

المملكة العربية السعودية  
Kingdom of Saudi Arabia

رؤية  
2030  
المملكة العربية السعودية  
KINGDOM OF SAUDI ARABIA

حلول  
hulul.online

وزارة التعليم  
Ministry of Education

ENGLISH LANGUAGE  
INTERMEDIATE STAGE  
FIRST INTERMEDIATE GRADE  
SECOND SEMESTER

اللغة الإنجليزية  
المرحلة المتوسطة  
الصف الأول المتوسط  
الفصل الدراسي الثاني

SUPER

# GOAL 2

KSA Edition



كتاب الطالب و التمارين  
STUDENT'S BOOK  
AND  
WORKBOOK

Mc  
Graw  
Hill

طبعة ١٤٤٢ هـ  
2020 Edition



© Ministry of Education, 2017  
King Fahd National Library Cataloging-in-Publication Data

Brewater, Simon

اللغة الانجليزية - المرحلة 2: SUPER GOAL 2

Simon / المتوسطة - الصف الأول المتوسط - كتاب الطالب والتمارين

Brewater,- Riyadh, 2017

..p; ..cm

ISBN: 978-1-5268-1936-9

1-English language-Curricula I-Title  
428.241 dc 1438/5492

L.D.no.1438/5492

ISBN: 978-1-5268-1936-9

مواد إثرائية وداعمة على "منصة عين"



IEN.EDU.SA

تواصل بمقترحاتك لتطوير الكتاب المدرسي



FB.T4EDU.COM

## الانشطة الغير مقررة على مدارس تحفيظ القرآن الكريم

The omitted activities for Qur'an memorization schools

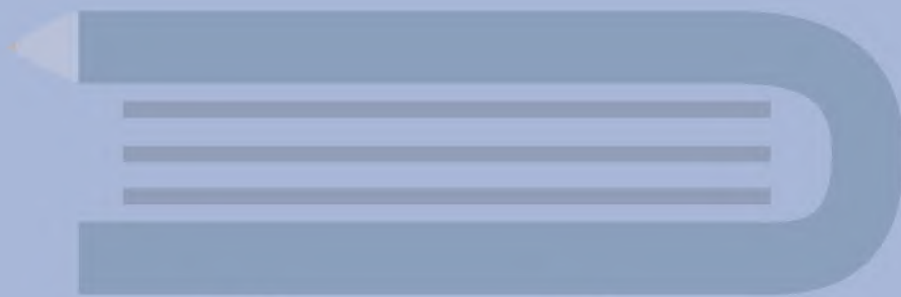
Holy Qur'an Schools can omit the activities listed below to cater for the demands of their curriculum. Teachers may choose to use some of the activities in class or assign them as supplementary homework, should there be time/ if they so wish.

Unit	Student's Book section	Pages	Workbook Section	Pages
1	Pair Work	3		
1	Conversation	6		
1	About You	6		
1	Project	8		
1			Self Reflection	125
2	Pair Work	11		
2	Conversation	14		
2	About You	14		
2	Project	16		
2			Self Reflection	126
3	Pair Work	19		
3	Conversation	22		
3	About You	22		
3	Project	24		
3			Self Reflection	127
4	Pair Work	27		
4	Conversation	30		
4	About You	30		
4	Project	32		
4			Self Reflection	128
1-4	Expansion Units 1-4	34-39	Expansion Units 1-4	105-106
5	Pair Work	41		
5	Conversation	44		
5	About You	44		
5	Project	46		
5			Self Reflection	129
6	Pair Work	49		
6	Conversation	52		
6	About You	52		
6	Project	54		
6			Self Reflection	130
7	Pair Work	57		
7	Conversation	60		
7	About You	60		
7	Project	62		
7			Self Reflection	131
8	Pair Work	65		
8	Conversation	68		
8	About You	68		
8	Project	70		
8			Self Reflection	132
5-8	Expansion Units 5-8	72-77	Expansion Units 5-8	123-124

الجلول اون لاين  
hulul.online

SUPER

# GOAL 2



حلول  
الجلول اون لاين  
hulul.online

MANUEL DOS SANTOS

Mc  
Graw  
Hill



## SuperGoal 2 Student Book

Published by McGraw-Hill Education, 2 Penn Plaza, New York, NY 10121. Copyright © 2017 by McGraw-Hill Education. All rights reserved. No part of this publication may be reproduced or distributed in any form or by any means, or stored in a database or retrieval system, without the prior written consent of McGraw-Hill Education, including, but not limited to, in any network or other electronic storage or transmission, or broadcast for distance learning.

ISBN: 978-1-4470-9094-6

*Publisher:* Jorge Rodríguez Hernández

*Editorial director:* Anita Raducanu

*Development editors:* Ana Laura Martínez Vázquez, Janet Battiste

*Art direction:* Heloisa Yara Tiburtius

*Interior design and production:* Page2, LLC

*Cover design:* Page2, LLC

*Photo coordinator:* Kevin Sharpe

Photo Credits: The Photo Credits section for this book on page 84 is considered an extension of the copyright page.

Exclusive rights by McGraw-Hill Education for manufacture and export. This book cannot be re-exported from the country to which it is sold by McGraw-Hill Education. This Regional Edition is not available outside Europe, the Middle East and Africa.



[www.mheducation.com](http://www.mheducation.com)



# Contents

	Scope and Sequence	iv
Unit 1	What Do You Do?	2
Unit 2	What's School Like?	10
Unit 3	What Time Do You Get Up?	18
Unit 4	What Can You Do There?	26
	EXPANSION Units 1–4	34
Unit 5	What Are You Going to Wear There?	40
Unit 6	Let's Celebrate	48
Unit 7	Then and Now	56
Unit 8	What Did You Do Last Week?	64
	EXPANSION Units 5–8	72
	Vocabulary	78
	Irregular Verbs	83
	Photo Credits	84



# Scope and Sequence

	Unit Title	Functions	Grammar
<b>1</b>	<b>What Do You Do?</b> Pages 2–9	Ask and answer questions about jobs Describe job activities Ask and answer with <i>why / because</i>	Simple present tense Questions with <i>what</i> Conjunctions: <i>so / because</i>
<b>2</b>	<b>What's School Like?</b> Pages 10–17	Talk about school subjects Describe people's physical traits Describe people's personality Discuss likes and dislikes	Simple present tense Adjectives (position) Intensifiers: <i>very, quite, really</i> , etc. Adjectives with <i>-ed</i> and <i>-ing</i>
<b>3</b>	<b>What Time Do You Get Up?</b> Pages 18–25	Describe daily activities and routines Express time	Adverbs of frequency: <i>always, usually, sometimes, never</i> Time expressions: <i>before, after, then, every day</i> Prepositions: <i>at, in, on</i> in time expressions Simple present versus present progressive
<b>4</b>	<b>What Can You Do There?</b> Pages 26–33	Talk about places and activities Express ability Express likes and dislikes	Modal: <i>can / can't</i> Verb: <i>like</i> + infinitive Gerunds and infinitives after verbs
<b>EXPANSION Units 1–4</b> Pages 34–39		<b>Language Review</b> <b>Reading:</b> English Everywhere	
<b>5</b>	<b>What Are You Going to Wear There?</b> Pages 40–47	Talk about clothing and colors Express future plans Make suggestions	Future: <i>be + going to</i> Time expressions for the future: <i>tomorrow, next week, next month, on Tuesday morning</i> , etc. Present progressive: future arrangements
<b>6</b>	<b>Let's Celebrate</b> Pages 48–55	Talk about national holidays and celebrations Express wants and needs Make suggestions and invitations	Object pronouns <i>Need / want / like</i> + infinitive <i>Let's</i> + verb Modals: <i>must / mustn't / should / shouldn't</i>
<b>7</b>	<b>Then and Now</b> Pages 56–63	Talk about the past Describe places and people in the past	Simple past tense: <i>be</i> <i>To be born</i> <i>There was / there were</i>
<b>8</b>	<b>What Did You Do Last Week?</b> Pages 64–71	Talk about past activities	Simple past tense Regular past tense verbs Irregular past tense verbs Time expressions for the past: <i>yesterday, last night, last week, last month</i> Simple present versus simple past
<b>EXPANSION Units 5–8</b> Pages 72–77		<b>Language Review</b> <b>Reading:</b> My Favorite Hangout Place	

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 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 Make an advertisement for a school club (Project)
Listen for specific details about daily activities	Linking— <i>Does he</i> and <i>Does she</i>	Schooldays: School Around the World	Write an email about a typical day at school Write about school routines around the world (Project)
Listen for specific information from a radio ad	<i>Can</i> and <i>can't</i>	Places to visit in Saudi Arabia	Write a postcard from a resort in your country Design a brochure for a vacation resort (Project)

**Chant Along:** The English Class  
**Project:** Language survey

Listen for specific details about clothing and colors	<i>Going to</i>	The Iguassu Falls	Write a description of people's clothing 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 Present a celebration in another country (Project)
Listen for specific details from a biography	<i>Was</i> and <i>were</i>	A Real Giant	Write about a celebrity Write an interview with a famous person (Project)
Listen for specific details about a past event	Past tense endings— <i>/t/, /d/, /ɪd/</i>	Favorite Foods—Around the World	Write a recipe for your favorite food Present a regional dish in your country (Project)

**Writing:** Write what happened  
**Chant Along:** My Dream Vacation

# 1 What Do You Do?

## 1 Listen and Discuss

Look at the information about the boys. **Adnan wants to be a high - tech designer**  
What do they want to be? **Majid wants to be a famous tennis player**

**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.



**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!



**A:**

**What does Majid's father do?**

He is a doctor. He cures patients. But he likes to cook and makes the best sandwiches.

**What does Adnan's father do?**

He is a mechanic. He fixes cars.

**B:**

**What do you do?**

I'm a student. I go to school

### Quick Check ✓

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




1. plays tennis **tennis player**
2. works in a hospital **nurse / doctor**
3. teaches at a school **teacher**
4. designs new gadgets **high-tech designer**

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



1. **no** Majid wants to be a teacher.
2. **yes** Adnan wants to be a designer.
3. **no** Majid designs games.
4. **yes** 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 \_\_\_\_\_.

# 1 What Do You Do?



## 3 Grammar

### Simple Present Tense

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

#### Affirmative (+)

I	work	for an airline.
You		
He	works	
She		
We	work	
They		

#### Third Person Endings

cook	–	cooks
write	–	writes
take	–	takes
make	–	makes
cut	–	cuts
play	–	plays



### Questions with *What*

**What** do you do?

**What** does he do?

**What** do they do?

**What** does she do?

**What** do you want to be?

I want to be a doctor.



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

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

1. **A:** What does your uncle do ?

**B:** He's a bus driver.

**A:** What does your cousin do?

**B:** He's a salesperson. He works in a store.  
He sells shoes.

2. **A:** What do you do ?

**B:** I'm a reporter. I write for a newspaper.

**A:** What do your friends do ?

**B:** They're football players.  
They play for a famous football team.

3. **A:** What does your father do ?

**B:** My father is a doctor. He works in a clinic.

**A:** How about your brother?

**B:** He works for a magazine.

4. **A:** What do you want to be ?

**B:** I want to be a teacher. What about you?

**A:** I want to be a chef and work in an elegant restaurant.



\*FYI: For Your Information

B. Work with a partner.  
Ask and answer.

A: Wh...  
B: He...  
the...



1 Hameed / chef / work / restaurant



2 Mi...  
wo...

1. A: What does Hameed do?  
B: He's a cook. He works in a restaurant.
2. A: What does Mike do?  
B: He's a waiter. He works in a restaurant.
3. A: What does Ibrahim do?  
B: He's a cameraman. He films the news.
4. A: What does Mr. Smith do?  
B: He's a bus driver. He drives a bus.
5. A: What does Fahd do?  
B: He's a carpenter. He makes furniture.
6. A: What do Ahmed and Raymond do?  
B: They're volleyball players. They play for a volleyball team.



3 Ibrahim / cameraman / film / news



4 Mr. Smith / bus driver / drive / bus



5 Fahd / carpenter / make / furniture



6 Ahmed and Raymond / volleyball players / play / volleyball team

## 4 Listening

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

Name	Job	Place of Work
1. Omar	chef	restaurant
2. Lee	salesperson	store
3. David	teacher	school
4. Robert	doctor	hospital

## 5 Pronunciation

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

/s/

Mr. Penn **writes** for a magazine.  
Mr. Chang **works** in a bank.  
Pierre **cooks** in a restaurant.

/z/

John **sells** cameras in a store.  
My father **drives** a bus.  
My brother **plays** volleyball.



# 1 What Do You Do?

رابطه الدرس الرقمي



www.ien.edu.sa

## 6 Conversation



about you

A: What do you want to be in the future?

B: I want to be a teacher.

A: What do you want to be in the future?

B: I want to be a doctor.



A: What does your father do?

B: He is a doctor. He works at the hospital.

A: What does your brother do?

B: He is a football player. He plays football for a football team.

### 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 or brothers do.

A: What does your brother/father do?

R:

1. Adel and Steve are students.
2. He wants to be a flight attendant.
3. Yes, it is. He likes to travel and meet lots of different people.
4. Steve is good with computers.

## 7 About You



What do you want to be in the future?



## 8 Reading

### Before Reading

What do you think Omar Hamdan wants to be?

**Omar want to be a professional football player**

# 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?

1. Omar lives in Tabuk, Saudi Arabia.
2. He plays football for his school.
3. He's a good player. / He's a striker.
4. He wants to be a professional football player.
5. He is going to a football school.
6. His parents support him, but they want him to go to a university

### 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?

**Yes, it is a good job.**

**No, it isn't easy to become a professional football player**



## 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"?
5. What do you think "rewarding" means?

1. Become an adult.

2. His parents are teachers and they are happy with their jobs.

3. He wants to teach science because he's interested in chemistry and physics, and he likes to do experiments.

4. Because each student is unique. This means he must pay close attention to each student. He must use many approaches to meet specific students' needs.

5. Satisfying, pleasing

### Writing Corner

1. Use *because* to explain why. Use *so* to explain the 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 show contrast.  
I really like chemistry **and** physics, **but** I don't like math.

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

My dream job	<b>Be a chemist</b>
Why I like this job	<b>1. To find new discoveries in healthcare and medicine</b>
	<b>2. To make the cure for all the diseases those are threatening families</b>
	<b>3. To be able to help these people get better</b>
Why I think I can do this job	<b>I do really care for learning about medicine</b>
One thing I don't like about it	<b>Chemist is a very long career</b>

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

## 10 Project

**Good jobs:** doctor, teacher, dentist, engineer, farmer, football player, designer  
**Bad jobs:** thief, killer

**My dream job is to be a chemist. I want to find new discoveries in healthcare and medicine. I want to be the one to make the cure for all the diseases that are threatening families all over the world. I want to be able to help these people get better and see them live a longer and happier life without worrying about their health. I do really care for learning about medicine in spite of the chemist job is very long career; we need to learn every single components of medicine we use for the patients**

# 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

1. Why does he want to be an architect?                      Because he likes to design houses.  
 2. Why does he want to be a mechanic?                      Because he's interested in cars.  
 3. Why do you want to be a flight attendant?                      Because I like to travel and meet people.  
 4. Why does she want to be a teacher?                      Because she likes to work with children.  
 5. Why does he want to be a chef?                      Because he likes to cook.  
 6. Why do you want to be a doctor?                      Because I want to help sick people.

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

1. He's interested in computers, **so** he wants to be a computer scientist.
2. We're studying **because** we have a test in history tomorrow.
3. He wants to be a carpenter **because** he likes to build things.
4. He wants to be a lawyer, **so** he's studying law.
5. She wants to be a nurse **because** she wants to help people.
6. The car has a problem, **so** the mechanic is checking it.
7. The children aren't going to school today **because** it's raining.
8. I like my neighborhood **because** it's quiet and the people are friendly.

**C:**  
**Mona wants to be a doctor because she likes to help people.**  
**Nada wants to be a teacher because she likes to work with children.**  
**Eman wants to be a chef because she likes to cook.**  
**Sarah likes to cure people so she wants to be a dentist**

C. Interview four classmates. Ask what job they want to do in the future. 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
<b>Mona</b>	<b>doctor</b>	<b>help sick people</b>
<b>Nada</b>	<b>teacher</b>	<b>like to work with children</b>
<b>Eman</b>	<b>chef</b>	<b>like to cook</b>
<b>Sarah</b>	<b>dentist</b>	<b>cure people</b>

# 2 What's School Like?

## 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

I think math is challenging.  
I think Arabic is easy.  
I think English is interesting.  
I think Geography is boring.  
I think History is difficult.  
I think Art is fun.

What's your favorite subject, Carl?

No, I don't. There are too many names and dates.

Who are your friends in school?

Well, there's Ben.

What does Ben look like?

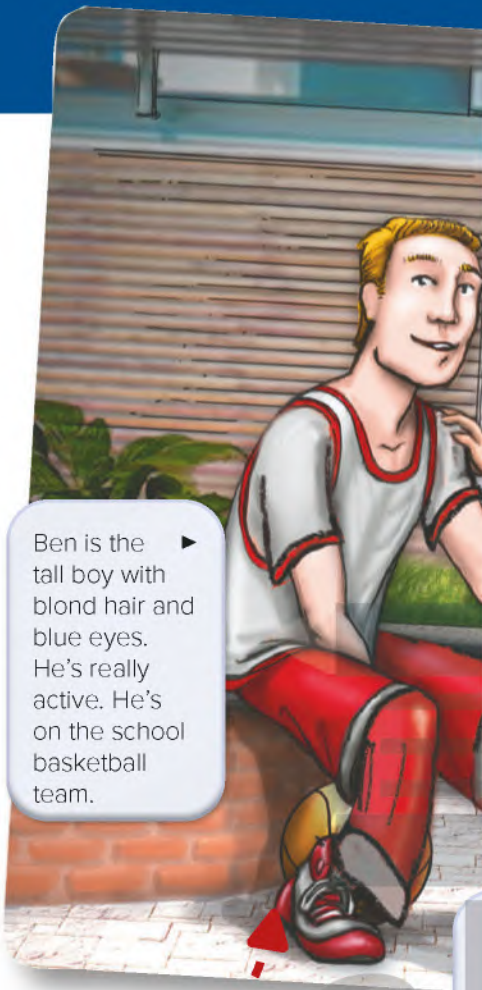
He's tall and athletic.  
Wait, here's a picture of my school friends.

**FYI**

We say PE for physical education.







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

**A:**  
Do you like English?  
Yes, I do. It's interesting.  
I think it is difficult.  
Do you like Arabic?  
No, I don't. It's boring.  
I think it is easy.

**B:**  
Does Mona have green eyes?  
No, she doesn't.  
Does she play tennis?  
Yes, she does.

**C:**  
Mona is a tall with blond hair and blue eyes.  
She is really friendly. He plays tennis.  
Hend is a thin with black hair and black eyes.  
She is really friendly. he plays volleyball

### Quick Check

#### A. Vocabulary. Match the words.




- |                         |                |
|-------------------------|----------------|
| 1. <u>b</u> active      | a. difficult   |
| 2. <u>c</u> interesting | b. athletic    |
| 3. <u>d</u> smart       | c. not boring  |
| 4. <u>a</u> hard        | d. intelligent |

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



- yes** Carl's favorite subject is history.
- no** Ben plays on the volleyball team.
- no** Saeed runs the computer club.
- no** Matt has curly blond hair.
- yes** 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.





www.ien.edu.sa

## 3 Grammar

### Simple Present Tense: Statements and Questions

#### Affirmative (+)

I	speak	English.
You		
He	speaks	
She		
We	speak	
They		

#### Negative (-)

I	<b>don't</b>	speak English.
You		
He	<b>doesn't</b>	
She		
We	<b>don't</b>	
They		

#### Questions (?)

<b>Do</b>	you	speak English.
	we	
	they	
<b>Does</b>	he	
	she	

#### Short Answers (+)

Yes,	I	<b>do.</b>
	we	
	they	
	he	<b>does.</b>
	she	

#### Short Answers (-)

No,	I	<b>don't.</b>
	we	
	they	
	he	<b>doesn't.</b>
	she	

#### FYI

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

### 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.

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

1. No, he doesn't. He takes French.	
2. Yes, he does.	
3. No, he doesn't. He teaches math.	
4. Yes, they do.	
5. He has science last on Tuesday.	
5. He has French three times a week.	
7. He has English, math, and science every day.	
8. He teaches history.	

Mr. Smith

Mr. Al-Halawi

Mr. Al-Jahawi

Mr. Morris

Mr. Dobbs

Mr. Fat'hi

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) teaches English. He has (2) short black hair and blue eyes. He gives a lot of homework. Mr. Al-Halawi is the history teacher. He's (3) tall, and he has (4) brown hair. Mr. Dobbs teaches math. He always (5) wears a jacket and tie, and he's a very good teacher. Mr. Fat'hi and Mr. Al-Jahawi (6) teach science. Mr. Fat'hi has short (7) black hair. Mr. Al-Jahawi is short, and he has (8) short brown hair. They are very strict. French is my favorite subject, and Mr. Morris is our teacher. He has (9) short brown hair and blue eyes, and he's a lot of fun. We (10) speak 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. **no** Ted has black hair.
2. **no** Ted has long hair.
3. **yes** Ted is tall.
4. **yes** Ted is carrying a laptop.

Seth

1. **no** Seth has brown hair.
2. **yes** Seth wears glasses.
3. **no** Seth is short.
4. **yes** 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.

## 2 What's School Like?

رابطه المدرس الرقمي



www.ien.edu.sa

### 6 Conversation

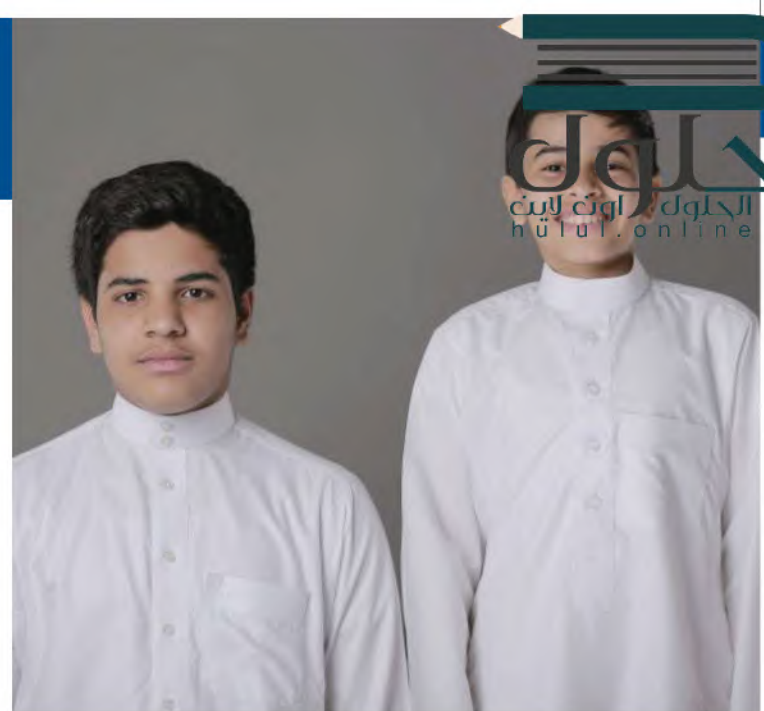
**Hashim:** What's your favorite subject?

**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.



الحلول اون لاين  
hulul.online



### 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.

#### Real Talk

cool = great

#### 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?

1. Faris's favorite subject is science. Faris loves the experiments.
2. Yes, he does. He thinks it's fascinating.
3. No, he doesn't. The teacher is very strict, and he gives a lot of tests.
4. His favorite teacher is Mr. Huston, the English teacher.

3. Who's your best friend at school?
4. What does he/she look like?

#### 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:** **My favourite subject is English**

**A:** Why?

**B:** **Because it is interesting**

Name	Subject	Why?
Mona	English	interesting
Heba	Arabic	easy
Nada	Maths	interesting
Marwa	Science	great
Sarah	History	interesting

**about you**

**Yes, I do.**

**It's difficult and full.**

**Nada is my best friend.**

**She is tall with blue eyes and black hair.**



# 8 Reading

**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.

## Before Reading

What clubs does your school have? **Science club**

### 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            | <b>computer club</b>    |
| 2. acting                     | <b>drama club</b>       |
| 3. visit archaeological sites | <b>archaeology club</b> |
| 4. present poetry             | <b>poetry club</b>      |
| 5. play for the school team   | <b>football club</b>    |
| 6. use chemicals              | <b>science club</b>     |



## 2 What's School Like?



### 9 Writing

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

Eyes/Hair	<b>brown eyes / long straight brown hair.</b>
Height/Build	<b>medium build</b>
Character	<b>faithful, shy and friendly</b>
Interests	<b>languages: English, Arabic, Reading</b>

- 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?  
  d     e
  2. What is he like?  
  a     f
  3. What does he like?  
  b     c
- 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.

#### C:

**Appearance: brown eyes; curly black hair; quite tall; medium build; nice smile.**

**Character: a lot of fun; makes his friends laugh; cheerful and friendly; active student.**

**Interests: languages: English, French; writing; runs the "Young Writers" club**

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

**D: My niece, Reem, is an intermediate student. She has brown eyes and short curly blond hair. She's tall and has a medium build. She also has a very nice smile. Reem is outgoing, lively and friendly. People like her because she has a very nice smile.**

**Reem is interested in arts, so she draws a lot. She wants to be a fashion designer. She is also creative and enthusiastic.**

- D. Choose a perso 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 club.

#### Poerty club

**Come and join us.**

**Have a nice time with us**

**Students learn and recite traditional and modern**

**poetry. They write poetry and organize poetry readings**

**Join us quickly**

# 11 Form, Meaning and Function

## Intensifiers

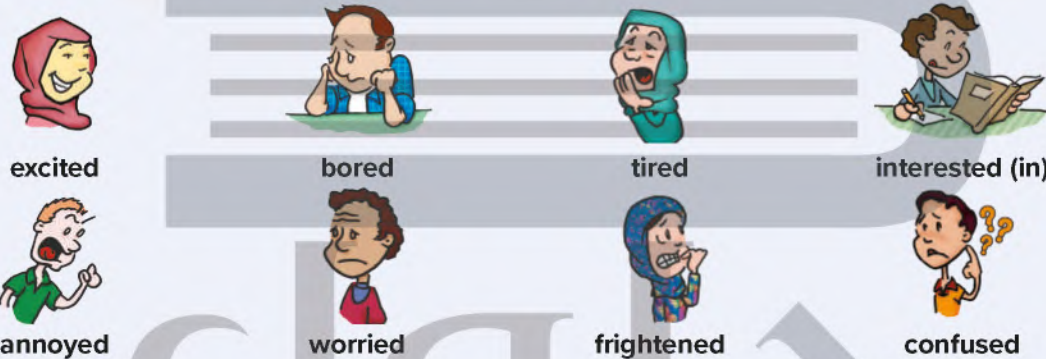
We use adverbs like *very*, *quite*, *really*, *pretty*, and *extremely* to make adjectives stronger. These adverbs are normally placed before the adjective.

Ali is **very** tall.                                Ali is an **extremely** active student.  
 Science is **pretty** interesting.            Science is a **really** interesting subject.  
 Faisal is **quite** short.                        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.




1. excited
2. fired
3. confusing
4. bored / interesting
5. worried
6. annoyed
7. frightening
- 8- boring / fascinating

### 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
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

*Football is a very exciting sport.*  
Math is quite a difficult subject.  
Maha is a really talented artist.  
Fahd is an extremely athletic student.  
History is a pretty interesting subject.  
Mr. Parks is quite a 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**.

**Arabic is a pretty interesting subject.**  
**Nada is an extremely beautiful student.**  
**English is a very interesting subject.**  
**Hend is a really friendly girl.**

# 3 What Time Do You Get Up?



رائد المدرس الرقمي

www.ien.edu.sa

المنهج الإلكتروني

## 1 Listen and Discuss

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

**People are walking up early at 5:30.**

**They are working at 7:30**

Every Day  
Around the World

5:30 am Jeddah, KSA



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

7:30 am Mexico City, Mexico



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

9:30 am 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 am Rio de Janeiro, Brazil



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

2:30 pm London, England



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

3:30 pm Madrid, Spain



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

4:30 pm Cairo, Egypt



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

7:30 pm Lahore, Pakistan



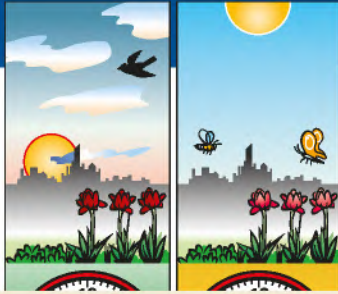
Mr. Zaheer Abbas and his family are eating. They always have dinner together.

11:30 pm Tokyo, Japan



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





**Pair work:**

**A:**

**What time does Alex have breakfast?**

**He usually serves breakfast at seven thirty.**

**What time does Celso sometimes play football during PE?**

**He sometimes plays football during PE at eleven thirty.**

**What times does Ali usually study?**

**He usually studies at four thirty.**

**What time does Bob usually go to work by bike?**

**He usually goes to work by bike at two thirty.**

**B:**

**What do you usually do in the morning?**

**I usually go to school.**

**What do you usually do before dinner?**

**I usually do my homework.**

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 18 do you do every day? Write them in order from morning to night. **Get up - Do homework - Have dinner.**

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

1. **yes** Amal usually gets up early.
2. **no** Alex is having breakfast.
3. **yes** Jeff and Rick never drive to work.
4. **yes** Celso plays football at school.

5. **no** Bob goes to work by bus.
6. **yes** Fernando reads his email in the office.
7. **no** Ali usually studies after dinner.
8. **no** Takeshi usually goes home early.

**2 Pair Work**

**A. Ask** and **answer** about the people on page 18.

- 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.



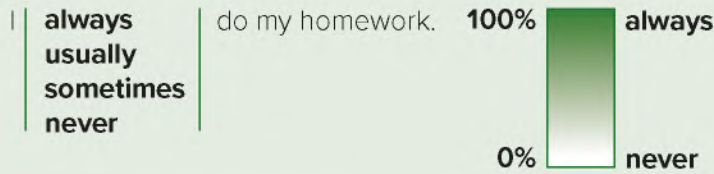
# 3 What Time Do You Get Up?



## 3 Grammar

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

What do you usually do after school?



### 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 usually get up at seven o'clock in the morning.

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

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

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

Derek

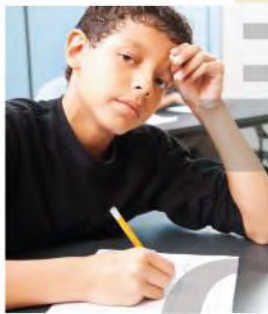
usually / weekends

*Derek usually visits his grandparents on weekends.*



1 Fatimah  
always / the evening

1. Fatimah always studies (reads) in the evening.
2. Tariq sometimes cycles (rides his bike) in the morning.
3. Adem never goes to school on weekends.
4. Abdullah usually plays football on Saturdays.
5. Khalid always does his homework after school.
6. Ali and his friends sometimes play video games in the evening.



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?

### 3 What Time Do You Get Up?



## 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?

### 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

usually goes to the gym  
takes a shower

does homework late in the evening

never watches TV after dinner

sometimes walks to school

takes karate lessons

#### Real Talk

Where are you off to? = Where are you going?  
awesome = really great

1. He usually works out for about an hour.
2. He has a karate lesson. | He has a martial arts class.
3. He's learning some difficult karate moves.

## 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?

- 1. Yes. Karate lesson.**
- 2. I usually go shopping.**
- 3. I never play tennis.**





## 8 Reading

### Before Reading

Do you have a school newspaper or web page? **Yes, I have**  
 What information does it have? **It has social information**

# 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

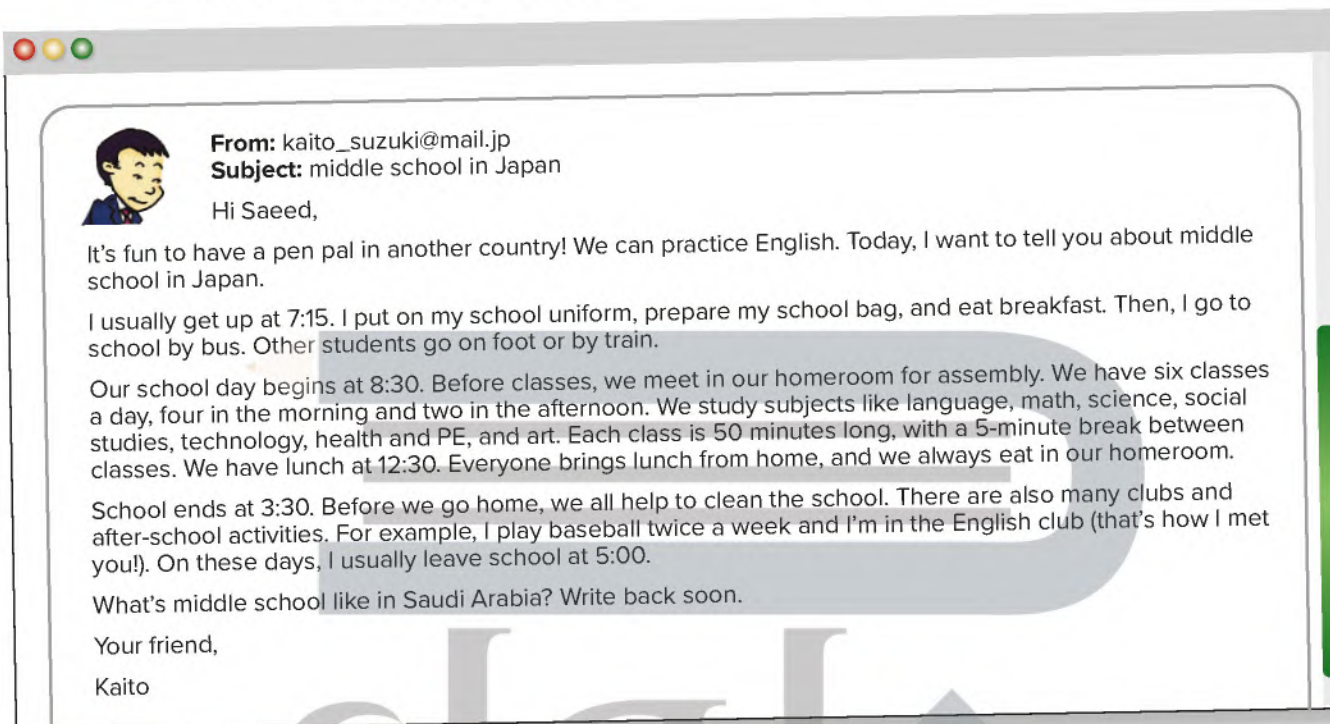
Underline or list the things and activities that are different from your school. Compare with a partner.

### 3 What Time Do You Get Up?



## 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.

**I put on my school uniform, prepare my school bag, and eat breakfast with my family**

Things I do before school	
School hours and classes	<b>from 7:45 am to 2:00 pm.</b>
After-school activities	<b>the Computer Club</b>

**c: From: Saeed\_Mashary@mail.ksa**  
**Subject: middle school in Saudi Arabia**

Hi kaito,

How are you? Today, I want to tell you about middle school in Saudi Arabia.

I usually get up at 6:45. I put on my school uniform, prepare my school bag, and eat breakfast with my family. Then, I go to school by bus. Our school day begins at 7:45. Before classes, we stand in lines then we go to our classes. We have seven classes a day, four in the morning and three in the afternoon. We study subjects like Arabic, English, Islamic studies, math, science, social studies, computer science, and art. Each class is 45 minutes long, with a 5-minute break between classes. We have a break at 11:00. We bring lunch from home or buy it from the canteen, and we always eat in our school yard. School ends at 2:00 pm. We have many clubs after school. I'm in the Computer Club. When we have a school club, we returned home at 3:00

Write back soon

Your friend

# 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.

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

- Do you check your email every day? (you/check)
- Look at them! They are riding horses on the beach. (ride)
- I don't understand this exercise. Can you explain it again? (not/understand)
- We are going to the park. Would you like to come with us? (go)
- Majid usually works out at the gym three times a week. (work out)
- What time \_\_\_\_\_ in the morning? (you/usually/wake up) **do you usually wake up**
- Are you reading the newspaper? Can I have a look at it, please? (you/read)
- Fatimah always brushes her teeth after dinner. (brush)
- Khalid has football after school, so he isn't coming home early. (not/come)
- My father's car is at the mechanic's, so he is taking the bus to work. (take)

# 4 What Can You Do There?



www.iem.edu.sa

## 1 Listen and Discuss



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

**Shopping mall, School, hospital, gym, school**  
People go shopping at the shopping mall.  
People learn at school.  
People go to the hospital to be cured.  
People play sports at the gym.  
People learn at the school.

### Quick check:

A:

Mall, Gym, Books.

B:

- 2 mall.
- 4 bookstore.
- 1 hotel.
- 5 bank.
- 9 bus station.
- 12 airport.



1



3



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.





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







**A:**  
**Can I play sports at the gym?**  
**Yes, you can.**  
**Can I read books at the library?**  
**Yes, you can.**  
**Can I buy fruits from the supermarket?**  
**Yes, you can.**  
**B:**  
**Can you play tennis?**  
**Yes, I can.**  
**Can you draw?**  
**No, I can't.**  
**Can you ride a bicycle?**  
**Yes, I can.**

## 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.



## 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.

Help!!! I can't rollerblade!!!



#### Affirmative (+)

I	
You	
He	
She	<b>can</b> speak English.
It	
We	
They	

#### Negative (-)

I	
You	
He	
She	<b>can't</b> rollerblade.
It	
We	
They	

#### Questions (?)

	I	
	you	
	he	
<b>Can</b>	she	read?
	it	
	we	
	they	

#### Short Answers (+)

	I	
	you	
	he	
Yes,	she	<b>can.</b>
	it	
	we	
	they	

#### Short Answers (-)

	I	
	you	
	he	
No,	she	<b>can't.</b>
	it	
	we	
	they	

**FYI** can't = cannot

### Verb: *like* + Infinitive

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

#### Affirmative (+) Negative (-)

I / You / We / They **like to read.**  
He / She **likes to read.**

I / You / We / They **don't like to read.**  
He / She **doesn't like to read.**

#### Questions (?)

**Do** you **like** to swim?  
**Does** he/she **like** to swim?

#### Short Answers (+)

Yes, I **do.**  
Yes, he/she **does.**

#### Short Answers (-)

No, I **don't.**  
No, he/she **doesn't.**

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

- Ahmed can't come (come) tonight. He's finishing an assignment.
- Can Luke drive (drive) them to the mall in his car?
- We can't meet (meet) tomorrow afternoon. I'm going to the dentist.
- Mr. Sawyer can't see (see) you now. I'm afraid he's very busy.
- You can't speak (speak) in the library, but you can read (read).
- Imad can't stay (stay) very long. His friends are waiting for him.

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.

1. A: Can Fred make a sandwich?  
B: Yes, he can.

2. A: Can Fred ride a bike?  
B: Yes, he can.

3. A: Can Fred ride a motorcycle?  
B: No, he can't.

4. A: Can Fred use a computer?  
B: Yes, he can.

5. A: Can Fred ice-skate?  
B: No, he can't.

C:

1. I can make sandwich, ride bicycle and use a computer. But I can't drive a bus, ride a motorcycle and ice-skate.

2. Using a computer, riding a bicycle.

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			

D:

Can you drive?

No, I can't.

Can you ride a bike?

Yes, I can.

Can you use a computer?

Yes, I can.

## 4 Listening

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

1. **no** The mall is located near the hospital.

2. **yes** You can shop and meet your friends.

3. **no** You can go mountain climbing.

4. **yes** You can't rollerblade.

5. **no** 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.

## 4 What Can You Do There?

### 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?*



الدروس الرقمية  
www.iem.edu.sa

الكلية الإلكترونية  
i.e.c.uonline

#### 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. Yes, he can.
2. No, he can't.
3. He can play on Saturday morning. He can play at eight.
4. He thinks that eight o'clock is too early.

#### 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 **play tennis**  
**B:** Good idea. When?  
**A:** **Today at 5:00**  
**B:** I can't. I **go to the dentist**  
**A:** How about **going tomorrow**  
**B:** That's **a good idea**

### 7 About You

1. Do you like sports? **Yes, I do**
2. What sports and games can you play? **I can play tennis**
3. How often do you play them? **I play tennis once a week**
4. Do you like to watch sports on TV? Which ones? **Yes, I do - Football and tennis.**



## 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.

### 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	<i>walk in the mountains</i>
Al-Uquair	
Al-Ula	

- Share your ideas with a partner.
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?



## 4 What Can You Do There?



### 9 Writing

**C:**  
**Hi Sarah,**  
**How are things? My family and I are having a fantastic vacation in Al-Baha - Saudi Arabia. It was a seven-day trip. There are so many activities to do. You can camp, climb mountains, ride camels and join with a group of people in a safari adventure. It was wonderful to see the night sky, as there was not an iota of pollution in the hill area. We also sat around the camp fire and told stories and jokes. You can also go on tours to discover the vibrant local culture, colorful markets, delicious food and bargain shopping. The hotel is comfortable and clean. The restaurants are great and offer healthy food**  
**Bye for now,**  
**Najlaa**

*Today we are visiting the Great Mosque.*

**project:**  
**Saudi Arabia**  
**375 \$**  
**Sun, 01 May 2016**  
**7 Nights**  
**Al-Baha**  
**camping — climbing mountains — riding camels - safari**  
**1 Room: 2 adults**  
**1 Room: 2 children**

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

Location	<b>Saudi Arabia</b>
Type of resort (cultural, environmental, holiday)	
Activities	<b>camping - climbing mountains - riding camels - safari</b>
What you like about the place	

**C.** Imagine that you are at a resort in Saudi Arabia. Write a postcard 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.

# 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 **going / to go** (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 **doing** (2. do) water sports. They usually rent a boat. My dad and Ahmed spend the day **fishing** (3. fish).

Sometimes they catch enough fish for dinner. Hameed prefers **snorkeling / to snorkel** (4. snorkel), and this year he would like **to try** (5. try) scuba diving. My mom can't stand **sailing**

(6. sail) because she gets seasick, and I hate **sitting / to sit** (7. sit) on the boat all day. We prefer **walking / to walk** (8. walk) along the beach.

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

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

- I like **I like playing video games.**
- I would like **I would like to buy anew laptops**
- I enjoy **I enjoy swimming in the summer.**
- I prefer **I prefer to hang out with my friends**
- I dislike **I dislike watching TV**
- I can't stand **I can't stand cooking**
- I spend my free time **I spend my free time reading books**



# EXPANSION Units 1-4

## 1 Language Review

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

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



B. In a group, share your answers.  
 What jobs are good for you? **Doctor, teacher, dentist, an engineer**  
 What do other group members think? **Teacher, dentist, writer, designer**  
 Do they agree on a job? **Yes, they do**  
 Do you agree with them? **Yes, I do**

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				



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



repair a car



ride a horse

can ski _____	can draw _____	is good at sports _____	can repair a car _____	is a good high-tech designer _____
can play basketball _____	can ride a horse _____	can play chess _____	is a good actor _____	can drive _____
is good at math _____	can ice-skate _____	can write stories _____	can rollerblade _____	is a good teacher _____
can present well _____	can stand on his/her hands _____	can take photographs _____	can use computer software _____	can sew _____
is good at science _____	can ride a motorcycle _____	can cook _____	can speak two languages _____	can 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. **I usually use a computer.** \_\_\_\_\_
2. **I sometimes plan tennis** \_\_\_\_\_
3. **I always read stories.** \_\_\_\_\_
4. **I never drive a car.** \_\_\_\_\_

F. 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. **I can read books at school** \_\_\_\_\_
2. **I can use a computer at school** \_\_\_\_\_
3. **I can't play tennis at school** \_\_\_\_\_
4. **I can't play chess at school** \_\_\_\_\_
5. **I can't roller blade at school** \_\_\_\_\_



rollerblade

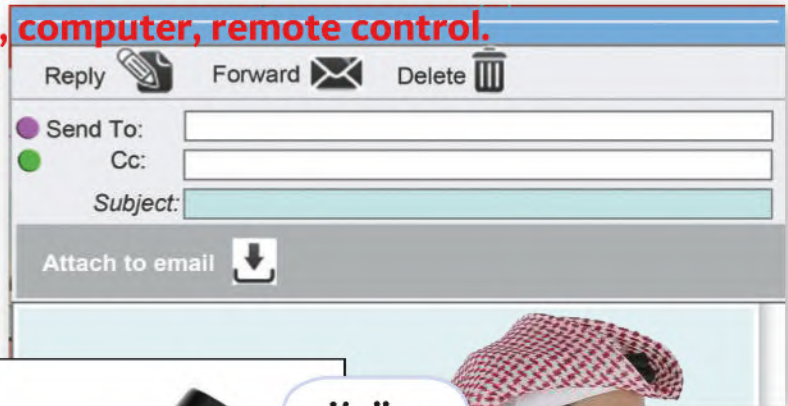
## 2 Reading

### Before Reading **E-mail, clothes, computer, remote control.**

First, look at the pictures and name the objects.

Do you use the same words when you speak Arabic? **Yes, I do**

# 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!

## After Reading

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

1. **no** Some students never use English outside the classroom.
2. **yes** Some words we use for computers also have a general English meaning.
3. **no** Students don't need English when they search for information on the Internet.
4. **yes** Most films on cable TV are in English.
5. **no** There are no English labels on products we buy at the supermarket.

B. Answer the questions.

1. What is computer jargon? Find examples.
2. What are some English words for things that different speakers use?
3. When do students hear, read, or see English?

## Discussion

1. camera, supermarket, mall.
2. Abaya, alcohol, sultan, coffee, Soda.
3. Yes, I do. To understand what I hear.
4. I like it. It is interesting.
5. Because we use English at everything and everywhere such as the games and the internet.

## Writing

1. Look at the signs and write what they mean.  
📌 *Go out this way.*
2. Find and draw more signs in English, and present them to the class.



## Signs



**1. Words and phrases that we use to talk about computers**

**Examples: window, mouse, click, drag, website, Internet.**

**2. Food: burger, chips  
Clothes: jeans, T-shirt.**

**3. When they watch DVDs, when they play video games, when they use the Internet, when they watch films and programs on cable TV, when they go shopping and read labels or instructions, etc.**



**1:**

**Go up.**

**Go down.**

**Don't use elevator if there is a fire.**

**Use the stairs.**

**Use extra force to move it.**



**3 Chant Along**

Number the verses in the correct order.

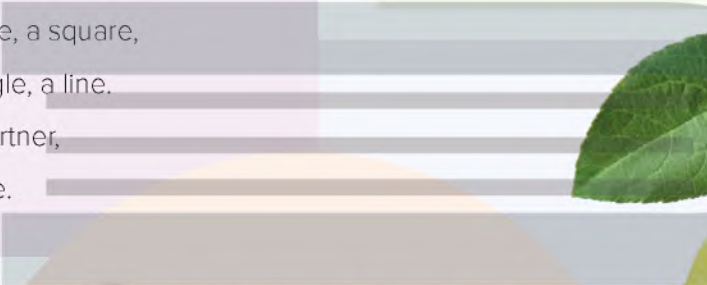
# The English Class

○ 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.  
 A CD-ROM, an MP3,  
 A video game, a DVD.  
 What's this?  
 What's that?



book ▲



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.



pear ◀



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.

## Vocabulary

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

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

B. Put the words into the correct groups.

bus      DVD      CD-ROM      book      mouse      keyboard  
 car      train      video game      pen      email      motorcycle  
 paper      plane      bike      pencil      partner      chair



Classroom	Transportation	Technology
pen	bus	DVD
book	car	CDROM
pencil	train	mouse
paper	plane	keyboard
chair	bike	email
partner	motorcycle	video game

## Comprehension

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

1. **no** A circle has 4 sides.
2. **yes** When you spell your name, you need to say each letter separately.
3. **no** We put a pad under the keyboard.
4. **yes** We click with the mouse.
5. **yes** 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.

# 5 What Are You Going To Wear There?

## 1 Listen and Discuss

What kind of clothes do you like to wear?

### Casual clothes



**Steve:** I'm going to travel to Rio de Janeiro on vacation. What clothes do I need?

**Mario:** I think you're going to need casual clothes for the hot weather: T-shirts, jeans, shorts, and a hat!



**Nawal:** I'm going to a wedding on the weekend. I don't know what to wear.

**Sabah:** Me too. I'm going to go shopping for a formal dress. Do you want to come with me?

### Quick Check ✓

- A. Vocabulary.** List the clothes you are wearing today. Also give the colors. **Blouse, skirt and boots**
- B. Comprehension.** Answer **yes** or **no**.
- no** Steve is going to Rio de Janeiro for work.
  - yes** He's going to need casual clothes.
  - no** Nawal is going to get married next weekend.
  - no** 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
-  You need warm clothes. It
-  What clothes do I need fo
-  You need light clothes. Th
-  What are you going to do
-  I'm going to go shopping.
-  What color are your boots
-  They're brown.

**What clothes do I need to buy for Riyadh in the winter?**

**You need warm clothes. It's cold in Riyadh.**

**What clothes do I need for Egypt in July?**  
**You need light clothes. The weather is very hot.**

**What are you going to do next weekend?**  
**I'm going to visit my grandmother.**

**What color are your boots?**  
**They're black.**

# 5 What Are You Going To Wear There?



## 3 Grammar

### Future: *be + going to*

#### Affirmative (+)

I'm	<b>going to</b>	wear jeans.
You're		
He's		
She's		
We're		
They're		

(I + am)  
(you + are)  
(he + is)  
(she + is)  
(we + are)  
(they + are)

#### Negative (-)

I'm	<b>not</b>	<b>going to</b>	wear jeans.
You	<b>aren't</b>		
He	<b>isn't</b>		
She			
We	<b>aren't</b>		
They			

#### Questions (?)

Are you	<b>going to</b>	wear jeans?
Is he/she		
Are we/they		

#### Short Answers (+)

I	<b>am.</b>
he/she	<b>is.</b>
we/they	<b>are.</b>

#### Short Answers (-)

I'm	<b>not.</b>
he/she	<b>isn't.</b>
we/they	<b>aren't.</b>

### 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.

- She / going / a new dress / is / to buy
- jeans / are / to the park / They / to wear / going
- a new pair of sneakers / to shop for / going / I'm
- to wear / sandals / is / to the beach / He / going
- are / for Dad / We / going / a tie / to buy
- to need / going / for work / are / a suit / You

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

#### 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.

- at home
- to school
- to a football game
- to the beach
- in cold weather
- in hot weather
- Your idea: \_\_\_\_\_

**What do you usually wear at home?**  
**I usually wear pajama.**  
**What do you usually wear to school?**  
**I usually wear Abaya.**  
**What do you usually wear to the beach?**  
**I usually wear sandals.**  
**What do you usually wear in cold weather?**  
**I usually wear a coat.**  
**What do you usually wear in hot weather?**  
**I usually wear cotton clothes.**  
**What do you usually wear to the beach?**  
**I usually wear sandals.**



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

**A: Where are Tom and Sam going to go on vacation?**

**B: They are going to go to Moscow.**

**A: What are they going to take?**

**B: They are going to take coats.**

**A: Where is Mel going to go on vacation?**

**B: They are going to go to Tahiti.**

**A: What is he going to take?**

**B: He is going to take shorts and t-shirts.**



Tahiti

2 Bob / Mexico



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	<b>coat, boots</b>	<b>blue or black, brown</b>	<b>casual</b>
2. Mark	<b>suit, shirt, tie</b>	<b>dark gray or dark blue, white or blue</b>	<b>formal</b>

## 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.

## 5 What Are You Going To Wear There?



## 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 ...

**Your turn:**

**She should heavy clothes like abaya**

### About the Conversation

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

1. Andy is going to go to Norway
2. He's going to wear warm clothes. He's going to wear a heavy coat, a scarf, gloves, sweaters, warmsocks, and sunglasses.

## 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?

**1. Casual clothes.**

**2. Red.**

**3. Yes. I like the fashion.**

**4. I need to buy blouses and skirts.**

**5. The mall.**

**6. No, they aren't.**

**7. Abaya.**

**8. Yes, I think.**



## 8 Reading

### Before Reading

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

**It is about the Iguassu Falls**

# 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 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.

1. The Iguassu Falls are on the border of Brazil and Argentina.
2. The town of Foz do Iguassu is near the falls.
3. An exciting boat ride on the Iguassu River. a helicopter ride over the falls. the Itaipu Dam (hydroelectric dam). a walk with a great view of the falls.
4. People go to the falls by bus.
5. Visitors wear waterproof jackets or raincoats with hoods and rubber boots or waterproof shoes

### 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?

## 5 What Are You Going To Wear There?



### 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?  
B: He's wearing a T-shirt. shorts, socks. and sneakers.  
A: Where is he going?  
B: I think he's going to the beach.  
A: What is the boy wearing in picture B?  
B: He's wearing a suit. a tie. and shoes.  
A: Where is he going?  
B: I think he's going to a graduation dinner.  
A: What is the boy wearing in picture C?  
B: He's wearing a jacket (coat), a sweater, pants, boots, and gloves  
A: Where is he going?  
B: I think he's going to the mountains

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.      These are **comfortable brown leather** shoes.  
She has **small round gold** earrings.      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.

**Picture A: light blue cotton T -shirt; casual beige shorts; comfortable old yellow speakers.**

**Picture B: expensive beige silk suit; bright orange silk tie; new brown leather shoes.**

**Picture C: warm purple padded jacket; brown wool gloves; casual green wool sweater; comfortable light brown pants; brown leather hiking boots**

- C:**  
**picture a: She is wearing black scarf, black abaya and brown shoes.**  
**picture b: He is wearing orange and yellow T-shirt, blue jeans and dark blue shoes**  
**picture c: He is wearing white thobe and black shoes**

# 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 <b>are</b> you <b>doing</b> ? (now) | What <b>are</b> you <b>doing</b> tomorrow? (future)           |
| He <b>is wearing</b> a suit. (now)       | He <b>is wearing</b> a suit to the graduation. (future)       |
|  | He <b>is going to wear</b> 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. He is booking the restaurant tonight
2. He is taking his suit to the dry cleaner tomorrow afternoon
3. He is buying shoes tomorrow evening
4. He is ordering a cake from the bakery on Tuesday morning
5. He is writing a speech on Tuesday evening
6. He is picking up his suit from the dry cleaner on Wednesday morning
7. He is washing his car on Wednesday afternoon
8. He is meeting his brother at the airport on Wednesday night (at 8:30 pm)
9. He is attending the graduation ceremony on Thursday afternoon (at 2 pm)
10. His guests are arriving at the restaurant on Thursday evening (at 6 pm)

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



# 6 Let's Celebrate



الخط الدرس الرقمي  
www.ien.edu.sa

حلوة  
الخطوة الأولى  
online

## 1 Listen and Discuss



The national day

1. What are the important holidays in your country?  
2. How do you celebrate them? **Cities and towns are covered in green. People fly flags and celebrate in the streets**

# National Day



### Saudi Arabia ▲

September 23<sup>rd</sup>

Cities and towns are covered in green. People fly flags and celebrate in the streets.



### ▲ Oman

November 18<sup>th</sup>

There are official celebrations, parades, and fireworks.

### ◀ United Arab Emirates

December 2<sup>nd</sup>

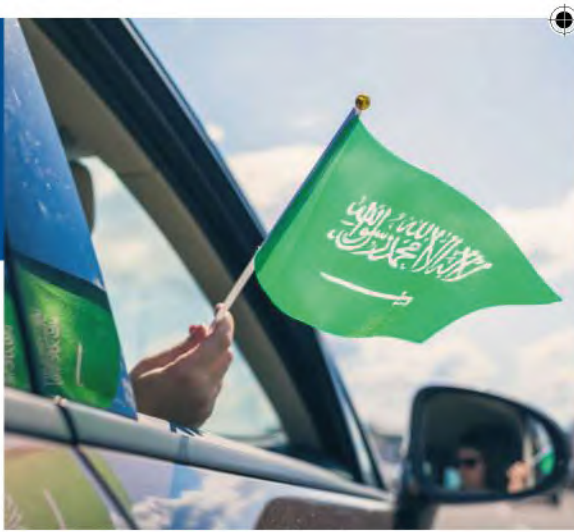
UAE countries celebrate the Federation of the Emirates. People decorate the streets, buildings, and homes with bright lights.



### ▲ Kuwait

February 25<sup>th</sup> and 26<sup>th</sup>

People in Kuwait celebrate their National and Liberation Days with fireworks and special events. Families and friends get together to share meals.



**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 48.





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



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

1. **yes** People in Saudi Arabia cover everything in green.
2. **no** In the UAE, people only decorate their homes.
3. **yes** There are parades in every country.
4. **no** Kuwaitis celebrate their Liberation Day.



## 2 Pair Work

**A. Ask and answer a**

-  When is the na
-  Saudi National
-  What do peopl
-  They fly the fla

-  What are you c
-  I'm going to the

**B. Talk about invitatio**

-  Do you want to
-  Yes, let's invite

**A:**

**When is the national holiday in your country?  
The national day in Saudi Arabia is on  
September 23**

**What do people usually do on that day?**

**They fly the flag and celebrate in the street.  
What are you going to do on Saudi National  
Day?**

**I'm going to the open-air activities.**

**B:**

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

### 3 Grammar

#### Object Pronouns

##### Singular

Subject Pronouns    Object Pronouns

I                    **me**    He knows **me**.  
 you                **you**    I know **you**.  
 he                  **him**    I know **him**.  
 she                **her**    I know **her**.

##### Plural

Subject Pronouns    Object Pronouns

we                **us**    They know **us**.  
 you               **you**    They know **you**.  
 they               **them**    We know **them**.

#### 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.**

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

- He wants to invite Jack. He's going to call him.
- Sandra is her best friend. She's going to visit her.
- I want to meet my neighbors. I don't know them.
- We want to come to your graduation. Don't forget us.
- I'm going to be at home tonight. Please call me.
- Please listen. I'm talking to you.

**B.** Unscramble the sentences.

- my / to call / need / I / friends
- the house / likes / to decorate / Mariam
- snacks / to buy / you / Do / need / ?
- like / laptop / He / to share / doesn't / his
- don't / an invitation / need / We / to send
- want / you / to / a graduation party / Do / to come / ?

I need to call my friends  
Mariam likes to decorate the house  
Do you need to buy snacks?  
He doesn't like to share his laptop  
We don't need to send an invitation

**Do you want to come to a graduation party?**



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.



2 Badr and his family / Eid Al-Fitr



3 you / Eid Al-Fitr



4 your family / vacation

1. A: What do you want to do during the holiday?  
B: I want to spend some time with my friends.
2. A: What do Badr and his family went to do on Eid Al-Fitr?  
B: They want to have a family dinner / traditional meal.
3. A: What do you want to do on Eid Ai-Fitr?  
B: I want to see my cousins, eat dates. and drink tea.
4. A: What does your family went to do on vacation?  
B: They want to go to the beach.
5. A: What do you want to do on your graduation day?  
B: I want to have a graduation party

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	<b>Tuesday</b>	<b>eleven o'clock</b>	<b>parents' house</b>
2. Eid Al-Adha	<b>Wednesday</b>	<b>three o'clock</b>	<b>family farm</b>
3. Graduation party	<b>Thursday</b>	<b>eight o'clock</b>	<b>Lebanese restaurant</b>

## 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.



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.

1. No, he doesn't.
2. It's going to be at Adnan's home. on Saturday
3. They're going to have two game consoles and pizza there

Your Ending

About you:

1. They do a party.
2. I'm going to do a party, have games and play in teams.
3. Eid El fitr.
4. We pray and visit relatives.

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 **like** to come to a graduation party?  
**B:** Great. When **is it** ?  
**A:** It's on **Thursday**  
**B:** OK. And where **is it** ?  
**A:** It's at **school** around **12** 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?

## 8 Reading

### Before Reading

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

**The day begins with a light snack, usually dates, and Eid prayers. People often decorate their homes and cook festive meals for family and friends. Older members of the family offer money to children.**

# 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. no Children offer money to adults.
2. yes People show generosity and kindness to others.
3. yes People have a light breakfast before the prayer on Eid Al-Fitr.
4. yes 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.

**Eid Al-Fitr is a Muslim holiday. The day begins with a light snack, usually dates, and Eid prayers. People often decorate their homes and cook festive meals for family and friends. Older members of the family offer money to children.**



9 Writing

A. Find 22 words in the word search that are related to celebration (10 words down). Shade them with a pencil. Write the remaining message.

1  
2  
3  
4  
5  
6  
7  
8  
9  
10  
11  
12

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

Across:

- (1) TRADITIONAL
- (2) FUN
- (3) MEALS
- (5) LAMB
- (6) DATE/DATES
- (7) CELEBRATE
- (8) HOLIDAY
- (8) FLAG
- (9) FIREWORKS
- (10) GRADUATION
- (11) RAMADAN
- (12) EID AL-FITR

B. Read the text with a partner. Work with a partner. Ask and answer questions with: **Why?**

A: Who

Down:

- (1) FAMILY
- (2) PRAY
- (2) DECORATE
- (4) PARADE
- (7) INVITE
- (8) GOAT/GOATS
- (9) NATIONAL
- (10) GIFTS
- (11) SHARE
- (12) LIBERATION

B:

- A: What was the celebration for?
- B: For a graduation.
- A: Who was it for?
- B: Ahmed Al-Faisal.
- A: Where was it?
- B: At Oasis Restaurant - 445 Main Street.
- A: When was it?
- B: On Saturday, May 15th at 6:00 pm.

**C: Please join me to celebrate Eid al-Adha 10 - Dhul-Hijjah at 2:30 pm Kebab Palace Al-Mina Street**

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,

**On the first morning of Eid al-Adha, Muslims around the world attend morning prayers at their local mosques. Prayers are followed by visits with family and friends, and the exchange of greetings and gifts. They are wearing new clothes. At some point, members of the family will visit a local farm or otherwise will make arrangements for the slaughter of an animal. The meat is distributed during the days of the holiday or shortly thereafter. The meat from the sacrificed animal is preferred to be divided into three parts. The family retains one third of the share; another third is given to relatives, friends and neighbors; and the remaining third is given to the poor and needy.**

# 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.

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

**FYI** mustn't = must not


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

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

**FYI** shouldn't = should not

**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
- Do your homework tonight.            I I must do my homework tonight
  - Don't be late for class.                    You You mustn't be late for class
  - Ask the teacher for help.                 She She must ask the teacher for help
  - Don't sit on the desks.                     Students Students mustn't sit on the desks
  - Share your toys.                            The children The children must share their toys
  - Don't eat snacks before dinner.        He He mustn't eat snacks before dinner
  - Send the invitations today.                We We must send the invitations today
  - Don't use fireworks indoors.             You You mustn't use fireworks indoors

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

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



# 7 Then and Now



## 1 Listen and Discuss

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

**I know them well. They are famous Saudi cities. They are attractive and modern with tall building, beautiful homes, and wide range of stories and hotels.**

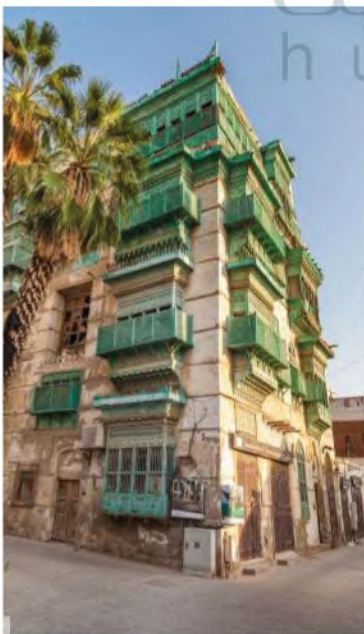


## Now

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.



## Majed Ahmed Abdullah

### *Then and Now*

Majed Ahmed Abdullah is the best football striker 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.



**A: Riyadh:**  
 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. More than 1,500 square kilometers. Population of almost 5.5 million.

### Quick Check

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

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

1. no The walls of the old city of Riyadh were made of concrete.
2. no Most of the buildings in Balad had two stories.
3. yes More than 7 million people live in Riyadh.
4. no The Al-Masmak fort is in ruins.
5. yes Majed was a member of the Saudi national team.

## 2 Pair Work

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

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

**A: What is the size of old Riyadh?**

The old, oasis town of Riyadh was an area of about one square kilometer.

**What do the buildings look like in old Riyadh?**

There were many mud-brick houses, mosques, and other buildings inside the walls of the city.

**What do the buildings look like in Modern Riyadh?**

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.

**Did Majid go to the high school?**

Yes, he did.



## 3 Grammar

### Simple Past Tense: *be*

#### Affirmative (+)

I	<b>was</b>	famous.
He		
She		
It	<b>were</b>	famous.
We		
You		
They		

#### Negative (-)

I	<b>wasn't</b>	famous.
He		
She		
It	<b>weren't</b>	famous.
We		
You		
They		

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

#### Questions (?)

<b>Was</b>	I	famous?
	he	
	she	
<b>Were</b>	it	famous?
	we	
	you	
	they	

#### Short Answers (+)

I	<b>was.</b>
he	
she	
it	<b>were.</b>
we	
you	
they	

#### Short Answers (-)

I	<b>wasn't.</b>
he	
she	
it	<b>weren't.</b>
we	
you	
they	

### 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**.

- A:** was your father born in the States?  
**B:** No, he wasn't. He was born in Europe.  
**A:** Where in Europe was he born?  
**B:** He was born in Poland.
- A:** What was your father's first job?  
**B:** He and his brother were waiters.  
**A:** How old were they?  
**B:** They weren't very old—17 and 15.
- A:** How was the graduation party?  
**B:** It was great.  
**A:** Who was there?  
**B:** All our friends were there.
- A:** What was Oscar like?  
**B:** He was very smart.  
**A:** were his grades good?  
**B:** No, they weren't.
- A:** was you late for school?  
**B:** Yes, I was.  
**A:** Why?  
**B:** The bus was late.
- A:** was the hotel comfortable?  
**B:** Yes, it was OK.  
**A:** What was the weather like?  
**B:** It was terrible.



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.

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

**A: How was your vacation?**

**B: It was great.**

**A: That's good!**

**A: How was your vacation?**

**B: It was boring.**

**A: That's too bad!**

**A: How was your vacation?**

**B: It was great.**

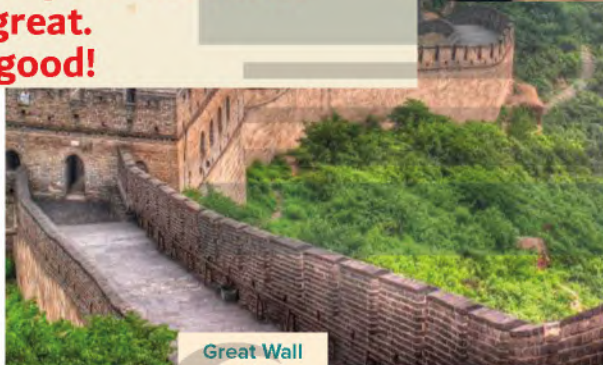
**A: That's good!**

g.  
bad!

Pyramids in Teotihuacan  
Mexico



Sugar Loaf in Rio de Janeiro  
Brazil



Great Wall  
China



Coliseum in Rome  
Italy

## 4 Listening

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

1. Arabian Pelé
2. Al-Jazaeria Elementary School, Al Motawasta Al-Thania High School
3. goalkeeper for his school and neighborhood team, formed a team with his friends when he was in high school
4. two
5. Under 17 National Team in 1977, Senior National Team in 1978 for 16 years.



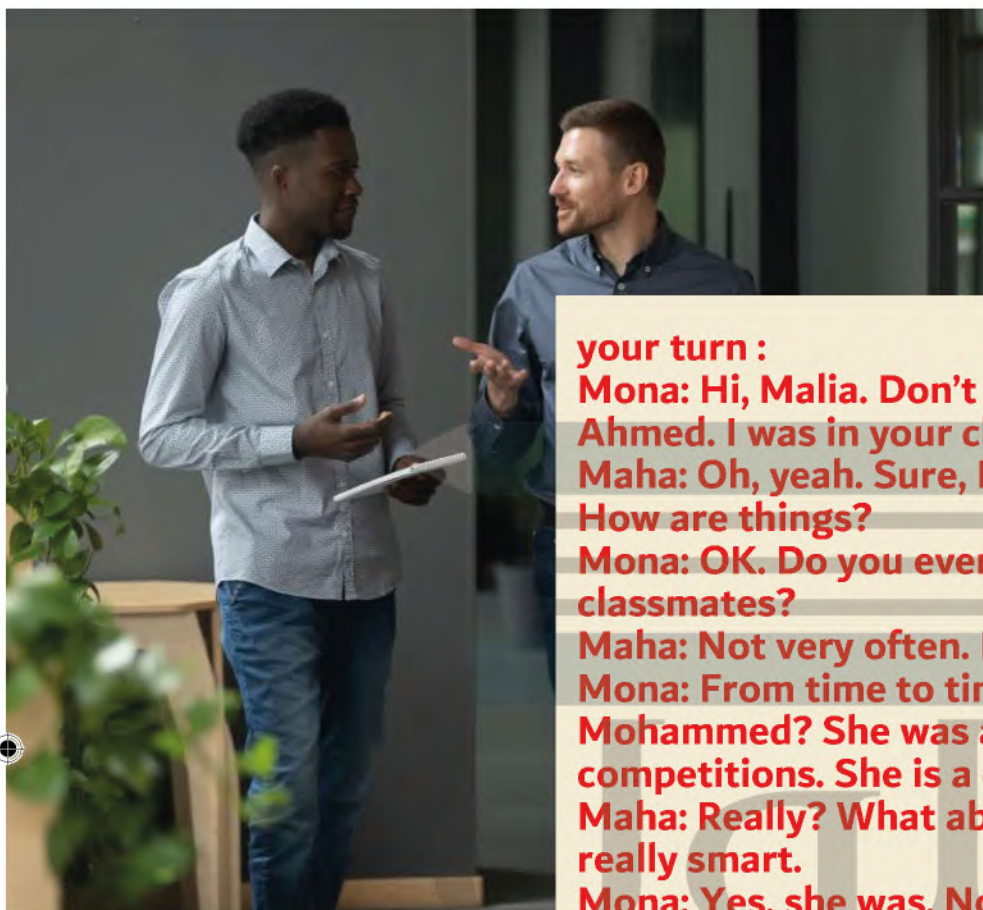
Listen to the pronunciation of **was** and **were**. Then practice.

You **were** late for class. Where **were** you?

Sorry I **was** late. I **was** in the library.



## 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?

**your turn :**

**Mona:** Hi, Malia. Don't you remember me? Mona Ahmed. I was in your class in ninth grade.

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

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

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

**Mona:** From time to time. Remember Nada Mohammed? She was always the winner of school competitions. She is a dentist now.

**Maha:** Really? What about Fatimah Ahmed? She was really smart.

**Mona:** Yes, she was. Now he's a successful doctor.

### 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.

1. Yes, they were. It was in ninth grade.
2. No, he doesn't.
3. He was always the winner of school competitions.
4. He is a successful businessman and Neil's boss

## 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?

1. Yes, they were.
2. English.
3. Playing tennis.
4. Miss, Hala.
5. Nada.
6. She is with me at school.

## 8 Reading

### Before Reading

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

**It is an exciting sport. In China, his nickname is “Little Giant.” In the West, they call him the “Great Wall.”**

1 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

5 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.

10 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

15 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

20 basketball team.

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



### After Reading

- |  |   |
|--|---|
| <ol style="list-style-type: none"> <li>1. Where was Yao Ming born?</li> <li>2. Were his parents short?</li> <li>3. When was Yao first serious about basketball?</li> <li>4. What was the name of his team in the U.S.?</li> <li>5. What was his role in the Olympic Games of 2008 in Beijing?</li> <li>6. Does he have fans only in his home country?</li> </ol> | <ol style="list-style-type: none"> <li>1. Shanghai, China</li> <li>2. No, they were tall.</li> <li>3. By the age of twelve.</li> <li>4. The Houston Rockets</li> <li>5. He likes to go home to China and enjoy his mom's cooking</li> </ol> |
|--|---|



## 9 Writing

A. Look back at the **Reading** on page 61. Who do the pronouns or adjectives refer to?

- |                   |                    |                  |                   |
|-------------------|--------------------|------------------|-------------------|
| 1. him (line 2)   | <u>Yao Ming</u>    | 4. he (line 15)  | <u>Yao Ming</u>   |
| 2. their (line 5) | <u>his parents</u> | 5. his (line 21) | <u>Yao Ming's</u> |
| 3. His (line 11)  | <u>Yao Ming's</u>  | 6. He (line 22)  | <u>Yao Ming</u>   |

### Writing Corner

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

- 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.
- 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?



Paragraph 1: He = Khaled  
 Paragraph 2: His/his = Khaled's; they = his family; He/he = Khaled  
 Paragraph 3: His = Khaled's; they = Khaled and his horse; heir = Khaled and his horse's

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.

**Eid al-Fitr is a special day marks the end of Ramadan. My family and I go to pray at the morning. After finishing, we congratulate other prayers. The important on this Eid is when we go home; we meet our relatives and friends. We offer many kinds of deserts. I like meeting with my friends and playing all the time with them. I wear a new traditional wear at Eid al-Fitr**

ate an interview—  
interview to the class.

# 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

- There was only one room.
- There weren't any other rooms.
- There was an old sofa.
- There weren't holes in the sofa.
- There wasn't a comfortable bed.
- There wasn't a balcony.
- There weren't any windows.
- There weren't some books on a shelf.
- There was a light on the ceiling.
- There wasn't 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: Were there holes in the sofa?**

**B: Yes, there were.**

**A: Was there a light on the ceiling?**

**B: Yes, there was.**

**A: Was there a balcony?**

**B: No, there wasn't.**

**A: Were there some books on a shelf?**

**B: Yes, there were.**

# 8 What Did You Do Last Week?



## 1 Listen and Discuss

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

**Yes, I did.**



**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      car race
2. equipment for video games      console
3. a high-tech phone      smartphone
4. looking for      searching

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

1. **no** Omar stayed at home on Saturday.
2. **yes** Ahmed was pleased with his presentation.
3. **no** Saeed and his brothers drove to the museum.
4. **yes** Imad needed to finish his assignment for school.



## 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?



### pair work:

**A:**

**Did Omar play video games on Thursday?**

**Yes, he did.**

**Did Ahmed do his homework on Wednesday?**

**No, he didn't. He played football with his friends.**

**Did Imad have a science test on Sunday?**

**Yes, he did.**

**B:**

**Did you have a test yesterday?**

**Yes, I did.**



**What did you do yesterday afternoon?**

**I went shopping.**







## 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.





## 3 Grammar

### Simple Past Tense

#### Affirmative (+)

I		
You		
He/She	<b>worked</b>	yesterday.
We		
They		

#### Negative (-)

I		
You		
He/She	<b>didn't work</b>	yesterday.
We		
They		

**FYI** didn't = did not

#### Questions (?)

<b>Did</b>	I/you/he/she	<b>work</b>	yesterday?
	we/they		

#### Short Answers (+)

Yes,	I/you/he/she	<b>did.</b>
	we/they	

#### Short Answers (-)

No,	I/you/he/she	<b>didn't.</b>
	we/they	

### Regular Past Tense Verbs

Add **-ed** to most verbs: work + **ed** = worked  
 For verbs ending in **e**, add **-d**: live + **d** = lived  
 For verbs ending in consonant + **y**, use **-ied**: study = studied

### Irregular Past Tense Verbs

Many verbs in English have irregular past tense forms. See the irregular verb list on page 83.

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

### 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.

Answers will vary. For some items, both answers are possible.

Sample answers:

- He did the laundry. / He didn't do the laundry.
- He took a walk. / He didn't take a walk.
- He went to the mall. / He didn't go to the mall.
- He didn't go to the baseball game.
- He read a book. / He didn't read a book.
- He watched DVDs. / He didn't watch DVDs.
- He didn't work outside in the garden.
- He talked on the phone. / He didn't talk on the phone.
- He ate cookies. / He didn't eat cookies.
- He drank hot chocolate. / He didn't drink hot chocolate.

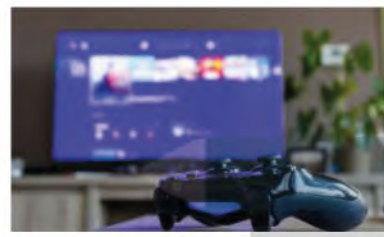




1. A: What did Badr and his brothers do last night?  
B: They watched television / TV.
2. A: What did your family do last weekend?  
B: We / They went to the museum.
3. A: What did the boys do last Thursday?  
B: They played tennis.
4. A: What did Ron do last night?  
B: He went to the library. / He read.
5. A: What did Keith and his family do in the summer?  
B: They went on a cruise / to an island.
6. A: What did Huda do before dinner?  
B: She did her homework.

**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 vacat



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?

1. He went out with James.
2. They went to Gourmet's, a restaurant near the lake.
3. They talked about James's new car.
4. They went out on Thursday night.
5. No, he didn't.

## 5 Pronunciation

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

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

## 8 What Did You Do Last Week?



### 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.



1. He went out with a new friend. Dave Robbins.
2. He was interesting but demanding.
3. He took him to an Indian restaurant.
4. The food was great. but it was spicy.
5. No. he didn't.
6. He only ate rice.

### 7 About You

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

1. Yes, I did.
2. Yes, I did.
3. My friend, Nada.
4. My brother's e-mail.
5. Last weekend. To my friend.
6. Last Thursday.

#### your turn

- A:** Did you get up late on Thursday?  
**B:** No, I didn't.  
**A:** Did you go shopping at the weekend?  
**B:** Yes, I did.



## 8 Reading

### Before Reading

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

**Yes, I do ,Pizza**

# 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



**Discussion:**  
**Yes, To know different kinds of 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?

1. Mrs. Wakefield made the first chocolate chip cookies.
2. Because they were created by mistake.
3. It became popular in Naples. Italy because they added tomatoes and cheese.
4. Student's answer.
5. Student's answer.

## 10 project:

Kabsa is the most popular dish in our country. All people like it. It is made of meat and rice. These dishes are mainly made from a mixture of spices, rice (usually long grain, mostly basmati), meat and vegetables. There are many kinds of kabsa and each kind has uniqueness about it. Pre-mixed kabsa spices are now available under several brand names. These reduce preparation time but may have a flavor distinct from traditional kabsa. The spices used in kabsa are largely responsible for its taste; these are generally black pepper, cloves, cardamom, saffron, cinnamon, black lime, bay leaves and nutmeg. The main ingredient that accompanies the spices is the meat, such as chicken, goat, lamb, camel, or sometimes beef, fish, and shrimp. In chicken machbus, a whole chicken is used. The spices, rice and meat may be augmented with almonds, pine nuts, onions and sultanas.

Kabsa is also known as machbfis in the Persian Gulf region.

Meat for kabsa can be cooked in various ways. A popular way of preparing meat is called mandi. This is an ancient technique, whereby meat is barbecued in a deep hole in the ground that is covered while the meat cooks. Another way of preparing and serving meat for kabsa is mathbi, where seasoned meat is grilled on flat stones that are placed on top of burning embers. A third technique, madghfit, involves cooking the meat in a Pressure cooker.

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

- C. Write a recipe for your favorite food. Make a list the directions. Remember to use sequence words **after that, finally, when,** and **until**.

#### Recipe:

#### “Spanish omelette OR (Tortilla de patatas)”

Serves 4

Ingredients: 4 medium-sized potatoes - 6 eggs - 1 onion - 1 green pepper - 1/4 litre olive oil - salt - pepper

#### Instructions:

1. **First**, peel and slice the potatoes.
2. **Next**, peel the onion.
3. **Then**, chop the onion and the green pepper.
4. Heat the olive oil in a frying pan.
5. Fry the potatoes until soft.
6. Add the onion and the green pepper.
7. Whisk the eggs and add salt and pepper.
8. Mix the eggs with the vegetables in the frying pan.
9. **After that**, shake the frying pan so the omelette won't burn and fry for 10 minutes.
10. The Spanish omelette is ready!

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

- My family usually eats (eat) dinner at home, but last night we went out (go out) to an ethnic restaurant. The food was (be) quite spicy.
- I rarely stay (stay) home on the weekend, but last Saturday I didn't go out (not/go out). I cleaned out (clean out) my closet.
- When she was (be) younger, my sister didn't like (not/like) coffee. Now she drinks (drink) coffee every day.
- I always study (study). I spent (spend) the weekend studying for the test, but now I don't know (not/know) any of the answers!
- Our team plays (play) a football match once a week. Two weeks ago we lost (lose), but last week we won (win).
- When my father went (go) to college, he often rode (ride) his bike. Now he drives (drive) to work every day.
- I usually don't speak (not/speak) English outside of class, but yesterday I gave (give) directions to some British tourists. They said (say) that my English was excellent!
- Did you take (you/take) my keys? I searched (search) everywhere, but I can't find them. I always leave (leave) them on my desk.

## 1 Language Review

- A.** Complete the following conversations using **was, were, wasn't, or weren't**.
- A:** Where were you yesterday?  
**B:** I was at school.  
**A:** No, you weren't. You were at the mall.
  - A:** Badr was the best student in the class.  
**B:** No, he wasn't. Adel was.
  - A:** How long was the trip to the zoo?  
**B:** It was two hours.  
**A:** What were the parrots like?  
**B:** They were fabulous! They're my favorite birds.
  - A:** How was everything at the restaurant?  
**B:** Well, the food was delicious, but the service was 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 some time.
How was your trip to London?	Who did you go with?



**Greg:** How was your trip to London?

**Imad:** It was wonderful.

**Greg:** Who did you go with?

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

**Greg:** What did you do there?

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

**Greg:** What was it like?

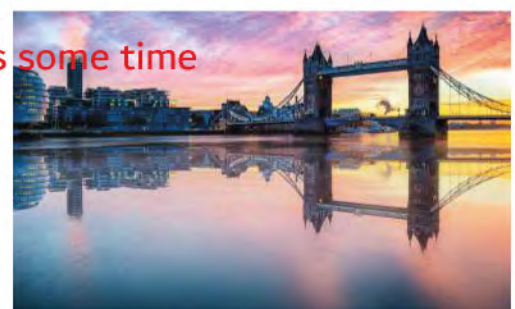
**Imad:** It was awesome.

**Greg:** So, you had lots of fun?

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

**Greg:** Show me your photos some time

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



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

**Last week**

Day	What You Did	What Your Partner Did
<b>Saturday</b>	<b>read a story</b>	<b>watched TV</b>
<b>Sunday</b>	<b>studied lessons</b>	<b>visited friends</b>
<b>Monday</b>	<b>went out</b>	<b>studied English</b>
<b>Tuesday</b>	<b>Played tennis</b>	<b>read a story</b>
<b>Wednesday</b>	<b>went to the park</b>	<b>stayed at home</b>
<b>Thursday</b>	<b>watched TV</b>	<b>went shopping</b>
<b>Friday</b>	<b>went shopping</b>	<b>visited grandfather</b>

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
<b>Saturday</b>	<b>visit friends</b>	<b>stay at home</b>
<b>Sunday</b>	<b>read a book</b>	<b>read a story</b>
<b>Monday</b>	<b>go to the park</b>	<b>study English</b>
<b>Tuesday</b>	<b>Play tennis</b>	<b>play tennis</b>
<b>Wednesday</b>	<b>go to the park</b>	<b>watch TV</b>
<b>Thursday</b>	<b>watch TV</b>	<b>went shopping</b>
<b>Friday</b>	<b>go shopping</b>	<b>visit grandfather</b>

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 on TV?

**A blouse and a skirt.**

**At 11:00.**

**I ate chicken and rice.**

**My friend**

**A dress**

**The king of the rings**

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



## 2 Reading

### Before Reading

What is your favorite place in your town? Why?

**The centre of the town. Because there are a lot of malls.**

# 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





### After Reading

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

**I think my place is more wonderful. It has a lot of facilities.**

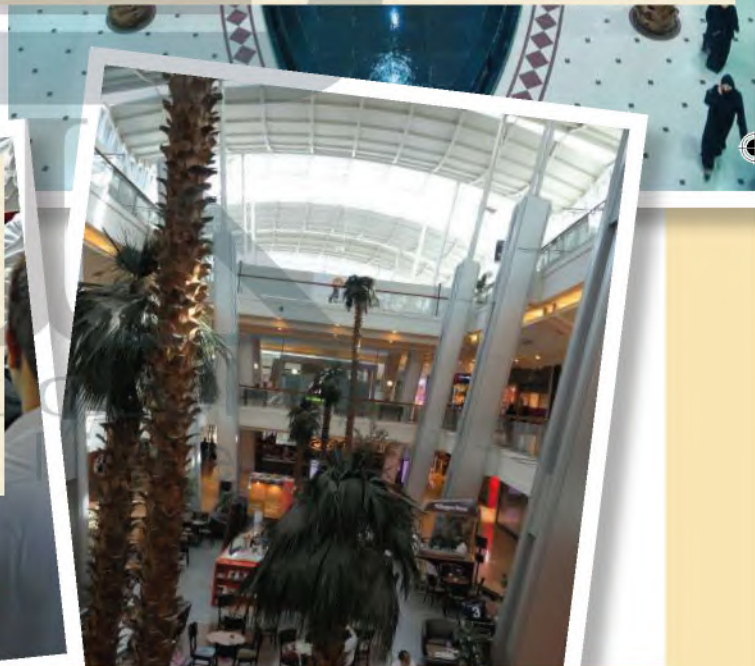
B. Read the text and answer the questions.

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.

1. He's from Alberta, Canada.
2. His favorite hangout place is the West Edmonton Mall.
3. It's one of the largest malls in the world. It has 800 stores, hotel, 110 restaurants, an amusement park, a swimming pool, an ice rink, an aquarium, a miniature golf course, and a video arcade.
4. His favorite place in the mall is the video arcade.
5. They went to the video arcade. Then they went to get something to eat.
6. Walter wanted to eat burgers and fries, but his friends wanted to try a new Italian restaurant. Then they wanted Chinese food, but the restaurant was closed. Finally, they ate Burgers and fries.

**They walked in, but there were no tables. It was really crowded. So they decided to go to the Chinese restaurant near the arcade, but it was closed. They all looked at him as if it was my fault. Anyway, they went and got some burgers and fries, and everyone was happy.**



### 3 Writing

Think about a time when something unexpected happened to you. Write a story about it, and

#### writing:

**One day, we decided to go shopping. We went to the mall. We spent all the day buying things. At the end of the day, we were hungry so we decided to go to the restaurant. We ordered the food. We ate delicious food and left the place. After we went out, we realized that we forgot all the things we bought at the restaurant. We went back but we didn't find them. We were very angry but my friend asked the waiter. He told her that he found them and gave us the things. We were very happy to find them.**

4 Chant Along 

Number the verses in the correct order.

# My Dream

## Vacation



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 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.

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.

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





## Vocabulary

Match the words from the chant with their meanings.

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

## Comprehension

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

- |   |   |
|---|---|
| 1. <b>yes</b> The man is dreaming about his vacation. | 5. <b>no</b> He's coming home soon.             |
| 2. <b>yes</b> He's going by plane.                    | 6. <b>no</b> Fun is the last thing on his mind. |
| 3. <b>no</b> He doesn't have a ticket.                | 7. <b>yes</b> He usually wears a tie to work.   |
| 4. <b>yes</b> His clothes are in his suitcase.        | 8. <b>yes</b> He's going to a beach.            |

## Discussion

1. Noise and sadness.
2. Yes, I do. Because Vacation means relaxation to me.
3. I want to go to a beautiful beach. The sea is wonderful. The place is quiet and beautiful.

## 1 What Do You Do?

### VOCABULARY

#### Nouns

advertising  
airline  
architecture  
art and design  
clinic  
future  
gadget  
job  
newspaper  
profession

#### Nouns—Occupations/jobs

bus driver  
cameraman  
carpenter  
chef  
cook  
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?

## 2 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?

#### Ask about people's personality

What's he/she like?

#### RealTalk

cool

### 3 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?

### 4 What Can You Do There?

#### VOCABULARY

##### Nouns

beach  
free time  
match  
ocean  
resort

##### Nouns—Places in a town

airport hotel  
bank mall  
bookstore museum  
bus station park  
gym restaurant  
hospital 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?

## EXPANSION Units 1–4

### VOCABULARY

#### Nouns

artist  
cable TV  
carpenter  
chess  
circle  
jargon  
joke  
keyboard  
label  
nurse  
problem  
rectangle  
screen  
source  
square  
subtitle  
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.

## 5 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

## 6 Let's Celebrate

### VOCABULARY

#### Nouns

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

#### 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.

## 7 Then and Now

### VOCABULARY

#### Nouns

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

#### 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!

## 8 What Did You Do Last Week?

### VOCABULARY

#### Nouns

accident      guest  
assignment      race  
beach volleyball      rice  
console      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 5–8

### VOCABULARY

#### Nouns

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

#### Verbs

decide  
forget  
lie  
pack

#### Adjectives

free  
unexpected

### EXPRESSIONS

#### Idioms

on my mind

#### Describe means of transportation

by bus  
by car  
by train



# 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

iii (tr) ©Tatweer Co. for Educational Services, 4 (br) ©Cahya Ilahi/Shutterstock, 5 1 ©Ebtikar/Shutterstock, 5 (bkgd) ©gualtieri/shutterstock, 5 2 ©wavebreakmedia/Shutterstock, 5 3 ©Tatweer Co. for Educational Services, 5 4 ©Syda Productions/Shutterstock, 5 ©saravutpics/Shutterstock, 5 6 ©Galina Barskaya/Shutterstock, 5 (tr) ©AJR\_photo/Shutterstock, 7 (tr) ©Tatweer Co. for Educational Services, 7 (inset) ©Ink Drop/Shutterstock, 14 (tr) ©Tatweer Co. for Educational Services, 14 (bkgd) ©ChristianChan/Shutterstock, 14 (cl) ©gulf eye/Shutterstock, 14 (cr) ©Tatweer Co. for Educational Services, 15 (bkgd) ©BK foto/Shutterstock, 15 (l to r) ©Sushkova2/Shutterstock, 15 (l to r) ©Hyserb/Shutterstock, 15 (l to r) ©Ahmed Hamdy Hassan/Shutterstock, 16 (br) ©Tatweer Co. for Educational Services, 18 (l to r - t to b) ©Sainuddeen Alanthi/Shutterstock, 18 (l to r - t to b) ©Rido/Shutterstock, 18 (l to r - t to b) ©William Perugini/Shutterstock, 18 (l to r - t to b) ©muzsy/Shutterstock, 18 (l to r - t to b) ©Cristian Balate/Shutterstock, 18 (l to r - t to b) ©Elena Itsenko/Shutterstock, 18 (l to r - t to b) ©Rob Marmion/Shutterstock, 18 (l to r - t to b) ©szefei/Shutterstock, 18 (l to r - t to b) ©metamorphworks/Shutterstock, 19 (tr) ©gulf eye/Shutterstock, 21 (tr) ©VGstockstudio/Shutterstock, 21 1 ©Zurijeta/Shutterstock, 21 2 ©Littlekidmoment/Shutterstock, 21 3 ©Lisa F. Young/Shutterstock, 21 4 ©Image Source/Image Source, 21 5 ©Zurijeta/Shutterstock, 21 6 ©wacomka/Shutterstock, 21 (inset) ©fotoinfol/Shutterstock, 21 (br) ©highwaystarz /123RF.com, 22 (tr) ©Tatweer Co. for Educational Services, 22 (br) ©Paolo Bona/Shutterstock, 23 (tr), (cl) ©Tatweer Co. for Educational Services, 23 (br) ©Alina Zamogilnykh/Shutterstock, 26 1 ©Tupaiterbang/Shutterstock, 26 2 ©Friedmann/Shutterstock, 26 3 ©Tatweer Co. for Educational Services, 26 4 ©PIXTAL/AGE Fotostock, 26 5 ©Syda Productions/Shutterstock, 26 6 ©Brilliant-Tariq Al Nahdi/Shutterstock, 27 7 ©Crystal Eye Studio/Shutterstock, 27 8 ©Magsi/Shutterstock, 27 9 ©Cahya Ilahi/Shutterstock, 27 10 ©Ebtikar/Shutterstock, 27 11 ©Sam Nord/Shutterstock, 27 12 ©aapsky/Shutterstock, 29 (tc) ©FS Stock/Shutterstock, 29 (tr) ©aprior/123RF, 29 1 ©gowithstock/Shutterstock, 29 2 ©Shutterstock/Shutterstock, 29 3 ©phadventure/123RF, 29 4 ©Rashevskiy Vacheslav/Shutterstock, 29 5 ©monticello/Shutterstock, 30 (tr) ©Guy Cowdry/Shutterstock, 31 (cl) ©Tatweer Co. for Educational Services, 32 (cl) ©Ajmal Thaha/Shutterstock, 34 (l to r - t to b) ©Elnur/Shutterstock, 34 (l to r - t to b) ©Tatweer Co. for Educational Services, 34 (l to r - t to b) ©Ljupco Smokovski/Shutterstock, 34 (l to r - t to b) ©Kdonmuang/Shutterstock, 34 (l to r - t to b) ©4 PM production/Shutterstock, 34 (l to r - t to b) ©kurhan/Shutterstock, 35 (l to r - t to b) ©Minerva Studio/Shutterstock, 35 (l to r - t to b) ©ammar-s-96/Shutterstock, 35 (l to r - t to b) ©Marshallik Mikhail/Shutterstock, 35 (l to r - t to b) ©Pressmaster/Shutterstock, 35 (l to r - t to b) ©FrankyLiu/Shutterstock, 36 (l to r - t to b) ©saiko3p/Shutterstock, 36 (l to r - t to b) ©Tatweer Co. for Educational Services, 36 (l to r - t to b) ©Luis Carlos Torres/Shutterstock, 36 (l to r - t to b) ©Mauvries/Shutterstock, 36 (l to r - t to b) ©Yes058/Shutterstock, 37 (l to r - t to b) ©wedninth/Shutterstock, 37 (l to r - t to b) ©Kaspri/Shutterstock, 37 (l to r - t to b) ©Christian Delbert/Shutterstock, 37 (l to r - t to b) ©absolut/Shutterstock, 37 (l to r - t to b) ©onair/Shutterstock, 37 (l to r - t to b) ©Trong Nguyen/Shutterstock, 37 (l to r - t to b) ©tanatat/Shutterstock, 37 (l to r - t to b) ©reziart/Shutterstock, 37 (l to r - t to b) ©Anthony Shaw Photography/Shutterstock, 38 (cr) ©Maks Narodenko/Shutterstock, 38 (cl) ©heymrpatrick studio/Shutterstock, 38 (bl) ©wikanda/Shutterstock, 39 (cl) ©Sandra van der Steen/Shutterstock, 39 (c) ©Rob Wilson/Shutterstock, 39 (cr) ©zentilia/Shutterstock, 40 (l to r - t to b) ©Mega Pixel/Shutterstock, 40 (l to r - t to b) ©studiovin/Shutterstock, 40 (l to r - t to b) ©artjazz/Shutterstock, 40 (l to r - t to b) ©Tatweer Co. for Educational Services, 40 (l to r - t to b) ©Volodymyr Krasnyk/Shutterstock, 40 (l to r - t to b) ©EKramar/Shutterstock, 40 (l to r - t to b) ©glamour/Shutterstock, 40 (l to r - t to b) ©Natalia Dubynska/Shutterstock, 40 (l to r - t to b) ©KAVALIOVA IRYNA/Shutterstock, 40 (l to r - t to b) ©Tarzhanova/Shutterstock, 40 (l to r - t to b) ©Tarzhanova/Shutterstock, 40 (l to r - t to b) ©Ahmad Ihsan/Shutterstock, 40 (l to r - t to b) ©Demkat/Shutterstock, 40 (l to r - t to b) ©Ruth Black/Shutterstock, 43 (tr) ©Nesrudheen Matathoor/Shutterstock, 43 1 ©Vacheslav Lopatin/Shutterstock, 43 2 ©IR Stone/Shutterstock, 43 3 ©Martin Valigursky/Shutterstock, 43 4 ©kavram/Shutterstock, 44 (tl) ©Feel good studio/Shutterstock, 44 (br) ©Alaa AbuMadi/Shutterstock, 45 (tr) ©Curioso.Photography/Shutterstock, 45 (cl) ©Nido Huebl/Shutterstock, 45 (br) ©Thiago B Trevisan/Shutterstock, 48 (tl) ©Franck Robichon/EPA/Shutterstock, 48 (tr) ©Hussam Alduraywish/Shutterstock, 48 (cr) ©Mo Azizi/Shutterstock, 48 (bl),(bc) ©Lukas Bischoff Photograph/Shutterstock, 49 (tl) ©FTiare/Shutterstock, 49 (tr) ©Ahmed Hamdy Hassan/Shutterstock, 51 1 ©alsanqer abdullah H/Shutterstock, 51 2 ©Zurijeta/Shutterstock, 51 3 ©Edpic\_1104/Shutterstock, 51 4 ©Moatassem/Shutterstock, 51 5 ©Tatweer Co. for Educational Services, 51 6 ©JIANG HONGYAN/Shutterstock, 51 7 ©ZouZou/Shutterstock, 53 (tr) ©REEDI/Shutterstock, 53 (cl) ©HansMusa/Shutterstock, 53 (cr) ©Crystal Eye Studio/Shutterstock, 56 (tr) ©adznano3/Shutterstock, 56 (cl) ©Fedor Selivanov/Shutterstock, 56 (bl) ©Rahul D Silva/Shutterstock, 56 (br) ©Dema30/Shutterstock, 59 1 ©Yuri Yavnik/Shutterstock, 59 2 ©Dmitry Rukhlenko/Shutterstock, 59 3 ©f11photo/Shutterstock, 59 4 ©Nicola Forenza/Shutterstock, 59 (br) ©Krivoshchev Vitaly/Shutterstock, 60 (tl) ©fizkes/Shutterstock, 61 (cr) ©nhumster/Shutterstock, 62 (cl) ©Split Seconds/Alamy Stock Photo, 64 (l to r - t to b) ©apple2499/Shutterstock, 64 (l to r - t to b) ©WDnet Creation/Shutterstock, 64 (l to r - t to b) ©Ev. Safronov/Shutterstock, 64 (l to r - t to b) ©Tatweer Co. for Educational Services, 64 (l to r - t to b) ©Zurijeta/Shutterstock, 64 (l to r - t to b) ©Nirat.pix/Shutterstock, 64 (l to r - t to b) ©Anna Om/Shutterstock, 65 (l to r - t to b) ©Zurijeta/Shutterstock, 65 (l to r - t to b) ©BlueSkyImage/Shutterstock, 65 (l to r - t to b) ©PhilipYb Studio/Shutterstock, 65 (l to r - t to b) ©Andrew V Marcus/Shutterstock, 65 (l to r - t to b) ©Pakhnyushchy/Shutterstock, 65 (l to r - t to b) ©Veja/Shutterstock, 65 (l to r - t to b) ©YimJi WK/Shutterstock, 65 (l to r - t to b) ©Zurijeta/Shutterstock, 66 (br) ©IM\_photo/Shutterstock, 67 (tr) ©icemanphotos/Shutterstock, 67 1 ©Joeri Mostmans/Shutterstock, 67 2 ©Catatan Bunda/Shutterstock, 67 3 ©dinga/123RF, 67 4 ©imagemax/123RF, 67 5 ©NAN/Alamy Stock Photo, 67 6 ©Michele Constantini/AGE Fotostock, 67 (br) ©BoJack/Shutterstock, 68 (tr) ©Joshua Resnick/Shutterstock, 68 (cr) ©Alastair Wallace/Shutterstock, 69 (tr) ©from my point of view/Shutterstock, 69 (cr) ©diplomedia/Shutterstock, 69 (bl) ©Tiger Images/Shutterstock, 69 (bc) ©Natalia Lisovskaya/Shutterstock, 69 (br) ©Jacek Chabraszewski/Shutterstock, 71 (tr) ©Tatweer Co. for Educational Services, 72 (t to b) ©Crystal Eye Studio/Shutterstock, 72 (t to b) ©Feroze Edassery/Shutterstock, 72 (t to b) ©David Herraes Calzada/Shutterstock, 72 (t to b) ©Lukasz Pajor/Shutterstock, 72 (bl) ©Samot/Shutterstock, 74 (t to b) ©atiger/Shutterstock, 74 (t to b) ©KarepaStock/Shutterstock, 74 (t to b) ©Inti St Clair/Blend Images LLC, 74 (bl) ©Image Source, all rights reserved., 75 (tr) ©Gimas/Shutterstock, 75 (cr) ©Friedmann/Shutterstock, 75 (cl) ©Sony Herdiana/Shutterstock, 76 (tcr) ©WiPhotoHunter/Shutterstock, 76 (tr) ©Elnur/Shutterstock, 76 (c) ©Yusnizam Yusof/Shutterstock, 76 (bl) ©Day2505/Shutterstock, 76 (br) ©Lotus Images/Shutterstock, 77 (tc) ©Lyciz Mill/Shutterstock.

Cover (l) ©Osama Ahmed Mansour/Shutterstock, (r) ©Fedor Selivanov/Shutterstock.

SUPER

# GOAL 2

WORKBOOK



حلول  
الجلول اون لاين  
hulul.online

MANUEL DOS SANTOS

Mc  
Graw  
Hill



## SuperGoal 2 Workbook

Published by McGraw-Hill Education, 2 Penn Plaza, New York, NY 10121. Copyright © 2017 by McGraw-Hill Education. All rights reserved. No part of this publication may be reproduced or distributed in any form or by any means, or stored in a database or retrieval system, without the prior written consent of McGraw-Hill Education, including, but not limited to, in any network or other electronic storage or transmission, or broadcast for distance learning.

ISBN: 978-1-4470-9094-6

Contributing Writer: Kevin Sharpe

*Publisher:* Jorge Rodríguez Hernández

*Editorial director:* Anita Raducanu

*Art direction:* Heloisa Yara Tiburtius

*Interior design and production:* Page2, LLC

*Cover design:* Page2, LLC

*Photo coordinator:* Kevin Sharpe

Photo Credits: The Photo Credits section for this book on page 88 is considered an extension of the copyright page.

Exclusive rights by McGraw-Hill Education for manufacture and export. This book cannot be re-exported from the country to which it is sold by McGraw-Hill Education. This Regional Edition is not available outside Europe, the Middle East and Africa.



[www.mheducation.com](http://www.mheducation.com)



# Contents

Unit	<b>1</b>	What Do You Do?	89
Unit	<b>2</b>	What's School Like?	93
Unit	<b>3</b>	What Time Do You Get Up?	97
Unit	<b>4</b>	What Can You Do There?	101
		EXPANSION Units 1–4	105
Unit	<b>5</b>	What Are You Going to Wear There?	107
Unit	<b>6</b>	Let's Celebrate	111
Unit	<b>7</b>	Then and Now	115
Unit	<b>8</b>	What Did You Do Last Week?	119
		EXPANSION Units 5–8	123
		Self Reflections	125

**89** 1-8 ©Tatweer Co. for Educational Services, **92** (tr) ©MJTH/Shutterstock, **93** (tr) ©Helder Almeida/Shutterstock, **93** (cr) ©Tatweer Co. for Educational Services, **98** 1 ©Roland Magnusson/Shutterstock, **98** 2 ©Gemenacom/Shutterstock, **98** 3 ©Elenamiv/Shutterstock, **98** 4 ©Gemenacom/Shutterstock, **98** 5 ©yaalan/Shutterstock, **98** (cr) ©Little Pig Studio/Shutterstock, **101** 1 ©OSTILL is Franck Camhi/Shutterstock, **101** 2 ©Andrey Bayda/Shutterstock, **101** 3 ©Syda Productions/Shutterstock, **101** 4 ©GaudiLab/Shutterstock, **101** 5 ©Prostock-studio/Shutterstock, **101** 6 ©Galina Barskaya/Shutterstock, **103** (l to r - t to b) ©SG SHOT/Shutterstock, **103** (l to r - t to b) ©ArtFamily/Shutterstock, **103** (l to r - t to b) ©EpicStockMedia/Shutterstock, **103** (l to r - t to b) ©G-Stock Studio/Shutterstock, **104** (tr),(lcr) ©Tatweer Co. for Educational Services, **105** 1-4 ©Tatweer Co. for Educational Services, **105** (br) ©Leszek Glasner/Shutterstock, **107** (tr) ©Artem Avetisyan/Shutterstock, **107** (tc) ©gogoiso/Shutterstock, **107** (tl) ©PriceM/Shutterstock, **108** (l to r - t to b) ©siamionau pavel/Shutterstock, **108** (l to r - t to b) ©gogoiso/Shutterstock, **108** (l to r - t to b) ©gulf eye/Shutterstock, **108** (l to r - t to b) ©Michael Kraus/Shutterstock, **108** (l to r - t to b) ©Tatiana Popova/Shutterstock, **108** (l to r - t to b) ©Lyuba Alex/Shutterstock, **108** (l to r - t to b) ©EM Karuna/Shutterstock, **108** (l to r - t to b) ©Olga Popova/Shutterstock, **108** (l to r - t to b) ©Lisa F. Young/Shutterstock, **108** (l to r - t to b) ©Lifestyle Travel Photo/Shutterstock, **108** (l to r - t to b) ©George Mayer/Shutterstock, **108** (l to r - t to b) ©Dzha33/Shutterstock, **110** (t to b) ©Anton Gvozdkov/Shutterstock, **110** (t to b) ©Flystock/Shutterstock, **110** (t to b) ©mikolaj/Shutterstock, **110** (t to b) ©BCFC/Shutterstock, **111** (tr) ©Rawpixel.com/Shutterstock, **111** (cr) ©Jackson/Shutterstock, **111** (br) ©Sergei Starus/Shutterstock, **112** (tr) ©Alex Brylov/Shutterstock, **113** (tl) ©Dmitri Ma/Shutterstock, **113** 1 ©Den Rozhnovsky/Shutterstock, **113** 1 ©Suradech Prapaiat/Shutterstock, **113** 2 ©Ruslan Shevchenko/Shutterstock, **113** 3 ©Anna Om/Shutterstock, **113** 4 ©goodluz/Shutterstock, **113** 5 ©StudioSmart/Shutterstock, **114** (tr) ©Millenius/Shutterstock, **115** (tr) ©Volodymyr Dvornyk/Shutterstock, **115** (cr) ©OHishiapply/Shutterstock, **116** (l to r - t to b) ©Ahmad Ihsan/Shutterstock, **116** (l to r - t to b) ©Tatweer Co. for Educational Services, **120** 5 ©kozirsky/Shutterstock, **116** (l to r - t to b) ©chairoij/Shutterstock, **116** (l to r - t to b) ©PhaiApirom/Shutterstock, **116** (l to r - t to b) ©ZouZou/Shutterstock, **116** (l to r - t to b) ©Alaa AbuMadi/Shutterstock, **116** (bkgd) ©eakkachai halang/Shutterstock, **116** (l to r - t to b) ©Zurijeta/Shutterstock, **116** (l to r - t to b) ©Tatweer Co. for Educational Services, **116** (l to r - t to b) ©Tatweer Co. for Educational Services, **117** (tr) ©Ebtikar/Shutterstock, **119** (tr) ©Guy Cowdry/Shutterstock, **120** 1 ©Rawpixel.com/Shutterstock, **120** 2 ©Elizaveta Galitckaia/Shutterstock, **120** 3 ©Willyam Bradberry/Shutterstock, **120** 3 ©finwal89/Shutterstock, **120** 4 ©foamfoto/Shutterstock, **120** 5 ©kozirsky/Shutterstock, **120** 6 ©REDPIXEL.PL/Shutterstock, **121** (l to r - t to b) ©LightField Studios/Shutterstock, **121** (l to r - t to b) ©Nejron Photo/Shutterstock, **121** (l to r - t to b) ©Shift Drive/Shutterstock, **122** (tr) ©tenk/Shutterstock, **123** 1 ©Nanette Dreyer/Shutterstock, **123** 2 ©Alexander Image/Shutterstock, **123** 3 ©stockyimages/Shutterstock, **123** 4 ©Krakenimages.com/Shutterstock, **123** 5 ©Syda Productions/Shutterstock, **124** (cr) ©Raisman/Shutterstock.

حلول  
 الحلول اون لاين  
 hulul.online

# 1 What Do You Do?

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



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

1. G Mustafa sells cars. He's a salesperson.

2. H Sadiq writes for a newspaper. He's a reporter.

3. A My brother designs computer games. He's a high-tech designer.

4. F Ahmed drives a taxi. He's a taxi driver.

5. E Adnan designs clothes. He's a fashion designer.

6. B Omar's brother works in a hospital. He's a nurse OR doctor.

7. D Fahd works at a school. He's a teacher.

# 1 What Do You Do?

**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) What does Adel do?

**B:** He takes photos.

2. **A:** (Imad) What does Imad do?

**B:** He sells clothes.

3. **A:** (Fred) What does Fred do?

**B:** He cooks food.

4. **A:** (Ray) What does Ray do?

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

5. **A:** (Fred and Ray) What do Fred and Ray do?

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

6. **A:** (Bruce and Ali) What do Bruce and Ali do?

**B:** They drives taxis.

7. **A:** (Mike) What does Mike do?

**B:** He sells magazines.



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



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

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

**Yousef:** What do you do?

**Darren:** I'm a lawyer. I help my clients in court. And my wife's a teacher. 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 do they do?

**Darren:** They are designers. They work for a company in Kuwait. Adel's brother is a chef. He works at a French restaurant in Dubai.

**Yousef:** That's interesting. My brother is a chef, too. He works 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.

## 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. yes Mark is a student.
2. yes Mark doesn't know what he wants to do.
3. no Career Day is in the morning.
4. no Mr. Redford is a chef.
5. no 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?

*Career Day*

My school is having a Career Day. A lot of professionals are coming to school on that day. A chef is coming. A reporter is coming. And a designer is coming. The chef works at Roma's Italian Restaurant. The reporter works at the TV station. And the designer works for a computer company. I want to talk to the chef. I want to talk to the reporter, too.

# 2 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 challenging and difficult.

**Dave:** What's your favorite class?

**Sean:** English is my favorite class.

**Dave:** I like English, too. It's not boring. It's very interesting.

**Sean:** And look! Mr. Simpkins is teaching the class.

**Dave:** He's a great teacher. He's smart, and he's a lot of fun.



**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 tall.

**Ali:** Who is the boy with short brown hair?

**Fahd:** That's Adnan. He's in my computer club. He has lots of friends.

**Ali:** What's he like?

**Fahd:** He's smart and lots of fun.

**Ali:** And who is the boy with short black hair, in front of the window?

**Fahd:** His name is Imad. He's really athletic. And he's a tennis champion.



**C** Make a conversation between Ted and Ahmed. Number the sentences in the correct order.

- 1 **Ted:** What does Matt look like?
- 3 **Ted:** Does he play any sports?
- 5 **Ted:** Isn't Tom in our English class? What does he look like?
- 7 **Ted:** What's he like?
- 4 **Ahmed:** No, he doesn't. He's in the science club. But his brother, Tom, plays football.
- 8 **Ahmed:** He's smart and very nice. And he's good at English.
- 2 **Ahmed:** He's tall. He has short black hair. And he has brown eyes.
- 6 **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

*Do you study French?*

2. Mr. Lee / science / teach / does

*Does Mr. Lee teach science?*

3. long / hair / has / blond / she

*She has long blond hair*

4. has / red / a / Faisal / backpack

*Faisal has a red backpack*

5. black / has / Imad / hair / short

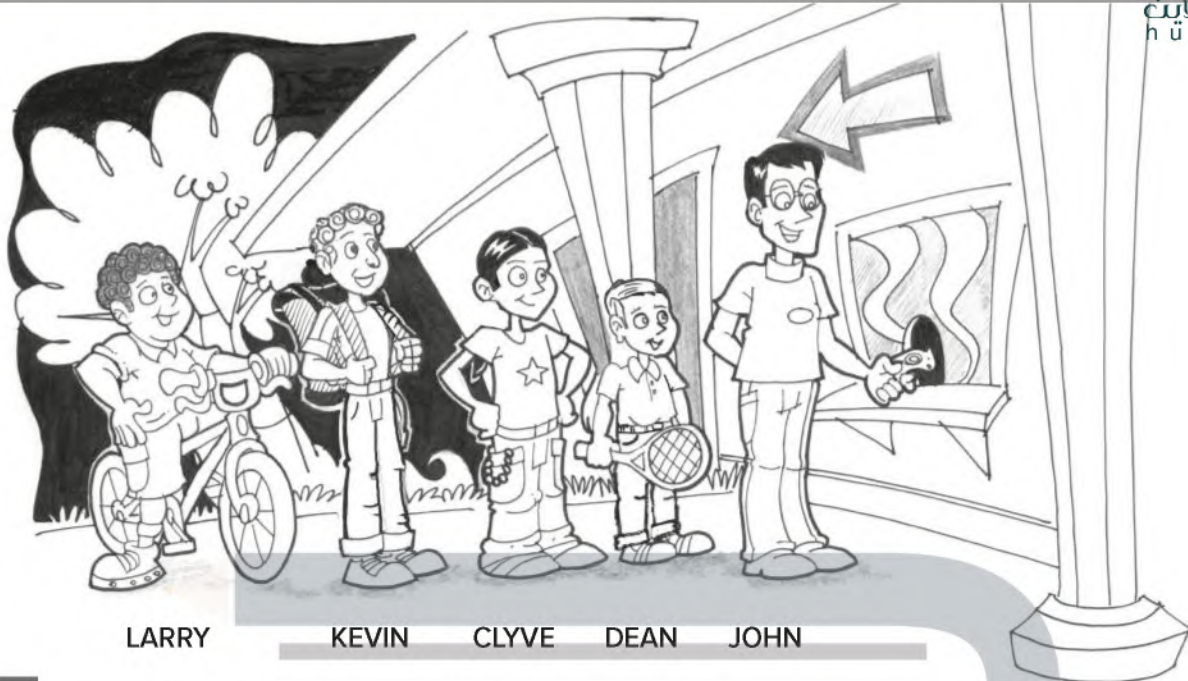
*Imad has short black hair*

6. laptop / new / has / Omar / a

*Imad has a new DVD player*

7. don't / chemistry / take / you

*Don't you take chemistry?*



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?

Dean

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?

John

**F** Describe the people in the picture.

1. John is tall, He wears glasses. He has short black hair

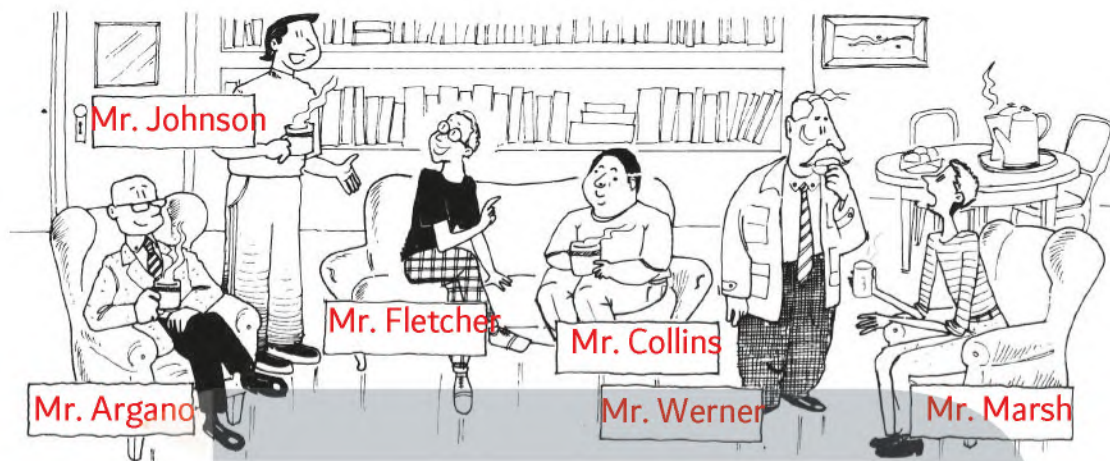
2. Dean is short, He has short blond hair. He plays tennis

3. Clyve has short black hair. He isn't very tall

4. Kevin is tall, He has curly hair. He has a backpack

5. Larry has short curly hair. He has a bike

**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?

SEND NOW

SEND LATER

ADD ATTACHMENTS

SIGNATURE

CONTACTS

to: colin1234@yahoo.com subject: Around my School

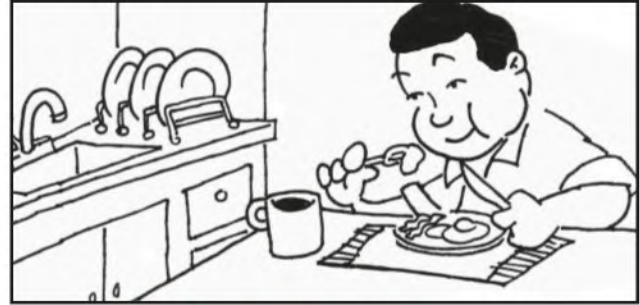
message: Hi Colin  
School is fun. I'm taking math. English. history. computer science. physical education.  
and art. My favorite class is art. My teachers are Mr. Atkins. Mr. Jones. Mr. Besson,  
Mr. Carter. Mr. Suzukl. and Mr. Barajas. In school. I play on the football team. It's  
great! I'm also in the Drama Club and the Computer Club  
Majid

# 3 What Time Do You Get Up?

**A** Look at the pictures. Complete the sentences.



1. Mr. Shaw usually **gets up** at 6:30 A.M.



2. He always **eats / has breakfast** in the kitchen.



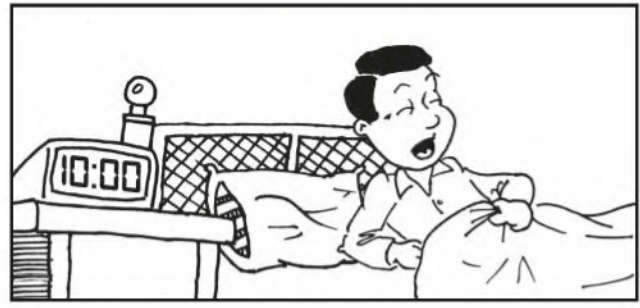
3. The Shaws usually **drive home** from work and school.



4. Mr. Shaw's children usually **do their homework / study** in the living room.



5. The Shaws usually **eat / have dinner** at home, but tonight they're eating dinner in a restaurant.



6. Mr. Shaw usually **goes to bed** early.

# 3 What Time Do You Get Up?

**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.



**2. A:** What time is it?

**B:** It's twelve o'clock

It's noon.



**1. A:** What time is it?

**B:** It's six twenty-five  
in the evening.

It's 6:25 p.m.



**3. A:** What time is it?

**B:** It's nine o'clock at  
night . It's 9:00 pm



**C** Fill in the correct word. Use **at**, **in**, and **on**.

My brother always has breakfast at 7:00 A.M. on weekdays,  
after breakfast, he gets ready for work. He goes to work at 9:00 A.M.  
He drinks a lot of coffee in the morning at work. He does a lot of work  
before lunch. He eats lunch at 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  
in the afternoon. After work, he goes home. Then he has dinner. He  
usually watches TV in the evening. He always goes shopping on  
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

I never do homework with friends

**2.** brush my teeth after breakfast

I always brush my teeth after breakfast

**3.** write emails to my family members

I sometimes write emails to my family members

**4.** study for tests at night

I always study for test at night

**5.** visit friends on Saturdays

I usually visit friends on Saturday



**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.

- He always drives the taxi before he sells cell phones at the store.
- He usually plays tennis after his job at the store.
- He drives the taxi every day.
- He drives the taxi on Tuesday. then he works at the Internet café at ten o'clock.
- He never sells cell phones on Tuesday.
- Jamal never plays tennis at night.



## 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. **no** Faris goes to the market at 6:30 A.M.
2. **yes** Faris sleeps in the morning after the gym.
3. **on** Faris goes to his restaurant at 2:00 P.M.
4. **yes** Faris goes home at midnight.
5. **no** 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

Before I go to school. I get up. I always get up at 7:00 a.m. Then I take a shower and brush my teeth. I always eat breakfast at home. I eat breakfast at 7:30 a.m. Then I go to school.

After school, I usually go to the park.

Sometimes I play video games with my friend.

I usually do my homework in the evening. Then I go to bed. I see my friends every day. I watch TV every day, too.

# 4 What Can You Do There?

**A** Complete the sentences.



1. Ted likes to play football.



4. Michael and Bob like to talk / hang out.



2. They like to play basketball.



5. Jack likes to exercise / work out.



3. Paul likes to sail / go sailing.



6. Ahmed and Robert like to play volleyball.

**B** Which of the following activities do you like? Which don't you like?

to go shopping  
to read

to watch films  
to ride a bike

to do homework  
to talk on the phone

to eat  
to cook

*I like to go shopping.*

*I don't like to watch films.*

*I like to read*

*I don't like to talk on the phone*

*I like to go ride a bike*

*I don't like to eat*

*I like to cook*

*I don't like to go shopping*

*I like to talk on the phone*

*I don't like to go shopping*

**Your ideas:**

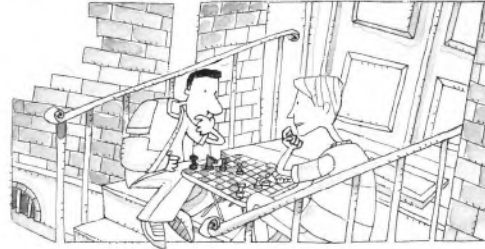
*I like to play computer games*

*I don't like to play football*



**C** Write sentences about John and Dennis. Use **can** or **can't**.

Use the following verbs: **play basketball, play chess, ride a bike, skateboard**.



**John**

**Dennis**

1. **John can't play basketball** \_\_\_\_\_
2. **John can't skateboard** \_\_\_\_\_
3. **John can ride a bike** \_\_\_\_\_

1. **Dennis can play basketball** \_\_\_\_\_
2. **Dennis can skateboard** \_\_\_\_\_
3. **Dennis can't ride a bike** \_\_\_\_\_

John and Dennis **can play chess** \_\_\_\_\_

**D** Complete the sentences. Use **likes to, like to, doesn't like to, or don't like to**.

No, thanks!



1. John **likes to** \_\_\_\_\_ ride horses.
2. Dennis **doesn't like to** \_\_\_\_\_ ride horses.
3. John **likes to** \_\_\_\_\_ fish.
4. Dennis **doesn't like to** \_\_\_\_\_ fish.
5. Dennis and John **like to** \_\_\_\_\_ run.
6. They **don't like to** \_\_\_\_\_ swim.

**E** Which of the following activities can you do? Which can't you do?

<b>draw</b>	<b>write stories</b>	<b>make things</b>	<b>ride a bike</b>
<b>swim</b>	<b>cook</b>	<b>play golf</b>	<b>skateboard</b>

I can swim. I can't cook.

I can draw I can't make things

I can swim I can't skateboard

I can ride a bike I can't play golf

I can write stories I can't draw

**Your ideas:**

I can surf on the Internet I can't read books

**F** Luke is writing a story for English class. Look at the photos. Complete the story.

I have lots of friends. They (like) like to do different things.

My friends Patrick and Tony have cell phones. Patrick (like) likes

to talk on his cell phone. Does Tony (like)

like to talk on his cell phone? No, he

doesn't. Tony (like) likes to take photos

with his cell phone! My friend Ryan (like) likes to surf. He lives in Hawaii and he (can) can surf 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) likes

to surf every day of the year, too. How? He (can) can surf on the Internet!



**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?  
Yes, Badr likes sports
2. Does Imad like to play football?  
No, Imad doesn't like to play football
3. Do the cousins like to watch films?  
Imad likes to watch DVDs, but Badr doesn't.
4. What do you think that the cousins do when Imad goes to Jeddah?  
They watch football and other sports on TV and play basketball. They play computer games
5. How are the cousins the same? How are they different?  
They watch sports on TV. They like to play basketball and computer games. Imad likes malls, but Badr doesn't like them. Badr likes to read, but Imad likes to exercise in the gym. Badr often walks, but Imad doesn't often walk

**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*

My favorite activity is surfing. I surf at the beach near my house. I like to surf every day.

I like to surf with my two friends. Kevin and Josh I don't like to clean my room. Why do I need to clean it? It never stays clean

**A** Look at the photos. Answer the questions. Write complete sentences.



1. What does Hashim do?

**Mark is a website / high-tech designer**



3. What do Adel and Fadi do?

**Adel and Bill are doctors**



2. What does Ibrahim do?

**Adnan is a photographer**



4. What does Mr. Badr do?

**Mr. Chang is a teacher**

**B** Make sentences.



hair / long / she / blond / has / .

*She has long blond hair.*

1. speak / English / he / doesn't / .

**He doesn't speak English**

2. math / Mr. Hussein / does / teach / ?

**Does Mr. Mitchell teach math?**

3. tall / Mr. Wang / is / .

**Mr. Wang is tall**

4. hair / have / black / does / he / short / ?

**Does he have short black hair?**

5. glasses / wear / you / do / ?

**Do you wear glasses?**

**C** Put this conversation in the correct order. Write numbers.



**1** Let's play tennis on Thursday.

**7** OK. See you Thursday afternoon.

**6** That's fine. I never work in the afternoon.

**3** I usually like to play at 10:00 in the morning.

**2** Sure. What time?

**5** Then how about Thursday afternoon at 3:00?

**4** That's not good for me. I always work on Thursday mornings.



**D** Write about Bill. What are two things he can do? What are two things he can't do?



1. **He can swim** \_\_\_\_\_
2. **He can't play chess** \_\_\_\_\_
3. **He can drive** \_\_\_\_\_
4. **He can't skateboard** \_\_\_\_\_

**E** Now tell about you. What are two things you can do? What are two things you can't do?

1. **I can surf** \_\_\_\_\_
2. **I can play tennis** \_\_\_\_\_
3. **I can't swim** \_\_\_\_\_
4. **I can't cook** \_\_\_\_\_

**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?  
**He never goes to a restaurant for lunch** \_\_\_\_\_
2. What time does he usually get up and get to work?  
**He usually gets up at 7:00 a.m. and he gets to work at 8:00.** \_\_\_\_\_
3. When does Tariq eat in a restaurant?  
**He eats in a restaurant on Saturday** \_\_\_\_\_
4. What does Tariq always do before work?  
**He always drinks two runs of coffee** \_\_\_\_\_
5. What does Tariq do after his visit to the gym?  
**He reads the newspaper and watches TV. Sometimes he visits friends** \_\_\_\_\_



# 5 What Are You Going To Wear There?

**A** What words complete the sentences?



- In Saudi Arabia, all the women wear a b a y a s.
- Saudi men wear t h o b e s.
- A businessman usually wears a suit and a t i e.
- Basketball players wear s n e a k e r s.
- In cold weather, you need a c o a t.
- My brother never wears shoes without s o c k s.
- In the summer, Ali wears shorts and s a n d a l s.
- When it's very cold, Saeed wears g l o v e s.

**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

# 5 What Are You Going To Wear There?

**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 are going to wear abayas

They're not going to wear coats



2. Stephanie is going to wear shoes

She isn't going to wear boots



3. Adnan is going to wear a suit and tie

He isn't going to wear jeans



4. Steve is going to wear shoes

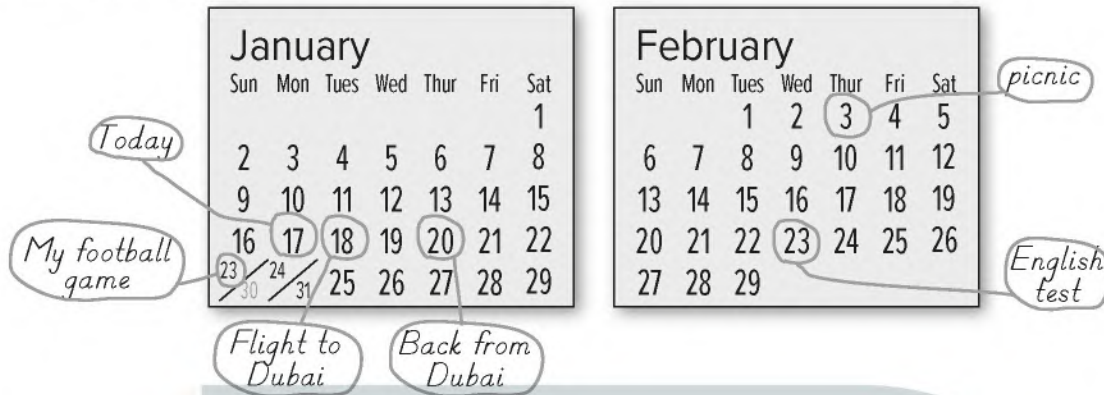
He isn't going to wear sandals



5. Tom is going to wear a shirt and tie

He isn't going to wear a T-shirt

**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 **going to his football game next week**.
2. He's **going to go on a picnic next month**.
3. He's **going to take an English test next month**.

**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 **He's going to wear a T-shirt, shorts, and sneakers**.
2. on the picnic **He's going to wear a shirt, jeans and boots**.

**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 *'s* Adel going to wear?

**B:** He's **going** to wear jeans and a sweater.

2. **A:** Are you going **to go** at 8:00?

**B:** No, I *'m* not.

3. **A:** Is the test going to **be** on January 18<sup>th</sup>?

**B:** No, it *'s* not.



# 5 What Are You Going To Wear There?

**G** Look at the photos. What clothes are Jack and Saeed going to wear? Write your answers.

**H** Jack is going to the beach.

He is going to wear shorts and sandals.



1. Saeed is going to the mountains.

He is going to wear a sweater, a jacket, and boots.



2. Jack is going to run in the park.

He is going to wear a T-shirt, jogging pants, and sneakers.



3. Jack and Saeed have job interviews in the city.

Jack is going to wear gray pants, a light blue shirt, and a blue jackets.

Saeed is going to wear a brown suit, a white shirt, and a tie.



## 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*

I'm going to go to classes on Sunday.  
I'm going to wear pants, a shirt, and sneakers. I'm going to work on Tuesday after school. I'm going to wear jeans and a white shirt, I'm going to wear sneakers, too. I'm going to a graduation party on Thursday afternoon. I'm going to wear black jeans, my red shirt, and black shoes

# 6 Let's Celebrate



**A** Look at the photos. Complete the sentences.

1. **A:** Tomorrow is September 23<sup>rd</sup>.  
**B:** That's right! It's National Day in Saudi Arabia.

2. **A:** When is Eid Al-Adha?  
**B:** It's on the 10th day of the 12th Islamic month.

3. **A:** When is Eid Al-Fitr?  
**B:** It's on the first day of the month of Shawwal.

**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 want to invite all our friends?

**Amr:** Yes. We need to invite all of them.  
We don't want any of them to get upset.

**Fahd:** Are you going to make sandwiches and salads?

**Amr:** I want to make them,  
but I need to ask my mother first.

**Fahd:** I \_\_\_\_\_ to buy a new shirt for the party.  
Do you want to go to the mall  
this afternoon?

**Amr:** I can't. I need to study for a test.

**Fahd:** I need to study for a test too,  
but I want to go to the mall right now.

**Amr:** Well, let's go to the mall now and study for the  
test later.



- 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 Prince Nora University Library.

**Saeed:** How are we going to get there?

**Ashraf:** My father can drive **us** there.  
Let's ask **him**.

**Saeed:** But your father is going to drive your mother to your aunt's house.

**Ashraf:** No, my older brother is going to drive **her**.

**Saeed:** Okay, then. But I need to be home by 6:00 p.m.

**Ashraf:** No problem. We can drive **you** home.

**Saeed:** I just remembered. My brothers are going to be at the library.  
They can drive **me** home.

**Ashraf:** Great! Call and arrange to meet **them** there.

**Saeed:** Good idea! Let's do **it**.



- D** Unscramble the sentences.

1. our cousins / us / country home / their / always / invite / to

**Our cousins always invite us to their country home**

2. friends / invite / to / want / they / their

**They want to invite their friends**

3. they / go / for / need / to / shopping / food

**They need to go shopping for food**

4. want / to / they / have / game console / a / graduation party / at / the

**They want to have a game console at the graduation party**

5. buy / to / a / he / cell phone / wants / new

**He wants to buy a new cell phone**

**E** Look at the photos. Write a suggestion for each one.



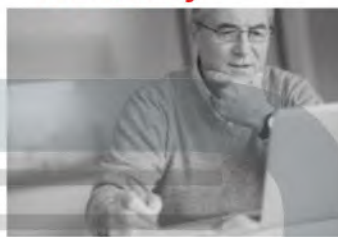
💡 Let's watch TV right now.



3. Our history test is next week, but  
let's study for it now.



1. Look at Faisal and Badr!  
let's play video games with them.



4. I want to cook a special dish.  
Let's surf/ search / look on the Internet for a recipe.



2. Get your racket.  
Let's play tennis!



5. I really like your camera.  
Let's take our photo with it.

**F** Write the dates. Use words.

💡 **Kuwait Liberation Day**

1. National Day in Oman
2. UAE National Day
3. first day of school this year
4. last day of school
5. your country's National Day

February twenty-sixth

November 18<sup>th</sup>

December 2<sup>nd</sup>

September 23<sup>rd</sup> (Saudi Arabia)



**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. **no** Kuwait celebrates two national holidays on the same day.
2. **yes** There are many events in Saudi Arabia on National Day.
3. **yes** National Day in Saudi Arabia is celebrated on September 23<sup>rd</sup>.
4. **no** Countries around the world have national holidays on the same day.
5. **yes** 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*

**Our National Day is on the 23rd of September. I want to celebrate it with my family and friends. I want to celebrate it in Riyadh with a lot of people. I want to fly our flag and go to performances and cultural events. I need to tell my older brothers, so we can be together.**



# 7 Then and Now

**A** Complete the sentences. Use **was**, **wasn't**, **were**, and **weren't**.

1. Ali and Fahd **were** classmates at school.
2. Ali **wasn't** good in science, and he still doesn't like it.
3. He and Fahd **were** in the same science class.
4. Fahd **was** a good student.
5. They weren't very good at sports, and so they **weren't** on the school sports teams.
6. They **were** always on the computer. Now Fahd and Ali have their own Internet café!

then

now

**B** Change the sentence from negative to affirmative.

1. Ali wasn't good in math in high school.

**Ali was good in math in high school**

2. He wasn't usually late to class.

**He was usually late to class**

3. Fahd and Ali weren't in the same science class.

**Fahd and Ali were in the same science class**

4. They weren't interested in computers.

**They were interested in computers**

5. They weren't classmates at school.

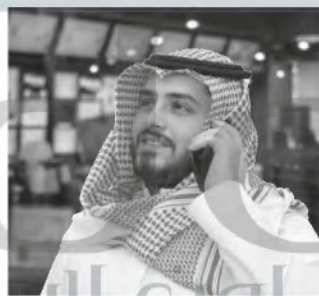
**They were classmates at school**

**C** Complete the sentences.



1. Adnan was always a smart student.  
Now he is a scientist.

2. Abdullah and Ashraf were always good  
at sports. Now they are famous football  
players.



1. Adel was always on the phone.  
Today he is a successful reporter.

3. Badr and Khalid weren't good students.  
But today they are good doctors!

**D** Complete the conversations.

1. **A:** Where were you born?  
**B:** I was born in Riyadh.

3. **A:** Where were your cousins born?  
**B:** They were born in Canada.

2. **A:** Where was your brother born?  
**B:** He was born in UAE.

4. **A:** Where were your grandfathers born?  
**B:** They were born in Oman, but they  
were raised in Saudi Arabia.

**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.

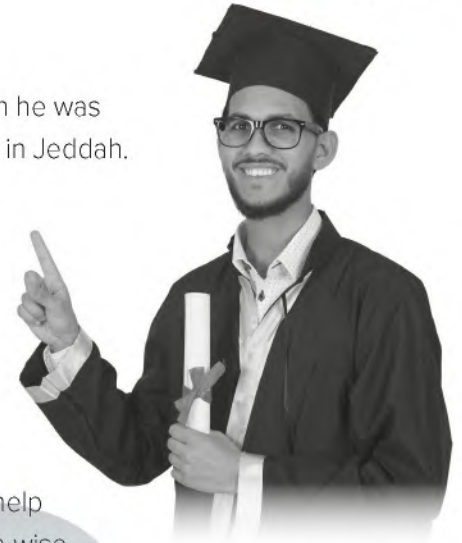
Sometimes when he thinks about his life, he can still see himself playing football with his friends in Jeddah. It all seems like a dream to him. For his parents and friends, however, it is a well-deserved and successful career.

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

1. **no** As a child, Omar was not very easy.
2. **no** As a teenager, Omar was interested in medicine.
3. **yes** Artificial intelligence was Omar's favorite area of study.
4. **yes** Omar applied to universities in the U.S.
5. **yes** Omar became the leader of a research team.

Answer the questions. Use short answers.

- |  |                         |
|--|-------------------------|
| 1. Was Omar born in Jeddah?                | <u>No, he wasn't</u>    |
| 2. Was he a good student at school?        | <u>Yes, he was</u>      |
| 3. Was he interested in studying medicine? | <u>No, he wasn't</u>    |
| 4. Were his parents in the U.S.?           | <u>No, they weren't</u> |



**F WRITING**

Describe yourself when you were a child and now.



This is me at age seven

I was born in Canada, but I was raised in the US.

I was a short kid, and I was always good at sports

I wasn't always a good student but I was smart



This is me now.

I'm still smart, and now I'm a good student

I have family and friends in Canada. I often speak to them, and we speak French. I'm still good at sports I'm

still short, but now I'm the captain of the basketball team at school!

**A** Make a conversation between Imad and Majid. Number the sentences in the correct order.

- 1 **Imad:** Did you have fun last Saturday?
- 5 **Imad:** What did you see?
- 7 **Imad:** What did you eat?
- 3 **Imad:** What did you do in the morning?
- 4 **Majid:** I played tennis in the morning,  
and then I visited my uncle.  
We watched a film together in the afternoon.
- 6 **Majid:** We saw an old *Star Wars* film. It was great!  
Then we went out to a restaurant.
- 8 **Majid:** We had pizza and soda.
- 2 **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.

~~Majid played tennis in the morning~~

2. Majid and his uncle watched a TV show together.

~~Majid and his uncle watched a DVD show together~~

3. Majid and his uncle ate at home.

~~Majid and his uncle went out to restaurant~~

4. They didn't see a *Star Wars* film.

~~They saw a Star Wars film~~

# 8 What Did You Do Last Week?



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

- Last Saturday, my brothers and I drove to the beach.
- There was a steady wind so we went sailing.
- Suddenly, we saw three dolphins playing near the boat. I took some great photos.
- After sailing, we went to a restaurant.
- We ate five apples.
- In the evening, we played video games at home.

**D** Answer these questions. Use short answers.



**Did Omar go to the mall?**

- Did he take some pictures?
- Did they drive to the beach?
- Did they see penguins in the sea?
- Did he eat sandwiches?
- Did they stay home in the evening?

*No, he didn't.*

*Yes, he did*

*Yes, they did*

*No, they didn't*

*No, he didn't*

*Yes, they did*

**E** Change the sentences from negative to affirmative.

1. Qassim didn't surf last week.

Qassim surfed last week

2. Amina didn't talk to her friend last night.

Amina talked to her friend last night

3. Ahmed and Saeed didn't go to the football game.

Ahmed and Saeed went to the football game

4. Adel didn't see his cousins last week.

Adel saw his cousins last week

5. Sabah didn't get up early yesterday.

Sabah got 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                      went

have                      had

do                        did

clean                      cleaned

buy                        bought

see                        saw

paint                      painted

drink                      drank



**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. **no** — Petra became a World Heritage Site in 1958.
2. **yes** — The BBC considered Petra one of the most important places in the world.
3. **yes** — The city of Petra is a popular tourist attraction in Jordan.
4. **yes** — People there used to store and sell water in ancient times.
5. **no** — 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?

*My Favorite Place*

When I was young, my favorite place was my grandfather's garden. It was between tall buildings in the center of the city, but it was full of flowers and trees. Grandfather planted a tree for each child that was born in the family and watched them grow. When I went back many years later, the garden was no longer there. The plants were gone. There were just rocks and an old wooden chair in the middle of it, grandfather's chair



**A** Look at the photos. Complete the sentences.

1. Jim is going to the park. He is wearing a white T-shirt, blue jeans, and a pair of brown sneakers.



2. It is cold in New York City. Jeffrey is wearing a brown coat, a pair of light blue pants, and a striped sweater.



3. Alex is going to the beach. He is wearing a striped shirt and a pair of shorts.



4. It's raining, and Jack is walking to work. He is wearing a yellow raincoat.



5. Sam is going to a job interview. He is wearing a new suit.



**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 He's going to wear a shirt and sandals to the beach

2. to school He's going to wear jeans and a T-shirt to school

3. to the wedding He's going to wear a blue suit, a white shirt, and a tie 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 it to her.

2. Don't call me tonight. I'm going to bed early.

3. We are hungry. Please give us some food.

4. Khalid and Imad like to get email. Write to them at khalimad@mail.com.

5. Ali likes graduation parties. Invite him to your party. I can send you his email address.



**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 have a good time?

**Mark:** Yes, I did. I had a wonderful time.

**Derek:** Where did you go?

**Mark:** I went to the Capitol Building and the Air and Space Museum.

**Derek:** Did you go to the White House?

**Mark:** No, I didn't. I saw it from the street.

**Derek:** When did you come home?

**Mark:** I came 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?

He was in the United States for a year

2. Did Ahmed always eat a big or small breakfast?

He always ate a big breakfast

3. What was his English like at first?

His English wasn't good at first, but the teachers and other students helped him

4. Where did he usually have lunch?

He usually had lunch in the cafeteria



# Unit 1 Self Reflection

Things that I liked about Unit 1:	Things that I didn't like very much:
_____	_____
_____	_____
_____	_____

Things that I found easy in Unit 1:	Things that I found difficult in Unit 1:
_____	_____
_____	_____
_____	_____

Unit 1 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 <i>why</i> and <i>because</i>			
use the simple present tense in the affirmative			
ask questions with <i>what</i> in the simple present tense			
use the conjunctions <i>so</i> and <i>because</i>			

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

## Unit 2 Self Reflection

Things that I liked about Unit 2:	Things that I didn't like very much:
_____	_____
_____	_____
_____	_____

Things that I found easy in Unit 2:	Things that I found difficult in Unit 2:
_____	_____
_____	_____
_____	_____

Unit 2 Checklist	I can do this very well.	I can do this quite well.	I need to study/ practice more.
talk about 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 <i>very, quite, really, etc.</i>			
use adjectives with <i>-ed</i> and <i>-ing</i>			

My five favorite new words from Unit 2:	If you're still not sure about something from Unit 2:
_____	<ul style="list-style-type: none"> <li>• read through the unit again</li> <li>• listen to the audio material</li> <li>• study the grammar and functions from the unit again</li> <li>• ask your teacher for help</li> </ul>
_____	
_____	

# Unit 3 Self Reflection

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

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

Unit 3 Checklist	I can do this very well.	I can do this quite well.	I need to study/ practice more.
describe daily activities and routines			
express time			
use the adverbs of frequency <i>always, usually, sometimes, and never</i>			
use the time expressions <i>before, after, then, and every day</i>			
use the prepositions <i>at, in, and on</i> in time expressions			
use the simple present versus the present progressive			

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



# Unit 4 Self Reflection

Things that I liked about Unit 4:	Things that I didn't like very much:
_____	_____
_____	_____
_____	_____

Things that I found easy in Unit 4:	Things that I found difficult in Unit 4:
_____	_____
_____	_____
_____	_____

Unit 4 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 <i>can</i> in the affirmative and negative and in questions and short answers			
use the verb <i>like</i> + infinitive			
use gerunds and infinitives after verbs			

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

# Unit 5 Self Reflection

Things that I liked about Unit 5:	Things that I didn't like very much:
_____	_____
_____	_____
_____	_____

Things that I found easy in Unit 5:	Things that I found difficult in Unit 5:
_____	_____
_____	_____
_____	_____

Unit 5 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 <i>be + going to</i> in the affirmative and negative and in questions and short answers			
use the time expressions for the future <i>tomorrow, next week, on Tuesday morning, tonight, etc.</i>			
express future arrangements with present progressive			

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



# Unit 6 Self Reflection

Things that I liked about Unit 6:	Things that I didn't like very much:
_____	_____
_____	_____
_____	_____

Things that I found easy in Unit 6:	Things that I found difficult in Unit 6:
_____	_____
_____	_____
_____	_____

Unit 6 Checklist	I can do this very well.	I can do this quite well.	I need to study/ practice more.
talk about national holidays and celebrations			
express wants and needs			
make suggestions and invitations			
use object pronouns			
use <i>need / want / like</i> + infinitive			
use <i>let's</i> + infinitive			
use the modals <i>must / mustn't</i> and <i>should / shouldn't</i>			

My five favorite new words from Unit 6:	If you're still not sure about something from Unit 6:
_____	<ul style="list-style-type: none"> <li>• read through the unit again</li> <li>• listen to the audio material</li> <li>• study the grammar and functions from the unit again</li> <li>• ask your teacher for help</li> </ul>
_____	
_____	



# Unit 7 Self Reflection

Things that I liked about Unit 7:	Things that I didn't like very much:
_____	_____
_____	_____
_____	_____

Things that I found easy in Unit 7:	Things that I found difficult in Unit 7:
_____	_____
_____	_____
_____	_____

Unit 7 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 <i>be</i> in the affirmative and negative and in questions and short answers			
use the expression <i>to be born</i>			
use <i>there was / there were</i>			

My five favorite new words from Unit 7:	If you're still not sure about something from Unit 7:
_____	<ul style="list-style-type: none"> <li>• read through the unit again</li> <li>• listen to the audio material</li> <li>• study the grammar and functions from the unit again</li> <li>• ask your teacher for help</li> </ul>
_____	
_____	



# Unit 8 Self Reflection

Things that I liked about Unit 8:	Things that I didn't like very much:
_____	_____
_____	_____
_____	_____

Things that I found easy in Unit 8:	Things that I found difficult in Unit 8:
_____	_____
_____	_____
_____	_____

Unit 8 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 <i>yesterday, last night, last week, and last month</i>			
use the simple present versus the simple past			

My five favorite new words from Unit 8:	If you're still not sure about something from Unit 8:
_____	<ul style="list-style-type: none"> <li>• read through the unit again</li> <li>• listen to the audio material</li> <li>• study the grammar and functions from the unit again</li> <li>• ask your teacher for help</li> </ul>
_____	
_____	

# SUPERGOAL 2 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 Listening
5	Unit 1	5 Pronunciation
6	Unit 1	6 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	6 Conversation
13	Unit 2	8 Reading
14	Unit 3	1 Listen and Discuss
15	Unit 3	2 Pair Work
16	Unit 3	4 Listening
17	Unit 3	5 Pronunciation
18	Unit 3	6 Conversation
19	Unit 3	8 Reading
20	Unit 4	1 Listen and Discuss
21	Unit 4	2 Pair Work
22	Unit 4	4 Listening
23	Unit 4	5 Pronunciation
24	Unit 4	6 Conversation
25	Unit 4	8 Reading
26	EXPANSION	2 Reading
27	Units 1–4	3 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	4 Chant Along









# SUPER GOAL 2

*SuperGoal* is a dynamic American English series for international communication designed for middle school students - grades 7-9. Books 1-6 integrate the four skills, present the grammar in context, and help students develop natural conversation. With eye-catching art and high-interest topics, *SuperGoal* is easy and enjoyable to teach and to learn from.

## Features

- Unit openers, enhanced by attractive and contemporary illustrations, help students make visual connections and retain the new language.
- Units are thematic and contain high-interest topics that relate to students' age and interests.
- A consistent unit format makes navigation clear and predictable.
- The Grammar section offers succinct explanations, followed by activities that reinforce the grammar points presented.
- Interactive Conversations allow students to choose or make up their own endings.
- Vocabulary development occurs throughout and everyday expressions are explained in the Real Talk feature.
- Sections on Pronunciation, Listening, and Writing are included in each unit.
- Readings and Projects at the end of each unit allow students to experience real world situations.
- Chants enable students to expand their language in a pleasant way.
- Learning strategies and critical thinking skills prepare students for success.
- Humor and cross-cultural information and values are present throughout the series.

الحلول اون لاين
   
 hulul.online



ماغروهيل
   
**McGraw-Hill**

Name: \_\_\_\_\_

School: \_\_\_\_\_

ISBN-13: 978-1-4470-9094-6
   
 ISBN-10: 1-4470-9094-2



9 781447 090946