

# SUPER **GOAL 1**

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**Mc  
Graw  
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## SuperGoal 1 Student Book

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# Scope and Sequence

	Unit Title	Functions	Grammar
<b>1</b>	<b>Good Morning!</b> <b>Pages 2–9</b>	Greet people / Say goodbye Introduce yourself and others Talk about school supplies	Verb: <i>be</i> Possessive adjectives: <i>my, your, his, her</i>
<b>2</b>	<b>What Day Is Today?</b> <b>Pages 10–17</b>	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
<b>3</b>	<b>What's That?</b> <b>Pages 18–25</b>	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>
<b>4</b>	<b>Around the World</b> <b>Pages 26–33</b>	Talk about countries and nationalities Ask for information with yes/no 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
<b>EXPANSION Units 1–4</b> <b>Pages 34–39</b>		<b>Language Review</b> <b>Reading:</b> Win a Free Trip to the Caribbean! <b>Writing:</b> Write about your country	
<b>5</b>	<b>Families, Families</b> <b>Pages 40–47</b>	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
<b>6</b>	<b>Is There a View?</b> <b>Pages 48–55</b>	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>
<b>7</b>	<b>Where Do You Live?</b> <b>Pages 56–63</b>	Name places in a city Describe location Ask for and give directions	Verb: <i>live + preposition</i> 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
<b>8</b>	<b>What Are You Doing?</b> <b>Pages 64–71</b>	Talk about what people are doing	Present progressive tense Questions with <i>what + present progressive</i> <i>Would like</i> and <i>would like to</i>
<b>EXPANSION Units 5–8</b> <b>Pages 72–77</b>		<b>Language Review</b> <b>Reading:</b> Email País <b>Writing:</b> Write an email about family and activities	

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)
<p><b>Chant Along:</b> Orders, Orders, Everywhere  <b>Project:</b> Prepare a set of school rules.</p>			
Listen for specific information about a family	Do you...?	Family Values and Society	Write about an imaginary family Write about the Saudi royal family (Project)
Listen for specific information to perform a task	Yes/no 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)

**About You**  
**Chant Along:** My Neighborhood!



# Scope and Sequence

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

**Chant Along:** The English Class

**Project:** Language survey

Listen for specific details about clothing and colors	Going to	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	Was and were	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—/t/, /d/, /id/	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



# 1 Good Morning!



## 1 Listen and Discuss



Hello, George.

b

1:00 pm

Good afternoon,  
Mr. Porter.

How are you?

I'm fine, thanks.

a

7:00 am

Good morning.

Hi, Mom.

Hi, Dad.

Good morning.

c

7:00 pm

Good evening, Mr. Lang.

Good evening.

Hi, Alex...  
Hello, Alex...  
HELLO!

I'm sorry.  
Hi, Danny.  
How's it going?

Not bad.

Good night, Fatima.

8:00 pm

Good night,  
Mona.

## Saying Goodbye

Goodbye.

Bye. Take care.

See you later, Adnan.

## Introductions

a

Asma, this is my friend, Hanan.  
Hanan, this is Asma.



b

Hi. My name's Tom.



### Quick Check

**A. Vocabulary.** Circle all the "hello" greetings in the conversations.

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

- \_\_\_\_\_ Mr. Porter is George's father.
- \_\_\_\_\_ Danny's greeting to Alex is "Good morning."
- \_\_\_\_\_ Michael's friends call him Mike.
- \_\_\_\_\_ Hanan and Asma are friends.

### FYI

Use titles with last names or with first name + last name: Ms. Jones or Ms. Karen Jones. In greetings, use titles with last names only. You say, "Hello, Ms. Jones."

		Married	Single
Man	Mr.	✓	✓
Woman	Mrs.	✓	✓
	Miss		✓
	Ms.	✓	✓

## 2 Pair Work

**A.** Start a conversation with a partner.

- Hi, \_\_\_\_\_. How are you?
- Fine, \_\_\_\_\_. And you?
- I'm OK. / I'm fine.

**B.** Introduce yourself to a new partner.

- Hi. I'm \_\_\_\_\_. What's your name?
- My name's \_\_\_\_\_. My friends call me \_\_\_\_\_.  
Nice to meet you.

**C.** Introduce your friend to a classmate.

**A:** \_\_\_\_\_, this is my friend, \_\_\_\_\_  
\_\_\_\_\_, this is my classmate, \_\_\_\_\_.

**B:** Nice to meet you.

**C:** Nice to meet you, too.

## 3 Grammar



### Verb: **be**

#### Singular

I'm	John.	(I + am)
You're	Sue.	(you + are)
He's	Bill.	(he + is)
She's	Mary.	(she + is)

#### Plural

We're	(we + are)
You're	(you + are)
They're	(they + are)

#### FYI

The short forms with apostrophes (') are contractions.

### Possessive Adjectives: **my, your, his, her**

#### Singular

**My** name is Fatima.  
 Is **your** name Mona?

**His** name is John.  
**His** name is George.



**A.** Complete the sentences. Use the correct form of the verb **be**.

1. Mr. Albadri _____ the principal.	4. _____ Rana Atwan a teacher?
2. I _____ a student.	5. You _____ my best friend.
3. Matt and Ben _____ classmates.	6. Mr. and Mrs. Johnson _____ married.

**B.** Complete the sentences with possessive adjectives.

1. He's a teacher. _____ name is Mr. Farhat.	3. He's the director. _____ name is Mr. Hariri.
2. I'm a student. _____ name is Aisha.	4. This is Henry. _____ last name is Parker.

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

1. <b>A:</b> What's _____ name? <b>B:</b> His name _____ Luke.	3. <b>A:</b> What's _____ name? <b>B:</b> Her name is Debbie. She _____ my neighbor.
2. <b>A:</b> Mom, this is Refaa, and this is Asma. They _____ my friends. <b>B:</b> Nice to meet _____.	4. <b>A:</b> Welcome to English class. _____ name is Mrs. Nadia. <b>B:</b> Hello, Mrs. Nadia. _____ Yasmine.



D. Complete the conversations. Use the phrases in the box.

How are you  
See you later

Good morning  
My name is

Nice to meet you  
Good evening

— Robert, but my  
friends call me Bob.

1



— I'm Badr.

2



Hi. I'm Jim.

— My name is Mike.

4



Good evening, Mike.

— Rick?

Fine, thanks.

5



3



Hi, Ali.

— Hameed.

6

## 4 Pronunciation



Listen to the intonation. Then practice.

What's your name?

How are you?

How's it going?

## 5 Listening



Listen. Mark the correct response.

1. a.  Not bad.  
b.  Thank you.
2. a.  My name is Brad.  
b.  Goodbye.
3. a.  Nice to meet you.  
b.  I'm OK.

4. a.  Good morning,  
Miss Jones.  
b.  Hi. How are you?
5. a.  Goodbye.  
b.  Fine, thanks.
6. a.  Nice to meet you.  
b.  Take care.

## 6 About You



1. How do you spell your first name?
2. How do you spell your last name?
3. What do your friends call you?
4. What's your best friend's name?
5. What's your dad's name?
6. What's your brother's name?
7. What's your teacher's name?
8. How are you today?

## 7 Conversation



**Carlos:** Are you Rick Morgan?

**Rick:** Yes.

**Carlos:** Hi. I'm Carlos Rodriguez. I'm from your company.

**Rick:** Nice to meet you, Carlos.

**Carlos:** Nice to meet you, too. Welcome to Spain.

**Rick:** Thank you.

**Carlos:** So, is this your first time here?

**Rick:** Yes. I'm very excited.

**Carlos:** All our colleagues are at the restaurant, and a big meal is ready for you.

**Rick:** Great. I'm starving. The food on planes is terrible.

### Your Turn

You are meeting a stranger at the airport. Make up a conversation with a classmate.

**A:** Are you (Mr. / Mrs. / Dr.) \_\_\_\_\_?

**B:** Yes.

**A:** I'm \_\_\_\_\_.

**B:** Nice \_\_\_\_\_.

**A:** Nice \_\_\_\_\_, too.

**A:** Welcome to \_\_\_\_\_.

**B:** Thank you.

**A:** \_\_\_\_\_ your first time here?

**B:** Yes. / No.



## 8 Reading

### Before Reading

What do you say when you meet someone for the first time?

# A New Student!

Listen to the conversation and then practice in pairs.

**Ali:** Hi. My name's Ali. What's your name?  
**Ahmed:** Nice to meet you, Ali. My name's Ahmed.  
**Ali:** Are you a new student?  
**Ahmed:** Yes, today is my first day here.  
**Ali:** Welcome to the class, Ahmed. Where are you from?  
**Ahmed:** I'm from Abha.  
**Ali:** Welcome to Riyadh.  
**Ahmed:** Thank you. It's a wonderful place.

#### Expressions:

Take care.	So, is this ...
How are you today?	This is ...
Are you from ...	Welcome ...
How is it going?	Nice to meet you ...
See you tomorrow.	How are you ...
Great!	

Use expressions from the box above to complete the dialog.

**Omar:** Hi, Ali!  
**Ali:** Good morning, Omar. (1) \_\_\_\_\_?  
**Omar:** Fine, thanks. (2) \_\_\_\_\_?  
**Ali:** Great! Omar, (3) \_\_\_\_\_ Ahmed. He is a new student.  
**Omar:** Hi, Ahmed. I'm Omar.  
**Ahmed:** (4) \_\_\_\_\_, Omar.  
**Omar:** Nice to meet you, too.  
**Ali:** (5) \_\_\_\_\_ today, Ahmed?  
**Ahmed:** (6) \_\_\_\_\_ It's a great school!  
**Omar:** (7) \_\_\_\_\_ your first day here?  
**Ahmed:** Yes, it's my first day at school.  
**Omar:** (8) \_\_\_\_\_ Riyadh?  
**Ahmed:** No, I am from Abha.  
**Omar:** (9) \_\_\_\_\_ to Riyadh, Ahmed.  
**Ahmed:** Thank you, Omar.  
**Omar:** (10) \_\_\_\_\_ Nice to meet you, Ahmed.  
**Ahmed:** Nice to meet you, Omar.  
**Ali:** Bye. (11) \_\_\_\_\_

### After Reading

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

1. \_\_\_\_\_ Ali is a new student.
2. \_\_\_\_\_ Ali and Ahmed are in Jeddah.
3. \_\_\_\_\_ Ahmed is from Abha.

9 Writing 

A. Match the phrase with the correct response.

1. _____ Where are you from?	a. See you later.
2. _____ Hello. My name is Mona.	b. Yes, it's my third day here.
3. _____ What's your teacher's name?	c. Thanks. You're friendly here.
4. _____ Are you a new student?	d. Her name is Miss Refaa.
5. _____ Goodbye.	e. I'm from Dammam.
6. _____ Welcome to our class.	f. Nice to meet you. I'm Farah.



## Writing Corner

1. Sentences begin with a capital letter and end with a period.

**She is a new student.** **Her name is Farah.**

2. There is a question mark at the end of a question.

**Is she a new student?** **What is her name?**

3. For questions with the verb *be*, the subject and the verb change places.

**Question** **Answer**

**Where is Farah from?** **Farah is from Dammam.**

**Are you a new student?** **Yes, I'm a new student.**

B. Write questions for the answers in the chart. Then, work with a partner to ask and answer the questions. Write your partner's answers below the examples.

Question	Answer
1.	My name is Farah.
2.	Yes, I'm a new student.
3.	No. It's my third day at this school.
4.	I'm from Dammam.
5.	Miss Amal is my English teacher.

C. Work with a partner. Write a conversation to welcome a new student to your school. Use questions and expressions from page 7 and from the activities above.

 10 Project 


Make a list of formal and informal greetings in English. Draw a picture or find a photo for each one.

## 11 Form, Meaning and Function



A. Write the correct word below each photo.

eraser books pen scissors notebook pencil crayon paints



B. Match the school supplies with the correct verb.

1. books	a. color
2. eraser	b. read
3. pencil	c. paint
4. scissors	d. write
5. paints	e. cut
6. crayon	f. erase



C. Write the correct verb from exercise B.

1. We \_\_\_\_\_ books.
2. We \_\_\_\_\_ with scissors.
3. We \_\_\_\_\_ with a pen or pencil.
4. We \_\_\_\_\_ in our notebooks.

5. We \_\_\_\_\_ with crayons.

# 2 What Day Is Today?

## 1 Listen and Discuss

What's your favorite day of the week?  
What's your favorite month of the year?

### Days of the Week



### Months of the Year



### Numbers

1 one	1st first	9 nine	9th ninth	17 seventeen	17th seventeenth
2 two	2nd second	10 ten	10th tenth	18 eighteen	18th eighteenth
3 three	3rd third	11 eleven	11th eleventh	19 nineteen	19th nineteenth
4 four	4th fourth	12 twelve	12th twelfth	20 twenty	20th twentieth
5 five	5th fifth	13 thirteen	13th thirteenth	21 twenty-one	21st twenty-first
6 six	6th sixth	14 fourteen	14th fourteenth	22 twenty-two	22nd twenty-second
7 seven	7th seventh	15 fifteen	15th fifteenth	23 twenty-three	23rd twenty-third
8 eight	8th eighth	16 sixteen	16th sixteenth	24 twenty-four	24th twenty-fourth
30 thirty	30th thirtieth	60 sixty	60th sixtieth	90 ninety	90th ninetieth
40 forty	40th fortieth	70 seventy	70th seventieth	100 one hundred	100th one hundredth
50 fifty	50th fiftieth	80 eighty	80th eightieth	1,000 one thousand	1,000th one thousandth

## Age



### Quick Check ✓

**A. Vocabulary.** Circle the ages in the conversations.

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

- \_\_\_\_\_ Jamal is six months old.
- \_\_\_\_\_ The boys are ten years old.
- \_\_\_\_\_ The baby's name is Abdullah.
- \_\_\_\_\_ Their names are Ali and Adel.

### FYI

The plural (more than one) possessive adjectives are:

**Our** = belongs to us

**Your** = belongs to you (many people)

**Their** = belongs to them

Use a possessive adjective before a noun, such as an event or day, to show who the noun belongs to.

**Our** vacation is in May.

**Your** vacation is in May, too.

**Their** vacation is in June.

### 2 Pair Work



**A. Ask and answer.**

- What day is today?
- Today is Saturday.
- What month is it?
- It's April.

**B. Ask and answer** with your information.

- When is your final test?
- It's on \_\_\_\_\_.

**C. Ask and answer** in groups of three.

- How old are you?
- I'm \_\_\_\_\_ (years old).
- How old is \_\_\_\_\_?
- He / She's \_\_\_\_\_.

### 3 Grammar



#### Question Words: **What**, **When**, **How old**

Use **What** to find information about specific days, dates and times.

**What** is the date tomorrow? It's January 20th. (it's = it + is)

**What** day is your visit to the museum? Our visit is on Thursday.

Use **When** to find general or specific information about days, weeks, months and seasons.

**When** is your vacation? Our vacation is in May.

**When** are their football matches? Their matches are in the winter.

Use **How old** to ask the age of a person or an object.

**How old** are you? I'm fifteen.

**How old** is the building? It is 150 years old.

#### Prepositions: **In**, **On** with Dates

Use different prepositions when talking about months and seasons compared to days. Use *in* with months, seasons and years. Use *on* with dates and days of the week. Use *on* to talk about things you do regularly (every week or month).

Remember to use *what* to ask questions about times and days, and *when* for months and seasons.

**What day** do you play football?

**On** Mondays.

**What day** is your final test?

Our final test is **on** September 21st.

**When** is your final test?

Our final test is **in** September.

**When** do they have English classes?

Their English classes are **on** Monday and Wednesday.

**When** is our vacation?

Our vacation is **in** the winter.

#### A. Complete the sentences. Use number words.

1. December is the twelfth month of the year.

2. January is the \_\_\_\_\_ month of the year.

3. March is the \_\_\_\_\_ month of the year.

4. July is the \_\_\_\_\_ month of the year.

5. August is the \_\_\_\_\_ month of the year.

6. September is the \_\_\_\_\_ month of the year.

7. May is the \_\_\_\_\_ month of the year.

#### B. Write the dates in full.

**Note:** The month comes first.

1/22 January twenty-second

1. 4/13 \_\_\_\_\_

2. 2/28 \_\_\_\_\_

3. 6/17 \_\_\_\_\_

4. 10/9 \_\_\_\_\_

5. 7/4 \_\_\_\_\_

#### C. Work in pairs to ask each other the dates of important public holidays in Saudi Arabia.

**A:** When is ...?

**B:** It is on ...

Public Holiday	Date



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

1. **A:** \_\_\_\_\_ are John and George?  
**B:** \_\_\_\_\_ 15.  
**A:** What about Sarah?  
**B:** \_\_\_\_\_ 16.

2. **A:** \_\_\_\_\_ are your names?  
**B:** My name \_\_\_\_\_ Lisa,  
and she \_\_\_\_\_ Sandra.  
**A:** How old \_\_\_\_\_ you?  
**B:** We \_\_\_\_\_ 14.

3. **A:** They're nice girls.  
What are \_\_\_\_\_ names?  
**B:** Pam and Vicky.  
They \_\_\_\_\_ in my English class.

4. **A:** \_\_\_\_\_ is your final test?  
**B:** It's \_\_\_\_\_ March.  
**A:** \_\_\_\_\_ date?  
**B:** March 11th.  
**A:** \_\_\_\_\_ final test is \_\_\_\_\_ the  
11th too!

## 4 Listening

Listen to the three conversations. Complete the chart.

	Day	Date
Conversation 1		
Conversation 2		
Conversation 3		

## 5 Pronunciation

Listen to the stress on the words. Then practice.

<b>May</b>	<b>Mom</b>	<b>August</b>	<b>Sunday</b>	<b>September</b>	<b>October</b>
<b>June</b>	<b>Dad</b>	<b>April</b>	<b>teacher</b>	<b>December</b>	<b>tomorrow</b>

## 6 About You

**A.** Complete the form. Write the information about yourself.

**B.** Answer the questions.

1. How old is your best friend?
2. What is your best friend's name?
3. How old is your pet?
4. What's your pet's name?

### Information Form

**First name:** \_\_\_\_\_

**Middle name(s):** \_\_\_\_\_

**Last name:** \_\_\_\_\_

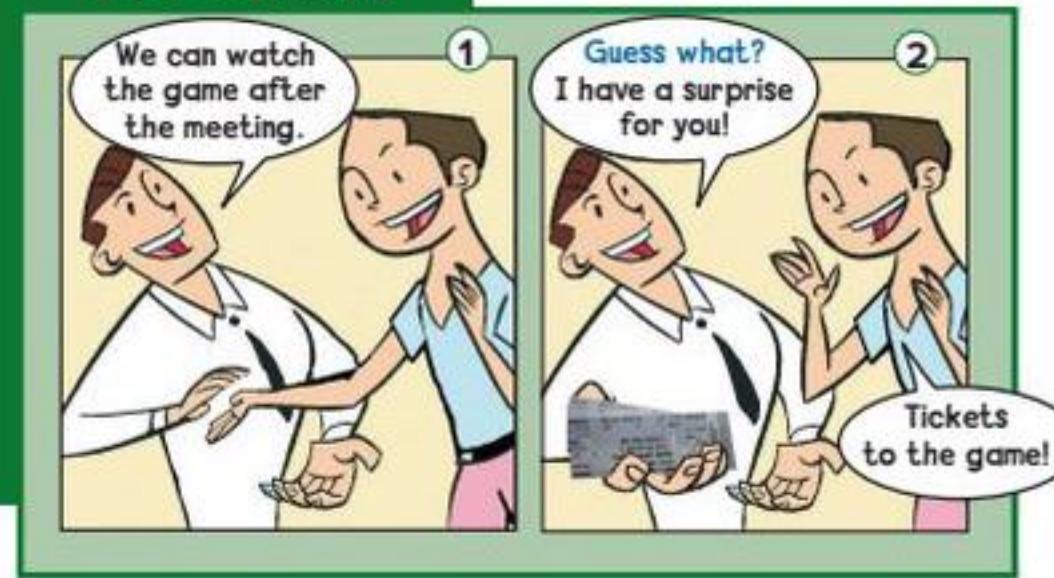
**Age:** \_\_\_\_\_

**Birth date:** \_\_\_\_\_

### 7 Conversation



#### Your Ending



#### Real Talk

Guess what? = when we tell someone something that will surprise them  
You're welcome. = a polite reply to "Thank you"

#### About the Conversation

1. What day of the week is it?
2. What month?
3. What's the date?
4. What is today?

#### Your Turn

Role-play the conversation with a partner. Use the ending you like.

## 8 Reading

### Before Reading

Look at the pictures and the charts.  
What do you think the reading is about?

# How Old Are They?

Flipper is a dolphin, and he is 5 years old. That is young for a dolphin. It is the age of an 18-year-old person. Flipper is a baby in human years, but he's a teen in dolphin years.



Cleo the cat is one year old. In human years, she's a 15-year-old adolescent.



Ollie the elephant is four years old, and he's only a baby. Samson, his father, is 30. That's still young for an elephant.



Marla is old—even for a turtle. She's 95.



Animal	Life Span	Animal	Life Span
turtle	123 years	horse	33 years
parrot	80 years	rabbit	9 years
elephant	70 years	mouse	4 years

Animal	Age	Human Years
cat	1 year	15 years
	5 years	36 years
	15 years	74 years



How old are you?

### After Reading

1. How old is Flipper?
2. Is Marla young or old for a turtle? How old is she?
3. How old is Cleo the cat?
4. How old is Cleo in human years?



### 9 Writing

**A.** Write the question word: **When, Where, What, How**. Match each question with the answer.

1. \_\_\_\_\_ is your first name?
2. \_\_\_\_\_ do you spell that?
3. \_\_\_\_\_ old are you?
4. \_\_\_\_\_ are you from?
5. \_\_\_\_\_ is your birth date?
6. \_\_\_\_\_ is your last name?

- a. \_\_\_\_\_ Chicago.
- b. \_\_\_\_\_ Watkins.
- c. \_\_\_\_\_ Robert.
- d. \_\_\_\_\_ I'm 13.
- e. \_\_\_\_\_ W-A-T-K-I-N-S.
- f. \_\_\_\_\_ June 17th, 2002.



#### Writing Corner

1. Names begin with a capital letter.  
His name is **Saeed Al-Hassan**.
2. The names of countries and cities begin with a capital letter.  
I'm from **Riyadh, Saudi Arabia**.
3. Months and days of the week begin with a capital letter.  
Today is **Wednesday, October 16th**.

**B.** Look at the information form. Look again at the questions in exercise **A**. Write the question for each piece of information. Complete the form with your information.

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

#### Information Form

**First name:** \_\_\_\_\_

**Last name:** \_\_\_\_\_

**City:** \_\_\_\_\_

**Age:** \_\_\_\_\_

**Birth date:** \_\_\_\_\_

**C.** Make two more information forms. Then, use the questions to interview two classmates and complete the forms with their information. Remember to ask for spelling.

### 10 Project

Do research and find out the life span of other animals, insects, or plants and say how old they are in human years.



## 11 Form, Meaning and Function



### Classroom English



**A.** Work with a partner. Read the instructions to your partner. Your partner only follows the instructions when you say "please." Then change roles.

**B.** Write the teacher's instructions in the correct order.

Look at page eighteen.

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

Please sit down.

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

Read the conversation.

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

Good morning. Let's start.

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

Open your books.

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



# 3 What's That?



## 1 Listen and Discuss



Which words on these pages do you already know?

Welcome to the museum. My name's Tom. I'm your guide. Follow me. Please don't touch anything. And no photographs.

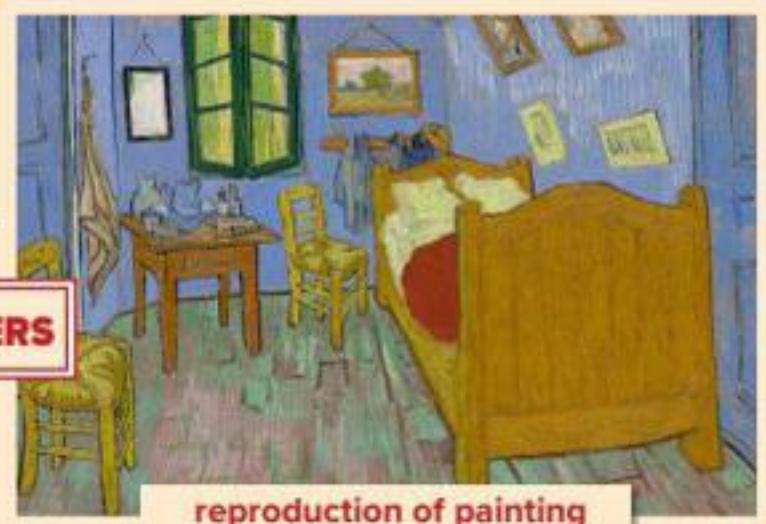


What's this?  
And what are those?

It's a radio.

They're calculators.





**POSTERS**

reproduction of painting  
by Vincent Van Gogh



Check out those  
sculptures.



**sculptures**

**lamp**



**key chains**

**watches**



**tote bags**



**toys**

### Quick Check

**A. Vocabulary.** What things in the pictures do you have?

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

Tom says:

1. \_\_\_\_\_ Welcome to school.
2. \_\_\_\_\_ Follow me.
3. \_\_\_\_\_ Don't take photographs.
4. \_\_\_\_\_ Look at those paintings.

### 2 Pair Work

**Ask** and **answer** about the items in the museum.

- What's that?
- I think it's a bicycle. / I don't know.
- What are these?
- They're key chains.

#### FYI

The indefinite articles **a/an** come before singular nouns.

Use **a** before words that begin with a consonant sound: **a** radio, **a** calculator, **a** painting.

Use **an** before words that begin with a vowel sound: **an** airplane, **an** English class.

The vowels are **a, e, i, o, u**.

### 3 What's That?



This is a famous modern sculpture.  
That is a water fountain.

## 3 Grammar



### Demonstrative Pronouns: *this / that / these / those*

Use a demonstrative pronoun in the place of a noun to point to objects.

Use **this/these** for things near you.

Use **that/those** for things far from you.

	near	far
Singular	<b>This</b>	<b>That</b>
Plural	<b>These</b>	<b>Those</b>

**This** school is near to my house.

I want to buy **this** goldfish.

**These** chairs in my class are red.

I don't like **these** flowers in my room.

**That** park is far away from my house.

Look at **that** bird in the sky!

**Those** chairs in the other class are blue.

I like **those** trees in the park.



### Imperatives

Use the imperative to give a command, or an order, and instructions.

Say *please* to be polite.

#### Affirmative (+)

**Sit** down. / Please **sit** down.

**Come** in. / Please **come** in.

Also use the imperative to give advice.

**Buy** those posters. They're nice.

**Go** out. The weather is good.

#### Negative (-)

**Don't sit** down. / Please **don't sit** down.

**Don't come** in. / Please **don't come** in.

**Don't buy** that painting. It's strange.

**Don't go** out. It is very hot today!

A. Work with a partner. Ask and answer. Use **this/that** or **these/those**.

A: What's this?



A: What are those?



B: It's a pencil.

B: They're keys.



2.



3.



4.

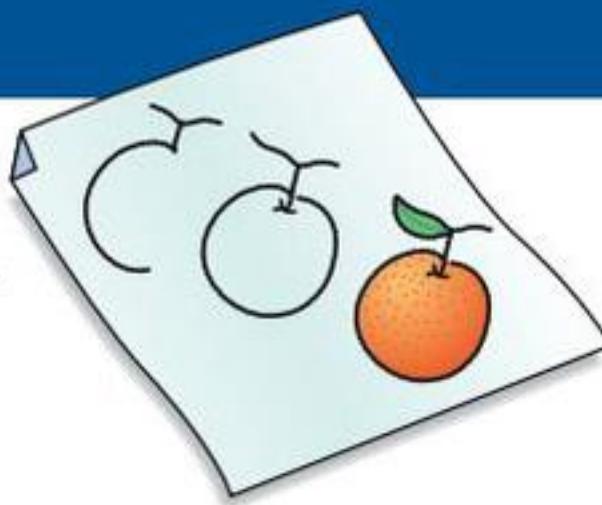
5.

6.



**B.** Start to draw an object.  
 Ask a partner to guess what you are drawing.

**A:** What's this?  
**B:** It's a bike.  
**A:** No, it's not a bike.  
**B:** It's an orange.  
**A:** Yes, that's right.



**C.** Match the imperatives with the pictures. Write the letters in the blanks.

**a.** Pay here. **b.** Don't take photographs. **c.** Don't use cell phones. **d.** Don't touch.



1. \_\_\_\_



2. \_\_\_\_



3. \_\_\_\_



4. \_\_\_\_

## 4 About You

1. What's in your backpack or bag?

2. What's on your desk?

## 5 Listening

Mark and Andy are on a tour of the museum. Listen. Circle the things they see.



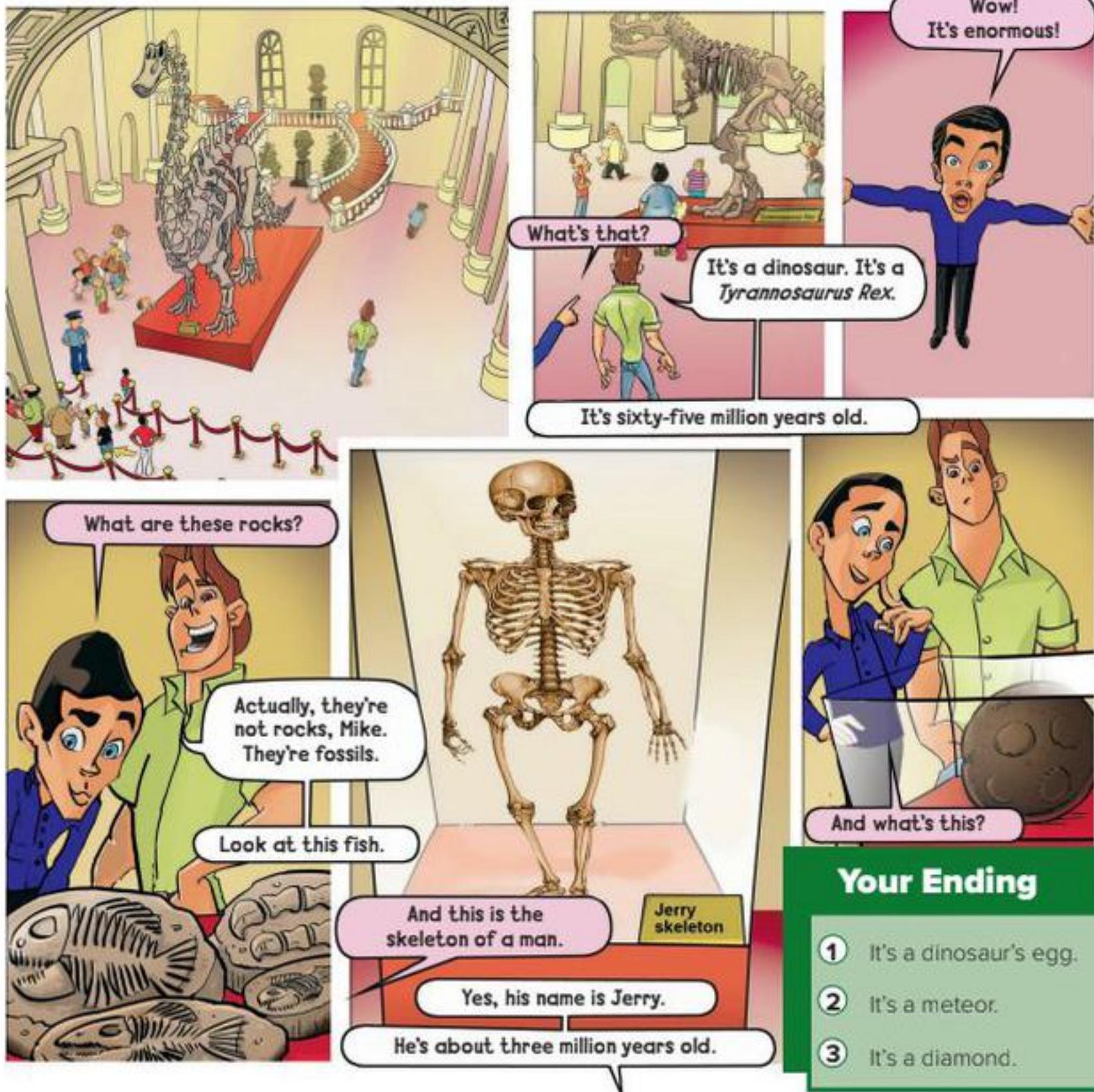
## 6 Pronunciation

There are two ways to pronounce **th**. Listen. Then practice.

**1**  
**think**  
**tenth**  
**thanks**

**2**  
**this/that**  
**these/those**  
**they**

## 7 Conversation



### Your Ending

- 1 It's a dinosaur's egg.
- 2 It's a meteor.
- 3 It's a diamond.

### About the Conversation

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

1. \_\_\_ The skeleton of the dinosaur is small.
2. \_\_\_ The "rocks" are really fossils.
3. \_\_\_ The skeleton's name is Mike.
4. \_\_\_ The skeleton of the man is three million years old.

### Your Turn

Role-play the conversation with a partner. Take your partner around the museum. Try to use different items from the ones in the conversation.



## 8 Reading

### Before Reading

What kinds of things do you see in museums?

## Museum of Science

The museum has a lot of things from the world of science and technology. See over 800 exhibits and over 2,000 interactive units.



- Walk through the six-meter model of a human heart.



- See the first spacecraft to go around the moon!



- Go inside a German submarine from World War II, 1944.

### Special Attractions

Now Open!

#### LEONARDO DA VINCI exhibit

Discover the inventions of the famous painter—a man truly before his time!



#### Omnimax 3-D Theater Greece

See the film, and take a journey back in time to the birthplace of Western civilization.



### After Reading

Complete the sentences.

1. The museum has things from the world of \_\_\_\_\_.
2. The six-meter model is of a \_\_\_\_\_.
3. The inventions are by \_\_\_\_\_.
4. The film is about \_\_\_\_\_.

### Discussion

1. Are there museums in your town?
2. What's the most famous museum in your country? What is in it?
3. What's your favorite museum? What section?



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## 9 Writing

A. What is a museum you know? What are your favorite objects in the museum? Write notes in the chart. Describe the age, size, or where the objects are from. You can use words like: **old, new, modern, big, small, nice, strange, or interesting**.

Museum: _____	
Object	Description

### Writing Corner

1. Use the indefinite article *a* or *an* to introduce a singular noun for the first time.  
**The museum has a** dinosaur skeleton.
2. Use the definite article *the* to talk about a noun for the second time.  
**The** dinosaur skeleton is enormous.
3. Add *s* to most plural nouns. Do not use the article *a* or *an* with plural nouns.  
**The museum has many** fossils.
4. Use the definite article *the* to talk about plural nouns for the second time.  
**The** fossils are about 200 million years old.

B. Read the text. What objects are in the museum? What words describe the objects? Underline the guide's instructions.

*Welcome to the National Museum. My name's Hameed. I'm your guide. This exhibit is interesting. Follow me. This is a meteorite. The meteorite is from a crater in the desert. Please, don't touch it. These are dinosaur skeletons. They're big. This skeleton is strange. It isn't a fish. It's a dinosaur from the sea. That's an enormous skeleton of an elephant. The skeleton is about 12 million years old. Please, don't take photographs.*

C. Be a museum guide. Write about your favorite objects in a museum. Use your notes from the chart in A and ideas from this unit. Describe the objects and give instructions to the visitors.

## 10 Project



Make a brochure for a museum and label the objects in it. Use drawings or photos from the Internet or magazines.

# 11 Form, Meaning and Function



## The Definite Article: **the**

The definite article **the** comes before singular and plural nouns.

**the** student      **the** students

Use **the** for specific objects or people that were introduced before or that are known.

Do not use **the** with plural nouns when talking in general.

He is a tourist. **The** tourist is in New York.

Where are **the** students? They're at **the** art museum.

Teachers work at schools.

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

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



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

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

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

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

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

1. \_\_\_\_\_ Riyadh is \_\_\_\_\_ capital of \_\_\_\_\_ Saudi Arabia.
2. Look in \_\_\_\_\_ sky! You can see \_\_\_\_\_ moon and \_\_\_\_\_ stars.
3. What is \_\_\_\_\_ population of \_\_\_\_\_ Saudi Arabia?
4. \_\_\_\_\_ Pyramids are in \_\_\_\_\_ Egypt. \_\_\_\_\_ Nile is in \_\_\_\_\_ Egypt, too.
5. \_\_\_\_\_ Spanish is \_\_\_\_\_ official language of \_\_\_\_\_ Mexico.

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

1. That is \_\_\_\_\_ airplane. \_\_\_\_\_ airplane is in \_\_\_\_\_ sky.
2. We play \_\_\_\_\_ football in \_\_\_\_\_ park on \_\_\_\_\_ Saturdays.
3. This is \_\_\_\_\_ my father. He is at \_\_\_\_\_ work. He is \_\_\_\_\_ teacher.
4. \_\_\_\_\_ exhibits at \_\_\_\_\_ National Museum are very interesting.
5. Look at \_\_\_\_\_ picture on \_\_\_\_\_ page 22. \_\_\_\_\_ people are at \_\_\_\_\_ museum.



# 4 Around the World



## 1 Listen and Discuss



What place is in the photo?

Who are the people in the pictures?



Here are John and Paul. So you're English. Are you from London?

No, we aren't.

Actually, we're from Liverpool.

Welcome to New York City.

Here is Tom Lennon. He's from Australia. Say hi to our viewers.

Hi, everyone. I'm here in New York. Can you believe it?



Country	Nationality	Capital
Brazil	Brazilian	Brasilia
Canada	Canadian	Ottawa
Egypt	Egyptian	Cairo
Jordan	Jordanian	Amman
Russia	Russian	Moscow
Syria	Syrian	Damascus
England	English	London
Spain	Spanish	Madrid
Mexico	Mexican	Mexico City
United States	American	Washington, D.C.
Venezuela	Venezuelan	Caracas
Saudi Arabia	Saudi	Riyadh
Oman	Omani	Muscat
China	Chinese	Beijing
France	French	Paris
Others:		

### Quick Check

**A. Vocabulary.** What country and nationality names do you use often? Circle them. Add any others to the chart.

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

1.  Dan is in New York.
2.  Tom isn't Australian.
3.  The English tourists aren't from London.
4.  The man from China is on vacation.

## 2 Pair Work

**A. Ask and answer.**

1.  Is Dan from New York?  
 Yes, he is. / No, he isn't.
2.  Where is Tom from?  
 He's from Australia.
3.  What's his nationality?  
 He's Chinese.

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

1. Where are you from?
2. What's your nationality?
3. What's the capital of your country?

3 Grammar 

## FYI

isn't = is not, aren't = are not

 Verb: *be*

## Negative (-)

I'm	not	(am not)
You	aren't	(are not)
He		from the U.S.
She	isn't	(is not)
It		

We	
You	aren't
They	from the U.S.

## Questions (?)

Are	you	
	he	
Is	she	from Saudi Arabia?
	it	
Are	we	
	they	

## Short Answers (+)

Yes,	I	am.
	he	
	she	is.
	it	
	we	are.
	they	

## Short Answers (-)

No,	I'm	not.
	he	
	she	isn't.
	it	
	we	aren't.
	they	

 Question Word: *Where*

Where	are	you/they	from?
	is	he/she/it	

 Prepositions: *from, in, on*

Sally is **from** England. Mr. Omar is here **on** business.  
 Rome is **in** Italy. Pat is **on** vacation.

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

- A:** \_\_\_\_\_ they Russian?  
**B:** No, they \_\_\_\_\_.  
**A:** What \_\_\_\_\_ their nationality?  
**B:** They \_\_\_\_\_ Polish.
- A:** \_\_\_\_\_ are you from?  
**B:** We \_\_\_\_\_ from Mexico.  
**A:** \_\_\_\_\_ you on vacation?  
**B:** Yes, we \_\_\_\_\_.
- A:** \_\_\_\_\_ your friend Japanese?  
**B:** No, he \_\_\_\_\_.  
**A:** Where \_\_\_\_\_ he from?  
**B:** He \_\_\_\_\_ from Vietnam.
- A:** \_\_\_\_\_ from Jordan?  
**B:** Yes, I am.  
**A:** \_\_\_\_\_ it hot there?  
**B:** Yes, it \_\_\_\_\_.

**B.** Agree or disagree with the following information.

1. The official language in Brazil is Spanish. No, it isn't. It's Portuguese.

2. The capital of China is Beijing. \_\_\_\_\_

3. The capital of Korea is Manila. \_\_\_\_\_

4. Manchester and Liverpool are in Spain. \_\_\_\_\_

5. The official languages in Canada are English and French. \_\_\_\_\_

6. The primary language in Mexico is Spanish. \_\_\_\_\_

## 4 Pronunciation

A. Listen and repeat.

Telephone Numbers	Emails	Addresses
754-9730 603-861-5278	bwilson@web.com lia_byrd@spark.com	297 Birch Street 1560 Riverside Avenue

### FYI

With telephone numbers and addresses, we often say "oh" for zero.

With email addresses: @ = at

. = dot

\_ = underscore

B. Work with a partner. Ask and answer. Use your own information and the information on the right.

1. A: What's your telephone number?

B: It's 474-6893.

A: What's the area code?

B: It's 305.

A: What's the country code?

B: It's 1.

2. A: What's your address?

B: It's 219 King Street.

A: What's your email address?

B: It's mike\_jones@worldnet.com.

3. A: What's his/her telephone number?

B: It's \_\_\_\_\_.

A: What's his/her address?

B: It's \_\_\_\_\_.

**A TELEPHONE & ADDRESS**

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## 5 Listening

Listen. Mark the correct answer.

1. a. (212)	4. a. nat@star.com
b. (202)	b. ned@star.com
2. a. 60 Green Street	5. a. 80 Park Lane
b. 16 Green Street	b. 18 Park Lane
3. a. (781) 342-7568	6. a. country code 13
b. (718) 342-7568	b. country code 30

Country	Country Code
Australia	61
China	86
Egypt	20
Germany	49
India	91
Mexico	52
Saudi Arabia	966
Spain	34
U.S.A.	1

### 6 Conversation

#### Real Talk

Excuse me. = an expression to get someone's attention  
 How about you? = a way to ask someone the same question



#### Your Ending



#### About the Conversation

1. Where is Mahmoud from?
2. Is he a student?
3. Is Hussain on business?
4. What's his nationality?

#### Your Turn

Role-play conversations like the one above. Use different countries.

### 7 About You

1. Where are you from?
2. What's your nationality?
3. What's your first language?
4. What's your address / email address?
5. What's your telephone number?
6. What countries are your friends from?

## 8 Reading



### Before Reading

Look at the pictures and the map.  
What do you think the reading is about?



# Lapland: *The Land of the Midnight Sun*

My name is Hannun, and I'm from Lapland. Lapland is a region in Finland near the Arctic Circle. It's very cold, and from December to January, it's dark most of the time. I live here with my family and my reindeer.



The main city of Lapland is Rovaniemi. It's a famous town in the north of Finland. In the Arctic, people see beautiful skies. The darkest time of the year is on December 21st. There is no sunlight from October.

The sun comes out again on March 21st. The Arctic has light all day for the whole summer. This is called the midnight sun.

### After Reading

Complete the chart.

Name of person	
Region	
Country	
Famous town	



9 Writing 

A. Read the information in the **Writing Corner** with your teacher. Then, work with a partner to ask and answer the questions with the information given.

1. What is your name?
2. What is your home address?
3. What is your telephone number?
4. What is your cell phone number?
5. What is your email address?

My name is \_\_\_\_\_ (your name) .

My address is 25674 Pine Street.

My telephone number is (321) 867-4950.

My cell phone number is 797-300-4953.

My email address is [a.friend@mail.sa](mailto:a.friend@mail.sa).

## Writing Corner

1. Street names begin with a capital letter.  
His address is 194 Tower Road.
2. Put the area code for a telephone number in parentheses. Put a dash after three numbers.  
Say each number one at a time. For the number 0, we say zero or oh.  
(555) 920-1433 Say: five, five, five, nine, two, oh, one, four, three, three.
3. Email addresses usually don't have capital letters. After the name, we say *at* and write the symbol @. After the server we say *dot* and write a period.  
[myname@server.com](mailto:myname@server.com) Say: my name at server dot com.  
[b.smith@mail.ca](mailto:b.smith@mail.ca) Say: B dot Smith at mail dot C A.

B. Complete the student information form with your information. Make two more information forms. Ask two classmates questions and complete the forms with their information.

Check that the information is correct. Repeat the information to your classmate or ask: "Can you repeat that, please?"

Student Information	
Name:	_____
Address:	_____
Telephone:	_____
Cell phone:	_____
Email:	_____



C. Make a new student information form for your teacher with: your name, home address, telephone number, cell phone number, and email address. Your teacher can make a class directory.

## 10 Project



1 In a group, make a poster with the following information about your country: capital, population, language(s), main cities, and places of interest.

# 11 Form, Meaning and Function



## Requests and Offers: *Can / Will*

Use *can* or *will* for requests.

Request	Agree	Refuse
Will you help me?	Sure.	Sorry. I'm busy.
Will you be my partner?	Of course.	Sorry. I can't.
Can you open the window?	OK.	
Can you give me a pencil?	No problem.	

Use *can* or *will* for offers.

Offer	Accept
I <b>can</b> help you.	Thank you.
I <b>will</b> be your partner.	All right.
I <b>will</b> open the window.	OK.
I <b>can</b> give you a pencil.	Thanks.

Refuse
No thanks.
No, that's all right.
No, that's OK.

Be polite. Say *please*, *thank you*, and *you're welcome*.



### A. Write polite requests with *can* and *will*.

Help me.

💡 Can you help me, please? / Will you help me, please?

1. Give me your email address.

2. Write your telephone number.

3. Tell me the country code for Saudi Arabia.

4. Spell your name.

5. Repeat that.

💡 B. Practice the requests and offers with a partner. Your partner agrees, accepts, or refuses. Then change roles. Remember to be polite.



# EXPANSION Units 1–4

## 1 Language Review



A. Write the words in the correct columns.

modern	rabbit	meteor	cat	enormous
painting	skeleton	parrot	famous	mouse
turtle	hot	fossil	dinosaur	big
				
Museum Items	Pets/Animals	Words to Describe		
		 <i>modern</i>		

B. Complete the questions. Use **What**, **When**, **Where**, **Who**, or **How**.

Then write answers. Use your own information.

1. \_\_\_\_\_ is your nationality? I \_\_\_\_\_
2. \_\_\_\_\_ are your friends from? My friends \_\_\_\_\_
3. \_\_\_\_\_ old is your partner? He/She \_\_\_\_\_
4. \_\_\_\_\_ is your best friend? His/Her name \_\_\_\_\_
5. \_\_\_\_\_ is your friend's email? My friend's email \_\_\_\_\_
6. \_\_\_\_\_ is this in your backpack? It \_\_\_\_\_
7. \_\_\_\_\_ is your pet's name? My \_\_\_\_\_
8. \_\_\_\_\_ is going on a trip? We \_\_\_\_\_

C. Circle the correct response for each question or statement.

**Question/Statement**

1. How's it going?
2. See you tomorrow.
3. Good evening, Mrs. White.
4. Thank you.
5. Is this your first time here?

**Response**

Not bad. / I'm going home.  
Goodbye. / How are you?  
Good night. / Good evening.  
Take care. / You're welcome.  
No, it's my last. / Yes, it is.



**D.** Complete the conversation between a tour guide and a family of tourists.

**A:** \_\_\_\_\_ you Omar?

**B:** Yes, \_\_\_\_\_.

**A:** I'm Frank Lawson. I'm your guide.

**B:** Nice \_\_\_\_\_ you, Frank.

This \_\_\_\_\_ my family. Those \_\_\_\_\_ my children over there.

**A:** What \_\_\_\_\_ their names?

**B:** The boy's name is Adel, and the girl's \_\_\_\_\_ \_\_\_\_\_ Mona.

**A:** \_\_\_\_\_ \_\_\_\_\_ are they?

**B:** Adel is five, and Mona is eight.

**A:** Nice family!

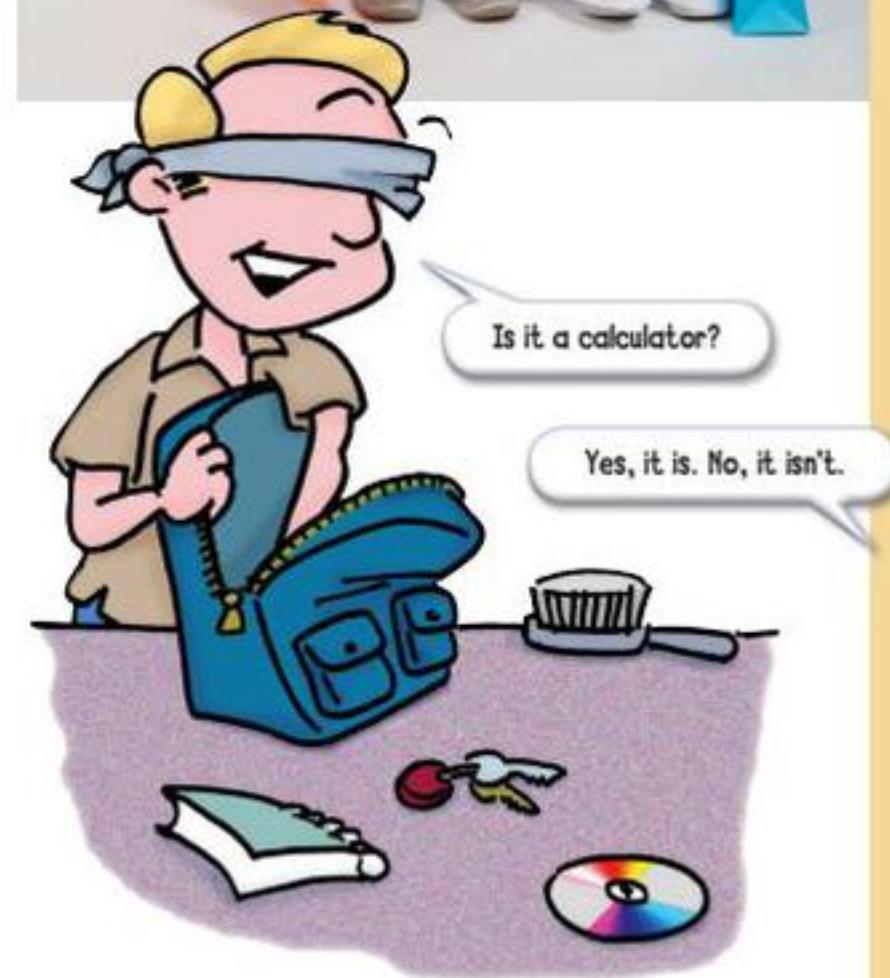
**B:** Thank you.

**E.** Work in groups of three. Write down six commands. Give the commands to another group. They follow the commands.

Go to the window.

**F.** Guess what it is.

1. Give some items to your teacher. Example: pencil, pen, keys, hairbrush, cell phone, etc. Your teacher puts the items into a bag or backpack.
2. One student puts on a blindfold. The student chooses an item, feels it, and says what it is.
3. The class says if the student is right or wrong.



## 2 Reading



### Before Reading

Look at the photos. What do you know about the Dominican Republic?

Read the ad, and complete the questionnaire. Then complete the form.



## Win a Free Trip to the Caribbean!

This is a special contest from Caribbean Cruises. Mark all the correct answers, and win a free trip on one of our ships! You can win a trip from Miami to the Dominican Republic.

1. The capital of the Dominican Republic is  
 Santiago.  
 Santo Domingo.  
 San Juan.
2.  Football  
 Baseball  
 Surfing is the national sport.
3.  English  
 French  
 Spanish is the official language.
4. The Dominican Republic is located on the island of  
 Puerto Rico.  
 Jamaica.  
 Hispaniola.
5. The principal industry is  
 coconuts.  
 tourism.  
 pineapples.

Complete this form and send it to:

**Win-a-Trip Contest**  
**P.O. Box 247**  
**Miami, FL 33156**

We choose one entry at random, and that is the winner.

Name \_\_\_\_\_  
 Address \_\_\_\_\_  
 Age \_\_\_\_\_  
 Telephone \_\_\_\_\_  
 Email \_\_\_\_\_



Answers: 1. Santo Domingo 2. Baseball 3. Spanish 4. Hispaniola 5. tourism

## After Reading

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

1. \_\_\_\_\_ The prize for the winner is a free trip.
2. \_\_\_\_\_ Caribbean Cruises is an airline.
3. \_\_\_\_\_ The contest is about essay writing.
4. \_\_\_\_\_ You need to complete your personal information.

## 3 Writing

**A.** Complete the paragraph about the Dominican Republic.  
Use the information on the contest form to help you.

The Dominican Republic \_\_\_\_\_ on the island of Hispaniola. Also on the island is Haiti. The island is in the \_\_\_\_\_ Sea. The \_\_\_\_\_ of the Dominican Republic is Santo Domingo, and \_\_\_\_\_ is the official language. The beaches at Punta Cana and Puerto Plata \_\_\_\_\_ famous. The country is a favorite destination for \_\_\_\_\_.

**B.** Write about your country.  
Use the questions to help you write.

1. Where is your country?  
What countries is it near?
2. What is the capital of your country?
3. What is the official language(s)?
4. What is a famous place in your country?
5. What sports are popular in your country?
6. What is the principal industry?

*My country is* \_\_\_\_\_.  
*It is near* \_\_\_\_\_.  
*The capital is* \_\_\_\_\_.  
*The official language is* \_\_\_\_\_.  
*A famous place is* \_\_\_\_\_.  
*A popular sport is* \_\_\_\_\_.  
*My country is famous for* \_\_\_\_\_.



4 Chant Along 

# Orders, Orders Everywhere

**Chorus**

Orders, orders,  
All around.  
Give me a break—  
Leave me alone.  
Do this, do that,  
And what for?  
I'm not a kid  
Anymore.

Get up, get up,  
Say hello,  
Brush your teeth,  
It's time to go.  
Hurry, hurry,  
You'll be late.  
The bus is here—  
It can't wait.

**Chorus**

Please come in  
And close the door.  
Put your backpacks  
On the floor.  
Stop your talking.  
Open your books.  
Find a partner.  
Work in groups.

**Chorus**

Make your bed,  
Clean your room,  
Sweep the floor,  
Use the broom.  
What's that noise?  
Stop it now.  
Do your homework.  
Get off the phone.

**Chorus**

## Vocabulary

A. Match the two parts of the sentences.

1. Please _____	a. a partner.
2. Get off _____	b. the door.
3. Work with _____	c. come in.
4. Close _____	d. to sweep.
5. Use the broom _____	e. the phone.



B. Write four orders or commands for each situation.

### Before School

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

### Classroom

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

### After School

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

## Comprehension

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

1. _____ The chanter is happy.	4. _____ The chanter is a student.
2. _____ The chanter is a child.	5. _____ The chanter's transportation is a bike.
3. _____ The bus isn't late.	6. _____ The chanter likes orders.

## Writing

Write two orders that you don't like at home and two that you don't like in class. Compare with a partner.

### At Home

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

### In Class

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

## 5 Project



Work in a group. Prepare a set of school rules that students would like.

*Don't give homework.*

*Cell phones are OK.*

# 5 Families, Families



## 1 Listen and Discuss



1. Do people in your country usually have big or small families?
2. Which family in the pictures is most like yours?
3. Where are the cities? Mark them on the map. Mark your city/town, too.

## Families Around the Kingdom of Saudi Arabia

1 Dammam



Ali with his wife Noura and their baby son Hussain

▲ Hussain is an only child.

► Grandfather Ibrahim has a big family, with many uncles, aunts, and cousins.

2 Riyadh



Grandfather Ibrahim and Grandmother Fatima with children and grandchildren

3 Jeddah



Hameed with his wife Sabah and their children



4 Abha



Omar with his wife Refaa and their teenage son Faisal

▲ Faisal doesn't have any brothers and sisters.

► Hameed and Sabah are the parents of three children—Majid, Mariam, and Badria.



Ahmed

And this is  
Ahmed's  
family.



uncle  
son



aunt



grandfather  
husband



grandmother  
wife

▲ Adel and Asma are Ahmed's grandparents.  
Adel is Asma's husband.  
Asma is Adel's wife.



son  
cousin



daughter  
cousin

▲ Ali and Farah are Hameed and Mona's son and daughter. They are Ahmed's cousins.

## Quick Check ✓

**A. Vocabulary.** Answer with words for family members.

1. Who's your uncle's wife?
2. Who's your mother's father?
3. Who's your father's brother?
4. Who's your aunt's daughter?

**B. Comprehension.** Answer the questions about Ahmed's family.

1. How many children does Hameed have?
2. Who is Adel's wife?
3. How many brothers does Farah have?
4. Who is Mona's husband?

## 2 Pair Work

Ask and answer about yourself.

1.  Do you have any brothers and sisters?  
 Yes, I have one brother and two sisters.  
OR  
No, I don't. / No, I'm an only child.
2.  What are the names of your family members?  
 My brother's name is \_\_\_\_\_.  
OR  
My brothers' names are \_\_\_\_\_.

## 3 Grammar



### Verb: *have*

#### Affirmative (+)

I	have	
You		
He/She	has	a sister.
We		
You	have	
They		

#### Negative (-)

I	don't	
You		
He/She	doesn't	have
We		
You	don't	
They		

### FYI

don't = do not  
 doesn't = does not

#### Questions (?)

Do	you/we/they	have	a sister?
Does	he/she		

#### Short Answers (+)

Yes, I/we/they	do.
he/she	does.

#### Short Answers (-)

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

### Quantity Expressions: *any, a lot of/lots of*

**Q:** Do you have **any** brothers and sisters?

**A:** No, I don't have **any** brothers and sisters.

**Q:** Do you have **any** cousins?

**A:** Yes, I have **a lot of (lots of)** cousins.

### Possessives: 's

Michael has a sister. That's Michael's sister.

My cousins have a cat. That's my cousins' cat.

### Question Words: *How many, Who*

**Q:** **How many** cousins do you have?

**A:** I have a lot of cousins.

**Q:** **Who** are these children?

**A:** They're my cousins.

**A.** Complete the sentences with possessives ending in 's or 's'. Use the underlined words.

1. Brian has a sister. She is Brian's sister.

2. My brother has a cat. That's my \_\_\_\_\_ cat.

3. The girls have a brother. That's the \_\_\_\_\_ brother.

4. Mrs. Smith has a daughter. That's \_\_\_\_\_ baby.

5. My grandfather has a sister. She is my \_\_\_\_\_ sister.

6. The boys have an uncle. That is the \_\_\_\_\_ uncle.



**B.** Ask questions for exercise **A**.

Does Brian have a sister?

**C.** Ask your classmates about their families. Write their names.

Find someone who...	Name
1. has only one brother	
2. has two brothers	
3. is an only child	
4. comes from a big family	

**D.** Complete the conversation. Use **do, don't, have, or has**.

**Maha:** Do you \_\_\_\_\_ any brothers and sisters?

**Fatima:** No, I \_\_\_\_\_. I come from a small family.

I'm an only child. How about you?

**Maha:** I come from a big family. I \_\_\_\_\_ two brothers and three sisters. My father \_\_\_\_\_ three sisters, and my mother \_\_\_\_\_ three brothers and a sister.

**Fatima:** \_\_\_\_\_ you have many cousins?

**Maha:** Oh, yeah. Lots.



**E.** Role-play the conversation in exercise **D** with a partner.

## 4 Listening

Listen. Complete the chart about Sarah's family.

How many?	She has...
brothers	
sisters	
uncles	
aunts	
cousins	

## 5 Pronunciation

Listen to the pronunciation of **Do you...?**

Notice how the words are pronounced together quickly. Then practice.

**Do you** have a brother?

**Do you** have any cousins?

## 6 Conversation



**Sabah:** Tell me about your family.

**Badria:** Well, I come from a big family. I have four sisters, no brothers.

**Sabah:** Five girls in your family! Wow! Are any of your sisters married?

**Badria:** Yes, one is married, and the others are all single. I've got a little nephew and a little niece.

**Sabah:** So, you're an aunt.

**Badria:** Yeah, I'm an aunt! How about you?

**Sabah:** I'm an only child, but I have lots of cousins.

**Badria:** Do you miss having a brother or sister?

**Sabah:** Not really. I have the house all to myself!



### About the Conversation

1. How many brothers and sisters does Badria have?
2. How many are not married?
3. Is Badria an aunt?
4. How about Sabah?
5. Does she miss having a brother or sister?

### Your Turn

Bring a photo of a family or draw an imaginary family. Describe the family members to a partner or a group.

This is \_\_\_\_\_.

His/Her name is \_\_\_\_\_.

He/She is \_\_\_\_\_ years old.

### Real Talk

I've got = I have

Not really. = No. Not very much.

## 7 About You



1. Do you have a big or small family?
2. How many brothers and sisters do you have?
3. How many uncles and aunts do you have?
4. How many cousins do you have?
5. How old are your brothers and sisters?
6. Who is your favorite uncle/aunt/cousin?



## 8 Reading

### Before Reading

- What makes a good family?
- What are the things that every family needs?



## Family Values and Society

Saudi Arabia has many assets. To build a good future, we have a vision for the country. This vision has three themes. One of these themes is a good society. Families are very important in society. They protect society and they care for the children. A very important part of our country is Islamic values. Islam helps families stay together. Saudi Arabia provides families with support for their children. It assists parents with their children's education. Families care for their children and for the future of the country.

Every family wants a home. Saudi Arabia also helps its families to buy homes and feel safe.

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



### After Reading

1. What do families do for their children?
2. What things and services does Saudi Arabia give to families?
3. Find words in the text that mean the same as:

1. benefits/advantages	
2. dream/aim	
3. topics	
4. defend	
5. gives	
6. help (2 words) 1 noun, 1 verb	



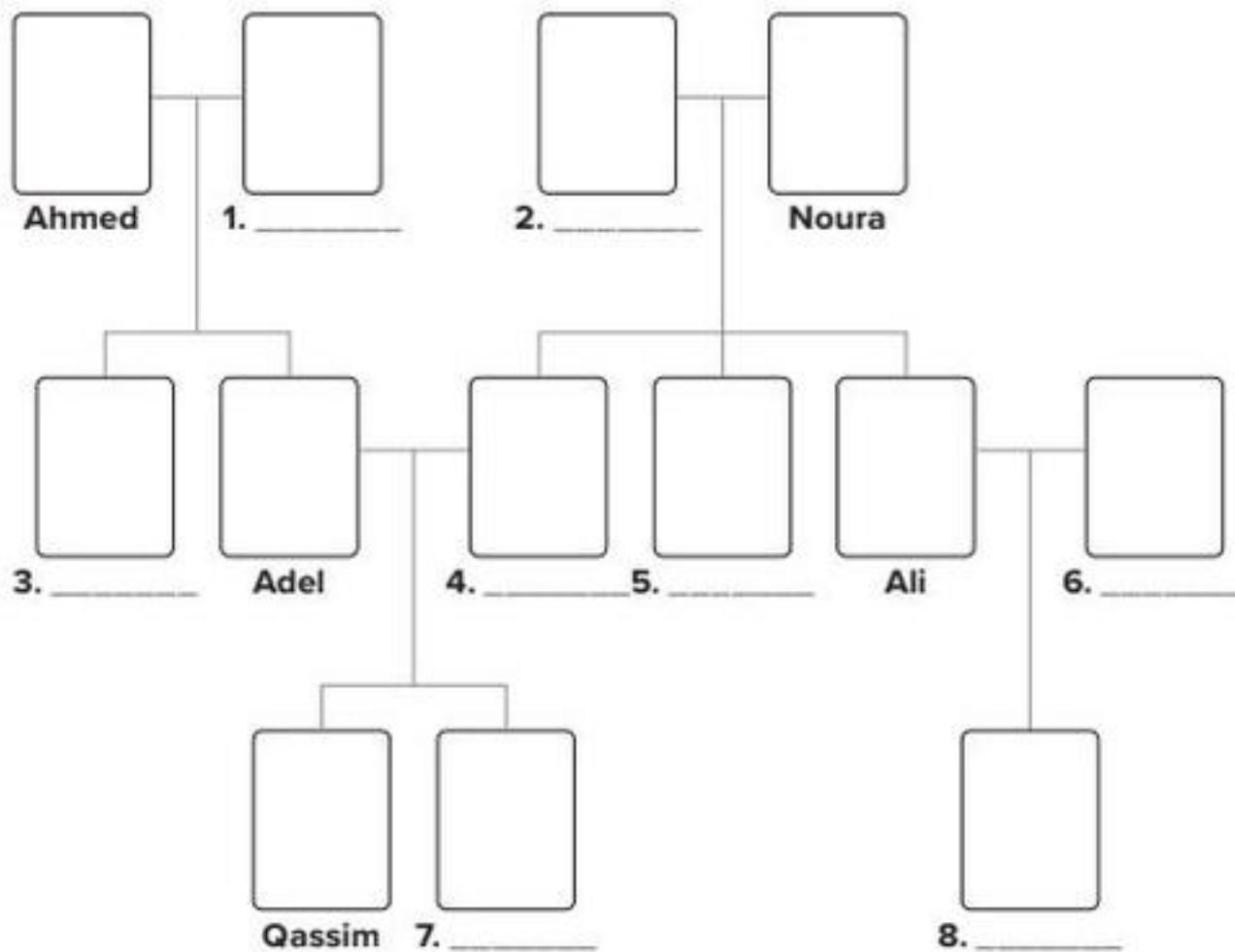
### Discussion

- Why is family important?
- What do you do, to be a good member of your family?

9 Writing 

**A.** Read the text and write the names in the family tree. Draw faces for the people or use photos.

This is Qassim's family. His parents' names are Adel and Sahar. He has one sister. Her name's Amina. His father's parents are Ahmed and Farah. They have two children: Adel and Majida. Aunt Majida isn't married. Qassim's other grandparents are Hameed and Noura. Their children's names are Sahar, Fahd, and Ali. Uncle Ali is married. His wife's name is Maha. They have one child. He's Qassim's cousin, Faisal.



## Writing Corner

1. Use an apostrophe + s ('s) to show possession after names and singular nouns and an apostrophe (') for regular plural nouns.

This is Ahmed's book. My brothers' names are Fahd and Ali.

2. Use an apostrophe (') for contractions.

He's my brother.

We're cousins.

I don't have a sister.

He doesn't have a brother.

**B.** Create an imaginary family tree. Give names to the family members. Write a paragraph about the family.

**10** Project 



Create the family tree of the Saudi royal family. Write the names of the family members and use their photos. Write a paragraph about the Saudi royal family.

# 11 Form, Meaning and Function



## Regular and Irregular Plural Nouns

### Regular Plural Nouns

To make a noun plural, add **-s** at the end of the word.

book books      bike bikes

For nouns that end in **s, ss, sh, ch, and x**, add **-es**.

Some nouns that end in **o** also have **-es** in plural.

box	boxes	glass	glasses	match	matches
bus	buses	dish	dishes	tomato	tomatoes



radio radios

For nouns that end in a consonant and **y**, change the **-y** to **-ies**.

baby	babies	family	families	city	cities
------	--------	--------	----------	------	--------

But when the noun ends in a vowel and **y**, add **-s**.

boy	boys	day	days	key	keys
-----	------	-----	------	-----	------

Some nouns that end in **f** or **fe**, change to **-ves** in the plural.

knife	knives	half	halves	leaf	leaves
-------	--------	------	--------	------	--------



roof roofs

### Irregular Plural Nouns

man	men	child	children	woman	women
foot	feet	tooth	teeth	person	people

**A.** Look at the families on page 34. Write the plural of the word in parentheses.

1. Hameed and Omar are \_\_\_\_\_ (man). They are \_\_\_\_\_ (husband).
2. Sabah and Refaa are \_\_\_\_\_ (woman). They are \_\_\_\_\_ (wife).
3. Hameed and Sabah are \_\_\_\_\_ (parent). They have two \_\_\_\_\_ (daughter) and one son. They have three \_\_\_\_\_ (child). Their family has five \_\_\_\_\_ (person).
4. Faisal is an only child. He doesn't have any \_\_\_\_\_ (brother) and \_\_\_\_\_ (sister).
5. The two \_\_\_\_\_ (family) live in different \_\_\_\_\_ (city).

**B.** Write the plural.

1. that man those men
2. this tooth
3. this key
4. that house
5. this watch

6. that address
7. that tree
8. this shelf
9. that country
10. this camera



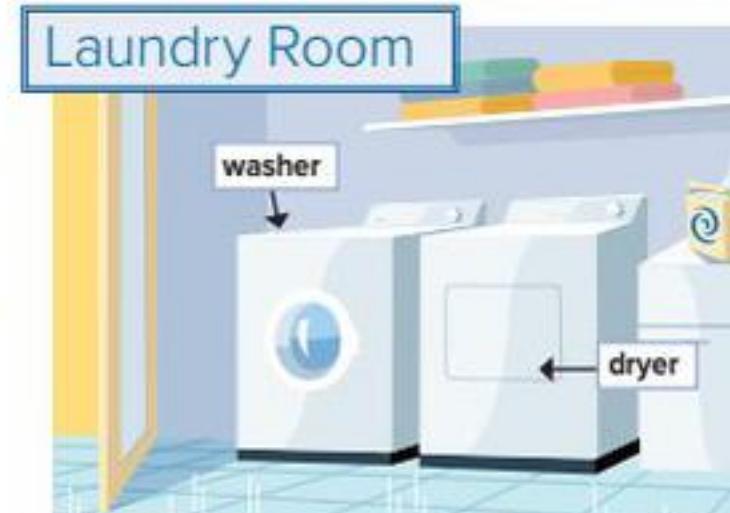
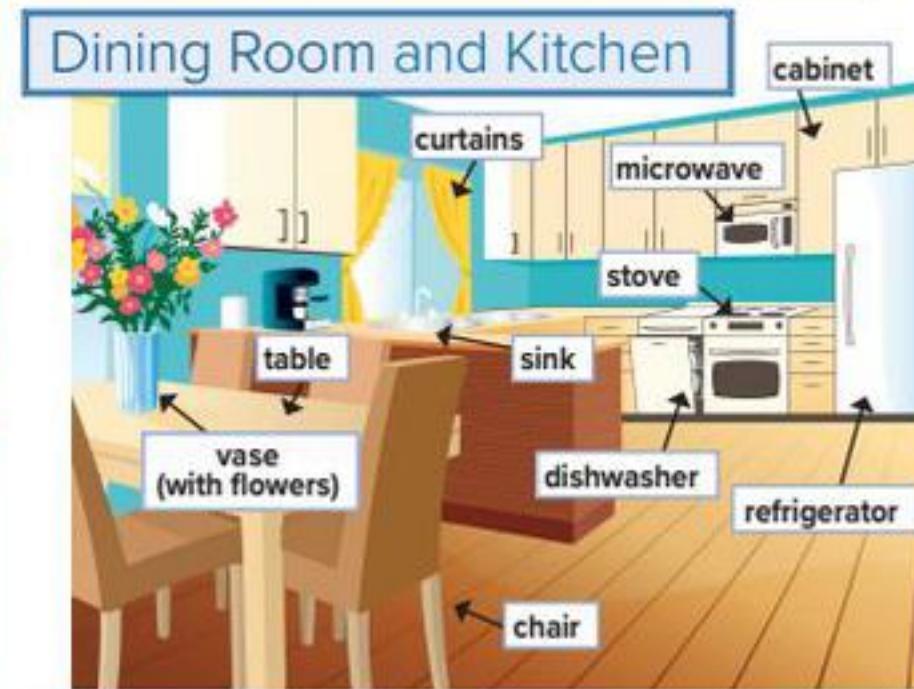
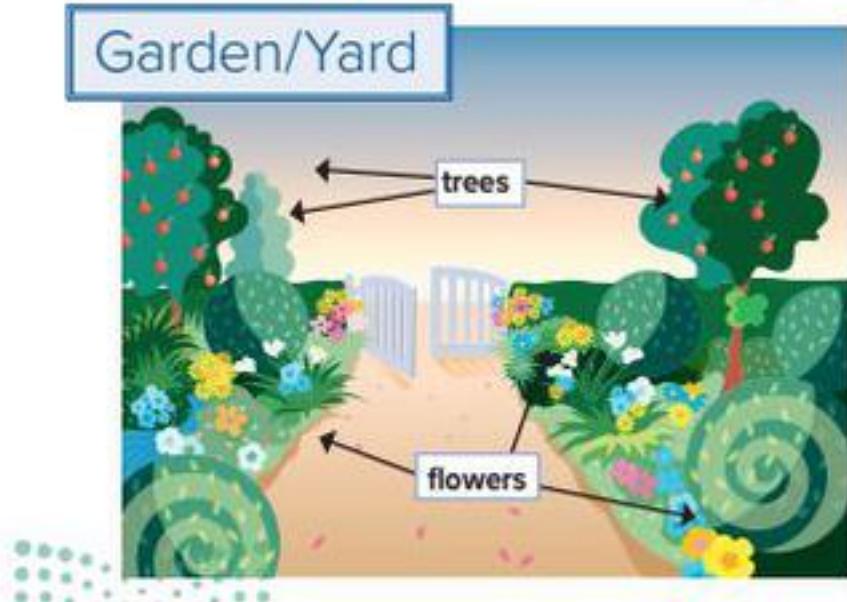
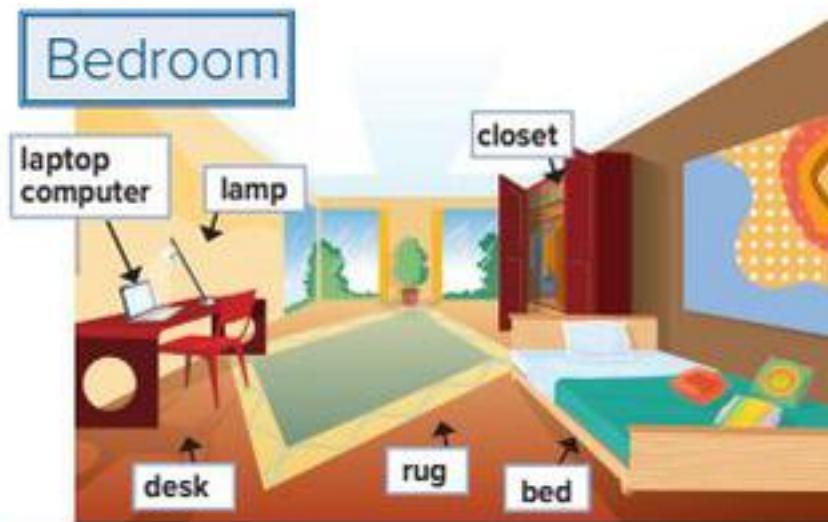
# 6 Is There a View?



## 1 Listen and Discuss

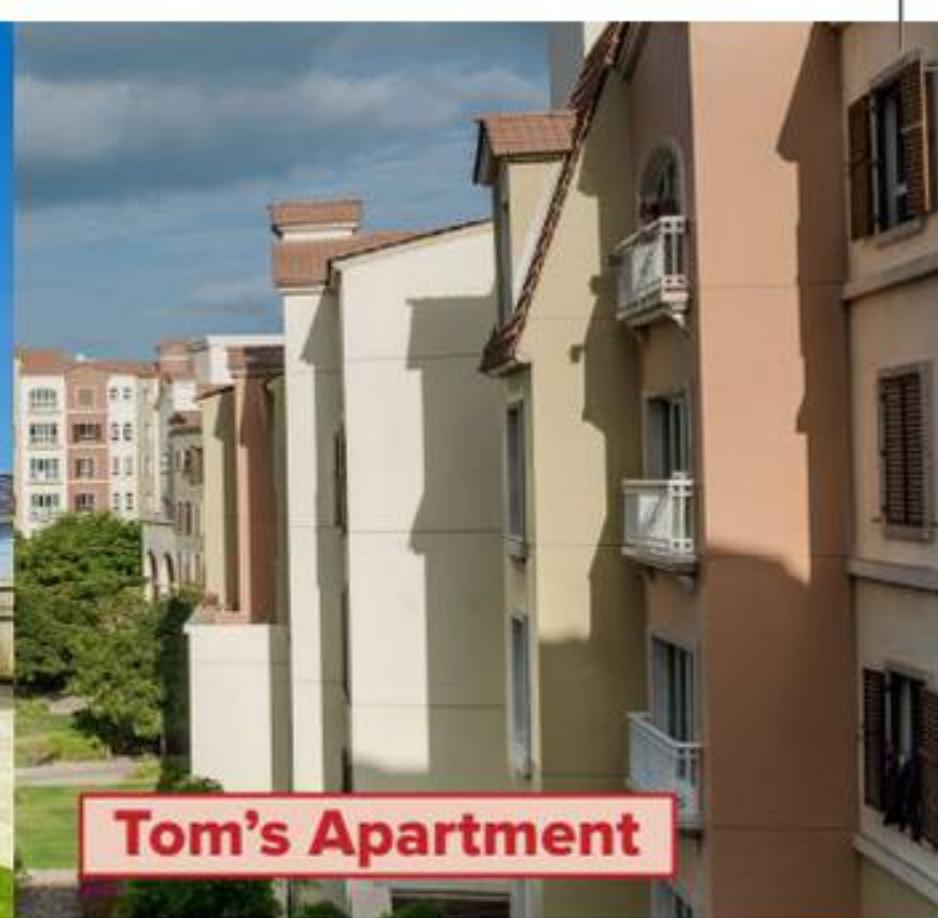


Look at the rooms in this house. What is the same in your home? What is different?





**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.

1. \_\_\_\_\_ There's a rug in the bedroom.
2. \_\_\_\_\_ There isn't a dishwasher in the kitchen.
3. \_\_\_\_\_ There are trees in the yard.
4. \_\_\_\_\_ There aren't any flowers in the dining room.
5. \_\_\_\_\_ There is a motorcycle in the garage.

## 2 Pair Work

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

 Is there a TV in the bedroom?  No, there isn't.

 Are there curtains in the kitchen?  Yes, 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. \_\_\_\_\_  
 \_\_\_\_\_ a nice bed.

**B:** Is there a sofa?

**A:** No, \_\_\_\_\_ . But \_\_\_\_\_  
 \_\_\_\_\_ chairs and a table.

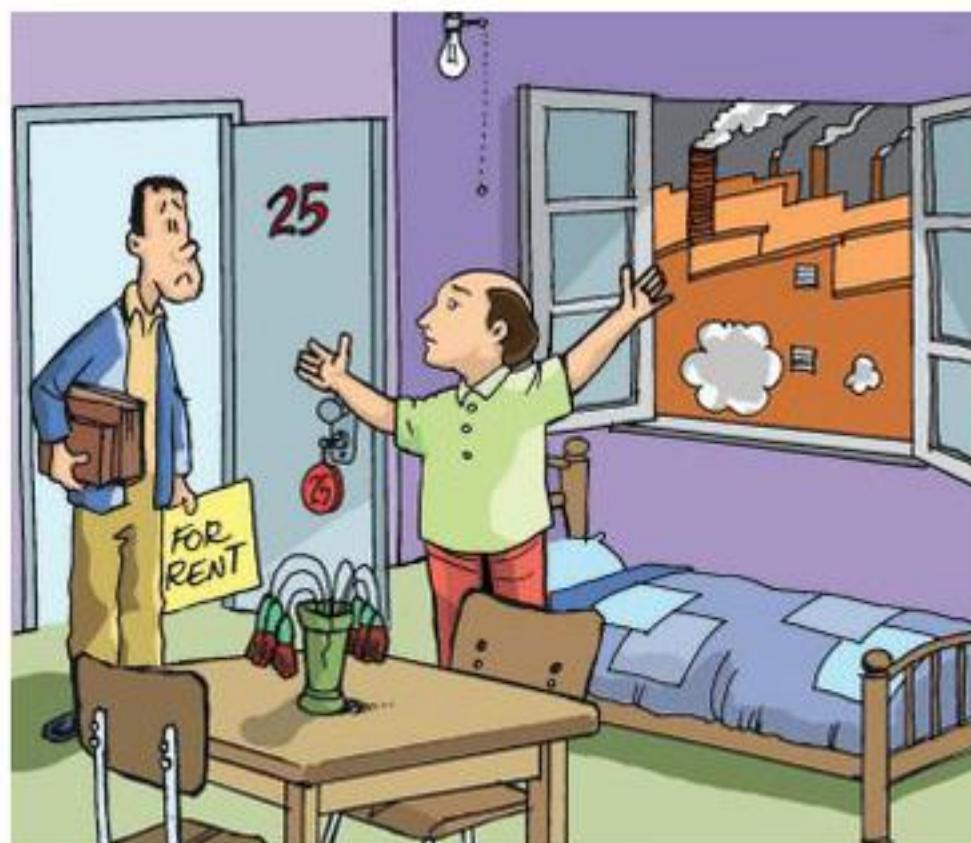
**B:** Is there a bathroom?

**A:** Yes, \_\_\_\_\_ . It's upstairs.

**B:** Is there a TV?

**A:** No, \_\_\_\_\_ . This is a  
 room for a student.

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





Adel's apartment has two bathrooms.  
Ali's apartment has one bathroom.  
There is a living room in Adel's apartment.  
There is a living room in Ali's apartment, too.

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

Adel's apartment

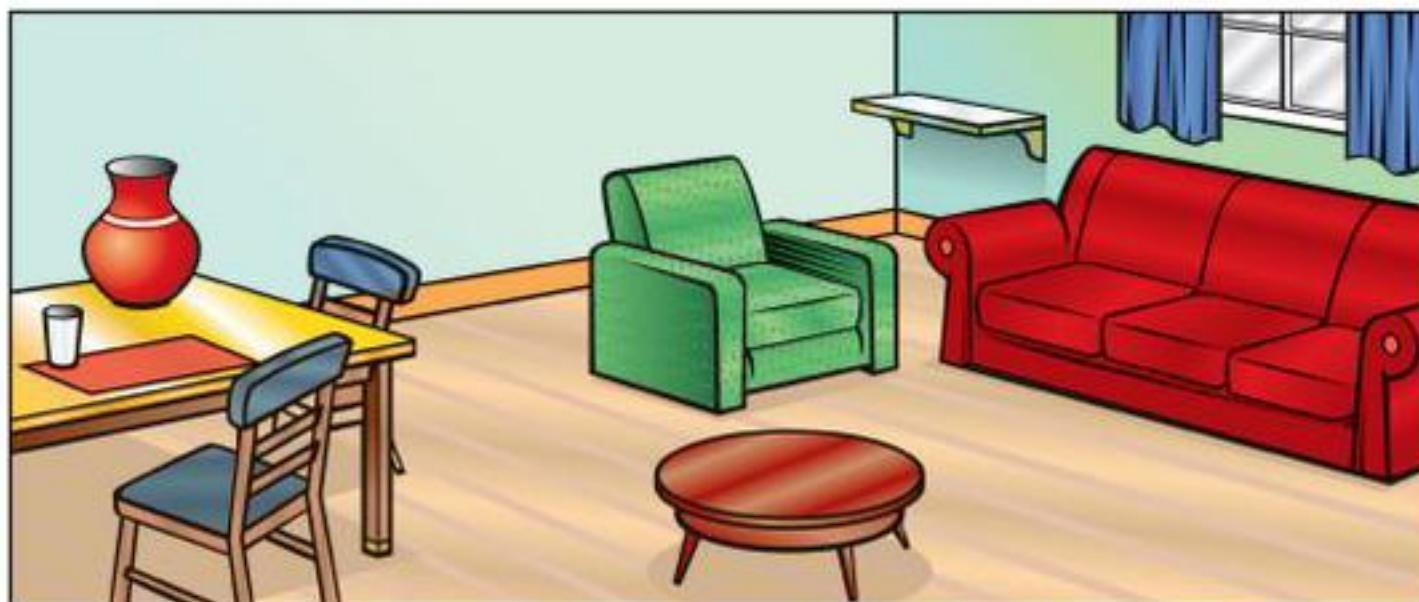


Ali's apartment



## 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 curtains?

Are there flowers?  
Is there a cat on the sofa?

Is there a microwave?  
Are there pictures on the wall?

## 6 Is There a View?



## 6 Conversation



### 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?

### Your Turn

A. Tell a partner about your home.

It's \_\_\_\_\_.

It has \_\_\_\_\_.

There is / are \_\_\_\_\_.

B. Discuss your favorite room.

My favorite room is \_\_\_\_\_.

There is / are \_\_\_\_\_.

It has \_\_\_\_\_.

## 7 About You



1. What's in your bedroom?
2. What's under your bed?

## 8 Reading



### Before Reading

What's unusual about these two houses?

# Unusual Houses

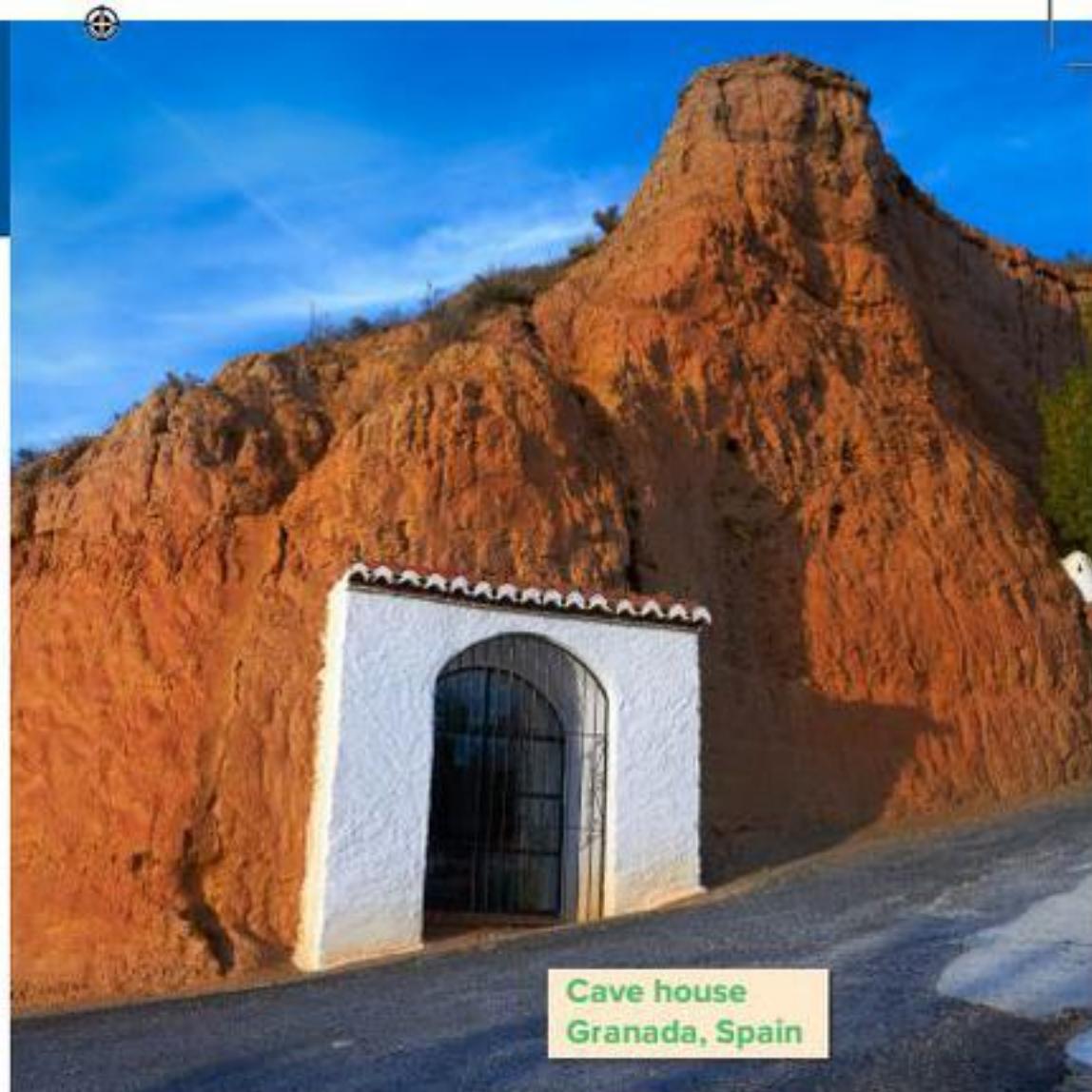
Some people have very unusual houses.



Houseboat  
Amsterdam, Netherlands

## 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.



Cave house  
Granada, Spain

## 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.

## 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?

### 9 Writing

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	
Living Room	
Bedroom(s)	
Bathroom	
Other:	
Other:	

#### Writing Corner

1. 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.**
2. 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.**
3. 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.

# 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
2.
3.

**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.
2.
3.

**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?



## 1 Listen and Discuss

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





### Quick Check

A. Vocabulary. Name the place.

1. \_\_\_\_\_ a place to eat
2. \_\_\_\_\_ a place to take a walk
3. \_\_\_\_\_ a place with many stores
4. \_\_\_\_\_ a place to exercise
5. \_\_\_\_\_ a place to buy a book

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

1. \_\_\_\_\_ Gino's restaurant is on Maple Avenue.
2. \_\_\_\_\_ Andy's Bookstore is between the bank and the pharmacy.
3. \_\_\_\_\_ The health club is near the park.
4. \_\_\_\_\_ 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.

### Imperatives for Directions



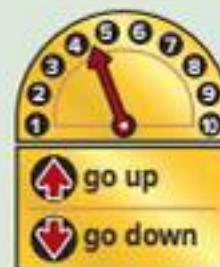
Turn left.



Turn right.



Go straight.



Go up. Go down.

#### A. Match the questions with the answers.

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



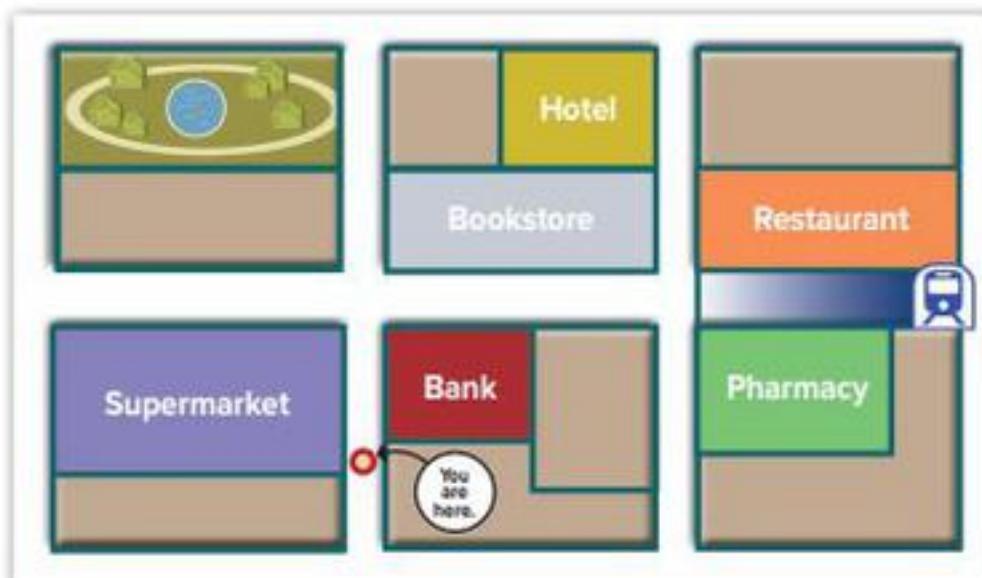


**B.** Look at the picture. Complete the sentences with the correct prepositions.

1. There's a pharmacy \_\_\_\_\_ the bookstore.
2. The bank is \_\_\_\_\_ the supermarket.
3. The police officer is \_\_\_\_\_ the bank.
4. There's a bookstore \_\_\_\_\_ the supermarket and the pharmacy.
5. The Spanish restaurant is \_\_\_\_\_ the bank.
6. There's an English school \_\_\_\_\_ the corner. It's \_\_\_\_\_ the second floor.

## 4 Listening

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

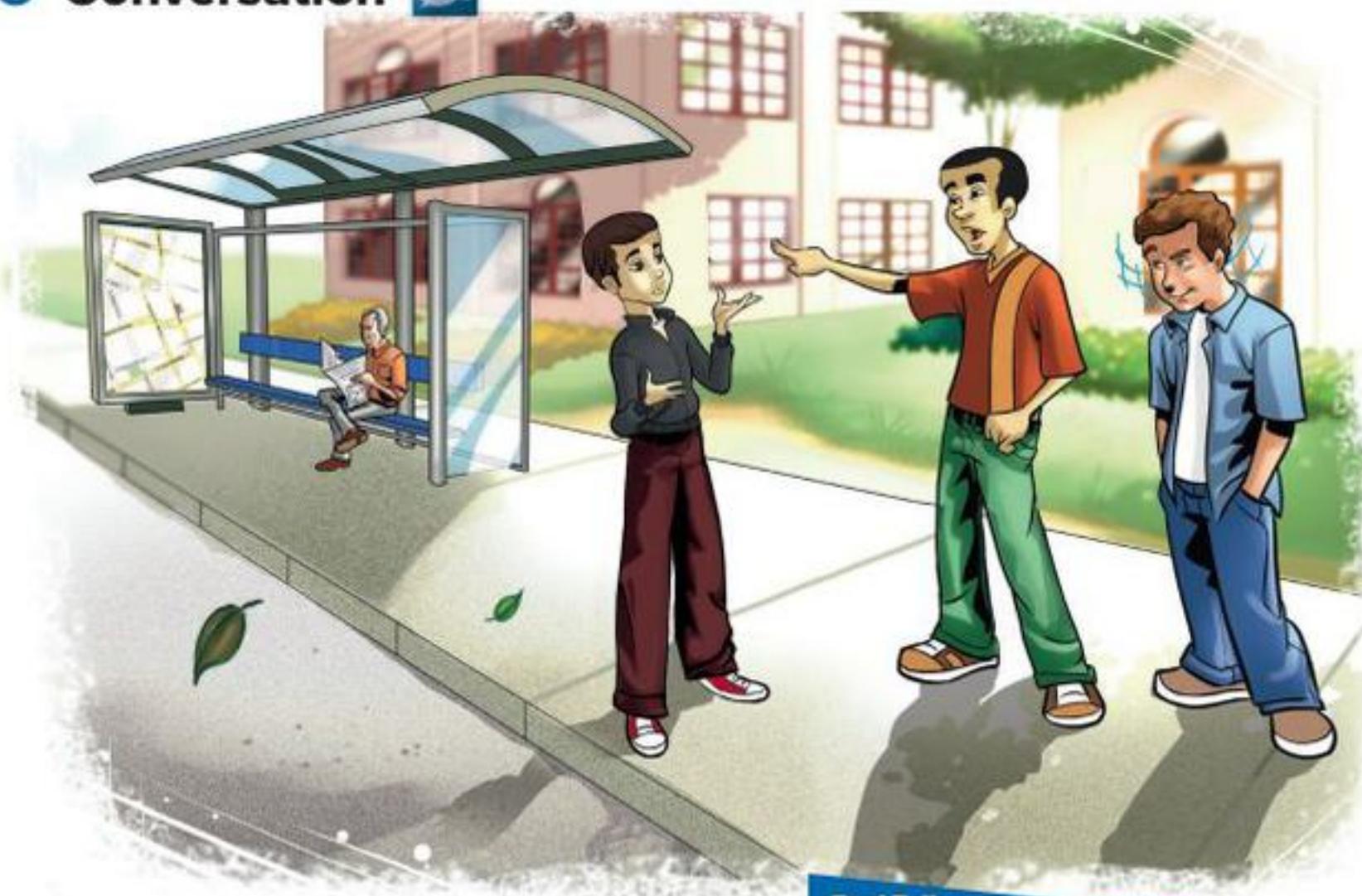


## 5 Pronunciation

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

First Syllable	Second Syllable	Third Syllable
air <b>port</b>	ap <b>art</b> ment	un <b>iver</b> sity
re <b>stau</b> rant	mu <b>seu</b> m	conve <b>rsation</b>

### 6 Conversation



**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.

#### Real Talk

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

#### 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.

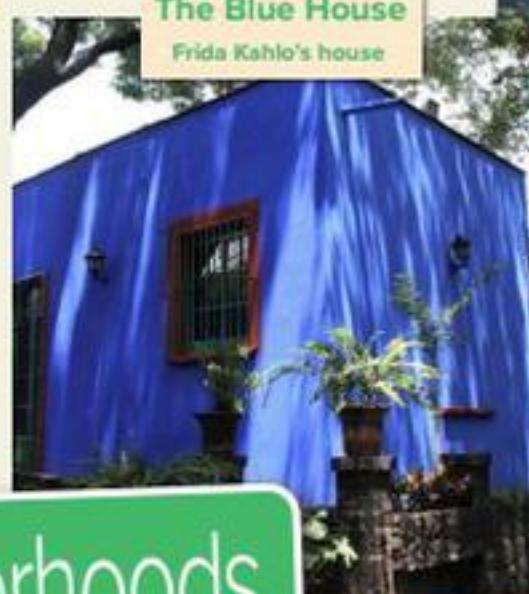
## 7 About You

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

## 8 Reading

### Before Reading

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



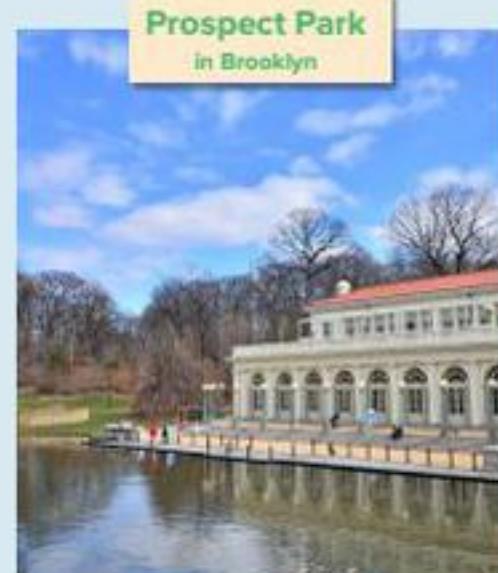
## Famous Neighborhoods



Plaza Hidalgo in Coyoacan

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 Frida 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.



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

1. 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.



# 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 \_\_\_\_\_ (good) pizza in town.
2. I think that the pizza at Roma's is \_\_\_\_\_ (good) than Gino's.
3. The bookstore is \_\_\_\_\_ (popular) than the library.
4. Summer is \_\_\_\_\_ (hot) and \_\_\_\_\_ (dry) time of the year.
5. Don't eat there. That restaurant has \_\_\_\_\_ (bad) food in town.
6. My room is \_\_\_\_\_ (quiet) room in the house. I can't hear any noise.
7. The supermarket is much \_\_\_\_\_ (big) than the convenience store.
8. The park is \_\_\_\_\_ (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)
2. Buses are faster than trains. (slow)
3. The city is quieter than the town. (noisy)
4. China is bigger than Canada. (small)
5. Roma's pizza is better than Gino's. (bad)
6. Cities are cleaner than towns. (dirty)



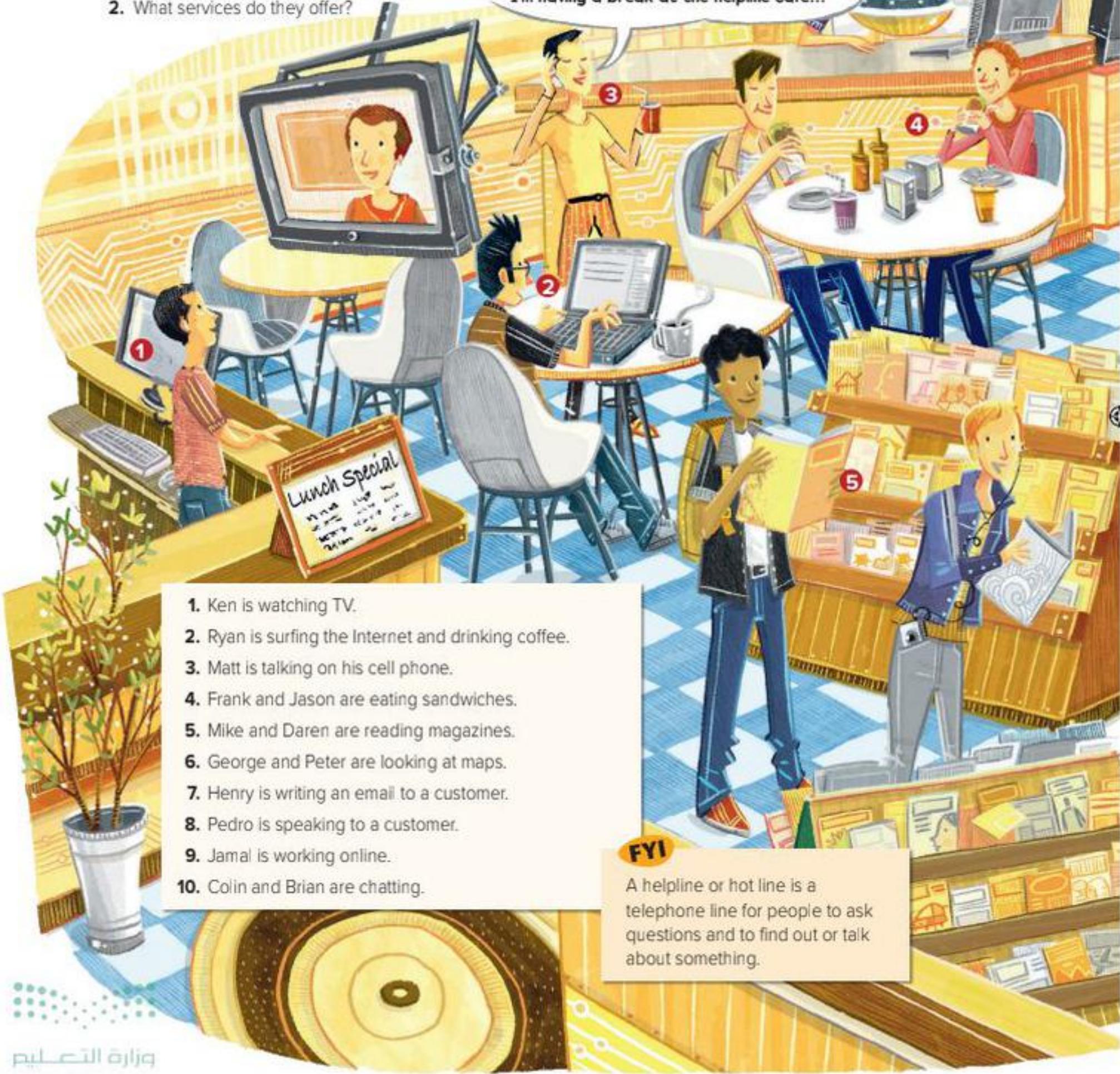
# 8 What Are You Doing?



## 1 Listen and Discuss

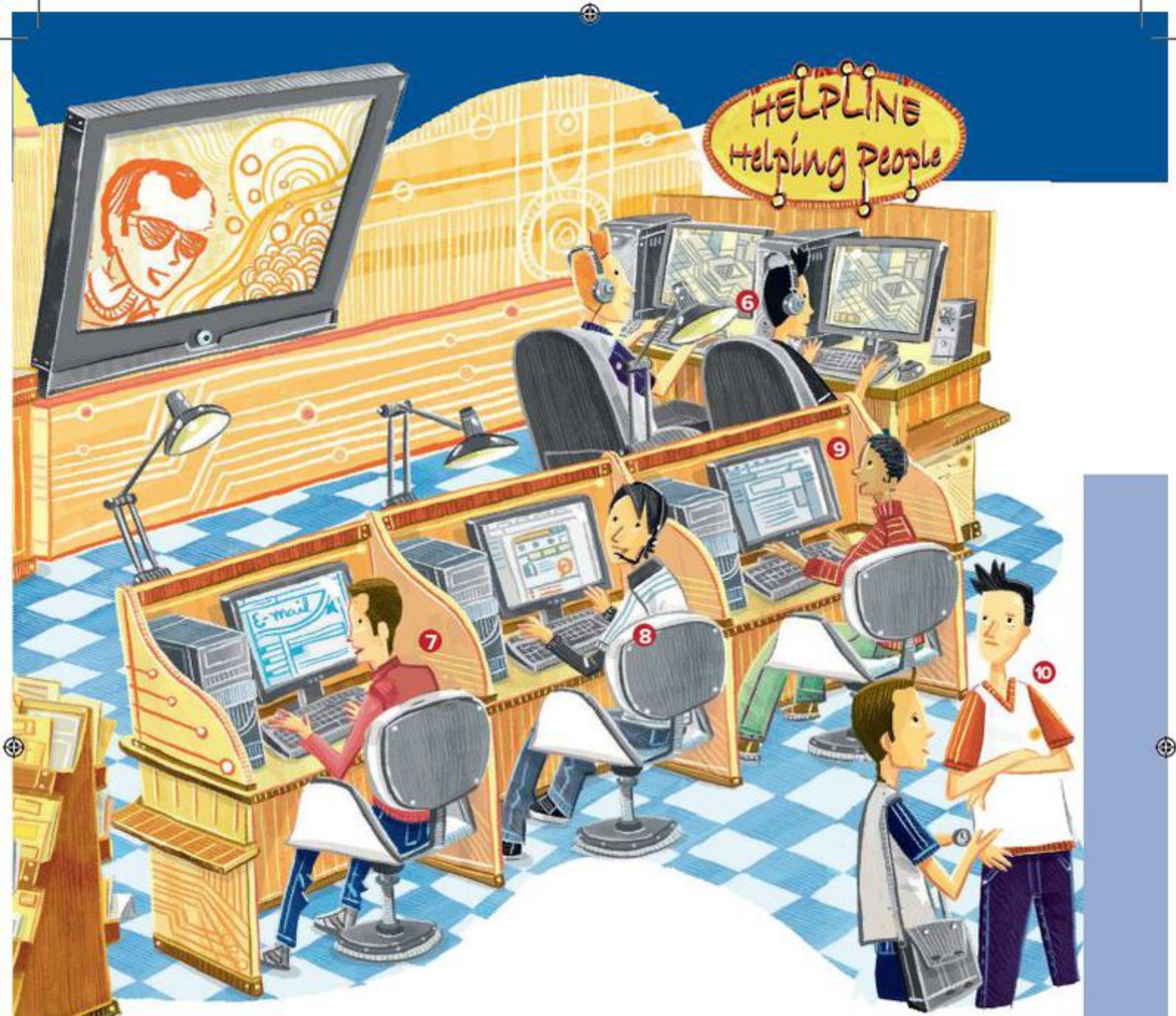
1. Are there telephone helpline services in your country?
2. What services do they offer?

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...



### FYI

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



### Quick Check

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

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

1.  Matt is talking on the phone.
2.  Mike and Daren are talking to customers.
3.  Frank and Jason are having coffee.
4.  Henry is writing an email to a customer.
5.  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)

study**ing** now.

#### Negative (-)

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

study**ing** now.

#### Questions (?)

Am	I
Are	you
Is	he
	she
Are	we
	they

studying now?

#### Short Answers (+)

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

Yes,

#### Short Answers (-)

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

No,

### Questions with *What* + Present Progressive

What	are	you
	is	he/she
	are	you/they

doing?

I	am
He/She	is
We/They	are

studying now.

**A.** Complete the conversations. You can use contractions.

- A:** \_\_\_\_\_ you studying now?  
**B:** No, \_\_\_\_\_. I'm playing video games.  
 \_\_\_\_\_ you studying?  
**A:** Yes. I'm \_\_\_\_\_ for the English test.
- A:** \_\_\_\_\_ the children playing?  
**B:** No, they \_\_\_\_\_. They \_\_\_\_\_ TV.  
**A:** Are you watching TV, too?  
**B:** No, I \_\_\_\_\_. It's a kids' film.
- A:** Who \_\_\_\_\_ Ali calling?  
**B:** He \_\_\_\_\_ his brother.  
**A:** \_\_\_\_\_ he coming here?  
**B:** Yes, he \_\_\_\_\_.



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

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	
Mother	
Sister—Carol	
Brother—Frank	



## 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.

### 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

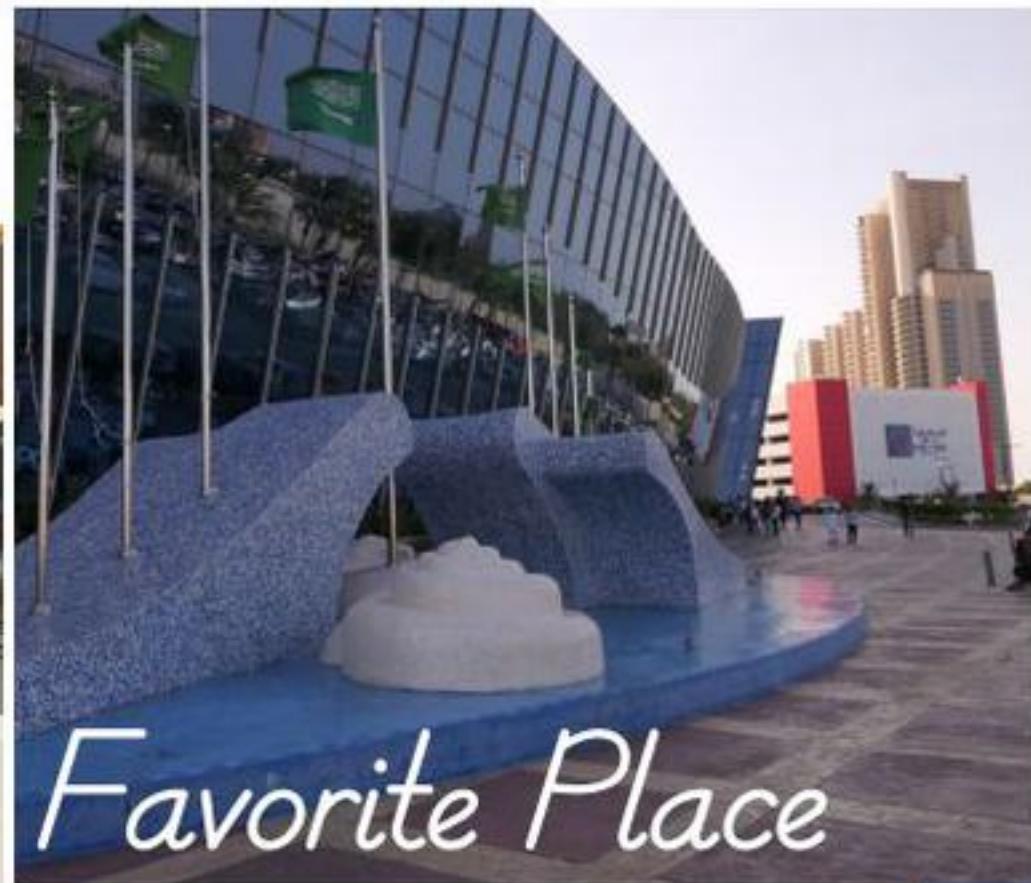
1. What films are playing on TV this week?
2. What kinds of films are they?
3. Who are the actors?
4. What's your favorite kind of film?



## 8 Reading

### Before Reading

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



## 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?

## 9 Writing

A. Put the words in order to make sentences.

1. reading / in / living / is / a / Father / room / newspaper / the .

---

2. they / sandwiches / in / cafeteria / Are / the / eating ?

---

3. friend / email / he / writing / to / Is / an / his ?

---

4. She / mother / is / housework / her / the / helping / with .

---

5. playing / the / games / aren't / We / computer / on .

---

6. you / chatting / Who / with / are ?

---

### 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.

# 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) \_\_\_\_\_ do today, Khalid?

**Khalid:** (2) \_\_\_\_\_ hang out at the mall.

**Faisal:** OK. (3) \_\_\_\_\_ check out the new electronics store.

**Khalid:** Sure. When (4) \_\_\_\_\_ go?

**Faisal:** Well, (5) \_\_\_\_\_ go at eleven o'clock.

**Khalid:** OK. (6) \_\_\_\_\_ have lunch at the food court?

**Faisal:** Good idea! (7) \_\_\_\_\_ a burger and fries.

**Khalid:** Hmm. I think that (8) \_\_\_\_\_ 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.



# EXPANSION Units 5–8

## 1 Language Review



A. Complete the conversations.

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

B: I live on Baker Street.

A: \_\_\_\_\_ it a good neighborhood?

B: Yes, I \_\_\_\_\_ everything.

I \_\_\_\_\_ very happy there.

2. A: What \_\_\_\_\_ your house like?

B: It \_\_\_\_\_ very big. There \_\_\_\_\_ ten rooms, and there \_\_\_\_\_ a big yard.

A: Our house \_\_\_\_\_ small, but it \_\_\_\_\_ comfortable, and it \_\_\_\_\_ a nice view.

B. Write where the things are in your house.

1. flowers

*There are flowers in the garden.*

2. television

\_\_\_\_\_

3. photos of the family

\_\_\_\_\_

4. sofa

\_\_\_\_\_

5. telephone

\_\_\_\_\_

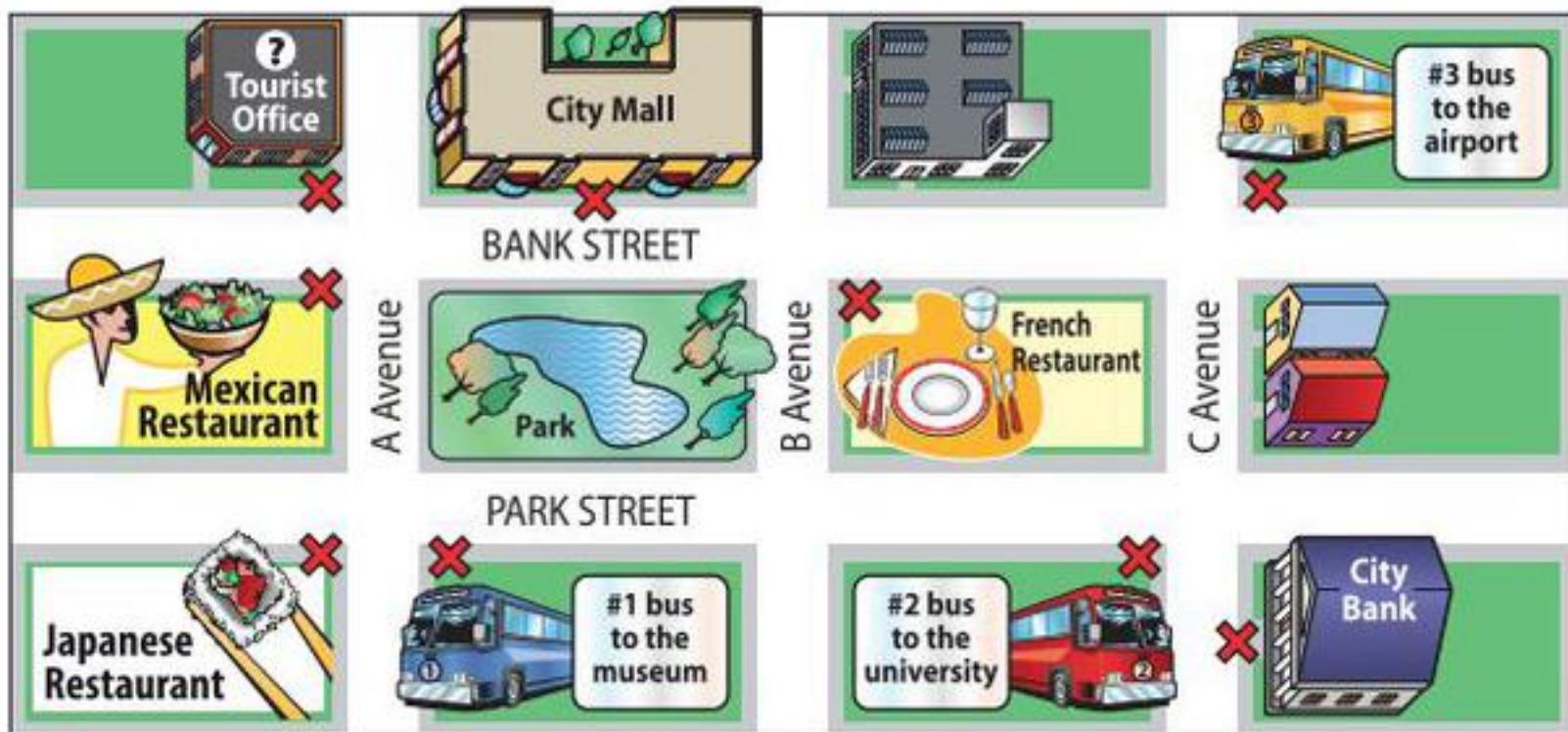
5. shelf

\_\_\_\_\_

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.



D. Look at the picture and do the activities.

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

1 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.

1 In house A, there are shelves in the kitchen.

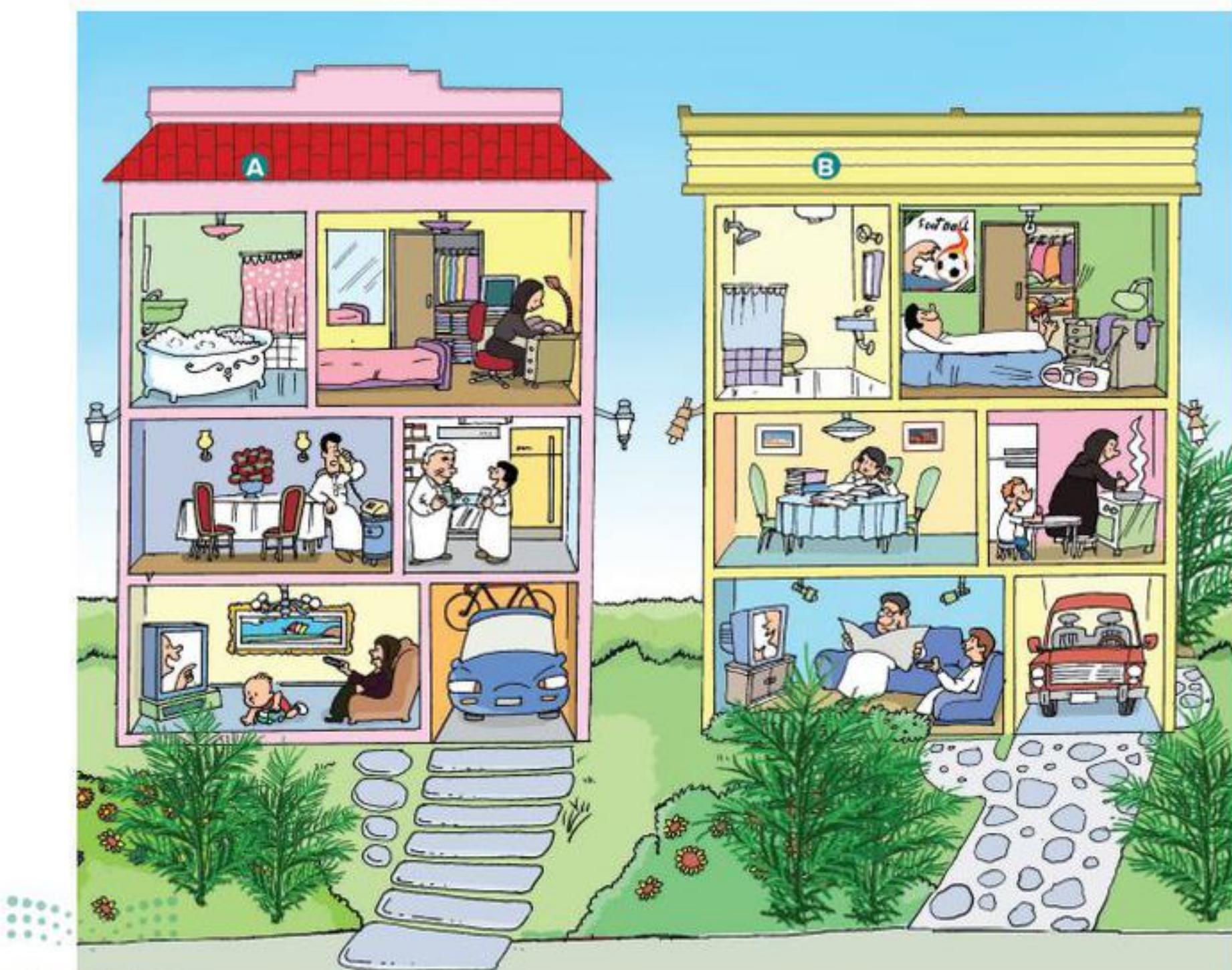
In house B, there is a shower in the bathroom.

3. Look at the pictures again. Write down eight differences between houses A and B.

Compare your answers with a partner.

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

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



## 2 Reading

### Before Reading

1. Do you send emails to friends?
2. Where are your friends from?
3. Do you write to them often?
4. What do you write about?

## 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. \_\_\_\_\_ Mark's family is small.
2. \_\_\_\_\_ Mark's sister is studying to be a nurse.
3. \_\_\_\_\_ Mark lives in an apartment.
4. \_\_\_\_\_ His school is far from his house.
5. \_\_\_\_\_ The neighborhood doesn't have many stores.
6. \_\_\_\_\_ 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



1. Do you live in a quiet or busy neighborhood?
2. What's your favorite hangout place?
3. Do you have a lot of friends?
4. Who are your best friends?
5. Do you have any pets? What kind?
6. What are their names?
7. What are your favorite kinds of films?
8. What hobbies do you have?
9. Do you play a sport? What?
10. Do you collect anything? What do you have?



### 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**



## Vocabulary

Read the meanings. Write the words from the chant.

1. making lots of noise \_\_\_\_\_
2. something to sit on \_\_\_\_\_
3. a place with a lot of grass and trees \_\_\_\_\_
4. something to put your books in \_\_\_\_\_
5. a person who delivers mail \_\_\_\_\_
6. a place we learn new things \_\_\_\_\_
7. there are cars on it \_\_\_\_\_



## Comprehension

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

1. \_\_\_\_\_ The boy is a student.
2. \_\_\_\_\_ The mailman is drinking coffee.
3. \_\_\_\_\_ The boy's brother is studying.
4. \_\_\_\_\_ Mr. Faisal is driving a car.
5. \_\_\_\_\_ The teacher is shopping.
6. \_\_\_\_\_ The boy's neighbor is sitting on the bench.



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

**A:** What's the teacher doing?

**B:** He's running in the park.

## 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.



وزارة التعليم

Ministry of Education  
2025 - 1447

# 9 What Do You Do?



## 1 Listen and Discuss



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



**Name:** Adnan

**Age:** 14

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

Adnan wants to become a  
high-tech designer.

CELL PHONE



VIDEO GAME

**Name:** Majid

**Age:** 14

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

Majid wants to become a  
famous tennis player.

PRINTER





## Quick Check ✓

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

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

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

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

## 2 Pair Work

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

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

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

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

## 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** does he do?

**What** do they do?

**What** does she do?

**What** do you want to be?

I want to be a doctor.



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

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

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

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

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

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

He \_\_\_\_\_ shoes.

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

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

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

**B:** They're football players.

They \_\_\_\_\_ for a famous football team.

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

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

**A:** How about your brother?

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

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

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

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



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



**1** Fatima / teacher / work / school

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



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



**Ali**



**3** Ibrahim / cameraman / film / news



**4** Mr. Smith / bus driver / drive / bus



**5** Fahd / carpenter / make / furniture



**6** Amina / doctor / work / hospital

## 4 Listening

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

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

## 5 Pronunciation

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

**/s/**

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.

## 9 What Do You Do?



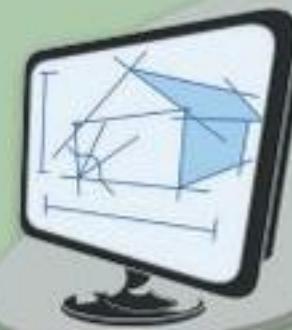
### 6 Conversation



#### Your Ending

What does Adel say to Steve?

1



How about architecture?

2



Work as a website designer.

3



How about a job in advertising?

#### About the Conversation

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

#### Your Turn

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

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

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

### 7 About You



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

## 8 Reading

### Before Reading

What do you think Omar Hamdan wants to be?

# Follow Your Dream

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

Omar wants to be a professional football player.

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

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

### After Reading

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

### Discussion

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



## 9 What Do You Do?



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

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

### 10 Project

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



# 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

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



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.



### Quick Check

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

1. <input type="text"/> active	a. difficult
2. <input type="text"/> interesting	b. athletic
3. <input type="text"/> smart	c. not boring
4. <input type="text"/> hard	d. intelligent

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

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

### 2 Pair Work

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

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

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

- Ask: Does Matt have blonde hair?
- Answer: No, he doesn't.
- Ask: Does he play football?
- Answer: 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*

What's he/she like? = *personality*

He's/She's thin.

He's/She's friendly.



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## 3 Grammar

### Simple Present Tense: Statements and Questions

#### Affirmative (+)

I	speak
You	
He	<b>speaks</b>
She	
We	speak
They	

#### Negative (-)

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

English.

speak English.

#### Questions (?)

<b>Do</b>	you
	we
	they
<b>Does</b>	he
	she

speak English.

#### Short Answers (+)

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

Yes,

#### Short Answers (-)

I	<b>don't.</b>
we	
they	
he	<b>doesn't.</b>
she	

No,



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

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

### Adjectives

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

Uncle Peter has a **long** beard.

History is **interesting**.

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

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

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

Mr. Smith

Mr. Al-Halawi

Mr. Al-Jahawi

Mr. Morris

Mr. Dobbs

Mr. Fat'hi

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

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

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



## 4 Listening

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

### Ted

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

### Seth

- \_\_\_\_\_ Seth has brown hair.
- \_\_\_\_\_ Seth wears glasses.
- \_\_\_\_\_ Seth is short.
- \_\_\_\_\_ Seth always carries a camera.



## 5 Pronunciation

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



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

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

## 10 What's School Like?



### 6 Conversation

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

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

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

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

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



#### Real Talk

cool = great

#### 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 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.

#### Your Turn

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

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

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

**A:** Why?

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

Name	Subject	Why?

### 7 About You

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

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



## 9 Writing

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

Eyes/Hair	
Height/Build	
Character	
Interests	

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

1. What does he look like?  
 \_\_\_\_\_

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.

2. What is he like?  
 \_\_\_\_\_

3. What does he like?  
 \_\_\_\_\_

### Writing Corner

1. Every sentence has a subject and a verb.
2. When a sentence has one subject and two verbs connected with **and**, it is not necessary to repeat the subject.

Fahd is athletic **and** plays football. He is tall **and** has brown eyes.

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

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



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

## 10 Project



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

# 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.

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

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



Football / very / exciting / sport

Football is a very exciting sport.

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

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**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**.



# 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.

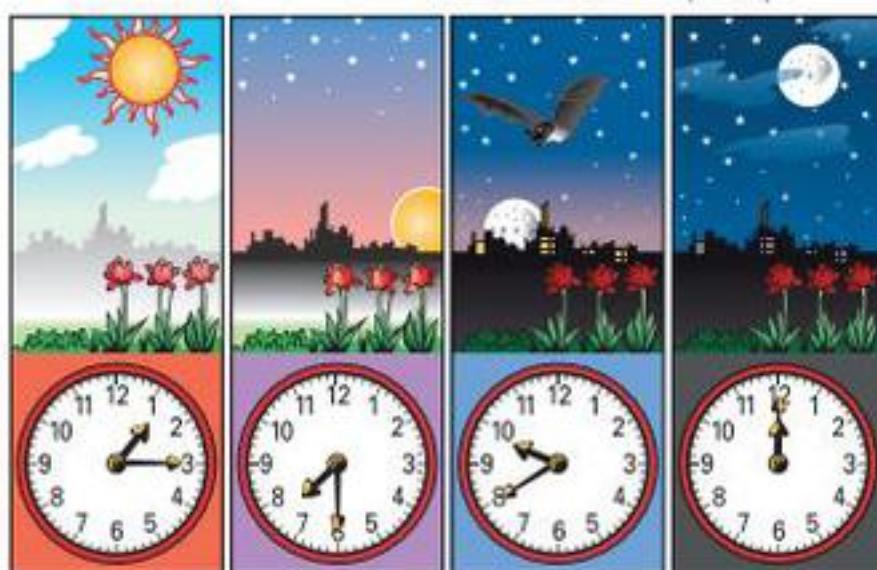


11:30 P.M. Tokyo, Japan

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



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



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

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

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

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



### Quick Check ✓

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

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

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

## 2 Pair Work

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

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

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

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



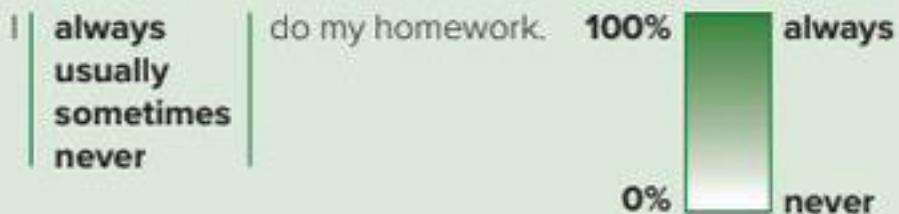
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## 3 Grammar

### 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.

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

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



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

1 usually / weekends

Derek usually visits his grandfather on weekends.



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?



## 6 Conversation

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

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

**Fahd:** To martial arts class.

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

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

## Your Ending

What does Ryan answer?

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

## About the Conversation

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

### Your Turn

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

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

## Real Talk

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

## 7 About You

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



## 8 Reading

### Before Reading

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

# Schooldays:

## School Around the World



### Ahmed Jeddah, Saudi Arabia

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



### José Amazon Rain Forest, Ecuador

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



### After Reading

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



## 9 Writing

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



**From:** kaito\_suzuki@mail.jp  
**Subject:** Middle school in Japan

Hi Saeed,

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

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

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

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

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

Your friend,  
Kaito

### Writing Corner

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

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

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

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

## 10 Project



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

# 11 Form, Meaning and Function



## Simple Present versus Present Progressive

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

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

## PERMANENT

**TEMPORARY**

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

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

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



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

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

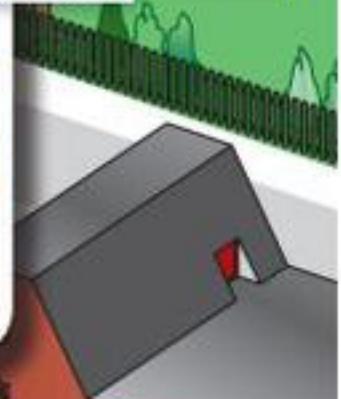
# 12 What Can You Do There?



## 1 Listen and Discuss



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

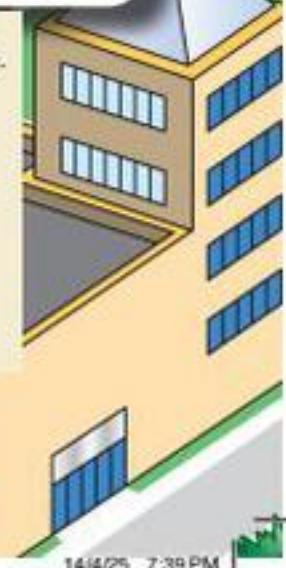


## Quick Check

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

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

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



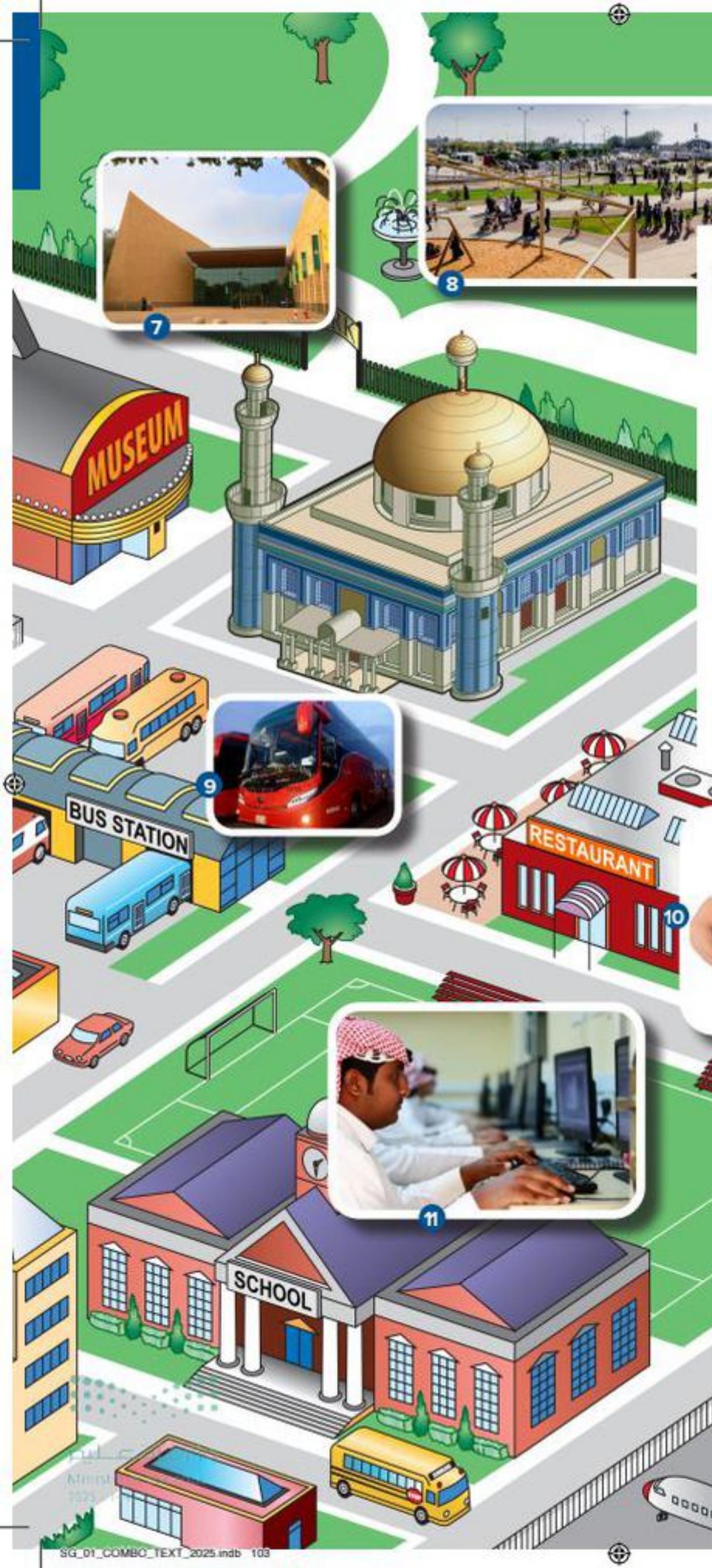
## 2 Pair Work

A. Ask and answer about places.

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

B. Ask and answer about yourself.

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



## 3 Grammar

### Modal: **can**

Use **can** to express ability or possibility.

**Ability:** I **can speak** English, but I **can't speak** Chinese.

**Possibility:** You **can play** golf at the resort.

I **can't play** football today. I'm studying for a test.

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



#### Affirmative (+)

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

#### Negative (-)

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

#### Questions (?)

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

#### Short Answers (+)

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

#### Short Answers (-)

I	
you	
he	
she	<b>can't</b>
it	
we	
they	

**FYI**

can't = cannot

### Verb: **like** + Infinitive

**FYI**

An infinitive is **to** + verb.

#### Affirmative (+)

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

#### Negative (-)

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

#### Questions (?)

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

#### Short Answers (+)

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

#### Short Answers (-)

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

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

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



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

**A:** Can Fred play basketball?

**B:** Yes, he can.



play / basketball



drive / bus



1 make / sandwich



2 ride / bike



3 ride / motorcycle



4 use / laptop



5 ice-skate

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

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

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

Tick **Can** or **Can't**.

**A:** Can you drive?

**B:** Yes, I can. / No, I can't.

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

## 4 Listening

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

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

## 5 Pronunciation



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

**Can** you ride a bike?

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

### 6 Conversation

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



#### Real Talk

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

#### About the Conversation

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

#### Your Turn

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

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

### 7 About You

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



## 8 Reading



### Before Reading

Look at the title and the headings.

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



#### Saudi Arabia's future

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

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

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

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

#### Environmental tourism

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

#### Family beach holidays

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

#### Cultural tourism

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

### After Reading

1. Compare your ideas in 'Before Reading' with the text.
2. Think about what activities you can do in each place. Make notes in the chart.

Place	Activities
Al-Baha	<i>walk in the mountains</i>
Al-Uquair	
Al-Ula	

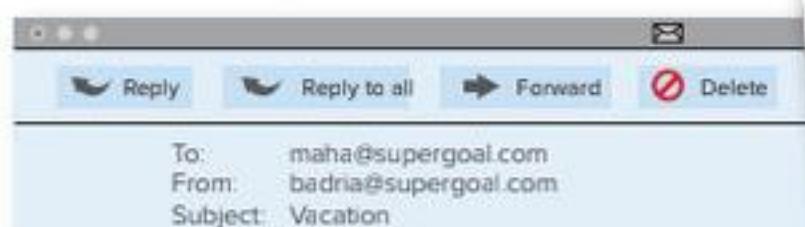
3. Which place do you like best? Why?
  - Share your ideas with a partner and support your opinion.
4. Underline all the examples of present progressive in the text. Why do they use present progressive here?

## 12 What Can You Do There?



### 9 Writing

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



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

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

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

### 10 Project

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

# 11 Form, Meaning and Function



## Gerunds after Verbs

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

They spend their free time **playing** basketball.

He enjoys **skateboarding** in the park.

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

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



## Infinitives after Verbs

An Infinitive is to + the base form of a verb. Like gerunds, infinitives act like nouns and answer the question *what*.

The verbs *like*, *love*, *hate*, and *prefer* can go with either a gerund or an infinitive.

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

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

hate	love	want
like	prefer	would like



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

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

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

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

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

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

# EXPANSION Units 9–12

## 1 Language Review



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

### Do you like to . . . ?

1. be with people
2. work with computers
3. work outdoors
4. make things
5. sit at a desk all day
6. cook
7. drive vehicles (cars, buses, etc.)
8. draw
9. work with plants or animals
10. write stories
11. talk on the phone
12. solve problems

Yes      No



doctor



artist



writer



carpenter



veterinarian

B. In a group, share your answers.

What jobs are good for you?

What do other group members think?

Do they agree on a job?

Do you agree with them?

C. Write your schedule.

Then interview classmates.

Whose schedule is most like yours?

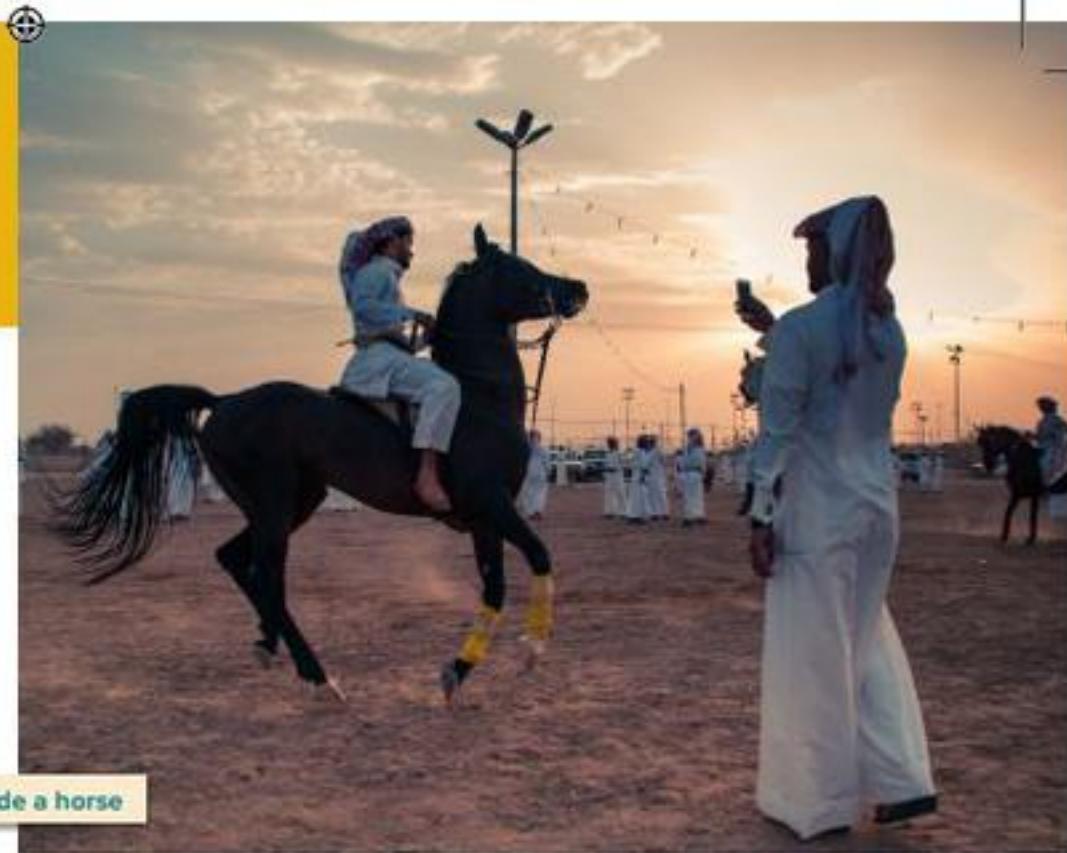
What time do you usually...?	My schedule	_____ 's schedule	_____ 's schedule	_____ 's schedule
1. get up				
2. eat breakfast				
3. leave for school				
4. eat lunch				
5. have math class				
6. have science class				
7. eat dinner				
8. do your homework				
9. go to bed				
10. get up on Saturday				



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



repair a car



ride a horse

ski	like to draw	are good at sports	like to repair cars	like to design things	play basketball
_____	_____	_____	_____	_____	
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	draw
_____	_____	_____	_____	_____	_____
are good at science	ride a motorcycle	cook	speak two languages	like to tell jokes	_____
_____	_____	_____	_____	_____	_____

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.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



rollerblade



# EXPANSION Units 9–12

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

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

What should your class do to celebrate graduation?

💡 We should watch fireworks.

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

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

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

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

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

What should Fahd and his friends do at the beach?

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

What can you do at the mall?

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

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

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

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

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

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



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

Look at the signs and write what they mean.

1. Go out this way.



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



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



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



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



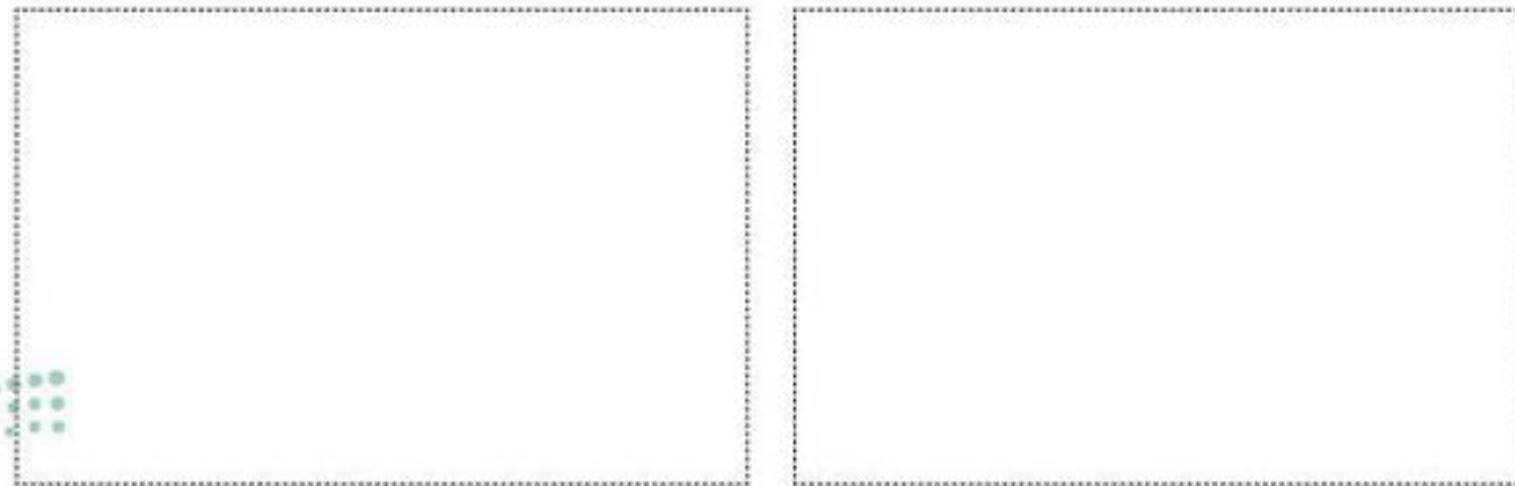
3. \_\_\_\_\_  
\_\_\_\_\_



6. \_\_\_\_\_  
\_\_\_\_\_



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



2 Reading 

## Before Reading

First, look at the pictures and name the objects.

Do you use the same words when you speak Arabic?

# English Everywhere



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

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



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



## After Reading

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

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



### B. Answer the questions.

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

## Discussion

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

## 3 Chant Along



Number the verses in the correct order.

# The English Class

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

It's a car. It's a plane.

It's a bus and a train.

It's a table, a chair.

It's an apple, a pear.

What's this?

What's that?



bag ▼



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



pear ▲



hat ▲

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

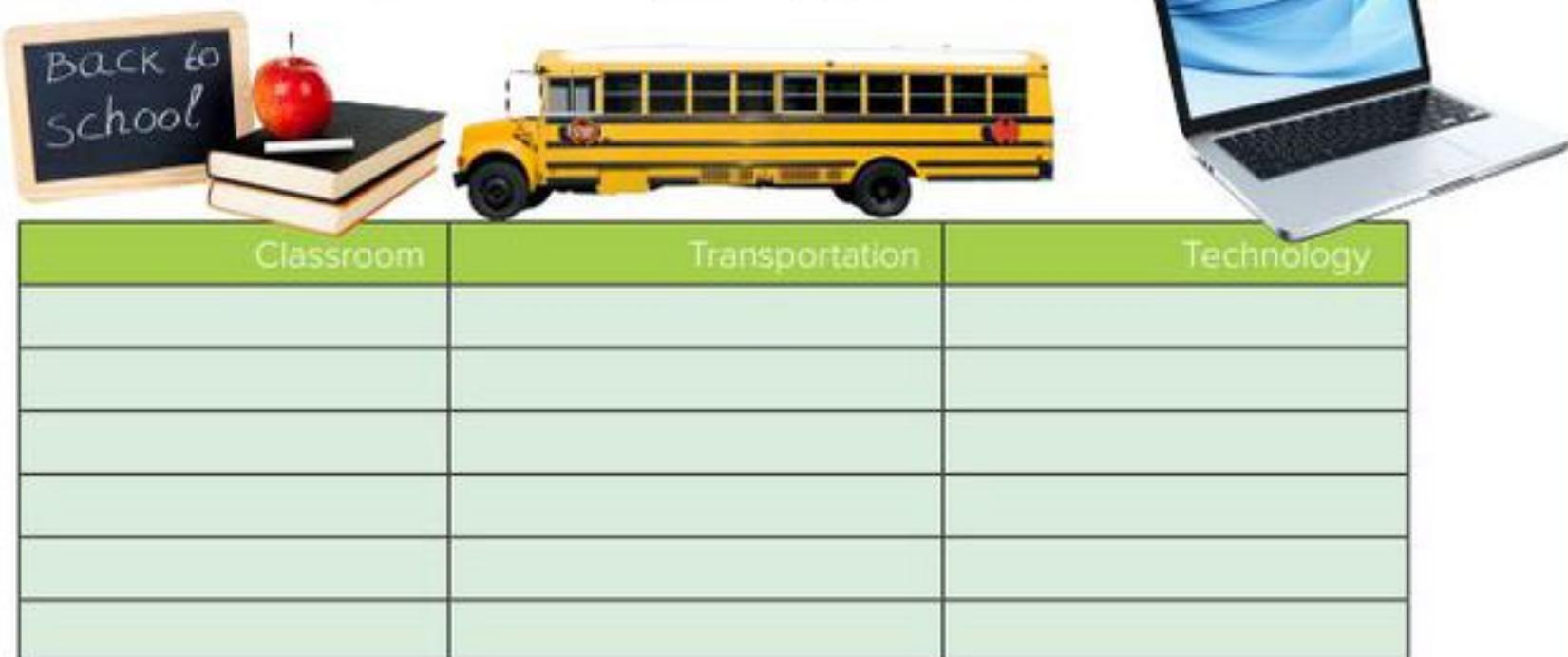
## Vocabulary

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

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

B. Put the words into the correct groups.

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



## Comprehension

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

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

## 4 Project



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

# 13 What Are You Going To Wear There?

## 1 Listen and Discuss



What kind of clothes do you like to wear?



shomagh



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

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



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

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

### Quick Check ✓

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

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

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

### Colors

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

## 2 Pair Work

**Ask and answer.**

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

## 3 Grammar

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

#### Affirmative (+)

I'm	going to	wear jeans.
You're		
He's		
She's		
We're		
They're		

(I + am)	I'm	not
(you + are)	You	aren't
(he + is)	He	isn't
(she + is)	She	
(we + are)	We	aren't
(they + are)	They	

#### Negative (-)

going to	wear jeans.
I'm	
not	
You	
aren't	
He	

#### Questions (?)

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

#### Short Answers (+)

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

#### Short Answers (-)

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

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

**Q:** What **are** you **going to** wear to school **tomorrow**?

**A:** I'm going to wear my uniform.

**Q:** Is she **going to** go **shopping** for clothes **next week**?

**A:** Yes, she is.

#### A. Unscramble the sentences.

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

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

**A:** What do you usually wear on a plane?

**B:** I usually wear a T-shirt and jeans.

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





C. Work with a partner. Ask and answer.

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

**B:** He's going to go to Jeddah.

**A:** What's he going to take?

**B:** He's going to take light clothes.



1 Tom and Sam / Moscow



2 Bob / Mexico



3 Mel / Tahiti



4 George and Joe / the Andes

## 4 Listening

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

	Clothes	Colors	Style
1. Adnan			
2. Mark			

## 5 Pronunciation

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

What are you **going to** do?

What are you **going to** wear?

I'm **going to** meet my friends.

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



### 6 Conversation



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

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

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

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

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

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

#### Real Talk

put on = wear

#### About the Conversation

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

#### Your Turn

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

### 7 About You

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





## 8 Reading

### Before Reading

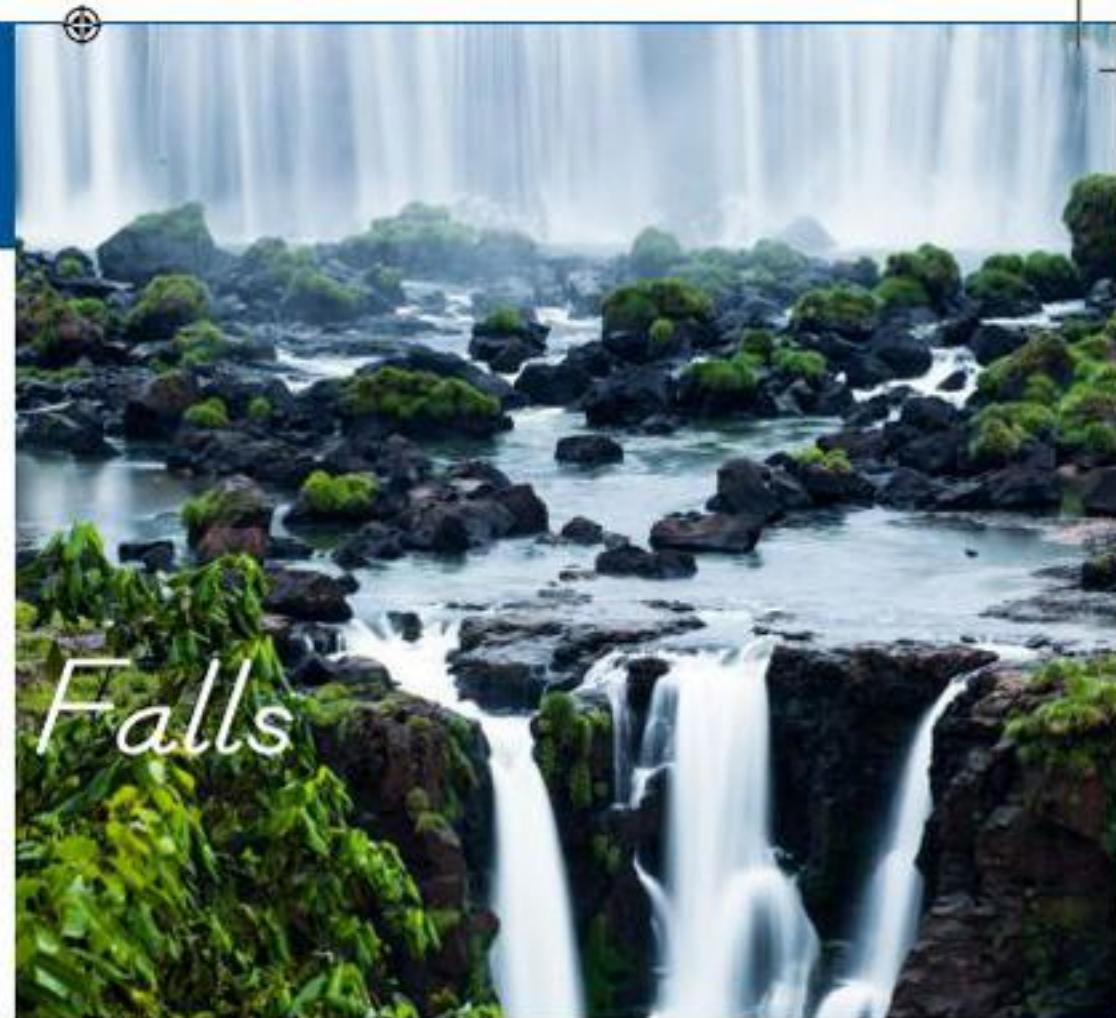
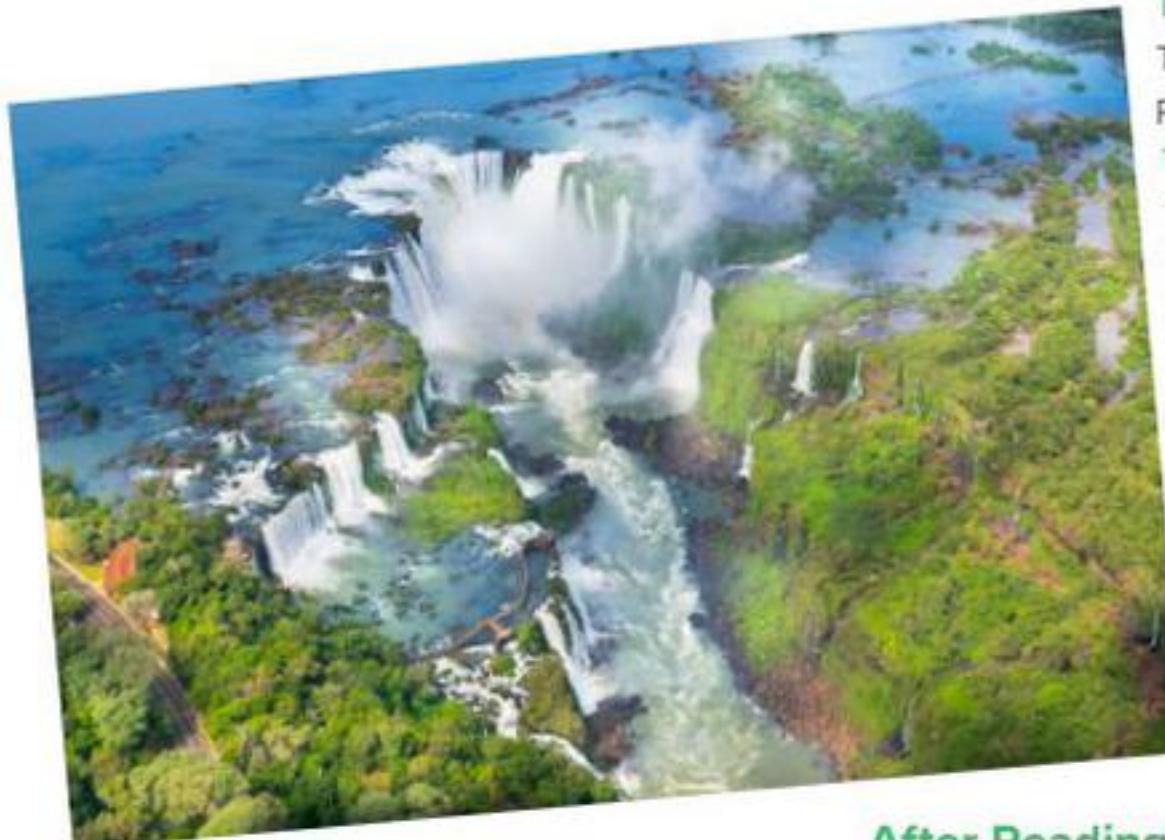
Look at the photos. What do you think the reading is about?

## The Iguassu Falls

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

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

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



#### Transportation:

There are buses to the falls at the Iguassu Park.

#### Towns:

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

#### Other Attractions:

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

### After Reading

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

## 9 Writing

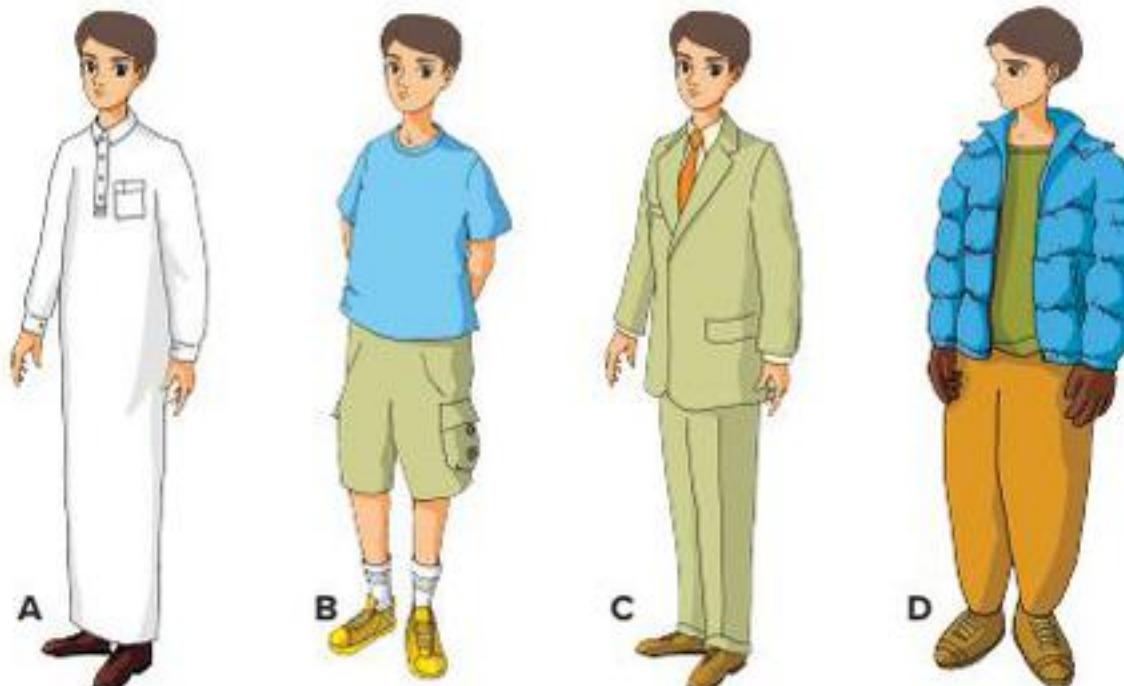
A. With a partner, ask and answer questions about the boy's clothes and where he is going.

**A:** What is the boy wearing in picture A?

**A:** Where is he going?

**B:** He's wearing...

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



### Writing Corner

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

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

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

These are **comfortable brown leather shoes**.

She has **small round gold earrings**.

He's wearing an **expensive Italian suit**.

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

 *comfortable old yellow sneakers*

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

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

## 10 Project

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



Advertising

Salespeople

Fashion magazines

Store websites

Family and friends

Other

# 11 Form, Meaning and Function



## The Future with the Present Progressive

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

What **are** you **doing**? (now)      What **are** you **doing** tomorrow? (future)  
What **are** you **going to do** tomorrow? (future)

He **is wearing** a suit. (now)      He **is wearing** a suit to the graduation. (future)  
He **is going to wear** a suit to the graduation. (future)

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



## Time Expressions for the Future

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

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

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

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

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

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

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

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

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

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

# 14 Let's Celebrate



## 1 Listen and Discuss

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

# National Day



### Saudi Arabia ▲

**September 23<sup>rd</sup>**

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



### ▲ Oman

**November 18<sup>th</sup>**

There are official celebrations, parades, and fireworks.



### ▲ Kuwait

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

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

### ◀ United Arab Emirates

**December 2<sup>nd</sup>**

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



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

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

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

### Quick Check

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

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

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

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

## 2 Pair Work

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

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

**B. Talk about invitations.**

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



## 3 Grammar

### Object Pronouns

#### Singular

Subject Pronouns	Object Pronouns	He knows <b>me</b> .
I	<b>me</b>	He knows <b>me</b> .
you	<b>you</b>	I know <b>you</b> .
he	<b>him</b>	I know <b>him</b> .
she	<b>her</b>	I know <b>her</b> .

#### Plural

Subject Pronouns	Object Pronouns	They know <b>us</b> .
we	<b>us</b>	They know <b>us</b> .
you	<b>you</b>	They know <b>you</b> .
they	<b>them</b>	We know <b>them</b> .

### Need / Want / Like + Infinitive

Q: What do we **need to buy** for the celebration?

A: We **need to buy** some snacks.

Q: Do you **want to invite** your friend?

A: Yes. I **want to invite** him/her.

Q: Do you **like to watch** parades?

A: Yes. I **like to watch** them.

#### FYI

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

### Let's + Verb

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

**Let's send** greeting cards.

Yes. Good idea. **Let's do** that.

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

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

2. He wants to invite Jack. He's going to call \_\_\_\_\_.

3. Sandra is her best friend. She's going to visit \_\_\_\_\_.

4. I want to meet my neighbors. I don't know \_\_\_\_\_.

5. We want to come to your graduation. Don't forget \_\_\_\_\_.

6. I'm going to be at home tonight. Please call \_\_\_\_\_.

7. Please listen. I'm talking to \_\_\_\_\_.

**B.** Unscramble the sentences.

1. my / to call / need / I / friends \_\_\_\_\_

2. the house / likes / to decorate / Mariam \_\_\_\_\_

3. snacks / to buy / you / Do / need / ? \_\_\_\_\_

4. like / laptop / He / to share / doesn't / his \_\_\_\_\_

5. don't / an invitation / need / We / to send \_\_\_\_\_

6. want / you / to / a graduation party / Do / to come / ? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

C. Work with a partner. Ask and answer.

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

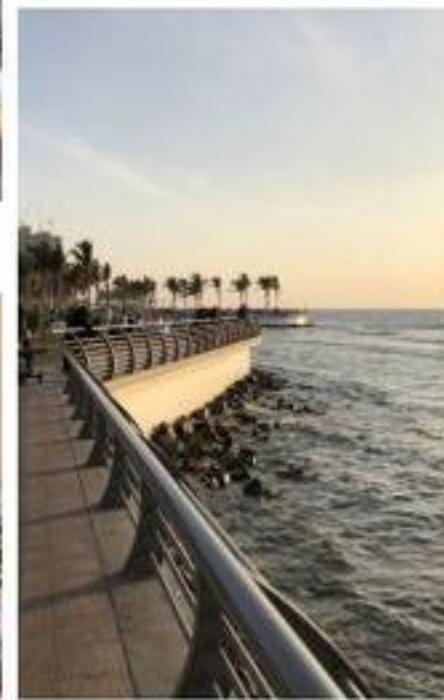
B: I want to spend some time with my friends.



1 you / during the holiday



2 Badr and his family / Eid Al-Fitr



3 you / Eid Al-Fitr

4 your family / vacation



5 you / graduation day

## 4 Listening

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

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

## 5 Pronunciation

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

Does he know **him** well?

He knows **him** very well.

Does she call **her** often?

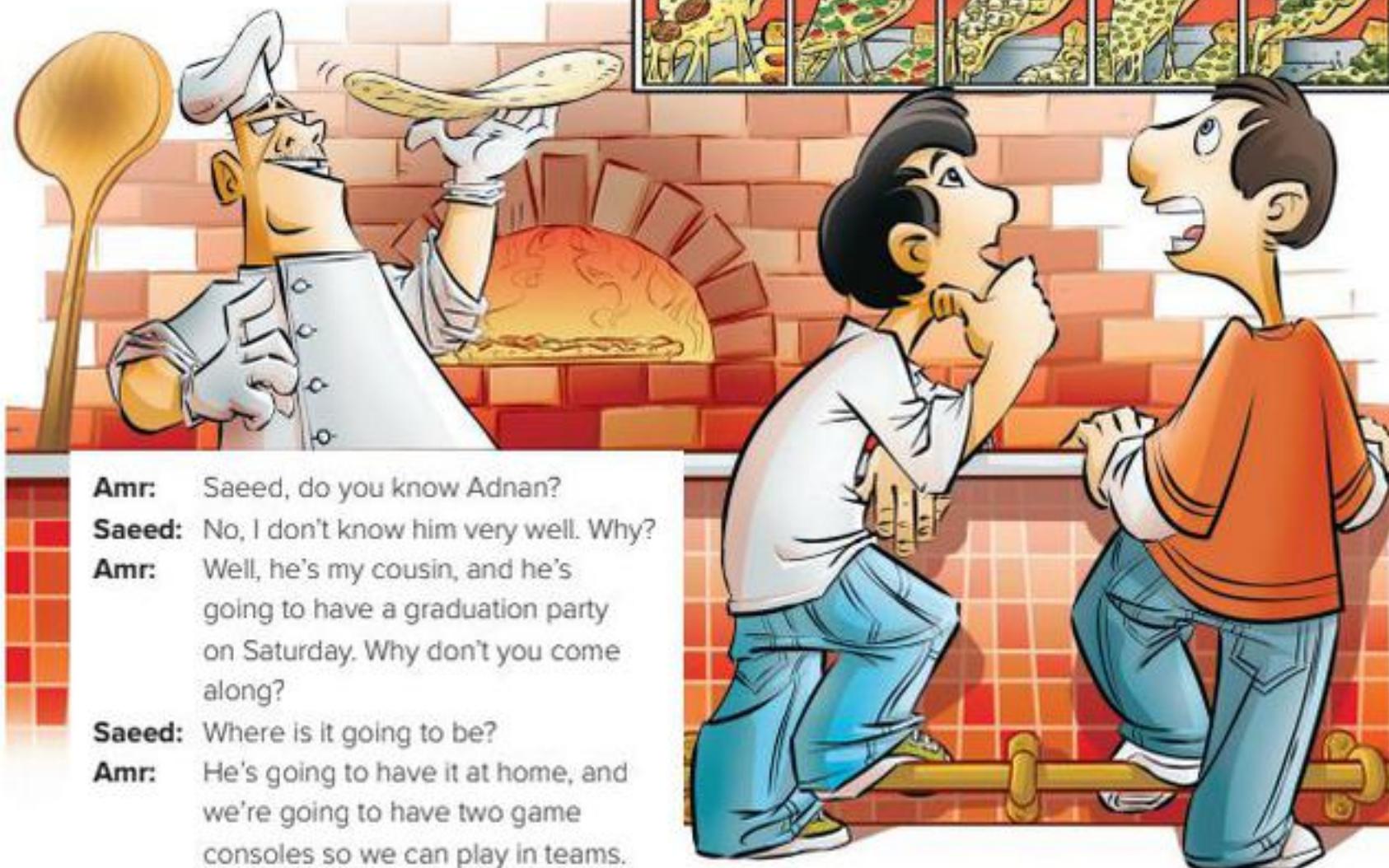
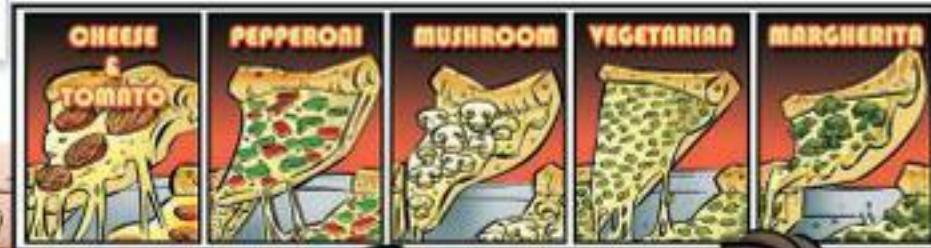
She calls **her** every day.

Do you ever see **them**?

I see **them** often.



### 6 Conversation



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

#### Your Ending

What does Saeed say?

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

#### About the Conversation

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

#### Your Turn

Invite a friend to a graduation party.

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



### 7 About You



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

## 8 Reading

### Before Reading

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



# Eid Celebrations

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

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

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

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



### After Reading

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

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

### Discussion

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



### 9 Writing

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

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



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

A: Who is the graduation party for?

B: The graduation party is for Ahmed.

*Please join us to celebrate  
the graduation of*

*Ahmed Al-Faisal*

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



*Oasis Restaurant  
Makkah Road*

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

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

### 10 Project

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

# 11 Form, Meaning and Function



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

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

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



**mustn't** = **must not**

We **must** follow the rules.

You **mustn't** talk during the test.

He **must** stop at the traffic lights.

They **mustn't** park on the sidewalk.

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



**shouldn't** = **should not**

Who **should** I invite to the celebration? They **shouldn't** eat junk food.

We **should** donate to the poor. She **shouldn't** spend all her money.

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

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

1. Be kind to your neighbors.

We must be kind to our neighbors

2. Do your homework tonight.

I \_\_\_\_\_

3. Don't be late for class.

You \_\_\_\_\_

4. Ask the teacher for help.

She \_\_\_\_\_

5. Don't sit on the desks.

Students \_\_\_\_\_

6. Share your toys.

The children \_\_\_\_\_

7. Don't eat snacks before dinner.

He \_\_\_\_\_

8. Send the invitations today.

We \_\_\_\_\_

9. Don't use fireworks indoors.

You \_\_\_\_\_

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

1. Yahya's tooth hurts. He \_\_\_\_\_ a dentist. (see)

2. Fatimah wants to lose weight. She \_\_\_\_\_ ice cream. (eat)

3. The children don't feel well. They \_\_\_\_\_ to school today. (go)

4. If you don't understand, you \_\_\_\_\_ the teacher to explain it. (ask)

5. The parade starts at 11 o'clock. What time \_\_\_\_\_? (we/leave)

6. Drivers \_\_\_\_\_ cell phones when they are driving. (use)

7. I have an idea. We \_\_\_\_\_ the room with balloons. (decorate)

8. Thanks for inviting me. What \_\_\_\_\_? How about a cake? (I/bring)



### C. Work in groups of four. Plan an end-of-the-year celebration for your class. Think about: the date and time, the place, the food and drinks, invitations, guests, decorations, and activities.

**Use *should*, *shouldn't*, *must*, and *mustn't*.**

Invitation



# 15 Then and Now



## 1 Listen and Discuss



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

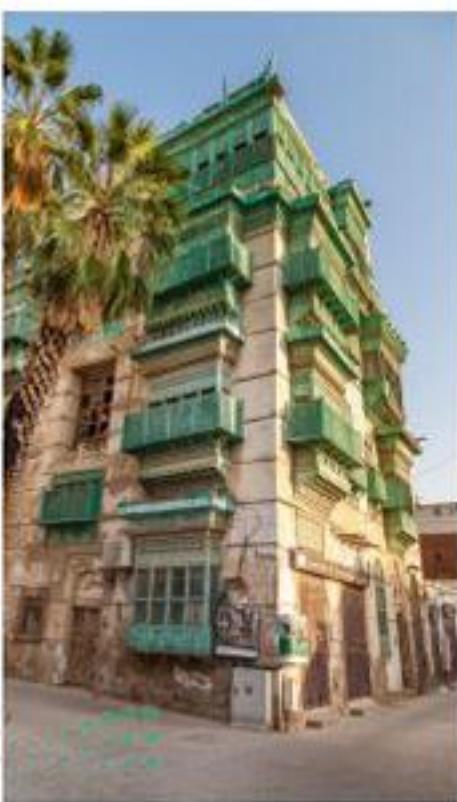
## Riyadh and Jeddah *Then and Now*



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

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

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



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

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



# Majed Ahmed Abdullah

## Then and Now

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

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

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



### Quick Check ✓

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

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

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

## 2 Pair Work



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

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

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

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

3 Grammar 
Simple Past Tense: *be*

## Affirmative (+)

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

## Negative (-)

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

## FYI

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

## Questions (?)

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

## Short Answers (+)

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

## Short Answers (-)

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

## To be born

Q: Where **were** you born?A: I **was born** in Oman.Q: Where **was** he/she born?A: He/She **was born** in Kuwait.A. Complete the conversations. Use **was/wasn't** or **were/weren't**.

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



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

A: How was your vacation?

B: It was great. OR It was boring.

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

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



## 4 Listening

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

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



## 5 Pronunciation

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

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

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

6 Conversation 


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

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

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

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

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

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

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

**Leo:** You're kidding!

**Real Talk**

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

**About the Conversation**

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

**Your Turn**

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

 7 About You 

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

## 8 Reading

### Before Reading

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

# A REAL GIANT

1 In China, his nickname is "Little Giant." In the West, they call **him** the "Great Wall." Yao Ming is 7 feet 6 inches (2.29 meters) tall. He was born on September 12, 1980, in Shanghai, China. His parents were both 5 tall. Their beds were extra long, and **their** clothes and shoes were in special large sizes. His dad was a successful basketball player.

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

10 Yao's parents were very encouraging, and by the age of 12, he was serious about basketball. **His** progress at Shanghai's sports academy was excellent. Soon he was on his local youth team. Yao's big chance to play for the Chinese national team was in 1999 15 in the Asian Cup. By 2002, **he** was a member of the Houston Rockets, one of the top professional teams in the U.S. At the opening ceremony of the Olympic Games in Beijing in 2008, he was the flag carrier for the entire Chinese team and a member of the 20 basketball team.

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



### After Reading

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



## 9 Writing

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

1. him (line 2) \_\_\_\_\_
2. their (line 5) \_\_\_\_\_
3. His (line 11) \_\_\_\_\_

4. he (line 15) \_\_\_\_\_
5. his (line 21) \_\_\_\_\_
6. He (line 22) \_\_\_\_\_

### Writing Corner

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

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

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



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

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

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

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

C. Write about a celebrity in your country.

## 10 Project

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



# 11 Form, Meaning and Function



## There Was / There Were

### Singular

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

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

### Plural

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

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

### FYI

wasn't = was not

weren't = were not

### Questions (?)

**Was there** a restaurant?

**Were there** any stores?

### Short Answer (+)

Yes, **there was**.

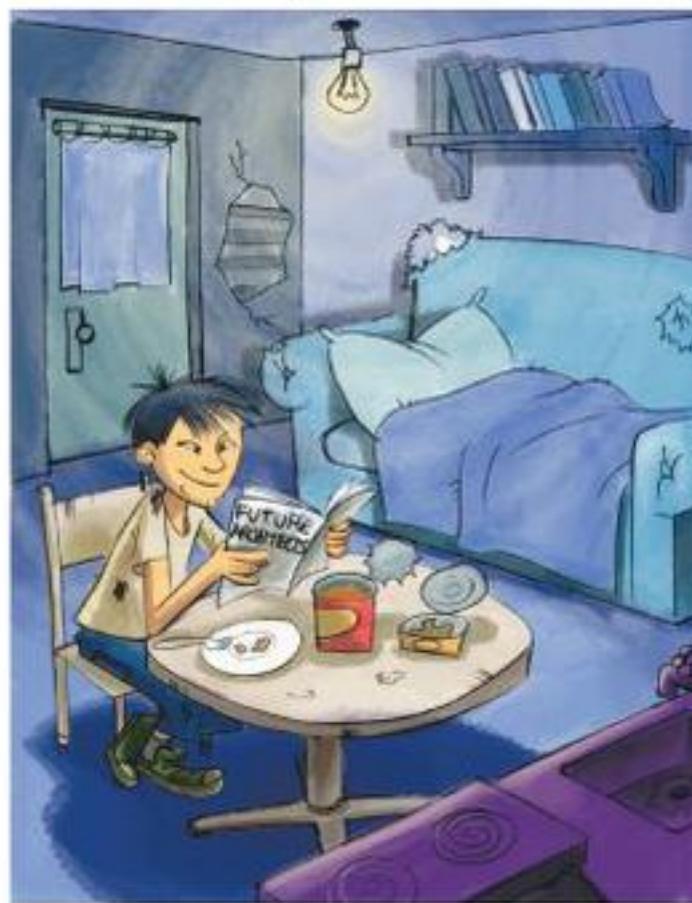
Yes, **there were**.

### Short Answer (-)

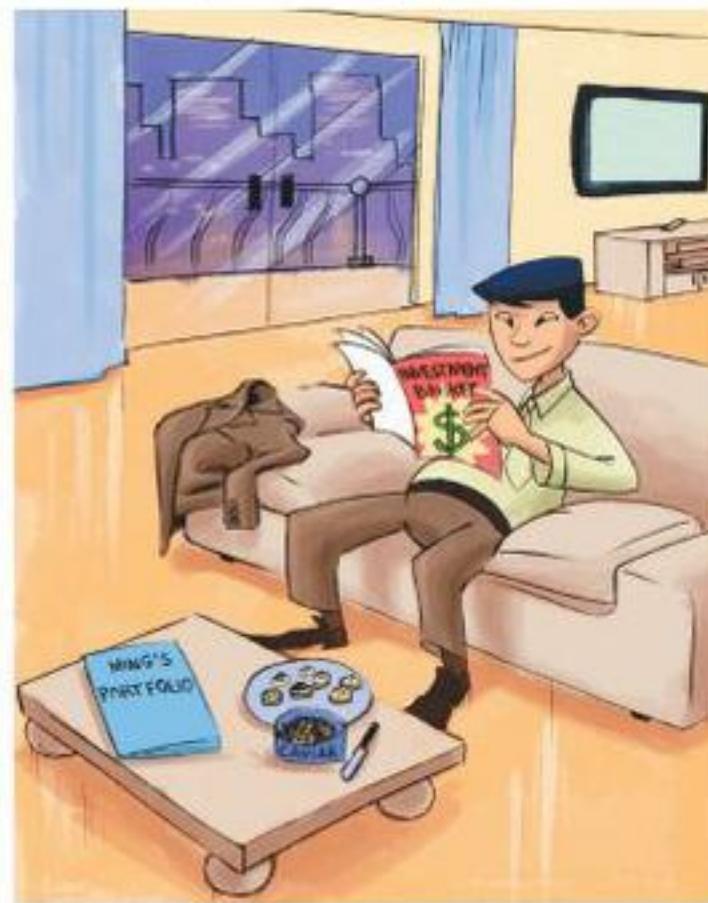
No, **there wasn't**.

No, **there weren't**.

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



Lee's apartment then



Lee's apartment now

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

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

**A:** Was there a sofa?

**B:** Were there any windows?

**B:** Yes, there was.

**A:** No, there weren't.



# 16 What Did You Do Last Week?

## 1 Listen and Discuss



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



last week



### Omar

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



### Ahmed

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

## Quick Check

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

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

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

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



### Saeed

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



### Imad

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



## 2 Pair Work



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

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

### B. Ask and answer about yourself.

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



## 3 Grammar

### Simple Past Tense

#### Affirmative (+)

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

#### Negative (-)

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

#### FYI

didn't = did not

#### Questions (?)

**Did** | I/you/he/she | **work** | yesterday?  
 we/they

#### Short Answers (+)

Yes, | I/you/he/she | **did.**  
 we/they

#### Short Answers (-)

No, | I/you/he/she | **didn't.**  
 we/they

### Regular Past Tense Verbs

Add **-ed** to most verbs:

work + **ed** = **worked**

For verbs ending in **e**, add **-d**:

live + **d** = **lived**

For verbs ending in consonant + **y**, use **-ied**: study = **studied**

### Irregular Past Tense Verbs

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

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

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

What did you do **last night**?

I **went** out.

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

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

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



**B.** Work with a partner.

Ask and answer about what the people did.

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

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



💡 you / on vacation



1 Badr and his brothers / last night



2 your family / last weekend



3 the boys / last Thursday



4 Saud / last night



5 Keith and his family / in the summer



6 Huda / before dinner

## 4 Listening



Listen to the conversation between the two friends.

Answer the questions.

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



## 5 Pronunciation



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

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

## 16 What Did You Do Last Week?

### 6 Conversation

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

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

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

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

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

**Amr:** Where did you go?

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

**Amr:** Was the food good?

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

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

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



#### About the Conversation

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

#### Your Turn

Ask your classmates about their activities last week.

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

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

### 7 About You

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

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

## 8 Reading



kabsa  
Saudi food



### Before Reading

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

# Favorite Foods— Around the World

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

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

chocolate chip cookies  
American snack



sushi  
Japanese food



pizza  
Italian food



### After Reading

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

### Discussion

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

## 9 Writing

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

### Writing Corner

1. Use sequence words to show the order things happen: *first, next, then, after that, finally*.

To boil an egg, **first** boil the water in a pot. **Next**, put the egg into the water. **Then**, wait 3-5 minutes. **After that**, remove the egg from the water. **Finally**, serve the egg.

2. Use time words such as *when* and *until*.

Fry the onion in oil **until** it is golden brown.

**When** the water boils, put the spaghetti in the pot.

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

### Pancakes

#### Ingredients

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



#### Directions

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

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

## 10 Project



Prepare a presentation on a regional dish in your country.

# 11 Form, Meaning and Function



## Simple Present versus Simple Past

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

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

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

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

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



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

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

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

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

# EXPANSION Units 13–16

## 1 Language Review

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

1. A: Where \_\_\_\_\_ you yesterday?

B: I \_\_\_\_\_ at school.

A: No, you \_\_\_\_\_. You \_\_\_\_\_ at the mall.

2. A: Badr \_\_\_\_\_ the best student in the class.

B: No, he \_\_\_\_\_. Adel \_\_\_\_\_

3. A: How long \_\_\_\_\_ the trip to the zoo?

B: It \_\_\_\_\_ two hours.

A: What \_\_\_\_\_ the parrots like?

B: They \_\_\_\_\_ fabulous! They're my favorite birds.

4. A: How \_\_\_\_\_ everything at the restaurant?

B: Well, the food \_\_\_\_\_ delicious, but the service \_\_\_\_\_ very slow.

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

So, you had lots of fun?

What was it like?

What did you do there?

Show me your photos sometime.

How was your trip to London? Who did you go with?



Greg: \_\_\_\_\_

Imad: It was wonderful.

Greg: \_\_\_\_\_

Imad: My parents and my brother.

Greg: \_\_\_\_\_

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

Greg: \_\_\_\_\_

Imad: It was awesome.

Greg: \_\_\_\_\_

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

Greg: \_\_\_\_\_

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



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

**Last week**

Day	What You Did	What Your Partner Did

**A:** What did you do on Saturday?

**B:** I hung out with my friends. How about you?

**Next week**

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

**A:** What are you going to do on Monday?

**B:** I'm going to study English and history.

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

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

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

2 Reading 

## Before Reading

What is your favorite place in your town? Why?

## My Favorite Hangout Place

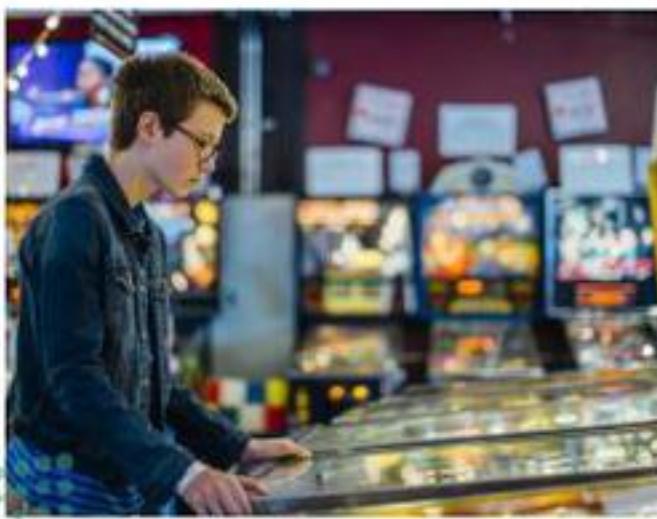
My name is Walter Tan. I'm from Alberta, Canada. My favorite **hangout place** is the West Edmonton Mall. The mall is one of the largest in the world, and it's a tourist attraction. There are 800 stores, a hotel, and 110 restaurants. It has an amusement park with 47 different rides, a swimming pool with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

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

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

## Real Talk

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



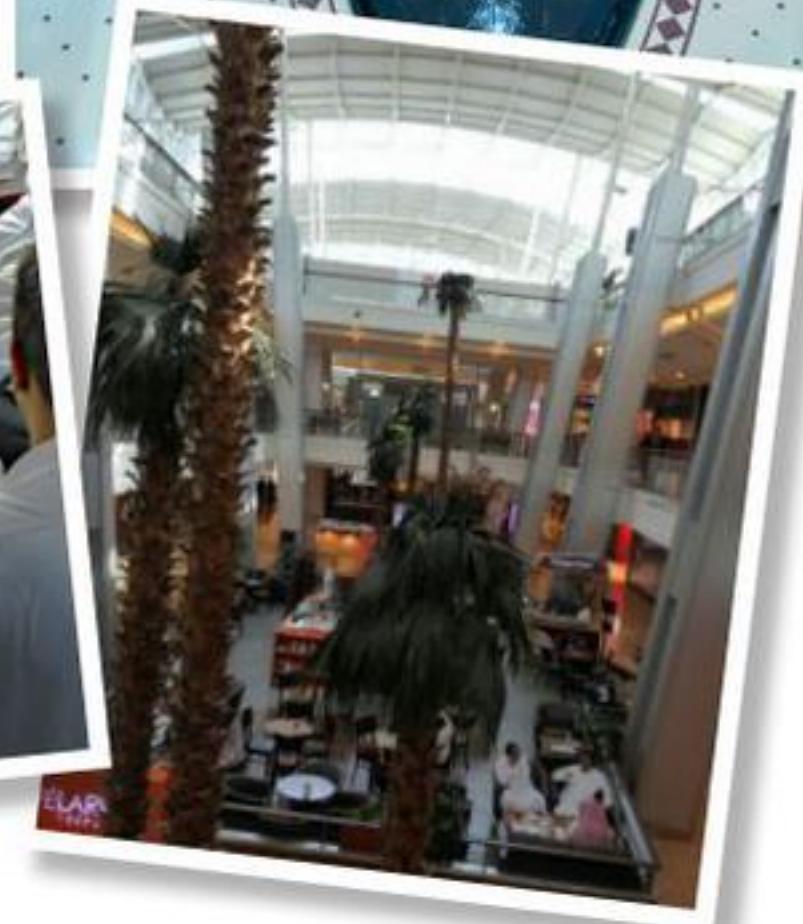
## After Reading

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

B. Read the text and answer the questions.

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

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



## 3 Writing

Think about a time when something funny or unexpected happened to you and your friends.

Write a story about it, and read it to the class.



### 4 Chant Along



Number the verses in the correct order.

## My Dream

# Vacation

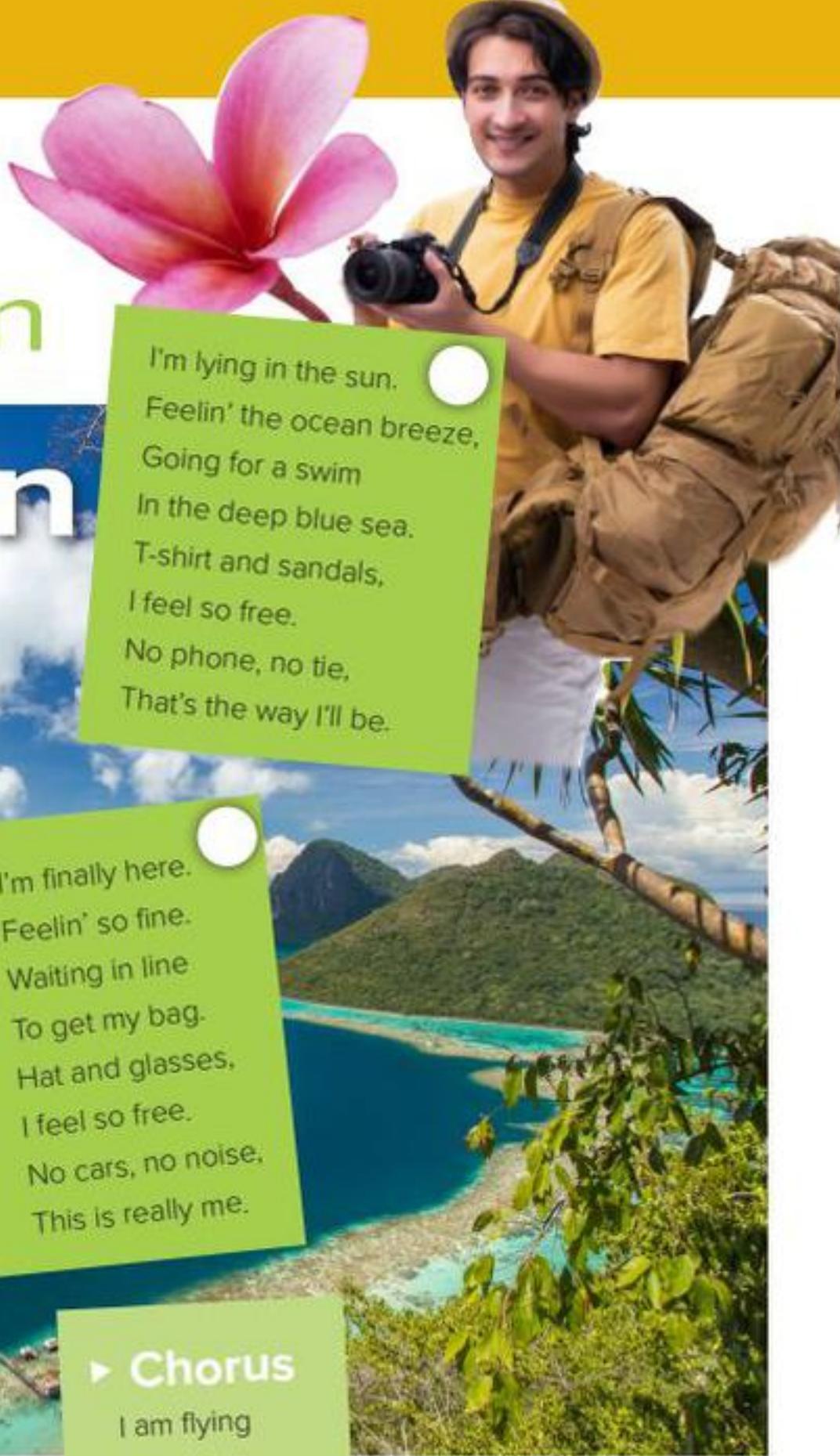
My bag is packed.  
I've got my ticket.  
I'm not coming back  
For a long, long time.  
Forget all my worries.  
Leave my cares behind.  
Have lots of fun, that's the  
First thing on my mind.

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

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

#### ► Chorus

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





## Vocabulary

Match the words from the chant with their meanings.

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

## Comprehension

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

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

## Discussion

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

# Vocabulary

## 1 Good Morning!

### VOCABULARY

#### Nouns

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

#### Parts of the day

afternoon
evening
morning
night

#### Titles

Miss
Mr.
Mrs.
Ms.

#### Adjectives

big
married
single

### EXPRESSIONS

#### Greetings

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

#### Saying goodbye

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

#### Introductions

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

#### Ask/say how someone is

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

#### Express thanks

Thanks.  
Thank you.

#### Express regret

I'm sorry.

## 2 What Day Is Today?

### VOCABULARY

#### Nouns

age
cat
date
middle name

#### Days of the week

Sunday
Monday
Tuesday
Wednesday
Thursday
Friday
Saturday

#### Months of the year

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

#### Numbers

1 one – 1st first	13 thirteen – 13th thirteenth
2 two – 2nd second	14 fourteen – 14th fourteenth
3 three – 3rd third	15 fifteen – 15th fifteenth
4 four – 4th fourth	16 sixteen – 16th sixteenth
5 five – 5th fifth	17 seventeen – 17th seventeenth
6 six – 6th sixth	18 eighteen – 18th eighteenth
7 seven – 7th seventh	19 nineteen – 19th nineteenth
8 eight – 8th eighth	20 twenty – 20th twentieth
9 nine – 9th ninth	21 twenty-one – 21st twenty-first
10 ten – 10th tenth	22 twenty-two – 22nd twenty-second
11 eleven – 11th eleventh	23 twenty-three – 23rd twenty-third
12 twelve – 12th twelfth	24 twenty-four – 24th twenty-fourth
30 thirty – 30th thirtieth	80 eighty – 80th eightieth
40 forty – 40th fortieth	90 ninety – 90th ninetieth
50 fifty – 50th fiftieth	100 one hundred – one hundredth
60 sixty – 60th sixtieth	1,000 one thousand – one thousandth
70 seventy – 70th seventieth	

### EXPRESSIONS

#### Ask for information

How old are you/they?  
How old is he/she?

What month is it?  
What day is today?

#### Real Talk

You're welcome.



# Vocabulary

## 3 What's That?

### VOCABULARY

#### Nouns

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

#### Verbs

buy
check out
follow
touch

#### Adjectives

enormous
famous
nice

#### Pronouns

this / that
these / those

### EXPRESSIONS

#### Ask for the name of something

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

#### Polite command

Please...

## 4 Around the World

### VOCABULARY

#### Nouns

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

#### Nouns—Countries

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

#### Adjectives—Nationality

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

#### Verbs

believe
say

#### Adjectives

hot
official

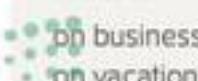
#### Prepositions

around
from

in
on

### EXPRESSIONS

#### Idioms



#### Ask for information

Where are you from?

#### Real Talk

Excuse me.  
How about you?

## Vocabulary

## EXPANSION Units 1–4

## VOCABULARY

<b>Nouns</b>		<b>Verbs</b>	<b>Phrases with verbs</b>	<b>Adjectives</b>
ad	kid	brush	brush (one's) teeth	late
backpack	order	clean	do (one's) homework	national
broom	pineapple	close	get off the phone	popular
coconut	prize	come in	give (someone) a break	principal
contest	questionnaire	do	sweep the floor	
destination	ship	find		
door	sport	get up		
floor	tourism	hurry		
form	trip	use		
industry	winner	wait		
island		walk		
		work		

## EXPRESSIONS

## Idioms

give me a break  
leave me alone  
What for?

## 5 Families, Families

## VOCABULARY

<b>Nouns</b>		<b>Verbs</b>	<b>Adjectives</b>
aunt	grandparent	come from	big
baby	husband	have	many
brother	nephew	miss	married
child / plural: children	niece		only
cousin	parent		single
daughter	sister		small
family	son		
grandchildren	uncle		
grandfather	wife		
grandmother			

## EXPRESSIONS

## Quantity expressions

a lot of  
any  
lots

## Real Talk

I've got...  
Not really.

# Vocabulary

## 6 Is There a View?

### VOCABULARY

Nouns	Nouns—Rooms of the house	Nouns—Furniture and things in a room	Adjectives
apartment	bathroom	armchair	beautiful
balcony	bedroom	bathtub	comfortable
flower	dining room	bed	great
garden	garage	cabinet	huge
house	kitchen	chair	pretty
laundry	laundry room	closet	small
motorcycle	living room	curtains	system
tree		desk	stove
view		dishwasher	table
yard		dryer	toilet
			TV
			vase
			washer

### 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 ...

Adjectives
beautiful
comfortable
great
huge
pretty
small

Adverbs
downstairs
upstairs

Prepositions
behind
in
in front of
on
under

## 7 Where Do You Live?

### VOCABULARY

Nouns	Nouns—Places in the neighborhood	Verbs	Adjectives
block	airport	get off	closed
corner	apartment building	go	low
floor	bank	live	new
food	bookstore	take	open
gym	bus stop	turn	
neighborhood	convenience store		
	gym		
	health club		
	mall		
	park		
	pharmacy		
	post office		
	restaurant		
	subway station		
	supermarket		

### 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.

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

# Vocabulary

## 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

**Adjectives**

action  
busy

**Adverb**

right now

### EXPRESSIONS

**Expression of location**

at work

**Make a suggestion**

Let's (go).

**Accept a suggestion**

Good idea!

**Real Talk**

check out  
What's up?

### EXPANSION Units 5–8

### VOCABULARY

**Nouns**

hangout place  
hobby  
holiday  
interests

**Verbs**

collect  
hang out  
laugh

**Adjectives**

busy  
enormous  
local  
quiet

**Adverb**

loud



# Vocabulary

## 9 What Do You Do?

### VOCABULARY

**Nouns**

advertising      future  
airline      gadget  
architecture      job  
art and design      newspaper  
clinic

**Nouns—Occupations/jobs**

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

**Verbs**

cook  
cut  
design  
drive  
make  
meet  
sell  
travel

**Adjectives**

interested (in)  
professional

### EXPRESSIONS

**Idiom**

I'm good with ...

**Ask about someone's job**

What do you do?

## 10 What's School Like?

### VOCABULARY

**Nouns**

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

**School Subjects**

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

**Adjectives**

active  
athletic  
boring  
challenging  
difficult  
easy  
fascinating

friendly  
fun  
hard  
intelligent  
interesting  
smart  
strict

**Verbs**

act  
brush  
excavate  
run  
teach  
wear

**Adjectives to describe people's looks**

black (hair)  
blond (hair)  
blue (eyes)  
brown (hair, eyes)

long (hair)  
short (hair)  
tall  
thin

### EXPRESSIONS

**Ask about people's appearance**

What does he/she look like?

**Real Talk**

cool

**Ask about people's personality**

What's he/she like?

# Vocabulary

## 11 | What Time Do You Get Up?

### VOCABULARY

**Nouns**

activity  
breakfast  
dinner  
karate  
lunch  
martial arts  
traffic  
weekday  
weekend  
weeknight

**Verbs**

concentrate  
get up  
learn  
wake up  
work out

**Phrases with verbs**

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

**Adjectives**

bad  
different  
late  
same

**Adverbs**

early  
late

**Frequency adverbs**

always  
never  
sometimes  
usually

**Time words**

after  
before  
then

### EXPRESSIONS

**Time expressions**

A.M.  
at night  
at (six) o'clock  
every day  
in the afternoon

in the evening  
in the morning  
o'clock  
on weekdays  
P.M.

**Ask for the time**

What time is it?

**Real Talk**

awesome  
No way!  
Where are you off to?

## 12 | What Can You Do There?

### VOCABULARY

**Nouns**

beach  
free time  
match  
ocean  
resort

**Nouns—Places in a town**

airport  
bank  
bookstore  
bus station  
gym  
hospital

**Verbs**

buy  
can  
draw  
fly  
hang out  
like  
shop  
sleep

**Verbs—Sports**

climb  
dive  
fish  
hike  
ice-skate  
play golf  
play tennis

ride a bike  
ride a horse  
rollerblade  
sail  
snorkel  
swim

### EXPRESSIONS

**Accept a suggestion**

Sure.

**Real Talk**

Are you crazy?  
When's good for you?





## Vocabulary

14 | Let's Celebrate

## VOCABULARY

<b>Nouns</b>		<b>Nouns—Holidays</b>	<b>Verbs</b>	<b>Adjectives</b>	<b>Pronouns</b>
card	holiday	Eid Al-Adha	celebrate	bright	her
celebration	independence	Eid Al-Fitr	cover	traditional	him
federation	invitation	Independence Day	decorate	wonderful	me
fireworks	neighbor	Liberation Day	donate		them
flag	parade	National Day	exchange		us
generosity	snack		get together	<b>Adverb</b>	you
gift			invite	well	

## EXPRESSIONS

Make or agree to a suggestion	Expressions to show interest	Expression of regret
Let's...	Sounds like fun. Sounds great! That's a wonderful idea.	Too bad.

15 | Then and Now

## VOCABULARY

<b>Nouns</b>		<b>Phrases with verbs</b>	<b>Adjectives</b>	<b>Adjectives for opinions</b>
area	pedestrian	be in good condition	attractive	awesome
balcony	population	be in ruins	modern	bad
boss	shelter	hold a record	narrow	beautiful
businessman	skyscraper	score a goal	successful	boring
celebrity	story			crowded
football striker	tournament			great
member	vendor			interesting
management				OK
consultant				terrible
				uncomfortable
<b>Verb</b>				
		protect		

## EXPRESSIONS

Ask for information	Time expression	Real Talk
Where were you born? 	from time to time	How are things? You're kidding!

# Vocabulary

**16**

## What Did You Do Last Week?

### VOCABULARY

**Nouns**

accident      race  
assignment      rice  
beach volleyball      snack  
console      topping  
guest

**Verbs**

impress  
melt  
stay

**Phrases with verbs**

clean out  
go out  
have a great time  
search for  
spend time  
stay home

**Adjectives**

common  
demanding  
ethnic  
expensive  
spicy

**Time expressions**

last month  
last night  
last weekend  
yesterday

### EXPRESSIONS

**Ask for information on past activities**

What did you do yesterday/last week, etc.?

**Conversation filler**

Um ...

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

Really?

## EXPANSION Units 13–16

### VOCABULARY

**Nouns**

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

**Verbs**

decide  
forget  
lie  
pack

**Adjectives**

free  
unexpected

### EXPRESSIONS

**Idioms**

on my mind

**Describe means of transportation**

by bus  
by car  
by train



## Unit 1 Self Reflection

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

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

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

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



## Unit 2 Self Reflection

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

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

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

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

## Unit 3 Self Reflection

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

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

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

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



## Unit 4 Self Reflection

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

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

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

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

## Unit 5 Self Reflection

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

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

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

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

## Unit 6 Self Reflection

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

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

Unit 6 Checklist	I can do this very well.	I can do this quite well.	I need to study/practice more.
talk about 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"><li>• read through the unit again</li><li>• listen to the audio material</li><li>• study the grammar and functions from the unit again</li><li>• ask your teacher for help</li></ul>

## Unit 7 Self Reflection

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

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

Unit 7 Checklist	I can do this very well.	I can do this quite well.	I need to study/practice more.
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"><li>• read through the unit again</li><li>• listen to the audio material</li><li>• study the grammar and functions from the unit again</li><li>• ask your teacher for help</li></ul>

## Unit 8 Self Reflection

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

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

Unit 8 Checklist	I can do this very well.	I can do this quite well.	I need to study/practice more.
talk about 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"><li>• read through the unit again</li><li>• listen to the audio material</li><li>• study the grammar and functions from the unit again</li><li>• ask your teacher for help</li></ul>



## Unit 9 Self Reflection

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



## Unit 10 Self Reflection

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</i> , <i>quite</i> , <i>really</i> , etc.			
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"><li>• read through the unit again</li><li>• listen to the audio material</li><li>• study the grammar and functions from the unit again</li><li>• ask your teacher for help</li></ul>

## Unit 11 Self Reflection

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



## Unit 12 Self Reflection

Things that I liked about Unit 12:	Things that I didn't like very much:

Things that I found easy in Unit 12:	Things that I found difficult in Unit 12:

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

My five favorite new words from Unit 12:	If you're still not sure about something from Unit 12:
	<ul style="list-style-type: none"><li>• read through the unit again</li><li>• listen to the audio material</li><li>• study the grammar and functions from the unit again</li><li>• ask your teacher for help</li></ul>



## Unit 13 Self Reflection

Things that I liked about Unit 13:	Things that I didn't like very much:

Things that I found easy in Unit 13:	Things that I found difficult in Unit 13:

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

My five favorite new words from Unit 13:	If you're still not sure about something from Unit 13:
	<ul style="list-style-type: none"><li>• read through the unit again</li><li>• listen to the audio material</li><li>• study the grammar and functions from the unit again</li><li>• ask your teacher for help</li></ul>

## Unit 14 Self Reflection

Things that I liked about Unit 14:	Things that I didn't like very much:

Things that I found easy in Unit 14:	Things that I found difficult in Unit 14:

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

My five favorite new words from Unit 14:	If you're still not sure about something from Unit 14:
	<ul style="list-style-type: none"><li>• read through the unit again</li><li>• listen to the audio material</li><li>• study the grammar and functions from the unit again</li><li>• ask your teacher for help</li></ul>

## Unit 15 Self Reflection

Things that I liked about Unit 15:	Things that I didn't like very much:

Things that I found easy in Unit 15:	Things that I found difficult in Unit 15:

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

My five favorite new words from Unit 15:	If you're still not sure about something from Unit 15:
	<ul style="list-style-type: none"><li>• read through the unit again</li><li>• listen to the audio material</li><li>• study the grammar and functions from the unit again</li><li>• ask your teacher for help</li></ul>



## Unit 16 Self Reflection

Things that I liked about Unit 16:	Things that I didn't like very much:

Things that I found easy in Unit 16:	Things that I found difficult in Unit 16:

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

My five favorite new words from Unit 16:	If you're still not sure about something from Unit 16:
	<ul style="list-style-type: none"><li>• read through the unit again</li><li>• listen to the audio material</li><li>• study the grammar and functions from the unit again</li><li>• ask your teacher for help</li></ul>

# 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

# SUPERGOAL 1 Audio Track List

CD1		
Track	Unit	Student Book Section
2	Unit 1	1 Listen and Discuss
3	Unit 1	2 Pair Work
4	Unit 1	4 Pronunciation
5	Unit 1	5 Listening
6	Unit 1	7 Conversation
7	Unit 1	8 Reading
8	Unit 2	1 Listen and Discuss
9	Unit 2	2 Pair Work
10	Unit 2	4 Listening
11	Unit 2	5 Pronunciation
12	Unit 2	7 Conversation
13	Unit 2	8 Reading
14	Unit 3	1 Listen and Discuss
15	Unit 3	2 Pair Work
16	Unit 3	5 Listening
17	Unit 3	6 Pronunciation
18	Unit 3	7 Conversation
19	Unit 3	8 Reading
20	Unit 4	1 Listen and Discuss
21	Unit 4	2 Pair Work
22	Unit 4	4 Pronunciation
23	Unit 4	5 Listening
24	Unit 4	6 Conversation
25	Unit 4	8 Reading
26	EXPANSION	2 Reading
27	Units 1–4	4 Chant Along
28	Unit 5	1 Listen and Discuss
29	Unit 5	2 Pair Work
30	Unit 5	4 Listening
31	Unit 5	5 Pronunciation
32	Unit 5	6 Conversation
33	Unit 5	8 Reading
34	Unit 6	1 Listen and Discuss
35	Unit 6	2 Pair Work
36	Unit 6	4 Listening
37	Unit 6	5 Pronunciation
38	Unit 6	6 Conversation
39	Unit 6	8 Reading
40	Unit 7	1 Listen and Discuss
41	Unit 7	2 Pair Work
42	Unit 7	4 Listening
43	Unit 7	5 Pronunciation
44	Unit 7	6 Conversation
45	Unit 7	8 Reading
46	Unit 8	1 Listen and Discuss
47	Unit 8	2 Pair Work
48	Unit 8	4 Listening
49	Unit 8	5 Pronunciation
50	Unit 8	6 Conversation
51	Unit 8	8 Reading
52	EXPANSION	2 Reading
53	Units 5–8	5 Chant Along

CD2		
Track	Unit	Student Book Section
2	Unit 9	1 Listen and Discuss
3	Unit 9	2 Pair Work
4	Unit 9	4 Pronunciation
5	Unit 9	5 Listening
6	Unit 9	6 Conversation
7	Unit 9	8 Reading
8	Unit 10	1 Listen and Discuss
9	Unit 10	2 Pair Work
10	Unit 10	4 Listening
11	Unit 10	5 Pronunciation
12	Unit 10	6 Conversation
13	Unit 10	8 Reading
14	Unit 11	1 Listen and Discuss
15	Unit 11	2 Pair Work
16	Unit 11	4 Listening
17	Unit 11	5 Pronunciation
18	Unit 11	6 Conversation
19	Unit 11	8 Reading
20	Unit 12	1 Listen and Discuss
21	Unit 12	2 Pair Work
22	Unit 12	4 Pronunciation
23	Unit 12	5 Listening
24	Unit 12	6 Conversation
25	Unit 12	8 Reading
26	EXPANSION	2 Reading
27	Units 9–12	3 Chant Along
28	Unit 13	1 Listen and Discuss
29	Unit 13	2 Pair Work
30	Unit 13	4 Listening
31	Unit 13	5 Pronunciation
32	Unit 13	6 Conversation
33	Unit 13	8 Reading
34	Unit 14	1 Listen and Discuss
35	Unit 14	2 Pair Work
36	Unit 14	4 Listening
37	Unit 14	5 Pronunciation
38	Unit 14	6 Conversation
39	Unit 14	8 Reading
40	Unit 15	1 Listen and Discuss
41	Unit 15	2 Pair Work
42	Unit 15	4 Listening
43	Unit 15	5 Pronunciation
44	Unit 15	6 Conversation
45	Unit 15	8 Reading
46	Unit 16	1 Listen and Discuss
47	Unit 16	2 Pair Work
48	Unit 16	4 Listening
49	Unit 16	5 Pronunciation
50	Unit 16	6 Conversation
51	Unit 16	8 Reading
52	EXPANSION	2 Reading
53	Units 13–16	4 Chant Along

## SuperGoal 1 Workbook

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وزارة التعليم

Ministry of Education

2025 - 1447

# SUPER **GOAL 1** WORKBOOK

**MANUEL DOS SANTOS**

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# 1 Good Morning!

1

Part 1

**A** Write the correct expression in each picture.

Good night.

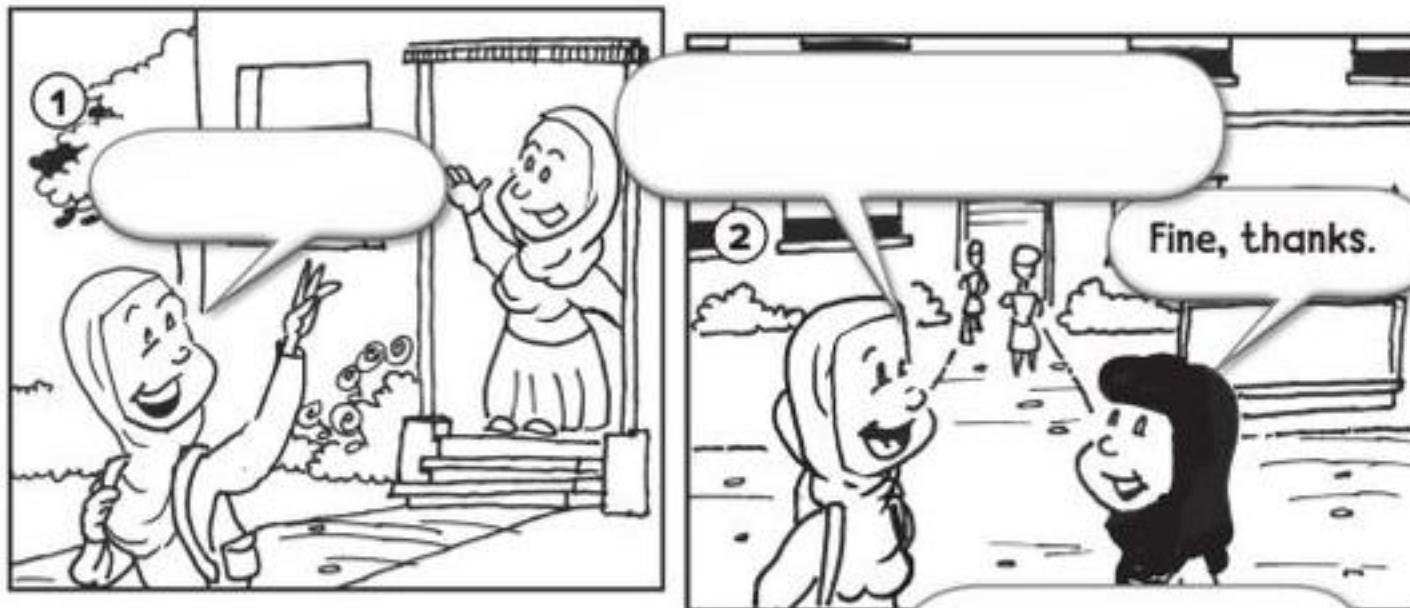
Good evening.

Good morning.

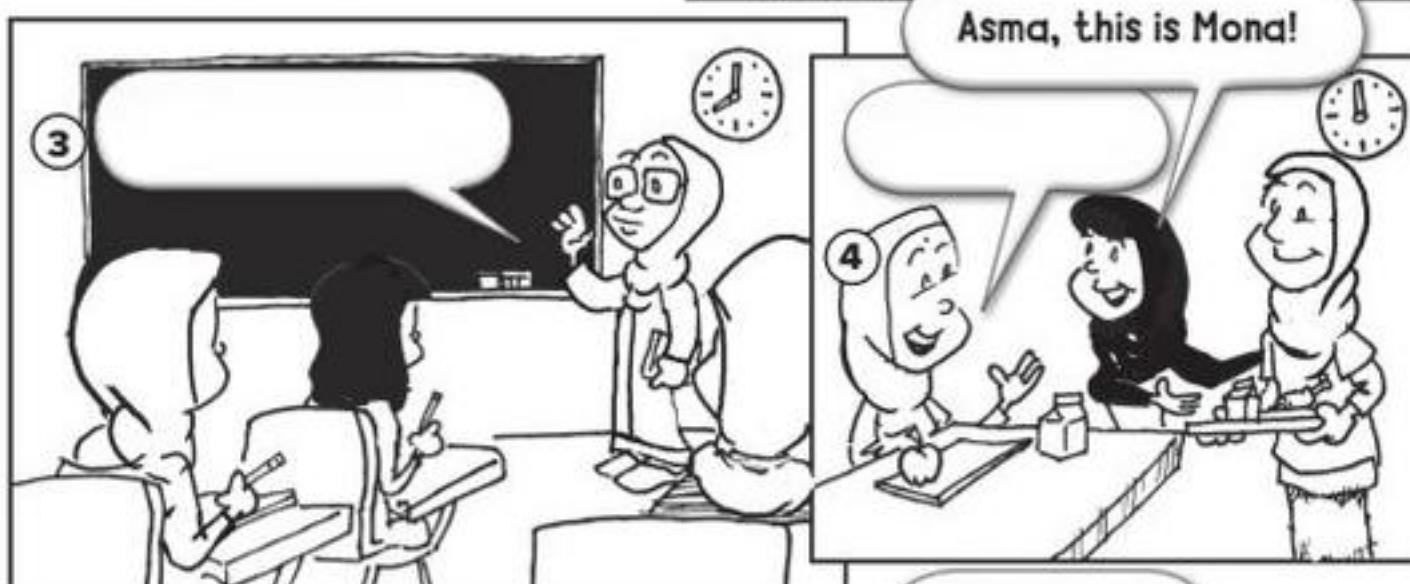
Nice to meet you.

Goodbye.

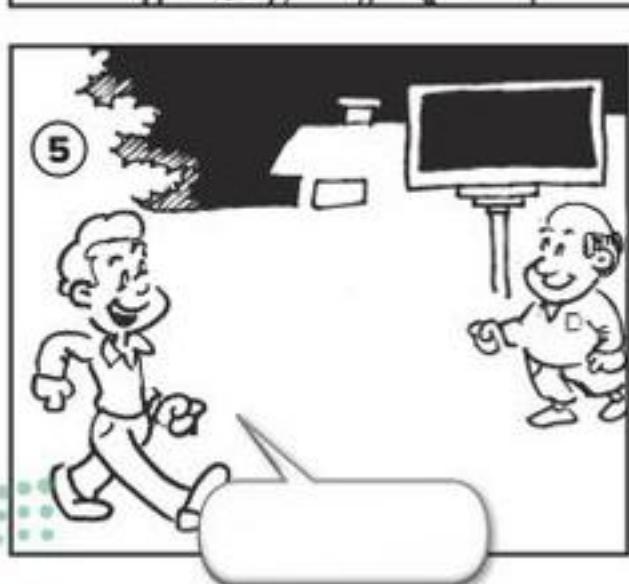
Hi. How are you?



Fine, thanks.



Asma, this is Mona!



# 1 Good Morning!

**B** Complete the sentences. Use the correct form of the verb **be**.

1  Mrs. Rivera is Anita's mom.

1. Omar is a student.

2. You are a teacher.

3. This is Jennifer. But her friends call her Jenny.

4. Mr. Bond is a good teacher.

5. Asma and Mona are best friends.

6. We are students.

7. He is Ahmed.

8. **A:** How are you?

**B:** I am fine, thanks.

**C** Complete the sentences. Use contractions with **be**.

1  This is my friend, Saeed. He's a student.

1. This is my first day here. I'm your new classmate.

2. This is my friend. He's a student.

3. This is Mr. Lee. He's the principal.

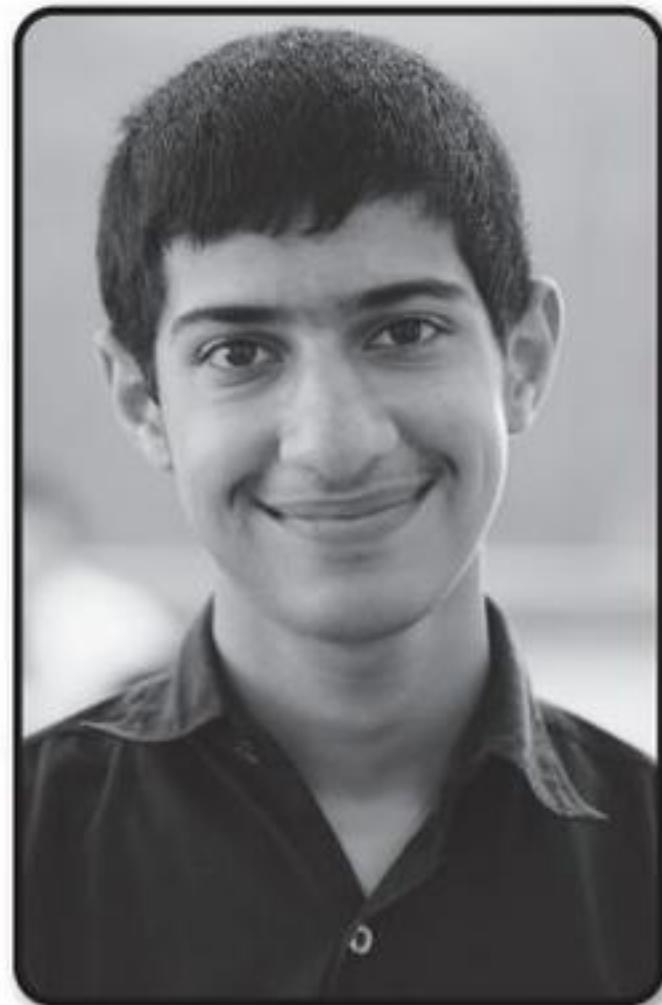
4. My name is Paul. I'm a student.

5. This is Mr. White and Mr. Cole. They're teachers.

6. Our names are Adel and Fahd. We're best friends.

7. You are my friend. You're my best friend!

8. Saeed and Alex are friends. They're classmates, too.



**D** Complete the sentences. Use possessive adjectives.

 He's a student. His name is Saud.

1. This is my sister. Her name is Amira.

2. This is the teacher. His name is Mr. Ahmed.

3. I'm a student. My name is Alan.

4. Daniel is a student. His friends call him Dan.

5. Hi. My name's Yuko. What's your name?

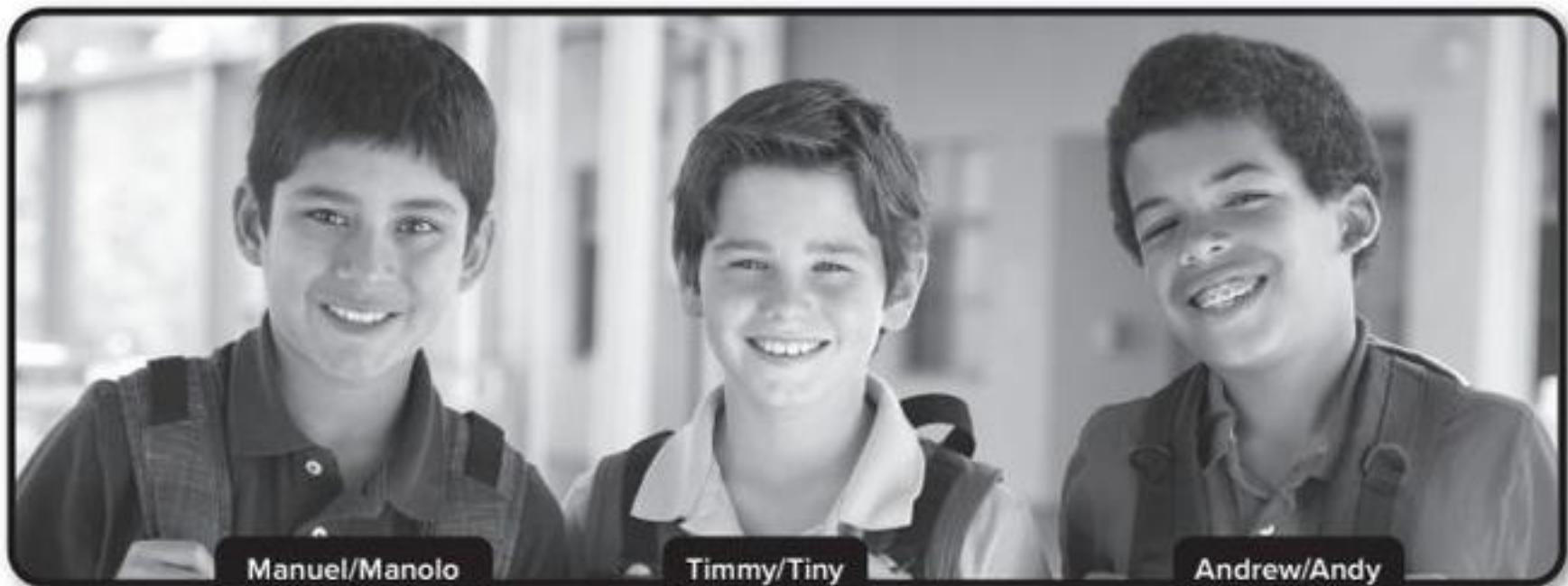
6. This is my mother. Her name is Kate.

7. Good morning, class! I'm your English teacher.

My name is Ms. Fatimah.

8. A: What's your name?

B: My name's Yasmin.



**E** Complete the sentences. Use a form of the verb **be** or **my, your, his, her**.

Hello! My name (1) is Manuel. But (2) my friends call me Manolo.

I (3) am a student. This is (4) my friend Andrew. (5) His friends call him Andy. He (6) is a student, too. Timmy (7) is my classmate.

(8) His friends call him Tiny. Tiny means "small." What's (9) your name?

# 1 Good Morning!

**F** Unscramble the words. Write the letters in the boxes. Find the secret word!

1. olshoc

1.

2. detnust

2.

3. lpsel

3.

4. etem

4.

5. drenif

5.

6. gnhit

6.

7. uyor

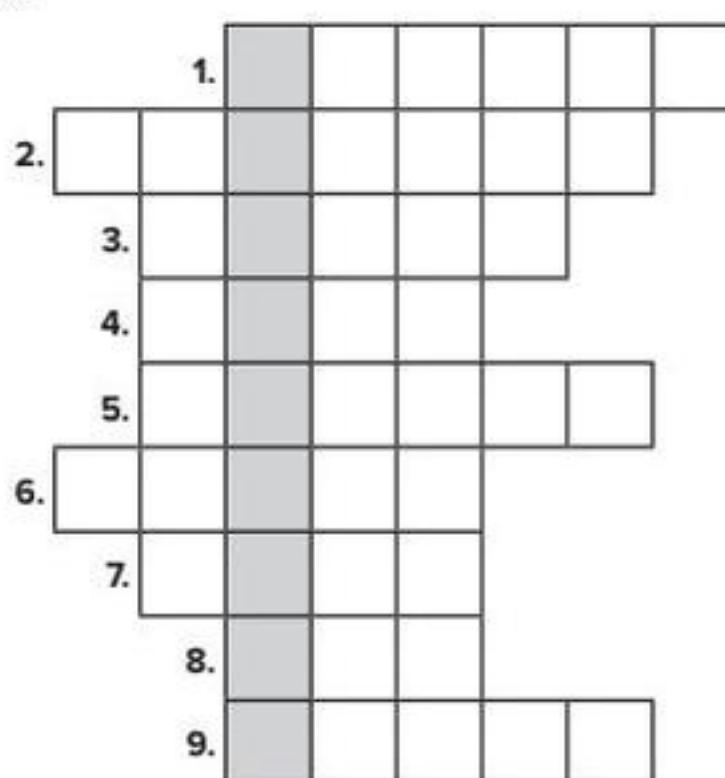
7.

8. rea

8.

9. eralt

9.



The secret word is: \_\_\_\_\_



## G WRITING

Look at the picture. Write a conversation.

Paul: \_\_\_\_\_ Paul Wilson.

John: \_\_\_\_\_ Paul. \_\_\_\_\_ John.

This is \_\_\_\_\_ friend, Samuel.

But \_\_\_\_\_ friends call him \_\_\_\_\_.

Paul: \_\_\_\_\_, Sam.

Sam: \_\_\_\_\_

Paul: Mr. Lee and Mr. Grant \_\_\_\_\_

the teachers.

\_\_\_\_\_, Mr. Lee!

Mr. Lee: \_\_\_\_\_, Paul! \_\_\_\_\_?

Paul: \_\_\_\_\_, thanks.

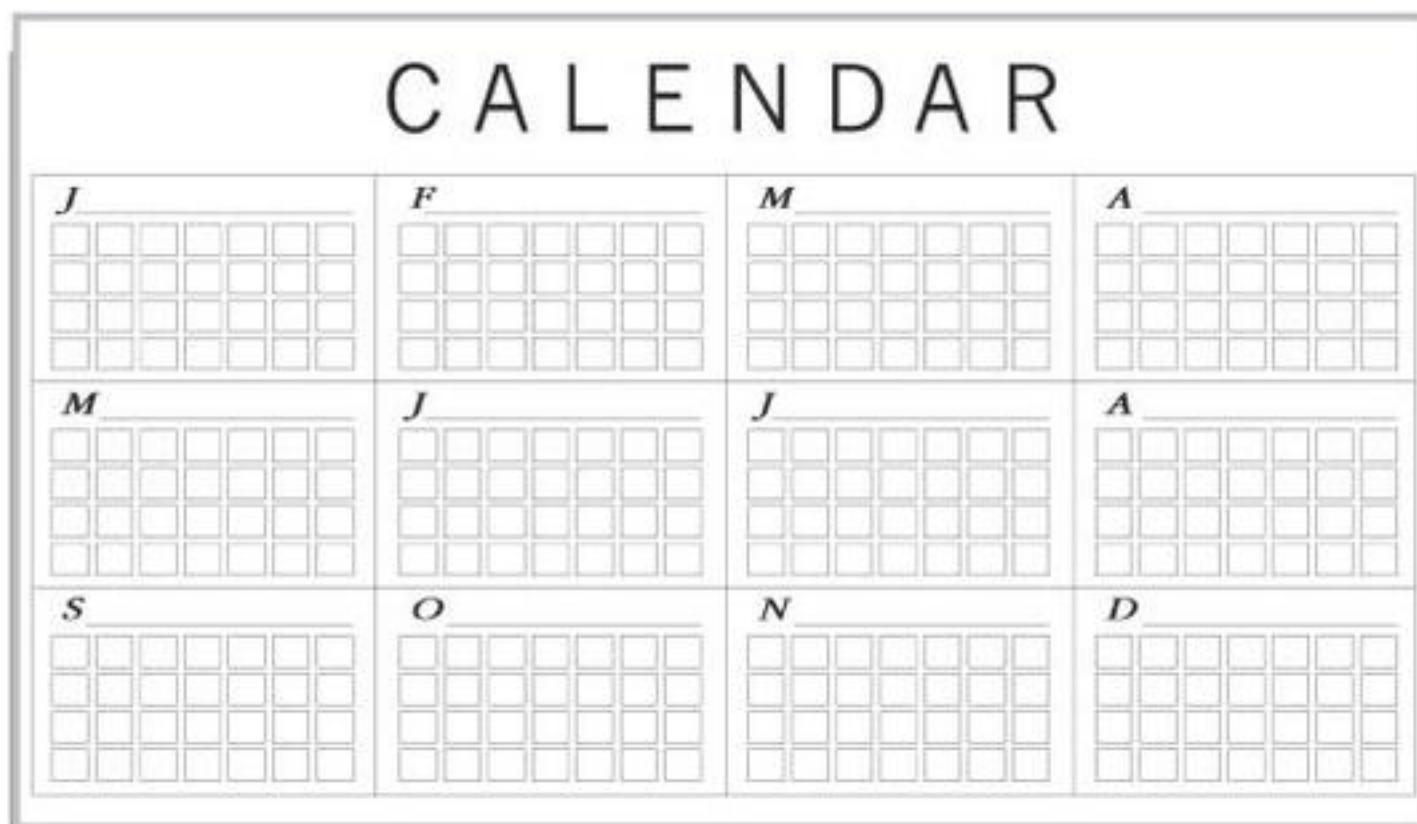


# 2 What Day Is Today?

**A** Write the days of the week in the correct order.

 Sunday \_\_\_\_\_

**B** Write the months in the correct order on the calendar below.



**C** Write the numbers in words. Then write the answer.

  $8 + 16 = ?$  Eight plus sixteen equals twenty-four.

1.  $13 + 33 = ?$  \_\_\_\_\_

2.  $21 + 15 = ?$  \_\_\_\_\_

3.  $43 + 57 = ?$  \_\_\_\_\_

4.  $76 + 4 = ?$  \_\_\_\_\_

5.  $11 + 18 = ?$  \_\_\_\_\_



## 2 What Day Is Today?

**D** Fill in the numbers.

**F** thirty-first, thirty-second, thirty-third

1. sixth, \_\_\_\_\_, eighth
2. fourteenth, \_\_\_\_\_, sixteenth
3. eleventh, \_\_\_\_\_, thirteenth
4. fifty-fourth, \_\_\_\_\_, fifty-sixth
5. twentieth, thirtieth, \_\_\_\_\_
6. \_\_\_\_\_, seventieth, eightieth
7. seventeenth, \_\_\_\_\_, nineteenth
8. \_\_\_\_\_, sixty-third, sixty-fourth

**E** Write the following dates.

**F** 9/27: September twenty-seventh

2/15: \_\_\_\_\_

5/5: \_\_\_\_\_

12/30: \_\_\_\_\_

6/11: \_\_\_\_\_

4/25: \_\_\_\_\_



**F** Match.

1. \_\_\_\_\_ How old are Jim and Jack?
2. \_\_\_\_\_ When is their graduation?
3. \_\_\_\_\_ How old are you?
4. \_\_\_\_\_ What day is today?
5. \_\_\_\_\_ What are their names?
6. \_\_\_\_\_ What month is it?

- a. I'm 19.
- b. It's Monday.
- c. They're Jim and Jack.
- d. Their graduation is today!
- e. They're 18.
- f. It's June.



**G** Circle the correct possessive adjective.

1 **Abdullah, congratulations! When is ( their / your ) graduation?**

1. Hello. My name is Sabah. What is ( your / our ) name?

2. They are eighteen years old. ( Your / Their ) graduation ceremony is today.

3. **A: What are your names?**

**B: ( Their / Our ) names are Yahya and Adel.**

4. The boys are ten years old. ( Your / Their ) final test is October 7.

5. Your clothes are so amazing! And ( our / your ) clothes are great, too.



**H** Circle the correct question words.

1 **(What / When) is your name?**

1. ( How old / When ) is his brother?

2. ( When / What ) day is today? It's Thursday!

3. It's May 15th. ( What / When ) is the final test?

4. ( What / When ) are their names?

5. ( When / What ) is the date tomorrow? It's April 7th.

**I** Write the correct word. Use **in** or **on**.

1 **on** January 1st

1. **on** Saturdays

5. **in** March

2. **on** Thursdays

6. **on** October 30th

3. **in** April

7. **on** Mondays

4. **on** July 23rd

8. **in** November



## 2 What Day Is Today?

**J** Complete the crossword puzzle. Spell out the numbers.

**Across**

1	t	w	2	e	l	f	t	h
---	---	---	---	---	---	---	---	---

1. 12th

3. 3rd

4. 19

7. 5th

**Down**

2. 11th

7				
---	--	--	--	--

3. 20th

5. 80

6. 90

3				
---	--	--	--	--

4				5				6
---	--	--	--	---	--	--	--	---

--	--	--	--	--	--	--	--

--	--	--	--	--	--	--	--

**K WRITING**

Write about yourself.

My name is \_\_\_\_\_.

I am \_\_\_\_\_ years old.

My final test is in the \_\_\_\_\_ month

of the year. It's in \_\_\_\_\_.

\_\_\_\_\_ is my best friend.

He/She is \_\_\_\_\_ years old.

His/Her final test is on \_\_\_\_\_.

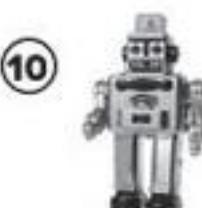


# 3 What's That?

**A** Write the name of each item.



laptop computer



**B** Write the items from **A** in the correct columns. Use *a* or *an* for each one.

Travel	Electronics	Personal Items
	1 a laptop computer	

### 3 What's That?

**C** Change to the plural.

1 What's this?

What are these?

1 It's a sculpture.

They're sculptures.

1. What's that?

\_\_\_\_\_

2. It's a calculator.

\_\_\_\_\_

3. It's a pencil.

\_\_\_\_\_

4. It's my key.

\_\_\_\_\_

5. That's a car.

\_\_\_\_\_

6. It's her painting.

\_\_\_\_\_



**D** Write a polite affirmative (+) or negative (–) sentence for each picture.

close the door  
stand up

use cell phones  
talk

open the window  
take photographs

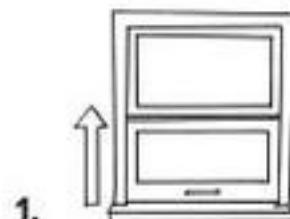


Please don't stand up.



3.

\_\_\_\_\_



1.

\_\_\_\_\_



4.

\_\_\_\_\_



2.

\_\_\_\_\_



5.

\_\_\_\_\_

E

Look at the photos. Complete the conversations. Use **this / these** for things near. Use **that / those** for things not near.



1 A: What's this?

B: It's a watch.



1 A: What's that?

B: It's a calculator.



1. A: \_\_\_\_\_

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



4. A: \_\_\_\_\_

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



2. A: \_\_\_\_\_

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



5. A: \_\_\_\_\_

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



3. A: \_\_\_\_\_

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



6. A: \_\_\_\_\_

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

### 3 What's That?

**F** Fill in the blanks with the correct singular or plural words.

Singular	Plural
1. that car	<i>those cars</i>
1. this telephone	_____
2. _____	those pencils
3. this watch	_____
4. _____	those dinosaurs
5. this radio	_____

**G** Look at the photos. What do you see? Write the words. Use *a* or *an*.



1. a man      2. an airplane      3. \_\_\_\_\_

an airplane

\_\_\_\_\_

### **H** WRITING

Buy some gifts for your family and friends. Make a list. Use *a* or *an*.

#### *Gift List*

##### *Gift*

*1 a toy*

##### *For...?*

*Maha*

# 4 Around the World

**A** Read the clues and complete the word for each country or nationality.

1. A person that is from Jordan. J \_\_\_\_\_
2. Paris is the capital of this country. F \_\_\_\_\_
3. Moscow is in this country. R \_\_\_\_\_
4. A person that is from the United States. A \_\_\_\_\_
5. Ottawa is the capital of this country. C \_\_\_\_\_
6. Beijing is in this country. C \_\_\_\_\_
7. A person from England is \_\_\_\_\_. E \_\_\_\_\_
8. Athens is in this country. G \_\_\_\_\_
9. Caracas is the capital of this country. V \_\_\_\_\_
10. Cairo is in this country. E \_\_\_\_\_

**B** Fill in each blank with the correct word from the box.

Brazilian	Saudi	England	Australia	Egyptian	Omani
-----------	-------	---------	-----------	----------	-------

1. I'm \_\_\_\_\_. I'm from the Kingdom of Saudi Arabia.
2. Ali isn't Syrian. He's \_\_\_\_\_. He lives in Muscat.
3. Saeed is on business in London. He's in \_\_\_\_\_ right now.
4. Karen is English, but she lives in Sydney, \_\_\_\_\_.
5. I'm from Brazil. My nationality is \_\_\_\_\_.
6. Aisha is from Egypt. She is \_\_\_\_\_.



## 4 Around the World



**C** Complete the conversation. Fill in each blank with the correct form of the verb **be**. Circle the correct preposition.

Tom is (in / on) Brazil. He meets Eduardo and Roberto.

**Tom:** Hi. My name is Tom. What's your name?

**Eduardo:** I am Eduardo. This is my friend, Roberto.

**Roberto:** Hi, Tom. Where are you from?

**Tom:** I am (in / from) the United States. I'm (on / in) vacation here in Brazil for the first time. Are you Brazilian?

**Roberto:** No, we're from (on / from) Cuenca, but we live (in / on) Rio de Janeiro now.

**Tom:** Is Cuenca in Colombia?

**Eduardo:** No, it isn't. It's in (in / from) Ecuador.

**D** Answer the questions. Use short answers. For negative answers, write the correct information.

1. Is Eduardo from Brazil? \_\_\_\_\_

2. Is Roberto Eduardo's friend? \_\_\_\_\_

3. Is Tom on business? \_\_\_\_\_

4. Is Tom from Colombia? \_\_\_\_\_

5. Are Roberto and Eduardo Ecuadorian? \_\_\_\_\_

6. Is Cuenca in Ecuador? \_\_\_\_\_

7. Are they in the United States now? \_\_\_\_\_

8. Are Roberto and Eduardo on vacation? \_\_\_\_\_



**E** Tick  the correct answer to each question.

1 Are you Saudi?  Yes, he is.  No, she's not. She's Vietnamese.  Yes, I'm from Saudi Arabia.

2 Is Carol from Paris?  Yes, she is.  No, I'm not.  It's in France.

3 Where are you from?  Yes, I am.  He's from Egypt.  I'm from England.

4 What's your telephone number?  It's 25 Main Street.  It's emily.smith@worldnet.com.  It's 389-555-0029.

5 Are you on vacation?  Yes, we are.  Yes, they are.  I'm from Germany.

6 Is Seattle in California?  No, it isn't.  It's in Washington.  Yes, you are.  It's American.

**F** Complete the conversation. Choose from the words in the box.

are on bye they from vacation I'm where

**Max:** Excuse me. \_\_\_\_\_ these the bags for flight 128?

**Agusto:** Yes, \_\_\_\_\_ are.

**Max:** \_\_\_\_\_ are you from?

**Agusto:** \_\_\_\_\_ from Venezuela. How about you?

**Max:** I'm \_\_\_\_\_ Canada.

**Agusto:** Are you here \_\_\_\_\_ business?

**Max:** No, I'm not. I'm here on \_\_\_\_\_.

**Agusto:** Here's my bag. Goodbye! Enjoy your visit!

**Max:** \_\_\_\_\_!

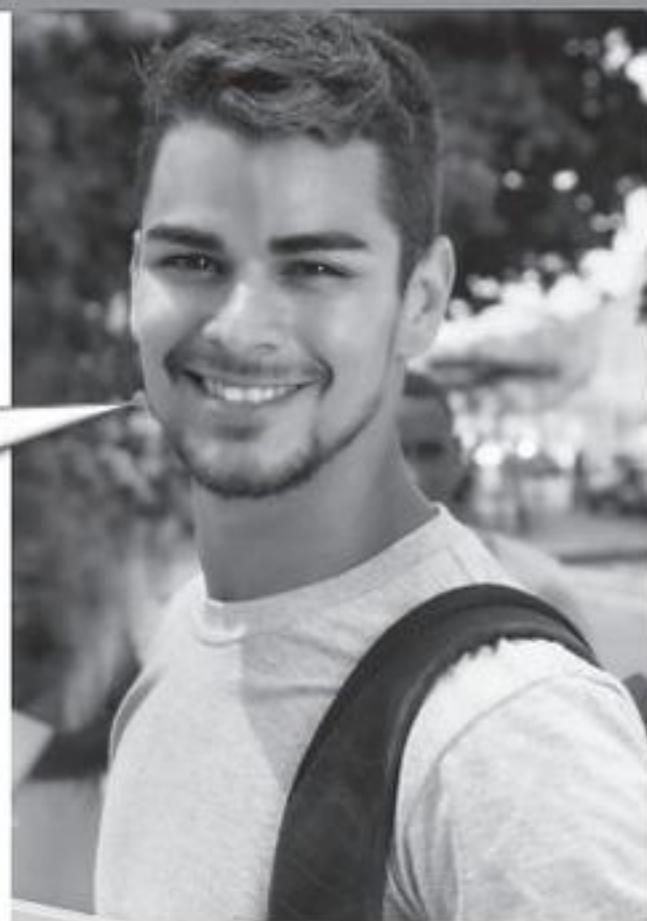


## 4 Around the World

### G READING

Read the description of Carlos. Complete the form.

Hi. My name is Carlos Torres. I'm Chilean, but I live in the U.S. I live in Los Angeles, California. I am eighteen years old. My email address is [carlos123@worldnet.com](mailto:carlos123@worldnet.com). My phone number is 310-555-9901.



School  
Information  
Form

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

Nationality: \_\_\_\_\_

Address—city, state (if appropriate), country:  
\_\_\_\_\_

Age: \_\_\_\_\_

Email address: \_\_\_\_\_

Phone number: \_\_\_\_\_

### H WRITING

Complete the form with your information.

School  
Information  
Form

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

Nationality: \_\_\_\_\_

Address—city, state (if appropriate), country:  
\_\_\_\_\_

Age: \_\_\_\_\_

Email address: \_\_\_\_\_

Phone number: \_\_\_\_\_

# EXPANSION Units 1 – 4

**A** Complete the questions. Use **What**, **When**, **Where**, or **How old**. Then match each question to its correct answer.

1 Where \_\_\_\_\_ are you from? \_\_\_\_\_ g a. My school is near my house.

1. \_\_\_\_\_ is your graduation? \_\_\_\_\_ b. He's twenty years old.

2. \_\_\_\_\_ day is today? \_\_\_\_\_ c. My house is on Park Avenue.

3. \_\_\_\_\_ are you? \_\_\_\_\_ d. I graduate in June.

4. \_\_\_\_\_ is your house? \_\_\_\_\_ e. It's September.

5. \_\_\_\_\_ month is it? \_\_\_\_\_ f. Today is Monday.

6. \_\_\_\_\_ is your school? \_\_\_\_\_ g. I'm from the United States.

7. \_\_\_\_\_ is your brother? \_\_\_\_\_ h. I'm seventeen.

**B** Write the negative.

1 Sit down. Don't sit down. 3. He is from Oman. \_\_\_\_\_

1. Please close the door. \_\_\_\_\_ 4. They are sisters. \_\_\_\_\_

2. Today is Sunday. \_\_\_\_\_ 5. I am ten years old. \_\_\_\_\_

**C** Change the statements to questions.

1 Today is (Tuesday). Is today Tuesday? \_\_\_\_\_

1. It's March 17th today. \_\_\_\_\_

2. Sabah is 17 years old. \_\_\_\_\_

3. You're from Syria. \_\_\_\_\_

4. You're Jordanian. \_\_\_\_\_

5. That's your pencil. \_\_\_\_\_

6. Those are our posters. \_\_\_\_\_

7. That's a famous painting. \_\_\_\_\_

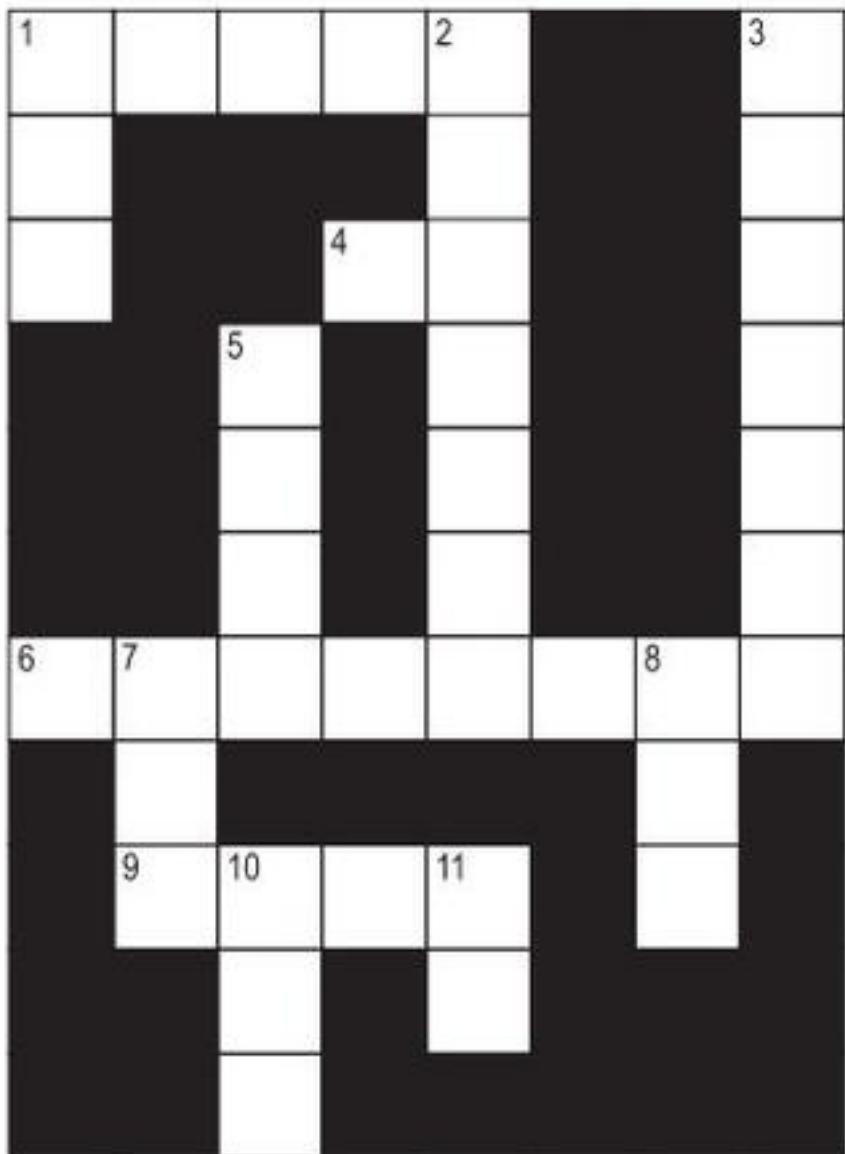


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# EXPANSION Units 1 – 4

**D** Complete the crossword puzzle. Use the clues on the right.



## ACROSS

1. greeting

4. he, she, \_\_\_\_\_

6. day of the week

9. Sit \_\_\_\_\_

## DOWN

1. she/her, he/\_\_\_\_\_

2. month

3. day of the week

5. \_\_\_\_\_ is your name?

7. You \_\_\_\_\_ I are friends.

8. We \_\_\_\_\_ students.

10. How \_\_\_\_\_ are you?

11. opposite of yes

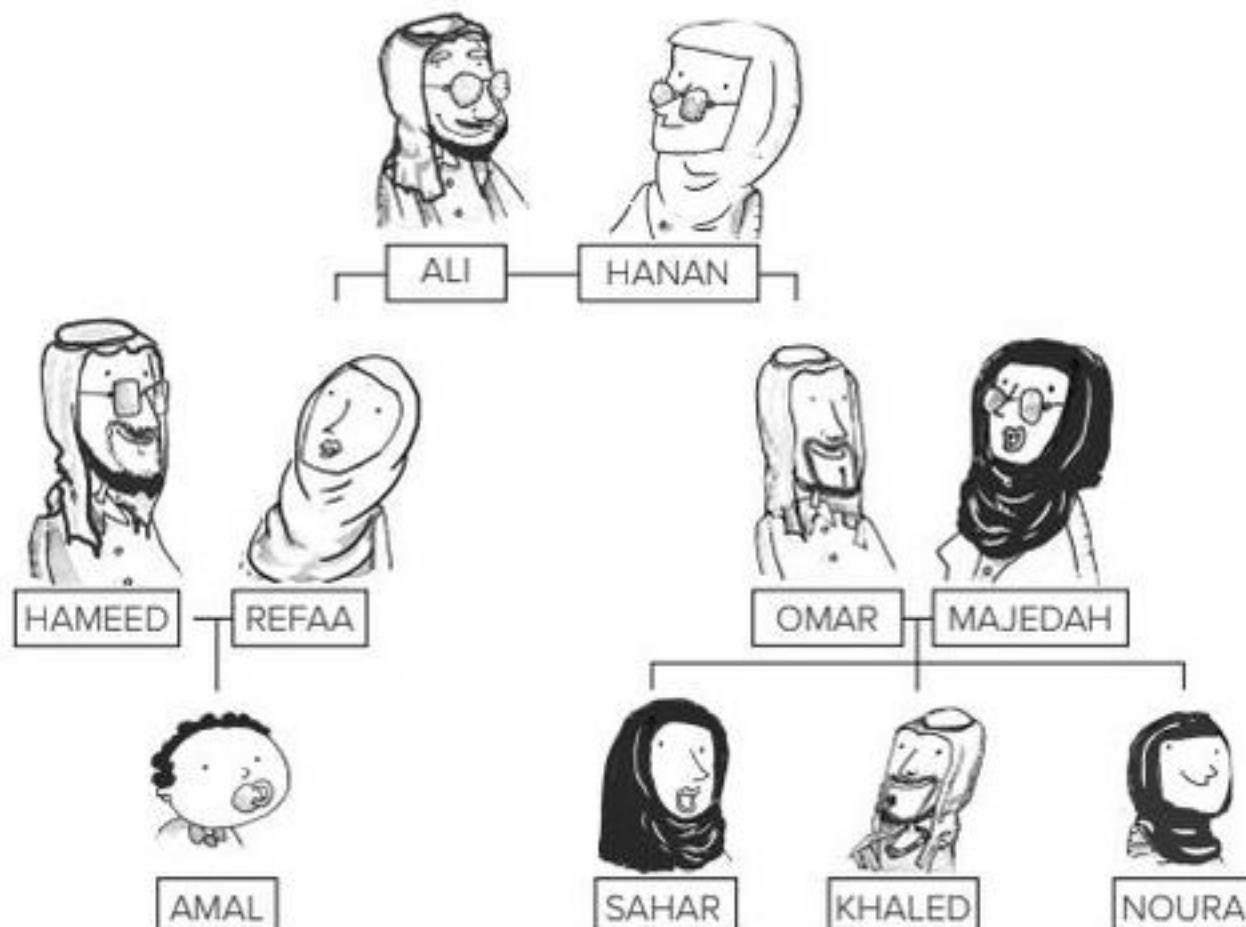
**E** Write the correct form of the verb **be**.

Today (1) \_\_\_\_\_ Monday. It (2) \_\_\_\_\_ the first day of school. Mr. Clark and his students (3) \_\_\_\_\_ in class. There (4) \_\_\_\_\_ twenty students and twenty-one desks. One desk (5) \_\_\_\_\_ for Mr. Clark.

"How old (6) \_\_\_\_\_ you, Brandon?" asks Mr. Clark. Brandon (7) \_\_\_\_\_ sixteen years old. The students (8) \_\_\_\_\_ all 16 or 17 years old. Mr. Clark (9) \_\_\_\_\_ seventeen years old. He (10) \_\_\_\_\_ thirty-five. It (11) \_\_\_\_\_ his first day at this school. "I (12) \_\_\_\_\_ your new teacher," says Mr. Clark.



# 5 Families, Families



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

1. \_\_\_\_\_ Sahar is Khaled's wife.
2. \_\_\_\_\_ Omar is Hanan's son.
3. \_\_\_\_\_ Refaa is Omar's sister.
4. \_\_\_\_\_ Ali is Noura's grandfather.

**B** Complete the sentences. Who is Khaled?

1. He's Majedah's \_\_\_\_\_.
2. He's Hanan's \_\_\_\_\_.
3. He's Sahar's \_\_\_\_\_.
4. He's Amal's \_\_\_\_\_.

**C** Who are you in your family? Look at exercises **A** and **B** for ideas.

I'm Hussain's son/daughter.

1. I'm \_\_\_\_\_.
2. I'm \_\_\_\_\_.
3. I'm \_\_\_\_\_.
4. I'm \_\_\_\_\_.
5. I'm \_\_\_\_\_.

## 5 Families, Families

**D** Complete the sentences. Use *have, has, don't have*, or *doesn't have*. Use the information on page 36.

| Khaled has two sisters.

1. Omar and Majedah \_\_\_\_\_ three children. 3. Noura \_\_\_\_\_ one sister.  
2. Khaled \_\_\_\_\_ any brothers. 4. Ali and Hanan \_\_\_\_\_ three children.

**E** Write the possessive

I the son of Ali

Ali's son

1. the aunt of Sahar
2. the father of the children
3. the mother of the girls
4. the bags of the aunts

**F** Answer the questions. Use *any*, *a lot of*, or *lots of*.

1 Your aunt and uncle don't have any children.

Do you have any cousins?

No, I don't have any cousins.

1. Your father has seven brothers.  
Do you have any uncles?
2. Your grandmother and grandfather have five daughters and one son.  
Do you have any aunts?
3. You are an only child.  
Do you have any sisters?
4. You have a big family.  
Do you have any brothers and sisters?

**G** Here are the answers. What are the questions? Use *How many* or *Who*.

! How many brothers does Khaled have ? Khaled doesn't have any brothers.

1. \_\_\_\_\_ ? Khaled has two sisters.
2. \_\_\_\_\_ ? Khaled's mother is Majedah.
3. \_\_\_\_\_ ? Khaled's aunt is Refaa.
4. \_\_\_\_\_ ? Refaa and Hameed have one child.
5. \_\_\_\_\_ ? Khaled's grandparents are Ali and Hanan.

**H READING**

**Clerk:** What's your name?

**Child:** Olivia.

**Clerk:** What's your last name?

**Child:** Parker.

**Clerk:** What's your father's name?

**Child:** Daddy.

**Clerk:** OK. What's your address?

**Child:** Main Street.

**Clerk:** What's your telephone number?

**Child:** I don't know.

**Mother:** There you are, Olivia! Thank you, Ms. ...?

**Clerk:** Ms. Jones. Please teach Olivia her address and telephone number.

**Mother:** Yes, Ms. Jones. Thank you.



Write **yes** or **no**.

1. \_\_\_\_\_ Olivia is the clerk's daughter.
2. \_\_\_\_\_ Olivia is Mrs. Parker's daughter.
3. \_\_\_\_\_ Olivia knows her address.
4. \_\_\_\_\_ Olivia knows her telephone number.
5. \_\_\_\_\_ Olivia says her father's name.

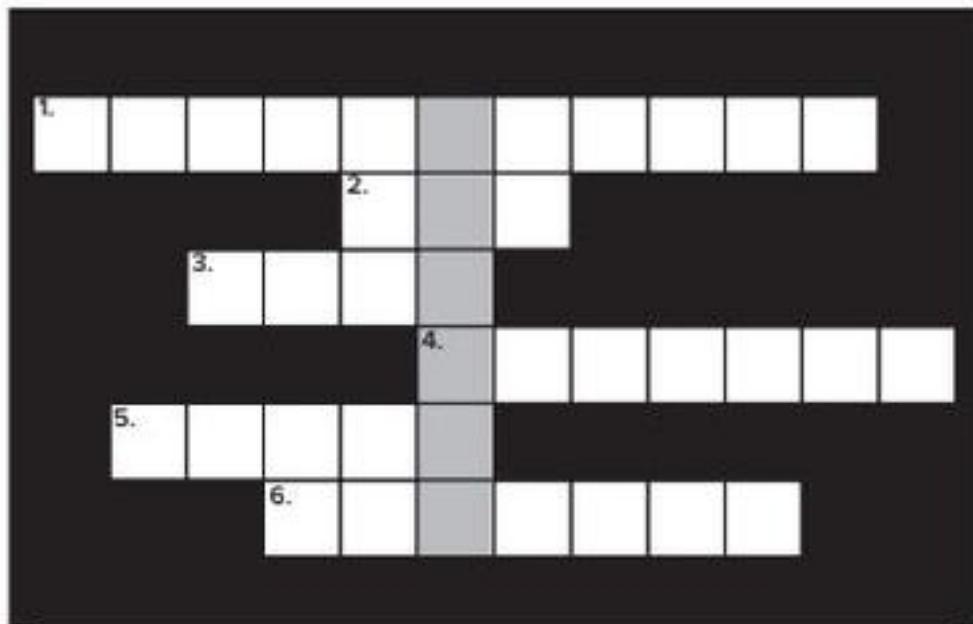


## 5 Families, Families

1

Complete the sentences. Then write the words in the puzzle. Find the secret word!

1. My mother's mother is my \_\_\_\_\_.
2. My parents' child is their daughter or \_\_\_\_\_.
3. My uncle's wife is my \_\_\_\_\_.
4. My father is my mother's \_\_\_\_\_.
5. My mother's brother is my \_\_\_\_\_.
6. My mother and father are my \_\_\_\_\_.



The secret word is \_\_\_\_\_.

## J WRITING

Write about your family. Answer these questions.

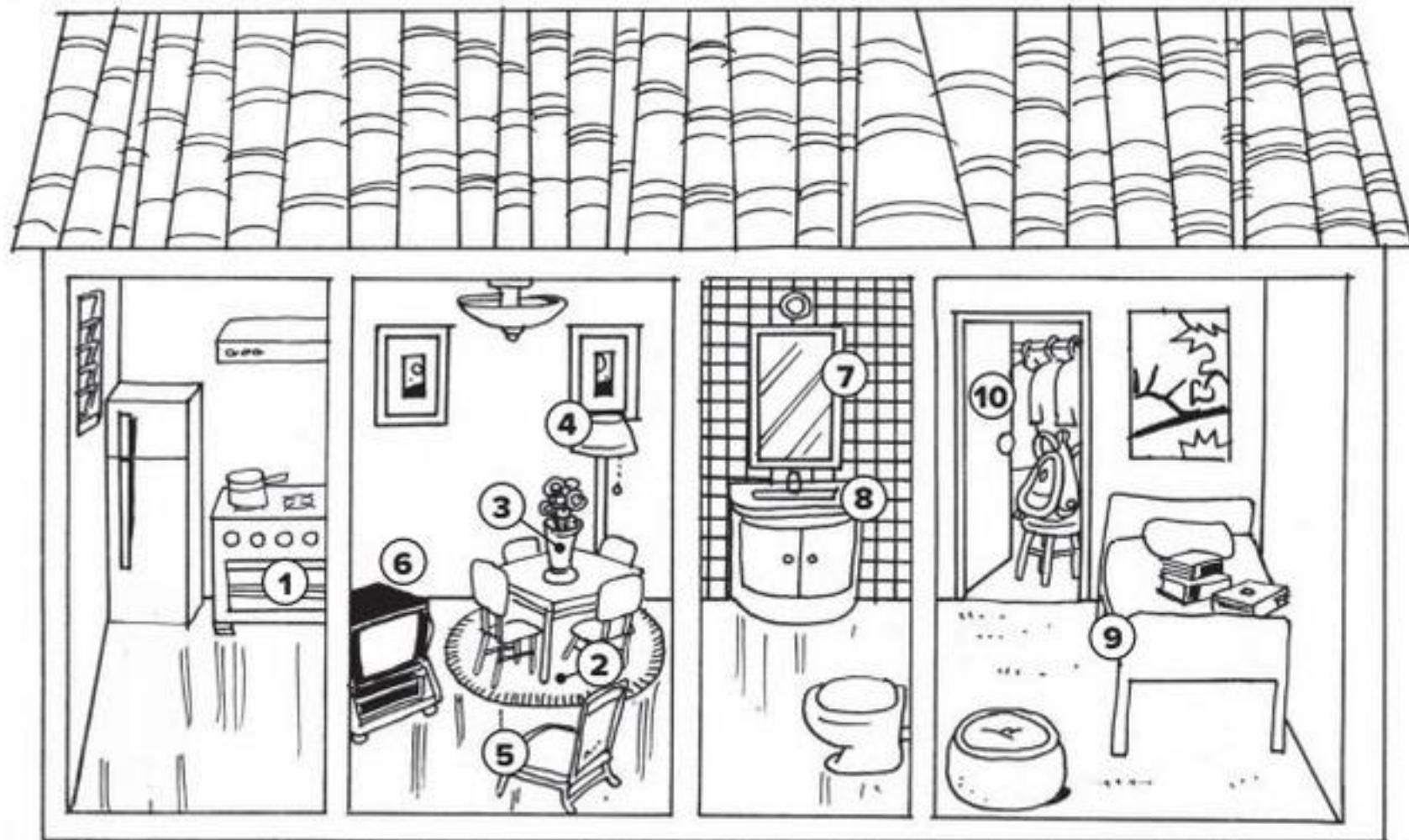
1. How many brothers and sisters do you have?
2. What are your brothers' and sisters' names?
3. How old are your brothers and sisters?
4. Who is the baby in your family?
5. What are your grandparents' names?
6. How many aunts do you have?
7. How many uncles do you have?
8. Your aunts' children are your cousins.  
How many cousins do you have?
9. Do you have a pet?
10. What is your pet's name?



208 Unit 5

## My Family

# 6 Is There a View?



**A** Write the names of the items.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

**B** Complete the sentences. Use **behind, in front of, under, on, or in**.

1. The mirror is \_\_\_\_\_ the bathroom.
2. The backpack is \_\_\_\_\_ the closet.
3. The rug is \_\_\_\_\_ the table.
4. The flowers are \_\_\_\_\_ the table.
5. The big chair is \_\_\_\_\_ the TV.
6. The sink is \_\_\_\_\_ the mirror.
7. The bed is \_\_\_\_\_ the bedroom.
8. The lamp is \_\_\_\_\_ the table.
9. The books are \_\_\_\_\_ the bed.
10. The poster is \_\_\_\_\_ the wall.

## 6 Is There a View?

C

Complete the conversation. John is a celebrity. Use **there is**, **there are**, **is there**, and **are there**.



**Reporter:** Is your house in California big?

**John:** Yes, \_\_\_\_\_ 35 rooms.

**Reporter:** Thirty-five rooms? That's a big house!

**John:** Yes, \_\_\_\_\_ 15 bedrooms, and \_\_\_\_\_  
10 bathrooms. \_\_\_\_\_ two kitchens. \_\_\_\_\_  
a kitchen upstairs, and \_\_\_\_\_ a kitchen downstairs.

**Reporter:** \_\_\_\_\_ a balcony?

**John:** Yes, \_\_\_\_\_ two balconies. \_\_\_\_\_ one  
balcony in front of the house, and \_\_\_\_\_ one balcony behind  
the house. \_\_\_\_\_ a nice view from the front balcony.

**Reporter:** \_\_\_\_\_ famous paintings?

**John:** Yes, I have two paintings by Picasso.

**Reporter:** That's great. \_\_\_\_\_ a garden?

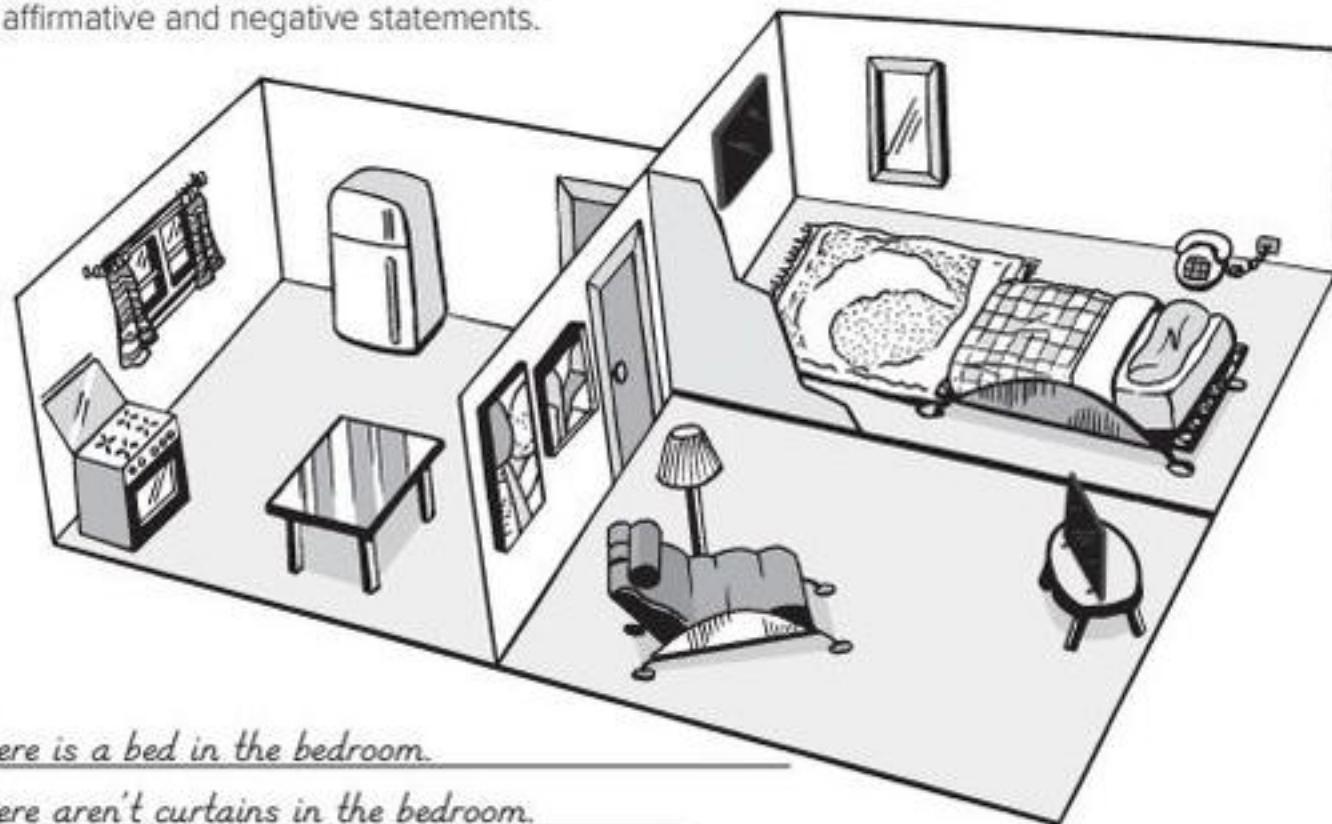
**John:** Yes, \_\_\_\_\_ a large garden with flowers behind the house.

**Reporter:** What's your favorite room?

**John:** It's my bedroom. \_\_\_\_\_ two phones, a laptop computer, and a  
huge high-definition TV in my bedroom. I watch myself on TV!



**D** Write a description of Ahmed's apartment.  
Write affirmative and negative statements.



There is a bed in the bedroom.

There aren't curtains in the bedroom.

There is a TV in the bedroom.

### Bedroom

---

---

---

### Living Room

---

---

---

### Kitchen

---

---

---

Add two more items to Ahmed's apartment. Write about the rooms.

---

---



## 6 Is There a View?

### E READING

Welcome to my home! My name is George. I live on a cruise ship. I work on the ship, too. It's a great place. The ship is big and comfortable. We have six modern kitchens and six beautiful dining rooms. There are lots of guest rooms. Look at my bedroom. Yes, you're right. It's very small. I have a small table and a small chair. There is a sofa and a bed in my room, too. It's OK. I love my home! I have a swimming pool and a great view of the ocean!



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

1. \_\_\_\_\_ George's bedroom is big.
2. \_\_\_\_\_ There are two old kitchens on the cruise ship.
3. \_\_\_\_\_ There are a lot of dining rooms.
4. \_\_\_\_\_ There is a TV in George's bedroom.
5. \_\_\_\_\_ His home has a swimming pool.



### F WRITING

Write about your dream bedroom.  
Answer the questions.

1. Is there a big bed or a small bed?
2. What other furniture is there?
3. Are there windows?
4. Is there a view?
5. Are there special things in the room?

	<p><i>My Dream Bedroom</i></p> <p><i>My dream bedroom is just right for me.</i></p>
--	---

# 7 Where Do You Live?

**A** What are these words? They're places in a neighborhood! Unscramble the words.

1. laml \_\_\_\_\_
2. ramapych \_\_\_\_\_
3. karp \_\_\_\_\_
4. ketpusrmare \_\_\_\_\_
5. kbna \_\_\_\_\_
6. tausertnar \_\_\_\_\_
7. ooortbeks \_\_\_\_\_

**B** Make a conversation. Write the sentences in the correct order.

Excuse me. Is there a restaurant near here?

Go to the corner, and turn right.

Thank you.

Yes, there's one across from the post office.

And where is the post office?

You're welcome.



**A:** Excuse me. Is there a restaurant near here?

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

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

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

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

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



## 7 Where Do You Live?



**C** Look at the map. Complete the sentences. Use *across from*, *between*, or *next to*.

1. The hotel is \_\_\_\_\_ the bank and the restaurant.
2. The mall is \_\_\_\_\_ the restaurant.
3. The health club is \_\_\_\_\_ the mall.

**D** Look at the map. Answer the questions. Make two sentences for each. Use *on*, *near*, or *far from*.

1. Where's the subway station? \_\_\_\_\_
2. Where's the park? \_\_\_\_\_
3. Where's the supermarket? \_\_\_\_\_

**E** Look at the map. Complete the conversation. Help the tourist. The tourist is at the bookstore.

**Tourist:** Excuse me. Where is the museum?

You: \_\_\_\_\_ straight on Park Avenue to the next corner.

right at the bank.

The museum is \_\_\_\_\_ the bank.

It's between the convenience store and the subway station.



**Tourist:** Thank you.

**F** Complete the sentences. Use *in* or *on*.

1. Where do you live? I live \_\_\_\_\_ Jeddah.
2. Amina lives \_\_\_\_\_ Park Avenue.
3. My cousins live \_\_\_\_\_ Damascus.
4. Our apartment building is big.
5. We live \_\_\_\_\_ the twelfth floor.
5. Ali lives \_\_\_\_\_ Main Street.

**G READING**

**Beautiful Penang**

Penang Island, Malaysia, is a small island in Southeast Asia. About a million people live on this lovely island, and thousands of tourists visit every year. There's a lot to see and do in Penang. There are miles of sunny beaches with smooth white sand. Tourists stay in small, friendly hotels on the beach or in big hotels in the town. There are old buildings and many beautiful parks. There are also many places to shop. And Penang even has its own shopping mall on Penang Road. It's called KOMTAR, and it has over 200 stores.



A beach at Penang

Answer **yes** or **no**. For **no** answers, write a correct sentence.

1 No Penang is in South America.

Penang is in Malaysia in Southeast Asia.

1. Many tourists visit Penang every year.

\_\_\_\_\_

2. There aren't many stores in Penang.

\_\_\_\_\_

3. There are no big hotels in Penang.

\_\_\_\_\_

4. KOMTAR is the name of a hotel.

\_\_\_\_\_

5. There are no parks in Penang.

\_\_\_\_\_



## 7 Where Do You Live?

**H**

Is there a mall near your house? Are there good streets for shopping near you? Draw a map. Write the names of the stores on the map.



### I WRITING

Write about your city.

1. Is the city old or modern?
2. Is the city big or small?
3. Is it popular with tourists?
4. Are there many tourist attractions?
5. What are the attractions?
6. Are there famous restaurants?
7. Are there many stores?
8. What is the name of the most popular shopping street or mall?
9. Are there good restaurants in your city?
10. Is there an airport near the city?

*My City*



# 8 What Are You Doing?

**A** Look at the photos. Complete the sentences. Use the present progressive of the verbs in the box.

surf      not ride      listen      eat      study



1. Omar \_\_\_\_\_ the Internet on his computer. His brothers \_\_\_\_\_ for a test.

2. Tom \_\_\_\_\_ to Carl's cell phone.



3. Jack and his friends \_\_\_\_\_ pizza at his house.

4. Mark \_\_\_\_\_ his bike right now.

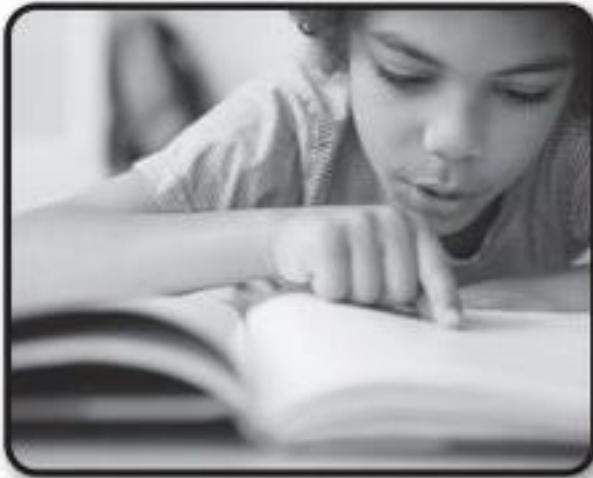
## 8 What Are You Doing?

**B**

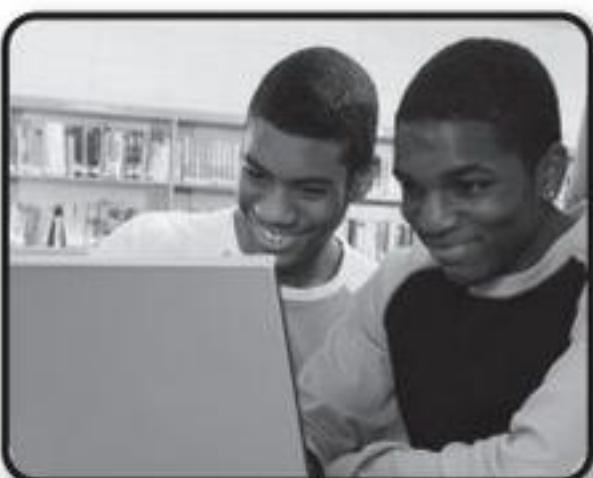
Complete the questions and answers. Use contractions and pronouns in the answers.



1. What is Kenny doing?  
He's eating a sandwich.



1. What is Jamal doing?  
He's reading a book.



2. What are they doing?  
They are looking at the Internet.



3. What is Jim doing?  
He is watching sports on TV.



4. What is Ahmed doing?  
He is talking on his cell phone.



5. What are the boys doing?  
They are playing video games.

**C** Look at the pictures. Answer the questions. Use short answers.



Are they eating dinner?

Yes, they are.

1. Is he talking to his friend?

\_\_\_\_\_

2. Is he listening to his cell phone?

\_\_\_\_\_

3. Are they hanging out at the mall?

\_\_\_\_\_

4. Are they waiting for a bus?

\_\_\_\_\_

5. Is he drinking coffee?

\_\_\_\_\_

**D** Here are the answers. Write the questions.

1. What is Majid doing

? Majid is playing a video game.

2. \_\_\_\_\_ ? Asma is talking to a friend on the phone.

3. \_\_\_\_\_ ? Omar and Qassim are watching TV.

4. \_\_\_\_\_ ? We are surfing the Internet.

5. \_\_\_\_\_ ? I am studying for a math test.

## 8 What Are You Doing?

**E** Read the sentences. Draw the picture.

You are walking in the park. You see five people. A boy is reading a magazine. A boy is riding a bicycle. A man is talking on his cell phone. Faisal and Ali are walking.



## **F** WRITING

Imagine you are at the library with four friends. What is each friend doing? Write an email.

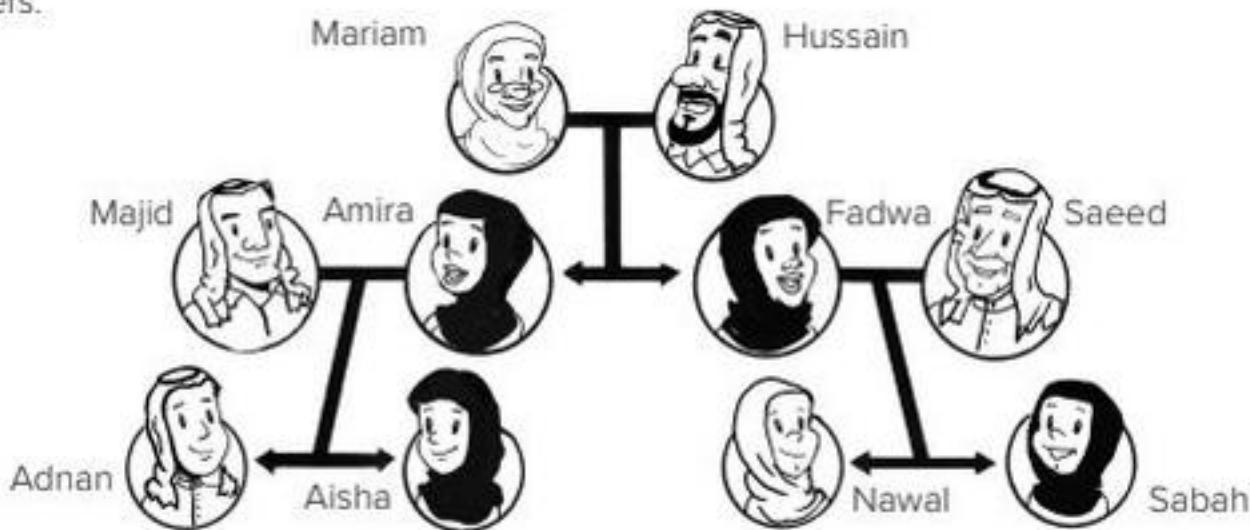


to: \_\_\_\_\_ subject: \_\_\_\_\_

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

# EXPANSION Units 5–8

**A** Read. Then answer the questions about the family. Use **or**, **and**, or **but** in your answers.



Adnan and Aisha are brother and sister. Their father, Majid, has two brothers. He has no sisters. Their mother, Amira, has no brothers. But she has a sister, Fadwa. Fadwa's husband's name is Saeed. Saeed is an only child. Fadwa and Saeed have two children, Nawal and Sabah. The two families live in a big house with Amira and Fadwa's parents, Mariam and Hussain.

**1** How many grandchildren do Hussain and Mariam have? (and)

They have one grandson and three granddaughters.

1. Does Aisha have a brother or a sister? (but)

2. How many nephews and nieces do Saeed and Fadwa have? (and)

3. Does Sabah's father have brothers and sisters? (or)

4. Do Nawal's aunt and uncle have children? (and)

5. Do Adnan's grandparents have a son? (but)

**B** Complete the sentences. Use **there is**, **there are**, **is there**, or **are there**.

**1** There are two beds in my cousins' bedroom.

1.                                    a modern kitchen in the house?

2.                                    a big garden behind the house.

3.                                    a mirror in the bathroom.

4.                                    books on the table?

# EXPANSION Units 5–8

**C** What are they doing? Complete the sentences.



1. \_\_\_\_\_ in a restaurant.



2. \_\_\_\_\_ the Internet.

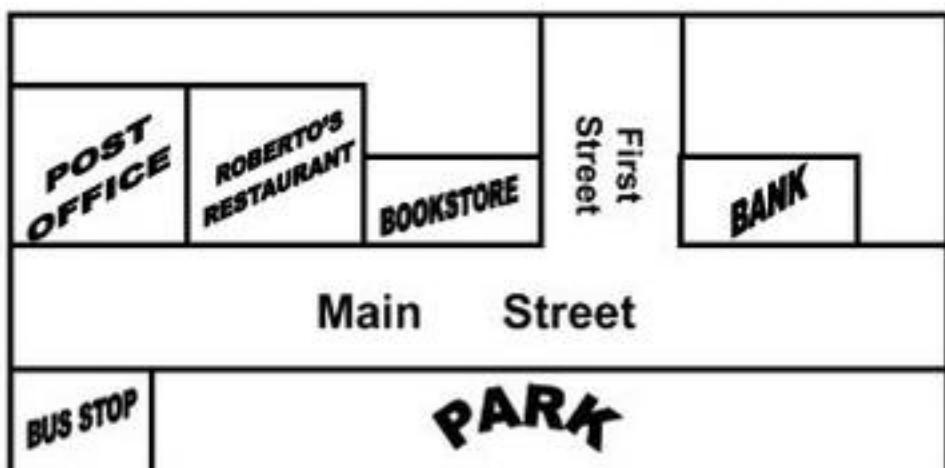


3. \_\_\_\_\_ on his cell phone.



4. \_\_\_\_\_ in his notebook.

**D** Look at the map. Complete the sentences below. Use *next to*, *on*, *across from*.



1. The park is \_\_\_\_\_ Main Street.
2. The post office is \_\_\_\_\_ the restaurant.
3. The bus stop is \_\_\_\_\_ the post office.
4. Roberto's Restaurant is \_\_\_\_\_ the post office and the bookstore.
5. The bank is \_\_\_\_\_ First Street and Main Street.

**E** Help your friend. Complete the directions.

1 Your friend is at the bookstore. Where's the post office?

Turn right \_\_\_\_\_ on Main Street. The post office is *next to* \_\_\_\_\_ the restaurant.

2 Your friend is at the post office. Where's the bookstore?

\_\_\_\_\_ on Main Street. The bookstore is \_\_\_\_\_ the restaurant.

3 Your friend is at the bookstore. Where's the bus stop?

\_\_\_\_\_ on Main Street. The bus stop is \_\_\_\_\_ the post office.

4 Your friend is at the bank. Where's Roberto's Restaurant?

\_\_\_\_\_ on Main Street. Roberto's Restaurant is \_\_\_\_\_ the bookstore and the post office.



# 9 What Do You Do?

## Part 2

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



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

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

## 9 What Do You Do?

**B** Complete the questions and answers.



**Joe and Adel**



### Image



Fred and Ray



### Mike, Bruce, and Ali

A: (Joe) What does Joe do?

**B:** He paints pictures.

**1. A: (Adel)** \_\_\_\_\_

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

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

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

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

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

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

**B:** He's a

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

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

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

**B:** They have a lot of different types of taxis.

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

He  magazines



**C**

Complete the conversation. Use the information in the picture.



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

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

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

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

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

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

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

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

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

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

**D**

Circle the correct answers.

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

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

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

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

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

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

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

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



## 9 What Do You Do?

### E READING

#### Career Day

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

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



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

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

### F WRITING

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

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

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

*Career Day*



# 10 What's School Like?

**A** It's the first day of school. Dave and Sean are talking about their new classes. Complete the conversation. Use the words in the box.

fun challenging interesting difficult smart

**Sean:** Here's my new schedule.

**Dave:** Look! I have math class with you. It's my favorite class. It's fun. Do you like math?

**Sean:** No, I don't. It's not easy. It's really \_\_\_\_\_ and \_\_\_\_\_.

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

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

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

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

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



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

athletic tall short brown smart

**Ali:** Who are your friends?

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

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

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

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

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

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

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



## 10 What's School Like?

**C**

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



1

**Ted:** What does Matt look like?

2

**Ted:** Does he play any sports?

3

**Ted:** Isn't Tom in our English class? What does he look like?

4

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

5

**Ahmed:** No, he doesn't. He's in the science club. But his brother, Tom, plays football.

6

**Ahmed:** He's smart and very nice. And he's good at English.

7

**Ahmed:** He's tall. He has short black hair. And he has brown eyes.

8

**Ahmed:** Yes, he is. He's tall, too. And he has curly black hair.

**D**

Write the words in the correct order to make sentences.



1. doesn't / speak / he / English

2.

He doesn't speak English.

3.

Mr. Lee / science / teach / does

4.

Faisal / backpack / has / a / red

5.

Imad / short / hair / has / blond / hair

6.

Omar / a / new / has / laptop

7.

you / take / chemistry / don't





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

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

\_\_\_\_\_

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

\_\_\_\_\_

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

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

\_\_\_\_\_

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

\_\_\_\_\_

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

\_\_\_\_\_

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

\_\_\_\_\_

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

\_\_\_\_\_



## 10 What's School Like?

**G**

Read the text. Write the name in the box next to each person in the teacher's room.



Mr. Fletcher is the history teacher. He has blond hair and wears glasses. Mr. Collins teaches French. He's short, and he has black hair. The math teacher is Mr. Argano. He's very intelligent. He doesn't have any hair. Mr. Johnson is tall and has black hair. He's the PE teacher. Mr. Werner teaches science. He has white hair, and he isn't very tall. He's very nice. Mr. Marsh is tall and thin. He has short blond hair, and he teaches language classes.

## H WRITING

Write an email to a friend. Write about your school.

1. What subjects do you take?
2. What is your favorite class?
3. Who are your teachers?
4. Does your school have sports or clubs?
5. What sports or clubs are you in?



SEND NOW



SEND LATER



ADD ATTACHMENTS



SIGNATURE



CONTACTS

to: \_\_\_\_\_ subject: \_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

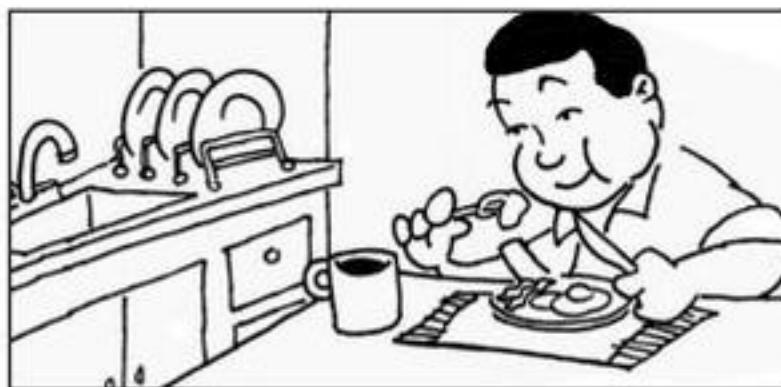
\_\_\_\_\_

# 11 What Time Do You Get Up?

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



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



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



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



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



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



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

# 11 What Time Do You Get Up?

**B** Look at the clocks. Complete the conversations.

**A:** What time is it?

**B:** It's five o'clock in the morning.  
It's 5:00 A.M.



**A:** What time is it?

**B:** It's noon.



**A:** What time is it?

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



**A:** What time is it?

**B:** It's 9:00 P.M.



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

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

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

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

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

**1. do homework with friends**

**2. brush my teeth after breakfast**

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

**4. study for tests at night**

**5. visit friends on Saturdays**

**E**

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

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

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

### Jamal's Schedule

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



Jamal always drives the taxi in the morning.

1. He                    drives the taxi                    he sells cell phones at the store.

2. He                    plays tennis                    his job at the store.

3. He drives the taxi                   .

4. He drives the taxi                    Tuesday.                    he works at the Internet café                    ten o'clock.

5. He                    sells cell phones                    Tuesday.

6. Jamal                    plays tennis                    night.



# 11 What Time Do You Get Up?

## F READING

Read the article about Faris.

### Faris's Day

It's 5:00 A.M. Is Faris at home sleeping? No, he is at the market. He's buying food for his restaurant. Faris goes to the market six days a week. Then, at 6:30 A.M., he goes to the gym and exercises. At 7:30 A.M., he goes home and goes back to sleep.



Faris goes back to the restaurant at 1:00 P.M. He cooks the food for the day. He writes out the menu for the next day. The restaurant is open from 5:00 P.M. to 11:00 P.M. After 11:00 P.M., Faris cleans the restaurant and the kitchen. He goes home at midnight. Then the next morning he gets up at 5:00 A.M. again.



But on Sunday he never gets up before 8:00 A.M. The restaurant isn't open on Sundays. Does Faris cook on Sundays? No, he doesn't. He always goes out to eat in a restaurant, of course!



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

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

## G WRITING

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

1. What do you do before school?
2. What do you usually do after school?
3. When do you do your homework?
4. What days do you see your friends?
5. When do you watch TV?

*My Days*

# 12 What Can You Do There?

**A** Complete the sentences.



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



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



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



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



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



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

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

to go shopping  
to read

to watch films  
to ride a bike

to do homework  
to talk on the phone

to eat  
to cook

I like to go shopping.

I don't like to watch films.

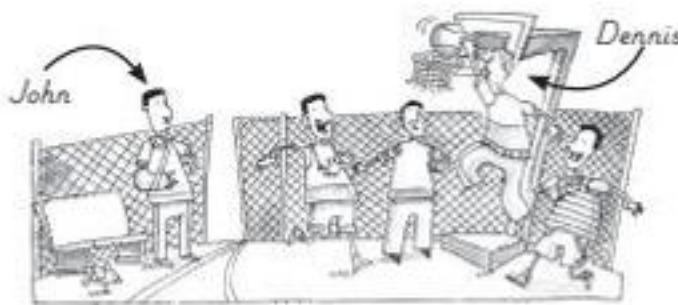
Your ideas:



## 12 What Can You Do There?

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

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



John

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

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

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

Dennis

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

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

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

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

**D** Complete the sentences. Use **likes to**, **like to**, **doesn't like to**, or **don't like to**. **No, thanks!**



1. John \_\_\_\_\_ ride horses.

4. Dennis \_\_\_\_\_ fish.

2. Dennis \_\_\_\_\_ ride horses.

5. Dennis and John \_\_\_\_\_ run.

3. John \_\_\_\_\_ fish.

6. They \_\_\_\_\_ swim.

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

draw  
swim

write stories  
cook

make things  
play golf

ride a bike  
skateboard

**F**

*I can swim.*

*I can't cook.*

Your ideas:

**F**

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

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

My friends Patrick and Tony have cell phones. Patrick (like) \_\_\_\_\_ to talk on his cell phone. Tony (like) \_\_\_\_\_ to talk on his cell phone? No, he \_\_\_\_\_. Tony (like) \_\_\_\_\_ to take photos with his cell phone! My

friend Ryan (like) \_\_\_\_\_ to surf. He lives in Hawaii and he (can) \_\_\_\_\_ every day of the year. Tom lives in my apartment building. We live in Arizona.

There aren't any beaches in Arizona. But Tom (like) \_\_\_\_\_ to surf every day of the year, too. How? He (can) \_\_\_\_\_ on the Internet!



## 12 What Can You Do There?

### G READING

#### The Cousins

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



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



Answer the questions.

1. Does Badr like sports?

2. Does Imad like to play football?

3. Do the cousins like to watch films?

4. What do you think that the cousins do when Imad goes to Jeddah?

5. How are the cousins the same? How are they different?

### H WRITING

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

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

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

# EXPANSION Units 9–12

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



1. What does Hashim do?



3. What do Adel and Fadi do?



2. What does Ibrahim do?



4. What does Mr. Badr do?

**B** Write sentences.

hair / long / she / blond / has / .

She has long blond hair.

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

He doesn't speak English.

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

Does Mr. Hussein teach math?

3. tall / Mr. Wang / is / .

Mr. Wang is tall.

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

Does he have short black hair?

5. glasses / wear / you / do / ?

Do you wear glasses?

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

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

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

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

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

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

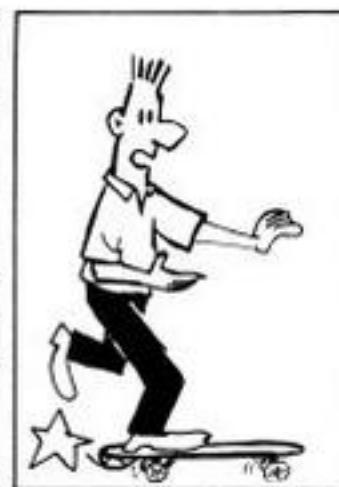
\_\_\_\_\_ Then how about Thursday afternoon at 3:00?

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



# EXPANSION Units 9–12

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



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

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

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

**F** Read and answer the questions.

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

1. What does Tariq never do on weekdays?

\_\_\_\_\_

2. What time does he usually get up and get to work?

\_\_\_\_\_

3. When does Tariq eat in a restaurant?

\_\_\_\_\_

4. What does Tariq always do before work?

\_\_\_\_\_

5. What does Tariq do after his visit to the gym?

\_\_\_\_\_



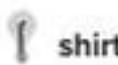
# 13 What Are You Going To Wear There?

**A** What words complete the sentences?



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

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



shirt



jeans



blouse



T-shirt

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



## 13 What Are You Going To Wear There?

C

Look at the photos. Write an affirmative and a negative sentence for each pair of photos.



1. **Mark** is going to wear jeans.

He isn't going to wear shorts.



1. **Amina and her mother** \_\_\_\_\_

\_\_\_\_\_



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

\_\_\_\_\_



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

\_\_\_\_\_



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

\_\_\_\_\_

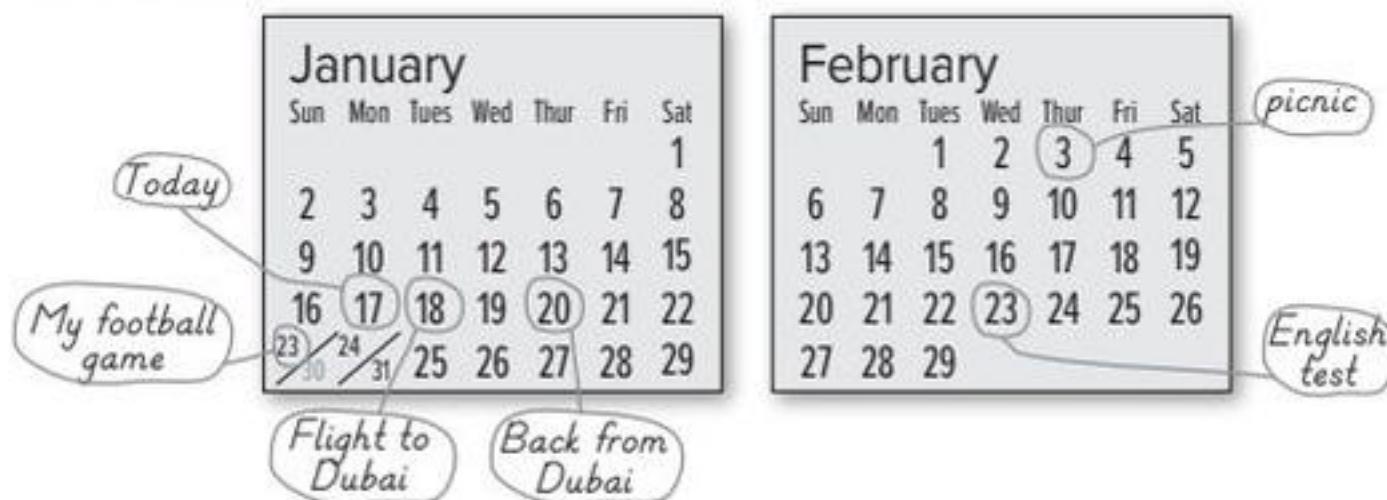


5. **Tom** \_\_\_\_\_

\_\_\_\_\_

## 13 What Are You Going To Wear There?

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



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

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

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

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

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

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

am to go are be going 'm 's is

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

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

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

**B:** No, I am not.

**1. A:** What is Adel going to wear?

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

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

**B:** No, it is not.



## 13 What Are You Going To Wear There?

**G**

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



Jack is going to the beach.

He is going to wear shorts and sandals.



1. Saeed is going to the mountains.

He



2. Jack is going to run in the park.

He



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

Jack



Saeed

**H**

### WRITING

Write about what you are going to do this week and the clothes you are going to wear.

1. What are you going to do on Sunday at school?
2. What clothes are you going to wear?
3. What are you doing on Tuesday after school?
4. What clothes are you going to wear?
5. What are you doing on Thursday afternoon?
6. What clothes are you going to wear?

*My Week*



# 14 Let's Celebrate

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

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

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



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

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



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

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

**A:** What day?

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

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

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

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

**Amr:** Yes. We \_\_\_\_\_ to invite all of them.

We don't \_\_\_\_\_ any of them to get upset.



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

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

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

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

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

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

## 14 Let's Celebrate

**C**

Ashraf and Saeed are spending the afternoon together. They are planning to go to the mall. Fill in the blanks. Use **me, you, her, him, it, us, or them**.

**Saeed:** What are we going to do this afternoon?

**Ashraf:** Let's go to the King Saud University Library.

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

**Ashraf:** My father can drive \_\_\_\_\_ there.

Let's ask \_\_\_\_\_.

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

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

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

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

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

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

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



**D**

Unscramble the sentences.

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

---

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

---

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

---

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

---

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

---



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



1. Let's watch TV right now.



3. Our history test is next week, but  
\_\_\_\_\_ for it now.



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



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



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



5. I really like your camera.  
\_\_\_\_\_ our  
photo with it.

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

1. **Kuwait Liberation Day**

February twenty-sixth

1. National Day in Oman

\_\_\_\_\_

2. UAE National Day

\_\_\_\_\_

3. First day of school this year

\_\_\_\_\_



4. Last day of school

\_\_\_\_\_

5. Saudi Arabia's National Day

\_\_\_\_\_

**G READING****National Holidays**

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

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

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



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

1. \_\_\_\_\_ Kuwait celebrates two national holidays on the same day.
2. \_\_\_\_\_ There are many events in Saudi Arabia on National Day.
3. \_\_\_\_\_ National Day in Saudi Arabia is celebrated on September 23<sup>rd</sup>.
4. \_\_\_\_\_ Countries around the world have national holidays on the same day.
5. \_\_\_\_\_ In many countries, people celebrate their national holidays in the streets.

**H WRITING**

Write about how you want to celebrate your country's national holiday this year.

1. What is the national holiday?
2. Who celebrates it?
3. Where do you want to go to celebrate it?
4. What do you want to do on this day?
5. What special foods do you want to eat?
6. What do you need to do to prepare for the holiday?

*The National Holiday in My Country*

# 15 Then and Now

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

1. Ali and Fahd \_\_\_\_\_ classmates at school.
2. Ali \_\_\_\_\_ good in science, and he still doesn't like it.
3. He and Fahd \_\_\_\_\_ in the same science class.
4. Fahd \_\_\_\_\_ a good student.
5. They weren't very good at sports, and so they \_\_\_\_\_ on the school sports teams.
6. They \_\_\_\_\_ always on the computer. Now Fahd and Ali have their own Internet café!

then



now



**B** Change the sentence from negative to affirmative.

1. Ali wasn't good in math in high school.

---

2. He wasn't usually late to class.

---

3. Fahd and Ali weren't in the same science class.

---

4. They weren't interested in computers.

---

5. They weren't classmates at school.

---



## 15 Then and Now

**C** Complete the sentences.



1 Adnan was always a smart student.  
Now he is a scientist.

2. Abdullah and Ashraf were always good at sports. Now they are famous football players.



1. Adel was always on the phone.  
Today he is a successful reporter.

3. Badr and Khalid were good students.  
But today they are good doctors!

**D** Complete the conversations.

1. **A:** Where were you born?

**B:** I was born in Riyadh.

2. **A:** Where were your brother born?

**B:** He was born in the UAE.

3. **A:** Where were your cousins born?

**B:** They were born in Canada.

4. **A:** Where were your grandfathers born?

**B:** They were born in Oman, but they were not raised in Saudi Arabia.



**E** READING

Omar was born in Tabuk. His family decided to move to Jeddah when he was young. His father was a doctor and he found a job in one of the hospitals in Jeddah.

Omar was a happy child. He was also a good student and made friends very quickly. When he was in high school, he became very interested in computer programming and especially artificial intelligence. He read books and articles and tried to learn as much as possible about it.

Omar knew that his father wanted him to become a doctor and he didn't want to disappoint him, so he decided to talk to him. He told his father what he had learned about artificial intelligence and asked him to help him study and specialize in this area instead of medicine. His father was a wise man. He wanted Omar to study medicine, but he saw that his son was genuinely interested and enthusiastic about artificial intelligence. He promised to do whatever he could to support him.

After graduation, Omar applied at some of the best universities in English-speaking countries. He was accepted by almost all of them. He had a hard time deciding which country and which university to go to. He finally decided to study in the U.S. He made Dean's list in his first year and graduated first in his class. He continued with his post-graduate studies, and he eventually became the leader of a research team after he got his PhD.

Sometimes when he thinks about his life, he can still see himself playing football with his friends in Jeddah. It all seems like a dream to him. For his parents and friends, however, it is a well-deserved and successful career.

Answer **yes** or **no**.

- \_\_\_\_\_ As a child, Omar was not very easy.
- \_\_\_\_\_ As a teenager, Omar was interested in medicine.
- \_\_\_\_\_ Artificial intelligence was Omar's favorite area of study.
- \_\_\_\_\_ Omar applied to universities in the U.S.
- \_\_\_\_\_ Omar became the leader of a research team.

Answer the questions. Use short answers.

- Was Omar born in Jeddah? \_\_\_\_\_
- Was he a good student at school? \_\_\_\_\_
- Was he interested in studying medicine? \_\_\_\_\_
- Were his parents in the U.S.? \_\_\_\_\_



## 15 Then and Now

### F WRITING

Describe yourself when you were a child and now.

Your picture here

This is me at age \_\_\_\_\_

---

---

---

---

---

Your picture here

This is me now.

---

---

---

---

---



# 16 What Did You Do Last Week?

**A** Make a conversation between Imad and Majid. Number the sentences in the correct order.

1 **Imad:** Did you have fun last Saturday?  
2 **Imad:** What did you see?  
3 **Imad:** What did you eat?  
4 **Imad:** What did you do in the morning?  
5 **Imad:** I played tennis in the morning,  
and then I visited my uncle.  
We watched a film together in the afternoon.  
6 **Majid:** We saw an old *Star Wars* film. It was great!  
Then we went out to a restaurant.  
7 **Majid:** We had pizza and soda.  
8 **Majid:** Yes, I did.



**B** Correct the sentences.

1 **Majid went out with Imad last Saturday.**

Majid went out with his uncle last Saturday.

2. Majid played football in the morning.

\_\_\_\_\_

3. Majid and his uncle watched a TV show together.

\_\_\_\_\_

4. Majid and his uncle ate at home.

\_\_\_\_\_

5. They didn't see a *Star Wars* film.

\_\_\_\_\_



## 16 What Did You Do Last Week?



1.



2.



3.



4.



5.



6.

**C** Look at the pictures. Tell what Omar did. Use the past tense of the verbs in the box.

drive    go    take    go    see    eat    play

1. Last Saturday, my brothers and I \_\_\_\_\_ to the beach.
2. There was a steady wind so we \_\_\_\_\_ sailing.
3. Suddenly, we \_\_\_\_\_ three dolphins playing near the boat. I \_\_\_\_\_ some great photos.
4. After sailing, we \_\_\_\_\_ to a restaurant.
5. We \_\_\_\_\_ five apples.
6. In the evening, we \_\_\_\_\_ video games at home.

**D** Answer these questions. Use short answers.

1. Did Omar go to the mall?

No, he didn't.

1. Did he take some pictures?
2. Did they drive to the beach?
3. Did they see penguins in the sea?
4. Did he eat sandwiches?
5. Did they stay home in the evening?

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## 16 What Did You Do Last Week?

**E** Change the sentences from negative to affirmative.

1. Qassim didn't surf last week.

---

2. Amina didn't talk to her friend last night.

---

3. Ahmed and Saeed didn't go to the football game.

---

4. Adel didn't see his cousins last week.

---

5. Sabah didn't get up early yesterday.

---

**F** Write the simple past tense of the verbs. Then circle the words in the puzzle.

**Present Tense**

**Simple Past Tense**

go

---

have

---

do

---

clean

---

buy

---

see

---

paint

---

drink

---

s	t	r	b	o	u	g	h	t	a
s	a	r	c	l	e	a	n	e	d
a	y	d	i	l	c	s	w	q	l
w	r	i	t	i	p	w	e	n	t
a	g	d	s	e	y	w	n	w	h
d	r	a	n	k	w	v	p	z	a
p	a	i	n	t	e	d	w	t	d



# 16 What Did You Do Last Week?

## G READING

### The City of Petra

The city of Petra was established around the 6th century, as the capital city of the Nabataeans. It is now the symbol of Jordan, and it is a popular tourist attraction. Petra became a UNESCO World Heritage Site in 1985.

Petra, described as "a rose-red city half as old as time," is famous for its unique rock cut architecture and its ancient irrigation system. It was included on the BBC list of "40 places you have to see," encouraging more people to visit it.

Petra was like a natural fortress protected by the rocks around it. The city owed its prosperity and success to the ability of the Nabataeans to control the water supply from floods. The water was stored and sold to travelers and other towns.

Nowadays, the site of Petra is facing a number of threats. Water erosion, careless restoration of ancient structures, and an ever-increasing number of tourists cause damage and weaken structures. The Petra National Trust (PNT) is responsible for promoting the protection and preservation of this important site.



Answer **yes** and **no**.

1. \_\_\_\_\_ Petra became a World Heritage Site in 1958.
2. \_\_\_\_\_ The BBC considered Petra one of the most important places in the world.
3. \_\_\_\_\_ The city of Petra is a popular tourist attraction in Jordan.
4. \_\_\_\_\_ People there used to store and sell water in ancient times.
5. \_\_\_\_\_ Careless erosion is the main cause of damage in Petra.

## H WRITING

Write about your favorite place when you were a child.

1. What was it called?
2. Where was it? Describe it.
3. How old/new was it?
4. What did you do there?
5. Is it different now? Why?

*My Favorite Place*

# EXPANSION Units 13–16

**A** Look at the photos. Complete the sentences.

1. Jim is going to the park. He is wearing a white \_\_\_\_\_, blue \_\_\_\_\_, and a pair of brown \_\_\_\_\_.



2. It is cold in New York City. Jeffrey is wearing a brown \_\_\_\_\_, a pair of light blue \_\_\_\_\_, and a striped \_\_\_\_\_.



3. Alex is going to the beach. He is wearing a striped \_\_\_\_\_ and a pair of \_\_\_\_\_.



4. It's raining, and Jack is walking to work. He is wearing a yellow \_\_\_\_\_.



5. Sam is going to a job interview. He is wearing a new \_\_\_\_\_.



**B** What is Faris going to wear? Write your ideas.

 to the gym He's going to wear a T-shirt, shorts, and sneakers to the gym.

1. to the beach \_\_\_\_\_
2. to school \_\_\_\_\_
3. to the wedding \_\_\_\_\_

**C** Complete the sentences. Choose from *me, you, him, her, it, us, and them*.

1. Noura wants a bottle of water. Give \_\_\_\_\_ to \_\_\_\_\_.
2. Don't call \_\_\_\_\_ tonight. I'm going to bed early.
3. We are hungry. Please give \_\_\_\_\_ some food.
4. Khalid and Imad like to get email. Write to \_\_\_\_\_ at khalimad@mail.com.
5. Ali likes graduation parties. Invite \_\_\_\_\_ to your party. I can send \_\_\_\_\_ his email address.

# EXPANSION Units 13–16

**D**

Mark was on vacation. Today he is telling his friend about his trip. Complete the conversation. Use the verbs **come**, **go**, and **have**. Use short answers.

**Mark:** I was in Washington, D.C., last weekend.

**Derek:** Did you \_\_\_\_\_ a good time?

**Mark:** Yes, I did. I \_\_\_\_\_ a wonderful time.

**Derek:** Where \_\_\_\_\_ you \_\_\_\_\_?

**Mark:** I \_\_\_\_\_ to the Capitol Building and the Air and Space Museum.

**Derek:** \_\_\_\_\_ you \_\_\_\_\_ to the White House?

**Mark:** No, I \_\_\_\_\_. I saw it from the street.

**Derek:** When \_\_\_\_\_ you \_\_\_\_\_ home?

**Mark:** I \_\_\_\_\_ home early Monday morning.

**E**

Read the story. Then answer the questions.

## School in the United States

My name is Ahmed. I am from Saudi Arabia. I studied in the United States for a year. It was a great experience for me. I got up at seven o'clock every day, I ate a big breakfast, and then I took the school bus. The classes were interesting, and I learned a lot. My English wasn't very good at first, but the teachers and other students helped me. I usually had lunch in the cafeteria. The food was OK, but not great. After school, I played baseball. At first, I didn't play very well, but I learned quickly. In the end, I was one of the best players on the team. I can run fast.

1. How long was Ahmed in the United States?

---

2. Did Ahmed always eat a big or small breakfast?

---

3. What was his English like at first?

---

4. Where did he usually have lunch?

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