

SUPER

GOAL 1

MANUEL DOS SANTOS



SuperGoal 1 Student Book

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ISBN: 9781398928466

Publisher: Jorge Rodríguez Hernández

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Interior design and production: Page2, LLC

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Scope and Sequence

	Unit Title	Functions	Grammar
1	Good Morning! Pages 2–9	Greet people / Say goodbye Introduce yourself and others Talk about school supplies	Verb: <i>be</i> Possessive adjectives: <i>my, your, his, her</i>
2	What Day Is Today? Pages 10–17	Use days of the week and months Use the numbers 1 to 1,000 in context Use ordinal numbers Talk about your age Follow and give classroom instructions	Possessive adjectives: <i>our, your, their</i> Question words: <i>what, when, how old</i> Prepositions: <i>in, on</i> with dates
3	What's That? Pages 18–25	Give commands and instructions Ask for identification of things	Demonstrative pronouns: <i>this/that/ these/those</i> Imperatives Indefinite and definite articles: <i>a/an, the</i>
4	Around the World Pages 26–33	Talk about countries and nationalities Ask for information with <i>yes/no</i> questions Give basic personal information	Verb: <i>be</i> Question word: <i>where</i> Prepositions: <i>from, in, on</i> <i>Can/will</i> for requests and offers
5	Families, Families Pages 34–41	Identify family members Describe families	Verb: <i>have</i> Quantity expressions: <i>any, a lot of/lots of</i> Possessives: <i>'s</i> Question words: <i>how many, who</i> Regular and irregular plural nouns
EXPANSION Units 1–5 Pages 42–47		Language Review Reading: Win a Free Trip to the Caribbean! Writing: Write about your country	
6	Is There a View? Pages 48–55	Talk about rooms in a house and objects in the rooms Describe the location of objects Describe houses	<i>There is/there are</i> Prepositions: <i>in, in front of, behind, on, under</i> Conjunctions: <i>and, but, or</i>
7	Where Do You Live? Pages 56–63	Name places in a city Describe location Ask for and give directions	Verb: <i>live</i> + preposition Prepositions of place: <i>across from, between, next to, on, near, far from</i> Imperatives for a command, instruction or advice Comparative and superlative adjectives
8	What Are You Doing? Pages 64–71	Talk about what people are doing	Present progressive tense Questions with <i>what</i> + present progressive <i>Would like</i> and <i>would like to</i>



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



Scope and Sequence

	Unit Title	Functions	Grammar
9	What Do You Do? Pages 72–79	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>
10	What's School Like? Pages 80–87	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, etc.</i> Adjectives with <i>-ed</i> and <i>-ing</i>
11	What Time Do You Get Up? Pages 88–95	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
EXPANSION Units 6–11 Pages 96–107		Language Review Reading: Email Pals Writing: Write an email about family and activities About You Chant Along: My Neighborhood!	
12	What Can You Do There? Pages 108–115	Talk about places and activities Express ability Express likes and dislikes	Modal: <i>can</i> Verb: <i>like</i> + infinitive Gerunds and infinitives after verbs
13	What Are You Going to Wear There? Pages 116–123	Talk about clothing and colors Express future plans Make suggestions	Future: <i>be</i> + <i>going to</i> Time expressions for the future: <i>tomorrow, next week, next month, etc.</i> Present progressive: future arrangements and time expressions
14	Let's Celebrate Pages 124–131	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>
15	Then and Now Pages 132–139	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>
16	What Did You Do Last Week? Pages 140–147	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
EXPANSION Units 12–16 Pages 148–155		Language Review Reading: 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—Does he and Does she	Schooldays: School Around the World	Write an email about a typical day at school Write about school routines around the world (Project)

Language Review

Reading: English Everywhere

Chant Along: The English Class

Project: Language survey

Listen for specific information from a radio ad	<i>Can and 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)
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 and 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: A funny or unexpected event

Chant Along: My Dream Vacation

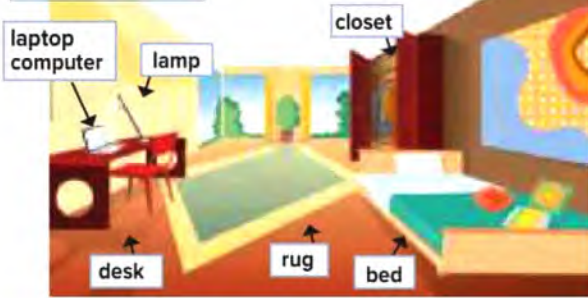
6 Is There a View?



1 Listen and Discuss

Look at the rooms in this house. What is the same in your home? What is different?

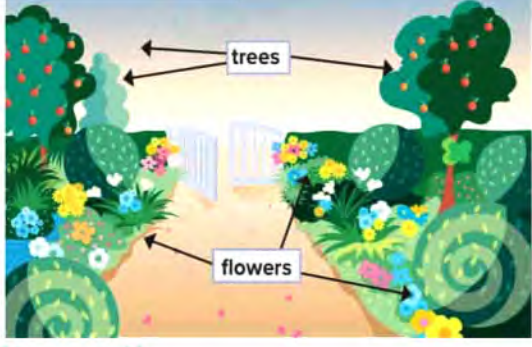
Bedroom



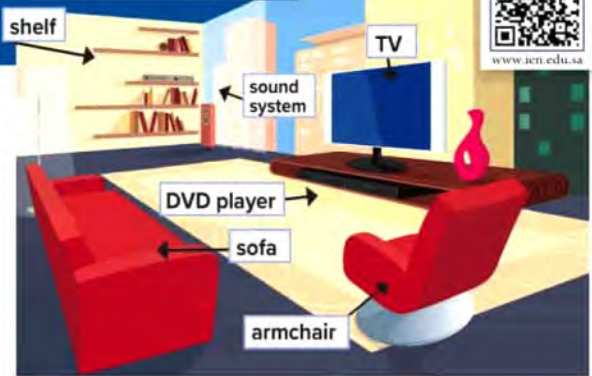
Bathroom



Garden/Yard



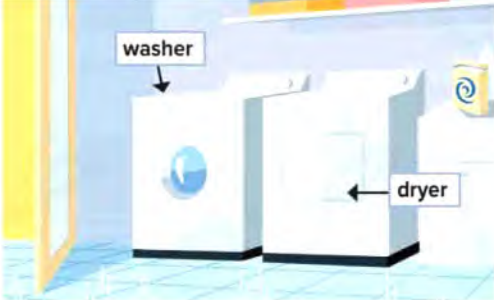
Living Room



Dining Room and Kitchen



Laundry Room



Garage





Jim's House



Tom's Apartment









Jim's house is nice and big. It has three bedrooms and two bathrooms upstairs. Downstairs there's a living room, a dining room, and a kitchen. There's a pretty garden in front of the house. Behind the house, there are trees.

Tom's apartment is small, but it's very nice and comfortable. It has one bedroom and one bathroom. There's a comfortable living room, and there's a modern kitchen. There isn't a yard. But the apartment has a balcony with a beautiful view.

Quick Check ✓

- A. Vocabulary.** Circle the things you have in your house.
- B. Comprehension.** Answer **yes** or **no** about the house on page 48.
- yes There's a rug in the bedroom.
 - no There isn't a dishwasher in the kitchen.
 - yes There are trees in the yard.
 - no There aren't any flowers in the dining room.
 - no There is a motorcycle in the garage.

2 Pair Work

- A. Ask and answer** about the rooms in the pictures.
- | | |
|--|---|
|  Is there a <u>TV</u> in the <u>bedroom</u> ? |  Are there <u>curtains</u> in the <u>kitchen</u> ? |
|  <u>No</u> , there isn't. |  <u>Yes</u> , there are. |
- B. Ask and answer** about Jim's and Tom's homes.
-  Is there a garden in front of Jim's house?
-  Yes, there is.
- C. Ask and answer** about your home.
-  What's in your bedroom?
-  There's a bed, a desk, and a closet.



3 Grammar

There is / There are

Singular

Affirmative (+)

There is (or **There's**) a table in the kitchen.

Negative (-)

There isn't a bathroom downstairs.

Questions (?)

Is there a table in the kitchen?

Are there flowers on the table?

Plural

There are four people at the table.

There aren't trees in front of the house.

Short Answers (+)

Yes, **there is**.

Yes, **there are**.

Short Answers (-)

No, **there isn't**.

No, **there aren't**.

Prepositions: *in, in front of, behind, on, under*



The mouse is **in** the box.



The mouse is **in front of** the cat.



The cat is **on** the balcony.

The cat is **behind** the mouse.

The mouse is **under** the balcony.

A. Complete the conversation.

Use **there is / there are** or **there isn't / there aren't**.

A: This room is great. **There is** a nice bed.

B: Is there a sofa?

A: No, **there isn't**. But **there are** chairs and a table.

B: Is there a bathroom?

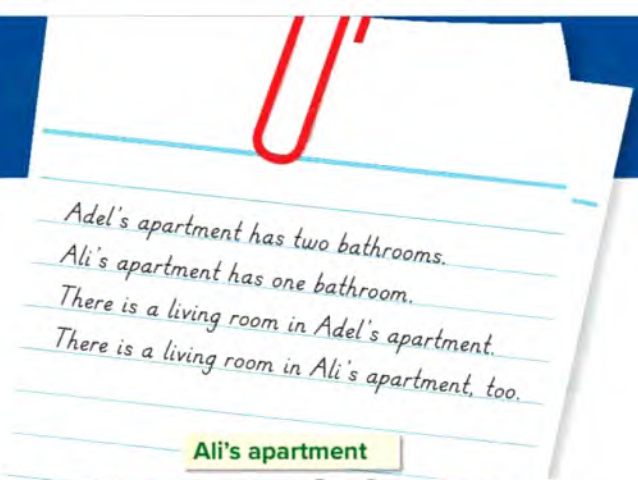
A: Yes, **there is**. It's upstairs.

B: Is there a TV?

A: No, **there isn't**. This is a room for a student.

B. Role-play the conversation in exercise A with a partner.





C. Compare Ali's and Adel's apartments.
Share your sentences with a partner.

Adel's apartment



Ali's apartment



4 Listening

Listen. Draw or write the names of the missing objects in the room.



5 Pronunciation

Listen to the rising intonation. Then practice.

Is there a garage?

Are there flowers?

Is there a microwave?

Are there curtains?

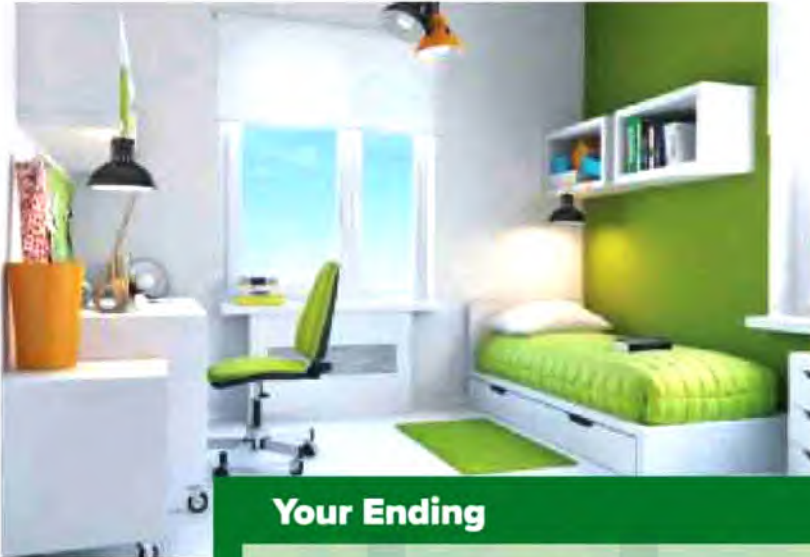
Is there a cat on the sofa?

Are there pictures on the wall?

C:

- ◆ **Adel's apartment has two bedrooms.**
- ◆ **Ali's apartment has one bedroom.**
- **Adel's apartment has a dining room.**
- **Ali's apartment does not have a dining room.**
- **There is a kitchen in Adel's apartment.**
- **There is a kitchen in Ali's apartment too.**

6 Conversation



John: What's your home like?
Tom: It isn't big. There are only two bedrooms: one for my parents, and one for my brother and me.
John: And what's your favorite room?
Tom: The bedroom. It has my computer. How about you?
John: My favorite room is the living room.
Tom: Why?

Your Ending



1 Because it has a huge high-definition TV.



2 Because there's a nice view.



3 Because there's a great sound system.

About the Conversation

1. How many bedrooms are there in Tom's house?
2. Who shares the bedroom with Tom?
3. What's Tom's favorite room? Why?
4. What's John's favorite room?

1- Two bedrooms. 2- His brother.
 3- His bedroom because it has his computer.
 4- The living room

Your Turn

A. Tell a partner about your home.
 It's big.
 It has 4 bedrooms.
 There is / are a big yard.

B. Discuss your favorite room.
 My favorite room is my bedroom.
 There is / are a big TV.
 It has a balcony.

7 About You

1. What's in your bedroom? **There are TV, computer, play station and my books**
2. What's under your bed? **There are ball and my bags.**



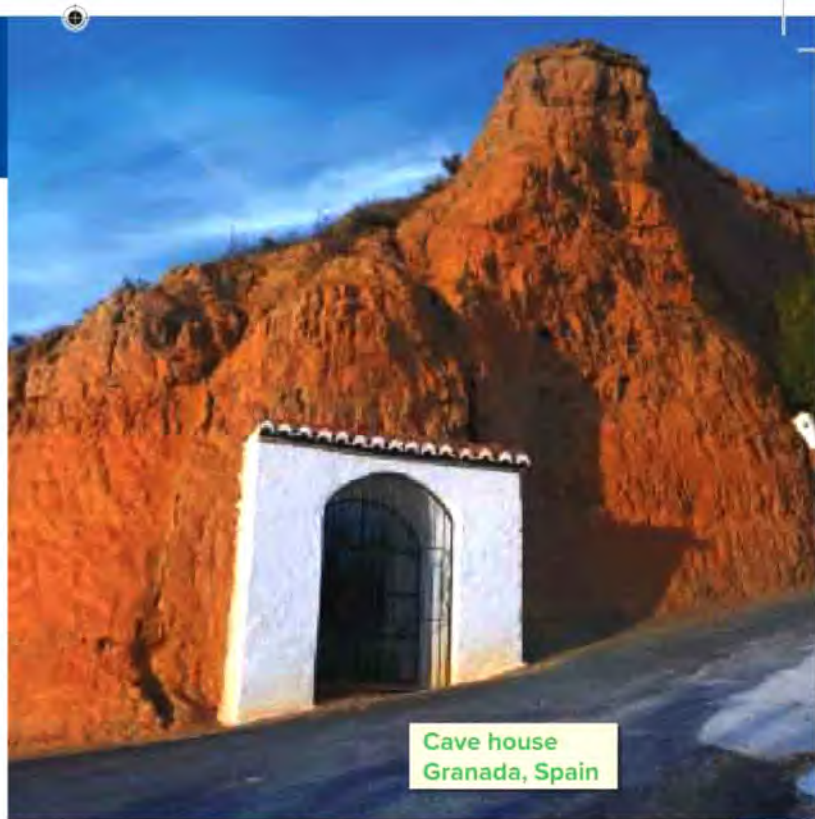
8 Reading

Before Reading

What's unusual about these two houses?

Unusual Houses

Some people have very unusual houses.



Cave house
Granada, Spain



Houseboat
Amsterdam, Netherlands

Cave Houses

There are many cave homes in southern Spain. However, the homes are made by people and are not natural formations. These houses date back to the eighth century. The area near Granada is very hot in summer and cold in winter. But the temperature in the cave homes is about 19 to 20 degrees Celsius all year round. The houses have electricity and running water, and they are dry and comfortable. Some cave houses are very large and have ten rooms or more. The houses are usually very quiet, too.

Houseboats

There are over 10,000 houseboats in the Netherlands. Many are on Amsterdam's canals. These are old barges that are now homes. Lots of artists and young people like to live on the houseboats. Also, Amsterdam is very crowded, and there are not enough houses for everyone, especially in the city center. So houseboats offer people the chance to live right in the city. Houseboats in Amsterdam have one thing in common: they all look different.

After Reading

1. Are the cave houses cold or hot?
2. Do they have modern facilities?
3. How big are the cave houses?
4. How many houseboats are there in the Netherlands?
5. Who likes to live on houseboats?

Discussion

Are there any unusual houses in your town or country? What are they like?

After Reading:

1. They have same temperature the whole year. It is about 19 to 20 degrees.
2. Yes, they do.
3. Some cave houses are very large and have ten rooms or more.
4. There are over 10,000 houseboats.
5. Artists and young people.



9 Writing

الإجابة تعتمد على الطالب هذا مثال للحل

- A. Complete the chart with notes that describe your home. What things are in each room? What words describe the rooms? What is your favorite room? Why?

Room	Description
Kitchen	Has a microwave and a refrigerator.
Living Room	Has a TV and three couches
Bedroom(s)	Has a bed and a desk.
Bathroom	Has a washing machine and a bathtub
Other: Children room	Has toys and beds
Other: Garden	There are some pretty palms

Writing Corner

- Use **and** to connect words and ideas that are similar. Use commas for a list.
The kitchen is big **and** modern. There's a closet, a bed, **and** a desk in my room.
- Use **but** to connect opposite ideas. Put a comma before **but** when there is a subject.
My room is small **but** comfortable. My room isn't very big, **but** it's comfortable.
- The place (where) goes at the end or the beginning of a sentence. When it is at the beginning, put a comma after the phrase.
There are pretty flowers **in the garden.** **In the garden,** there are pretty flowers

- B. Read the text. Circle the adjectives that describe the home or the things in it.

Our home is a **modern** apartment in the city. It's on the seventh floor. The apartment isn't **big**, but it's very **comfortable**. It has two bedrooms, a bathroom, a kitchen, and a living room. There isn't a dining room, but the kitchen has a table and chairs. My favorite room is the living room. It has **large** windows and a balcony. There are some **pretty** flowers on the balcony. The best thing is that there's a **great** view of the city!

- C. Describe your home. Use your notes from the chart in exercise A and ideas from this unit.



10 Project

Tell the class about your dream house. Find pictures on the Internet or in magazines. Make a poster.

الإجابة تعتمد على الطالب هذا مثال للحل

C-

My home is big. It has four bedrooms, three bathrooms and living room. It also has garage and two kitchens and a big garden. In the living room there is a big TV and three couches. Both kitchens have a microwave and refrigerator. Two bathrooms have bathtubs and the third one has a washing machine. Each bedroom has a bed and a desk. My favorite room is the living room because it has a big TV.

الإجابة تعتمد على الطالب هذا مثال للحل

10- Project:

My dream house is a big modern house. It has seven bedrooms, five bathrooms and a big yard where I can play football with my friends. A big living room with a big smart TV. It also has a big room full with toys. It also has three modern kitchens.

11 Form, Meaning and Function

Coordinating Conjunctions: *and*, *but*, *or*

Conjunctions connect words and ideas in a sentence.
Use *and* to connect words and ideas that are similar.

There is a sofa, an armchair, **and** a table in the living room.
We read **and** write in class.

Use *but* to connect contrasting ideas.

I can speak English, **but** I can't speak French.
There are flowers in the garden, **but** there aren't any trees.

Use *or* when there is a choice.


You can sit on the sofa **or** the armchair.
You can write the word **or** draw a picture.




A. Write sentences with **and** to describe the kitchen in picture A.

1. There is a stove, dishwasher and refrigerator.
2. There are flowers and vase on the table.
3. There is a table and chairs.

B. Write sentences with **but** to describe how picture B is different from picture A.

-  There is a microwave, but it isn't above the stove.
1. There is a window but there are not any curtains.
 2. There is refrigerator but there is not a table and chairs.
 3. There is a dishwasher, but it is not next the stove.

C. Work with a partner. Student A: choose a kitchen. Student B: ask questions with **or** to find out which kitchen it is. Change roles.

-  **A:** Is there a microwave above the stove, or is it on the counter?
B: It's on the counter.
A: It's picture B!



7 Where Do You Live?



Great food at low prices!
FRUIT VEGETABLES

On Main Avenue. Near the subway station.
Open: 7 days a week.

1 Listen and Discuss

1. What is the name of your neighborhood?
2. How is this neighborhood the same or different from yours? **It is different.**



I'm new to the neighborhood. I live in this apartment building. Where do you live?

I live here too, on the third floor. This neighborhood is great! It has everything!

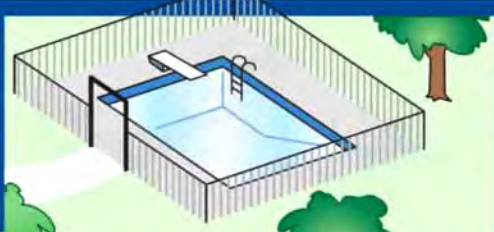
So, is there a convenience store near here?

Of course. Go to the corner and turn left. Then go straight ahead.

GINO'S Italian Restaurant

The BEST pizza and pasta in town.

211 Maple Avenue
Open: Saturday-Thursday



Andy's Bookstore
85 Central Avenue
Between the bank
and the pharmacy.
Open:
9:00 A.M. to 8.00 P.M.

Health Club

Gym and swimming pool.
Sauna and showers.
Across from the park.
Closed: Friday.



Quick Check ✓

A. Vocabulary. Name the place.

1. **Restaurant** a place to eat
2. **Park** a place to take a walk
3. **Mall** a place with many stores
4. **Healthy club** a place to exercise
5. **Bookstore** a place to buy a book

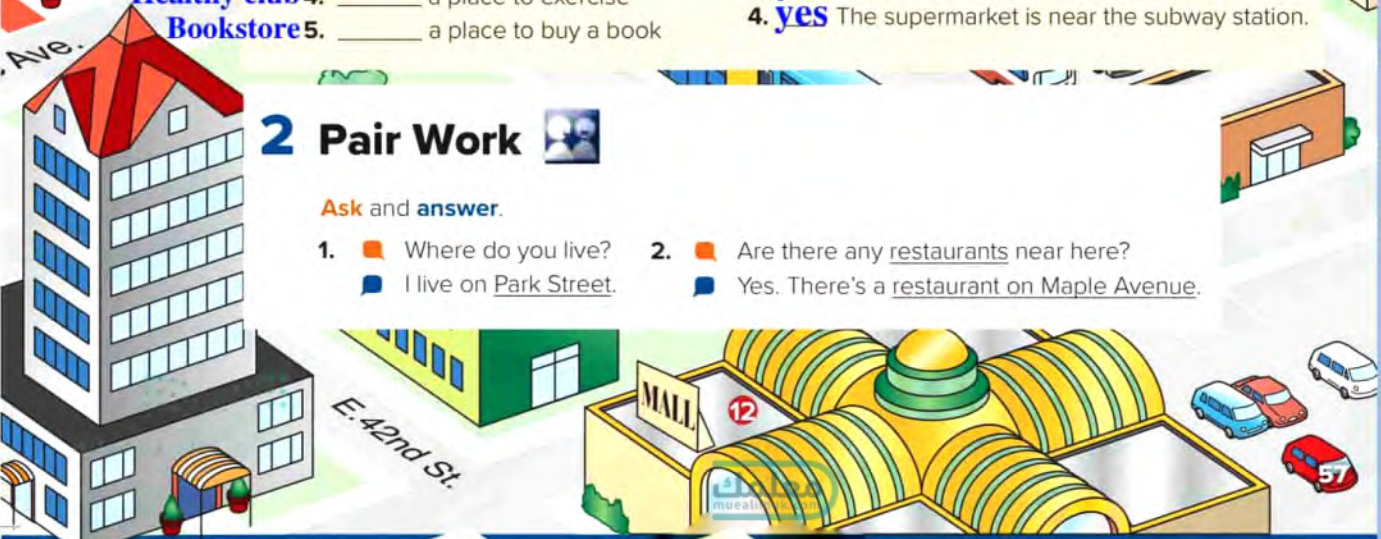
B. Comprehension. Answer **yes** or **no**.

1. **no** Gino's restaurant is on Maple Avenue.
2. **yes** Andy's Bookstore is between the bank and the pharmacy.
3. **yes** The health club is near the park.
4. **yes** The supermarket is near the subway station.

2 Pair Work

Ask and answer.

1. Where do you live?
 I live on Park Street.
2. Are there any restaurants near here?
 Yes. There's a restaurant on Maple Avenue.



3 Grammar

Verb: *live* + Preposition

Where do you live?

I **live in** Jeddah. (*city*)

I **live on** the third floor. (*building*)

I **live on** First Avenue. (*street*)

Prepositions of Place: *across from*, *between*, *next to*, *on*, *near*, *far from*



The park is **across from** the school.



The bank is **between** the post office and the restaurant.



The pharmacy is **next to** the bookstore.



The bus stop is **on** the corner.



The museum is **near** the hotel.



The airport is **far from** town.

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Imperatives for Directions



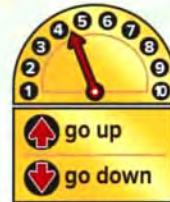
Turn left.



Turn right.



Go straight.



Go up. Go down.

A. Match the questions with the answers.

- | | |
|--|---|
| 1. <u>d</u> Is there a restaurant in the mall? | a. My apartment's on the second floor. |
| 2. <u>e</u> Is the airport far from the city? | b. No. It's between the bank and the health club. |
| 3. <u>f</u> Where's the convenience store? | c. No, it isn't. It's closed. |
| 4. <u>c</u> Is the bank open on Friday? | d. Yes, there is. It's across from the bookstore. |
| 5. <u>a</u> Where do you live? | e. No, it isn't. It's near the city. |
| 6. <u>b</u> Is the post office next to the park? | f. It's on the corner of Dade and Main Streets. |



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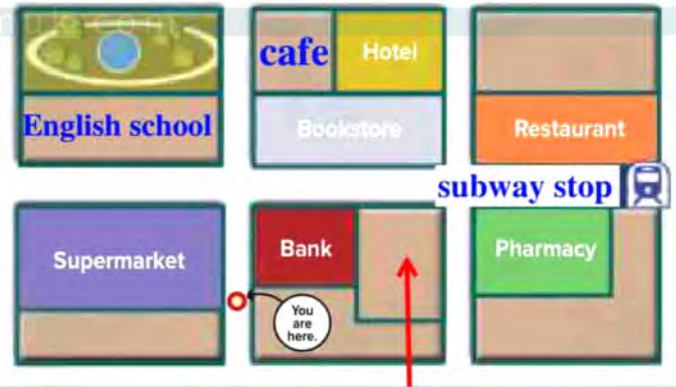


B. Look at the picture. Complete the sentences with the correct prepositions.

1. There's a pharmacy next to the bookstore.
2. The bank is across from the supermarket.
3. The police officer is near the bank.
4. There's a bookstore between the supermarket and the pharmacy.
5. The Spanish restaurant is next to the bank.
6. There's an English school on the corner. It's on the second floor.

4 Listening

Listen. Write the names of the places on the map.



5 Pronunciation

Listen to the stress on the different syllables. Then practice.

First Syllable	Second Syllable	Third Syllable
airport	apartment	university
restaurant	museum	conversation



6 Conversation



Real Talk

You can't miss it. = You are sure to see it.
Trust me. = Believe me.

- Tom:** Excuse me. How do I get to Bedford Park?
- John:** Take the number 20 bus. There's a bus stop over there. Get off at Dixie's Pharmacy. The park is on the next block. You can't miss it.
- Tom:** Is it far from here?
- John:** No, it's about 15 minutes away.
- Luis:** No, no. Take the F line on the subway, and get off at 52nd Street Station. The park is right across from the station. Trust me. I live in that neighborhood.
- Tom:** Thanks a lot.
- Luis:** You're welcome.

About the Conversation

1. Where is Tom going?
2. What's the bus number to Bedford Park?
3. How far away is it?
4. What's the subway line to Bedford Park?
5. Does Luis take the bus or the subway to get to Bedford Park?

Your Turn

Tell a partner how to get to your home from the center of town.

7 About You

1. Where do you live?
2. What's your neighborhood like?
3. What places are there in your neighborhood?

About the conversation:

1. He is going to Bedford Park.
2. The number 20 bus.
3. It's about 15 minutes away.
4. The F line.
5. He takes the subway.

7- About you:

الإجابة تعتمد على الطالب هذا مثال للحل

1. I live in King Fahad street.
2. It is a modern neighborhood.
3. There are three schools, a big hospital, a bank and a park.

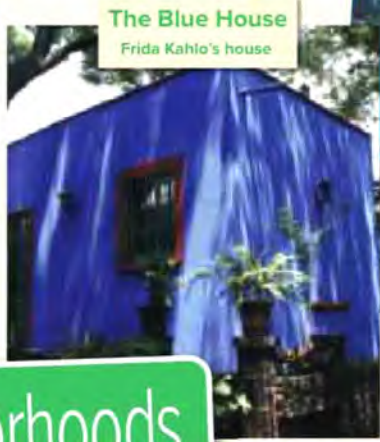


8 Reading

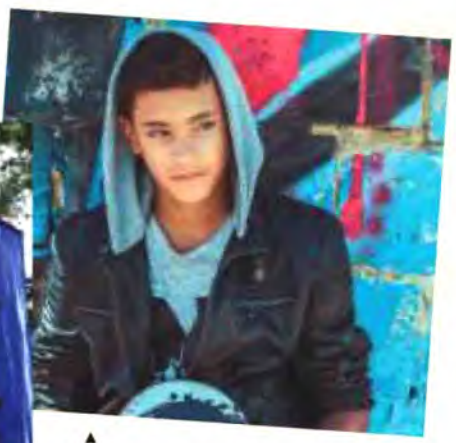
Before Reading

Look at the pictures. What do you know about the two neighborhoods in the article—Brooklyn and Coyoacan?

Famous Neighborhoods



The Blue House
Frída Kahlo's house



My name is Francisco, and I live in Coyoacan. Coyoacan is a historic neighborhood of Mexico City. It has a busy cultural life. There are theaters, art galleries, and museums. Coyoacan has beautiful squares and houses. The house of the famous Mexican painter Frída Kahlo is here. It's called the Blue House. It's now a museum. There is also the Plaza Shopping Center, an Olympic pool, a gym, and a beautiful park. There are many restaurants and eating places with foods from all over the world. You can have great Mexican food, too.



My name is John. I'm from Brooklyn, New York. Brooklyn is a great place to live. There are so many different cultures and traditions here. Everything is near. Manhattan is only ten minutes away by subway. And there is the famous Brooklyn Bridge. Prospect Park has playgrounds, two lakes, and an ice-skating rink. We have a museum and a botanical garden. We also have restaurants with foods from all over the world—and the best pizzerias anywhere! I love it here.



Plaza Hidalgo in Coyoacan



Prospect Park
in Brooklyn



Brooklyn Bridge

After Reading

- A. Mark the things the article says that both neighborhoods have.
- museum park bridge pizzeria restaurants lake
- B: Work with a partner. Compare your neighborhood with the ones in the Reading.

9 Writing

A. Read the postcard from a pen pal. Circle the places that are similar in your neighborhood.

Dear Khalid,
I live in a historic neighborhood. It has traditional buildings, but they have modern conveniences. We have stores, cafés, and restaurants. There's a supermarket, a bank, a pharmacy, a post office, and schools. My high school isn't far from my house. Near my neighborhood, there's a famous palace. It has beautiful gardens, a lake, and an old bridge. There's a bus, but we walk everywhere. My neighborhood is nice. It has friendly people.
Tell me about your neighborhood.
Your friend,
Robert



Writing Corner

- Use personal pronouns in place of nouns or people.
I live in a nice neighborhood. **It** has friendly people. (It = neighborhood)
The houses aren't modern. **They** are traditional. (They = houses)
My neighbors are nice people. **They** are friendly. (They = my neighbors)
My neighbors and I are friendly. **We** always say "hello." (We = my neighbors and I)

B. Find the personal pronouns in the postcard. What noun does each one replace?

C. Write a postcard to a pen pal. Tell him or her about your neighborhood.

10 Project

Make a brochure for your neighborhood. List stores, restaurants, services, parks, etc.

B-

I = line 1 = Robert.

It = line 1 = Robert's neighborhood.

They = line 2 = buildings.

It = line 8 = famous places.

We = line 10 = Robert and his neighbors.

It = line 11 = Robert's neighborhood.

C-

الإجابة تعتمد على الطالب هذا مثال للحل

Dear John,

I live in a big neighborhood. It has modern apartment building.

We have three different schools and a big hospital. There is a bakery, a big supermarket, a pharmacy and a bank. There is a big and beautiful park where we can go and have fun. It has friendly people.

Your friend,

Ali

11 Form, Meaning and Function



Comparative and Superlative Forms of Adjectives

The Comparative

Use adjective + *-er* or *more* + adjective to make the comparative.

The hotel is **tall**. The hotel is **taller** than the office buildings.
The subway is **convenient**. The subway is **more convenient** than the bus.

Note: The comparative is often used with *than*.

The Superlative

Use *the* + adjective + *-est* or *the most* + adjective to make the superlative.

The hotel is **the tallest** building in the city. It is also **the most modern**.
The subway is **the fastest** transport in the city. It is also **the most convenient**.

Formation

Use *-er* or *-est* for one-syllable adjectives and adjectives that end in *y*; for example, busy–busier–busiest.
Use *more* or *most* for longer adjectives.

Spelling Rules:

Most adjectives: old–older–oldest

Adjectives ending in *e*: nice–nicer–nicest

Adjectives ending in *y*: easy–easier–easiest

Adjectives ending in one vowel followed by one consonant: big–bigger–biggest, hot–hotter–hottest.

Some adjectives have irregular comparative and superlative forms.

good–better–the best **bad–worse–the worst**



A. Complete the sentences with the comparative or superlative forms of the adjectives in parentheses. Use *the* before superlatives.

1. Gino's Restaurant has **the best** (good) pizza in town.
2. I think that the pizza at Roma's is **better** (good) than Gino's.
3. The bookstore is **more popular** (popular) than the library.
4. Summer is **the hottest** (hot) and **the driest** (dry) time of the year.
5. Don't eat there. That restaurant has **the worst** (bad) food in town.
6. My room is **the quietest** (quiet) room in the house. I can't hear any noise.
7. The supermarket is much **bigger** (big) than the convenience store.
8. The park is **more beautiful** (beautiful) in the spring than in the winter.

B. Work with a partner. Disagree with the following statements.

A: The health club is older than the school. (new)

B: No, it isn't. It's newer.

- | | |
|--|--|
| 1. The Amazon is longer than the Nile. (short) | 4. China is bigger than Canada. (small) |
| 2. Buses are faster than trains. (slow) | 5. Roma's pizza is better than Gino's. (bad) |
| 3. The city is quieter than the town. (noisy) | 6. Cities are cleaner than towns. (dirty) |



B-

1. No, it isn't. It's shorter.
2. No, they aren't. They're slower.
3. No, it isn't. It's noisier.
4. No, it isn't. It's smaller.
5. No, it isn't worse.
6. No, they aren't. They're dirtier.

8 What Are You Doing?



1 Listen and Discuss

1. Are there telephone helpline services in your country?
2. What services do they offer?

Hello. This is Matt. What are you doing? ... Oh, you're at home ... Me? I'm still at work. But right now, I'm having a break at the helpline café...

1- Yes, they are.

2- They offer different services like answering questions, solving problems.



1. Ken is watching TV.
2. Ryan is surfing the Internet and drinking coffee.
3. Matt is talking on his cell phone.
4. Frank and Jason are eating sandwiches.
5. Mike and Daren are reading magazines.
6. George and Peter are looking at maps.
7. Henry is writing an email to a customer.
8. Pedro is speaking to a customer.
9. Jamal is working online.
10. Colin and Brian are chatting.

FYI

A helpline or hot line is a telephone line for people to ask questions and to find out or talk about something.

HELPLINE
Helping People



A- cell phones\computers\headphones\tabels\chairs and others.

Quick Check ✓

A. **Vocabulary.** Name things in the office/café.

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

1. **yes** Matt is talking on the phone.
2. **no** Mike and Daren are talking to customers.
3. **no** Frank and Jason are having coffee.
4. **yes** Henry is writing an email to a customer.
5. **no** Ryan is working.

2 Pair Work

A. **Ask** and **answer** about the people at the office.

- What is Ryan doing?
 He's drinking a cup of coffee.
- What are Frank and Jason doing?
 They're eating sandwiches.

B. You are having a break at the café. Role-play a phone conversation with a friend. Talk about the people at the helpline office.

3 Grammar

Present Progressive Tense

Use the present progressive for actions that are happening at the present moment.

Affirmative (+)

I'm	(I + am)
You're	(you + are)
He's	(he + is)
She's	(she + is)
We're	(we + are)
They're	(they + are)

studying now.

Negative (-)

I'm	not
You	aren't
He	isn't
She	
We	aren't
They	

studying now.

Questions (?)

Am	I	studying now?
Are	you	
Is	he she	
Are	we they	

Short Answers (+)

I	am.
you	are.
he she	is.
we they	are.

Yes,

Short Answers (-)

I'm	not.
you	aren't.
he she	isn't.
we they	aren't.

No,

Questions with *What* + Present Progressive

What	are	you	doing?	I	am	studying now.
	is	he/she		He/She	is	
	are	you/they		We/They	are	

A. Complete the conversations. You can use contractions.

- A: **Are** you studying now?
 B: No, **I'm not** I'm playing video games.
Are you studying?
 A: Yes. I'm _____ for the English test. **studying**
- A: **Are** the children playing?
 B: No, they **aren't** They _____ TV. **are watching**
 A: Are you watching TV, too?
 B: No, I **'m not**. It's a kids' film.
- A: Who **is** Ali calling?
 B: He _____ his brother. **is calling**
 A: **Is** he coming here?
 B: Yes, he **is** _____.



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

A: What's Jake doing?

B: He's delivering mail.

- 1 Jake
- 2 Mr. Taylor
- 3 Ron
- 4 Robert
- 5 Greg, Sam
- 6 Toshiro
- 7 Carlos
- 8 Mr. Parker



4 Listening www.mualimuk.com

Jerry is talking to Tom on the phone. Complete the chart about Tom's family. Write what each person is doing these days.

Tom	<i>He's finishing high school.</i>
Father	He's working in a bank.
Mother	She's watching Carol's baby.
Sister—Carol	She's working at a hospital.
Brother—Frank	He's studying computers at college.



5 Pronunciation

Listen to the **-ing** ending. Then practice.

What are you **doing**? I'm **waiting** for you.
 What's he **doing**? He's **chatting** with a friend.
 What are they **doing**? They're **playing** in the garden.

B-

1-

A: What's Jake doing?

B: He's delivering mail.

2-

A: What's Mr. Taylor doing?

B: He's waiting in the reception area.

3-

A: What's Ton doing?

B: He's listening to his cell phone.

4-

A: What's Robert doing?

B: He's reading the newspaper.

5-

A: What are Greg and Sam doing?

B: They're talking and drinking coffee.

6-

A: What's Toshiro doing?

B: He's talking to a customer.

7-

A: What's Carlos doing?

B: He's working hard.

8-

A: What's Mr. Parker doing?

B: He's working in his office.



6 Conversation

Logan: Hi, Danny. This is Logan.
Danny: Hi, Logan. *What's up?*
Logan: I'm at the train station. I'm *checking out* the schedule.
Danny: Where are you going?
Logan: To visit my uncle. He lives in Seattle.
Danny: I like Seattle. It's my favorite city.
Logan: Well, let's go together.



Your Ending

What does Danny say?

- ① I'm busy now. I'm helping my dad.
- ② I can't. I have to study for a test.
- ③ Good idea! I'm packing right now.

Real Talk

What's up? = What's happening?
checking out = looking for information

About the Conversation

1. Where is Logan?
2. What's he doing?
3. Where is he planning to go?

Your Turn

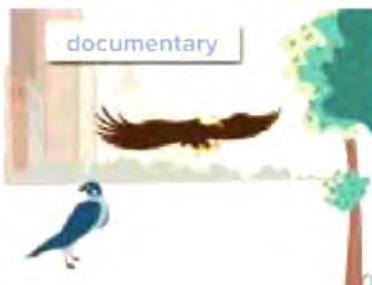
Role-play the conversation with a partner. Change the destination and the ending.



7 About You

الإجابة تعتمد على الطالب هذا مثال للحل

1. What films are playing on TV this week? **The Lion King.** *comedy*
2. What kinds of films are they? **Animation Movie.**
3. Who are the actors? **Matthew Broderick**
4. What's your favorite kind of film? **Animation Movies.**



About the conversation:

1. He's at the train station.
2. He's checking out the train schedule.
3. He's planning to go to Seattle to visit his uncle.



8 Reading

Before Reading

Look at the pictures. What place and activities do you think the article is talking about?

Malls



Teenagers'

Favorite Place



In some countries, they are called "the mall generation." You walk into a shopping mall anywhere in the world, and what do you see? Teenagers are chatting, talking on cell phones, or sending text messages. They're eating snacks or drinking soda in the food court, shopping, or just hanging out. They are all wearing similar clothes.

Shopping malls are still teenagers' favorite place to meet friends and socialize. Malls have all the facilities teens want. There are lots of stores with the latest fashions, and all kinds of restaurants. Malls have several advantages as hangouts: they're safe, and they're comfortable in all kinds of weather.

After Reading

1. Why are teens called the "mall generation" in some countries?
2. Which mall activities are the same in your country?
3. What are some of the advantages of malls as a place to hang out?
4. What are some of the disadvantages of malls as a place to hang out?

- 1- Because Malls are teenagers' favorite place to meet friends and socialize.**
- 2- Shopping, meeting friends and hanging out.**
- 3- Malls are safe, and they're comfortable in all kinds of weather.**



9 Writing

A. Put the words in order to make sentences.

- reading / in / living / is / a / Father / room / newspaper / the .
Father is reading the newspaper in the living room.
- they / sandwiches / in / cafeteria / Are / the / eating ?
Are they eating sandwiches in the cafeteria?
- friend / email / he / writing / to / Is / an / his ?
Is he writing an email to his friend?
- She / mother / is / housework / her / the / helping / with .
She is helping her mother with the housework.
- playing / the / games / aren't / We / computer / on .
We aren't playing games on the computer.
- you / chatting / Who / with / are ?
Who are you chatting with?

Writing Corner

1. Use personal pronouns in place of a person or people.

- | | |
|---|------------------------|
| My name is Hussain. I am doing my homework. | (I = Hussain/me) |
| Amal is a teacher. She is teaching her class. | (She = Amal) |
| My brother is a student. He is studying. | (He = my brother) |
| My friends are at the mall. They are shopping. | (They = my friends) |
| This is my friend. We are walking to school. | (We = my friend and I) |

B. Read about Sabah's family. Work with a partner. Ask and answer questions about the members of her family. Use personal pronouns.

- | | |
|-----------------------------|-------------------------------------|
| A: Where is Sabah? | B: She's in her room. |
| A: What's she doing? | B: She's doing her homework. |

It is Saturday today. I'm in my room. I'm doing my homework. My parents are shopping at the supermarket. My grandfather is in the backyard. He's drinking coffee and reading a newspaper. I think that my brother, Ali, is in the park. He's riding his bike, or he's running. My baby brother is in the kitchen with my grandmother. He is playing with his toys, and she is cooking.



C. What do you think your family members and friends are doing now? Write a paragraph. Then, compare it with a partner.

10 Project

Choose a popular teen hangout in your town. Take some photos, find photos from the Internet or magazines, or draw pictures of the people there. Write what they are doing. Present a report to the class.

B-

A: Where are her parents?

B: They're at the supermarket.

A: What are they doing?

B: They're shopping.

A: Where is her grandfather?

B: He's in the backyard.

A: What's he doing?

B: He's drinking coffee and reading a newspaper.

A: Where is her brother?

B: He's in the park. (she thinks)

A: What's he doing?

B: He's riding his bike or he's running.

A: Where is her baby brother?

B: He's in the kitchen.

A: What's he doing?

B: He's playing with his toys.

A: Where is her grandmother?

B: She's in the kitchen.

A: What's she doing?

B: She's cooking.

الإجابة تعتمد على الطالب هذا مثال للحل

C-

It is Saturday today, I'm in my room. I'm reading a book. My father is in the garage. He is fixing his car. My mother is in the kitchen. She is cooking. My brother is in living room. He is watching TV. My sister is in her room. She is sleeping.

11 Form, Meaning and Function



Would like

Use *would like* + noun for things that you want.

What **would** you **like**? I'd **like** a sandwich.
Would you **like** fries? No, I'd **like** a salad.
 What **would** she **like**? She'd **like** coffee.

What would you like?



Use *would like to* + verb for activities that you want to do.

Would you **like to** watch TV? No, I'd **like to** read a magazine.

Use *would like* with question words: *what, when, where*.

What would she like to watch? She'd like to watch a comedy.
What would you like to do? I'd like to hang out at the mall.
Where would he like to go? He'd like to go to the mall.
When would you like to eat? I'd like to eat at 6 o'clock.

FYI I'd = I would

A. Complete the conversation with **would like** or **would like to**. Use **'d** where possible.

Faisal: What (1) **would you like to** do today, Khalid?
Khalid: (2) **I'd like to** hang out at the mall.
Faisal: OK. (3) **I'd like to** check out the new electronics store.
Khalid: Sure. When (4) **would you like to** go?
Faisal: Well, (5) **I'd like to** go at eleven o'clock.
Khalid: OK. (6) **would you like to** have lunch at the food court?
Faisal: Good idea! (7) **I'd like** a burger and fries.
Khalid: Hmm. I think that (8) **I'd like** pizza... and ice cream.
Faisal: Great! Let's go.



B. Work with a partner. Role-play a waiter and a customer at a café. Look at the pictures. Ask questions and order lunch with **would like**. Change roles.

A: What would you like to eat?

الإجابة تعتمد على الطالب هذا مثال للحل **B: I'd like a pizza, please.**

A: What would you like to drink?

B: I'd like some milk, please.

9 What Do You Do?

1 Listen and Discuss

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

Adnan wants to become a high-tech designer.
Majid wants to become a famous tennis player.



Name: Adnan
Age: 14
Interests: technology, gadgets, high-tech design
Adnan wants to become a high-tech designer.



Name: Majid
Age: 14
Interests: sports, video games, tennis
Majid wants to become a famous tennis player.



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

Quick Check ✓

- A. Vocabulary.** What's the name of the job?
1. plays tennis **Tennis player**
 2. works in a hospital **Doctor**
 3. teaches at a school **Teacher**
 4. designs new gadgets **Designer**
- B. Comprehension.** Answer **yes** or **no**.
1. **no** Majid wants to be a teacher.
 2. **yes** Adnan wants to be a designer.
 3. **no** Majid designs games.
 4. **yes** Adnan is interested in technology.

2 Pair Work

- A. Ask** and **answer** about the people in the pictures.
- What does Majid do?
 He's a student.
 He goes to school.
- B. Ask** and **answer** with a partner.
- What do you do?
 I'm a student. I go to school.



3 Grammar

Simple Present Tense

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

Affirmative (+)

I	work
You	
He	works
She	
We	work
They	

for an airline.

Third Person Endings

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



Questions with *What*

What do you do?

What do they do?

What does he do?

What does she do?

What do you want to be?

I want to be a doctor.

FYI

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

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

- A:** What does your uncle do ?

B: He's a bus driver.

A: What does your cousin do?

B: He's a salesperson. He works in a store. He sells shoes.
- A:** What do you do ?

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

A: What do your friends do ?

B: They're football players. They play for a famous football team.
- A:** What does your father do ?

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

A: How about your brother?

B: He works for a magazine.
- A:** What do you want to be ?

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

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



*FYI: For Your Information



B: Work with a partner.
Ask and answer.

A: What does Ali do?

B: He's a cyclist. He cycles for
the local cycling team.



1 Fatima / teacher /
work / school



2 Mike / waiter /
work / restaurant



Ali



3 Ibrahim / cameraman /
film / news



4 Mr. Smith /
bus driver /
drive / bus



5 Fahd / carpenter / make
/ furniture



6 Amina / doctor /
work / hospital

4 Listening

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

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

5 Pronunciation

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

/s/

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

/z/

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

B-

1-

A: What does Hameed do?

B: He's a chef. He works in a restaurant.

2-

A: What does Mike do?

B: He's a waiter. He works in a restaurant.

3-

A: What does Ibrahim do?

B: He's a cameraman. He films the news.

4-

A: What does Mr. Smith do?

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

5-

A: What does Fahd do?

B: He's carpenter. He makes furniture.

6-

A: What do Ahmed and Raymond do?

B: They're volleyball players. They play for volleyball team.



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

الإجابة بالأسفل

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

الإجابة تعتمد على الطالب هذا مثال للحل

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

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

A: What does your father do?

B: He is a teacher. He works in a school.

A: What does your brother do?

B: He is a doctor. He works in a clinic.

7 About You



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

I want to be a website designer because I'm good with computers.

About the conversation:

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



8 Reading

Before Reading

What do you think Omar Hamdan wants to be?

Omar wants to be a professional football player.

Follow Your *Dream*

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

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

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



After Reading

1. Where does Omar live? **He lives in Tabuk.**
2. Who does he play for? **He plays for his school football team.**
3. What kind of player is he? **He is a striker.**
4. What does he want to be? **He wants to be a professional football player.**
5. Where is he going in the summer? **He is going to the Al-Watani Football School.**
6. What do Omar's parents think of his plans?

They support him, but they want him to go to a university.

Discussion

الإجابة تعتمد على الطالب هذا مثال للحل

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

Yes, professional football player is a good job.

No, It is not easy to become a professional football player.



9 Writing

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

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



1. What does "grow up" mean?
2. Why does Khalid want to be a teacher?
3. What does Khalid want to teach? Why?
4. Why do you think he says "it's a difficult job 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	A Web designer
Why I like this job	1. I like technology.
	2. Self-education.
	3. Salary and job outlook.
Why I think I can do this job	Because I am good with computers.
One thing I don't like about it	24 hours job.

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.

A-

1. It means "become an adult".
2. Because his parents are teachers and they are very happy with their jobs.
3. He wants to teach science because he is interested in chemistry and physics. He also likes to do experiments.
4. Because teachers teach different students with different personality so it requires a lot of dedication.
5. Rewarding is feeling satisfied that you have done something important or useful, or done something well.

C-

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I want to be a web designer because I love technology. I like surfing the Internet and visiting different websites. I can learn much of the skills and knowledge of web designing on my own. The average salary of web designer is high. I am good with computers so I think I can be a good web designer. Although It is 24 hours job but I love it.

muealimuk.com

11 Form, Meaning and Function



Why / Because

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

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

Because / So

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

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



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

architect chef doctor flight attendant mechanic teacher

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

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

- He's interested in computers, **so** he wants to design software.
- We're studying **because** we have a test in history tomorrow.
- He wants to be a carpenter **because** he likes to build houses.
- He wants to be a lawyer, **so** he's studying law at university.
- She wants to be a nurse **because** she wants to help sick people.
- The car has a problem, **so** the mechanic is checking it out.
- The children aren't going to school today **because** it's Saturday.
- I like my neighborhood **because** 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.

1. 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
Nora	teacher	Because she likes to work with children
Ali	doctor	Because he wants to help sick people.
Sarah	web designer	Because she good with computers
Adnan	carpenter	because he likes to build houses.

الإجابة تعتمد على الطالب هذا مثال للحل

10 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

History is interesting.
Math is difficult.
PE is challenging
English is fun.
Art is easy. *هذا مثال للحل*
Geography is boring.

What's your favorite subject, Carl?

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

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

Subjects



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 with their meanings.

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

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

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

2 Pair Work

A. Ask and answer about school subjects.

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

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

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

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

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



3 Grammar

Simple Present Tense: Statements and Questions

Affirmative (+)

I	speak	English.
You		
He	speaks	
She		
We	speak	
They		

Negative (-)

I	don't	speak English.
You		
He	doesn't	
She		
We	don't	
They		

Questions (?)

Do	you	speak English.
	we	
	they	
Does	he	
	she	

Short Answers (+)

Yes,	I	do.
	we	
	they	
	he	does.
	she	

Short Answers (-)

No,	I	don't.
	we	
	they	
	he	doesn't.
	she	

FYI

Some verbs that end in *y* change to *-ies*: study – **studies**

Verbs that end in *ch* and *sh*, add *-es*: teach – **teaches**, brush – **brushes**

Adjectives

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

Uncle Peter has a **long** beard.

History is **interesting**.

A. Answer the questions about Ahmed's schedule.

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

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

A-

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



Mr. Smith

Mr. Al-Halawi

Mr. Al-Jahawi

Mr. Morris

Mr. Dobbs

Mr. Fat'hi

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

I have classes from Sunday to Thursday, and I have six teachers. Mr. Smith

teaches

(1) _____ English. He has (2) **short black** hair and blue eyes. He gives a lot of homework.

Mr. Al-Halawi is the history teacher. He's (3) **tall**, and he has (4) **brown** hair. Mr. Dobbs

teaches

math. He always (5) **wears** a jacket and tie, and he's a very good teacher. Mr. Fat'hi

and Mr. Al-Jahawi (6) _____ science. Mr. Fat'hi has short (7) **black** hair. Mr. Al-Jahawi is short, and he has (8) **short brown** hair. They are very strict. French is my favorite subject, and Mr. Morris is our teacher. He has (9) **short brown** hair and blue eyes, and he's a lot of fun. We (10) **speak** French in class, and I send emails to my friends in Canada in French.

4 Listening



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

Ted

1. **no** Ted has black hair.
2. **no** Ted has long hair.
3. **yes** Ted is tall.
4. **yes** Ted is carrying a laptop.

Seth

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

5 Pronunciation



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

Mr. Robinson **teaches** geography.
Kerry **watches** TV every night.

The description **matches** the photo.
Fred **uses** the library all the time.



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?

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: **Math**

A: Why?

B: **It is fun**

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Name	Subject	Why?
Ali	English	It is challenging.
Nora	Art	It is easy.
Adnan	History	It is interesting.
Sarah	Math	It is fun.

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?

About the conversation:

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

7- About you:

الإجابة تعتمد على الطالب هذا مثال للحل

1. Yes, I have.
2. It is busy.
3. My best friend is Ali.
4. He is tall. He has short black hair and brown eyes.



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

Computer club
Drama club
Archaeology club
Poetry club
Football club
Science club



9 Writing

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

Eyes/Hair	short black hair and brown eyes.
Height/Build	tall and skinny
Character	funny and friendly
Interests	playing football

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

1. What does he look like?

d e

2. What is he like?

a f

3. What does he like?

b c

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

Writing Corner

- Every sentence has a subject and a verb.
- 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.

C-

Eyes/Hair	brown eyes and curly black hair
Height/Build	quite tall and medium build
Character	funny, cheerful and friendly
Interests	language: English, French. \ writing

D-

Eyes/Hair	short black hair and black eyes.
Height/Build	tall and medium build
Character	honest, responsible and fair
Interests	Web developing \ playing football

My big brother, Saud, is a web developer. He has black eyes and short black hair. He is tall and medium build. Saud is honest and responsible man. People like him because he is fair. Saud is interested in web developing. He develops different kinds of websites. He likes to play football on the weekends.

10- Project:

Football Club

*Come and
check it out*

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

11 Form, Meaning and Function

Intensifiers

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

Ali is **very** tall.

Ali is an **extremely** active student.

Science is **pretty** interesting.

Science is a **really** interesting subject.

Faisal is **quite** short.

Faisal is **quite** an intelligent student.

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

Adjectives with -ed

Adjectives that end in *-ed* describe how a person feels or reacts.

Adjectives that end in *-ing* describe what causes a feeling or reaction.



excited



bored



tired



interested (in)



annoyed



worried



frightened



confused

A. Circle the correct adjectives.

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

B. Use the words to write sentences.

Football / very / exciting / sport

Football is a very exciting sport.

1. Math / quite / difficult / subject

Math is a quite difficult subject.

2. Maha / really / talented / artist

Maha is a really talented artist.

3. Fahd / extremely / athletic / student

Fahd is an extremely athletic student.

4. History / pretty / interesting / subject

History is a pretty interesting subject.

5. Mr. Parks / quite / strict / teacher

Mr. Parks is a quite strict teacher.

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

English is a very easy subject.

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History is a pretty interesting subject.

Art is a quite interesting subject.

Ali is a really funny person.

Math is an extremely difficult subject.



11 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 A.M. Jeddah, KSA



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

7:30 A.M. Mexico City, Mexico



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

9:30 A.M. New York, USA



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

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



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

2:30 P.M. London, England



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

3:30 P.M. Madrid, Spain



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

4:30 P.M. Cairo, Egypt



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

7:30 P.M. Lahore, Pakistan



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

11:30 P.M. Tokyo, Japan



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



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 88 do you do every day? Write them in order from morning to night.



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



- | | |
|--|---|
| 1. yes Amal usually gets up early. | 5. no Bob goes to work by bus. |
| 2. no Alex is having breakfast. | 6. yes Fernando reads his email in the office. |
| 3. yes Jeff and Rick never drive to work. | 7. no Ali usually studies after dinner. |
| 4. yes Celso plays football at school. | 8. no Takeshi usually goes home early. |

2 Pair Work

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

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

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

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

الإجابة تعتمد على الطالب هذا مثال للحل

A- Vocabulary:

I usually get up early in the morning.

I always have breakfast in the morning.

I usually go to school on foot.

I sometimes play football.

I always study before dinner.

I usually have dinner with my family.

الإجابة تعتمد على الطالب هذا مثال للحل

2- Pair Work (A):

A: What time does Takeshi usually go back home?

B: He usually goes back home at 11:30 P.M.

A: What time does Bob usually go to work?

B: He usually goes to work at 2:30 P.M.

A: What time does Celso sometimes play football?

B: He sometimes plays football at 11:30 A.M.

A: What time does Fernando always check his email?

B: He always checks his email at 3:30 P.M.

الإجابة تعتمد على الطالب هذا مثال للحل

2- Pair Work (B):

A: What do you usually do after school?

B: I usually have lunch with my family.

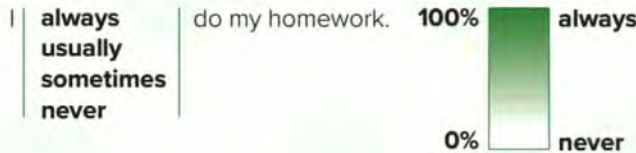
A: What do you usually do before dinner?

B: I usually do my homework.

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.

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



A-

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



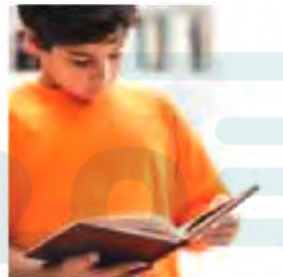
2 Tariq
sometimes / the morning



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?

C-

1. **Fatimah always studies in the evening.**
2. **Tariq sometimes rides his bicycle in the morning.**
3. **Adam never forget to study on weekends.**
4. **Abdullah usually exercises on Saturday.**
5. **Khalid always does his homework in the afternoon.**
6. **Ali and his friends sometimes watch movies in the evening.**





6 Conversation

Fahd: Hi, Ryan. Where are you going?

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

Fahd: To martial arts class.

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

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



Your Ending

What does Ryan answer?

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

Real Talk

Where are you off to? = Where are you going?

awesome = really great

No way! = Absolutely not!

About the Conversation

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

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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	Ali
takes a shower or bath at night	Mona
does homework late in the evening	Sarah
never watches TV after dinner	Nora
sometimes walks to school	Adnan
takes karate lessons	Adel

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?



About the conversation:

1. He usually works out for about an hour.
2. He has a martial arts classes.
3. He is learning some difficult karate moves.

7- About you:

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1. Yes, I take Creative Writing lessons.
2. I usually read a book.
3. I never go climbing.



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.





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	Brush my teeth, put on my school uniform.
School hours and classes	From 7:00 A.M to 1 P.M There are 7 classes.
After-school activities	Computer club and football club

- 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.

الإجابة تعتمد على الطالب هذا مثال للحل

C-

From: Saeed123@mail.sa

Subject: Middle school in Saudi Arabia

Hi Kaito,

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

I usually get up at 6:00 A.M. I wash my face and brush my teeth. I put on my school uniform, prepare my school bag and eat breakfast. Then, I go to school on foot. Other students go by bus or car.

Our school day begins at 7:00 A.M. Before classes, we stand in lines and sing the Saudi national anthem. After assembly, we go straight to the classroom. We have seven classes a day. Each one lasts 45 minutes. We study subjects like Islamic studies, English, Arabic, math, science, social studies, technology, health, art, history and PE. We have a break at 9:15 for 30 minutes. We eat some snacks during the break. school ends at 1:00 P.M. There are after school clubs like computer club and football club. I'm a member of the football club, so I sometimes stay after school and play football.

**Your Friend,
Saeed**

1 Language Review

A. Complete the conversations.

1. **A:** Where do you live?
B: I live on Baker Street.
A: Is it a good neighborhood?
B: Yes, I have everything.
 I am very happy there.
2. **A:** What is your house like?
B: It is very big. There are ten rooms,
 and there is a big yard.
A: Our house is small, but it is
 comfortable, and it has a nice view.

B. Write where the things are in your house.

الإجابة تعتمد على الطالب هذا مثال للحل

 flowers

There are flowers in the garden.

- television
- photos of the family
- sofa
- telephone
- shelf

There is a television in the living room.

There are photos of the family on the walls.

There is a sofa in the living room.

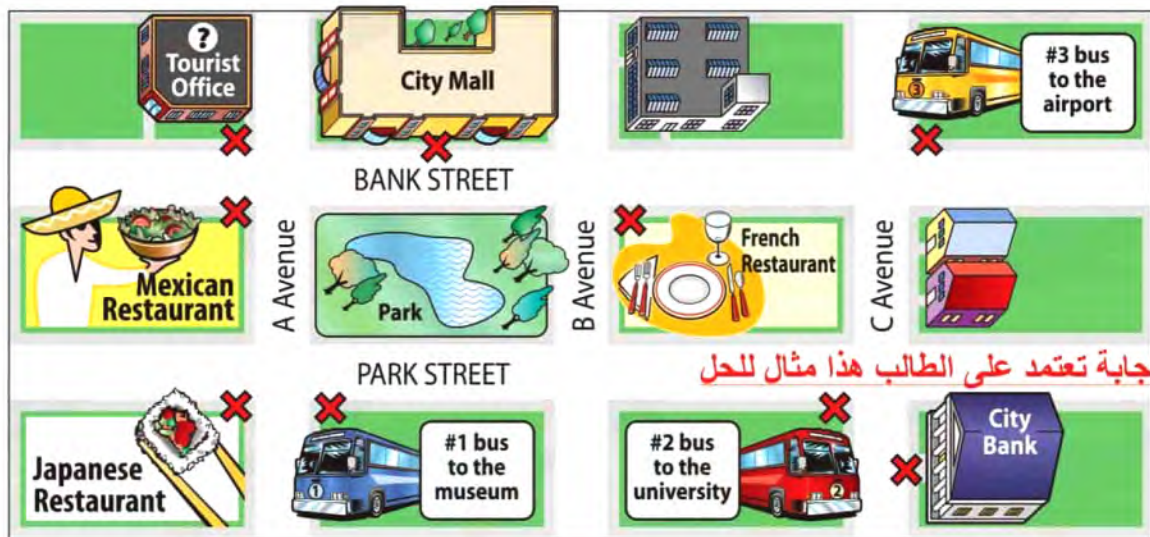
There is a telephone in my brother's room.

There are shelves in my room.

C. Work with a partner. Ask and answer. Use the map to give directions. Say where you are starting.

A: I am at City Bank. Is there a good French restaurant near here?

B: Yes, there is. There's a French restaurant on the corner of Bank Street and B Avenue.



الإجابة تعتمد على الطالب هذا مثال للحل

A: I am at Tourist office. Is there a good Japanese restaurant near here?

B: Yes, there is. Go straight on A Avenue, second block on the right.

A: I am at City Mall. Is there a good Mexican restaurant near here?

B: Yes, there is. Go right then turn left into A Avenue, It is on your right.

D. Look at the picture and do the activities.

1. Work with a partner. What are the people doing? Write eight sentences.

💡 *The father in house A is talking on the phone.*

2. Work with a partner. What are some things in the houses? Write eight sentences.

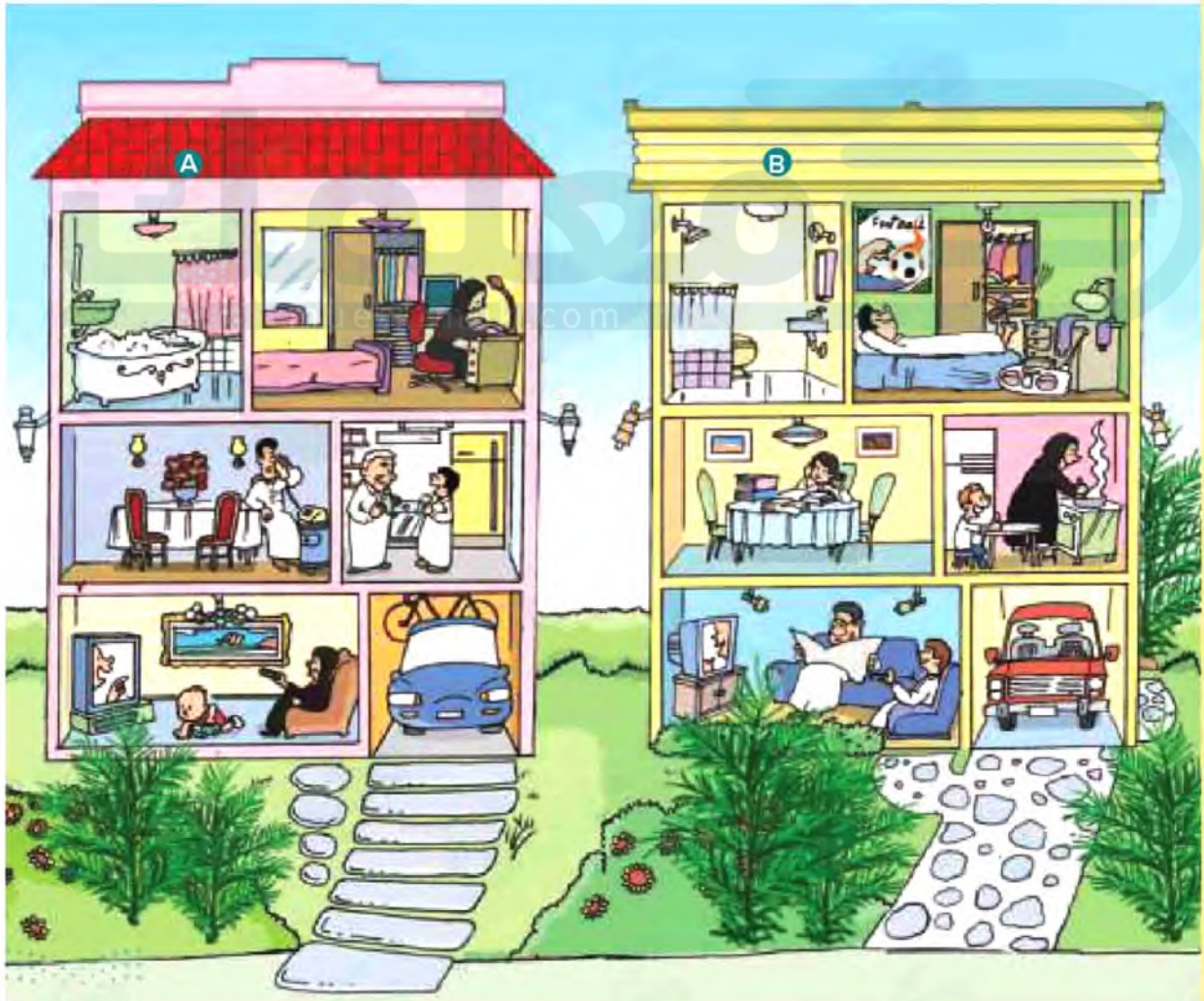
💡 *In house A, there are shelves in the kitchen.*

In house B, there is a shower in the bathroom.

3. Look at the pictures again. Write down eight differences between houses A and B. Compare your answers with a partner.

💡 *In house A, they have a mirror in the bedroom.*

In house B, they have a poster on the wall.



1-

1. The sisters in house A is studing.
2. The grandmother in house A is watching TV.
3. The baby in house A is playing.
4. The grandfather and the boy in house A are eating and talking.
5. The mother in house B is cooking.
6. The father in house B is reading the newspaper.
7. The boy in house B is watching TV.
8. The boy in house B is studing.

2-

1. In house A, there are flowers on the table in the dining room.
2. In house A, there is a panting on the wall in the living room.
3. In house A, there is a telephone in the dining room.
4. In house A, there are two chairs in the dining room.
5. In house B, there are books on the table in the dining room.
6. In house B, there is a poster on the wall in the bedroom.
7. In house B, there is a shower in the bathroom.
8. In house B, there is an oven in the kitchen.

3-

1. In house A, there are flowers on the table in the dining room.
In house B, there are books on the table in the dining room.
2. In house A, there is a panting on the wall in the living room.
In house B, there is a poster on the wall in the bedroom.
3. In house A, there is a bath in the bathroom.
In house B, there is a shower in the bathroom.
4. In house A, there is a baby in the living room.
In house B, there is no baby in the living room.
5. In house A, there is a blue car in the garage.
In house B, there is a red car in the garage.
6. In house B, there is an oven in the kitchen.
In house A, there is no oven in the kitchen.
7. In house A, there is a mirror on the wall in the bedroom.
In house B, there is a poster on the wall in the bedroom.
8. In house A, there is a telephone in the dining room.
In house B, there is no telephone in the dining room.

2 Reading

الإجابة تعتمد على الطالب هذا مثال للحل

Before Reading

1. Do you send emails to friends? **Yes, I do.**
2. Where are your friends from? **They are from different countries like Egypt and USA.**
3. Do you write to them often? **Yes, I do.**
4. What do you write about? **I write about my daily activities.**

Email Pals

Hi Omar,

Thanks for your email. Here are some answers to your questions about me. I have a small family. There's just my father, my mother, and my sister. My sister's name is Kate, and she's nineteen years old. She's at college. She is studying to be a doctor. My dad's a doctor, too.

I live in a small town about one hour from New York City by train. My neighborhood is nice and quiet, and we have everything we need right here. My school is only a couple of blocks from my house, and there's an enormous shopping mall near here. My friends and I hang out there often.

I have a parrot. His name is Gabby. Do you have a pet? I play football on the local team. The name of the team is Square United. What's your favorite sport?

Tell me more about your family, your town, and your interests.

Take care.
Mark



After Reading

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

1. yes Mark's family is small.
2. no Mark's sister is studying to be a nurse.
3. no Mark lives in an apartment.
4. no His school is far from his house.
5. no The neighborhood doesn't have many stores.
6. yes Mark plays football in his free time.

3 Writing

You are writing an email to a new friend. Circle the information you want to include. Add your own ideas. Then write your email. Use Mark's email to help you.

family	pets	sports	weather
town	teachers	hobbies	school
neighborhood	friends	favorite hobbies	house
favorite food	favorite films	school subjects	holidays

4 About You

الإجابة تعتمد على الطالب هذا مثال للحل

1. Do you live in a quiet or busy neighborhood? **I live in busy neighborhood.**
2. What's your favorite hangout place? **It is the shopping mall.**
3. Do you have a lot of friends? **Yes, I do.**
4. Who are your best friends? **Ali is my best friend.**
5. Do you have any pets? What kind? **Yes, I do. They are cats.**
6. What are their names? **go-go\ mo-mo.**
7. What are your favorite kinds of films? **Animation films.**
8. What hobbies do you have? **I play football.**
9. Do you play a sport? What? **Yes, I do. I play football.**
10. Do you collect anything? What do you have?

Yes, I do. I collect famous players t-shirts.



3- Writing:

الإجابة تعتمد على الطالب هذا مثال للحل

Hi Mark,

Thanks for your email. I have a small family. There's my father, my mother, and my brother. My brother's name is Ali, and he's nineteen years old. He's at college. He is studying to be a teacher. My mother is a teacher, too.

I live in a big town. My neighborhood is busy and nice, and we have everything we need right here. My school is only a couple of blocks from my house, and there's a big shopping mall near my house. My friends and I hang out there often.

I have a cat. His name is go-go. I play football in my free time. I hope to hear from you soon.

Take care.
Omar.



5 Chant Along 

My Neighborhood!



Who is that walking down the street?
Who is that getting on the bus?
Who is that running in the park?
Who is that sitting on the bench?

That is me walking down the street.
That is Ali getting on the bus.
That is my teacher running in the park.
That is my neighbor sitting on the bench.

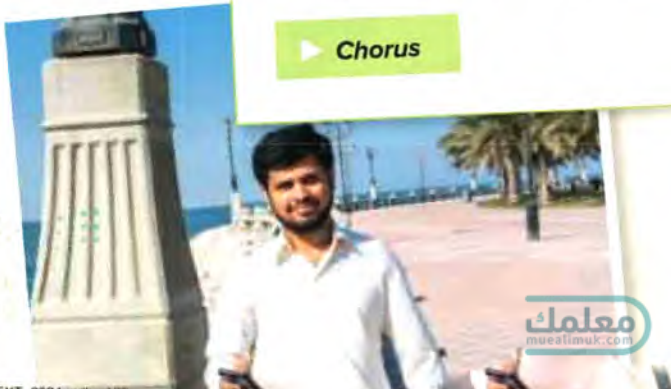
Chorus

This is the neighborhood I live in.
There are so many people I know,
2, 3, 4, 7, 9, 10.
Everywhere I look,
Let me show you some more.

Who is that talking on the phone?
Who is that holding all this mail?
Who is that laughing so loud?
Who is carrying a backpack?

That is Mr. Faisal talking on the phone.
That is the mailman delivering the mail.
That is my brother who is laughing so loud,
And that is me walking to school!

Chorus



الإجابة تعتمد على الطالب هذا مثال للحل

Vocabulary

Read the meanings. Write the words from the chart.

- | | |
|--|-----------------|
| 1. making lots of noise | <u>loud</u> |
| 2. something to sit on | <u>bench</u> |
| 3. a place with a lot of grass and trees | <u>park</u> |
| 4. something to put your books in | <u>backpack</u> |
| 5. a person who delivers mail | <u>mailman</u> |
| 6. a place we learn new things | <u>school</u> |
| 7. there are cars on it | <u>street</u> |

Comprehension

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

- yes The boy is a student.
- no The mailman is drinking coffee.
- no The boy's brother is studying.
- no Mr. Faisal is driving a car.
- no The teacher is shopping.
- yes The boy's neighbor is sitting on the bench.

B. Work with a partner. Ask and answer questions about the people in the chart.

- A: What's the teacher doing?
B: He's running in the park.

الإجابة تعتمد على الطالب هذا مثال للحل

Discussion

Work in pairs and describe what the people in the photo are doing. Ask each other questions.

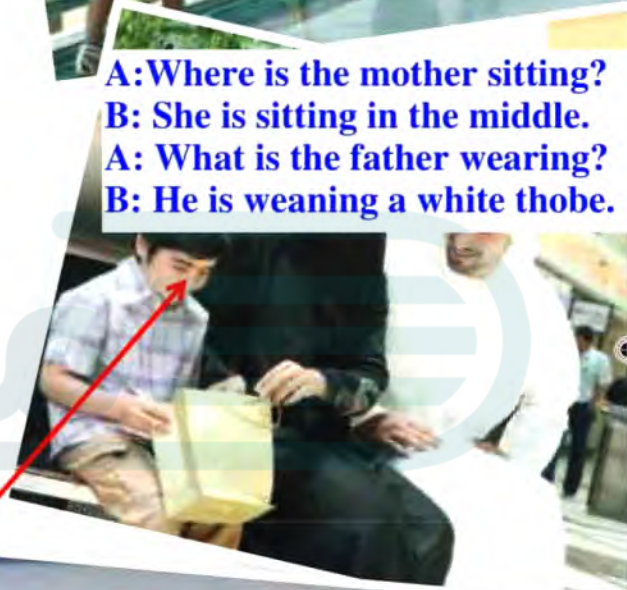
- A: Where is the boy sitting?
B: He is sitting in the middle.
A: Is the father driving?
B: No, the grandfather is driving.

B-

- A: What's the neighbor doing?**
B: He is sitting on the bench.
A: What's Ali doing?
B: He is getting on the bus.
A: What's the mailman doing?
B: He is delivering the mail.



A: What is the mother wearing?
B: She is wearing a black abaya.
A: What is the father doing?
B: He is talking on phone.



A: Where is the mother sitting?
B: She is sitting in the middle.
A: What is the father wearing?
B: He is wearing a white thobe.



6 Language Review

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

الإجابة تعتمد على الطالب وعلى الأشياء التي يفضلها

Do you like to ... ?

	Yes	No
1. be with people هل تحب ...؟	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. work with computers	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. work outdoors	<input type="checkbox"/>	<input 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"/>

الإجابة تعتمد على الطالب هذا مثال للحل

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? Yes, they are.

Do you agree with them? Yes, I am.

الإجابة تعتمد على الطالب هذا مثال للحل

C. Write your schedule.

Then interview classmates.

Whose schedule is most like yours?

What time do you usually...?	My schedule	Ali's schedule	Saeed's schedule	Nora's schedule
1. get up	At 6:00	At 5:30	At 6:00	At 5:00
2. eat breakfast	At 6:30	At 6:00	At 6:20	At 5:30
3. leave for school	At 6:40	At 6:30	At 6:40	At 6:20
4. eat lunch	At 1:30	At 2:00	At 1:45	At 1:30
5. have math class	At 8:30	At 8:30	At 8:30	At 8:30
6. have science class	At 11:00	At 11:00	At 11:00	At 11:00
7. eat dinner	At 8:00	At 8:30	At 8:00	At 7:30
8. do your homework	At 5:30	At 3:00	At 6:30	At 2:30
9. go to bed	At 10:30	At 9:30	At 10:00	At 9:00
10. get up on Saturday	At 9:30	At 8:00	At 10:30	At 7:30

اكتب جدولك وأعمل مقابلة مع زملائك من جدوله قريب من جدولك؟



doctor



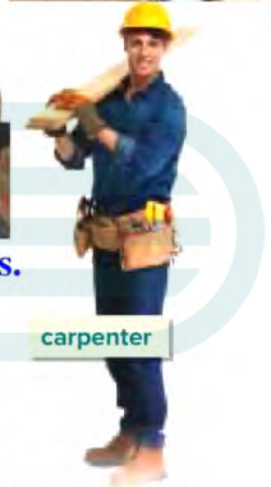
website designer



artist



writer



carpenter



veterinarian

الإجابة تعتمد على الطالب هذا مثال للحل

قم بإيجاد طلاب في فصلك يفعلون الأمور التالية واكتب أسمائهم

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



repair a car



ride a horse

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



play basketball



draw

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

I never drive a car.

- I always play basketball.
- I usually take photographs.
- I sometimes ride a motorcycle.
- I never ride a horse.



rollerblade

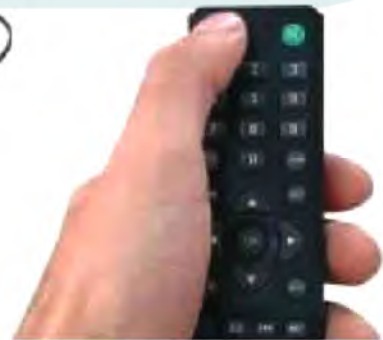
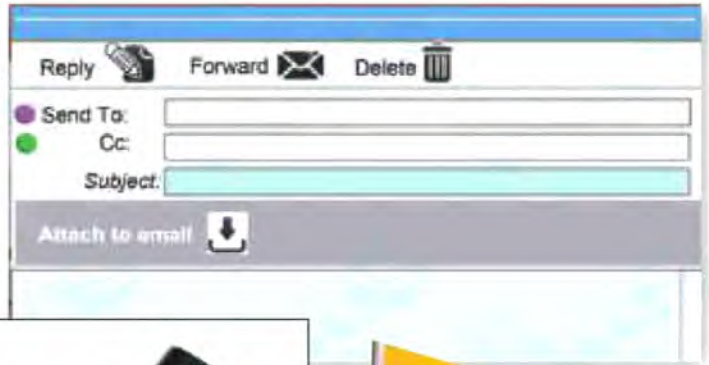
7 Reading

Before Reading

First, look at the pictures and name the objects.

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

English Everywhere



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

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

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

After Reading

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

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

Hello.

B. Answer the questions.

1. What is computer jargon? Find examples in the text. **Words like Window, mouse, click, drag, etc.**
2. What are some English words for food and clothes that different speakers use? **burger\chips jeans\T-shirt**
3. When do students hear, read, or speak English? **When they play video games, surf Internet, watch films, etc.**

Discussion

1. What other English words do you use in your country? **card, mobile, etc.**
2. What Arabic words do English speakers use? **Cotton, Safari**
3. Do you read the subtitles when you watch films? Why? Why not? **Yes, I do. Because I want to learn English.**
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.

4- I feel good because I can play with players from other country.

5- It is important because English is the most used languages around the world and widely used in business, education, and communication.



8 Chant Along

Number the verses in the correct order.

The English Class

2 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.

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



book ▲

1 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 ▼



hat ▲



pear ◀

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



Vocabulary

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

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

B. Put the words into the correct groups.

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



Classroom	Transportation	Technology
book	bus	drone
pen	car	USB flash drive
paper	train	mouse
pencil	motorcycle	keyboard
partner	plane	video game
chair	bike	email

Comprehension

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

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

9 Project

1. Keep a record of what you do in English each day. Think about what you hear, read, and see.
2. Compare with a partner.
3. Do a class survey. Find out how much English your classmates use.

6 Is There a View?

VOCABULARY

Nouns

apartment
balcony
flower
garden
house
laundry
motorcycle
tree
view
yard

Nouns—Rooms of the house

bathroom
bedroom
dining room
garage
kitchen
laundry room
living room

Nouns—Furniture and things in a room

armchair
bathtub
bed
cabinet
chair
closet
curtains
desk
dishwasher
dryer
DVD player
lamp
laptop
computer
microwave
mirror
refrigerator
rug
shelf
shower
sink
sofa
sound system
stove
table
toilet
TV
vase
washer

Adjectives

beautiful
comfortable
great
huge
pretty
small

Adverbs

downstairs
upstairs

Prepositions

behind
in
in front of
on
under

EXPRESSIONS

Ask for and give a description

Is/Are there...?
There is (There's)/There are ...
What's ... like?

Ask for and give a reason

Why?
Because ...

7 Where Do You Live?

VOCABULARY

Nouns

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

Nouns—Places in the neighborhood

airport
apartment building
bank
bookstore
bus stop
convenience store
gym
health club
mall
park
pharmacy
post office
restaurant
subway station
supermarket

Verbs

get off
go
live
take
turn

Adjectives

closed
low
new
open

Prepositions

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

EXPRESSIONS

Give directions

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

Ask for directions

How do I get to ... ?

Give a strong yes answer

Of course.

Real Talk

Trust me.
You can't miss it.

8 What Are You Doing?

VOCABULARY

Nouns

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

Verbs

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

Adjectives

action
busy

Adverb

right now

EXPRESSIONS

Expression of location

at work

Make a suggestion

Let's (go).

Accept a suggestion

Good idea!

Real Talk

check out
What's up?

muealimuk.com

9 What Do You Do?

VOCABULARY

Nouns

advertising
airline
architecture
art and design
clinic
future
gadget
job
newspaper

Nouns—Occupations/jobs

bus driver
cameraman
carpenter
chef
doctor
flight attendant
lawyer
mechanic
reporter
salesperson
teacher
waiter
website designer

Verbs

cook
cut
design
drive
make
meet
sell
travel

Adjectives

interested (in)
professional

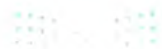
EXPRESSIONS

Idiom

I'm good with ...

Ask about someone's job

What do you do?



10 What's School Like?

VOCABULARY

Nouns

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

School Subjects

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

Adjectives

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

Verbs

act
brush
excavate
run
teach
wear

Adjectives to describe people's looks

black (hair)	long (hair)
blond (hair)	short (hair)
blue (eyes)	tall
brown (hair, eyes)	thin

EXPRESSIONS

Ask about people's appearance

What does he/she look like?

Real Talk

cool

Ask about people's personality

What's he/she like?

11 What Time Do You Get Up?

VOCABULARY

Nouns

activity
breakfast
dinner
karate
lunch
martial arts
traffic
weekday
weekend
weeknight

Verbs

concentrate
get up
learn
wake up
work out

Phrases with verbs

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

Adjectives

bad
different
late
same

Adverbs

early
late

Frequency adverbs

always
never
sometimes
usually

Time words

after
before
then

EXPRESSIONS

Time expressions

A.M.	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?

EXPANSION Units 6–11

VOCABULARY

Nouns

artist	mailman
cable TV	nurse
carpenter	pet
chess	problem
circle	rectangle
hangout place	screen
hobby	source
holiday	square
interests	subject
jargon	subtitle
joke	veterinarian
keyboard	website designer
label	writer

Verbs

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

Phrases with verbs

come across
hang out
pick up
search for

Adjectives

busy
enormous
local
quiet

Adverb

loud

EXPRESSIONS

Idiom

tell jokes

Meeting and greeting people

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

12

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?



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 rooms in a house and objects in the rooms			
describe the location of objects			
describe houses			
use <i>there is/there are</i> in the affirmative and negative and in questions and short answers			
use the prepositions <i>in, in front of, behind, on, and under</i>			
use the conjunctions <i>and, but, and or</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"> • read through the unit again • listen to the audio material • study the grammar and functions from the unit again • ask your teacher for help



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.
name places in a city			
describe location			
describe houses			
ask for and give directions			
use the verb <i>live</i> + preposition			
use the prepositions of place <i>across from, between, next to, on, near, and far from</i>			
use imperatives for directions			
use comparative and superlative adjectives			

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

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 what people are doing			
use the present progressive tense in the affirmative and negative and in questions and short answers			
ask questions with <i>what</i> + present progressive			
use <i>would like</i> and <i>would like to</i>			

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"> • read through the unit again • listen to the audio material • study the grammar and functions from the unit again • ask your teacher for help

Things that I liked about Unit 9:	Things that I didn't like very much:
_____	_____
_____	_____
_____	_____

Things that I found easy in Unit 9:	Things that I found difficult in Unit 9:
_____	_____
_____	_____
_____	_____

Unit 9 Checklist	I can do this very well.	I can do this quite well.	I need to study/ practice more.
ask and answer questions about jobs			
describe job activities			
ask and answer questions with <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 9:	If you're still not sure about something from Unit 9:
_____	<ul style="list-style-type: none"> • read through the unit again • listen to the audio material • study the grammar and functions from the unit again • ask your teacher for help



Things that I liked about Unit 10:	Things that I didn't like very much:
_____	_____
_____	_____
_____	_____

Things that I found easy in Unit 10:	Things that I found difficult in Unit 10:
_____	_____
_____	_____
_____	_____

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

My five favorite new words from Unit 10:	If you're still not sure about something from Unit 10:
_____	<ul style="list-style-type: none"> • read through the unit again • listen to the audio material • study the grammar and functions from the unit again • ask your teacher for help

Things that I liked about Unit 11:	Things that I didn't like very much:
_____	_____
_____	_____
_____	_____

Things that I found easy in Unit 11:	Things that I found difficult in Unit 11:
_____	_____
_____	_____
_____	_____

Unit 11 Checklist	I can do this very well.	I can do this quite well.	I need to study/ practice more.
describe daily activities and routines			
express time			
use the adverbs of frequency <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 11:	If you're still not sure about something from Unit 11:
_____	<ul style="list-style-type: none"> • read through the unit again • listen to the audio material • study the grammar and functions from the unit again • ask your teacher for help



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

CD1

Track	Unit	Student Book Section
2	Unit 1	1 Listen and Discuss
3	Unit 1	2 Pair Work
4	Unit 1	4 Pronunciation
5	Unit 1	5 Listening
6	Unit 1	7 Conversation
7	Unit 1	8 Reading
8	Unit 2	1 Listen and Discuss
9	Unit 2	2 Pair Work
10	Unit 2	4 Listening
11	Unit 2	5 Pronunciation
12	Unit 2	7 Conversation
13	Unit 2	8 Reading
14	Unit 3	1 Listen and Discuss
15	Unit 3	2 Pair Work
16	Unit 3	5 Listening
17	Unit 3	6 Pronunciation
18	Unit 3	7 Conversation
19	Unit 3	8 Reading
20	Unit 4	1 Listen and Discuss
21	Unit 4	2 Pair Work
22	Unit 4	4 Pronunciation
23	Unit 4	5 Listening
24	Unit 4	6 Conversation
25	Unit 4	8 Reading
26	Unit 5	1 Listen and Discuss
27	Unit 5	2 Pair Work
28	Unit 5	4 Listening
29	Unit 5	5 Pronunciation
30	Unit 5	6 Conversation
31	Unit 5	8 Reading
32	EXPANSION	2 Reading
33	Units 1–5	4 Chant Along

CD2

Track	Unit	Student Book Section
2	Unit 6	1 Listen and Discuss
3	Unit 6	2 Pair Work
4	Unit 6	4 Listening
5	Unit 6	5 Pronunciation
6	Unit 6	6 Conversation
7	Unit 6	8 Reading
8	Unit 7	1 Listen and Discuss
9	Unit 7	2 Pair Work
10	Unit 7	4 Listening
11	Unit 7	5 Pronunciation
12	Unit 7	6 Conversation
13	Unit 7	8 Reading
14	Unit 8	1 Listen and Discuss
15	Unit 8	2 Pair Work
16	Unit 8	4 Listening
17	Unit 8	5 Pronunciation
18	Unit 8	6 Conversation
19	Unit 8	8 Reading

20	Unit 9	1 Listen and Discuss
21	Unit 9	2 Pair Work
22	Unit 9	4 Listening
23	Unit 9	5 Pronunciation
24	Unit 9	6 Conversation
25	Unit 9	8 Reading
26	Unit 10	1 Listen and Discuss
27	Unit 10	2 Pair Work
28	Unit 10	4 Listening
29	Unit 10	5 Pronunciation
30	Unit 10	6 Conversation
31	Unit 10	8 Reading
32	Unit 11	1 Listen and Discuss
33	Unit 11	2 Pair Work
34	Unit 11	4 Listening
35	Unit 11	5 Pronunciation
36	Unit 11	6 Conversation
37	Unit 11	8 Reading
38		2 Reading
39	EXPANSION	5 Chant Along
40	Units 6–11	7 Reading
41		8 Chant Along

CD3

Track	Unit	Student Book Section
2	Unit 12	1 Listen and Discuss
3	Unit 12	2 Pair Work
4	Unit 12	4 Listening
5	Unit 12	5 Pronunciation
6	Unit 12	6 Conversation
7	Unit 12	8 Reading
8	Unit 13	1 Listen and Discuss
9	Unit 13	2 Pair Work
10	Unit 13	4 Listening
11	Unit 13	5 Pronunciation
12	Unit 13	6 Conversation
13	Unit 13	8 Reading
14	Unit 14	1 Listen and Discuss
15	Unit 14	2 Pair Work
16	Unit 14	4 Listening
17	Unit 14	5 Pronunciation
18	Unit 14	6 Conversation
19	Unit 14	8 Reading
20	Unit 15	1 Listen and Discuss
21	Unit 15	2 Pair Work
22	Unit 15	4 Listening
23	Unit 15	5 Pronunciation
24	Unit 15	6 Conversation
25	Unit 15	8 Reading
26	Unit 16	1 Listen and Discuss
27	Unit 16	2 Pair Work
28	Unit 16	4 Listening
29	Unit 16	5 Pronunciation
30	Unit 16	6 Conversation
31	Unit 16	8 Reading
32	EXPANSION	2 Reading
33	Units 12–16	4 Chant Along

