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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



**SUPER**

# **GOAL 2**

**MANUEL DOS SANTOS**

**Mc  
Graw  
Hill**



## SuperGoal 2 Student Book

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# 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.  
What do they want to be?



**Name:** Adnan

**Age:** 14

**Interests:** technology,  
gadgets,  
high-tech design

Adnan wants to become a  
high-tech designer.

**Name:** Majid

**Age:** 14

**Interests:** sports,  
video games,  
tennis

Majid wants to become a  
famous tennis player.

**Adnan:** So you want to become a tennis player?

**Majid:** Yes, very much.

**Adnan:** And what does your father do?

**Majid:** He's a doctor, but he likes to cook. He makes the best sandwiches! What about you? What do you want to be?

**Adnan:** I want to be a designer. You know, I want to design gadgets, computers, and things.

**Majid:** And what about your father? What does he do?

**Adnan:** He's a mechanic. But he always carries a briefcase, and people think he's a lawyer!



### Quick Check ✓

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

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

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

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

## 2 Pair Work

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

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

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

-  What do you do?
-  I'm a \_\_\_\_\_. I \_\_\_\_\_.

# 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.

**FYI\***

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

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

1. **A:** What \_\_\_\_\_ your uncle \_\_\_\_\_?

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

**A:** What \_\_\_\_\_ your cousin do?

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

2. **A:** What \_\_\_\_\_ you \_\_\_\_\_?

**B:** I'm a reporter. I \_\_\_\_\_ for a newspaper.

**A:** What \_\_\_\_\_ your friends \_\_\_\_\_?

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

3. **A:** What \_\_\_\_\_ your father \_\_\_\_\_?

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

**A:** How about your brother?

**B:** He \_\_\_\_\_ for a magazine.

4. **A:** What do you \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_?

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

**A:** I \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ a chef and work in an elegant restaurant.



\*FYI: For Your Information

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



**1** Hameed / chef /  
work / restaurant

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



**2** Mike / waiter /  
work / restaurant



**Ali**



**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		
2. Lee		
3. David		
4. Robert		

## 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?

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## 6 Conversation



So, what do you do, Adel?

I'm still in school. How about you, Steve?

Me too. What do you want to do in the future?

I want to be a flight attendant. I like to travel and meet lots of different people.

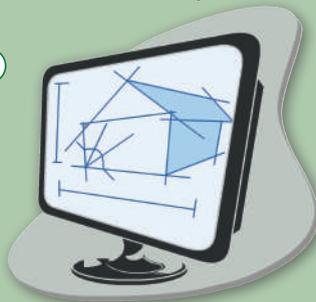
Well, I don't know what I want to be. I'm good with computers and I like high-tech stuff...

but I'm also interested in art and design.

### Your Ending

What does Adel say to Steve?

1



How about architecture?

2



Work as a website designer.

3



How about a job in advertising?

### About the Conversation

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

### Your Turn

Ask your classmates what jobs their fathers or brothers do.

**A:** What does your brother/father do?

**B:** \_\_\_\_\_

## 7 About You



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



6



## 8 Reading

### Before Reading

What do you think Omar Hamdan wants to be?

# Follow Your *Dream*

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

Omar wants to be a professional football player. The coach thinks he has

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

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

### After Reading

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

### Discussion

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



# 1 What Do You Do?

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## 9 Writing

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

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



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

### Writing Corner

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

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

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

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

## 10 Project

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



# 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

- |  |  |
|--|--|
| <p>💡 <u>Why does he want to be an architect?</u></p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>4. _____</p> <p>5. _____</p> | <p>Because he likes to design houses.</p> <p>Because he's interested in cars.</p> <p>Because I like to travel and meet people.</p> <p>Because she likes to work with children.</p> <p>Because he likes to cook.</p> <p>Because I want to help sick people.</p> |
|--|--|

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

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



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

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

Name	Job	Reason



# 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

What's your favorite subject, Carl?

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

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

Subjects

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.

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

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

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

## Quick Check ✓

### A. Vocabulary. Match the words.

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

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

- \_\_\_ Carl's favorite subject is history.
- \_\_\_ Ben plays on the volleyball team.
- \_\_\_ Saeed runs the computer club.
- \_\_\_ Matt has curly blond hair.
- \_\_\_ 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.





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

#### Short Answers (+)

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

#### Short Answers (-)

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

**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?

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

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

## 4 Listening

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

### Ted

- \_\_\_\_\_ Ted has black hair.
- \_\_\_\_\_ Ted has long hair.
- \_\_\_\_\_ Ted is tall.
- \_\_\_\_\_ Ted is carrying a laptop.

### Seth

- \_\_\_\_\_ Seth has brown hair.
- \_\_\_\_\_ Seth wears glasses.
- \_\_\_\_\_ Seth is short.
- \_\_\_\_\_ 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?

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### 6 Conversation

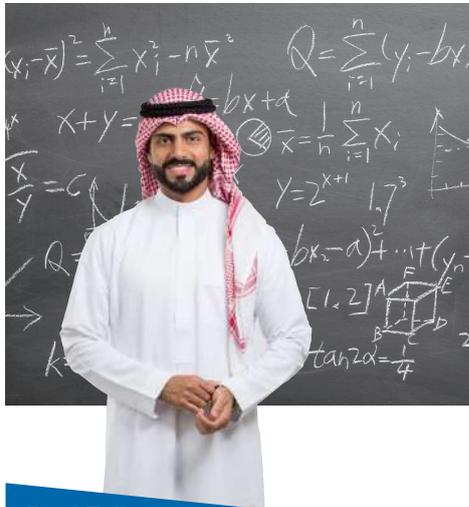
**Hashim:** What's your favorite subject?

**Faris:** I like science. I think it's cool.  
I love the experiments.

**Hashim:** I prefer history. It's fascinating. What are your teachers like this year?

**Faris:** They are all good, but the math teacher is my favorite. He explains things clearly and also makes math fun! How about you?

**Hashim:** I like Mr. Huston, the English teacher.



### 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?

### 7 About You

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

#### Your Turn

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

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

**B:** \_\_\_\_\_

**A:** Why?

**B:** \_\_\_\_\_

Name	Subject	Why?



# 8 Reading

## Before Reading

What clubs does your school have?

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

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

## School Clubs



### Come and check it out!

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

**The Science Club:** Students organize their own experiments. Club members are students who say: "I'm sort of like a scientist too," and "Science is cool." Do you feel the same?

**Archaeology Club:** Students learn how to excavate archaeological findings. Club members organize expeditions in the desert every spring.

**Poetry Club:** Students learn and recite traditional and modern poetry. They write poetry and organize poetry readings.

**Computer Club:** Members learn about and get a chance to use lots of computer programs—from spreadsheets to games. Some students even design their own programs. Does this interest you?

**Drama Club:** Members learn the basics of acting and get a chance to act in plays in front of student audiences. Get on stage and get in on the act.

**Football Club:** Members practice and compete for the school team. They also help with the organization of football games with other school teams.

## After Reading

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

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



## 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	
Height/Build	
Character	
Interests	

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

1. What does he look like?

\_\_\_\_\_

2. What is he like?

\_\_\_\_\_

3. What does he like?

\_\_\_\_\_

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

#### Writing Corner

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

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

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



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

### 10 Project

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



# 3 What Time Do You Get Up?



## 1 Listen and Discuss

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

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

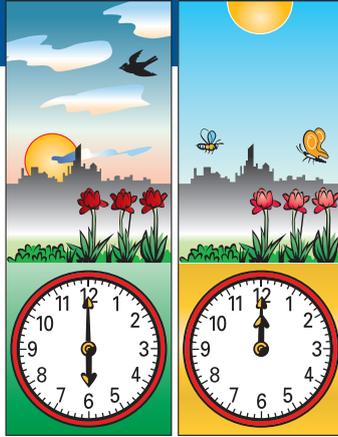


Mr. Zaheer Abbas and his family are eating. They always have dinner together.

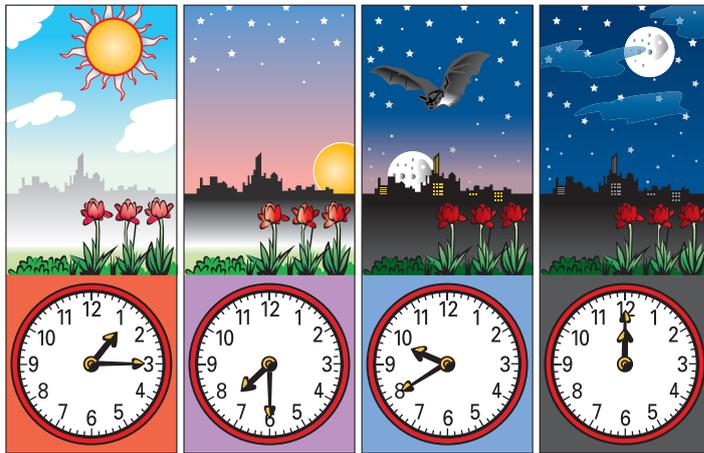
11:30 pm Tokyo, Japan



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



It's six o'clock in the morning. It's 6:00 A.M.  
It's noon. It's 12:00 (noon).



It's one fifteen in the afternoon. It's 1:15 P.M.  
It's seven thirty in the evening. It's 7:30 P.M.  
It's nine forty at night. It's 9:40 P.M.  
It's midnight. It's 12:00 (at night).

What time is it?



It's four o'clock.

## Quick Check ✓

**A. Vocabulary.** What activities on page 18 do you do every day? Write them in order from morning to night.

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

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

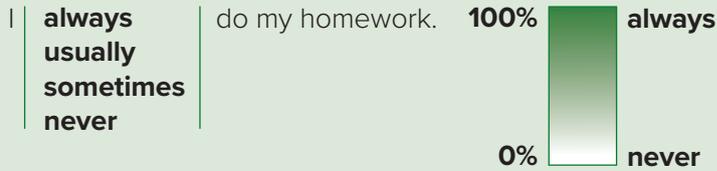


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## 3 Grammar

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

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



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

usually / weekends

*Derek usually visits his grandfather on weekends.*

Derek



1 Fatimah  
always / the evening



2 Tariq  
sometimes / the morning



3 Adam  
never / weekends



4 Abdullah  
usually / Saturdays



5 Khalid  
always / after school



6 Ali and his friends  
sometimes / the evening

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

## 4 Listening

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

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



## 5 Pronunciation

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

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



# 3 What Time Do You Get Up?

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## 6 Conversation

**Fahd:** Hi, Ryan. Where are you going?

**Ryan:** To the gym. I usually work out for about an hour in the afternoon. *Where are you off to?*

**Fahd:** To martial arts class.

**Ryan:** That's *awesome!* What are you learning?

**Fahd:** Well, right now, I'm learning some difficult karate moves. But sometimes we do special exercises to learn how to concentrate. Come along some time.



### Your Ending

What does Ryan answer?

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

### About the Conversation

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

### Your Turn

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

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

### Real Talk

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

## 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?





# 8 Reading

## Before Reading

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

# Schooldays:

## School Around the World



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

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



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

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



## After Reading

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

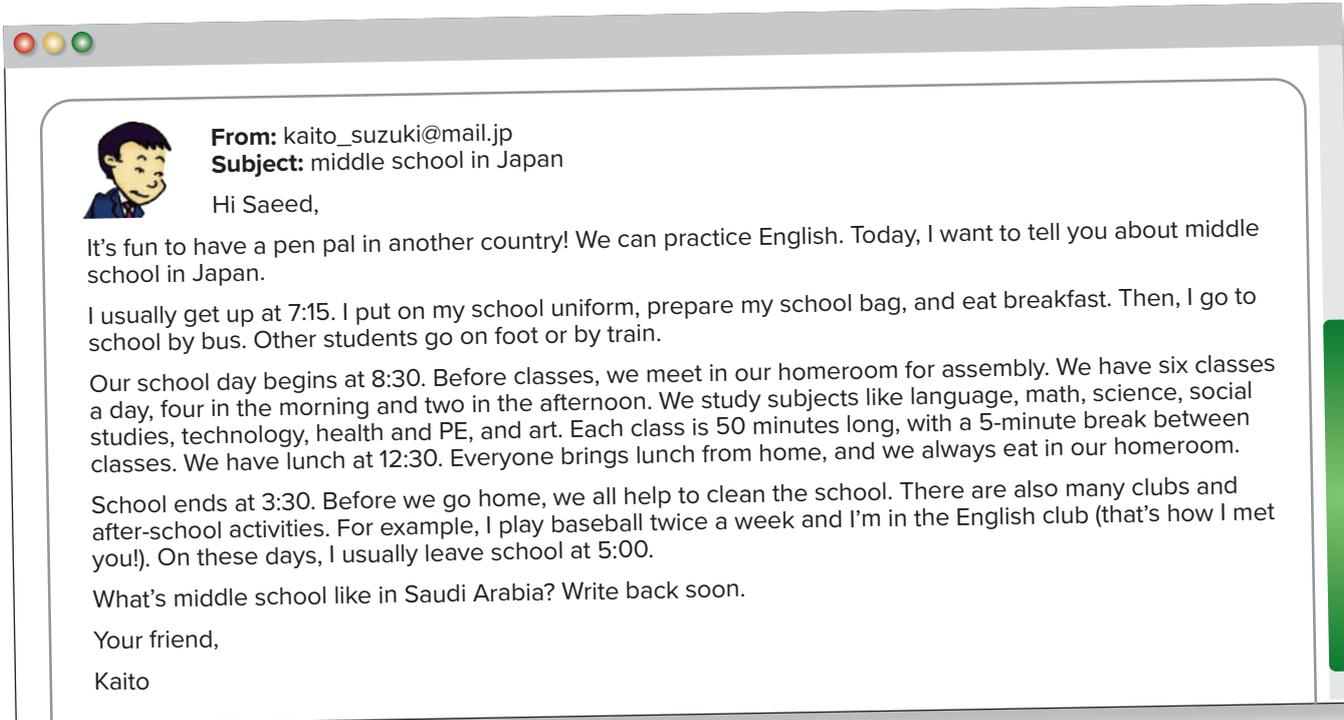


### 3 What Time Do You Get Up?



## 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.

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

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

## 10 Project

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



# 4 What Can You Do There?



## 1 Listen and Discuss

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



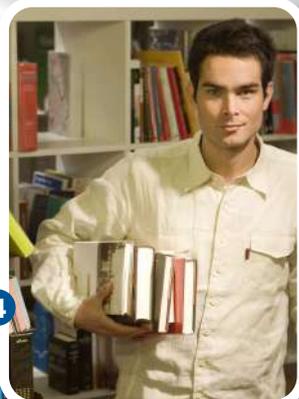
2



1



3



4



5



6

### Quick Check

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

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

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



7



8

## 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.



9



10



11



12



## 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 \_\_\_\_\_ (come) tonight. He's finishing an assignment.
- \_\_\_\_\_ Luke \_\_\_\_\_ (drive) them to the mall in his car?
- We \_\_\_\_\_ (meet) tomorrow afternoon. I'm going to the dentist.
- Mr. Sawyer \_\_\_\_\_ (see) you now. I'm afraid he's very busy.
- You \_\_\_\_\_ (speak) in the library, but you \_\_\_\_\_ (read).
- Imad \_\_\_\_\_ (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.



play / basketball



drive / bus



1 make / sandwich



2 ride / bike



3 ride / motorcycle



4 use / laptop



5 ice-skate

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

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

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

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

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

## 4 Listening

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

- \_\_\_\_\_ The mall is located near the hospital.
- \_\_\_\_\_ You can shop and meet your friends.
- \_\_\_\_\_ You can go mountain climbing.
- \_\_\_\_\_ You can't rollerblade.
- \_\_\_\_\_ 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?

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### 6 Conversation

**Ali:** Can you play tennis?

**Imad:** Yes, I can.

**Ali:** Do you want to play a match?

**Imad:** Sure. *When's good for you?*

**Ali:** I prefer the weekend. I have more free time. How about Thursday afternoon?

**Imad:** I can't. I'm busy. How about Saturday morning?

**Ali:** Good idea. What time?

**Imad:** Eight o'clock.

**Ali:** Eight o'clock, on a Saturday morning! *Are you crazy?*



#### Real Talk

*When's good for you?* = What time is good for you?

*Are you crazy?* = You're saying something I think is strange.

### About the Conversation

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

### Your Turn

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

**A:** Let's \_\_\_\_\_.

**B:** Good idea. When?

**A:** \_\_\_\_\_.

**B:** I can't. I \_\_\_\_\_.

**A:** How about \_\_\_\_\_?

**B:** That's \_\_\_\_\_.

### 7 About You

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



## 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

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



Dear Maha,

My family and I are having a fantastic winter vacation in Abha! There are so many activities to do.

You can go rock-climbing in the mountains, take a boat on the Abha Dam lake and even ride a cable-car!

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

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

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

See you soon,

Badria



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

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

- C.** Imagine that you are at a resort in Saudi Arabia. Write 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 \_\_\_\_\_ (1. go) to Beachside Resort on vacation every summer. We always stay in a comfortable apartment with a beautiful view.

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

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

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

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



# 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 type="checkbox"/>	<input type="checkbox"/>
2. work with computers	<input type="checkbox"/>	<input type="checkbox"/>
3. work outdoors	<input type="checkbox"/>	<input type="checkbox"/>
4. make things	<input type="checkbox"/>	<input type="checkbox"/>
5. sit at a desk all day	<input type="checkbox"/>	<input type="checkbox"/>
6. cook	<input type="checkbox"/>	<input type="checkbox"/>
7. drive vehicles (cars, buses, etc.)	<input type="checkbox"/>	<input type="checkbox"/>
8. draw	<input type="checkbox"/>	<input type="checkbox"/>
9. work with plants or animals	<input type="checkbox"/>	<input type="checkbox"/>
10. write stories	<input type="checkbox"/>	<input type="checkbox"/>
11. talk on the phone	<input type="checkbox"/>	<input type="checkbox"/>
12. solve problems	<input type="checkbox"/>	<input type="checkbox"/>



doctor



website designer



artist



writer



carpenter



veterinarian

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

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

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

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. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

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. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_



rollerblade

## 2 Reading

### Before Reading

First, look at the pictures and name the objects.

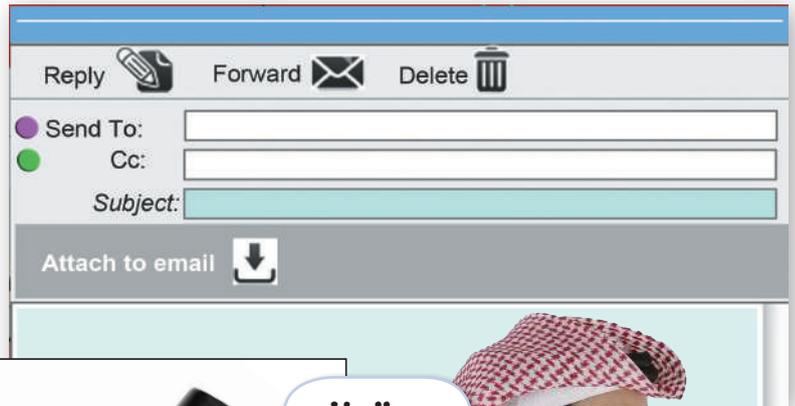
Do you use the same words when you speak Arabic?

# English Everywhere



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

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



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

## After Reading

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

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

B. Answer the questions.

1. What is computer jargon? Find examples in the text.
2. What are some English words for food and clothes that different speakers use?
3. When do students hear, read, or speak English?

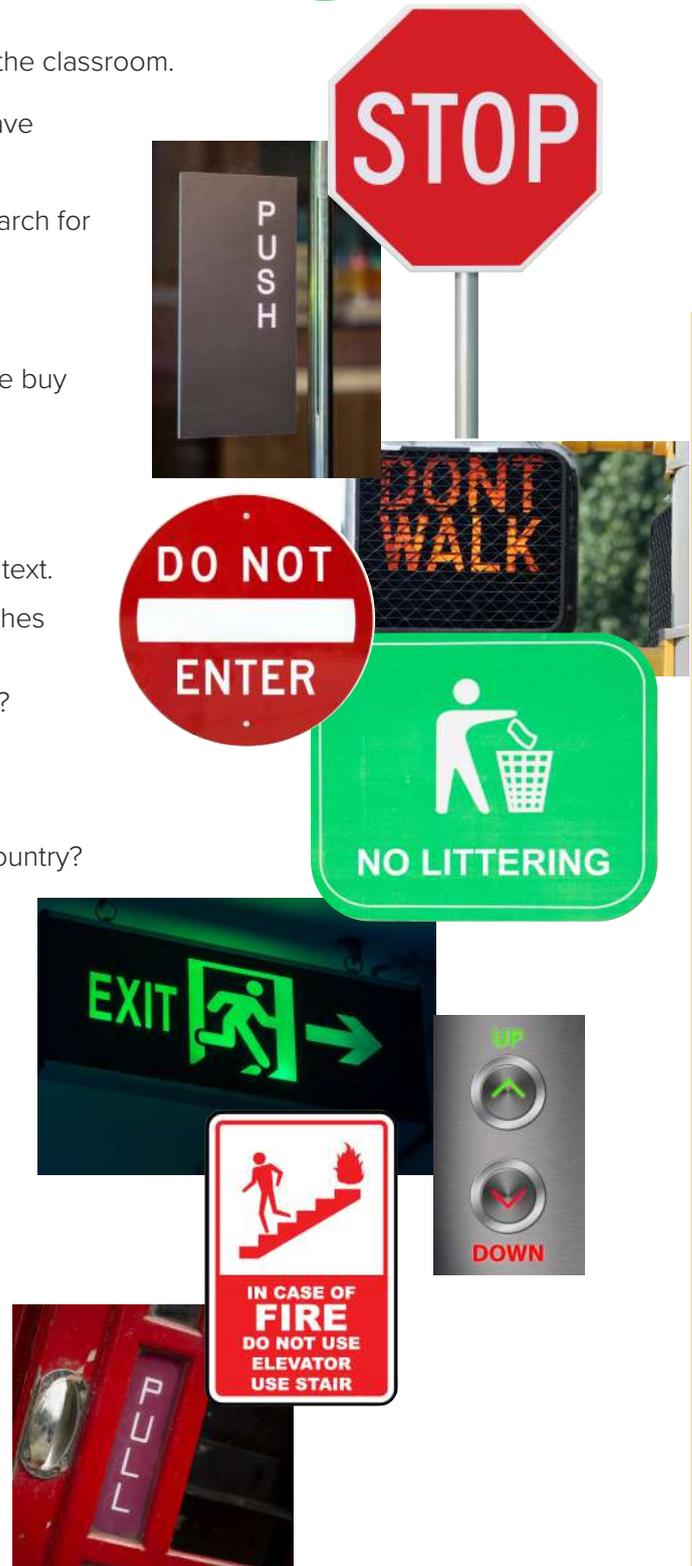
## Discussion

1. What other English words do you use in your country?
2. What Arabic words do English speakers use?
3. Do you read the subtitles when you watch films? Why? Why not?
4. How do you feel about using English in games or on the Internet? Why?
5. Why is it important to know how to speak English? Give examples.

## 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



## 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 ▲

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.



bag ▼



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

B. Put the words into the correct groups.

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



Classroom	Transportation	Technology

## Comprehension

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

- \_\_\_ A circle has 4 sides.
- \_\_\_ When you spell your name, you need to say each letter separately.
- \_\_\_ We put a pad under the keyboard.
- \_\_\_ We click with the mouse.
- \_\_\_ There are sites on the Internet.

## 4 Project



- Keep a record of what you do in English each day. Think about what you hear, read, and see.
- Compare with a partner.
- 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?



**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.

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

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

### Colors

blue

light blue

green

dark green

red

pink

purple

orange

yellow

brown

beige

black

gray

white

## 2 Pair Work

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

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

# 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 (+)

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

#### Short Answers (-)

No,	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 \_\_\_\_\_

#### 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: \_\_\_\_\_



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.



1 Tom and Sam / Moscow



2 Bob / Mexico



3 Mel / Tahiti



4 George and Joe / the Andes

## 4 Listening

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

	Clothes	Colors	Style
1. Adnan			
2. Mark			

## 5 Pronunciation

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

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

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

## 5 What Are You Going To Wear There?

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## 6 Conversation



**Brian:** What clothes are you going to take to Norway?

**Andy:** Warm clothes, very warm clothes. You know, a heavy coat, a scarf, gloves ...  
I'm going to pack all my sweaters and warm socks.

**Brian:** Don't forget your sunglasses!

**Josh:** He's not going to need sunglasses. He isn't going to the beach.

**Andy:** Actually, Brian is right. I'm going to **put them on** when I'm out in the snow!

**Josh:** You, out in the cold? You must be joking ...

### Real Talk

put on = wear

### About the Conversation

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

### Your Turn

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

## 7 About You

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





## 8 Reading

### Before Reading

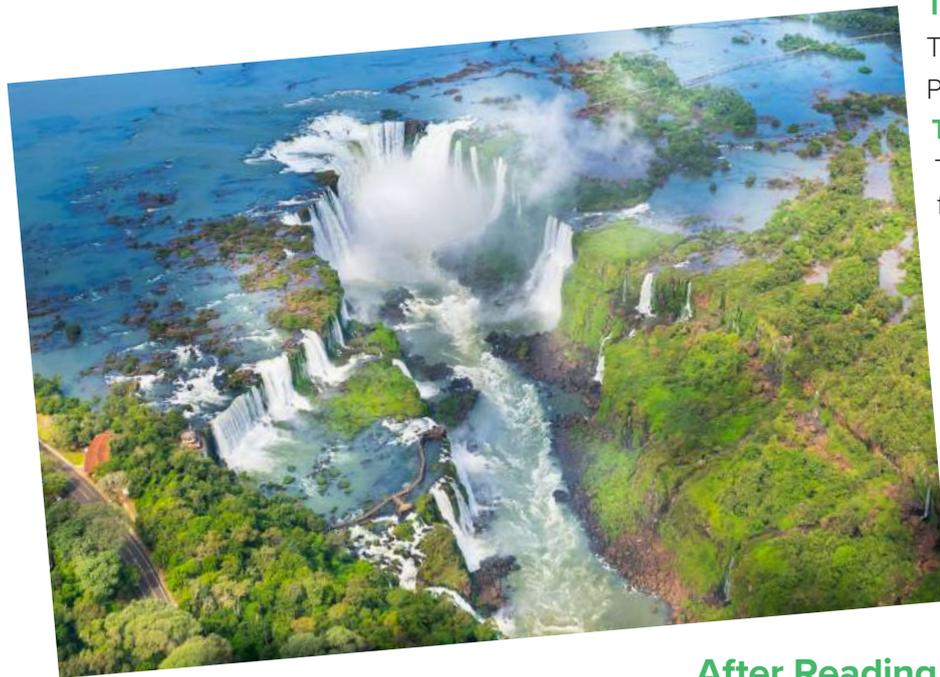
Look at the photos. What do you think the reading is about?

# The Iguassu Falls

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

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

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



### Transportation:

There are buses to the falls at the Iguassu Park.

### Towns:

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

### Other Attractions:

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

### After Reading

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

# 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: Where is he going?

B: I think he's going to...



### Writing Corner

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

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

He has a **nice new silk** tie.

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.

 *comfortable old yellow sneakers*

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

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

## 10 Project

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

\_\_\_\_\_ Advertising      \_\_\_\_\_ Salespeople      \_\_\_\_\_ Fashion magazines  
 \_\_\_\_\_ Store websites      \_\_\_\_\_ Family and friends      \_\_\_\_\_ Other



# 11 Form, Meaning and Function

## The Future with the Present Progressive

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

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

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



## Time Expressions for the Future

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

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

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

-  *He is calling his friends this evening to invite them to the graduation party.* \_\_\_\_\_
1. \_\_\_\_\_
  2. \_\_\_\_\_
  3. \_\_\_\_\_
  4. \_\_\_\_\_
  5. \_\_\_\_\_
  6. \_\_\_\_\_
  7. \_\_\_\_\_
  8. \_\_\_\_\_
  9. \_\_\_\_\_
  10. \_\_\_\_\_

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



# 6 Let's Celebrate

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## 1 Listen and Discuss

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

# National Day



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

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

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

## 2 Pair Work

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

-  When is the national holiday in your country?
-  Saudi National Day is on September 23<sup>rd</sup>.
-  What do people usually do on that day?
-  They fly the flag and celebrate.
  
-  What are you going to do on Saudi National Day?
-  I'm going to the open-air activities.

**B.** Talk about invitations.

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





## 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.**

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

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

**B.** Unscramble the sentences.

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

C. Work with a partner. Ask and answer.

A: What do you want to do during the holiday?

B: I want to spend some time with my friends.



1 you / during the holiday



2 Badr and his family / Eid Al-Fitr



3 you / Eid Al-Fitr



4 your family / vacation



5 you / graduation day

## 4 Listening

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

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

## 5 Pronunciation

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

Does he know **him** well?

He knows **him** very well.

Does she call **her** often?

She calls **her** every day.

Do you ever see **them**?

I see **them** often.



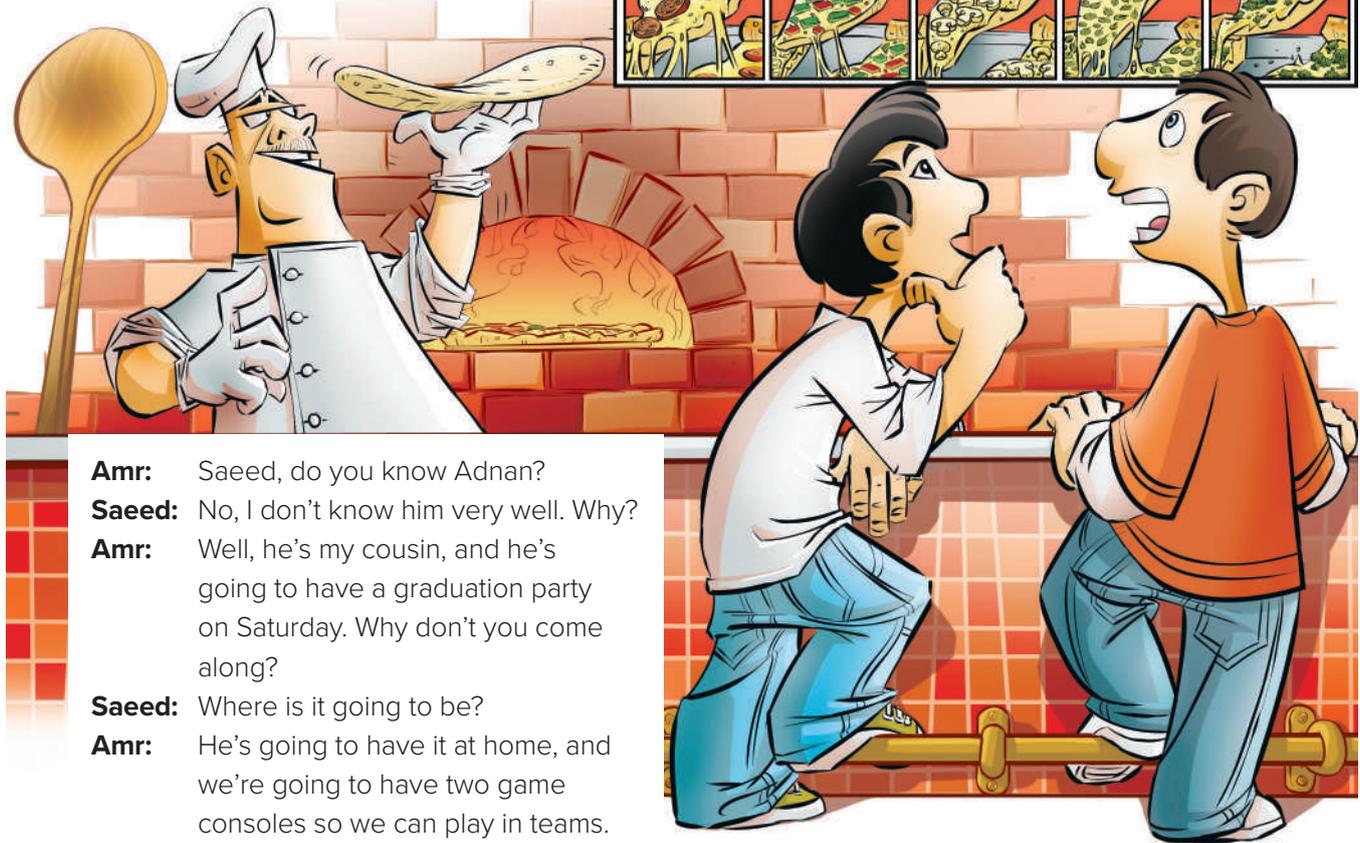
## 6 Let's Celebrate

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### 6 Conversation



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

### Your Ending

What does Saeed say?

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

### About the Conversation

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

### Your Turn

Invite a friend to a graduation party.

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

### 7 About You



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



## 8 Reading

### Before Reading

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



# Eid Celebrations



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

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

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

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



### After Reading

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

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

### Discussion

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

## 6 Let's Celebrate



### 9 Writing

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

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



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

A: Who is the graduation party for?

B: The graduation party is for Ahmed.

*Please join us to celebrate  
the graduation of*  
**Ahmed Al-Faisal**  
*Saturday, May 15th at 6:00 pm*





*Oasis Restaurant  
Makkah Road*

- C. Decide which holiday celebration you are going to write about in exercise D. Design an invitation to invite your friends to the celebration.
- D. Write about a holiday celebration in your country. Include: the date, the clothing, the food, and special events or traditional practices. Use vocabulary from the word search and ideas from this unit.

### 10 Project

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



# 11 Form, Meaning and Function

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

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

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

**FYI** mustn't = must not

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

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

**FYI** shouldn't = should not

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

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

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

-  Be kind to your neighbors.            We must be kind to our neighbors \_\_\_\_\_.
- Do your homework tonight.            I \_\_\_\_\_.
  - Don't be late for class.                    You \_\_\_\_\_.
  - Ask the teacher for help.                She \_\_\_\_\_.
  - Don't sit on the desks.                    Students \_\_\_\_\_.
  - Share your toys.                          The children \_\_\_\_\_.
  - Don't eat snacks before dinner.        He \_\_\_\_\_.
  - Send the invitations today.                We \_\_\_\_\_.
  - Don't use fireworks indoors.            You \_\_\_\_\_.

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

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



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



# 7 Then and Now

## 1 Listen and Discuss

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

## Riyadh and Jeddah *Then and Now*



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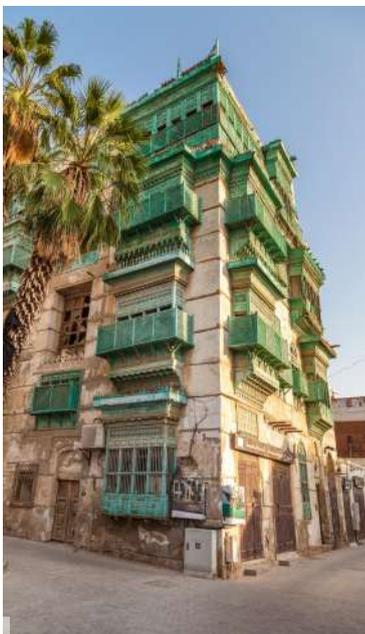
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The old, oasis town of Riyadh was an area of about one square kilometer, with a population of about 14,000. There were many mud-brick houses, mosques, and other buildings inside the walls of the city.

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.



### Quick Check

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

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

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

## 2 Pair Work

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

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

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

-  Where were you born?
-  I was born in \_\_\_\_\_.





## 3 Grammar

### Simple Past Tense: *be*

#### Affirmative (+)

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

#### Negative (-)

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

**FYI**

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

#### Questions (?)

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

#### Short Answers (+)

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

#### Short Answers (-)

No,	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:** \_\_\_\_\_ your father born in the States?  
**B:** No, he \_\_\_\_\_. He \_\_\_\_\_ born in Europe.  
**A:** Where in Europe \_\_\_\_\_ he born?  
**B:** He \_\_\_\_\_ born in Poland.
- A:** What \_\_\_\_\_ your father's first job?  
**B:** He and his brother \_\_\_\_\_ waiters.  
**A:** How old \_\_\_\_\_ they?  
**B:** They \_\_\_\_\_ very old—17 and 15.
- A:** How \_\_\_\_\_ the graduation party?  
**B:** It \_\_\_\_\_ great.  
**A:** Who \_\_\_\_\_ there?  
**B:** All our friends \_\_\_\_\_ there.
- A:** What \_\_\_\_\_ Oscar like?  
**B:** He \_\_\_\_\_ very smart.  
**A:** \_\_\_\_\_ his grades good?  
**B:** No, they \_\_\_\_\_.
- A:** \_\_\_\_\_ you late for school?  
**B:** Yes, I \_\_\_\_\_.  
**A:** Why?  
**B:** The bus \_\_\_\_\_ late.
- A:** \_\_\_\_\_ the hotel comfortable?  
**B:** Yes, it \_\_\_\_\_ OK.  
**A:** What \_\_\_\_\_ the weather like?  
**B:** It \_\_\_\_\_ 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.

**A:** How was your vacation?

**B:** It was great. OR It was boring.

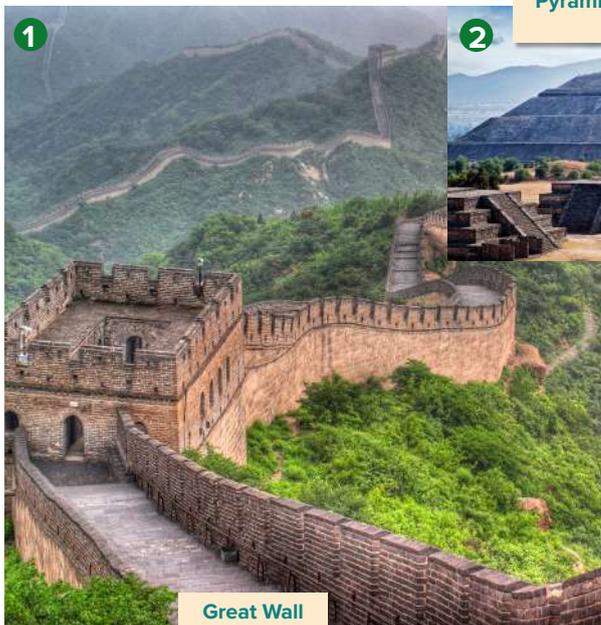
**A:** That's good! OR That's too bad!

**Positive (+)**

great  
OK  
interesting  
awesome  
beautiful

**Negative (-)**

bad  
terrible  
boring  
uncomfortable  
crowded



**1** Great Wall  
China



**2** Pyramids in Teotihuacan  
Mexico



**3** Sugar Loaf in Rio de Janeiro  
Brazil



**4** Coliseum in Rome  
Italy

## 4 Listening

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

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



## 5 Pronunciation

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

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

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





## 6 Conversation



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

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

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

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

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

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

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

**Leo:** *You're kidding!*

### Real Talk

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

### About the Conversation

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

## 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?

### Your Turn

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



## 8 Reading

### Before Reading

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

# A REAL GIANT

**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.

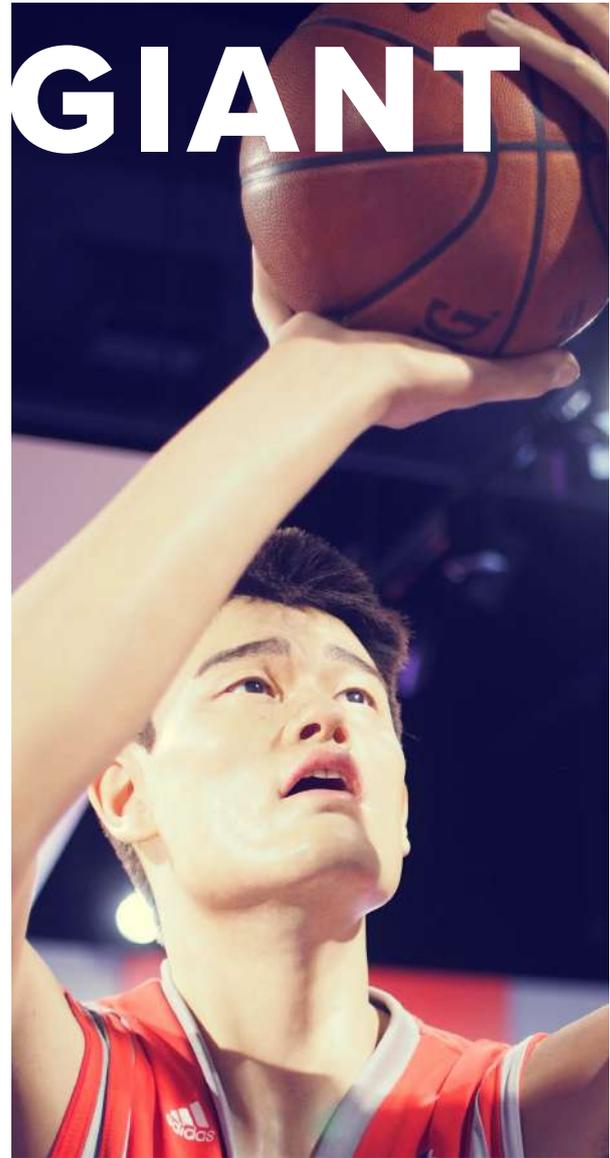
Yao wasn’t interested in basketball as a child. He was tall but very thin, and he wasn’t very strong.

**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

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





## 9 Writing

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

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

### 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?



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

Khaled was born on January 2, 1969. His family has a long tradition of horse riding, and they own stables with Arabian horses near Riyadh. He was ten years old when he first learned to ride with his father. Khaled was a very talented young rider. He was successful in some racing

competitions, but he was more interested in show jumping. Khaled and his brother, Fahad, were members of the Kingdom's first international jumping team.

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

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

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

## 10 Project

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



# 11 Form, Meaning and Function

## There Was / There Were

### Singular

**There was** an old castle. (+)

**There wasn't** a shopping mall. (-)

### Plural

**There were** many traditional houses. (+)

**There weren't** any modern skyscrapers. (-)

**FYI**

wasn't = was not

weren't = were not

### Questions (?)

**Was there** a restaurant?

**Were there** any stores?

### Short Answer (+)

Yes, **there was**.

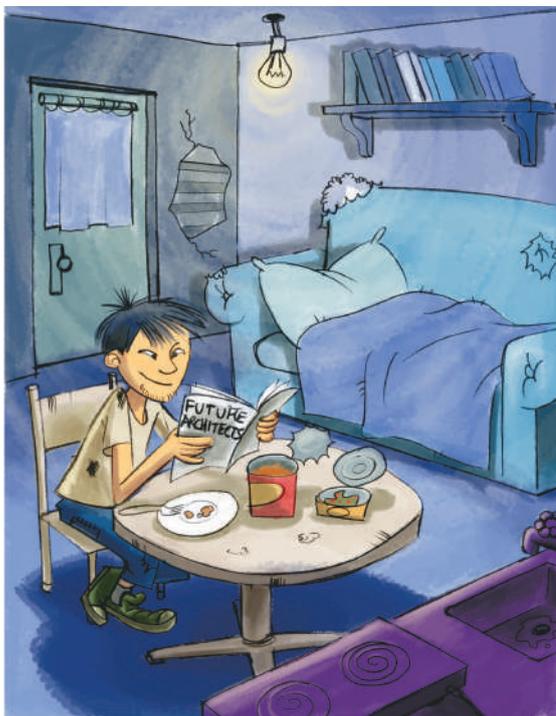
Yes, **there were**.

### Short Answer (-)

No, **there wasn't**.

No, **there weren't**.

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



Lee's apartment then



Lee's apartment now

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

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

- A:** Was there a sofa?  
**B:** Were there any windows?

- B:** Yes, there was.  
**A:** No, there weren't.



# 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?



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



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



### Quick Check

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

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

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

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



## Saeed

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



## Imad

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



## 2 Pair Work

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

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

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

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





## 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.

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

do the laundry

watch DVDs

take a walk

work outside in the garden

go to the mall

talk on the phone

go to the baseball game

eat cookies

read a book

drink hot chocolate



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

**A:** What did you do on your vacation?

**B:** I went to the beach.



💡 you / on vacation



1 Badr and his brothers / last night



2 your family / last weekend



3 the boys / last Thursday



4 Saud / last night



5 Keith and his family / in the summer



6 Huda / before dinner

## 4 Listening

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

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



## 5 Pronunciation

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

/t/	liked	worked	washed	Paul <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?

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### 6 Conversation

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

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

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

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

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

**Amr:** Where did you go?

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

**Amr:** Was the food good?

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

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

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



#### About the Conversation

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

#### Your Turn

Ask your classmates about their activities last week.

**A:** Did you get up late on Saturday?

**B:** No, I didn't.

### 7 About You

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

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



## 8 Reading

### Before Reading

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

# Favorite Foods— Around the World



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

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

kebabs  
Middle Eastern food



chocolate chip cookies  
American snack



sushi  
Japanese food



pizza  
Italian food



### After Reading

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

### Discussion

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

## 8 What Did You Do Last Week?



## 9 Writing

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

### Writing Corner

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

- B. Read the recipe for pancakes. Complete the directions with time and sequence words: **first, next, then, after that, finally, when, and until**. Use each word once (sometimes more than one answer is possible).

### Pancakes

#### Ingredients

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



#### Directions

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

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

## 10 Project

Prepare a presentation on a regional dish in your country.



# 11 Form, Meaning and Function

## Simple Present versus Simple Past

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

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

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

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

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



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

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

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

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



# EXPANSION Units 5-8

## 1 Language Review

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

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

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

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



**Greg:** \_\_\_\_\_  
**Imad:** It was wonderful.  
**Greg:** \_\_\_\_\_  
**Imad:** My parents and my brother.  
**Greg:** \_\_\_\_\_  
**Imad:** We visited all the sights, and we went to the British Museum.  
**Greg:** \_\_\_\_\_  
**Imad:** It was awesome.  
**Greg:** \_\_\_\_\_  
**Imad:** Oh, yeah. We had a great time.  
**Greg:** \_\_\_\_\_  
**Imad:** I didn't take any. I lost my smartphone and forgot my camera.



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

**Last week**

Day	What You Did	What Your Partner Did

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

**Next week**

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

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

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

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

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



## 2 Reading

### Before Reading

What is your favorite place in your town? Why?

# My Favorite Hangout Place

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

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

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

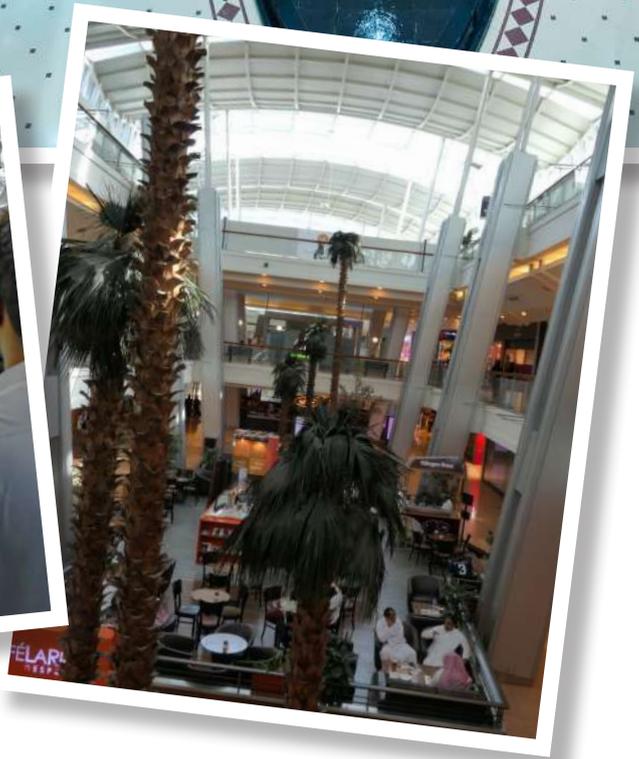
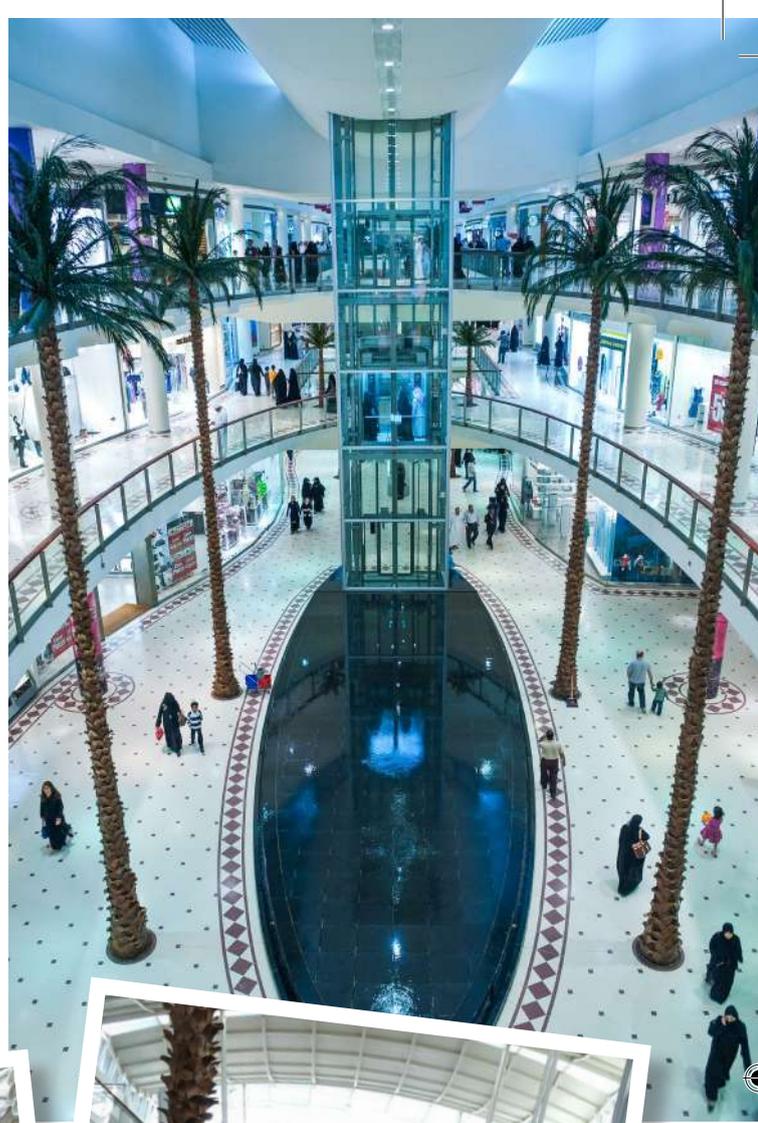
### Real Talk

**hangout place** = a place you like to spend time at



## After Reading

- A.** Compare your favorite place to Walter's favorite place. What do you think?
- B.** Read the text and answer the questions.
1. Where is Walter from?
  2. What is the name of his favorite hangout place?
  3. How large is the mall? What kinds of shops, services, and other facilities does it have?
  4. What is Walter's favorite place in the mall?
  5. What did Walter and his friends do last weekend?
  6. What did they want to eat? What did they finally eat?
- C.** Tell your partner what happened to Walter and his friends when they tried to get something to eat.



## 3 Writing

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



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.

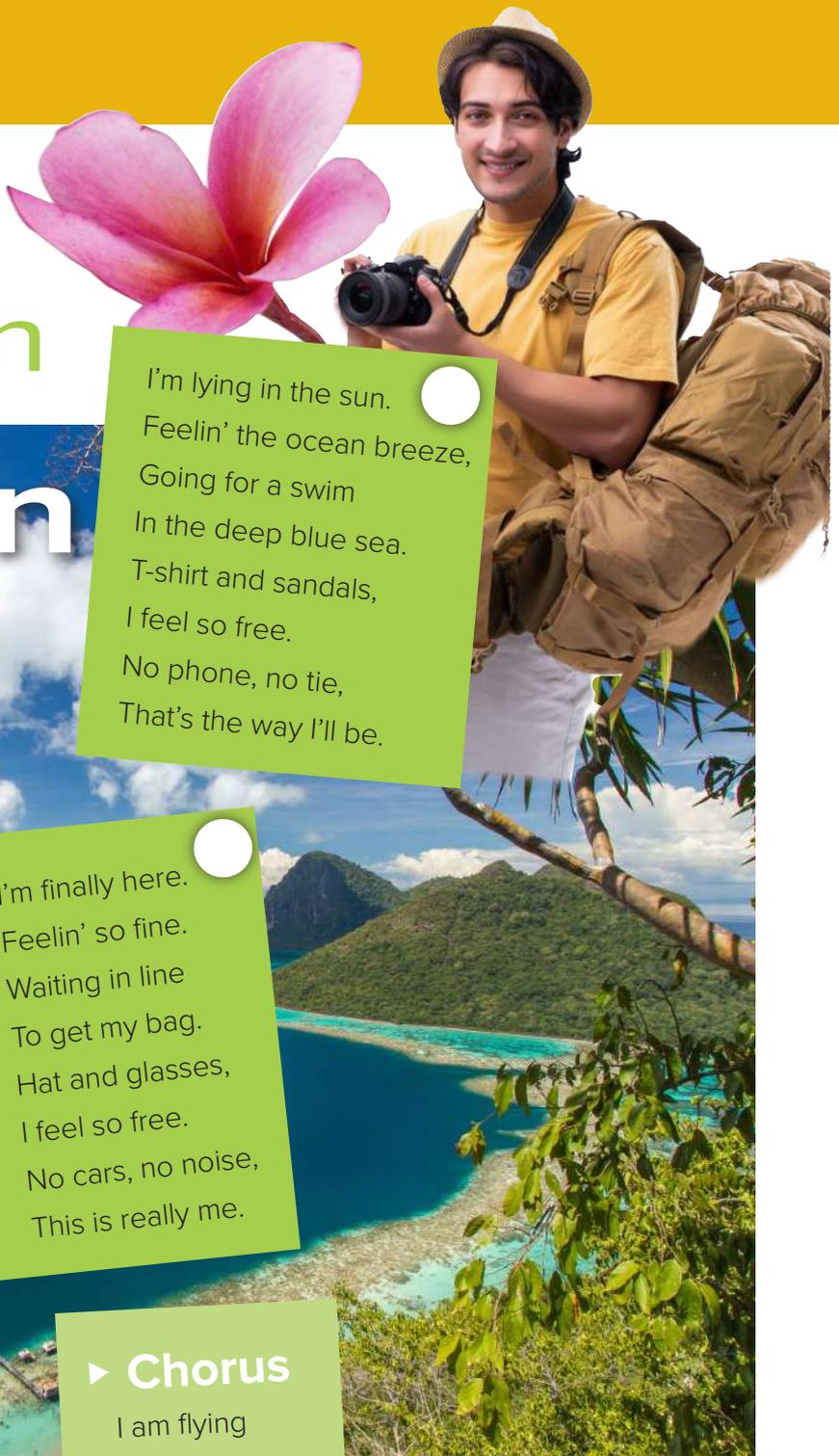
Hat and glasses,  
I feel so free.

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

## Comprehension

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

- |  |   |
|--|---|
| 1. ___ The man is dreaming about his vacation. | 5. ___ He's coming home soon.             |
| 2. ___ He's going by plane.                    | 6. ___ Fun is the last thing on his mind. |
| 3. ___ He doesn't have a ticket.               | 7. ___ He usually wears a tie to work.    |
| 4. ___ His clothes are in his suitcase.        | 8. ___ He's going to a beach.             |

## Discussion

1. What are some of the things that the person is happy to get away from?
2. Do you feel the same when you go on vacation? Why? Why not?
3. Where do you want to go for your dream vacation? Describe the place.



# Vocabulary

## 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.                      in the evening  
at night                in the morning  
at (six) o'clock        o'clock  
every day                on weekdays  
in the afternoon      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                    ride a bike  
dive                     ride a horse  
fish                      rollerblade  
hike                      sail  
ice-skate                snorkel  
play golf                swim  
play tennis

#### EXPRESSIONS

##### Accept a suggestion

Sure.

##### Real Talk

Are you crazy?  
When's good for you?



# Vocabulary

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

#### Verbs

get married  
go shopping  
need  
wear

#### Adjectives

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

#### Adjectives—Colors

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

#### Pronouns

her  
him  
me  
them  
us  
you

#### Adverb

well

### 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



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**SUPER**

# **GOAL 2**

**WORKBOOK**

**MANUEL DOS SANTOS**



## SuperGoal 2 Workbook

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# 1 What Do You Do?

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



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

1. \_\_\_ Mustafa sells cars. He's a \_\_\_\_\_.
2. \_\_\_ Sadiq writes for a newspaper. He's a \_\_\_\_\_.
3. \_\_\_ My brother designs computer games. He's a \_\_\_\_\_.
4. \_\_\_ Ahmed drives a taxi. He's a \_\_\_\_\_.
5. \_\_\_ Adnan designs clothes. He's a \_\_\_\_\_.
6. \_\_\_ Omar's brother works in a hospital. He's a \_\_\_\_\_.
7. \_\_\_ Fahd works at a school. He's a \_\_\_\_\_.



# 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) \_\_\_\_\_

**B:** He \_\_\_\_\_ photos.

**2. A:** (Imad) \_\_\_\_\_

**B:** He \_\_\_\_\_ clothes.

**3. A:** (Fred) \_\_\_\_\_

**B:** He \_\_\_\_\_ food.

**4. A:** (Ray) \_\_\_\_\_

**B:** He's a \_\_\_\_\_.

**5. A:** (Fred and Ray) \_\_\_\_\_

**B:** They \_\_\_\_\_ in a restaurant.

**6. A:** (Bruce and Ali) \_\_\_\_\_

**B:** They \_\_\_\_\_ taxis.

**7. A:** (Mike) \_\_\_\_\_

**B:** He \_\_\_\_\_ magazines.

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



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

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

**Yousef:** What \_\_\_\_\_ you \_\_\_\_\_?

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

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

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

**Yousef:** What \_\_\_\_\_ they \_\_\_\_\_?

**Darren:** They \_\_\_\_\_ designers. They \_\_\_\_\_ for a company in Kuwait. Adel's brother \_\_\_\_\_ a chef. He \_\_\_\_\_ at a French restaurant in Dubai.

**Yousef:** That's interesting. My brother is a chef, too. He \_\_\_\_\_ at a restaurant in Jeddah.

**What about you? What do you want to be? Write about yourself. Use the space in the picture.**

**D** Circle the correct answers.

1. **A:** What ( do / does ) Amina do?

**B:** She ( 're / 's ) a teacher.

2. **A:** What do your parents ( do / are )?

**B:** They ( do / 're ) teachers.

3. **A:** What does Yahya ( do / does )?

**B:** He ( drive / drives ) a taxi.

4. **A:** What ( does / is ) your brother do?

**B:** He ( does / 's ) a student.



# 1 What Do You Do?

## E READING

### Career Day

My name is Mark Robbs. I'm 17 years old, and I'm a student at River Street High School. I want to be an architect, a chef, and a writer. It isn't easy to decide. I like to draw. I like to cook. I like to write, too. A lot of my friends have the same problem. What do we want to do?

Today is Career Day at my school. It's from noon to 3:00 P.M. On Career Day, different professionals come to our school. We talk to them about their jobs. I want to talk to Mr. Redford. He's an architect, and he is at school today. A famous chef from New York is here, too. And a successful writer is coming at 2:00 P.M. Career Day is a great idea!



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

1. \_\_\_\_\_ Mark is a student.
2. \_\_\_\_\_ Mark doesn't know what he wants to do.
3. \_\_\_\_\_ Career Day is in the morning.
4. \_\_\_\_\_ Mr. Redford is a chef.
5. \_\_\_\_\_ A successful designer is coming to the school.

## F WRITING

**A:** Write about yourself. Use the first paragraph of the Reading as a model.

**B:** Imagine your school is having a Career Day. Write about it.

1. Who is coming to your school's Career Day? Name three people.
2. Where do they work?
3. Who do you want to talk to?

*Career Day*

Handwriting practice area with horizontal lines for writing.

# 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 \_\_\_\_\_ and \_\_\_\_\_.

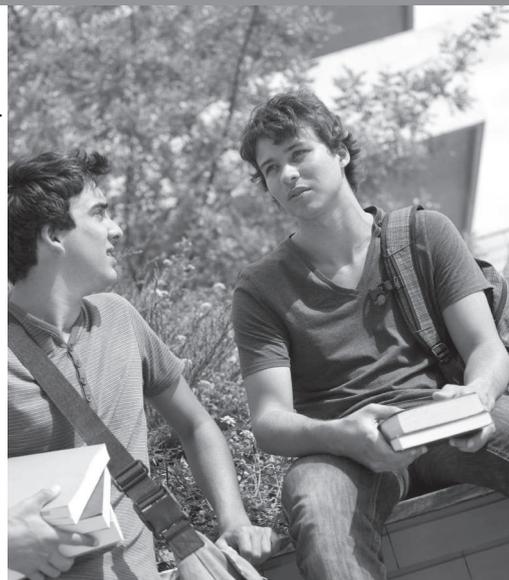
**Dave:** What's your favorite class?

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

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

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

**Dave:** He's a great teacher. He's \_\_\_\_\_, and he's a lot of \_\_\_\_\_.



**B** Ali is a new student. He is talking to his new friend, Fahd. Complete the conversation. Use the words in the box.

athletic      tall      short      brown      smart

**Ali:** Who are your friends?

**Fahd:** Amr is wearing the striped shirt. He plays on the basketball team. He's very \_\_\_\_\_.

**Ali:** Who is the boy with short \_\_\_\_\_ hair?

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

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

**Fahd:** He's \_\_\_\_\_ and lots of fun.

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

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



## 2 What's School Like?

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

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

**D** Write the words in the correct order to make sentences.

 **doesn't / speak / he / English**

*He doesn't speak English* \_\_\_\_\_.

1. study / you / do / French

\_\_\_\_\_?

2. Mr. Lee / science / teach / does

\_\_\_\_\_?

3. long / hair / has / blond / she

\_\_\_\_\_.

4. has / red / a / Faisal / backpack

\_\_\_\_\_.

5. black / has / Imad / hair / short

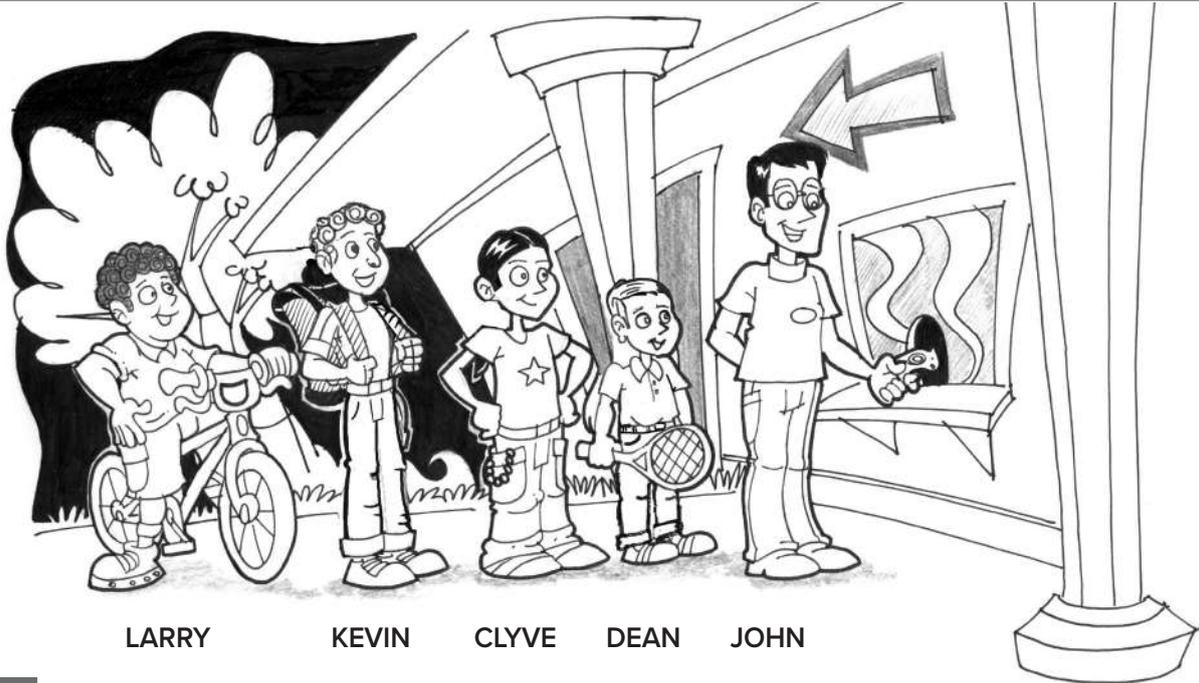
\_\_\_\_\_.

6. laptop / new / has / Omar / a

\_\_\_\_\_.

7. don't / chemistry / take / you

\_\_\_\_\_?



LARRY

KEVIN

CLYVE

DEAN

JOHN

**E** Read the sentences. Answer the questions.

1. One of the people in the picture is Steven's friend. Steven's friend doesn't wear glasses. He is short, and he has short blond hair. What's the name of the friend?

\_\_\_\_\_

2. One of the people in the picture is Peter's friend. His friend has short black hair and wears glasses. His friend doesn't have a bike. What's the name of his friend?

\_\_\_\_\_

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

1. John \_\_\_\_\_

\_\_\_\_\_

2. Dean \_\_\_\_\_

\_\_\_\_\_

3. Clyve \_\_\_\_\_

\_\_\_\_\_

4. Kevin \_\_\_\_\_

\_\_\_\_\_

5. Larry \_\_\_\_\_

\_\_\_\_\_



## 2 What's School Like?

**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: \_\_\_\_\_ subject: \_\_\_\_\_

message: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# 3 What Time Do You Get Up?

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



1. Mr. Shaw usually \_\_\_\_\_ at 6:30 A.M.



2. He always \_\_\_\_\_ in the kitchen.



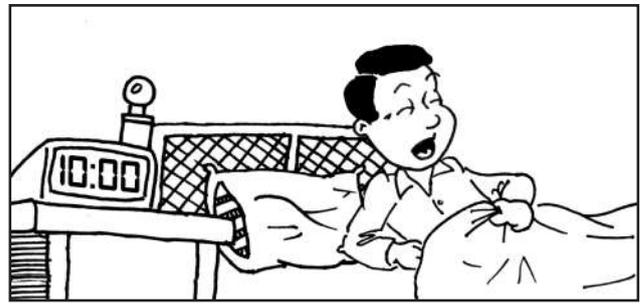
3. The Shaws usually \_\_\_\_\_ from work and school.



4. Mr. Shaw's children usually \_\_\_\_\_ in the living room.



5. The Shaws usually \_\_\_\_\_ at home, but tonight they're eating dinner in a restaurant.



6. Mr. Shaw usually \_\_\_\_\_ early.

# 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 noon.



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

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

\_\_\_\_\_



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

**B:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



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

My brother always has breakfast \_\_\_\_\_ 7:00 A.M. \_\_\_\_\_ weekdays,  
after breakfast, he gets ready for work. He goes to work \_\_\_\_\_ 9:00 A.M.  
He drinks a lot of coffee \_\_\_\_\_ the morning at work. He does a lot of work  
before lunch. He eats lunch \_\_\_\_\_ 1:30 P.M. After lunch, he sometimes  
takes a walk and goes back to work until 5:00 P.M. He sometimes drinks tea  
\_\_\_\_\_ the afternoon. After work, he goes home. Then he has dinner. He  
usually watches TV \_\_\_\_\_ the evening. He always goes shopping \_\_\_\_\_  
Thursday evening.



**D** How often do you do these things? Use **always**, **usually**, **sometimes**, and **never**.

**get up before 6:00 A.M.**

*I never get up before 6:00 A.M.*

**1.** do homework with friends

\_\_\_\_\_

**2.** brush my teeth after breakfast

\_\_\_\_\_

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

\_\_\_\_\_

**4.** study for tests at night

\_\_\_\_\_

**5.** visit friends on Saturdays

\_\_\_\_\_

### 3 What Time Do You Get Up?

**E** Jamal has three part-time jobs. He also plays tennis. Read Jamal's weekday schedule. Then complete the sentences below.

Use these adverbs of frequency: **always, usually, sometimes, never.**

Use these time expressions: **before, after, then, every day, at, in, on.**

#### Jamal's Schedule

	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY
6:00–10:00 A.M.	Drive taxi	Drive taxi	Drive taxi	Drive taxi	Drive taxi
10:00 A.M.–12:00 noon	Sell cell phones	Sell cell phones	10:00 A.M.–2:00 P.M. Work at the Internet café	Sell cell phones	Sell cell phones
2:00–3:00 P.M.	Play tennis with Adel		Play tennis with Adel	Play tennis with George	
3:00–6:00 P.M.	Free time	Free time	Free time	Free time	Free time
7:00–11:00 P.M.	Work at the Internet café		Work at the Internet café	Work at the Internet café	Work at the Internet café
12:00 A.M.–1:00 A.M.	Watch TV	Watch TV	Watch TV	Watch TV	Watch TV

💡 Jamal always drives the taxi in the morning.

1. He \_\_\_\_\_ drives the taxi \_\_\_\_\_ he sells cell phones at the store.
2. He \_\_\_\_\_ plays tennis \_\_\_\_\_ his job at the store.
3. He drives the taxi \_\_\_\_\_.
4. He drives the taxi \_\_\_\_\_ Tuesday. \_\_\_\_\_ he works at the Internet café \_\_\_\_\_ ten o'clock.
5. He \_\_\_\_\_ sells cell phones \_\_\_\_\_ Tuesday.
6. Jamal \_\_\_\_\_ plays tennis \_\_\_\_\_ night.



# 3 What Time Do You Get Up?

## 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**.

- \_\_\_\_\_ Faris goes to the market at 6:30 A.M.
- \_\_\_\_\_ Faris sleeps in the morning after the gym.
- \_\_\_\_\_ Faris goes to his restaurant at 2:00 P.M.
- \_\_\_\_\_ Faris goes home at midnight.
- \_\_\_\_\_ Faris always eats in his restaurant on Sundays.

## G WRITING

Write about your days. Use time expressions and adverbs of frequency.

- What do you do before school?
- What do you usually do after school?
- When do you do your homework?
- What days do you see your friends?
- When do you watch TV?

*My Days*

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# 4 What Can You Do There?

**A** Complete the sentences.



1. Ted likes to \_\_\_\_\_.



2. They like to \_\_\_\_\_.



3. Paul likes to \_\_\_\_\_.



4. Michael and Bob like to \_\_\_\_\_.



5. Jack likes to \_\_\_\_\_.



6. Ahmed and Robert like to \_\_\_\_\_.

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

**to go shopping**  
**to 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.* \_\_\_\_\_

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**Your ideas:**

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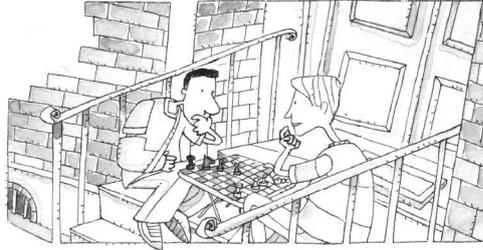
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# 4 What Can You Do There?

**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**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

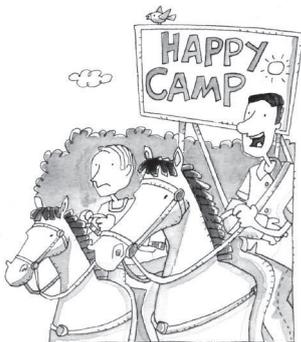
**Dennis**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**John and Dennis** \_\_\_\_\_

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

**No, thanks!**



1. John \_\_\_\_\_ ride horses.
2. Dennis \_\_\_\_\_ ride horses.
3. John \_\_\_\_\_ fish.
4. Dennis \_\_\_\_\_ fish.
5. Dennis and John \_\_\_\_\_ run.
6. They \_\_\_\_\_ swim.

# 4 What Can You Do There?

**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.

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**Your ideas:**

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

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

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

to talk on his cell phone. \_\_\_\_\_ Tony (like)

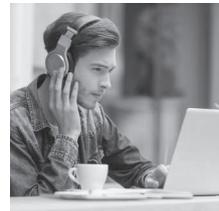
\_\_\_\_\_ to talk on his cell phone? No, he

\_\_\_\_\_. Tony (like) \_\_\_\_\_ to take photos

with his cell phone! My friend Ryan (like) \_\_\_\_\_ to surf. He lives in Hawaii and he (can) \_\_\_\_\_ every day of the year. Tom lives in my apartment

building. We live in Arizona. There aren't any beaches in Arizona. But Tom (like) \_\_\_\_\_

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



# 4 What Can You Do There?

## G READING

### The Cousins

Badr lives in Jeddah. He likes sports. He plays basketball every day. He goes to basketball games at school and watches football games and other sports on TV. He likes to read and play computer games, but he doesn't like malls. He often walks along the sea with his older brother and likes to look at boats and sea birds.

Badr's cousin Imad lives in Riyadh. He likes to watch football games on TV, but he doesn't like to play football. He likes to play basketball. He also likes to watch films and go to malls. He often meets his friends at the mall near his house. They like to go shopping and spend time playing computer games. He doesn't often walk to places, but he likes to exercise in the gym.



Answer the questions.

1. Does Badr like sports?  
\_\_\_\_\_
2. Does Imad like to play football?  
\_\_\_\_\_
3. Do the cousins like to watch films?  
\_\_\_\_\_
4. What do you think that the cousins do when Imad goes to Jeddah?  
\_\_\_\_\_
5. How are the cousins the same? How are they different?  
\_\_\_\_\_

## H WRITING

Tell what you like and don't like to do.

1. What is your favorite activity?
2. Where do you do it?
3. When do you do it?
4. Who do you do it with?
5. What don't you like to do?
6. Why don't you like this activity?

*What I Like and Don't Like To Do*

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# EXPANSION Units 1 – 4

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

1. What does Hashim do?



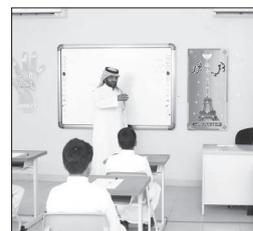
3. What do Adel and Fadi do?



2. What does Ibrahim do?



4. What does Mr. Badr do?



**B** Make sentences.



hair / long / she / blond / has / .

*She has long blond hair.*

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

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

3. tall / Mr. Wang / is / .

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

5. glasses / wear / you / do / ?

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



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

\_\_\_\_\_ OK. See you Thursday afternoon.

\_\_\_\_\_ That's fine. I never work in the afternoon.

\_\_\_\_\_ I usually like to play at 10:00 in the morning.

\_\_\_\_\_ Sure. What time?

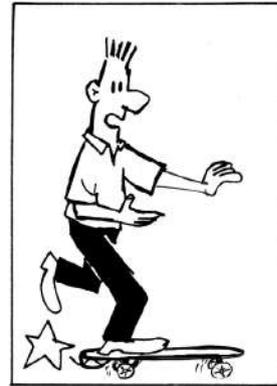
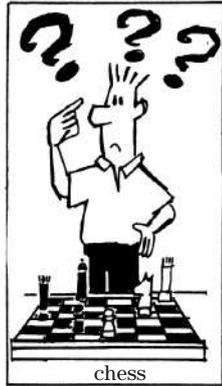
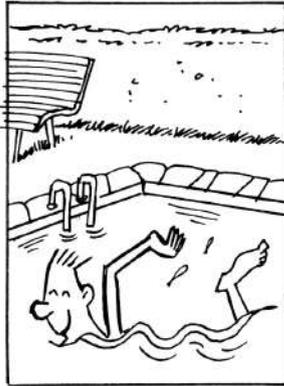
\_\_\_\_\_ Then how about Thursday afternoon at 3:00?

\_\_\_\_\_ That's not good for me. I always work on Thursday mornings.



# EXPANSION Units 1 – 4

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



1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

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

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

**F** Read and answer the questions.

Tariq usually gets up at 7:00 A.M., and gets to work at 8:00. Before work, he always drinks two cups of coffee. At 11:00, Tariq reads his email, and at 12:00 he eats lunch. He usually eats in the cafeteria, but today he is eating at his desk. He never goes to a restaurant for lunch on Sunday through Friday, but on Saturday he always eats lunch or dinner in a restaurant. On Saturday, Tariq likes to go to the gym. Then he reads the newspaper and watches TV. Sometimes he visits friends. On Fridays, he eats a big dinner with his family and goes to sleep early.

1. What does Tariq never do on weekdays?  
\_\_\_\_\_
2. What time does he usually get up and get to work?  
\_\_\_\_\_
3. When does Tariq eat in a restaurant?  
\_\_\_\_\_
4. What does Tariq always do before work?  
\_\_\_\_\_
5. What does Tariq do after his visit to the gym?  
\_\_\_\_\_

# 5 What Are You Going To Wear There?

**A** What words complete the sentences?



1. In Saudi Arabia, all the women wear \_\_\_\_\_ b \_\_\_\_\_ s.
2. Saudi men wear \_\_\_\_\_ h \_\_\_\_\_ s.
3. A businessman usually wears a suit and a \_\_\_\_\_ i \_\_\_\_\_.
4. Basketball players wear \_\_\_\_\_ n \_\_\_\_\_ k \_\_\_\_\_ \_\_\_\_\_.
5. In cold weather, you need a \_\_\_\_\_ c \_\_\_\_\_ \_\_\_\_\_.
6. My brother never wears shoes without \_\_\_\_\_ o \_\_\_\_\_ \_\_\_\_\_.
7. In the summer, Ali wears shorts and \_\_\_\_\_ a \_\_\_\_\_ d \_\_\_\_\_ \_\_\_\_\_.
8. When it's very cold, Saeed wears \_\_\_\_\_ g \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_.

**B** Find and circle the word that does not belong.



**shirt**

**jeans**

**blouse**

**T-shirt**

- |            |            |         |         |
|------------|------------|---------|---------|
| 1. shorts  | jeans      | pants   | shirt   |
| 2. skirt   | blouse     | tie     | dress   |
| 3. coat    | sunglasses | jacket  | sweater |
| 4. shirt   | boots      | sandals | shoes   |
| 5. dress   | jeans      | abaya   | skirt   |
| 6. T-shirt | shirt      | gloves  | blouse  |



# 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 \_\_\_\_\_  
\_\_\_\_\_



2. Stephanie \_\_\_\_\_  
\_\_\_\_\_



3. Adnan \_\_\_\_\_  
\_\_\_\_\_



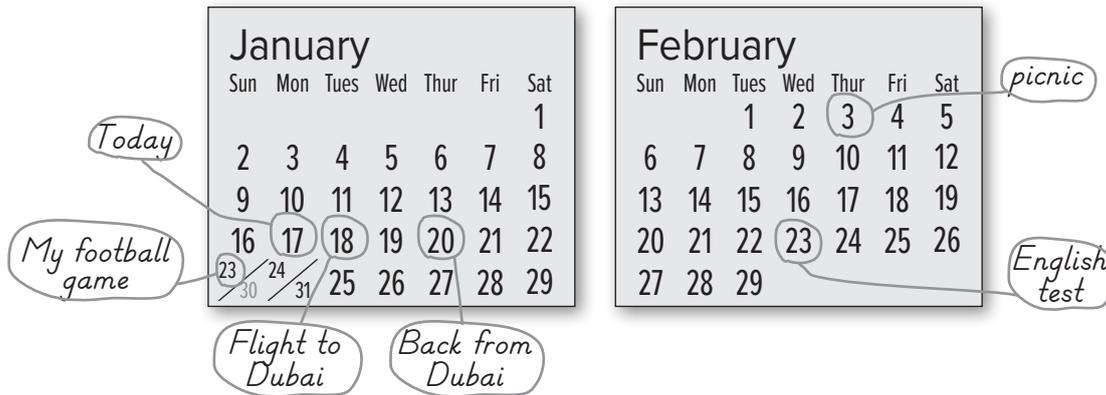
4. Steve \_\_\_\_\_  
\_\_\_\_\_



5. Tom \_\_\_\_\_  
\_\_\_\_\_

# 5 What Are You Going To Wear There?

**D** This is Ashraf's calendar. Tell when he is doing each thing. Use **tomorrow**, **next week**, and **next month**.



**Ashraf is going to fly to Dubai tomorrow.**

1. He's \_\_\_\_\_.
2. He's \_\_\_\_\_.
3. He's \_\_\_\_\_.

**E** What do you think Ashraf is going to wear to each event? Write your idea.

**flight to Dubai** *He's going to wear jeans, a shirt, and a jacket.*

1. to his football game \_\_\_\_\_
2. on the picnic \_\_\_\_\_

**F** Complete the sentences. Use words from the box.

**am to go are be going 'm 's is**

**A:** *Are* you going to go to Dubai?

**B:** Yes, I *am*.

**1. A:** What \_\_\_\_\_ Adel going to wear?

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

**2. A:** Are you going \_\_\_\_\_ at 8:00?

**B:** No, I \_\_\_\_\_ not.

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

**B:** No, it \_\_\_\_\_ not.





# 6 Let's Celebrate



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

1. **A:** Tomorrow is September \_\_\_\_\_.

**B:** That's right! It's \_\_\_\_\_.

2. **A:** When is \_\_\_\_\_?

**B:** It's \_\_\_\_\_ the 10th day of the 12th Islamic month.

3. **A:** When is Eid Al-Fitr?

**B:** It's on the \_\_\_\_\_.

**A:** What day?

**B:** The \_\_\_\_\_. It's on \_\_\_\_\_ this year.



**B** Amr and Fahd are giving a graduation party. Complete the conversation. Use **want** or **need**.

**Amr:** Let's have our graduation party at my house on Thursday night.

**Fahd:** OK. Do you \_\_\_\_\_ to invite all our friends?

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

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

**Amr:** I \_\_\_\_\_ to make them,  
but I \_\_\_\_\_ to ask my mother first.

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

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

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

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



# 6 Let's Celebrate

**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 \_\_\_\_\_ there.  
Let's ask \_\_\_\_\_.

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

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

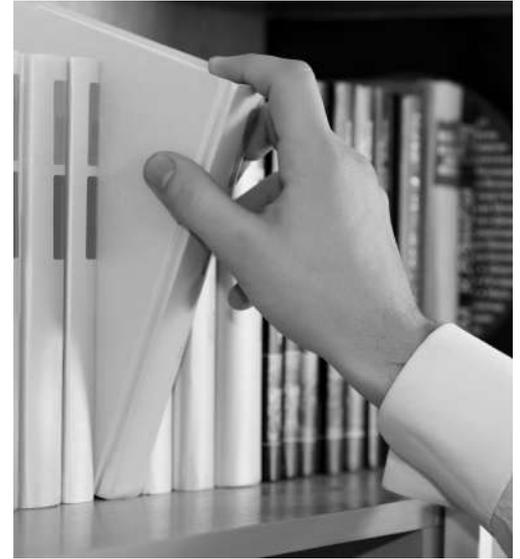
**Saeed:** Okay, then. But I need to be home by 6:00 p.m.

**Ashraf:** No problem. We can drive \_\_\_\_\_ home.

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

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

**Saeed:** Good idea! Let's do \_\_\_\_\_.



**D** Unscramble the sentences.

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

\_\_\_\_\_

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

\_\_\_\_\_

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

\_\_\_\_\_

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

\_\_\_\_\_

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

\_\_\_\_\_

**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 \_\_\_\_\_ for it now.



1. Look at Faisal and Badr!  
\_\_\_\_\_ video games with them.



4. I want to cook a special dish.  
\_\_\_\_\_ on the Internet for a recipe.



2. Get your racket.  
\_\_\_\_\_!



5. I really like your camera.  
\_\_\_\_\_ 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

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## G READING

### National Holidays

Countries around the world have national holidays. Of course, the holidays are on different days. The ways people celebrate national holidays are sometimes the same.

In the United Arab Emirates, Federation Day is on December second. People decorate the streets with bright lights. On November eighteenth, people in Oman celebrate National Day with parades and fireworks. In Kuwait, National Day and Liberation Day are on February twenty-fifth and twenty-sixth. There are many special events and fireworks.

National Day in Saudi Arabia is on September twenty-third. Cities everywhere in the Kingdom have green and white decorations. People fly flags and celebrate in the streets. There are laser shows and lots of cultural events for families.



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

- \_\_\_\_\_ Kuwait celebrates two national holidays on the same day.
- \_\_\_\_\_ There are many events in Saudi Arabia on National Day.
- \_\_\_\_\_ National Day in Saudi Arabia is celebrated on September 23<sup>rd</sup>.
- \_\_\_\_\_ Countries around the world have national holidays on the same day.
- \_\_\_\_\_ 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*

# 7 Then and Now

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

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

then



now



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

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

\_\_\_\_\_

2. He wasn't usually late to class.

\_\_\_\_\_

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

\_\_\_\_\_

4. They weren't interested in computers.

\_\_\_\_\_

5. They weren't classmates at school.

\_\_\_\_\_



# 7 Then and Now

**C** Complete the sentences.



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



**2. Abdullah and Ashraf** \_\_\_\_\_ always good at sports. Now they \_\_\_\_\_ famous football players.



**1. Adel** \_\_\_\_\_ always on the phone.  
Today he \_\_\_\_\_ a successful reporter.



**3. Badr and Khalid** \_\_\_\_\_ good students.  
But today they \_\_\_\_\_ good doctors!

**D** Complete the conversations.

**1. A:** Where \_\_\_\_\_ you born?

**B:** I \_\_\_\_\_ born in Riyadh.

**2. A:** Where \_\_\_\_\_ your brother born?

**B:** He \_\_\_\_\_ born in UAE.

**3. A:** Where \_\_\_\_\_ your cousins born?

**B:** They \_\_\_\_\_ born in Canada.

**4. A:** Where \_\_\_\_\_ your grandfathers born?

**B:** They \_\_\_\_\_ born in Oman, but they \_\_\_\_\_ raised in Saudi Arabia.

**E READING**

Omar was born in Tabuk. His family decided to move to Jeddah when he was young. His father was a doctor and he found a job in one of the hospitals in Jeddah.

Omar was a happy child. He was also a good student and made friends very quickly. When he was in high school, he became very interested in computer programming and especially artificial intelligence. He read books and articles and tried to learn as much as possible about it.

Omar knew that his father wanted him to become a doctor and he didn't want to disappoint him, so he decided to talk to him. He told his father what he had learned about artificial intelligence and asked him to help him study and specialize in this area instead of medicine. His father was a wise man. He wanted Omar to study medicine, but he saw that his son was genuinely interested and enthusiastic about artificial intelligence. He promised to do whatever he could to support him.

After graduation, Omar applied at some of the best universities in English speaking countries. He was accepted by almost all of them. He had a hard time deciding which country and which university to go to. He finally decided to study in the U.S. He made Dean's list in his first year and graduated first in his class. He continued with his post-graduate studies, and he eventually became the leader of a research team after he got his PhD.

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



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

1. \_\_\_\_\_ As a child, Omar was not very easy.
2. \_\_\_\_\_ As a teenager, Omar was interested in medicine.
3. \_\_\_\_\_ Artificial intelligence was Omar's favorite area of study.
4. \_\_\_\_\_ Omar applied to universities in the U.S.
5. \_\_\_\_\_ Omar became the leader of a research team.

Answer the questions. Use short answers.

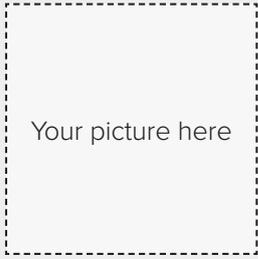
1. Was Omar born in Jeddah? \_\_\_\_\_
2. Was he a good student at school? \_\_\_\_\_
3. Was he interested in studying medicine? \_\_\_\_\_
4. Were his parents in the U.S.? \_\_\_\_\_



# 7 Then and Now

## F WRITING

Describe yourself when you were a child and now.



This is me at age \_\_\_\_\_.

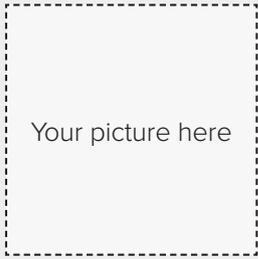
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This is me now.

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# 8 What Did You Do Last Week?

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



  1   **Imad:** Did you have fun last Saturday?

\_\_\_ **Imad:** What did you see?

\_\_\_ **Imad:** What did you eat?

\_\_\_ **Imad:** What did you do in the morning?

\_\_\_ **Majid:** I played tennis in the morning,  
and then I visited my uncle.  
We watched a film together in the afternoon.

\_\_\_ **Majid:** We saw an old *Star Wars* film. It was great!  
Then we went out to a restaurant.

\_\_\_ **Majid:** We had pizza and soda.

\_\_\_ **Majid:** Yes, I did.



**B** Correct the sentences.



**Majid went out with Imad last Saturday.**

*Majid went out with his uncle last Saturday.*

1. Majid played football in the morning.

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

3. Majid and his uncle ate at home.

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



# 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

1. Last Saturday, my brothers and I \_\_\_\_\_ to the beach.
2. There was a steady wind so we \_\_\_\_\_ sailing.
3. Suddenly, we \_\_\_\_\_ three dolphins playing near the boat. I \_\_\_\_\_ some great photos.
4. After sailing, we \_\_\_\_\_ to a restaurant.
5. We \_\_\_\_\_ five apples.
6. In the evening, we \_\_\_\_\_ video games at home.

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



**Did Omar go to the mall?**

*No, he didn't.*

1. Did he take some pictures?
2. Did they drive to the beach?
3. Did they see penguins in the sea?
4. Did he eat sandwiches?
5. Did they stay home in the evening?

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# 8 What Did You Do Last Week?

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

1. Qassim didn't surf last week.

\_\_\_\_\_

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

\_\_\_\_\_

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

\_\_\_\_\_

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

\_\_\_\_\_

5. Sabah didn't get up early yesterday.

\_\_\_\_\_

**F** Write the simple past tense of the verbs. Then circle the words in the puzzle.

**Present Tense**

**Simple Past Tense**

go

\_\_\_\_\_

have

\_\_\_\_\_

do

\_\_\_\_\_

clean

\_\_\_\_\_

buy

\_\_\_\_\_

see

\_\_\_\_\_

paint

\_\_\_\_\_

drink

\_\_\_\_\_

s	t	r	b	o	u	g	h	t	a
s	a	r	c	l	e	a	n	e	d
a	y	d	i	l	c	s	w	q	l
w	r	i	t	i	p	w	e	n	t
a	g	d	s	e	y	w	n	w	h
d	r	a	n	k	w	v	p	z	a
p	a	i	n	t	e	d	w	t	d



## 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**.

- \_\_\_\_\_ Petra became a World Heritage Site in 1958.
- \_\_\_\_\_ The BBC considered Petra one of the most important places in the world.
- \_\_\_\_\_ The city of Petra is a popular tourist attraction in Jordan.
- \_\_\_\_\_ People there used to store and sell water in ancient times.
- \_\_\_\_\_ 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*

# EXPANSION Units 5 – 8

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

1. Jim is going to the park. He is wearing a white \_\_\_\_\_, blue \_\_\_\_\_, and a pair of brown \_\_\_\_\_.



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



3. Alex is going to the beach. He is wearing a striped \_\_\_\_\_ and a pair of \_\_\_\_\_.



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



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



**B** What is Faris going to wear? Write your ideas.



**to the gym**

*He's going to wear a T-shirt, shorts, and sneakers to the gym.*

1. to the beach \_\_\_\_\_
2. to school \_\_\_\_\_
3. to the wedding \_\_\_\_\_

**C** Complete the sentences. Choose from **me, you, him, her, it, us,** and **them**.

1. Noura wants a bottle of water. Give \_\_\_\_\_ to \_\_\_\_\_.
2. Don't call \_\_\_\_\_ tonight. I'm going to bed early.
3. We are hungry. Please give \_\_\_\_\_ some food.
4. Khalid and Imad like to get email. Write to \_\_\_\_\_ at khalimad@mail.com.
5. Ali likes graduation parties. Invite \_\_\_\_\_ to your party. I can send \_\_\_\_\_ his email address.



# EXPANSION Units 5 – 8

**D** Mark was on vacation. Today he is telling his friend about his trip. Complete the conversation. Use the verbs **come**, **go**, and **have**. Use short answers.

**Mark:** I was in Washington, D.C., last weekend.

**Derek:** Did you \_\_\_\_\_ a good time?

**Mark:** Yes, I did. I \_\_\_\_\_ a wonderful time.

**Derek:** Where \_\_\_\_\_ you \_\_\_\_\_?

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

**Derek:** \_\_\_\_\_ you \_\_\_\_\_ to the White House?

**Mark:** No, I \_\_\_\_\_. I saw it from the street.

**Derek:** When \_\_\_\_\_ you \_\_\_\_\_ home?

**Mark:** I \_\_\_\_\_ home early Monday morning.

**E** Read the story. Then answer the questions.

## School in the United States

My name is Ahmed. I am from Saudi Arabia. I studied in the United States for a year. It was a great experience for me. I got up at seven o'clock every day, I ate a big breakfast, and then I took the school bus. The classes were interesting, and I learned a lot. My English wasn't very good at first, but the teachers and other students helped me. I usually had lunch in the cafeteria. The food was OK, but not great. After school, I played baseball. At first, I didn't play very well, but I learned quickly. In the end, I was one of the best players on the team. I can run fast.

1. How long was Ahmed in the United States?

\_\_\_\_\_

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

\_\_\_\_\_

3. What was his English like at first?

\_\_\_\_\_

4. Where did he usually have lunch?

\_\_\_\_\_



# 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</i> , etc.			
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	<b>1</b> Listen and Discuss
3	Unit 1	<b>2</b> Pair Work
4	Unit 1	<b>4</b> Listening
5	Unit 1	<b>5</b> Pronunciation
6	Unit 1	<b>6</b> Conversation
7	Unit 1	<b>8</b> Reading
8	Unit 2	<b>1</b> Listen and Discuss
9	Unit 2	<b>2</b> Pair Work
10	Unit 2	<b>4</b> Listening
11	Unit 2	<b>5</b> Pronunciation
12	Unit 2	<b>6</b> Conversation
13	Unit 2	<b>8</b> Reading
14	Unit 3	<b>1</b> Listen and Discuss
15	Unit 3	<b>2</b> Pair Work
16	Unit 3	<b>4</b> Listening
17	Unit 3	<b>5</b> Pronunciation
18	Unit 3	<b>6</b> Conversation
19	Unit 3	<b>8</b> Reading
20	Unit 4	<b>1</b> Listen and Discuss
21	Unit 4	<b>2</b> Pair Work
22	Unit 4	<b>4</b> Listening
23	Unit 4	<b>5</b> Pronunciation
24	Unit 4	<b>6</b> Conversation
25	Unit 4	<b>8</b> Reading
26	EXPANSION	<b>2</b> Reading
27	Units 1–4	<b>3</b> Chant Along
28	Unit 5	<b>1</b> Listen and Discuss
29	Unit 5	<b>2</b> Pair Work
30	Unit 5	<b>4</b> Listening
31	Unit 5	<b>5</b> Pronunciation
32	Unit 5	<b>6</b> Conversation
33	Unit 5	<b>8</b> Reading
34	Unit 6	<b>1</b> Listen and Discuss
35	Unit 6	<b>2</b> Pair Work
36	Unit 6	<b>4</b> Listening
37	Unit 6	<b>5</b> Pronunciation
38	Unit 6	<b>6</b> Conversation
39	Unit 6	<b>8</b> Reading
40	Unit 7	<b>1</b> Listen and Discuss
41	Unit 7	<b>2</b> Pair Work
42	Unit 7	<b>4</b> Listening
43	Unit 7	<b>5</b> Pronunciation
44	Unit 7	<b>6</b> Conversation
45	Unit 7	<b>8</b> Reading
46	Unit 8	<b>1</b> Listen and Discuss
47	Unit 8	<b>2</b> Pair Work
48	Unit 8	<b>4</b> Listening
49	Unit 8	<b>5</b> Pronunciation
50	Unit 8	<b>6</b> Conversation
51	Unit 8	<b>8</b> Reading
52	EXPANSION	<b>2</b> Reading
53	Units 5–8	<b>4</b> 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.
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- 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.
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- Chants enable students to expand their language in a pleasant way.
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