

SUPER

GOAL 1



MANUEL DOS SANTOS



وزارة التعليم
Ministry of Education
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SuperGoal 1 Student Book

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Contents

Scope and Sequence			iv
Term 1	Unit	1 Good Morning!	2
	Unit	2 What Day Is Today?	10
	Unit	3 What's That?	18
	Unit	4 Around the World	26
	Unit	5 Families, Families	34
		EXPANSION Units 1–5	42
Term 2	Unit	6 Is There a View?	48
	Unit	7 Where Do You Live?	56
	Unit	8 What Are You Doing?	64
	Unit	9 What Do You Do?	72
	Unit	10 What's School Like?	80
	Unit	11 What Time Do You Get Up?	88
	EXPANSION Units 6-11	96	
Term 3	Unit	12 What Can You Do There?	108
	Unit	13 What Are You Going to Wear There?	116
	Unit	14 Let's Celebrate	124
	Unit	15 Then and Now	132
	Unit	16 What Did You Do Last Week?	140
		EXPANSION Units 12-16	148
	Vocabulary	156	
	Self Reflections	166	
	Irregular Verbs	182	
	Audio Track List	183	



Scope and Sequence

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



Listening	Pronunciation	Reading	Writing
Listen to conversations for specific information	Sentence intonation	A New Student!	Write a conversation Make and illustrate a list of greetings (Project)
Listen to conversations for specific information	Stressed syllables	How Old Are They?	Complete a form with personal information Write about animal life spans (Project)
Listen for specific details	Voiced <i>th</i> and unvoiced <i>th</i>	Museum of Science	Write about things in a museum Make a brochure for a museum (Project)
Listen for specific information—telephone numbers, emails, and addresses	Telephone numbers, emails, addresses	Lapland: The Land of the Midnight Sun	Write your name, address, telephone numbers, and email for a class directory Make an information poster about your country (Project)
Listen for specific information about a family	<i>Do you...?</i>	Family Values and Society	Write about an imaginary family Write about the Saudi royal family (Project)
Chant Along: Orders, Orders, Everywhere Project: Prepare a set of school rules			
Listen for specific information to perform a task	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)



Scope and Sequence

	Unit Title	Functions	Grammar
9	What Do You Do? Pages 72–79	Ask and answer questions about jobs Describe job activities Ask and answer with <i>why/because</i>	Simple present tense Questions with <i>what</i> Conjunctions: <i>so/because</i>
10	What's School Like? Pages 80–87	Talk about school subjects Describe people's physical traits Describe people's personality Discuss likes and dislikes	Simple present tense Adjectives (position) Intensifiers: <i>very, quite, really</i> , etc. Adjectives with <i>-ed</i> and <i>-ing</i>
11	What Time Do You Get Up? Pages 88–95	Describe daily activities and routines Express time	Adverbs of frequency: <i>always, usually, sometimes, never</i> Time expressions: <i>before, after, then, every day</i> Prepositions: <i>at, in, on</i> in time expressions Simple present versus present progressive
EXPANSION Units 6–11 Pages 96–107		Language Review Reading: Email Pals Writing: Write an email about family and activities About You Chant Along: My Neighborhood!	
12	What Can You Do There? Pages 108–115	Talk about places and activities Express ability Express likes and dislikes	Modal: <i>can</i> Verb: <i>like</i> + infinitive Gerunds and infinitives after verbs
13	What Are You Going to Wear There? Pages 116–123	Talk about clothing and colors Express future plans Make suggestions	Future: <i>be + going to</i> Time expressions for the future: <i>tomorrow, next week, next month</i> , etc. Present progressive: future arrangements and time expressions
14	Let's Celebrate Pages 124–131	Talk about national holidays and celebrations Express wants and needs Make suggestions and invitations	Object pronouns <i>Need/want/like</i> + infinitive <i>Let's</i> + verb Modals: <i>must/mustn't/should/shouldn't</i>
15	Then and Now Pages 132–139	Talk about the past Describe places and people in the past	Simple past tense: <i>be</i> <i>To be born</i> <i>There was/there were</i>
16	What Did You Do Last Week? Pages 140–147	Talk about past activities	Simple past tense Regular past tense verbs Irregular past tense verbs Time expressions for the past: <i>yesterday, last night, last week, last month</i> Simple present versus simple past
EXPANSION Units 12–16 Pages 148–155		Language Review Reading: My Favorite Hangout Place	

Listening	Pronunciation	Reading	Writing
Listen for specific details about jobs	Third-person singular verb endings /s/ and /z/	Follow Your Dream	Write about your dream job Make a list of good and bad jobs (Project)
Listen for specific details about people	Third-person singular verb ending -es	School Clubs	Write a description of a person you know Make an advertisement for a school club (Project)
Listen for specific details about daily activities	Linking—Does he and Does she	Schooldays: School Around the World	Write an email about a typical day at school Write about school routines around the world (Project)
Language Review Reading: English Everywhere Chant Along: The English Class Project: Language survey			
Listen for specific information from a radio ad	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)
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/, /ɪd/	Favorite Foods—Around the World	Write a recipe for your favorite food Present a regional dish in your country (Project)

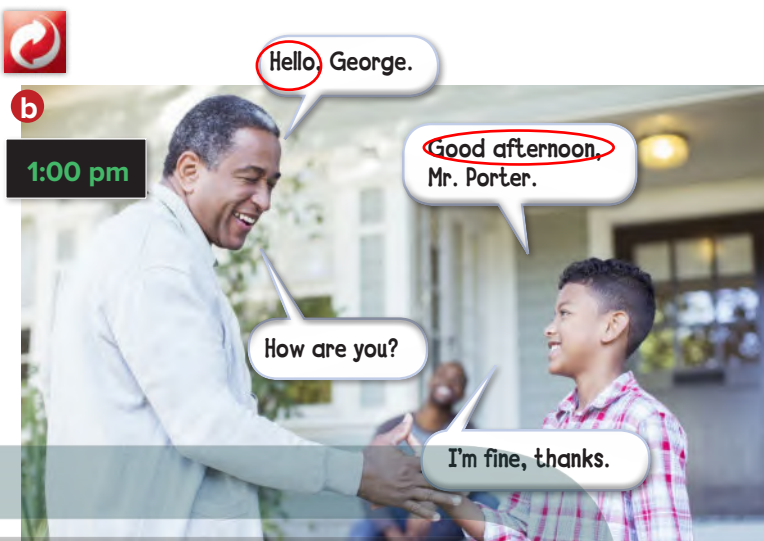


Writing: A funny or unexpected event
Chant Along: My Dream Vacation

1 Good Morning!

1 Listen and Discuss

Greetings



Saying Goodbye



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	friends.	(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**.

- Mr. Albadri **is** the principal.
- I **'m** a student.
- Matt and Ben **are** classmates.
- Is** Rana Atwan a teacher?
- You **are** my best friend.
- Mr. and Mrs. Johnson **are** married.

B. Complete the sentences with possessive adjectives.

- He's a teacher. **His** name is Mr. Farhat.
- I'm a student. **My** name is Aisha.
- He's the director. **His** name is Mr. Hariri.
- This is Henry. **His** last name is Parker.

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

- A:** What's **his** name?
B: His name **is** Luke.
- A:** Mom, this is Refaa, and this is Asma.
B: Nice to meet **you**.
- A:** What's **her** name?
B: Her name is Debbie. She **is** my neighbor.
- A:** Welcome to English class. **my** name is Mrs. Nadia.
B: Hello, Mrs. Nadia. **I'm** Yasmine.

My name is . ١
Nice to meet you . ٢
See you later . ٣
Good evening . ٤
How are you . ٥
Good morning . ٦

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

How are you	Good morning	Nice to meet you
See you later	My name is	Good evening

Robert, but my friends call me Bob.

1



I'm John.

_____ . I'm Badr.

2



Hi. I'm Jim.

_____ , Rick?

Fine, thanks.

3

_____ . My name is Mike.

4



Good evening, Mike.

5



6



Hi, Ali.

_____ , Hameed.

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.

- a. ☒ Not bad.
b. ☐ Thank you.
- a. ☒ My name is Brad.
b. ☐ Goodbye.
- a. ☒ Nice to meet you.
b. ☒ I'm OK.

- a. ☒ Good morning, Miss Jones.
b. ☐ Hi. How are you?
- a. ☐ Goodbye.
b. ☒ Fine, thanks.
- a. ☒ Nice to meet you.
b. ☐ Take care.

6 About You

- How do you spell your first name?
- How do you spell your last name?
- What do your friends call you?
- What's your best friend's name?
- What's your dad's name?
- What's your brother's name?
- What's your teacher's name?
- 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.) **Mrs. Mona**

B: Yes.

A: I'm **Nice to meet you Rina**

B: Nice **to meet you**

A: Nice _____, too. **Saudi Arabia**

A: Welcome to **So, is this**

B: Thank you.

A: **No** your first time here?

B: Yes. / No.



8 Reading

Before Reading

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

How are you?

Nice to meet you

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.
 How are you today?
 Are you from ...
 How is it going?
 See you tomorrow.
 Great!

So, is this ...
 This is ...
 Welcome ...
 Nice to meet you ...
 How are you ...

Use expressions from the box above to complete the dialog.

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

After Reading

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

- no** Ali is a new student.
- no** Ali and Ahmed are in Jeddah.
- yes** Ahmed is from Abha.

9 Writing

A. Match the phrase with the correct response.

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



project 10

Formal Greetings	Informal Greeting
1- Hello	1- Hey!
2- Good morning.	2- What's up?
3- Good afternoon.	3- Hi!
4- How are you doing?	4- What's going on?
5- Nice to meet you	5- How is everything?
6- Good to see you	6- Long time to see you
7- It's an honor to meet you	

B. Write question to ask and answer the question

Question	Answer
1. What's your name?	My name is Farah.
2. Are you a new student?	Yes, I'm a new student.
3. Is this your first day at this school?	No. It's my third day at this school.
4. Where are you from?	I'm from Dammam.
5. Who is your English teacher?	Miss An

C. Work with a partner. Write a conversation to welcome a new student using the questions and expressions from page 7 and from the project.

A: Hi, my name is A', what's your name
B: Hello, A. my name is B
A: Are you a new student
B: Yes, today is my fifth day here
A: welcome to the class, B. where are you from
B: I'm from Dammam
A: Welcome to Abha. nice to meet you
B: Thanks, nice to meet you, too

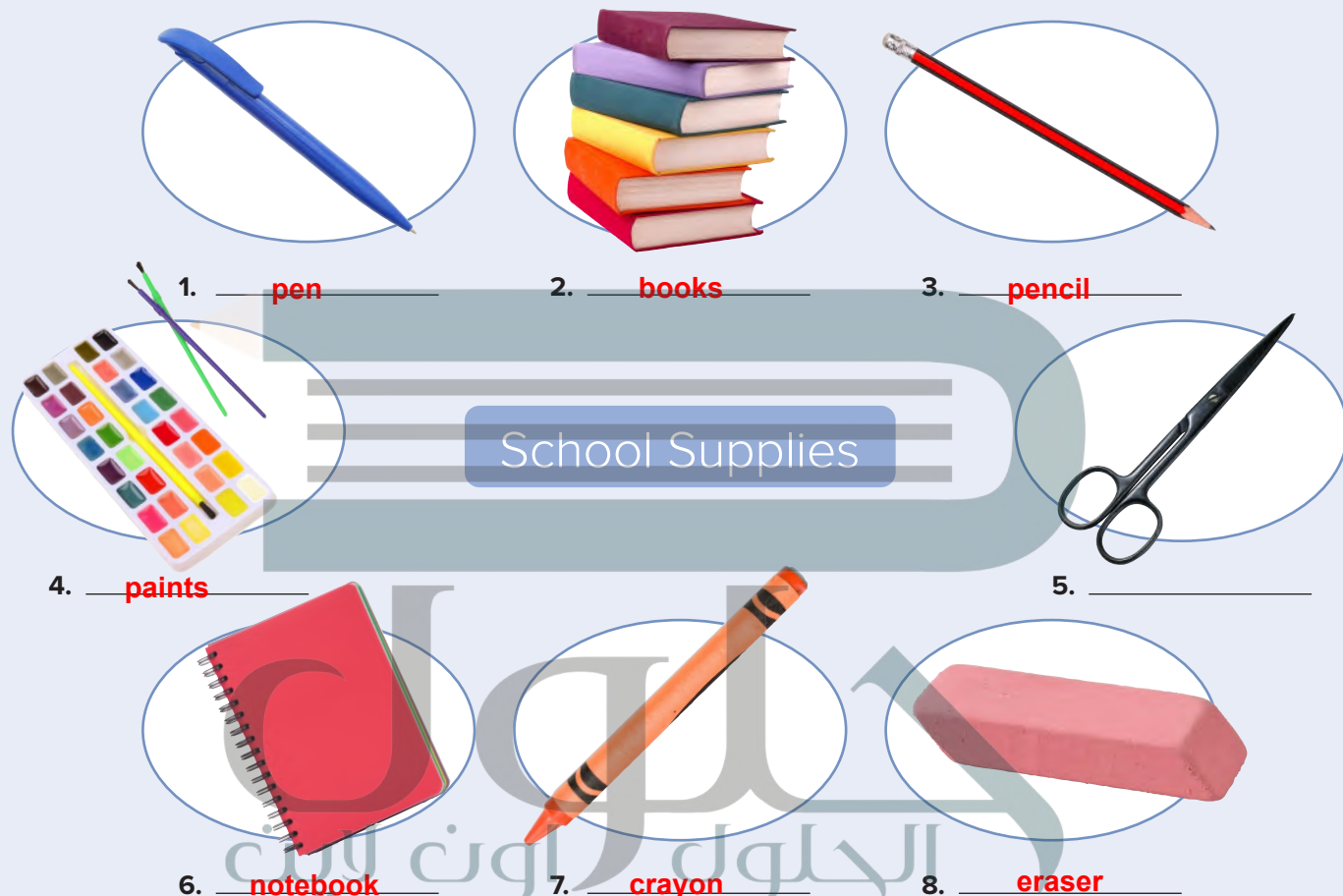
10 Project

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

C. Write the correct verb from exercise B.

- We **read** books.
- We **cut** with scissors.
- We **write** with a pen or pencil.
- We **write** in our notebooks.
- We **color** with crayons.

school

2 What Day Is Today?

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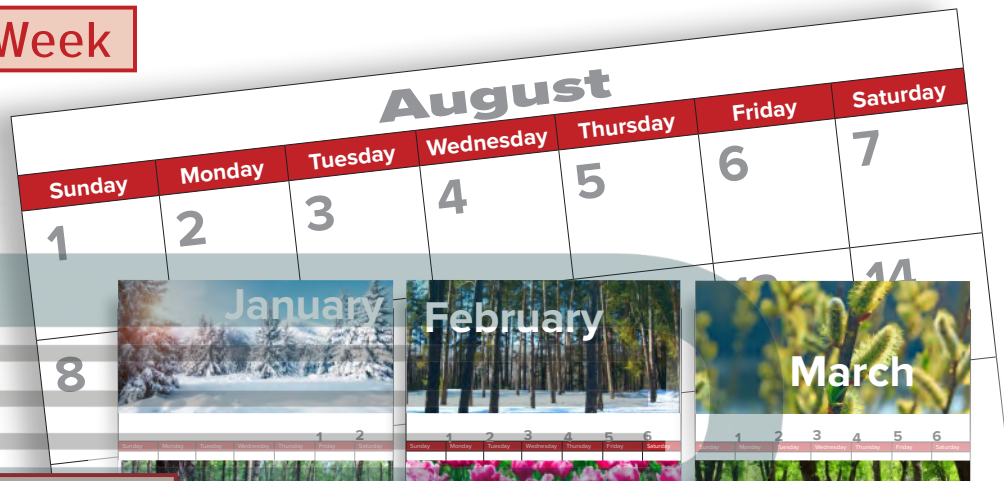
1 Listen and Discuss

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

Days of the Week



What day is today?



Months of the Year



What month is it?

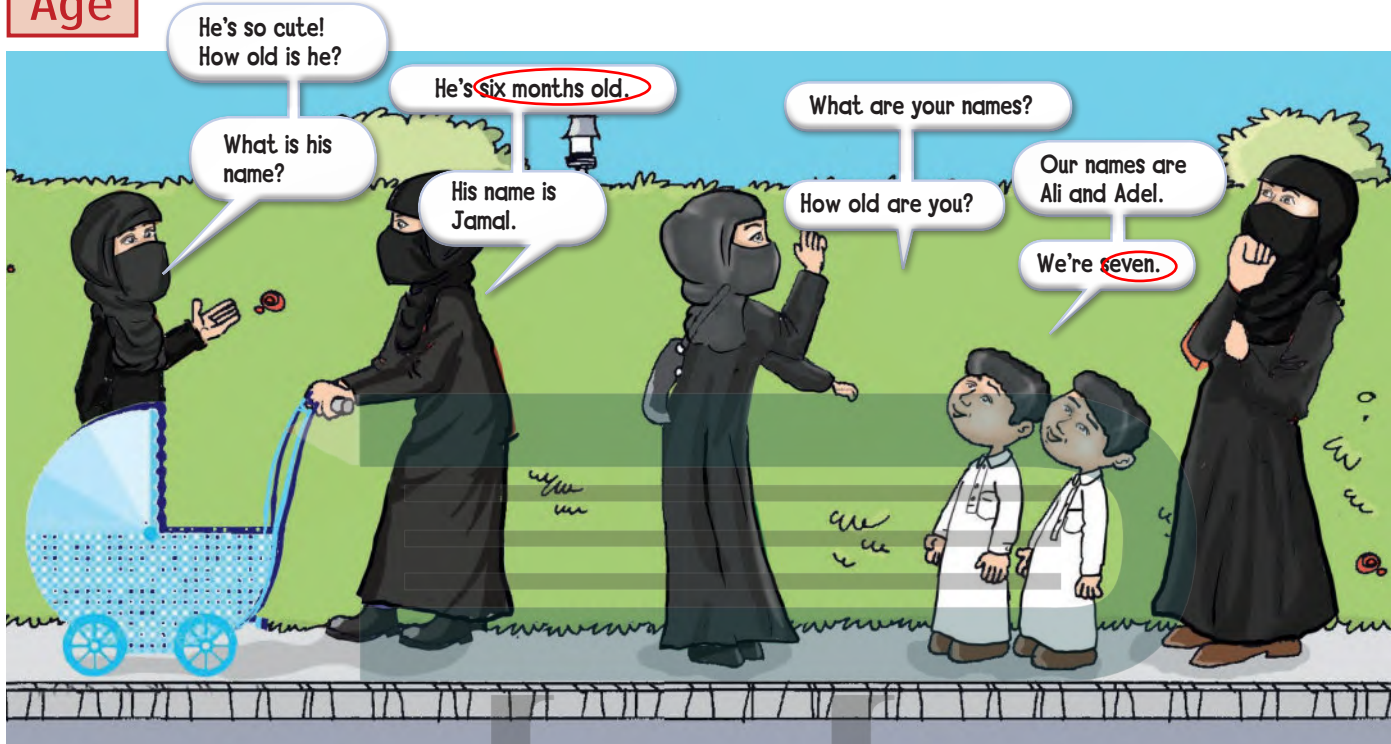


Numbers

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**.
- yes Jamal is six months old.
 - no The boys are ten years old.
 - no The baby's name is Abdullah.
 - yes 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 **Monday**.

C. Ask and answer in groups of three.

- How old are you?
- I'm **thirteen** (years old).
- How old is **Manar**?
- He / She's **twelve**.

2 What Day Is Today?



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.

🔑 December is the twelfth month of the year.

1. January is the first month of the year.

4. March is the third month of the year.

2. July is the seventh month of the year.

5. August is the eighth month of the year.

3. September is the ninth month of the year.

6. May is the fifth month of the year.

B. Write the dates in full.

Note: The month comes first.

🔑 1/22 January twenty-second

1. 4/13 April thirteenth

2. 2/28 February twenty - eighth

3. 6/17 June seventeenth

4. 10/9 October ninth

5. 7/4 July fourth

C. Work in pairs to ask each other the dates of important national days in Saudi Arabia.

A: When is ...? **National day**

B: It is on ... ١١ / ٢٨

National Day	Date



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

1. A: **How old** are John and George?

B: **They're** 15.

A: What about Sarah?

B: **she's** 16.

2. A: **What** are your names?

B: My name **is** Lisa,
and she **is** Sandra.

A: How old **are** you?

B: We **are** 14.

3. A: They're nice girls.

What are **their** names?

B: Pam and Vicky.

They **are** in my English class.

4. A: **When** is your final test?

B: It's **in** March.

A: **what** date?

B: March 11th.

A: **My** final test is **on** the
11th too!

4 Listening

Listen to the three conversations. Complete the chart.

	Day	Date
Conversation 1	Monday	June first
Conversation 2	Friday	January fourteenth
Conversation 3	Friday	June tenth

5 Pronunciation

Listen to the stress on the words. Then practice.

May

Mom

August

Sunday

September

October

June

Dad

April

teacher

December

tomorrow

6 About You

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

B. Answer the questions.

she is twelve

Rinad

years 2

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?



Nim - nim

Information Form

First name: **Thamer**

Middle name(s): **Rashed**

Last name: **Al-Osayme**

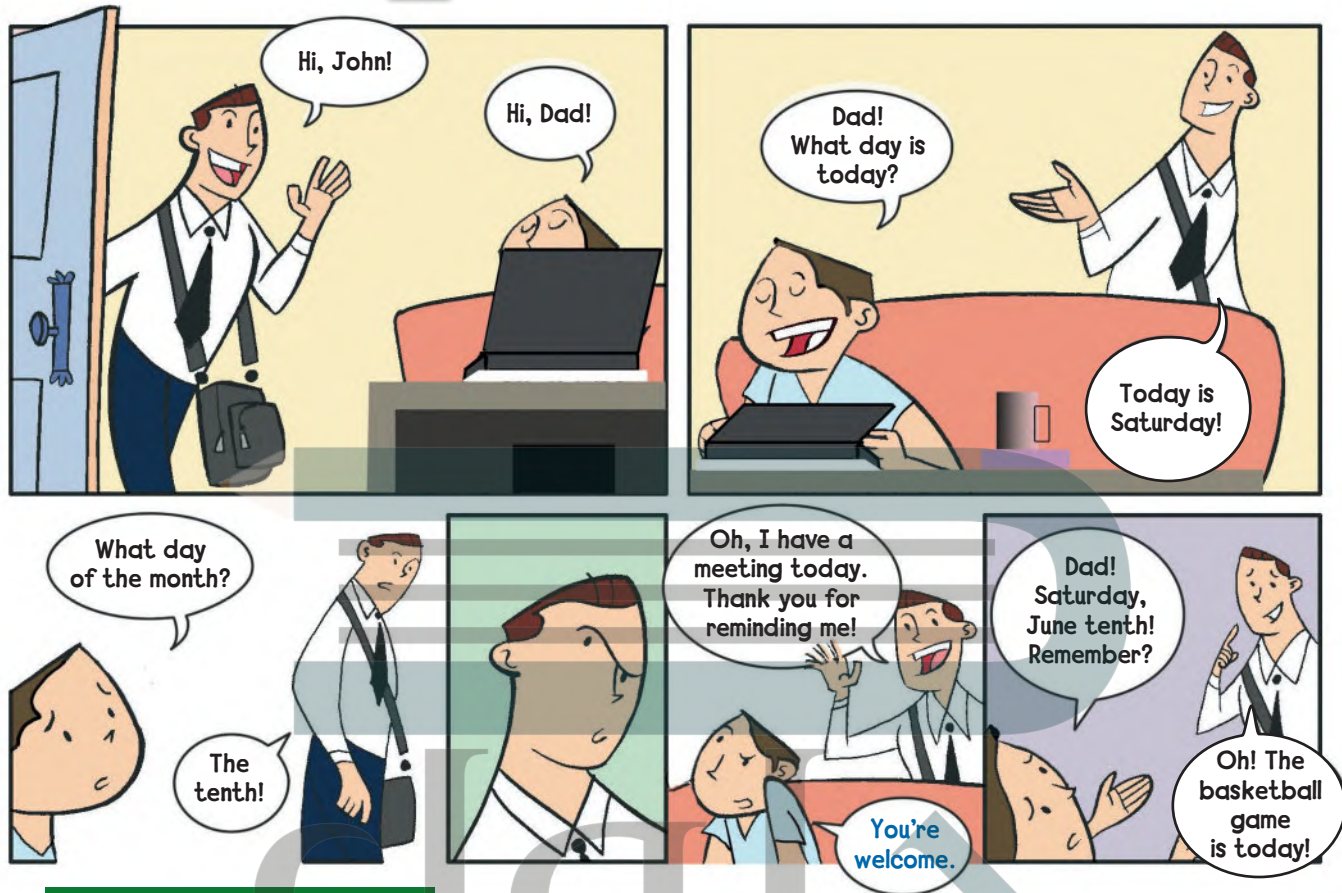
Age: **thirteen**

Birth date: **2/3/2001**

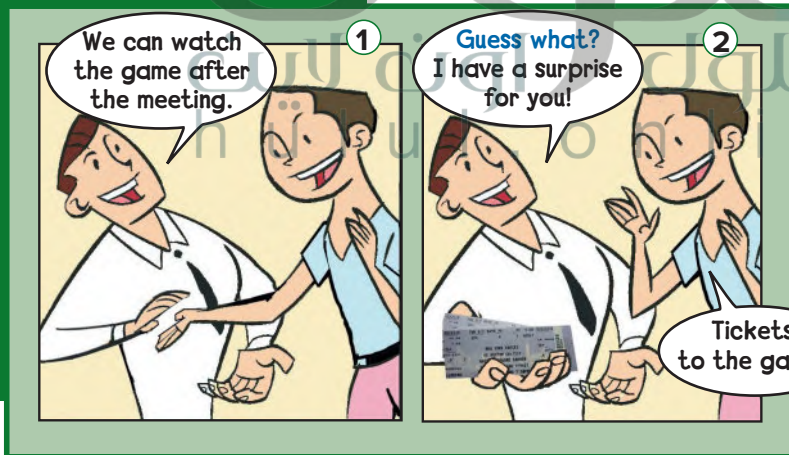
2 What Day Is Today?



7 Conversation



Your Ending



- A: Hi, B**
B: Hi, A
A: What day is today
B: Today is Thursday
A: What day of the month
B: The fifth
A: oh, I have an appointment with the doctor Thank you for reminding me
B: You're welcome
B: Thursday, April fifth! Remember
A: oh, the football match is today

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?

It is about the length age of animals

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

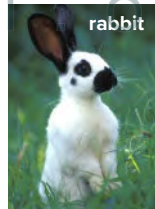
Animal	Age	Human Years
	1 year	15 years
cat	5 years	36 years
	15 years	74 years



parrot



horse



rabbit



mouse



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?

five years old
Marla is old for a turtle. She's
(ninety-five
one year old
fifteen years old

2 What Day Is Today?



9 Writing

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

- | | |
|------------------------------------|------------------------------|
| 1. <u>What</u> is your first name? | a. <u>4</u> Chicago. |
| 2. <u>How</u> do you spell that? | b. <u>6</u> Watkins. |
| 3. <u>How</u> old are you? | c. <u>1</u> Robert. |
| 4. <u>Where</u> are you from? | d. <u>3</u> I'm 13. |
| 5. <u>When</u> is your birth date? | e. <u>2</u> W-A-T-K-I-N-S. |
| 6. <u>What</u> is your last name? | f. <u>5</u> June 17th, 2002. |



Writing Corner

- Names begin with a capital letter.
His name is **Saeed Al-Hassan**.
- The names of countries and cities begin with a capital letter.
I'm from **Riyadh, Saudi Arabia**.
- 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.

- What is your first name
- What is your last name
- Where are you from
- How old are you
- When is your birth date

Information Form

First name: Thamer

Last name: Al- Osaymi

City: Riyadh

Age: Thirteen

Birth date: January 17th, 2010

C. Make a comparison

10 Project

Do research on plants



How long do lions live-lion lifespan

Lifespan of an animal is the average number of years between its birth and death

Lions even being the top predators faces a lot of threats in the wild and live a shorter life in the wild than in captivity. Here we have gathered complete information on How Long Do Lions Live which will give you an overview of the Lion Lifespan both in captivity and in the wild. You are going to learn the average lifespan of lion, life expectancy, lifespan in wild captivity, lifespan of male and female lion, the oldest lion ever and many other interesting facts about Lion lifespan

How long do lions live

Lions live for a maximum age of 16 years in the wild

They live longer in captivity as compared to the wild

In the wild, they are prone to natural threats, diseases, and food

A lion starts to become weaker and then die at the age of 10 to 15 years in the wild

Lions live for up to 20 years in captivity

The average lifespan of a lion in the wild is up to 13 years

The average lifespan of female lions (lionesses) is longer than male lions

In the wild, the life expectancy of a lion is 10 to 16 years

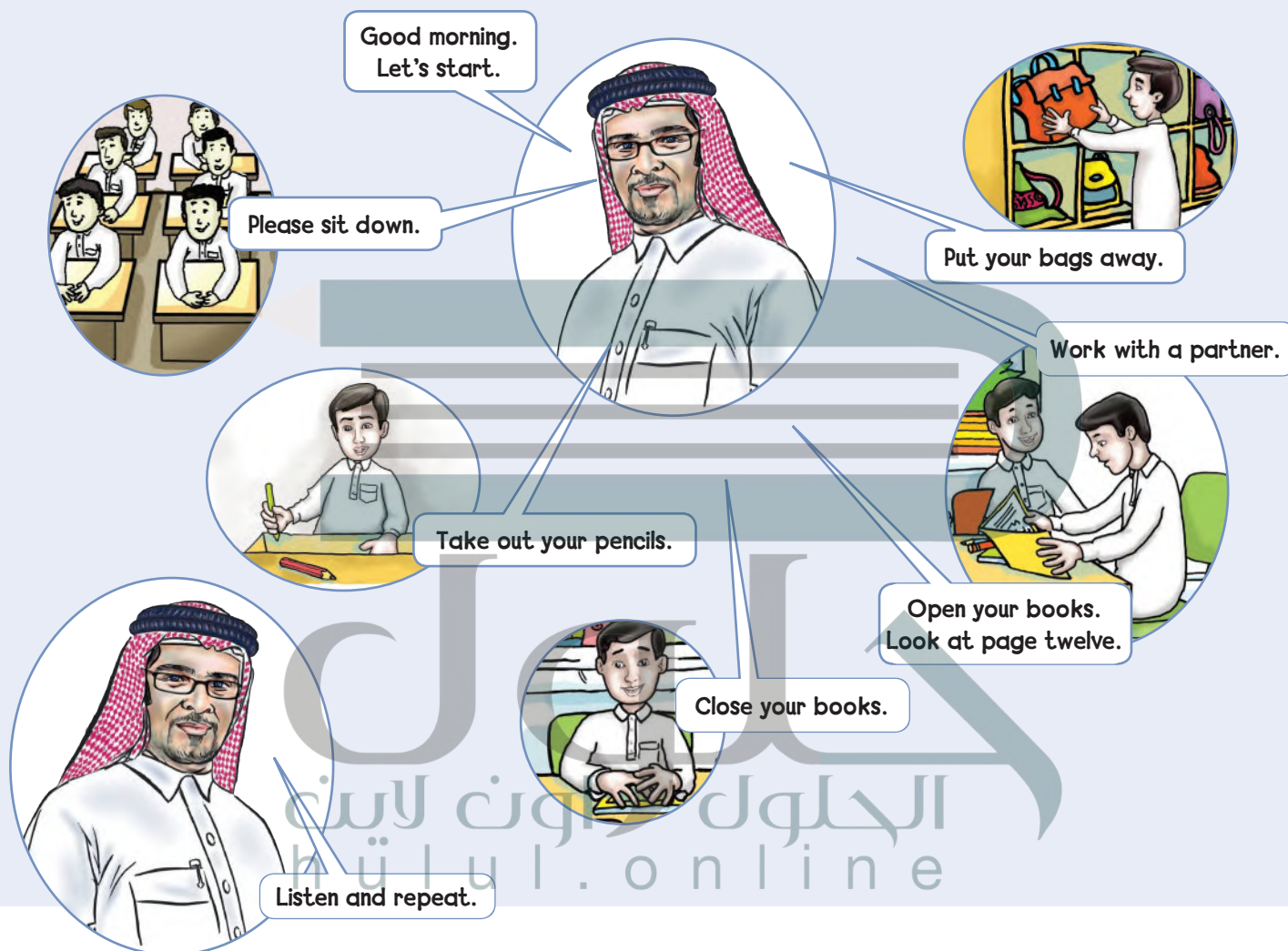
While in captivity, their life expectancy is up to 20 years. However, they can live there for a maximum age of 25 to 26 years.

However, they can live there for a maximum age of 25 to 26 years

Female lions naturally live longer than male lions

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.

Please sit down.

Read the conversation.

Good morning. Let's start.

Open your books.

1. **Good morning .let's start** _____
2. **please sit down** _____
3. **Open your books** _____
4. **look at page eighteen** _____
5. **Read the conversation** _____

3 What's That?



1 Listen and Discuss

Which words on these pages do you already know?

airplane - camera - car - bicycle - telephone - headphones - radio



bicycle

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



camera



car



telephone



typewriter



headphones



washing machine



calculators



television

What's this?

And what are those?

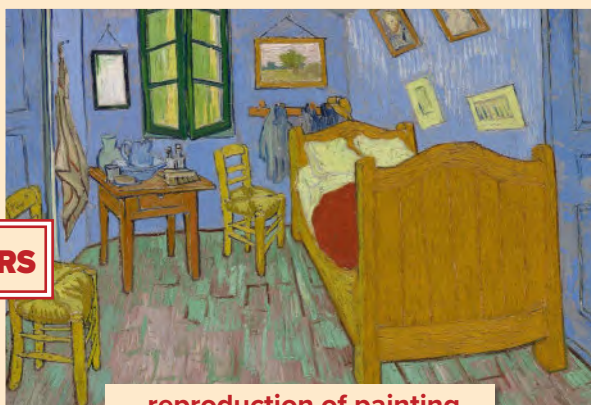
It's a radio.

They're calculators.



radio

POSTERS



reproduction of painting
by Vincent Van Gogh

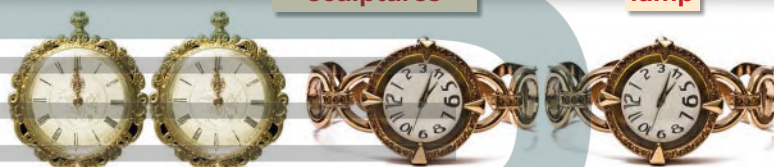
Buy a souvenir at the
**MUSEUM
GIFT SHOP**

Check out those
sculptures.



sculptures

lamp



watches



key chains



tote bags



toys

Quick Check ✓

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

I have a lamp, a watch and toys

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

Tom says:

1. **no** Welcome to school.
2. **yes** Follow me.
3. **yes** Don't take photographs.
4. **no** 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.

What's that?

I think it's a poster

What are these?

They're sculptures

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**.

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3 What's That?

3 Grammar



رابط الدرس الرقمي

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



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	This	That
Plural	These	Those

This school is near to my house.
I want to buy **this** goldfish.

That park is far away from my house.
Look at **that** bird in the sky!

These chairs in my class are red.
I don't like **these** flowers in my room.

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?

B: It's a pencil.

A: What are those?

B: They're keys.



A: What are those

B: They're paintings

A: What's this

B: It's a sculpture

A: What's that

B: It's an airplane

A: What are these

B: They're cameras

A: What's that

B: It's a bicycle

A: What are these

B: They're headphones

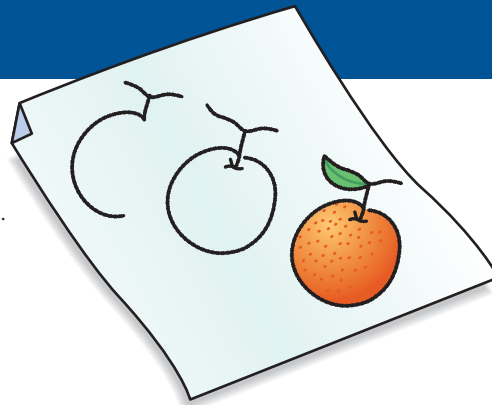


6.



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. **b**



2. **c**



3. **d**



4. **a**

4 About You



1. What's in your backpack or bag?

Books, notebooks, pens, pencils and a calculator

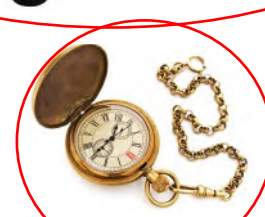
2. What's on your desk?

My English book, a notebook and a pen

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
ten
th

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2
this/th
these/those
they

7 Conversation

Wow! It's enormous!

What's that?

It's a dinosaur. It's a *Tyrannosaurus Rex*.

It's sixty-five million years old.

What are these rocks?

Actually, they're not rocks, Mike. They're fossils.

Look at this fish.

And this is the skeleton of a man.

Yes, his name is Jerry. He's about three million years old.

And what's this?

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. **no** The skeleton of the dinosaur is small.
2. **yes** The "rocks" are really fossils.
3. **no** The skeleton's name is Mike.
4. **yes** 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

Islamic art, drawings, historical things, ...etc

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.

Museum of Science



After Reading

Complete the sentences.

1. The museum has things from the world of **science and technology**.
2. The six-meter model is of a **human heart**.
3. The inventions are by **Leonardo da Vinci**.
4. The film is about **Greece**.

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?

Yes, There are
Dar Al madinah, National
museum of Saudi Arabia, Sharif
museum
National museum, rock and arts
section



3 What's That?



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: Louver museum	
Object	Description
Mona Lisa	The best known, the most visited, and the most parodied work of art in the world
Egyptian antiquities	Artifacts and overviews Egyptian life spanning
Islamic art	Islamic decorative arts

Writing Corner

1. Use the indefinite article *a* or *an* to introduce a singular noun for the first time.

Object: meteorite, dinosaur skeletons

Words to describe objects: interesting, from a crater in the desert, big, strange, isn't a fish, from the sea, enormous, of an elephant, about 12 million years old

Instruction: Follow me, please, don't touch it, please, don't take photographs

- 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.

Louver museum - Paris



Louver museum building



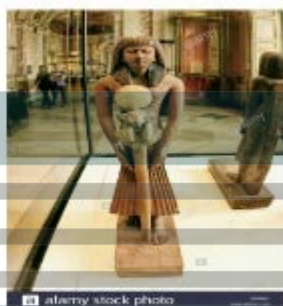
Mona Lisa



Group sculpture



statue of the sphinx in the Egyptian hall of the louver museum.



wooden statue

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.

- _____ Riyadh is **the** capital of _____ Saudi Arabia.
- Look in **the** sky! You can see **the** moon and **the** stars.
- What is **the** population of _____ Saudi Arabia?
- the** Pyramids are in _____ Egypt. **the** Nile is in _____ Egypt, too.
- _____ Spanish is **the** official language of _____ Mexico.

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

- That is **an** airplane. **An** airplane is in **the** sky.
- We play _____ football in **the** park on _____ Saturdays.
- This is _____ my father. He is at _____ work. He is **a** teacher.
- An** exhibits at **the** National Museum are very interesting.
- Look at **the** picture on **the** page 22. **the** people are at **the** museum.

4 Around the World



1 Listen and Discuss

What place is in the photo?

Who are the people in the pictures?





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**.

- no** Dan is in New York.
- yes** Tom isn't Australian.
- no** The English tourists aren't from London.
- yes** The man from China is on vacation.

2 Pair Work

A. Ask and answer.

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

B. Ask and answer about yourself.

- Where are you from? **I'm from Saudi Arabia**
- What's your nationality? **I'm Saudi**
- What's the capital of your country?

Al-Riyadh

3 Grammar

Verb: **be**

Negative (-)

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

FYI

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

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

Questions (?)

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

Short Answers (+)

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

Short Answers (-)

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

Question Word: **Where**Prepositions: **from, in, on**

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

Sally is **from** England.
Rome is **in** Italy.

Mr. Omar is here **on** business.
Pat is **on** vacation.

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

1. A: **Are** they Russian?B: No, they **aren't**.A: What **is** their nationality?B: They **are** Polish.2. A: **Where** are you from?B: We **are** from Mexico.A: **Are** you on vacation?B: Yes, we **are**.3. A: **Is** your friend Japanese?B: No, he **isn't**.A: Where **is** he from?B: He **is** from Vietnam.4. A: **Are you** from Jordan?

B: Yes, I am.

A: **Is** it hot there?B: Yes, it **is**.

B. Agree or disagree with the following information.

The official language in Brazil is Spanish.

No, it isn't. It's Portuguese.

1. The capital of China is Beijing.

Yes, it is

2. The capital of Korea is Manila.

No, it isn't. The capital of Korea is Seoul

3. Manchester and Liverpool are in Spain.

No, they aren't. Manchester and Liverpool are in England

4. The official languages in Canada are English and French.

Yes, they are

5. The primary language in Mexico is Spanish.

Yes, it is



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 **It's 823420**.

A: What's his/her address?

B: It's **It's 31 king street**.

A TELEPHONE & ADDRESS

Name Olivia Anderson Home
 Home Address 2147 Emerson Avenue (908) 543-6948
Jersey City, NJ E-mail oli@sat.com



Charles Chen
 56 Maple Road
 Vancouver, Canada
 (604) 943-2805
 c_chen@spark.com

Contacts

Linda Chapman
 897 Willow Drive
 Los Angeles, CA
 Cell phone: (213) 548-7691
 Email: linda@web.com

5 Listening



Listen. Mark the correct answer.

1. a. (212)

✓ b. (202)

2. a. 60 Green Street

✓ b. 16 Green Street

3. a. (781) 342-7568

✓ b. (718) 342-7568

4. a. nat@star.com

✓ b. ned@star.com

5. a. 80 Park Lane

✓ b. 18 Park Lane

6. a. country code 13

✓ 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

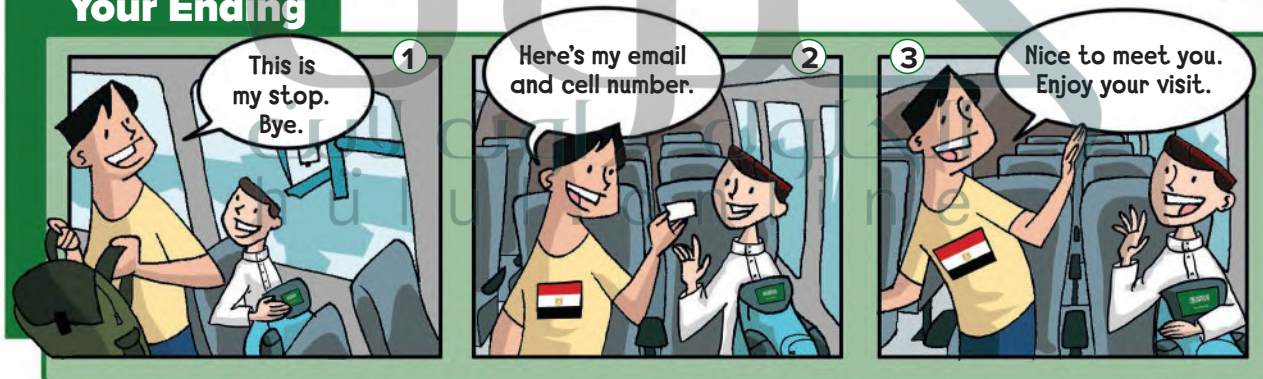


Real Talk

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?

He's from Italy .1

Yes, he is .2

No, he isn't. He's on vacation .3

He's Canadian .4

7 About You



I'm from Saudi Arabia

1. Where are you from?
2. What's your nationality? **Saudi**
3. What's your first language?

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Arabic

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?

I think it is about Lapland next to Finland

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	Hannun
Region	Lapland
Country	Finland
Famous town	Rovaniemi

The kingdom of Saudi Arabia

Saudi Arabia, officially the Kingdom of Saudi Arabia, is a country in Western Asia. It spans the vast majority of the Arabian Peninsula, with a land area of approximately 2,150,000 km². Saudi Arabia is the largest country in the Middle East, and the second-largest country in the Arab world. Riyadh is the capital of Saudi Arabia. The official language of Saudi Arabia is Arabic. Population in Saudi Arabia is expected to reach 35,613,027

The main cities in Saudi Arabia are

Riyadh: Riyadh, which lies in the Central Region, is the capital city of Saudi Arabia and now rivals any modern city in the world in the splendor of its architecture. It is the largest city in Saudi Arabia, with a population of 6,506,700

The Holy City of Makkah: Mecca is Makkah area's capital city in the Hejaz area in Saudi Arabia. With a population of 1,919,900, Mecca gets visitors three times its population every year during the Haji pilgrimage. Mecca is also considered to be the place of birth for Muhammad and the location of Muhammad's first revelation of the Quran. In the Islamic religion, Mecca is the holiest city

The Holy City of Madinah: With a population of 1,271,800, Medina is the capital city of Saudi Arabia's Al-Madinah region. It is often referred as the "Radiant City" and is found in the Hejaz. Al-Masjid an-Nabawi has great religious significance because it is the burial place of Prophet Muhammad

Jeddah: With a population of 3,976,400, Jeddah is the largest town in Makkah Province. It is also the second largest city in Saudi Arabia after Riyadh and the biggest seaport in the Red Sea



Riyadh



Jeddah



Makkah



Madinah

10 Project



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

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11 Form, Meaning and Function

Requests and Offers: Can / Will

Use *can* or *will* for requests.

Request

Will you help me?

Will you be my partner?

Can you open the window?

Can you give me a pencil?

Agree

Sure.

Of course.

OK.

No problem.

Refuse

Sorry. I'm busy.

Sorry. I can't.

Use *can* or *will* for offers.

Offer

I **can** help you.

I **will** be your partner.

I **will** open the window.

I **can** give you a pencil.

Accept

Thank you.

All right.

OK.

Thanks.

Refuse

No thanks.

No, that's all right.

No, that's OK.

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

You're welcome.

Sure.

Can you open the window, please?

Thank you.

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.

Can /Will you please Give me your email address?

2. Write your telephone number.

Can /Will you please write your telephone number?

3. Tell me the country code for Saudi Arabia.

Can / Will you please tell me the country code for Saudi Arabia?

4. Spell your name.

Can /Will you spell your name, please?

5. Repeat that.

Can/ Will you please repeat that?



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

5 Families, Families



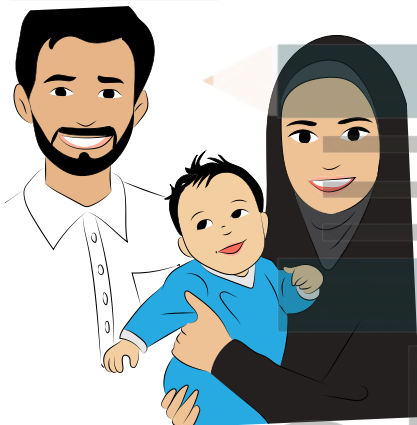
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online

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

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

4 Abha



Omar with his wife Refaa and their teenage son Faisal

▲ Faisal doesn't have any brothers and sisters.



Ahmed

And this is
Ahmed's
family.



grandfather
husband

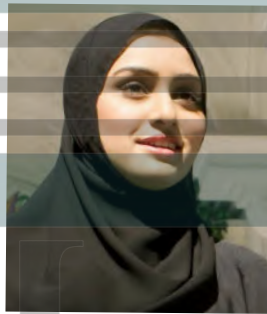


grandmother
wife

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



uncle
son



aunt

▲ Hameed is Ahmed's uncle. Mona is Ahmed's aunt. Hameed is Adel and Asma's son. Hameed and Mona are married.



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?

my aunt
my grandfather
my uncle
my cousin

He has two children,
a son and a daughter
Adel's wife is Asma
Farah has one
brother
Mona's husband is
Hameed

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 Zeyad.
OR
My brothers' names are Al-Rajeh.

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 a sister.
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.

Does your brother have a cat/pet?
Do the girls have a brother?
Does Mrs. Smith have a daughter?
Does your grandfather have a sister?
Do the boys have an uncle?

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

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

1. My brother has a cat. That's my brother's cat.

2. The girls have a brother. That's the girls' brother.

3. Mrs. Smith has a daughter. That's _____ baby. **Mrs. Smith's**

4. My grandfather has a sister. She is my _____ sister. **grandfather's**

5. The boys have an uncle. That is the boys' uncle.

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

Does Brian have a sister?

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

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 **have** any brothers and sisters?

Fatima: No, I **don't**. I come from a small family.
I'm an only child. How about you?

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

Fatima: **Do** 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	three
sisters	two
uncles	seven
aunts	seven
cousins	twenty-one

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?

She has four sisters. She doesn't have any brothers

Three of her sisters are single

Yes, she is. She has a niece and a nephew

She's an only child

No, she doesn't

Your Turn **يترك للطالب**

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 **يترك للطالب**

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?
7. Do you have any nephews and nieces?





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.

After Reading They care for the children

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	assets
2. dream/aim	visions
3. topics	themes
4. defend	protect
5. gives	provides
6. help (2 words) 1 noun, 1 verb	support, assist

Discussion

- Why is family important? **Because they protect society and care for their children**
- What do you do, to be a good member of your family?

I obey my parents and help them



5 Families, Families

9 Project

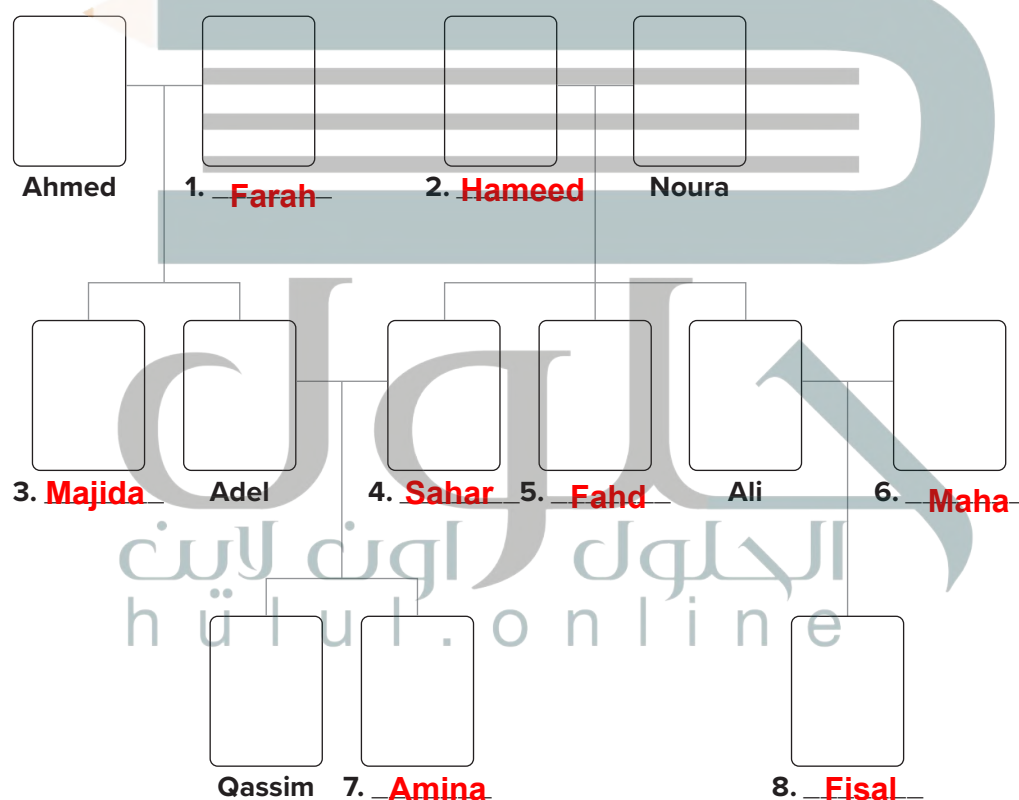
Write about the Saudi royal fam

10 Writing

The house of Saudi is the ruling family of Saudi Arabia. It is composed of the descendants of Mohammed bin Saud, the founder of Emirate of Diriyah, known as the first Saudi state (1744 - 1818). The modern founder of Saudi Arabia is king Abdulaziz bin Abdulrahman. The most influential position of royal family is the king of Saudi Arabia. The family in total is estimated to comprise some 15000 members

A. Read the text and write the names in the family tree. Draw faces for the people.

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. I don't have a sister.
We're cousins. He doesn't have a brother.

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

FYI

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

FYI

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.

- Hameed and Omar are **men** (man). They are **husbands** (husband).
- Sabah and Refaa are **women** (woman). They are **wives** (wife).
- Hameed and Sabah are **parents** (parent). They have two **daughters** (daughter) and one son. They have three **children** (child). Their family has five **people** (person).
- Faisal is an only child. He doesn't have any **brothers** (brother) and **sisters** (sister).
- The two **families** (family) live in different **cities** (city).

B. Write the plural.

- that man **those men**
- this tooth **these teeth**
- this key **these keys**
- that house **those houses**
- this watch **these watches**

- that address **those addresses**
- that tree **those trees**
- this shelf **these shelves**
- that country **those countries**
- this camera **these cameras**

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
painting		cat		modern
skeleton		turtle		famous
meteor		rabbit		enormous
dinosaur		mouse		hot
fossil		parrot		big

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

Then write answers. Use your own information.

- What** is your nationality? I _____.
- Where** are your friends from? My friends _____.
- How** old is your partner? He/She _____.
- who** is your best friend? His/Her name _____.
- What** is your friend's email? My friend's email _____.
- What** is this in your backpack? It _____.
- What** is your pet's name? My _____.
- _____ is going on a trip? We _____.

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

Question/Statement

- How's it going?
- See you tomorrow.
- Good evening, Mrs. White.
- Thank you.
- 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: **Are** you Omar?

B: Yes, **I am**.

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

B: Nice **to meet** you, Frank.

This **is** my family. Those _____ my children over there.

A: What **are** their names?

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

A: **How old** 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.

Open the door
Go out the class
Open your book
Close your book
Stand up
Sit down

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.

- The capital of the Dominican Republic is
☐ Santiago.
☐ Santo Domingo.
☐ San Juan.
- ☐ Football ☐ is the national sport.
☐ Baseball
☐ Surfing
- ☐ English ☐ is the official language.
☐ French
☐ Spanish
- The Dominican Republic is located on the island of
☐ Puerto Rico.
☐ Jamaica.
☐ Hispaniola.
- 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 **Khalid Saleh Khalifa**
 Address **Saudi Arabia - Riyadh — Next to Rajeh Restaurant**
 Age **Thirteen**
 Telephone **654930**
 Email **KalidSK@yahoo.com**

After Reading

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

1. **yes** The prize for the winner is a free trip.
2. **no** Caribbean Cruises is an airline.
3. **no** The contest is about essay writing.
4. **yes** 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 **is** on the island of Hispaniola. Also on the island is Haiti. The island is in the **Caribbean** Sea. The **capital** of the Dominican Republic is Santo Domingo, and **Spanish** is the official language. The beaches at Punta Cana and Puerto Plata **Are** famous. The country is a favorite destination for **tourists**.

- 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 **Saudi Arabia**.

It is near **Arabian Gulf, the Arabian Sea and the Red Sea**.

The capital is **Riyadh**.

The official language is **Arabic**.

A famous place is **Kaaba**.

A popular sport is **Football and Camel Racing**.

My country is famous for

Kaaba, the Prophet's Mosque, the oil, Islamic monuments and landscapes



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.

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

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.

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

Chorus





Vocabulary

A. Match the two parts of the sentences.

- | | |
|---------------------------|---------------|
| 1. Please <u>c</u> | a. a partner. |
| 2. Get off <u>e</u> | b. the door. |
| 3. Work with <u>a</u> | c. come in. |
| 4. Close <u>b</u> | d. to sweep. |
| 5. Use the broom <u>d</u> | e. the phone. |

B. Write four orders or commands for each situation.

Before School	Classroom	After School
1. Get up	1. Please come in	1. Do your homework
2. Say hello	2. Close the door	2. Clean your room
3. Brush your teeth	3. Stop your talking	3. Sweep the floor
4. Hurry	4. Open your books	4. Get off the phone

Comprehension

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

- | | |
|--------------------------------------|--|
| 1. <u>no</u> The chanter is happy. | 4. <u>yes</u> The chanter is a student. |
| 2. <u>no</u> The chanter is a child. | 5. <u>no</u> The chanter's transportation is a bike. |
| 3. <u>yes</u> The bus isn't late. | 6. <u>no</u> 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

- _____
- _____

In Class

- _____
- _____

5 Project



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

Don't give homework.

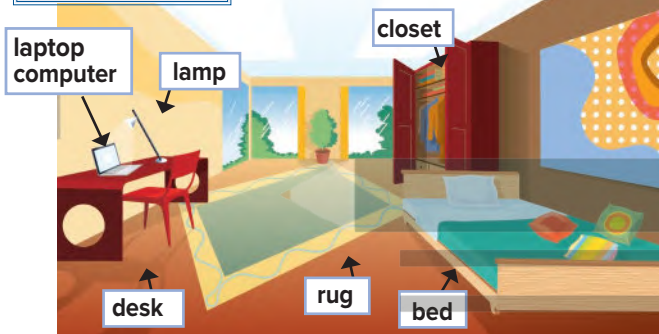
Cell phones are OK.

6 Is There a View?

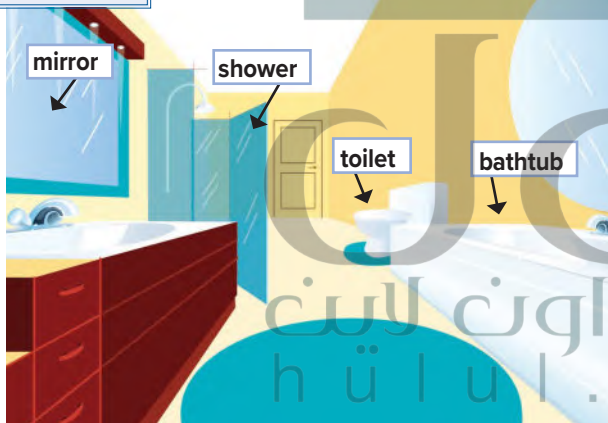
1 Listen and Discuss

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

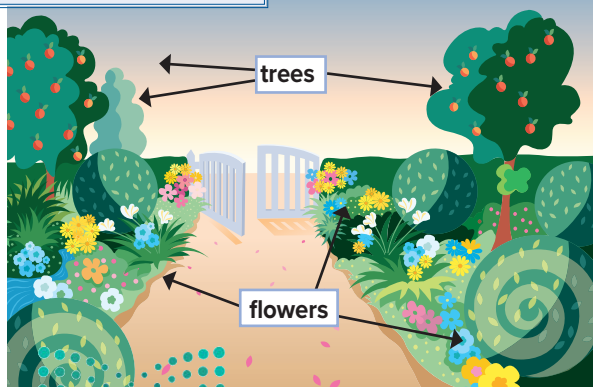
Bedroom



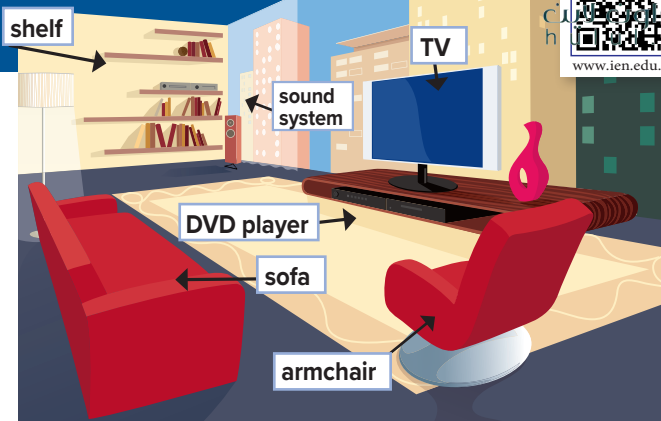
Bathroom



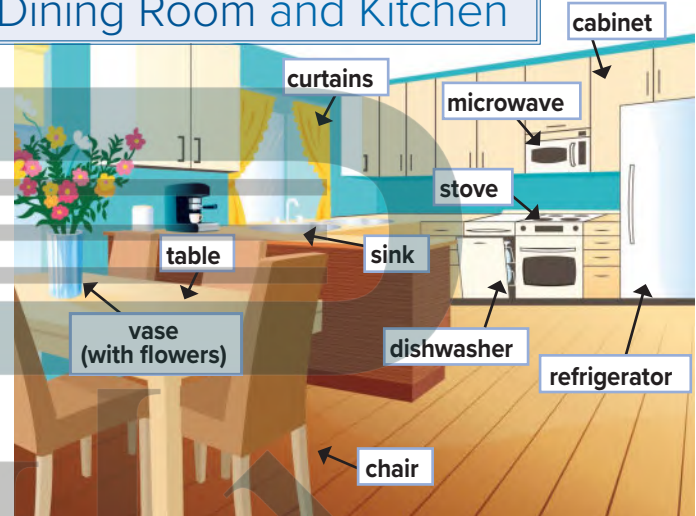
Garden/Yard



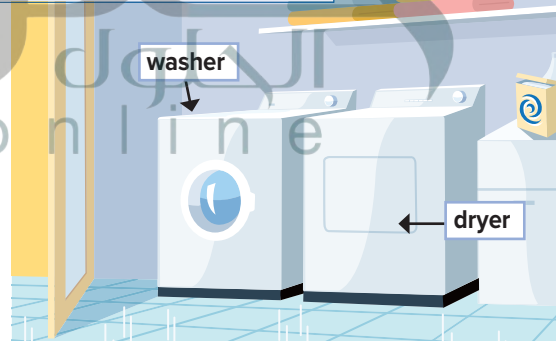
Living Room



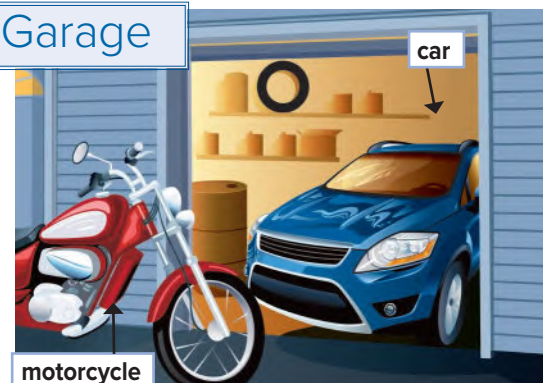
Dining Room and Kitchen



Laundry Room



Garage





Jim's House



Omar'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.

Omar'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. yes There's a rug in the bedroom.
2. no There isn't a dishwasher in the kitchen.
3. yes There are trees in the yard.
4. no There aren't any flowers in the dining room.
5. no 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?  Are there curtains in the kitchen?
-  No, there isn't.  Yes, there are.

B. Ask and **answer** about Jim's and Omar'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 **behind** the mouse.



The cat is **on** the balcony.
The mouse is **under** the balcony.

- A.** Complete the conversation.
Use **there is / there are** or **there isn't / there aren't**.

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

B: Is there a sofa?

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

B: Is there a bathroom?

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

B: Is there a TV?

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

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





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

Adel's apartment has two bedrooms
Ali's apartment has one bedroom
There's a dining room in Adel's apartment
There isn't a dining room in Ali's apartment
There's a kitchen in Adel's apartment
There's a kitchen in Ali's apartment, too
Ali's apartment has a balcony
Adel's apartment doesn't have a balcony

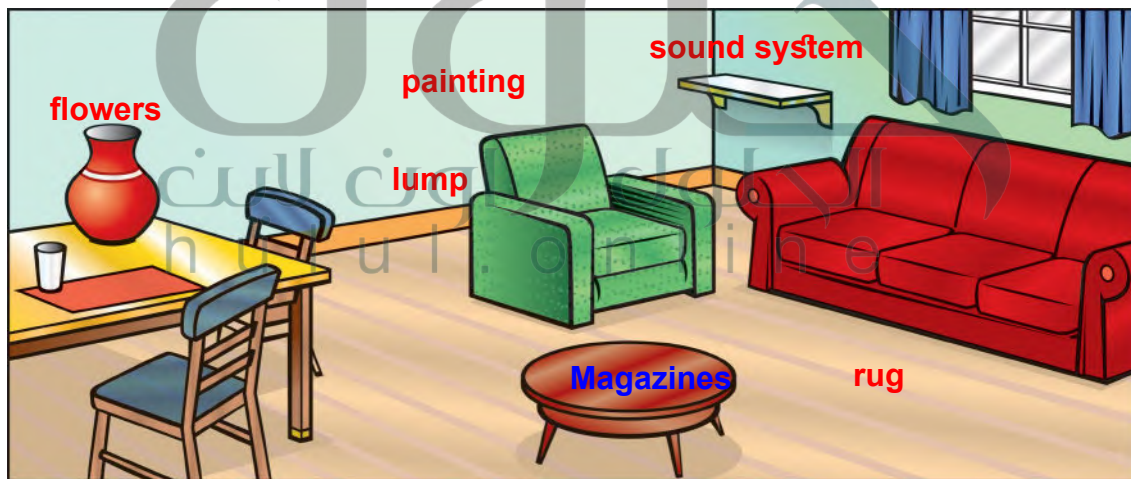
Adel's apartment has two bathrooms.
 Ali's apartment has one bathroom.
 There is a living room in Adel's apartment.
 There is a living room in Ali's apartment, too.

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



الحلول
hulul.online

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

Your Ending



1 Because it has a huge high-definition TV.



2 Because there's a nice view.



3 Because there's a great sound system.

About the Conversation

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

There are two bedrooms in Tom's house
Tom shares his bedroom with his brother
Tom's favorite room is his bedroom because it has his computer
John's favorite room is the living room

7 About You



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

A bed, a closet, a dresser, a mirror and a lamp
Nothing

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Ministry of Education
2022 521444

Your Turn

A: small - only one bedroom - a small yard
B: the living room - a big TV - a sofa



8 Reading

Before Reading

What's unusual about these two houses?

Unusual Houses

Some people have very unusual houses.



Cave house
Granada, Spain



Houseboat
Amsterdam, Netherlands

The cave houses aren't cold or hot. They're the same temperature all the time
They're always comfortable
Yes, they do. They have electricity and running water
Some are very large and have ten rooms or more
There are over 10,000 houseboats
Artists and young people like to live on houseboats

Houseboats

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

After Reading

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

Discussion

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

6 Is There a View?



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	has a stove and a refrigerator
Living Room	has a TV, two couches and curtains
Bedroom(s)	has a bed and a desk
Bathroom	has a shower and a bathtub
Other: digging room	has a table and chairs
Other: garden	There are some pretty flowers

Writing Corner

our home isn't big but it's modern. It has a kitchen, a living room, three bedrooms, two bathrooms

a digging room and a garden. In the kitchen, there is a stove and a refrigerator. The living room has a TV, two couches and curtains. Each bedroom has a bed and a desk. Each bathroom has a shower and a bathtub. The digging room has a table and chairs. There are some pretty flowers in the garden. My favorite is my bedroom because it is comfortable

- 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 magazines. Make a poster.

My dream house will be next to a public park. The house is very big. We have a big sitting room with a great view of a large garden of palm. We haven't got a garden but we've got big and wide glass windows and a beautiful dining room. It's five bedrooms and two bathrooms. The house is new but got the furniture is old. It is comfortable

11 Form, Meaning and Function

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

Conjunctions connect words and ideas in a sentence.

Use *and* to connect words and ideas that are similar.

There is a sofa, an armchair, **and** a table in the living room.

We read **and** write in class.

Use *but* to connect contrasting ideas.

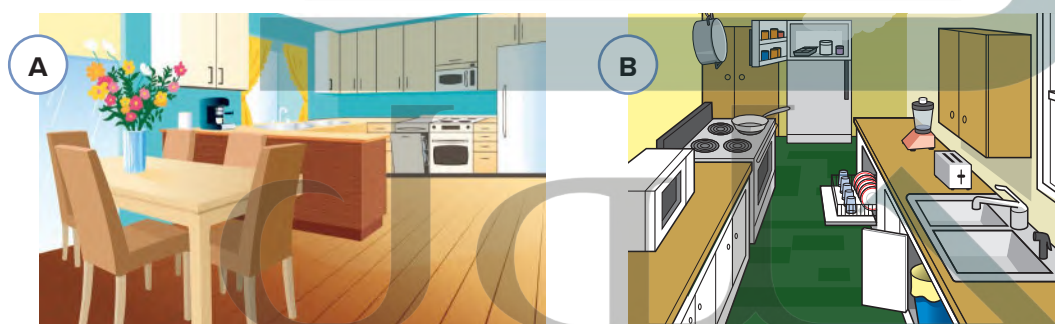
I can speak English, **but** I can't speak French.

There are flowers in the garden, **but** there aren't any trees.

Use *or* when there is a choice.

You can sit on the sofa **or** the armchair.

You can write the word **or** draw a picture.



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

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

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

💡 There is a microwave, but it isn't above the stove.

1. There is a window but there aren't any curtains
2. There is a refrigerator but there isn't a table and chairs
3. There is a dishwasher, but it isn't next stove

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

💡 A: Is there a microwave above the stove, or is it on the counter?

B: It's on the counter.

A: It's picture B!

7 Where Do You Live?



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Great food at low prices!



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

1 Listen and Discuss

1. What is the name of your neighborhood? **Olaya street**
2. How is this neighborhood the same or different from yours? **It's similar. It has similar build**




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

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

So, is there a convenience store near here?

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

GINO'S
Italian Restaurant
The BEST pizza and pasta in town.
211 Maple Avenue
Open: Saturday-Thursday



Andy's Bookstore

85 Central Avenue
Between the bank
and the pharmacy.

Open:
9:00 A.M. to 8.00 P.M.

Health Club



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

Quick Check ✓

A. Vocabulary. Name the place.

1. a restaurant a place to eat
2. the park a place to take a walk
3. the mall a place with many stores
4. the health club a place to exercise
5. the bookstore a place to buy a book

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

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

2 Pair Work



Ask and answer.

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

7 Where Do You Live?

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*



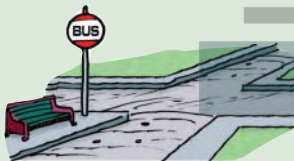
The park is **across from** the school.



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



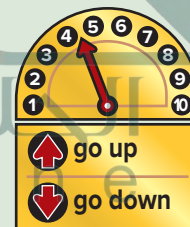
Turn left.



Turn right.



Go straight.



Go up. Go down.

A. Match the questions with the answers.

1. d Is there a restaurant in the mall?

2. e Is the airport far from the city?

3. f Where's the convenience store?

4. c Is the bank open on Friday?

5. a Where do you live?

6. b Is the post office next to the park?

a. My apartment's on the second floor.

b. No. It's between the bank and the health club.

c. No, it isn't. It's closed.

d. Yes, there is. It's across from the bookstore.

e. No, it isn't. It's near the city.

f. It's on the corner of Dade and Main Streets.

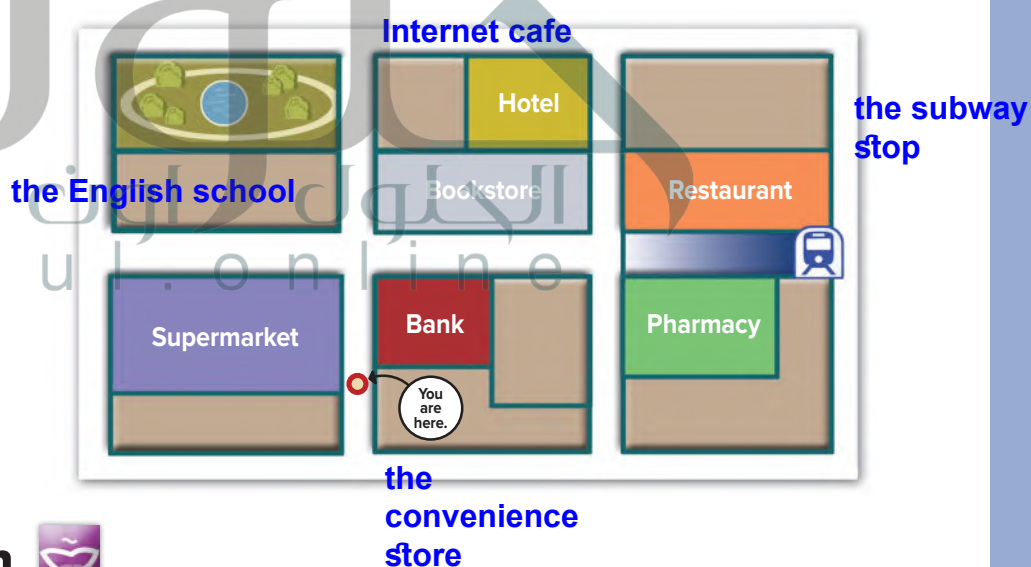


B. Look at the picture. Complete the sentences with the correct prepositions.

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

4 Listening

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



5 Pronunciation

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

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

7 Where Do You Live?

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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.*

Real Talk

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

He's going to Bedford Park
It's the number 20 bus
It's about 15 minutes away by bus
The F line goes to Bedford Park
Luis takes the subway

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.
Walk to the end of the street. Turn right to King Street. My home is on your left. It is next to the baker's

7 About You

1. Where do you live? **I live in Taif**
2. What's your neighborhood like? **My neighbourhood is a great view of the fantastic garden**
3. What places are there in your neighborhood?

There is a shopping centre in the same street



8 Reading

Before Reading

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

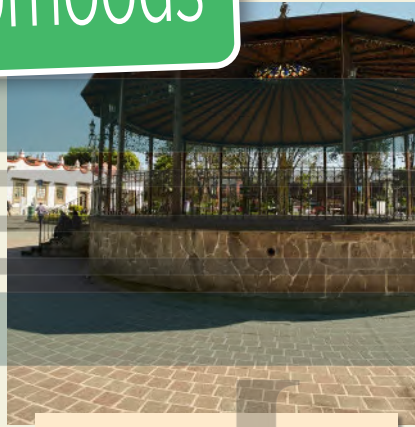
Famous Neighborhoods

The Blue House
Frida Kahlo's house



My name is Francisco, and I live in Coyoacan. Coyoacan is a historic neighborhood of Mexico City. It has a busy cultural life. There are theaters, art galleries, and museums. Coyoacan has beautiful squares and houses. The house of the famous Mexican painter 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.

Plaza Hidalgo in Coyoacan



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

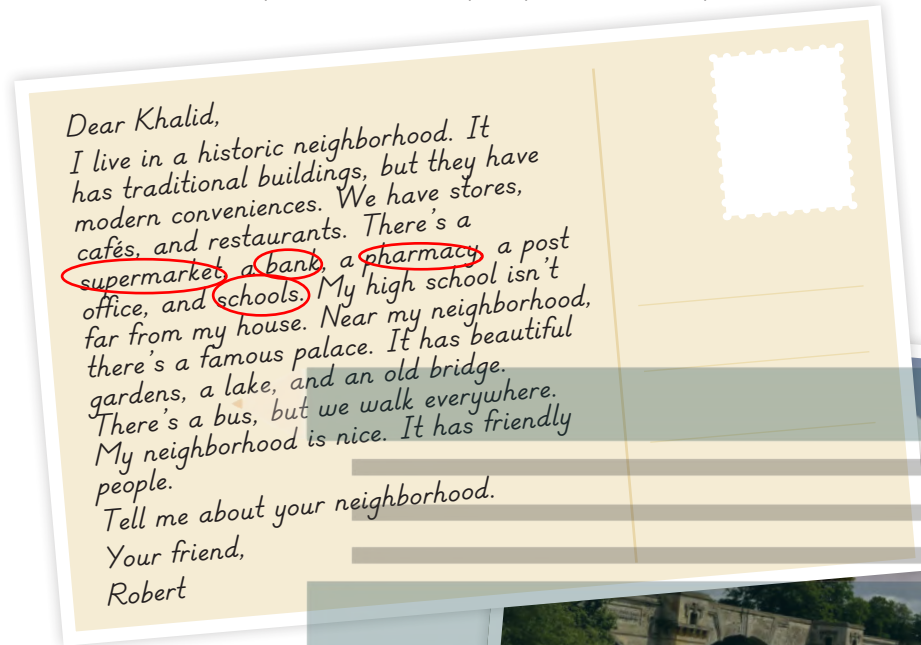
B. Work with a partner. Compare your neighborhood with the ones in the Reading.

7 Where Do You Live?



9 Writing

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



In order of appearance

I= Robert

It= (my) neighborhood

they = buildings

We= my neighbors and I

It = palace

we = my neighbors and I

It = my neighborhood

of nouns or people.

as friendly people.

are traditional.

they are friendly.

We always say "hello."

(It = neighborhood)

(They = houses)

(They = my neighbors)

(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

Dear John

I live in a quiet neighborhood. It has modern apartment buildings. We have some stores and a cafe. There is a small supermarket, a pharmacy, a bakery and two schools. There is a beautiful park where we can go to relax. It has friendly people

Waiting for your visit. your friend, Ahmed

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.

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

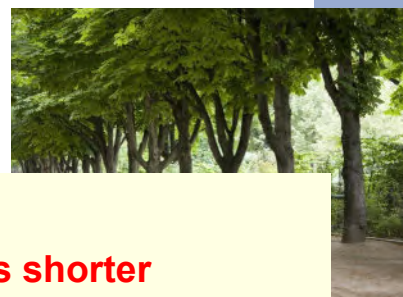


B. Work with a partner. Disagree with the following statements

- A:** The health club is older than the school. (new)
B: No, it isn't. It's newer.

- The Amazon is longer than the Nile. (short)
- Buses are faster than trains. (slow)
- The city is quieter than the town. (noisy)

- No, it isn't. It's shorter
- No, they aren't. they're slower
- No, it isn't. It's noisier
- No, it isn't. It's smaller
- No, it isn't worse
- No, they aren't. they're dirtier



8 What Are You Doing?

1 Listen and Discuss

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

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

- 1 Yes, there are
- 2 They give information and help people to find out things



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

FYI

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



computers, food, drinks, lights /lamps, headphones, tables, chairs, a TV, magazines, a plant, a headset, cell phone, etc

Quick Check ✓

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

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

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

2 Pair Work

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

What is Ryan doing?

He's drinking a cup of coffee.

What are Frank and Jason doing?

They're eating sandwiches.

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

8 What Are You Doing?



3 Grammar

Present Progressive Tense

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

Affirmative (+)

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

studying now.

Negative (-)

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

studying now.

Questions (?)

Am	I
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	doing?
	is	he/she	
	are	you/they	

I	am
He/She	is
We/They	are

studying now.

A. Complete the conversations. You can use contractions.

- A: are you studying now?

B: No, am not. I'm playing video games.

are you studying?

A: Yes. I'm studying for the English test.
- A: Are the children playing?

B: No, they aren't. They are watching TV.

A: Are you watching TV, too?

B: No, I am not. It's a kids' film.
- A: Who is Ali calling?

B: He is calling his brother.

A: is he coming here?

B: Yes, he is.



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

A: What's Jake doing?

B: He's delivering mail.

① Jake

A: What's Mr. Taylor doing

② Mr. Taylor

B: He's waiting in the reception area

③ Ron

A: What's Ron doing

④ Robert

B: He's listening to his cell phone

⑤ Greg, Sam

A: What's Robert doing

⑥ Toshiro

B: He's reading the newspaper

⑦ Carlos

A: What are Greg and Sam doing

⑧ Mr. Parker

B: They're drinking coffee

A: What's Toshiro doing

B: He's talking on the phone

A: What's Carlos doing

B: He's working online

A: What's Mr. Parker doing

B: He's working in his office



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	He's working in a bank
Mother	She's watching Carol's baby
Sister—Carol	She's working at a hospital
Brother—Frank	He's studying computers at college



5 Pronunciation



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

What are you **doing**?

I'm **waiting** for you.

What's she **doing**?

He's **chatting** with a friend.

What are they **doing**?

They're **playing** in the garden.

8 What Are You Doing?



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?

He's at the train station

He's checking out the train schedule

He's planning to go to Seattle

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?

comedy

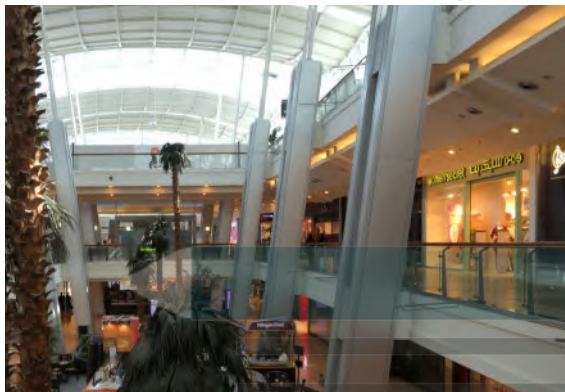


8 Reading

Before Reading

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

About malls and shopping



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”?
2. Which mall activities are the same in different countries?
3. What are some of the advantages of shopping malls?

Because teenagers’ favorite place to meet friends and socialize is the mall

Answers will vary

Malls are safe, and they’re comfortable in all kinds of weather

8 What Are You Doing?

9 Writing



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A. Put the words in order to make sentences.

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

Father is reading a newspaper in the living room

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

Are they eating sandwiches in the cafeteria?

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

Is he writing an email to his friend?

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

She is helping her mother with the housework

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

We aren't playing games on the computer

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

Who are you chatting with?

A: Where are her parents

B: They're at the supermarket

A: What are they doing

B: They're shopping

A: Where is her grandfather

B: He's in the backyard

A: What's he doing

B: He's drinking coffee and reading a newspaper

B. Read about Sabah's family. Work with a partner. Read about Sabah's family. Work with a partner. Use personal pronouns to talk about the members of her family.

A: Where is Sabah?

B: She is in the living room.

A: What's she doing?

B: She is reading a newspaper.

It is Saturday today. I'm in my room. I'm doing my homework. My mother is shopping at the supermarket. My grandfather is drinking coffee and reading a newspaper. I think the baby is riding his bike, or he's running. My grandmother is playing with her toys. My baby brother is watching TV. My grandmother is playing with his toys, and she is cooking.

A: Where is Ali (her brother)

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

A: What is he doing

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

A: Where is her baby brother

B: He's in the kitchen

A: What is he doing

B: He's playing with his toys

A: Where is her grandmother

B: She's in the kitchen

A: What's she doing

B: She is cooking

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

It is Friday today. I am in the kitchen helping my mother

She is preparing breakfast. My dad is in the living room

He is watching TV. My brother is in his room He's playing computer games. My grandparents are in the balcony

They are drinking coffee and chatting. My eldest brother is coming to visit us with his wife and children

My sister is in her room she is writing her homework

11 Form, Meaning and Function



Would like

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

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

What would you like?



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

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

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

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

FYI

I'd = I would

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

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



B: Work with a partner. Role-play a waiter and a customer. Order lunch with **would like**. Change roles.

A: What would you like to eat
B: I'd like a burger, please
A: Would you like friend
B: No, thank you
A: Would you like a drink
B: Yes, I'd like orange juice
A: Ok, Thank you

9 What Do You Do?

1 Listen and Discuss

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

Majid wants to be a famous tennis player



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



A
 What does Majid's father do
 He is a doctor. He cures patients. But he likes to cook and makes the best sandwiches
 What does Adnan's father do
 He is a mechanic. He fixes cars
B
 What do you do
 I'm a student. I go to school



Quick Check ✓

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

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

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

1. **no** Majid wants to be a teacher.
2. **yes** Adnan wants to be a designer.
3. **no** Majid designs games.
4. **yes** Adnan is interested in technology.

2 Pair Work

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

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

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

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

9 What Do You Do?



3 Grammar

Simple Present Tense

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

Affirmative (+)

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

Third Person Endings

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



Questions with What

What do you do?

What does he do?

What do they do?

What does she do?

What do you want to be?

I want to be a doctor.

FYI*

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

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

- A:** What does your uncle do?

B: He's a bus driver.

A: What does your cousin do?

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

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

A: What do your friends do?

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

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

A: How about your brother?

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

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

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



B. Work with a partner.
Ask and answer.



1 Hameed / chef /
work / restaurant

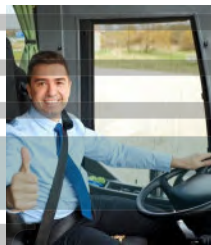
A: What does Hameed do
B: He's a cook. He works in a restaurant
A: What does Mike do
B: He's a waiter. He works in a restaurant
A: What does Ibrahim do
B: He's a cameraman. He films the news
A: What does Mr. Smith do
B: He's a bus driver. He drives a bus
A: What does Fahd do
B: He's a carpenter. He makes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

work / restaurant

All



3 Ibrahim / cameraman /
film / news



4 Mr. Smith /
bus driver /
drive / bus



5 Fahd / carpenter / make
/ furniture



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

4 Listening

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

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

5 Pronunciation

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

/s/

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

/z/

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

9 What Do You Do?

رابط الدرس الرقمي



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6 Conversation

So, what do you do, Adel?

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

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

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

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

but I'm also interested in art and design.

Your Ending

What does Adel say to Steve?

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

A: What does your father do
B: He is a doctor. He works at the hospital
A: What does your brother do
B: He is a football player. He plays football for a football team

About the Conversation

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

Your Turn

Ask your classmates what jobs their fathers or brothers do.

A: What does your brother/father do?
B: _____

7 About You



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

A: What do you want to be in the future
B: I want to be a teacher
A: What do you want to be in the future
B: I want to be a doctor

8 Reading

Before Reading

What do you think Omar Hamdan wants to be?

Omar want to be a professional football player

Follow Your *Dream*

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

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

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



After Reading

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

Omar lives in Tabuk, Saudi Arabia

He plays football for his school

He's a good player. / He's a striker

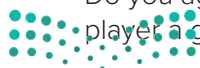
He wants to be a professional football player

He is going to a football school

His parents support him, but they want him to go to a university

Discussion

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



Yes, it is a good job

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

9 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 happy with their jobs. My father teaches math and my mother teaches at a primary school. I'm really interested in chemistry and physics, and I like to do experiments with their homework, so I think I can be a good teacher. They usually understand. A teacher's job is interesting but it's a difficult job sometimes, but it's rewarding.



Become an adult

His parents are teachers and they are happy with their jobs

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

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

Satisfying, pleasing

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

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

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 on the best and worst jobs.

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Ministry of Education
2022/1444

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

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

11 Form, Meaning and Function



Why / Because

We use the question word *why* to ask for a reason.

We use the conjunction *because* to answer questions with why.

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

Because / So

The conjunction *because* tells a reason—it tells why.

The conjunction *so* tells a consequence or a result.

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

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



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

architect chef doctor flight attendant mechanic teacher

Why does he want to be an architect?

Because he likes to design houses.

1. Why does he want to be a mechanic?

Because he's interested in cars.

2. Why do you want to be a flight attendant?

Because I like to travel and meet people.

3. Why does she want to be a teacher?

Because she likes to work with children.

4. Why does he want to be a chef?

Because he likes to cook.

5. Why do you want to be a doctor?

Because I want to help sick people.

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

1. He's interested in computers, **so** he wants to design software.

2. We're studying **because** we have a test in history tomorrow.

3. He wants to be a carpenter **because** he likes to build houses.

4. He wants to be a lawyer, **so** he's studying law.

5. She wants to be a nurse **because** she wants to help sick people.

6. The car has a problem, **so** the mechanic is checking it.

7. The children aren't going to school today **because** it's raining.

8. I like my neighborhood **because** it's quiet and the people are friendly.

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

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

Name	Job	Reason
Mona	doctor	help sick people
Nada	teacher	like to work with children
Eman	chef	like to cook
Sarah	dentist	cure people

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

10 What's School Like?

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1 Listen and Discuss

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

Adjectives: interesting fun boring difficult challenging easy

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

What's your favorite subject, Carl?

Math. There are too many formulas and dates.

Who are your friends in school?

Well, there's Ben.

What does Ben look like?

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

FYI

We say PE for physical education.

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Ministry of Education
202301446



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

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

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

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

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

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

Quick Check

A. Vocabulary. Match the words.

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

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

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

2 Pair Work

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

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

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

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

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

FYI

What does he/she look like? = *physical appearance*
What's he/she like? = *personality*

He's/She's thin.

He's/She's friendly.

3 Grammar

Simple Present Tense: Statements and Questions

Affirmative (+)

I	speak	English.
You		
He	speaks	
She		
We	speak	
They		

Negative (-)

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

Questions (?)

Do	you	speak English.
	we	
	they	
Does	he	
	she	

Short Answers (+)

I	do.
we	
they	
he	does.
she	

Short Answers (-)

I	don't.
we	
they	
he	doesn't.
she	

FYI

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

Adjectives

In English, adjectives go before nouns or after the verb *be*.Uncle Peter has a **long** beard.History is **interesting**.

A. Answer the questions about Ahmed's schedule.

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

No, he doesn't. He takes French**Yes, he does****No, he doesn't. He teaches math****Yes, they do****He has science last on Tuesday****He has French three times a week****He has English math and science every day****He teaches history**



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Mr. Smith

Mr. Al-Halawi

Mr. Al-Jahawi

Mr. Morris

Mr. Dobbs

Mr. Fat'hi

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

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

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

4 Listening

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

Ted

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

Seth

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

5 Pronunciation

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

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

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

10 What's School Like?



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6 Conversation

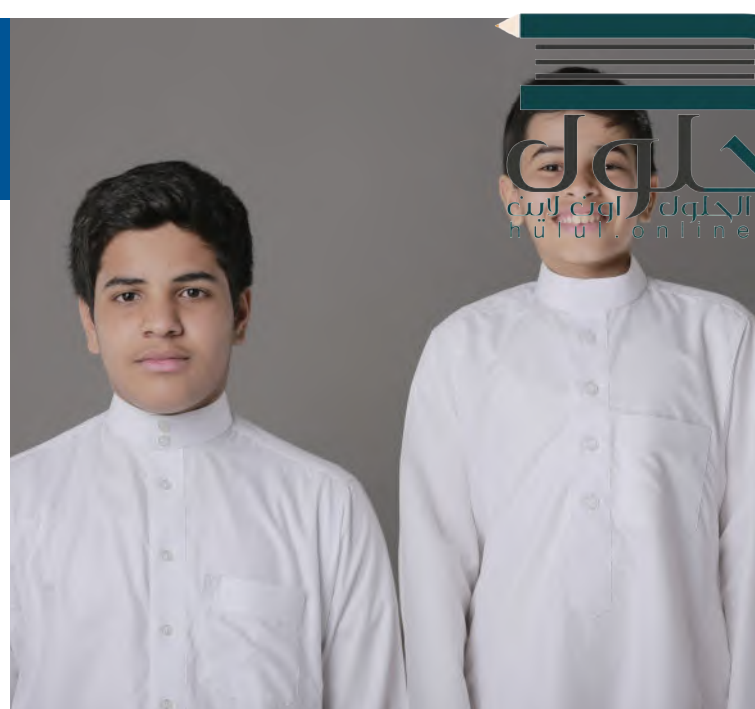
Hashim: What's your favorite subject?

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

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

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

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



Real Talk

cool = great



Your Ending

What does Hashim say about Mr. Huston?

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

About the Conversation

Faris's favorite subject is science. Faris loves the experiments

Yes, he does. He thinks it's fascinating

No, he doesn't. The teacher is very strict. and he gives a lot of tests

His favorite teacher is Mr. Huston the English teacher

7 About You

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

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Ministry of Education
2022/341444

Yes, I do
It's difficult and full
Nada is my best friend
She is tall with blue eyes and black hair

Your Turn

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

A: What's your favorite subject?

B: **My favourite subject is English**

A: Why?

B: **Because it is interesting**

Name	Subject	Why?
Mona	English	interesting
Heba	Arabic	easy
Nada	Maths	interesting
Marwa	science	great
Sarah	history	interesting

8 Reading

Before Reading

What clubs does your school have?



What is the goal of a school club?

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

School Clubs



Come and check it out!

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

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

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

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

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

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

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

After Reading

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

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

computer club
drama club
archaeology club
poetry club
football club
science club



10 What's School Like?



9 Writing

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

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

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

- What does he look like?
 _____ **d** _____ **e**
 - What is he like?
 _____ **a** _____ **f**
 - What does he like?
 _____ **b** _____ **c**
- a.** He's a lot of fun.
b. He's interested in technology.
c. His favorite subject is math.
d. He wears glasses.
e. He's tall and thin.
f. He's friendly with everyone.

Writing Corner

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

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

Appearance: brown eyes; curly black hair; quite tall; medium build; nice, smile
Character: a lot of fun; makes his friends laugh; cheerful and friendly; active student
Interests: languages: English, French; writing; runs the "Young Writers" club

- D.** Choose a person you know well—a friend, a classmate, or a family member. Make

D: My niece, Reem, is an intermediate student. She has brown eyes and short curly blond hair. She's tall and has a medium build. She also has a very nice smile. Reem is outgoing, lively and friendly. People like her because she has a very nice smile. Reem is interested in arts, so she draws a lot. She wants to be a fashion designer. She is also creative and enthusiastic.

In a group, make an advertisement for the

Poetry club

Come and join us

Have a nice time with us

Students learn and recite traditional and modern poetry. They write poetry and organize poetry readings

Join us quickly

11 Form, Meaning and Function

Intensifiers

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

Ali is **very** tall.

Ali is an **extremely** active student.

Science is **pretty** interesting.

Science is a **really** interesting subject.

Faisal is **quite** short.

Faisal is **quite** an intelligent student.

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

Adjectives with -ed

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

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



excited



bored



tired



interested (in)



annoyed



worried



frightened



confused

A. Circle the correct adjectives.

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

B. Use the words to write sentences.



Football / very / exciting / sport

- Math / quite / difficult / subject
- Maha / really / talented / artist
- Fahd / extremely / athletic / student
- History / pretty / interesting / subject
- Mr. Parks / quite / strict / teacher

Football is a very exciting sport.

Math is quite a difficult subject

Maha is a really talented artist

Eahd is an extremely athletic student

History is a pretty interesting subject

Mr. Parks is quite a strict teacher

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

Arabic is a pretty interesting subject

Nada is an extremely beautiful student

English is a very interesting subject

Hend is a really friendly girl

11 What Time Do You Get Up?



1 Listen and Discuss

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

People are walking up early at 5:30

They are working at 7:30

Every Day
Around the World

5:30 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



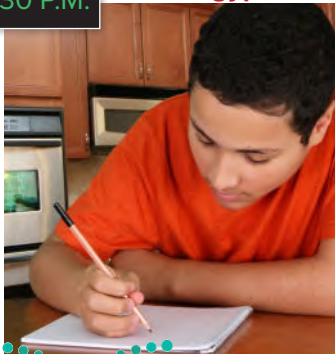
Bob is riding home from work. He usually goes to work by bike.

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.

pair work

A

What time does Alex the breakfast?

He usually serves breakfast at seven thirty

What time does Celso sometimes play football during PE

He sometimes plays football during PE at eleven thirty

What times does Ali usually study?

He usually studies at four thirty

What time does Bob usually go to work by bike?

He usually goes to work by bike at two thirty

B

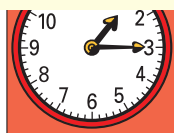
What do you usually do in the morning?

I usually go to school

What do you usually do before dinner?

I usually do my homework

It's four o'clock.



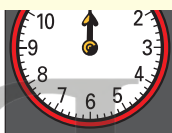
It's one fifteen in the afternoon.
It's 1:15 P.M.



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

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

2 Pair Work

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

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

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

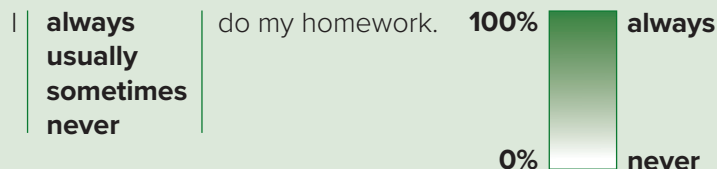
- What do you usually do after dinner?
- I usually watch TV.

11 What Time Do You Get Up?

3 Grammar

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

What do you usually do after school?



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



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



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




Then he watches TV.

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

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

A. Unscramble the sentences.

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

- opens / at nine / usually / The bank
- closes / The supermarket / on Sundays /
- to work / drive / always / My brothers
- in our family / go to bed late / The children
- always / in the afternoon / do / I / my homework
- usually / eats dinner / My family / at six

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

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

usually / weekends

Derek usually visits his grandfather

Derek



1 Fatimah
always / the evening



2 Tariq
sometimes / the morning

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



3 Adam
never / weekends



4 Abdullah
usually / Saturdays



5 Khalid
always / after school



6 Ali and his friends
sometimes / the evening

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

4 Listening



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

- ☒ Jeff usually exercises before breakfast.
- ☐ He rides the bus to school.
- ☒ He does his homework after practice.
- ☐ Jeff plays tennis on weekends.
- ☒ 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?



8 Reading

Before Reading

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

Schooldays:

School Around the World



Ahmed
Jeddah, Saudi Arabia

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



José
Amazon Rain Forest, Ecuador

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



After Reading

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




11 What Time Do You Get Up?



9 Writing

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



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

Hi Saeed,

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

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

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

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

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

Your friend,
Kaito

Writing Corner

- 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.
- To shows direction: He goes **to** school by bus.
- 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	I put on my school uniform, prepare my school bag, and eat breakfast with my family
School hours and classes	from 7:45 am to 2:00 pm
After-school activities	the Computer Club

c: From: Saeed_Mashary@mail.ksa
Subject: middle school in Saudi Arabia
, Hi kaito

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

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

Write back soon

Your friend

11 Form, Meaning and Function

Simple Present versus Present Progressive

Use the simple present to talk about permanent actions like habits or routines.

Use the present progressive to talk about temporary actions that are happening now.

The students usually **write** tests every month. (habit or routine)

The students **are writing** a test at the moment. (happening now)

PERMANENT

TEMPORARY

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

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

A. Choose the correct verb for each sentence.

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



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

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

1 Language Review



A. Complete the conversations.

1. A: Where do you live?
B: I live on Baker Street.
A: Is it a good neighborhood?
B: Yes, I have everything.
I am very happy there.

2. A: What is your house like?
B: It is very big. There are ten rooms,
and there is a big yard.
A: Our house is small, but it is
comfortable, and it has a nice view.

B. Write where the things are in your house.

flowers

There are flowers in the garden.

1. television

There is a television on the shelf

2. photos of the family

The photos of the family are in the albums

3. sofa

There is a sofa in the living room

4. telephone

There is a telephone on the table

5. shelf

There is a shelf under the television

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

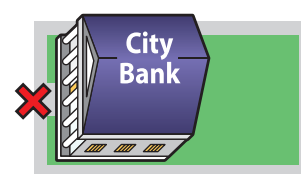
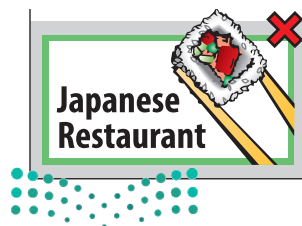
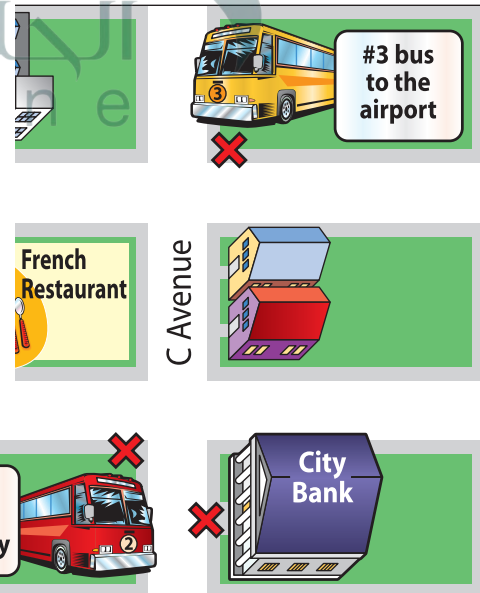
A: I am at City Bank. Is there a good French restaurant near here?

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

A: Where are you

B: I'm in front of the bank

**A: Go straight on C Avenue. Turn left on Bank Street
Go straight. Turn left on B Avenue. Then turn right
on Park Street. Walk one block**



The sister in house A is studying
 The cat in house A is sleeping in the yard
 The woman in house A is watching TV
 The grandfather and grandson in the kitchen in house A are eating

The teen boy in house B is having a rest in his bedroom

The girl in house B is doing homework

The grandmother in house B is cooking

The father in house B is reading the newspaper in the living room

D. Look at the picture and do the activities.

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

The father in house A is talking on the phone.

2. Work with a partner. What are some things in each house?

*In house A, there are shelves in the kitchen.
 In house B, there is a shower in the bathroom.*

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

*In house A, they have a mirror in the bedroom.
 In house B, they have a poster on the wall.*

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

In house A, there is a mirror in the bedroom. In house B, there is a poster in the bedroom

In house A, there is a desk in the bedroom. In house B, there is a dresser in the bedroom

In house B, there is a table and chairs in the kitchen. In house A, there is no table and chairs in the kitchen

In house A, there is a baby. In house B, there is no baby

In house A, there is a bike in the garage. In house B, there is no bike in the garage

In house A, there are flowers on the table in the dining room

In house A, there is a painting on the wall in the living room

In house A, there is a mirror in the bedroom

In house A, there is a car in the garage

In house B, there is a shower in the bathroom

In house B, there is a closet in the bedroom

In house B, there is a TV in the living room

In house B, there is a refrigerator in the kitchen



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

3 Writing



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

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

4 About You



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

Comprehension

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

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

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



6 Language Review

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

Do you like to ... ?

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


 doctor


 website designer


 artist


 writer


 veterinarian


 carpenter

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

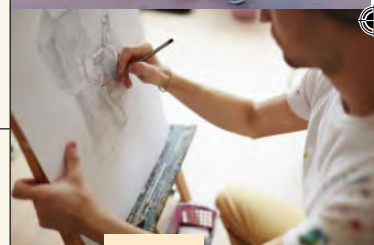


ride a horse

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



play basketball



draw

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

💡 I never drive a car.

- _____
- _____
- _____
- _____



rollerblade

7 Reading

Before Reading

First, look at the pictures and name the objects.

Do you use the same words when you speak Arabic?

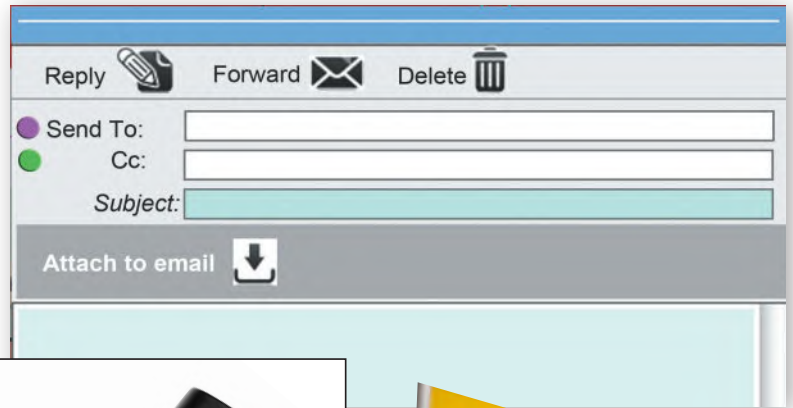
English Everywhere



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."



mouse

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.

Hello.



8 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.
An MP3, a video game,
a DVD.
What's this?
What's that?



book ▲

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

bag ▼

pear ◀

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.

hat ▲

Vocabulary

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

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

B. Put the words into the correct groups.

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

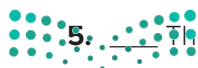


Classroom	Transportation	Technology

Comprehension

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

- ___ A circle has 4 sides.
- ___ When you spell your name, you need to say each letter separately.
- ___ We put a pad under the keyboard.
- ___ We click with the mouse.



- There are sites on the Internet.

9 Project



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

12 What Can You Do There?

1 Listen and Discuss

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

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



1

3



5



6



4

Quick Check

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

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

1. **2** You can go shopping and meet friends.
2. **4** You can buy books.
3. **1** Visitors can sleep there.
4. **5** You can open an account.
5. **9** You can take a bus.
6. **12** You can fly to places.

A

Can I play sports at the gym?

Yes, you can

Can I read books at the library?

Yes, you can

Can I buy fruits from the supermarket

Yes, you can

B

Can you play tennis?

Yes, I can

Can you draw?

No, I can't

Can you ride a bicycle?

Yes, I can

2 Pair Work



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

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

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

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

9



10



11



12



12 What Can You Do There?



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 **can** speak English.
It
We
They

Negative (-)

I
You
He
She **can't** rollerblade.
It
We
They

Questions (?)

Can I
you
he
she read?
it
we
they

Short Answers (+)

Yes, I
you
he
she **can**.
it
we
they

Short Answers (-)

No, I
you
he
she **can't**.
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.

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

B. Work with a partner. Ask and answer.

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

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

A: Can Fred make a sandwich .1
B: Yes, he can
A: Can Fred ride a bike .2
B: Yes. he can
A: Can Fred ride a motorcycle .3
B: No, he can't
A: Can Fred use a computer .4
B: Yes. he can
A: Can Fred ice - skate .5
B: No, he can't

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

D: Can you drive
 No, I can't
 Can you ride a bike
 Yes, I can
 Can you use a computer
 Yes, I can

play / basketball

drive / bus



/ bike

3 ride / motorcycle

4 use / laptop

5 ice-skate

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

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

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

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

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

4 Listening

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

- no** The mall is located near the hospital.
- yes** You can shop and meet your friends.
- no** You can go mountain climbing.
- yes** You can't rollerblade.
- no** The Falcons is the name of a computer store.

5 Pronunciation



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

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

12 What Can You Do There?



6 Conversation

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



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 **play tennis**

B: Good idea. When?

A: **Today at 5:00**

B: I can't. I **go to the dentist**

A: How about **going tomorrow**

B: That's **a good idea**

7 About You

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

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Ministry of Education

2021 12 444



8 Reading

Before Reading

Look at the title and the headings.

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

Places to visit in Saudi Arabia



Saudi Arabia's future

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

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

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

Environmental tourism

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

Family beach holidays

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

Cultural tourism

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

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

After Reading

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

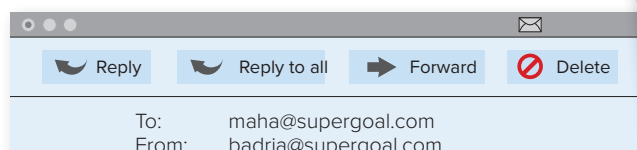
Place	Activities
Al-Baha	walk in the mountains
Al-Uquair	
Al-Ula	

- Which place do you like best? Why?
 - Share your ideas with a partner and support your opinion.
- 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?



C

Hi Sarah

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

Bye for now

Najlaa

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

Location	Saudi Arabia
Type of resort (cultural, environmental, holiday)	
Activities	camping - climbing mountains - riding camels - safari
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 your chart in exercise B or create an imaginary resort.

Saudi Arabia

\$ 375

Sun, 01 May 2016

Nights 7

Al-Baha

camping - climbing mountains - riding camels - safari

1Room: 2 adults

1Room :2 children

11 Form, Meaning and Function

Gerunds after Verbs

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

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

He enjoys **skateboarding** in the park.

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

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



Infinitives after Verbs

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

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

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

hate	love	want
like	prefer	would like



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

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

There are lots of fun activities to do at Beachside. My dad and brothers enjoy **doing** (2. do) water sports. They usually rent a boat. My dad and Ahmed spend the day **fishing** (3. fish).

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

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

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

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

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

13 What Are You Going To Wear There?

1 Listen and Discuss

What kind of clothes do you like to wear?

Casual clothes



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

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



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

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

Quick Check ✓

A. Vocabulary. List the clothes you are wearing today. Also give the colors. **Blouse, skirt and boots**

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

1. **no** Steve is going to Rio de Janeiro for work.
2. **yes** He's going to need casual clothes.
3. **no** Nawal is going to get married next weekend.
4. **no** Sabah is going to buy an abaya.

Colors

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

2 Pair Work

Ask and **answer**.

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

What clothes do I need to buy for Riyadh in the winter?
You need warm clothes. It's cold in Riyadh
What clothes do I need for Egypt in July?
You need light clothes. The weather is very hot
What are you going to do next weekend?
I'm going to visit my grandmother
What color are your boots?
They're black

13 What Are You Going To Wear There?

3 Grammar

Future: *be + going to*

Affirmative (+)

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

Negative (-)

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

Questions (?)

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

Short Answers (+)

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

Short Answers (-)

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

B. Work in a group. Ask and answer.

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

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

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



C. Work with a partner. Ask and answer.

A: Where is Hussain going to go on vacation?

B: He's going to go to Jeddah.

A: What's he going to take?

B: He's going to take light clothes.

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

B: They are going to go to Moscow

A: What are they going to take

B: They are going to take coats

A: Where is Mel going to go on vacation

B: They are going to go to Tahiti

A: What is he going to take

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



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

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.

13 What Are You Going To Wear There?

6 Conversation



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

Andy: Warm clothes, very warm clothes. You know, a heavy coat, a scarf, gloves ... and warm socks.

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

es. He isn't going to the beach.
to put them on when I'm out in
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.

She should heavy clothes like abaya

7 About You

1. What kind of clothes do you like wearing?
Casual or formal? **Casual clothes**
2. What's your favorite color for clothes? **Red**
3. Do you like shopping for clothes? Why? Why not? **Yes. I like the fashion**
4. What clothes do you need to buy? **I need to buy blouses and skirts**
5. Where do you shop for clothes? **The mall**
6. Are clothes expensive in your country? **No, they aren't**
7. What are you going to wear to school tomorrow? **Abaya**
8. Do you think clothes tell a lot about your personality?
Yes, I think





8 Reading

Before Reading

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

It is about the Iguassu Falls

The Iguassu Falls

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

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

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



The Iguassu Falls are on the border of Brazil and Argentina

The town of Foz do Iguassu is near the falls

An exciting boat ride on the Iguassu River. a helicopter ride over the falls. the Itaipu Dam (hydroelectric dam). a walk with a great view of the falls

People go to the falls by bus

Visitors wear waterproof jackets or raincoats with hoods and 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?

13 What Are You Going To Wear There?



9 Writing

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

A: What is the boy wearing in picture A?

B: He's wearing...

A: Where is he going?

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

A: What is the boy wearing in picture A

B: He's wearing a T-shirt. shorts, socks. and sneakers

A: Where is he going

B: I think he's going to the beach

A: What is the boy wearing in picture B

B: He's wearing a suit. a tie. and shoes

A: Where is he going

B: I think he's going to a graduation dinner

A: What is the boy wearing in picture C

B: He's wearing a jacket (coat), a sweater, pants, boots, and gloves

A: Where is he going

B: I think he's going to the mountains



Writing Corner

1. When there are 2 or 3 adjectives

opinion

size

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

She has **small round gold** earrings.

B. Use two or three adjectives to describe an object. Compare with a partner.

comfortable old yellow sneakers

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

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

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

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

picture a: She is wearing black scarf, black abaya and brown shoes

picture b: He is wearing orange and yellow T shirt, blue jeans and dark blue shoes

picture c: He is wearing white thobe and black shoes

desk. Each
int. Continue

10 Project

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



Advertising

Salespeople

Fashion magazines

Store websites

Family and friends

Other

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Ministry of Education

2022/2023

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* to, but English speakers usually use the present progressive when the arrangements are certain. Compare:

What **are** you **doing**? (now) What **are** you **doing** tomorrow? (future)
 What **are** you **going to do** tomorrow? (future)

He **is wearing** a suit. (now) He **is wearing** a suit to the graduation. (future)
 He **is going to wear** a suit to the graduation. (future)

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



Time Expressions for the Future

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

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

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

1. He is calling his friends this evening to invite them to the graduation party.
2. He is booking the restaurant tonight
3. He is buying shoes tomorrow evening
4. He is writing a speech on Tuesday evening
5. He is picking up his suit from the dry cleaner on Wednesday morning
6. He is washing his car on Wednesday afternoon
7. He is meeting his brother at the airport on Wednesday night (at 8:30 pm)
8. He is attending the graduation ceremony on Thursday afternoon (at 2 pm)
9. (His guests are arriving at the restaurant on Thursday evening (at 6 pm)
10.

14 Let's Celebrate

1 Listen and Discuss



The national day

1. What are the important holidays in your country?

2. How do you celebrate them?

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

National Day



Saudi Arabia ▲

September 23rd

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



▲ Oman

November 18th

There are official celebrations, parades, and fireworks.

◀ United Arab Emirates

December 2nd

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



▲ Kuwait

February 25th and 26th

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



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

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

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

2 Pair Work

A. Ask and answer about holic

- When is the national hol
- Saudi National Day is on
- What do people usually
- They fly the flag and cel
- What are you going to d
- I'm going to the open-ai

B. Talk about invitations.

- Do you want to invite yo
- Yes, let's invite them.

A

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

B

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

3 Grammar

Object Pronouns

Singular

Subject Pronouns Object Pronouns

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

Plural

Subject Pronouns Object Pronouns

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

Need / Want / Like + Infinitive

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

FYI

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

Let's + Verb

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

Let's send greeting cards.

Yes. Good idea. **Let's do** that.

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

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

2. He wants to invite Jack. He's going to call him.

3. Sandra is her best friend. She's going to visit her.

4. I want to meet my neighbors. I don't know them.

5. We want to come to your graduation. Don't forget us.

6. I'm going to be at home tonight. Please call me.

7. Please listen. I'm talking to you.

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 / ?

I need to call my friends

Mariam likes to decorate the house

Do you need to buy snacks?

He doesn't like to share his laptop

We don't need to send an invitation

Do you want to come to a graduation party?

C. Work with a partner. Ask and answer.

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

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

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

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

A: What do Badr and his family want to do on Eid Al-Fitr?

B: They want to have a family dinner / traditional meal.

A: What do you want to do on Eid Al-Fitr?

B: I want to see my cousins, eat dates, and drink tea.

A: What does your family want to do on vacation?

B: They want to go to the beach.

A: What do you want to do on your graduation day?

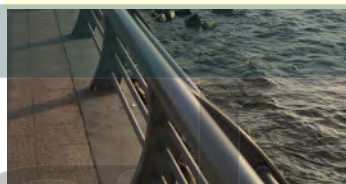
B: I want to have a graduation party.



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

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?

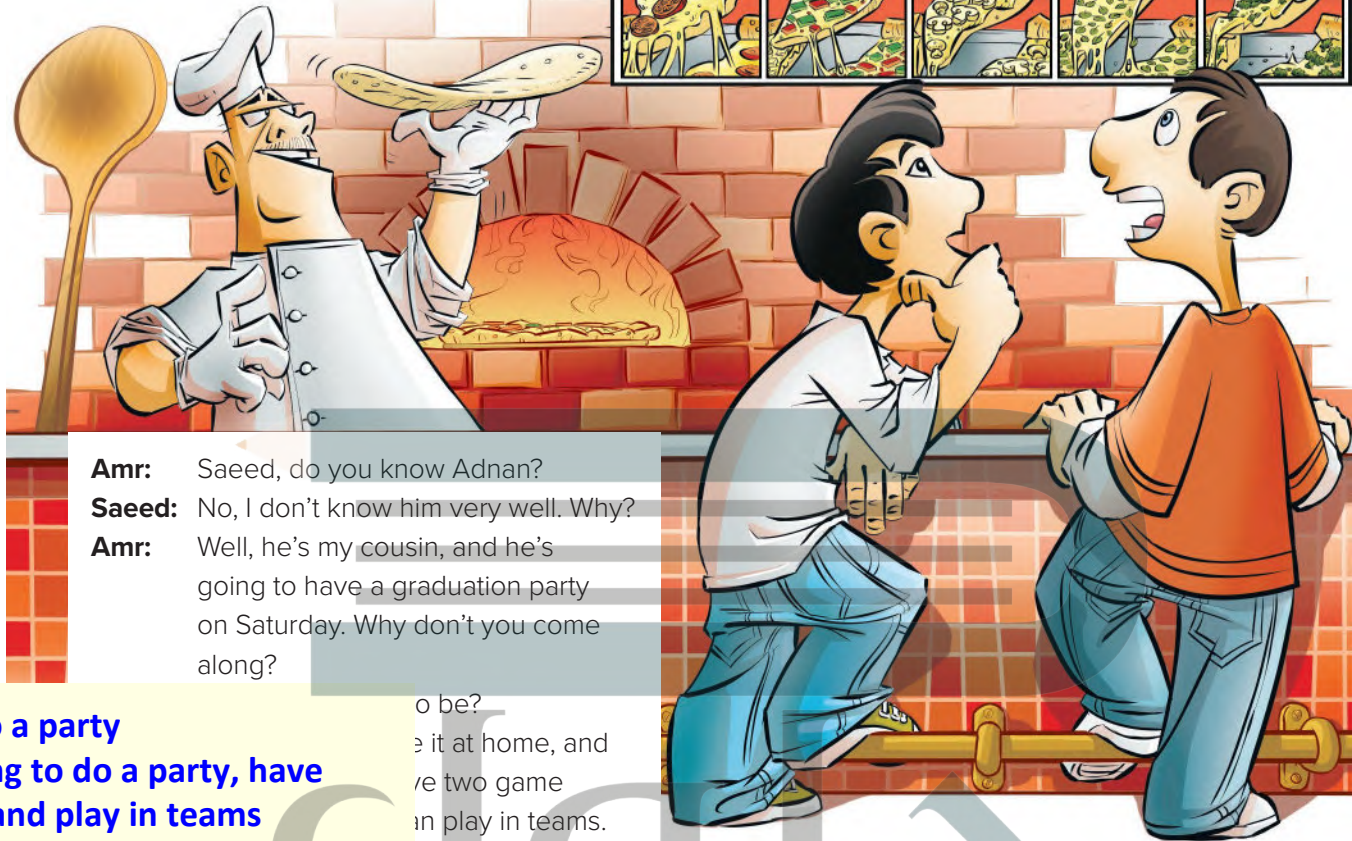
She calls **her** every day.

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?

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

to be?
 at home, and
 two game
 in play in teams.
 so going to be lots

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

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 like to come to a graduation party?

B: Great. When is it?

A: It's on Thursday

B: OK. And where is it?

A: It's at school around 12 P.M.

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Ministry of Education

2022/128444

7 About You



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

8 Reading

Before Reading

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



The day begins with a light snack, usually dates, and Eid prayers

People often decorate their homes and cook festive meals for family and friends. Older members of the family offer money to children

Eid Celebrations



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

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

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

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



After Reading

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

1. no Children offer money to adults.
2. yes People show generosity and kindness to others.
3. yes People have a light breakfast before the prayer on Eid Al-Fitr.
4. yes In celebration of Eid Al-Adha, families sacrifice an animal and give some of it to those in need.

Discussion

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

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

14 Let's Celebrate



9 Writing

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

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

1	T	R	A	D	I	T	I	O	N	A	L	L
2	F	U	N	P	L	E	N	G	A	G	T	I
3	A	M	E	A	L	S	V	O	T	I	S	B
4	M	S	C	R	E	L	I	A	I	F	H	E
5	I	D	L	A	M	B	T	T	O	T	A	R
6	L	E	E	D	A	T	E	S	N	S	R	A
7	Y	C	C	E	L	E	B	R	A	T	E	T
8	H	O	L	I	D	A	Y	F	L	A	G	I
9	P	R	F	I	R	E	W	O	R	K	S	O
10	R	A	G	R	A	D	U	A	T	I	O	N
11	A	T	B	R	A	M	A	D	A	N	R	A
12	Y	E	I	D	A	L	F	I	T	R	T	E

Across:

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

- B.** Read the 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?

A: What was the celebration for?

B: For a graduation

A: Who was it for?

B: Ahmed Al-Faisal

A: Where was it?

B: At Oasis Restaurant - 445 Main Street

A: When was it?

B: On Saturday, May 15th at 6:00 pm

Please join us to celebrate
the graduation of

Ahmed Al-Faisal

Saturday, May 15th at 6:00 pm



Al-Ikkan Road

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

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

- D.** Write about a holiday celebration in your country. Include: the date, the clothing, the food,

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

11 Form, Meaning and Function

Must / Mustn't and Should / Shouldn't

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

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

We **must** follow the rules.

He **must** stop at the traffic lights.

You **mustn't** talk during the test.

They **mustn't** park on the sidewalk.

FYI

mustn't = must not

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

Who **should** I invite to the celebration?

We **should** donate to the poor.

They **shouldn't** eat junk food.

She **shouldn't** spend all her money.

FYI

shouldn't = should not

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

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

- Be kind to your neighbors. We must be kind to our neighbors.
1. Do your homework tonight. I I must do my homework tonight.
2. Don't be late for class. You You mustn't be late for class.
3. Ask the teacher for help. She She must ask the teacher for help.
4. Don't sit on the desks. Students students mustn't sit on the desks.
5. Share your toys. The children The children must share their toys.
6. Don't eat snacks before dinner. He He mustn't eat snacks before dinner.
7. Send the invitations today. We We must send the invitations today.
8. Don't use fireworks indoors. You You mustn't use fireworks indoors.

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

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



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



Invitation



15 Then and Now



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1 Listen and Discuss

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

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



Now

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

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

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

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

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



Majed Ahmed Abdullah *Then and Now*

Majed Ahmed Abdullah is 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.



A: Riyadh

Modern building complexes and skyscrapers like the Kingdom Center, the Al- Faisaliya Center, and the Riyadh TV Tower are now attractions of the new city. More than 1,500 square kilometers
Population of almost 5.5 million

Quick Check ✓

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

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

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

2 Pair Work

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

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

A: What is the size of old Riyadh?

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

What do the buildings look like in old Riyadh?

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

What do the buildings look like in Modern Riyadh?

Modern building complexes and skyscrapers like the Kingdom Center, the Al-Faisaliya Center, and the Riyadh TV Tower are now attractions of the new city

Did Majid go to the high school?

Yes, he did

3 Grammar

Simple Past Tense: be

Affirmative (+)

I		
He	was	
She		
It		famous.
We		
You	were	
They		

Negative (-)

I		
He	wasn't	
She		
It		famous.
We		
You	weren't	
They		

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

Questions (?)

Was	I	
	he	
	she	
	it	famous?
Were	we	
	you	
	they	

Short Answers (+)

I	
he	was.
she	
it	Yes,
we	
you	were.
they	

Short Answers (-)

I	
he	wasn't.
she	
it	No,
we	
you	weren't.
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**.

1. **A:** was your father born in the States?

B: No, he wasn't. He was born in Europe.

A: Where in Europe was he born?

B: He was born in Poland.

2. **A:** What was your father's first job?

B: He and his brother were waiters.

A: How old were they?

B: They weren't very old—17 and 15.

3. **A:** How was the graduation party?

B: It was great.

A: Who was there?

B: All our friends were there.

4. **A:** What was Oscar like?

B: He was very smart.

A: were his grades good?

B: No, they weren't.

5. **A:** was you late for school?

B: Yes, I was.

A: Why?

B: The bus was late.

6. **A:** was the hotel comfortable?

B: Yes, it was OK.

A: What was the weather like?

B: It was terrible.

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

A: How was your vacation?

B: It was great. OR It was boring.

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

Positive (+)

great
OK
interesting
awesome
beautiful

Negative (-)

bad
terrible
boring
uncomfortable
crowded

A: How was your vacation?

B: It was great

A: That's good!

A: How was your vacation?

B: It was boring

A: That's too bad!

A: How was your vacation?

B: It was great

A: That's good!

Pyramids in Teotihuacan,
Mexico



Sugar Loaf in Rio de Janeiro,
Brazil



Great Wall,
China



Coliseum in Rome,
Italy

4 Listening



Arabian Pelé

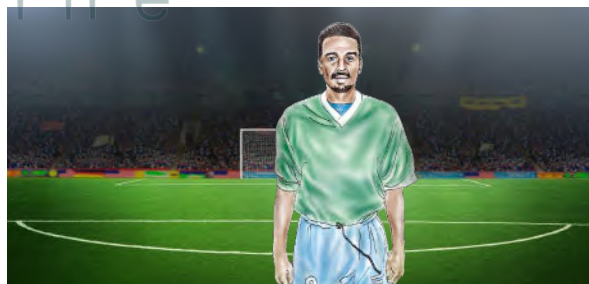
Al-Jazaeria Elementary School, Al Motawasta Al-
Thania High School

goalkeeper for his school and neighborhood team,
formed a team with his friends when he was in
high school

two

Under 17 National Team in 1977, Senior National
Team in 1978 for 16 years

med Abdullah.



5 Pronunciation



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

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

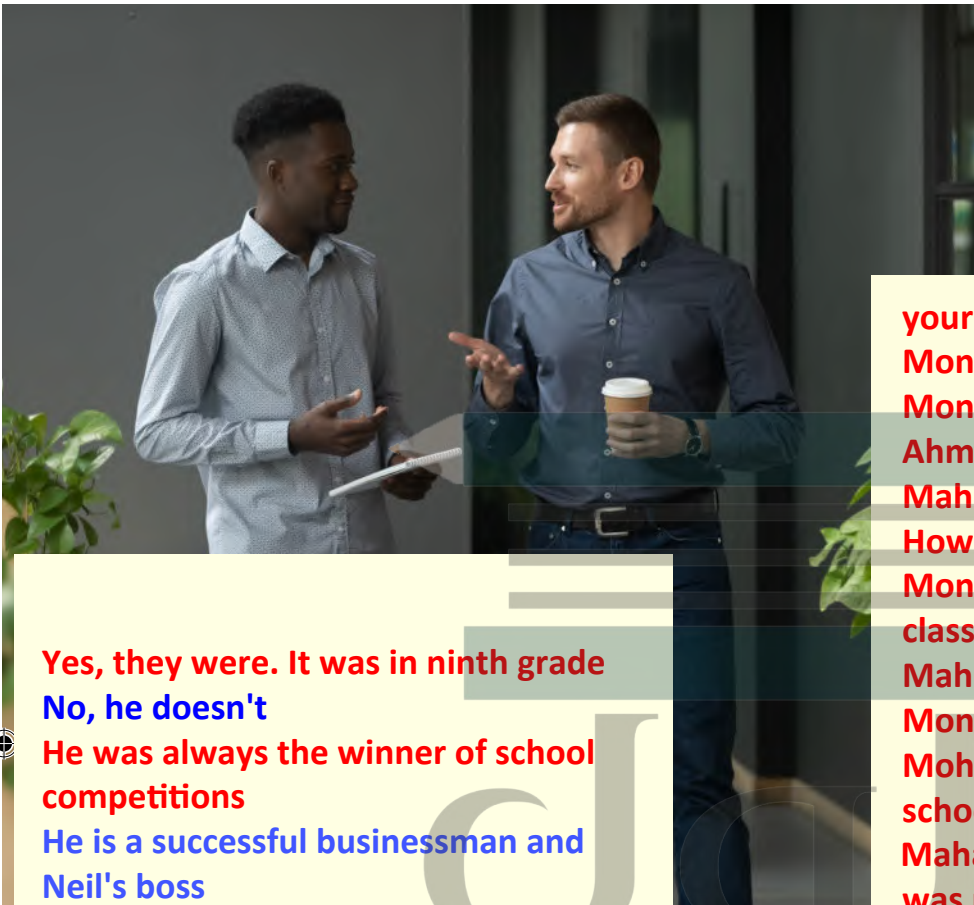
Sorry, I **was** late. I **was** in the library.

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6 Conversation



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

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

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

your turn

Mona: Hi, Malia. Don't you remember me?

Mona

Ahmed. I was in your class in ninth grade

Maha: Oh, yeah. Sure, I remember you

How are things?

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

Maha: Not very often. How about you?

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

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

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

Yes, they were. It was in ninth grade

No, he doesn't

He was always the winner of school competitions

He is a successful businessman and Neil's boss

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? **Yes, they were**
2. What was your favorite subject? **English**
3. What was your favorite after-school activity? **Playing tennis**
4. Who was your favorite teacher? **Miss, Hala**
5. Who was your best friend? **Nada**
6. Where is he/she now? What is he/she doing? **She is with me at school**

8 Reading

Before Reading

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

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

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

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

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



After Reading

1. Where was Yao Ming born? **Shanghai, China**
2. Were his parents short? **No, they were tall**
3. When was Yao first serious about basketball? **By the age of twelve**
4. What was the name of his team in the U.S.? **The Houston Rockets**
5. What was his role in the Olympic Games of 2008 in Beijing? **He likes to go home to China and enjoy his mom's cooking**
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) | <u>Yao Ming</u> | 4. he (line 15) | <u>Yao Ming</u> |
| 2. their (line 5) | <u>his parents</u> | 5. his (line 21) | <u>Yao Ming's</u> |
| 3. His (line 11) | <u>Yao Ming's</u> | 6. He (line 22) | <u>Yao Ming</u> |

Writing Corner

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

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

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



Paragraph 1: He = Khaled

Paragraph 2: His/his = Khaled's

they = his family; He/he = Khaled

Paragraph 3: His = Khaled's; they = Khaled and his horse; heir = Khaled and his horse's

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

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

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

C. Write about a celebrity in your country.

Eid al-Fitr is a special day marks the end of Ramadan

My family and I go to pray at the morning. After finishing, we congratulate other prayers.

The important on this Eid is when we go home; we meet our relatives and friends. We offer many kinds of deserts. I like meeting with my friends and playing all the time with them. I wear a new traditional wear at Eid al-Fitr

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. **There was** only one room.
2. **There weren't** any other rooms.
3. **There was** an old sofa.
4. **There weren't** holes in the sofa.
5. **There wasn't** a comfortable bed.
6. **There wasn't** a balcony.
7. **There weren't** any windows.
8. **There weren't** some books on a shelf.
9. **There was** a light on the ceiling.
10. **There wasn't** a television.

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

A: Were there holes in the sofa?

B: Yes, there were

A: Was there a light on the ceiling?

B: Yes, there was

A: Was there a balcony?

B: No, there wasn't

A: Were there some books on a shelf?

B: Yes, there were

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?

Yes, I did



Omar

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



Ahmed

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



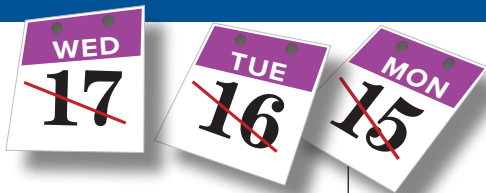
Quick Check

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

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

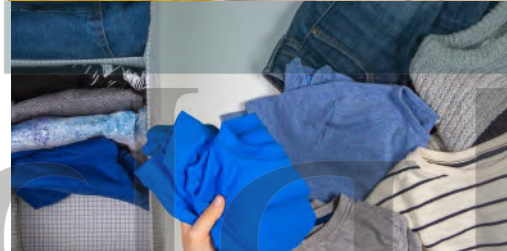
B. Comprehension. Answer **yes** or **no**.

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



Saeed

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



A
Did Omar play video games on Thursday
Yes, he did
Did Ahmed do his homework on Wednesday
No, he didn't. He played football with his friends
Did Imad have a science test on Sunday
Yes, he did

B
Did you have a test yesterday
Yes, I did
What did you do yesterday afternoon
I went shopping

I died for
aned out
ome time
on on the
inish my
ay.



2 Pair Work

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

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

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

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

16 What Did You Do Last Week?



3 Grammar

Simple Past Tense

Affirmative (+)

I		
You		
He/She	worked	yesterday.
We		
They		

Negative (-)

I		
You		
He/She	didn't work	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	bought	drink	drank	get (up)	got (up)	have	had	sleep	slept
come	came	drive	drove	give	gave	read	read	swim	swam
do	did	eat	ate	go	went	see	saw	take	took

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

What did you do **last night**?

I **went** out.

A. It was very cold last weekend, and there was snow. Which activities

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

Sample answers

He did the laundry. / He didn't do the laundry

He took a walk. / He didn't take a walk

He went to the mail. / He didn't go to the mall

He didn't go to the baseball game

He read a book. / He didn't read a book

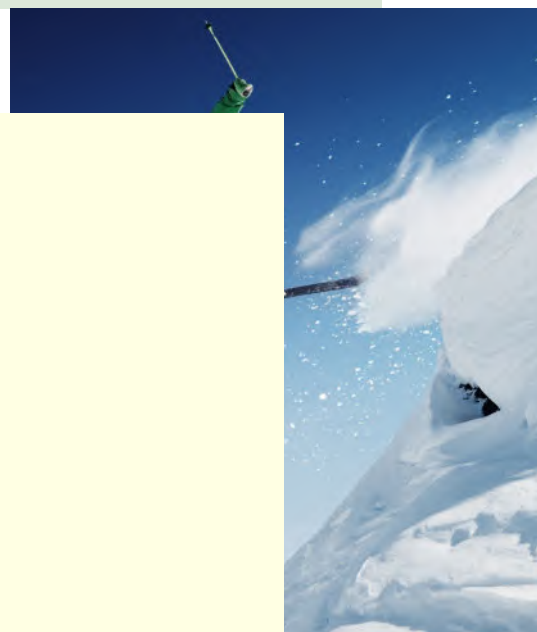
He watched DVDs. / He didn't watch DVDs

He didn't work outside in the garden

He talked on the phone. / He didn't talk on the phone

He ate cookies. / He didn't eat cookies

He drank hot chocolate. / He didn't drink hot chocolate

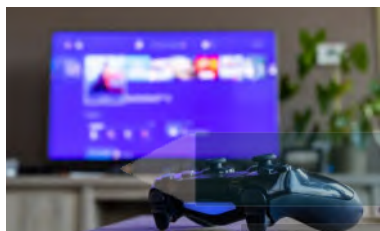




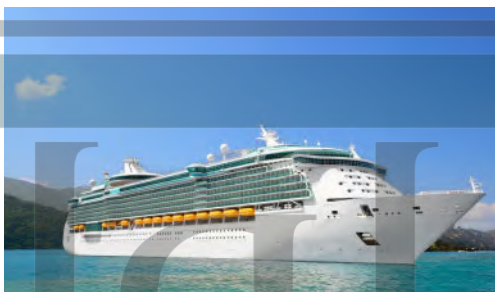
- B.** Work with a partner.
Ask and answer about what the people did.
- A:** What did you do on your vacation?
B: I went to the beach.



! 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

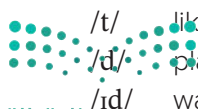
Listen to the conversation between the
Answer the questions.

- Who did Ken go out with? **He went out with James**
- Where did they go? **They went to Gourmet's, a restaurant near the lake**
- What did they talk about? **They talked about James's new car**
- When did they go out? **They went out on Thursday night**
- Did Ken have a good time? **No, he didn't**

5 Pronunciation



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



/t/ liked
/d/ played
/ɪd/ wanted

worked
studied
needed

washed
cleaned
visited

Paul **worked** in the morning.
Alan **studied** French.
We **needed** 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.



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

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



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? **Yes, I did**
2. What did you eat for breakfast yesterday? **Yes, I did**
3. Who was the last person you talked to on the phone? **My friend, Nada**
4. What was the last email you received? **My brother's e-mail**
5. When did you write an email to a friend? Who did you write to last? **Last weekend. To my friend**
6. When was the last time you visited relatives? **Last Thursday**



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?

Yes, I do, Pizza

Favorite Foods— Around the World

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

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

kebabs

Middle Eastern food



pizza

Italian food



Mrs. Wakefield made the first chocolate chip cookies

Because they were created by mistake

It became popular in Naples, Italy because they added tomatoes and cheese

Student's answer

Student's answer

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?

Yes, To know different kinds of food

وزارة التعليم

Ministry of Education

2022 - 1444

project

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

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

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

Pancakes

Ingredients

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



Directions

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

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

10 Project



Prepare a presentation on a regional dish in your country.

وزارة التعليم

Ministry of Education

2022/1444

Instructions

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

11 Form, Meaning and Function

Simple Present versus Simple Past

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

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

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

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

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



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

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

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

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

1 Language Review

A. 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. _____

B. 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. _____

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

Look at the signs and write what they mean.

💡 Go out this way.



1. _____



4. _____



2. _____



5. _____



3. _____



6. _____



- D. Find and draw more signs in English. Present them to the class.



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

1. A: Where **were** you yesterday?
B: I **was** at school.
A: No, you **weren't**. You **were** at the mall.
2. A: Badr **was** the best student in the class.
B: No, he **wasn't**. Adel **was**.
3. A: How long **was** the trip to the zoo?
B: It **was** two hours.
A: What **were** the parrots like?
B: They **were** fabulous! They're my favorite birds.
4. A: How **was** everything at the restaurant?
B: Well, the food **was** delicious, but the service **was** very slow.



F. 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: **How was your trip to London?**

Imad: It was wonderful.

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

Imad: My parents and my brother.

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

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

Greg: **What was it like?**

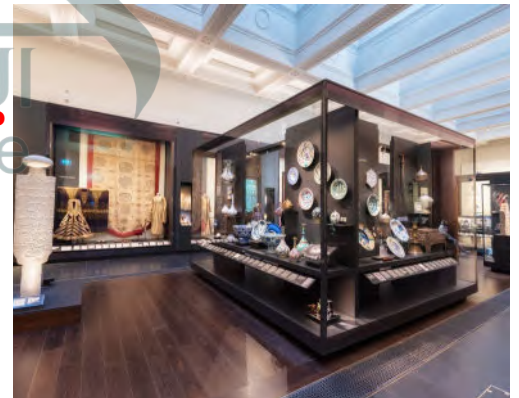
Imad: It was awesome.

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

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

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

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



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

Last week

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

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

A: What are you going to do on Monday?

B: I'm going to study English and history.

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

1. What did you wear yesterday?

Ablouse and a skirt

2. What time did you go to bed last night?

At 11:00

3. What did you eat for lunch yesterday?

I ate chicken and rice

4. Who was the first person you talked to on the phone today?

My friend

5. What was the last thing you bought at the mall?

A dress

6. What was the last film you saw on TV?

The king of the rings



Now tell another classmate about your partner's answers.

2 Reading

Before Reading

What is your favorite place in your town? Why?

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

My Favorite Hangout Place

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

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

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

Real Talk

hangout place = a place you like to spend time at



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After Reading

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

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

B. Read the text and answer the questions.

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

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

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

He's from Alberta, Canada

His favorite hangout place is the West Edmonton Mall

It's one of the largest malls in the world. It has 800 stores, hotel, 110 restaurants, an amusement park, a swimming pool, an ice rink, an aquarium, a miniature golf course, and a idea arcade

His favorite place in the mall is the video arcade

**They went to the video arcade. Then they went to get something to eat
Walter wanted to eat burgers and fries but his friends wanted to try a new Italian restaurant. Then they wanted hinese food. but the restaurant was closed. Finally. they ate Burgers and fries**



3 Writing

Think about a time when something unexpected happened to you and write a story about it, and read it to

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

4 Chant Along

Number the verses in the correct order.

My Dream

Vacation

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

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

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

► Chorus

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





Vocabulary

Match the words from the chant with their meanings.

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

Comprehension

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

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

Discussion

- What are some...
- Do you feel th...
- Where do you...

Noise and sadness

Yes, I do. Because Vacation means relaxation to me

I want to go to a beautiful beach. The sea is wonderful. The place is quiet and beautiful

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

Adjectives

cute
favorite
our
their
your

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

Prepositions

in
on

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.

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

Nouns—Countries

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

Adjectives—Nationality

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

Verbs

believe
say

Adjectives

hot
official

Prepositions

around
from
in
on

EXPRESSIONS

Idioms

on business
on vacation

Ask for information

Where are you from?

Real Talk

Excuse me.
How about you?

5 Families, Families

VOCABULARY

Nouns

aunt
baby
brother
child / *plural*: children
cousin
daughter
family
grandchildren
grandfather
grandmother

grandparent
husband
nephew
niece
parent
sister
son
uncle
wife

Verbs

come from
have
miss

Adjectives

big
many
married
only
single
small

EXPRESSIONS

Quantity expressions

a lot of
any
lots

Real Talk

I've got ...
Not really.

EXPANSION Units 1–5

VOCABULARY

Nouns

ad
backpack
broom
coconut
contest
destination
door
floor
form
industry
island

kid
order
pineapple
prize
questionnaire
ship
sport
tourism
trip
winner

Verbs

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

Phrases with verbs

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

Adjectives

late
national
popular
principal

EXPRESSIONS

Idioms

give me a break
leave me alone
What for?

6 Is There a View?

VOCABULARY

Nouns

apartment
balcony
flower
garden
house
laundry
motorcycle
tree
view
yard

Nouns—Rooms of the house

bathroom
bedroom
dining room
garage
kitchen
laundry room
living room

Nouns—Furniture and things in a room

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

Adjectives

beautiful
comfortable
great
huge
pretty
small

Adverbs

downstairs
upstairs

Prepositions

behind
in
in front of
on
under

EXPRESSIONS

Ask for and give a description

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

Ask for and give a reason

Why?
Because ...

7 Where Do You Live?

VOCABULARY

Nouns

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

Nouns—Places in the neighborhood

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

Verbs

get off
go
live
take
turn

Adjectives

closed
low
new
open

Prepositions

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

EXPRESSIONS

Give directions

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

Ask for directions

How do I get to ... ?

Give a strong yes answer

Of course.

Real Talk

Trust me.
You can't miss it.

8 What Are You Doing?

VOCABULARY

Nouns

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

Verbs

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

Adjectives

action
busy

Adverb

right now

EXPRESSIONS

Expression of location

at work

Make a suggestion

Let's (go).

Accept a suggestion

Good idea!

Real Talk

check out
What's up?

9 What Do You Do?

VOCABULARY

Nouns

advertising
airline
architecture
art and design
clinic
future
gadget
job
newspaper

Nouns—Occupations/jobs

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

Verbs

cook
cut
design
drive
make
meet
sell
travel

Adjectives

interested (in)
professional

EXPRESSIONS

Idiom

I'm good with . . .

Ask about someone's job

What do you do?



10 What's School Like?

VOCABULARY

Nouns

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

School Subjects

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

Adjectives

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

Verbs

act
brush
excavate
run
teach
wear

EXPRESSIONS

Adjectives to describe people's looks

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

Ask about people's appearance

What does he/she look like?

Real Talk

cool

Ask about people's personality

What's he/she like?

11 What Time Do You Get Up?

VOCABULARY

Nouns

activity
breakfast
dinner
karate
lunch
martial arts
traffic
weekday
weekend
weeknight

Verbs

concentrate
get up
learn
wake up
work out

Phrases with verbs

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

Adjectives

bad
different
late
same

Adverbs

early
late

Frequency adverbs

always
never
sometimes
usually

Time words

after
before
then

EXPRESSIONS

Time expressions

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

Ask for the time

What time is it?

Real Talk

awesome
No way!
Where are you off to?

EXPANSION Units 6–11

VOCABULARY

Nouns

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

Verbs

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

Phrases with verbs

come across
hang out
pick up
search for

Adjectives

busy
enormous
local
quiet

Adverb

loud

EXPRESSIONS

Idiom

tell jokes

Meeting and greeting people

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

12 What Can You Do There?

VOCABULARY

Nouns

beach
free time
match
ocean
resort

Nouns—Places in a town

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

Verbs

buy
can
draw
fly
hang out
like
shop
sleep

Verbs—Sports

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

EXPRESSIONS

Accept a suggestion

Sure.

Real Talk

Are you crazy?
When's good for you?



13 What Are You Going To Wear There?

VOCABULARY

Nouns

attraction
graduation
style
transportation
waterfall
weather
wedding

Nouns—Clothes

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

Verbs

get married
go shopping
need
wear

Adjectives

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

Adjectives—Colors

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

Time expressions for the future

next month
next week
tomorrow

EXPRESSIONS

Ask about color

What color are your boots?

Real Talk

put on

14 Let's Celebrate

VOCABULARY

Nouns

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

Nouns—Holidays

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

Verbs

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

Adjectives

bright
traditional
wonderful

Pronouns

her
him
me
them
us
you

Adverb

well

EXPRESSIONS

Make or agree to a suggestion

Let's...

Expressions to show interest

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

Expression of regret

Too bad.

15 Then and Now

VOCABULARY

Nouns

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

Phrases with verbs

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

Verb

protect

Adjectives

attractive
modern
narrow
successful

Adjectives for opinions

awesome
bad
beautiful
boring
crowded
great
interesting
OK
terrible
uncomfortable

EXPRESSIONS

Ask for information

Where were you born?

Time expression

from time to time

Real Talk

How are things?
You're kidding!

16 What Did You Do Last Week?

VOCABULARY

Nouns

accident
assignment
beach volleyball
console
guest
race
rice
snack
topping

Verbs

impress
melt
stay

Phrases with verbs

clean out
go out
have a great time
search for
spend time
stay home

Adjectives

common
demanding
ethnic
expensive
spicy

Time expressions

last month
last night
last weekend
yesterday

EXPRESSIONS

Ask for information on past activities

What did you do yesterday/last week, etc.?

Conversation filler

Um ...

Expression of interest in the speaker's comment

Really?



EXPANSION Units 12–16

VOCABULARY

Nouns

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

Verbs

decide
 forget
 lie
 pack

Adjectives

free
 unexpected

EXPRESSIONS

Idioms

on my mind

Describe means of transportation

by bus
 by car
 by train

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Unit 1 Self Reflection

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

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




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:
<div>  </div>	<ul style="list-style-type: none"> • read through the unit again • listen to the audio material • study the grammar and functions from the unit again • ask your teacher for help

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



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 <i>yes/no</i> 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"> • read through the unit again • listen to the audio material • study the grammar and functions from the unit again • ask your teacher for help

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

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



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</i> , <i>between</i> , <i>next to</i> , <i>on</i> , <i>near</i> , and <i>far from</i>			
use imperatives for directions			
use comparative and superlative adjectives			

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

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



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



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

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



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



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, next week, and time expressions tonight, etc.</i>			
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"> • read through the unit again • listen to the audio material • study the grammar and functions from the unit again • ask your teacher for help

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</i> / <i>want</i> / <i>like</i> + infinitive			
use <i>let's</i> + infinitive			
use the modals <i>must</i> / <i>mustn't</i> and <i>should</i> / <i>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"> • read through the unit again • listen to the audio material • study the grammar and functions from the unit again • ask your teacher for help

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



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

Irregular Verbs

Base Form

Simple Past

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



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	Unit 5	1 Listen and Discuss
27	Unit 5	2 Pair Work
28	Unit 5	4 Listening
29	Unit 5	5 Pronunciation
30	Unit 5	6 Conversation
31	Unit 5	8 Reading
32	EXPANSION	2 Reading
33	Units 1–5	4 Chant Along

CD2		
Track	Unit	Student Book Section
2	Unit 6	1 Listen and Discuss
3	Unit 6	2 Pair Work
4	Unit 6	4 Listening
5	Unit 6	5 Pronunciation
6	Unit 6	6 Conversation
7	Unit 6	8 Reading
8	Unit 7	1 Listen and Discuss
9	Unit 7	2 Pair Work
10	Unit 7	4 Listening
11	Unit 7	5 Pronunciation
12	Unit 7	6 Conversation
13	Unit 7	8 Reading
14	Unit 8	1 Listen and Discuss
15	Unit 8	2 Pair Work
16	Unit 8	4 Listening
17	Unit 8	5 Pronunciation
18	Unit 8	6 Conversation
19	Unit 8	8 Reading

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

CD3		
Track	Unit	Student Book Section
2	Unit 12	1 Listen and Discuss
3	Unit 12	2 Pair Work
4	Unit 12	4 Listening
5	Unit 12	5 Pronunciation
6	Unit 12	6 Conversation
7	Unit 12	8 Reading
8	Unit 13	1 Listen and Discuss
9	Unit 13	2 Pair Work
10	Unit 13	4 Listening
11	Unit 13	5 Pronunciation
12	Unit 13	6 Conversation
13	Unit 13	8 Reading
14	Unit 14	1 Listen and Discuss
15	Unit 14	2 Pair Work
16	Unit 14	4 Listening
17	Unit 14	5 Pronunciation
18	Unit 14	6 Conversation
19	Unit 14	8 Reading
20	Unit 15	1 Listen and Discuss
21	Unit 15	2 Pair Work
22	Unit 15	4 Listening
23	Unit 15	5 Pronunciation
24	Unit 15	6 Conversation
25	Unit 15	8 Reading
26	Unit 16	1 Listen and Discuss
27	Unit 16	2 Pair Work
28	Unit 16	4 Listening
29	Unit 16	5 Pronunciation
30	Unit 16	6 Conversation
31	Unit 16	8 Reading
32	EXPANSION	2 Reading
33	Units 12–16	4 Chant Along

SuperGoal 1 Workbook

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