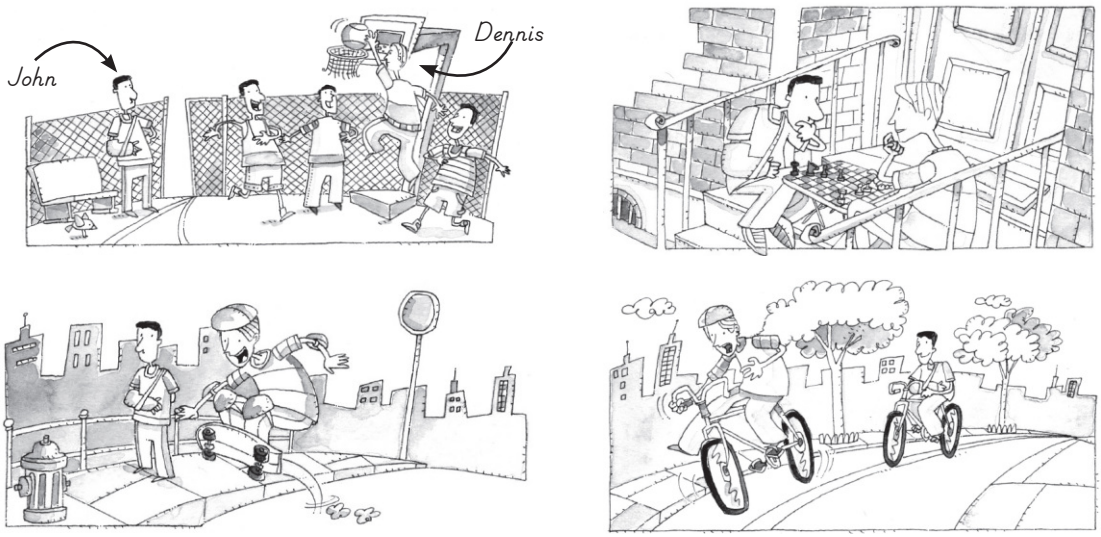
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**C** Write sentences about John and Dennis. Use ***can*** or ***can't***.

Use the following verbs: ***play basketball***, ***play chess***, ***ride a bike***, and ***skateboard***.




**John**

**1.** _____

**2.** _____

**3.** _____

**Dennis**

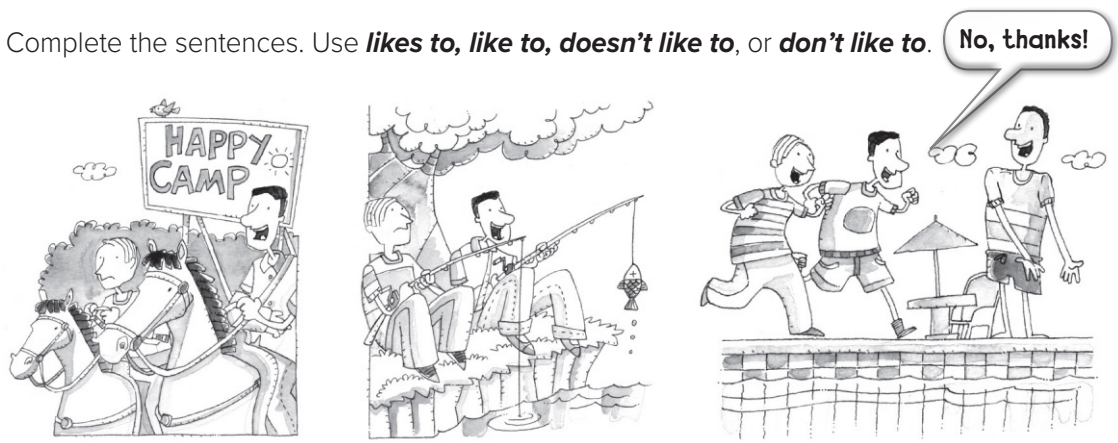
**1.** _____

**2.** _____

**3.** _____

**John and Dennis** _____

**D** Complete the sentences. Use ***likes to, like to, doesn't like to***, or ***don't like to***.




**1.** John _____ ride horses.

**2.** Dennis _____ ride horses.

**3.** John _____ fish.

**4.** Dennis _____ fish.

**5.** Dennis and John _____ run.

**6.** They _____ swim.

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**E** Which of the following activities can you do? Which can't you do?

| | | | |
|---|---|---|---|
| **draw** | **write stories** | **make things** | **ride a bike** |
| **swim** | **cook** | **play golf** | **skateboard** |

*I can swim.* *I can't cook.*

_____ _____

_____ _____

_____ _____

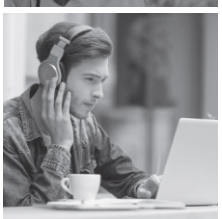
_____ _____

**Your ideas:**

_____ _____

**F** Luke is writing a story for English class. Look at the photos. Complete the story.






I have lots of friends. They (like) _____ to do different things. My friends Patrick and Tony have cell phones. Patrick (like) _____ to talk on his cell phone. _____ Tony (like) _____ to talk on his cell phone? No, he _____. Tony (like) _____ to take photos with his cell phone! My friend Ryan (like) _____ to surf. He lives in Hawaii and he (can) _____ _____ every day of the year. Tom lives in my apartment building. We live in Arizona. There aren't any beaches in Arizona. But Tom (like) _____ to surf every day of the year, too. How? He (can) _____ _____ on the Internet!

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## G READING

### The Cousins

Badr lives in Jeddah. He likes sports. He plays basketball every day. He goes to basketball games at school and watches football games and other sports on TV. He likes to read and play computer games, but he doesn't like malls. He often walks along the sea with his older brother and likes to look at boats and sea birds.



Badr's cousin Imad lives in Riyadh. He likes to watch football games on TV, but he doesn't like to play football. He likes to play basketball. He also likes to watch films and go to malls. He often meets his friends at the mall near his house. They like to go shopping and spend time playing computer games. He doesn't often walk to places, but he likes to exercise in the gym.

Answer the questions.

**1.** Does Badr like sports?

_____

**2.** Does Imad like to play football?

_____

**3.** Do the cousins like to watch films?

_____

**4.** What do you think that the cousins do when Imad goes to Jeddah?

_____

**5.** How are the cousins the same? How are they different?

_____

## H WRITING

Tell what you like and don't like to do.

**1.** What is your favorite activity?

**2.** Where do you do it?

**3.** When do you do it?

**4.** Who do you do it with?

**5.** What don't you like to do?

**6.** Why don't you like this activity?

*What I Like and Don't Like To Do*



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# EXPANSION Units 9–12

**A** Look at the photos. Answer the questions. Write complete sentences.



**1.** What does Hashim do?

_____



**3.** What do Adel and Fadi do?

_____



**2.** What does Ibrahim do?

_____



**4.** What does Mr. Badr do?

_____

**B** Write sentences.

**hair / long / she / blond / has / .** *She has long blond hair.*

**1.** speak / English / he / doesn't / . _____

**2.** math / Mr. Hussein / does / teach / ? _____

**3.** tall / Mr. Wang / is / . _____

**4.** hair / have / black / does / he / short / ? _____

**5.** glasses / wear / you / do / ? _____

**C** Put this conversation in the correct order. Write numbers.



_1_ **Let's play tennis on Thursday.**

_____ OK. See you Thursday afternoon.

_____ That's fine. I never work in the afternoon.

_____ I usually like to play at 10:00 in the morning.

_____ Sure. What time?

_____ Then how about Thursday afternoon at 3:00?

_____ That's not good for me. I always work on Thursday mornings.

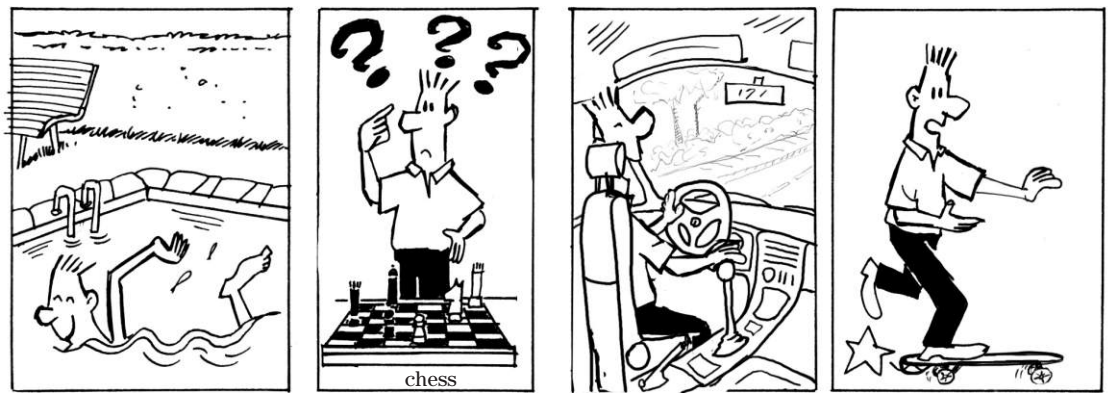
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# EXPANSION Units 9–12

**D** Write about Bill. What are two things he can do? What are two things he can't do?




**1.** _____ **3.** _____

**2.** _____ **4.** _____

**E** Now tell about you. What are two things you can do? What are two things you can't do?

**1.** _____ **3.** _____

**2.** _____ **4.** _____

**F** Read and answer the questions.

Tariq usually gets up at 7:00 A.M., and gets to work at 8:00. Before work, he always drinks two cups of coffee. At 11:00, Tariq reads his email, and at 12:00 he eats lunch. He usually eats in the cafeteria, but today he is eating at his desk. He never goes to a restaurant for lunch on Sunday through Friday, but on Saturday he always eats lunch or dinner in a restaurant. On Saturday, Tariq likes to go to the gym. Then he reads the newspaper and watches TV. Sometimes he visits friends. On Fridays, he eats a big dinner with his family and goes to sleep early.

**1.** What does Tariq never do on weekdays?

_____

**2.** What time does he usually get up and get to work?

_____

**3.** When does Tariq eat in a restaurant?

_____

**4.** What does Tariq always do before work?

_____

**5.** What does Tariq do after his visit to the gym?

_____

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# 13 What Are You Going To Wear There?

**A** What words complete the sentences?







**1.** In Saudi Arabia, all the women wear ___ b ___ ___ ___ s.

**2.** Saudi men wear ___ h ___ ___ ___ s.

**3.** A businessman usually wears a suit and a ___ i ___.

**4.** Basketball players wear ___ n ___ ___ k ___ ___ ___.

**5.** In cold weather, you need a c ___ ___ ___.

**6.** My brother never wears shoes without ___ o ___ ___ ___.

**7.** In the summer, Ali wears shorts and ___ a ___ d ___ ___ ___.

**8.** When it's very cold, Saeed wears g ___ ___ ___ ___ ___.

**B** Find and circle the word that does not belong.

| | | | | |
|---|---|---|---|---|
| | **shirt** | **jeans** | **blouse** | **T-shirt** |
| **1.** | shorts | jeans | pants | shirt |
| **2.** | skirt | blouse | tie | dress |
| **3.** | coat | sunglasses | jacket | sweater |
| **4.** | shirt | boots | sandals | shoes |
| **5.** | dress | jeans | abaya | skirt |
| **6.** | T-shirt | shirt | gloves | blouse |

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**C** Look at the photos. Write an affirmative and a negative sentence for each pair of photos.




**Mark** *is going to wear jeans.*

*He isn't going to wear shorts.*




**1.** Amina and her mother _____.

_____




**2.** Stephanie _____.

_____




**3.** Adnan _____.

_____




**4.** Steve _____.

_____




**5.** Tom _____.

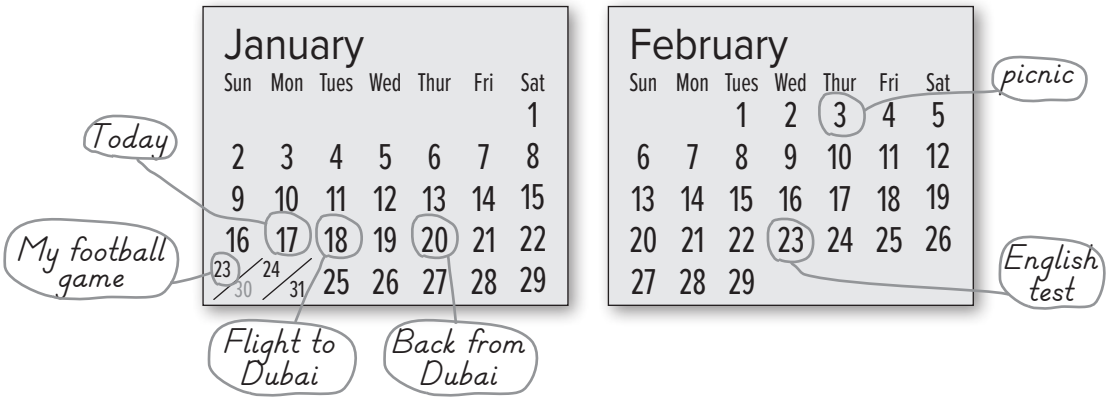
_____



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**D** This is Ashraf's calendar. Tell when he is doing each thing. Use ***tomorrow***, ***next week***, and ***next month***.




**Ashraf** *is going to fly to Dubai tomorrow.*

1. He's _____.
2. He's _____.
3. He's _____.

**E** What do you think Ashraf is going to wear to each event? Write your idea.

**flight to Dubai** *He's going to wear jeans, a shirt, and a jacket.*

1. to his football game _____
2. on the picnic _____

**F** Complete the sentences. Use words from the box.

| ~~am~~ | to go | ~~are~~ | be | going | 'm | 's | is |
|---|---|---|---|---|---|---|---|

**A:** *Are* **you going to go to Dubai?**

**B: Yes, I** *am*.

1. **A:** What _____ Adel going to wear?
   **B:** He's _____ to wear jeans and a sweater.
2. **A:** Are you going _____ at 8:00?
   **B:** No, I _____ not.
3. **A:** Is the test going to _____ on January 18th?
   **B:** No, it _____ not.

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**G** Look at the photos. What clothes are Jack and Saeed going to wear? Write your answers.






**Jack is going to the beach.**

**He** *is going to wear shorts and sandals.*

**1.** Saeed is going to the mountains.

He _____.

**2.** Jack is going to run in the park.

He _____.

**3.** Jack and Saeed have job interviews in the city.

Jack _____.

Saeed _____.

**H** **WRITING**

Write about what you are going to do this week and the clothes you are going to wear.

**1.** What are you going to do on Sunday at school?

**2.** What clothes are you going to wear?

**3.** What are you doing on Tuesday after school?

**4.** What clothes are you going to wear?

**5.** What are you doing on Thursday afternoon?

**6.** What clothes are you going to wear?

*My Week*



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# 14 Let's Celebrate



**A** Look at the photos. Complete the sentences.

**1. A:** Tomorrow is September _____.

**B:** That's right! It's _____.

**2. A:** When is _____?

**B:** It's _____ the 10th day of the 12th Islamic month.

**3. A:** When is Eid Al-Fitr?

**B:** It's on the _____.

**A:** What day?

**B:** The _____. It's on _____ this year.



**B** Amr and Fahd are giving a graduation party. Complete the conversation. Use ***want*** or ***need***.

**Amr:** Let's have our graduation party at my house on Thursday night.

**Fahd:** OK. Do you _____ to invite all our friends?

**Amr:** Yes. We _____ to invite all of them.
We don't _____ any of them to get upset.

**Fahd:** Are you going to make sandwiches and salads?

**Amr:** I _____ to make them,
but I _____ to ask my mother first.

**Fahd:** I _____ to buy a new shirt for the party.
Do you _____ to go to the mall
this afternoon?

**Amr:** I can't. I _____ to study for a test.

**Fahd:** I _____ to study for a test too,
but I _____ to go to the mall right now.

**Amr:** Well, let's go to the mall now and study for the test later.



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**C** Ashraf and Saeed are spending the afternoon together. They are planning to go to the mall. Fill in the blanks. Use ***me***, ***you***, ***her***, ***him***, ***it***, ***us***, or ***them***.



**Saeed:** What are we going to do this afternoon?

**Ashraf:** Let's go to the King Saud University Library.

**Saeed:** How are we going to get there?

**Ashraf:** My father can drive _____ there.
Let's ask _____.

**Saeed:** But your father is going to drive your mother to your aunt's house.

**Ashraf:** No, my older brother is going to drive _____.

**Saeed:** Okay, then. But I need to be home by 6:00 p.m.

**Ashraf:** No problem. We can drive _____ home.

**Saeed:** I just remembered. My brothers are going to be at the library.
They can drive _____ home.

**Ashraf:** Great! Call and arrange to meet _____ there.

**Saeed:** Good idea! Let's do _____.

**D** Unscramble the sentences.

**1.** our cousins / us / country home / their / always / invite / to

_____

**2.** friends / invite / to / want / they / their

_____

**3.** they / go / for / need / to / shopping / food

_____

**4.** want / to / they / have / game console / a / graduation party / at / the

_____

**5.** buy / to / a / he / cell phone / wants / new

_____



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**E** Look at the photos. Write a suggestion for each one.



*Let's watch TV* **right now.**



**1.** Look at Faisal and Badr!

_____ video games with them.



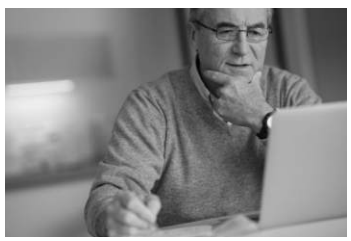
**2.** Get your racket.

_____!



**3.** Our history test is next week, but

_____ for it now.



**4.** I want to cook a special dish.

_____ on the Internet for a recipe.



**5.** I really like your camera.

_____ our photo with it.

**F** Write the dates. Use words.

**Kuwait Liberation Day** *February twenty-sixth*

**1.** National Day in Oman _____

**2.** UAE National Day _____

**3.** First day of school this year _____

**4.** Last day of school _____

**5.** Saudi Arabia's National Day _____

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## G READING

### National Holidays

Countries around the world have national holidays. Of course, the holidays are on different days. The ways people celebrate national holidays are sometimes the same.

In the United Arab Emirates, Federation Day is on December second. People decorate the streets with bright lights. On November eighteenth, people in Oman celebrate National Day with parades and fireworks. In Kuwait, National Day and Liberation Day are on February twenty-fifth and twenty-sixth. There are many special events and fireworks.

National Day in Saudi Arabia is on September twenty-third. Cities everywhere in the Kingdom have green and white decorations. People fly flags and celebrate in the streets. There are laser shows and lots of cultural events for families.

Answer ***yes*** or ***no***.

**1.** _____ Kuwait celebrates two national holidays on the same day.

**2.** _____ There are many events in Saudi Arabia on National Day.

**3.** _____ National Day in Saudi Arabia is celebrated on September 23rd.

**4.** _____ Countries around the world have national holidays on the same day.

**5.** _____ In many countries, people celebrate their national holidays in the streets.

## H WRITING

Write about how you want to celebrate your country's national holiday this year.

**1.** What is the national holiday?

**2.** Who celebrates it?

**3.** Where do you want to go to celebrate it?

**4.** What do you want to do on this day?

**5.** What special foods do you want to eat?

**6.** What do you need to do to prepare for the holiday?

*The National Holiday in My Country*



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# 15 Then and Now




**A** Complete the sentences. Use ***was***, ***wasn't***, ***were***, and ***weren't***.

1. Ali and Fahd _____ classmates at school.
2. Ali _____ good in science, and he still doesn't like it.
3. He and Fahd _____ in the same science class.
4. Fahd _____ a good student.
5. They weren't very good at sports, and so they _____ on the school sports teams.
6. They _____ always on the computer. Now Fahd and Ali have their own Internet café!

**B** Change the sentence from negative to affirmative.

1. Ali wasn't good in math in high school.

   _____

2. He wasn't usually late to class.

   _____

3. Fahd and Ali weren't in the same science class.

   _____

4. They weren't interested in computers.

   _____

5. They weren't classmates at school.

   _____

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**C** Complete the sentences.




**Adnan** *was* **always a smart student. Now he** *is* **a scientist.**




**2.** Abdullah and Ashraf _____ always good at sports. Now they _____ famous football players.




**1.** Adel _____ always on the phone. Today he _____ a successful reporter.






**3.** Badr and Khalid _____ good students. But today they _____ good doctors!

**D** Complete the conversations.

**1. A:** Where _____ you born?
**B:** I _____ born in Riyadh.

**2. A:** Where _____ your brother born?
**B:** He _____ born in the UAE.

**3. A:** Where _____ your cousins born?
**B:** They _____ born in Canada.

**4. A:** Where _____ your grandfathers born?
**B:** They _____ born in Oman, but they _____ raised in Saudi Arabia.


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## E READING



Omar was born in Tabuk. His family decided to move to Jeddah when he was young. His father was a doctor and he found a job in one of the hospitals in Jeddah.

Omar was a happy child. He was also a good student and made friends very quickly. When he was in high school, he became very interested in computer programming and especially artificial intelligence. He read books and articles and tried to learn as much as possible about it.

Omar knew that his father wanted him to become a doctor and he didn't want to disappoint him, so he decided to talk to him. He told his father what he had learned about artificial intelligence and asked him to help him study and specialize in this area instead of medicine. His father was a wise man. He wanted Omar to study medicine, but he saw that his son was genuinely interested and enthusiastic about artificial intelligence. He promised to do whatever he could to support him.

After graduation, Omar applied at some of the best universities in English-speaking countries. He was accepted by almost all of them. He had a hard time deciding which country and which university to go to. He finally decided to study in the U.S. He made Dean's list in his first year and graduated first in his class. He continued with his post-graduate studies, and he eventually became the leader of a research team after he got his PhD.

Sometimes when he thinks about his life, he can still see himself playing football with his friends in Jeddah. It all seems like a dream to him. For his parents and friends, however, it is a well-deserved and successful career.

Answer ***yes*** or ***no***.

**1.** _____ As a child, Omar was not very easy.

**2.** _____ As a teenager, Omar was interested in medicine.

**3.** _____ Artificial intelligence was Omar's favorite area of study.

**4.** _____ Omar applied to universities in the U.S.

**5.** _____ Omar became the leader of a research team.

**Answer the questions. Use short answers.**

**1.** Was Omar born in Jeddah? _____

**2.** Was he a good student at school? _____

**3.** Was he interested in studying medicine? _____

**4.** Were his parents in the U.S.? _____

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## F WRITING

Describe yourself when you were a child and now.

Your picture here

This is me at age _____.

Your picture here

This is me now.



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# 16 What Did You Do Last Week?

**A** Make a conversation between Imad and Majid. Number the sentences in the correct order.



_1_ **Imad:** **Did you have fun last Saturday?**

___ **Imad:** What did you see?

___ **Imad:** What did you eat?

___ **Imad:** What did you do in the morning?

___ **Majid:** I played tennis in the morning,
and then I visited my uncle.
We watched a film together in the afternoon.

___ **Majid:** We saw an old *Star Wars* film. It was great!
Then we went out to a restaurant.

___ **Majid:** We had pizza and soda.

___ **Majid:** Yes, I did.

**B** Correct the sentences.

**Majid went out with Imad last Saturday.**

*Majid went out with his uncle last Saturday.*

**1.** Majid played football in the morning.

_____

**2.** Majid and his uncle watched a TV show together.

_____

**3.** Majid and his uncle ate at home.

_____

**4.** They didn't see a *Star Wars* film.

_____

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1.



2.



3.



4.



5.



6.

**C** Look at the pictures. Tell what Omar did. Use the past tense of the verbs in the box.

| drive | go | take | go | see | eat | play |
|---|---|---|---|---|---|---|

1. Last Saturday, my brothers and I _____ to the beach.
2. There was a steady wind so we _____ sailing.
3. Suddenly, we _____ three dolphins playing near the boat. I _____ some great photos.
4. After sailing, we _____ to a restaurant.
5. We _____ five apples.
6. In the evening, we _____ video games at home.

**D** Answer these questions. Use short answers.

**Did Omar go to the mall?** *No, he didn't.*

1. Did he take some pictures? _____
2. Did they drive to the beach? _____
3. Did they see penguins in the sea? _____
4. Did he eat sandwiches? _____
5. Did they stay home in the evening? _____

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**E** Change the sentences from negative to affirmative.

**1.** Qassim didn't surf last week.

_____

**2.** Amina didn't talk to her friend last night.

_____

**3.** Ahmed and Saeed didn't go to the football game.

_____

**4.** Adel didn't see his cousins last week.

_____

**5.** Sabah didn't get up early yesterday.

_____

**F** Write the simple past tense of the verbs. Then circle the words in the puzzle.

| Present Tense | Simple Past Tense |
|---|---|
| **go** | _____ |
| **have** | _____ |
| **do** | _____ |
| **clean** | _____ |
| **buy** | _____ |
| **see** | _____ |
| **paint** | _____ |
| **drink** | _____ |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| s | t | r | b | o | u | g | h | t | a |
| s | a | r | c | l | e | a | n | e | d |
| a | y | d | i | l | c | s | w | q | l |
| w | r | i | t | i | p | w | e | n | t |
| a | g | d | s | e | y | w | n | w | h |
| d | r | a | n | k | w | v | p | z | a |
| p | a | i | n | t | e | d | w | t | d |







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## G READING



### The City of Petra

The city of Petra was established around the 6th century, as the capital city of the Nabataeans. It is now the symbol of Jordan, and it is a popular tourist attraction. Petra became a UNESCO World Heritage Site in 1985.

Petra, described as "a rose-red city half as old as time," is famous for its unique rock cut architecture and its ancient irrigation system. It was included on the BBC list of "40 places you have to see," encouraging more people to visit it.

Petra was like a natural fortress protected by the rocks around it. The city owed its prosperity and success to the ability of the Nabataeans to control the water supply from floods. The water was stored and sold to travelers and other towns.

Nowadays, the site of Petra is facing a number of threats. Water erosion, careless restoration of ancient structures, and an ever-increasing number of tourists cause damage and weaken structures. The Petra National Trust (PNT) is responsible for promoting the protection and preservation of this important site.

Answer ***yes*** and ***no.***

**1.** _____ Petra became a World Heritage Site in 1958.

**2.** _____ The BBC considered Petra one of the most important places in the world.

**3.** _____ The city of Petra is a popular tourist attraction in Jordan.

**4.** _____ People there used to store and sell water in ancient times.

**5.** _____ Careless erosion is the main cause of damage in Petra.

## H WRITING

Write about your favorite place when you were a child.

**1.** What was it called?

**2.** Where was it? Describe it.

**3.** How old/new was it?

**4.** What did you do there?

**5.** Is it different now? Why?






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# EXPANSION Units 13–16

**A** Look at the photos. Complete the sentences.



**1.** Jim is going to the park. He is wearing a white _____, blue _____, and a pair of brown _____.



**2.** It is cold in New York City. Jeffrey is wearing a brown _____, a pair of light blue _____, and a striped _____.



**3.** Alex is going to the beach. He is wearing a striped _____ and a pair of _____.



**4.** It's raining, and Jack is walking to work. He is wearing a yellow _____.



**5.** Sam is going to a job interview. He is wearing a new _____.

**B** What is Faris going to wear? Write your ideas.

**to the gym** *He's going to wear a T-shirt, shorts, and sneakers to the gym.*

**1.** to the beach _____

**2.** to school _____

**3.** to the wedding _____

**C** Complete the sentences. Choose from ***me***, ***you***, ***him***, ***her***, ***it***, ***us***, and ***them***.

**1.** Noura wants a bottle of water. Give _____ to _____.

**2.** Don't call _____ tonight. I'm going to bed early.

**3.** We are hungry. Please give _____ some food.

**4.** Khalid and Imad like to get email. Write to _____ at khalimad@mail.com.

**5.** Ali likes graduation parties. Invite _____ to your party. I can send _____ his email address.

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# EXPANSION Units 13–16

**D** Mark was on vacation. Today he is telling his friend about his trip. Complete the conversation. Use the verbs ***come***, ***go***, and ***have***. Use short answers.

**Mark:** I was in Washington, D.C., last weekend.

**Derek:** Did you _____ a good time?

**Mark:** Yes, I did. I _____ a wonderful time.

**Derek:** Where _____ you _____?

**Mark:** I _____ to the Capitol Building and the Air and Space Museum.

**Derek:** _____ you _____ to the White House?

**Mark:** No, I _____. I saw it from the street.

**Derek:** When _____ you _____ home?

**Mark:** I _____ home early Monday morning.

**E** Read the story. Then answer the questions.

### School in the United States



My name is Ahmed. I am from Saudi Arabia. I studied in the United States for a year. It was a great experience for me. I got up at seven o'clock every day, I ate a big breakfast, and then I took the school bus. The classes were interesting, and I learned a lot. My English wasn't very good at first, but the teachers and other students helped me. I usually had lunch in the cafeteria. The food was OK, but not great. After school, I played baseball. At first, I didn't play very well, but I learned quickly. In the end, I was one of the best players on the team. I can run fast.

**1.** How long was Ahmed in the United States?

_____

**2.** Did Ahmed always eat a big or small breakfast?

_____

**3.** What was his English like at first?

_____

**4.** Where did he usually have lunch?

_____

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